

Appendixes 1 – 5

Appendix 1. Instrument Development

A1.1 Survey Design Teams and Instrument Development

As mentioned in Section 2.1, the initial survey content and methodology for the Campus Climate Survey was developed as part of the AAU project, and in coordination with the AAU survey design team. The survey instrument used for the 2023 *Rochester Campus Climate Survey* was last administered for the university in 2021 and is nearly identical to the AAU survey administered in 2019, which was a revised version of the survey administered in 2015.¹ One minor change was made to the 2023 Rochester survey, which was to expand one response option in the list of school resources used as response options to 2 survey questions.

Content development for the 2015 survey and refinement for the 2019 survey were joint collaborations between Westat and the AAU Survey Design Team (SDT). In both 2015 and 2019, SDTs were composed of a multi-disciplinary team of college and university professors, administrators, and student service providers from participating schools with expertise in survey design and issues related to sexual assault and other misconduct on campus.

The SDTs also solicited feedback on the survey instrument from participating schools, and this input was considered when designing and updating the survey. The survey was finalized after conducting a series of one-on-one interviews (cognitive interviews) with college students, obtaining feedback from students at selected participating schools, and conducting a pilot with college students attending a school that was not participating in the survey.

A1.2 Survey Content and Sources

Survey topics in the 2023 *Rochester Campus Climate Survey* cover domains outlined by AAU in response to requests of Presidents/Chancellors from member colleges and universities during the development of the 2015 and 2019 surveys. These topics were split into several basic categories – 1) direct personal experience with sexual assault and other misconduct, 2) campus community, 3) school resources, and 4) student characteristics. This section describes

¹ For additional information on the 2015 and 2019 *Campus Climate Surveys*, including survey development processes, please see: <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>. (For 2015); and [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7 \(01-16-2020 FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7%20(01-16-2020%20FINAL).pdf) (for 2019)

the items. For additional information on processes for making decisions on operationalization of the constructs, please see the 2015 *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*.²

Personal Experience: Nonconsensual Sexual Contact

Students were asked about nonconsensual sexual contact that occurred as a result of four types of tactics: 1) physical force, 2) inability to consent or stop what was happening, 3) coercion, and 4) without active, ongoing voluntary agreement. Survey items were designed to: (1) estimate the prevalence and incidence of nonconsensual sexual contact experienced by students enrolled in IHEs (undergraduate, graduate/professional) on each participating campus, and (2) identify characteristics of these experiences (e.g., location, offender characteristics). The term “incidence” refers to the number of times a particular type of sexual assault or other misconduct occurred over a period of time. Among those that reported an incident of nonconsensual sexual contact, the students were asked about details for up to four incidents.

Sexual contact includes two behaviors—penetration and sexual touching. Penetration refers to sexual penetration of someone’s vagina or anus by a finger, penis, or object; and oral sex by a mouth or tongue on someone’s genitals. Sexual touching includes kissing; touching someone’s breast, chest, crotch, groin, or buttocks; or grabbing, groping, or rubbing against the other in a sexual way, even if the touching is over the other’s clothes.

Tactics Involving Physical Force and Inability to Consent or Stop What Was Happening

Five survey items were used to separate the different types of sexual contact for these two tactics. Physical force/attempted physical force includes someone being held down with the offender’s body weight, arms being pinned down, being hit or kicked, or the use or threat of use of a weapon against the victim. The inability to consent or stop what was happening refers to the occurrence of an incident because the victim was passed out, asleep, or incapacitated due to drugs or alcohol.

These tactics were considered the most serious types of tactics and constitute the primary measures used on several other surveys (e.g., Krebs, Lindquist, Warner, Fisher, &

²<https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>.

Martin, 2009).³ As noted above, the questions distinguished between different combinations of these tactics and the two types of sexual contact, including:

- Nonconsensual completed penetration that occurred as a result of physical force or threats of physical force,
- Nonconsensual unsuccessful attempts at penetration (not completed), involving physical force or threats of force,
- Nonconsensual completed penetration that occurred as a result of the victim's inability to consent or stop what was happening,
- Nonconsensual completed sexual touching that occurred as a result of physical force,
- Nonconsensual completed sexual touching that occurred as a result of the victim's inability to consent or stop what was happening.

The type of behavior and tactic are included in the same question, based on an approach advocated by Krebs et al. (2009).⁴ The approach has been successfully used in prior research on sexual victimization among college students (e.g., Krebs et al., 2009).⁵ The survey included five questions to screen for nonconsensual or unwanted sexual contact. Each screen question provided definitions and examples of each sexual contact type and tactic.

Coercion and Without Active, Ongoing Voluntary Agreement

Coercion was intended to capture non-consensual sexual contact involving threats of serious non-physical harm or promising rewards such that the student felt she or he must comply. This tactic was intended to capture behaviors that were violations of the student's personal or civil rights. It complemented the items asked in another section of the survey on sexual harassment by focusing on nonconsensual sexual contact as opposed to verbal or other harassing behaviors.

Incidents that occur without the student's active, voluntary agreement is the fourth tactic on which students report in the survey. This tactic was included in the survey to estimate the

³ Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2009). College Women's Experiences with Physically Forced, Alcohol- or Other Drug-Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College. *Journal of American College Health*, 57(6), 639-647.

⁴ Ibid

⁵ Ibid

prevalence and incidence of nonconsensual penetration and sexual touching among students at the participating IHEs, given that many college and university websites include a definition related to voluntary agreement (e.g., in the student code of conduct).

Collecting Details about the Incidents

The incidence (number of times) and prevalence of sexual assault and other misconduct were measured through the survey. The survey also included questions about when the incidents occurred: (1) since the student was enrolled at the IHE, and (2) during the current academic year (2022-2023).

To measure the timing and incidence of each type of nonconsensual sexual contact, students answered a series of follow-up questions on the number of incidents and the year in which an incident occurred. Affirmative responses to the initial screening items also followed with questions about the occurrence of a specific combination of behavior and tactic, beginning with the number of times each type of incident occurred. For each incident, the respondent identified the year it occurred and whether the incident had already been reported in response to an earlier question. The latter question was used to obtain unduplicated counts of events in which the respondent reported more than one tactic. This structure allowed analysts to form prevalence and incidence rates for incidents that occurred since the student enrolled in the school, as well as for incidents that occurred during the current academic year.

After counting all incidents reported during the screening, more details were collected about each type of incident. The DIF was administered up to four times for incidents that impacted or affected the respondent the most, relative to penetration or sexual touching involving (1) physical force or threats of physical force, (2) inability to consent or stop what was happening, (3) coercion, and (4) absence of active, voluntary agreement.

Students responded to a range of additional follow-up questions about an incident to understand the context of sexual assault. The content of the follow-up questions used in the DIF include: time of occurrence (school year, during an academic break or recess); location of incident (on or off campus, specific location); perpetrator characteristics (number of offenders, gender of offender, type of nonconsensual or unwanted behavior and tactic, offender affiliation with school, relationship to victim); context prior to the incident (respondent's voluntary consumption of alcohol or drugs, respondent's use of alcohol or drugs without his/her knowledge or consent, offender's use of alcohol or drugs); disclosure to other persons; use of

programs or resources; reasons for not using programs or resources; and outcomes (e.g., physical injuries, pregnancy, academic consequences, and psychosomatic symptoms).

Personal Experience: Sexual Harassment, Intimate Partner Violence, and Stalking

The measures of other misconduct collected were sexual harassment, intimate partner violence, and stalking.

To meet the legal definition of harassment there are two criteria. First, as per the U.S. Equal Employment Opportunity Commission (EEOC)⁶ and U.S. Department of Education,⁷ the behavior has to create a 'hostile or offensive work or academic environment.' The series of questions on sexual harassment include portions of Leskinen and Kortina's (2014)⁸ scale representing each of the major dimensions, with a few additional behaviors that are not covered by the scale. Questions on sexual harassment include the following behaviors:

- Made sexual remarks or told sexual jokes or sexual stories that were insulting or offensive to the victim;
- Made inappropriate or offensive comments about the victim or someone else's body, appearance, or sexual activities;
- Said crude or gross sexual things to the victim or tried to get the victim talk about sexual matters when she/he did not want to;
- Used social or on-line media to send offensive sexual remarks, jokes, stories, pictures, or videos to the victim or about the victim that she/he did not want; and
- Continued to ask the victim to go out, get dinner, have drinks, or have sex even though the victim said "no."

A second question is how to use these items when operationalizing the EEOC concept of 'hostile work environment.' According to legal definitions, to meet this standard, the behavior has to be either 'frequent or severe.' Most prior studies do this by asking whether a behavior occurred a specific number of times (e.g., 2014 MIT Community Attitudes on Sexual Assault

⁶ http://www.eeoc.gov/laws/types/sexual_harassment.cfm

⁷ http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a

⁸ 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.

Survey).⁹ Other campus climate surveys do not measure frequency and it is not clear how one can determine the threshold for a ‘hostile work environment.’

For 2023 *Rochester Campus Climate Survey*, respondents who reported that they had experienced one or more of the aforementioned sexually harassing behaviors were asked if the experience(s) interfered with their academic or professional performances; limited their ability to participate in an academic program; or created an intimidating, hostile, or offensive social, academic, or work environment. The experience of a sexually harassing behavior that affected the victim in at least one of these ways parallels EEOC’s definition regarding a ‘hostile environment,’ and the U.S. Department of Education’s guidelines related to student protection from harassment.¹⁰

The question wording for intimate partner violence is a combination of the wording used in the University of New Hampshire 2012 survey, as cited in the White House Task Force report (White House Task Force to Protect Students From Sexual Assault, 2014),¹¹ and the National Intimate Partner and Sexual Violence Survey (NISVS), conducted by the Centers for Disease Control and Prevention (Black et al., 2011).¹² Only those individuals who were in a partnered relationship since enrolling at the school were prompted to respond to a series of questions about intimate partner violence. To make this determination, the team developed a definition of a partnered relationship to capture various forms of ongoing relationships involving physical or sexual contact in which college students are likely to engage, including steady or serious relationships and marriage, civil union, domestic partnerships, or cohabitations. This question was asked in the demographic section of the survey.

⁹ <https://chancellor.mit.edu/sites/default/files/pdf/MITCommunityAttitudesonSexualAssault-Survey.pdf>

¹⁰ A federal law, *Title IX of the Education Amendments of 1972 (Title IX)*, prohibits discrimination on the basis of sex, including sexual harassment, in education programs and activities. All public and private education institutions that receive any federal funds *must* comply with *Title IX*. *Title IX* protects students from harassment connected to any of the academic, educational, extracurricular, athletic, and other programs or activities of schools, regardless of the location. *Title IX* protects students, both men and women, from sexual harassment by any school employee, another student, or a non-employee third party.

¹¹ 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/report.pdf>

¹² Black, M.C., et al. (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.

Fear is the criterion that distinguishes sexual harassment from stalking (Catalano, 2012; Logan, 2010).^{13 14} For the 2023 *Rochester Campus Climate Survey*, stalking was defined as repetitive behavior that caused fear or substantial emotional distress in a reasonable person. Three repeated pursuit behaviors associated with stalking are used in the survey, including:

- Made unwanted phone calls, sent emails, voice, text, or instant messages, or posted messages, pictures, or videos on social media or elsewhere online;
- Showed up somewhere uninvited or waited for the victim when she/he did not want that person to be there; and
- Spied on, watched, or followed the victim in person, or monitored the victim's activities or tracked his/her location using devices or software on a phone or computer.

Within the past decade, the use of new technologies (e.g., smartphone), related to the third tactic listed above, has emerged as a tactic for stalking. For example, Black et al. (2011)¹⁵ found that this tactic was the third most frequently occurring stalking behavior in the NISVS (39% for women and 31% for men reported experiencing behavior related to this tactic). It was also the third most frequently occurring behavior stalking victims reported experiencing in the NCVS (34.4%; Catalano, 2012).¹⁶

The same or a very similar set of follow-up questions were asked for sexual harassment, intimate partner violence, and stalking. Respondents were asked questions about:

- Offender characteristics, including gender, number of offenders or if the same offender committed the behavior more than once, number of incidents, association with the school, and relationship to the victim;
- Disclosure of information about the incident and to whom; and
- Contact with campus-sponsored programs about the incident.

¹³ 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.

¹⁴ Logan, T. (2010). Research on partner stalking: Putting the pieces together. Lexington, KY: University of Kentucky, Department of Behavioral Science & Center on Drug and Alcohol Research.

¹⁵ Black, M.C., et al. (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.

¹⁶ 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.

Respondents who contacted a program about the incident identified the time period (e.g., Fall of 2019-Summer of 2020) of the most recent contact, while victims who did not contact any programs following the incident were asked to provide reasons for not contacting them.

Student Perceptions and Knowledge

Topics and questions on perceptions of the campus community were drawn from five existing surveys that measured this construct— the Rutgers Campus Climate Survey (McMahon, 2018),¹⁷ the MIT Community Attitudes on Sexual Assault Survey (Massachusetts Institute of Technology, 2014),¹⁸ the University of Oregon Sexual Violence and Institutional Behavior Campus Survey (Freyd, Rosenthal, & Smith, 2014),¹⁹ the White House Task Force report (White House Task Force to Protect Students From Sexual Assault, 2014),²⁰ and the Campus Sexual Assault Study (Krebs et al., 2017).²¹ Topics included campus community members' attitudes toward each other, the school's efforts to inform students about sexual assault and other misconduct, perception of community safety, knowledge and use of police and resources, perceptions of leadership, policies and reporting, prevention training, and bystander intervention. Survey items on perception of the campus community in relation to sexual assault and other misconduct include the following constructs:

- Perception regarding risk;
- Knowledge and perceptions about resources;
- Prevention trainings for students;
- Perceptions of responses by school officials to incident reporting;

¹⁷ McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

¹⁸ Massachusetts Institute of Technology (2014). MIT Community Attitudes on Sexual Assault Survey. Retrieved from <https://web.mit.edu/surveys/casatips/sources.html>

¹⁹ Freyd, J.J., Rosenthal, M., & Smith, C.P. (2014). The UO Sexual Violence and Institutional Behavior Campus Survey. Retrieved from <https://dynamic.uoregon.edu/jif/campus/UO2014campussurveycontent.pdf>

²⁰ 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/report.pdf>

²¹ Krebs, C., Lindquist, C., Planty, M., Langton, L., Berzofsky, M.E., Asefnia, N. et al. (2017). Sensitivity of sexual victimization estimates to definitional and measurement decisions. *Journal of Interpersonal Violence*.

- Bystander behavior; and
- Students' experiences within the campus community (e.g., connection to the campus community, ease of seeking advice from faculty or staff, concern about student well-being).

Two types of questions on risk perceptions were administered. One asked about the likelihood of being a victim of sexual assault or other misconduct in the future while enrolled in school. The second asked students how problematic they thought sexual assault and other misconduct were at the IHE.

Students were asked about their awareness of the services and resources the school offered to those who were affected by sexual assault and other misconduct. Additional questions gauge students' knowledge of the definition of sexual assault and other misconduct at the university; where to get help at the school if the student or a friend experienced sexual assault or other misconduct; where to make a report of sexual assault or other misconduct at the school; and what happens when a student reports an incident of sexual assault or other misconduct at the school.

All students were asked if they completed training modules or information sessions related to sexual assault or other misconduct as an incoming student or since arriving at the school, and the topics the modules/sessions covered.

Additionally, all students were asked their perceptions of how school officials would respond after reports of sexual assault or other misconduct. Specifically, students were asked to assess the likelihood of officials taking the report seriously and conducting a fair investigation.

The original questions used in the 2015 survey measuring bystander behaviors and interventions were adapted from Banyard et al.'s (2005, 2014)^{22 23} work and Rutgers' Campus Climate Survey (McMahon, 2018).²⁴ A working group of the SDT reviewed the items that were used in 2015. The items were adapted based on their experience with analysis of the 2015 survey and the use of bystander trainings on their campuses. The final set of questions was the

²² Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). Rape prevention through bystander education: Bringing a broader community perspective to sexual violence prevention. U.S. Department of Justice.

²³ 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.

²⁴ McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

result of extensive discussions by the working group, the SDT, and consultation with those designing the training programs on campuses.

The questions ask respondents if they had ever experienced four specific situations since being a student at the IHE (e.g., witnessed a situation that the respondent believed could have led to a sexual assault). If they had experienced the situation, they were asked what specific action, if any, they took. Examples of possible actions taken include doing nothing because the student was not sure what to do, and seeking help from a friend.

School Resources

Students who were victims of behavior associated with sexual harassment, stalking, intimate partner violence, and/or nonconsensual or unwanted sexual contact and who contacted a school program about the incident were asked to respond to questions about their experiences with the programs. For each program contacted, respondents reported: (1) the degree to which the program was useful in helping them, and (2) whether they felt pressure to report or file a complaint.

Student Characteristics

Questions asking about the students' demographics are posed at the beginning of the survey. Background information collected included age, current student affiliation (undergraduate, graduate, professional), class or program year, race, Hispanic or Latino origin, resident status, gender identity, sexual orientation, relationship status, and identification as a student with a disability. Some of the information was used in the weighting procedure, such as age and class year in school. Other demographic information was used to assess incidence and prevalence of sexual assault and other misconduct among students in a particular school for a particular demographic group (e.g., affiliation, gender identity, sexual orientation). A question about involvement in partnered relationships (marriage or civil union, domestic partnership or cohabitation, steady or serious relationship, or other ongoing relationship involving physical or sexual contact) since enrolling at the school was used to identify relevant students for intimate partner violence estimates.

SDT members had multiple rounds of discussions about the wording of survey items related to sexual orientation and gender identity. They also solicited feedback from students to gain perspective on the most appropriate terms. Response options used in the survey take into consideration existing research on gender and sexual identity and suggestions from the SDT.

A1.3 The Instrument: The Campus Climate Survey on Sexual Assault and Misconduct

Survey Flow and Logic

The survey has a core set of 54 questions that are asked of every respondent. Additional questions are administered if respondents report being victimized. Respondents who reported experiencing behaviors associated sexual harassment, stalking, and intimate partner violence (sections D, E, and F, respectively) completed approximately 10 follow-up questions for each type of misconduct. These follow-up questions asked for information across all reported incidents for each form of victimization. For example, if someone was a victim of intimate partner violence by two different partners, the follow-up questions ask for information across both partners.

There is more complicated logic for the items covering incidents involving physical force and the inability to consent or stop what was happening (G1-G5), coercion (G6, G7), and those occurring without active, ongoing voluntary agreement (G8, G9). Across these items, there are two types of follow-up questions. First, there are follow-ups to each affirmative response to questions G1 – G9 (Attachment 1). The purpose of these follow-ups is to count and date each of the incidents that occurred. This is done by following each affirmative response to an individual screen item (G1 – G9) with questions that ask for the number of times (Attachment 1: G[X]a²⁵) and the school year in which the incident occurred (Attachment 1: G[X]b – G[X]c). To finalize the count, there are additional follow-up questions that ask if the incident is part of another incident that was already reported. If it had already been reported, the respondent is asked to indicate which other incident was involved (Attachment 1: G[X]d, G[X]e). Respondents that experienced four or more incidents that occurred during the current school year reported whether or not any of the other incidents also occurred since the beginning of the current school year (Attachment 1: G2f).

After G1 – G9 were completed, a second type of follow up was used to collect details on the victimization that was reported (DIF; Attachment 2). If a respondent responded affirmatively to at least one item in G1-G9, a series of approximately 18 items were administered to collect the details (Attachment 2; Items GA). These follow-ups are administered separately for up to four incidents reported in items G1-G9. Respondents

²⁵“X” goes from 1 to 9. For example, G[1]a is the follow-up to question G1; G[2]a is the follow-up to question G2, etc.

completed the first DIF in reference to the incident that impacted or affected them the most, followed by additional DIFs for up to three other incidents that also impacted or affected them. For example, if a respondent reports a penetration by force (G1) and sexual touching by force (G3), these items were administered twice, once for each type.

As with the other types of victimization, these follow-up questions ask for a summary across all incidents of each type. For example, if the individual was a victim of sexual touching involving physical force (G3) on two occasions, the items will ask for a summary across both incidents.

Survey Instrument

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
18-39, by single year
40+
-

[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.**
1st year [GO TO A5]
2nd year [GO TO A5]
3rd year [GO TO A5]
4th year or higher [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 (e.g. most credits, college of main advisor).

Arts, Sciences and Engineering, Hajim School of Engineering & Applied Sciences
Arts, Sciences and Engineering, School of Arts and Sciences
Eastman Institute of Oral Health
Eastman School of Music
School of Medicine and Dentistry, Graduate
School of Medicine and Dentistry, MD
School of Nursing
Simon Business School
Warner School of Education

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

[DROP DOWN LIST]

Prior to 2018
2018 – 2023 by single year

A6a. [IF A2 = Graduate OR Professional] Did you first enroll as an undergraduate student?

Yes [GO TO A6b]

No [SKIP TO A7]

A6b. What year did you enroll as a graduate or professional student?

[DROP DOWN LIST]

Prior to 2018
2018 – 2023 by single year

A7. Are you in a program in which you take all of your courses online?

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 [\[GO TO A10\]](#)

Asian [\[GO TO A9A\]](#)

Black or African American [\[GO TO A10\]](#)

Native Hawaiian or Other Pacific Islander [\[GO TO A10\]](#)

White [\[GO TO A10\]](#)

Other [\[GO TO A10\]](#)

[\[IF BLANK GO TO A10\]](#)

A9a. Please select one or more of the following that best represents your background:

Asian Indian

Chinese

Filipino

Japanese

Korean

Vietnamese

Other Asian

A10. Are you a US citizen or permanent resident?

Yes

No

A11. Which best describes your gender identity?

Woman

Man

Trans woman (male-to-female)

Trans man (female-to-male)

Nonbinary or genderqueer

Questioning

Not listed.

Decline to state

A12. Do you consider yourself to be (Mark all that apply)

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

A13. Since you have been a student at [University], have you been in any of these partnered relationships? (Mark all that apply):

Marriage or civil union
Domestic partnership or cohabitation
Steady or serious relationship
Other ongoing relationship involving physical or sexual contact
None of the above

A14. Are you currently ...

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

A15a. Do you identify as a student with any of the following? (Mark all that apply)

Learning disability
ADHD
Autism Spectrum Disorder
Mobility-related disability (e.g., spinal cord injury, muscular dystrophy, etc.)
Sensory disability (e.g., hard of hearing, low vision, etc.)
Chronic mental health condition (e.g., depression, PTSD, anxiety disorder, etc.)
Chronic medical condition (e.g., cystic fibrosis, diabetes, chronic pain, etc.)
Other disability or chronic condition
None of the above **[SKIP TO A16]**

A15. [IF A15a=ANY] Have you registered with [University]'s office of student accessibility and disability services?

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):

Academically focused group (e.g., Biology Council, Debate Club, etc.)

Advocacy focused group (Amnesty International, College Feminists, etc.)

Club sports

Varsity sports

Fraternity or Sorority

Governing bodies (student government, residence hall association, etc.)

Honor society

Identity/Affinity based organizations (Graduate Students of Color, PRIDE, Black Students Union, SALSA, Graduate Women in Science, etc.)

Media (e.g., campus newspaper, radio station, etc.)

Performing group (e.g., a cappella group, dance group, etc.)

Political group (college democrats, college republicans, etc.)

Religious group

Community service oriented group

Other campus-based club or organization, including non-funded organizations

None of the above

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

On campus undergraduate residence hall

On campus University owned/operated special interest housing other than Fraternity or Sorority

On campus Fraternity or Sorority space in a residence hall

On campus Fraternity on the Fraternity Quad

On campus Undergraduate apartment (Brooks Crossing, Riverview or Southside)

Off campus University owned/operated Graduate and Family apartment (Whipple Park, University Park or Goler House)

Off campus in a house with members of my fraternity or sorority

Off campus in a house with members of my athletic team

Off campus in a house other

Off campus in an apartment not owned/operated by the University

SECTION BB – CAMPUS CLIMATE

The next few questions are about how you experience the campus community at [University].

BB1. How connected do you feel to the campus community at [University] as a whole?

Not at all
A little
Somewhat
Very
Extremely

BB2. How comfortable are you seeking advice from faculty or staff at [University], even about something personal?

Not at all
A little
Somewhat
Very
Extremely

BB3. How concerned are students at [University] about each other's well-being?

Not at all
A little
Somewhat
Very
Extremely

BB4. How concerned are faculty or staff at [University] about your well-being?

Not at all
A little
Somewhat
Very
Extremely

BB5. How concerned are University Officials at [University] about your well-being?

Not at all
A little
Somewhat
Very
Extremely

BB6_URO*

[ALL RESPONDENTS]

How often do faculty and staff at [UNIVERSITY] respect professional boundaries between self and student?

- Always
- Most of the time
- Some of the time
- Rarely
- Never

*All custom items are identified in orange and labeled XX_URO

BB7_URO

[ALL RESPONDENTS]

How many [UNIVERSITY] students would respect someone who used a bystander intervention strategy to prevent a sexual assault on campus?

- All students
- Most students
- Some students
- No students

SECTION B – PERCEPTIONS OF RISK

“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 other 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 in the future while enrolled at [University]?

Not at all
A little
Somewhat
Very
Extremely

B3_URO

[ALL RESPONDENTS]

How likely do you think it is that you will commit intimate partner violence, stalking, sexual harassment or sexual assault while attending [UNIVERSITY]?

Not at all
A little
Somewhat
Very
Extremely

SECTION C – KNOWLEDGE OF RESOURCES

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

C1. Are you aware of the services and resources provided by the following? (Mark all that apply)

Title IX Office
University Counseling Center
University Health Service
RESTORE Sexual Assault Services
Willow Domestic Violence Center
Sexual Assault Nurse Examiners (SANE) or Sexual Assault Forensic Examination Center (SAFE) at Strong Memorial Hospital
University Public Safety
The CARE Network
University Intercessors or Ombudspersons
Office of Residential Life and Housing Services
New York State Police Campus Sexual Assault Division
Legal Aid Society of Western NY
Rochester Police Department
Office of Equity and Inclusion
None of the Above

C2a. How knowledgeable are you about how sexual assault and other sexual misconduct are defined at [University]?

Not at all
A little
Somewhat
Very
Extremely

C2b. How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?

Not at all
A little
Somewhat
Very
Extremely

C2c. How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?

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

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

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

C3_URO

[ALL RESPONDENTS]

How well do you understand the meaning of the term “affirmative consent”?

- Completely understand
 - Mostly understand
 - Partially understand
 - Do not understand at all
-

C4_URO

[ALL RESPONDENTS]

How well do you feel that [UNIVERSITY] has prepared you to help prevent sexual misconduct from occurring to others?

- Extremely well
- Very well
- Somewhat well
- Fairly well
- Not well at all

SECTION D - SEXUAL HARASSMENT

These next questions ask about behaviors you may have experienced while a student at [University].

- 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 sexual jokes or sexual stories that were insulting or offensive to you?**

Yes

No

- 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

No

- 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

No

- D4. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] used social or on-line media to do any of the following that you didn't want:**

- send offensive sexual remarks, jokes, stories, pictures or videos to you
- communicate offensive sexual remarks, jokes, stories, pictures or videos about you

Yes

No

- 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

No

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 told sexual jokes or stories 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 used social or any other form of on-line media to communicate offensive sexual remarks, jokes, stories, pictures or videos to you or about you
- **[IF D5 = YES]** Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"

D5a. Did (this/any of these) experience(s) affect you in any of the following ways? (Mark all that apply)

Interfered with your academic or professional performance

Limited your ability to participate in an academic program

Created an intimidating, hostile or offensive social, academic or work environment

None of the above

D6. How many different people behaved this way?

1 person **[GO TO D6a]**

2 persons **[SKIP TO D6b]**

3 or more persons **[SKIP TO D6b]**

[IF BLANK SKIP TO D6b]

D6a. **[IF 1 PERSON] Was the person that did this to you...**

Man

Woman

Other gender identity

Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO D7]

D6b. **[IF >1 PERSON] Were any of the people that did this to you...**

Man	Yes	No
Woman	Yes	No
Other gender identity	Yes	No
Don't Know	Yes	No

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

Student

Student teaching assistant

Faculty or instructor

Research staff

Other staff or administrator

Coach or trainer

Alumni

Other person associated with [University] (e.g., internship, study abroad)

The person was not associated with [University]

Unsure about 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)

Someone I was involved or intimate with at the time

Someone I previously had been involved or intimate with

Teacher

Advisor

Someone I was teaching or advising

Live-in residential staff

Coach or trainer

Boss or supervisor

Co-worker

Friend

Classmate

Someone I know or recognize, but was not a friend

Did not know or recognize this person

D9. Since the beginning of the Fall 2022 term, how many times has someone behaved this way?

[DROP DOWN LIST]

0-19

20+

- D10. Since you have been a student at [University], have you contacted any of the following about this experience? (Mark all that apply)**
- Title IX Office
 - University Counseling Center
 - University Health Service
 - RESTORE Sexual Assault Services
 - Willow Domestic Violence Center
 - Sexual Assault Nurse Examiners (SANE) or Sexual Assault Forensic Examination Center (SAFE) at Strong Memorial Hospital
 - The CARE Network
 - Office of Residential Life and Housing Services
 - University Public Safety
 - Rochester Police Department and/or New York State Police Campus Sexual Assault Division
 - 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 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 2022 – present
- Fall of 2021 – Summer of 2022
- Fall of 2020 – Summer of 2021
- Prior to Fall of 2020

BOX D3

IF MORE PROGRAMS MARKED IN D11 THEN RETURN TO BOX D2
ELSE SKIP TO D14

D13. [IF NO PROGRAMS CONTACTED] Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX D4

IF D13= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO D14

D13a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
 - The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
 - I contacted other programs or services that I felt were appropriate
 - I had trouble reaching the program or service
 - I was too busy
 - The event happened in a context that began consensually
 - Because of the person's gender, I thought it would be minimized or misunderstood
 - I might be counter-accused
 - Alcohol and/or other drugs were present
 - Events like this seem common
 - My body showed involuntary arousal
 - Other
-

D14. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

SECTION E – STALKING

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

- E1. Since you have been a student at [University], has someone made unwanted phone calls, sent emails, voice, text or instant messages to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online?**

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 uninvited or waited for you when you did not want that person to be there?**

Yes

No **[GO TO E3]**

[IF BLANK THEN GO TO E3]

- 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 in person, or monitored your activities or tracked your location using devices or software on your phone or computer?**

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 E4a

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 to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online
- **[IF E2 = YES]** Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person, or monitored your activities or tracked your location using devices or software on your phone or computer

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

Yes **[GO TO E4a]**

No **[GO TO BOX F0]**

Don't Know **[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
- **[IF E2 = YES]** Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person or using devices or software

E4a. Did any of these unwanted contacts or behaviors make you fear for your safety or the safety of someone close to you?

Yes

No

E4b. Did any of these unwanted contacts or behaviors cause you substantial emotional distress?

Yes

No

E4d. Were any of the people that did this to you...

Man	Yes	No
Woman	Yes	No
Other gender identity	Yes	No
Don't Know	Yes	No

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

Student

Student teaching assistant

Faculty or instructor

Research staff

Other staff or administrator

Coach or trainer

Alumni

Other person associated with [University] (e.g., internship, study abroad)

The person was not associated with [University]

Unsure about 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)

Someone I was involved or intimate with at the time
Someone I previously had been involved or intimate with
Teacher
Advisor
Someone I was teaching or advising
Live-in residential staff
Coach or trainer
Boss or supervisor
Co-worker
Friend
Classmate
Someone I know or recognize, but was not a friend
Did not know or recognize this person

E7. Since the beginning of the Fall 2022 term, how many times have you had any of these experiences?

[DROP DOWN LIST]

0-19
20+

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)

Title IX Office
University Counseling Center
University Health Service
RESTORE Sexual Assault Services
Willow Domestic Violence Center
Sexual Assault Nurse Examiners (SANE) or Sexual Assault Forensic Examination Center (SAFE) at Strong Memorial Hospital
The CARE Network
Office of Residential Life and Housing Services
University Public Safety
Rochester Police Department and/or New York State Police Campus Sexual Assault Division
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 E9 FOR EACH PROGRAM MARKED IN E8 (UP TO 10)

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

- Fall of 2022 – present
- Fall of 2021 – Summer of 2022
- Fall of 2020 – Summer of 2021
- Prior to Fall of 2020

BOX E3

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

E11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX E4

IF E11= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO E12

E11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

I was not injured or hurt

The reaction by others suggested that it wasn't serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person's gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other:

E12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

SECTION F – INTIMATE PARTNER VIOLENCE (IPV)

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]. Recall that a partnered relationship can be any of the following:

- Marriage or civil union
- Domestic partnership or cohabitation
- Steady or serious relationship
- Other ongoing relationship involving physical or sexual contact

People treat their partners in many different ways. The next section asks you questions about your relationship(s) with your partner(s).

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 him/herself?

Yes

No

F3. Since you have been a student at [University], has a partner used any kind of physical force against you or otherwise physically hurt or injured 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

Yes

No

BOX F1

IF F1=YES OR F2=YES OR F3=YES, THEN GO TO F4
ELSE SKIP 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 [GO TO F4a]

2 partners [SKIP TO F4b]

3 or more partners [SKIP TO F4b]

[IF BLANK SKIP TO F4b]

F4a. [IF 1 PERSON] Was the person that did this to you...

Man

Woman

Other gender identity

Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO F5]

F4b. [IF >1 PERSON] Were any of the people that did this to you...

Man	Yes	No
Woman	Yes	No
Other gender identity	Yes	No
Don't Know	Yes	No

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]

F7. Since the beginning of the Fall 2022 term, how many times have you (had this experience/had any of these experiences)?

[DROP DOWN LIST]

0-19

20+

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)

Title IX Office

University Counseling Center

University Health Service

RESTORE Sexual Assault Services

Willow Domestic Violence Center

Sexual Assault Nurse [Examiners \(SANE\)](#) or [Sexual Assault Forensic Examination Center \(SAFE\)](#) at Strong Memorial Hospital

The CARE Network

Office of Residential Life and Housing Services

University Public Safety

Rochester Police Department and/or New York State Police Campus Sexual Assault Division

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 F9 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 2022 – present

Fall of 2021 – Summer of 2022

Fall of 2020 – Summer of 2021

Prior to Fall of 2020

BOX F3

IF MORE PROGRAMS MARKED IN F8 THEN RETURN TO BOX F2
ELSE SKIP TO F12

F11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX F4

IF F10= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO F12

F11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
 - The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
 - I contacted other programs or services that I felt were appropriate
 - I had trouble reaching the program or service
 - I was too busy
 - The event happened in a context that began consensually
 - Because of the person's gender, I thought it would be minimized or misunderstood
 - I might be counter-accused
 - Alcohol and/or other drugs were present
 - Events like this seem common
 - My body showed involuntary arousal
 - Other
-

F12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

SECTION G – SV SCREENER

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University].

The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. 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.

Please consider anyone who did this, whether or not the person was associated with (University).

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/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 using their body weight to hold you down, 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

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. 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

G9. 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 HH0

SECTION HH – OPINIONS OF PROGRAM SERVICES

BOX HH0

IF RESPONDENT MARKED ANY PROGRAM IN ITEMS (D10, E8, F8, or GA16) THEN
CONTINUE
ELSE SKIP TO BOX H0

ADMINISTER QUESTIONS HH1& HH2 FOR EACH PROGRAM A-J MARKED IN (D10, E8, F8, GA16), UP TO 10 TIMES

QUESTIONS ARE ASKED FOR EACH PROGRAM MARKED, REGARDLESS OF INCIDENT TYPE OR NUMBER OF CONTACTS. FOR EXAMPLE:

- If someone marks 'Program A' in D11 and 'Program A' in GA16, they will receive questions HH1& HH2 only once (for 'Program A')
- If someone marks 'Program A' and 'Program C' in D10, and 'Program C' in F8, then they will receive questions HH1& HH2 twice: once for 'Program A' and once for 'Program C'.

Earlier you said that you have contacted the following as a result of an incident:

[LIST programs contacted]

The following ask you about your experience with (this/each of these) program(s)

You said that you contacted [PROGRAM] ...

HH1. How useful was [Program] in helping you?

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

HH2. At any time did you feel pressure from [PROGRAM] on whether or not to report or file a complaint?

- No, I did not feel pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure NOT to report or file a complaint

BOX HH1

IF MORE PROGRAMS SELECTED IN (D10, E8, F8, or GA16) THEN RETURN TO BOX HH0
ELSE CONTINUE TO BOX H1

SECTION H – SEXUAL MISCONDUCT PREVENTION TRAINING

BOX H0

IF A6=2022 or 2023 THEN GO TO H1

IF A6 < 2022 THEN GO TO H2

H1. As an incoming student at [University], did you complete any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H1a]

No [GO TO I1]

[IF BLANK THEN SKIP TO I1]

H1a. [IF H1 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

H2. Since arriving at [University], have you completed any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H2a]

No [GO TO I1]

[IF BLANK THEN CONTINUE TO I1]

H2a. [IF H2 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

SECTION I – PERCEPTIONS OF RESPONSES TO REPORTING

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

- I1. If someone were to report a sexual assault or other 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

- I2. If someone were to report a sexual assault or other 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

I3_URO

[ALL RESPONDENTS]

How much do you agree or disagree with the following statement?

When someone who has been subjected to sexual assault or other sexual misconduct requests [UNIVERSITY]'s help in making a report to a police agency (Rochester Police Department, New York State Police, etc.) the University helps them make the report.

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

I4_URO

[ALL RESPONDENTS]

How much do you agree or disagree with the following statement?

There are differences between the way [UNIVERSITY] and the criminal justice system define prohibited sexual behaviors and determine whether someone is responsible for engaging in them.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

SECTION J – BYSTANDER BEHAVIOR

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

- J1. Since you have been a student at [University], have you noticed someone at [University] making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that you believed was making others feel uncomfortable or offended?**

Yes **[CONTINUE]**

No **[GO TO J2]**

[IF BLANK THEN GO TO J2]

- J1a. Thinking about the last time this happened, what did you do? (Mark all that apply)**

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person's friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn't sure what to do

Did nothing for another reason

Other

- J2. Since you have been a student at [University], have you witnessed a pattern of ongoing sexual comments or behaviors that made you concerned that a fellow student at [University] was experiencing sexual harassment?**

Yes **[CONTINUE]**

No **[GO TO J3]**

[IF BLANK THEN GO TO J3]

J2a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
 - Checked in with the person who seemed impacted by the behavior
 - Confronted or expressed concern to the person engaging in the behavior
 - Sought help from either person's friends
 - Sought help from someone else
 - Expressed concern to school administrators or another person in a position of authority
 - Did nothing because the person impacted appeared to be handling the situation
 - Did nothing because I wasn't sure what to do
 - Did nothing for another reason
 - Other
-

J3. Since you have been a student at [University], have you witnessed someone at [University] behaving in a controlling or abusive way towards a dating or sexual partner?

Yes [CONTINUE]

No [GO TO J4]

[IF BLANK GO TO J4]

J3a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
 - Checked in with the person who seemed impacted by the behavior
 - Confronted or expressed concern to the person engaging in the behavior
 - Sought help from either person's friends
 - Sought help from someone else
 - Expressed concern to school administrators or another person in a position of authority
 - Did nothing because the person impacted appeared to be handling the situation
 - Did nothing because I wasn't sure what to do
 - Did nothing for another reason
 - Other
-

J4. Since you have been a student at [University], have you witnessed a situation that you believed could have led to a sexual assault?

Yes [CONTINUE]

No

J4a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person's friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority.

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn't sure what to do

Did nothing for another reason

Other

SURVEY COMPLETION SCREEN

You have completed the survey, but your data have not yet been submitted. We greatly appreciate your willingness to share your personal experiences and opinions about some very private and sensitive issues. Thank you.

If you or someone you know needs support services related to an experience of sexual assault or other sexual misconduct, click on the “Support Resources” link at the top and bottom of this page for information on how to access support services.

Please click on the “Submit” button to submit your completed survey now.

[SUBMIT BUTTON]

[PREVIOUS PAGE BUTTON]

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. 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 2022 term [GO TO NEXT BOX]
2. Prior to the Fall 2022 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 2021 to Summer 2022
2. Fall 2020 to Summer 2021
3. Fall 2019 to Summer 2020
4. Prior to Fall of 2019
5. It occurred before I was a student at [University][GO TO BOX G1_2]
[IF BLANK GO TO BOX G1_2]

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 BOX G1_2]
[IF BLANK THEN GO TO BOX G1_2]
-

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]B='since Fall 2022' 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 of the Fall 2022 term?

- Yes
No

ATTACHMENT 2 – SECTION GA: SUMMARY DETAILED INCIDENT FORM

BOX GA0

IF ALL ITEMS G1 – G9 = 'NO' OR BLANK THEN SKIP TO BOX H0
ELSE CONTINUE TO BOX GA1

BOX GA1

Section GA is administered up to 4 TIMES based on incidents reported in items G1 – G9
Respondents who reported at least 1 incident in G1 – G9 will be asked to complete 1 DIF.
Respondents who reported more than 1 incident will be given the option to complete up to 4 DIFs (see the end of section GA for this request).

A DIF will be in reference to 1 single incident

The incident referenced by a DIF will be selected by the respondent, based on how much the experience impacted or affected the respondent.

- The FIRST DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE MOST
- The SECOND DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE SECOND MOST
- ...up to 4 incidents

BOX GA1.5

Count number of eligible incidents for each item in section G:

DO FOR X = 1 – 9 AND Y = 1 – 4

if G[X]=YES then do

G[X]count = G[X] a

if G[X]a=BLANK then G[X]count=1

if G[X]c_[Y] = 5 OR G[X]e_[Y] = (1 to 8) then G[X]count - 1

Dynamic text

if sum (G1count-G9count) =1 then:

“...what happened during the incident you reported...”

if sum (G1count-G9count) >1 AND first incident then:

“...what happened during one of the incidents you reported...”

if sum if sum (G1count-G9count) >1 AND 2nd-4th incident then:

“...what happened during another one of the incidents you reported...”

The following questions ask about what happened during (the/(another) one of the) incident(s) you reported earlier. Sometimes it is difficult to report on these details, but the information you provide will help us understand the context and consequences of the incident.

Please remember that you can skip any question if you do not want to answer.

[IF FIRST INCIDENT]: You said that the following happened to you since you have been a student at [University]:

- [IF G1count > 0] Penetration or oral sex involving physical force or threats of physical force ([G1count] incidents)
- [IF G2count > 0] Attempted but not successful penetration or oral sex involving physical force or threats of physical force ([G2count] incidents)
- [IF G3count > 0] Sexual touching involving physical force or threats of physical force ([G3count] incidents)
- [IF G4count > 0] Penetration or oral sex when you were unable to consent or unable to stop what was happening ([G4count] incidents)
- [IF G5count > 0] Sexual touching when you were unable to consent or unable to stop what was happening ([G5count] incidents)
- [IF G6count > 0] Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards ([G6count] incidents)
- [IF G7count > 0] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards ([G7count] incidents)
- [IF G8count > 0] Penetration or oral sex without your active ongoing consent ([G8count] incidents)
- [IF G9count > 0] Sexual touching without your active ongoing consent ([G9count] incidents)

[IF ONE INCIDENT]: Please answer the following questions about what happened during this experience and how it impacted or affected you.

[IF FIRST INCIDENT OF 2 OR MORE]: The following questions ask you about what happened during one of these experiences. While all such experiences are of great concern, please answer the following questions about the experience that has *impacted or affected you the most*.

[IF SECOND, THIRD OR FOURTH INCIDENT] You reported that [XX] other incidents involving sexual contact occurred. The following questions ask you about what happened during the incident that had the NEXT greatest impact on you. Please remember that you can skip any question if you do not want to answer.

GA1. How many people did this to you (during this incident)?

1 person [GO TO GA2a]

2 persons [SKIP TO GA2b]

3 or more persons [SKIP TO GA2b]

[IF BLANK SKIP TO GA2b]

GA2a. [IF 1 PERSON] Was the person that did this to you ...

Man

Woman

Other gender identity

Don't know

[FOR ANY RESPONSE OR IF BLANK SKIP TO GA2c]

GA2b. [IF >1 PERSON] Were any of the people that did this to you...

Man	Yes	No
Woman	Yes	No
Other gender identity	Yes	No
Don't Know	Yes	No

**GA2c. What type of nonconsensual or unwanted behavior occurred during this incident?
(Mark all that apply)**

Penis, finger(s) or object(s) was inside someone's vagina or anus

Mouth or tongue made contact with another's genitals

Kissed

Touched breast, chest, crotch, groin or buttocks

Grabbed, groped or rubbed in a sexual way

Other

GA2d. How did the person do this? (Mark all that apply)

The person(s) used physical force or threats physical of force

The person(s) did this when I was unable to consent or stop what was happening
because I was passed out, asleep, or incapacitated due to drugs or alcohol

The person(s) threatened serious non-physical harm or promised rewards

The person(s) did this without my active, ongoing, voluntary agreement

GA3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)

Student

Student teaching assistant

Faculty or instructor

Research staff

Other staff or administrator

Coach or trainer

Alumni

Other person associated with [University](e.g., internship, study abroad)

The person was not associated with [University]

Unsure about association with [University]

GA4. At the time of this event, what (was the person's /were these persons') relationship to you? (Mark all that apply)

Someone I was involved or intimate with at the time

Someone I previously had been involved or intimate with

Teacher

Advisor

Someone I was teaching or advising

Live-in residential staff

Coach or trainer

Boss or supervisor

Co-worker

Friend

Classmate

Someone I know or recognize, but was not a friend

Did not know or recognize this person

GA5. Before the incident, (was/were) (the person/any of the persons) who did this to you drinking alcohol?

Yes

No

Don't know

GA6. Before the incident, (was/were) (the person/any of the persons) who did this to you using drugs?

Yes

No

Don't Know

GA7. Before the incident were you drinking alcohol? Keep in mind that your use of alcohol in no way absolves a person who acted against your will.

Yes

No

GA8. Before the incident did you voluntarily take any drugs? Keep in mind your use of drugs in no way absolves a person who acted against your will.

Yes

No

GA9. Before the incident, 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 GA11a

GA10. Were you passed out or asleep for all or parts of this incident?

Yes

No

Not sure

GA11a. Did this incident occur during an academic break or recess?

Yes

No

GA12a. Where did this incident occur?

University residence hall/dorm
Fraternity house
Sorority house
Other space used by a single-sex student social organization
Other residential housing
Classroom, lab or fieldwork setting
Faculty or staff office
Restaurant, bar or club
Other non-residential building
Outdoor or recreational space
Some other place

GA12b. Did this incident occur:

On a (University) campus location
On a (University) affiliated off-campus location
Some other place

GA13a. Did you experience any of the following as a result of the incident? (Mark all that apply)

Avoided or tried to avoid the person(s)
Fearfulness or being concerned about safety
Feelings of helplessness or hopelessness
Loss of interest in daily activities
Withdrawal from interactions with friends
Stopped participating in extracurricular activities
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

GA13b. Did you experience any of the following on your academic or professional life? (Mark all that apply)

- Decreased class attendance
 - Difficulty concentrating on course projects, assignments, or exams
 - Difficulty concentrating on thesis/dissertation research or lab/clinical duties
 - Difficulty going to work
 - Withdrew from some or all classes
 - Changed my residence or housing situation
 - Changed my career plan
 - Considered dropping out of school
 - Changed major or college
 - None of the above
-

GA14. Did any of the following happen to you from this experience? (Mark all that apply)

- Physically injured **[CONTINUE TO GA15]**
 - Contracted a sexually transmitted disease or infection **[SKIP TO GA15]**
 - Became pregnant **[SKIP TO GA15]**
 - None of the above **[SKIP TO GA15]**
 - [IF BLANK THEN SKIP TO GA15]**
-

GA15. [IF A15a = ANY] You said that you have:

- (List of conditions marked in A15a)

Did this incident have any of the following effects on you? (Mark all that apply):

- It led to my developing (at least one of these/this) condition(s)
 - It exacerbated or made worse (at least one of these/this) condition
 - It had no effect (on any of these/on this) condition(s)
-

GA16. Have you ever contacted any of the following about this experience? (Mark all that apply)

Title IX Office
University Counseling Center
University Health Service
RESTORE Sexual Assault Services
Willow Domestic Violence Center
Sexual Assault Nurse Examiners (SANE) or Sexual Assault Forensic Examination Center (SAFE) at Strong Memorial Hospital
The CARE Network
Office of Residential Life and Housing Services
University Public Safety
Rochester Police Department and/or New York State Police Campus Sexual Assault Division
None of the above [GO TO GA17]
[IF NO PROGRAMS MARKED GO TO GA17]

BOX GA4

IF NO PROGRAM MARKED, SKIP TO GA17
ELSE ASK GA16a FOR THE FIRST 4 PROGRAMS SELECTED IN GA16

GA16a. When did you most recently contact [Program] about this experience?

Fall of 2022 – present
Fall of 2021 – Summer of 2022
Fall of 2020 – Summer of 2021
Prior to Fall 2020

BOX GA5

IF MORE PROGRAMS MARKED THEN RETURN TO BOX GA4
ELSE SKIP TO GA18

GA17. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

I did not know where to go or who to tell
I 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 contact any of these programs or resources
I did not want the person to get into trouble
I feared negative academic, social or professional consequences
I feared it would not be kept confidential
I could handle it myself
I feared retaliation
I didn't think these resources would give me the help I needed
Incident occurred while school was not in session
Other

BOX GA6

IF GA17= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE IF MORE THAN ONE RESPONSE MARKED THEN SKIP TO GA17b
ELSE SKIP TO GA18

GA17a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

I was not injured or hurt
The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
I contacted other programs or services that I felt were appropriate
I had trouble reaching the program or service
I was too busy
The event happened in a context that began consensually
Because of the person's gender, I thought it would be minimized or misunderstood
I might be counter-accused
Alcohol and/or other drugs were present
Events like this seem common
My body showed involuntary arousal
Other

BOX GA7

IF MORE THAN ONE RESPONSE MARKED ACROSS GA17 AND GA17a THEN CONTINUE
ELSE SKIP TO GA18

GA17b. What was the most important reason why you did not contact these programs or resources at (University)?

[LIST OF ALL OPTIONS MARKED IN GA17 AND GA17a]

GA18. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

BOX GA8

IF THIS IS THE FIRST, SECOND, OR THIRD DIF AND THERE IS ANOTHER INCIDENT THEN CONTINUE TO GA19

ELSE SKIP TO BOX HH0

GA19. You told us that you experienced [sum of (G1count-G9count) - # of completed DIFs] other incidents involving sexual contact since you have been a student at [University]. Would you like to tell us about the details involved in another incident?

Please keep in mind that this is completely voluntary. If you don't want to answer any more questions about specific incidents, select "no".

Yes, I would like to answer questions about another incident [RETURN TO BOX GA1]

No, continue with the rest of the survey [CONTINUE TO BOX HH0]

[IF BLANK THEN CONTINUE TO BOX HH0]

Appendix 2. Human Subjects Protections and Safeguards

A2.1 IRB Review Options and Process Overview

As in 2021, the University of Rochester Institutional Review Board (IRB) determined that the role of the university did not constitute human subjects research and the Westat IRB again served as the IRB of record for review, approving the project on February 15, 2023, and continuing oversight of human subjects research related to the study.

A2.2 Respondent Emotional Protections

Given the sensitive nature of the survey topic, there was some risk of emotional distress for survey participants, as well as concerns about confidentiality and data security. Consequently, a number of human subject protections and security protocols were considered and put in place for survey participants.

A2.3 NIH Certificate of Confidentiality

The University of Rochester sexual assault and misconduct survey is protected by a Federal Certificate of Confidentiality (CoC) CC-OD-21-1617. This certificate, issued by the National Institute on Alcohol Abuse & Alcoholism, National Institutes of Health (NIH), allows “the investigator and others who have access to research records to refuse to disclose identifying information on research participants in civil, criminal, administrative, legislative, or other proceedings, whether federal, state, or local.”²⁶ This is an important legal tool and we are very pleased to have secured this protection for our study participants.

A2.4 Informed Consent

The first safeguard against participant distress was the process of informed consent. Functioning as a gateway to the survey, the consent form provided details about the survey, set expectations for the types of questions to be asked, and allowed students to make an informed

²⁶From Guidance on Certificates of Confidentiality, [Certificates of Confidentiality - Privacy Protection for Research Subjects: OHRP Guidance \(2003\) | HHS.gov](#)

decision whether participation was right for them. Students who felt they would become distressed taking such a survey could choose not to participate (and could not enter the survey), and students who consented to participate were prepared for the sensitive topics. The consent form emphasized that respondents could skip any question they did not want to answer, and that they could stop the interview at any time if they felt uncomfortable or simply wished to stop. In addition, all consent forms concluded with contact information for a responsible IRB and research representative.

Shortly after the launch of the 2015 *Campus Climate Survey*, institutional representatives indicated that students who reported that there was no warning about the sensitive content of the survey had not seen or read the portion of the survey consent form that described the sensitive nature of the survey. To respond to these concerns, this portion of schools' consent form highlights this information, partly by using the phrase "TRIGGER WARNING" prior to a description of language used in the survey (see example below).

TRIGGER WARNING: Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears on the top of each page and at the end of the survey.

A2.5 Distress Protocols

Prior studies on sexual assault and other misconduct show that most individuals do not find participation in such research to be harmful and, in many cases, consider their participation beneficial (Wager, 2012; Yeater, Miller, Rinehart, & Nason, 2012).²⁷ ²⁸ However, data collection for the AAU Survey included several safeguards to minimize risk related to emotional distress.

A2.6 Campus-specific Resources

Campus-specific resource lists with contact information on national, campus, and community-specific resources were offered to all students and accessible both in- and outside the survey. Examples of such resources include counseling and medical centers and 24-hour

²⁷ Wager, N. M. (2012). Respondents' experiences of completing a retrospective, web-based sexual trauma survey: Does a history of victimization equate with a risk for harm? *Violence and Victims*, 27(6), 991-1004.

²⁸ Yeater, E., Miller, G., Rinehart, J. & Nason, E. (2012). Trauma and sex surveys meet minimal risk standards: Implications for institutional review boards. *Psychological Science*, 23(7), 780-787.

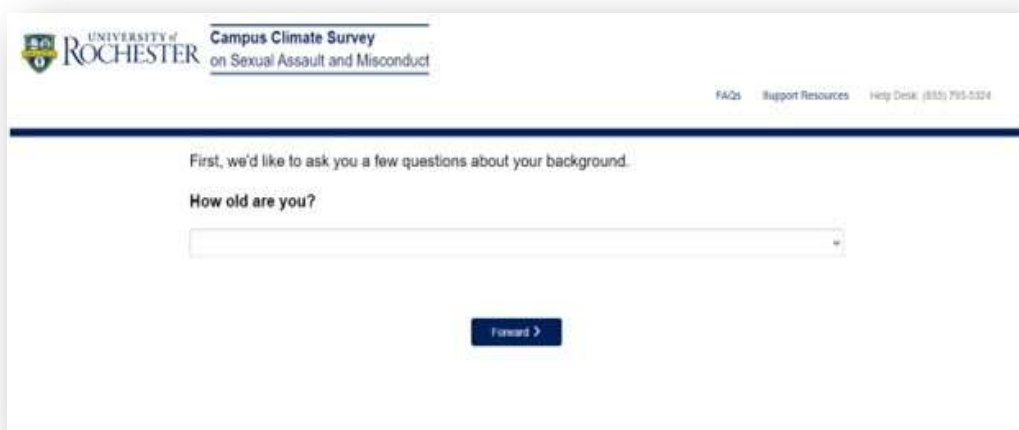
crisis phone lines. A link to these resources was available on each survey screen starting with the initial landing page.

Although we anticipated that most participants would access these resources through the web survey, we also developed a protocol for Help Desk staff to use if they received distress calls or questions about sexual assault resources.

A2.7 Help Desk

To further encourage participants to complete the survey and minimize distress, Help Desk staff were available by phone and email throughout data collection to answer technical questions about the survey and how to complete it, and to provide resource lists to respondents who call and need additional support or referrals for services. Help Desk contact information was provided in all email communication and was available on all screens of the online survey, as well as on the survey landing page. Help Desk staff were trained in both project and customer service procedures, including distress protocols. While Help Desk staff did not provide counseling or other crisis intervention services, staff were prepared to offer respondents the same resource information included in the online survey for their specific campus. In the event that a caller expressed elevated distress or a threat to themselves or others, the staff were trained to directly connect these students with counseling services from the resource list. Data collection closed without the need to initiate the distress protocol.

In all cases, Help Desk staff were trained to be sensitive to callers and respond to them politely and thoughtfully, regardless of the circumstances of their call.



The screenshot shows the landing page of the University of Rochester Campus Climate Survey on Sexual Assault and Misconduct. The header includes the University of Rochester logo and the survey title. Navigation links for FAQs, Support Resources, and Help Desk (888) 795-0324 are in the top right. The main content area asks for background information, starting with "How old are you?" and a text input field. A "Forward >" button is at the bottom.

As shown in this screenshot above, each page of the survey included links to general and school-specific frequently asked questions (FAQs) and resources in the upper right corner. It also included the Help Desk number for easy access to those students who needed it for either technical assistance or additional resources.

A2.8 Data Security and Protecting Confidentiality

All survey data were collected via a secure web site hosted at Westat. The respondent's email address was encrypted and stored in a database. Upon final submission of the survey, the respondent's email address and PIN number (used to create the unique survey link) was automatically deleted from the database, removing any linkage between the survey responses and the respondent. For any respondents who completed some of the survey but did not formally submit it, these variables were deleted manually at the end of the data collection period.

Roster file data were not included in the survey data file so that if someone were to somehow obtain the survey data, they could not associate any data with a particular individual.

All necessary steps to mask the identity of survey respondents have been taken for the data analysis and reporting. The analysis included only quantitative components. Results are tabular, as well as more formal statistical models. Results were reviewed to ensure an acceptable risk of disclosure, including suppression of demographic characteristics and other potentially identifying information in situations in which cell sizes are small.

All data pertaining to this project have been stored in a secure manner in a physical and electronic form that can only be accessed by study personnel. All electronic data have been stored on network server directories. Access to the network project directory has been controlled through the use of directory and file access rights based upon user account ID and the associated user group definition. Paper data are stored in locked files cabinets.

Datasets will be provided to AAU and to participating schools. These project partners will own their respective datasets and the reports summarizing findings that Westat will also deliver. The individual datasets have been reviewed for potential disclosure risks. Where appropriate, variables were altered (e.g., categories collapsed) to eliminate potential disclosure risks before delivering the final files.

Three years after completion of the study, all data and files related to this study will be permanently destroyed.

Appendix 3. Email Invitations and Reminders

Invitation – Monday, March 13, 2023

Subject: Invitation to take part in a Campus Climate Survey

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. If you have questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1-855-703-9500.

From: Adrienne Morgan, Interim Vice President for Equity and Inclusion and Richard Feldman Chief Diversity Officer

To: Enrolled Students at the University of Rochester

I'm writing to ask you to respond to a climate survey on sexual assault and sexual misconduct. The results will be used to guide policies to encourage a healthy, safe and nondiscriminatory environment at the University of Rochester. It is important to hear from you, even if you believe these issues do not directly affect you.

I know your time is valuable, but I hope you can find a few minutes to respond before the survey closes on April 10, 2023. [As a small token of appreciation, **you will receive a \$5 Amazon gift card** at the end of the survey.]

Share your perspective by clicking on the link below:
[LINK]

Your individual responses will be confidential and your participation in this survey is completely voluntary. However, your response is important to getting an accurate picture of the experiences and opinions of all students.

Westat, a social science research firm, is administering the survey for us.

Thank you,

Adrienne Morgan, Interim Vice President for Equity and Inclusion and Richard Feldman Chief Diversity Officer

Reminder 1 – Monday, March 27, 2023: President Mangelsdorf

Subject: Campus Climate Survey supports Vision and Values

To: Enrolled Students at the University of Rochester

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY. If you have questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1-855-703-9500.

Dear Students,

Recently, Adrienne Morgan, interim vice president for equity and inclusion and chief diversity officer, wrote to you about participating in the University of Rochester's survey on sexual assault and misconduct. As you know, this is a critically important survey, and the results will help us guide policy and programming for years to come. But this survey is more than a policy tool. It is one of the most effective and measurable ways that we can live our [Meliora values](#). As we strive to always be a welcoming, safe, and respectful institution, your responses will help us gauge what we are doing well and identify programs, services, and other areas that need improvement.

Please remember, if you have experienced sexual misconduct or have been a victim of sexual assault, the [Title IX staff](#) in the University's Office of Equity and Inclusion are available to help.

This survey was originally developed for the Association of American Universities (AAU). I encourage everyone to complete the campus climate survey at your earliest opportunity. Be assured that your individual responses will be kept confidential and that your participation is completely voluntary.

Meliora,

Sarah C. Mangelsdorf

President and G. Robert Witmer, Jr. University Professor

Reminder 2 – Wednesday, April 5, 2023

Subject: Reminder to complete the Campus Climate Survey

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. If you have questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1-855-703-9500.

From: Adrienne Morgan, Interim Vice President for Equity and Inclusion and Richard Feldman Chief Diversity Officer

To: Enrolled Students at the University of Rochester

President Mangelsdorf recently sent a message regarding the importance of the campus climate survey we are conducting about sexual assault and misconduct. If you have filled out the survey, thank you! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

If you have not had a chance to take the survey yet, please do so as soon as possible by clicking on the link below. Your participation in this confidential survey is voluntary, but the more people who participate, the better the information we will have to promote a healthier campus. This survey was originally developed for the Association of American Universities (AAU).

The closing date for the survey is April 10, 2023, so it is important to hear from you as soon as possible. [As a small token of appreciation, you will receive a **\$5 Amazon gift card at the end of the survey.**]

[LINK]

Your individual responses will be confidential and your participation in this survey is completely voluntary. However, your response is important to getting an accurate picture of the experiences and opinions of all students. Westat, a social science research firm, is administering the survey for us.

Thank you,

Adrienne Morgan, Interim Vice President for Equity and Inclusion and Richard Feldman Chief Diversity Officer

Appendix 4. Results by Individual Status Code

A4.1 Definition of Completed Survey

We define a completed survey with two criteria: (1) the respondent answered at least one of the questions in each of the following victimization sections: sexual harassment (Section D), stalking (Section E), and sexual assault/other misconduct (Section G); and (2) the respondent took at least five minutes to fill out the survey.

When calculating response rates, we take the following response status into consideration:

- **Status 1:** Respondents who did not click on the link to access the Web survey
- **Status 2:** Respondents who clicked on the link to access the Web survey, but did not start the survey
- **Status 3:** Respondents who started the survey, but did not complete the victimization sections, and did not submit the survey
- **Status 4:** Respondents who completed and submitted the survey in less than five minutes
- **Status 5:** Respondents who submitted the survey, completed the survey in five or more minutes or started/submitted the survey on different days, but did not complete the victimization sections
- **Status 6:** Respondents who started the survey, completed the victimization sections, but did not submit the survey
- **Status 7:** Respondents who started the survey, completed the victimization sections, and submitted the survey

Based on the definition on completed survey, cases of Status 6 and 7 are considered as completed, whereas cases of Status 1 to 5 are considered as not completed. Therefore, the response rate is calculated as,

$$\text{Response Rate} = \frac{n_1 + n_2}{N}$$

Where N is the total number of students that received the survey invitation (for those schools that conducted a census, N represents the total number of registered undergraduate and graduate/professional students; for those few schools that did not conduct a census, N represents the total number of registered undergraduate and graduate/professional students that were sampled); n_1 represents the number of students who started the survey, completed the victimization sections, but did not submit the survey; n_2 represents the number of students who started the survey, completed the victimization sections, and submitted the survey.

Table A4.1. Frequency of survey response status for the University of Rochester

	Status Description	n	%
1	Did not click on link	9,789	88.9%
2	Clicked on link, but did not start	213	1.9%
3	Started, did not submit, did not have enough responses	212	1.9%
4	Submitted, completed in <5 minutes	1	0.0%
5	Submitted, completed ≥ 5 minutes or could not measure duration, did not have enough responses	1	0.0%
6	Started, not submitted, completed minimum responses	50	0.5%
7	Started, submitted, completed minimum responses	740	6.7%
	Total	11,006	100.0%

A4.2 Drop-out Rates

Students who consented to participate, then entered the survey but did not complete the victimization sections were not counted as a complete for the survey. Similarly, data for those students who completed the survey in less than five minutes were eliminated.

Approximately 21.3 percent of individuals that started the survey did not complete it using the criteria described above ($(214 / 1,004) = 21.3$). Once starting section G (sexual violence), 0 percent of respondents were dropped from the analysis dataset. Of those that did not complete the survey, 74 percent did not answer the first question in the Sexual Harassment section and 100 percent did not answer the first question in the first sexual violence section.

Table A4.2. Survey drop-out rate for the University of Rochester: Percent Non-Missing Responses for Initial Item in Each Section for Respondents That Started the Survey^{1,2}

Section	Not Complete	Complete	Total
Section A – Background	99%	100%	100%
Section BB – General Perceptions of Campus	70%	100%	93%
Section B – Perceptions of Risk	43%	98%	86%
Section C – Knowledge of Resources	35%	100%	86%
Section D – Sexual Harassment	26%	100%	84%
Section E – Stalking	11%	100%	81%
Section G – SV Screener	0%	100%	79%
Section I – Perceptions of Responses to Reporting	1%	96%	76%
Section J – Bystander Behavior	0%	95%	75%
Submitted	2	740	742
Total Started	214	790	1,004

¹ Initial questions used by section are: A2, BB1, B1, C2a, D1, E1, G1, H1, I1, J1. Sections F and HH are not included because not all respondents were routed to these sections. Although all respondents answered questions in Section H, they began with H1 or H2 depending on when they enrolled at the school.

² See text for definition of a completed survey.

Appendix 5. Non-response Bias Analysis

Nonresponse bias is an issue that all surveys have to address. As described in the weighting section, nonresponse bias occurs when the survey variables are correlated with response propensities. For example, if those that do not respond have different rates of victimization as those that do respond, then the estimates of victimization will be biased because of nonresponse. The survey weights were obtained from the raking procedure that is intended to adjust for non-response (Section 2.6). This adjustment used characteristics that are related to both non-response and many of the survey outcomes. For example, the adjustment used gender, which is highly related to all types of victimization and response propensity. However, there is still the potential that the estimates are subject to nonresponse bias if there are other differences between respondents and non-respondents that the adjustment does not account for. For example, if women victims of assault are more likely to participate than women who are not victims, then there is potential for nonresponse bias even after the weight adjustment by gender.

To evaluate the possibility of bias in the fully weighted estimates, analysis was conducted that assessed bias for the 10 different outcome measures listed in Table A5-1.

Table A5-1. Ten key variables used in the nonresponse bias analysis

Variable Number	Variable Description	Name or Description Used in Discussion
1	Indicates whether respondent experienced penetration by physical force or inability to consent or stop what was happening since entering college	Penetration by Physical Force or Inability to Consent
2	Indicates whether respondent experienced sexual touching by physical force or inability to consent or stop what was happening since entering college	Sexual Touching by Physical Force or Inability to Consent
3	Indicates whether respondent experienced penetration or sexual touching without active, ongoing voluntary agreement since entering college	Penetration or Sexual Touching without Ongoing Consent
4	Indicates whether respondent experienced sexual harassment that interfered with their academic or professional performance; limited their ability to participate in an academic program; or created an intimidating, hostile, or offensive social, academic, or work environment since entering college	Harassment

Table A5-1. Ten key variables used in the nonresponse bias analysis (continued)

Variable Number	Variable Description	Name or Description Used in Discussion
5	Indicates whether respondent experienced at least one incident of stalking by the same person more than once that made them afraid for their personal safety or caused them substantial emotional distress since entering college	Stalking
6	Indicates whether respondent in a partnered relationship experienced intimate partner violence since entering college	Intimate Partner Violence
7	Indicates whether respondent is 'very' or 'extremely' knowledgeable about on-campus resources for sexual assault and other sexual misconduct	Knowledge of Resources
8	Indicates whether respondent feels it is 'very' or 'extremely' likely that campus officials will do both of the following in response to a report of sexual assault or other sexual misconduct: take the report seriously and conduct a fair investigation	Perceptions of Response to Reports
9	Indicates whether respondent took some sort of action after noticing someone making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that they believed was making others feel uncomfortable or offended.	Bystander Behavior
10	Indicates whether sexual assault or other sexual misconduct is perceived as very or extremely problematic at the school	Perception of Problem

Two different analysis methods were used to test whether bias due to nonresponse exists for the 10 key outcomes listed above (Table A5-1). These include:

- Comparison of early and late responders: Early responders are defined as the first 60 percent of respondents who submitted their survey. The late responders are the remaining respondents, who submitted later.²⁹
- Comparison by the incentive status: The key outcomes were compared for the students who received an incentive to those that did not.

Comparison of early and late responders

One standard method of assessing nonresponse bias is to assume that the respondents that required the most effort to convince to complete the survey are similar to the nonrespondents. One way to operationalize this idea is to examine the outcomes by when the

²⁹Because the submission time was calculated in days instead of continuum of time, it was not possible to divide the respondent sample by an exact 60/40 split.

survey was submitted. Those students who required less time, and fewer reminders, to complete the survey represent a group that required less effort, while those that responded later are those that required more effort. This analysis assumes that those who responded later have more in common with the nonrespondents than those who responded early. If this assumption is true, then a difference in the outcome measures between the early and late responders would be an indication of nonresponse bias. For this purpose, ‘early’ responders are defined as the first 60 percent of respondents who submitted their survey. The late responders are the remaining respondents, who submitted later.

The analysis compared the weighted estimates of the 10 key survey outcome variables at the total population and subgroup levels. The subgroups are defined by the categories of the auxiliary variables used in weighting which include gender, age, year in school,³⁰ and race/ethnicity (see Table 2 in Section 2.6). There are 15 categories of subgroups in total (2 Genders, 4 Age Groups, 5 categories of Year in School, and 4 categories of Race/Ethnicity). Comparisons are also made of subgroups defined by cross-classifications of the gender and student affiliation categories (four finer subgroups: undergraduate men, graduate/professional men, undergraduate women, and graduate/professional women). There were 200 comparisons overall, which corresponds to the sum of 10 population-level comparisons, 150 (= 10 key variables times 15 categories) subgroup-level comparisons, and 40 (= 10 key variables times four finer subgroups) finer subgroup-level comparisons.

Subgroup-level comparisons for the same auxiliary variable were made using the Benjamini-Hochberg multiple testing procedure (Benjamini and Hochberg, 1995)³¹. For example, one t-test was performed to compare the estimate of Penetration by Physical Force or Inability to Consent for men. Another t-test was carried out for women in the same way. These two comparisons were made using the Benjamini-Hochberg procedure with an overall significance level of $\alpha=0.05$. Population-level comparisons were made individually with a 0.05 alpha-value.

None (0.00%) of the 10 population-level comparisons are individually significant at 5 percent. One issue with these comparisons is they do not fully control for differences that are adjusted in the survey weights (e.g., gender and affiliation status). While this analysis uses the weights, it does not control within early and late responder groups. For example, there may be more men who responded later, and comparing the early and late responder groups does not control for this difference. It is more instructive to examine the subgroup differences, which are

³⁰This is the variable that combines Student Affiliation (which indicates whether a student is undergraduate, graduate or professional), Year of Study (for undergraduate students), and Year in Program (for graduate and professional students).

³¹Benjamini, Yoav; Hochberg, Yosef (1995). *Controlling the false discovery rate: a practical and powerful approach to multiple testing*. *Journal of the Royal Statistical Society, Series B*. 57 (1): 289–300.

specific to some of the characteristics that were used in the weighting. Eight (5.33%) out of 150 subgroup comparisons are significant, and 1 (2.5%) out of 40 finer subgroup comparisons are significant.

Table A5-2. Comparison of early and later responders for finer subgroups (by gender and school affiliation) for 10 key variables (estimates in percent)

Outcome ¹	Gender	Affiliation Status ²	Late Responders	StdErr ³	Early Responders	StdErr ³	Difference	P-value ⁴
1	M	UnderGr	0.00	0.00	2.71	1.41	-2.71	5.85
1	M	Grad/Prof	0.00	0.00	0.00	0.00	0.00	100.00
1	F	UnderGr	6.24	4.05	13.06	3.01	-6.82	21.71
1	F	Grad/Prof	4.78	4.76	2.39	1.10	2.39	62.59
2	M	UnderGr	1.79	1.81	11.03	4.14	-9.24	4.19
2	M	Grad/Prof	0.00	0.00	0.86	0.84	-0.86	30.96
2	F	UnderGr	16.18	5.82	20.43	3.81	-4.25	58.10
2	F	Grad/Prof	2.17	2.15	3.44	1.49	-1.27	63.54
3	M	UnderGr	10.34	10.61	4.51	1.81	5.83	55.60
3	M	Grad/Prof	0.00	0.00	6.18	2.93	-6.18	3.84
3	F	UnderGr	12.63	5.58	14.80	3.48	-2.17	75.69
3	F	Grad/Prof	7.51	5.06	5.82	2.18	1.69	76.25
4	M	UnderGr	13.54	9.83	16.93	4.51	-3.39	76.16
4	M	Grad/Prof	8.33	4.46	15.43	4.70	-7.10	27.34
4	F	UnderGr	44.83	11.69	38.25	3.89	6.58	61.40
4	F	Grad/Prof	8.97	5.25	24.10	4.70	-15.13	3.74
5	M	UnderGr	0.00	0.00	5.72	3.38	-5.72	9.50
5	M	Grad/Prof	2.92	2.98	5.20	2.65	-2.28	57.74
5	F	UnderGr	18.60	6.00	14.43	3.18	4.17	56.46
5	F	Grad/Prof	3.30	2.20	6.08	1.89	-2.78	35.21
6	M	UnderGr	28.43	31.07	14.02	4.75	14.41	62.76
6	M	Grad/Prof	5.79	4.74	7.04	3.59	-1.25	83.19
6	F	UnderGr	25.56	13.84	11.43	2.74	14.13	31.69
6	F	Grad/Prof	2.71	2.64	6.52	2.76	-3.81	32.79
7	M	UnderGr	49.25	11.73	34.17	4.52	15.08	23.13
7	M	Grad/Prof	45.64	12.74	37.07	5.71	8.57	53.74
7	F	UnderGr	28.80	7.26	41.44	4.00	-12.64	15.36
7	F	Grad/Prof	31.98	8.39	37.08	4.08	-5.10	58.41
8	M	UnderGr	57.11	9.94	40.86	4.75	16.25	14.56
8	M	Grad/Prof	52.39	14.17	60.81	5.99	-8.42	58.31
8	F	UnderGr	21.09	6.68	21.78	3.11	-0.69	91.92
8	F	Grad/Prof	54.16	9.63	48.39	4.42	5.77	58.09
9	M	UnderGr	69.58	20.77	53.46	11.36	16.12	49.88
9	M	Grad/Prof	46.16	56.14	78.06	11.34	-31.90	57.96
9	F	UnderGr	92.55	5.95	65.82	5.50	26.73	0.18*
9	F	Grad/Prof	69.78	21.21	75.89	9.19	-6.11	79.92

Table A5-2. Comparison of early and later responders for finer subgroups (by gender and school affiliation) for 10 key variables (estimates in percent) (continued)

Outcome ¹	Gender	Affiliation Status ²	Late Responders	StdErr ³	Early Responders	StdErr ³	Difference	P-value ⁴
10	M	UnderGr	69.58	20.77	53.46	11.36	16.12	8.32
10	M	Grad/Prof	46.16	56.14	78.06	11.34	-31.90	40.35
10	F	UnderGr	92.55	5.95	65.82	5.50	26.73	95.59
10	F	Grad/Prof	69.78	21.21	75.89	9.19	-6.11	8.06

¹ See Table A5-1 for definitions of outcomes

² UnderGr = Undergraduate; Grad/Prof = Graduate/Professional Student

³ StdErr = Standard Error for the proportion

⁴ A significant result is asterisked (*).

It is useful to concentrate on the subgroup estimates, as they are used throughout the report and they disaggregate by important variables used in the weighting. Table A5-2 provides the differences for each of these outcomes for the early vs. late responders for the four finer subgroups defined by gender and affiliation status. For example, for male undergraduate students the rate for Sexual Touching by Physical Force or Inability to Consent for late responders is 1.79 percent and for early responders is 11.03 percent. This difference is not statistically significant at the 5 percent level for multiple comparisons with a P-value of 4.19 percent.

As noted above, 2.5 percent of the differences in Table A5-2 are statistically significant. These results indicate there is no evidence of non-response bias, since the number of significant differences is slightly more than what was expected by chance (i.e., 5 percent).

One caution related to the above analysis is that while this is one of the standard methods to evaluate nonresponse bias, the assumption that those who responded later resemble the nonrespondents does not always hold.³² Nonetheless, without more direct measures of bias, this type of analysis is one of the few methods to assess nonresponse bias.

³²Lin, I-F., and Schaeffer, N.C. (1995). Using survey participants to estimate the impact of nonparticipation. *Public Opinion Quarterly* 59 (2), 236–58; Olson, K. (2006). Survey participation, nonresponse bias, measurement error bias and total bias. *Public Opinion Quarterly*, 70 (5), 737-758.

Comparison by the incentive status

As noted above, one limitation the analysis of early/late responders is reliance on the assumption that late responders resemble the nonrespondents. This assumption does not always hold and can vary by the outcome that is being examined. An alternative approach is to compare outcomes by the different incentive groups. The incentivized sample, which received a \$5 Amazon gift card for participating in the survey, was randomly selected and responded at a higher rate (18.85% vs. 10.20%) – a sample of 6,000 students was randomly selected to receive a \$5 Amazon gift card incentive for submitting the survey. If there is nonresponse bias, then there should be a difference in the outcomes between the incentivized and non-incentivized sample groups. For example, the incentive of a \$5 gift card may have been more successful at convincing non-victims to participate. That is, the non-victims may have needed additional motivation to participate beyond the appeals made in the e-mails and advance publicity. If this is true, then the incentivized sample group should have a lower victimization rate than the non-incentivized sample group. Alternatively, the incentive of a \$5 gift card may have been more successful at motivating victims who normally would not participate because of not being willing to share their personal experiences. If this is true, then the incentivized group should have a higher victimization rate than the non-incentivized group. If response propensity is not related to being a victim, then there should not be any difference between the incentivized and non-incentivized groups.

The total number of comparisons is 200. Significance tests were performed similarly as above. Overall weighted estimates of 1 key variable (Penetration or Sexual Touching without Ongoing Consent) is significantly different between the incentivized and non-incentivized groups. Only 3 comparisons (2%) out of 150 subgroup comparisons are significant, and 1 (2.5%) out of 40 finer subgroup comparisons is significant (see Table A5-3). This is more than would be expected by chance (around 5%).

Focusing on the subgroups estimates, Table A5-3 provides the differences for each of these outcomes for the four primary subgroups defined by gender and affiliation status. For example, for female undergraduate students the rate for Penetration by Physical Force or Inability to Consent for the incentive group is 8.63 percent and for the non-incentive group is 15.84 percent. This difference is not statistically significant at the 5 percent significance level for multiple comparisons with a P-value of 17.75 percent.

Table A5-4. Comparison of incentivized and non-incentivized groups by gender and school affiliation for 10 key variables (estimates in percent)

Outcome ¹	Gender	Affiliation Status ²	Incentive	StdErr ³	Non-Incentive	StdErr ³	Difference	P-value ⁴
1	M	UnderGr	2.91	1.67	1.64	1.63	1.27	58.44
1	M	Grad/Prof	0.00	0.00	0.00	0.00	0.00	100.00
1	F	UnderGr	8.63	2.21	15.84	4.74	-7.21	17.75
1	F	Grad/Prof	3.08	1.42	3.02	2.98	0.06	98.38
2	M	UnderGr	5.41	2.47	14.27	6.88	-8.86	21.60
2	M	Grad/Prof	1.22	1.20	0.00	0.00	1.22	30.97
2	F	UnderGr	14.62	2.56	26.17	5.63	-11.55	6.29
2	F	Grad/Prof	3.35	1.61	2.74	1.84	0.61	80.51
3	M	UnderGr	4.49	2.24	6.39	5.09	-1.90	73.71
3	M	Grad/Prof	5.98	3.01	3.16	3.16	2.82	51.86
3	F	UnderGr	8.44	2.21	22.19	5.53	-13.75	2.24
3	F	Grad/Prof	4.31	1.60	8.80	4.01	-4.49	29.73
4	M	UnderGr	15.66	4.02	17.25	7.26	-1.59	84.97
4	M	Grad/Prof	12.95	3.58	14.46	6.97	-1.51	84.95
4	F	UnderGr	35.38	3.46	44.98	6.27	-9.60	17.88
4	F	Grad/Prof	19.27	2.81	20.60	7.84	-1.33	87.16
5	M	UnderGr	1.26	1.21	8.78	5.83	-7.52	21.17
5	M	Grad/Prof	2.79	2.16	6.66	3.89	-3.87	39.23
5	F	UnderGr	11.86	2.47	19.61	5.17	-7.75	18.23
5	F	Grad/Prof	8.43	2.37	1.37	1.35	7.06	1.28
6	M	UnderGr	16.76	5.80	14.36	10.33	2.40	83.86
6	M	Grad/Prof	7.14	3.48	6.30	4.79	0.84	88.72
6	F	UnderGr	9.68	2.82	19.71	7.47	-10.03	21.58
6	F	Grad/Prof	5.38	2.07	5.63	4.07	-0.25	95.52
7	M	UnderGr	41.50	5.11	30.91	7.16	10.59	23.44
7	M	Grad/Prof	41.01	6.03	37.20	9.20	3.81	73.09
7	F	UnderGr	40.67	4.17	36.89	5.90	3.78	60.62
7	F	Grad/Prof	36.37	4.15	34.77	6.89	1.60	84.66
8	M	UnderGr	41.68	4.65	45.14	7.91	-3.46	71.30
8	M	Grad/Prof	65.71	6.12	51.24	9.68	14.47	21.30
8	F	UnderGr	24.97	3.31	17.02	5.18	7.95	19.64
8	F	Grad/Prof	50.98	4.59	48.90	7.88	2.08	81.95
9	M	UnderGr	55.60	10.57	57.43	20.09	-1.83	93.66
9	M	Grad/Prof	79.34	10.69	0.00	0.00	79.34	0.00*
9	F	UnderGr	69.71	6.26	71.14	7.17	-1.43	88.00
9	F	Grad/Prof	76.09	9.04	71.22	16.13	4.87	79.31
10	M	UnderGr	18.29	3.83	7.35	3.04	10.94	2.67
10	M	Grad/Prof	11.11	2.86	15.73	7.27	-4.62	55.67
10	F	UnderGr	34.38	3.30	35.87	7.96	-1.49	86.24
10	F	Grad/Prof	18.60	3.19	8.97	2.85	9.63	2.60

¹ See Table A5-1 for definitions of outcomes

² UnderGr = Undergraduate; Grad/Prof = Graduate/Professional Student

³ StdErr = Standard Error for the proportion

⁴ A significant result is asterisked (*).

As noted above, 2.5% of the differences in Table A5-3 are statistically significant. These results indicate there is no evidence of non-response bias.