

Welcome to Teaching + Learning Tuesdays

September 15, 2015 | 2:30PM

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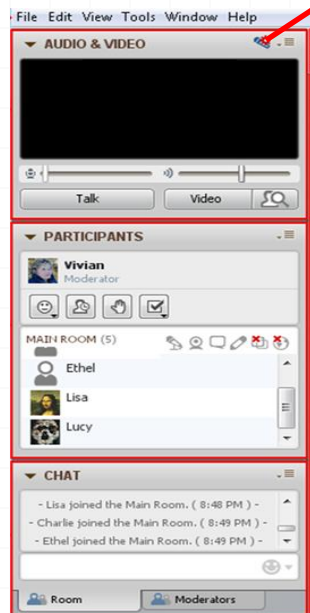
Teaching + Learning Tuesday





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Making SV Climate Surveys Work for Your Campus

Presenter:

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Psychology and Prevention Innovations, University of New Hampshire

September 15, 2014

South Carolina Technical College System



Teaching + Learning Tuesday





**PREVENTION
INNOVATIONS™**

Research and Practices for Ending
Violence Against Women

Making SV Climate Surveys Work for Your Campus

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Webinar, July 16, 2014

Overview

- Defining climate
- Key issues for climate surveys
 - Measurement
 - Protecting Participants
 - Trustworthy data
 - Resources
- Resources
- The unique context of community colleges
 - A guided discussion

Polling Question

- Has your campus been part of any type of campus climate survey?
 - Yes
 - No

Use polling response button to respond to polls:



What is Climate?

- Organizational climate; school climate; sense of community
- Aspects of climate itself
 - Physical, social, academic aspects of school including quality of relationships, norms and values, perceptions of fairness in treatment, what behaviors are rewarded or supported, policies, etc.
 - Describing the atmosphere or environment of an organization, school, community
- Perceptions of climate
- Indicators of climate and perceptions = climate surveys

What is Climate?



- Atmosphere related to sexual assault as perceived by community members
 - Whose perceptions?
 - Perceptions of what?
 - Indicators of climate?

Example Questions

- How much of a problem is sexual assault on my campus?
- What do students know about policies and resources on campus?
- What are students/faculty/staff attitudes about sexual assault? About our campus' response?
- What are the needs of marginalized or underserved groups?

What is a climate survey?



- Standard set of questions developed via research.
- Quantitative in nature usually.
 - More closed ended questions with numeric responses that are standard and available to all participants.
- May be given at one time, at several time points to the same or different people.
- Can be done with students, with staff and faculty, with the whole campus community.
- Can be done in person or on-line though online is most often used.

Questions/Indicators can be broad or more specific to your campus

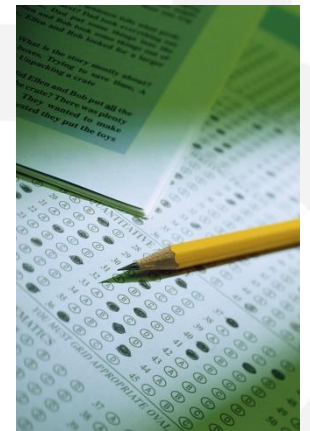
- How many students have experienced sexual assault?
- How many know a friend who is a victim?
- In what context did the assault occur?
- How do students perceive campus leaders' trustworthiness?
- How do students perceive campus responses to sexual assault?
- How do students perceive campus safety?
- What do students know about campus policies and resources related to sexual assault?
- What sexual assault prevention education have students had?
- How many students report that they have been victimized?
- Do victims disclose their experiences and to whom?
- Where did these victimizations occur?
- What are students' attitudes about being helpful bystanders?

Notalone.gov

- Victimization and disclosure
- Bystander attitudes
- Perceptions of campus leadership
- Knowledge of policies and resources
- Perceptions of policies and resources
- Prevention exposure
- Attitudes about sexual assault
- Other forms of interpersonal violence

Different variables measured present
different challenges

Different variables will need to be
interpreted in light of different limitations
and constraints



Measuring Incidence and Prevalence

Report by National Academies about estimating rape and sexual assault:

http://sites.nationalacademies.org/dbasse/cnstat/rape_and_sexual_assault/

Development of revised Sexual Experiences Scale by Koss et al.

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

Climate Surveys as a Helpful Tool for...

- Understanding the local scope of the problem
 - # victims
 - Attitudes of community
 - Data a community can see itself in (Potter et al)
- Understanding community knowledge and readiness to engage
- Documenting impact over time
- Communication and framing the issue
- Leverage points for motivation and buy-in
- Supporting sustainability

Under-reporting

- 2% campus sexual assaults reported to police
- 4% to campus authorities
- Findings are similar across studies
- Official statistics do not indicate full scope of the problem.

Local Data

Sun Tzu, Chinese philosopher: “Know your enemy and know yourself and you can fight a hundred battles without disaster.”

Communication

“At the administrative level, the information helped us create a more accurate picture of how violence was happening on campus, thereby enabling us to work with other university personnel to address specific findings. At the parent level, I consistently found that parents appreciated honest, knowledgeable answers to their questions about campus violence, particularly when I was able to contextualize the information against national findings and our own understanding about prevention.”

-Director of Campus Crisis Center

Example

- Campus perceptions including administrator perceptions were that sexual assault was mostly about miscommunication.
- Data showed that about 50% of unwanted experiences in part of one academic year involved force or threats of force.
- Administrators re-examined how they thought about sexual assault and how they talked about it.

Helping change climate

- Surveys are a way to communicate that your campus takes the issue of sexual assault seriously.
- The survey itself can be awareness raising.
- The survey sends a message to survivors.

Naming Challenges

- Every school is different.
- Resources – who has the expertise to design, conduct, analyze, interpret the survey? What will it cost? Incentives for people to participate?
- Designing a good survey
- Getting a trustworthy sample of participants
- Protecting Participants
- Gathering trustworthy data
- Communicating about the results

Research Readiness

- When should your campus begin doing a climate survey?
 - Do you have needed resources?
 - Technical expert to conduct study and analyze data?
 - Way to gather data from community members?
 - Organizational structure or group who will make decisions about the survey?
 - Do you have resources outside of campus that can help?
 - Do you have partnerships and buy-in from leaders on campus?
 - Do you know what it is you want to know about your campus climate? What are the goals of the survey and what you hope to use it for?
 - Start with qualitative or quantitative data?

Capacity for Research

- Tools for assessing evaluation readiness:
 - Informingchange.com
 - <http://informingchange.com/cat-publications/evaluation-capacity-diagnostic-tool>
 - VERA Institute of Justice has done a series of webinars on this topic and an evaluation readiness document
- Rutgers University series of publications on climate surveys.
<http://socialwork.rutgers.edu/centersandprograms/vawc/researchevaluation/CampusClimateProject.aspx>

Partnerships for success



- Identify technical experts with research training who can consult on all aspects of the survey.
 - Partnerships with faculty researchers on campus or with staff at a campus institutional research office.
 - Social science departments
 - Administer surveys and provide information in classes
 - Regional partnerships. Not all campuses have internal resources for conducting research. Therefore, states or regions should consider regional partnerships.
 - Private research firms
 - Considering cost effectiveness

Partnerships

- Can reduce the number of hats any one person has to wear.
- Can help make sure research is current – new information about best ways to measure climate indicators is emerging all the time.

Getting Data that is Trustworthy

- It's all about the sample
 - How much does the scope of people who responded to the climate survey look like the overall student demographics on your campus?
 - Whose voices are over or under-represented?
 - Is it possible that some people took the survey multiple times?
 - Did you get a good response rate?
 - Incentives for participation?
 - Did you adapt methods and questions to overcome potential barriers created by language or ability status?

Case Example

- Climate survey using census sampling via email and some in class surveys.
- Sample obtained = 65% women; institutional data = 55%
- Sample obtained = 93% White; institutional data = 86%

Addressing Sampling Limitations

- Anticipate them and use sampling strategies including oversampling strategies to address smaller groups.
- Do analyses on sub-samples of data if samples are large enough.
- Use statistical weighting in analyses.
- Be sure to collect key demographic information: gender, sexual orientation, residential vs commuter, college or major, year in school....

Exercise Caution

- Be careful about what claims are made from the data.
- This is particularly important when people are trying to draw comparisons. For example, across years or across campuses. Need to make sure samples are really comparable before comparisons can be made.
- No where will this be more important than in discussing numbers of victims.

Timing

- When during the academic year will you give the survey?
 - Reduce overlap or survey burnout by competition with other surveys.
 - If you want to be able to measure number of victims in one academic year you will likely want to administer the survey late in the spring semester to capture as much of that academic year as possible.

Using Valid and Reliable Measures



- Use questions that have been tested in previous research.
- Use questions that specifically focus on what your campus wants to know.
 - Use teams to reflect on what your campus wants to know.
 - Create priorities, shorter surveys often get better responses
 - Be as specific as you can about why you need to know and how you will use that information
 - Dialogue among different stakeholders as goals for surveys may differ
- Understand the strengths and limits of different indicators of climate
 - Ex. How do we assess victimization?

Case Example

- Measuring relationship abuse
 - Ask about behaviors
 - Ask about fear
 - See gender differences when include fear questions

Protecting participants

- Confidentiality or anonymity of responses
- Consultation with and review by research ethics/human subjects review boards
- Restrictions on who will have access to the specific data.
- Reporting data in large enough groups to avoid identification.
- Ordering of questions.

Research on Impact of Questions

- Few participants were distressed by being asked questions. (4-7% immediate distress; 0-2% over time)
- Many felt glad to contribute information on the topic and reported positive benefits.

Edwards, K. M., Probst, D. R., Tansill, E. C., & Gidycz, C. A. (2013). Women's reactions to participation in interpersonal trauma research: A longitudinal study. *Journal of Interpersonal Violence*.

Edwards, K. M., Kearns, M. C., Calhoun, K. S., & Gidycz, C. A. (2009). College women's reactions to participating in sexual assault research: Is it distressing? *Psychology of Women Quarterly*, 33, 225-234.

Shorey et al (2014). Reactions to participating in dating violence research. *Journal of Interpersonal Violence*.

Provide Resources

- Debriefing form
- List of local resources



Unpacking what you learned



- Interpretation of findings can be complicated
 - Limits of self report
- Know the strengths and limits of what you found
 - Does your information/data leave certain groups' experiences out?
 - Are some groups over-represented
 - Can you draw conclusions about your whole campus or only a part?
 - What do you want to learn more about next time

Communicating Results

- Who will receive the results and when?
 - Do administrators want to see the reports first?
- Who will write about the results and who will speak about them?
- Consider a series of shorter reports on different focused topics.
 - This allows people to focus on clear take home messages from the data.
 - Also allows you to clearly communicate the limitations of that particular data

Communication cont.

- Put local findings in the context of national findings as this can make the school's info seem less scary and more "normal?"
- Talk up the importance of proactively pursuing information - "we know that this is an issue everywhere, we feel it's important to learn more so that we can design the most effective prevention and intervention strategies."
- Focus on using the information to mobilize community responses, design campaigns and raise awareness.
- Work with the survey designers to explore specific areas of interest (like our "who do survivors tell?" questions)
- Remember to put findings in context. For example, awareness activities in a community often lead first to increases in reporting as survivors feel more comfortable coming forward.

Prevention Innovations guidance on using climate survey data.

[http://cola.unh.edu/sites/cola.unh.edu/files/departments/Prevention%20Innovations/Climate Survey Guidance FINAL 10 24 14 .pdf](http://cola.unh.edu/sites/cola.unh.edu/files/departments/Prevention%20Innovations/Climate%20Survey%20Guidance%20FINAL%2010%2024%2014.pdf)

Lessons Learned from Campuses

- Need to have resources for data analysis! You need a skilled person and you need their time.
- Most are doing census sampling – sending emails to all students.
 - Some use emails to track duplicates
- Need to address confidentiality issue around data. No mandated reporting of survey responses. – Campuses putting this in Title IX policies.
- Get out front with communication to dispel myths (ex. Faculty governing body). Create support before you survey.

Lessons Learned Continued

- Take advantage of regional partnerships or consortiums.
- Course release for faculty who can do data analysis?
- Administering surveys online but in class via smartphones.
- Think about intersecting issues – not just sexual assault.
- Consider combining with other data (ex. Number of people who used advocates on campus) to put survey in context.

Next Steps

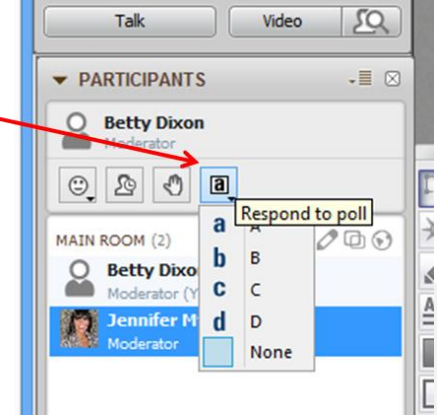
- Next generation tools – reports due out this fall
 - BJS study
 - ARC3 – available online
 - AAU
- Assessing strengths as well as challenges
- Tool for evaluation of prevention efforts – a good additional use for climate surveys.
- Individual campuses reporting findings and surveys: MIT, Rutgers, Oregon, UNH
- Resources for the process of conducting a survey
 - Rutgers
 - Prevention Innovations

Discussion

- Most information about climate surveys is based on 4 year institutions.
- What are the specific needs and challenges for community colleges?

Polling Question

Use the Polling
Response button to
respond to polls.



- Which of the following resource challenges will be significant for your campus? (Check all that apply)
 - A. Someone with research expertise who has time to design the survey.
 - B. Reaching students with the survey
 - C. Resources for data analysis

Discussion

- Please write in the chat box one or two questions that are important for community colleges to answer with climate surveys.

Potential Uses and Topics

- Non-traditional and commuter students – many are parents – may be concerned about addressing SV and IPV with their children as one prevention avenue.
- High rates of trauma exposure not just on campus but community related – building bridges between campus and community – Coalition partners.
- Knowledge of community resources not just campus resources.
- Climate surveys to get information about how best to reach students with prevention topics.
- Trauma response resources – new article forthcoming in Psychology of Violence about a universal stress reduction program that was particularly helpful for students with IPV history. The program is delivered online.

A favor

- If anyone is interested in talking more about climate surveys and community colleges I'm interested in conducting information interviews about this. Please email me at victoria.banyard@unh.edu



Teaching + Learning Tuesday



Join us Tuesday, November 3, 2015 @ 2:30 pm
for the next TLT webinar!

Becoming the Modern Day Nancy Drew... Utilizing the Internet to Investigate

Sergeant Jessica Velders, USC Division of Law Enforcement

For upcoming and recorded sessions, visit www.sctechsystem.edu/tlt

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