

# Campus Quality of Life Survey Results

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# OVERVIEW

/ One of the main objectives of the study conducted through the Research Center on Violence at West Virginia University is to provide policy-relevant data on the extent and distribution of various types of victimization that students have experienced, and further to focus on students' perceptions on the campus' social and cultural climate, their knowledge of and involvement in support services, and their perceptions of how WVU would handle a situation in which a student reported an incident of sexual misconduct.

/ The seeds of this particular survey were partially sown by the White House Task Force to Protect Students from Sexual Assault that was created on January 22, 2014.

/ The authors assume full responsibility for the material presented in this report

# Acknowledgement from the Research Center on Violence at West Virginia University

/ Special acknowledgements for requesting and supporting the administration of this survey include:

President Gordon Gee

Provost Joyce McConnell

Former Interim Deans of the Eberly College of Arts and Sciences Rudolph P. Almasy and Maryanne Reed

Associate Vice President for Creative and Scholarly Activities Melanie Page

Director of Equity Assurance and Title IX Coordinator James Goins

Vice President for the Division of Diversity, Equity and Inclusion David Fryson

Department of Sociology and Anthropology Chair Jeralynn (Lynne) Cossman

/ The above leaders have put considerable time, money, and expertise into dealing with the forms of victimization described in this report and recognize that a public statement of the will to take action is not enough. Indeed, action speaks louder than words and the aforementioned WVU administrators, together with many other members of the WVU community have formulated and implemented widely considered effective policies to curb sexual assault and other crimes. But they also want to know if they work and what more can be done.

/ In all of our years of studying the violent victimization of college students, prior to coming to WVU, we have never worked with such a supportive and dedicated group of administrators as those named here. We thank them for their exemplary leadership and for promoting a welcoming and caring environment.

# Acknowledgement from the Research Center on Violence at West Virginia University

/ Special thanks to the interns affiliated with the Research Center on Violence at WVU. They worked tirelessly to help get us where we are today with results that will help continue the progress already made at WVU.

/ The help of undergraduate and graduate students who participated in focus groups organized to help us craft our questionnaire is also deeply appreciated.

/ Many WVU faculty, counselors, and other employees were important parts of the research team.

/ Specific colleagues essential to the development of the research design and data analysis include: Drs. Corey Colyer (WVU), William F. Flack Jr. (Bucknell University), Diane Follingstad (University of Kentucky), Douglas Myers (WVU), Adam Pritchard (University of Central Florida), Callie M. Rennison (University of Colorado, Denver), Martin D. Schwartz (George Washington University) and M. Cecil Smith (WVU).

/ Most importantly, thank you to the nearly 6,000 students who participated in our study. They are true Mountaineers and their courage, support and honesty will always be remembered.

# Survey Participation

/ Survey instrument administered electronically to 30,470 WVU main campus students beginning in spring 2016.

/ Total of 5,718 responded, 20% of the population.

/ Survey data are reported through Qualtrics software in a secured database.

/ Publicity for survey advertised through MIX, Mountaineer ENEWS, and the Research Center's social media web sites; posters scattered throughout the main campus; some faculty encouragement in classes, and various other personal encouragements; an email from President Gee to all students.

/ To encourage participation, students were assured that individual information would be kept confidential and that the research team could not access their IP address to link responses to any one individual.

/ Students were also provided information on free professional support counseling services listed at the end of the questionnaire.

# National Background

/ Increasing national awareness and calls to action on the problem of sexual assault and other crimes against women:

- Creation of the federal Sexual Violence Elimination Act (SaVE) in 2013, which requires incidents of “domestic, dating violence, and sexual assault, and stalking” to be revealed in the yearly campus crime statistics report and dictates that campuses must have primary prevention education programs (such as bystander intervention) and policies on disciplinary procedures.
- 2014 White House Task Force to Protect Students from Sexual Assault.
- Kirby Dick’s 2015 documentary The Hunting Ground shown on campuses across the country.

/ Many now view sexual assault and other crimes against women as “problems of the day” on college campuses and their immediate surroundings.

# National Background

/ Campus violence against women survey research in the U.S. dates back to Kirkpatrick and Kanin's (1957) self-report sexual assault study

/ The Koss, Gidycz and Wisniewski (1987) path-breaking national representative sample survey marks the beginning of more widespread national attention.

/ The bulk of surveys since that time (e.g., DeKeseredy & Schwartz, 1998; Fisher, Daigle, & Cullen, 2010) estimate that, nationally, at least one in four undergraduate women is victimized by some type of sexual assault and that approximately the same number is targeted by physical violence during their college careers (DeKeseredy & Schwartz, 2013).

/ Studies also show that the vast majority of perpetrators are not strangers, rather either male acquaintances, classmates, friends, "hook-up" partners, boyfriends or former boyfriends (Krebs et al., 2007; McOrmond-Plummer, Eastal & Levy-Peck, 2014).

# WVU Study Objectives

/ Recognizing the national trends, demonstrate and understand how those same issues manifest locally. More specifically:

- Provide policy-relevant data on the extent and distribution of various types of violent victimization. In other words, help WVU identify programs and strategies to continue education and prevention efforts with greater efficacy.
- Measure other abusive experiences that *all* students many have experienced since entering college.
- Learn about students' perceptions of the social and cultural climate and their knowledge of and involvement in support services.

# WVU and VAWA

/ Congress authorized the U.S. Department of Justice's Office of Violence Against Women to implement grants. WVU received a grant for a three-year period (2013-16), whereby some of the following were possible:

- Coordinated Campus Response Team (CCRT)
- Prevention Education
- Law Enforcement Training
- Judicial Conduct Training

/ In addition, WVU's Office of Diversity, Equity, and Inclusion houses the Title IX coordinator and related functions of investigations, trainings, education and resource provisions to involved parties, and intermediate actions for the safety and well-being of the University community.

/ This study was requested by those working in these areas of sexual assaults and other violence. The administration provided needed financial support and, importantly, complete autonomy to design and administer the survey.

# Study Instrument

/ A survey instrument draft was created based on the expertise of the faculty in the Research Center on Violence at West Virginia University and leading colleagues in this research field.

/ Four focus groups (two with graduate students and two with undergraduate students) were included as part of finalizing a survey draft.

/ 250 undergraduate studies participated in a pre-test of the survey instrument and provided feedback.

/ The final survey instrument was constructed to take no more than 25 minutes, on average, to complete.

# Study Instrument

/ The following are the order and measures employed in the survey instrument:

- **Perceptions of Safety** (derived from Beatty et al.'s (2005) fear of crimes measures.)
- **Demographics** (Modeled after questions included in the White House Task Force to Protect Students from Sexual Assault Climate Survey (2014) and the Rutgers University (2014) Campus Climate Survey.)
- **Perceptions of Campus Atmosphere for Non-Traditional Students** (Slightly modified versions of items included in the Prejudice Institute's (1995) Model Questionnaire for Assessing Campus Climate)
- **Peer Norms** (slightly modified male peer support items developed by DeKeseredy (1988))
- **Hate-and Bias-Motivated Assaults** (Modified items included in the Prejudice Institute's (1995) questionnaire.)
- **Stalking** (derived from items included in Centers for Disease Control's National Intimate Partner and Sexual Violence Survey, NISVS (Black et al., 2011.)
- **Sexual Harassment** (Items included in the C.A.T.S. survey (Center for Research on Violence Against Women, 2014.)

# Study Instrument

/ continued: The following are the order and measures employed in the survey instrument:

- **Dating Physical Violence** (Items includes in the C.A.T.S. Survey.)
- **Sexual Violence** (Modified items included in Koss et al.'s (2007) revised Sexual Experiences Survey and the ARC3 (2105) instrument.)
- **Student Involvement in Campus Violence Prevention Programs** (Modified items included in the C.A.T.S. survey (Center for Research on Violence Against Women, 2014.)
- **Student Bystander Intervention** (This was measured using the ARC3's (2015) modified version of Banyard, Plante, and Moynihan's (2005) bystander attitude's scale).
- **General Perceptions of the Campus Climate** (Slightly modified versions of items used in DeKeseredy and Perry's (2006) Campus Life Questionnaire).
- **Perceptions of Institutional Responses to Sexual Misconduct** (Modified version of items included in the Rutgers University (2014) Campus Climate Survey).
- **Knowledge of Campus Sexual Misconduct Resources** (Modified version of items included in the Rutgers University (2014) Campus Climate Survey).

# Demographics

	Population	Sample
<b>Status</b>	N= 30,470	n= 5,718
Undergraduate	77.3	78.9
Professional	4.6	5.1
Graduate	18.2	15.9
<b>Sex</b>		
Female	48.6	57.2
Male	51.4	37.1
Other	Not recorded	1.1
<b>Race/Ethnicity*</b>		
Black/African American	6.7	4.4
White	86.5	83.8
Asian	6.4	6.0
Hawaiian/Pacific Islander	0.5	0.2
Native American	1.4	0.4
Hispanic	3.8	3.1
Other (including mixed race)	Not recorded	2.0
<b>Age</b>		
Average Age	23.3	22.1

\*The ethnic category "Hispanic" was considered separate from race in the population column and so the total exceeds 100%)

# Survey Results

## PERCEPTIONS OF SAFETY ON CAMPUS

TYPE OF CRIME	% NOT WORRIED	% WORRIED
Having your home broken into and something stolen	75.2	24.8
Being mugged and robbed	74.3	25.7
Being sexually assaulted by strangers	72.0	28.0
Being physical attacked by strangers	71.7	28.3
Being physically attacked because of your skin color, race/ethnic origin or religion	91.5	8.5
Vandalism to your home or car	65.1	34.9
Being physically attacked by someone you know	93.3	6.7
Being sexually assaulted by someone you know	91.2	8.8

Henslin and Nelson (1996) asserted “The first criterion for a good education is security, to guarantee students’ physical safety and freedom from fear” (p. 498)

The research team found that overall, men are less worried about the harms in the above table than women.

# Survey Results

## PERCEPTIONS OF BEHAVIOR TOWARD NON-TRADITIONAL STUDENTS

SOCIAL GROUP	% FRIENDLY	% UNFRIENDLY	% WITHOUT MUCH FEELING ONE WAY OR ANOTHER
American Indian people	68.6	6.8	24.7
People of color	73.4	9.4	17.3
Jews	71.1	4.3	28.9
Asians	70.0	6.4	30.0
Muslims	50.6	28.6	20.9
Transgender People	48.4	27.4	24.2
Gay men/Lesbians	58.1	18.9	23.0
International Students	65.1	12.8	22.1
Feminists	50.6	23.9	25.6
People with disabilities	76.5	5.6	17.9

It was found in the survey that slightly more than 14% think that professors, administrators (e.g., Deans), and other people employed at WVU favor some social groups over others.

# Survey Results

## REPORTS OF VIEWING OR HEARING THINGS THAT STUDENTS CONSIDERED OFFENSIVE

SEEN OR HEARD	% YES	% NO
Jokes	65.58	26.74
Leaflets or posters	11.42	85.59
Spray-painted signs, slogans or graffiti	18.29	73.82
Comments on campus radio, TV, bulletin boards, or social media	23.31	68.78
Articles or cartoons in campus newspapers or magazines	7.33	84.73
General comments or stories that you heard or were told about	57.71	34.42

# Survey Results

## HATE- AND BIAS-MOTIVATED ASSAULTS

TYPE OF ASSAULT	% YES	% NO
Verbal assault	30.38	59.51
Offensive phone calls, letters, or email	8.52	81.36
Unwilling exposed to a racist, sexist, or other offensive online images	17.30	72.56
Had personal property stolen or damaged	13.94	75.97
Had objects thrown at you	10.42	79.42
Been chased or followed by people intent on hurting you	5.30	84.49
Been spat upon	2.54	87.30
Been threatened with physical assault	13.05	76.71
Been physically assaulted	5.79	83.86
Been threatened with unwanted sexual behaviors	10.83	78.86
Been verbally sexually harassed	25.53	64.22
Been touched sexually when you didn't want to be touched	18.07	71.72
Been forced to have unwanted intercourse	4.30	85.40
Been threatened with a weapon	3.35	86.39
Been attacked with a weapon	1.0	88.34

The importance of education about verbal assaults is noted by the U.S. Department of Justice, “A campus culture in which the use of slurs becomes commonplace and accepted soon becomes an environment in which slurs can escalate to harassment, harassment can escalate to threats, and threats can escalate to physical violence” (cited in the Southern Poverty Law Center, 2010, p. 4).

# Survey Results

## STALKING

TYPE OF STALKING	% YES	% NO
Watched or followed you from a distance, or spied on you with a listening device, camera, or GPS	10.7	89.3
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there	14.7	85.3
Left strange or potentially threatening items for you to find	3.1	96.9
Sneaked into your home or car and did things to scare you by letting you know they had been there	2.8	97.2
Sent you unwanted electronic messages, such as texts, voice messages, emails, or through social media apps	21.7	78.3
Left you cards, letters, flowers, or presents when they knew you didn't want them to	5.2	94.8
Made rude or mean comments to you online	18.8	81.2
Spread rumors about you online, whether they were true or not	13.4	86.6

Stalking can be defined as the “willful, repeated, and malicious following, harassing, or threatening of another person” (Melton, 2007, p. 4).

Of those who experienced any of the 8 behaviors listed, 44% stated the offender was male, while 10% said the offender was female.

25% reported that the behavior they cited was by a stranger and 30% said the behavior was by someone they know.

8% said the behaviors were by a current or former intimate partner.

# Survey Results

## SEXUAL HARASSMENT

TYPE OF HARASSMENT	% YES	% NO
Said several things to you that you did not want to hear	37.8	62.2
Sent sexual messages or pictures that you did not want (including porn)	16.2	83.8
Asked or pressured you for a date, hook up, or sexual favors even though you had already said no	26.0	74.0
Made unwanted sexual gestures, imitated sexual motions, or touched you sexually when you did not want them to	24.0	76.0
Exposed genitals or sex organs to you	11.3	88.7

Sexual harassment in schools is “the unwanted and unwelcomed behavior of a sexual nature that interferes with one’s right to receive an equal educational opportunity” (Stein 2008, p. 664).

In the survey, respondents were asked to only count behaviors done by people who were *not* intimate partners.

# Survey Results

## INTIMATE PARTNER VIOLENCE

TYPE OF VIOLENCE	% YES	% NO
Shoved, shook, pinched or scratched you, or pulled your hair	11.7	88.3
Slapped you	8.4	91.6
Threw something at you that could hurt you	8.0	92.0
Bent your fingers or twisted your arm	5.4	94.6
Hit, punched, kicked, or bit you	7.7	92.4
Dragged you by your hair, threw you down the stairs or out of a car, or threw you around	2.0	98.0
Burned you, choked you, or tried to strangle or suffocate you	2.6	97.4
Used, or threatened to use, a weapon against you	2.7	97.3

It is important not to rank-order dating violence behaviors in a linear fashion. For example, a shove can lead to someone falling down the stairs and ending up with major head trauma. A slap can break teeth or draw blood (DeKeseredy & Hinch, 1991; Dobash & Dobash 1988; Smith, 1987).

# Survey Results

## SEXUAL ASSAULT

TYPE OF SEXUAL ASSAULT	% YES	% NO
Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration)	18.42	67.14
Someone had oral sex with me or made me have oral sex with them without my consent	5	80.69
Someone put their penis, fingers or other objects into my vagina without my consent	5.37	47.24
Someone put their penis, fingers, or other objects into my butt without my consent	3.53	81.86
Even though it didn't happen, someone TRIED to have oral, anal, or vaginal sex with me without my consent	9.86	75.60

The first item in the chart is, under West Virginia law, recognized as Sexual Assault in the First Degree.

The last 4 acts listed in the chart are, under West Virginia law, examples of Sexual Assault in the Second Degree.

If convicted of any of these crimes, perpetrators may be legally defined as guilty of a felony and face imprisonment.

These statistics are similar to seriousness reflected by national statistics.

# Survey Results

## USE OF BYSTANDER INTERVENTION STRATEGIES

STRATEGY	% YES	% NO
Walked a friend who has had too much to drink home from a party, bar or other social event	83.8	16.2
Talked to the friends of a drunk person to make sure they don't leave him/her behind at a party, bar or other social event	79.4	20.6
Spoke up against sexist jokes	60.6	39.4
Tried to distract someone who was trying to take a drunk person to another room or trying to get them to do something sexual	50.0	50.0
Ask someone who looks very upset at a party if they are okay or need help	78.7	21.3
Intervene with a friend who was being physically abusive to another person	48.5	51.5
Intervene with a friend who was being verbally abusive to another person	58.6	41.4

Many WVU students are looking out for their peers' safety.

Some indicators of collective efficacy in the WVU community include:

- 87% stated that people on the WVU campus help each other
- 97% stated that this is a friendly campus
- 70% reported that people on the WVU campus can be trusted

# Survey Results

## STUDENTS' PERCEPTION OF WVU'S INSTITUTIONAL RESPONSE TO SEXUAL MISCONDUCT

RESPONSE	% AGREE	% DISAGREE	% NEUTRAL
WVU would take the report seriously	69.4	11.8	18.8
WVU would maintain the privacy of the person making the report	76.4	6.7	17.0
WVU would do its best to honor the request of the person about how to go forward with the case	68.1	10.4	21.5
WVU would take steps to protect the safety of the person making the report	70.9	9.6	19.5
WVU would support the person making the report	64.5	10.3	25.1
WVU would provide accommodations to support the person (e.g., academic, housing, safety)	53.7	18.8	27.5
WVU would take action to address factors that may have led to the sexual misconduct	62.1	14.8	23.0
WVU would handle the report fairly	61.9	11.7	26.5
WVU would label the person making the report a trouble-maker who made the report	20.0	58.0	22.2
WVU would have a hard time supporting the person who made the report	21.5	54.1	24.4
WVU would punish the person who made the report	16.4	65.6	18.0

Sexual misconduct was defined for this question as “physical contact or non-physical contact of a sexual nature in the absence of clear, knowing and voluntary consent. Examples include sexual or gender-based harassment, stalking, dating violence, and sexual violence.”

In Spring 2016:

35% of the sample reported knowing where to go to help if they or a friend experienced sexual misconduct.

45% reported knowing where to go to make a report of sexual misconduct on the campus

50% understand what happens when a student reports a claim of sexual misconduct at the university

# Next Steps

/ The preceding data report is a first of its kind for this campus. Since Spring 2016 educational programs and trainings have been conducted. Repeated surveys will help determine strategies through this progression.

/ Next steps can include more analysis as to the similarities and differences among certain groups of students (e.g., gender) and to identify the key sources or risk factors associated with the types of victimization evident in the survey (recognizing that underreporting is common in these types of surveys).

/ Risk factor data will help the University community enhance its efforts to support students' health and well-being.

/ There are no simple solutions to the problems evidenced by these surveys across the country. The strategies must be interdisciplinary, collaborative and focused on the “attitudinal, physical, financial and systemic barriers to access, equity, and safety for the students in our post-secondary education system” (Stark-Adamec, 1996a, p. 145).

# Next Steps

/ In the spirit of WVU's umbrella of educational and prevention and investigative programs, "It's on Us" will continue to guide our university community members.

/ WVU Sociologist Dr. James Nolan notes the relationship between improved safety metrics and community ownership of safety/prevention rather than an over-dependency on enforcement and other external interventions. The goal for any campus should be to move into the upper left quadrant.

