



**University of New Hampshire
College of Professional Studies
Manchester Campus
Campus Safety and Culture Survey
2024 Summary Data Report**

Published June 2024

In Compliance with RSA 188-H

Report Contact: Bo Zarycky
Director & Title IX Coordinator
Civil Rights & Equity Office

Table of Contents

- Introduction.....3
- Response Rate and Survey Demographics4
- Perceptions of Campus Climate Regarding Sexual Misconduct7
 - A. Institutional Response.....7
 - B. Student Awareness of Institutional Policies and Procedures.....7
 - C. Exposure to Sexual Misconduct Information/Education.....8
- Sexual Misconduct.....9
 - A. Sexual Harassment by Students 10
 - Follow-Up: Sexual Harassment by Students..... 10
 - B. Stalking 11
 - Follow-Up: Stalking..... 11
 - C. Dating Violence..... 13
 - Follow-Up: Dating Violence 13
 - D. Sexual Violence 14
 - Follow-Up: Sexual Violence 14
 - E. Sexual Harassment by Faculty/Staff 15
 - Follow-Up: Sexual Harassment by Faculty/Staff 15
- Institutional Responses 16
 - A. Reporting Experiences..... 16
- Campus Safety 17
 - A. Sense of Safety 17
 - B. Perception of Sexual Misconduct as Part of Campus Life 17
- Appendix: Survey Instrument..... 18

Introduction

The University of New Hampshire's College of Professional Studies at the Manchester campus (CPS Manchester) is pleased to provide the results of its 2024 Campus Safety and Culture Survey. UNH administered the survey in compliance with RSA 188-H, which requires all of New Hampshire's Institutions of Higher Education to conduct a sexual misconduct climate survey biennially and publish a summary report on the findings. This survey, developed by a statewide task force, was sent to 690 students during the 2024 spring term. The survey was open for three weeks, from February 5th through February 24th.

All students enrolled during the spring semester were first sent an email including direct link to the survey from Dean Mike Decelle inviting their participation in the survey. Two reminder emails were sent out to students, a mid-administration reminder and a final reminder.

The survey yielded a response rate of 6%, with 41 students who were 18 or older taking the survey. It generated a completion rate of 80%, with 33 students reaching the end of the survey out of the 41 who started the survey.

The Campus Safety and Culture Survey asked students to answer questions regarding a broad range of issues, including their knowledge of campus prevention resources, their beliefs about how their college would respond to disclosures of sexual misconduct, and reporting sexual misconduct. The survey also contained questions about students' experiences with sexual harassment by students, stalking, dating violence, sexual violence, and sexual harassment by faculty and staff. CPS Manchester reviewed the baseline survey and adjusted response select categories to align with campus offices and resources.

The following report presents aggregate results from the survey. A copy of the survey instrument is available in the appendix.

Questions about the administration of this survey or its results may be directed to Bo Zaryckyj, Director & Title IX Coordinator, Civil Rights & Equity Office at bo.zaryckyj@unh.edu or 603-862-2930.

Response Rate and Survey Demographics

Students enrolled at the University of New Hampshire’s College of Professional Studies at the Manchester campus (CPS Manchester) were invited to participate in the Sexual Misconduct Climate Survey. Of the 690 students who were emailed the link to the survey, 41 students aged 18 or older participated in and completed the survey. Thus, the overall response rate was 6%. While no single factor can account for a survey’s response rate, the University of New Hampshire has surveyed the student population multiple times throughout the academic year. The University balances the need to comply with state law and the realities of survey fatigue. Over-surveying a specific population can result in lower-than-ideal response rates. Respondents could choose the questions they wished to answer. In addition, some questions in the survey were shown based on participants’ responses to prior questions. Accordingly, the number of responses presented in the following tables vary by question because some participants chose to skip or were not shown some of the questions.

Table 1 presents key demographic characteristics of survey respondents and the corresponding characteristics of population as a whole. The survey sample had a relatively similar demographic makeup as the underlying student body regarding academic year, age, gender, and citizenship status. There is an overrepresentation of Asian respondents, consisting of 26% of the sample compared to 5% of the population, and an underrepresentation of white respondents (64% vs. 74%). However, note that the population’s race/ethnicity data exclude international students, and thus this is not an exact representation of the full underlying student body. Many of the sample’s results are suppressed due to fewer than 10 respondents selecting a given demographic category.

Table 1: Demographics of Sample vs. Population	Climate Survey Participants % (n/N¹)²	Underlying Student Body % (n/N)
<i>Academic Year [Sample Survey Category / Population Database Category]³</i>		
First year undergraduate / Freshman	. (>10/40)	10% (66/662)
Second year undergraduate / Sophomore	. (>10/40)	9% (57/662)
Third year undergraduate / Junior	28% (11/40)	19% (124/662)
Fourth year undergraduate / Senior	. (>10/40)	31% (207/662)
Fifth or more year undergraduate / .	. (>10/40)	.
Graduate	30% (12/40)	31% (208/662)
Professional (e.g., law, medicine, veterinary, dentistry) / .	0% (0/40)	.

¹ n/N reports the number of respondents who identify as the given category (n) over all students who responded to the question (N).

² Some of the measures in this table allowed students to check all that apply, so cumulative percentages can exceed 100%.

³ The demographic categories captured in the sample do not exactly align with the categories in the student database. Categories with no appropriate comparison are noted with a period.

Age		
18-20	28% (11/39)	21% (144/675)
21-23	41% (16/39)	36% (241/675)
24-29	26% (10/39)	26% (176/675)
30+	. (>10/39)	17% (114/675)
Gender		
Woman / Female	46% (18/39)	46% (307/672)
Man / Male	54% (21/39)	54% (365/672)
Nonbinary or gender expansive / .	0% (0/39)	.
Race/Ethnicity⁴		
Black or African American or African	. (>10/39)	6% (32/514)
Latinx/o/a or Hispanic	. (>10/39)	11% (56/514)
Afro-Latino or Afro-Caribbean / .	0% (0/39)	.
Middle Eastern or North African / .	. (>10/39)	.
Asian or Asian American	26% (10/39)	5% (27/514)
Native Hawaiian or Pacific Islander	0% (0/39)	0% (0/514)
Native American or Alaska Native or Indigenous	0% (0/39)	. (>10/514)
White	64% (25/39)	74% (380/514)
A race or ethnicity not listed here / .	. (>10/39)	.
International Student		
Yes / Foreign Citizen, Permanent Resident, Political Asylum, Refugee	. (>10/39)	20% (132/663)
No / US Citizen, Dual Citizen	77% (30/39)	80% (531/663)

Table 2 presents additional characteristics of survey respondents. Many characteristics' results are suppressed due to fewer than 10 respondents selecting a given demographic category.

Table 2: Additional Participant Characteristics	% of Respondents⁵	n/N
Identify As Trans		
Yes	0%	0/39
No	100%	39/39
Not sure	0%	0/39

⁴ The student database is not check all that apply, so it also includes a category of Non-Hispanic 2 or more races at 4% (18/514), and all other racial categories exclude multiracial students. It also does not capture race/ethnicity for international students, so the population comparison is just the race/ethnicity of U.S. citizen students.

⁵ Some of the measures in this table allowed students to check all that apply, so cumulative percentages can exceed 100%.

Sexual Orientation		
Gay	.	>10/37
Heterosexual/straight	81%	30/37
Lesbian	0%	0/37
Queer	0%	0/37
Bisexual	.	>10/37
A sexual orientation not listed here	.	>10/37
Takes Courses 100% Online		
Yes	.	>10/40
No	93%	37/40
Participation while at CPS Manchester		
Honor society or professional group related to your major/field of study	21%	8/38
Fraternity or sorority (Potential new member, current member, or former member)	.	>10/38
Intercollegiate/varsity athletic team	.	>10/38
Intramural or club athletic team	0%	0/38
Political or social action group	0%	0/38
Student government	.	>10/38
Media organization (e.g., newspaper, radio, magazine)	.	>10/38
Other student organization or group	.	>10/38
Have not participated in any student organization	.	>10/38
Living Situation		
On Campus	.	>10/40
Off Campus	98%	39/40
Housing Insecure	0%	0/40

Table 3 indicates that 100% of survey respondents agree or strongly agree that they generally feel safe on campus at CPS.

Table 3: Campus Safety	% Strongly Agree/Agree	n/N
<i>I generally feel safe on campus at CPS</i>	100%	37/37

Perceptions of Campus Climate Regarding Sexual Misconduct

A. Institutional Response

Participants were asked to respond to statements describing how they thought CPS Manchester might handle it if a student reported a sexual misconduct incident, defined in the survey as “physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent.” Table 4 summarizes participants’ perceptions of how “likely” or “very likely” they believe CPS Manchester would be able to handle a report of sexual misconduct. All respondents consider it likely or very likely that the institution would take the report seriously. Fifty-eight percent of the students thought it likely or very likely that the institution would punish the person who made the report.

Table 4: Participant Perceptions of How CPS Might Handle a Report of Sexual Misconduct	% Rate Statement as Likely/Very Likely	n/N
The institution would take the report seriously.	100%	32/32
The institution would maintain the privacy of the person making the report.	94%	31/33
The institution would do its best to honor the request of the person about how to go forward with the case.	97%	32/33
The institution would take steps to protect the safety of the person making the report.	97%	32/33
The institution would provide supportive measures to the person who made the report (e.g., academic, housing)	88%	28/32
The institution would take action to address factors that may have led to the sexual misconduct.	94%	29/31
The institution would punish the person who made the report.	58%	18/31
The institution would handle the report fairly.	94%	29/31

B. Student Awareness of Institutional Policies and Procedures

Table 5 presents the percentage of participants who “agree” or “strongly agree” with statements about the institutional policies and procedures of reporting sexual misconduct at CPS Manchester. Eighty-four percent of students would know how to make a report of sexual misconduct, while 77% understand what happens when a student makes a sexual misconduct report at CPS.

Table 5: Student Awareness of Institutional Policies and Procedures	% Agree/Strongly Agree	n/N
I would know how to make a report of sexual misconduct.	84%	26/31
I understand what happens when a student makes a sexual misconduct report at CPS.	77%	23/30

C. Exposure to Sexual Misconduct Information/Education

Participants were asked about their exposure to information or education about sexual misconduct since enrolling at their college as well as their awareness of the function of campus and community resources specifically related to sexual misconduct responses at CPS Manchester. As shown in Table 6, the sexual misconduct information and education that the most respondents received since coming to UNH was the student code of conduct or honor code (36%).

Table 6: Exposure to Sexual Misconduct Information and Education at CPS Manchester	% of Respondents⁶	n/N
<i>Since coming to CPS, have you received written (e.g., brochures, emails) or verbal information (e.g., presentations, training) from anyone at CPS about the following?</i>		
The definitions of types of sexual misconduct.	31%	11/36
How to report a sexual misconduct incident.	31%	11/36
Where to go to get help if someone you know experiences sexual misconduct.	25%	9/36
Title IX Protections against sexual misconduct.	22%	8/36
How to help prevent sexual misconduct.	31%	11/36
Student code of conduct or honor code.	36%	13/36
Other resources to help you or someone you know deal with a sexual misconduct incident (i.e., community-based crisis center)	28%	10/36
I don't know	44%	16/36
None of the above	.	>5/36

Students were asked to indicate how aware they are of the function of the campus and community resources specifically related to sexual misconduct at CPS. Table 7 shows that the resources for which the greatest proportion of students were very or extremely aware of their function were counseling services (53%) and Sexual Harassment and Rape Prevention Program (SHARPP; 39%).

Table 7: Awareness of the Function of Sexual Misconduct Related Campus and Community Resources at CPS	% Very/Extremely Aware	n/N
Sexual Harassment and Rape Prevention Program (SHARPP)	39%	14/36
Office of Community Standards	31%	11/36
Civil Rights and Equity Office (CREO)	25%	9/36
Student Legal Services	22%	8/36
Counseling Services	53%	19/36
Deputy Title IX Coordinator on Manchester Campus	17%	6/36
YWCA Reach Crisis Services	17%	6/36

⁶ The measures in this table allowed students to check all that apply, so cumulative percentages exceed 100%.

Sexual Misconduct

The types of victimization measured in the sexual misconduct climate survey included participant reports of sexual harassment by fellow students, stalking, dating violence, sexual violence, and sexual harassment by a faculty and/or staff member. Participants were asked to identify all the victimization types that they have experienced “***since you enrolled at CPS.***”

Participants who indicated experiencing at least one instance of a given type of victimization (mentioned above) were asked follow-up questions for that section. The data presented are not mutually exclusive, meaning that individuals could be counted in each subcategory more than once (i.e., they experienced more than one type of victimization).

Students rated the frequency with which situations relating to sexual misconduct had occurred since enrolling at their college as *never, once, twice, or more than two times*. Any answer other than *never* for each type of sexual misconduct was treated as an affirmative response. For each situation of sexual misconduct, the number (n) and percent (%) of participants who reported at least one instance of the given situation, as well as the total number of respondents to the question (N), is reported.

A. Sexual Harassment by Students

Students were asked about sexual harassment situations initiated by another student(s) at CPS Manchester, as well as a visitor(s) and guest(s) of a student.

Table 8 summarizes participants' reported rates of sexual harassment perpetrated by a student. All situations relating to sexual harassment by a student, visitor, and/or guest were experienced by fewer than five or no respondents.

Table 8: Reported Sexual Harassment by Students	% Experienced At Least One Instance	n/N
<i>Situations in which a student, visitor, and/or guest:</i>		
Cat-called, followed, honked or whistled at you, flashed you, or directed other sexually aggressive actions towards you in public.	.	>5/35
Was condescending to you, or treated you negatively because of your sex or gender identity.	.	>5/35
Made sexual remarks, jokes or stories that were insulting or offensive to you.	.	>5/35
Displayed, used, or distributed sexually graphic or suggestive materials.	0%	0/35
Made offensive sexist remarks.	.	>5/35
Publicly shamed/humiliated you regarding your sexual activity or experiences.	.	>5/35
Repeatedly told sexual stories or jokes that were offensive to you.	.	>5/35
Made unwelcome attempts to draw you into a discussion of sexual matters.	.	>5/35
Made gestures or used body language of a sexual nature which embarrassed or offended you.	.	>5/35
Made unwanted attempts to establish a romantic or sexual relationship with you (i.e., ask you for dates, drinks, dinner, etc.).	0%	0/35
Sent or posted unwelcome sexual comments, jokes, or pictures by text, email, Instagram, Snapchat, Twitter, TikTok, or other electronic means.	.	>5/34
Spread unwelcome sexual rumors about you through spoken comments or by text, email, or social media (i.e., Instagram, Snapchat, TikTok).	.	>5/34

Follow-Up: Sexual Harassment by Students

All participants who reported at least one instance of sexual harassment by a student, visitor, or guest were asked if they would like to answer follow-up questions based on the participant's identification of one situation of sexual harassment by a student. Only three students who reported experiencing sexual harassment by students were willing to answer follow-up questions, so there are not enough responses to include follow-up results in this report.

B. Stalking

Students were asked about whether they had experienced a set of situations relating to stalking since they enrolled at CPS Manchester. Overall, fewer than five participants reported experiencing at least one instance of stalking victimization (Table 9).

Table 9: Stalking	% Experienced At Least One Instance	n/N
Individuals Reporting Stalking Victimization	.	>5/33

Table 10 summarizes participants' reported instances of stalking victimization. All situations relating to stalking victimization were experienced by fewer than five or no respondents.

Table 10: Reported Stalking Victimization	% Experienced At Least One Instance	n/N
<i>One or more people have done the following things to you since you enrolled at CPS:</i>		
Sent you unwanted emails, text messages, or social media comments/direct messages.	.	>5/33
Watched or followed you from a distance, or spied on you with a location tracking app, camera, or other device (i.e., AirTags, Find My..., Snap Map, etc.).	.	>5/33
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there.	0%	0/33
Left strange or potentially threatening items for you to find.	0%	0/33
Snuck into your home or car and did things to scare you by letting you know they had been there.	0%	0/33
Left you unwanted messages (including text or voice messages).	.	>5/33
Made unwanted phone calls to you (including hang up calls).	.	>5/33
Left you cards, letters, flowers, or presents when they knew you didn't want them to.	0%	0/33
Made threats to your physical or emotional safety online.	0%	0/33
Spread rumors about you online, whether they were true or not.	0%	0/33
Used coercion, threats, or intimidation to gain access to your phone, email, or other accounts.	0%	0/33

Follow-Up: Stalking

All participants who reported at least one instance of stalking were asked if they would like to answer follow-up questions based on the participant's identification of one situation of stalking victimization. Given that fewer than five students reported experiencing stalking victimization, there are no follow-up results to present.

C. Dating Violence

Students were asked about whether they had experienced a set of situations relating to dating violence since they enrolled at CPS. Overall, fewer than five participants reported experiencing at least one instance of dating violence victimization (Table 11).

Table 11: Dating Violence	% Experienced At Least One Instance	n/N
Individuals Reporting Dating Violence Victimization	.	>5/32

Table 12 presents the participant reported rates for each category of dating violence victimization. All situations relating to dating violence victimization were experienced by fewer than five or no respondents.

Table 12: Reported Dating Violence Victimization	% Experienced At Least One Instance	n/N
<i>A current or former hook-up, boyfriend, girlfriend, partner, and/or spouse has done the following things to you since you enrolled at CPS:</i>		
The person threatened me and I was concerned for my safety or wellbeing	0%	0/32
The person threatened to harm people close to me	0%	0/32
The person pushed, grabbed, hit, or shook me	0%	0/32
The person choked me or applied pressure to my throat or neck in a way that was not OK with me	0%	0/32
The person punched a wall or other object near me	0%	0/32
The person stole or destroyed my property	.	>5/32
The person said they would disclose my personal or private information to others	0%	0/32
The person attempted to or did control my personal life, such as where I went, what I wore, who I saw, or how I spent my money	.	>5/32
The person repeatedly humiliated me or put me down	.	>5/32
The person kept tabs on me by following me in person, monitoring my location, or gaining access to my accounts/devices	0%	0/32

Follow-Up: Dating Violence

All participants who reported at least one instance of dating violence were asked if they would like to answer follow-up questions based on the participant’s identification of one situation of dating violence. Given that fewer than five students reported experiencing dating violence, there are no follow-up results to present.

D. Sexual Violence

Students were asked about whether they had experienced four different forms of sexual violence since they enrolled at CPS Manchester, whether on-campus, off-campus, during a break, or when school was in session. Overall, fewer than five participants reported experiencing at least one instance of sexual violence victimization (Table 13).

Table 13: Sexual Violence	% Experienced At Least One Instance	n/N
Individuals Reporting Sexual Violence Victimization	.	>5/32

Table 14 presents the participant reported rates for each category of sexual violence victimization. All situations relating to sexual violence victimization were experienced by fewer than five or no respondents.

Table 14: Reported Sexual Violence Victimization	% Experienced At Least One Instance	n/N
<i>Incident(s) where someone:</i>		
Touched, kissed, or rubbed up against the private areas of my body, removed some of my clothes, or made me touch them sexually, without my consent (but did not attempt sexual penetration).	.	>5/32
Had oral sex with me or made me have oral sex with them without my consent.	0%	0/32
Penetrated my vagina or anus with their body part or an object, or made me penetrate their vagina or anus, without my consent.	.	>5/32
ATTEMPTED to have oral, anal, or vaginal penetration with me without my consent.	.	>5/32

If students indicated that they experienced at least one instance of a given form of sexual violence, they were asked about the coercion tactics used. However, given that fewer than five students reported experiencing sexual violence victimization, coercion tactic results are not presented.

Follow-Up: Sexual Violence

All participants who reported at least one instance of sexual violence were asked if they would like to answer follow-up questions based on the participant's identification of one incident of sexual violence. Since fewer than five students reported experiencing sexual violence victimization, follow-up question results are not presented.

E. Sexual Harassment by Faculty/Staff

Students were asked about sexual harassment situations initiated by a faculty and/or staff member at CPS.

Table 15 summarizes participants' reported rates of sexual harassment perpetrated by faculty/staff. All situations relating to sexual harassment by faculty/staff were experienced by fewer than five or no respondents.

Table 15: Reported Sexual Harassment by Faculty/Staff	% Experienced At Least One Instance	n/N
<i>Situations in which a faculty member, instructor, or staff member (i.e. coach, advisor, hall director, etc.):</i>		
A faculty or staff member put you down, was condescending to you, or treated you negatively because of your sex or gender identity.	.	>5/33
A faculty or staff member made sexual remarks, jokes, or stories that were insulting or offensive to you.	.	>5/33
A faculty or staff member displayed, used, or distributed sexually graphic or suggestive materials outside of course materials.	.	>5/33
A faculty or staff member made offensive sexist remarks.	.	>5/33
A faculty or staff member repeatedly told sexual stories or jokes that were offensive to you.	.	>5/33
A faculty or staff member made unwelcome attempts to draw you into a discussion of sexual matters.	.	>5/33
A faculty or staff member made gestures or used body language of a sexual nature which embarrassed or offended you.	0%	0/33
A faculty or staff member made unwanted attempts to establish a romantic or sexual relationship with you (i.e., ask you for dates, drinks, dinner, etc.).	0%	0/33
A faculty or staff member touched you in a way that made you feel uncomfortable.	0%	0/33
A faculty or staff member made unwanted attempts to touch or kiss you.	0%	0/33
A faculty or staff member attempted to bribe you or implied better treatment to engage in sexual behavior.	0%	0/32
A faculty or staff member mistreated you or threatened you with some sort of retaliation for not being sexually cooperative.	0%	0/31

Follow-Up: Sexual Harassment by Faculty/Staff

All participants who reported at least one instance of sexual harassment by faculty/staff were asked if they would like to answer follow-up questions based on the participant's identification of one situation of sexual harassment by faculty/staff. Fewer than five students reported experiencing sexual harassment by faculty/staff, so the results to follow-up questions are not presented.

Institutional Responses

A. Reporting Experiences

Students who reported experiencing at least one instance of one or more of the five types of sexual misconduct captured in the survey were asked if they told someone about the incident. Fewer than five students told someone about the incident of sexual misconduct victimization before responding to this survey (Table 16). Because so few students answered the questions in this section of the survey, there are no results to present regarding whom students told, the usefulness of resources, and CPS’s responses to survivors.

Table 16: Telling Someone About Sexual Misconduct Victimization	% Yes	n/N
Individual told someone about the experiences	.	>5/6

Students who did not tell anyone about the incident were asked why. However, fewer than five students indicated that they did not tell anyone about their sexual misconduct victimization, so these results are also not presented.

Campus Safety

All survey respondents were asked a series of questions relating to campus safety.

A. Sense of Safety

Table 17 presents the percentage of participants who “agree” or “strongly agree” with statements about their sense of safety as a student. Ninety-four percent of respondents feel safe from each of the four forms of sexual misconduct asked about.

Table 17: Sense of Safety	% Agree/Strongly Agree	n/N
As a student, I feel safe from sexual harassment.	94%	31/33
As a student, I feel safe from dating violence.	94%	31/33
As a student, I feel safe from sexual violence.	94%	31/33
As a student, I feel safe from stalking.	94%	30/32

B. Perception of Sexual Misconduct as Part of Campus Life

Students’ agreement with statements about sexual misconduct are presented in Table 18. Seventy-eight percent of students don’t think sexual misconduct is a problem at CPS, and 52% agree or strongly agree that there isn’t much need for them to think about sexual misconduct while at college.

Table 18: Perception of Sexual Misconduct as Part of Campus Life	% Agree/Strongly Agree	n/N
I don’t think sexual misconduct is a problem at CPS.	78%	21/27
I don’t think there is much I can do about sexual misconduct at CPS.	36%	9/25
There isn’t much need for me to think about sexual misconduct while at college.	52%	15/29

Appendix: Survey Instrument

Start of Block: 0. Introduction

Campus Safety and Culture Survey

Purpose of Survey

The survey aims to collect data about the incidence and characteristics of students' experience of sexual misconduct at the University of New Hampshire (UNH), including the College of Professional Studies (CPS). The survey is designed to hear from UNH students—those who have been impacted and those who haven't—in order to gain an accurate picture of our campus climate around interpersonal violence. This survey exists because of student activism, advocacy, and lobbying. Beyond prevalence rates, the survey will inform UNH leaders about campus culture, safety, and support. That information will be used to strengthen our strategies for preventing and responding to harm, and the aggregate responses will be posted on the UNH website for transparency and accountability.

This is a state-mandated survey being administered at UNH to comply with the New Hampshire state mandate RSA 188-H:4 and H:5. It is not a research study. This survey was provided by the NH Task Force established under RSA 188 H: 4-5 and is required to be administered biennially by all New Hampshire Institutions of Higher Education. For more details, see <https://www.education.nh.gov/pathways-education/higher-education-new-hampshire/sexual-misconduct-higher-education-institutions>

Procedures

You will be asked to complete the survey online. Your responses will be kept confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must be 18 years of age or older to participate. Any information collected by the software about the computer/device that might identify participants, such as IP addresses, will be deleted from survey submissions prior to analysis. Only group quantitative data will be reported (i.e., aggregated). Results will not be reported for groups of fewer than 10 individuals. Any comments that participants provide will be separated from other questions so that comments cannot be associated with individual demographic characteristics. You should understand that any form of communication over the internet presents minimal risk of loss of confidentiality.

Voluntary Participation

Participation in this survey is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. Refusal to take part in this survey will involve no penalty or loss of student benefits.

Incentives

At the end of the survey, you will be provided a link to a separate form where you can enter your name, contact information, and select from a list of incentives that you'd like to be eligible to win. This personally identifiable information will not be connected to your survey data.

Reporting and Resources

Any information about sexual misconduct shared in the survey does NOT constitute a formal report or complaint of misconduct to UNH and as such will NOT result in any action, disciplinary or otherwise. The Civil Rights and Equity Office oversees the University's response to reported incidents of sexual harassment, sexual violence, and all forms of sexual misconduct. To report an incident of sexual harassment, sexual violence, and/or sexual misconduct to the Civil Rights and Equity Office, please complete the Online Incident Report Form: [Incident Report Form | Civil Rights & Equity Office \(unh.edu\)](#).

Confidential Resources at UNH will not report disclosures of sexual misconduct to the Civil Rights and Equity Office. If you would like to speak to a Confidential Resource at UNH please contact:

Sexual Harassment and Rape Prevention Program (SHARPP)

24/7 Helpline | (603) 862-7233

[Sexual Harassment & Rape Prevention Program \(SHARPP\) | University of New Hampshire \(unh.edu\)](#)

The Mental Health Center of Greater Manchester

[Student Wellness | UNH Manchester](#)

If you would like to access a national resource, please contact:

RAINN (Rape, Abuse, Incest National Network)

24/7 Helpline | 1-800-656-HOPE (4673)

<https://www.rainn.org/>

Data Collection and Use

This survey is administered by UNH's Office of Institutional Research & Assessment on behalf of the Civil Rights and Equity Office. Data collected in this survey will be used to produce a state-mandated report of findings that will be submitted to the State of New Hampshire Department of Education (NH DOE) and posted on UNH's website. Data will be aggregated in the summary report. Data collected through this survey will be stored in a secure location accessible to Institutional Research & Assessment and The Civil Rights and Equity Office. A data set will be deposited with the NH DOE in accordance with the requirements of RSA 188-H. While data are being collected to comply with a state mandate and not for research purposes, data might later be used for research purposes if its use in a future research study is approved by [UNH's Institutional Review Board](#).

Survey Contacts

Questions concerning RSA 188-H should be directed to:

Bo Zaryckyj

Director & Title IX Coordinator

Civil Rights & Equity Office

Email: bo.zaryckyj@unh.edu

Phone: 603-862-2930

Questions regarding the survey administration may also be directed to:

Kristine Bundschuh

Senior Institutional Research Analyst

Institutional Research and Assessment

Email: kristine.bundschuh@unh.edu

If you would like to complete the survey, please click the "Start" button below.

Start of Block: 00. Age Branching

1.1 What is your age?

- Enter number: (1) _____
- Prefer to not answer (2)

Branch:

If 1.1 What is your age? Text Response Is Less Than 18,
End Survey

Start of Block: 1. Demographics

DEMOGRAPHICS

Instructions: Please answer the following questions about yourself.

1.2 Which of the following best describes your gender?

- Woman (1)
- Man (2)
- Nonbinary or gender expansive (3)
- Prefer not to say (4)

1.3 Do you identify as trans?

- Yes (1)
- No (2)
- Not sure (3)
- Prefer not to say (4)

1.4 Which of the following best describes your race or ethnicity? (Select all that apply.)

- Black or African American or African (1)
- Latinx/o/a or Hispanic (2)
- Afro-Latino/a/x or Afro-Caribbean (3)
- Middle Eastern or North African (4)
- Asian or Asian American (5)
- Native Hawaiian or Pacific Islander (6)
- Native American or Alaska Native or Indigenous (7)
- White (8)
- A race or ethnicity not listed here (9) _____
- Prefer not to say (10)

1.5 Are you an international student?

- Yes (1)
- No (2)
- Prefer not to say (3)

1.6 What is your sexual orientation?

- Gay (1)
- Heterosexual/straight (2)
- Lesbian (3)
- Queer (4)
- Bisexual (5)
- A sexual orientation not listed here (6) _____
- Prefer not to say (7)

1.7 Do you take courses 100% online?

- Yes (1)
- No (2)

1.8 What year of school are you in?

- First year undergraduate (1)
- Second year undergraduate (2)
- Third year undergraduate (3)
- Fourth year undergraduate (4)
- Fifth or more year undergraduate (5)
- Graduate (6)
- Professional (e.g. law, medicine, veterinary, dentistry) (7)

1.9 Since you've been a student at the College of Professional Studies, UNH Manchester (CPS), have you been a member of or participated in any of the following? (Select all that apply.)

- Honor society or professional group related to your major/field of study (1)
 - Fraternity or sorority (2)
 - Intercollegiate/varsity athletic team (3)
 - Intramural or club athletic team (4)
 - Political or social action group (5)
 - Student government (6)
 - Media organization (e.g., newspaper, radio, magazine) (7)
 - Religious student organization (8)
 - Identity-based student organization (9)
 - Other student organization or group (10)
 - Have not participated in any student organization or group (11)
-

1.10 Which of the following best describes your living situation?

- On Campus (1)
- Off Campus (2)
- Housing Insecure (3)

1.11 I generally feel safe on campus at CPS.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)
- I don't know (5)

Start of Block: 2. Perceptions of Campus Climate Regarding Sexual Misconduct

PERCEPTIONS OF CAMPUS CLIMATE REGARDING SEXUAL MISCONDUCT

A. Institutional Response

Sexual Misconduct refers to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. Examples include sexual or gender-based harassment, stalking, dating/relationship violence, and sexual violence.

2A.1 Instructions: The following statements describe how CPS might handle it if a student reported a sexual misconduct incident. Using the scale provided, please indicate the likelihood of each statement.

	Very Unlikely (1)	Unlikely (2)	Likely (3)	Very Likely (4)	I Don't Know (5)
The institution would take the report seriously. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would maintain the privacy of the person making the report. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would do its best to honor the request of the person about how to go forward with the case. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would take steps to protect the safety of the person making the report. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would provide supportive measures to the person who made the report (e.g. academic, housing). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would take action to address factors that may have led to the sexual misconduct. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would punish the person who made the report. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would take action to address factors that may have led to the sexual misconduct. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would handle the report fairly. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Student Awareness Of Institutional Policies And Procedures

2B.1 Instructions: Using the scale provided, please indicate your level of agreement with the following statements.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	I Don't Know (5)
I would know how to make a report of sexual misconduct. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what happens when a student makes a sexual misconduct report at CPS. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Exposure To Sexual Misconduct Information/Education

Instructions: Please respond to the following question.

2C.1 Since coming to CPS, have you received written (e.g., brochures, emails, on-line module) or verbal information (e.g., presentations, trainings) from anyone at CPS about the following? (Select all that apply.)

- The definitions of types of sexual misconduct (1)
- How to report a sexual misconduct incident (2)
- Where to go to get help if someone you know experiences sexual misconduct (3)
- Title IX protections against sexual misconduct (4)
- How to help prevent sexual misconduct (5)
- Student code of conduct or honor code (6)
- Other resources to help you or someone you know deal with a sexual misconduct incident (i.e., community-based crisis center) (7)
- I do not know (8)
- None of the above (9)

2C.2 Instructions: Using the scales provided, indicate how aware you are of the function of the campus and community resources specifically related to sexual misconduct response at CPS.

	Not At All Aware (1)	Slightly Aware (2)	Somewhat Aware (3)	Very Aware (4)	Extremely Aware (5)
Sexual Harassment and Rape Prevention Program (SHARPP) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Community Standards (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil Rights and Equity Office (CREO) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Legal Services (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Services (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deputy Title IX Coordinator on Manchester Campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YWCA Reach Crisis Services (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Start of Block: 3A. Sexual Harassment by Students: Prevalence

SEXUAL HARASSMENT BY STUDENTS

A. Sexual Harassment by Students Victimization Prevalence

The following section asks you about behaviors initiated by another student(s) at CPS, as well as a visitor(s) and guest(s) of a student. In a later section, you will be asked about behaviors initiated by a faculty/staff member of CPS.

3A.1 Instructions: How many times have you been in a situation in which a student, visitor, and/or guest has done the following things to you, since you enrolled at CPS?

	Never (1)	Once (2)	Twice (3)	More Than Two Times (4)
Cat-called, followed, honked or whistled at you, flashed you, or directed other sexually aggressive actions towards you in public (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was condescending to you, or treated you negatively because of your sex or gender identity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made sexual remarks, jokes or stories that were insulting or offensive to you (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displayed, used, or distributed sexually graphic or suggestive materials (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made offensive sexist remarks (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly shamed/humiliated you regarding your sexual activity or experiences (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repeatedly told sexual stories or jokes that were offensive to you (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made unwelcome attempts to draw you into a discussion of sexual matters (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made gestures or used body language of a sexual nature which embarrassed or offended you (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made unwanted attempts to establish a romantic or sexual relationship with you (i.e., ask you for dates, drinks, dinner, etc.) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sent or posted unwelcome sexual comments, jokes, or pictures by text, email, Instagram, Snapchat, Twitter, TikTok, or other electronic means (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spread unwelcome sexual rumors about you through spoken comments or by text, email, or social media (i.e., Instagram, Snapchat, TikTok) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Branch:

If any statement in 3A.1 has a response of Once (2), Twice (3), or More Than Two Times (4),
Show Block 3B. Sexual Harassment by Students: Follow-Up

Start of Block: 3B. Sexual Harassment by Students: Follow-Up

B. Sexual Harassment by Students Victimization Follow-Up Questions

3B.0 Instructions: Are you willing to answer some additional questions about this topic, or would you like to skip to the next section of the survey? The additional questions are intended to better inform support and prevention and response efforts at CPS.

- Yes, answer additional questions (1)
- No, skip to the next section (2)

Skip To: End of Block If 3B.0 != Yes, answer additional questions

B. Sexual Harassment by Students Victimization Follow-Up Questions

Think about the situations that have happened to you involving the behaviors you marked on the last screens. Now, think about ONE SITUATION and please answer the following questions.

Please describe the **person(s) who committed the behavior**:

3B.1 Gender (Select all that apply.)

- Woman (1)
- Man (2)
- Nonbinary or gender expansive (3)
- Prefer not to say (4)
- Unknown (5)

3B.2 Role at CPS:

- Student (1)
- Visitor/guest (2)
- Other (3) _____

3B.3 Where did the situation happen? (Select all that apply).

- Online/virtual (1)
- In person (2)

Display This Question:

If 3B.3 = Online/virtual

3B.3a Online/virtual (Select all that apply.)

- Zoom, Microsoft Teams, or a similar platform (1)
- Canvas or a similar platform (2)
- Private communications (i.e., texting, social media) (3)
- Other (4)
- I do not know (5)
- Prefer not to say (6)

Display This Question:

If 3B.3 = In person

3B.3b In person (Select all that apply.)

- On-campus residence (1)
- On-campus public place/building (2)
- Off-campus residence (3)
- Off-campus public place/building (4)
- At another college/university (5)
- Studying abroad (6)
- Other (7)
- I do not know (8)
- Prefer not to say (9)

3B.4 During what academic year did the situation occur? (Select all that apply.)

- 2023-2024 (Fall 2023 through present) (1)
- 2022-2023 (Fall 2022 through Summer 2023) (2)
- 2021-2022 (Fall 2021 through Summer 2022) (3)
- 2020-2021 (Fall 2020 through Summer 2021) (4)
- 2019-2020 (Fall 2019 through Summer 2020) (5)

3B.5 During what semester or term did the situation occur? (Select all that apply.)

- Fall (1)
- Winter (2)
- Spring (3)
- Summer (4)

3B.6 Did the situation impact your academic progress in any of the following ways? (Select all that apply.)

- Reduced grade point average (GPA) (1)
- Caused you to take an incomplete in a class(es) (2)
- Caused you to drop a class(es) (3)
- Needed to take a leave of absence from your education (4)
- Caused you to change your major (5)
- Caused you to transfer to another institution (6)
- Did not impact academic performance (7)
- Other (8) _____

3B.7 Did the situation have negative financial impacts on your academic career in any of the following ways? (Select all that apply.)

- Loss in tuition as a result of dropping a class(es) (1)
- Loss in tuition as a result of an unplanned leave of absence (2)
- Loss in scholarship award due to diminished grades as a result of the situation (3)
- Costs associated with unexpected need to change housing (4)
- Costs incurred for physical and mental health services as a result of the situation (5)
- Did not have a negative financial impact on academic career (6)
- Other (7) _____

Start of Block: 4A. Stalking Victimization: Prevalence

STALKING VICTIMIZATION

A. Stalking Victimization Prevalence

4A.1 Instructions: How many times have one or more people done the following things to you since you enrolled at CPS?

	Never (1)	Once (2)	Twice (3)	More Than Two Times (4)
Sent you unwanted emails, text messages, or social media comments/direct messages? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watched or followed you from a distance, or spied on you with a location tracking app, camera, or other device (i.e., AirTags, Find My..., Snap Map, etc.)? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left strange or potentially threatening items for you to find? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snuck into your home or car and did things to scare you by letting you know they had been there? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left you unwanted messages (including text or voice messages)? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made unwanted phone calls to you (including hang up calls)? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left you cards, letters, flowers, or presents when they knew you didn't want them to? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made threats to your physical or emotional safety online? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spread rumors about you online, whether they were true or not? (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used coercion, threats, or intimidation to gain access to your phone, email, or other accounts? (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Branch:

If any statement in 4A.1 has a response of Once (2), Twice (3), or More Than Two Times (4),
Show Block 4B. Stalking Victimization Follow-Up Questions

Start of Block: 4B. Stalking Victimization Follow-Up Questions

B. Stalking Victimization Follow-Up Questions

4B.0 Instructions: Are you willing to answer some additional questions about this topic, or would you like to skip to the next section of the survey? The additional questions are intended to better inform support and prevention and response efforts at CPS.

- Yes, answer additional questions (1)
- No, skip to the next section (2)

Skip To: End of Block If 4B.0 != Yes, answer additional questions

B. Stalking Victimization Follow-Up Questions

Think about the situations that have happened to you involving the behaviors you marked on the last screens. Now, think about ONE SITUATION and please answer the following questions.

Please describe the **person(s) who committed the behavior**:

4B.1 Gender (Select all that apply.)

- Woman (1)
- Man (2)
- Nonbinary or gender expansive (3)
- Prefer not to say (4)
- Unknown (5)

4B.2 Role at CPS:

- Student (1)
- Visitor/guest (2)
- Faculty member (3)
- Staff member (4)
- Graduate student instructor (5)
- Not affiliated with CPS (6)
- Other (7) _____

4B.3 Where did the situation happen? (Select all that apply).

- Online/virtual (1)
- In person (2)

Display This Question:

If 4B.3 = Online/virtual

4B.3a Online/virtual (Select all that apply.)

- Zoom, Microsoft Teams, or a similar platform (1)
- Canvas or a similar platform (2)
- Private communications (i.e., texting, social media) (3)
- Other (4)
- I do not know (5)
- Prefer not to say (6)

Display This Question:

If 4B.3 = In person

4B.3b In person (Select all that apply.)

- On-campus residence (1)
- On-campus public place/building (2)
- Off-campus residence (3)
- Off-campus public place/building (4)
- At another college/university (5)
- Studying abroad (6)
- Other (7)
- I do not know (8)
- Prefer not to say (9)

4B.4 During what academic year did the situation occur? (Select all that apply.)

- 2023-2024 (Fall 2023 through present) (1)
- 2022-2023 (Fall 2022 through Summer 2023) (2)
- 2021-2022 (Fall 2021 through Summer 2022) (3)
- 2020-2021 (Fall 2020 through Summer 2021) (4)
- 2019-2020 (Fall 2019 through Summer 2020) (5)

4B.5 During what semester or term did the situation occur? (Select all that apply.)

- Fall (1)
- Winter (2)
- Spring (3)
- Summer (4)

4B.6 Did the situation impact your academic progress in any of the following ways? (Select all that apply.)

- Reduced grade point average (GPA) (1)
- Caused you to take an incomplete in a class(es) (2)
- Caused you to drop a class(es) (3)
- Needed to take a leave of absence from your education (4)
- Caused you to change your major (5)
- Caused you to transfer to another institution (6)
- Did not impact academic performance (7)
- Other (8) _____

4B.7 Did the situation have negative financial impacts on your academic career in any of the following ways? (Select all that apply.)

- Loss in tuition as a result of dropping a class(es) (1)
- Loss in tuition as a result of an unplanned leave of absence (2)
- Loss in scholarship award due to diminished grades as a result of the situation (3)
- Costs associated with unexpected need to change housing (4)
- Costs incurred for physical and mental health services as a result of the situation (5)
- Did not have a negative financial impact on academic career (6)
- Other (7) _____

Start of Block: 5A. Dating Violence: Prevalence

Display This Question:

If 1.7 = Yes

5A.0 CPS is interested in learning more about the experiences of our students, even those who engage online, so that we can provide resources. Please indicate if you would be willing to answer questions about dating violence.

- Yes, answer additional questions (1)
- No, skip to the next section (2)

Skip To: End of Block If 5A.0 != Yes, answer additional questions

DATING VIOLENCE VICTIMIZATION

A. Dating Violence Victimization Prevalence

5A.1 Instructions: How many times has a current or former hookup, boyfriend, girlfriend, partner, and/or spouse done the following things to you, regardless of the length of the relationship, since you enrolled at CPS?

	Never (1)	Once (2)	Twice (3)	More Than Two Times (4)
The person threatened me and I was concerned for my safety or wellbeing (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person threatened to harm people close to me (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person pushed, grabbed, hit, or shook me (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person choked me or applied pressure to my throat or neck in a way that was not OK with me (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person punched a wall or other object near me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person stole or destroyed my property (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person said they would disclose my personal or private information to others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person attempted to or did control my personal life, such as where I went, what I wore, who I saw, or how I spent my money (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person repeatedly humiliated me or put me down (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The person kept tabs on me by following me in person, monitoring my location, or gaining access to my accounts/devices (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Branch:

If any statement in 5A.1 has a response of Once (2), Twice (3), or More Than Two Times (4), Show Block 5B. Dating Violence Victimization Follow-Up Questions

Start of Block: 5B. Dating Violence Victimization Follow-Up Questions

B. Dating Violence Victimization Follow-Up Questions

5B.0 Instructions: Are you willing to answer some additional questions about this topic, or would you like to skip to the next section of the survey? The additional questions are intended to better inform support and prevention and response efforts at CPS.

- Yes, answer additional questions (1)
- No, skip to the next section (2)

Skip To: End of Block If 5B.0 != Yes, answer additional questions

B. Dating Violence Victimization Follow-Up Questions

Think about the situations that have happened to you involving the behaviors you marked on the last screens. Now, think about ONE SITUATION and please answer the following questions.

Please describe the **person(s) who committed the behavior**:

5B.1 Gender (Select all that apply.)

- Woman (1)
- Man (2)
- Nonbinary or gender expansive (3)
- Prefer not to say (4)
- Unknown (5)

5B.2 Role at CPS:

- Student (1)
- Visitor/guest (2)
- Faculty member (3)
- Staff member (4)
- Graduate student instructor (5)
- Not affiliated with CPS (6)
- Other (7) _____

5B.3 Where did the situation happen? (Select all that apply.)

- Online/virtual (1)
- In person (2)

Display This Question:

If 5B.3 = Online/virtual

5B.3a Online/virtual (Select all that apply.)

- Zoom, Microsoft Teams, or a similar platform (1)
- Canvas or a similar platform (2)
- Private communications (i.e., texting, social media) (3)
- Other (4)
- I do not know (5)
- Prefer not to say (6)

Display This Question:

If 5B.3 = In person

5B.3a In person (Select all that apply.)

- On-campus residence (1)
- On-campus public place/building (2)
- Off-campus residence (3)
- Off-campus public place/building (4)
- At another college/university (5)
- Studying abroad (6)
- Other (7)
- I do not know (8)
- Prefer not to say (9)

5B.4 During what academic year did the situation occur? (Select all that apply.)

- 2023-2024 (Fall 2023 through present) (1)
- 2022-2023 (Fall 2022 through Summer 2023) (2)
- 2021-2022 (Fall 2021 through Summer 2022) (3)
- 2020-2021 (Fall 2020 through Summer 2021) (4)
- 2019-2020 (Fall 2019 through Summer 2020) (5)

5B.5 During what semester or term did the situation occur? (Select all that apply.)

- Fall (1)
- Winter (2)
- Spring (3)
- Summer (4)

5B.6 Did the situation impact your academic progress in any of the following ways? (Select all that apply.)

- Reduced grade point average (GPA) (1)
- Caused you to take an incomplete in a class(es) (2)
- Caused you to drop a class(es) (3)
- Needed to take a leave of absence from your education (4)
- Caused you to change your major (5)
- Caused you to transfer to another institution (6)
- Did not impact academic performance (7)
- Other (8) _____

5B.7 Did the situation have negative financial impacts on your academic career in any of the following ways? (Select all that apply.)

- Loss in tuition as a result of dropping a class(es) (1)
- Loss in tuition as a result of an unplanned leave of absence (2)
- Loss in scholarship award due to diminished grades as a result of the situation (3)
- Costs associated with unexpected need to change housing (4)
- Costs incurred for physical and mental health services as a result of the situation (5)
- Did not have a negative financial impact on academic career (6)
- Other (7) _____

5B.8 Part of the goal of this survey is to understand how alcohol and drugs shape campus culture related to sexual misconduct. If you are willing, please respond to the following question. If you do not want to answer this question, you can skip to the next section of the survey.

- Yes, answer a question about the role(s) of alcohol and drugs (1)
- No, skip to the next section (2)

Skip To: End of Block If 5B.8 != Yes, answer a question about the role(s) of alcohol and drugs

5B.9 Alcohol and drugs can play many roles in how situations play out. In your experience, did any of these apply? Keep in mind that you are in no way responsible for the situation that occurred, even if you had been using alcohol and/or drugs. (Select all that apply.)

- The other person had been using alcohol and/or drugs (1)
- The other person took advantage of my incapacitation from using alcohol and/or drugs (2)
- The other person was encouraging me to drink or use drugs or supplying me with alcohol and/or drugs (3)
- I was given alcohol and/or drugs to consume without my knowledge (ex: drink was spiked, substances were added to my drink or food, etc.) (4)
- The other person used alcohol and/or drugs as an excuse for their behavior(s) (5)
- I was drinking or using drugs voluntarily and wasn't incapacitated (6)
- People around us were drinking or using drugs (7)
- Alcohol and/or drugs were present, but I don't think they played a role (8)
- Alcohol and drugs weren't involved at all (9)

Start of Block: 6A. Sexual Violence: Prevalence

Display This Question:

If 1.7 = Yes

6A.0 CPS is interested in learning more about the experiences of our students, even those who engage online, so that we can provide resources. Please indicate if you would be willing to answer questions about sexual violence.

- Yes, answer additional questions (1)
- No, skip to the next section (2)

Skip To: End of Block If 6A.0 != Yes, answer additional questions

SEXUAL VIOLENCE VICTIMIZATION

A. Sexual Violence Victimization Prevalence

The following questions concern sexual experiences that you may have had that were unwanted. We know that these are personal questions, so we did not ask your name or other identifying information. Your information is completely confidential. We hope that this helps you to feel comfortable answering each question honestly.

Instructions: Please indicate whether you have ever experienced any of the following types of unwanted sexual conduct **since you enrolled at CPS, whether on-campus, off-campus, during a break, or when school was in session**. If multiple types of unwanted conduct occurred on the same occasion, please indicate all that apply. For the purposes of the following questions, "incapacitation" is defined as: when a person cannot consent because they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs. Incapacitation is a state beyond intoxication.

6A.1 Someone touched, kissed, or rubbed up against the private areas of my body, removed some of my clothes, or made me touch them sexually, without my consent (but did not attempt sexual penetration).

- Never (1)
- Once (2)
- Twice (3)
- More Than Two Times (4)

Display This Question:
 If 6A.1 = Once
 Or 6A.1 = Twice
 Or 6A.1 = More Than Two Times

6A.1a Did this happen by someone:

	Yes (1)	No (2)
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no. (1)	<input type="radio"/>	<input type="radio"/>
Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me. (2)	<input type="radio"/>	<input type="radio"/>
Taking advantage of the fact that I was unable to give consent due to incapacitation. (3)	<input type="radio"/>	<input type="radio"/>
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (4)	<input type="radio"/>	<input type="radio"/>

6A.2 Someone had oral sex with me or made me have oral sex with them without my consent.

- Never (1)
- Once (2)
- Twice (3)
- More Than Two Times (4)

Display This Question:
If 6A.2 = Once
Or 6A.2 = Twice
Or 6A.2 = More Than Two Times

6A.2a Did this happen by someone:

	Yes (1)	No (2)
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no. (1)	<input type="radio"/>	<input type="radio"/>
Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me. (2)	<input type="radio"/>	<input type="radio"/>
Taking advantage of the fact that I was unable to give consent due to incapacitation. (3)	<input type="radio"/>	<input type="radio"/>
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (4)	<input type="radio"/>	<input type="radio"/>

6A.3 Someone penetrated my vagina or anus with their body part or an object, or made me penetrate their vagina or anus, without my consent.

- Never (1)
- Once (2)
- Twice (3)
- More Than Two Times (4)

Display This Question:
If 6A.3 = Once
Or 6A.3 = Twice
Or 6A.3 = More Than Two Times

6A.3a Did this happen by someone:

	Yes (1)	No (2)
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no. (1)	<input type="radio"/>	<input type="radio"/>
Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me. (2)	<input type="radio"/>	<input type="radio"/>
Taking advantage of the fact that I was unable to give consent due to incapacitation. (3)	<input type="radio"/>	<input type="radio"/>
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (4)	<input type="radio"/>	<input type="radio"/>

6A.4 Someone ATTEMPTED to have oral, anal, or vaginal penetration with me without my consent.

- Never (1)
- Once (2)
- Twice (3)
- More Than Two Times (4)

Display This Question:

If 6A.4 = Once

Or 6A.4 = Twice

Or 6A.4 = More Than Two Times

6A.4a Did this happen by someone:

	Yes (1)	No (2)
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no. (1)	<input type="radio"/>	<input type="radio"/>
Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me. (2)	<input type="radio"/>	<input type="radio"/>
Taking advantage of the fact that I was unable to give consent due to incapacitation. (3)	<input type="radio"/>	<input type="radio"/>
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (4)	<input type="radio"/>	<input type="radio"/>

Branch:

If any statement in 6A.1, 6A.2, 6A.3, or 6A.4 has a response of Once (2), Twice (3), or More Than Two Times (4),

Show Block 6B. Sexual Violence Victimization Follow-Up Questions

Start of Block: 6B. Sexual Violence Victimization Follow-Up Questions

B. Sexual Violence Victimization Follow-Up Questions

6B.0 Instructions: Are you willing to answer some additional questions about this topic, or would you like to skip to the next section of the survey? The additional questions are intended to better inform support and prevention and response efforts at CPS.

- Yes, answer additional questions (1)
- No, skip to the next section (2)

Skip To: End of Block If 6B.0 != Yes, answer additional questions

B. Sexual Violence Victimization Follow-Up Questions

Think about the situations that have happened to you involving the behaviors you marked on the last screens.

Now, think about ONE INCIDENT and please answer the following questions.

Please describe the **person(s) who committed the behavior:**

6B.1 Gender (Select all that apply.)

- Woman (1)
- Man (2)
- Nonbinary or gender expansive (3)
- Prefer not to say (4)
- Unknown (5)

6B.2 Role at CPS:

- Student (1)
- Visitor/guest (2)
- Faculty member (3)
- Staff member (4)
- Graduate student instructor (5)
- Not affiliated with CPS (6)
- Other (7) _____

6B.3 Where did the incident happen? (Select all that apply.)

- On-campus residence (1)
- On-campus public place/building (2)
- Off-campus residence (3)
- Off-campus public place/building (4)
- At another college/university (5)
- Studying abroad (6)
- I do not know (7)
- Prefer not to say (8)

6B.4 During what academic year did the situation occur? (Select all that apply.)

- 2023-2024 (Fall 2023 through present) (1)
- 2022-2023 (Fall 2022 through Summer 2023) (2)
- 2021-2022 (Fall 2021 through Summer 2022) (3)
- 2020-2021 (Fall 2020 through Summer 2021) (4)
- 2019-2020 (Fall 2019 through Summer 2020) (5)

6B.5 During what semester or term did the situation occur? (Select all that apply.)

- Fall (1)
- Winter (2)
- Spring (3)
- Summer (4)

6B.6 Did the situation impact your academic progress in any of the following ways? (Select all that apply.)

- Reduced grade point average (GPA) (1)
- Caused you to take an incomplete in a class(es) (2)
- Caused you to drop a class(es) (3)
- Needed to take a leave of absence from your education (4)
- Caused you to change your major (5)
- Caused you to transfer to another institution (6)
- Did not impact academic performance (7)
- Other (8) _____

6B.7 Did the situation have negative financial impacts on your academic career in any of the following ways? (Select all that apply.)

- Loss in tuition as a result of dropping a class(es) (1)
- Loss in tuition as a result of an unplanned leave of absence (2)
- Loss in scholarship award due to diminished grades as a result of the situation (3)
- Costs associated with unexpected need to change housing (4)
- Costs incurred for physical and mental health services as a result of the situation (5)
- Did not have a negative financial impact on academic career (6)
- Other (7) _____

6B.8 Part of the goal of this survey is to understand how alcohol and drugs shape campus culture related to sexual misconduct. If you are willing, please respond to the following question. If you do not want to answer this question, you can skip to the next section of the survey.

- Yes, answer a question about the role(s) of alcohol and drugs (1)
- No, skip to the next section (2)

Skip To: End of Block If 6B.8 != Yes, answer a question about the role(s) of alcohol and drugs

6B.9 Alcohol and drugs can play many roles in how situations play out. In your experience, did any of these apply? Keep in mind that you are in no way responsible for the situation that occurred, even if you had been using alcohol and/or drugs. (Select all that apply.)

- The other person had been using alcohol and/or drugs (1)
- The other person took advantage of my incapacitation from using alcohol and/or drugs (2)
- The other person was encouraging me to drink or use drugs or supplying me with alcohol and/or drugs (3)
- I was given alcohol and/or drugs to consume without my knowledge (ex: drink was spiked, substances were added to my drink or food, etc.) (4)
- The other person used alcohol and/or drugs as an excuse for their behavior(s) (5)
- I was drinking or using drugs voluntarily and wasn't incapacitated (6)
- People around us were drinking or using drugs (7)
- Alcohol and/or drugs were present, but I don't think they played a role (8)
- Alcohol and drugs weren't involved at all (9)

Start of Block: 7A. Sexual Harassment by Faculty/Staff: Prevalence

SEXUAL HARASSMENT BY FACULTY/STAFF

This section asks about behaviors you may have experienced that were specifically conducted by a faculty and/or staff member at CPS.

A. Sexual Harassment by Faculty/Staff Victimization Prevalence

7A.1 **Instructions:** Since you enrolled at CPS, have you been in a situation in which a faculty member, instructor, or staff member (i.e., coach, advisor, hall director, etc.) has done the following to you?

	Never (1)	Once (2)	Twice (3)	More Than Two Times (4)
A faculty or staff member put you down, was condescending to you, or treated you negatively because of your sex or gender identity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member made sexual remarks, jokes, or stories that were insulting or offensive to you. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member displayed, used, or distributed sexually graphic or suggestive materials outside of course materials. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member made offensive sexist remarks. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member repeatedly told sexual stories or jokes that were offensive to you. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member made unwelcome attempts to draw you into a discussion of sexual matters. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member made gestures or used body language of a sexual nature which embarrassed or offended you. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member made unwanted attempts to establish a romantic or sexual relationship with you (i.e., ask you for dates, drinks, dinner, etc.). (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member touched you in a way that made you feel uncomfortable. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member made unwanted attempts to touch or kiss you. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member attempted to bribe you or implied better treatment to engage in sexual behavior. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty or staff member mistreated you or threatened you with some sort of retaliation for not being sexually cooperative. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Branch:

If any statement in 7A.1 has a response of Once (2), Twice (3), or More Than Two Times (4), Show Block 7B. Sexual Harassment by Faculty/Staff Victimization Follow-Up Questions

Start of Block: 7B. Sexual Harassment by Faculty/Staff Victimization Follow-Up Questions

B. Sexual Harassment By Faculty/Staff Victimization Follow-Up Questions

7B.0 Instructions: Are you willing to answer some additional questions about this topic, or would you like to skip to the next section of the survey? The additional questions are intended to better inform support and prevention and response efforts at CPS.

- Yes, answer additional questions (1)
- No, skip to the next section (2)

Skip To: End of Block If 7B.0 != Yes, answer additional questions

B. Sexual Harassment By Faculty/Staff Victimization Follow-Up Questions

Think about the situations that have happened to you involving the behaviors you marked on the last screens. Now, think about ONE SITUATION and please answer the following questions.

Please describe the **person(s) who committed the behavior**:

7B.1 Gender (Select all that apply.)

- Woman (1)
- Man (2)
- Nonbinary or gender expansive (3)
- Prefer not to say (4)
- Unknown (5)

7B.2 Role at CPS:

- Faculty member (1)
- Staff member (2)
- Graduate student instructor (3)
- Other (4) _____

7B.3 Where did the situation happen? (Select all that apply.)

- Online/virtual (1)
- In person (2)

Display This Question:

If 7B.3 = Online/virtual

7B.3a Online/virtual (Select all that apply.)

- Zoom, Microsoft Teams, or a similar platform (1)
- Canvas or a similar platform (2)
- Private communications (i.e., texting, social media) (3)
- Other (4)
- I do not know (5)
- Prefer not to say (6)

Display This Question:

If 7B.3 = In person

7B.3b In person (Select all that apply.)

- On-campus residence (1)
- On-campus public place/building (2)
- Off-campus residence (3)
- Off-campus public place/building (4)
- At another college/university (5)
- Studying abroad (6)
- Other (7)
- I do not know (8)
- Prefer not to say (9)

7B.4 During what academic year did the situation occur? (Select all that apply.)

- 2023-2024 (Fall 2023 through present) (1)
- 2022-2023 (Fall 2022 through Summer 2023) (2)
- 2021-2022 (Fall 2021 through Summer 2022) (3)
- 2020-2021 (Fall 2020 through Summer 2021) (4)
- 2019-2020 (Fall 2019 through Summer 2020) (5)

7B.5 During what semester or term did the situation occur? (Select all that apply.)

- Fall (1)
- Winter (2)
- Spring (3)
- Summer (4)

7B.6 Did the situation impact your academic progress in any of the following ways? (Select all that apply.)

- Reduced grade point average (GPA) (1)
- Caused you to take an incomplete in a class(es) (2)
- Caused you to drop a class(es) (3)
- Needed to take a leave of absence from your education (4)
- Caused you to change your major (5)
- Caused you to transfer to another institution (6)
- Did not impact academic performance (7)
- Other (8) _____

7B.7 Did the situation have negative financial impacts on your academic career in any of the following ways? (Select all that apply.)

- Loss in tuition as a result of dropping a class(es) (1)
- Loss in tuition as a result of an unplanned leave of absence (2)
- Loss in scholarship award due to diminished grades as a result of the situation (3)
- Costs associated with unexpected need to change housing (4)
- Costs incurred for physical and mental health services as a result of the situation (5)
- Did not have a negative financial impact on academic career (6)
- Other (7) _____

Branch:

If respondent reported any form of sexual misconduct victimization in Block 3A, 4A, 5A, 6A, or 7A as Once (2), Twice (3), or More Than Two Times (4),

Show Block 8A. Institutional Responses: Reporting Experiences

Start of Block: 8A. Institutional Responses: Reporting Experiences

INSTITUTIONAL RESPONSES

A. Reporting Experiences

8A.0 Did you tell anyone about any of these experiences?

- Yes (1)
- No (2)

Display This Question:

If 8A.0 = Yes

8A.1 Whom did you tell? (Select all that apply.)

- Roommate (1)
- Close friend other than roommate (2)
- Off-campus counselor/therapist (3)
- On-campus counselor/therapist (4)
- SHARPP (5)
- CREO (Title IX Office) (6)
- Romantic partner (7)
- Deputy Title IX Coordinator on Manchester campus (8)
- Parent or guardian (9)
- Campus Security (10)
- Other family member (11)
- Local police (12)
- Doctor/nurse (13)
- Office of Community Standards (not same as Title IX Office) (14)
- Religious or congregational leader, including Clergy, Pastor, Rabbi, Imam or another religious leader (15)
- Residential Life Staff (16)
- Off-campus rape crisis center staff (18)
- CPS faculty or staff (19)
- Other (20) _____

Display This Question:

If 8A.1 = On-campus counselor/therapist

Or 8A.1 = SHARPP

Or 8A.1 = CREO (Title IX Office)

Or 8A.1 = Deputy Title IX Coordinator on Manchester campus

Or 8A.1 = Campus Security

Or 8A.1 = Office of Community Standards (not same as Title IX Office)

Or 8A.1 = Residential Life Staff

Or 8A.1 = CPS faculty or staff

8A.1a-h Instructions: Please share how useful the following resources were in helping you deal with the incident.

	Very Useful (1)	Moderately Useful (2)	Somewhat Useful (3)	Slightly Useful (4)	Not At All Useful (5)
<p><i>Display This Choice:</i></p> <p><i>If 8A.1 = On-campus counselor/therapist</i></p> <p>How useful was the on-campus counselor/therapist in helping you deal with the incident? (1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i></p> <p><i>If 8A.1 = SHARPP</i></p> <p>How useful was SHARPP in helping you deal with the incident? (2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i></p> <p><i>If 8A.1 = CREO (Title IX Office)</i></p> <p>How useful was CREO (Title IX Office) in helping you deal with the incident? (3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i></p> <p><i>If 8A.1 = Deputy Title IX Coordinator on Manchester campus</i></p> <p>How useful was the Deputy Title IX Coordinator on Manchester campus in helping you deal with the incident? (4)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i></p> <p><i>If 8A.1 = Campus Security</i></p> <p>How useful was Campus Security in helping you deal with the incident? (5)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Choice:

*If 8A.1 = Office of
Community Standards (not
same as Title IX Office)*

How useful was the Office of
Community Standards in
helping you deal with the
incident? (6)

Display This Choice:

*If 8A.1 = Residential Life
Staff*

How useful was the
Residential Life Staff in
helping you deal with the
incident? (7)

Display This Choice:

*If 8A.1 = CPS faculty or
staff*

How useful was the CPS
faculty or staff in helping you
deal with the incident? (8)

Display This Question:

If 8A.0 = Yes

8A.2 What motivated you to tell someone about the incident?

Display This Question:

If 8A.0 = No

8A.3 What factors contributed to your decision not to tell anyone about the situation or incident? (Select all that apply.)

- Ashamed/embarrassed (1)
- It's a private matter – wanted to deal with it on my own (2)
- Concerned others would find out (3)
- Didn't want the person who did it to get in trouble (4)
- Fear of retribution from the person who did it (5)
- Fear of not being believed (6)
- Thought I would be blamed for what happened (7)
- Didn't think what happened was serious enough to talk about (8)
- Didn't think others would think it was serious (9)
- Thought people would try to tell me what to do (10)
- Would feel like an admission of failure (11)
- Didn't think others would understand (12)
- Didn't have time to deal with it due to academics, work, etc. (13)
- Didn't know reporting procedure on campus (14)
- Feared I or another would be punished for infractions or violations (such as underage drinking) (15)
- Did not feel the campus leadership would solve my problems (16)
- Feared others would harass me or react negatively toward me (17)
- Thought nothing would be done (18)
- Other (19) _____

Branch:

If respondent reported in 8A.1 that they told the On-campus counselor/therapist, SHARPP, CREO (Title IX Office), Deputy Title IX Coordinator on Manchester campus, Campus Security, Office of Community Standards (not same as Title IX Office), Residential Life Staff, or CPS faculty or staff,
Show Block 8B. Institutional Responses: Responses to Survivors

Start of Block: 8B. Institutional Responses: Responses to Survivors

B. Responses to Survivors

8B.1 Instructions: In thinking about the events related to sexual misconduct described in the previous sections, did CPS:

	Yes (1)	No (2)	Not Applicable (3)
Take the report seriously? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain my privacy when I made the report? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give me an opportunity to voice my preferences for moving forward? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support me when I made the report? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take action to address factors that may have led to the sexual misconduct? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handle the report fairly? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer to connect me with either formal or informal resources (e.g., counseling, academic services, or meetings)? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow me to have a say in how my report was handled? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet my needs for support and accommodations? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have someone reach out to me to discuss my needs related to: medical care, mental health, academics, housing, safety planning, no-contact orders, etc.? (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform me about reporting and resolution options (formal and informal) available through CPS? (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform me about reporting and resolution options available through local law enforcement? (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Start of Block: 9. Campus Safety

CAMPUS SAFETY

A. Sense of Safety

9A.1 Instructions: Using the scales provided, please indicate the degree to which you agree or disagree with the following statements

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	I Don't Know (5)
As a student, I feel safe from sexual harassment. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a student, I feel safe from dating violence. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a student, I feel safe from sexual violence. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a student, I feel safe from stalking. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Perception Of Sexual Misconduct As Part Of Campus Life

9B.1 Instructions: Using the scales provided, please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	I Don't Know (5)
I don't think sexual misconduct is a problem at CPS. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think there is much I can do about sexual misconduct at CPS. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There isn't much need for me to think about sexual misconduct while at college. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>