

# Methodology Report for the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct

## Authors

David Cantor  
Reanne Townsend  
Hanyu Sun



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Prepared by:  
Westat  
*An Employee-Owned Research Corporation®*  
1600 Research Boulevard  
Rockville, Maryland 20850-3129  
(301) 251-1500

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# Executive Summary

In 2015, a consortium of 27 institutions of higher education (IHEs) collaborated to develop and implement a climate survey on sexual assault and sexual misconduct. The survey's primary goal was to provide participating IHEs with data to inform policies to prevent and respond to sexual assault and misconduct. This initiative was organized by the Association of American Universities (AAU) and was overseen by a survey design team made up of representatives of the IHEs participating on the project.

The AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct was designed to collect a significant amount of detail on a wide range of victimizations, including harassment, stalking, intimate partner violence (IPV), and various forms of nonconsensual sexual contact (NSC). This involved asking respondents not only about the occurrence of particular types of victimization, but also for incident-level details about what happened. The goal was to provide policymakers with information that could be used to develop programs to prevent sexual violence in the future.

The purpose of this report is to provide additional information on selected methodological features of the survey related to measuring sexual assault and sexual misconduct. While all of the individual AAU survey items were based on prior research, the amount of detail collected on incidents is a unique feature of the design. This report provides information on some of the strengths and weaknesses of the methods used on the survey. The report also provides recommendations on possible revisions to procedures, if the survey were to be repeated in the future. Finally, these analyses provide methodological information on the strengths and weaknesses of the AAU survey's methodology for those considering implementing a climate survey in the future.

The current report presents analyses related to four topics: 1) Nonresponse bias (NRB); 2) timing and missing data; 3) counting and placing incidents in time; and 4) comparing measures of harassment, IPV, and stalking.

## Nonresponse Bias Analysis

The analyses in the individual school reports found some evidence of a positive bias due to nonresponse. The analysis in the aggregate report (Cantor et al., 2015) suggested that the size of the bias was relatively small, but it was difficult to draw definitive conclusions. This report elaborates on



these analyses by conducting two additional analyses. The first used data from the survey to test assumptions behind the estimates of NRB provided in the aggregate report. The results from this further analysis point to a small positive NRB.

The second set of analyses compares the AAU survey estimates of victimization with those of other surveys. In these comparisons, the AAU survey was found to be 5 percentage points lower to 6 percentage points higher than other surveys. For several key comparisons, the differences were within several percentage points. All but one of the non-AAU survey estimates fell within the range of the 27 individual AAU schools. When comparing the results of the AAU survey conducted at the University of Michigan to an independent survey conducted by the university, the differences ranged from -1.0 to +0.5 percentage points. Overall, these comparisons also point to a relative small NRB.

## Timing and Missing Data

The survey was designed to take 15-20 minutes to complete for most respondents, though for some it was expected to take 30 minutes or more. Overall, the time to actually complete the survey met this goal. The median time to complete was 11.5 minutes and the average time to complete was 17.9 minutes. The difference between the median and the mean reflects the additional questions that were asked when a victimization was reported. Those who did not report any victimization averaged 14.4 minutes, while those reporting at least one victimization averaged 23 to 36 minutes, depending on the number reported. For those who reported two incidents or fewer (about 93% of victims), survey completion time averaged 30 minutes or less.

The overall rate of dropping out of the survey was 16.8 percent of those that started the survey. The strongest determinant of completing the survey was being offered a \$5 Amazon gift card incentive. The odds of not completing the survey were 2.4 to 2.7 times greater for those who were not offered an incentive compared to those who were offered an incentive.

Approximately 38 percent of those that dropped out did so before the first section on victimization (harassment–Section D). Approximately 62 percent of those dropping out did so before getting to the section on NSC. The rate of dropping out was higher, however, for the victimization sections, with NSC (3.7%) having the highest rate.

A significant number of respondents did drop out when filling out the long and short incident forms as follow-ups to the NSC questions (Sections GA and GC). Among those asked to fill out one incident form, 7 percent of respondents dropped out. The rate went up significantly when asked to fill out more than one form (20 percent or greater).

The overall level of missing data for particular items was relatively low. Among those who viewed a question, the percentage with missing data ranged from 0 to 3 percent, with most items having rates at 1 percent or below. A second source of item-missing data came from those who dropped out of the survey while in the section asking about unwanted sexual activity (Section G). As noted above, there was a significant increase in the number of dropouts when respondents were asked to fill out one or more incident forms. This contributed to a higher level of item-missing data, especially for those asked to provide details on more than one incident.

While there was a correlation between dropping out and victimization, a high percentage of those who reported a victimization completed most of the survey. For example, among those who reported harassment, 94 percent answered all or most of the victimization questions in the survey and were defined as a complete or partial complete for analysis purposes. Even for those who dropped out at the point of the incident form, a very large percentage provided data on all of the forms requested (87%). An even greater percentage provided information on at least one of the forms. Among those that were offered an incentive, these percentages were significantly higher.

The summary at the end of the chapter provides several suggestions on methods for reducing the amount of missing data. One is to reduce the number of incident forms that are requested. A second way is to provide all respondents with an incentive. Finally, future surveys should consider some type of imputation for the missing data.

## Counting and Placing Incidents in Time

The level of detailed information collected on the AAU survey allows parsing estimates by time period (e.g., current year; since enrolled), the type of behavior and tactic of incident. In addition, it allows analysts to produce incidence rates and rates of recurring and multiple victimization. To collect this level of detail, respondents were asked to provide specifics about the combination of behaviors and tactics that occurred, as well as the academic year in which incidents occurred. As part

of this process, respondents were asked to identify behaviors and tactics that occurred during the same incident.

To count incidents of NSC, respondents were asked whether incidents reported in the survey were duplicates of incidents reported earlier in the survey. As expected, the amount of overlap increased as respondents progressed through the survey. The greatest overlap occurred for the items related to absence of affirmative consent, where approximately half the reports overlapped with previously reported incidents.

Analysis of the procedure for determining timing revealed that a relatively small percentage of initial reports occurred prior to the student enrolling at the school, which was out of the reference period. The analysis suggests that current-year estimates for seniors and juniors may be a high due to telescoping (or misdating) or the prior-year estimates (e.g., junior year for seniors; sophomore year for juniors) may be low due to forgetting. The report argues that telescoping is the more likely explanation. The analysis also suggests that estimates for “since enrolled” for nonpenetrative incidents may be a bit low because of omissions due to seniors and juniors not recalling non incidents at the beginning of the reference period.

## Comparing Measures of Harassment, IPV, and Stalking

When comparing measures of harassment, IPV, and stalking, the results point to several key differences between the AAU survey measures and the other surveys. The largest differences were found for harassment, with the AAU survey estimates being considerably higher than for other surveys. This was attributed partly to the broader set of behaviors that the AAU survey included in the measurement. For the AAU survey, the measures were based on verbal and written behaviors taken from Leskinen and Cortina (2014). This contrasts with many of the other surveys, which placed more emphasis on behaviors such as exposure or other actions related to sexual abuse.

A second key difference in the measurement of harassment was the AAU survey explicitly linked the harassing behaviors with Equal Employment Opportunity Commission (EEOC) criteria of creating a hostile workplace or academic environment. The comparisons found that many respondents used the legal criteria when answering the questions. But this may not have been the case for all of the items and for all of the respondents. This may have inflated the estimates of harassment. If the survey is to be repeated, we recommend that these items be re-structured so the respondent is first

asked about the harassing behavior and then asked a follow-up question whether the behavior met the legal criteria.

The surveys all differed in how IPV and stalking were defined and measured. For IPV, many surveys did not include a psychological aggression measure and just concentrated on physical abuse. One survey included a measure of expressive aggression (e.g., berating the partner) rather than coercive control as was included on the AAU survey. It might be of interest to measure both of these psychological dimensions in the future.

The AAU survey also restricted the IPV questions to those who reported being in a “partnered relationship.” This was also done in several other surveys, but not all. We recommend maintaining this practice, using the same definition of intimate partner.

For stalking, the AAU definition seemed to be the most restrictive when compared to other surveys. It was based on criteria developed by several Federal agencies (Catalano, 2012; Black et al., 2011). Perhaps as a result, the AAU estimates were generally lower when compared to other surveys. Overall, we recommend continuing to measure stalking in this way.

In 2015, a consortium of 27 institutions of higher education (IHEs) collaborated to develop and implement a climate survey on sexual assault and sexual misconduct. The survey's primary goal was to provide participating IHEs with data to inform policies to prevent and respond to sexual assault and misconduct. A secondary goal was to provide policymakers with information that could inform their work as they consider legislation and/or administrative actions with respect to sexual violence.

This initiative was organized by the Association of American Universities (AAU) and was overseen by a survey design team made up of representatives of the IHEs participating in the project. The survey was implemented by Westat in the spring of the 2014-2015 academic year. An individualized and aggregate report on the basic results was provided to each of the participating IHEs. These reports were publicly released in September 2015. In addition, each of the participating IHEs received a dataset containing the responses for their students.

The reports provided details on the methodology used to carry out the survey, including information on the survey procedures, sample design, estimation procedures, response rate, and potential for nonresponse bias (NRB) (e.g., see Cantor et al., 2015). The AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct was designed to collect a significant amount of detail on a wide range of victimizations, including harassment, stalking, intimate partner violence (IPV), and various forms of nonconsensual sexual contact (NSC). This involved asking respondents not only about the occurrence of particular types of victimization, but also for incident-level details about what happened.

The purpose of this new report is to provide additional information on the methodological features of the survey related to measuring sexual assault and sexual misconduct. While all of the individual AAU survey items were based on prior research, the amount of detail collected on incidents is a unique feature of the design. This report provides important information about some of the strengths and weaknesses of the methods used in the survey. The report also provides recommendations on possible revisions to procedures if the survey is repeated in the future. Finally, these analyses provide methodological information on the strengths and weaknesses of the AAU survey's methodology for those considering implementing a climate survey in the future.

The current report presents analyses related to four methodological topics. Chapter 2 provides additional analyses of NRB on the estimates of various outcome measures. The analyses provided in the original aggregate report found some potential of a positive bias (i.e., some estimates may be too high). The present report refines these analyses by examining some of the assumptions behind the original models, as well as comparing the AAU survey's estimates to those of other climate surveys.

Chapter 3 examines the procedures to identify specific incidents of NSC. The AAU survey included questions to identify unique incidents of NSC so that analysts could estimate both prevalence and incidence rates using counting rules consistent with the Clery Act. To do this, it is necessary to measure when incidents involve more than one type of behavior and/or tactic. This chapter provides details on how this procedure was implemented and what happened when respondents were asked about incidents where more than one type of behavior or tactic was used. It also examines the extent to which respondents were able to place particular incidents within a particular academic year.

Chapter 4 describes the amount of time respondents took to fill out the survey, as well as the extent to which particular items on the questionnaire were skipped by respondents. This chapter provides the details on how long it took respondents to fill out the questionnaire and how it varied by whether particular types of victimizations were reported. In conjunction with this, this chapter describes the extent of item-missing data on the survey and the correlates related to it.

Chapter 5 compares the AAU survey's estimates of harassment, stalking, and IPV to those of several other campus climate surveys. By examining the way other surveys define and measure these behaviors, it is possible to qualitatively understand why the estimates might differ. This provides a context for interpreting these estimates.

Each chapter provides some background on the survey procedures. For a comprehensive description of the methods, the reader is referred to the aggregate report and its appendices (Cantor et al., 2015).

## Summary of Nonresponse Bias Analyses

One of the primary critiques of the Association of American Universities (AAU) report was the potential for nonresponse bias (NRB) (Yoffe, 2015; New York Post, 2015; Taylor, 2015; Freyd, 2015). NRB occurs when responders to the survey are different from those that do not respond. If the difference is large enough, then the estimates from the survey will be biased in a particular direction. For example, if the responders have higher rates of victimization than the nonresponders, then the estimate from the survey will be too high. The analysis in the AAU aggregate report found some evidence of a positive bias due to nonresponse (Cantor et al, 2015). The analysis suggested that the size of the bias was relatively small, but it was difficult to draw definitive conclusions. This chapter refines the original assessment by examining the assumptions behind it and expands the result by making comparisons to other surveys.

This first section of this chapter describes three analyses:

- The first analysis tests whether controlling for additional variables changes the conclusions about NRB. The results do not change once doing this.
- The second analysis finds that when conducting more refined analysis of the late responders, there is a flattening of the response curve between the second and third reminder emails. This is consistent with a scenario that the nonresponders do not have dramatically different rates of victimization or attitudes than the late responders.
- A third analysis finds that the NRB is negatively associated with the response rate. This result is also consistent with a small, or even null, bias.

The second section of this chapter compares the AAU survey estimates of victimization with those of other surveys. The differences range from the AAU survey being 5 percentage points lower to 6 percentage points higher than other surveys. Most are less than this. All but one of the non-AAU estimates fell within the range of the 27 individual AAU schools. When comparing the results of the AAU survey conducted at the University of Michigan (UM) to an independent survey conducted by the university, the differences ranged from -1.0 to +0.5 percentage points.

The analyses in this section put in perspective prior comments asserting the AAU survey estimates are invalid because of a 19 percent response rate (e.g., Taylor, 2015). When characterizing the prevalence of sexual assault and misconduct, the results do indicate a modest bias. But there is no reason to dismiss the results, as the differences are not large enough that the prevalence is overstated in a substantively meaningful way. Nevertheless, the existence of a bias should be addressed in the future to minimize the effects of nonresponse. Increasing the response rate would make the survey operations more efficient and increase the survey's face validity.

## Introduction

One of the primary questions raised about the AAU report was the potential for NRB. Some commentators asserted that the vast majority of the nonrespondents had not been victimized (Yoffe, 2015; New York Post, 2015; Taylor, 2015). If they had been interviewed, the rates of victimization would have been dramatically lower. Others argued the nonrespondents were those who had been victimized and did not want to divulge sensitive information on the survey (Freyd, 2015). The NRB analysis presented in the report (Cantor et al., 2015: A4-1–A4-31) concluded that the bias may have led to over-estimating rates of victimization and negative attitudes on school climate. The report did not find the size of the bias to be large, based on internal analysis of those who responded to the survey.

The NRB presented in the 2015 report was based on two strategies. One was a level-of-effort (LOE) analysis that compared those who responded to the survey early to those that responded late. The second strategy compared the groups who were provided an incentive to those who were not given an incentive. The overall conclusions from these analyses are displayed in Tables 2-1 and 2-2. When significant effects were found, the bias was in the direction of nonrespondents having a lower level of victimization. The LOE indicated many more significant effects, as well as a larger effect size.

**Table 2-1. Direction of nonresponse bias according to analysis of early and late responders for 11 outcome measures by gender and enrollment status**

|                                                                                                           | Male |     | Female |    |
|-----------------------------------------------------------------------------------------------------------|------|-----|--------|----|
|                                                                                                           | U    | G/P | U      | GP |
| 1. Penetration by physical force or incapacitation                                                        |      | +   | +      | +  |
| 2. Sexual touching by physical force or incapacitation                                                    |      |     | +      | +  |
| 3. Nonconsensual sexual contact by coercion                                                               |      |     |        |    |
| 4. Nonconsensual sexual contact by absence of affirmative consent                                         | +    | +   | +      | +  |
| 5. Sexual harassment                                                                                      | +    | +   | +      | +  |
| 6. Stalking                                                                                               |      |     | +      |    |
| 7. Intimate partner violence                                                                              |      |     | +      |    |
| 8. Student knowledge about campus resources                                                               | +    | +   | +      | +  |
| 9. Opinions on what university officials would do when an incident is reported                            |      | -   | -      | -  |
| 10. Respondent took some action when they suspected a friend had been sexually assaulted                  |      |     |        |    |
| 11. How problematic students feel sexual assault and misconduct is for the Institutes of Higher Education |      |     | +      | +  |

U = Undergraduate; G/P = Graduate or Professional



**Table 2-2. Direction of nonresponse bias according to analysis of incentive groups for 11 outcome measures by gender and enrollment status**

|                                                                                                           | Male |     | Female |    |
|-----------------------------------------------------------------------------------------------------------|------|-----|--------|----|
|                                                                                                           | U    | G/P | U      | GP |
| 1. Penetration by physical force or incapacitation                                                        |      |     |        | +  |
| 2. Sexual touching by physical force or incapacitation                                                    |      |     |        | +  |
| 3. Nonconsensual sexual contact by coercion                                                               |      |     |        |    |
| 4. Nonconsensual sexual contact by absence of affirmative consent                                         |      |     |        |    |
| 5. Sexual harassment                                                                                      |      |     |        |    |
| 6. Stalking                                                                                               | +    |     |        | +  |
| 7. Intimate partner violence                                                                              |      |     |        | +  |
| 8. Student knowledge about campus resources                                                               |      |     |        |    |
| 9. Opinions on what university officials would do when an incident is reported                            | +    |     | +      |    |
| 10. Respondent took some action when they suspected a friend had been sexually assaulted                  |      |     |        |    |
| 11. How problematic students feel sexual assault and misconduct is for the Institutes of Higher Education |      |     |        | +  |

U = Undergraduate; G/P = Graduate or Professional

This chapter presents two additional analyses of NRB. The goal is to refine the estimates that were provided in the first report. The estimates of effect size in the prior analysis were relatively small, but this is based on bivariate tests using data that are internal to the survey. One of the analyses reported below attempts to extend these analyses further by testing several assumptions behind the internal analyses. A second set of analyses use external data from other campus climate surveys. This helps put a bound on the size of any NRB. As with most analyses of nonresponse, there are strengths and weaknesses to each analysis. To the extent these analyses point to similar conclusions, we can be more confident about the assessment of NRB.

## Internal Analyses

The analyses of NRB in the 2015 report were limited by two constraints. One was the analysis did not control for all of the weighting adjustments made for nonresponse. The estimates in the main body of the 2015 report were adjusted for differential nonresponse and coverage. While the estimates of NRB in the report were broken out by gender and enrollment status, they did not adjust for incentive status, age of respondent, year in school, or race. The first part of this section re-estimates the significance of the NRB by controlling for the primary weighting variables.

A second limitation of the NRB analysis in the 2015 report was that it was based on a relatively small percentage of the survey population (19%). This makes it difficult to extrapolate to the 81 percent of students who did not respond. For example, LOE analyses compared those who responded early to those who responded late. The undergraduate females who were early responders had a rate of nonconsensual penetration by force or incapacitation of 10.8 percent compared to 8.6 percent for late responders. The difference of approximately 2 percentage points was statistically significant. What would the difference be if the response rate were higher and more nonrespondents were observed? Would it continue to get larger or would it stabilize at some point? Prior research has found that extrapolating from LOE analyses to all nonrespondents cannot assume a linear trend (Olsen, 2006; Lin and Schaeffer, 1995). The second part of this section provides a more refined analysis of the LOE analysis by breaking out the estimates by the timing of the response and the response rate at each school.

### **Adjusting for Nonresponse Weighting Variables**

Level of Effort. The LOE analysis used a dichotomous variable indicating whether the respondent completed the survey at the time of the initial survey request (early) or following subsequent reminder requests (late). As noted above, the prior analysis of LOE did not adjust for four variables included in the survey nonresponse adjustment—whether an incentive was provided, age of the respondent, year in school, and race. The analysis did use the full survey weights and estimated rates by gender and enrollment status. However, it is possible that the early responders differ along one or more of the other characteristics used in the nonresponse adjustment. Consequently, the results of the NRB analysis may not fully reflect the full nonresponse adjustment implemented on the survey. For example, it might be the case there are more freshman in the early group. Since freshman have higher rates of victimization, this would push the early group higher than the late group. By not accounting for this imbalance, the LOE analysis does not fully account for the fact that estimates in the body of the report adjusted for this characteristic.

To adjust for these variables, a series of logistic regressions predicting 12 outcomes were estimated for female undergraduates (Table 2-3).<sup>1</sup> The predictors in the regressions were the four variables used in the nonresponse adjustment (incentive status, age, year-in-school and race), as well as

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<sup>1</sup> This includes the 11 variables that were analyzed in the prior analysis (Cantor et al., 2015). Added to this list is nonconsensual sexual contact by physical force or incapacitation.

whether the survey was completed early or late. The early responders are coded as “0” and the late responders are coded as “1.” This means that a positive bias in the estimates is indicated by an odds ratio (OR) of less than one (i.e., the late responders have lower victimization rates or more favorable attitudes than early responders). The only exception to this is for reporting perceptions and bystander intervention variables, where a high value is a “good” outcome (e.g., believe officials will take action; did intervene). The survey weights were used in these regressions and standard errors were estimated using the jackknife replication methods described in the earlier report.

**Table 2-3. Variables included in the nonresponse bias analysis**

| Variable name                              | Variable description                                                                                                                                                                                                                                 |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sexual contact by force or incapacitation  | Any nonconsensual sexual contact+ by force or incapacitation since entering college                                                                                                                                                                  |
| Penetration by force or incapacitation     | Any nonconsensual penetration by physical force or incapacitation since entering college                                                                                                                                                             |
| Sexual touching by force or incapacitation | Any nonconsensual sexual touching by force or incapacitation since entering college                                                                                                                                                                  |
| Coercion                                   | Any nonconsensual sexual contact+ by coercion since entering college                                                                                                                                                                                 |
| Absence of affirmative consent             | Any nonconsensual sexual contact+ by absence of affirmative consent since entering college                                                                                                                                                           |
| Sexual harassment                          | Any sexual harassment since entering college                                                                                                                                                                                                         |
| Stalking                                   | Any stalking since entering college                                                                                                                                                                                                                  |
| Intimate partner violence                  | Any intimate partner violence since entering college                                                                                                                                                                                                 |
| Resources                                  | “Very” or “Extremely” knowledgeable about campus resources for sexual assault and misconduct                                                                                                                                                         |
| Reporting perception                       | “Very” or “Extremely” likely that university officials will do all of the following in response to a report of sexual misconduct or assault: take the report seriously, conduct a fair investigation, and take action to address causes of the issue |
| Bystander intervention                     | The respondent took some action when they suspected a friend had been sexually assaulted                                                                                                                                                             |
| Perception of problem                      | Sexual assault or misconduct is seen as very or extremely problematic at the university                                                                                                                                                              |

+ Includes both penetration and sexual touching

Table 2-4 provides the OR for the early/late responders for each of the 12 outcomes. For all but coercion and bystander intervention, the coefficients are statistically significant and in the direction of a positive bias. For example, the OR for nonconsensual penetration by force or incapacitation is 0.80 (95% confidence interval (CI): 0.75, 0.86). In other words, late responders were less likely to report this type of victimization (or opinion) than early responders. The coefficient for reporting

perceptions is more than one, but for this variable the regression is predicting a “good” attitude. In this case, early responders are less likely to believe an official will take action to a report of sexual assault or misconduct.<sup>2</sup>

**Table 2-4. Odds ratios for early vs. late responders for logistic regressions predicting 12 outcomes+ \***

| Outcome                                                          | Late vs early | 95% lower bound | 95% upper bound |
|------------------------------------------------------------------|---------------|-----------------|-----------------|
| Sexual contact by physical force or incapacitation               | 0.81          | 0.77            | 0.85            |
| Penetration by physical force or incapacitation                  | 0.80          | 0.75            | 0.86            |
| Sexual touching by physical force or incapacitation              | 0.84          | 0.79            | 0.89            |
| Coercion**                                                       | -             | -               | -               |
| Absence of affirmative consent                                   | 0.85          | 0.81            | 0.91            |
| Sexual harassment                                                | 0.79          | 0.75            | 0.82            |
| Stalking                                                         | 0.86          | 0.79            | 0.94            |
| Intimate partner violence                                        | 0.87          | 0.81            | 0.94            |
| Resources ( <i>likely to know about resources</i> )              | 0.94          | 0.91            | 0.97            |
| Reporting perception ( <i>likely official will take action</i> ) | 1.19          | 1.14            | 1.24            |
| Bystander intervention ( <i>likely took action</i> )**           | -             | -               | -               |
| Perception of problem ( <i>sexual assault is a problem</i> )     | 0.88          | 0.85            | 0.92            |

+ Unless otherwise indicated, all coefficients are significant at  $p < .05$ ; regressions based on  $n = 50,085$ .

Odds ratio of less than 1 indicate early responders are more likely on the designated outcome.

\* Other variables included in the logistic regression were: incentive status, age, year in school, and race.

\*\* Coefficient is not statistically significant at  $p < .05$ .

To provide an idea of how large an effect this translates to, the logistic regressions were used to generate predicted probabilities. These were used to calculate each outcome for the early and late responders, as well the difference between the two (Table 2-5). The difference for nonconsensual sexual contact ranges from 1.8 percentage points for absence of affirmative consent to 3.8 percentage points for sexual contact by physical force or incapacitation. These are very similar, if not identical, to the effect sizes reported in the original report.

<sup>2</sup> There were several schools that did not have two different incentive conditions. A few of these schools gave all students an incentive and a few did not give any incentive at all. The next section will test the significance of incentive status once restricting it to schools that have both an incentive and non-incentive group.

Table 2-5. Predicted mean values for early and late responders for 12 outcome values+\*

| Outcome                                                            | Early | Late | Difference |
|--------------------------------------------------------------------|-------|------|------------|
| Sexual contact by physical force or incapacitation**               | 23.1  | 19.3 | 3.8        |
| Penetration by physical force or incapacitation**                  | 10.8  | 8.7  | 2.1        |
| Sexual touching by physical force or incapacitation**              | 17.4  | 14.8 | 2.6        |
| Coercion                                                           | -     | -    | -          |
| Absence of affirmative consent**                                   | 11.8  | 10.0 | 1.8        |
| Sexual harassment**                                                | 64.4  | 58.1 | 6.3        |
| Stalking**                                                         | 7.0   | 6.1  | 0.9        |
| Intimate partner violence**                                        | 13.0  | 11.6 | 1.4        |
| Resources ( <i>likely to know about resources</i> )**              | 35.7  | 34.0 | 1.7        |
| Reporting perception ( <i>likely official will take action</i> )** | 25.3  | 29.0 | -3.7       |
| Bystander intervention ( <i>likely took action</i> )**             | 67.4  | 68.8 | -1.4       |
| Perception of problem ( <i>sexual assault is a problem</i> )       | 28.1  | 25.3 | 4.6        |

+ Mean values calculated from the predicted probabilities using a logistic regression with the outcome as the dependent variable and early/late response, incentive status, age, year in school and race as the predictors.

- There is no difference between early and late responders.

\* Other variables included in the logistic regression were: incentive status, age, year in school, and race.

\*\* Coefficient is not statistically significant at  $p < .05$ .

Incentive. The incentive analysis used the same testing strategy as for the LOE. The logistic regressions included the variables used in the nonresponse adjustment, a dichotomous variable for whether or not the respondent was promised a \$5 Amazon gift card. Only those schools that had two incentive conditions, one offering a \$5 Amazon gift card and one that did not offer a card, were used in this analysis.<sup>3</sup> The prior analysis of the incentive as an indicator of NRB found only one significant effect for undergraduate females. This was for reporting perceptions. The re-analysis (Table 2-6) also found only one significant effect, but it was different from the prior analysis. Rather than reporting problems, perception of the problem was significant, indicating a positive bias (OR 0.94; 95% CI 0.89, 0.99).

<sup>3</sup> Five schools were dropped because they did not have two incentive conditions.

**Table 2-6. Odds ratios for providing an incentive for logistic regressions predicting 12 outcomes+ \***

| <b>Outcome</b>                                                     | <b>Incentive vs none</b> | <b>95% lower bound</b> | <b>95% upper bound</b> |
|--------------------------------------------------------------------|--------------------------|------------------------|------------------------|
| Sexual contact by physical force or incapacitation**               | 0.97                     | 0.92                   | 1.03                   |
| Penetration by physical force or incapacitation**                  | 0.94                     | 0.88                   | 1.01                   |
| Sexual touching by physical force or incapacitation**              | 0.97                     | 0.91                   | 1.04                   |
| Coercion x                                                         | -                        | -                      | -                      |
| Absence of affirmative consent**                                   | 1.02                     | 0.95                   | 1.10                   |
| Sexual harassment**                                                | 1.04                     | 0.98                   | 1.10                   |
| Stalking**                                                         | 0.94                     | 0.87                   | 1.02                   |
| Intimate partner violence**                                        | 0.93                     | 0.84                   | 1.02                   |
| Resources ( <i>likely to know about resources</i> )**              | 1.01                     | 0.96                   | 1.06                   |
| Reporting perception ( <i>likely official will take action</i> )** | 0.94                     | 0.89                   | 1.00                   |
| Bystander intervention ( <i>likely took action</i> )**             | 0.92                     | 0.82                   | 1.02                   |
| Perception of problem ( <i>sexual assault is a problem</i> )       | 0.94                     | 0.89                   | 0.99                   |

+ Unless otherwise indicated, all coefficients are significant at  $p < .05$ ; Regressions based on  $n = 45,189$ .

Odds ratio of less than 1 indicate those receiving the incentive are less likely on the designated outcome

\* Other variables included in the logistic regression were: incentive status, age, year in school and race.

\*\* Coefficient is not statistically significant at  $p < .05$

x Model would not converge and could not be estimated

Summary. The above analysis confirms the patterns noted in the aggregate report. The LOE provides the strongest evidence of NRB, with 10 of the 12 outcomes examined having a statistically significant effect. For all of the significant effects that were found, those that responded later in the process were less likely to report victimization or had a less negative attitude. This translates to a positive NRB—estimates may be too high due to nonresponse. The difference between early and late responders ranged from 1 to 6.3 percentage points. The differences for nonconsensual sexual contact (physical force, incapacitation, coercion, absence of affirmative consent) ranged from 1.8 to 3.8 percentage points.

The analysis of the incentive condition displayed much weaker evidence of NRB with only one of the outcomes tested being statistically significant. The direction of the one significant effect was also in a positive direction.

Because the evidence of bias is primarily for the LOE indicators, the analyses below concentrate on this measure.

## **Internal Checks on the Magnitude of Nonresponse Bias**

The LOE analyses extrapolate from the survey respondents to the nonrespondents by assuming that the late responders approximate the nonresponders. But with a 19 percent response rate, it is not clear how well the late responders represent the other 81 percent of individuals who did not respond. As noted above, many of the comments on the AAU report assume that a disproportionate number of the 81 percent are either nonvictims or victims. In fact, it is unlikely that the nonrespondents can be easily characterized by a single variable. Some of nonrespondents are likely to have a zero propensity to respond to any survey regardless of the topic. Even for those who would consider doing the survey there are many reasons why an individual does not respond to a survey request and they may not be related to the topic of the survey. For example, the survey request may fall during a particularly busy period (e.g., right before finals), the email request may get caught by a spam filter, the survey does not offer a large enough incentive, or the respondent puts off doing the survey and gets too busy to follow up. While it is possible that these nonresponse mechanisms are correlated with victimization or attitudes, they are not directly related, as critics on both sides have maintained. This is one reason why the response rate is not necessarily a strong indicator of NRB (e.g., Groves and Petchyva, 2007).

There are four basic scenarios that characterize the relationship between the late responders and the nonrespondents:

**Scenario 1—Large positive bias:** On average, most of the nonresponders have much lower victimization rates and much more positive attitudes than the late responders to the survey. For example, for nonconsensual sexual contact by force or incapacitation, if the 81 percent of nonresponders actually have a rate of 10 percent, then the actual rate of victimization would be 12 percent.<sup>4</sup> This is a bias of approximately 9 percentage points.

**Scenario 2—Small positive bias:** On average, the nonresponders resemble the late responders. While they exhibit a positive bias, it is relatively small. For example, for nonconsensual sexual contact by force or incapacitation, if the 81 percent of nonresponders actually have the same rate as the late responders (19%), then the actual rate of victimization would be 19 percent. This is a bias of approximately 2 percentage points.

**Scenario 3—No bias:** On average, the nonresponders have slightly higher victimization rates and more negative attitudes than the late responders to the survey. For example, for nonconsensual sexual contact by force or incapacitation, if the 81 percent of non-responders actually have rate slightly higher than the late responders (21%), then the actual rate of victimization would be 21 percent and there would be no bias.

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<sup>4</sup> This and the similar calculations described below assume the rates for early and late responders each make up around 10 percent of the total population. This reflects their actual distribution among responders.

Scenario 4—Negative bias: On average, the non-responders have higher victimization rates and more negative attitudes than the late responders to the survey. For example, for nonconsensual sexual contact by force or incapacitation, if the 81 percent of nonresponders actually have a rate much higher than the late responders (30%), then the actual rate of victimization would be 28 percent and there would be a negative bias of 7 percentage points.

Without directly observing the nonrespondents, it is impossible to test each of the above scenarios precisely. However, it is possible to examine the plausibility of these hypotheses by examining the patterns of nonresponse by the different LOE groups. The analysis below does this in two ways. One analyzes the trend in outcomes by the timing of the response. The second examines whether NRB differs by the response rate of the school.

Trends in Measures by Level of Effort. This analysis addresses the following question:

Research Question 1: How does the outcome change from the first to the third reminder?

For most campuses, three emails were sent out, spaced one week apart. Four schools issued four reminders. The pattern across the different email requests provides a window into the shape of the response curve, at least for those who responded to the survey. A monotonic trend from the first to the third email (e.g., continual drop off) suggests a pattern that might continue for those who never responded at all. The pattern stabilizing would imply a flattening or an eventual upturn of the curve once extrapolating to the nonrespondents.

Logistic regressions were estimated predicting the 12 outcomes for undergraduate females. The predictors in the regressions included indicators of the three email reminders and the variables used in the nonresponse adjustment. These regressions used the sample weights. Standard errors were calculated using the replication methods described above. The schools that issued four reminders were excluded from this analysis.

Consistent with the results discussed above, the second and third emails are significantly correlated with reporting victimization and the attitude variables (Table 2-7). The direction of this effect indicates a positive bias (i.e., survey estimates published in the report are higher due to non-response). For example, for most of the outcomes, those who responded at the second and third reminder emails have significantly lower victimization rates when compared to those who responded to the first email. This is indicated by the ORs that are less than 1 for the victimization variables and greater than 1 for the reporting perceptions variable (i.e., early responders are less likely to believe



officials will take positive action). The exception to this is for coercion where the timing variable is not significant.

**Table 2-7. Odds ratios for timing of the emails sent for logistic regressions predicting 12 outcomes+ \***

| Outcome                                                          | 2nd vs 1st email | 3rd vs 1st email | Significance 2nd vs. 3rd |
|------------------------------------------------------------------|------------------|------------------|--------------------------|
| Sexual contact by physical force or incapacitation               | 0.79             | 0.79             | ns                       |
| Penetration by physical force or incapacitation                  | 0.79             | 0.78             | ns                       |
| Sexual touching by physical force or incapacitation              | 0.83             | 0.81             | ns                       |
| Coercion                                                         | -                | -                | -                        |
| Absence of affirmative consent                                   | 0.86             | 0.81             | ns                       |
| Sexual harassment                                                | 0.76             | 0.79             | ns                       |
| Stalking                                                         | 0.85             | 0.87             | ns                       |
| Intimate partner violence                                        | 0.86             | 0.86             | ns                       |
| Resources ( <i>likely to know about resources</i> )              | 0.94             | 0.95             | ns                       |
| Reporting perception ( <i>likely official will take action</i> ) | 1.25             | 1.17             | ns                       |
| Bystander intervention ( <i>likely took action</i> )             | 1.08             | 1.14             | ns                       |
| Perception of problem ( <i>sexual assault is a problem</i> )     | 0.84             | 0.93             | .01                      |

+ Unless otherwise indicated, the variable for the timing of the email was statistically significant at  $p < .05$ ;

Regressions based on  $n=40,082$ .

Odds ratio of less than 1 indicate the those responding to the first email are more likely on the designated outcome.

Odds ratios of more than 1 indicate those responding to the first email are less likely on the designated outcome.

\* Other variables included in the logistic regression were: incentive status, age, year in school, and race.

- The variable for timing of the emails was not statistically significant at  $p < .05$ .

To answer Research Question 1, the analysis tested for differences between the second and third emails (see last column of Table 2-7). If there is a trend in the outcomes and the direction of the bias is positive, one would expect a drop in the victimization rates when comparing the second and third emails. The results of the analysis are not consistent with this pattern. There are no statistically significant differences between second and third emails for 11 of the 12 outcomes examined. The one exception is the climate measure asking whether sexual assault is problematic on campus. In this case, the relationship with the timing of the response is nonlinear. Those responding to the first email are most likely to say that sexual assault and misconduct was very or extremely problematic. Those responding to the second email are significantly less likely to say this, but those responding to the third email are significantly more likely than those responding at the second email (similar to the first email).

In summary, the trend across email reminders flattens out after the first email. Those who responded to the second and third emails do not differ on 11 of the 12 outcomes. For the one outcome where there is a difference between the second and third email, the trend is nonlinear. Those who responded to the second email are less likely to view sexual assault and misconduct as a problem on campus when compared to those who responded to the first and third email.

Variation by School. A limitation of the above analysis is the relatively narrow window used to extrapolate the trend between early vs. late respondents. With a 19 percent response rate, extrapolating the trend to the other 81 percent of the nonrespondents is difficult. However, a larger window can be artificially created by looking at the differences in the LOE groups across schools which have different response rates. This leads to a second research question:

Research Question 2: Do indicators of NRB differ by school? If so, is it correlated with the overall response rate?

If there is a large positive bias (Scenario 1) in the AAU survey estimates, one would expect there would be significant positive bias for all schools, even those that had higher response rates. If Scenarios 2, 3, and even 4 are true, then one would expect that the difference between early and late responders to decrease or even change direction as the proportion of non-responders goes down.

To assess whether the measures of NRB vary by school a hierarchical linear model (HLM) was estimated for each outcome for undergraduate females. The first level of the model predicted the outcome of interest with the variables used in the weighting (age, race/ethnicity, year in school, and incentive status) and the LOE indicator (e.g., early vs. late response). The second level of the model specifies the level 1 intercept term and the level 1 coefficient for the LOE indicator as random coefficients. This specification allows the intercept and the NRB coefficient at level 1 to vary across schools. A random intercept term accounts for the wide variation in the outcomes across schools. The random LOE coefficient permits a test of whether there is differential NRB across the schools.

These models do not include the survey weights, but they do control for the variables used to stratify and weight the sample. The standard errors were computed assuming a simple random sample. Since the models control for the main primary sampling units (schools), this should allow reasonable approximation of the standard errors.<sup>5</sup>

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<sup>5</sup> This does not account for the finite population correction.

Table 2-8 provides the results of the significance tests for whether the intercept and the coefficient for the LOE variable exhibit variation across schools. The first column provides the results for the intercept term and the second column the results for the LOE coefficient. All but one of the tests for the intercept are statistically significant. This is expected given the large variation across schools along these outcomes. For the LOE coefficient, nine of the 12 are statistically significant. The coefficients for coercion, stalking, and intimate partner violence (IPV) do not significantly differ by school.

**Table 2-8. Significance tests for a random intercept and a random coefficient for early vs. late responders for 12 outcomes+\***

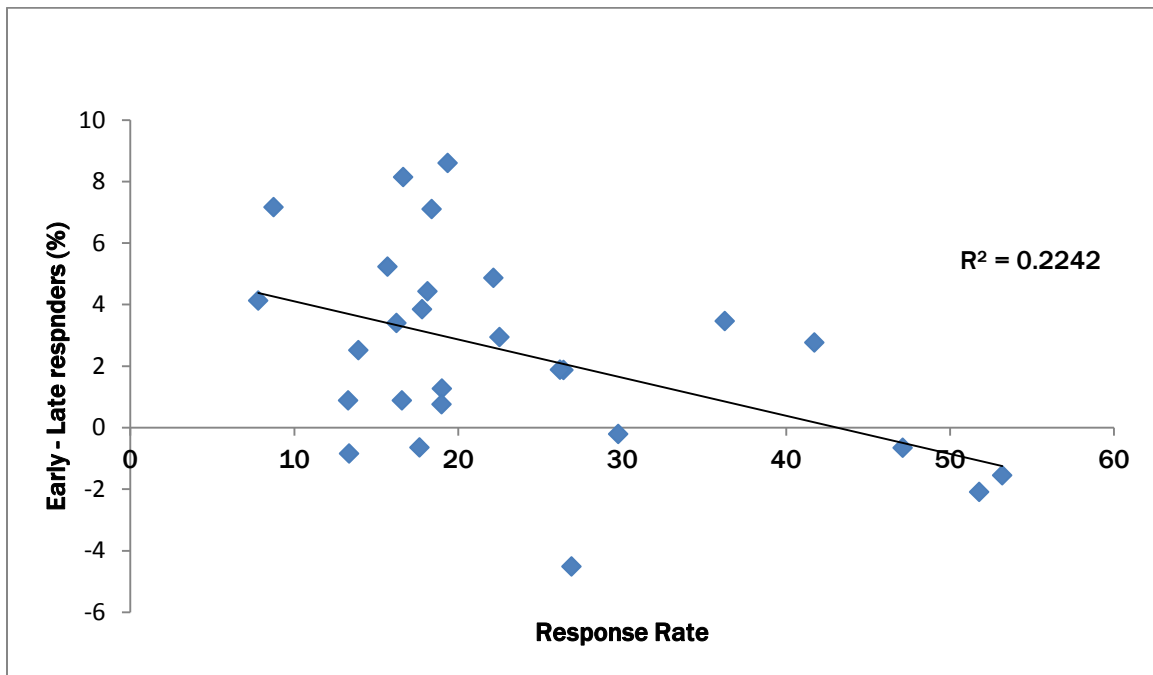
| Outcome                                                          | Significance intercept | Significance early vs late |
|------------------------------------------------------------------|------------------------|----------------------------|
| Sexual contact by physical force or incapacitation               | <.0001                 | 0.0007                     |
| Penetration by physical force or incapacitation                  | <.0001                 | 0.0007                     |
| Sexual touching by physical force or incapacitation              | <.0001                 | 0.0050                     |
| Coercion                                                         | ns                     | ns                         |
| Absence of affirmative consent                                   | <.0001                 | 0.0002                     |
| Sexual harassment                                                | <.0001                 | 0.0052                     |
| Stalking                                                         | 0.0002                 | ns                         |
| Intimate partner violence                                        | <.0001                 | ns                         |
| Resources ( <i>likely to know about resources</i> )              | <.0001                 | 0.0067                     |
| Reporting perception ( <i>likely official will take action</i> ) | <.0001                 | <.0001                     |
| Bystander intervention ( <i>likely took action</i> )             | 0.0254                 | 0.0082                     |
| Perception of problem ( <i>Sexual assault is a problem</i> )     | <.0001                 | <.0001                     |

+ Mult-level logistic regressions based on n=50,787.

\* Other variables included in the multi-level logistic regression were: incentive status, age, year in school, and race.

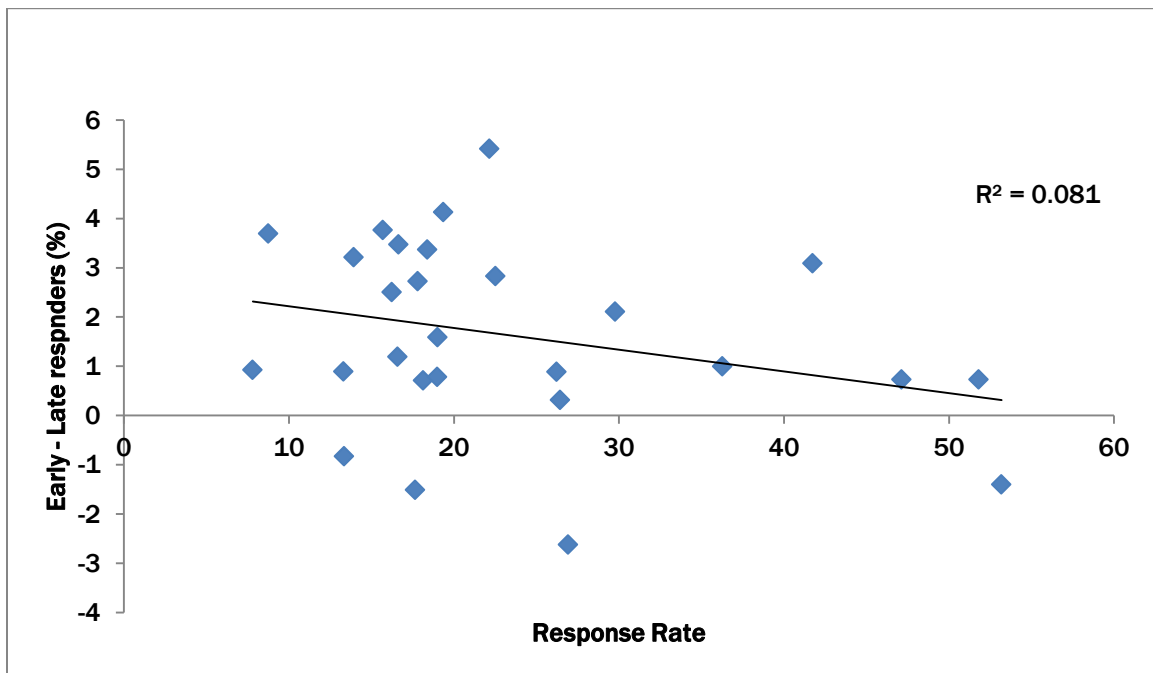
For the victimization variables, the difference between early and later responders is negatively correlated with the school's response rate. The opposite is the case for the items measuring positive attitudes (e.g., knowledge of resources, actions taken by official when reporting a sexual assault). The absolute value of the correlation ranges from .04 to .50 (data not shown). Figures 2-1 to 2-3 display this relationship for several of the outcomes (contact and sexual touching by force or incapacitation, knowledge of resources).

Figure 2-1. Difference between early and late responders for nonconsensual sexual contact by force and incapacitation by response rate for 27 schools in AAU survey+



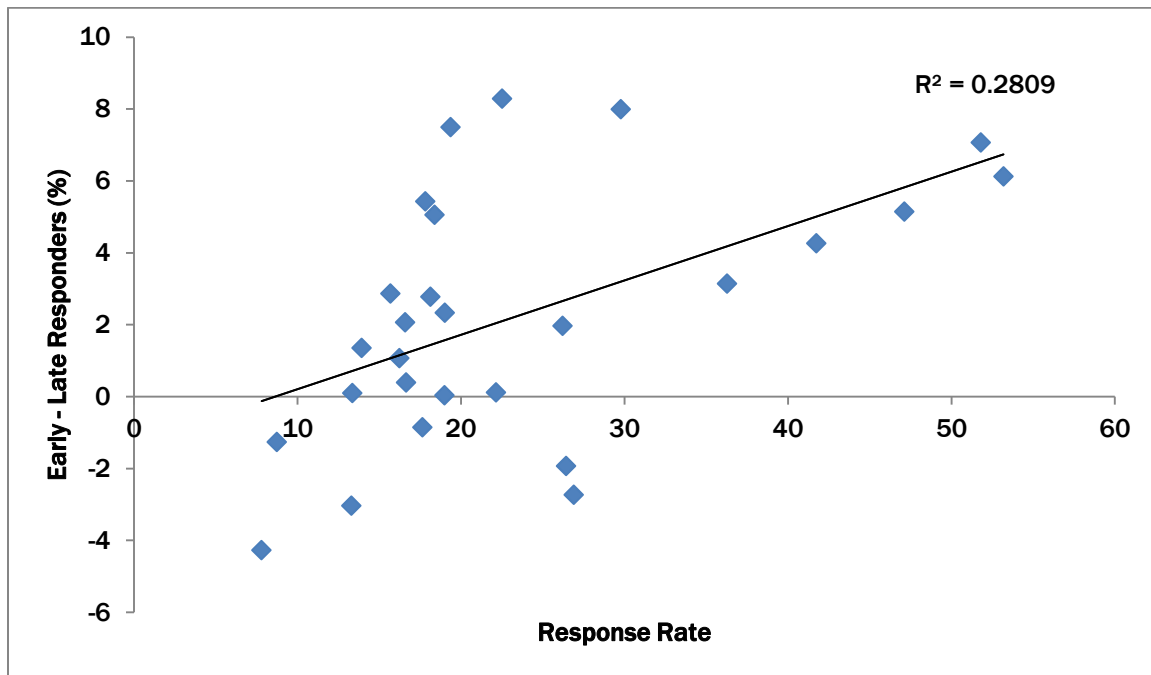
+ Positive value = early responders have higher victimization rates than late responders

Figure 2-2. Difference between early and late responders for nonconsensual penetration by force and incapacitation by response rate for 27 schools in AAU survey+



+ Positive value = early responders have higher victimization rates than late responders

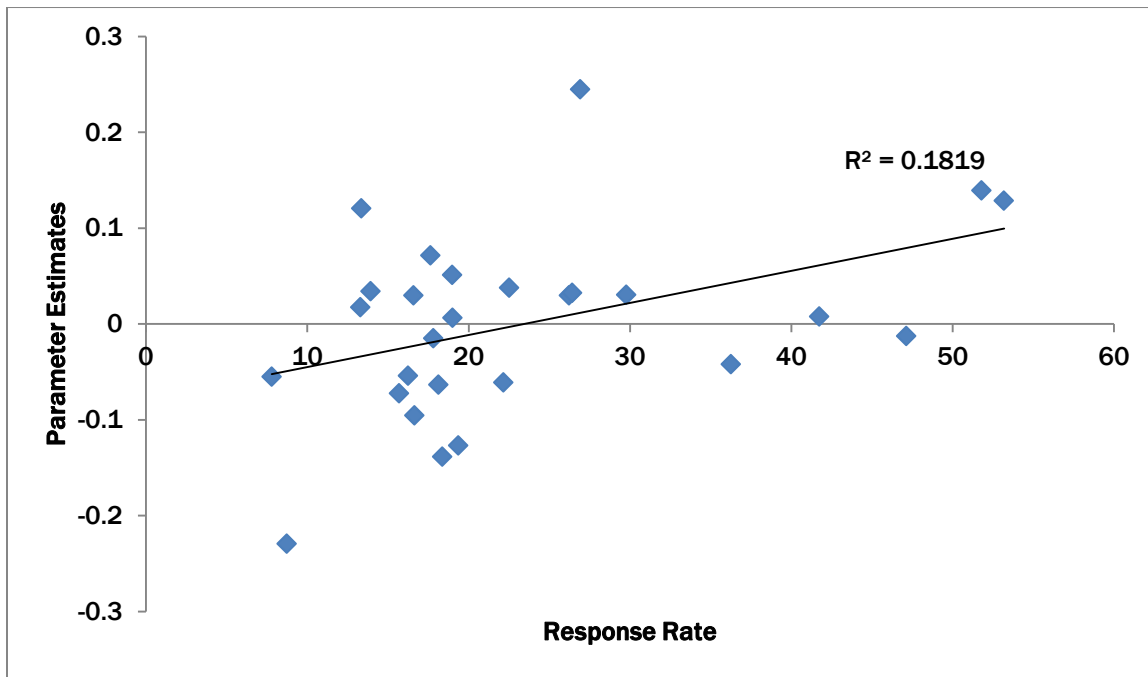
**Figure 2-3.** Difference between early and late responders for knowledge of resources by response rate for 27 schools in AAU survey+



+ Positive value means early responders are more knowledgeable about resources than late responders

To get a sense of how the NRB changes by school, the school-level parameters were estimated for the LOE coefficients. These coefficients represent the deviation from the overall mean effect across all universities. A negative coefficient translates to a larger effect of LOE than the average school, while a positive effect represents a smaller effect. These coefficients are shown in Figure 2-4 plotted against the school's response rate for nonconsensual contact by force or incapacitation. Generally, there is a positive relationship between the response rate and the size of these coefficients ( $R^2 = .18$ ). That is, the higher the response rate, the smaller the difference between early and late responders. The relationship is in a positive direction, but there is a lot of variance around the linear trend. For example, one school had a large positive coefficient but slightly above average response rate. This graph also indicates that there might be an upturn in the direction of the bias at the higher response rates. This is evident from the two schools with the highest rates, which have the largest positive coefficient.

**Figure 2-4. Random regression coefficients for early vs. late responders predicting nonconsensual contact by physical force or incapacitation by response rate for 27 schools in AAU survey**



To test whether this relationship is statistically significant, a second HLM model was estimated that included an interaction term between the LOE variable and the school's response rate. This is equivalent to testing whether the variation in the LOE coefficient is significantly correlated with response rate. A regression was estimated for each outcome that was found to exhibit significant random variation in the LOE coefficient.

The results confirm that, with a few exceptions, the response rate is negatively correlated with NRB (Table 2-9). For six of the nine outcomes tested, the interaction term is in the opposite direction of the LOE coefficient. For example, for nonconsensual sexual contact with force or incapacitation, the LOE coefficient is -0.2726, which indicates that the rate of victimization for late responders is lower than for early responders. This difference is decreased by a factor of 0.008 for each percentage point of the response rate. For example, for a school with a 10 percent response rate, the effect of LOE is -0.2026  $(-0.2726 + (10 \times 0.0070))$ . This model predicts that the NRB, as indicated by the LOE parameters, goes to zero around a 38 percent response rate. These results confirm, at least for estimates of nonconsensual sexual contact by force and incapacitation and several of the climate measures, that the bias does decrease as the response rate goes up.

**Table 2-9.** HLM logistic regression coefficients for the effect of early vs. late responders and interaction with school response rate+ \*

| Outcome                                                           | Parameter | Standard Error | Significance |
|-------------------------------------------------------------------|-----------|----------------|--------------|
| <b>Sexual contact by physical force or incapacitation</b>         |           |                |              |
| Late responders                                                   | -.2726    | 0.0670         | 0.0004       |
| Late responders * response rate                                   | 0.0070    | 0.0026         | 0.0078       |
| <b>Penetration by physical force or incapacitation</b>            |           |                |              |
| Late responders                                                   | -.3185    | 0.0889         | 0.0014       |
| Late responders * response rate                                   | 0.0076    | 0.0035         | 0.0304       |
| <b>Sexual touching by physical force or incapacitation</b>        |           |                |              |
| Late responders                                                   | -.2319    | 0.0714         | 0.0032       |
| Late responders * response rate                                   | 0.0068    | 0.0028         | 0.0160       |
| <b>Absence of affirmative consent</b>                             |           |                |              |
| Late responders                                                   | -.2450    | 0.0873         | 0.0094       |
| Late responders * response rate                                   | 0.0083    | 0.0034         | 0.0130       |
| <b>Sexual harassment</b>                                          |           |                |              |
| Late responders                                                   | -.2373    | 0.0570         | 0.0003       |
| Late responders * response rate                                   | 0.0042    | 0.0023         | 0.0747       |
| <b>Resources (<i>Likely to know about resources</i>)</b>          |           |                |              |
| Late responders                                                   | 0.0648    | 0.0535         | 0.2372       |
| Late responders * response rate                                   | -.00608   | 0.0021         | 0.0045       |
| <b>Reporting (<i>Likely official will take action</i>)</b>        |           |                |              |
| Late responders                                                   | 0.2117    | 0.0774         | 0.0111       |
| Late responders * response rate                                   | -.0059    | 0.0032         | 0.0683       |
| <b>Bystander Intervention (<i>likely took action</i>)</b>         |           |                |              |
| Late responders                                                   | 0.1215    | 0.0959         | 0.2172       |
| Late responders * response rate                                   | -.0035    | 0.0036         | 0.3308       |
| <b>Perception of Problem (<i>Sexual assault is a problem</i>)</b> |           |                |              |
| Late responders                                                   | -.1273    | 0.0967         | 0.1996       |
| Late responders * response rate                                   | 0.0030    | 0.0038         | 0.4251       |

+ Multilevel logistic regressions based on n=50,787.

\* Other variables included in the multi-level logistic regression were: incentive status, age, year in school, and race.

Summary of Internal Analyses. These analyses are consistent with the hypotheses that the magnitude of the NRB is not large. When examining the trend in outcomes by the timing of the emails, the response curve flattens out when moving from the second to third email. This holds for all of the outcomes tested here. When testing for NRB across schools, there is a significant decrease in the size of the NRB as response rate increases. This is consistent with the conclusion that the AAU survey estimates are subject to a small positive bias, at least for undergraduate females.

There are several important caveats to these conclusions. First, the LOE analysis assumes the late responders can accurately characterize everyone who did not respond at all. The above analysis has tried to test this assumption, using internal data to the survey. However, this also relies on several assumptions (see below). Prior studies that have tested this with other types of outcomes (e.g., Lin and Schaeffer, 1995; Olsen, 2006) found nonrespondents can be quite heterogeneous. In this case, for example, there may be groups that specifically avoided the survey because of the sensitive topic and none of the respondents to the survey adequately represent these groups. There may be others who did not take the survey because of they have never been victimized and have no interest in taking the survey. Both groups can be among the nonrespondents.

The alternative criteria for assessing NRB, comparing outcomes by different incentive groups, found no evidence of bias in the estimates. As argued in the prior report, in many ways the incentive groups are a better tool to assess bias because respondents were randomly assigned to each group. Differences between the incentive and nonincentive group should primarily reflect differences in the response rates. The primary drawback is the difference in response rates between the groups is small (9%) relative to the overall nonresponse (81%).

A more specific caveat for the LOE analysis is that it assumes that each institution was subject to very similar, if not identical, non-response mechanisms. All schools did use an identical protocol (i.e. similar advance material; three mailings; \$5 Amazon gift card). But each school also had unique promotional methods and their own challenges with respect to motivating students. To the extent these unique characteristics and processes interact with the basic response mechanisms, the above conclusions may not hold. There were several schools that did not fall within the patterns noted above. The statistical models estimated above do not explain 100 percent of the variation in the bias across schools and there are clearly outliers for which the model cannot account (see Figures above).

Finally, none of these analyses examines a survey with a 100 percent response rate. The highest response rate achieved was 53 percent. This leaves 47 percent of the population not assessed with these analyses. In the next section, we examine the results of several other campus surveys, some of which have response rates higher than 53 percent, in an effort to further assess the magnitude of the bias.



## Comparisons to Other Surveys

There have been a number of other campus surveys that have measured sexual assault and sexual misconduct. The report compares a few selected measures from the AAU survey to other surveys (see Cantor et al., 2015: 25–28). This section expands these comparisons to a wider set of surveys, with particular attention to variations in response rates across the surveys.

Because of the variety of measures generated across the different surveys, the discussion below treats each of the surveys as a short case study, comparing measures that can be aligned. The summary section provides an overall assessment of all the comparisons.

### Comparison to Surveys of Non-AAU Schools

The AAU report compared results to three other surveys. The College Sexual Assault (CSA) Survey (Krebs et al., 2009), which covered two large public universities, had a 42 percent response rate. While the wording of the survey was different from AAU's, the definitions of victimization were very similar. The comparisons were for females in their senior year of undergraduate school. The CSA estimate of 19.8 percent was significantly lower than the 26.1 percent from the AAU survey, although it was within the range of the 27 schools that participated in the AAU survey. When breaking this down by type of victimization, opposite patterns were observed. The AAU estimate for penetration was lower than the CSA estimate (11.3% vs. 14.3%), while the AAU estimate for sexual touching was higher.

The National College Woman's Sexual Violence Survey (NCWSV) (Fisher, Cullen, and Turner, 2000) had a response rate of 86 percent. The most comparable estimate to the AAU survey is completed and attempted forced penetration. The NCWSV estimate was 2.8 percent, compared to the AAU estimate of 2.9 percent.

The Massachusetts Institute of Technology (MIT) survey had a response rate of 35 percent. The most comparable to the AAU was for nonconsensual contact by force, and incapacitation. The AAU estimate of 17 percent was lower than the MIT estimate of 23 percent.

There are several other schools that have recently conducted a campus climate survey but were not reviewed in the prior report. Princeton University carried out a survey in the spring of 2015 asking students about victimizations during the current academic year. The response rate was 52 percent.

Both the AAU and Princeton surveys were grounded in the definitions used in the White House Task Force report (2014) and used identical definitions of sexual contact, force and incapacitation. Princeton's and AAU's definition of force was:

“...unwanted sexual contact that involved force or threats of force against you. Force could include someone holding you down with this or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.”

Both surveys also used very similar definitions of incapacitation:

Princeton: “...while you were unable to provide consent or stop what was happening because you were asleep, passed out, or incapacitated by drugs or alcohol.”

AAU: “...when you were unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol.”

One difference is the Princeton survey had a separate question for situations in which the respondent may have been uncertain of what happened. The AAU survey did not make this distinction.

A second difference with AAU was that the Princeton survey captured incidents that students reported as occurring “without consent.” The question used to measure this was:

“28. During the school year...

1. Were you sexually touched without your consent?
2. Was sexual penetration attempted (vaginal, anal, oral) without your consent?
3. Were you sexually penetrated (vaginal, anal, oral) without your consent?”

AAU did not have a comparable question, although it did include questions on whether an incident occurred because of coercion (e.g., G6) or absence of affirmative consent (e.g., G8). Coercion was defined as “...serious non-physical harm or promising rewards such that you felt you must comply?” and included examples like giving bad grades and threatening to share damaging information. Absence of affirmative consent was defined as:

“...without your active, ongoing voluntary agreement?”

Examples include someone:

- Initiating sexual activity despite your refusal
- Ignoring your cues to stop or slow down
- Went ahead without checking in or while you were still deciding
- Otherwise failed to obtain your consent”

The most comparable estimates between the surveys are those where the AAU survey included all forms of nonconsensual contact (physical force, incapacitation, coercion, absence of affirmative consent) and the Princeton estimates included physical force, incapacitation, and without consent. Table 2-10 provides a comparison of the definitions used on the two surveys. The table also contains prevalence estimates for those parts that do not line up. This provides some sense of the number of students (undergraduate females) who reported these types of incidents.<sup>6</sup>

**Table 2-10. Comparison of definitions for the AAU and Princeton surveys**

|                                | Princeton | AAU | Prevalence                   |
|--------------------------------|-----------|-----|------------------------------|
| <b>Completed</b>               |           |     |                              |
| Physical force                 | Yes       | Yes |                              |
| Incapacitated certain          | Yes       | Yes |                              |
| Incapacitated uncertain        | No        | Yes | Princeton: 5% of UG females  |
| Without consent                | Yes       | No  | Princeton: 18% of UG females |
| Absence of affirmative consent | No        | Yes | AAU: 12% of UG females       |
| <b>Attempts, not completed</b> |           |     |                              |
| Penetration by physical force  | No        | Yes | AAU: 1.5% of UG females      |

Note: UG = Undergraduate

Overall, the AAU survey estimates were below those of Princeton. For both sexual contact and penetration, AAU found 17 percent of undergraduate females had been a victim during the current school year. This compares to 22 percent for Princeton. These are statistically different from each other. Estimates broken out by penetration reveal a similar pattern (penetration 6.9% vs. 8.0%), but are not statistically different. The Princeton estimates also fall well within the range of estimates for the 27 universities included on the AAU survey.

<sup>6</sup> These estimates do not account for reporting more than one type of event. For example, on the Princeton survey, 18 percent reported contact without consent, 6 percent when incapacitated, 2 percent by threats of force and 9 percent by force. Twenty-two percent reported at least one of these types of incidents. There were significant numbers that reported more than one, as indicated by the fact that adding up the individual percentages yields a number much higher than 22 percent ( $18 + 6 + 2 + 9 = 35$ ).

Stanford administered a survey to both undergraduates and graduate students in the spring of 2015. The survey measured victimization since the student had been enrolled at Stanford. The response rate was 59 percent. The survey defined sexual assault according to the Stanford Code of Conduct. This included the equivalent of AAU's definitions of behaviors of penetration by force or incapacitation. Both completed and attempted acts were measured. Students were first asked if they had been a victim of penetrative acts without their consent. If the answer to this question was "yes," a follow-up question was asked related to the tactics. The tactics included:

1. Catching you off-guard;
2. Telling lies, threatening to end the relationship or to spread rumors about you, or continually verbally pressuring you;
3. Showing displeasure, criticizing your sexuality or attractiveness, or getting angry;
4. Taking advantage of you when you were drunk or high;
5. Taking advantage of you when you were asleep, unconscious, or unable to resist or respond;
6. Threatening to physically harm you or someone close to you; or
7. Using force, or example holding you down with their body weight, pinning your arms, or having a weapon.

If the respondent indicated physical force (7), threat of physical force (6), asleep, unconscious, or unable to resist or respond (5), the incident was classified as an assault. This last criterion differs somewhat from that used on the AAU survey, which counted the event when the respondent reported being "unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol." On its face, the AAU criteria seem somewhat broader and may include situations that fall under tactic four above.

The Stanford rates of sexual assault were significantly lower than the equivalent AAU rates. For undergraduate females, the Stanford rate was 4.7 percent compared to the AAU rate of 10.8 percent. The 4.7 percent was outside the range of rates for the 27 schools that participated in the AAU survey. The lowest rate for an AAU school was 5.8 percent.

As noted above, Stanford and AAU used different questions to measure incapacitation. The Stanford analysis found that 66 percent of incidents of misconduct involving penetration that were

not classified as assaults were alcohol facilitated (criterion 4 above). Some of these may have been classified as incapacitation for AAU respondents.

The Campus Climate Survey Validation Study (CCSVS) (Krebs et al., 2016) was sponsored by the Bureau of Justice Statistics to develop guidelines for conducting campus climate surveys that collect data on sexual victimization among undergraduates. The response rates were 54 percent for females and 40 percent for males. The comparable rates for AAU were 22.9 percent for females and 15.6 percent for males. The nine schools participating ranged in enrollment size, whether they were public or private and whether they were two- or four-year schools. Unlike the CCSVS, the AAU study included only four-year schools. The two samples also differed somewhat with respect to their mix (e.g., public vs. private; small vs. large).<sup>7</sup> The definitions used for victimization were very close as they were based on the same sources. The behaviors include both penetration and sexual touching, defined in the same way. The tactics include:

1. Someone touches or grabs your sexual body parts (e.g., butt, crotch, or breasts);
2. Someone uses force against you, such as holding you down with his or her body weight, pinning your arms, hitting or kicking you;
3. Someone threatens to hurt you or someone close to you; or
4. 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.

The two surveys' definitions of force and threats were very similar. The definition of alcohol/drug related (4) was not identical to that used on AAU, but close. Both relied on not being able to give consent and included the same conditions (incapacitation, passed out, unconscious, blacked out, or asleep).

The CCSVS questioning strategy was different. It employed a two-stage process that first provided respondents with the definitions of the types of sexual contact that were to be asked about, as well as a definition of unwanted contact. Respondents were then asked if they had experienced any unwanted sexual contact and how many times. For up to three incidents, the respondent was then asked the details of what happened, including the type of sexual contact, and the tactic used. The

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<sup>7</sup> The AAU results do not show a strong relationship between these characteristics (e.g., size, public/private) and nonconsensual sexual contact by force or incapacitation (see Cantor et al., 2015: Table 3-13).

final classification was based on a combination of the information from these detailed questions and the initial screening.

The comparable AAU rates were very similar to the average of the CCSVS schools. The prevalence for nonconsensual sexual contact by force or incapacitation was slightly higher on the AAU survey (12.6% vs 10.3%) and the rates for nonconsensual penetration by force or incapacitation were almost identical (3.9% for AAU and 4.1% for CCSVS). The CCSVS estimate for being a victim of nonconsensual contact since enrolled (20.5%) was slightly lower than the AAU survey estimate (22.2%). It is also the case that range of rates for the schools in each study were very similar. For estimates of nonconsensual sexual contact by force or incapacitation, the AAU rates ranged from 13 to 30 percent, compared with a range of 13 percent to 37 percent for the CCSVS.

### **Comparison to AAU Schools**

With the exception of Stanford, the comparisons discussed above are not consistent with interpreting the AAU results as having a large positive NRB. The differences in rates range from -5 to +6 percentage points, depending on the survey and the estimate. The study with the most similarities to AAU, the CCSVS, had rates that were within 2 percentage points. All of these surveys had significantly higher response rates, some by as much as 40 percentage points (e.g., Princeton). One shortcoming of these comparisons is they involve single or multiple schools that did not participate in the AAU survey. As shown in both the AAU and the CCSVS studies, there is a wide range of rates of victimization across schools, even after holding the methodology constant. Without holding the overall victimization rate constant, the above comparisons may be hiding larger differences.

To address the above shortcoming, this section compares the AAU survey conducted at two different campuses. Each of these campuses also conducted a campus climate survey covering approximately the same reference period. The University of Oregon (UO) administered a survey in the late spring of 2015, shortly after the AAU survey was out of the field (Freyd et al., 2015). The University of Michigan administered a survey in January 2015 (University of Michigan, 2015). Both of these surveys achieved a higher response rate than the AAU survey conducted on their campuses. Comparisons of the AAU results with each of these surveys is a way to assess possible nonresponse bias while holding the overall level of victimization at the school constant.

University of Oregon. The UO served as a pilot site for administration of the Administrator Research Campus Climate Cooperative 3 (ARC3) sexual assault and misconduct survey. This instrument was developed by students, legal affairs professionals and others to provide procedures and instrument to measure sexual assault and misconduct on campus. It was sent out to both graduate students and undergraduates and achieved a 22 percent response rate.<sup>8</sup> This compares to the AAU version of the survey at the UO which had a 13.9 percent response rate. The UO and AAU can be lined up for the current academic year.<sup>9</sup> The content of both the ARC3 and AAU questionnaires are very similar. The ARC3 survey collects the data using a variation of the SES (Koss et al., 2007). The respondent is asked about specific types of unwanted sexual contact. For each type of contact, the respondent is asked about the tactic (e.g., verbal pressure, coercion, force, threat of force, alcohol/drug facilitation). The tactics include:

1. Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
2. Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.
3. Taking advantage of me when I was too drunk or out of it to stop what was happening.
4. Threatening to physically harm me or someone close to me.
5. Using force, for example holding me down with their body weight, pinning my arms or having a weapon.

The ARC3 published estimates for nonconsensual penetration when respondents reported reasons 3-5. These correspond to the AAU definitions of physical force or incapacitation.

For undergraduate females, the ARC3 estimate was 13.0 percent (95% CI = 10%, 15%).<sup>10</sup> This was higher than the AAU estimate for Oregon of 8.8 percent (95% CI = 7.4%, 10.2%). As discussed below, some of this difference may have been due to the definition of alcohol-related incidents.

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<sup>8</sup> This was computed from Freyd et al. (2015) using the total sample size (6,000) and the total number of usable surveys (1,334).

<sup>9</sup> The AAU reference period was "since enrolled." Respondents were asked to place specific incidents within the prior four academic years. The UO survey's reference period was the current academic year.

<sup>10</sup> Confidence interval computed assuming a simple random sample. There were 501 undergraduate females that responded, which resulted in a standard error of 1.5 percent.



University of Michigan. The UM administered the Campus Climate Survey in January of 2015. The overall response rate was 67 percent, compared with the AAU survey administered at the UM of 17.6 percent. The UM survey was also based on the SES (Koss et al., 2007) and was very similar to that used on the UO survey. As with the UO survey, the UM questionnaire had separate items asking about sexual touching and penetration. For each behavior, the respondent was asked to indicate the tactics used:

1. ...continually verbally pressuring you after you said you didn't want to? This includes telling lies, threatening to end the relationship, threatening to spread rumors about you, showing displeasure, criticizing your sexuality or attractiveness, or getting angry but not using physical force.
2. ...taking advantage of you when you were under the influence of drugs or too drunk to stop what was happening?
3. ...taking advantage of you when you were unconscious or asleep or physically incapacitated (such as from illness, injury, or disability) and you could not stop what was happening?
4. ...threatening to physically harm you or someone close to you?
5. ...using force, for example holding you down with their body weight, pinning your arms, or having a weapon?

Note that tactic 1 for the UM survey was a combination of tactics 1 and 2 for the UO survey. A second difference is the UM survey listed two tactics that distinguish between alcohol facilitation and being unconscious or passed out (tactics 3 and 4). The UO survey had a single tactic summarizing the effects of alcohol more generally, without asking specifically about being unconscious or asleep. Tactics 4 and 5 for the UM and UO surveys were identical.

The AAU and UM survey had different reference periods. The UM survey asked about the previous 12 months from the day of the interview. The AAU survey asked about the current academic year. Based on just the length of the reference periods, the UM estimates should be higher. While the calendar periods were different, each survey covered an entire academic year (see Table 2-11). The AAU survey covered from the fall of 2014 through the spring of 2015. The UM survey was administered starting in January 2015. The reference period begins in the winter of 2014 and ended during January and February of 2015, depending on when the survey was completed. The largest difference in coverage of months was the summer of 2014, which was included in the UM estimates but not in the AAU estimates. There were three other differences. Very few of the respondents to



the AAU could report on the first half of April, which is part of the academic year.<sup>11</sup> The AAU survey administered the interview between April 1-21. The UM survey covered the entire academic portion of April. A second difference was the UM survey included freshman who were not at UM in the prior year. Consequently for UM freshman the reports for March and April of 2014 referenced high school, not college.

**Table 2-11. Reference periods for the AAU and University of Michigan surveys**

| Calendar months represented |     |      |      |     |      |     |     |     |     |     |       |       |       |
|-----------------------------|-----|------|------|-----|------|-----|-----|-----|-----|-----|-------|-------|-------|
| Survey Calendar Period      | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | Total |
| AAU - total                 |     |      |      |     |      |     |     |     |     |     |       |       | 7.15  |
| 2014                        |     |      |      |     | 1    | 1   | 1   | 1   |     |     |       |       | 4     |
| 2015                        |     |      |      |     |      |     |     |     | 1   | 1   | 1     | .15   | 3.15  |
| UM - total                  |     |      |      |     |      |     |     |     |     |     |       |       | 12    |
| 2014                        | 1   | 1    | 1    | 1   | 1    | 1   | 1   | 1   | 1-x | 1-x | 1     | 1     | 12-2x |
| 2015                        |     |      |      |     |      |     |     |     | x   | x   |       |       | 2x    |

x The portion of the month of January or February that is covered by a particular respondent depends on what day the survey was completed.

Respondents were asked to report 12 months prior to the day of the interview. The part of the month represented in 2014 or 2015 depends on what day the interview took place. For example, an interview on January 15 covers January 1st through 14th for 2015 and January 16th–31st of 2014.

When combining these two together, the entire calendar month of January is covered, although in different years.

The third difference is that while there is overlap in the calendar months, the surveys covered different portions of 2014 and 2015. The common calendar period is from September to December of 2014. For the other months, the UM is based on 2014, while the AAU survey is for 2015 (see Table 2-11).

To compare estimates, we adjusted the UM data by reducing the rates for the extra months that were covered by that survey. To adjust for the summer months, we estimated the percentage of incidents reported as occurring when school was not in session. The AAU survey included a question on whether the incident reported on the survey occurred while the school was in session or during an academic break.<sup>12</sup> For the AAU data on UM, approximately 15 percent of the penetration incidents and 11 percent of those involving sexual touching were reported to have occurred when school was not in session. It was 12 percent for the combination of the two tactics. The summer months constitute about 80 percent of the nonacademic calendar period. The adjustment reduced

<sup>11</sup> The UM term ends around April 18 (not counting finals).

<sup>12</sup> The reference period for AAU was “since enrolled at the university.” If an incident was reported, respondents were then asked to date them as occurring in: (1) fall 2014 – present, (2) fall 2013 to summer 2014, (3) fall 2012 to summer, 2013, and (4) prior to fall 2012. Prior-year victimizations include a 12-month period, similar to the UM survey. The estimate for academic breaks is based on these prior-year reports.

the rate of the UM estimate of penetration by 12 percent ( $.8 \times 15\% = 12\%$ ), the UM rate of sexual touching by 8.8 percent ( $11\% \times .80 = 8.8\%$ ) and the combination of the two by 9.6 percent ( $.8 \times 12\% = 9.6\%$ ).

The UM figures were also adjusted down to account for the academic portion of April that was not covered by the AAU survey (first half of April). This adjustment assumed that around 15 percent of April was covered by the AAU respondents, which translates to 7.15 of the 7.5 months in the academic year. This compares with 50 percent of April for the UM survey. Based on this, the UM rate was adjusted down by a factor of .95 ( $7.15/7.5 = .95$ ).<sup>13</sup>

The estimates presented below do not adjust for the fact that the UM included freshman who reported for parts of January – April when in high school. They also do not adjust for the different portions of the calendar years the two surveys represent. The actual victimization rates could be different between years and this will confound the comparison. Perhaps a more significant issue is that the UM respondents were asked to recall for a longer period of time. The UM reference period covers the academic months of February, March, and April in 2014, which required recall of 10-12 months in the past.<sup>14</sup> In comparison, for the AAU students, these months were very close to the time of the survey.

Because it is not possible to adjust for all of the differences, as well as the crude nature of the actual adjustments, the discussion below presents both the adjusted and unadjusted rates. This provides a way to judge how the above differences may affect the rates.

To make the comparisons between the two surveys, UM analysts produced prevalence rates of nonconsensual sexual contact that included just physical force (UM tactics 4 and 5), alcohol facilitation (UM tactic 2) or being unconscious, asleep, or physically incapacitated (UM tactic 3). The rates for both the overall prevalence and sexual touching were close. The unadjusted UM rate for undergraduate females was 16.3 percent (95% CI 13.3%, 19.3%), compared with the AAU estimate of 15.8 percent (95% CI 14.6% vs. 15.1%). The adjusted UM dropped to 14.8 percent (95% CI

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<sup>13</sup> The UM academic calendar covers around 7.5 months (September through mid-April). The UM survey covered all of this calendar.

<sup>14</sup> On the one hand, a longer reference period should lead to lower reports of victimization because of memory failure. However, there may also be more of a tendency to telescope incidents from the prior year on the UM survey. The temporal bound for the beginning of the UM reference period was not very distinctive (the date of the interview in the prior year). The bound for the AAU respondents was the beginning of the current school year.

12.1%, 17.5%).<sup>15</sup> In both the adjusted and unadjusted cases, the confidence interval for the AAU estimate was within the interval for the UM estimate, which would be expected given the larger sample sizes on the AAU survey, as long as there was not differential NRB. A similar pattern emerged for the estimates of sexual touching. Both the adjusted and unadjusted rates were close to the AAU estimate. The two UM estimates were 13.1 (adjusted) and 14.4 (unadjusted). The AAU estimate was between these at 13.7 percent. The confidence interval for the AAU estimate fit within the UM estimate.

The results diverged for estimates for nonconsensual penetration. The UM estimates were quite a bit higher than the AAU estimates (4.3% vs. 8.1%), even after adjusting for differences in the reference periods (4.3% vs. 7.1%). The UM data had a fairly large confidence interval, but even when accounting for this the two estimates did not overlap.

The difference between rates of penetration may be related to differences in way the AAU and UM survey measured alcohol related incidents. The UM tactics 2 and 3 above refers to:

“...when you were under the influence of drugs or too drunk to stop what was happening?”

“...taking advantage of you when you were unconscious or asleep or physically incapacitated (such as from illness, injury, or disability) and you could not stop what was happening”

The AAU survey combined these into a single tactic referring to being

“... unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol.”

UM tactic 2 did not have conditions such as being passed out or asleep, which was listed separately in tactic 3. This difference in measurement may be reflected in the very large majority of the incidents on the UM survey involving tactic 2. For example, for undergraduate females 6.7 out of a total 8.1 percent of those reporting nonconsensual penetration on the UM survey were linked to tactic 2. This compares with the incapacitation estimate from AAU that is around half of instances of penetration by force and incapacitation. The data were much closer for estimates of physical

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<sup>15</sup> The confidence interval for the adjusted estimate applied the adjustments to the confidence interval to the UM estimate.

force, with the UM estimate of force at 2.1 percent<sup>16</sup> and the AAU estimate at 1.3 percent. The confidence intervals largely overlap for both the adjusted and unadjusted data.

This may also explain why the UO estimates for penetration were also significantly higher than the AAU estimates. The alcohol question on the UO survey was phrased fairly broadly, referring to “Taking advantage of me when I was too drunk or out of it to stop what was happening.” This is close in meaning to tactic 2 of the UM survey.

Another key difference between the AAU and UM/UO surveys was the order and specificity of the victimization questions. The AAU order was driven by the tactic, first asking about each behavior related to physical force, and then asking about alcohol-/drug-related incidents for each type of behavior. The UO and UM instruments were organized by behavior, starting with sexual touching and then asking about different types of penetration. The UO and UM survey also had a more specific set of behavioral cues with three different questions related to different types of penetration (vaginal, oral, and anal), whereas the AAU survey asked about all types of penetration in a single item, although each type of penetration was defined for the respondent. This could also have affected the different mix of victimizations.

### **Summary of Comparisons to External Data**

Table 2-12 summarizes the comparisons to external surveys. While the specific comparisons differ in their strengths and weakness, there is very little evidence of a large NRB on the AAU survey, either positive or negative. Some estimates are consistent with a small positive bias, while others with a small negative bias. There is also very little correlation between the response rates and these differences. With respect to non-AAU schools, the most comparable estimates with respect to definitions is the CCSVS, which was within several percentage points of the AAU survey estimates, as well as having a very similar range across the nine schools that participated. With respect to comparisons to AAU schools, comparison of the UM data are very close to the AAU estimates. In both of these comparisons, the response rates differ from the AAU survey by 30 to 50 percentage points. The UO had the lowest response rate (22%), but has one of the biggest differences with the AAU results in the table.

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<sup>16</sup> The UM estimate was derived by adding the percentage saying threats of physical force (.3%) and the use of physical force (1.8%). Technically these estimates overlap and this could be an overestimate.

Table 2-12. Summary of comparisons between the AAU and selected campus climate surveys

|                                                                | Year | Response rate | AAU estimate | Estimate     | Difference   | In AAU range? | Comments                                                                           |
|----------------------------------------------------------------|------|---------------|--------------|--------------|--------------|---------------|------------------------------------------------------------------------------------|
| <b>Single School – Not in AAU Study</b>                        |      |               |              |              |              |               |                                                                                    |
| NCWSVS#<br>Completed penetration with force                    | 1996 | 86%           | 2.8          | 2.9          | -0.1         | Yes           |                                                                                    |
| MIT<br>Force or incapacitation                                 | 2014 | 35%           | 17.0         | 23.1         | -5.1         | Yes           | Measurement strategy very different                                                |
| Princeton<br>Force or Incapacitation                           | 2015 | 52%           | 17.0         | 22.0         | -5.0         | Yes           | Include without consent and uncertain alcohol/drug use                             |
| Princeton<br>Penetration                                       |      |               | 6.9          | 8.0          | -1.1         | Yes           |                                                                                    |
| Stanford<br>Penetration by force or incapacitation             | 2015 | 59%           | 10.3         | 4.7          | 5.6          | No            | Differences in wording of alcohol/drug tactics                                     |
| <b>Multiple Schools – Not in AAU study</b>                     |      |               |              |              |              |               |                                                                                    |
| College Sexual Assault Survey<br>Force or Incapacitation       | 2007 | 42%           | 26.3         | 19.8         | 6.3          | Yes           |                                                                                    |
| College Sexual Assault Survey<br>Penetration                   |      |               | 14.3         | 11.3         | -3.0         | Yes           |                                                                                    |
| Campus Climate Validation Study<br>Force or incapacitation     | 2015 | 47%*          | 12.6         | 10.3         | 2.3          | Yes           |                                                                                    |
| Campus Climate Validation Study<br>Penetration                 |      |               | 3.9          | 4.1          | -0.2         | Yes           |                                                                                    |
| <b>Single School – In AAU study</b>                            |      |               |              |              |              |               |                                                                                    |
| University of Oregon<br>Penetration by force or incapacitation | 2015 | 22%           | 8.8          | 13.0         | -4.2         | NA            | AAU response rate for UO – 13.9%<br>Differences in wording of alcohol/drug tactics |
| University of Michigan (UM)**<br>Force or incapacitation       | 2015 | 67%           | 15.8         | 14.8 to 16.3 | -1.0 to 0.5  | NA            | AAU response rate for UM – 17.6%<br>Differences in wording of alcohol/drug tactics |
| University of Michigan (UM)**<br>Penetration                   |      |               | 4.3          | 7.1 to 8.1   | -2.8 to -3.8 | NA            |                                                                                    |
| University of Michigan (UM)**<br>Penetration by force          |      |               | 1.3          | 1.9 to 2.1+  | -0.6 to -0.8 | NA            |                                                                                    |
| University of Michigan (UM)**<br>Sexual touching               |      |               | 13.7         | 13.1 to 14.4 | 0.6 to -0.7  | NA            |                                                                                    |

# Fisher, Cullen, and Turner (2000).

+ Unadjusted was derived by adding penetration by force and by threat of force from UM report.

\* Average of reported response rate of 54 percent for females and 40 percent for male

\*\* Range for UM are for adjusted (lower) and unadjusted (higher) estimates.

This discussion points to the differing methods used to measure alcohol-/drug-related tactics as an explanation of some of the larger differences. The UO and UM survey used very similar approaches (see discussion above) and both resulted in large differences with the AAU in the measurement of penetration by force or incapacitation. There is reason to believe that the UM difference was due to the wording of the questions on alcohol-/drug-related tactics. To further buttress this explanation, we note that both the UM and UO surveys had similar types of discrepancies for this measure with the AAU survey but had the large differences in response rates (UO = 22%; UM = 67%). If nonresponse were driving the discrepancies with the AAU survey, one might not expect such similarities.

There are several important limitations to this analysis. It is impossible to control precisely for the different ways the non-AAU surveys measured victimization. We have tried to consider differences in the content of the definitions offered. Nonetheless, it is not possible to account for other differences in the design, such as the order in which the questions were asked, the use of separate questions to measure tactics and what preceded the victimization sections in the instrument. It is unclear how these differences may affect the comparisons.

As noted in the section on internal analyses, a second limitation of this analysis is that we did not find a survey with a 100 percent response rate. The highest response rate was UM (67%), but this leaves 33 percent of the population unrepresented in the above comparisons. Of course as the response rates get higher, there has to be much larger difference between respondents and non-respondents for a significant bias to be introduced. Nonetheless, this is a caveat that needs to be considered for future research.

## Summary of Nonresponse Bias Analyses

The analysis in the AAU report found some evidence of a positive bias due to nonresponse. The analysis suggested that the size of the bias was relatively small, but it was difficult to draw definitive conclusions. This chapter refines the original assessment by examining the assumptions behind it and expands the result by making comparisons to other surveys.

The first section of this chapter describes three analyses:

- The first analysis tested whether controlling for additional variables changes the conclusions about NRB. The results do not change once doing this.

- The second analysis found that when conducting more refined analysis of the late responders, there is a flattening of the response curve between the second and third reminder emails. This is consistent with a scenario that the nonresponders do not have dramatically different rates of victimization or attitudes than the late responders.
- A third analysis found that the non-response bias is negatively associated with the response rate. This result is also consistent with a small, or even null, bias.

The second section of this chapter compared the AAU survey estimates of victimization with those of other surveys. The differences from other surveys range from the AAU survey being 5 percentage points lower to being 6 percentage points higher. Several are smaller. All but two of the non-AAU estimates fell within the range of the 27 individual AAU schools. When comparing the results of the AAU survey conducted at the UM to an independent survey conducted by the university, the differences ranged from -1.0 to +0.5 percentage points, even though the response rates of the two surveys differed by 50 percentage points. This lends further evidence that NRB did not have a large effect on the AAU estimates. Similarly, when comparing the results to the CCSVS, a study with the most comparable definitions to AAU, the differences were several percentage points and the range across schools were very close to that found for AAU.

The analyses in this section put in perspective prior comments asserting the AAU estimates are invalid because of a 19 percent response rate (e.g., Taylor, 2015). When characterizing the prevalence of sexual assault and misconduct, the results do indicate a modest bias. But there is no reason to dismiss the results, as the differences are not large enough that the prevalence is overstated in a substantively meaningful way. For example, regardless of which estimate one accepts, the prevalence rates are orders of magnitude (20 times) higher than that indicated by official statistics and significantly higher than indicated by other surveys (e.g., 5 to 10 times higher; National Crime Victimization Survey).

Nevertheless, the existence of a bias should be addressed in the future to minimize the effects of nonresponse. Increasing the response rate would make the survey operations more efficient and increase the survey's face validity. Future surveys should consider additional methods to encourage participation.



### Summary

The survey was designed to take 15-20 minutes to complete for most respondents, though for some it was expected to take 30 minutes or more. Overall, the actual time to complete the survey met this goal. The median time to complete was 11.5 minutes and the average time to complete was 17.9 minutes. The difference between the median and the mean partly reflects the additional questions that were asked when a victimization was reported. Those who did not report any victimization averaged 14.4 minutes, while those reporting at least one victimization averaged 23 to 36 minutes, depending on the number reported. For those who reported two incidents or fewer (about 93% of victims), survey completion time averaged 30 minutes or less.

The overall rate of dropping out of the survey was 16.8 percent of those that started the survey. The strongest determinant of completing the survey was having been offered a \$5 Amazon gift card incentive. The odds of not completing the survey were 2.4 to 2.7 times greater for those who were not offered an incentive compared to those who were offered an incentive.

Approximately 38 percent of those that dropped out did so before the first section on victimization (harassment – Section D). Approximately 62 percent of those dropping out did so before getting to the section on non-consensual sexual contact. The rate of dropping out was higher, however, for the victimization sections, with harassment (2.5% dropping) and nonconsensual sexual contact (3.7%) having the highest rates.

A significant number of respondents did drop out when filling out the long and short incident forms as follow-ups to the nonconsensual sexual contact questions (Sections GA and GC). Among those asked to fill out one incident form, 7 percent of respondents dropped out. The rate went up significantly when asked to fill out more than one form (20 percent or greater).

The overall level of missing data for particular items was relatively low. Among those who viewed a question, the percentage with missing data ranged from 0 to 3 percent, with most items having rates at 1 percent or below. A second source of item-missing data came from those who dropped out of the survey while in the section asking about unwanted sexual activity (Section G). As noted above, there was a significant increase in the number of dropouts when respondents were asked to fill out one or more incident forms. This contributed to a higher level of item missing data, especially for those asked to provide details on more than one incident.

While there was a correlation between dropping out and victimization, a high percentage of those who reported a victimization completed most of the survey. For example, among those who reported harassment, 94 percent answered all or most of the victimization questions on the survey and were defined as a complete or partial complete for analysis purposes. Even for those who dropped out at the point of the incident form, a very large percentage provided data on all of the



forms requested (87%). An even greater percentage provided information on at least one of the forms. In combination with the large effect of the relatively modest incentive, the above results suggests that dropping out may have been a combination of not wanting to spend more time on the survey, as well as reluctance to provide more details about particular events.

The summary at the end of the chapter provides several suggestions on methods for reducing the amount of missing data. One is reduce the number of incident forms that are requested. A second is to provide all respondents an incentive. Finally, future surveys should consider some type of imputation for the missing data.

## Introduction

The survey collected a significant amount of detail related to different types of victimizations. For some types of victimizations, such as harassment, there were questions about the perpetrator, the location, the number of times it occurred and whether or not the respondent told someone else. If respondents reported nonconsensual sexual contact, they were asked to provide information, for up to four incidents, the year it occurred and if it was part of another incident. In addition, respondents were asked to summarize the details for up to four different types of incidents.

One consequence of collecting this level of detail is it increases the burden on the respondent, both in the amount of time it takes to fill out the survey and in maintaining interest in answering individual items. In this chapter, we describe the amount of time it took respondents to fill out the survey and the extent to which respondents were willing to complete all questions.

## Survey Timing

The survey was designed to take 15-20 minutes to complete, although for some it was expected to take 30 minutes or more. This section describes how the length of time varied for different types of respondents, including those who reported different types of victimizations.

To measure how long it took to complete the survey, the web survey program collected the time and date the survey was started and the time and date when the respondent pressed the “submit” button on the last screen of the survey. The total duration was computed by taking the difference between the start and end times. This calculation was possible for approximately 135,000 of the 150,000

surveys used in the analysis. For approximately 15,000 students, the respondent either dropped out before getting to the “submit” screen or completed the survey in multiple sessions.<sup>17</sup>

The median time to complete the survey was 10.8 minutes for those with timing data and 11.5 minutes when also including those who do not have timing data.<sup>18</sup> The average time to complete the survey was 17.1 minutes for those with timing data and 17.9 minutes when including those without timing data.

The difference between the mean and the median partly reflects the variation in the amount of time it took victims to answer additional questions describing the incidents. As noted above, for the sections on harassment, intimate partner violence (IPV) and stalking, victims were asked follow-up questions on details related to the event (e.g., location of the event, timing, did the respondent tell anyone and reasons for not telling anyone). For those reporting nonconsensual sexual contact in section G, there were two types of follow-up questions. One asked for the basics about the incidents (e.g., how many, when did they occur; see Attachment 1 of the questionnaire in Appendix A). The other set of follow-ups is a longer series of items covering the details of the incidents (sections GA, GC). Depending on how many types of victimizations were initially reported, respondents could have been asked to fill out up to four sets of these follow-up questions.

As one would expect, the average time to complete the survey for those who did not report any type of victimization was lower than for those reporting at least one victimization (Table 3-1). When no victimizations were reported, the average completion time was 14.4 minutes. For those who reported harassment, the average completion time was 21.2 minutes. It took longer for those reporting the different types of nonconsensual sexual contact. The mean time for those reporting any type of penetration was 30.1 minutes and 27.6 minutes for those reporting any sexual touching.

To get a better idea of how long the detailed follow-ups in Sections G, GA, and GC took, the average time to complete was calculated by the number of follow-up series that were completed (Table 3-2). These data are based just on those who completed the entire survey. The number of respondents and standard error for each category is also shown. For those filling out a single

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<sup>17</sup> Respondents were able to log out in the middle of the survey and return at a later point in time to complete it.

<sup>18</sup> To compute the duration for those who did not have timing data, we reviewed the durations for the 135,000 for which there was data. Based on this information, we used 15 minutes as the duration for those who did not report a victimization and 32 minutes for those that did report a victimization. These values are the 95th percentiles for similar respondents that have timing data.

incident form, the average time was 23.6 minutes. This is 8 minutes longer than those filling out no incident forms. When three forms were completed, the mean time went up to 36.3 minutes.

**Table 3-1. Average number of minutes to complete the survey by type of victimization reported**

| Type of victimization                          | N+      | Average duration |
|------------------------------------------------|---------|------------------|
| All Respondents                                | 150,072 | 17.9             |
| No victimization                               | 69,199  | 14.4             |
| Any harassment                                 | 74,428  | 21.2             |
| Any stalking                                   | 6,370   | 27.1             |
| Any penetration by force or incapacitation     | 8,633   | 30.1             |
| Any sexual touching by force or incapacitation | 14,519  | 27.6             |
| Any coercion                                   | 492     | 27.3             |
| Any absence of affirmative consent             | 10,235  | 28.0             |

Note: To compute the duration for those who did not have timing data, 15 minutes as the duration for those who did not report a victimization and 32 minutes for those that did report a victimization. These values are the 95th percentiles for similar respondents that have timing data

+ Total number of respondents completing a survey

**Table 3-2. Average number of minutes to complete the survey by number of incident forms completed**

| Number of incident forms completed | N+      | Average duration | Standard error |
|------------------------------------|---------|------------------|----------------|
| 0                                  | 114,656 | 15.8             | 0.1            |
| 1                                  | 14,379  | 23.6             | 0.4            |
| 2                                  | 4,638   | 30.9             | 1.2            |
| 3                                  | 1,195   | 36.3             | 1.9            |
| 4                                  | 37      | –                | –              |

+ Total number of respondents completing a survey

– Estimate not statistically reliable

The number of respondents who filled out multiple forms is relatively low. Among those who completed the entire survey, there were 20,249 respondents who filled out at least one form. About 71 percent of these filled one form (14,379/20,249). Two forms were filled out by 23 percent (4,638/20,249) and about 6 percent filled out three forms. Only a negligible number filled out four forms.

Table 3-3 displays the mean times for respondents who filled out different combinations of the long and short forms. Compared to respondents with no incident forms (15.8 minutes), those who filled

out a single long form took approximately eight minutes longer (23.9 minutes). Filling out two long forms added another 6 minutes (31.0 minutes).<sup>19</sup>

**Table 3-3. Average number of minutes to complete the survey by type of incident form filled out**

| Type of incident form | N+      | Average duration | Standard error |
|-----------------------|---------|------------------|----------------|
| No Incident Forms     | 114,656 | 15.8             | 0.1            |
| 1 long and 0 short    | 9,533   | 23.9             | 0.5            |
| 2 long and 0 short    | 1,887   | 31.0             | 1.5            |
| 0 long and 1 short    | 4,846   | 22.9             | 0.7            |
| 0 long and 2 short    | 41      | —                | —              |
| 1 long and 1 short    | 2,710   | 31.0             | 1.6            |
| 2 long and 1 short    | 1,138   | 36.6             | 1.9            |
| 1 long and 2 short    | 57      | —                | —              |
| 2 long and 2 short    | 37      | —                | —              |

+ Total number of respondents completing a survey

- Estimate not statistically reliable

## Item Nonresponse

One reason the survey design committee wanted to keep the instrument to 20 minutes was to maximize the unit and item-level response rates. Unit response refers to a sample member participating in the survey at all. This is measured by the response rate, which for the Association of American Universities (AAU) survey was 19.3 percent (see Chapter 2). Item response is whether a particular question is filled in by someone who does participate. Respondents could choose to skip a particular question if they did not wish to provide an answer. Item nonresponse also occurred if the respondent dropped out of the survey after completing only part of the questionnaire. Like many other web surveys, there were individuals who got through a significant portion of the questionnaire, including answering the primary victimization items, but did not quite complete the entire survey. Some of these individuals were counted as a partial complete and used in the analysis. Those survey items that came after the individual dropped out will contribute to item nonresponse.

The first section below describes the number of respondents who dropped out, where they dropped out, and the correlates associated with dropping out. The second section describes the item

<sup>19</sup> Not all of the added time is due to the long form. It also includes additional time spent filling out the shorter follow-up questions within Section G, as well as any other victimizations reported prior to Section G.

nonresponse, accounting for both skipping particular questions as well as dropping out before completing the entire survey.

### **Dropping Out of the Survey**

Appendix A (Cantor et al., 2015: Table A3-1) of the main report provides a summary of dropout rates for the survey. Out of the total 779,170 respondents in the sample, 196,984 clicked on the link to the survey. Of those who clicked on the link, 169,510 started the survey. A survey was used in the analysis if it was considered either a complete or partial complete. To be considered a “completed” survey the respondent had to meet all three of the following conditions:

- Clicked on the “submit” button on the last screen of the survey;
- Spent at least 5 minutes answering the questions; and
- Answered at least one question in each of the victimization sections (Sections D, E, F, and G).

To be considered a “partial complete,” the respondent had to answer at least one question in each of the victimization sections.<sup>20</sup> For example, if someone dropped out before Section G (nonconsensual sexual contact), the survey was not included as a partial complete.

Overall, approximately 16.8 percent of the respondents began the survey by answering the first question, but later dropped out. Table 3-4 provides the percentage of individuals who dropped out by section. A large percentage (3.6%) dropped in the very first section. The rate of dropping out goes up for the victimization sections, with harassment and the section on nonconsensual sexual contact having a rate of 2.5 percent and 3.7 percent, respectively. A significant number also dropped when asked about perceptions related to reporting incidents (2.1%). Overall, approximately 38 percent of those dropping out did so prior to the first victimization section and 62 percent dropped prior to the section on nonconsensual sexual contact.

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<sup>20</sup> Timing data could not be gathered on those that dropped out of the survey. For this reason, the criteria of taking at least 5 minutes to complete the survey was not used to define a partial complete.

Table 3-4. Percent of those dropping out by section

| Dropping during section                  | Percent dropping |
|------------------------------------------|------------------|
| Section A – Background                   | 3.6%             |
| Section B – Perceptions of Risk          | 1.4%             |
| Section C – Resources                    | 1.4%             |
| Section D – Harassment                   | 2.5%             |
| Section E – Stalking                     | 1.5%             |
| Section G – Nonconsensual Sexual Contact | 3.7%             |
| Section I – Perceptions of Risk          | 2.1%             |
| Section J – Bystander Intervention       | 0.5%             |
| Section K – Debriefing                   | 0.2%             |
| Total – Percent of all Starting A        | 16.8%            |

+ Total number of respondents starting the survey n=160,510

To characterize those who started the survey but dropped out, a series of logistic regressions were estimated predicting whether or not the student dropped out. Separate regressions were estimated for undergraduates and graduate/professional students. The demographic information used in the models include year in school, Hispanic identity, race, gender identity, sexual orientation, whether ever in a partnered relationship, disability and whether the respondent was offered a \$5 Amazon gift card.

Table 3-5 presents the results for undergraduate students. Seniors were less likely to drop out when compared to freshmen (Odds Ratio (OR) .89, 95 percent confidence interval (CI) .85 to .94).

Non-Hispanics were less likely to drop out than Hispanics (OR .87, 95% CI .82 to .92). Black, Asian, and other/multi-racial undergraduate students were significantly more likely to drop out than Whites during the survey (OR Blacks=1.46; 95% CI 1.35 to 1.58; Asian=1.27; 95% CI 1.21 to 1.33; Other/Multi-racial=1.33; 95% CI 1.25 to 1.42). Compared with female undergraduate students, those who declined to state their gender were more likely to drop out (OR 1.46; 95% CI 1.17 to 1.84). Compared to heterosexual students, gay/lesbians and those of other sexual orientations were significantly less likely to drop out (OR gay/lesbian=0.80; 95% CI 0.72 to .89; Other=0.81; 95% CI 0.76 to 0.87). In addition, those who had not been in a partnered relationship were significantly less likely to drop out than those who had been in a relationship (OR 0.77; 95% CI 0.74 to 0.80). Finally, those who were not offered a \$5 Amazon gift card were significantly more likely to drop out during the survey when compared to those who received an Amazon \$5 gift card (OR 2.68; 95% CI 2.57 to 2.80).

Table 3-5. Logistic regression predicting whether undergraduates students dropped out of the survey

| Predictors                                                          | Logistic regression parameter | Standard error |
|---------------------------------------------------------------------|-------------------------------|----------------|
| Intercept                                                           | -2.10***                      | 0.06           |
| Year in School/Program                                              |                               |                |
| Freshman ( <i>reference group</i> )                                 |                               |                |
| Sophomore                                                           | -0.01                         | 0.03           |
| Junior                                                              | -0.01                         | 0.03           |
| Senior                                                              | -0.11***                      | 0.03           |
| Hispanic                                                            |                               |                |
| Yes ( <i>reference group</i> )                                      |                               |                |
| No                                                                  | -0.14***                      | 0.03           |
| Race                                                                |                               |                |
| White only ( <i>reference group</i> )                               |                               |                |
| Black only                                                          | 0.38***                       | 0.04           |
| Asian only                                                          | 0.24***                       | 0.02           |
| Other or multi-racial                                               | 0.29***                       | 0.03           |
| Gender identity                                                     |                               |                |
| Female ( <i>reference group</i> )                                   |                               |                |
| Male                                                                | -0.02                         | 0.02           |
| Transgender, genderqueer or nonconfirming questioning or not listed | 0.11                          | 0.09           |
| Decline to state                                                    | 0.38***                       | 0.12           |
| Sexual orientation                                                  |                               |                |
| Heterosexual ( <i>reference group</i> )                             |                               |                |
| Gay/Lesbian                                                         | -0.22***                      | 0.05           |
| Other                                                               | -0.21***                      | 0.04           |
| Decline to state/did not answer                                     | 0.10                          | 0.08           |
| Partnered relationship                                              |                               |                |
| Yes ( <i>reference group</i> )                                      |                               |                |
| No                                                                  | -0.26***                      | 0.02           |
| Disability                                                          |                               |                |
| Yes ( <i>reference group</i> )                                      |                               |                |
| No                                                                  | -0.07                         | 0.04           |
| Incentive                                                           |                               |                |
| \$5 gift card ( <i>reference group</i> )                            |                               |                |
| No \$5 gift card                                                    | 0.99***                       | 0.02           |
| n                                                                   | 102698                        |                |
| Likelihood ratio $\chi^2$                                           | 2696.9                        |                |
| Prob ( $\chi^2$ )                                                   | <0.0001                       |                |
| Pseudo R Square                                                     | 0.03                          |                |

Note: \* p&lt;0.05; \*\* p&lt;0.01; \*\*\*p&lt;0.001

Table 3-6 presents the model results for graduate students. Compared with first year graduate or professional students, third and fourth year students were significantly less likely to drop out during the survey (3rd year = OR 0.90, 95% CI 0.84 to 0.97; 4th year = OR 0.76; 95% CI 0.71 to 0.82). As with undergraduates, Black, Asian, and other/multi-racial graduate students were significantly more likely to drop out than Whites (OR Black = 1.46; 95% CI 1.30 to 1.6; Asian = 1.35; 95% CI 1.27 to 1.43; Other/Multi-racial = 1.70; 95% CI 1.53 to 1.88). Males were more likely than females to drop out (OR 1.06, 95% CI 1.01 to 1.11). As with undergraduates, gays and lesbians were significantly less likely to drop out than heterosexual students (OR 0.79; 95% CI 0.70 to 0.90). However, unlike undergraduates, graduate/professional students who declined to provide a response to the sexual orientation question were more likely to drop out than heterosexual students (OR 1.59; 95% CI 1.35 to 1.88). Finally, those who were assigned to the no-incentive condition were significantly more likely to drop out during the survey compared to those who were offered the \$5 Amazon gift card (OR 2.54; 95% CI 2.40 to 2.69).

**Table 3-6. Logistic regression predicting whether graduate/professional students dropped out of the survey**

| Predictors                                                          | Logistic regression parameter | Standard error |
|---------------------------------------------------------------------|-------------------------------|----------------|
| Intercept                                                           | -2.63***                      | 0.10           |
| Year in School/Program                                              |                               |                |
| Graduate or Professional 1st year ( <i>reference group</i> )        |                               |                |
| Graduate or Professional 2nd year                                   | 0.003                         | 0.03           |
| Graduate or Professional 3rd year                                   | -0.10**                       | 0.04           |
| Graduate or Professional 4th year or higher                         | -0.27***                      | 0.04           |
| Hispanic                                                            |                               |                |
| Yes ( <i>reference group</i> )                                      |                               |                |
| No                                                                  | -0.02                         | 0.05           |
| Race                                                                |                               |                |
| White only ( <i>reference group</i> )                               |                               |                |
| Black only                                                          | 0.38***                       | 0.06           |
| Asian only                                                          | 0.30***                       | 0.03           |
| Other or multi-racial                                               | 0.53***                       | 0.05           |
| Gender identity                                                     |                               |                |
| Female ( <i>reference group</i> )                                   |                               |                |
| Male                                                                | 0.06*                         | 0.03           |
| Transgender, genderqueer or nonconfirming questioning or not listed | 0.16                          | 0.13           |
| Decline to state                                                    | 0.32*                         | 0.13           |



**Table 3-6. Logistic regression predicting whether graduate/professional students dropped out of the survey (continued)**

| Predictors                      | Logistic regression parameter | Standard error |
|---------------------------------|-------------------------------|----------------|
| <b>Sexual orientation</b>       |                               |                |
| Heterosexual (reference group)  |                               |                |
| Gay/Lesbian                     | -0.23***                      | 0.07           |
| Other                           | -0.03                         | 0.05           |
| Decline to state/did not answer | 0.46***                       | 0.08           |
| <b>Partnered relationship</b>   |                               |                |
| Yes (reference group)           |                               |                |
| No                              | -0.06                         | 0.03           |
| <b>Disability</b>               |                               |                |
| Yes (reference group)           |                               |                |
| No                              | -0.01                         | 0.08           |
| <b>Incentive</b>                |                               |                |
| \$5 gift card (reference group) |                               |                |
| Lottery                         | 0.93***                       | 0.03           |
| n                               | 62545                         |                |
| Likelihood ratio $\chi^2$       | 1551.5                        |                |
| Prob ( $\chi^2$ )               | <0.0001                       |                |
| Pseudo R Square                 | 0.02                          |                |

Note: \*  $p < 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.001$

As shown in the logistic regressions, the incentive had a very large effect on the rate of dropping out. Overall, among the sample that did not get an incentive, 21.3 percent eventually dropped out of the survey. This compares to 9.2 percent among those that received the incentive.

Among those who made it to a victimization section (e.g., Section D) and then dropped out, the percentage reporting victimization was significantly higher than among those who did not drop out (Table 3-7). For example, among those that answered the harassment questions and then dropped out, 62.7 percent reported sexual harassment, compared to 49.3 percent of those who did not drop out. For penetration by force, 6.4 percent of the dropouts said “yes” to this item compared to 2.0 percent of those who did not drop out. A similar pattern can be seen for the other measures of victimization. Many of those who dropped out were retained in the analysis because they qualified as a partial complete. For example, among those who dropped out after asking about harassment, about 60 percent were defined as a partial complete. This percentage increases with each section until almost 100 percent of the dropouts who answered a question in Section G were defined as a partial complete and retained in the analysis.

**Table 3-7. Percent reporting a victimization by questionnaire item and whether respondent completed the entire survey**

|                                                    | Dropouts* |           | Completers |           |
|----------------------------------------------------|-----------|-----------|------------|-----------|
|                                                    | N+        | % victims | N+         | % victims |
| Harassment (section D)                             | 16,622    | 62.7      | 139,522    | 49.3      |
| Stalking (Section E)                               | 12,370    | 7.1       | 137,346    | 4.2       |
| Penetration by force (G1)                          | 10,990    | 6.4       | 140,039    | 2.0       |
| Attempted penetration by force (G2)                | 10,585    | 5.7       | 140,007    | 1.7       |
| Touching by force (G3)                             | 10,330    | 19.9      | 139,975    | 7.2       |
| Penetration by incapacitation (G4)                 | 9,784     | 9.9       | 139,998    | 3.3       |
| Touching by incapacitation (G5)                    | 9,360     | 13.8      | 139,939    | 4.9       |
| Penetration by coercion (G6)                       | 8,768     | 1.3       | 139,899    | 0.3       |
| Touching by coercion (G7)                          | 8,326     | 1.0       | 139,822    | 0.3       |
| Penetration by absence of affirmative consent (G8) | 7,880     | 10.7      | 139,768    | 4.7       |
| Touching by absence of affirmative consent (G9)    | 7,435     | 16.5      | 139,831    | 8.4       |

\* Dropouts include partial completes and those that did not answer enough questions to qualify as a partial complete.

+ Total number of individuals that answered this item.

The section of the survey covering nonconsensual sexual contact had two different series of follow-up questions. The first series of items immediately followed a “yes” response to each one of the nine initial screening items (see Attachment A of the questionnaire). There were some dropouts when respondents were answering this initial set of follow-up questions. Among those who answered “yes” to at least one of the initial nine screening items on nonconsensual contact, 3.3 percent dropped out when answering these follow-ups. This compares to less than 1 percent who dropped out among those who did not report any type of nonconsensual contact and were not asked any of these follow-up questions.

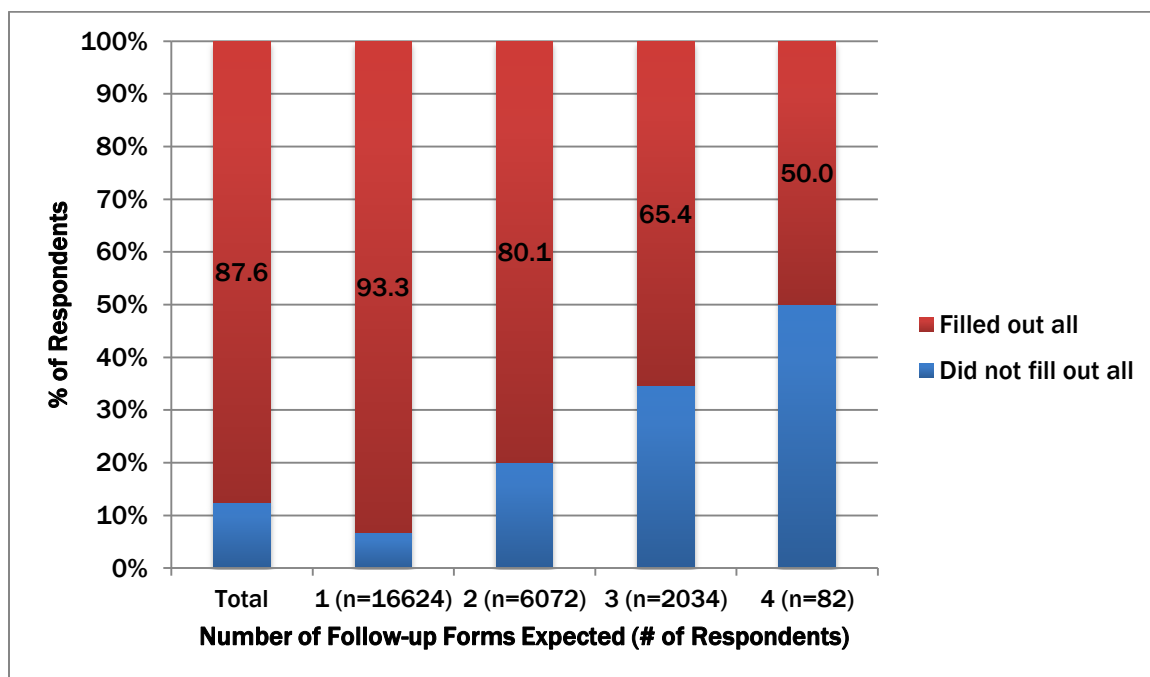
Once all nine of the screening items were administered, a second and longer series of more detailed follow-ups was administered covering specifics about what happened during the incident. For incidents involving physical force or incapacitation a “long form” was administered of 20-30 items on what happened (Section GA of the instrument).<sup>21</sup> These follow-ups were asked separately for incidents involving penetration by force (both completed and attempted), penetration by incapacitation, sexual touching by force and sexual touching by incapacitation. A “short form” of six to seven items was administered for Coercion or Absence of Affirmative Consent (Section GC).

<sup>21</sup> This included questions on the perpetrator(s) (sex, affiliation with the university, the relationship to the victim), the type of sexual contact, the use of alcohol or drugs, whether the incident occurred during an academic break, location of the incident, physical and emotional consequences, whether it was reported to particular types of organizations, and why it was not reported.

Combining both the long and short forms means that up to four different forms could have been administered (two long and two short).

When compared to other parts of the survey, significantly more respondents dropped out when answering the long and short forms. Overall, 12.4 percent of those expected to fill out at least one of these forms did not fill out all of them (Figure 3-1). As one might expect, the likelihood of dropping out goes up as the number of forms the respondent was expected to fill out goes up. Of those with only one form, 6.7 percent dropped out before providing any details on the incidents. Among those who were expected to fill out two forms, 19.9 percent dropped out without completing both. Among those with three and four expected series, 34.6 percent and 50 percent dropped out before completing all of the follow-ups, respectively.

**Figure 3-1. Percent of respondents completing all of the incident forms for nonconsensual sexual contact**



To further explore the correlates of dropping out when asked to fill out the incident forms, a logistic regression was estimated predicting whether or not all of the expected forms were completed. Predictors in the regression were the number of expected forms, incentive status, gender, and enrollment status (Table 3-8). The first column provides the results when looking at whether the respondent filled out all of the expected short and long forms. Graduate students were more likely to complete all of the forms (OR 1.2; 95% CI: 1.07, 1.34) and those receiving the \$5 Amazon gift

card were significantly more likely to complete all (OR 1.72 95% CI: 1.56 1.88). Gender identity was not significant. The results were the same when predicting completion of the long form. For the short form, those who declined to state their gender identity were less likely to complete all of these forms (OR .22 95% CI: .11 .43) and those offered a \$5 Amazon gift card were more likely to complete all of the forms (OR 1.92, 95% CI: 1.61 2.28).

**Table 3-8. Logistic regressions parameters predicting whether or not all incident forms were completed by type of incident form**

|                      |                  | All incident forms |         | All long forms |         | All short forms |         |
|----------------------|------------------|--------------------|---------|----------------|---------|-----------------|---------|
|                      |                  | Estimate           | p-value | Estimate       | p-value | Estimate        | P-value |
| Intercept            |                  | 2.51               | <.0001  | 2.24           | <.0001  | 3.70            | <.0001  |
| Total Forms expected | 1 (ref)          |                    |         |                |         |                 |         |
|                      | 2                | -1.24              | <.0001  | -0.82          | <.0001  | -1.61           | <.0001  |
|                      | 3                | -2.02              | <.0001  | -1.49          | <.0001  | -2.47           | <.0001  |
|                      | 4                | -2.67              | <.0001  | -2.22          | <.0001  | -2.66           | <.0001  |
| Gender               | Female (ref)     |                    |         |                |         |                 |         |
|                      | Male             | -0.03              | ns      | -0.05          | ns      | -0.16           | ns      |
|                      | TGQN             | -0.23              | ns      | -0.34          | ns      | -0.16           | ns      |
|                      | Decline to State | -0.55              | ns      | -0.26          | ns      | -1.52           | <.0001  |
| Enrollment           | Undergrad (ref)  |                    |         |                |         |                 |         |
|                      | Graduate         | 0.18               | 0.0014  | 0.13           | 0.026   | 0.13            | 0.2081  |
| Incentive            | None (ref)       |                    |         |                |         |                 |         |
|                      | \$5 Amazon Card  | 0.54               | <.0001  | 0.45           | <.0001  | 0.65            | <.0001  |

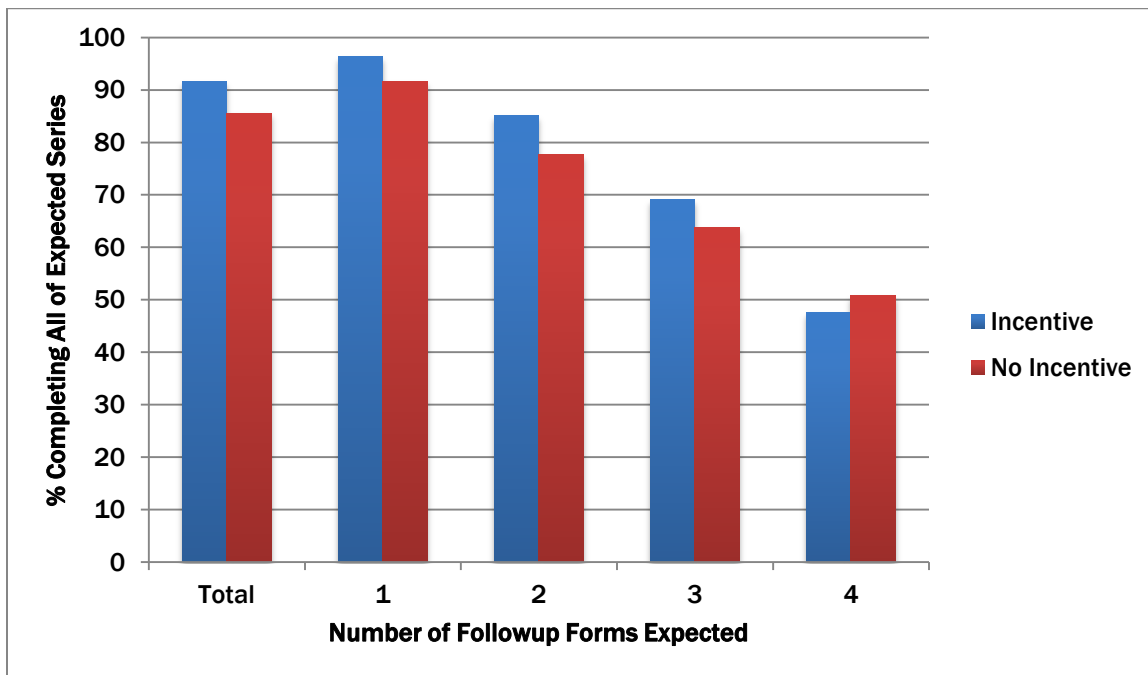
Note: A long form was filled out whenever an incident involving force or incapacitation was reported. A short form was filled out whenever Coercion or Absence of Affirmative Consent was reported.

+ AAC = Absence of Affirmative Consent; TGQN = Transgender, Genderqueer or non-conforming, questioning or identity was not listed.

ns = not significant at  $p < .05$

To provide some perspective on the effect of the incentive when filling out the incident forms, Figure 3-2 displays the percentage of those who completed all of the expected series by whether a \$5 Amazon gift card was offered. Overall, among those offered the card, 91.5 percent completed all of the expected series, while 85.4 percent among those not offered an incentive completed the expected series. The difference is similar by the number of expected series, with the exception of four. The latter is based on a very small number of respondents.

**Figure 3-2.** Percent of respondents completing all of the incident forms for nonconsensual contact by whether a \$5 Amazon gift card was offered



### Item Missing Rates

This section describes the level of item-level missing data among those who completed the survey or were considered partial completes for the analyses.

For those who viewed a particular item, the percentage of missing data for particular items is low (Table 3-9). The average ranges from 0.06 to 1.24 percent. With this calculation, students who dropped out of the survey before getting to a particular item, but were defined as a partial complete, were removed. Partially completed surveys had the largest impact on the detailed follow-up series (Sections G, GA, and GC). To illustrate the level of item-missing percentages for the long form (GA), items from the beginning (GA1), the middle (GA5), and the end of the section (GA12) are shown in Table 3-10. The estimates distinguish between viewing the item but not responding and dropping out of the survey before getting to the question. They also separate the rates for the first and second forms. For both the first and second forms, the item missing rate for those who actually viewed the questions is low. For example, with forced and/or attempted forced penetration, the item missing rate for GA1, GA5, and GA12 is 0.9 percent, 0.5 percent, and 0.7 percent, respectively. These rates for the second form are slightly higher (around 2%).

Table 3-9. Average item missing rates for each section of the AAU survey

| Section                                         | Average item missing rate |
|-------------------------------------------------|---------------------------|
| Section A—Background                            | 0.06%                     |
| Section B—Perception of Risk                    | 0.40%                     |
| Section C—Resources                             | 0.06%                     |
| Section D—Harassment                            | 0.07%                     |
| Section E—Stalking                              | 0.34%                     |
| Section F—IPV/DV                                | 0.10%                     |
| Section G—SV Screener                           | 0.41%                     |
| Section GA—Detailed Incident Form               | 0.63%                     |
| Section GC—Detailed Incident Form               | 1.01%                     |
| Section H—Sexual Misconduct Prevention Training | 0.20%                     |
| Section I—Perceptions of Responses to Reporting | 1.24%                     |
| Section J—Bystander Intervention                | 0.44%                     |
| Section K—Debriefing                            | 0.27%                     |

Table 3-10. Item missing for those that viewed item and those that dropped out for the long incident form by type of incident (percent)

| Question                                 |                     | 1st Incident form (%) |         | 2nd Incident form (%) |         |
|------------------------------------------|---------------------|-----------------------|---------|-----------------------|---------|
|                                          |                     | Item missing          | Dropout | Item missing          | Dropout |
| GA1 – How many people did this?          | Forced penetration+ | 0.9                   | 7.6     | na                    | na      |
|                                          | Forced touching     | 2.0                   | 4.2     | 2.2                   | 28.6    |
|                                          | Incap penetration*  | 0.8                   | 4.8     | 0.7                   | 40.4    |
|                                          | Incap touching      | 1.0                   | 2.8     | 2.0                   | 12.9    |
| GA5 – Alcohol use by perpetrator?        | Forced penetration  | 0.5                   | 8.9     | na                    | na      |
|                                          | Forced touching     | 0.6                   | 5.9     | 1.7                   | 31.7    |
|                                          | Incap penetration   | 0.3                   | 6.7     | 0.7                   | 42.1    |
|                                          | Incap touching      | 0.4                   | 4.3     | 2.0                   | 16.8    |
| GA12 – Did the Incident occur on campus? | Forced penetration  | 0.7                   | 9.6     | na                    | na      |
|                                          | Forced touching     | 0.6                   | 6.6     | 1.8                   | 32.5    |
|                                          | Incap penetration   | 0.6                   | 7.4     | 0.7                   | 42.9    |
|                                          | Incap touching      | 0.6                   | 4.9     | 1.7                   | 18.2    |

+ Includes both forced and attempted force

\* Incapacitated

na Not applicable because forced penetration was always selected as the first form.

The item missing due to dropping out is significantly higher and differs somewhat by type of incident. Incidents involving forced penetration have the highest rates when compared to incidents involving the other behaviors and tactics. For example, it is 7.6 percent for forced penetration and 2.8 percent for touching by incapacitation. The rate of missing data goes up slightly from the first

question (GA1 - 7.6% for forced penetration) to the last question (GA12 - 9.6%). The rate of missing data goes up significantly for the second form with rates ranging from 12 to 43 percent. The highest rate of missing data due to dropping out is for incapacitated penetration, which ranges from 40.4 to 42.9 percent.

Table 3-11 presents the same data for the short form (GC). The patterns are similar for those of the long form. The item nonresponse is low for those who actually viewed the item, ranging from 0 to 3.7 percent. There is not a discernable pattern from the first to the third item. The missing data due to dropping out is much higher and ranges from approximately 9 to 42 percent for the first incident form. It is highest for incidents involving touching. The rate of missing data goes up significantly for the second incident form.

**Table 3-11. Item missing for those that viewed item and those that dropped out in follow-up series for incidents involving coercion and absence of affirmative consent (percent)**

| Question                        | Type of incident    | 1st Incident form (%) |         | 2nd Incident form (%) |         |
|---------------------------------|---------------------|-----------------------|---------|-----------------------|---------|
|                                 |                     | Item missing          | Dropout | Item missing          | Dropout |
| GC1 – How many people did this? | Coerced Penetration | 3.7                   | 11.6    | na                    | na      |
|                                 | Coerced Touching    | 0.8                   | 41.3    | na                    | na      |
|                                 | AAC Penetration     | 1.7                   | 6.4     | 2.2                   | 18.0    |
|                                 | AAC Touching        | 0.9                   | 22.7    | 1.5                   | 64.4    |
| GC3 – Who did this?             | Coerced Penetration | 0.3                   | 14.3    | na                    | na      |
|                                 | Coerced Touching    | 0.0                   | 42.5    | na                    | na      |
|                                 | AAC Penetration     | 0.0                   | 8.8     | 0.0                   | 20.1    |
|                                 | AAC Touching        | 0.0                   | 24.2    | 0.0                   | 64.4    |

na Not applicable because Coercion was always selected as the first incident form.

## Summary

Overall, respondents spent about the amount of time that was planned for the survey. While there were some respondents who took longer than the 30 minutes, this was primarily due to reporting an unusual number of incidents. The median time to complete the survey was 11.5 minutes and the average time to complete was 17.9 minutes. The difference partly reflects the additional questions that were asked of those reporting one or more victimizations. Those who did not report any victimizations averaged 14.4 minutes. This compares to 23 to 36 minutes, depending on the number of incidents that were reported. Of those who reported an incident, 70 percent had one incident and

23 percent had two incidents. These individuals averaged a survey completion time of 30 minutes or less.

There were several significant patterns with respect to where respondents dropped out of the survey. Among those who started the survey, approximately 17 percent did not formally submit the survey by clicking on the last screen. Approximately 62 percent of those who did not complete dropped out prior to the section on nonconsensual sexual touching (Section G) and were not included in the analysis. Finishing the survey was related to several demographic and survey characteristics. The demographic characteristics associated with finishing the survey were similar across both undergraduate and graduate/professional students. The strongest determinant of completing the survey was being offered a \$5 Amazon card. The odds of dropping out of the survey were 2.4 to 2.7 times higher for those not offered an incentive compared to those who were offered an incentive.

Among those that made it to one of the victimization sections, dropping out of the survey was positively correlated with reporting one or more victimization. The dropout rate increased at the harassment Section (2.5%) and that for nonconsensual sexual contact (3.7%). In addition, a significant percentage dropped out in Sections A and I, which did not include any victimization questions. The dropout rate was dramatically affected by the relatively modest \$5 Amazon gift card incentive. This suggests that dropping out may have been a combination of not wanting to spend more time on the survey, as well as reluctance to provide more details about incidents.

Within the section on nonconsensual sexual contact, the highest rates of dropping out was associated with the long and short incident forms. The rate of dropping out was somewhat elevated for the first form (7% of respondents). The percentage dropping out among those asked to fill out more than one form went up significantly (20% or more).

The overall level of missing data for particular items was relatively low. Among those who viewed a question, the percentage with missing data ranged from 0 to 3 percent, with most items having rates of 1 percent or below. A second source of item-missing data was those who dropped out of the survey. Using the survey definition of partial complete, the estimates published in the AAU report included respondents who dropped out sometime in Section G or later. As noted above, there was a significant increase in the number of dropouts when respondents were asked to fill out one or more incident forms. This contributed to a higher level of item missing data, especially for those asked to provide details on more than one incident.



While there was a correlation between dropping out and victimization, a high percentage of those who reported victimization completed most of the survey. For example, among those who reported harassment, 94 percent answered all or most of the victimization questions on the survey and were defined as a complete or partial complete for analysis purposes. Even for those that dropped out at the point of the incident form, a very large percentage provided data on all of the forms requested (87%). An even greater percentage provided information on at least one of the forms. These numbers are significantly higher among those offered the \$5 Amazon gift card.

One way to reduce the number who drop out when filling out an incident form would be to restrict administration of the detailed incident forms. Respondents were asked about events that occurred since they enrolled at the school, which for some was a duration of 4 or more years. Only asking for the details for the current academic year, for example, would reduce the number of incidents any student would be asked to report. Another option would be to ask the follow-ups for only one incident. The latter might be defined by a specific behavior or tactic, the timing (e.g., most recent) or some other criteria. When restricting the follow-ups to different types of incidents, it is important to select criteria that allow for generalizing to a domain that is important for policy. The latter might be, for example, all incidents that involved penetration or all incidents that occurred within the current academic year.

A second way to reduce the burden is to provide an incentive to all respondents. The incentive offered on the AAU survey was relatively modest, at least in comparison to a number of other campus surveys (e.g., Freyd et al., 2016; Krebbs et al., 2016). Even the relatively modest incentive of a \$5 Amazon gift card had a significant effect on the proportion who completed the survey. The dropout rate for those not offered an incentive was 20 percent compared to 9 percent to those offered an incentive. Similarly, approximately 92 percent of those offered an Amazon gift card filled out all incident forms related to nonconsensual sexual assault (GA, GC). This compares to approximately 86 percent among those not offered the \$5 card.

Future surveys should consider some type of imputation for the missing data identified in the above analysis. The basic incidence and prevalence rates published in the report are not subject to large amounts of missing data. These estimates rely on only the basic screening questions, which were not found to have significant amounts of missing data. Nonetheless, imputation for these and key elements on the incident forms should be possible based on the information provided by respondents in earlier parts of the survey.

## Counting and Placing Incidents in Time

### Summary of Analysis of Counting and Placing Incidents in Time

The level of detailed information collected on the Association of American Universities (AAU) survey allows parsing of data by time period (i.e., current year; since enrolled) and the type of incident. In addition, it allows analysts to produce incidence rates and rates of repeated instances of victimization. To collect this level of detail, respondents were asked to provide specifics about the combination of behaviors and tactics that occurred, as well as the academic year in which incidents occurred. As part of this process, respondents were asked to identify behaviors and tactics that occurred during the same incident.

To count incidents of unwanted sexual contact, respondents were asked whether incidents reported later in the survey were duplicates of incidents reported earlier in the survey. As expected, the amount of overlap increased as respondents progressed through the survey. The greatest overlap occurred for the items on absence of affirmative consent, where approximately half the reports overlapped with previously reported incidents.

Analysis of the procedure for determining timing revealed that a relatively small percentage of initial reports occurred prior to the student enrolling at the school, which was out of the reference period. The analysis suggests that current-year estimates for seniors and juniors may be a high due to telescoping (or misdating). It also suggests that estimates for “since enrolled” may be a bit low because of omissions due to seniors and juniors not recalling nonpenetrative incidents at the beginning of the reference period.

### Introduction

The survey was developed to generate estimates of prevalence and incidence of nonconsensual sexual contact for specific behaviors and tactics for the current school year, as well as since the student had been enrolled in school. To increase specificity of frequency and timing, respondents were asked several different types of follow-up questions, including about the behaviors and tactics during each incident and the year in which each incident occurred. This chapter describes the details related to these procedures. The first section describes the procedure and results of the procedure for counting incidents. The second section provides the results of the procedures used to place incidents within a particular year.

## Counting Incidents

A unique feature of the AAU survey is that it asked respondents to provide detail about the behaviors and tactics that occurred during each incident. For most campus climate surveys, respondents are asked about the prevalence or incidence of different combinations of behaviors and tactics without regard to whether some may have occurred during the same incident.

Why is it useful to count incidents rather than behaviors? First, by identifying which behaviors and tactics occur at the same time, it is possible to apply counting rules that classify victimizations by a hierarchy rule. The Clery Act requires schools to use the FBI Uniform Crime rules by counting the “most serious” offense when more than one offense occurs during a single incident (34 CFR 668.48(c)(7); U.S. Department of Education, 2011: 53). For example, if an incident involves both forced touching and forced penetration, Clery statistics require counting the incident as forced penetration. The estimates of prevalence published in the AAU survey used this rule. A second advantage of counting incidents is that it makes it possible to examine patterns of recurring and multiple victimization. By knowing which behaviors and tactics occur during the same incident, it is possible to count the number of victims who experience the same or related behaviors multiple times.

The AAU procedure counted incidents by asking respondents to identify behaviors and tactics that referred to the same incident. This deduplication procedure is described below, along with results with respect to how often it was used and the types of incidents that were affected.

### Deduplication Procedure

The deduplication procedure was used for the questions that asked about nonconsensual sexual contact in Section G. This section had a series of nine screening items, asking whether a particular type of incident had occurred since the student had been enrolled at the school. An example of the first question is shown below:

- G1. Since you have been attending [University], has someone used physical force or threats of physical force to do the following with you:
- Sexual penetration. When one person puts a penis, fingers, or object inside someone else’s vagina or anus, or

- Oral sex. When someone's mouth or tongue makes contact with someone else's genitals

Yes [GO TO G1a]

No

A “yes” response to G1 was followed by a question asking for the number of times that this had occurred (G1a – see Attachment 1 of the Questionnaire in Appendix A). Incidents were counted using the categories: 1, 2, 3, and 4 or more. For each incident reported, respondents were asked to date it as occurring during the calendar periods that started with the fall semester of each year. The sequence is shown below.

You said that the following occurred (1/2/3/4 or more) time(s):

- [INCIDENT SUMMARY]

G1b. When did (this/the (second/third/fourth) most recent) incident (of this type) occur?

1. Since the beginning of the Fall 2014 term
2. Prior to the Fall 2014 term

G1c. [IF G1b = 2] In what school year did it occur?

1. Fall 2013 to Summer 2014
2. Fall 2012 to Summer 2013
3. Fall 2011 to Summer 2012
4. Prior to Fall of 2011
5. It occurred before I was a student at [University]

The last category (occurred before student) was included to allow respondents to acknowledge that the incident may not have occurred during the reference period.

Once the incident was placed in a particular year, the web program checked whether any other incidents had been reported in that year. If another incident was reported for that year, the respondent was asked the question “was this part of the other incident you reported as occurring during [year]?” If the response was “yes,” the student was shown the list of incidents previously reported to have occurred during that year and asked to indicate which incident.

Responses to these questions were used to determine whether an incident was indeed unique and within the reference period. Incidents that did not meet these two criteria were not included in prevalence and incidence estimates.

### How Often Were Incidents Deduplicated?

Table 4-1 shows the proportion of incidents of each type of nonconsensual sexual contact that were determined to be “eligible” for inclusion in the estimates. These are based on the data weighted to the university population. To be eligible, an incident had to occur while the student was enrolled at the university and could not be a duplicate of a previously reported incident. Across incident types, only 1.3 percent of all incidents were said to have occurred before the respondent enrolled in the university. The incident type with the highest proportion occurring before the reference period involved coerced sexual touching (6.5%). Far more common were incidents that happened at the same time as a previously reported incident. Overall, 26.5 percent of nonconsensual sexual contact incidents reported in the questionnaire were later indicated by respondents to be the same as a previously reported incident. This proportion is predictably higher for questions later in the sequence, as there are a greater number of previously reported incidents. The incident type with the highest proportion of duplicate incidents involved sexual touching without affirmative consent (42.8%). The incident type with the lowest proportion of duplicates was incidents involving forced sexual touching (9.9%)

**Table 4-1. Eligibility status of incidents by screener item generating the incident**

| Screener Item                 |    | Eligible Incidents |              |      |                        |      |                         |      |                       |      |
|-------------------------------|----|--------------------|--------------|------|------------------------|------|-------------------------|------|-----------------------|------|
|                               |    | Total              | Current year |      | Since entering college |      | Occurred before college |      | Duplicate of previous |      |
|                               |    |                    | n            | %    | SE                     | %    | SE                      | %    | SE                    | %    |
| Forced penetration            | G1 | 5,425              | 38.3         | 1.10 | 58.9                   | 1.07 | 2.7                     | 0.39 | -                     | -    |
| Attempted forced penetration  | G2 | 4,616              | 34.4         | 1.22 | 46.8                   | 1.24 | 2.1                     | 0.32 | 16.7                  | 0.91 |
| Incapacitated penetration     | G4 | 8,199              | 29.8         | 0.77 | 45.7                   | 0.87 | 1.6                     | 0.24 | 23.0                  | 0.80 |
| Total                         |    | 18,240             | 33.6         | 0.58 | 50.0                   | 0.67 | 2.1                     | 0.18 | 14.4                  | 0.38 |
| Forced sexual touching        | G3 | 25,414             | 43.6         | 0.63 | 45.5                   | 0.66 | 1.0                     | 0.10 | 9.9                   | 0.36 |
| Incapacitated sexual touching | G5 | 13,881             | 32.2         | 0.71 | 34.0                   | 0.73 | 1.0                     | 0.18 | 32.7                  | 0.67 |
| Total                         |    | 39,295             | 39.6         | 0.52 | 41.4                   | 0.54 | 1.0                     | 0.10 | 18.0                  | 0.37 |

Table 4-1. Eligibility status of incidents by screener item generating the incident (continued)

| Screener Item           |    | Eligible Incidents |              |      |                        |      |                         |      |                       |      |
|-------------------------|----|--------------------|--------------|------|------------------------|------|-------------------------|------|-----------------------|------|
|                         |    | Total<br>n         | Current year |      | Since entering college |      | Occurred before college |      | Duplicate of previous |      |
|                         |    |                    | %            | SE   | %                      | SE   | %                       | SE   | %                     | SE   |
| Coerced penetration     | G6 | 934                | 31.5         | 2.78 | 30.8                   | 2.73 | 5.2                     | 1.52 | 32.5                  | 3.01 |
| Coerced sexual touching | G7 | 845                | 29.1         | 3.14 | 20.6                   | 2.04 | 6.5                     | 1.54 | 43.8                  | 3.37 |
| Total                   |    | 1779               | 30.3         | 2.24 | 25.9                   | 1.88 | 5.8                     | 1.28 | 37.9                  | 2.19 |
| AAC penetration         | G8 | 12,731             | 26.0         | 0.74 | 31.0                   | 0.83 | 1.2                     | 0.16 | 41.8                  | 0.87 |
| AAC sexual touching     | G9 | 22,909             | 27.5         | 0.52 | 29.0                   | 0.51 | 0.6                     | 0.08 | 42.8                  | 0.61 |
| Total                   |    | 35,640             | 27.0         | 0.44 | 29.7                   | 0.52 | 0.8                     | 0.09 | 42.5                  | 0.57 |
| Overall total           |    | 94,954             | 33.6         | 0.35 | 38.6                   | 0.39 | 1.3                     | 0.08 | 26.5                  | 0.31 |

SE = standard error of the estimate

Note: n is the total unweighted number of incidents reported in G item. Percentages based on the weighted data.

Table 4-2 shows how duplicate incidents are distributed across previously reported incident types. For example, of the incapacitated penetration incidents reported in G4, 77.0 percent were not duplicates of a previous incident, and 16.3 percent were duplicates of a completed forced penetration (G1) incident.

Table 4-2. Percent of reports that duplicated another incident by original and duplicate incident type

| G Item | n      | G Item Identified as a duplicate |      |     |      |      |     |      |     |     |
|--------|--------|----------------------------------|------|-----|------|------|-----|------|-----|-----|
|        |        | Not Dup                          | G1   | G2  | G3   | G4   | G5  | G6   | G7  | G8  |
| G2     | 4,616  | 83.3                             | 16.7 | .   | .    | .    | .   | .    | .   | .   |
| G3     | 25,414 | 90.1                             | 5.4  | 4.5 | .    | .    | .   | .    | .   | .   |
| G4     | 8,199  | 77.0                             | 16.3 | 2.1 | 4.6  | .    | .   | .    | .   | .   |
| G5     | 13,881 | 67.3                             | 4.8  | 2.2 | 10.0 | 15.8 | .   | .    | .   | .   |
| G6     | 934    | 67.5                             | 17.0 | 3.8 | 6.2  | 3.0  | 2.6 | .    | .   | .   |
| G7     | 845    | 56.2                             | 8.9  | 2.7 | 8.5  | 1.5  | 3.4 | 18.8 | .   | .   |
| G8     | 12,731 | 58.2                             | 15.3 | 3.0 | 4.9  | 13.3 | 3.9 | 1.1  | 0.2 | .   |
| G9     | 22,909 | 57.2                             | 5.2  | 3.0 | 13.2 | 4.6  | 7.5 | 0.3  | 0.3 | 8.8 |

Note: Denominator is total number of incidents reported by G item.

G1=Forced Penetration; G2=Attempted Forced Penetration; G3=Forced Sexual Touching; G4=Incapacitated Penetration; G5=Incapacitated Sexual Touching; G6=Coerced Penetration; G7=Coerced Sexual Touching; G8=Absence of Affirmative Consent Penetration; G9=Absence of Affirmative Consent Sexual Touching

Note: n is the total unweighted number of incidents reported in G item. Percentages based on the weighted data.

### How Did Deduplication Affect the Counts of Incidents?

The deduplication procedure had an effect on prevalence and incidence estimates of nonconsensual sexual contact, especially for the later incident types. Table 4-3 shows how the incident dating and deduplication procedures affected prevalence estimates of different types of incidents. For incidents involving completed or attempted penetration by force, the dating and deduplication procedure made very little difference in the prevalence estimates. However, for incidents involving coercion or absence of affirmative consent, which occurred later in the questionnaire, prevalence estimates were almost half of what they were prior to dating and deduplication.

**Table 4-3.** percentage of respondents reporting at least one victimization by screener item

| Screener Item                 |           | G item only |      | After dating |      | After deduplication |      |
|-------------------------------|-----------|-------------|------|--------------|------|---------------------|------|
|                               |           | %           | SE   | %            | SE   | %                   | SE   |
| Forced penetration            | <b>G1</b> | 2.14        | 0.05 | 2.11         | 0.05 | 2.11                | 0.05 |
| Attempted forced penetration  | <b>G2</b> | 1.85        | 0.05 | 1.83         | 0.05 | 1.56                | 0.05 |
| Forced sexual touching        | <b>G3</b> | 7.32        | 0.08 | 7.29         | 0.08 | 6.62                | 0.08 |
| Incapacitated penetration     | <b>G4</b> | 3.42        | 0.06 | 3.38         | 0.06 | 2.60                | 0.05 |
| Incapacitated sexual touching | <b>G5</b> | 4.99        | 0.07 | 4.96         | 0.07 | 3.36                | 0.05 |
| Coerced penetration           | <b>G6</b> | 0.36        | 0.02 | 0.34         | 0.02 | 0.24                | 0.02 |
| Coerced sexual touching       | <b>G7</b> | 0.33        | 0.02 | 0.32         | 0.02 | 0.19                | 0.01 |
| AAC penetration               | <b>G8</b> | 4.35        | 0.08 | 4.33         | 0.08 | 2.49                | 0.05 |
| AAC sexual touching           | <b>G9</b> | 7.63        | 0.08 | 7.60         | 0.08 | 4.45                | 0.07 |

The deduplication process affected not only prevalence estimates but also estimates of repeated victimizations. Table 4-4 shows how the deduplication procedure affected the number of incidents reported by incident type. For example, among respondents who initially reported experiencing four or more incidents of attempted forced penetration (G2), 57.2 percent ended up with a count of four eligible incidents once completing the dating and deduplication procedure. This proportion was lowest for respondents who initially reported four or more incidents of sexual touching by coercion (G7), only 34.9 percent of whom ended up with a count of four incidents of that type after deduplication.

Table 4-4. Number of victimizations by screener item before and after deduplication procedure

|    | After deduplication | n     | Before deduplication |      |      |      |      |
|----|---------------------|-------|----------------------|------|------|------|------|
|    |                     |       | NR                   | 1    | 2    | 3    | 4    |
| G1 | 0                   | 31    | 0.0                  | 1.3  | 0.4  | 0.0  | 1.6  |
|    | 1                   | 2,127 | 100.0                | 98.7 | 3.0  | 0.4  | 2.4  |
|    | 2                   | 704   | .                    | .    | 96.7 | 6.2  | 0.9  |
|    | 3                   | 238   | .                    | .    | .    | 93.3 | 8.1  |
|    | 4+                  | 273   | .                    | .    | .    | .    | 87.0 |
| G2 | 0                   | 474   | 0.0                  | 19.2 | 10.0 | 9.0  | 15.0 |
|    | 1                   | 1,653 | 100.0                | 80.8 | 9.9  | 5.0  | 5.0  |
|    | 2                   | 552   | .                    | .    | 80.1 | 9.6  | 10.5 |
|    | 3                   | 189   | .                    | .    | .    | 76.5 | 12.4 |
|    | 4+                  | 100   | .                    | .    | .    | .    | 57.2 |
| G3 | 0                   | 1,148 | 2.6                  | 16.0 | 6.6  | 5.3  | 4.8  |
|    | 1                   | 4,149 | 97.4                 | 84.0 | 5.3  | 3.5  | 2.6  |
|    | 2                   | 3,136 | .                    | .    | 88.1 | 6.3  | 3.7  |
|    | 3                   | 1,621 | .                    | .    | .    | 84.9 | 7.0  |
|    | 4+                  | 1,880 | .                    | .    | .    | .    | 82.0 |
| G4 | 0                   | 1,269 | 1.8                  | 28.6 | 14.9 | 10.2 | 15.1 |
|    | 1                   | 2,902 | 98.2                 | 71.4 | 10.7 | 6.5  | 4.8  |
|    | 2                   | 863   | .                    | .    | 74.4 | 11.2 | 7.6  |
|    | 3                   | 283   | .                    | .    | .    | 72.1 | 7.3  |
|    | 4+                  | 206   | .                    | .    | .    | .    | 65.2 |
| G5 | 0                   | 2,647 | 13.2                 | 42.6 | 23.0 | 15.8 | 16.2 |
|    | 1                   | 3,106 | 86.8                 | 57.4 | 12.7 | 12.0 | 6.4  |
|    | 2                   | 1,361 | .                    | .    | 64.4 | 12.0 | 9.9  |
|    | 3                   | 555   | .                    | .    | .    | 60.2 | 14.0 |
|    | 4+                  | 444   | .                    | .    | .    | .    | 53.5 |
| G6 | 0                   | 172   | 0.0                  | 42.8 | 22.9 | 12.5 | 27.3 |
|    | 1                   | 188   | 100.0                | 57.2 | 15.5 | 17.1 | 8.5  |
|    | 2                   | 60    | .                    | .    | 61.6 | 8.8  | 6.9  |
|    | 3                   | 36    | .                    | .    | .    | 61.6 | 11.4 |
|    | 4+                  | 44    | .                    | .    | .    | .    | 45.9 |
| G7 | 0                   | 205   | 17.4                 | 51.7 | 33.5 | 24.5 | 40.9 |
|    | 1                   | 145   | 82.6                 | 48.3 | 20.3 | 36.3 | 9.8  |
|    | 2                   | 57    | .                    | .    | 46.1 | 8.2  | 3.5  |
|    | 3                   | 18    | .                    | .    | .    | 31.1 | 10.9 |
|    | 4+                  | 27    | .                    | .    | .    | .    | 34.9 |
| G8 | 0                   | 3,076 | 15.0                 | 53.8 | 34.9 | 24.4 | 19.8 |
|    | 1                   | 2,392 | 85.0                 | 46.2 | 15.5 | 10.6 | 7.3  |
|    | 2                   | 981   | .                    | .    | 49.6 | 12.9 | 10.4 |
|    | 3                   | 418   | .                    | .    | .    | 52.1 | 14.3 |
|    | 4+                  | 448   | .                    | .    | .    | .    | 48.3 |



**Table 4-4. Number of victimizations by screener item before and after deduplication procedure (continued)**

|    | After deduplication | n     | Before deduplication |      |      |      |      |
|----|---------------------|-------|----------------------|------|------|------|------|
|    |                     |       | NR                   | 1    | 2    | 3    | 4    |
| G9 | 0                   | 5,323 | 18.4                 | 51.9 | 31.7 | 27.6 | 28.1 |
|    | 1                   | 4,157 | 81.6                 | 48.1 | 14.7 | 10.9 | 7.1  |
|    | 2                   | 1,876 | .                    | .    | 53.7 | 11.8 | 8.8  |
|    | 3                   | 752   | .                    | .    | .    | 49.7 | 11.0 |
|    | 4+                  | 737   | .                    | .    | .    | .    | 45.0 |

Note: NR column is cases where respondent did not answer “number of times” item, these cases were counted as 1 incident unless indicated that it happened before college or is duplicate of previous.

Note: NR column represents cases where the respondent did not answer “number of times” item; these cases were counted as 1 incident unless it was indicated that it happened before college or is a duplicate of previous incidents.

G1=Forced Penetration; G2=Attempted Forced Penetration; G3=Forced Sexual Touching; G4=Incapacitated Penetration; G5=Incapacitated Sexual Touching; G6=Coerced Penetration; G7=Coerced Sexual Touching; G8=Absence of Affirmative Consent Penetration; G9=Absence of Affirmative Consent Sexual Touching

Note: n is the total unweighted number of incidents reported in G item. Percentages based on the weighted data.

Table 4-5 displays the frequency of the number of incidents reported after deduplication for those who reported at least one incident. This provides an idea of how deduplication affects the number of incidents that were reported. For incidents involving penetration without affirmative consent, 41.7 percent of respondents who experienced this type of incident indicated that all of the incidents of this type were part of other incidents already reported earlier in the questionnaire.

**Table 4-5. Number of incidents after deduplication for respondents reporting at least once incident by screener item**

| Screener Item                 | Item | Number of Incidents (after deduplication) |      |      |      |      |      |
|-------------------------------|------|-------------------------------------------|------|------|------|------|------|
|                               |      | n                                         | 0    | 1    | 2    | 3    | 4+   |
| Forced penetration            | G1   | 3,377                                     | 1.0  | 61.7 | 21.3 | 7.4  | 8.6  |
| Attempted forced penetration  | G2   | 2,974                                     | 15.9 | 53.9 | 19.7 | 6.6  | 3.9  |
| Forced sexual touching        | G3   | 11,943                                    | 9.6  | 34.6 | 25.7 | 13.8 | 16.3 |
| Incapacitated penetration     | G4   | 5,531                                     | 23.9 | 51.7 | 15.4 | 5.1  | 3.9  |
| Incapacitated sexual touching | G5   | 8,126                                     | 32.6 | 37.8 | 16.6 | 7.0  | 6.0  |
| Coerced penetration           | G6   | 504                                       | 33.3 | 38.3 | 11.5 | 8.1  | 8.8  |
| Coerced sexual touching       | G7   | 453                                       | 43.0 | 34.2 | 12.6 | 3.9  | 6.3  |
| AAC penetration               | G8   | 7,324                                     | 42.8 | 31.8 | 13.1 | 6.1  | 6.2  |
| AAC sexual touching           | G9   | 12,865                                    | 41.7 | 32.0 | 14.7 | 6.0  | 5.7  |

Note 1: n is unweighted number of respondents endorsing “yes” response to G item.

Note 2: Zero column is cases where all incidents of this type were either dated before entering college, or were duplicates of previous incidents.

AAC = Absence of Affirmative Consent

Respondents who experienced incidents involving sexual touching by force were most likely to report more than one unique incident, with over half (55.8%) of respondents experiencing forced sexual touching saying that it happened to them twice or more since enrolling in college. For the other types of incidents, the majority of respondents reported experiencing fewer than two incidents since entering college. For incidents involving penetration by force or incapacitation, the single most frequent response was “1 time,” with 61.7 percent of respondents who experienced this type of incident saying that it happened to them once since enrolling in their universities.

Although most respondents experienced fewer than two incidents of a single type, there were a relatively large number of respondents indicating that they experienced four or more incidents of a certain type. Among respondents who said they experienced an incident of completed forced penetration, 8.6 percent said that this type of incident occurred four or more times since they had been at their university. This proportion was highest for incidents of sexual touching by force, with 16.3 percent of respondents who experienced this type of incident indicating that it had happened to them four or more times since entering college.

### **Summary and Discussion of Counting Procedures**

The procedure used to count incidents had a significant effect on the estimates. It enabled analysts to produce rates of victimization after applying a hierarchy rule as required by the Clery Act when tabulating victimization statistics. It also allowed for a detailed analysis of multiple and repeat victimization patterns by counting unique incidents which may have involved more than one type of behavior and/or tactic.

The procedure was subject to several constraints. One was the rule adopted to count incidents. The top category for frequency was “four or more.” If this was selected, the algorithm counted this as four incidents. For example when a respondent reported four or more events and reported one was part of an incident already reported, the unduplicated count was three ( $4 - 1 = 3$ ). This led to an underestimate of the total number of incidents. For most types of sexual contact, the four or more category was relatively small. The exception was forced sexual touching, which had a significant number of respondents reporting more than four. If this is a concern, other analysts can modify the above rule using a higher cap (e.g., use 5 instead of 4 as the initial count of incidents).

A second constraint was related to the order of the victimization questions. The items began with forced penetration and forced touching, then asked about incapacitation, coercion, and affirmative

consent. The most serious types of behaviors (e.g., physical force; incapacitation) were asked first to prevent respondents having to report them at more than one question. This also had the most specific definition and was expected to be the least likely to be confused with other, less forceful, tactics (e.g., Absence of Affirmative Consent). Some respondents may have reported behavior or tactics at an earlier item without knowing a more appropriate item was going to follow. For example, victims of nonconsensual penetration by absence of affirmative consent may have reported it at the forced-penetration item (G1) before realizing there was an item that fit their situation better. While this section had an instruction describing what was to follow, some may not have read this or understood it. Nonetheless, the order of the questions may have affected which category of behavior and tactic the incident was classified in. An alternative design might experiment with the order of the questions. Another alternative design would be a two-stage procedure that first enumerates all of the incidents that occurred and then asks for details about each incident to do the final classification.

## Placing the Incidents in Time

An important component of the above procedure was to ask respondents to date the incident into one of the following categories:

- Since the beginning of the Fall 2014 term
- Fall 2013 to Summer 2014
- Fall 2012 to Summer 2013
- Fall 2011 to Summer 2012
- Prior to Fall 2011
- Before a student at the school

By placing an incident within one of these time periods, analysts were able to generate estimates that covered both “since enrolled” and during the current academic year. Most other campus surveys have concentrated on either one or the other of these periods.

Remembering and placing events into a particular time period is a difficult cognitive task (Tourangeau et al., 2000). Two common types of error made by respondents are omissions and telescoping. Omissions occur for several reasons, including the respondent failing to find the event in memory (forgetting), the respondent searches memory for the wrong type of memory (mismatch), or the respondent intentionally does not report it (motivated misreporting). The AAU survey was designed to address two of these three sources of error. The behavior specific descriptions of both behaviors and tactics were intended to minimize mismatches between the survey definition and the definitions used by respondents. To minimize motivated misreporting, the procedures tried to

maximize confidentiality (self-administered; anonymity; assurances of confidentiality, including protection from external requests).

The third source of omissions, the failure to retrieve the information (i.e., forgetting), is more difficult to control. One of the primary design features related to this type of error is the length of the reference period.<sup>22</sup> The longer the time between the event and the interview, the more likely the event will not be successfully retrieved. Telescoping is the extent to which the respondent misdates when the event occurred. Precisely dating an event is a difficult task. Dates or time periods are not typically used when storing an event in memory. One of the primary ways events are placed in time is association with landmark events that have personal meaning to the respondent. Examples might be the birth of a child, moving residences, the death of a family member, or in the case of the AAU survey, when the student enrolled at the school. Landmark events can be used to date other events. Internal telescoping refers to erroneously dating an event but keeping it within the reference period covered by the survey. An example for the AAU survey is if the respondent reported an event as occurring during the current year when it actually occurred in the prior academic year. External telescoping is when respondents remember an event that occurred outside the reference period and misdates it as occurring in the reference period. If there is a landmark event marking the beginning of the reference period, external telescoping is less likely. For example, in longitudinal surveys a prior interview serves as a distinctive landmark event that minimizes this type of error.

To assess how respondents remembered and dated incidents, nonconsensual incidents were calculated by school year. The school years included in the reference period were a function of how long the student had been enrolled at the university. For this reason rates were separately tabulated by undergraduate class (senior, junior, and sophomore) to assess how the timing of the reports varied by length of period.<sup>23</sup> If memory was perfect, the distribution by year should reflect the actual victimization rates for that year. However, recall error related to omissions and telescoping can distort this distribution. With respect to omissions, one would expect that the percentage of victimizations reported by year to decline when moving in time away from the time of the interview. This would also occur if there is significant forward internal telescoping of events that occurred within the reference period.

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<sup>22</sup> Among other things, failure to retrieve is also a function of the distinctiveness of the event, as well as how often the individual has retrieved the event before (rehearsal).

<sup>23</sup> Freshman are not included because they only reported for a single year.

Table 4-6. Incident date by screener item generating the incident for undergraduate seniors

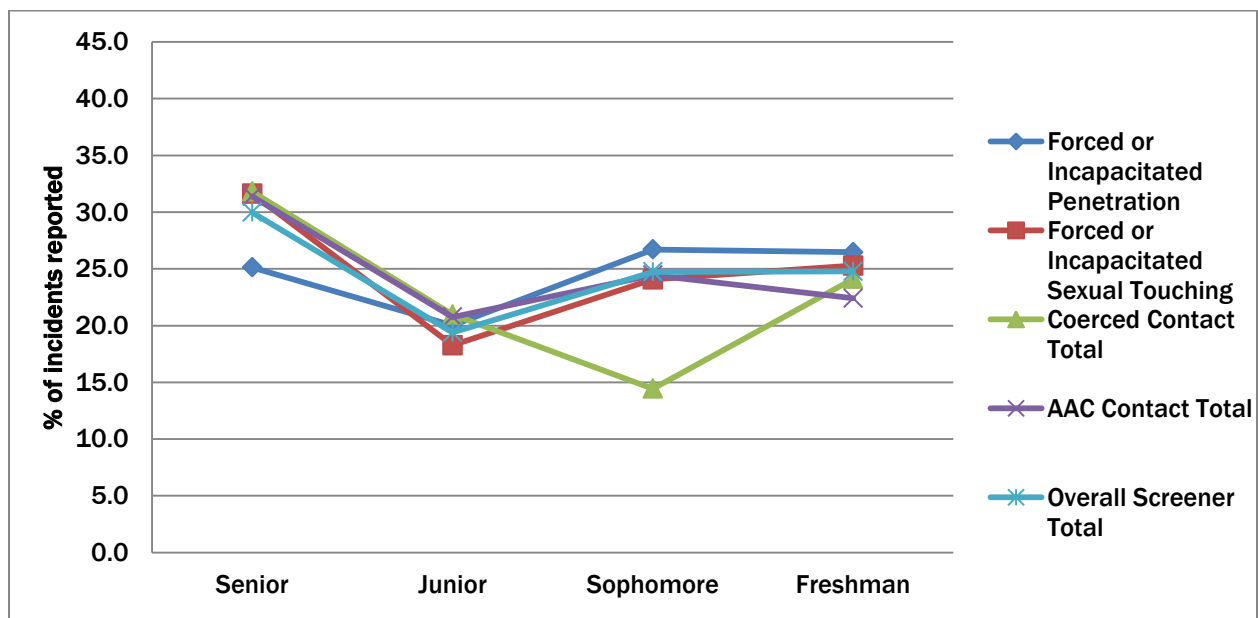
| Screener item                           |    | n             | Current year |             | Fall '13-Spring '14 |             | Fall '12-Spring '13 |             | Fall '11-Spring '12 |             | Before college |             |
|-----------------------------------------|----|---------------|--------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|----------------|-------------|
|                                         |    |               | %            | SE          | %                   | SE          | %                   | SE          | %                   | SE          | %              | SE          |
| Forced penetration                      | G1 | 6,248         | 23           | 2.39        | 20.9                | 1.8         | 28.5                | 1.78        | 26.6                | 2.13        | 1              | 0.33        |
| Attempted forced penetration            | G2 | 4,222         | 27.8         | 1.91        | 17.9                | 1.9         | 26.1                | 1.96        | 25.7                | 2.05        | 2.5            | 1.14        |
| Incapacitated penetration               | G4 | 7,543         | 25.4         | 2.01        | 20.4                | 1.41        | 25.6                | 1.88        | 26.8                | 1.42        | 1.8            | 0.73        |
| <b>Sexual assault penetration total</b> |    | <b>18,013</b> | <b>25.1</b>  | <b>1.58</b> | <b>20</b>           | <b>1.05</b> | <b>26.7</b>         | <b>1.22</b> | <b>26.5</b>         | <b>1.22</b> | <b>1.7</b>     | <b>0.46</b> |
| Forced sexual touching                  | G3 | 25,180        | 30.9         | 1.29        | 18.8                | 0.96        | 25                  | 1           | 24.7                | 0.95        | 0.6            | 0.14        |
| Incapacitated sexual touching           | G5 | 9823          | 33.4         | 2.07        | 16.8                | 1.31        | 21.8                | 1.45        | 26.7                | 1.63        | 1.2            | 0.55        |
| <b>Sexual assault touching total</b>    |    | <b>35,003</b> | <b>31.6</b>  | <b>1.27</b> | <b>18.3</b>         | <b>0.85</b> | <b>24.1</b>         | <b>0.84</b> | <b>25.3</b>         | <b>0.85</b> | <b>0.8</b>     | <b>0.19</b> |
| Coerced penetration                     | G6 | 362           | 23.4         | 7.54        | 26.8                | 7.32        | 22.1                | 8.37        | 25.9                | 7.09        | 1.8            | 1.87        |
| Coerced sexual touching                 | G7 | 275           | 42.9         | 17.79       | 13.2                | 8.42        | 4.4                 | 3.44        | 21.8                | 12.14       | 17.7           | 15.11       |
| <b>Coerced contact total</b>            |    | <b>637</b>    | <b>31.8</b>  | <b>9.8</b>  | <b>21</b>           | <b>5.29</b> | <b>14.4</b>         | <b>5.14</b> | <b>24.1</b>         | <b>5.99</b> | <b>8.7</b>     | <b>6.34</b> |
| AAC penetration                         | G8 | 7,671         | 28.2         | 2.13        | 23.9                | 1.86        | 26.1                | 1.74        | 20.3                | 1.5         | 1.6            | 0.78        |
| AAC sexual touching                     | G9 | 12,441        | 33.4         | 1.56        | 18.9                | 0.95        | 23.5                | 1.27        | 23.7                | 1.34        | 0.6            | 0.23        |
| <b>AAC contact total</b>                |    | <b>20,112</b> | <b>31.4</b>  | <b>1.23</b> | <b>20.8</b>         | <b>1.01</b> | <b>24.5</b>         | <b>1.05</b> | <b>22.4</b>         | <b>0.97</b> | <b>1</b>       | <b>0.37</b> |
| <b>Overall screener total</b>           |    | <b>73,764</b> | <b>30.0</b>  | <b>1.02</b> | <b>19.4</b>         | <b>0.64</b> | <b>24.7</b>         | <b>0.69</b> | <b>24.8</b>         | <b>0.61</b> | <b>1.1</b>     | <b>0.19</b> |

Note 1: n is weighted number of deduplicated incidents reported for each G item.

Note 2: Only includes undergraduate senior respondents where who enrolled 4 years prior to year of survey administration.

The estimates for seniors provide data for the longest reference period for undergraduates (four years). In this case, the curve declined in the junior year and then went back up for sophomore and freshman years (Table 4-6). Overall, 30 percent of nonconsensual sexual contact incidents reported by undergraduate seniors were said to have occurred during the current school year, compared to 24.8 percent of incidents that respondents indicated occurred during their freshman year (Table 4-6;  $p < .05$ ). This general pattern held true for almost all types of nonconsensual sexual contact victimization measured, with the exception of incidents involving penetration by force or by incapacitation (Figure 4-1). The curve flattened out a bit more for the sophomore and freshman years. There was still a dip for the junior year, but no significant difference between the senior (25.1%), sophomore (26.7%), and freshman (26.5%) years.

**Figure 4-1. Percent of incidents occurring by year for undergraduate seniors**



AAC: Absence of Affirmative Consent

The drop between senior and junior years is consistent with a forward telescoping or a forgetting hypothesis. Given the rise in the trend for sophomore and freshman years, it seems more consistent with telescoping than forgetting. If events were being forgotten, one would expect it to decline when moving to the beginning of the reference period. The upward swing for the sophomore and freshman years could be external telescoping but more likely reflects the higher victimization rates that occurred during these years. The main report published estimates by year in school based on the current year reports (Cantor et al., 2015: Tables 3-10 to 3-12). The rate declined by year of school, with seniors having the lowest rate. This pattern by year in school was consistent with results from

other surveys, as well as data from official statistics. External telescoping seems less likely as an explanation for the pattern exhibited in Figure 4-1 given the relatively clear cognitive boundary that enrolling at school represents. It is likely enrolling at school for the first time marks a significant change in residence, lifestyle, and social networks that would allow respondents to clearly date events as occurring before or after this landmark. The small percentage of incidents reported to have occurred outside prior to enrolling (see discussion in last section—about 1%) was consistent with this.

The slightly flatter curve for acts involving penetration may reflect the higher salience of these events. Respondents may be less likely to forget these events when compared to sexual touching or other types of nonconsensual contact.

A similar pattern was evident for juniors. The highest rates were for the junior and freshman years (Figure 4-2). The high rate for junior year, relative to sophomore year, might reflect forward telescoping of incidents. The high rates for freshman year likely represent higher risk of victimization during this year. Penetration is a notable exception to this pattern. There is less of a difference between the junior and sophomore years. The highest rate is for the freshman year. Figure 4-3 provides the patterns for sophomores. This shows a similar pattern with the sophomore year having the highest rates except for penetration, which is relatively flat.

**Figure 4-2. Percent of incidents occurring by year for undergraduate juniors**

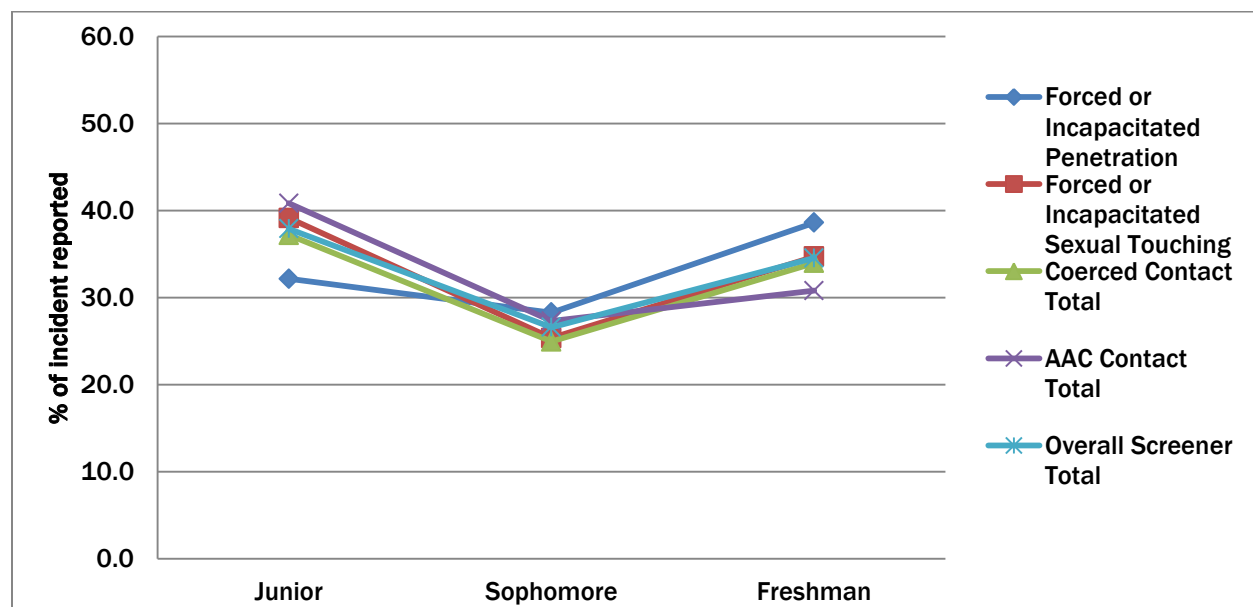
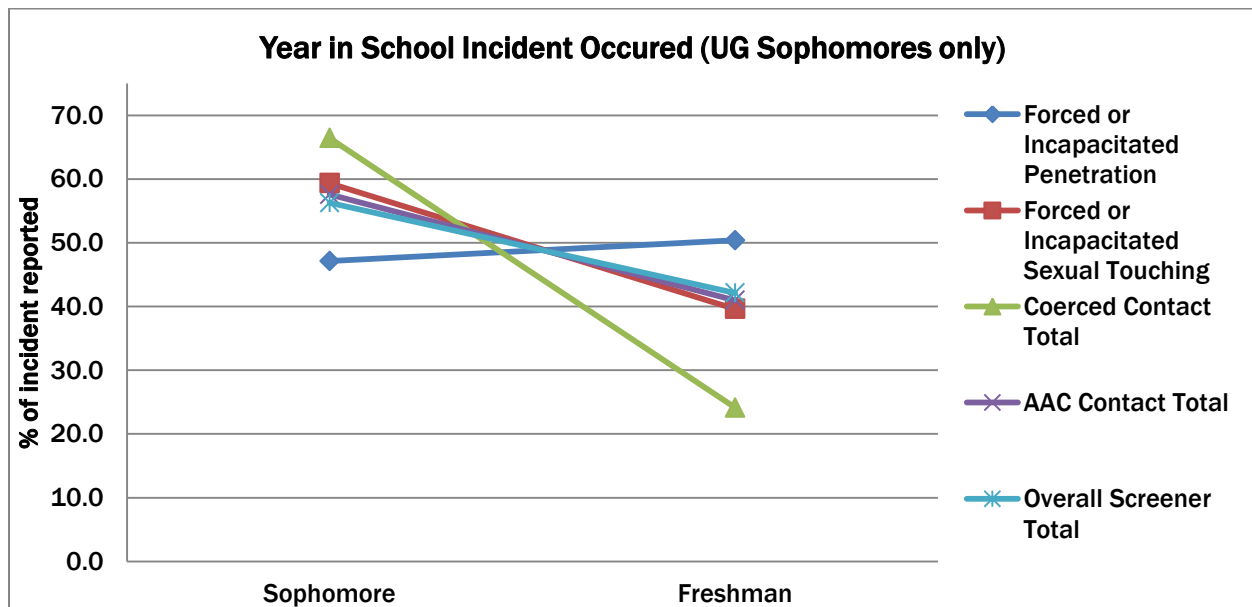


Figure 4-3. Percent of incidents occurring by year for undergraduate sophomores



### Summary on Dating of Placing Incidents in Time

The temporal patterns observed across different academic years reflect a mix of internal telescoping, omissions, and actual victimization risk. For seniors reporting for prior years of school (e.g., Figure 4-1), current year estimates were much higher than the estimates for their junior year. This was counter to patterns by school year based on current year estimates by class year and provided in the main report and other studies. Similarly, juniors reporting for prior years of school exhibited much higher current year estimates than for their sophomore year. This was also counter to observed patterns based on current year estimates. For both juniors and seniors, the rates of reporting went up for the early undergraduate years (i.e., sophomore and freshman years). An explanation consistent with this pattern is that the high rates for senior year (for seniors) and junior year (for juniors) were due to forward telescoping from the prior year. For example, the high rate for the senior year was due to some respondents dating incidents that occurred during their junior year in their senior year. If one assumes the rate for senior year should be the lowest then this type of shift makes sense.

When looking at the patterns across the different types of behaviors, there is also evidence that some events were omitted from reports, at least for nonpenetrative sexual contact. For seniors, the current year estimates for nonpenetrative acts was higher than for the freshman year. If one assumes



that this is opposite from the actual risk, then respondents may have been forgetting incidents that occurred during their early undergraduate years. This pattern is less evident for nonconsensual penetration involving force and incapacitation, which should be more salient and less likely to be forgotten.

If this interpretation is correct, then the estimates by year in school published in the report may have understated the differences by class year. As noted above, these estimates were based on the reports for the current year. If both seniors and juniors were telescoping forward, then current year estimates for these individuals were too high. This translates to understating the differences between the older and younger students (i.e., once accounting for telescoping, senior and junior current year estimates would be even lower).

The above conclusion is limited by the assumptions related to distinguishing between telescoping and forgetting. Both would exhibit similar patterns. The argument above is that the change in the direction of the curves, from dropping in the year immediately prior to the interview to rising in the earlier years, is more indicative of misdating events. If omissions were the primary cause of the drop, one would expect a straight decline in the rates over time.

## Summary

Collecting the details for particular incidents has many advantages. It allows parsing data in many different ways, including by time period (i.e., current year; since enrolled) and by type of incident. It also allows providing estimates of incidence and prevalence using rules consistent with legal requirements. The analyses discussed above revealed there was substantial overlap in reports of different behaviors and tactics. Accounting for this in some way is important to generate rates of both incidence and prevalence.

It is possible that the order of the questions on nonconsensual sexual contact affected these estimates. The most serious types of behaviors (e.g., physical force; incapacitation) were asked first to prevent respondents having to report them at more than one question. There are different ways to address this issue. One would be to order the questions randomly across respondents. This would both test whether order matters and control for this in the estimates. A second approach would be to collect data on incidents in a series of follow-up questions once incidents have been enumerated, rather than asking for the details immediately following an affirmative answer.

With respect to the accuracy of the dating, the above analysis suggests that both telescoping and omissions are contributing to the overall estimates. Telescoping may be leading to overstating current year estimates of unwanted sexual activity for seniors and juniors. This may have led to understating the estimated differences between undergraduate classes, which were based on the current year reference periods.

# Comparison of Estimates for Harassment, Intimate Partner Violence, and Stalking

## 5

### Summary of Comparing Measures of Harassment, Intimate Partner Violence, and Stalking

This chapter compares and contrasts the Association of American Universities (AAU) survey measures of harassment, intimate partner violence (IPV), and stalking to several other recently administered campus climate surveys. The goal is to provide context for the AAU estimates. By examining the way other surveys define and measure these behaviors, it is possible to qualitatively understand why the estimates might differ.

The results point to several key differences between the AAU survey measures and the other surveys. The largest differences were found for harassment, with the AAU survey estimates being considerably higher than for other surveys. This was attributed partly to the broader set of behaviors the AAU survey included in the measurement. For the AAU survey, the measures were based on verbal and written behaviors taken from Leskinen and Cortina (2014). This contrasts with many of the other surveys which placed more emphasis on behaviors such as exposure or other actions related to sexual abuse.

A second key difference in the measurement of harassment was that the AAU survey explicitly linked the harassing behaviors with legal criteria of creating a hostile workplace or academic environment. The comparisons found that the design of the AAU survey questions may have led to some respondents not reading the entire question and not applying these criteria when providing an answer. This may have inflated the estimates of harassment. If the survey is to be repeated, it is recommended that these items be re-structured so the respondent is first asked about the harassing behavior and then asked a follow-up question whether the behavior met the Equal Employment Opportunity Commission (EEOC) criteria.

The surveys all differed in how IPV and stalking were defined and measured. For IPV, many surveys did not include a psychological aggression measure and just concentrated on physical abuse. One survey included a measure of expressive aggression (e.g., berating the partner) rather than coercive control as was done on the AAU survey. For future survey, it might be of interest to measure both dimensions in the future.

The AAU survey also restricted the IPV questions to those who reported being in a “partnered relationship” This was also done in several other surveys, but not all. We recommend maintaining this practice, using the same definition of intimate partner as was used on the AAU survey.

For stalking, the AAU survey definition seemed to be the most restrictive when compared to other surveys. It was based on criteria developed by several Federal agencies (Catalano, 2012; Black, et al., 2011). Perhaps as a result, the AAU estimates were generally lower when compared to other surveys. Overall, we recommend continuing to measure stalking in this way.

## Introduction

The AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct asked students about their experiences with sexual harassment, stalking, and intimate partner violence (IPV). Overall, 47.7 percent of undergraduate and graduate students reported being victims of sexual harassment, 4.2 percent reported being victims of stalking, and 9.8 percent reported being victims of IPV since entering college. This differs from estimates of these types of victimization from other campus climate surveys. In this chapter, we explore the variability these other surveys in defining and measuring harassment, IPV, and stalking. In particular, we compare AAU to seven other surveys that measured at least one of these three types of victimizations:

- Massachusetts Institute of Technology (MIT) Community Attitudes on Sexual Assault Survey (MIT, 2014);
- Princeton University's We Speak Survey (Princeton, 2015);
- Stanford University's Campus Climate Survey (Stanford, 2015);
- University of Michigan's School Climate Survey on Sexual Misconduct (University of Michigan, 2015);
- University of Oregon's Sexual Violence and Institutional Betrayal Survey (Freyd, 2014)<sup>24</sup>;
- University of Kentucky's Campus Attitudes Towards Safety Survey (University of Kentucky, 2015); and
- Campus Climate Survey Validation Study (Krebs et al., 2016).

In each of the following sections, the definitions and methodologies used for each type of victimization are compared to the AAU survey. Recommendations for possible changes to the AAU are made when appropriate.

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<sup>24</sup> This is a different University of Oregon survey than what is discussed in Chapter 2. The survey discussed in this chapter was completed in 2014 (Freyd, 2014), whereas the survey discussed in Chapter 2 was completed in 2015.

## Sexual Harassment

The AAU survey measure of sexual harassment asked about specific types of behaviors that met the legal definitions of creating a “hostile or offensive work or academic environment.”<sup>25</sup> To measure these behaviors, the survey used portions of the Leskinen and Cortina (2014) scale representing each of the major dimensions they describe: 1) sexist remarks, 2) sexually crude/offensive behavior, 3) infantilization, 4) work/family policing, and 5) gender policing.

The measures used on the survey are shown in Exhibit 1. They covered five different behaviors. Each item began with an introduction listing out the legal criteria. The question then asked about one of five specific types of behavior. The items were restricted to experiences with other students or employees<sup>26</sup> at the university.

### University of Oregon (UO)

The 2014 University of Oregon’s Sexual Violence and Institutional Betrayal Survey measured harassment by asking about specific types of behaviors, but not referencing links to the work or academic achievement:

*Please indicate whether you have experienced any of the following before, during and/or outside of your college attendance by checking the boxes. If you have not had the experience, simply leave the boxes unchecked.*

1. *Someone repeatedly told sexual stories or jokes that were offensive to you*
2. *Someone continued to ask you for dates, drinks, dinner, etc., even though you said “No”*
3. *Someone made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior*
4. *Someone made you feel threatened with some sort of retaliation for not being sexually cooperative*
5. *Someone treated you badly for refusing to have sex*
6. *Someone implied faster promotions or better treatment if you were sexually cooperative*

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<sup>25</sup> [http://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](http://www.eeoc.gov/laws/types/sexual_harassment.cfm)

Harassment can include “sexual harassment” or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person’s sex. Although the law does not prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

<sup>26</sup> As used in this chapter, “employees” include all staff, including faculty.

**Exhibit 5-1. Sexual harassment items included on the AAU survey**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>These next questions ask about situations in which a student at [University], or someone employed by or otherwise associated with [University] said or did something that</p> <ul style="list-style-type: none"> <li>■ interfered with your academic or professional performance,</li> <li>■ limited your ability to participate in an academic program, or</li> <li>■ created an intimidating, hostile or offensive social, academic or work environment</li> </ul> <p><b>D1. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] made sexual remarks or told jokes or stories that were insulting or offensive to you?</b></p> <p>Yes<br/>Never experienced</p> |
| <p>These questions ask about situations in which someone said or did something that</p> <ul style="list-style-type: none"> <li>■ interfered with your academic or professional performance,</li> <li>■ limited your ability to participate in an academic program, or</li> <li>■ created an intimidating, hostile or offensive social, academic or work environment</li> </ul> <p><b>D2. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] made inappropriate or offensive comments about your or someone else's body, appearance or sexual activities?</b></p> <p>Yes<br/>Never experienced</p>                                                                   |
| <p>These questions ask about situations in which someone said or did something that</p> <ul style="list-style-type: none"> <li>■ interfered with your academic or professional performance,</li> <li>■ limited your ability to participate in an academic program, or</li> <li>■ created an intimidating, hostile or offensive social, academic or work environment</li> </ul> <p><b>D3. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?</b></p> <p>Yes<br/>Never experienced</p>                                                             |

**Exhibit 5-1. Sexual harassment items included on the AAU survey (continued)**

|                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>These questions ask about situations in which someone said or did something that</p> <ul style="list-style-type: none"> <li>■ interfered with your academic or professional performance,</li> <li>■ limited your ability to participate in an academic program, or</li> <li>■ created an intimidating, hostile or offensive social, academic or work environment</li> </ul> |                                                                                                                                                                                                                                                                                                                               |
| <b>D4.</b>                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you that you didn't want?</b></p> <p>Yes<br/>Never experienced</p> |
| <p>These questions ask about situations where someone said or did something that</p> <ul style="list-style-type: none"> <li>■ interfered with your academic or professional performance,</li> <li>■ limited your ability to participate in an academic program, or</li> <li>■ created an intimidating, hostile or offensive social, academic or work environment</li> </ul>    |                                                                                                                                                                                                                                                                                                                               |
| <b>D5.</b>                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"?</b></p> <p>Yes<br/>Never experienced</p>                                                 |

When comparing to the AAU survey, several of the items cover identical or very similar content between the surveys (e.g., sexual stories or jokes; continually being asked out). However, the AAU survey included several questions on a hostile environment (e.g., sending emails, making comments about someone else's body). The UO survey had more items related to being rewarded, treated badly, or threatened for not being sexually cooperative. The AAU survey included these behaviors in the unwanted sexual contact section and defined this as coercion (e.g., see questions G6 and G7 of the AAU survey in Attachment A). Second, the UO survey does not put these actions in the context of a hostile or intimidating work or academic environment. A third difference is the UO survey is not restricted to students or employees of the university.

The estimates from AAU are very similar (for undergraduate females 57% for UO vs. 61.9% for AAU). If focusing on the AAU survey administered at UO, they are almost exactly the same (59% for AAU version for UO). However, given the differences in the wording of the questions and the definitions used for harassment, it is difficult to interpret these similarities.

## Massachusetts Institute of Technology (MIT)

The MIT survey measured harassment using a single question:

*Including yourself, do you know anyone who has been sexually harassed?*

- *This happened to me at MIT*
- *This happened to me before I came to MIT*
- *This happened to someone I know at MIT*
- *This happened to someone I know outside of MIT*
- *No*
- *Unsure*

When the respondent hovered over the word “harassed,” the following came up:

*“Unwelcome sexual advances, requests for sexual favors, and other verbal conduct of a sexual nature when this conduct is made a condition of employment, or resistance to behavior affects employment/ academic decisions, or if conduct creates a hostile environment.”*

The methods used to measure harassment on the AAU and MIT surveys are very different. The MIT survey uses the word “sexually harassed” to describe the behavior and provides a definition for those that wish to access it. This differs from the AAU survey which includes the definitions in the question itself. In addition, the AAU survey asks about five specific types of behaviors that serve as examples of what the question is intended to cover. This contrasts to the MIT survey which uses a summary question without examples. Finally, the MIT is not restricted to students or employees of the university as is the case for AAU.

The use of examples and behavior specific language typically leads to higher estimates of incidence and prevalence when asking about victimization (e.g., Biderman et al., 1986; Fisher and Cullen, 2000). This leads to the expectation that the AAU estimates would be higher than MIT. The restriction of the AAU survey to students and employees would lead to a lower rate.

The estimates for MIT are considerably lower than for AAU. For MIT, the sexual harassment estimate for undergraduate females was 15 percent compared to 61.9 percent for AAU.

MIT also included a battery of questions similar to the AAU sexual harassment questions, but did not link them to the legal criteria of affecting employment, academic performance, or creating a hostile environment. Table 5-1 provides the estimates for the common questions with AAU for female undergraduates. Two different estimates for MIT are provided—one for a classroom setting



and one for a social setting. The estimates for MIT are generally higher than the AAU estimates. For example, for the item “Made inappropriate or offensive comments about your or someone else’s body, appearance, or sexual activities?,” the MIT estimate is, at a minimum, 69 percent<sup>27</sup> compared to the AAU estimate of 49 percent. The estimates are much closer for the e-mailing/texting and constantly asking out for a date.

**Table 5-1. Percent of undergraduate females reporting different types of harassing behavior since enrolled in college by school**

| Question                                                                                                                                         | AAU  | MIT*   | Princeton | Stanford |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-----------|----------|
| Made inappropriate or offensive comments about your or someone else’s body, appearance, or sexual activities?                                    | 49.2 | 17, 69 | 78        | 83       |
| Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn’t want to?                               | 24.0 | 3, 34  | 41        | 41       |
| Emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, stories, jokes, pictures, or videos to you that you didn’t want? | 15.5 | 1, 13  | 16        | 16       |
| Continued to ask you to go out, get dinner, drinks, or have sex even though you said “no”?                                                       | 20.9 | 3, 17  | 19        | 26       |

\* The first number is for a classroom setting. The second number is for a social setting.

### Princeton University

In 2015 Princeton University conducted We Speak, a survey that explores attitudes on sexual misconduct among undergraduate and graduate students at the university. The question relative to sexual harassment was:

*“During the CURRENT school year, have any of the following created intimidating, offensive or hostile conditions in your living, working or academic environment(s)?” :*

- *Unwelcome sexual advances (verbal, written, electronic or physical)?*
- *Unwelcome requests for sexual favors (verbal, written or electronic)?*
- *Any other verbal, electronic or physical conduct of an unwanted sexual nature?*

The Princeton items link the work or academic environment to the behaviors. It also enumerates several different forms of behaviors (e.g., unwelcome advances, requests for special favors). These are not as specific as those used on the AAU survey, which could lead to a lower rate of reporting. A second difference is the AAU survey is restricted to students and employees, while the Princeton

<sup>27</sup> This is for a “social setting” and does not include the responses referring to the classroom.

survey is not restricted at all. A third difference is that the Princeton survey refers to the current school year, whereas the AAU survey refers since the respondent has been enrolled in school.

For undergraduate females, the Princeton estimate was 15 percent. Even considering this was for the current school year, it is still considerably lower than that published for the “since enrolled” estimate from the AAU survey of 61.9 percent. The AAU survey asked about the timing of the harassment relative to the current school year (see question D9 on the AAU survey in Appendix A). When restricting the AAU estimate to the 2014-2015 school year, the estimate drops to 52 percent, still quite a bit higher than the Princeton estimate.

Princeton also included comparable questions on behaviors as are shown in Table 5-1, but included these as measures of climate and were not linked to legal criteria. The result for these items is very similar as for MIT (Table 5-1). The Princeton estimates for the first two types of behaviors are considerably higher than for AAU. They are approximately the same for the second two behaviors.

### University of Michigan (UM)

The 2015 University of Michigan School Climate Survey on Sexual Misconduct’s covered 10 specific behaviors to screen for sexual harassment:

*“In the past 12 months, has anyone...”*

1. *Stared at you in a sexual way or looked at the sexual parts of your body after you asked them to stop?*
2. *Made teasing comments of a sexual nature about your body or appearance after you asked them to stop?*
3. *Sent you sexual or obscene materials such as pictures, jokes, or stories in the mail, by text, or over the internet, after you had asked them to stop? Do not include mass mailings or spam.*
4. *Showed you pornographic pictures when you had not agreed to look at them?*
5. *Made sexual or obscene phone calls to you when you had not agreed to talk with them?*
6. *Watched you while you were undressing, nude, or having sex, without your consent?*
7. *Taken photos or videotapes of you when you were undressing, nude, or having sex, without your consent?*
8. *Showed you the private areas of their body (ex. buttocks, penis, or breasts) without your consent?*
9. *Made sexual motions to you, such as grabbing their crotch, pretending to masturbate, or imitating oral sex without your consent?*
10. *Masturbated in front of you without your consent?*

These noticeably differ from those used on the AAU survey. They cover behaviors that are not mentioned anywhere in the AAU questionnaire, including exposure to pictures, exhibiting sexual material, and watching sexual behavior (4, 6, 7, 8, 10). There are items that cover similar material,

but do not use the same wording as the AAU survey. These relate to teasing of a sexual nature (2) and sending material (3).

As with Princeton, the reference period of the UM survey is different from the AAU period. The UM survey covers a 12-month period, whereas the AAU survey covers “since enrolled.” As noted above, the AAU survey estimate can be restricted to the current school year. This is somewhat shorter than the 12-month period used for UM.<sup>28</sup> A second difference is the UM survey does not specifically link the behaviors to employment or academic performance. The questions cover general harassing behaviors. A third difference is the UM questions do not restrict the behaviors to students or employees of the school.

For undergraduate females, the UM estimate was 35 percent for the 2014-2015 academic year. This is lower than the 52 percent AAU estimate (for the current year).

### **University of Kentucky (UK)**

The 2015 University of Kentucky’s Campus Attitudes Towards Safety survey used five items to screen for sexual harassment. Similar to the UM survey, the UK survey included exposure of sexual body parts as a behavior.

*{During the past 12 months}, how often has someone (NOT someone you are dating or a spouse/partner) done any of the following:*

1. *Said sexual things to you that you did not want to hear?*
2. *Sent sexual messages or pictures that you did not want (including porn)?*
3. *Asked or pressured you for a date, hook up, or sexual favors even though you had already said no?*
4. *Made unwanted sexual gestures, imitated sexual motions, or touched you sexually when you did not want them to?*
5. *Exposed themselves to you?*

The UK survey followed up these items asking about the perpetrator, making the distinction between students, UK employees, and someone else.

The UK items overlap somewhat with content from the AAU survey by including making sexual remarks (1), sending sexual messages (2), and pressuring to go out on a date (3). Making sexual

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<sup>28</sup> See discussion in Chapter 2 on the differences in reference periods between AAU and the University of Michigan surveys.

gestures (4) and exposure (5) are not included on the AAU measure of harassment. As with several other surveys, the measures are not specifically linked to academic or job performance, as is the AAU survey. Similarly, they are not restricted to students or employees of the university.

The UK estimate for the percentage of students reporting harassment by a student or employee is 15.6 percent. The comparable AAU estimate for the current year, including both undergraduate and graduate students, is 38.5 percent.

### **Campus Climate Survey Validation Study (CCSVS)**

The CCSVS was a web survey of undergraduate students at nine universities. It measured sexual harassment with the following items:

*Since the beginning of the current academic year in [FILL: August/ September], 2014, 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.*

1. *Made sexual advances, gestures, comments, or jokes that were unwelcome to you*
2. *Flashed or exposed themselves to you without your consent*
3. *Showed or sent you sexual pictures, photos, or videos that you didn't want to see*
4. *Showed or sent sexual photos/videos of you or spread sexual rumors about you that you didn't want shared*
5. *Watched or took photos/videos of you when you were nude or having sex, without your consent*

The CCSVS and AAU surveys had items related to making unwelcome sexual comments (1) and on sending sexual content (3, 4). Unlike the AAU survey, the CCSVS had items on exposing sexual body parts (2) or watching/taking photos without the respondent's consent (5), while the AAU survey did not. As with many of the other surveys, the CCSVS items did not specifically link these behaviors to academic or work performance.

Overall, the CCSVS found that, on average across the nine schools, 28.2 percent of undergraduate females reported at least one of the above behaviors. This is about half of what was reported on the AAU survey for the current year (52%).

## **Stanford**

Stanford did not provide estimates of harassment. However, the Stanford survey did include a similar series of items as MIT and Princeton that overlapped with the AAU measures of harassment (Table 5-1).

*Has anyone ever done the following since you came to Stanford? If yes, please indicate where the behavior took place. ...*

1. *Made inappropriate comments about your or someone else's body, appearance or attractiveness in your presence*
2. *Said crude or gross sexual things to you, or tried to get you to talk about sexual matter when you didn't want to*
3. *Emailed, texted, or instant messaged offensive sexual jokes, stories, or pictures to you*
4. *Repeatedly asked you on dates, to go to dinner, or get a drink even after you've said no*

As with MIT and Princeton, the estimates for undergraduate females for the first two of these items (1, 2) are considerably higher than for AAU. For making inappropriate comments, 83 percent of undergraduate females reported this behavior compared to 49.2 percent for the AAU schools. Similarly for saying crude or gross sexual things, 41 percent of Stanford students reported the behavior compared to 24 percent for AAU. The estimates for emailing are almost exactly the same (15.5% AAU vs. 15% Stanford) and for asking out on dates they are close (20.9% AAU vs. 26% Stanford).

## **Discussion**

The estimates of harassment from the AAU survey are consistently higher than those published from several other campus climate surveys. An important reason for the difference is definitional. The AAU survey asked about verbal or written behaviors. A number of the other surveys put more emphasis on particular types of actions, such as exposure of a sexual nature or showing sexual photos to the respondent or others (e.g., UM, UK, and CCSVS). While the AAU survey asked respondents about many of these other behaviors, it defined them as other types of misconduct, rather than harassment. For example, the stalking section asks students about unwanted postings of text, pictures (question E1) and controlling behavior in the definition of IPV. Similarly, the AAU section on unwanted sexual contact included items on coercion (questions G6 and G7), which for several of the surveys were included in the harassment definition.

More globally, the AAU survey put more emphasis on verbal and written behaviors than the other surveys. This type of behavior is much more common than exposure of body parts or other behaviors of an explicit nature (e.g., showing nude pictures; exposing own body parts; filming without permission). For example, on the CCSVS 28.2 percent of female undergraduates reported harassment. When looking at the specific types of harassment, 25 percent<sup>29</sup> reported unwanted sexual advances, gestures, comments, or jokes. Very few reported exposing themselves (approximately 4%), showing sexual photos/videos (approximately 6%), showing others videos/photos (approximately 4%), or watching or taking photos (approximately 1%). Similarly, while overall 35 percent of undergraduate females at UM reported some form of harassment as defined by the survey, the majority reported staring or making teasing comments. Many of the other behaviors, such as showing sexually explicit pictures or taking photos or videos were much less common.

A second important difference between the AAU and other survey measures of harassment is the linkage of the behaviors to academic or job performance. The MIT survey did this indirectly by providing a definition of harassment if the respondent chose to access and read it. Princeton also included this in their questions. None of the other surveys make this link.

A third difference is the AAU survey restricts its questions to students or employees of the university. This restriction was used to exclude instances of harassment that are not directly related to experiences at the school.

It is possible to get a sense of how linking to the legal criteria and restriction to students/employees on the AAU survey affected the estimates. There were four items on the AAU measure of harassment that were used as measures of campus climate on three of the surveys reviewed above (see Table 5-1). For two of the four items, the estimates were considerably higher than the AAU estimates. This difference could be due, in part, to the additional criteria on the AAU survey (e.g., interfering with academic or professional performance or creating an intimidating, hostile environment).

While the effect of linking to legal criteria and students/employees did seem to significantly reduce the prevalence estimates, it is also suspected that respondents did not fully process and use these definitions when answering the questions. The AAU items (Exhibit 5-1) all carried forward the

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<sup>29</sup> These percentages were computed by multiplying the percentage of victims reporting particular behavior (Krebs et al., 2015: 142) by the overall percentage of 28.2 percent. For example, approximately 90 percent of victims reported unwanted sexual advances, which translates to 25 percent of all female undergraduates ( $.9 \times .282 = .25$ ).

introduction containing the criteria, as well as specifically linking the behaviors to students or employees of the university. Nonetheless, the relatively high estimates of harassment may also be due to some respondents not reading all of the introductory text when answering the questions.

For example, some respondents may skip directly to the substantive part of the question, such as for item D1 (see Exhibit 5-1):

*“...has a student or someone employed by or otherwise associated with (University) made sexual remarks or told jokes or stories that were insulting or offensive to you?”*

Based on the above comparisons, future iterations of the survey should consider two changes. One is to further harmonize the types of behaviors that are covered within sexual harassment. The AAU survey covered mostly verbal behaviors, as well as distribution of materials over different modes. It did not cover several behaviors that were on other surveys, including watching someone getting undressed, taking photos or videos while undressing, or showing private parts (UM, UK, CCSVS). These behaviors are of relatively low prevalence. Whether they should be captured under harassment or as unwanted sexual contact should be considered in the future.

Second, the harassment sections could be re-structured by first asking about the behavior of interest (e.g., making sexual remarks or telling jokes that were insulting or offensive to the respondent) and then following up with a question asking whether the behaviors meet the EEOC criteria. This would provide a measure of the behaviors in ways consistent with the other surveys (e.g., MIT) while also allowing more restrictive definitions that respondents are explicitly asked to consider.

## Intimate Partner Violence

In the AAU survey, IPV was measured with three items asked of students who have been in a “partnered relationship” since entering college. Only students who said “yes” to the following question were asked about IPV:

*Since you have been a student at [UNIVERSITY], have you been in any partnered relationships? Partnered relationships include:*

- *Casual relationship or hook-up*
- *Steady or serious relationship*
- *Marriage, civil union, domestic partnership or cohabitation*



The series of IPV questions were then prefaced by the following statement:

*Earlier in the survey you indicated that you have been in a partnered relationship at least part of the time since you have been a student at [UNIVERSITY]. People treat their partner in many different ways. The next section asks you questions about your relationship with your partner(s). Recall that partnered relationships include:*

- *Causal relationship or hook-ups*
- *Steady or serious relationship*
- *Marriage, civil union, domestic partnership or cohabitation*

The items describing IPV were based on those from the National Intimate Partner and Sexual Violence Survey (NISVS), which covers five types of IPV. These include sexual violence, stalking, physical violence, psychological aggression, and control of reproductive/sexual health. Sexual violence and stalking are covered in other parts of the AAU questionnaire. The IPV section was intended to cover physical violence and psychological aggression. It was decided not to include control of reproductive/sexual health..

The three IPV items are listed below. The first item is intended to cover coercive control, one dimension of psychological aggression<sup>30</sup>:

- F1. *Since you have been a student at [UNIVERSITY], has a partner controlled or tried to control you? Examples could be someone:*
- *Kept you from going to classes or pursuing you educational goals*
  - *Did not allow you to see or talk with friends or family*
  - *Made decisions for you such as, where you go or what you wear or eat*
  - *Threatened to “out” you to others*
- F2. *Since you have been a student at [UNIVERSITY], has a partner threatened to physically harm you, someone you love, or themselves?*
- F3. *Since you have been a student at [UNIVERSITY], has a partner used any kind of physical force against you? Examples could be when someone:*
- *Bent your fingers or bit you*
  - *Choked, slapped, punched, or kicked you*
  - *Hit you with something other than a fist*
  - *Attacked you with a weapon, or otherwise physically hurt or injured you*

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<sup>30</sup> The NISVS also includes items on expressive aggression (e.g., calling partner names; insulting, humiliating, or making fun of the partner). For the sake of space, it was decided that this type of violence was not as relevant for the college age population and was not covered in the survey.



## Princeton

The Princeton University We Speak survey measured abusive intimate relationships with three items that were asked of all students:

*During the CURRENT school year, have you been in an intimate (coupled/partnered) relationship that was...*

- *Emotionally abusive? (e.g., called derogatory names, yelled at, ridiculed)*
- *Physically abusive? (e.g., kicked, slapped, punched)*
- *Sexually abusive? (e.g., forced to have sex when you didn't want it, forced to perform or have an unwanted sexual act performed on you)*

Compared to the AAU questions, the physical abuse items are common to the two surveys. The surveys differ in the type of psychological abuse that is covered. The Princeton survey included references to expressive aggression (e.g., called derogatory names, ridiculed). In contrast, the AAU survey asked about coercive control, but not expressive aggression. A second difference is that Princeton asked these questions of all students, not just those in an intimate partner relationship. Finally, these questions refer to the current academic year, while the stem question for AAU refers to since the person was enrolled at the school.

The published estimates for Princeton are somewhat lower than for AAU. For undergraduate females, the estimate across all three tactics was 4 percent compared to 12.8 percent for the AAU survey. However, the AAU survey conditioned on those individuals who reported being in a partnered relationship, which was around 80 percent for undergraduate females. If one adjusts the Princeton estimate assuming the same percentage, the estimate goes up to 5 percent ( $4\% / .80 = 5\%$ ). The other cosmetic difference is that Princeton refers to the current school year, while the AAU estimate refers to “since enrolled.” Once one restricts the AAU estimate to current year, the estimate drops to approximately 8 percent. This is still higher than the Princeton estimate of 5 percent, but within the overall range across all 27 universities.<sup>31</sup>

For Princeton, undergraduate females have lower rates of IPV than graduate females (4% vs. 6%) and the rate is not that different from male undergraduates (3%). For the AAU survey, the highest rates are for undergraduate females (e.g., unadjusted rates of 12.8% for female undergraduates vs. 7% for female graduate students). The most prevalent tactic for both of the surveys is psychological

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<sup>31</sup> The current-year estimate does not account for persons who may not have been in an intimate partner relationship during the current school year. The AAU question that determined partner status only referred to the time the student was in college. Consequently, it is not possible to identify those who had been in a relationship during their time in college but had not been in one during the current year.

aggression, but as noted above the two types of behaviors and tactics differ across the surveys. While the Princeton survey includes both types of psychological aggression (e.g., coercive and expressive), the examples emphasize expressive (e.g., derogatory names, ridiculing). The estimates of physical force are considerably higher for the AAU survey. For example, on the Princeton survey, the physical violence portion was reported by less than one percent of female undergraduates compared to 5.4 percent on AAU.

## **Stanford**

Stanford University's Campus Climate Survey measured IPV with four items that were asked of students who have been in a physical or romantic relationship since entering Stanford. Similar to AAU, only those who said "yes" to the following question were asked about IPV:

*{Since you came to Stanford/ Since you started graduate school at Stanford}, have you been physically or romantically intimate with someone? Please answer 'Yes' if you have done any of the following:*

- *Been on a date*
- *Been in a romantic relationship*
- *Hooked up with someone*
- *Made out with someone*
- *Had sex with someone*
- *Been married to someone*

These types of relationships are very similar to those included on the AAU survey.

The four items used to measure IPV were:

*How often has a casual, steady, or serious dating/ intimate partner or spouse done the following to you against your will {since you came to Stanford/ since you started graduate school at Stanford}? ...*

- *Scratched, bent your fingers, slapped, twisted your arm, bit, pushed, grabbed and/ or shoved you?*
- *Kicked you, burned you, hit you with a fist, thrown items that hit you and/ or slammed you against a wall?*
- *Choked or strangled you*
- *Beaten you, hit you with a hard object, or assaulted you with a gun, knife or other weapon?*

These items focus primarily on physical violence and do not measure psychological aggression.

The published estimates for the Stanford survey for all undergraduates were 6.5 percent and for graduate/professional students was 4.3 percent. The comparable estimates for the AAU survey are

11.3 percent and 6.8 percent. As noted above, however, all of the items on the Stanford survey relate to physical abuse. If the AAU estimates are restricted to completed physical abuse, they are 4.5 percent and 2.7 percent for undergraduates and graduate students, respectively. These are lower than Stanford, but within variation across the 27 AAU survey schools.

### University of Kentucky (UK)

The UK Campus Attitudes Towards Safety Survey used more in-depth items to describe IPV behavior. As with the AAU survey and UK, the IPV questions were only asked of students who reported having a partnered relationship:

*{During the past 12 months}, how many months have you been dating someone or had a spouse/partner?*

- *Did not date someone or have a spouse/partner*
- *A few months*
- *Most of the time*
- *The whole time*
- *Choose not to answer*

This measure of intimate partner is different from that used for either AAU or Stanford. The UK definition implies a more formal relationship (dating, spouse/partner) and does not mention more casual relationships (e.g., hooking up).

The survey subdivided the types of behaviors and tactics into physical and psychological aggression (like AAU). For IPV involving physical violence the question was:

*{During the past 12 months}, how many times has someone you were dating or a spouse/partner done the following physical things to you that were NOT done in a joking or playful manner? ...*

- *Shoved, shook, pinched or scratched you, or pulled your hair?*
- *Slapped you?*
- *Threw something at you that could hurt you?*
- *Bent your fingers or twisted your arm?*
- *Hit, punched, kicked or bit you?*
- *Dragged you by your hair, threw you down the stairs or out of a car, or threw you around?*
- *Beat you up?*
- *Burned you, choked you, or tried to strangle or suffocate you?*
- *Use or threatened to use a weapon against you?*

The IPV items measuring psychological aggression focused on coercive control just as the AAU survey did. There were five items:

*{During the past 12 months}, how many times has someone you were dating or a spouse/partner done the following (NOT in a playful or joking manner): ...*

1. *Checked up on you, invaded your privacy by reading private messages or listened in on calls that were NOT done in a joking or playful manner.*
2. *Threatened or intimidated you by destroying something, or threatened to harm you or others.*
3. *Made you do what they wanted by threatening to end the relationship or commit suicide.*
4. *Tried to make your personal decisions for you - like what you could eat or wear or who you could be friends with*
5. *In front of others, insulted you, acted like they hated you, flirted with others?*

While the population and basic content line up with the AAU survey, there are two important differences. One is the number of items asking about each type of IPV. The AAU survey has a list of four examples for coercive control and six examples for physical violence (including attempts as one example). This contrasts with the UK survey that has a longer list for each type of violence. In addition, UK respondents were asked to respond “yes” or “no” to each example, whereas on the AAU survey the IPV descriptions were presented as example with asking for a “yes/no” response after reading all of the examples. The second difference is that the reference period for the Kentucky survey is the current year.

Published estimates from UK separate out the two types of violence for the current year. Among all students, the survey found 17.2 percent of those in an intimate partner relationship experienced serious psychological abuse and 7 percent reported serious physical abuse. The AAU survey cannot estimate these two types of IPV for the current year. Nonetheless, it is clear that the UK estimates are significantly higher than the AAU estimates. For example, when restricting the reporting period to the current year, the AAU estimate for all types of IPV is approximately 6 percent. This includes both physical and psychological violence. This is lower than estimates of either of these types of violence from the UK survey.

It is unclear why the estimates are so different. One hypothesis is the number of questions asked. As noted above, the UK survey covered more examples of each type of violence and asked respondents to answer each item with a “yes” or “no.” This could lead to more reports of events.

## **MIT**

The MIT Community Attitudes on Sexual Assault used one item to measure IPV and asked it of all students:

*Including yourself, do you know anyone who has been in a relationship that was controlling or abusive (physically, sexually, psychologically, emotionally, or financially)?*

Theoretically, this single question covers more dimensions than were asked about on the AAU survey. It includes physical violence and coercive control. But it also asks about behaviors that are not covered, such as financial and emotional abuse. It covers all students, not just those that report being in an intimate relationship.

The MIT estimate was 8 percent for undergraduate females. This compares to the “since enrolled” AAU survey estimate for undergraduate females of 12.8 percent. The 8 percent figure can be adjusted to account for those that have been in an intimate partner relationship, which by the AAU survey results is approximately 80 percent. This raises the estimate to around 10 percent. When constraining the AAU estimate to victimizations occurring in the current year, the estimate drops to 8 percent, which is slightly below the MIT number.

## **Campus Climate Survey Validation Study (CCSVS)**

The CCSVS measured IPV using three questions:

*Since the beginning of the current academic year in (FILL: August/September), 2014, has an intimate partner:*

1. *Threatened to hurt you and you though might really get hurt?*
2. *Pushed, grabbed or struck you?*
3. *Hit you, kicked you, stopped you or beat you up?*

These items concentrate on the physical dimension of IPV. The rates were computed using all of the respondents, rather than subsetting the estimates to those who have had an intimate partner.

The estimate for undergraduate females was 6.4 percent. Adjusting this estimate to account for those in an intimate relationship would be 8 percent ( $6.4 / .80 = 8$ ). The AAU survey estimate for the current academic year was also 8 percent.

## **Discussion of IPV Estimates**

As was the case for harassment, there is quite a bit of variability across surveys how IPV is defined, both with respect to the population at risk and the types of behaviors and tactics that are measured. In terms of the population, the AAU survey and several others restricted the items to those that reported they were in an intimate partner relationship. With respect to the types of questions asked, the AAU survey included both physical and psychological aspects of IPV. The psychological questions were restricted to coercive control and did not include expressive aggression. In contrast, the Princeton survey emphasized expressive aggression rather than control. Several other surveys did not measure the psychological dimension at all and concentrated on just physical abuse.

Overall, the AAU survey's measure of IPV covered a range of behaviors and tactics. There are no specific recommendations for changes to the approach used on the AAU survey. If desirable, some consideration should be given to including expressive aggression as an additional type of IPV. The results from Princeton indicate that this type of tactic is prevalent in a college-age population.

## **Stalking**

The AAU survey's definition of stalking was defined by three elements:

1. Behavior that is unwanted/unwelcomed.
2. Behavior that causes fear or safety concerns for target or target believes that they or someone close to them would be harmed or killed as results of pursuit behaviors.
3. Behavior that occurs on two or more occasions (repeated) by the same perpetrator.

The behaviors included under stalking were described as unwanted communication, including verbal, written, or implied threats, or a combination thereof. It can be a single tactic (e.g., unwanted phone calls two or more times); or multiple tactics one or more times each (e.g., unwanted phone calls one time; or sent unwanted texts/emails, 1 time = 2 times)(Black et al., 2011; Catalano, 2012).

The element that distinguishes stalking from harassment is fear. According to the National Crime Victimization Survey's definition, stalking is when the individual fears for their safety or that of a family member as a result of the course of conduct, or have experienced additional threatening behaviors that would cause a reasonable person to feel fear (Catalano, 2012, p. 6-7). The National

Intimate Partner Sexual Violence Survey uses a similar fear criterion: felt very fearful, or believed that they or someone close to them would be harmed or killed as a result of the perpetrator's behavior (Black et al., 2011, p. 29).

The AAU survey measure of stalking was based on these definitions. Initially, the respondent was asked about the behaviors:

*The next questions ask about instances where someone behaved in a way that made you afraid for your personal safety.*

*Since you have been a student at [UNIVERSITY],...*

- E1. Has someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking in a way that made you afraid for your personal safety?*
- E2. Has someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety?*
- E3. Has someone spied on, watched or followed you, either in person or using devices or software in a way that made you afraid for your personal safety?*

To be defined as stalking, the above behaviors, or some combination of these behaviors, had to occur more than once and by the same person. For example, if the respondent said “yes” to question E1 above, a follow-up was immediately asked:

*E1a. Did the same person do this to you more than once since you have been a student at [UNIVERSITY]?*

This was done for each of the three stalking behaviors above.

## **Stanford**

Stanford University's Campus Climate Survey found used four items to measure stalking:

*{Since you came to Stanford/ Since you started Graduate School at Stanford}, have you experienced any of the following?...*

- 1. Received persistent phone calls, emails, letters, text messages or instant messages from someone after you asked them to stop contacting you?*
- 2. Were watched from afar or were followed by someone?*
- 3. Had someone waiting for you at your residence, place of employment, classroom, or somewhere else after you asked them to stop contacting you?*
- 4. Had negative or personal things written about you online that made you feel unsafe?*

The Stanford and AAU survey items overlap in content. They both cover in-person and online activities. The biggest difference is that the AAU survey's definition requires three additional conditions for the behavior to qualify as stalking (i.e., have to occur more than once, the respondent has to fear for their safety and the same person did it).

The Stanford estimate for the entire student population was 11.2 percent. This compares to the AAU estimate of 4.2 percent. As one might have expected, the AAU estimate is quite a bit lower as it imposes additional conditions for the behavior to be defined as stalking.

### **University of Kentucky (UK)**

The UK Campus Attitudes Towards Safety survey had five items that were used to measure stalking:

*{During the past 12 months}, how often has someone (NOT someone you were dating or spouse/partner) done the following...*

1. *Followed or spied on you and made you afraid?*
2. *Repeatedly tried to communicate with you in ways that made you afraid?*
3. *Repeatedly showed up where you did not want them to and made you afraid?*
4. *Invaded your privacy in ways that made you fearful?*
5. *Did other threatening, or damaging things that made you fearful?*

The behaviors that the UK survey employed include items that are a bit broader than those used on AAU survey. They cover being followed (1, 3); general efforts to communicate (2); and invaded privacy (4). The latter could include stalking using social media (e.g., E1 for AAU), but this is not specifically called out. The items include a specific requirement that the behavior makes the person fearful. Unlike the AAU survey, not all of the items have to be behaviors that are done more than once or by the same person.

The UK estimate for the entire student population was 6.2 percent, which is slightly higher than the AAU estimate of 4.2 percent.<sup>32</sup>

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<sup>32</sup> All AAU respondents reported that at least one stalking incident occurred within the current school year. Consequently the current-year estimate is the same as the "since enrolled" estimate.



## MIT

The MIT Community Attitudes on Sexual Assault used a single question to measure stalking. It was:

*Including yourself, do you know anyone who has been stalked, followed, or received repeated unwanted messages, texts, emails, etc. from someone that made him or her uncomfortable?*

Taken literally, it includes a few of the behaviors that are specifically asked about on the AAU survey (e.g., receiving repeated messages, being followed). It also asks about behavior that is repeated, which is similar to the AAU requirement that the behavior occur more than once. It differs from the AAU survey in several respects. First, it uses a single question to ask about multiple behaviors, while the AAU survey uses several behavioral questions. Second, the MIT survey uses the word “stalking” in the question. The AAU survey uses behavior specific items to operationalize the components of stalking. Third, the question uses the criteria of being “uncomfortable.” This is somewhat broader than the AAU survey requirement that the victim be “afraid for your personal safety.”

The MIT survey estimates are quite a bit higher when compared to AAU. For undergraduate females, the estimate was 14 percent compared to 6.7 percent for the AAU survey. Similarly for graduate females the estimates are 9 percent and 5.2 percent for MIT and AAU, respectively.

## Princeton

The Princeton University We Speak survey also used a single question to measure stalking:

*During the CURRENT school year, were you a victim of stalking (e.g. waiting for you outside your classroom, residence, or office; repeated emails/phone calls)?*

This measure uses a single question to define the behavior in question. The item primarily relies on the respondent to define stalking for him- or herself. The listing of the few examples would likely focus the respondent’s attention on those particular behaviors when deciding how to answer the question. This differs from the AAU survey approach which did not use the word “stalking” and used several questions to define the behavior (e.g., repeated, fear, same person).

The Princeton survey estimates are for the current academic year. For female undergraduates, the Princeton estimate was 3 percent compared to the current year estimate of 6.7 percent for the AAU survey. The estimates are very similar for the other gender/enrollment status groups.

## **Discussion of Stalking Estimates**

As with harassment and IPV, stalking was measured quite differently across the surveys. The AAU survey used the definition from the Bureau of Justice Statistics and the Centers for Disease Control and Prevention. As with the other types of victimizations reviewed in this chapter, there was also variation in the specificity with which respondents were asked about targeted behaviors. Several schools used a single question to ask about all types of behaviors. In several of these, the word “stalking” was used as a way to define for the respondent the type of behavior that was of interest.

As one might expect, the AAU survey estimates were different from most of the other surveys. When compared to the MIT and Stanford surveys, the AAU survey estimates were considerably lower. In both of these cases, the wording of the question is broader than the AAU survey items. The estimates were closer for the UK survey (6% vs. 4.2%). This survey used a measure that required the behavior to result in making the victim fearful. The Princeton survey was also closer than others, but lower than the AAU survey. The female undergraduate estimate in particular was lower (3% vs. 6.7%). The Princeton survey also defined the targeted behaviors with the term “stalking,” while at the same time listing examples. It is possible that this may have narrowed the focus of respondents when thinking about the targeted behavior.

As with IPV, there are no recommendations for changing the way stalking was measured.

## **Summary**

This chapter compared and contrasted the AAU survey’s measures of harassment, IPV, and stalking with those from several other recently administered campus climate surveys. The goal was to provide some context around the AAU estimates. By examining the way other surveys define and measure these behaviors, it is possible to at least qualitatively understand why the estimates might differ.

In all cases, the above discussion points to several key differences between the AAU measure and other surveys. The largest differences were found for harassment, with estimates from the AAU survey being considerably higher than for other surveys. This was attributed partly to the broader set of behaviors that the AAU survey included in the measurement. For the AAU survey, the measures were based on verbal and written behaviors taken from Leskinen and Cortina (2014). This contrasts

with many of the other surveys that placed more emphasis on behaviors such as exposure or other actions related to sexual abuse.

A second key difference in the measurement of harassment was that the AAU survey explicitly linked the harassing behaviors with legal criteria of creating a hostile workplace or academic environment. An analysis of these items showed that many respondents used the legal criteria when answering the questions (Table 5-1). But this was not the case for all of the items or for all of the respondents. By placing the legal criteria in the introduction to the question, rather than as part of the question itself, some respondents may not have read the entire question. This may have inflated the estimates of harassment. If the survey is to be repeated, we recommend that these items be re-structured so the respondent is first asked about the harassing behavior and then asked a follow-up question whether the behavior met the legal criteria.

The surveys all differed in how IPV and stalking were defined and measured. For IPV, many surveys did not include a psychological aggression measure and just concentrated on physical abuse. One survey included a measure of expressive aggression (e.g., berating the partner) rather than coercive control. It might be of interest to measure both dimensions in the future.

The AAU survey also restricted the IPV questions to those who reported being in a “partnered relationship.” This was also done in several other surveys, but not all. We recommend maintaining this practice, using the same definition of intimate partner.

For stalking, the AAU definition seemed to be the most restrictive when compared to other surveys. It was based on criteria developed by several Federal agencies (Catalano, 2012; Black et al., 2011). Perhaps as a result, the AAU estimates were generally lower when compared to other surveys. Overall, we recommend continuing to measure stalking in this way.

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## **Appendix A**

### **AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct**

## SECTION A - BACKGROUND

First, we'd like to ask you a few questions about your background.

- A1. How old are you?**  
[DROP DOWN LIST]  
Under 18  
18-29, by single year  
30+

[IF AGE =Under 18]

"We are sorry but the survey can only be completed by students who are at least 18 years old. Thank you for your interest in our study. We appreciate your time."

[EXIT SURVEY]

- A2. Which of the following best describes your current student affiliation with [University]?**  
Undergraduate [CONTINUE]  
Graduate [GO TO A4]  
Professional [GO TO A4]  
[IF BLANK THEN GO TO A5]

- A3. What is your class year in school? Answer on the basis of the number of credits you have earned.**  
Freshman [GO TO A5]  
Sophomore [GO TO A5]  
Junior [GO TO A5]  
Senior [GO TO A5]  
[IF BLANK THEN GO TO A5]

- A4. What year are you in your program? Answer on the basis of the number of years enrolled in the graduate or professional academic program.**  
1st year  
2nd year  
3rd year  
4th year  
5th year  
6th year or higher



**A5. In which school at [University] are you enrolled? If you are enrolled in more than one choose the school that you consider your primary affiliation (ex. most credits, college of main advisor).**

[UNIVERSITY SPECIFIC LIST]

---

**A6. In what year did you first enroll as a student at [University]?**

[DROP DOWN LIST]

Prior to 1997

1997 – 2015 by single year

---

**A7. Do you take all of your courses on-line?**

Yes

No

---

**A8. Are you Hispanic or Latino?**

Yes

No

---

**A9. Select one or more of the following races that best describes you: (Mark all that apply)**

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

---

**A10. Are you a US citizen or permanent resident?**

Yes

No

---

**A11.<sup>33</sup> Which best describes your gender identity?**

Woman  
Man  
Transgender woman  
Transgender man  
Genderqueer or gender non-conforming  
Questioning  
Not listed  
Decline to state

---

**A12.<sup>34</sup> Do you consider yourself to be:**

Heterosexual or straight  
Gay or lesbian  
Bisexual  
Asexual  
Questioning  
Not listed  
Decline to state

---

**A13. Since you have been a student at [University], have you been in any partnered relationships? Partnered relationships include:**

- casual relationship or hook-up
  - steady or serious relationship
  - marriage, civil union, domestic partnership or cohabitation
- Yes  
No
- 

**A14. Are you currently ...**

Never married  
Not married but living with a partner  
Married  
Divorced or separated  
Other

---

---

<sup>33</sup> Modified from The UO Sexual Violence and Institutional Behavior Campus Survey (2014).

<sup>34</sup> Modified from Best practices for asking questions about sexual orientation on surveys. Williams Institute, 2009.

**A15. Do you have a disability registered with [University]’s Disability Services or Office on Disabilities?**

Yes

No

---

**A16. Since you have been a student at [University], have you been a member of or participated in any of the following? (Mark all that apply):**

[UNIVERSITY SPECIFIC LIST]

---

**A17. Which of the following best describes your living situation?**

[UNIVERSITY SPECIFIC LIST]

---

**SECTION B – PERCEPTIONS OF RISK<sup>35</sup>**

“Sexual assault” and “sexual misconduct” refer to a range of behaviors that are nonconsensual or unwanted. These behaviors could include remarks about physical appearance or persistent sexual advances. They also could include threats of force to get someone to engage in sexual behavior such as nonconsensual or unwanted touching, sexual penetration, oral sex, anal sex or attempts to engage in these behaviors. These behaviors could be initiated by someone known or unknown, including someone you are in or have been in a relationship with.

These next questions ask about your perceptions related to the risks of experiencing sexual assault or sexual misconduct.

**B1. How problematic is sexual assault or sexual misconduct at [University]**

Not at all  
A little  
Somewhat  
Very  
Extremely

**B2. How likely do you think it is that you will experience sexual assault or sexual misconduct on campus?**

Not at all  
A little  
Somewhat  
Very  
Extremely

**B3. How likely do you think it is that you will experience sexual assault or sexual misconduct during off-campus university sponsored events?**

Not at all  
A little  
Somewhat  
Very  
Extremely

<sup>35</sup> Adapted from Fisher, B. S., & Sloan III, J. J. (2003). Unraveling the fear of victimization among college women: Is the “shadow of sexual assault hypothesis” supported?. *Justice Quarterly*, 20(3), 633-659.

**SECTION C - RESOURCES**

The next questions ask about the services and resources offered by the university for those affected by sexual assault and sexual misconduct.

- C1.<sup>36</sup> Are you aware of the services provided by the following? (Mark all that apply)**  
[UNIVERSITY SPECIFIC LIST]  
None of the Above

---

**How knowledgeable are you about each of the following:**

- C2a. How knowledgeable are you about how sexual assault and sexual misconduct are defined at [University]?**  
Not at all  
A little  
Somewhat  
Very  
Extremely

- 
- C2b.<sup>37</sup> How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or sexual misconduct?**  
Not at all  
A little  
Somewhat  
Very  
Extremely

- 
- C2c.<sup>38</sup> How knowledgeable are you about where to make a report of sexual assault or sexual misconduct at [University]?**  
Not at all  
A little  
Somewhat  
Very  
Extremely

---

<sup>36</sup> Modified from McMahon, S., Stepleton, K., & Cusano, J. (2014). Awareness of Campus Services Scale.

<sup>37</sup> Modified from Rankin & Associates Consulting. (2008). Carleton College Climate Assessment Project: Carleton Final Report. Retrieved from: [https://apps.carleton.edu/governance/diversity/campus\\_climate\\_survey/results/](https://apps.carleton.edu/governance/diversity/campus_climate_survey/results/)

<sup>38</sup> Ibid.

**C2d. How knowledgeable are you about what happens when a student reports an incident of sexual assault or sexual misconduct at [University]?**

Not at all

A little

Somewhat

Very

Extremely

---

**SECTION D - HARASSMENT<sup>3940</sup>**

---

These next questions ask about situations in which a student at [University], or someone employed by or otherwise associated with [University] said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

**D1. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] made sexual remarks or told jokes or stories that were insulting or offensive to you?**

Yes

Never experienced

---

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

**D2. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] made inappropriate or offensive comments about your or someone else's body, appearance or sexual activities?**

Yes

Never experienced

---

---

<sup>39</sup> Modified from Leskinen, E.A., & Cortina, L.M. (2014) Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38(1), 107-123.

<sup>40</sup> Modified from The UO Sexual Violence and Institutional Behavior Campus Survey (2014).

---

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

**D3. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?**

Yes

Never experienced

---

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

**D4. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you that you didn't want?**

Yes

Never experienced

---

These questions ask about situations where someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

**D5. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"?**

Yes

Never experienced

---

**BOX D1**

IF YES TO ANY QUESTION D1 – D5, CONTINUE  
ELSE GO TO E1

---



You said that the following happened to you since you've been a student at [University]:

- [IF D1 = YES] Someone made sexual remarks or jokes that were insulting or offensive
- [IF D2 = YES] Someone made inappropriate offensive comments about your or someone else's body, appearance or sexual activities
- [IF D3 = YES] Someone said crude or gross sexual things to you or made unwelcomed attempts to get you to talk about sexual matters
- [IF D4 = YES] Someone emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you
- [IF D5 = YES] Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"

**D6. How many different people behaved this way?**

- 1 person
  - 2 persons
  - 3 or more persons
- 

**D7. How (was the person/were the persons) who behaved (this way/these ways) associated with [University]? (Mark all that apply)**

- Student
  - Faculty or instructor
  - Coach or trainer
  - Other staff or administrator
  - Other person affiliated with a university program (ex. internship, study abroad)
  - The person was not affiliated with [University]
  - Don't know association with [University]
- 

**D8. At the time of (this event/these events), what (was the person's/were these persons') relationship to you? (Mark all that apply)**

- At the time, it was someone I was involved or intimate with
  - Someone I had been involved or was intimate with
  - Teacher or advisor
  - Co-worker, boss or supervisor
  - Friend or acquaintance
  - Stranger
  - Other
  - Don't know
-

**D9. Since the beginning of the fall 2014 term, how many times has someone behaved this way?**

- 0 times
  - 1 time
  - 2 times
  - 3-5 times
  - 6-9 times
  - 10 or more times
- 

**D10. Since you have been a student at [University] have you contacted any of the following about (this experience/any of these experiences)? (Mark all that apply)**

[UNIVERSITY SPECIFIC LIST]

None of the above **[GO TO D13]**

**[IF NO PROGRAM MARKED GO TO D13]**

---

**BOX D2**

IF D10= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO D13  
ELSE ADMINISTER ITEMS D11 AND D12 FOR EACH PROGRAM MARKED IN D10  
(UP TO 10)

---

**D11 [A-J]. When did you most recently contact [Program] about (this experience/these experiences)?**

- Fall of 2014 – present
  - Fall of 2013 – Summer of 2014
  - Fall of 2012 – Summer of 2013
  - Prior to Fall of 2012
- 

**D12[A-J]. Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with (this experience/these experiences)?**

- Not at all
  - A little
  - Somewhat
  - Very
  - Extremely
-

**BOX D3**

IF MORE PROGRAMS MARKED IN D10 THEN RETURN TO BOX D2  
ELSE GO TO D14

---

**D13. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)**

- Did not know where to go or who to tell
  - Felt embarrassed, ashamed or that it would be too emotionally difficult
  - I did not think anyone would believe me
  - I did not think it was serious enough to report
  - I did not want the person to get into trouble
  - I feared negative social consequences
  - I did not think anything would be done
  - I feared it would not be kept confidential
  - Incident was not on campus or associated with the school
  - Incident did not occur while attending school
  - Other
- 

**D14. Did you (also) tell any of the following persons about this? (Mark all that apply)**

- Friend
  - Family member
  - Faculty or instructor
  - Someone else
  - I didn't tell anyone (else)
-

**SECTION E – STALKING**<sup>414243</sup>

The next questions ask about instances where someone behaved in a way that made you afraid for your personal safety.

**E1. Since you have been a student at [University], has someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety?**

Yes

No **[GO TO E2]**

**[IF BLANK GO TO E2]**

**E1a. Did the same person do this to you more than once since you have been a student at [University]?**

Yes

No

Don't know

**E2. Since you have been a student at [University], has someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety?**

Yes

No **[GO TO E3]**

**[IF BLANK THEN GO TO E3]**

<sup>41</sup> Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<sup>42</sup> Modified from Catalano, S. (2012). Stalking victims in the United States--revised. (NCJ 224527). Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

<sup>43</sup> Modified from Tjaden, P., & Thoennes, N. (1998). Stalking in America: Findings from the National Violence Against Women Survey. (NCJ 172837). Washington, D.C.: U.S. Department of Justice, National Institute of Justice and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

**E2a. Did the same person do this to you more than once since you have been a student at [University]?**

- Yes
  - No
  - Don't Know
- 

**E3. Since you have been a student at [University], has someone spied on, watched or followed you, either in person or using devices or software in a way that made you afraid for your personal safety?**

- Yes
  - No [GO TO BOX E1]
  - [IF BLANK THEN GO TO BOX E1]
- 

**E3a. Did the same person do this to you more than once since you have been a student at [University]?**

- Yes
  - No
  - Don't know
- 

**BOX E1**

IF REPORTED "SAME PERSON DID THIS MORE THAN ONCE" TO ANY OF THE THREE TACTICS (E1a=yes or E2a=yes or E3a=yes), THEN GO TO E5

IF YES TO TWO OR MORE ITEMS E1-E3, AND NO TO ALL ITEMS E1a & E2a & E3a, THEN GO TO E4

IF 'NO' TO ALL ITEMS E1-E3, OR  
IF 'YES' TO EXACTLY 1 ITEM E1-E3 AND 'NO' OR BLANK TO ALL ITEMS E1a & E2a & E3a  
THEN GO TO BOX F0

---

You said that the following happened to you since you've been a student at [University]:

- [IF E1 = YES] Someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety
- [IF E2 = YES] Someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety
- [IF E3 = YES] Someone spied on, watched or followed you either in person or using devices or software in a way that made you afraid for your personal safety

**E4. Did the same person do more than one of these to you since you have been a student at [University]?**

Yes [GO TO E5]

No [GO TO F1]

Don't Know [GO TO F1]

---

You said that the following happened to you since you've been a student at [University]:

- [IF E1 = YES] Someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety
- [IF E2 = YES] Someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety
- [IF E3 = YES] Someone spied on, watched or followed you either in person or using devices or software in a way that made you afraid for your personal safety

**E5. How (is the person/are the persons) who did these things to you associated with [University]? (Mark all that apply)**

Student

Faculty or instructor

Coach or trainer

Other staff or administrator

Other person affiliated with a university program (ex. internship, study abroad)

The person was not affiliated with [University]

Don't know association with [University]

---

**E6. At the time of these events, what (was the person's/were the persons') relationship to you? (Mark all that apply)**

At the time, it was someone I was involved or intimate with  
Someone I had been involved or was intimate with  
Teacher or advisor  
Co-worker, boss or supervisor  
Friend or acquaintance  
Stranger  
Other  
Don't know

---

**E7. Since the beginning of the fall 2014 term, how many times have you had any of these experiences?**

0 times  
1 time  
2 times  
3-5 times  
6-9 times  
10 or more times

---

**E8. Since you have been a student at [UNIVERSITY], have you contacted any of the following about any of these experiences? (Mark all that apply)**

[UNIVERSITY SPECIFIC LIST]  
None of the above **[GO TO E11]**  
**[IF NO PROGRAM MARKED GO TO E11]**

---

**BOX E2**

IF E8= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO E11  
ELSE ADMINISTER ITEMS E9 AND E10 FOR EACH PROGRAM MARKED IN E8 (UP TO 10)

---

**E9[A-J]. When did you most recently contact [Program] about these experiences?**

Fall of 2014 – present  
Fall of 2013 – Summer of 2014  
Fall of 2012 – Summer of 2013  
Prior to Fall of 2012

---

**E10[A-J.] Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with these experiences?**

Not at all  
A little  
Somewhat  
Very  
Extremely

---

**BOX E3**

IF MORE PROGRAMS MARKED THEN RETURN TO BOX E2  
ELSE SKIP TO E12

---

**E11. Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)**

Did not know where to go or who to tell  
Felt embarrassed, ashamed or that it would be too emotionally difficult  
I did not think anyone would believe me  
I did not think it was serious enough to report  
I did not want the person to get into trouble  
I feared negative social consequences  
I did not think anything would be done  
I feared it would not be kept confidential  
Incident was not on campus or associated with the school  
Incident did not occur while attending school  
Other

---

**E12. Did you (also) tell any of the following persons about this? (Mark all that apply)**

Friend  
Family member  
Faculty or instructor  
Someone else  
I didn't tell anyone (else)

---



**SECTION F – IPV/DV<sup>44</sup>**

**BOX F0**

IF A13 = YES (PRIOR RELATIONSHIP) GO TO F1  
ELSE SKIP TO G1

Earlier in the survey you indicated that you have been in a partnered relationship at least part of the time since you have been a student at [University]. People treat their partner in many different ways. The next section asks you questions about your relationship with your partner(s). Recall that partnered relationships include:

- casual relationship or hook-up
- steady or serious relationship
- marriage, civil union, domestic partnership or cohabitation

**F1. Since you have been a student at [University], has a partner controlled or tried to control you? Examples could be when someone:**

- kept you from going to classes or pursuing your educational goals
- did not allow you to see or talk with friends or family
- made decisions for you such as, where you go or what you wear or eat
- threatened to “out” you to others

Yes

No

**F2. Since you have been a student at [University], has a partner threatened to physically harm you, someone you love, or themselves?**

Yes

No

<sup>44</sup>Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

- F3.** Since you have been a student at [University], has a partner used any kind of physical force against you? Examples could be when someone
- bent your fingers or bit you
  - choked, slapped, punched or kicked you
  - hit you with something other than a fist
  - attacked you with a weapon, or otherwise physically hurt or injured you
- Yes  
No
- 

**BOX F1**

IF F1=YES OR F2=YES OR F3=YES, THEN GO TO F4  
ELSE GO TO G1

---

You said that the following happened to you since you've been a student at [University]:

- [IF F1 = YES] A partner controlled or tried to control you
- [IF F2 = YES] A partner threatened to physically harm you or someone you love
- [IF F3 = YES] A partner used physical force against you

- F4.** How many different partners treated you this way?

1 partner  
2 partners  
3 or more partners

---

- F5.** Were you physically injured as a result of (this incident/any of these incidents)?

Yes  
No [GO TO F7]  
[IF BLANK THEN GO TO F7]

---

- F6.** Did you ever seek medical attention as a result of (this incident/any of these incidents)?

Yes  
No

---

**F7. Since the beginning of the fall 2014 term, how many times have you (had this experience/had any of these experiences)?**

- 0 times
  - 1 time
  - 2 times
  - 3-5 times
  - 6-9 times
  - 10 or more times
- 

**F8. Since you have been a student at [University], have you contacted any of the following about (this experience/any of these experiences)? (Mark all that apply)**

[UNIVERSITY SPECIFIC LIST]

None of the above **[GO TO F11]**

**[IF NO PROGRAM MARKED GO TO F11]**

---

**BOX F2**

IF F8= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO F11

ELSE ADMINISTER ITEMS F9 AND F10 FOR EACH PROGRAM MARKED IN F8 (UP TO 10)

---

**F9[A-J]. When did you most recently contact [Program] about (this experience/these experiences)?**

- Fall of 2014 – present
  - Fall of 2013 – Summer of 2014
  - Fall of 2012 – Summer of 2013
  - Prior to Fall of 2012
- 

**F10[A-J]. Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with (this experience/these experiences)?**

- Not at all
  - A little
  - Somewhat
  - Very
  - Extremely
-

---

**BOX F3**

IF F8= NO PROGRAM MARKED THEN CONTINUE TO F11  
ELSE SKIP TO F12

---

**F11. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)**

- Did not know where to go or who to tell
  - Felt embarrassed, ashamed or that it would be too emotionally difficult
  - I did not think anyone would believe me
  - I did not think it was serious enough to report
  - I did not want the person to get into trouble
  - I feared negative social consequences
  - I did not think anything would be done
  - I feared it would not be kept confidential
  - Incident was not on campus or associated with the school
  - Incident did not occur while attending school
  - Other
- 

**F12. Did you (also) tell any of the following persons about this? (Mark all that apply)**

- Friend
  - Family member
  - Faculty or instructor
  - Someone else
  - I didn't tell anyone (else)
-

SECTION G – SV SCREENER<sup>4546</sup>

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University]. The person with whom you had the nonconsensual or unwanted contact could have been someone you know, such as someone you are currently or were in a relationship with, a co-worker, a professor, or a family member. Or it could be someone you do not know.

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol or drugs, and other types of pressure.

The first few questions ask about incidents that involved force or threats of force against you. Force could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

- G1. Since you have been attending [University], has someone used physical force or threats of physical force to do the following with you:**
- **Sexual penetration.** When one person puts a penis, fingers, or object inside someone else’s vagina or anus, or
  - **Oral sex.** When someone’s mouth or tongue makes contact with someone else’s genitals
- Yes **[GO TO Attachment 1]**  
No

<sup>45</sup>Modified from Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). The Campus Sexual Assault (CSA) Study Final Report. Retrieved from: <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>

<sup>46</sup>Modified from Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly* 31(4), 357-370.

G2. Since you have been attending [University], has someone used physical force or threats of physical force in an unsuccessful attempt to do any of the following with you:

- Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus
- Oral sex. When someone's mouth or tongue makes contact with someone else's genitals

Yes [\[GO TO Attachment 1\]](#)

No

---

G3. Since you have been attending [University], has someone used physical force or threats of physical force to do any of the following with you:

- kissing
- touching someone's breast, chest, crotch, groin or buttocks
- grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes

Yes [\[GO TO Attachment 1\]](#)

No

---

The next questions ask about incidents when you were unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol. Please include incidents even if you are not sure what happened.

G4. Since you have been attending [University], has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:

Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus  
Oral sex. When someone's mouth or tongue makes contact with someone else's genitals

Yes [\[GO TO Attachment 1\]](#)

No

---

- G5. Since you have been attending [University], has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:
- kissing
  - touching someone's breast, chest, crotch, groin, or buttocks
  - grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes
- Yes [\[GO TO Attachment 1\]](#)  
No
- 

The next questions ask about incidents when someone coerced you by threatening serious non-physical harm or promising rewards.

- G6. Since you have been a student at [University], has someone had contact with you involving penetration or oral sex by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:
- Threatening to give you bad grades or cause trouble for you at work
  - Promising good grades or a promotion at work
  - Threatening to share damaging information about you with your family, friends or authority figures
  - Threatening to post damaging information about you online
- Yes [\[GO TO Attachment 1\]](#)  
No
-

**G7.** Since you have been a student at [University], has someone had contact with you involving kissing or other sexual touching by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:

- Threatening to give you bad grades or cause trouble for you at work
- Promise good grades or a promotion at work
- Threatening to share damaging information about you with your family, friends or authority figures
- Threatening to post damaging information about you online

Yes [\[GO TO Attachment 1\]](#)

No

---

The next questions ask about incidents that occurred without your active, ongoing voluntary agreement.

**G8.<sup>47</sup>** Since you have been a student at [University], has someone had contact with you involving penetration or oral sex without your active, ongoing voluntary agreement? Examples include someone:

- initiating sexual activity despite your refusal
- ignoring your cues to stop or slow down
- went ahead without checking in or while you were still deciding
- otherwise failed to obtain your consent

Yes [\[GO TO Attachment 1\]](#)

No

---

---

<sup>47</sup>Incorporate affirmative consent as a tactic from the AAU and COFHE schools affirmative consent policies.



G9.<sup>48</sup> Since you have been a student at [University], has someone kissed or sexually touched you without your active, ongoing voluntary agreement? Examples include:

- initiating sexual activity despite your refusal
- ignoring your cues to stop or slow down
- went ahead without checking in or while you were still deciding
- otherwise failed to obtain your consent

Yes [\[GO TO Attachment 1\]](#)

No

---

**BOX G1**

ONCE THE ENTIRE G SECTION (G1-G9) HAS BEEN ANSWERED THEN DO

IF ANY OF G1-G9 = YES THEN GO TO ATTACHMENT 2

ELSE GO TO BOX H0

---

---

<sup>48</sup>Ibid.

**SECTION H – SEXUAL MISCONDUCT PREVENTION TRAINING<sup>49</sup>**

**BOX H0**

ADMINISTER SECTION H ONLY IF A6=2014 or 2015

ELSE SKIP TO I1.

**H1. Think back to the orientation when you first came to [University]. Did that orientation include a training or information session about sexual assault or sexual misconduct?**

Yes

No **[GO TO I1]**

I didn't attend orientation **[GO TO I1]**

I don't remember **[GO TO I1]**

**[IF BLANK THEN [IF BLANK THEN GO TO I1]**

**H2. Overall, how useful was this session?**

Not at all

A little

Somewhat

Very

Extremely

<sup>49</sup>Modified from White House Task Force to Protect Students From Sexual Assault. (2014). Not Alone: The first report of the White House Task Force to Protect Students from sexual assault. Retrieved from <https://www.notalone.gov/assets/ovw-climate-survey.pdf>.

**SECTION I – PERCEPTIONS OF RESPONSES TO REPORTING<sup>50 51</sup>**

The following are statements about what might happen if someone were to report a sexual assault or sexual misconduct to an official at [University]. Please use the scale provided to indicate how likely you think each scenario is.

- 11. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that students would support the person making the report?**

Not at all  
A little  
Somewhat  
Very  
Extremely

- 12. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that the alleged offender(s) or their associates would retaliate against the person making the report?**

Not at all  
A little  
Somewhat  
Very  
Extremely

- 13. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take the report seriously?**

Not at all  
A little  
Somewhat  
Very  
Extremely

<sup>50</sup>Modified from White House Task Force to Protect Students From Sexual Assault. (2014). Not Alone: The first report of the White House Task Force to Protect Students from sexual assault. Retrieved from <https://www.notalone.gov/assets/ovw-climate-survey.pdf>.

<sup>51</sup>Modified from McMahon, S. (2014). #iSPEAK: Rutgers Campus Climate Survey. New Brunswick, NJ: Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey. Retrieved from [http://socialwork.rutgers.edu/Libraries/VAWC/new\\_doc\\_to\\_upload\\_for\\_ispeak.sflb.ashx](http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx)

14. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would protect the safety of the person making the report?

Not at all  
A little  
Somewhat  
Very  
Extremely

---

15. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would conduct a fair investigation?

Not at all  
A little  
Somewhat  
Very  
Extremely

---

16. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take action against the offender(s)?

Not at all  
A little  
Somewhat  
Very  
Extremely

---

17. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take action to address factors that may have led to the sexual assault or sexual misconduct?

Not at all  
A little  
Somewhat  
Very  
Extremely

---

**SECTION J – BYSTANDER BEHAVIOR<sup>52 53</sup>**

The next questions are about situations you may have seen or been in since you have been a student at [University]

**J1. Since you have been a student at [University] have you suspected that a friend had been sexually assaulted.**

Yes [CONTINUE]

No [GO TO J3]

[IF BLANK GO TO J3]

**J2. Thinking about the last time this happened, what did you do?**

Did nothing because I wasn't sure what to do

Did nothing for another reason

Spoke to my friend or someone else to seek help

Took action in another way

**J3 Since you have been a student at [University] have you seen a drunk person heading off for what looked like a sexual encounter?**

Yes [CONTINUE]

No [GO TO J5]

[IF BLANK THEN GO TO J5]

**J4. Thinking about the last time this happened, what did you do?**

Did nothing because I wasn't sure what to do

Did nothing for another reason

Directly intervened to stop it

Spoke to someone else to seek help

Took action in another way

<sup>52</sup>Modified from Banyard, V.L., Moynihan, M. M., Cares, A.C., & Warner, R. (2014). How do we know if it works?: Measuring outcomes in bystander-focused abuse prevention on campuses. *Psychology of Violence*, 4(1), 101-115.

<sup>53</sup>McMahon, S. (2014). #iSPEAK: Rutgers Campus Climate Survey. New Brunswick, NJ: Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey. Retrieved from [http://socialwork.rutgers.edu/Libraries/VAWC/new\\_doc\\_to\\_upload\\_for\\_ispeak.sflb.ashx](http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx)

**J5. Since you have been a student at [University] have you seen or heard someone was acting in a sexually violent or harassing way?**

Yes [CONTINUE]

No [GO TO K1]

[IF BLANK THEN GO TO K1]

---

**J6. Thinking about the last time this happened, what did you do?**

Did nothing because I wasn't sure what to do

Did nothing for another reason

Directly intervened to stop it

Spoke to someone else to seek help

Took action in another way

---

**SECTION K – DEBRIEFING ITEM**

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The next question asks for your opinion about this survey.

**K1. How difficult were the questions to understand?**

Not at all

A little

Somewhat

Very

Extremely

---

**ATTACHMENT 1 – SECTION G1: IMMEDIATE FOLLOWUPS**

**BOX G1\_1**

IF G[X]=Yes THEN CONTINUE TO G[X]a

ELSE SKIP TO NEXT ITEM IN SECTION G

**G[X]a.<sup>54</sup> Since you have been a student at [University], how many times has this happened?**

1. 1 time
2. 2 times
3. 3 times
4. 4 or more times

**BOX G1\_2**

ADMINISTER G1B AND G1C FOR EACH INCIDENT REPORTED IN G1A, UP TO 4 TIMES  
IF G1A IS BLANK THEN ADMINISTER G1B AND G1C ONCE

**You said that the following occurred (1/2/3/4 or more) time(s):**

- **[INCIDENT SUMMARY]**

**G[X]b. When did (this/the (second/third/fourth) most recent) incident (of this type) occur?**

1. Since the beginning of the fall 2014 term **[GO TO NEXT BOX]**
2. Prior to the fall 2014 term **[GO TO G1c]**  
**[IF BLANK GO TO BOX G1\_2]**

**G[X]c. **[IF G1b = 2]** In what school year did it occur?**

1. Fall 2013 to Summer 2014
2. Fall 2012 to Summer 2013
3. Fall 2011 to Summer 2012
4. Prior to Fall of 2011
5. It occurred before I was a student at [University] **[GO TO BOX G1\_2]**  
**[IF BLANK GO TO BOX G1\_2]**

<sup>54</sup>Modified from Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31(4), 357-370.



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**BOX G1\_3**

IF TIME PERIOD REPORTED IN G[X]B AND G[X]C IS THE SAME AS TIME PERIOD REPORTED IN PREVIOUS G ITEM FOLLOW-UP, THEN GO TO G[X]D

ELSE RETURN TO G[X]B FOR NEXT INCIDENT REPORTED IN G[X]A

IF NO MORE INCIDENTS THEN GO TO NEXT G ITEM

---

**G[X]d. Was this part of (the other incident/any of the other incidents) you reported as occurring (during the) (Time period) (school year)?**

1. Yes [GO TO G2e]
  2. No [GO TO NEXT BOX]  
[IF BLANK THEN GO TO NEXT BOX]
- 

**G[X]e. [IF G[X]d = Yes] Was it part of any of the following incidents you reported earlier?**  
[LIST PRIOR ANSWERS THAT OCCURRED DURING SAME TIME PERIOD]

1. [IF G[X] TIME PERIOD = G1 TIME PERIOD] Penetration or oral sex involving physical force or threats of physical force
  2. [IF G[X] TIME PERIOD = G2 TIME PERIOD] Attempted but not successful penetration or oral sex involving physical force or threats of physical force
  3. [IF G[X] TIME PERIOD = G3 TIME PERIOD] Sexual touching involving physical force or threats of physical force
  4. [IF G[X] TIME PERIOD = G4 TIME PERIOD] Penetration or oral sex when you were unable to consent or unable to stop what was happening
  5. [IF G[X] TIME PERIOD = G5 TIME PERIOD] Sexual touching when you were unable to consent or unable to stop what was happening
  6. [IF G[X] TIME PERIOD = G6 TIME PERIOD] Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards
  7. [IF G[X] TIME PERIOD = G7 TIME PERIOD] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards
  8. [IF G[X] TIME PERIOD = G8 TIME PERIOD] Penetration or oral sex without your active ongoing consent
  9. None of the above
-

---

**BOX G1\_4**

IF G[X]A = '4 or more times' AND ALL G[X]C='since fall 2014' THEN CONTINUE TO G[X]F

ELSE RETURN TO G[X]B FOR NEXT INCIDENT REPORTED IN G[X]A

IF NO MORE INCIDENTS THEN GO TO NEXT G ITEM

---

**G2f. You said that this happened other times as well. Did any of these other incidents also occur since the beginning for the fall 2014 term?**

Yes

No

---

**ATTACHMENT 2 – SECTIONS GA & GC: SUMMARY DETAILED INCIDENT FORMS<sup>5556</sup>**

***Section GA – Detailed Incident Form (DIF) for G1-G5***

**BOX GA0**

IF ALL ITEMS G1 – G5 = 'NO' THEN SKIP TO BOX GC0  
ELSE CONTINUE TO BOX GA1

**BOX GA1**

Section GA administered UP TO 2 TIMES based on incidents reported in items G1-G5

The FIRST DIF will reference the MOST SERIOUS TYPE of incident reported

The SECOND DIF will reference the SECOND MOST SERIOUS TYPE of incident reported

The following are the 4 INCIDENT TYPES reported in G1-G5, (listed from most serious to least serious):

**GA Type 1:** G1 and/or G2 (Forcible rape and/or Attempted forcible rape)

**GA Type 2:** G4 (Rape by incapacitation)

**GA Type 3:** G3 (Forcible sexual touching)

**GA Type 4:** G5 (Sexual touching by incapacitation)

**You said that the following happened to you since you have been a student at [University]:**

- **[SUMMARY OF REFERENCE INCIDENT(S)]**

**The next questions ask about what happened (when/during any of the times) this happened to you since you have been a student at [University].**

**GA1. (In total, across all of these incidents) (How/how) many people did this to you?**

1 person **[GO TO GA2a]**

2 persons **[SKIP TO GA2b]**

3 or more persons **[SKIP TO GA2b]**

**[IF BLANK SKIP TO GA2b]**

<sup>55</sup>Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<sup>56</sup>Modified from the 2012-2013 National Crime Victimization Survey (NCVS)

---

**GA2a. [IF 1 PERSON] Was the person that did this to you ...**

Male

Female

Other gender identity

Don't know

**[FOR ANY RESPONSE OR IF BLANK SKIP TO GA3]**

---

**GA2b.<sup>57</sup> [IF >1 PERSON] Were any of the people that did this to you...**

|                       |     |    |            |
|-----------------------|-----|----|------------|
| Male                  | Yes | No | Don't Know |
| Female                | Yes | No | Don't Know |
| Other gender identity | Yes | No | Don't Know |

---

**GA2c. What type of nonconsensual or unwanted behavior occurred during (this incident/any of these incidents)? (Mark all that apply)**

Penis, fingers or objects inside someone's vagina or anus

Mouth or tongue makes contact with another's genitals

Kissed

Touched breast, chest, crotch, groin or buttocks

Grabbed, groped or rubbed in a sexual way

Other

---

**GA3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)**

Student

Faculty or instructor

Coach or trainer

Other staff or administrator

Other person affiliated with a university program (ex. internship, study abroad)

The person was not affiliated with [University]

Don't know association with [University]

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<sup>57</sup>Modified from Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31(4), 357-370.

**GA4. At the time of (this event/ these events), what (was the person's /were these persons') relationship to you? (Mark all that apply)**

At the time, it was someone I was involved or intimate with  
Someone I had been involved or was intimate with  
Teacher or advisor  
Co-worker, boss or supervisor  
Friend or acquaintance  
Stranger  
Other  
Don't know

---

**GA5. Just prior to (the incident/any of these incidents), (was/were) (the person/any of the persons) who did this to you drinking alcohol?**

Yes  
No  
Don't know

---

**GA6. Just prior to (the incident/any of these incidents), (was/were) (the person/any of the persons) who did this to you using drugs?**

Yes  
No  
Don't know

---

**GA7. Just prior to (the incident/any of these incidents) were you drinking alcohol? Keep in mind that you are in no way responsible for what occurred, even if you had been drinking?**

Yes  
No

---

**GA8. Just prior to (the incident/any of these incidents) did you voluntarily take any drugs? Keep in mind that you are in no way responsible for what occurred, even if you had been on drugs.**

Yes

No

---

**GA9. Just prior to (the incident/any of these incidents), had you been given alcohol or another drug without your knowledge or consent?**

Yes, I am certain

I suspect, but I am not certain

No

Don't know

---

**BOX GA2**

IF GA7='YES' or GA8='YES' or GA9 = 'YES' or 'I SUSPECT', THEN CONTINUE TO GA10.

OTHERWISE SKIP TO BOX GA3

---

**GA10. Were you passed out for all or parts of (this incident/any of these incidents)?**

Yes

No

Not sure

---

**BOX GA3**

IF MORE THAN ONE INCIDENT IN G[X]A OR IF DK NUMBER OF TIMES  
THEN SKIP TO GA11b

OTHERWISE CONTINUE TO GA11a

---

**GA11a. [IF G[X]A=1 TIME] Did this incident occur during an academic break or recess?**

Yes

No

**GA11b.** [IF G[X]A>1 TIME] How many of these incidents occurred during an academic break or recess?

None  
Some  
All

---

**GA12.** Did (this incident/any of these incidents) occur on campus or on university affiliated off-campus property?

Yes [CONTINUE TO GA13a]

No [SKIP TO GA13b]

[IF BLANK THEN SKIP TO GA13b]

---

**GA13a.** [IF GA12=Yes] Where did (this incident/these incidents) occur? (Mark all that apply)

University residence hall/dorm  
Fraternity or Sorority house  
Other space used by a single-sex student social organization  
Other residential housing  
Non-residential building  
Other property (ex. outdoors)

[FOR ANY RESPONSE OR IF BLANK SKIP TO GA14]

---

**GA13b.** [IF GA12=No] Where did this (incident/these incidents) occur? (Mark all that apply)

Private residence  
Fraternity or Sorority house  
Other space used by a single-sex student social organization  
Restaurant, bar or club  
Other social venue  
Outdoor or recreational space  
Some other place

---

**GA14. Did any of the following happen to you from (this experience/any of these experiences)? (Mark all that apply)**

- Physically injured, [\[CONTINUE TO GA14a\]](#)
- Contracted a sexually transmitted disease [\[SKIP TO GA15\]](#)
- Became pregnant [\[SKIP TO GA15\]](#)
- None of the above [\[SKIP TO GA15\]](#)
- [\[IF BLANK THEN SKIP TO GA15\]](#)

---

**GA14a. What sort of injury or injuries did you sustain (Mark all that apply)**

- Bruises, black-eye, cuts, scratches or swelling
- Chipped or knocked out teeth
- Broken bones
- Internal injury from the sexual contact (ex., vaginal or anal tearing)
- Other injuries

---

**GA15. Did you experience any of the following as a result of (the incident/any of the incidents)? (Mark all that apply)**

- Difficulty concentrating on studies, assignments or exams
- Fearfulness or being concerned about safety
- Loss of interest in daily activities, or feelings of helplessness and hopelessness
- Nightmares or trouble sleeping
- Feeling numb or detached
- Headaches or stomach aches
- Eating problems or disorders
- Increased drug or alcohol use
- None of the above

---

**GA16. Have you ever contacted any of the following about (this experience/these experiences)? (Mark all that apply)**

- [\[UNIVERSITY SPECIFIC LIST\]](#)
- None of the above [\[GO TO GA17\]](#)
- [\[IF NO PROGRAMS MARKED GO TO GA17\]](#)

---

**BOX GA4**

IF NO PROGRAM MARKED, GO TO GA17  
ELSE ASK GA16a-GA16f FOR THE FIRST 4 PROGRAMS SELECTED IN GA16



**GA16a. When did you most recently contact [Program] about this experience?**

Fall of 2014 – present [CONTINUE TO GA16b]  
Fall of 2013 – Summer of 2014 [SKIP TO BOX GA4B]  
Fall of 2012 – Summer of 2013 [SKIP TO BOX GA4B]  
Prior to Fall 2012 [SKIP TO BOX GA4B]  
[IF BLANK THEN CONTINUE TO GA16b]

---

**GA16b. How useful was [Program] in helping you?**

Not at all  
A little  
Somewhat  
Very  
Extremely

---

**GA16c. At any time did you feel pressure from [Program] on whether or not to proceed with further reporting or adjudication?**

Yes  
No [SKIP TO GA16e]  
[IF BLANK THEN SKIP TO GA16e]

---

**GA16d. [IF GA16C=Yes] What type of pressure?**

To proceed with further reporting or adjudication  
To not proceed with further reporting or adjudication

---

**How would you rate [Program] on the following criteria?**

**GA16e. Respecting you**

Excellent  
Very good  
Good  
Fair  
Poor

---

**GA16f. Helping you understand your options going forward**

Excellent  
Very good  
Good  
Fair  
Poor

---

**BOX GA5**

IF GA16 = NO PROGRAMS MARKED, THEN CONTINUE  
IF MORE PROGRAMS MARKED THEN RETURN TO BOX GA4  
ELSE SKIP TO GA18

---

**GA17. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)**

Did not know where to go or who to tell  
Felt embarrassed, ashamed or that it would be too emotionally difficult  
I did not think anyone would believe me  
I did not think it was serious enough to report  
I did not want the person to get into trouble  
I feared negative social consequences  
I did not think anything would be done  
I feared it would not be kept confidential  
Incident was not on campus or associated with the school  
Incident did not occur while attending school  
Other

---

**GA18. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)**

Friend  
Family member  
Faculty or instructor  
Someone else  
I didn't tell anyone (else)

---

**BOX GA6**

IF THIS IS THE FIRST DIF FOR SECTION GA AND THERE IS ANOTHER INCIDENT THEN  
RETURN TO BOX GA1

ELSE GO TO BOX GC0

---

***Section GC – Detailed Incident Form (DIF) for G6-G9***

**BOX GC0**

IF ALL ITEMS G6 – G9 = 'NO' THEN SKIP TO BOX H1  
ELSE CONTINUE TO BOX GC1

**BOX GC1**

Section GC is administered UP TO 2 TIMES based on incidents reported in items G6-G9

The FIRST DIF will reference the MOST SERIOUS TYPE of incident reported

The SECOND DIF will reference the SECOND MOST SERIOUS TYPE of incident reported

The following are the 2 INCIDENT TYPES reported in G6-G9, (listed from most serious to least serious):

**GC Type 1:** G6 and/or G7 (Sex and/or Sexual touching by Coercion)

**GC Type 2:** G8 and/or G9 (Sex and/or Sexual touching without Affirmative Consent)

**You said that the following happened to you since you have been a student at [University]  
[SUMMARY OF REFERENCE INCIDENT(S)]**

**The next questions ask about what happened (when/during any of the times) this happened to you since you have been a student at [University].**

**GC1. (In total, across all of these incidents) (H/h)ow many people did this to you?**

1 person **[GO TO GC2a]**

2 persons **[GO TO GC2b]**

3 or more persons **[GO TO GC2b]**

**[IF BLANK THEN GO TO GC2b]**

**GC2a. [IF 1 PERSON] Was the person that did this to you ...**

Male

Female

Other gender identity

Don't know

**[FOR ANY RESPONSE OR IF BLANK THEN SKIP TO GC2c]**

---

**GC2b. [If >1 PERSON] Were any of the people that did this to you...**

|                       |        |            |
|-----------------------|--------|------------|
| Male                  | Yes No | Don't Know |
| Female                | Yes No | Don't Know |
| Other gender identity | Yes No | Don't Know |

---

**GC2c. What type of nonconsensual or unwanted behavior occurred during (this incident/any of these incidents)? (Mark all that apply)**

Penis, fingers or objects inside someone's vagina or anus  
Mouth or tongue makes contact with another's genitals  
Kissed  
Touched breast/chest, crotch/groin or buttocks,  
Grabbed, groped or rubbed in a sexual way  
Other

---

**GC3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)**

Student  
Faculty or instructor  
Coach or trainer  
Other staff or administrator  
Other person affiliated with a university program (ex., internship, study abroad)  
The person was not affiliated with [University]  
Don't know association with [University]

---

**GC4. At the time of (this event/ these events), what (was the person's/were these persons') relationship to you? (Mark all that apply)**

At the time, it was someone I was involved or intimate with  
Someone I had been involved or was intimate with  
Teacher or advisor  
Co-worker, boss, or supervisor  
Friend or acquaintance  
Stranger  
Other  
Don't know

---

**BOX GC2**

IF REFERENCE INCIDENT FOR THIS DIF IS G8 OR G9, THEN GO TO G5

IF THIS IS THE FIRST DIF FOR SECTION GC AND THERE IS ANOTHER INCIDENT THEN  
RETURN TO BOX GC1

ELSE GO TO BOX H0

---

**GC5. Did the person(s) do any of the following during (this incident/any of these incidents)?  
(Mark all that apply)**

Initiated sexual activity without checking in with you first or while you were still deciding

Initiated sexual activity despite your refusal

During consensual activity, ignored your verbal cues to stop or slow down

During consensual activity, ignored your nonverbal cues to stop or slow down

Otherwise failed to obtain your active ongoing voluntary agreement

None of the above

---