Sexual Conduct & Campus Safety Survey
Overview of Survey Methods

Collaboration

This document describes the survey assessment of the University of Nevada, Reno student body on the topic of the campus culture regarding sexual conduct, sexual violence, student perceptions of the concern of campus officials, and current level of training or prevention awareness in the student body.

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Survey Method

In November 2014, degree seeking students at the University of Nevada, Reno were invited to take a survey on Sexual Conduct and Campus Safety. The email invite came from an email account setup specifically to manage this survey: NVstudents@unr.edu. The email invite was signed by the President of the University, as well as the Presidents of the Associated Student Government and Graduate Student Association.

All current degree-seeking undergraduate and graduate students were emailed an invitation to take the survey on-line. A census of students rather than a sample of student served two distinct purposes. First, a census allows for student body leaders, staff, and faculty to encourage all students they work with to take the survey. Essentially, this was a tactic to reach out through all available modes of communication to encourage students to take the survey and to disseminate information on the campus policies and procedures for reporting sexual assault. Second, a census also made possible a full analysis of possible sources of response bias.

Qualtrics survey software was used to manage the email invitations, survey design, and data collection. The CRDA is a licensee of Qualtrics and provided access to the software, as well as their survey resources and support for a fee. This fee was paid by the Parent Fund, administered by Shannon Ellis, Ph. D., Vice President for Student Services.
Students received a unique link to participate in the survey in their individual primary campus emails. This allowed the CRDA to track participation and send additional invites only to non-respondents. The identity of participants was not available for data analysis. For the purpose of data analysis, the data was de-identified. As such, participation was only confidential as the CRDA has a record, but participation for the purpose of data analysis and reports resulting therefrom was based on de-identified records.

In order to conduct the survey, the Office of student Persistence Research provided a list of emails for degree-seeking students to the CRDA. Several student-level indicators or variables were also included in this list for three purposes:
1) the determination of non-response bias to be conducted by the CRDA;
2) to save the participants time entering in demographic and student status information;
3) to allow data analyses to include student demographic and enrollment status information.

The list of student-level variables linked and maintained with respondent and non-respondent alike, included:
1) Demographics: sex, race, pell status
2) Enrollment: credit load, cumulative GPA, college
3) High school preparation: GPA, standardized test scores
4) On or Off-campus living quarters & In or Out of state residence
5) Group memberships: Fraternity or Sorority Membership, student employment status, and student athlete status.

Survey Design

The purpose of the survey was to first, examine the attitudes, beliefs, and behaviors of students towards sexual conduct and sexual violence, and second, collect data about the prevalence of victimization and perpetration over the course of the previous academic year (Fall 2013 – Fall 2014).

There were nine sections of questions in the Sexual Conduct and Campus Safety survey. (The number in parenthesis represents the number of questions and possible sub-questions).

1) **Introductory Section** Evaluation of campus officials very generally, receipt of training in policies, procedures, and prevention of sexual assault (4:11);
2) Bystander Attitudes and Behaviors (3:36);
3) Perceptions of Campus Leaders (1:16);
4) Perceptions of behaviors that may constitute sexual assault (1:19);
5) Perceptions of sexual violence on our campus (1:16)
6) Role of alcohol for facilitating sexual encounters (3);
7) Perpetration (3:5),
   a. Perpetrator Follow-up (2:8);
8) Bystander Opportunities to Intervene to stop Assault (3);
9) Victim Prevalence (1:4),
   a. Victim Follow-up (3:11).

All students who elected to take the survey had the opportunity to respond to the following five sections: 1, 6, 7, 8, & 9. This amounts to 16 unique questions, with an additional 26 related or possible questions. In addition, students were randomly assigned to take only one of the following sections: 2, 3, or 4. The Bystander Attitudes section has three unique questions and 36 related questions. Students
randomly assigned to sections 3 & 4 also had the opportunity to respond to section 5; this amounts to two unique questions and between 32 – 35 related questions.

Least number of questions possible: 17 unique questions, containing 62 items total; Greatest number of unique questions possible, including perpetrator and victim follow-up: 22 unique questions, containing 81 items total.

See SURVEY FLOWCHART next page
1. Introduction
General Climate Quest. & Prev. Training

Random Assignment to a, b, or c

2. Bystander Confidence

3. Perceptions of Leadership

4. “Rape Myth” Acceptance

5. Bystander Readiness

6. Role of Alcohol

7. Perpetration

7a. Perpetration follow-up

If yes or unsure

8. Bystander Experiences or opportunities to intervene

9. Victim Prevalence

9a. Victim follow-up

If yes

If no

END Comment