



# iSPEAK: Campus Climate Assessment Results

Submitted August, 2015<sup>1</sup>

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## Executive Summary

*Trigger warning: This document addresses the sensitive topic of sexual violence and may be difficult for some readers.*

Addressing the problem of sexual violence on college and university campuses has emerged as a national priority, evidenced by the creation of The White House Task Force to Protect Students from Sexual Assault (hereinafter The White House Task Force) and the release of its report, *Not Alone*. The White House Task Force and the U.S. Department of Justice's Office on Violence Against Women (OVW) invited the Rutgers School of Social Work's Center on Violence Against Women and Children (VAWC) to pilot a campus climate survey developed by OVW regarding students' experiences, behaviors, and attitudes related to sexual violence.

In the 2014-2015, Rutgers University–New Brunswick implemented the survey as part of a larger campus climate assessment process to address sexual violence. The assessment consisted of three major components, the centerpiece of which was a campus climate survey. The assessment process also included an audit of available campus resources on sexual violence. Finally, focus groups (21 focus groups with 179 students) were held with the general student population and subsets of the student body, including athletes, sexual violence survivors, students from the Center for Social Justice Education and LGBT (lesbian, gay, bisexual, and transgendered) Communities, members of Greek life, and representatives from cultural centers.

The *#iSPEAK* survey, as it was named, was designed to capture information about

- the scope and nature of unwanted sexual contact among students;
- use of campus resources among victims of sexual violence;
- knowledge about and awareness of campus resources; and
- opinions and beliefs about how the university and its students would respond following incidents of sexual violence.

Based on materials in the *Not Alone* report, the *#iSPEAK* survey provided the following broad definition of sexual violence throughout the survey: *'Sexual assault' and 'sexual violence' refer to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, threats of force to get someone to engage in sexual behavior, as well as unwanted touching and unwanted oral, anal, or vaginal penetration or attempted penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.'*<sup>2</sup>

For assessing victimization, six survey items asked respondents about whether or not they experienced different types of unwanted sexual contact; if they endorsed one or more of these items, they were categorized as having experienced sexual violence.

All students at Rutgers–New Brunswick were invited to take the online campus climate survey. A broad outreach campaign, including print materials, social media, and direct communications publicized the survey.

- Over two weeks, 12,343 students—29.5 percent of all students invited to participate—accessed

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<sup>2</sup> The definition was taken from the preamble to the *Readiness To Help* scale, provided in the *Not Alone* Toolkit (p.17). The scale was adapted from Banyard, V.L., Moynihan, M.M., Cares, A.C., & Warner, R. (2014). How do we know it works? Measuring outcomes in bystander-focused abuse prevention on campus. *Psychology of Violence, 4*(1), 101-115.



the #iSPEAK survey.

- Four out of every five survey respondents (80 percent) were undergraduates.
- Of the students who took the survey, 64 percent identified as women, 36 percent identified as men, and less than 1 percent identified as transgender or another gender.

This report contains descriptive results of the #iSPEAK survey and focus groups. Findings at Rutgers–New Brunswick are largely consistent with those of campus climate surveys conducted at other universities. A summary of key findings follows with detailed descriptions of the data found later in this full report.

## KEY FINDINGS: A Summary

The #iSPEAK survey and focus groups covered many issues, including general sense of community, sexual violence victimization, and bystander behaviors, to name a few. In this wealth of data, there is a story about how students experience, understand, navigate, and contribute to the creation of the campus climate related to sexual violence. Importantly, this story illuminates opportunities for action at all levels of university organization to change that climate for the better.

- **Students at Rutgers–New Brunswick experience unwanted sexual contact at rates similar to students at other universities. What’s more, the experience of sexual violence is common among students before they even begin school.**
  - One in five undergraduate women (20 percent) has experienced some sort unwanted sexual contact since coming to Rutgers–New Brunswick.<sup>3</sup>
  - One in four undergraduate women who participated in the survey (24 percent) reported that they had experienced some type of sexual violence *before* coming to Rutgers–New Brunswick.
  - Of those undergraduate women who experienced some form of unwanted sexual contact since coming to Rutgers–New Brunswick, a total of 55 percent also experienced sexual victimization prior to coming to campus.
  - Consistent with national research on sexual violence rates among lesbian, gay, and bisexual (LGB) populations, students who did not identify as 100 percent heterosexual had two to three times higher odds of experiencing sexual violence both before coming to Rutgers–New Brunswick and since becoming a college students, as compared to their counterparts.<sup>4</sup>

*Implication: A comprehensive, campus-wide response to sexual violence should include services not only for students who experience unwanted sexual contact after entering college, but also for those dealing with the effects of victimization that took place before coming to Rutgers. Attention to the experience of revictimization is*

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<sup>3</sup> A survey of two public universities commissioned by the National Institute of Justice found that 19 percent of undergraduate women experienced an attempted or completed sexual assault while in college (Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). The Campus Sexual Assault (CSA) Study. National Institute of Justice. Retrieved from: <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>). Massachusetts Institute of Technology (MIT) reports that 35 percent of undergraduate women experienced sexual harassment, rape, sexual assault, or other unwanted sexual behaviors while at MIT. (October, 2014). Survey Results: 2014 Community Attitudes on Sexual Assault. Retrieved from: <http://web.mit.edu/surveys/health/MIT-CASA-Survey-Summary.pdf>.

<sup>4</sup> This is in line with research that indicates that LGB populations are at an elevated risk of sexual victimization throughout their lifetimes. See Rothman, Exner & Baughman, (2011) for a systematic review of the literature on the sexual victimization of lesbian, gay, and bisexual individuals in the United States.

*needed on campuses as well. Efforts should also address the higher victimization rate among members of LGB community.*

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- **When students experienced sexual violence at Rutgers–New Brunswick, they were generally unlikely to use campus resources to address it. However, when they did use the available services, students reported that they were helpful.**
- 11 percent of undergraduate students who experienced a completed sexual assault since coming to Rutgers–New Brunswick accessed campus services related to what happened.<sup>5</sup>
  - 84 percent of victims who used the Office for Violence Prevention and Victim Assistance (VPVA) said their services were moderately useful or very useful; 59 percent who saw an on-campus counselor or therapist and 55 percent who accessed Rutgers–New Brunswick Health Services reported that they were moderately useful or very useful.

*Implication: Expanded and ongoing efforts to build awareness of campus resources related to sexual violence may support broader use, in turn meeting the needs of students who would otherwise not access services.*

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- **Peers are an important source of support for one another following an incident of sexual violence. Still, the belief that other students will respond negatively to someone making a report of sexual violence is persistent. When asked if they themselves would do something to stop sexual violence, though, most students say they would.**
- On average, respondents said that it was somewhat likely that other students would have a hard time supporting someone who reported an incident of sexual violence.
  - One in five undergraduates (20 percent) has had another student tell them that they had experienced some form of sexual violence.
  - 77 percent of students who were victimized since coming to Rutgers–New Brunswick and who told someone about it, told a close friend; 52 percent told a roommate.
  - Most students believe that, if they were in a situation where sexual violence might occur, they would be very likely to step in and stop it.

*Implication: Friends and roommates are already supporting one another when sexual violence occurs. With greater awareness of campus resources, they should be able to connect one another to services and supports when needed.*

*Implication: Prevention programs should build on students' individual intentions as bystanders to create a sense of overall, student body-level support for survivors of sexual violence, improving students' experience of the campus climate.*

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- **Students have low awareness of what Rutgers–New Brunswick does to address sexual violence, but they want to learn.**

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<sup>5</sup> Since the publication of the original report, this value has been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

- On average, 32 percent of students were “not at all aware” of campus entities’ functions related to sexual violence.
- 54 percent of students said they think they should learn more about sexual violence, and 60 percent responded that there is reason for them to think more about sexual violence at Rutgers–New Brunswick specifically.

*Implication: There is an opportunity to provide students with information they want—and need—about offices and programs working to prevent and respond to sexual violence on campus. Activities to increase awareness should go beyond current efforts and attempt to reach students in creative and memorable ways.*

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# **#iSPEAK: Campus Climate Assessment at Rutgers University–New Brunswick: Full Report**

## **I. INTRODUCTION**

Campus sexual violence is not a new issue, but it is one that has risen in national prominence, as evidenced by the establishment of the White House Task Force to Protect Students from Sexual Assault (hereinafter White House Task Force) in January 2014. The first report of the White House Task Force, referred to here as the *Not Alone* report or toolkit, identified several priority areas for research and action, including the use of student surveys to better understand campus climate regarding sexual violence.

Rutgers University, specifically the Center on Violence Against Women and Children (VAWC) at the School of Social Work, was asked to pilot a campus climate survey developed by the Department of Justice’s Office on Violence Against Women (OVW) and provide feedback on the instrument and the process in order to inform policies and recommendations. Building on plans already in place to conduct a climate survey, Rutgers–New Brunswick conducted a resource audit in summer 2014; administered *#iSPEAK*, an online survey of student attitudes, behaviors, and experiences, in fall 2014; and conducted follow-up focus groups in spring 2015.

A total of 12,343 of 41,815 eligible students (29.5 percent) accessed the survey; the final analytic sample was 10,794 (see the Appendix for detailed methods). In addition, a total of 179 students participated in follow-up focus groups including student athletes, students involved in Greek life, resident assistants, students from the Center for Social Justice Education and LGBT (lesbian, gay, bisexual, and transgendered) Communities student organization, student government participants, sexual violence survivors, and students associated with various cultural centers on campus.

## II. SAMPLE

Tables 1 and 2 present demographic information describing all #iSPEAK survey and focus group respondents. Nearly 80 percent of the analytic sample was comprised of undergraduate students for both the survey and focus groups. Survey demographic data are presented as a whole for all participants (“All”) as well as by graduate and undergraduate status.

### Representativeness of survey sample

Students who participated in the #iSPEAK survey comprise a diverse set, with representation from all major demographic groups. Although chi-square analysis indicates that the final analytic sample is not perfectly statistically representative of the student population (i.e. women are overrepresented), the group percentages in the sample were fairly similar to those in the population in most categories (i.e. ethnicity). Future analyses will use weighted data to report results that are generalizable to the Rutgers–New Brunswick student population.

**Table 1. Survey Participants**

	All (n=10,794)		Graduate Students (n=2,198)		Undergraduates (n=8,596)	
	n	%	n	%	n	%
<b>Age</b>						
17 or younger	100	<1	0	0	100	1
18	1,720	16	0	0	1,720	20
19	1,733	16	0	0	1,733	20
20	1,866	17	NR	<1	1,864	22
21	1,812	17	39	2	1,773	20
22-30	2,990	28	1,713	78	1,277	15
31 or older	573	5	444	20	129	2
<b>Class (Undergraduates Only)</b>						
First-year					1,112	13
Sophomore					1,981	23
Junior					2,063	24
Senior					2,455	29
Missing					985	11
<b>Race/Ethnicity</b>						
African American	883	8	163	7	720	8
Asian American	3,129	29	697	32	2,432	28
Hispanic	1,376	13	208	10	1,168	14
White	4,810	45	995	45	3,815	45
Other	596	5	135	6	461	5
<b>Gender Identity</b>						
Man	3,853	36	727	33	3,126	36
Woman	6,859	64	1,451	66	5,408	63
Transgender Man	18	<1	NR	<1	15	<1
Transgender Woman	7	<1	NR	<1	NR	<1
Other	25	<1	7	<1	18	<1
Missing	32	<1	7	<1	25	<1
<b>Sexual Orientation</b>						
100% Heterosexual/Straight	8,439	78	1,701	22	6,739	79
Not 100% Heterosexual/Straight	2,320	22	490	78	1,829	21
Missing	35	<1	7	<1	28	<1

	All (n=10,794)		Graduate Students (n=2,198)		Undergraduates (n=8,596)	
	n	%	n	%	n	%
<b>Athlete<sup>6</sup></b>	176	2	NR	<1	172	2
Missing	60	<1	5	<1	55	1
<b>Fraternity or Sorority Member<sup>7</sup></b>	1,206	11	113	5	1,093	13
Missing	72	<1	12	1	60	1
<b>Primary Residence</b>						
Rutgers Residence Hall	3,305	31	85	4	3,220	38
Off-Campus Apartment/House	3,747	35	NR	<1	2,331	27
At Home with Parent(s) or Guardian(s)	1,989	18	279	13	1,588	19
On-Campus Apartment	1,581	15	1,416	65	1,302	15
Fraternity or Sorority House	125	1	401	18	124	1
Other	18	<1	9	<1	9	<1
Missing	29	<1	7	<1	22	<1

NR: Not reported; cell size smaller than 5.

The focus groups recruited students from particular sub-populations on campus, and as well as conducting groups specifically for the general undergraduate and graduate student body. Below are the demographics of those students who participated in the groups.

**Table 2. Focus Group Participants**

	(n=177) <sup>8</sup>	
	n	%
<b>Class</b>		
Undergraduate	148	84
Graduate	23	9
<b>Race</b>		
African American	27	15
Asian American	44	25
White	76	43
Other	21	12
<b>Latino</b>		
No	136	77
Yes	38	21
<b>Gender Identity</b>		
Man	77	44
Woman	99	56
Another	1	<1
<b>Disability Status</b>		
No	171	97
Yes	6	3
<b>Sexual Orientation</b>		
100% Heterosexual/Straight	144	81

<sup>6 & 7</sup> Since the publication of the original report, the values in this section of the table have been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

<sup>8</sup> Two focus group participants did not fill out a demographic form; not all participants answered all questions so numbers and percentages may not add up.

	(n=177) <sup>8</sup>	
	n	%
Not 100% Heterosexual/Straight	31	18

### III. PERCEPTIONS OF THE CAMPUS CLIMATE

The #iSPEAK survey included several scales that measured students’ perceptions of the campus climate at Rutgers–New Brunswick in general and in regards to sexual violence in particular. These scales included measures of sense of community, perceptions of how the university responds to nonspecific crisis incidents and sexual violence, and perceptions of how supportive students believe their peers are in cases of sexual violence.

#### Sense of Community

The extent to which students feel that they belong and are valued as members of the Rutgers–New Brunswick community is an important facet of the campus climate. Therefore, a widely used Brief Sense of Community scale<sup>9</sup> was used in the Rutgers–New Brunswick survey. Along with total sense of community scores, the scale calculates four subscale scores, reflecting: the degree to which students feel their needs are met (Needs Fulfillment), feelings of belonging (Group Membership), ability to effect change (Influence), and emotional connection to the community (Emotional Connection). Researchers made slight modifications to the wording of the scale’s items, specifying that the community in question was the Rutgers–New Brunswick campus.

Table 3, as well as several tables in subsequent sections, show results for four groups of respondents who took the survey: all respondents, graduate students, undergraduates, and undergraduate women. Subgroup analysis for undergraduate women was conducted because members of this group are consistently shown to have a disproportionally high risk of experiencing sexual violence. However, men can experience sexual violence too, and members of other groups also have elevated risk. Future analyses will explore these and other related issues, examining victimization among LGB students, transgender and non-cisgender students, and men.

As illustrated in Table 3, among all four of the groups presented, students’ sense of community at Rutgers–New Brunswick is generally moderate. Individual item responses (not shown), subscale scores, and total scores all reflect a limited sense of community. It should be noted that there is a great deal of diversity in students’ involvement in campus life. For instance, many Rutgers–New Brunswick students commute to and from New Brunswick; their engagement in the community could reasonably be expected to be less than those students living in residence halls. The moderate sense of community reported here may be capturing some of this heterogeneity. Future analyses will explore this issue.

In the follow-up focus groups, students were asked about their connection to the campus. Many students reported feeling connected to Rutgers–New Brunswick through their involvement in various student organizations. Students who were not involved in student organizations on campus were more likely to describe that they feel “disconnected” from the school, and often cited Rutgers’ large size as the reason behind that feeling. However, other students cited the school’s size as an asset.

**Table 3. Sense of Community Scale: Subscale and Total Score: Means (Standard Deviations)<sup>10</sup>**

	Needs Fulfillment	Group Membership	Influence	Emotional Connection	Total
All	3.70 (0.77)	3.72 (0.86)	3.58 (0.75)	3.65 (0.86)	3.66 (0.71)

<sup>9</sup> Peterson, N.A., Speer, P.W. & McMillan, D. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. *Journal of Community Psychology*, 36, 61-73.

<sup>10</sup> Since the publication of the original report, the values in this table have been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

	Needs Fulfillment	Group Membership	Influence	Emotional Connection	Total
Graduate Students	3.50 (0.81)	3.45 (0.87)	3.36 (0.74)	3.38 (0.88)	3.42 (0.72)
Undergraduates	3.75 (0.76)	3.78 (0.85)	3.64 (0.74)	3.71 (0.84)	3.72 (0.69)
Undergraduate Women	3.74 (0.68)	3.78 (0.84)	3.63 (0.73)	3.71 (0.83)	3.71 (0.68)

Note: all means and standard deviations have been calculated using only those students who had no missing values on any of the SOC items.

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Women = 5,403

Cronbach's Alpha for complete scale: All = .91; Graduate Students = .92; Undergraduates = .91; Undergraduate Women = .91

## Perceived University Responsiveness

The campus climate regarding sexual violence is significantly influenced by how students perceive the university's responsiveness in general and in the wake of incidents of sexual violence. The *#iSPEAK* survey contained two scales to assess university responsiveness, both of which were included in the *Not Alone* toolkit. Table 4 displays responses regarding how students think the university would respond to crises or other unspecified serious events,<sup>11</sup> and Table 5 shows how students believe the university would handle a report of sexual violence.<sup>12</sup> Both scales demonstrated high reliability in the sample.

Students were moderately confident that Rutgers would handle a crisis (not necessarily related to sexual violence) swiftly, fairly, and appropriately (Table 4). About two-thirds of respondents indicated that they felt "Neutral," "Agree[d]" or "Strongly Agree[d]" that the university's response to serious incidents was adequate.

When asked in the survey about Rutgers' actions following a report of sexual violence, students gave the university positive marks (Table 5). Respondents generally indicated feeling confident that the school would act quickly, handle the matter fairly, and protect the person making the report. Undergraduate women had the lowest average score for perceived university responsiveness to a student reporting sexual violence.

During the focus groups, students discussed their perceptions of the Rutgers response to sexual violence as mixed. Participants noted that the university has victim services available for students such as those offered by VPVA, yet some perceived the university's response as challenging for some victims and lacking transparency.

**Table 4. Perceived University Responsiveness to Crises or Other Unspecified Incidents: Distribution of Scores (%) and Means (Standard Deviations)**

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
<b>If a crisis happened at RU–NB, the university would handle it well.</b>							
All	4	13	33	35	8	7	3.32 (.95)
Graduate Students	3	9	34	38	8	8	3.43 (0.90)
Undergraduates	4	14	33	34	8	7	3.29 (0.96)
Undergraduate Women	4	14	35	33	7	7	3.27 (0.94)

<sup>11</sup> Adapted from Sulkowski, M. (2011). An investigation of students' willingness to report threats of violence in campus communities. *Psychology of Violence, 1*, 53-65.

<sup>12</sup> Adapted from Defense Equal Opportunity Management Institute. (2014). DEOMI Organizational Climate Survey. Retrieved from: [http://deocs.net/docdownloads/sampledeocs\\_2014jan.pdf](http://deocs.net/docdownloads/sampledeocs_2014jan.pdf).



	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
<b>The university responds rapidly in difficult situations.</b>							
All	3	12	35	35	8	7	3.33 (0.93)
Graduate Students	2	8	35	39	8	8	3.46 (0.87)
Undergraduates	4	13	35	34	7	7	3.30 (0.94)
Undergraduate Women	4	13	35	34	7	7	3.29 (0.93)
<b>University officials handle incidents in a fair and responsible manner.</b>							
All	3	11	38	34	7	7	3.32 (0.91)
Graduate Students	3	7	29	35	8	8	3.42 (0.86)
Undergraduates	4	12	37	33	7	7	3.29 (0.92)
Undergraduate Women	3	13	38	33	6	7	3.27 (0.90)
<b>RU–NB does enough to protect the safety of students.</b>							
All	6	19	32	30	6	7	3.13 (1.01)
Graduate Students	4	15	33	33	7	8	3.26 (0.95)
Undergraduates	6	20	31	30	6	7	3.10 (1.03)
Undergraduate Women	6	22	33	27	5	7	3.03 (1.01)
<b>Average Perceived University Responsiveness</b>							
All						7	3.28 (0.80)
Graduate Students						8	3.39 (0.77)
Undergraduates						7	3.25 (0.81)
Undergraduate Women						7	3.21 (0.80)

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Women = 5,403  
Cronbach's Alpha: All = .87; Graduate Students = .88; Undergraduates = .86; Undergraduate Women = .86

**Table 5. Perceived University Responsiveness to Individual Reporting Sexual Violence: Distribution of Scores (%) and Means (Standard Deviations)**

	Very Unlikely (1)	Unlikely (2)	Neutral (3)	Likely (4)	Very Likely (5)	Missing	M (SD)
<b>The university would take the report seriously.</b>							
All	1	5	18	42	27	7	3.95 (0.90)
Graduate Students	1	4	19	44	24	8	3.92 (0.86)
Undergraduates	1	5	18	42	27	7	3.95 (0.91)
Undergraduate Women	1	6	20	42	24	7	3.87 (0.92)
<b>The university would maintain the privacy of the person making the report.</b>							
All	1	4	17	44	27	7	4.00 (0.85)
Graduate Students	1	3	18	45	25	8	3.98 (0.82)
Undergraduates	1	4	17	44	28	7	4.00 (0.86)
Undergraduate Women	1	4	17	46	25	7	3.97 (0.85)

	Very Unlikely (1)	Unlikely (2)	Neutral (3)	Likely (4)	Very Likely (5)	Missing	M (SD)
<b>If requested by the victim, the university would forward the report to criminal investigators (for example the police)</b>							
All	1	4	15	44	29	7	4.04 (0.84)
Graduate Students	1	3	18	45	25	8	3.97 (0.83)
Undergraduates	1	4	15	44	28	7	4.05 (0.84)
Undergraduate Women	1	4	16	46	26	7	4.00 (0.85)
<b>The university would take steps to protect the safety of the person making the report.</b>							
All	1	7	22	42	21	7	3.79 (0.93)
Graduate Students	1	6	22	43	20	8	3.80 (0.90)
Undergraduates	1	8	21	42	21	7	3.79 (0.93)
Undergraduate Women	2	9	22	42	18	7	3.71 (0.95)
<b>The university would support the person making the report.</b>							
All	1	6	26	42	18	7	3.75 (0.89)
Graduate Students	2	6	25	41	18	8	3.74 (0.89)
Undergraduates	1	6	26	42	18	7	3.75 (0.90)
Undergraduate Women	2	7	27	41	16	7	3.67 (0.91)
<b>The university would take action to address factors that may have led to the sexual assault.</b>							
All	3	11	22	40	17	7	3.62 (1.01)
Graduate Students	3	10	24	39	16	8	3.62 (0.98)
Undergraduates	3	12	22	40	17	7	3.62 (1.01)
Undergraduate Women	3	13	23	39	15	7	3.54 (1.03)
<b>The university would handle the report fairly.</b>							
All	1	7	26	43	16	7	3.69 (0.90)
Graduate Students	1	6	26	43	16	8	3.72 (0.88)
Undergraduates	1	7	26	43	16	7	3.69 (0.90)
Undergraduate Women	1	8	28	42	14	7	3.64 (0.90)
<b>Average Perceived University Responsiveness</b>							
All						7	3.83 (0.73)
Graduate Students						8	3.82 (0.74)
Undergraduates						7	3.84 (0.73)
Undergraduate Women						7	3.77 (0.74)

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Women = 5,403  
Cronbach's Alpha: All = .91; Graduate Students = .93; Undergraduates = .91; Undergraduate Women = .91

## Perceived Student Supportiveness

Another important indicator of campus climate is students' perception of how their peers react when someone reports having been a victim/survivor of sexual violence.<sup>13</sup> To gauge how supportive respondents think their fellow students are, a brief, four-item scale was included in the survey.<sup>14</sup> Although the items are negatively worded in this scale, responses were reverse-coded so that higher scores correspond with more positive views of student supportiveness.

Table 6 displays results for the perceived student supportiveness scale. While students have generally positive views about Rutgers–New Brunswick's response to sexual violence, they have less confidence in their peers.

Examining individual items, one item has noticeably lower scores than the others. Nearly 40 percent of respondents responded that it was "Likely" or "Very Likely" that "The alleged offender(s) or their friends would try to get back at the person making the report." This issue may be especially important to confront in efforts to improve campus climate.

Even in light of these results, it is important to note that a sizeable portion of respondents—between one and one-half, depending on the item—felt it is "Unlikely" or "Very Unlikely" that other students would have difficulty supporting a survivor of sexual violence.

In the focus groups, many students described their peers' reactions or what they think their friends' reactions would be, as supportive of victims. However, some students that reported knowing a survivor of sexual violence indicated that their peers' reactions were victim-blaming and unsupportive.

**Table 6. Perceived Student Supportiveness of Individual Reporting Sexual Violence: Distribution of Responses (%) and Means (Standard Deviations)<sup>15</sup>**

	Very Likely (1)	Likely (2)	Neutral (3)	Unlikely (4)	Very Unlikely (5)	Missing	M (SD)
<b>Students would label the person making the report a troublemaker.</b>							
All	4	16	24	35	14	7	3.42 (1.05)
Graduate Students	3	18	28	33	10	8	3.33 (1.01)
Undergraduates	4	16	23	36	14	6	3.44 (1.06)
Undergraduate Women	4	18	23	36	13	6	3.39 (1.07)
<b>Students would have a hard time supporting the person who made the report.</b>							
All	3	13	27	37	13	7	3.48 (1.00)
Graduate Students	2	15	30	35	10	8	3.38 (0.96)

<sup>13</sup> Both the terms "victim" and "survivor" are used in this report, as each individual who experiences sexual violence may identify differently throughout the recovery process.

<sup>14</sup> Adapted from Defense Equal Opportunity Management Institute. (2014). DEOMI Organizational Climate Survey. Retrieved from: [http://deocs.net/docdownloads/sampledeocs\\_2014jan.pdf](http://deocs.net/docdownloads/sampledeocs_2014jan.pdf).

<sup>15</sup> Students were also asked if "The academic achievement of the person making the report would suffer." This question is not included in this table or scale. The mean score on this question for the total sample was 3.00 (SD: 1.14). Since the publication of the original report, the values in this table have been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

	Very Likely (1)	Likely (2)	Neutral (3)	Unlikely (4)	Very Unlikely (5)	Missing	M (SD)
Undergraduates	3	13	26	38	14	6	3.50 (1.00)
Undergraduate Women	3	14	26	39	12	6	3.46 (0.99)
<b>The alleged offender(s) or their friends would try to get back at the person who made the report.</b>							
All	7	31	33	17	5	7	2.80 (0.99)
Graduate Students	6	31	36	15	4	8	2.78 (0.95)
Undergraduates	7	31	33	18	5	6	2.80 (1.00)
Undergraduate Women	8	32	33	17	4	6	2.75 (0.98)
<b>Average Perceived Student Supportiveness</b>							
All						7	3.23 (0.83)
Graduate Students						8	3.16 (0.82)
Undergraduates						7	3.25 (0.83)
Undergraduate Women						6	3.20 (0.83)

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Women = 5,403  
Cronbach's Alpha: All = .77; Graduate Students = .81; Undergraduates = .76; Undergraduate Women = .77

## IV. AWARENESS, EFFICACY, EXPOSURE

In order to estimate students' understanding of campus resources for sexual violence, the campus climate assessment measured the student body's awareness of resources, efficacy to seek assistance, and exposure to resources and information about sexual violence.

### Awareness of Campus Services

Using a five-point, Likert-type scale, students were asked to rate their level of awareness of campus resources that address sexual violence from "not at all aware" to "extremely aware". The list of programs and offices was generated from the results of the resource audit conducted in the summer preceding the survey. Results, presented in Table 7, indicate that, while students' awareness of available services varies by entity, sexual violence resources are generally not widely known.

Students were most aware of the functions of Rutgers Health Services, and Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS) regarding sexual violence. Nearly half of all respondents reported that they were "Very Aware" or "Extremely Aware" of the function of Rutgers Health Services; 43 percent provided those responses regarding CAPS.

SCREAM Theater and SCREAM Athletes, peer education theater programs run through the Office of Violence Prevention and Victim Assistance, had the next highest level of familiarity among students. However, only 36 percent of undergraduates were "Very Aware" or "Extremely Aware" of their function. This finding is surprising, as all incoming undergraduate students are exposed to SCREAM Theater during their orientation. Likewise, it is striking that students reported such low awareness of the Office for Violence Prevention and Victim Assistance (VPVA). Nearly 40 percent of students indicated that they were "Not at All Aware" of its function. VPVA is the primary campus resource addressing sexual violence.

In the focus groups, SCREAM Theater, CAPS, and VPVA were the resources mentioned the most by students. However, awareness of VPVA was listed more often by those students who had received specialized training (such as resident assistants or athletes).

Finally, the lowest levels of awareness reported in the survey were for those offices that carry out adjudicative procedures following an incident of sexual violence or harassment: the Office of Title IX Compliance and the Office of Employment Equity. This may reflect low levels of awareness of these offices in general, irrespective of students' awareness of their functions related to sexual violence. However, only a few students in the focus groups knew another student who had gone through the formal reporting process for sexual violence. Those who did know someone often reported that the university's judicial process was lengthy and did not necessarily support the victim. This highlights activities for the university to consider in action planning, aiming to increase awareness of services and facilitate an understanding of the process.

**Table 7. Awareness of Campus Resources: Distribution of Responses (%) and Means (Standard Deviations)**

	Not at all aware (1)	Slightly aware (2)	Somewhat aware (3)	Very aware (4)	Extremely aware (5)	Missing	M (SD)
<b>Rutgers Health Services</b>							
All	8	10	25	29	19	9	3.46 (1.18)
Graduate Students	12	13	23	26	15	11	3.24 (1.26)
Undergraduates	6	10	25	30	20	9	3.51 (1.15)
Undergraduate Women	6	10	25	30	20	9	3.53 (1.15)
<b>Counseling, Alcohol and Other Drug Assistance Program &amp; Psychiatric Services (CAPS)</b>							
All	12	11	25	25	18	9	3.30 (1.27)
Graduate Students	13	14	24	23	15	11	3.15 (1.26)
Undergraduates	11	11	24	26	19	9	3.34 (1.27)
Undergraduate Women	10	10	24	27	20	9	3.40 (1.25)
<b>SCREAM Theater or SCREAM Athletes</b>							
All	30	11	19	19	12	9	2.69 (1.44)
Graduate Students	54	12	13	6	4	11	1.81 (1.89)
Undergraduates	23	11	21	22	14	9	2.91 (1.42)
Undergraduate Women	22	11	20	22	16	9	2.99 (1.41)
<b>Office of Student Conduct</b>							
All	29	19	24	13	6	9	2.43 (1.26)
Graduate Students	33	20	22	10	4	11	2.25 (1.22)
Undergraduates	27	19	24	14	7	9	2.48 (1.26)
Undergraduate Women	31	19	23	12	6	9	2.36 (1.24)
<b>Office of Violence Prevention and Victim Assistance</b>							
All	39	16	18	10	8	9	2.24 (1.33)
Graduate Students	43	16	15	8	7	11	2.10 (1.30)
Undergraduates	38	16	18	11	8	9	2.27 (1.34)
Undergraduate Women	39	16	17	11	8	9	2.27 (1.36)
<b>Student Legal Services</b>							
All	36	19	21	10	4	10	2.20 (1.20)
Graduate Students	37	17	20	11	4	11	2.19 (1.23)
Undergraduates	35	20	22	10	4	9	2.20 (1.20)
Undergraduate Women	40	20	20	8	3	9	2.05 (1.15)
<b>Office of Employment Equity</b>							
All	46	17	17	7	3	10	1.93 (1.13)
Graduate Students	42	17	19	8	3	11	2.01 (1.14)
Undergraduates	47	17	17	7	3	9	1.91 (1.13)
Undergraduate Women	51	17	15	6	2	9	1.82 (1.09)
<b>Office of Title IX Compliance</b>							
All	56	14	13	5	2	10	1.72 (1.07)
Graduate Students	52	15	14	6	2	11	1.79 (1.09)
Undergraduates	58	13	13	5	2	9	1.70 (1.07)



	Not at all aware (1)	Slightly aware (2)	Somewhat aware (3)	Very aware (4)	Extremely aware (5)	Missing	M (SD)
Undergraduate Women	62	12	11	4	2	9	1.62 (1.02)
<b>Average Awareness</b>							
All						9	2.50 (0.86)
Graduate Students						10	2.32 (0.88)
Undergraduates						9	2.55 (0.85)
Undergraduate Women						8	2.51 (0.83)

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Women = 5,403  
Cronbach's Alpha: All = .85; Graduate Students = .87; Undergraduates = .84; Undergraduate Women = .84

## Efficacy

To gauge how confident students are that they would know what to do if they or a friend experienced an incident of sexual violence, survey participants were presented with three statements and a five-point, Likert-type response scale measuring agreement. Table 8 presents results for all respondents, graduates, undergraduates, and undergraduate women. For all items, most students fall in the middle-to-low range. Although most students have at least passing knowledge about what to do and how Rutgers–New Brunswick responds when sexual violence occurs, there is ample opportunity for educational efforts to increase student efficacy.

A majority of students within the focus groups was not aware of or able to discuss any policies regarding reporting an incident of sexual violence on campus. This finding was consistent across all student populations that participated in the focus groups, including students involved in groups that received specialized training on sexual violence. This suggests a need to improve the way that information is conveyed about policies and resources on campus to all students, including those who are already receiving training.

**Table 8. Agreement with Statements about Efficacy in the Event of Sexual Violence: Distribution of Responses (%) and Means (Standard Deviations)**

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
<b>If I or a friend were sexually assaulted, I would know where to go to get help on campus.</b>							
All	8	29	13	30	12	8	3.11 (1.23)
Graduate Students	8	30	13	29	10	10	3.04 (1.20)
Undergraduates	8	28	13	30	13	8	3.13 (1.24)
Undergraduate Women	8	30	12	29	13	8	3.09 (1.25)
<b>I understand what happens when a student reports a claim of sexual assault at Rutgers.</b>							
All	12	34	18	20	7	9	2.74 (1.69)
Graduate Students	10	35	18	20	7	10	2.74 (1.14)
Undergraduates	12	34	18	20	8	8	2.74 (1.18)
Undergraduate Women	13	37	17	18	7	8	2.67 (1.16)

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
<b>If I or a friend were sexually assaulted, I know where to go to make a report of sexual assault.</b>							
All	9	33	13	25	11	9	2.96 (1.23)
Graduate Students	8	33	13	26	10	10	2.97 (1.22)
Undergraduates	10	33	13	25	11	8	2.95 (1.24)
Undergraduate Women	11	36	12	23	10	8	2.85 (1.23)

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Woman = 5,403

Cronbach's alpha for these questions was not calculated as they have not been treated as a scale in previous published uses.

## Exposure to Messages about Identifying, Preventing, and Responding to Sexual Violence

The survey presented students with a list of venues in which they might have received educational and informational messages about sexual violence, how they might prevent it, and what to do if a sexual assault occurs. Respondents could check “yes” or “no” to indicate whether they had been exposed to each message in the list.<sup>16</sup> Tables 9 and 10 present results for all survey respondents, graduates, undergraduates, and undergraduate women.

As might be expected, passive exposures, such as receiving information or noticing signs, were more common than active exposures like seeking out resources or volunteering. Nearly one third of students (60 percent) reported that they have seen crime alerts about sexual assault. These are email messages delivered to students' Rutgers email addresses following a report of a crime to the police, detailing the time, location, and nature of the incident. Seeing posters about sexual assault was nearly as common. Attending SCREAM Theater was ranked highly relative to other modes of exposure. However, only slightly more than half of undergraduates (52 percent) reported that they saw SCREAM Theater—a surprising finding given that all incoming undergraduates are supposed to view a performance during orientation.

In the focus groups, although not all students could remember SCREAM Theater or its message, it was cited as the most common way that they received information on sexual violence. Additionally, a number of students mentioned receiving bystander intervention training from VPVA, especially residence life assistants and athletes. However, a majority of students were not able to list any additional forms of prevention conducted at Rutgers–New Brunswick. Additionally, students from the general student body focus groups most often cited Rutgers–New Brunswick crime alerts as the major form of communication they receive regarding sexual violence.

Table 10 shows that, on average, students reported six exposures<sup>17</sup> to messages about sexual violence in the survey. Some of the more common exposure types, like crime alerts, are likely repeated many times in the course of a students' time at Rutgers–New Brunswick.

<sup>16</sup> McMahon, S. (2014). Level of Exposure Scale. *#iSPEAK: Rutgers Campus Climate Survey*. Available at: [http://socialwork.rutgers.edu/Libraries/VAWC/new\\_doc\\_to\\_upload\\_for\\_ispeak.sflb.ashx](http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx).

<sup>17</sup> Since the publication of the original report, the values in this table have been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

**Table 9. Level of Exposure Scale: Students Exposed to Messages about Sexual Violence (%)**

	All (n=10,794)	Graduate Students (n=2,198)	Undergraduates (n=8,596)	Undergraduate Women (n=5,408) <sup>18</sup>
Seen crime alerts about sexual assault	60	48	62	63
Seen posters about sexual assault	55	37	60	61
Discussed topic of sexual assault with friends	49	40	52	56
Seen SCREAM Theater	38	9	45	48
Received information about the definition of sexual assault since coming to Rutgers	38	30	40	40
Received information about how to prevent sexual assault since coming to Rutgers	35	26	38	37
Discussed sexual assault/rape in class	29	23	31	35
Received information since coming to Rutgers about where to get help if someone you know is sexually assaulted	29	23	30	31
Seen or heard about sexual assault in a student publication or media outlet	28	22	30	30
Discussed sexual assault with a family member	23	20	24	28
Seen or heard campus administrators or staff address sexual assault	23	18	24	24
Received information about how to report a sexual assault since coming to Rutgers	21	20	22	20
Read a report about sexual violence rates at Rutgers	20	15	21	20
Attended an event or program about what you can do as a bystander to stop sexual assault	18	11	20	21
Visited an RU website with information on sexual assault	13	14	13	13
Received information about Title IX protections against sexual assault since coming to Rutgers	9	10	9	9
Attended a rally or other campus event about sexual assault	9	4	10	12
Taken a class to learn more about sexual assault	6	9	6	6
Volunteered or interned at an organization that addresses sexual assault	6	7	5	6

18. Since the publication of the original report, the value in this section of the table has been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

**Table 10. Average Number of Exposures<sup>19</sup>**

	Average Number of Exposures (SD)
All (n=10,794)	5.78 (3.55)
Graduate Students (n=2,198)	4.70 (3.38)
Undergraduates (n=8,596)	6.03 (3.54)
Undergraduate Women (n=5,403)	6.21 (3.56)

## V. VICTIMIZATION

As a part of the survey section on victimization, students were asked how many of their peers had disclosed an experience of sexual violence to them. To assess victimization, a series of questions was asked about whether students experienced various types of unwanted sexual contact at Rutgers–New Brunswick<sup>20</sup>. Students who reported a completed sexual assault were asked a series of follow-up questions on the nature of the sexual violence they had experienced and what happened afterward, including any disclosure of the incident to others and use of campus resources. *As a reminder, the information presented in this section may be especially sensitive and difficult for some readers.*

### Disclosure of Victimization from Other Students

Survey participants were asked whether or not another Rutgers student had told them that s/he had been a victim of sexual violence. Table 11 shows that one in five of all respondents and one in four undergraduate women had received such a disclosure from a peer. Knowing someone who has experienced sexual violence is quite common among Rutgers–New Brunswick students. Taken together with #iSPEAK’s findings of limited awareness and knowledge of campus resources related to sexual violence, this highlights an opportunity to increase education efforts among students. Peers may be better able to support one another with accurate and current information about university policies programs for survivors.

Those respondents to whom another student had disclosed were then asked how many women and how many men had told them they experienced sexual violence (Table 12). Notably, among students who received disclosures from women, 25 percent had received disclosures from three or more. Many students have multiple peers who have told them about an experience of sexual violence.

**Table 11. Students Who Have Had Another Student Disclose an Experience of Sexual Violence to Them (%)**

	Yes	No	Missing
All (n=10,794)	20	69	11
Graduate Students (n=2,198)	12	75	13
Undergraduates (n=8,596)	22	67	11
Undergraduate Women (n=5,403)	25	64	11

**Table 12. Of Those Who Have Had Another Rutgers Student Disclose Victimization, Number of Women/Men Who Have Disclosed (%)**

<sup>19</sup> Since the publication of the original report, the value in this section of the table has been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

<sup>20</sup> Note that the location of the incident of sexual violence was not analyzed; therefore, these did not necessarily occur on campus.

	All	Graduates	Undergraduates	Undergraduate Women
<b>How many women disclosed to you?</b>	<b>(n=2,049)</b>	<b>(n=249)</b>	<b>(n=1,800)</b>	<b>(n=1,311)</b>
1	48	49	48	45
2	27	30	27	28
3 or more	25	21	25	27
<b>How many men disclosed to you?</b>	<b>(n=377)</b>	<b>(n=37)</b>	<b>(n=340)</b>	<b>(n=201)</b>
1	69	75	68	72
2	20	11	22	21
3 or more	11	14	10	7

## Experience of Sexual Violence

To better understand the relationship between the campus climate and sexual violence, it is necessary to gather information about the scope and nature of unwanted sexual experiences among students. For this section of the #iSPEAK survey, the research team drew many of the items and scales from the *Not Alone* toolkit. Changes to the content of the *Not Alone* survey are detailed in a report submitted to the White House Task Force in August 2015.

#iSPEAK provided students with a broad definition of sexual violence and sexual assault, drawn from a section of the *Not Alone* toolkit, reproduced below:

*“‘Sexual assault’ and ‘sexual violence’ refer to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are unwanted by the recipient, threats of force to get someone to engage in sexual behavior, as well as unwanted touching and unwanted oral, anal, or vaginal penetration, or attempted penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.”<sup>21</sup>*

Following the definition, students were asked whether they had experienced sexual violence prior to coming to Rutgers. Next, they were asked to answer six questions about whether or not they had experienced various types of unwanted sexual contact since coming to Rutgers. This included:

- Four questions about unwanted sexual contact that involved force or threats of force, explained as: “This could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or threatening to use a weapon against you.”<sup>22</sup>
- Two questions about experiences with unwanted sexual contact while being unable to provide consent or to stop what was happening because “you were passed out, drugged, incapacitated or asleep.”

If a student endorsed any of three items referring to an experience of a completed sexual assault (not attempted and for which the student is certain occurred) since coming to Rutgers, the student was presented with several follow-up questions about the incident or incidents. Through the use of skip

<sup>21</sup> The definition was taken from the preamble to the *Readiness To Help* scale, provided in the *Not Alone* Toolkit (p.17). The scale was adapted from Banyard, V.L., Moynihan, M.M., Cares, A.C., & Warner, R. (2014). How do we know it works? Measuring outcomes in bystander-focused abuse prevention on campus. *Psychology of Violence*, 4(1), 101-115.

<sup>22</sup> These questions were taken from the White House Task Force’s *Not Alone* Toolkit, <https://www.notalone.gov/assets/ovw-climate-survey.pdf>

logic programmed into the online survey, students who reported non-completed sexual assault or no victimization since coming to Rutgers were taken directly to the next section of the survey.

### Prior Victimization

Before being presented with questions about their experiences at Rutgers, students were asked if they had experienced any sexual violence before coming to Rutgers. As the top row of Table 13 indicates, prior victimization is all too common among students. Nearly one in five students have experienced some form of sexual violence before entering college; among undergraduate women, one in four begin school having experienced sexual violence.

The high rate of prior victimization has clear implications for efforts to address sexual violence and improve the campus climate. Campus resources must be responsive to their needs; for some offices, this might entail an expansion of focus to explicitly include addressing the effects of trauma caused by sexual violence that happened before matriculation.

**Table 13. Victimization (%)**

	All (n=10,794)		Graduate Students (n=2,198)		Undergraduates (n=8,596)		Undergraduate Women (n=5,403)	
	Yes	Missing	Yes	Missing	Yes	Missing	Yes	Missing
1. Did you ever experience any form of sexual violence before coming to Rutgers?	19	9	25	10	18	8	24	8
2. Since coming to Rutgers, has anyone had unwanted sexual contact with you by using physical force?	5	9	3	10	6	9	8	8
3. Since coming to Rutgers, has anyone had unwanted sexual contact with you by coercing you or threatening to use physical force?	3	9	2	10	3	9	5	9
4. Has anyone attempted but not succeeded in having unwanted sexual contact with you by using physical force against you?	6	9	5	10	7	9	9	9
5. Has anyone attempted but not succeeded in having unwanted sexual contact with you by coercing you or threatening to use physical force against you?	5	9	4	10	5	9	8	8
6. Since coming to Rutgers, has someone had unwanted sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question refers to incidents you are CERTAIN happened.	4	9	2	10	5	9	6	9



	All (n=10,794)		Graduate Students (n=2,198)		Undergraduates (n=8,596)		Undergraduate Women (n=5,403)	
	Yes	Missing	Yes	Missing	Yes	Missing	Yes	Missing
7. Since coming to Rutgers, has someone had unwanted sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question refers to incidents you are NOT CERTAIN happened.	3	9	2	10	4	9	5	9

### Victimization Since Coming to Rutgers–New Brunswick

In Table 13, questions 2 through 7 refer to experiences of attempted or completed unwanted sexual contact that occurred since students came to Rutgers. The prevalence of these various types of unwanted sexual contact ranges from three to nine percent. Across categories, attempted but unsuccessful unwanted sexual contact involving coercion or threats of sexual violence is most common. This finding is unsurprising, as this is the victimization type with the broadest definition.

Further categories of unwanted sexual contact experienced by students are described below in Table 14. As noted, for undergraduate women:

- 13 percent experienced attempted or completed unwanted sexual contact involving physical force
- 15 percent experienced attempted or completed unwanted sexual contact involving physical force, threats of physical force, or coercion
- 9 percent experienced unwanted sexual contact when unable to provide consent because they were passed out, drugged, drunk, incapacitated, or asleep

**Table 14. Types of Unwanted Sexual Contact**

	All (n=10,794)		Graduate Students (n=2,198)		Undergraduates (n=8,596)		Undergraduate Women (n=5,403)	
	n	%	n	%	n	%	n	%
Unwanted sexual contact involving <b>physical force</b> (Questions 2 & 4)	923	9% <sup>23</sup>	130	6%	793	9%	702	13%
Unwanted sexual contact involving <b>threats of physical force</b> (Questions 3 & 5)	699	6%	100	5%	569	7%	511	9%
Unwanted sexual contact involving <b>physical force</b>	1048	10%	146	7%	906	11%	803	15%

<sup>23</sup> Since the publication of the original report, the value in this section of the table has been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

	All (n=10,794)		Graduate Students (n=2,198)		Undergraduates (n=8,596)		Undergraduate Women (n=5,403)	
	n	%	n	%	n	%	n	%
<b>(completed or attempted but not completed) or threats of physical force or coercion (completed)</b> (Questions 2, 3, & 4) <sup>24</sup>								
<b>Attempted but not completed</b> unwanted sexual contact (Questions 4 & 5)	906	8%	126	6%	780	9%	701	13%
Unwanted sexual contact that occurred when <b>respondent could not consent</b> (Questions 6 & 7)	600	5%	63	3%	537	6%	473	9%

Note. Missing data ranged from 9%- 11%

The percentages of students who reported experiencing any type of unwanted sexual contact since coming to Rutgers–New Brunswick are presented in Table 15. Among all respondents, 13 percent reported having experienced at least one incident of unwanted sexual contact since coming to Rutgers. When the sample is restricted to undergraduate women, 20 percent had experienced at least one attempted or completed act of sexual violence, consistent with statistics reported by other universities.<sup>25</sup>

More than half of the students who experienced unwanted sexual contact since coming to Rutgers reported more than one type of victimization. This finding may conservatively be interpreted as a measure of multiple exposures to sexual violence; the data do not allow investigators to know how many experiences respondents have had within a given type of sexual violence. These figures, even as they are likely underestimates of repeated exposure to violence, argue for campus resources paying special attention to the problem of repeated victimization. Additionally, a total of 55% of undergraduate women who experience unwanted sexual contact while at Rutgers-New Brunswick also experienced sexual violence prior to coming to campus.

In many focus groups, there were one to two students present per group that reported knowing another student that had experienced sexual violence since starting at Rutgers–New Brunswick.<sup>26</sup> Most of the survivors described during the focus groups were female, and alcohol was commonly involved in the description of the incident.

<sup>24</sup> Since the publication of the original report, the language in this section of the table has been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

<sup>25</sup> A survey of two public universities commissioned by the National Institute of Justice found that 18 percent of undergraduate women experienced an attempted or completed sexual assault while in college (Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). *The Campus Sexual Assault (CSA) Study*. National Institute of Justice. Retrieved from: <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>). Massachusetts Institute of Technology (MIT) reports that 35 percent of undergraduate women experienced sexual harassment, rape, sexual assault, or other unwanted sexual behaviors while at MIT. (October, 2014). *Survey Results: 2014 Community Attitudes on Sexual Assault*. Retrieved from: <http://web.mit.edu/surveys/health/MIT-CASA-Survey-Summary.pdf>.

<sup>26</sup> Some of these disclosures may be self-reports of sexual violence. For privacy and confidentiality reasons, focus groups participants were asked not to disclose personal experiences of sexual violence in the first person but instead to frame the incident as something that happened to a “friend.”

**Table 15. Students' Experience of Attempted or Completed Unwanted Sexual Contact Since Coming to Rutgers (%)**

	All (n=10,794)	Graduate Students (n=2,198)	Undergraduates (n=8,596)	Undergraduate Women (n=5,403)
Experienced any unwanted sexual contact since coming to Rutgers	13	8	14	20
Among those reporting unwanted sexual contact since coming to Rutgers: Number of Types of Violence Experienced Since Coming to Rutgers				
	(n=1,404)	(n=178)	(n=1,226)	(n=1,072)
1	46	42	46	45
2	28	35	27	28
3 or more	26	23	26	27

### **Victimization among various groups**

To more fully understand the nature of sexual violence experience among Rutgers students, the research team conducted subgroup analyses in two demographic domains: race/ethnicity and sexual orientation.<sup>27</sup>

For all students, undergraduates, and undergraduate women, Asian American students had half the odds of having experienced unwanted sexual contact since coming to Rutgers than white students. Compared to white students, the odds of victimization are not significantly different for all other groups, with one exception. Among undergraduate women, African American students had 25 percent lower odds of experiencing unwanted sexual contact than white students. However, this result barely met the threshold for statistical significance. With respect to sexual violence experience before coming to Rutgers–New Brunswick, Asian American students have significantly lower odds of prior victimization as compared to white students. Meanwhile, African American students are more likely to have experienced sexual violence before coming to Rutgers–New Brunswick.

Across all groups, sexual orientation had a strong relationship with sexual violence. Students who identified as anything other than 100 percent heterosexual/straight had two to three times the odds of experiencing unwanted sexual contact than those who identified as only attracted to members of the opposite sex.<sup>28</sup> These results were highly significant and applied to prior victimization as well as victimization since coming to Rutgers.

### **Perpetrators**

Students who reported a completed sexual assault since coming to Rutgers–New Brunswick were presented with additional questions about the circumstances surrounding the “most serious” incident.

Tables 16 and 17 describe the perpetrators of reported sexual violence. Among #iSPEAK’s respondents, perpetrators of sexual violence were most frequently men and were most often known to the survivor. A majority of perpetrators were also students. Non-stranger perpetrators were most frequently categorized

<sup>27</sup> Logistic regressions were run to assess (a) whether and how racial/ethnic differences were associated with differences in victimization, and (b) whether and how students’ sexual orientation was associated with differences in victimization. The regressions were conducted for each of the four groups analyzed in this report: all respondents, graduate student respondents, undergraduate respondents, and undergraduate women respondents. Victimization before coming to Rutgers and victimization since coming to Rutgers were examined separately. Results are not reported in tables in this report.

<sup>28</sup> Students reported sexual orientation along a 5-point continuum. Responses were transformed into a binary variable in analysis. Students who selected anything other than the “100 percent heterosexual/straight” response were categorized as “Not 100 percent heterosexual/straight.”

as “Casual acquaintance or hookup” or “Friend.” These findings were reflected in the focus group discussions wherein, of students who knew someone who had been accused of sexual violence, the accused was often within the same peer group as the survivor.

**Table 16. Perpetrators (%)<sup>29</sup>**

	All (n= 878)	Graduate Students (n=89)	Undergraduates (n=789)	Undergraduate Women (n=690)
<b>Perpetrator’s Gender</b>				
Man	88	94	88	96
Woman	8	5	9	2
Transgender Man, Transgender Woman, or Other	1	1	1	<1
Missing	2	0	3	2
<b>Perpetrator’s Student Status</b>				
Student	56	37	58	58
Non-Student	28	56	25	26
Don’t Know	13	7	14	15
Missing	2	0	3	2
<b>Perpetrator’s Relationship to Victim</b>				
Non-Stranger	69	83	67	67
Stranger	29	16	30	31
Missing	2	1	2	2

**Table 17. Non-Stranger Perpetrators (%)<sup>30</sup>**

	All (n=606)	Graduate Students (n=74)	Undergraduates (n=532)	Undergraduate Women (n=461)
Casual acquaintance or hookup	41	31	42	41
Friend	34	37	33	34
Current romantic partner (boyfriend or girlfriend)	5	10	4	4
Ex-romantic partner (ex-boyfriend or ex- girlfriend)	13	11	13	13
Other <sup>1</sup>	8	12	7	7

<sup>1</sup> “Other” includes categories for perpetrators accounting for less than 5 percent of responses in all groups. These categories, which were provided to respondents, include: Family member, Coworker, Employer/Supervisor, University professor/instructor; and Other.

## Disclosure and Accessing Resources

Students who reported a completed sexual assault were asked whether or not they told anyone about what happened to them. There is special concern for whether students whose lives take place predominately in the campus context, specifically undergraduates, are using campus resources to address sexual violence. As such, **the following tables focus on undergraduate students exclusively.**

<sup>29</sup> & <sup>28</sup> Since the publication of the original report, the values in this table have been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

Although most services are available to all students, they are most heavily publicized to and accessed by undergraduates. Again, results for undergraduate women are presented because this group is disproportionately at risk for sexual violence.

### **Who Disclosed Unwanted Sexual Contact**

Table 18 shows that, of those students who responded to the question, more told someone about what happened to them than did not. Students in these groups were asked follow-up questions about their decision not to disclose.

**Table 18. Disclosure of Unwanted Sexual Contact (%)<sup>31</sup>**

	Undergraduate Survivors (n=789)	Undergraduate Women Survivors (n=690)
<b>Did you tell anyone about the [most serious] incident?</b>		
Yes	64	67
No	34	31
Missing	3	2

### **Reasons Students Did Not Disclose**

Respondents who did not tell anyone about what happened to them were asked why they did not disclose and presented with a list of options. Multiple responses could be selected. Results are presented in Table 19. The top reasons for not disclosing included, “Wanted to forget it happened,” “It is a private matter; I wanted to deal with it on my own,” “Didn’t think what happened was serious,” and “Ashamed/embarrassed.”

Four response options were related to the school’s response to sexual violence: “Didn’t know reporting procedure on campus,” “Didn’t think the school would do anything about my report,” “Feared I or another would be punished for infractions or violations (for example, underage drinking),” and “I didn’t feel campus leadership would solve my problem.” Notably, these were the four least commonly selected reasons for nondisclosure. However, it should be remembered that this item was only presented to students who did not tell anyone about what happened; students who disclosed but chose not to tell school personnel specifically were not asked why they made that decision.

The focus groups results are similar to those found in the survey. Many students reported that the survivors they knew did not report the incident or seek services. Some of the reasons described for survivors not reporting or seeking services were shame, embarrassment, fear of losing friends, feeling the incident was not "serious enough," fearing the stigma associated with being viewed as a victim of sexual violence, and a lack of confidence in the Rutgers system of adjudication.

<sup>31</sup> Since the publication of the original report, the values in this table have been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

**Table 19. Reasons for Nondisclosure (%)**

	Undergraduate Survivors Who Did Not Disclose (n=266)	Undergraduate Women Survivors Who Did Not Disclose (n=215)
Wanted to forget it happened	53	57
It is a private matter; I wanted to deal with it on my own	50	48
Didn't think what happened was serious	49	50
Ashamed/embarrassed	44	47
Didn't think others would think it was serious	32	33
Didn't want others to worry about me	32	33
Had other things I needed to focus on and was concerned about	40	30
I thought I would be blamed for what happened	24	27
Didn't think others would think it was important	24	25
Concerned others would find out	23	24
Didn't think others would understand	22	24
I thought nothing would be done	20	20
Didn't want the person who did it to get in trouble	20	19
Fear of not being believed	18	18
I feared others would harass me or react negatively toward me	17	17
It would feel like an admission of failure	13	14
Thought people would try to tell me what to do	12	13
Fear the person who did it would try to get back at me	11	13
Other	11	10
Didn't know reporting procedure on campus	9	11
Didn't think the school would do anything about my report	9	10
Feared I or another would be punished for infractions or violations (for example, underage drinking)	9	10
I didn't feel that campus leadership would solve my problem	9	10

***Among those who did disclose, to whom did they disclose***

Undergraduate students who did tell someone about what happened to them were most likely to tell a friend or roommate (Table 20). Once again, this highlights the important role that peers play for one another when someone experiences sexual violence. While this support is critical, some survivors of sexual violence may need more specialized or formal help. In these instances, having accurate information about campus resources can empower students to connect their friends with the appropriate campus entities. Although few students in the focus groups mentioned knowing someone who had reported sexual violence to the campus authorities, several students per focus group knew someone who experienced sexual violence. This suggests that students are more likely to tell each other about an experience with sexual violence than using formal reporting methods.

Asked whether they accessed campus services, 17 percent of undergraduate survivors who told anyone about their experience of sexual violence said they had. An on-campus counselor or therapist was the most common campus representative to whom students disclosed, followed by staff at the Office of Violence Prevention and Victim Assistance. While Table 20 focuses on students who disclosed, the rate of campus service use among all survivors of sexual violence at Rutgers–New Brunswick (including those who did not disclose to anyone about what happened) is far lower. Only 7 percent of undergraduate women who reported an experience of sexual violence since coming to Rutgers–New Brunswick in the survey used any campus resource for the incident.



**Table 20. Among Students Who Disclosed, To Whom They Disclosed (%)**

	Undergraduate Survivors Who Disclosed (n=503)	Undergraduate Women Survivors Who Disclosed (n=462)
<b>Off-Campus or Informal</b>		
Close friend other than roommate	77	77
Roommate	52	53
Romantic partner (other than the person who did this to you)	25	26
Parent or guardian	14	15
Other family member	11	11
Other	4	3
Doctor/nurse	4	4
Off-campus counselor/therapist	4	4
Local police	4	4
Religious leader	1	1
Off-campus rape crisis center staff	1	1
<b>Campus Resources</b>		
	<b>17*</b>	<b>18*</b>
On-campus counselor/therapist	8	8
Office of Violence Prevention and Victim Assistance (VPVA) staff	6	6
Rutgers Health Services	5	5
Rutgers University Police Department	5	5
Resident Advisor (RA) or Residence Life staff	3	4
University faculty or staff	3	3
Office of Student Conduct	2	2

\* Percentages of students who used at least one of the following resources; students may have used more than one resource.

### **Usefulness of Campus Services**

Although most students who reported a completed sexual assault at Rutgers–New Brunswick did not access campus resources for support or adjudication, those who did reported that certain services were helpful. Table 21 shows student ratings of usefulness across the major campus entities that have some function related to responding to sexual violence. The VPVA received the most positive ratings; nearly every student who used their services reported that VPVA staff were “Very useful” in helping them deal with the most serious incident of sexual violence. The lowest-ranking entity was “Resident Advisor (RA) or Residence Life staff,” though it should be noted that the mean score for RAs and Residence Life fell between “Slightly useful” and “Somewhat useful.”

In the focus groups, there was a sense that the general student body is largely unaware of campus resources, including VPVA. The focus group composed of survivors also expressed concerns with lengthy wait periods at the on-campus counseling program (i.e. CAPS) and the need for more long-term services.

**Table 21. Usefulness of Campus Resources: Distribution of Responses (%) and Means (Standard Deviations)**

	Not at all useful (1)	Slightly useful (2)	Somewhat useful (3)	Moderately useful (4)	Very useful (5)	N	M (SD)
<b>Office of Violence Prevention and Victim Assistance</b>							

	Not at all useful (1)	Slightly useful (2)	Somewhat useful (3)	Moderately useful (4)	Very useful (5)	N	M (SD)
Undergraduates	6	7	3	3	81	32	4.45 (1.23)
Undergraduate Women	7	7	3	3	79 <sup>32</sup>	29	4.41 (1.27)
<b>Rutgers Health Services</b>							
Undergraduates	17	4	25	17	37	24	3.54 (1.47)
Undergraduate Women	17	4	25	17	37	24	3.54 (1.47)
<b>On-campus counselor/ therapist</b>							
Undergraduates	23	13	5	23	36	39	3.36 (1.63)
Undergraduate Women	25	8	6	25	36	36	3.39 (1.64)
<b>University faculty or staff</b>							
Undergraduates	13	0	25	37	25	16	3.63 (1.26)
Undergraduate Women	13	0	27	40	20	15	3.53 (1.25)
<b>Rutgers University Police Department</b>							
Undergraduates	13	9	22	39	17	23	3.39 (1.27)
Undergraduate Women	14	9	23	36	18	22	3.36 (1.29)
<b>Office of Student Conduct</b>							
Undergraduates	12	13	25	37	13	8	3.25 (1.28)
Undergraduate Women	12	13	25	37	13	8	3.25 (1.28)
<b>Resident Advisor (RA) or Residence Life staff</b>							
Undergraduates	29	12	24	23	12	17	2.76 (1.44)
Undergraduate Women	29	12	24	23	12	17	2.76 (1.44)

<sup>32</sup> Since the publication of the original report, the value in this section of the table has been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

## VI. BYSTANDER INTERVENTION

At Rutgers and across the country, the potential of bystanders—peers who may be in a position to defuse risky situations—in curbing campus sexual violence has been elevated. #iSPEAK included scales to assess students’ readiness to help their peers, their attitudes about intervening to stop sexual violence, and their actions. All respondents were asked to complete the following scales.

### Readiness to Help

The Readiness to Help scale<sup>33</sup> evaluates the extent to which students think sexual violence is a problem at Rutgers–New Brunswick and their level of intention to do something about it. Responses to the 12-item scale are presented in Table 22. Previous published work using the scale suggests how scores may be used to sort respondents into three groups based on their level of readiness to help. These groups have been described under the headings, “No Awareness,” “Taking Responsibility,” and “Action,” in order of activation. Table 23 shows the breakdown of the Rutgers–New Brunswick sample into these three categories. Two-thirds to three-quarters of students fall into the “Taking Responsibility” category, indicating acknowledgement that sexual violence is a problem and thinking about doing something to learn more or help. Further analysis is needed to confirm the factor structure of the Readiness to Help scale in the #iSPEAK sample. All students in the focus groups agreed that sexual violence is a problem at Rutgers, although they also believed it is a problem on other college campuses as well.

**Table 22. Readiness to Help Scale: Distribution of Responses (%) and Means (Standard Deviations)**

	Not true at all (1)	Not true (2)	Neutral (3)	True (4)	Very much true (5)	Missing	M(SD)
<b>I don’t think sexual violence is a problem at Rutgers.</b>							
All	28	33	21	5	1	12	2.07 (0.94)
Graduate Students	23	31	25	7	1	13	2.24 (0.98)
Undergraduates	29	34	19	5	1	12	2.03 (0.93)
Undergraduate Women	34	35	16	3	<1	12	1.88 (0.86)
<b>I don’t think there is much I can do about sexual violence at Rutgers.</b>							
All	15	33	26	12	2	12	2.46 (0.99)
Graduate Students	14	32	26	13	2	13	2.50 (1.00)
Undergraduates	15	33	26	12	2	12	2.13 (0.98)
Undergraduate Women	17	35	25	10	1	12	2.37 (0.96)
<b>There isn’t much need for me to think about sexual violence at Rutgers.</b>							
All	26	34	18	8	2	12	2.16 (1.02)
Graduate Students	23	33	19	10	2	13	2.26 (1.05)
Undergraduates	27	34	18	7	2	12	2.13 (1.01)
Undergraduate Women	33	35	14	5	1	12	1.93 (0.91)
<b>Doing something about sexual violence is solely the job of the crisis center.</b>							
All	38	34	12	3	1	12	1.81 (0.88)

<sup>33</sup> Adapted from Banyard, V.L., Moynihan, M.M., Cares, A.C., & Warner, R. (2014). How do we know it works? Measuring outcomes in bystander-focused abuse prevention on campus. *Psychology of Violence, 4*(1), 101-115.

	Not true at all (1)	Not true (2)	Neutral (3)	True (4)	Very much true (5)	Missing	M(SD)
Graduate Students	40	36	8	2	1	13	1.73 (0.83)
Undergraduates	37	33	13	3	<1	12	1.83 (0.89)
Undergraduate Women	40	32	12	3	1	12	1.79 (0.87)
<b>Sometimes I think I should learn more about sexual violence.</b>							
All	4	8	22	42	12	12	3.57 (1.18)
Graduate Students	4	10	20	43	10	13	3.54 (0.98)
Undergraduates	4	8	22	42	12	12	3.58 (0.97)
Undergraduate Women	2	6	19	46	15	12	3.77 (0.88)
<b>I have not yet done anything to learn more about sexual violence.</b>							
All	13	24	20	25	6	12	2.87 (1.18)
Graduate Students	14	26	18	24	6	13	2.79 (1.20)
Undergraduates	12	23	21	26	6	12	2.89 (1.18)
Undergraduate Women	13	24	20	26	5	12	2.83 (1.17)
<b>I think I can do something about sexual violence.</b>							
All	2	9	31	36	10	12	3.49 (0.92)
Graduate Students	2	9	29	37	10	13	3.50 (0.92)
Undergraduates	2	8	31	36	10	13	3.49 (0.92)
Undergraduate Women	2	8	31	36	11	12	3.53 (0.90)
<b>I am planning to learn more about the problem of sexual violence on campus.</b>							
All	7	14	32	28	7	12	3.16 (1.03)
Graduate Students	7	15	31	28	6	13	3.14 (1.04)
Undergraduates	7	14	33	27	7	12	3.17 (1.03)
Undergraduate Women	4	11	32	32	9	12	3.34 (0.98)
<b>I have recently attended a program about sexual violence.</b>							
All	33	33	8	10	4	12	2.08 (1.14)
Graduate Students	37	34	6	7	3	13	1.89 (1.04)
Undergraduates	32	32	9	11	4	12	2.13 (1.16)
Undergraduate Women	30	34	8	11	5	12	2.17 (1.18)
<b>I am actively involved in projects to deal with sexual violence at Rutgers.</b>							
All	35	36	12	3	2	12	1.88 (0.92)
Graduate Students	37	35	10	3	2	13	1.80 (0.90)
Undergraduates	34	36	12	4	2	12	1.89 (0.93)
Undergraduate Women	33	37	12	4	2	12	1.92 (0.94)
<b>I have recently taken part in activities or volunteered my time on projects focused on ending sexual violence on campus.</b>							
All	33	36	10	7	2	12	1.97 (1.01)
Graduate Students	37	36	8	4	2	13	1.80 (0.90)

	Not true at all (1)	Not true (2)	Neutral (3)	True (4)	Very much true (5)	Missing	M(SD)
Undergraduates	32	35	11	7	3	12	2.01 (1.04)
Undergraduate Women	31	36	10	8	3	12	2.05 (1.06)

**I have been or am currently involved in ongoing efforts to end sexual violence on campus.**

All	28	36	16	6	2	12	2.08 (1.00)
Graduate Students	31	35	14	5	2	13	1.97 (0.96)
Undergraduates	28	35	16	7	2	12	2.10 (1.01)
Undergraduate Women	26	37	15	7	3	12	2.13 (1.02)

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Women = 5,403

Cronbach's Alpha, No Awareness Subscale\*: All = .65; Graduate Students = .68; Undergraduates = .64; Undergraduate Women = .60

Cronbach's Alpha, Taking Responsibility Subscale\*: All = .68; Graduate Students = .68; Undergraduates = .69; Undergraduate Women = .65

Cronbach's Alpha, Action Subscale\*: All = .87; Graduate Students = .86; Undergraduates = .87; Undergraduate Women = .88

\* Please note that subscales will undergo further testing to confirm the dimensionality of the construct.

**Table 23. Readiness to Help Subgroup Size (%)**

	No Awareness	Taking Responsibility	Action	Missing or Ambiguous
All	13	68	3	16
Graduate Students	15	68	2	15
Undergraduates	13	69	4	14
Undergraduate Women	8	74	3	15

n: All = 10,794; Graduate Students = 2,198; Undergraduates = 8,596; Undergraduate Women = 5,403

Please note that subscales will undergo further testing to confirm the dimensionality of the construct.

**Bystander Attitudes**

Table 24 reports composite results from the Bystander Attitudes Scale,<sup>34</sup> which describes actions students might take to prevent or respond to sexual violence and asks how likely they would be to take those actions in the future. Response options ranged from “Very Unlikely (1)” to “Very Likely (5).” Higher scores indicate a more positive attitude about intervening to stop sexual violence.

In general, respondents think of themselves as quite likely to do something to defuse a situation that could result in sexual violence, help a friend who has been raped, and confront possible perpetrators. Across items, the majority of students reported that they were “Likely” or “Very Likely” to take action in the future, if given the opportunity. While students may be significantly less likely to actually intervene when presented with one of the situations described in the scale, these average scores indicate that Rutgers–New Brunswick students would like to help their peers. These findings challenge the somewhat dim view respondents have of how supportive their fellow students would be to a student reporting an incident of sexual violence (Table 6).

<sup>34</sup> Adapted from Bystander Attitudes Scale-Revised (adapted from Bystander Scale (Banyard, et al., 2005)); Scale development information: McMahan, S., Postmus, J., & Koenick, R.A. (2011). Engaging Bystanders: A primary prevention approach to sexual violence on campus. *Journal of College Student Development*, 15 (1), 115 – 130 and McMahan, S., Allen, C. T., Postmus, J. L., McMahan, S. M., Peterson, N. A., & Lowe Hoffman, M. (2014). Measuring bystander attitudes and behavior to prevent sexual violence. *Journal of American College Health*, 62(1), 58-66.

Similarly, in the focus groups, many students said that they felt a sense of doing the right thing when intervening as a bystander or regretted the times they did not step in and could have. Additionally, some students discussed feeling nervous before or while stepping in. Focus group participants discussed a number of perceived barriers to interrupting situations which might lead to sexual violence, including fear for their own physical safety, and the idea that it is “none of my business.” A major theme discussed in the focus groups was the positive role of friends, including friends looking out for each other, buddy systems, and peers norms in which it is easier to intervene with people students know as opposed to strangers. Many students also discussed having participated in a bystander intervention training program that increased their confidence in their ability to intervene. Additionally, some students wished there was a bystander training program, reflecting a lack of awareness of the existing bystander training program at Rutgers–New Brunswick.

**Table 24. Bystander Attitudes Scale: Composite Scores**

	All (n=10,794)	Graduate Students (n=2,198)	Undergraduates (n=8,596)
Mean	4.28	4.29	4.27
Standard Deviation	0.62	0.62	0.61
Missing	12	13	12

Scores range from 0-5; higher scores representing more positive attitudes about intervening to stop possible sexual violence.  
Cronbach’s Alpha: All = .83.; Graduate Students = .84; Undergraduates = .83

### ***Bystander Opportunities and Behaviors***

To determine how often students really take action when presented with the opportunity to prevent an incident of sexual violence, a scale of seven two-part questions was included in the survey.<sup>35</sup> First, students were asked if they had ever seen or heard something that suggested sexual violence might occur. Next, those who responded “yes” were asked whether they did anything.

Table 25 provides a summary score to describe how often students intervene to stop an act of potential sexual violence when given the opportunity. This score is a ratio, dividing the number of times someone intervened by the number of opportunities they had; a score of 1 would indicate that students intervened every time they had the opportunity. Only those students who reported having any of the opportunities listed were included in this calculation. The summary scores indicate that students intervene 35 percent of the time when presented with the opportunity to do so.

This figure is likely skewed downward by two items asking about intervening to stop someone taking a drunk person back to their room. Many students reported observing this happen, but few stepped in to do anything. It is possible that this situation appears more ambiguous to students, or that they lack suitable strategies for intervening safely. The focus group findings support this interpretation. Some students discussed the perceived link between alcohol and sexual violence and how intoxication often confused the situation or created a “gray area” surrounding sexual assault and consent.

Many focus group participants reported they had observed a situation in which a bystander could have stepped in. Most of these situations involved the use of alcohol and took place at parties. Additionally, some students mentioned observing situations where someone could be a bystander in the dormitory or in places where students were returning to their living quarters on foot or on the campus bus. Of the focus group participants who said they had acted as a bystander, many intervened when they perceived the person was extremely intoxicated.

<sup>35</sup> Adapted from Bystander Behavior Scale-Revised (adapted from Bystander Scale (Banyard, et al., 2005)); Ibid.

**Table 25. Bystander Behavior Summary Score: Mean (Standard Deviation)<sup>36</sup>**

	Bystander Behavior Score (# Intervening Behaviors/# Opportunities)	n
All	.36 (0.44)	3,661
Graduate Students	.38 (0.46)	353
Undergraduates	.36 (0.44)	3,308

<sup>36</sup> Since the publication of the original report, the value in this section of the table has been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)



## VII. LIMITATIONS

The results of this study need to be interpreted within the context of several limitations. First, although a large number of students participated in the survey and the response rate is consistent with other online census surveys, many students did not participate, which may introduce bias into the results.

Additionally, chi-square analyses indicated that the demographics of the analytic sample were not perfectly statistically representative of the student population, although they were fairly similar in most categories. Future analyses will use weighted data to report results that are more generalizable to the Rutgers–New Brunswick student population. For the analyses, the full sample or subsample was used as the denominator, thereby including missing cases. This offered consistency across percentages, but missing responses may also introduce bias.

There are also a number of ways that the wording of certain items can be improved, particularly among the victimization questions. A number of researchers around the country are currently piloting ways to ask campus climate questions, including victimization questions. This collective knowledge will offer important suggestions for improving survey questions. Specific suggestions based on the experience at Rutgers–New Brunswick are outlined in a report submitted to the White House Task Force and available on the Rutgers Center on Violence Against Women and Children website

(<http://socialwork.rutgers.edu/CentersandPrograms/vawc.aspx/>) and will likely be incorporated into future administrations of the survey.

Another limitation is that follow-up questions concerning sexual violence (e.g., the resources used by the student who had been victimized, if the student disclosed the sexual violence to anyone, who the disclosure was made to etc.) were only asked of students who reported a *completed* sexual assault. Those students who endorsed having experienced an attempted sexual assault or a sexual assault for which they are not certain occurred, were not asked any follow-up questions about the reported sexual violence.

Additionally, some of the scales employed in the *#iSPEAK* survey may be sensitive to social desirability bias, in which respondents skew their answers to place themselves in a more favorable light. As such, the research team included a scale designed to measure respondents' tendencies to provide socially desirable answers.<sup>37</sup> By including these scores in analyses, it may be possible to control for such social desirability. However, the scale performed somewhat poorly in the student sample, and many students found it confusing, so it is unclear whether utilizing this measure will be beneficial in future analyses.

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<sup>37</sup> Adapted from Stöber, J. (2001). The Social Desirability Scale-17 (SDS-17): Convergent validity, discriminant validity, and relationship with age. *European Journal of Psychological Assessment*, 17, 222-232.

## VIII. CONCLUSION AND IMPLICATIONS

The #iSPEAK assessment yielded a tremendous amount of rich information about the experiences, attitudes, beliefs, and behaviors of students related to the campus climate regarding sexual violence. Making sense of such a wealth of both quantitative and qualitative information is a lengthy process, and it will continue well beyond the submission of this report. However, the story emerging in the early stages of analysis is this:

**Students at Rutgers–New Brunswick experience sexual violence at rates similar to students at other universities. What’s more, the experience of sexual violence is common among students before they even begin school.**

The rates of victimization are most striking for undergraduates women: one in five have had an experience of unwanted sexual contact while at Rutgers, and one in four experienced sexual violence before starting college. Additionally students who identified as not being 100 percent heterosexual/straight were two to three times more likely to experience sexual violence before and after starting college. There is widespread acknowledgement of the need for services to support students who are survivors of campus sexual violence, and #iSPEAK’s findings confirm the existence of this need at Rutgers–New Brunswick. Further, survey results indicate that campus programs should also be prepared to serve students starting school with prior victimization experience as well as LGB students. Further analysis is needed to examine the rates of victimization among various subgroups on campus.

*Implication: A comprehensive, campus-wide response to sexual violence should include services not only for students who experience unwanted sexual contact after entering college, but also for those dealing with the effects of victimization that took place before coming to Rutgers. Efforts should to address the higher victimization rate among members of the LGB community.*

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**When students experienced unwanted sexual contact at Rutgers–New Brunswick, they were generally unlikely to use campus resources to address it. However, when they did use the available services, students reported that they were helpful.**

It is unreasonable to presume that every survivor of campus sexual violence should use campus resource for investigation and adjudication of the incident or for personal support. However, it is likely that needs went unmet when less than 11 percent of all undergraduate survivors accessed any of the programs or offices expressly addressing sexual violence.<sup>38</sup> Such limited use is likely related to generally low awareness of campus services related to sexual violence.

Among those students who did seek help on campus, many reported it was effective, though this did vary across programs and offices. This indicates that campus resources could help more survivors of sexual violence if they are more widely used.

*Implication: Expanded and ongoing efforts to build awareness of campus resources related to sexual violence may support broader use, in turn meeting the needs of students who would otherwise not access services.*

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<sup>38</sup> Since the publication of the original report, the values in this section have been adjusted based on further analysis of the data. For further questions about these changes, please contact the research team at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu)

**Peers are an important source of support for one another following an incident of sexual violence. Still, the belief that students will respond negatively to someone making a report of sexual violence is persistent. When asked if they themselves would do something to stop sexual violence, though, most students say they would.**

When asked about how other students would react to someone reporting sexual violence, #iSPEAK respondents were not confident that their peers would be supportive. However, when Rutgers–New Brunswick students are victims of unwanted sexual contact, the people they are most likely to tell—if they tell anyone—are friends or roommates. Among undergraduate students, one in four has had at least one other Rutgers student tell them about an experience of sexual violence. Even as students may not think their peers as a group would support someone who was the survivor of sexual violence, most do trust their friends and roommates.

Students also reported that they would be likely to step in and stop a potential incident of sexual violence, and that they would confront friends who have perpetrated such incidents. While they may think the student body in general would not be supportive, they have faith in themselves and their friends. It is clear, then, that peers have an important role to play in the wake of an incident of sexual violence.

*Implication: Friends and roommates are already supporting one another when sexual violence occurs. With greater awareness of campus resources, they might be able to connect one another to services and supports when needed.*

*Implication: Prevention programs should build on students' individual intentions as bystanders to create a sense of overall, student body-level support for survivors of sexual violence, improving students' experience of the campus climate.*

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**Students have low awareness of what Rutgers does to address sexual violence, but they want to learn.**

#iSPEAK respondents had lower awareness of campus offices and programs addressing sexual violence than expected. Even programs presented to every entering undergraduate, were not well-known among students. However, a majority of students also said that they think they should do something to learn more about sexual violence. Many also reported actively trying to learn more.

*Implication: There is an opportunity to provide students with information they want—and need—about offices and programs working to prevent and respond to sexual violence on campus. Activities to increase awareness should go beyond current efforts and attempt to reach students in creative and memorable ways.*

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These findings begin to illuminate some of the ways Rutgers can build on its strengths as it acts to strengthen the university response to sexual violence and enhance the campus climate.

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## Appendix: Methods

The survey instrument developed by the White House Task Force was adapted for use at Rutgers–New Brunswick and piloted with a small group of students. The questionnaire was finalized in Qualtrics, an online survey tool, and administered between October 27 and November 11, 2015. The survey was approved by the Rutgers University Institutional Review Board, and, before completing the survey, students were provided with an informed consent and the option to participate in the survey.

All students enrolled at Rutgers–New Brunswick during the fall semester of 2014, including both undergraduates and graduates, were invited to participate in the survey. Students were notified about the survey through a broad outreach effort, including direct e-mails, a participatory social media campaign, printed advertisements, and tabling in dining halls and libraries.

To incentivize participation, the research team awarded cash prizes to randomly selected students who completed the survey. Prizes ranged from \$150 to \$300; a total of \$15,000 was distributed. A tiered incentive structure was designed to encourage students to take the survey early in the administration period. Those who submitted surveys in the first three days were eligible to win the largest cash prizes. Additional drawings took place throughout the administration period, but the amount of each prize decreased at each drawing. The incentive structure was as follows:

- Twenty \$300 prizes awarded on October 30
- Fifteen \$250 prizes awarded on November 3
- Thirty-five \$150 prizes awarded on November 11

In addition, a series of 21 focus groups were conducted with 179 students following the conclusion of the campus climate survey. The focus groups were intended to enrich the findings gathered from the campus climate survey and provide a deeper insight into students' attitudes and knowledge about campus sexual violence. The focus group guide was therefore created to build upon the campus climate survey responses. The guide was used during each focus group and started with a brief introduction, including a brief summary of the current study and detailed information about the consent form, disclosure, and confidentiality. Questions asked during the focus groups mainly focused on students' perceptions of Rutgers' current response to sexual violence on campus, both in terms of sexual violence policies and victim services, as well as on students' definition of sexual violence and reasons for why sexual violence occurs on campus. Focus groups lasted approximately one hour and were conducted by a facilitator and a co-facilitator. The facilitator led the discussion during the focus groups and was primarily responsible for prompting students and eliciting follow-up information based on students' responses, while the co-facilitator took notes and monitored time. The focus groups were also audio-recorded to capture students' responses.

Detailed information about *#iSPEAK*'s methods and the survey instrument can be found in [\*Understanding and Responding to Campus Sexual Assault: A Guide for Colleges and Universities\*](#) and forthcoming peer-reviewed publications.

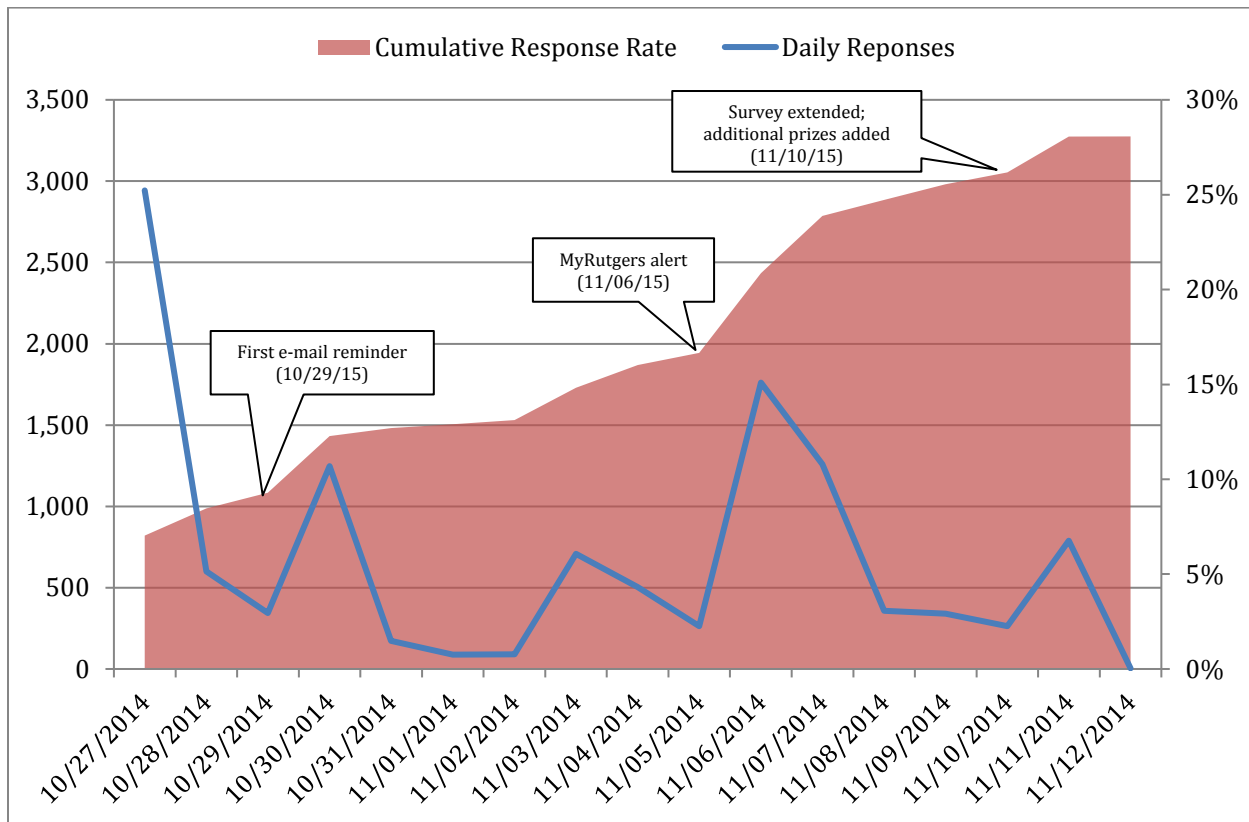
## RESPONSE

During the administration period, 12,343 of 41,815 eligible students (29.5 percent) accessed the survey. The largest single-day percentage of students (25 percent of the final sample) logged into the survey on the first day it was available.

The response rate continued to increase steadily over the course of the 17-day administration period, with two notable spikes (see Figure 1). On October 29, students who had not completed the survey were

sent the first of several planned reminder emails. The following day, 10 percent of all respondents accessed *#iSPEAK*. Toward the end of the second week of the administration period, an alert appeared on each eligible student’s MyRutgers page, a personalized, web-based portal, reminding him or her to take the survey. This type of alert is sent infrequently, and students must click on such alerts to indicate acknowledgement and stop reminder emails. Following the MyRutgers alert on November 6, 15 percent of the final sample accessed the survey on November 7, and an additional 11 percent on November 8.

Lastly, in a final push to encourage students to respond to the survey, the administration period was extended for three days and additional drawings for \$150 cash prizes were added. Students who had not yet completed the survey were notified through email. Eight percent of the final sample participated during this extension.



**Figure 1. Daily Responses and Cumulative Response Rate During Administration Period**

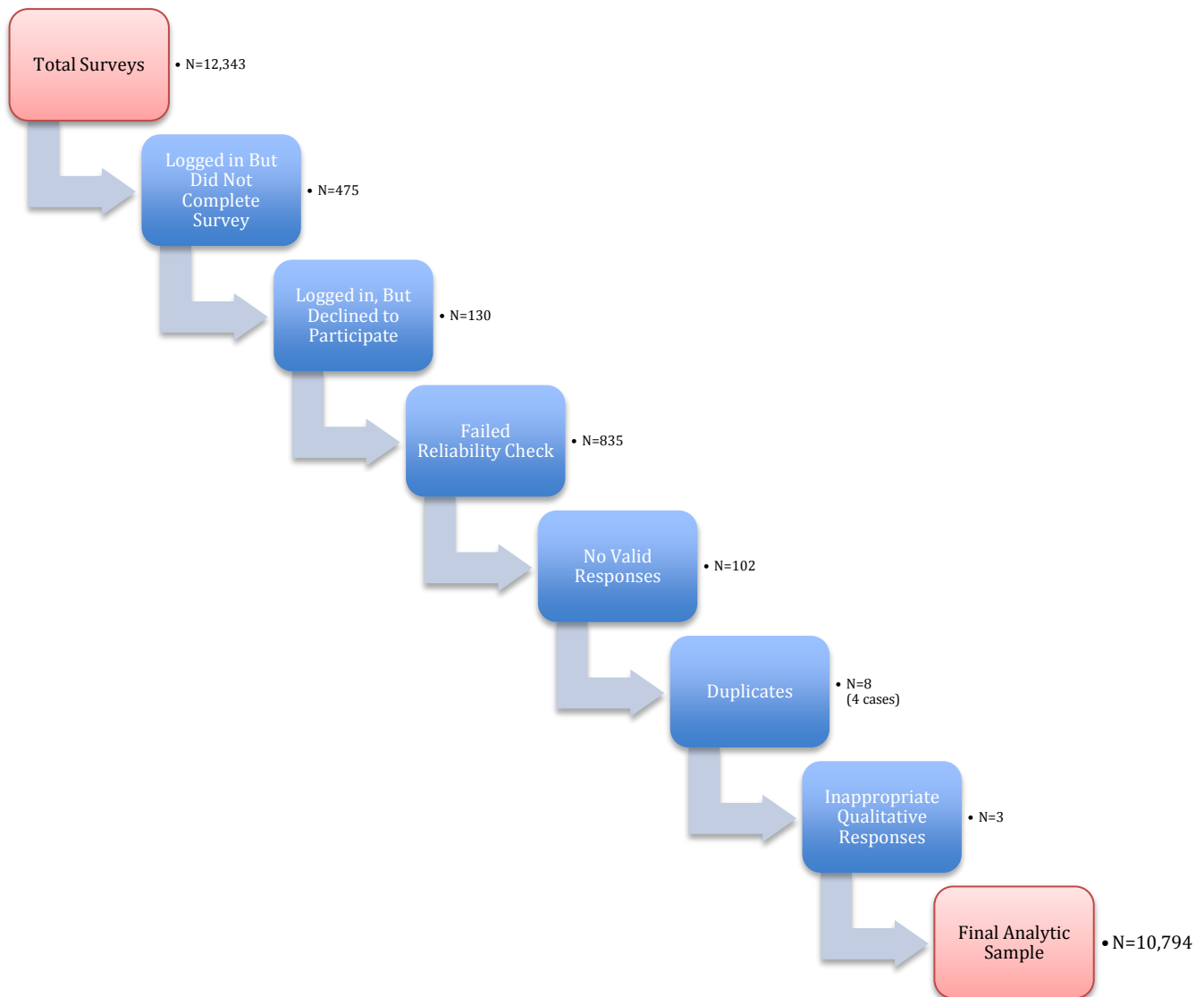
Students were sent an email from the Rutgers–New Brunswick’s Vice Chancellor of Student Affairs requesting participation in the focus groups, which generated an overwhelming student response. In the email, a link to a website in which students could sign up for a focus group time slot. Students from the general student body were asked to sign up for time slots based on their sex. To schedule focus groups with the general student body, researchers monitored the sign up webpage and selected and scheduled students on a first-come first-served basis using a scheduling software program. To schedule focus groups with specific subsets of the student population, targeted outreach was conducted with each student organization. Each focus group provided food, and, at the conclusion of the group, each student received a cash incentive of \$30.

### Survey Exclusions

Of the 11,738 students who accessed the survey and provided their informed consent for participation, 1,549 cases were excluded from the final analytic sample. The largest number of excluded cases (835)

were removed from the sample because they failed to correctly respond to a question designed to gauge whether respondents were checking answers without reading the survey items (“If you are still reading this survey, please check ‘very much true.’”). Respondents who logged into the online survey but declined to participate, either refusing the informed consent or providing no answer, account for 605 exclusions. The remaining cases were removed because students provided no valid answers after giving informed consent, did not advance beyond the informed consent page, gave multiple vulgar qualitative responses, or were non-agreeing duplicate cases.<sup>39</sup> Figure 2 illustrates the refinement of the analytic sample.

**Figure 2. Refinement of Analytic Sample**



<sup>39</sup> Duplicate cases were the result of students opening the survey on two different web browsers at the same time. Qualtrics customer service was alerted to the problem.



## For More Information

Details about the campus climate assessment can be found on the website of the Rutgers' Center on Violence Against Women and Children, at <http://vawc.rutgers.edu>.

Email the research team (Principal Investigator Sarah McMahon and research team members Kate Stepleton, Julia O'Connor, and Julia Cusano) at [campusclimatestudy@ssw.rutgers.edu](mailto:campusclimatestudy@ssw.rutgers.edu).

The research team at the Center on Violence Against Women and Children is compiling a resource for higher education institutions embarking on campus climate assessments. *Understanding and Responding to Campus Sexual Assault: A Guide for Colleges and Universities* (<http://socialwork.rutgers.edu/CentersandPrograms/VAWC/researchevaluation/CampusClimateProject.aspx>) documents methodological issues for consideration, lessons learned, and recommendations across dimensions of the campus climate assessment process, including: fostering campus collaborations, conducting a resource audit, conducting a student survey, collecting qualitative data, and developing an action planning.

To speak confidentially with a trained advocate or counselor, contact Rutgers' Office for Violence Prevention and Victim Assistance 24 hours a day, 7 days a week at 848-932-1181. Services are free and confidential to all members of the Rutgers community.

For assistance outside of Rutgers, please visit the New Jersey Coalition Against Sexual Assault (<http://njcasa.org>) or the Rape, Abuse, and Incest National Network (<https://rainn.org>).