

SDSU Campus Climate Survey on Sexual Violence

Spring 2022

Provided to:

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SURVEY ADMINISTRATION

The Social Science Research Lab (SSRL) was commissioned by Jessica Rentto (Senior Associate Vice President, Administration) and Dr. Mary Joyce D. Juan (Principal Investigator, Sexual Violence Campus Climate Survey) to program and distribute the 2022 SDSU Campus Climate Survey on Sexual Violence. Students enrolled at both SDSU and SDSU Imperial Valley during the spring 2022 semester were invited to participate in the survey. This survey administration was scheduled to occur in spring 2021. However, due to the COVID-19 pandemic, administration was delayed to spring 2022 as students returned to primarily in-person classes and services during the 2021-22 academic year. Similar surveys were conducted in 2015, 2017, and 2019.

Survey Instrument

An introduction page was included in the survey, which informed all potential survey respondents about the purpose of the study. The introduction also included a brief description of the sensitive nature of the questions and the associated risks and discomforts that might be caused by some questions. In addition, survey respondents were informed about the voluntary nature of survey participation and given tips on how to protect their privacy if they chose to participate. Survey respondents were also informed they could exit the survey at any time. At the end of the survey, a list of resources and contact information was provided.

Key survey questions were asked of all respondents. However, to reduce the length of the survey for individual respondents, several sections of the survey were randomly assigned to approximately one-third of all respondents. In these instances, the actual number of respondents who received the question is shown. Percentages in the report are calculated based on the respondents who answered the question.

The survey was programmed for online administration using Qualtrics. Programming included locations for responses, checks for acceptable responses, instructions to respondents, necessary skip patterns, and randomized routing assignment for specific sections of the survey. Programming and data conversion into SPSS were tested prior to survey implementation.

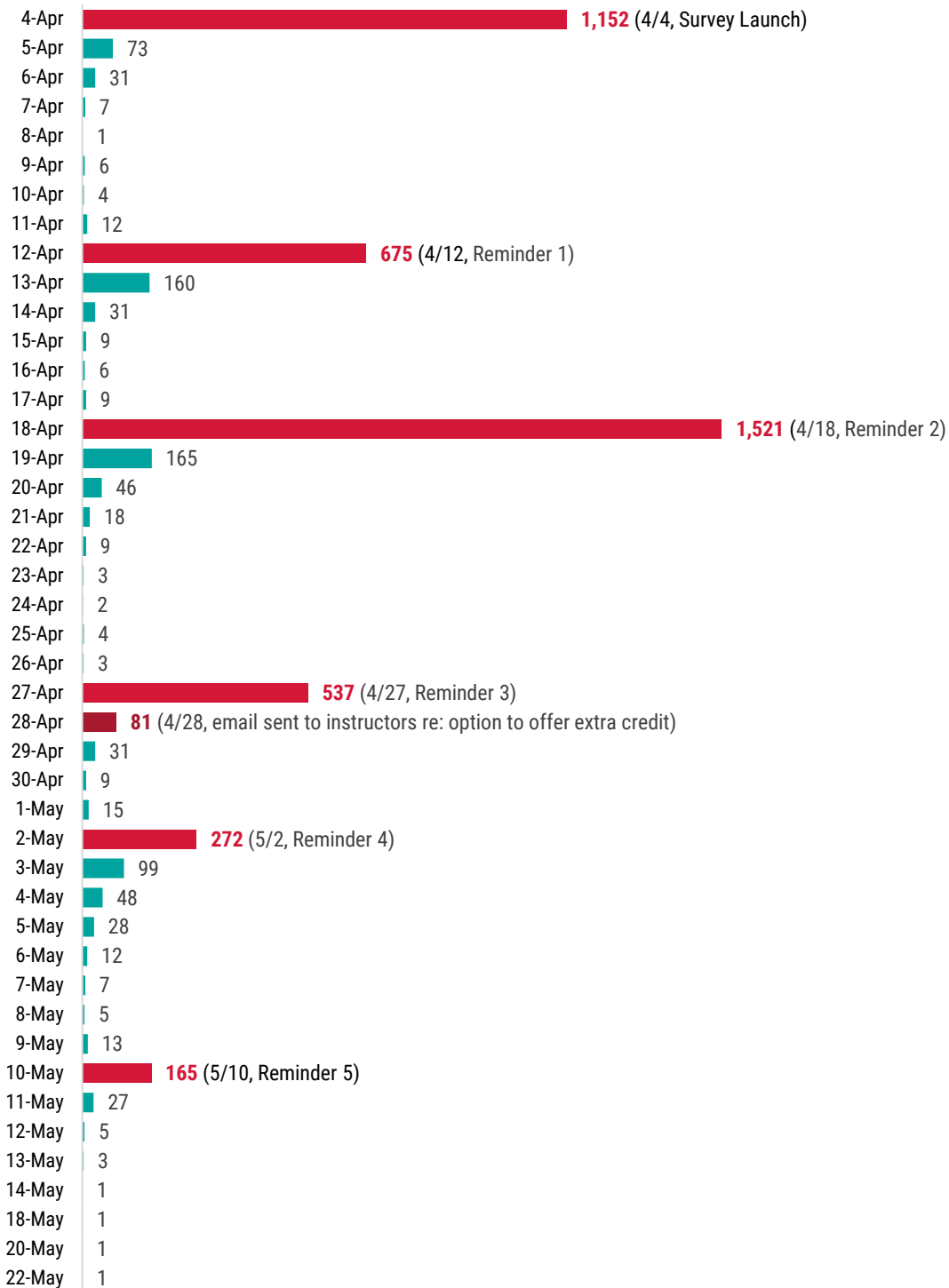
Enrollment Services provided the student email addresses used for survey dissemination. On April 4, 2022, an email invitation to participate in the survey was sent to 32,687 email addresses. Five separate reminder emails were sent to non-respondents (April 12, April 18, April 27, May 2, and May 10). The survey link was deactivated on May 23, 2022.

All students were informed in the email invitation that if they participated and completed the survey, they would be offered a chance to win a set of Apple AirPods Pro. Respondents were also informed that the first 50 responses every week – for the weeks of April 4, April 12, and April 18 – would win \$10 gift cards to Trader Joe's grocery store. In addition, some instructors offered extra credit in their courses to those who completed the survey.

Response Rate

Of the 32,687 students who received emails, 5,308 students completed the survey. This represents a response rate of **16%**. For comparison, the response rate of the 2019 survey was 13%.

Total Responses by Date Survey was Started



Demographics

SDSU student population data for the spring 2022 semester was collected from SDSU's Analytic Studies & Institutional Research (ASIR) website. The demographics of the survey respondents were compared to those of the SDSU student population when these data were available. All percentages are rounded and may not total to 100.

CAMPUS: SDSU VS. SURVEY RESPONDENTS

	SDSU ¹	RESPONDENTS ²
San Diego	31,912 (97%)	5,184 (98%)
Imperial Valley	861 (3%)	113 (2%)
Total		5,297

STUDENT LEVEL: SDSU VS. SURVEY RESPONDENTS

	SDSU ³	RESPONDENTS ⁴
Freshman	3,556 (11%)	888 (17%)
Sophomore	4,174 (13%)	786 (15%)
Junior	7,593 (23%)	1,319 (25%)
Senior	12,859 (40%)	1,461 (28%)
Graduate	4,492 (14%)	853 (16%)
Total	32,674	5,307

In the survey, 27% of respondents (n=1,409) said they were transfer students.

GENDER IDENTITY: SDSU VS. SURVEY RESPONDENTS

	SDSU ⁵	RESPONDENTS ⁶
Male	13,626 (42%)	1,350 (26%)
Female	18,996 (58%)	3,805 (72%)
Nonbinary	52 (0.1%)	100 (2%)
Total	32,674	5,255

In the survey, 1% of respondents (n=66) said they identified as transgender.

¹ Source: <https://asir.sdsu.edu/enrollment-data/enrollment-summary-data-table/>

² In the survey, 11 respondents did not answer the campus question.

³ Source: <https://asir.sdsu.edu/enrollment-data/comprehensive-enrollment-data-table/>

⁴ In the survey, 1 respondent did not answer the question about class standing.

⁵ Source: <https://asir.sdsu.edu/enrollment-data/comprehensive-enrollment-data-table/>

⁶ In the survey, 53 respondents did not answer the gender identity question, preferred to self-describe, or preferred not to say.

ETHNICITY: SDSU VS. SURVEY RESPONDENTS

In the survey, respondents could select more than one ethnicity. Percentages may not total to 100.

	SDSU ⁷	RESPONDENTS ⁸
White	11,250 (34%)	2,673 (50%)
Hispanic, Latino	10,797 (33%)	1,657 (31%)
Asian	2,493 (8%)	1,063 (20%)
Filipino	1,737 (5%)	373 (7%)
African American	1,365 (4%)	257 (5%)
Native American	80 (0.2%)	125 (2%)
Pacific Islander, Native Hawaiian	79 (0.2%)	84 (2%)
Multiple Ethnicities	2,155 (7%)	279 (5%)
Other, Not Stated	978 (3%)	117 (2%)
International	1,740 (5%)	277 (5%)
Total	32,674	5,300

PARTICIPATION IN CAMPUS ACTIVITIES

In the survey, respondents could select more than one activity in which they participated at SDSU. Percentages may not total to 100.

	RESPONDENTS
Student club or organization	2,180 (42%)
Work study or employed by SDSU	1,213 (23%)
Club or intramural sports	577 (11%)
Honors society	498 (10%)
Sorority	472 (9%)
Fraternity	239 (5%)
Resident Life employee	184 (4%)
Intercollegiate athletics	91 (2%)
Total	5,155

⁷ Source: <https://asir.sdsu.edu/enrollment-data/enrollment-ethnicity-data-table/>

⁸ In the survey, 71 respondents did not answer the ethnicity question or preferred not to say.

LIVING ARRANGEMENTS

	RESPONDENTS
Off-campus or other non-university housing	2,537 (48%)
Parent/guardian/other family member's home	1,362 (26%)
Campus or university housing	1,285 (24%)
Chapter housing	69 (1%)
Temporarily staying with a relative, friend, or "couch surfing" until I find housing	23 (0.4%)
Don't currently have a place to live	4 (0.1%)
Other	22 (0.4%)
Total	5,302

SEXUAL ORIENTATION

	RESPONDENTS ⁹
Asexual	133 (3%)
Bisexual	630 (12%)
Gay/Lesbian	169 (3%)
Pansexual	98 (2%)
Queer	126 (3%)
Straight/Heterosexual	3,890 (77%)
Prefer to self-describe	37 (0.7%)
Total	5,083

DISABILITY STATUS

In the survey, 7% of respondents (n=382) said they have a disability as defined by the Americans with Disabilities Act. These respondents were presented with a list of disabilities that included sensory impairment, mobility impairment, learning disability, and mental health disorder, and could select more than one option.

⁹ In the survey, 225 respondents did not answer the sexual orientation question or preferred not to say.

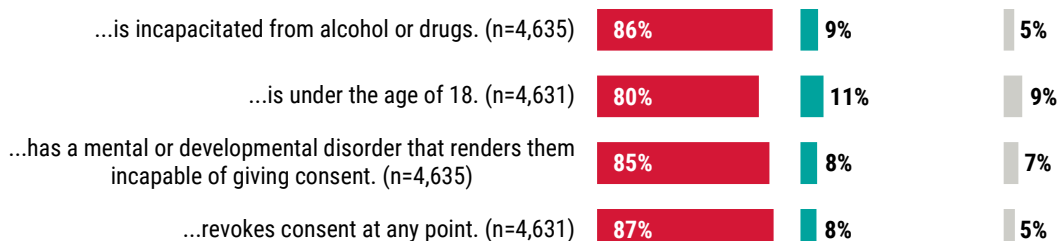
SURVEY RESULTS

What Constitutes Consent and Rape

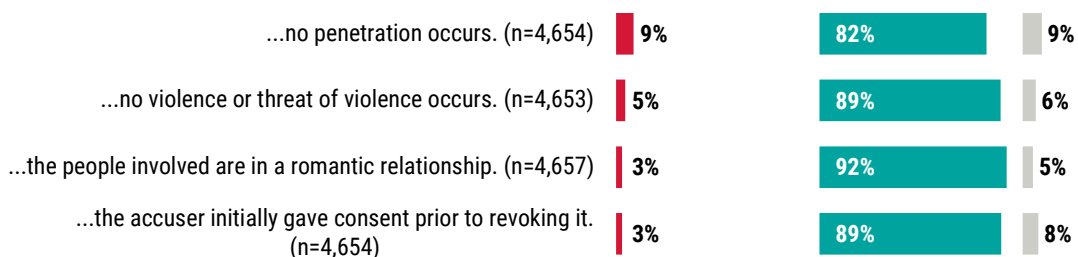
Statements about consent and rape were presented to all survey respondents. The majority of respondents were aware of what constitutes consent and what constitutes rape.

■ True ■ False ■ I don't know

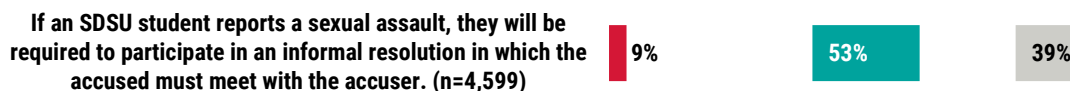
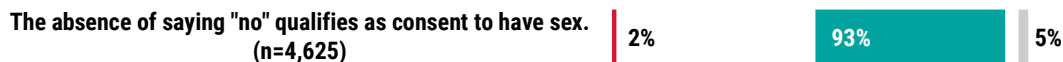
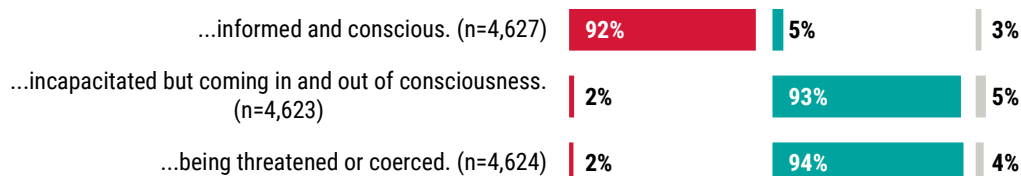
Sexual acts are considered non-consensual if a person...



A sexual act is not considered rape if...



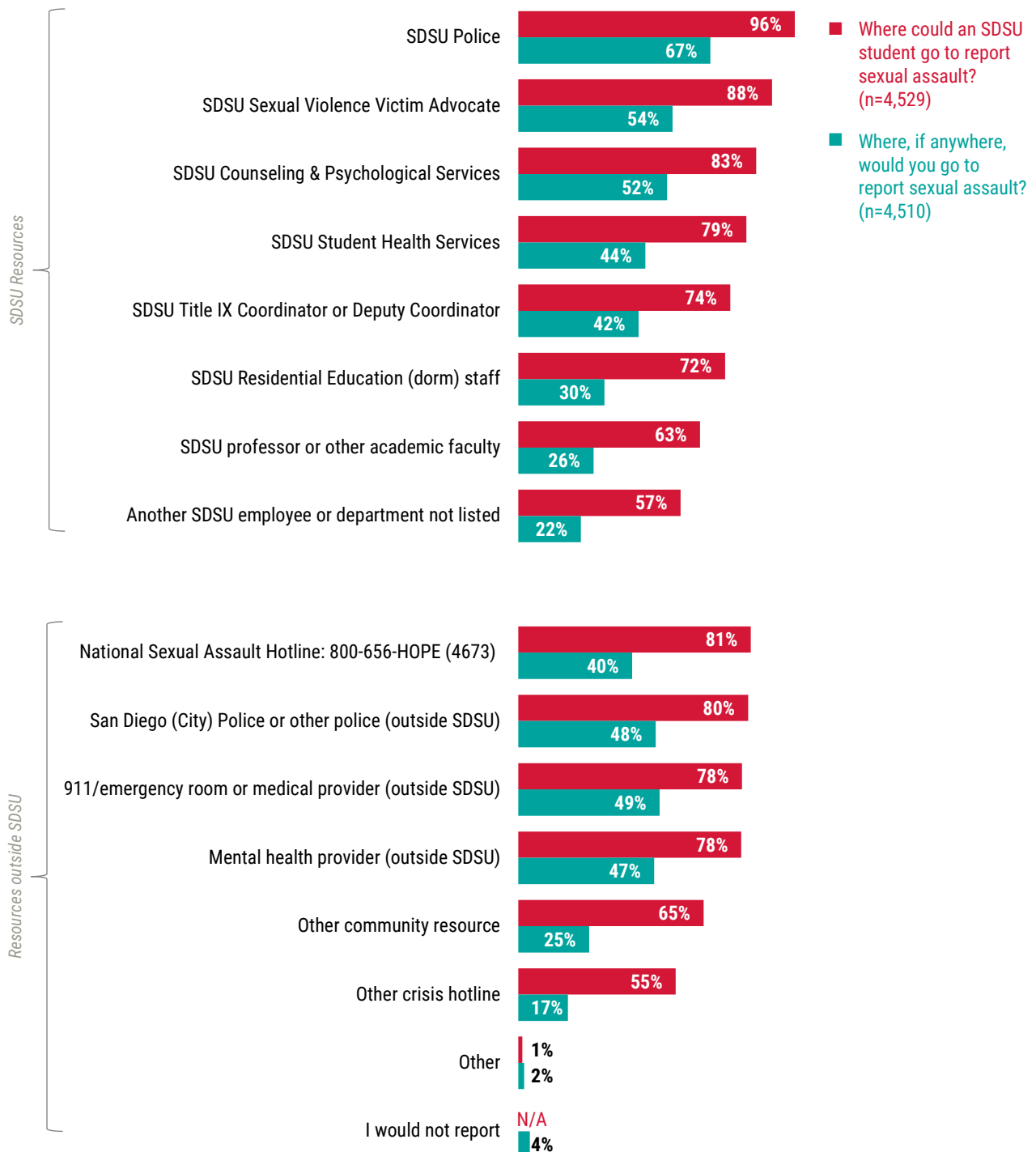
A person can give consent when...



Reporting Options at SDSU

All respondents were asked where an SDSU student could go to report sexual assault as well as where they themselves would go to report sexual assault. Students were provided with a list of resources and could select multiple options. Most of the respondents selected SDSU Police, SDSU Sexual Violence Victim Advocate, and SDSU Counseling & Psychological Services.

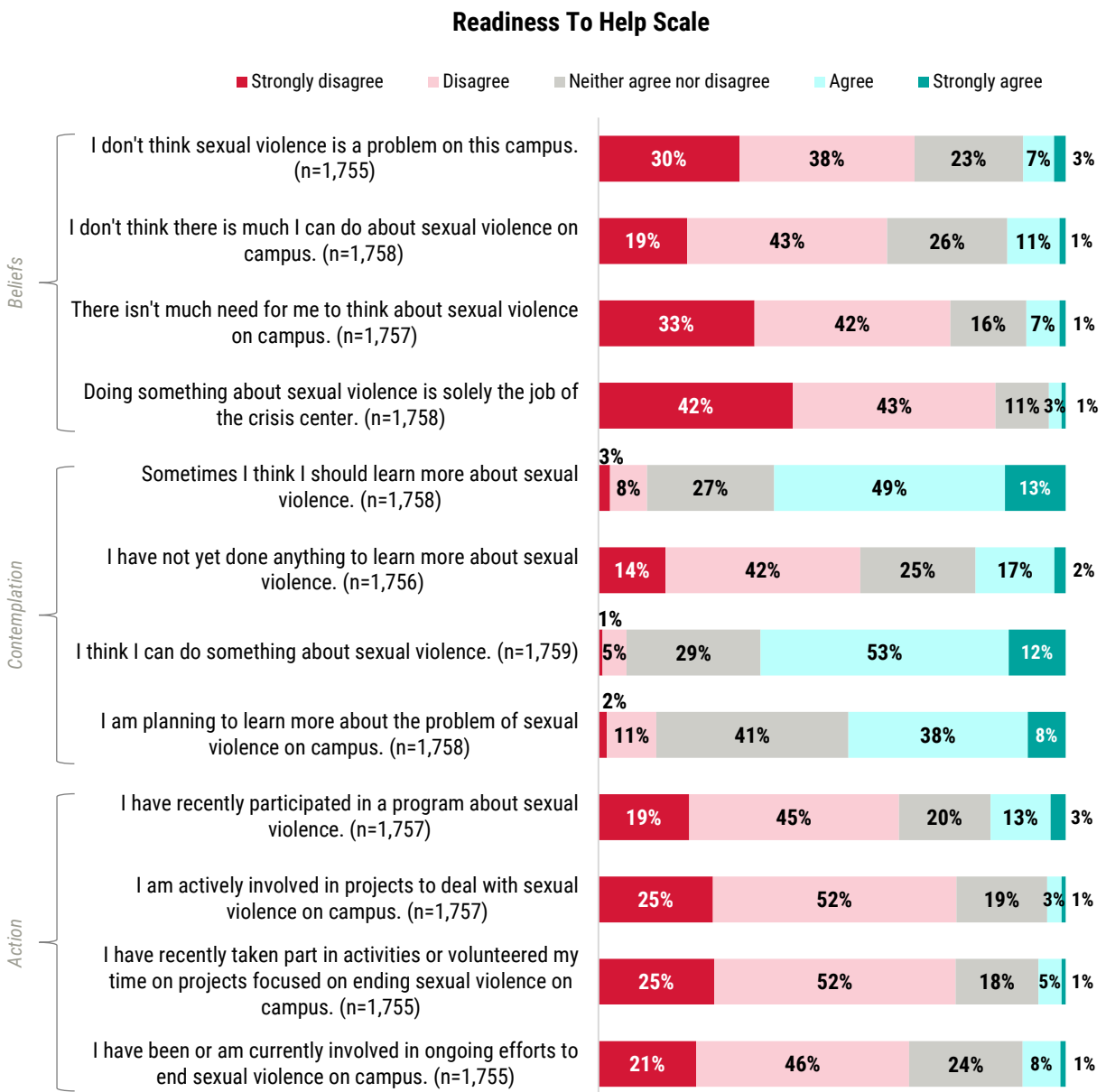
Reporting Sexual Assault at SDSU



Readiness to Help

The Readiness to Help Scale is intended to measure the extent to which students feel they can help reduce the problem of sexual violence on campus as well as the extent to which they feel they have a responsibility to do so. This question was randomly presented to roughly one-third of all survey respondents (n=1,763).

In general, respondents felt strongly about the issue of sexual violence on campus and expressed a desire to learn more about the issue or to participate in efforts around the issue. However, fewer respondents indicated they are currently participating in such efforts.



BARRIERS TO PARTICIPATING IN PROGRAMS/PROJECTS ABOUT SEXUAL VIOLENCE ON CAMPUS

Respondents who disagreed with the “Action” statements in the Readiness to Help Scale were asked to describe barriers to participating in projects and programs about sexual violence on campus. A total of 1,021 responses to this open-ended question were coded using thematic analysis (Braun & Clarke, 2006¹⁰). The single most dominant theme per response was coded. If more than one theme was equally present, the first presented theme was coded.

Thematic analysis resulted in the emergence of four dominant themes regarding barriers to participation in on-campus sexual violence programming. The majority of respondents (80%) who answered this question indicated they did not participate in related programming due to either a lack of awareness or a lack of time.

Barriers to Participating in Sexual Violence Programming

(n = 1,021)

THEMATIC CODE	%
Lack of awareness Responses indicated that the respondent was not aware of how to participate or become involved in sexual violence programming. <i>Examples: “Never heard of them!”, “More campus awareness for these programs to learn what is available.”</i>	45%
Lack of time Responses indicated that the respondent did not have time outside of other obligations, including being a full-time student, work, and family commitments. <i>Example: “Time, I have a few extracurriculars I juggle along with a job and being a full-time student.”</i>	35%
Lack of personal relevance Responses indicated that respondents felt that the topic of sexual violence was not personally relevant to them or simply was not of interest to them. Responses in this category also captured students who did not feel connected to SDSU and therefore did not feel invested in campus efforts. <i>Examples: “Don’t find it necessary. I haven’t dealt with any problems on the subject or known anyone who’s had problems on campus.”; “It has never been an interest or thought of mine.”</i>	13%
Personal reasons Responses indicated that respondents’ individual concerns (e.g., mental health, lack of motivation, discomfort with the topic) prevented them from engaging in relevant programming. <i>Examples: “Too close to the subject”; “I’m not that social”</i>	5%

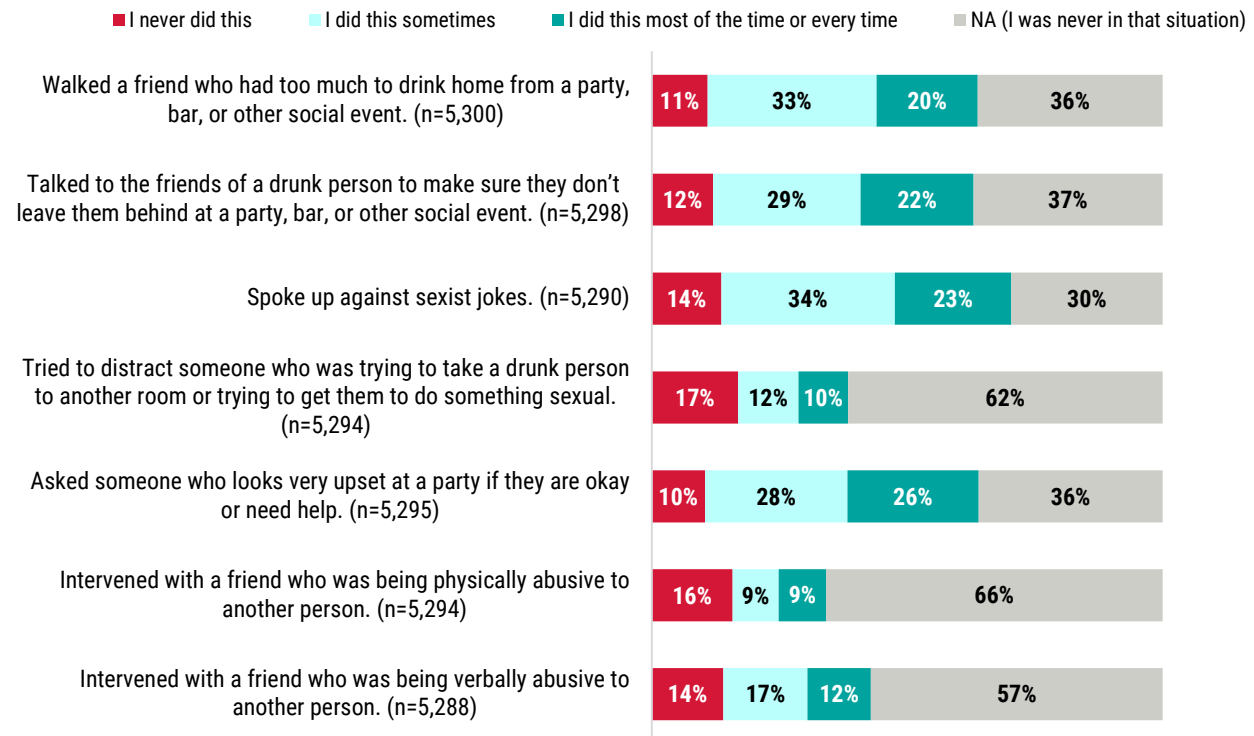
¹⁰ Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Bystander Intervention

The Bystander Attitudes module assessed the frequency of specific behaviors respondents had exercised during a situation in which a friend or stranger may have been at risk for experiencing sexual misconduct. This module was displayed to all respondents (n=5,308).

For three of the scenarios that required intervening, the majority of respondents indicated they had never been in such a situation. Overall, when intervening in the described situations, more respondents said they intervened “sometimes” rather than consistently (“most of the time or every time”).

When the situation arose at SDSU, how often did you do any of the following?



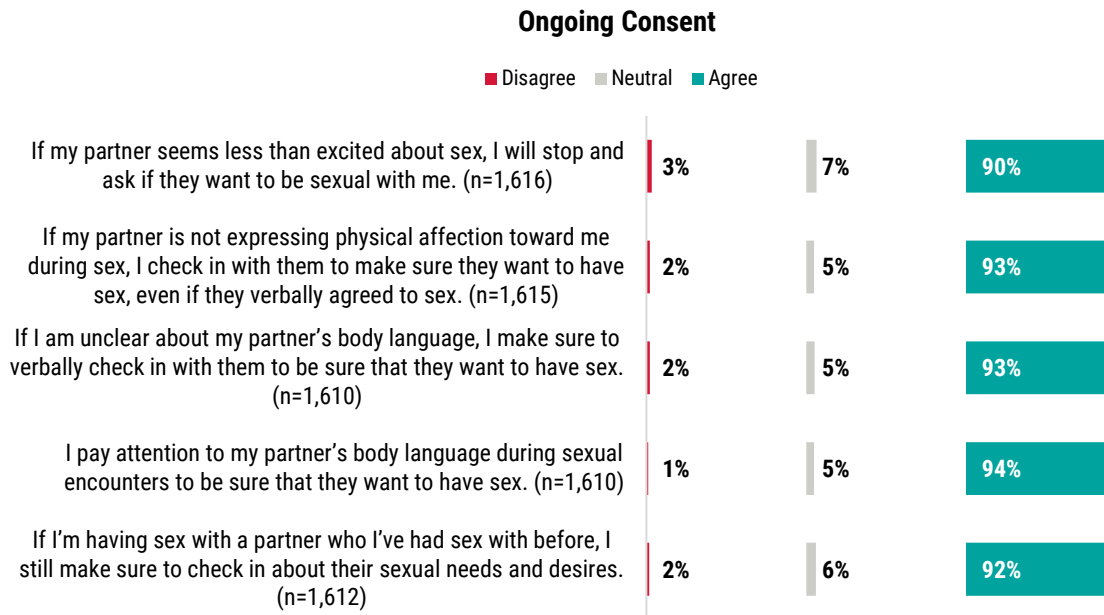
OTHER INTERVENTIONS

Respondents were also asked if they engaged in any other behaviors in similar situations not listed in the module. Only 6% of respondents (n=342) answered this open-ended question.

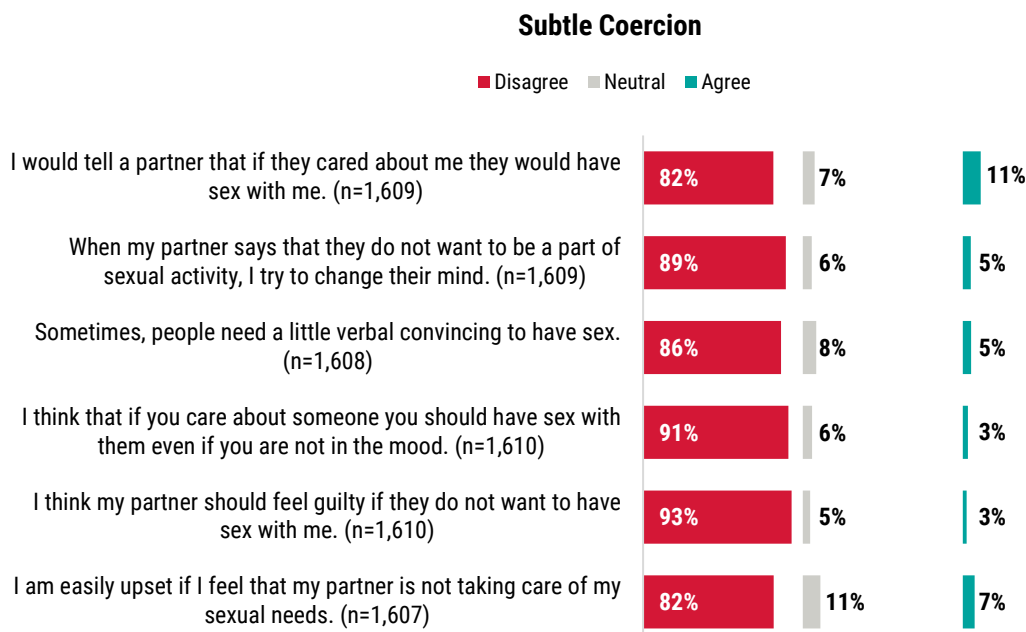
Process-Based Consent

The Process-Based Consent Scale measured sexual consent attitudes and behaviors, with consent defined as an ongoing process throughout sexual activity. Respondents were asked to indicate agreement or disagreement on items related to ongoing consent, subtle coercion, and communicative sexuality. This scale was displayed to one-third of respondents (n=1,632). Due to the small number of responses, answers in the seven original response categories were summarized by theme. Strongly Agree/Agree/Slightly Agree were combined into an affirmative “Agree” category. Strongly Disagree/Disagree/Slightly Disagree were combined into a negative “Disagree” category.

The vast majority of respondents indicated they obtain ongoing consent from their partner during sex.



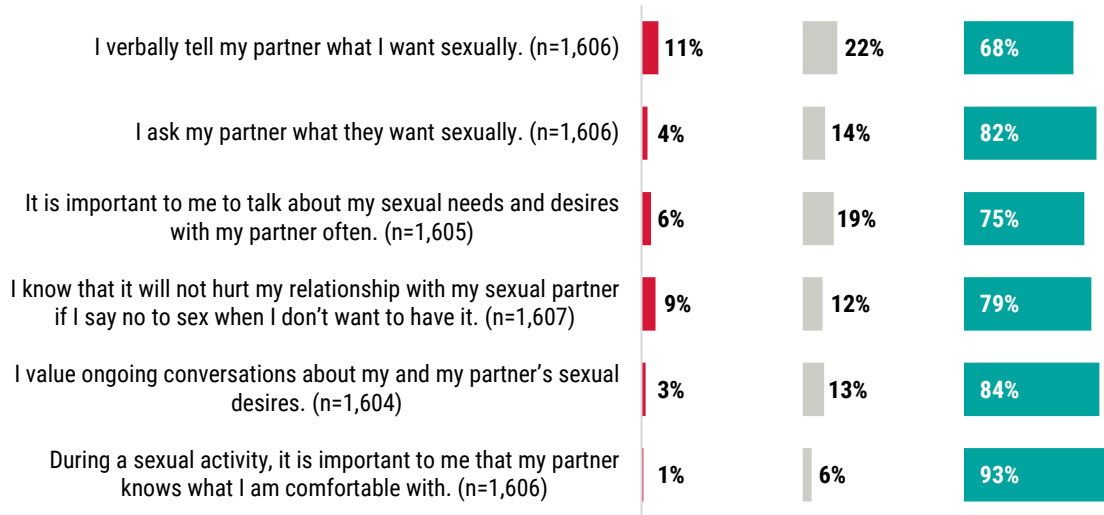
Most respondents disagreed with statements about subtle coercion during sex.



The majority of respondents indicated they communicate with their partners about sex and during sex. However, overall, more respondents responded “Neutral” to these statements, compared to the other two sets of statements.

Communicative Sexuality

■ Disagree ■ Neutral ■ Agree

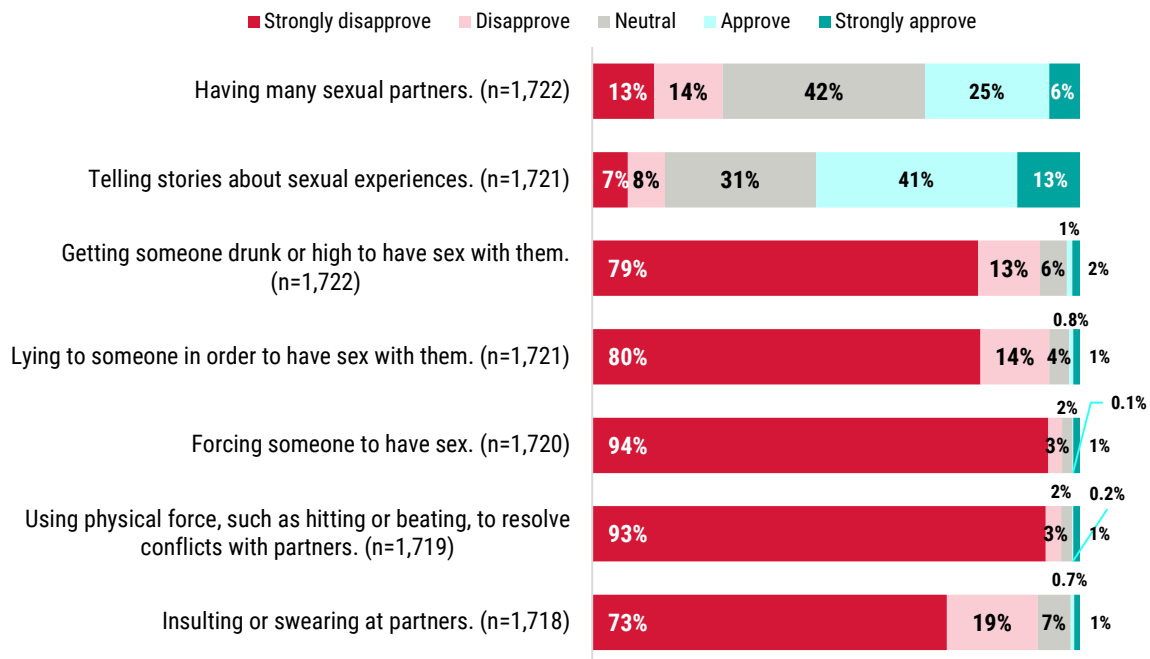


Peer Social Support

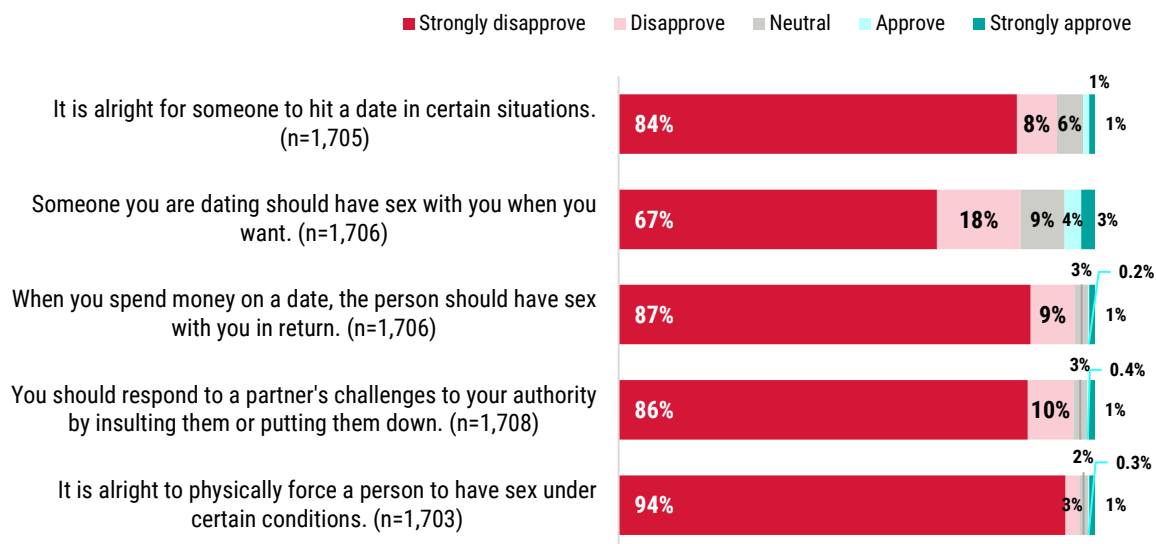
Peer social support items assessed respondents' perceptions of peer norms regarding sex, dating violence, and sexual violence. This measure was randomly presented to roughly one-third of all survey respondents (n=1,725).

In general, respondents indicated that their friends would disapprove of forcing someone to have sex or using physical force to resolve conflicts.

To what extent would your friends approve of:



My friends tell me that:

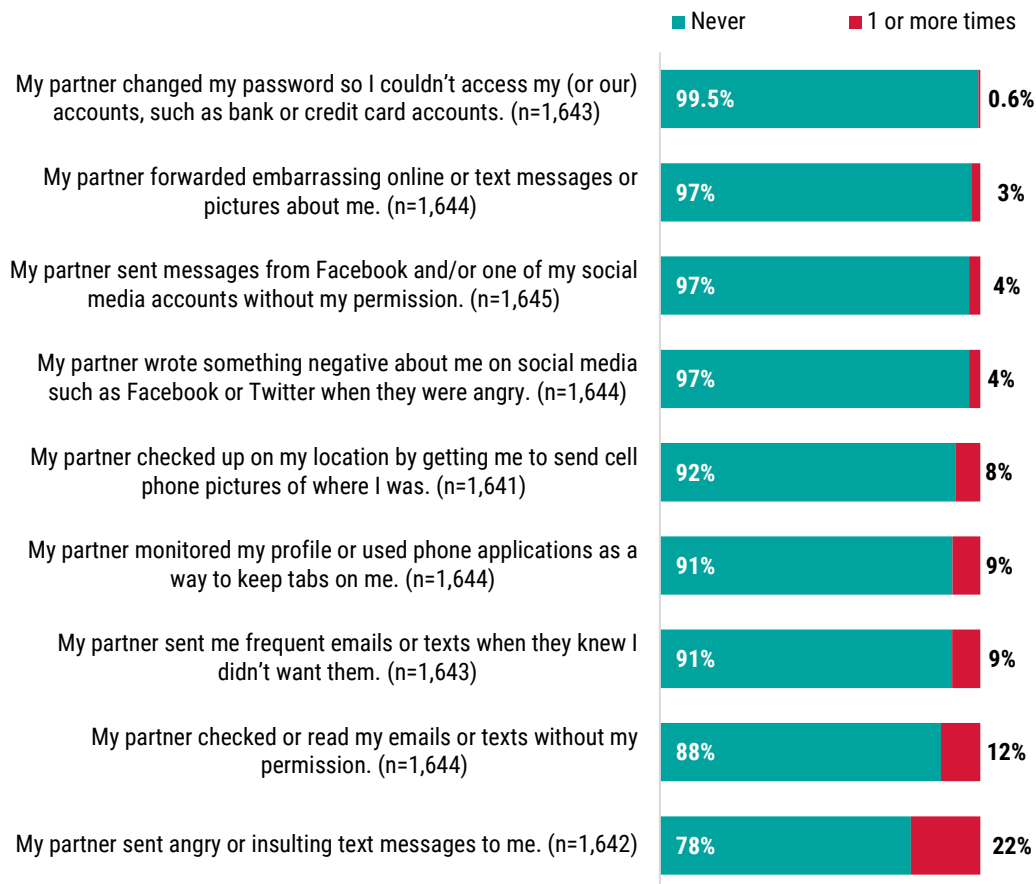


Partner Cyber Abuse

The Partner Cyber-Abuse Questionnaire assessed the frequency of cyber abuse related incidents experienced by SDSU students in a current or recent relationship. This question was randomly assigned to half the total respondents who had indicated they had a partner since they began attending SDSU (n=1,849). Due to the small number of responses, the response categories "1 time," "2 times," "3 times," "4 times," "5 or more times" from the original scale were combined into a new category "1 or more times".

The majority of respondents said they never experienced instances of partner cyber abuse. However, almost a quarter of the respondents said that their partner had sent angry or insulting text messages to them.

Partner Cyber-Abuse Questionnaire



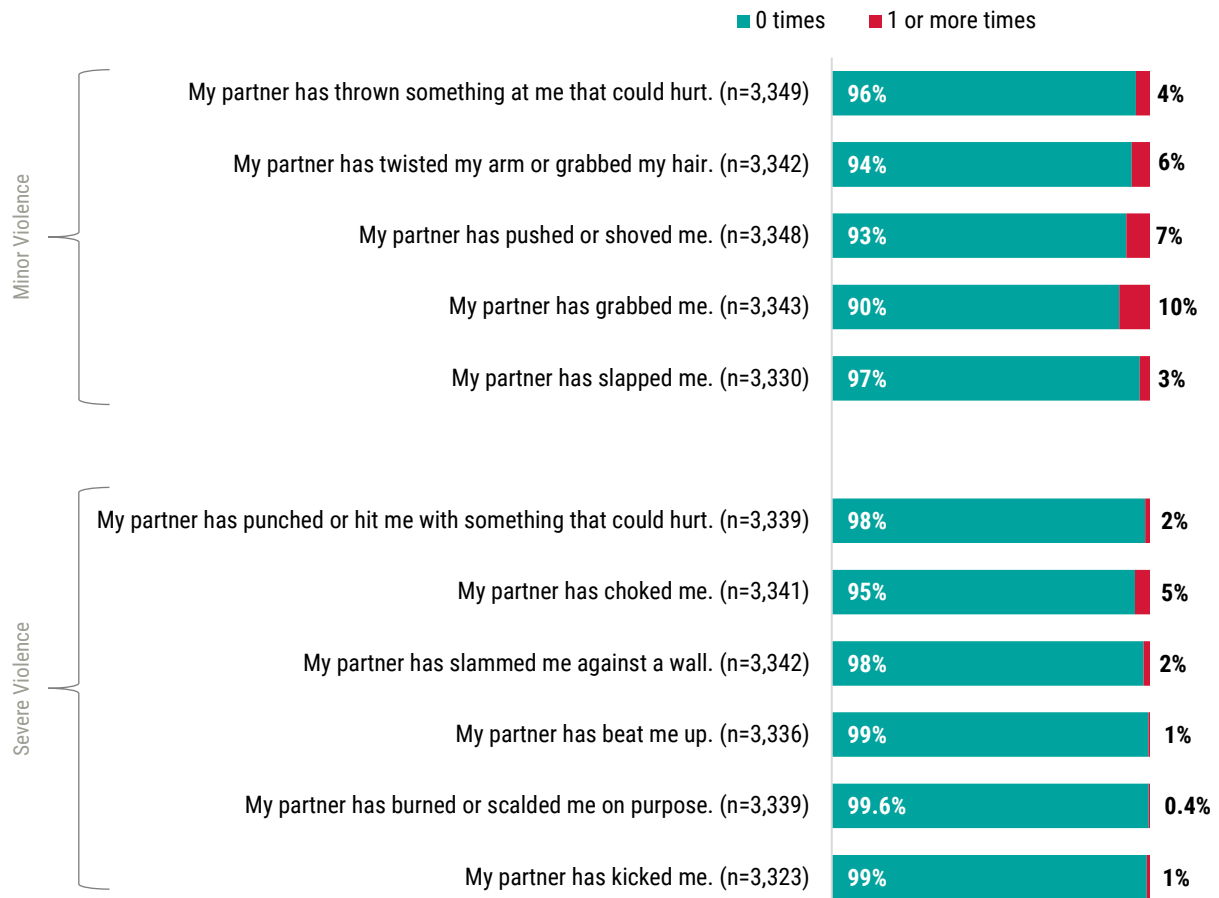
Experiences of Physical Violence

PHYSICAL VIOLENCE: VICTIMIZATION

Three separate measures were used to assess experiences and frequency of intimate partner violence. This set of questions was only asked to respondents who indicated in a previous question they had a partner since they began attending SDSU (n=3,526). Due to the small number of responses, responses to answer choices “once or twice” and “more than two times” from the original measure were combined into “one or more times.”

Of respondents who had a partner since attending SDSU, 16% (n=569) said they experienced some type of physical violence in the past year.

In the past year...

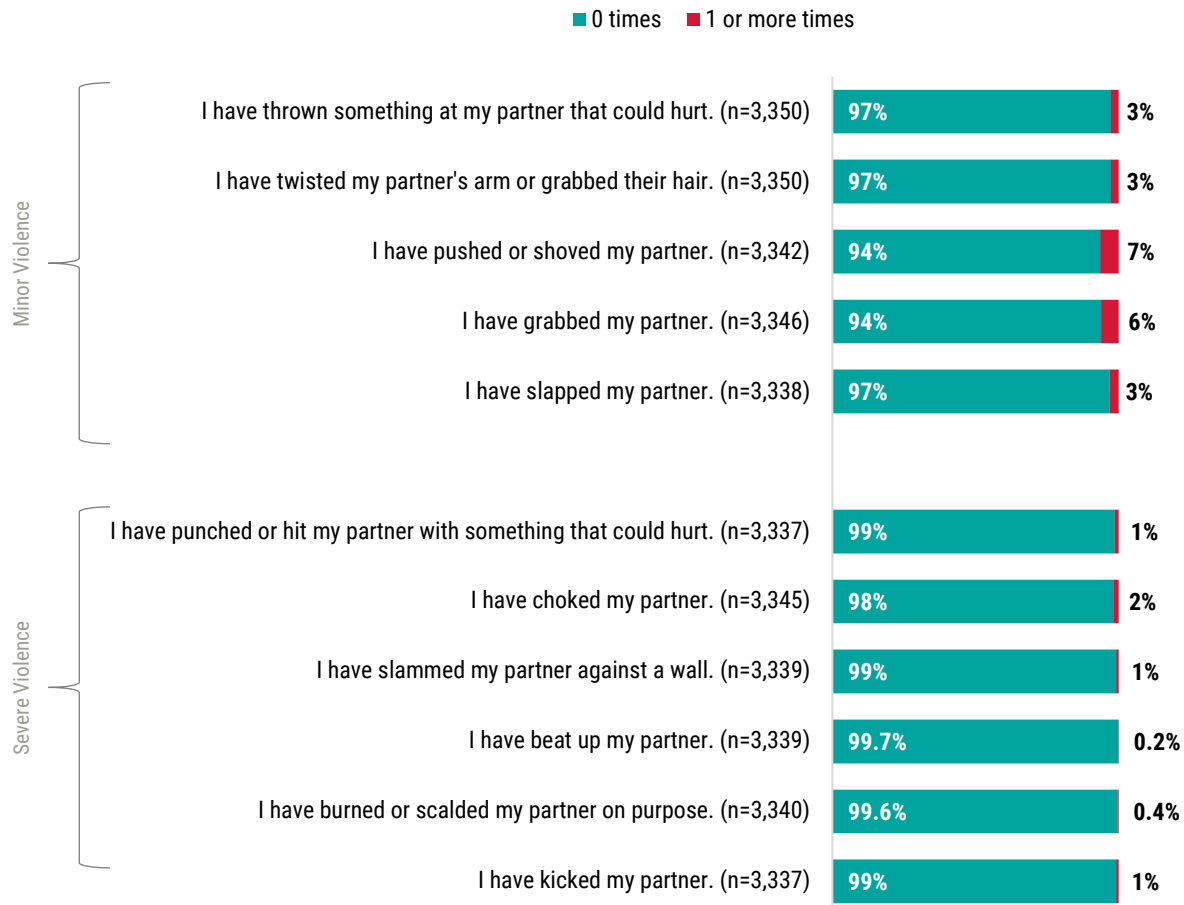


PHYSICAL VIOLENCE: PERPETRATION

Questions about physical violence were presented to all respondents who indicated they have had a partner since they began attending SDSU (n=3,526). Due to the small number of responses, responses to answer choices “once or twice” and “more than two times” from the original measure were combined into “one or more times.”

Of respondents who had a partner since attending SDSU, 12% (n=437) said they had perpetrated some type of physical violence in the past year.

In the past year...



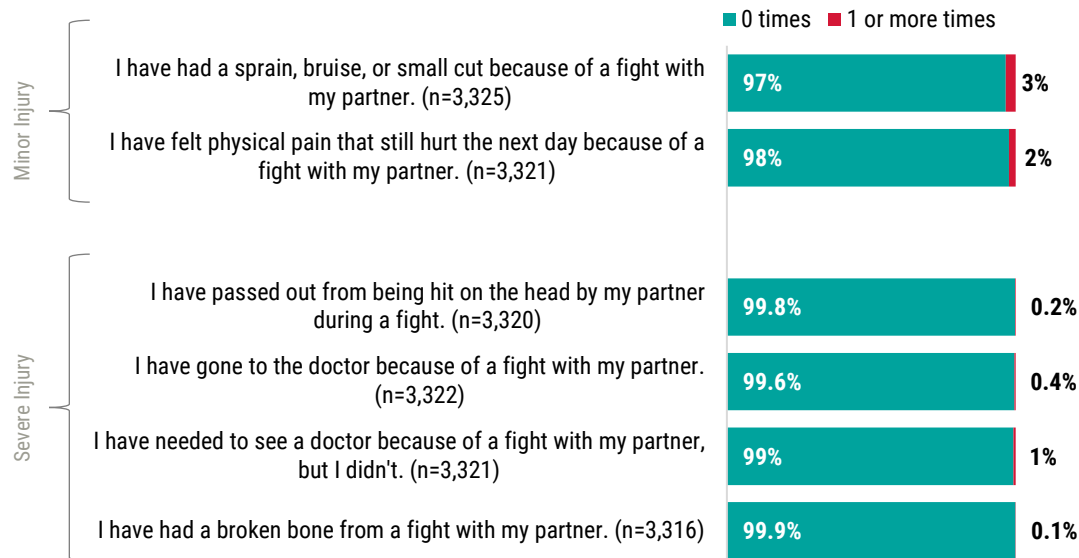
Experiences of Physical Injury

PHYSICAL INJURY: VICTIMIZATION

This set of statements was presented to the 3,526 respondents who indicated they had a partner since they started at SDSU. Due to the small number of responses, responses to answer choices “once or twice” and “more than two times” from the original measure were combined into “one or more times.”

Of those who responded to this question, 4% (n=147) said they had been injured by a partner in the past year.

In the past year...

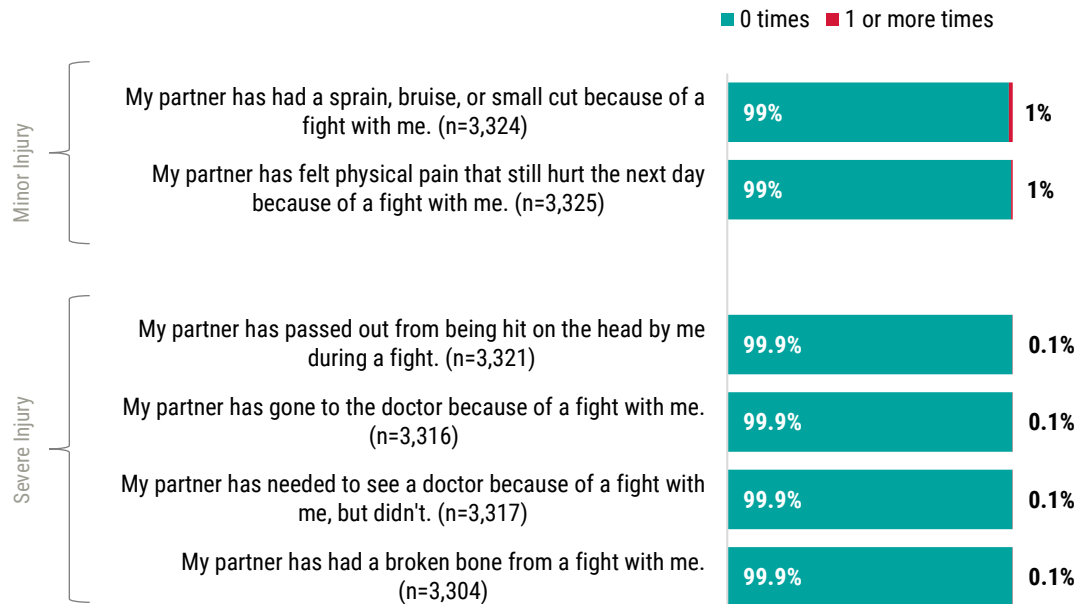


PHYSICAL INJURY: PERPETRATION

This set of statements was presented to the 3,526 respondents who indicated they had a partner since they started at SDSU. Due to the small number of responses, responses to answer choices “once or twice” and “more than two times” from the original measure were combined into “one or more times.”

Of those who responded to this question, 2% (n=61) said they had injured their partner in the past year.

In the past year...



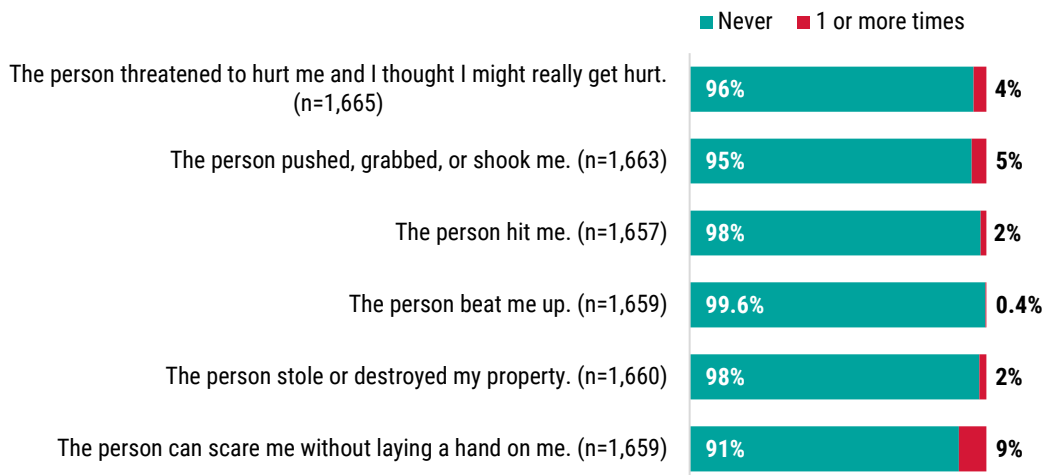
Intimate Partner Violence

VICTIMIZATION

This set of questions about partner violence was randomly assigned to one-half of respondents who had indicated that they had a partner since they began attending SDSU (n=1,870). Due to the small number of responses, responses to answer choices from the original measure “once or twice” and “more than two times” were combined into “one or more times.”

Of these respondents, 10% (n=196) said they had experienced partner violence in the past year.

Not including horseplay or joking around:

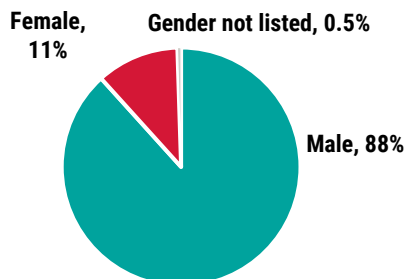


Respondents who said they had experienced at least one of the situations one or more times (n=196) were asked to consider the situation that had the greatest effect on them and answer follow-up questions.

Among these respondents (82% identified as female, n=161), the majority said the gender of the other person was male. Over one-third of the respondents said the other person was an ex or former romantic partner, and over a quarter of the respondents said the other person was a current romantic partner or spouse.

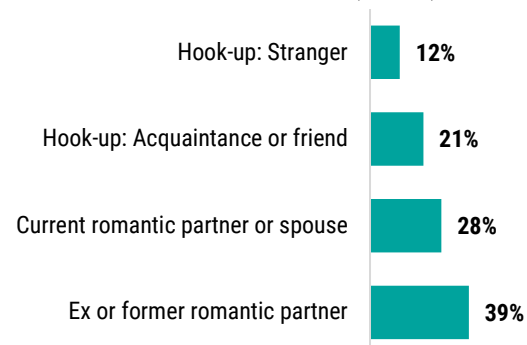
What was the gender of the other person?

(n=196)



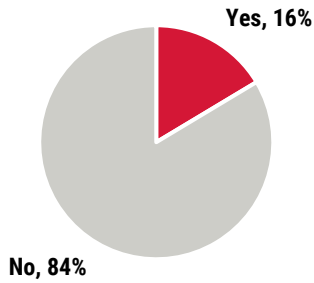
What was your relationship to the other person?

(n=195)

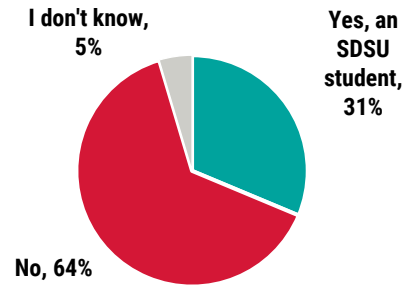


The majority of the respondents stated the incident did not happen on campus and that the other person was not affiliated with SDSU.

Did this happen on campus?
(n=195)

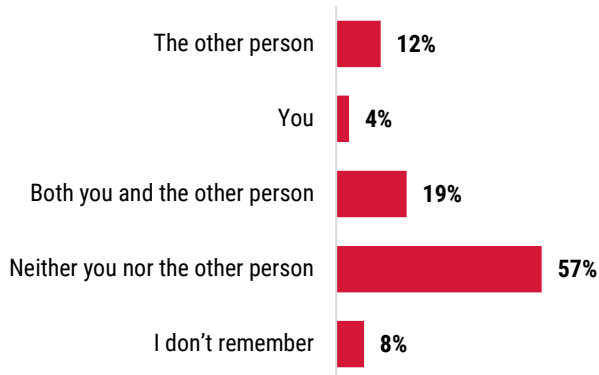


Was the other person affiliated with SDSU?
(n=195)



More than half the respondents said that neither they nor the other person was under the influence of alcohol or drugs during the incident.

Was anyone under the influence of alcohol or drugs at the time of the incident?
(n=195)

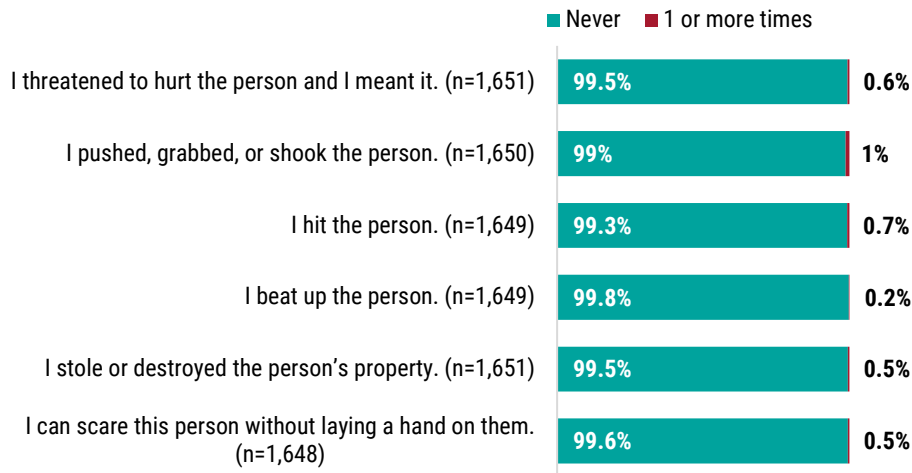


PERPETRATION

This set of questions about partner violence was randomly assigned to one-half of respondents who had indicated that they had a partner since they began attending SDSU (n=1,870). Due to the small number of responses, responses to answer choices “once or twice” and “more than two times” from the original measure were combined into “one or more times.”

Of these respondents, 2% (n=42) respondents said they had harmed their partner in the past year.

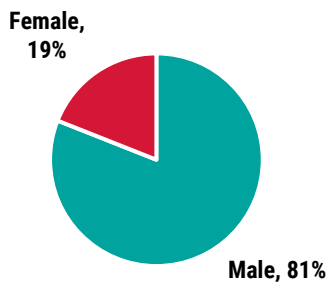
Not including horseplay or joking around:



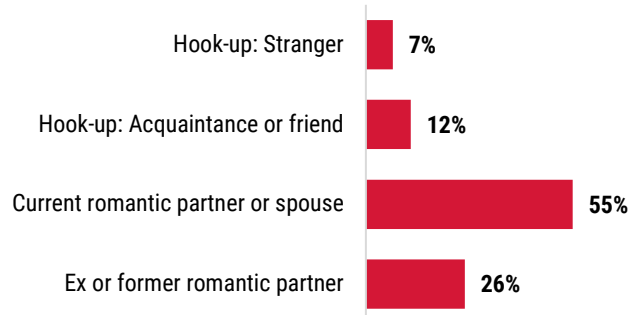
Respondents who said they had harmed their partner (n=42) were asked to consider the situation that was the most impactful and answer more questions about that situation.

Among these respondents (86% identified as female, n=36), the majority said the gender of the other person was male. Over half the respondents stated the other person was a current romantic partner or spouse.

What was the gender of the other person? (n=42)



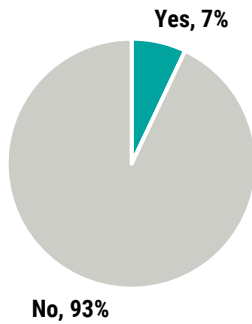
What was your relationship to the other person? (n=42)



Over 90% of the respondents said the incident did not happen on campus. Almost one-third of the respondents said the other person was an SDSU student.

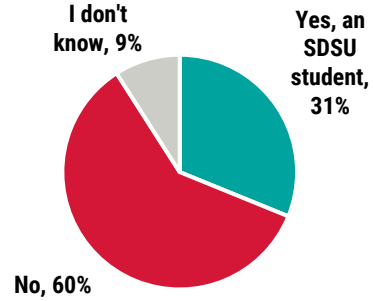
Did this happen on campus?

(n=40)



Was the other person affiliated with SDSU?

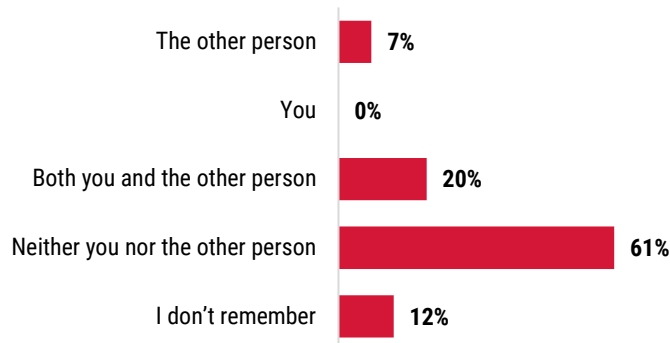
(n=42)



More than half the respondents said that neither they nor the person was under the influence of alcohol or drugs during the incident.

Was anyone under the influence of alcohol or drugs at the time of the incident?

(n=41)

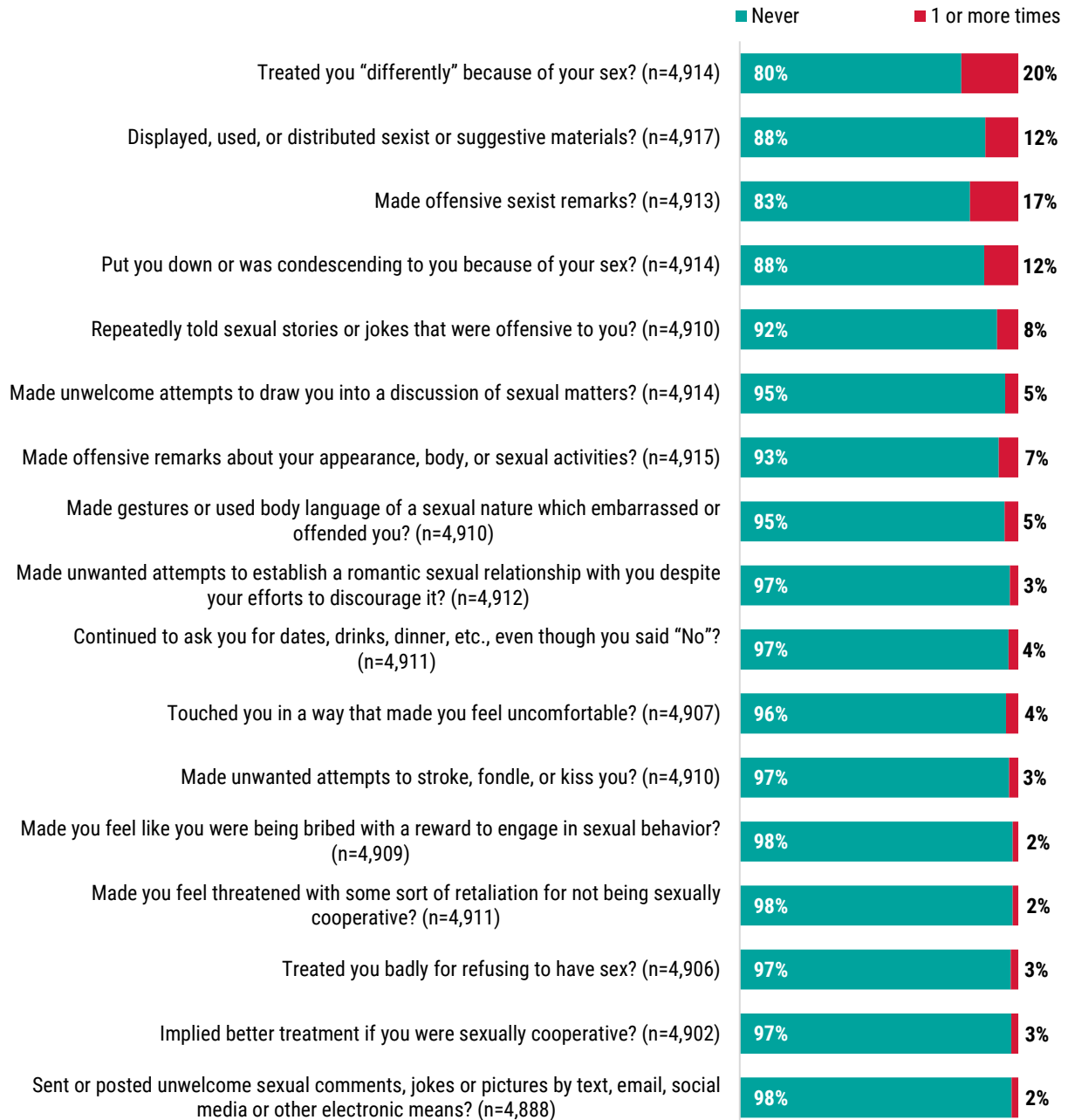


Sexual Harassment by SDSU Employees

The Sexual Harassment by Faculty/Staff questions measured the type and frequency of sexual harassment by members of faculty or staff. This module was displayed to all respondents (n=5,308). Response categories “once or twice” and “more than 2 times” from the original scale were combined into “1 or more times” due to the small number of responses.

The most frequently reported situation was being treated “differently” because of their sex.

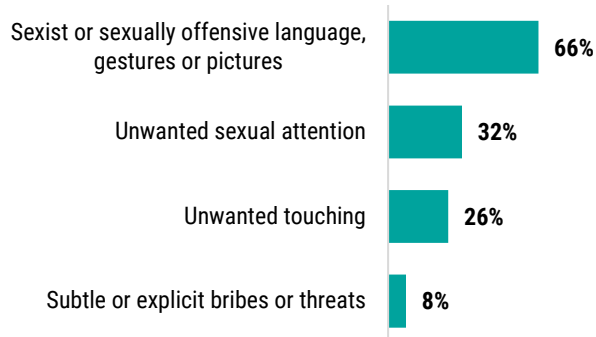
Since you enrolled at SDSU, how often, if ever, have you been in a situation in which an SDSU faculty or staff member did any of the following:



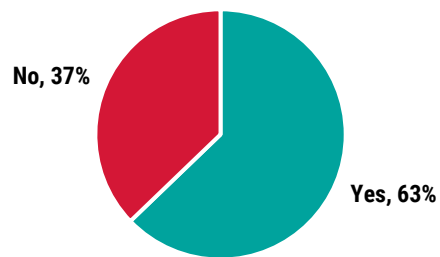
Respondents who indicated that they had experienced any of the behaviors one or more times (n=1,482) were asked to consider the one situation that had the greatest impact on them and answer follow-up questions.

The majority of the respondents said that the situation that had the greatest impact on them involved sexist or sexually offensive language, gestures, or pictures. Respondents could select more than one option. Almost two-thirds of the respondent said that the situation took place on campus.

The situation involved: (Select all that apply)
(n=1,187)

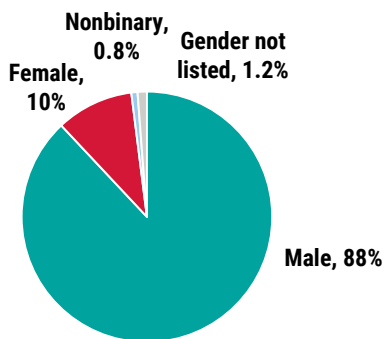


Did this happen on campus?
(n=1,116)

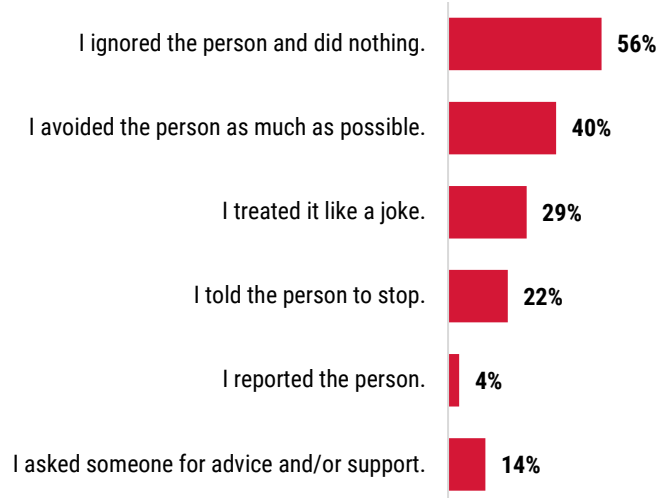


The majority of the respondents said that the gender of the person who committed the behavior was male. Over half the respondents said they ignored the person and did nothing. Only 4% said they reported the person. Respondents could select more than one option.

Please describe the gender of the person(s) who committed the behavior:
(n=1,366)



How did you react to the situation? (Select all that apply)
(n=1,341)

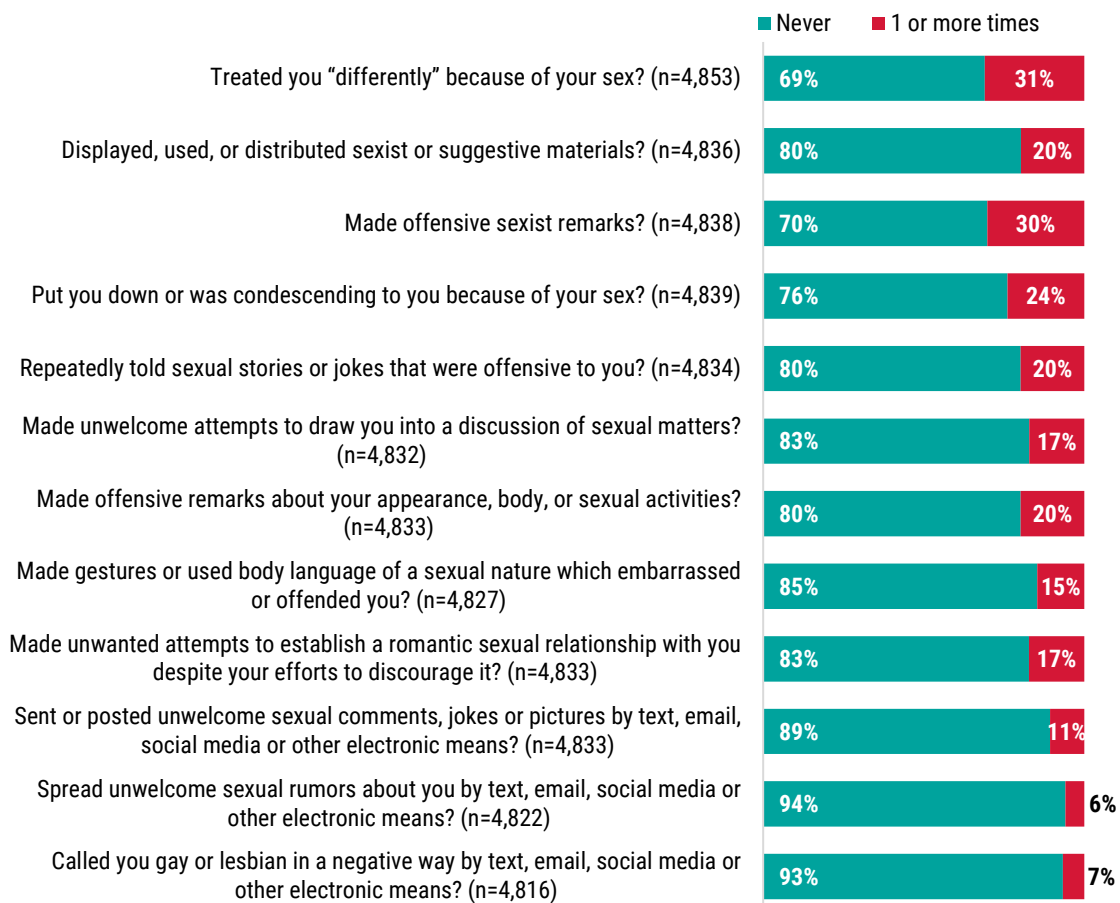


Sexual Harassment by SDSU Students

The Sexual Harassment by Students questions were used to measure the type and frequency of sexual harassment by other students. This module was displayed to all respondents (n=5,308). Response categories “once or twice” and “more than 2 times” were combined into “1 or more times” due to the small number of responses.

Almost one-third of the respondents said that they had been in a situation in which an SDSU student treated them “differently” because of their sex. Almost one-third of the respondents also said that they had been in a situation in which an SDSU student made offensive sexist remarks.

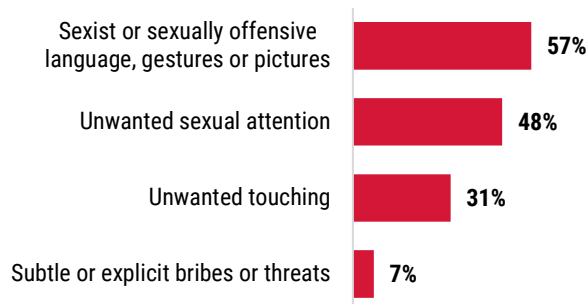
Since you enrolled at SDSU, how many times, if ever, have you been in a situation in which an SDSU student did any of the following:



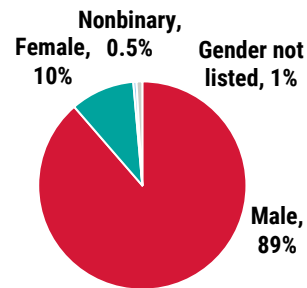
Respondents who said they had experienced at least one of the behaviors one or more times (n=2,032) were asked to consider the situation that had the greatest impact on them and answer questions about the situation.

More than half the respondents said the situation involved sexist or sexually offensive language, gestures, or pictures, and almost half the respondents said the situation involved unwanted sexual attention. Respondents could select more than one option. Almost 90% of the respondents said the gender of the person who committed the behavior was male.

The situation involved: (Select all that apply)
(n=1,817)



Please describe the gender of the person(s) who committed the behavior.
(n=1,932)

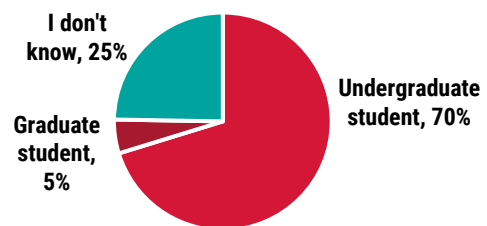


Almost two-thirds of the respondents said the incident took place on campus, and almost 75% of the respondents said the other person was a student.

Did this happen on campus?
(n=1,938)

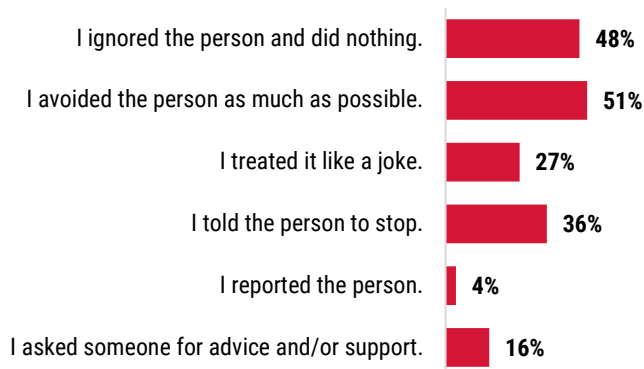


Was the other person:
(n=1,937)



Almost half the respondents said that they either ignored the person or they avoided the person. Only 4% said they reported the person. Respondents could select more than one option.

How did you react to the situation? (Select all that apply)
(n=1,919)



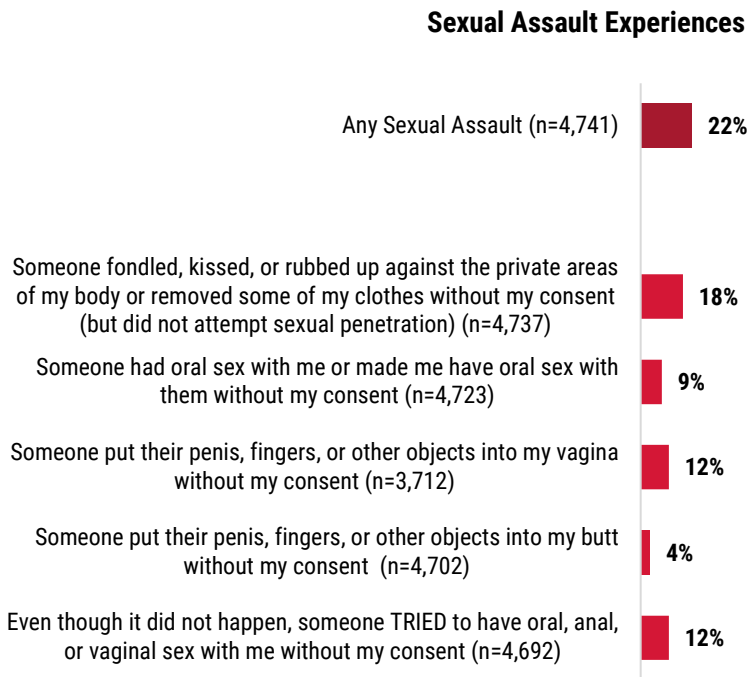
Sexual Assault Experiences

The Sexual Experiences Survey—Revised (SES-R) was used to measure the extent of victimization and perpetration of unwanted sexual experiences. Regarding victimization, two measures were used to determine sexual assault experiences. Both measures were displayed to all respondents (n=5,308).

ANY (SES SCALE-DEFINED) SEXUAL ASSAULT

In the SES-R scale, five different scenarios were described. Respondents who reported having experienced at least one of the five sexual-assault scenarios were categorized as having experienced “Any Sexual Assault.”

Overall, 22% of respondents (n=1,052) indicated that they had experienced at least one of the sexual assault situations described in the SES scale.

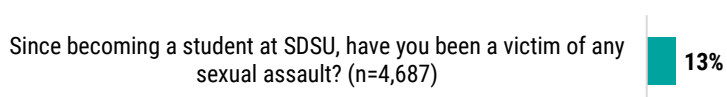


Among the 3,410 survey respondents who identified as female and answered these questions, 26% (n=901) indicated that they had experienced at least one of the scenarios described in the SES scale. Among the 1,191 survey respondents who identified as male and answered these questions, 10% (n=115) indicated the same. Among the 95 survey respondents who identified as nonbinary, 31% (n=29) indicated the same. These differences between the gender groups were statistically significant ($p < .001$).

SELF-DEFINED SEXUAL ASSAULT

In the second measure, self-defined sexual assault was indicated by an answer “yes” to the question “Since becoming a student at SDSU, have you been a victim of any sexual assault?”

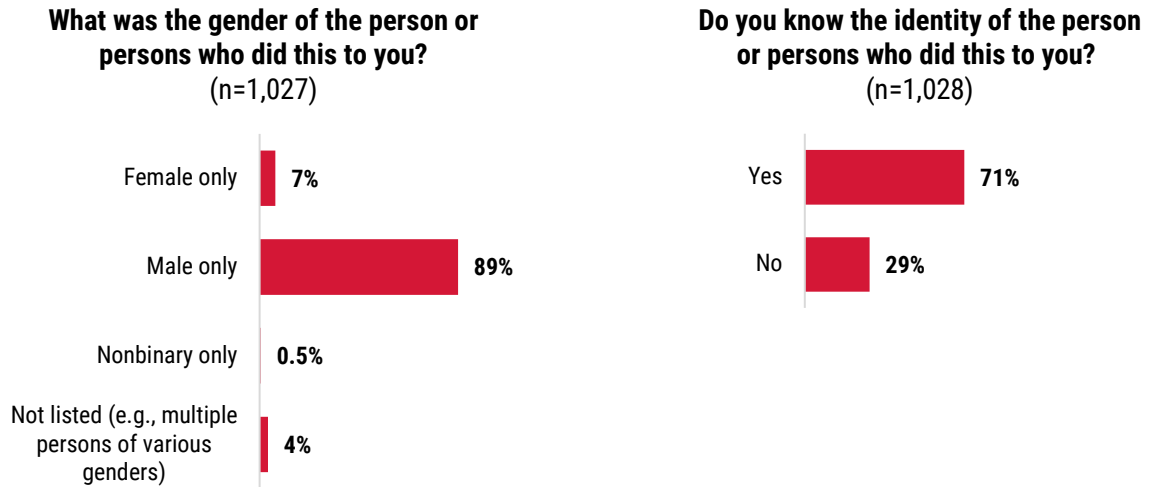
Overall, 13% of respondents (n=586) answered yes to this question.



Among the 3,362 survey respondents who identified as female and answered this question, 15% (n=519) answered “yes.” Among the 1,186 survey respondents who identified as male and answered this question, 4% (n=49) indicated the same. Among the 94 survey respondents who identified as nonbinary and answered this question, 15% (n=14) indicated the same. These differences between the gender groups were statistically significant ($p < .001$).

All respondents who indicated they had experienced at least one of the scenarios described in the SES scale (n=1,052) were asked to consider the situation that had the greatest impact on them and answer more questions about the situation.

Almost 90% of the respondents said that the gender of the person who did this to them was male. More than two-thirds of the respondents said they knew the identity of the person or persons who did this to them.

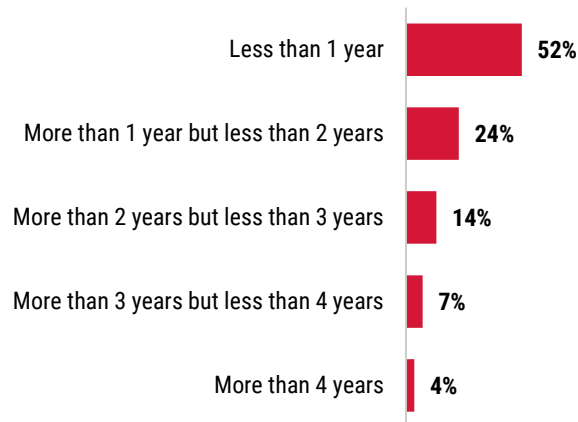


Those who said they knew the identity of the other person/s were asked who the person was. Almost half the respondents said that the person or persons were SDSU students. Respondents could select more than one option.



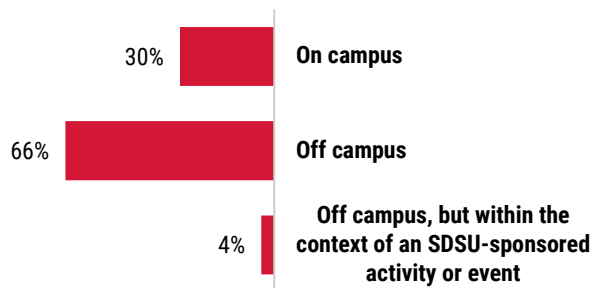
Over half of respondents said they had been at SDSU for less than one year when the incident occurred.

How long had you been at SDSU when this incident occurred?
(n=1,007)

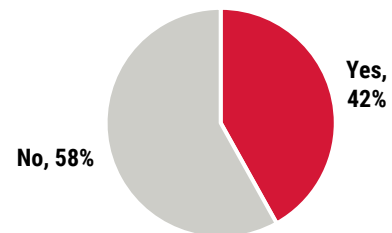


Two-thirds of the respondents said that the incident occurred off campus, and over half the respondents said they were not living on campus when the incident occurred.

Where did this incident occur?
(n=1,013)

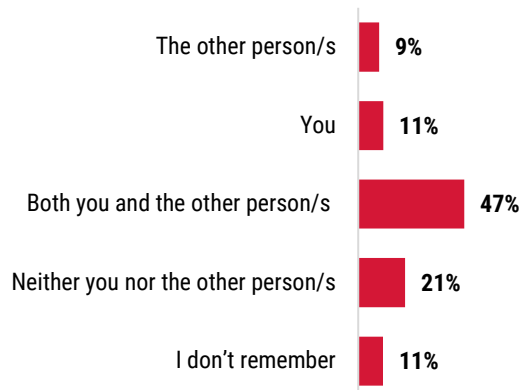


At the time of this event, were you living in university housing?
(n=1,009)



Almost half the respondents said both they and the other person were under the influence of alcohol or drugs at the time of the incident.

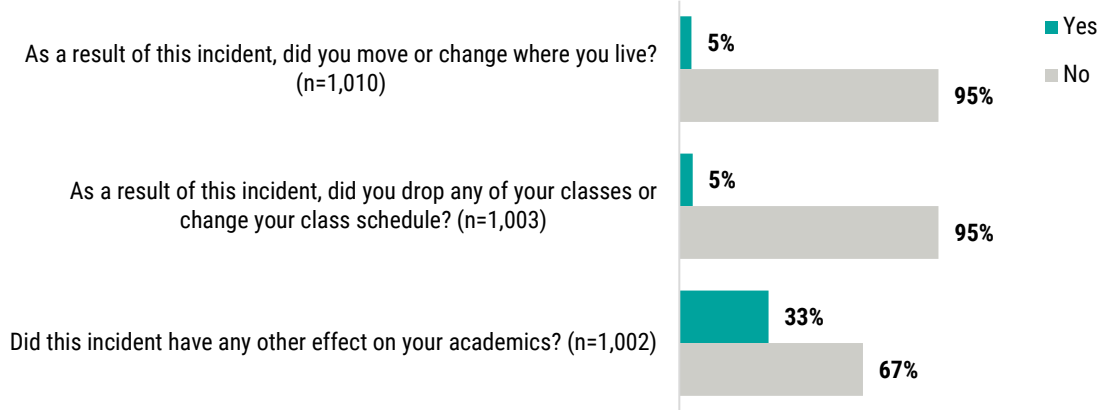
Was anyone under the influence of alcohol or drugs at the time of the incident?
(n=1,010)



Over 90% of respondents said they did not move or change where they lived or drop any classes or change their class schedule due to the incident.

Over one-third of the respondents said that the incident had some other effect on their academics.

Effects of the Incident



Sexual Experiences Scale: Perpetration

This set of questions asked respondents whether they had perpetrated any of the behaviors described in the SES scale.

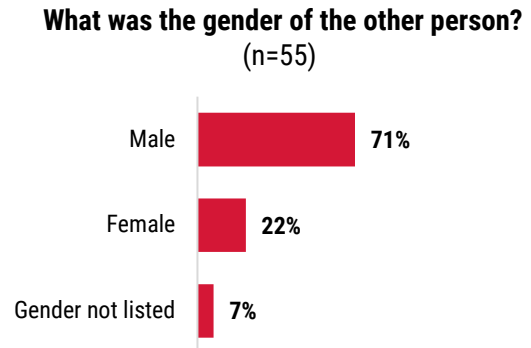
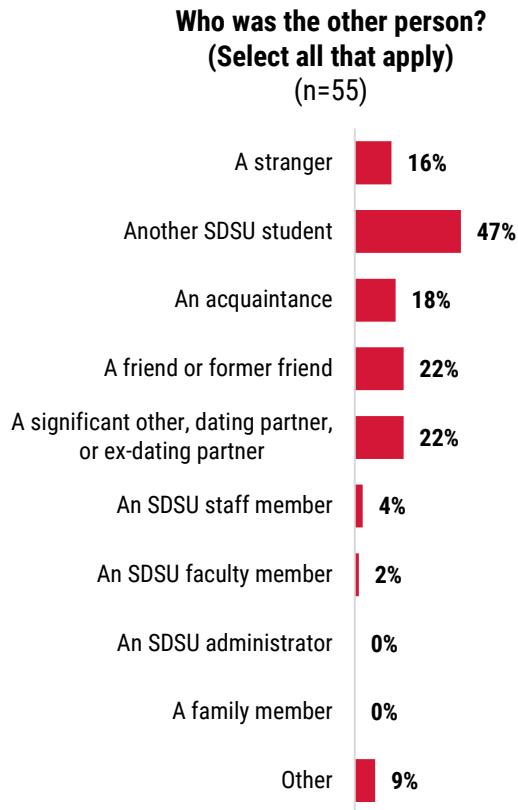
Overall, 1% of respondents (n=52) said they had perpetrated at least one of the five sexual scenarios described.

Sexual Experiences Scale: Perpetration

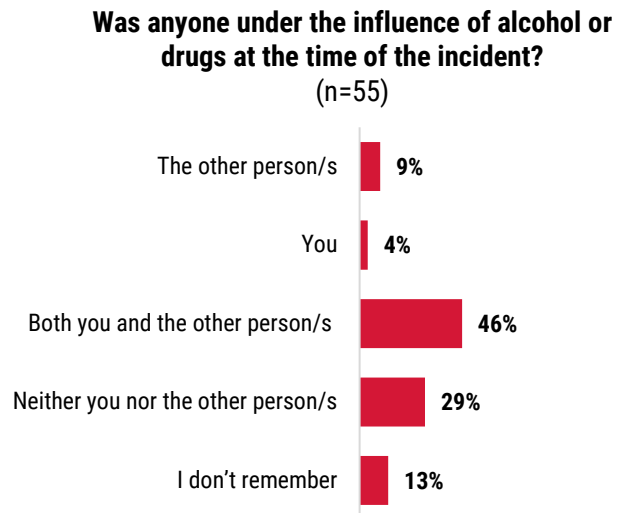
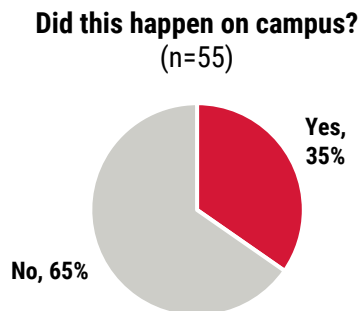
Perpetrated any sexual assault (n=4,666)	1%
I fondled, kissed, or rubbed up against the private areas of someone's body or removed some of their clothes without their consent (but did not attempt sexual penetration) (n=4,665)	0.9%
I had oral sex with someone or had someone perform oral sex on me without their consent (n=4,662)	0.2%
I put my penis or I put my fingers or objects into someone's vagina without their consent (n=4,664)	0.1%
I put in my penis or I put my fingers or objects into someone's butt without their consent (n=4,661)	0.1%
Even though it didn't happen, I TRIED to have oral, anal, or vaginal sex with someone or make them have oral sex with me without their consent (n=4,661)	0.1%

Among the 3,352 survey respondents who identified as female and answered this question, 1% (n=36) indicated that they had perpetrated at least one of the scenarios described in the SES perpetration scale. Among the 1,175 survey respondents who identified as male and answered this question, 1% (n=14) indicated the same. Among the 94 survey respondents who identified as nonbinary and answered this question, 1% (n=1) indicated the same. These differences between the gender groups were **not** statistically significant.

Almost half the respondents said the other person was an SDSU student. Respondents could choose more than one option. More than two-thirds of the respondents said the gender of the other person was male.



Two-thirds of the respondents said the incident did not happen on campus, and almost half the respondents said that both them and the other person/s were under the influence of alcohol or drugs at the time of the incident.

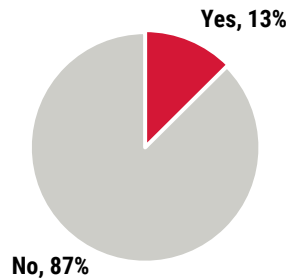


Respondents (n=7) who selected more than one scenario were asked if all the experiences were with the same person or with more than one person. Of these, five said the experiences were with more than one person.

Sexual Assault and Disclosure

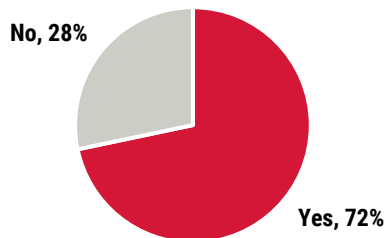
As indicated in the self-defined sexual assault question (p. 29), 13% of respondents said they had been a victim of sexual assault since becoming a student at SDSU.

Since becoming a student at SDSU, have you been a victim of any sexual assault?
(n=4,687)

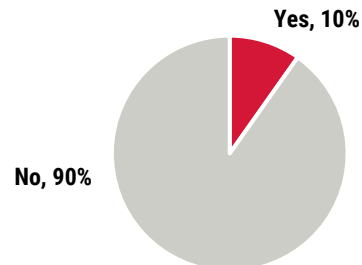


Almost three quarters of those who said they had been a victim of sexual assault said they told someone about the assault. Only 10% said that they reported the incident to an SDSU employee.

Did you tell anyone about the sexual assault?
(n=584)

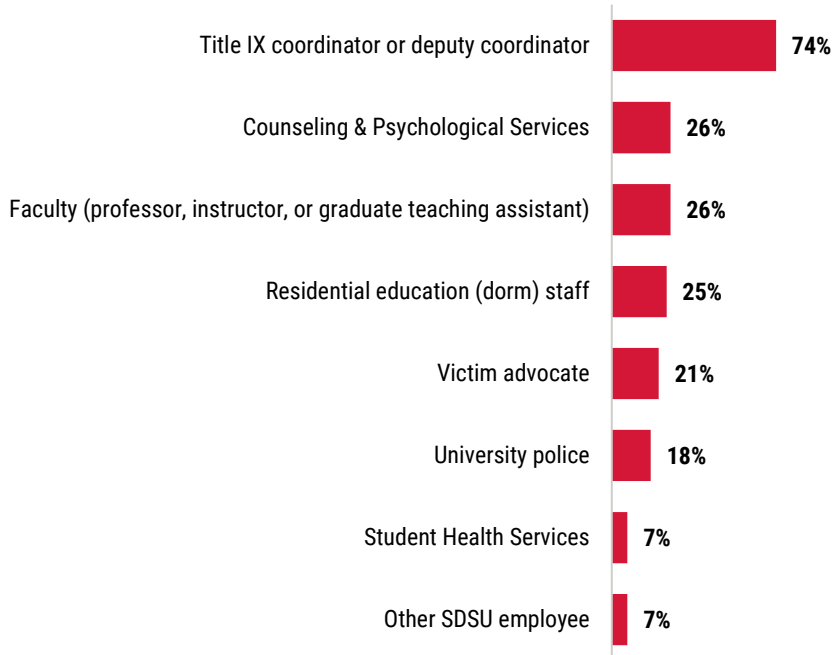


Did you report the incident to any SDSU staff, faculty, or other SDSU employee?
(n=582)

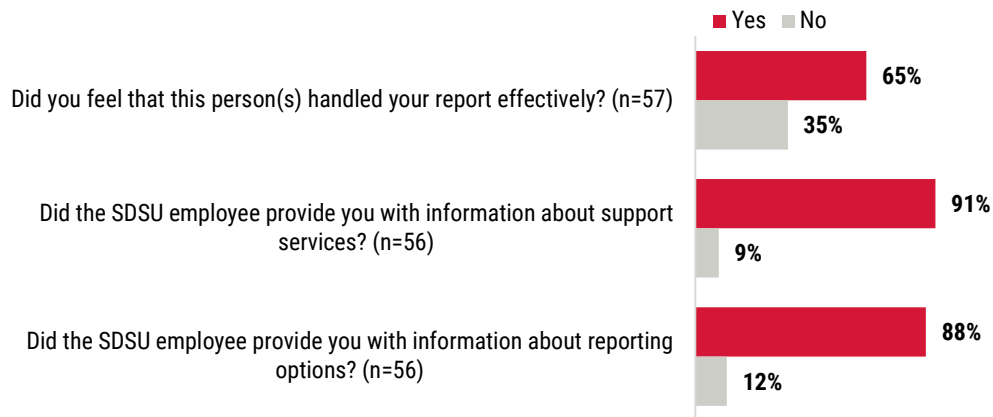


The majority of those who reported the assault said they reported it to the Title IX coordinator or deputy coordinator. Respondents could select more than one option.

**To whom did you report the incident?
(Select all that apply)
(n=57)**

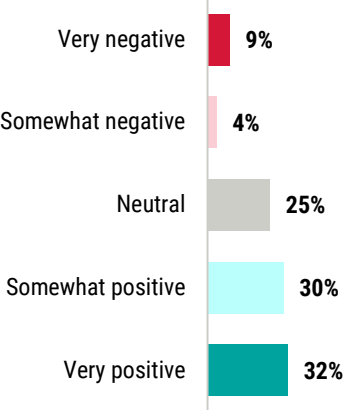


Almost two-thirds of the respondents said the person handled their report effectively and 88% of the respondents said that the SDSU employee provided them with information about reporting options and support services.



Overall, about 60% of those who reported the incident said they had a positive experience disclosing their sexual assault to an SDSU employee.

Please rate your overall experience disclosing (reporting) to an SDSU employee.
(n=56)



DESCRIPTION OF SURVEY INSTRUMENT MEASURES

In the 2022 survey, several new measures and questions were added to the survey instrument, and several were removed. The response options for many measures were collapsed in the 2022 survey, after taking into consideration the small groups seen for those measures in 2019, 2017, and 2015.

Similar to 2019 and 2017, respondents were randomly assigned to a measure at two different points in the survey, to reduce the survey length for individual respondents. In the first randomized section, respondents were shown one of the following: Peer Social Support Measures, or Readiness to Help, or Process-Based Consent Scale. In the second randomized section, respondents who indicated they had a partner since starting at SDSU were shown one of the following: Intimate Partner Violence or Partner Cyber Abuse Questionnaire.

Bystander Intervention

Bystander Intervention is measured using a modified version of the Bystander Attitudes Scale. The scale was shortened to include seven items to assess frequency of specific behaviors students had exercised in a situation where a friend or stranger may have been at risk for experiencing sexual misconduct.

Source:

- Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2002). Unpublished measures.
- Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). Rape prevention through bystander education: Final report to NIJ for grant 2002-WG-BX-0009. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/grants/208701.pdf>

Peer Social Support

Peer social support items assess participants' perceptions of peer norms regarding sex, dating violence, and sexual violence.

Source:

- DeKeseredy, W.S., & Kelly, K. (1995). Sexual abuse in Canadian university and college dating relationships: The contribution of male peer support. *Journal of Family Violence, 10*, 41- 53.

Readiness to Help

This measure aims to gauge the extent to which students on campus feel they can help reduce the problem of sexual violence at SDSU. The scale also measures the extent to which students believe they have a responsibility to help reduce the problem. The framework for the scale is grounded in research about the causes of sexual assault on campuses as well as factors identified by health behavior theories for changing attitudes and behavior.

Source:

- Banyard, V. L., Moynihan, M. M., & Crossman, M. T. (2009). Reducing sexual violence on campus: The role of student leaders as empowered bystanders. *Journal of College Student Development, 50*(4), 446-457.

Process-Based Consent Scale

The Process-Based Consent Scale measures sexual consent attitudes and behaviors, with consent defined as an ongoing process throughout sexual activity. Respondents indicate agreement on items related to ongoing consent, subtle coercion, and communicative sexuality.

Source:

- Glace, A. M., Zarkin, J. G., & Kaufman, K. L. (2021). Moving Toward a New Model of Sexual Consent: The Development of the Process-Based Consent Scale. *Violence against women, 27*(12-13), 2424–2450. <https://doi.org/10.1177/1077801220952159>

Dating Violence Section

The Dating Violence Victimization module is derived from the Partner Victimization Scale and the Women's Experience with Battering Scale to assess both physical and psychological dating violence experienced by participants. Items on the Partner Victimization Scale were developed from items on the Juvenile Victimization Questionnaire. The JVQ underwent a careful development process and has extensive reliability and validity data. In this module, items assess the type and frequency of physical dating violence as well as psychological dating violence. Both physical and psychological dating violence are assessed in this module to cover a range of experience with dating violence, rather than to form separate subscales.

Source:

- Finkelhor, D., Hamby, S., Ormrod, R., & Turner, H. (2005). The Juvenile Victimization Questionnaire: Reliability, validity, and national norms. *Child Abuse & Neglect, 29*(4), 383-412.
- Hamby, S. (2014). Self-report measures that do not produce parity in intimate partner violence: A multi-study investigation. *Psychology of Violence, 15*, 149–158. Advance online publication.
- Hamby, S., Finkelhor, D., Ormrod, R., & Turner, H. (2004). *The Juvenile Victimization Questionnaire (JVQ): Administration and scoring manual*. Durham, NH: Crimes Against Children Research Center.
- Smith, P.H., Earp, J.A., & DeVellis, R. (1995). Measuring battering: Development of the Women's Experience with Battering (WEB) Scale. *Women's Health: Research on Gender, Behavior, and Policy, 1*(4), 273-288.

Partner Cyber-Abuse Questionnaire

The Partner Cyber-Abuse Questionnaire assesses the frequency of cyber-abuse-related incidents experienced by SDSU students in a current or recent relationship.

Source:

- Hamby, S. (2013, March). *Partner Cyber-Abuse Questionnaire*. Sewanee, TN: Life Paths Research Program.

Sexual Harassment Victimization – Faculty/Staff

The Sexual Harassment by Faculty/Staff module utilizes the Department of Defense Sexual Experiences Questionnaire (SEQ-DoD), originally modified from the Sexual Experiences Questionnaire, to measure the type and frequency of sexual harassment by members of staff.

Sexual Harassment Victimization – Student

Items 1-9 of the Sexual Harassment by Students module were modified for the purposes of this survey from the Sexual Experiences Questionnaire, to measure the type and frequency of sexual harassment by students. These items have very high internal consistency as part of the ARC3 Campus Climate Survey ($\alpha=.93$). Items 9-12 assess virtual sexual harassment using items from the AAUW Knowledge Networks Survey and have strong internal consistency ($\alpha=.83$).

Source:

- Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology, 17*(4), 425-445.
- Fitzgerald, L. F., Magley, V. J., Drasgow, F., & Waldo, C. R. (1999). Measuring sexual harassment in the military: The Sexual Experiences Questionnaire (SEQ-DoD). *Military Psychology, 3*, 243-264.
- Fitzgerald, L.F., Shullman, S.L., Bailey, N., Richards, M., Swecker, J., Gold, Y., Ormerod, A.J., & Weitzman, L.M. (1988). The incidence and dimensions of sexual harassment in academia and the workplace. *Journal of Vocational Behavior, 32*, 152-175.

SES Revised – Short Form Victimization

The SES Revised scale is used to measure the extent of victimization and perpetration of unwanted sexual experiences. This scale uses non-judgmental specific language and avoids legal terms in order to facilitate the respondent's ability to identify and recall incidents that constitute various forms of unwanted sexual experiences. For example, the scale avoids the word "rape" because the term is understood and defined differently by different respondents. Instead, the scale relies on behaviorally specific descriptions of acts (unwanted sexual experiences) and tactics (behaviors used by perpetrators to compel sex acts against consent) to solicit responses. These innovative features are now considered the standard in measuring perpetration and victimization.

SDSU administrators added several follow-up questions to this section of the survey, some of which were only displayed to respondents if they indicated they had experienced any form of unwanted sexual experiences. In the 2019 survey, the questions about perpetration of unwanted sexual experiences were included in the same format as the ARC3 question bank.

Source:

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

Policy/Resource Questions

This measure was created by SDSU to gauge students' understanding of campus policies regarding sexual assault and violence. The purpose of the measure is to assess students' knowledge and familiarity with available resources.

Source:

- Pryor, D.W., & Hughes, M.R., (2013). Fear of rape among college women: A social psychological analysis. *Violence and Victims, 28*(3), 443-465.

Demographic Questions

Collecting demographic data allows us to examine the makeup of the sample we are targeting in comparison to the makeup of the entire student population as collected by the school upon student admission to SDSU. In the 2022 survey, several demographic questions were removed to reduce survey length. These included: major, GPA, and university housing.