

## Introduction to the EAB Campus Climate Survey Report

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### Purpose of the EAB Campus Climate Survey

The EAB Campus Climate Survey helps higher education leaders understand students' experiences with diversity and inclusion and/or the scope and nature of sexual violence on campus. Survey data informs efforts to improve students' experiences and available support and resources on campus.

### Survey Development

The Student Affairs Forum initially developed the EAB Campus Climate Survey in 2014. Since then, more than 80 unique institutions have administered the survey on campus at least one time. The survey was developed through an extensive literature review that included related research studies, state and federal legislation and guidance, existing survey instruments, cognitive testing with recent college graduates, and interviews with several higher education experts about the survey's language and content. Each year, the survey is updated based on new literature and feedback from institutional users and survey respondents.

### Survey Design

The EAB Campus Climate Survey is an anonymous online instrument that assesses students' perceptions, behaviors, attitudes, and experiences with diversity and inclusion and/or the scope and nature of sexual violence on campus. The survey consists of standard sections and optional modules that are customized for participating institutions. Select survey questions can be customized and custom questions can be added. Your institution's full survey can be found in your EAB Box folder.

Respondents were required to consent to take the survey in order to proceed to the survey questions. No other survey elements were required. The survey asks about respondent experiences since the beginning of the current academic year (2017-2018), or the beginning of the fall 2017 semester.

### About EAB and the Student Affairs Forum

EAB is a technology, research, and consulting firm located in Washington, DC. EAB works with more than 1,200 colleges and universities across North America to help higher education leaders solve their biggest problems. The Student Affairs Forum is a research program dedicated to serving more than 200 chief student affairs officers and their teams on campus climate issues. For more information, please visit [eab.com](http://eab.com).

### About the EAB Campus Climate Survey Cross-Institution Report

This Excel workbook features a high-level analysis of the spring 2018 cohort aggregate campus climate survey data. This report is designed to be viewed electronically in Excel.

### Navigating the Report

Use the links in the left-hand column of this workbook to access each page of the report.

Each page includes a "Quick Takes" box to indicate top takeaways. Each Quick Takes box also includes an "institution n" value, representing the number of spring 2018 cohort institutions that administered this portion of the survey.

Each data chart or table includes an "n" value, representing the number of respondents for that particular question. Keep in mind that some questions were "check all that apply," meaning that percentages may not total to 100%.

You can break down some survey results by select respondent demographics. A **blue button** at the top of a chart indicates this option. The results are not segmented by other demographic categories either because those counts were generally too low (15 students or less) to ensure student privacy, or because results were not substantially different across demographic characteristics.

### Learning More From Your Data

EAB is not able to determine to what extent the survey respondents reflect the makeup of your student population. Survey results may not be generalizable to the entire student body. You should work with a research expert on your campus to determine generalizability.

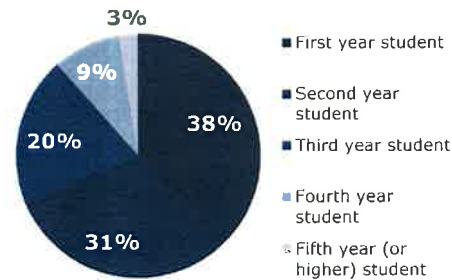
This report represents a high-level analysis of your Institution's campus climate survey data. Data from the climate survey is very rich and you should work with a research expert on your campus to conduct further analyses of your institution's survey data.

**Respondent Demographics**
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**Quick Takes**

- Most respondents were first or second year students.
- Most respondents (70%) lived in an off-campus apartment/house.
- The majority of respondents were women, white, and heterosexual.
- Some additional characteristics of note:
  - Nearly all (98%) respondents were full-time students.
  - Seventy-one percent (71%) of respondents participated in at least one student group.
  - Twenty percent (20%) of respondents were first-generation college students.
  - Sixteen percent (16%) of respondents had a mental disability.

**Class Standing**


n= 311

Gender Identity	%
Woman	65%
Man	34%

n= 309

Sexual Orientation	%
Heterosexual	90%
LGBAQ*	10%

n= 308

\*LGBAQ label includes lesbian, gay, bisexual, asexual, questioning, other

**Residence**


n= 314

Race	%
White	64%
Asian	29%
Hispanic or Latino**	13%
Black or African American	8%
Other	5%

n= 302

\*\*H/L n= 305

**General Campus Climate**
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**Quick Takes**

- Eight percent (8%) respondents seriously considered leaving this school.
- Respondents most commonly considered leaving because they didn't feel welcomed or supported at this school.
- Nearly all respondents feel safe at this school (99%) and think faculty are genuinely concerned about their welfare (91%).
- Twenty-nine percent (29%) of respondents think that faculty pre-judge their abilities based on identity or background.

**Leaving This School?**

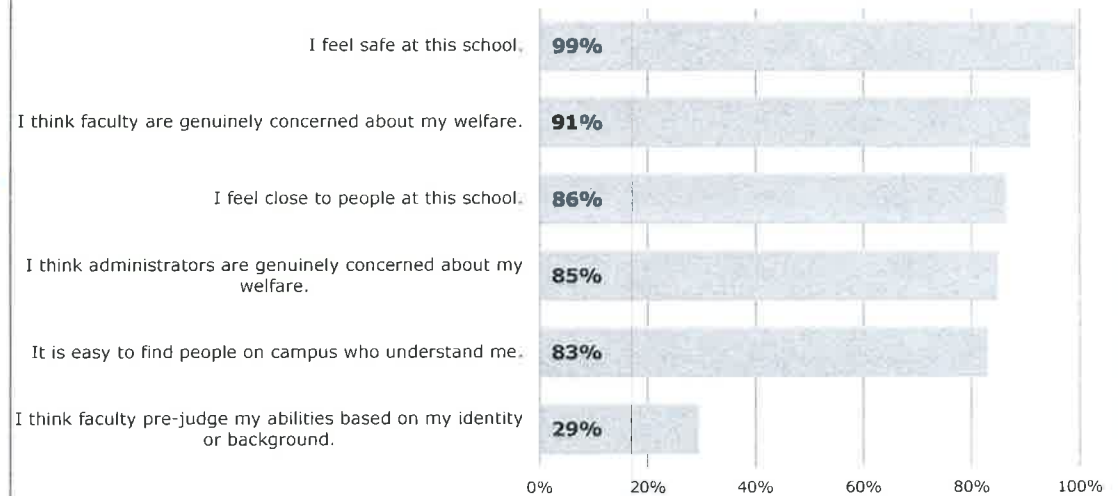
# 8%

Of respondents seriously considered leaving this school. Respondents most commonly considered leaving because they didn't feel welcomed or supported at this school.

n = 295

**All Respondents**

n = 294

**Percent of respondents who agreed/strongly agreed with the following statements:**


Perceptions of and Experiences with Diversity and Inclusion on Campus

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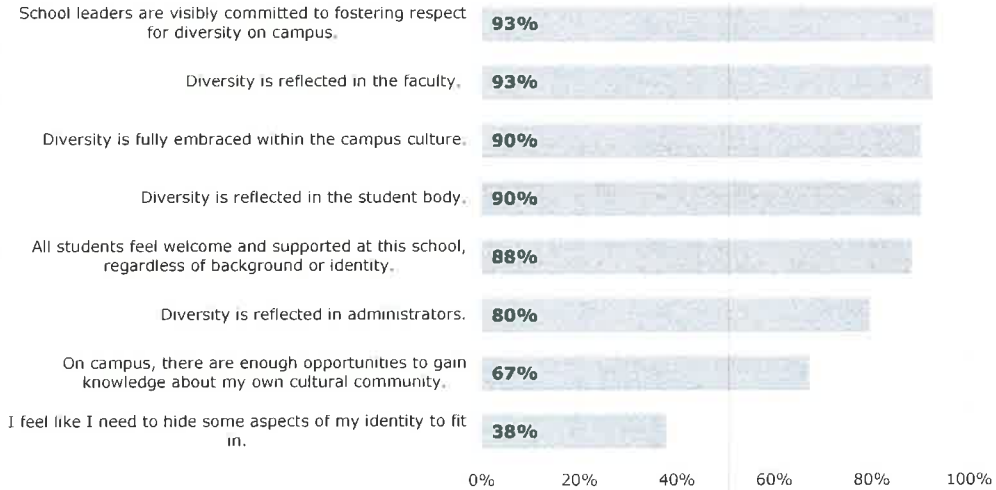
Quick Takes

- Most respondents have positive perceptions of and experiences with diversity and inclusion on campus.
- Ninety-three percent (93%) of respondents agree that diversity is reflected in the faculty, compared with eighty percent (80%) for administrators.
- Over half (56%) of black respondents feel like they need to hide some aspects of their identity to fit in, compared with nearly one third (32%) of white respondents.
- Since coming to school, respondents have learned most about diversity topics like race and ethnicity, socioeconomic status and class, and sexual orientation.
- Respondents have primarily learned about or become more aware of diversity by talking with friends or in class.

All Respondents

Avg. n= 266

Percent of respondents who agreed/strongly agreed with the following statements:



What diversity topics have you learned most about since coming to this school?	
Race and ethnicity	57%
Socioeconomic status and class	43%
Sexual orientation	38%

n= 248

How have you primarily learned about or become more aware of diversity?	
Talking with friends	47%
In class	29%
Campus events	14%

n= 261

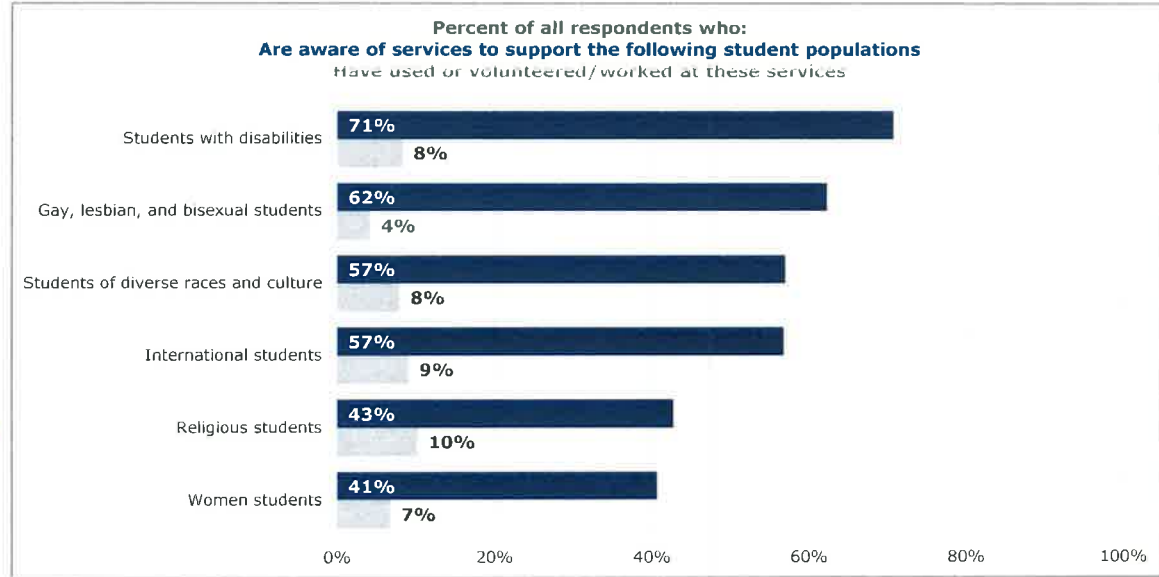
**Diversity and Inclusion Services and Programs**

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**Quick Takes**

- Most respondents are aware of services addressing the needs of diverse students, but have not used or volunteered/worked at these services.
- Respondents are most aware of services supporting students with disabilities and gay, lesbian, and bisexual students.
- Over half (55%) of respondents heard about programs, activities, or events that promote diversity and inclusion several times a semester.
- Forty-six percent (46%) of respondents frequently or sometimes attend related programs, activities, or events on campus.



Avg. n= 264

**About how often do you *hear* about programs, activities, or events that promote diversity and inclusion happening on campus?**

Several times a semester	55%
Once or twice a semester	30%
Once or twice a school year	12%
Almost never	3%
Never	1%

n= 266

**About how often do you *attend* programs, activities, or events that promote diversity and inclusion happening on campus?**

Frequently	6%
Sometimes	40%
Rarely	36%
Never	18%

n= 266

Experiences with Discrimination and Harassment

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Quick Takes

- Eleven percent (11%) of respondents reported that someone shunned, ignored, or intimidated them, or acted directly or indirectly toward them in an offensive or hostile manner that interfered with their ability to learn and work once or more than once since the beginning of the school year.
- Respondents most commonly experienced being deliberately ignored or excluded.
- Respondents most commonly believed the discrimination or harassment to be based on a miscellaneous factor, their ethnicity, or their socioeconomic status.
- Respondents most commonly reported that the incident occurred in class.
- One hundred percent (100%) of respondents did not formally report the incident to the school.
- Respondents most commonly reported that the source of the harassment was a faculty member (44%) or another student (41%).
- Respondents most commonly told a roommate, friend, or classmate about the incident.
- Respondents most commonly chose not to report or tell someone about the incident because they did not think it was serious enough to report.

**11%** Of respondents reported that someone shunned, ignored, or intimidated them, or acted directly or indirectly toward them in an offensive or hostile manner that interfered with their ability to learn and work (once or more than once)

n = 264

Respondents who experienced discrimination or harassment most commonly reported that:	
I was deliberately ignored or excluded.	53%
An instructor made verbal comments that were hostile or offensive to me.	33%
I was the target of offensive humor.	23%

n = 30

Respondents who experienced discrimination or harassment most commonly believed the conduct to be based on:	
Other	48%
My ethnicity (your cultural background and/or nationality)	31%
My socioeconomic status	21%

n = 29

Most common locations of the incident:	
In class	45%
While walking on campus	24%
Other	24%

n = 27

Did you formally report the incident to the school?



n = 27

What was the source of the discrimination or harassment?

Faculty member	44%
Another student	41%
Administrator or staff member	26%

Respondents most commonly told:

Roommate, friend, or classmate	61%
Family member	32%
Romantic partner	29%

n = 28

Most common reasons respondents did not share or report the incident:

Didn't think it was serious enough to report	48%
Feared that I would not be believed or taken seriously	34%
Lack of proof that the incident happened	34%

n = 29

Perceptions of Campus Inclusivity

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Quick Takes

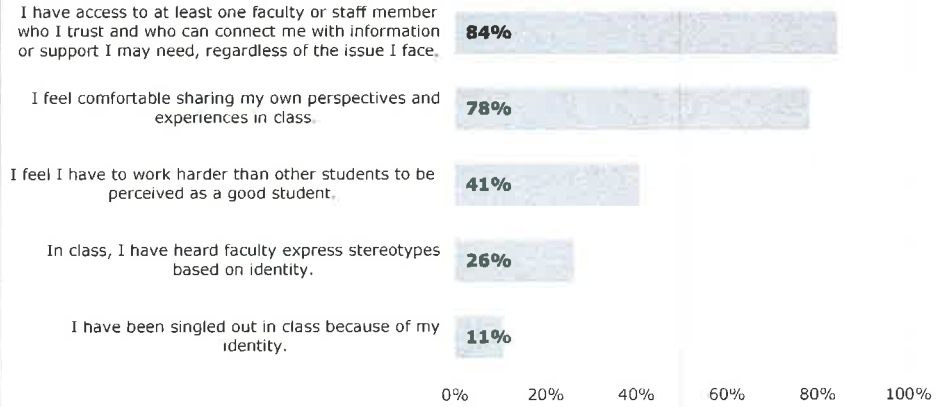
- Most respondents (84%) have access to a faculty or staff member who they trust.
- Most respondents (78%) feel comfortable sharing their own perspectives in class.
- Forty-one percent (41%) of respondents feel they have to work harder than others to be perceived as a good student.
- More than a quarter of respondents (26%) have heard faculty express stereotypes based on identity in class.
- In general, most respondents feel issues of diversity and inclusion are adequately addressed across their campus experience.
- Most respondents feel the communities they belong to are appropriately represented in the school's environment.
- However, 23% of respondents feel that communities they belong to are missing completely from their school environment.

Percent of respondents who feel that issues of diversity and inclusion are adequately addressed:

In student organizations	85%
In the school mission	85%
In school communication	81%
By school leadership	78%
By faculty	76%
In class	75%
In the curriculum	68%

Avg. n= 228

Percent of respondents who strongly agreed/agreed with the following statements:



Avg. n= 231

Percent of respondents who feel that the communities they belong to are appropriately represented in the school's:

Student orgs	88%
Student body	87%
Events	85%
Communications	84%
Staff	81%
Faculty	81%
Recruiting	80%
Curriculum	79%

Avg. n= 227

23%

Of respondents feel that communities they belong to are missing completely from their school environment.

n= 226

**Basic Needs Insecurity**
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**Quick Takes**

- About one quarter of respondents often or sometimes couldn't afford to eat balanced meals (26%) or worried whether their food would run out before they got money to buy more (22%).
- Eleven percent (11%) of respondents were hungry but didn't eat because there wasn't enough money for food.

**Experiences with Food Insecurity**
*Percent of respondents who:*


Avg. n= 221

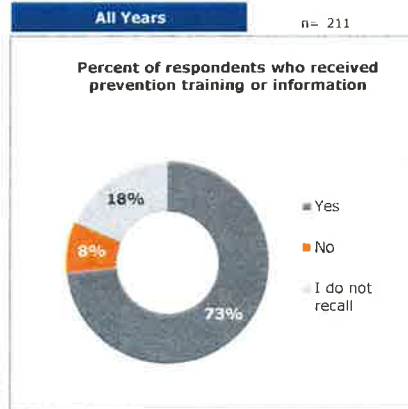


**Sexual Violence Prevention and Student Knowledge**
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**Quick Takes**

- Nearly three-quarters (73%) of all respondents received prevention training or information.
  - Eighty-one percent (81%) of first year respondents received information or training.
  - The number of respondents receiving training in subsequent years declined.
- Most respondents who received training thought it was useful in increasing their knowledge.
- Most respondents received information or training at new student orientation, campus-wide events, or class presentations.



*Note: Respondents were asked if they received training about the content areas listed to the right.*

**Respondents who reported that training was very useful/useful in increasing their knowledge of:**

Reporting an incident of sexual violence	91%
Sexual violence resources	91%
The definition of sexual violence	89%
Sexual violence prevention strategies (e.g., asking for consent, responsible alcohol use)	88%
The school's procedures for investigating an incident of sexual violence	86%
Bystander Intervention skills	76%

Avg. n= 153

**Most common ways that respondents received information or training:**

New student orientation	59%
Campus-wide events	32%
Class presentations or projects	20%

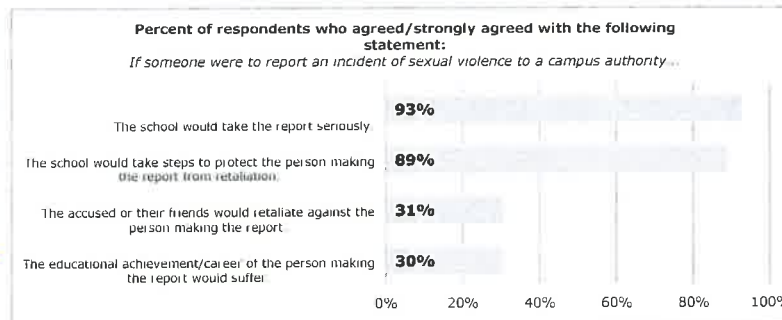
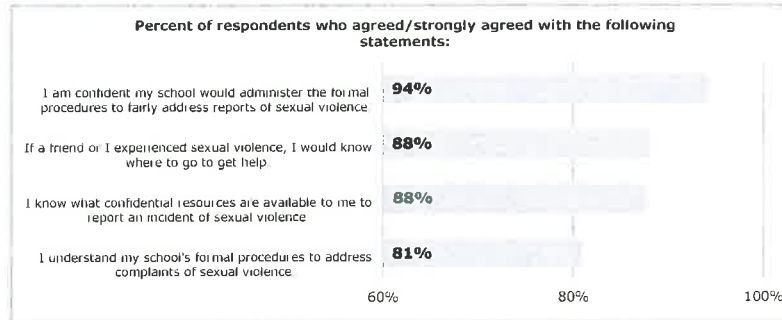
Avg. n= 153

**Knowledge and Perceptions of Campus Reporting Options**
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**Quick Takes**

- Most respondents (94%) are confident that their school would administer the formal procedures to fairly address reports of sexual violence.
- Eighty-eight percent (88%) of respondents know where to get help if they or a friend experienced sexual violence and know about confidential resources.
- Most respondents (81%) understand their school's formal procedures to address complaints of sexual violence.
- Most respondents believe that their school would take a report seriously (93%) and take steps to protect the reporter from retaliation (89%).
- Thirty-one percent (31%) of respondents believe that the accused or their friends would retaliate against the person making the report.
- Thirty percent (30%) of respondents believe that the educational achievement or career of the person making the report would suffer.



**Experiences with Sexual Violence and Sexual Harassment**
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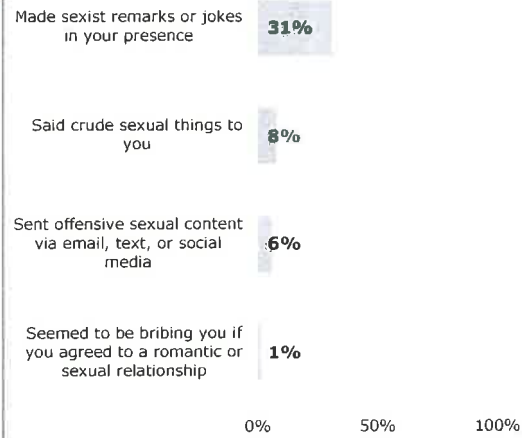
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**Quick Takes**

- Two percent (2%) of respondents experienced at least one incident of sexual misconduct at least one time since the beginning of the school year.
- Less than one-third (31%) of respondents had someone make sexist remarks or jokes in their presence.

**Experiences with Sexual Violence**

**2%** Of respondents experienced at least one incident of sexual misconduct at least one time  
n= 210

**Experiences with Sexual Harassment**


n= 211

**Prior Experiences with Unwanted Sexual Contact****Report Contents**

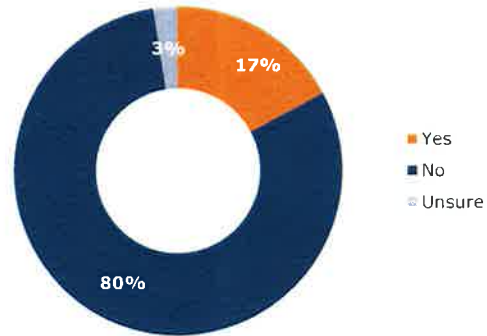
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**Quick Takes**

- Seventeen percent (17%) of all respondents reported that someone had or attempted to have unwanted sexual contact with them prior to going to college.
- One-quarter (25%) of women respondents experienced unwanted sexual contact prior to college.
- Four percent (4%) of men respondents experienced unwanted sexual contact prior to college.

**All Respondents**

n= 204

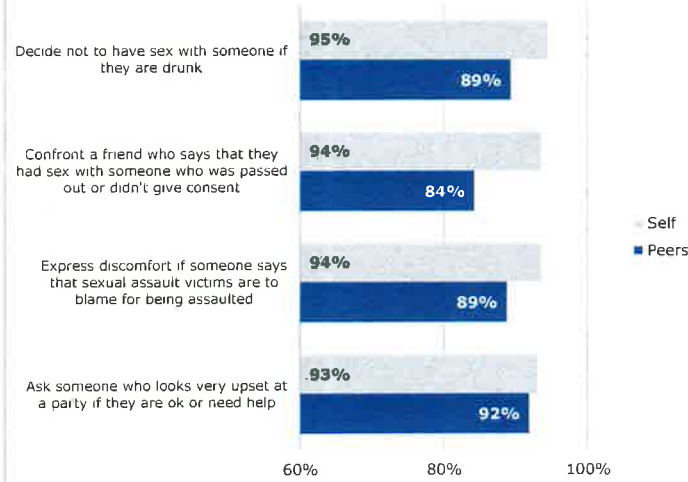
**Unwanted Sexual Contact - Prior to College**

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**Quick Takes**

- Respondents generally viewed themselves as more likely than their peers to engage in bystander behaviors.

**Percent of respondents that rated themselves and their peers as likely/very likely to engage in the following behaviors:**


**Community Attitudes**
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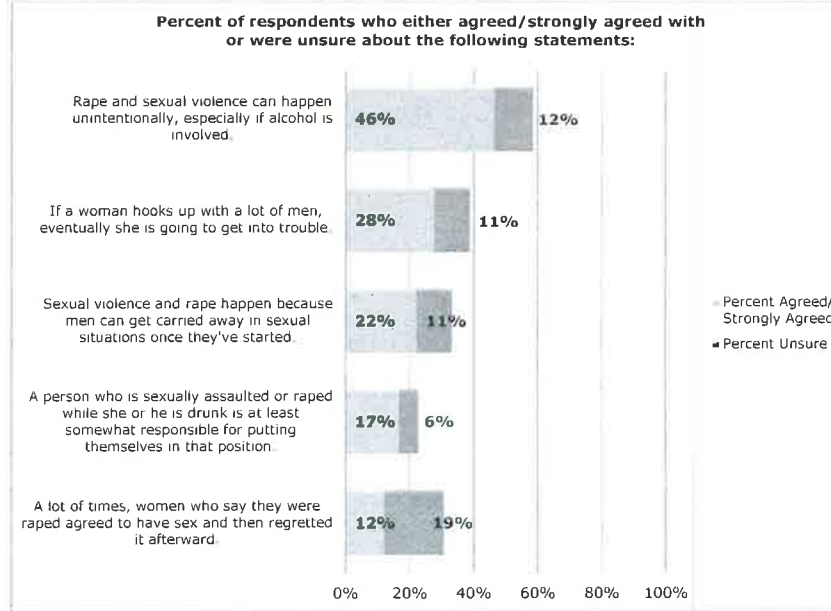
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**Quick Takes**

- A greater percentage of men respondents agreed/strongly agreed with most of the stated myths about sexual misconduct.
- Sixty-two percent (62%) of men respondents agreed or strongly agreed that rape and sexual violence can happen unintentionally, especially if alcohol is involved, compared with 39% of women respondents.
- Over one third (35%) of men respondents agreed or strongly agreed that if a woman hooks up with a lot of men, eventually she is going to get into trouble, compared with 24% of women respondents.
- Twenty-nine percent (29%) of men respondents agreed or strongly agreed that a person who is sexually assaulted or raped while he or she is drunk is at least somewhat responsible, compared with 10% of women respondents.

**All Respondents**

Avg. n= 198



*Note: These statements are adapted from the Illinois Rape Myth Acceptance Scale. They are intentionally heteronormative.*

**Experiences with Intimate Partner Violence & Stalking and Harassment**
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**Quick Takes**

- Over one-quarter (27%) of respondents experienced some form of non-violent behavior or harassment from an intimate partner.
  - Respondents most commonly experienced their partner accusing them of paying too much attention to someone or something else or calling them a name and/or criticizing them.
- Four percent (4%) of respondents experienced some form of violent behavior from an intimate partner.
- One in ten (10%) respondents felt frightened, concerned, angered, or annoyed by a stalking or harassing behavior.
  - Respondents most commonly experienced receiving unwanted phone calls or messages, or receiving e-mails or other forms of written correspondence or communication.
  - The unwanted behavior was most often done by an acquaintance or peer.
  - Respondents most often told a roommate, friend, or classmate about the incident.

**Experiences with Intimate Partners**

Respondents were asked if they had a casual, steady, or serious dating or intimate partner or spouse. Respondents who answered "yes" answered the following questions about their relationship with their

- 27%** Of respondents experienced some form of non-violent behavior or harassment from an intimate partner. Respondents most commonly experienced their partner accusing them of paying too much attention to someone or something else or calling them a name and/or criticizing them.
- 4%** Of respondents experienced some form of violent behavior from an intimate partner.

n= 148

**Stalking and Harassment**

Respondents were asked if they felt frightened, concerned, angered, or annoyed by a variety of stalking and harassing

- 10%** Of respondents felt frightened, concerned, angered, or annoyed by a stalking or harassing behavior.
- Respondents most commonly experienced receiving unwanted phone calls or messages, or receiving unwanted e-mails or other forms of written correspondence or communication.
  - The unwanted behavior was most often done by an acquaintance or peer.
  - Respondents most oft

n= 191



Contact EAB

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About EAB

EAB is a technology, research, and consulting firm located in Washington, DC. EAB works with more than 1,200 colleges and universities across North America to help higher education leaders solve their biggest problems.

About the Student Affairs Forum

The Student Affairs Forum is a research program dedicated to serving more than 200 chief student affairs officers and their teams on issues related to campus climate, mental health and student safety, and emerging student segments.

For More Information

For more information, please visit [eab.com](http://eab.com) or email [climatesurvey@eab.com](mailto:climatesurvey@eab.com).

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