

RSA 188-H Campus Climate Base Survey

IMPLEMENTATION GUIDE

July 27, 2023



New Hampshire

Department of Education

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EXECUTIVE SUMMARY

This guidance document offers instructions and recommendations for the implementation of a biennial sexual misconduct climate survey at institutions of higher education (IHEs) in the state of New Hampshire, pursuant to [RSA 188-H](#). This statute, which was enacted during the 2019-20 legislative session, marked the first law in New Hampshire state history aimed at addressing campus sexual violence. In addition to the creation of a Task Force supporting development and implementation of the base climate survey, RSA 188-H sets forth requirements for comprehensive institutional policies on sexual misconduct, prevention and awareness trainings, annual data reporting, designation of confidential personnel, and collaboration with local law enforcement and crisis centers.

Administering a climate survey is a common approach for understanding the prevalence and impacts of interpersonal violence (sexual assault, relationship violence, stalking, and sexual harassment) in a given community. Within society broadly and at IHEs, interpersonal violence is vastly under-reported; thus, data based solely on reported incidents (e.g. the Clery Act) generally does not represent the experience of our communities. A comprehensive anonymous climate survey, administered on a regular basis, provides a mechanism to bridge the gap between students' actual experiences of interpersonal violence and what is being reported. RSA 188-H provides for the use of a standardized survey across New Hampshire IHEs to allow for greater transparency, a better understanding of the climate in which our students live and learn, and actionable data to shape policy, prevention, and response efforts towards building equitable and safe campus communities.

The next campus climate survey administration period will be from January–March 2024, with survey results to be submitted to the Department of Education no later than July 31, 2024.

This document is intended to assist IHEs in complying with the climate survey provisions laid out in RSA 188-H in a manner that is closely aligned with best practices. The base survey has been designed to serve multiple purposes: (1) measuring the prevalence of various forms of sexual misconduct; (2) assessing the impacts and effectiveness of campus policies and procedures; (3) informing future directions for prevention, response, and policymaking.

The contents of this document include:

- An overview of the [statutory requirements](#) outlined in RSA 188-H
- [Recommendations](#) related to survey preparation and administration including coding, timing, confidentiality, recruitment, sampling, and incentivization
- [Considerations](#) related to data analysis, summarization, and reporting
- A copy of the [base survey instrument](#) with notes about coding and customization

Please direct any questions about the survey to RSA188TaskForce@doe.nh.gov.

TASK FORCE MEMBERS

NAME	AFFILIATION/APPOINTMENT
Jason Bishop	Designee of the chancellor of the community college system
Kristen Barnett	Representative of the NH Coalition Against Domestic and Sexual Violence
Robin Burroughs Davis	Representative of private 4-year college in New Hampshire
Kate Gladstone	Representative of the University of New Hampshire
Lily James	Representative of Every Voice New Hampshire
Kathryn Kiefer	Representative recommended by the New Hampshire Campus Consortium Against Sexual and Interpersonal Violence
Jeff Maher	Designee of the chancellor of the University System of NH
Nicholas Marks	Administrator of Higher Education, NH Department of Education
Myles Matteson	Designee of the Attorney General of New Hampshire
David Millman	Student attending a private institution of higher education in NH
Katrina Nugent	Representative of the NH Coalition Against Domestic and Sexual Violence
Sharyn Potter	Researcher with experience in development and design of sexual misconduct climate surveys
Emily Provencher	Representative of the NH Coalition Against Domestic and Sexual Violence
Jane Stapleton	Representative of Prevention Innovations Research Center
Frank Weeks	Designee of the NH Association of Campus Law Enforcement Administrators
Unfilled	Second representative of a private 4-year college in NH
Unfilled	Commissioner of Dept of Health and Human Services, or designee
Unfilled	Student attending a public institution of higher education in NH
Unfilled	Student attending an institution in the community college system of NH
Unfilled	Researcher of statistics, data analytics, or econometrics

STATUTORY REQUIREMENTS (RSA 188-[H:4](#) & [H:5](#))

Institutional Requirements

IHEs in New Hampshire must conduct a biennial climate survey on a range of topics including, but not limited to: assessing students' experiences, student awareness of institutional policies and procedures, and student perceptions of campus safety.

- The survey will include a set of common questions (known as the “base survey”) which are developed by the Task Force.
- IHEs may append their own institution- or campus-specific questions as long as they are not unnecessarily retraumatizing and do not require the sharing of personally-identifiable information.
- Within 120 days after completion of survey administration, IHEs must submit the survey data and a summary of results to the Director of the Department of Education and must post the same summary on the IHE website in an easily accessible manner.

Task Force Requirements

A 20-member Task Force, comprising individuals from various stakeholder positions and areas of expertise, must develop the base survey and offer recommendations related to timing, content, and application of the survey.

- The statute lays out guidelines for Task Force membership and appointments.
- The statute specifies 11 topics that, at minimum, the base survey should assess.
- The survey development process should include: (1) review of previously utilized surveys; (2) opportunities for written comment from organizations that work directly with victims and survivors of sexual misconduct; (3) consultation with IHEs on strategies for optimizing the effectiveness of the survey; (4) consideration of the differences among and diverse needs of IHEs across the state.

Background of Base Survey Creation

The first iteration of the base survey was developed and administered during the 2021-22 academic year. It was built based on the [Administrator Researcher Campus Climate Collaborative \(ARC3\)](#), which is a validated survey instrument that was developed by leading researchers in sexual and relationship violence and stalking perpetration and victimization. The updated version of the base survey, included in Appendix C, takes into account community and stakeholder feedback on the previous version of the survey. Input on survey content, logistics, analysis, and application was solicited from students, IHE personnel, and community organizations. Each comment was reviewed, discussed, and considered; the Task Force is appreciative of this feedback and the time, energy, and effort that went towards reviewing the survey, compiling comments, and sharing perspectives.

A bulk of the feedback on the 2022 survey was related to its length. The updated version has been shortened to align with the scope of the statute while remaining comprehensive and trauma-informed. The time it takes to complete the survey is dependent upon each participant’s individual experiences of sexual misconduct. Other major changes to the base survey included re-ordering of the modules, re-wording of questions to align more closely with common language and student experience, and updates to improve relevance for those students who attend their institutions online.

The Task Force acknowledges the concerns that arose in reporting on and publishing the 2022 survey data, especially with regard to the module on sexual harassment by faculty and staff. The 2024 iteration of the survey has been modified with special attention to that module, including its content and placement within the survey. Please refer to Appendix B for sample language that IHEs may wish to include in their written summaries offering clarification on how the data from this module should be analyzed, interpreted, and operationalized.

RECOMMENDATIONS FOR SURVEY METHODOLOGY

The following recommendations are compiled from research and approaches identified as best practices and determined implementable for New Hampshire IHEs by the Task Force. They are adapted from the [ARC3](#) survey recommendations and other national guidance documents.

General

- In order to administer the base survey, campuses must utilize a survey coding and collection program that allows for “skip logic.” This is a survey tool that can change the order and appearance of questions based on how previous questions were answered. Qualtrics and SurveyMonkey were both used by IHEs in 2022.
- There are opportunities for IHEs to customize or add to the base survey as needed/applicable. These are noted in the written version of the survey ([Appendix C](#)).

The Task Force recommends that the survey be coded with skip logic to accommodate participants who indicate that they attend their IHE 100% online. The list below includes the modules that are recommended to be displayed for those students.

- Demographics
- Perceptions of campus climate regarding sexual misconduct
- Sexual harassment by students
- Stalking victimization
- Sexual harassment by faculty/staff
- Institutional responses

Timing

Pursuant to administrative rule *Hedc 603.02*, the survey should be administered during the 1st quarter (January–March) of 2024, and biennially thereafter. It shall remain open for student completion for a minimum of 3 consecutive weeks within that window.

We are mindful that New Hampshire IHEs utilize a range of differing academic calendars and that this survey may be only one part of an IHE's annual survey activity. Nonetheless, consistent timing of this survey across the state allows for coordinated and collaborative administrative efforts and a streamlined data reporting process through the Department of Education.

Institutional Review Boards

IHEs should consider whether this survey falls under the purview of an Institutional Review Board (IRB). While campus climate surveys (including those statutorily required) may be exempted from review, the Task Force recommends that IHEs consult with their IRB to confirm applicable procedures. This is especially important given the range of IRB practices, the sensitive nature of the data collected, and the required publication of the results summary.

Collecting Data While Protecting Privacy

The preparation and implementation of surveys related to sexual misconduct must include thoughtful consideration of ethical issues including privacy. IHEs should include a survey introduction that provides an explanation of the survey's purpose, assurances of the anonymity of the data, plans for how the collected data will be used, and a disclaimer that participation in the survey is voluntary.

- The Task Force strongly recommends that information be provided on available on- and off-campus supportive resources.
- IHEs may also wish to include a statement of explicit assurance that disclosing information in the survey does not constitute a report requiring action under Title IX or other relevant statutes/policies.
- Respondents should be informed that they can skip any question they do not wish to answer and that they can exit the survey at any time.

Data Storage

A process for safeguarding data should be established consistent with existing IHE policies. The Department of Education will store the anonymized raw data in a protected, internal repository, and only the summary reports will be published publicly.

Considerations for Recruitment and Participation

Planning Phase

Engagement of appropriate stakeholders during the planning and preparation phase ahead of administering the survey can help garner the necessary interest and buy-in to increase response rates and thus, the relevance and applicability of the survey results.

- Student interest groups, clubs, and organizations may hold particular insights into which kinds of recruitment messages are likely to encourage survey participation
- Formal and informal student leaders are essential influencers and can serve to encourage survey participation and completion
- Consider trauma-informed strategies for survey promotion and dissemination. Avoid implied coercion to participate; ensure that students are encouraged but not pressured to participate.
- Determine who will administer and distribute the survey
 - Who has historically administered and distributed surveys? Who are students used to hearing from?
 - Does it make sense for this survey to come from a topic-relevant office such as Title IX, or another entity such as a Dean of Students or student affairs department? The most appropriate and effective “figurehead” for the survey may vary from institution to institution.
 - Consider engaging with Marketing and Communications offices to ensure consistent messaging with regard to any topical or current issues on campus
- IHEs should choose a 3-week administration period within the [timeframe](#) determined by the Task Force that aligns as smoothly as possible with the academic calendar, considering factors such as exam periods and breaks
- It is recommended to bring a wide range of stakeholders to the table in order to increase the survey’s “reach” across the institution. This may include student affairs administrators, residential life, academic deans and faculty, athletics, student engagement staff, campus advocates and preventionists, undergraduate and graduate student governments, etc.

Sampling Strategy

IHEs should strive to ensure a response and completion rate that is reflective of the underlying student population. There are many means to accomplish this, including:

- Contact students shortly before the survey launch (3-5 days) to inform them about the survey and its purpose. Students who know a survey is coming are more likely to complete it.
- Emphasize the survey’s history (born from legislation written by students) and purpose (to inform effective campus prevention and response).

- Engage in active and passive recruitment, such as: direct contact by email, face-to-face tabling, and mailed invitations. Utilize top-down directive communication (such as from the President or Dean of Students), as well as reminders from professors, student leaders, residential staff, etc.
 - Reach out to public affairs or communication departments to notify them and raise awareness through official social media channels
 - Focus recruitment in common spaces such as student centers, residences, campus transportation, parking lots, restrooms, etc.
 - Utilize passive recruitment methods, such as flyers or posters. Post these in high-traffic areas and places where diverse communities of students tend to gather. It is highly recommended to include QR codes and/or shortened links using services such as bit.ly. Students are highly likely to complete the survey on a phone rather than a computer.
- Make contact personal. Response rates increase when the survey invitation is addressed directly to the prospective participant. Let students know what impact their participation could have, both on a personal and institutional level. Students are more likely to respond if they feel the survey has meaning and could help their peers.
 - Explain that this is an opportunity for student voices to be heard and that the survey itself is the result of student-led organizing and advocacy
 - Name that marginalized communities are greatly impacted by interpersonal violence and its aftermath
 - Emphasize that the institution needs to understand the prevalence and impacts of this issue in order to most effectively address it.
- Leverage sources of social capital at the institution, such as from professors, senior administrators, athletic coaches, and student leaders.
- Follow up. Send several reminders through multiple channels (e.g.: emails, social media posts, texts, institutional apps, physical mail) after the survey launch. Some studies recommend a reminder email one week after the survey launch, with additional follow-ups as needed.
- Provide private and safe spaces for students to access technology and complete the survey. Allow students the ability to request paper and pencil surveys. Given the sensitive nature of the data collected, some participants who are motivated to participate may have concerns about their privacy and/or personal safety.
- Advertise incentives (*see below*).

Use of Incentives

The provision of incentives for survey completion is generally recommended to increase survey response rates. If an IHE is willing and able to offer incentives, they should be framed as appreciation for the participant's contribution and acknowledgment of the time and effort it takes to complete a survey. Be mindful that distribution of incentives must occur in a manner that preserves the anonymity of participants and responses.

- IHEs should consider a variety of incentives that are motivating to their particular students, such as cash or gift cards (including from popular local establishments), raffles, complementary meals, drawings for preferred parking or housing options, etc.
- IHEs may consider offering incentives to groups (e.g. residence halls, teams, etc.) with high response rates as an additional way to motivate students and student leaders. Bear in mind that group-based incentives may run additional risk of identifying participants, especially if the groups are small and might include only one student of a particular demographic group.

Considerations for Reporting Results and Publishing Data

RSA 188-H requires each IHE to report on and publish the survey results in a couple of specific ways:

(1) the survey instrument, anonymized raw data, and any written summaries should be submitted to the Director of the Division of Educator Support and Higher Education, NH DOE; (2) a summary of the results, plus a link to the Division's statewide survey data, must be posted on the IHE's website in an easily accessible manner. Per administrative rule *Hedc 604.01*, the data and summary should be submitted to the Department of Education and the summary posted to the IHE's website by July 31 or within 120 days of survey completion, whichever date comes first.

- The State of New Hampshire Department of Education has provided access to a file exchange server to allow for the secure uploading of raw data. The raw data is stored but not published so as to protect any potentially identifying information.
- Additional considerations for data analysis, reporting, and summarizing can be found in [Appendix B](#).

CONCLUSION

In offering this implementation guide, we recognize that behind the survey results lie the genuine and painful experiences of our community members. We offer profound gratitude to those individuals who, through participation in the survey, may be disclosing their most difficult and private moments. Indeed, it is this sharing and the collective voice of survey participants which allow us to shine a light on the reality of sexual misconduct in our communities—knowing that one incident is too many.

Our community requires a climate where survivors are supported and valued and where each member can feel safe and respected. We all have a role in supporting a college experience that is safe, inclusive, where each student feels an authentic sense of belonging—a campus that is vigilant in both preventing and addressing sexual misconduct, one that better protects survivors and one that is inclusive of all people. We hope this survey serves as a valuable tool in advancing these goals and allows us to continuously examine and improve our prevention and response efforts.

Please direct any questions or comments to RSA188TaskForce@doe.nh.gov.

APPENDIX A – APPLICABLE STATUTORY PROVISIONS

The full text of RSA 188-H can be found at this link:

<https://www.gencourt.state.nh.us/rsa/html/nhtoc/NHTOC-XV-188-H.htm>.

Subsections H:4 and H:5 (portions below) apply to the climate survey.

NH Rev. Stat. § 188-H:4

Each institution of higher education shall biennially conduct a sexual misconduct climate survey of all students at said institution. Each institution’s sexual misconduct climate survey shall include a base set of common questions recommended by the task force on sexual misconduct and approved by the director, hereinafter described as the “base survey.” The director shall provide a copy of the base sexual misconduct climate survey to all institutions biennially. Each institution shall also be permitted to append their own campus-specific questions to the base survey, provided that these questions do not require the disclosure of any personally-identifying information and are not unnecessarily traumatizing for victims of sexual violence. Within 120 days after completion of a sexual misconduct climate survey, each institution shall submit a summary of the results to the director and shall also post a summary of the results on the institution’s website in an easily accessible manner.

NH Rev. Stat. § 188-H:5

III. In developing the base sexual misconduct climate survey, the task force shall:

- (a) Utilize best practices from peer-reviewed research and consult with individuals with expertise in the development and use of sexual misconduct climate surveys by institutions of higher education.
- (b) Review sexual misconduct climate surveys which have been developed and previously utilized by institutions.
- (c) Provide opportunities for written comment from organizations that work directly with victims and survivors of sexual misconduct to ensure the adequacy and appropriateness of the proposed content.
- (d) Consult with institutions on strategies for optimizing the effectiveness of the survey.
- (e) Account for the diverse needs and differences of the state's institutions of higher education.

IV. The base sexual misconduct climate surveys shall gather information on topics that may include, but shall not be limited to:

- (a) The number of incidents, both reported and unreported, of sexual misconduct at the institution of higher education.
- (b) When and where incidents of sexual misconduct occurred.
- (c) Student awareness of institutional policies and procedures related to campus sexual misconduct.
- (d) Whether a student reported the sexual misconduct, and if so, to which campus resource or law enforcement agency such report was made, and, if not, the reason for the student's decision not to report.
- (e) Whether a student was informed of or referred to local, state, campus or other resources, or victim support services, including appropriate medical care and legal services.
- (f) Whether a student was provided the option of protection from retaliation, access to school-based accommodations, and criminal justice remedies.
- (g) Contextual factors, such as the involvement of force, incapacitation, or coercion.
- (h) Demographic information that could be used to identify at-risk groups including but not limited to gender.
- (i) Perceptions of campus safety among members of the campus community and confidence in the institution's ability to protect against and respond to incidents of sexual misconduct.
- (j) Whether the student has chosen to withdraw or taken a leave of absence from the institution or transferred to another institution due to either being the reporting party or responding party in an allegation of sexual misconduct.

(k) Whether the student has withdrawn from any classes or been placed on academic probation as a result of the incident.

(l) Other questions as determined by the task force.

V. The base sexual misconduct climate survey shall collect anonymous responses and shall not provide the disclosure of any identifying information.

VI. There shall be established within the division a data repository for all summaries of sexual misconduct climate surveys submitted by institutions of higher education to the division in accordance with this section. An institution of higher education shall submit its sexual misconduct climate survey, accompanied by the anonymized raw data supporting such survey, to the director. The director shall ensure that the sexual misconduct climate survey data submitted by all institutions will be available to the public in an easily accessible manner on the division's website.

VII. Each institution of higher education shall publish on the institution's website in an easily accessible manner:

(a) The results of the survey.

(b) The annual security report required under 20 U.S.C. section 1092, otherwise known as the Clery Act.

(c) A link to the division's statewide data on sexual misconduct climate survey data as set forth in paragraph VIII.

VIII. The director shall adopt rules, pursuant to RSA 541-A, including deadlines for dissemination and collection of survey information, consistent with the purposes of this statute, and shall promote the effective solicitation to achieve the highest practical response rate, collection, and publication of statistical information gathered from the state's institutions of higher education.

APPENDIX B – RECOMMENDATIONS ON DATA ANALYSIS AND REPORTING

As noted in RSA 188-H:5, the base survey is intended to measure a range of topics including, but not limited to, the number of incidents, both reported and unreported, of sexual misconduct, behaviors that may contribute to a campus culture that supports sexual misconduct, and perceptions of campus climate. The Task Force offers the following guidance when analyzing and reporting findings. on the institution's website in an easily accessible manner.

Considerations for Data Analysis

Missing and Incomplete Data

Students should be able to skip and choose not to answer any question, as well as exit the survey at any point. Thus, when programming the survey, be sure to remove all “forced response” choices. When analyzing data, we recommend that IHEs include all data collected from students, even if the students did not complete the entire survey. Because of this, we recommend that IHEs analyze and report the number and percentage of students that have responded to each question. Additionally, we recommend that IHEs report the completion rate of the survey. This can be calculated by dividing the number of students who completed the entire survey by the number of students who entered the survey.

Cell Sizes

We recommend that if there are less than 10 (1-9) students who respond to demographic questions, IHEs indicate this by reporting “n=<10” to protect students’ identities. If there are no responses, that should be reported as 0. This guidance applies to both raw data reports and summaries.

Coding Victimization Modules

The Dating Violence, Stalking, and Sexual Violence Victimization Modules should be analyzed and reported using the total number and percentage of students who indicate that they experienced each item in these modules. Additionally, IHEs should create “summary scores” for each of these three modules. This calculation adds up the number of participants who have at least one victimization experience to determine the prevalence. IHEs should not create summary scores for the two Sexual Harassment modules (by another student and by faculty/staff). Rather, IHEs should only analyze and report the number and percentage of participants who experience these items. The two sexual harassment modules differ from the other three victimization modules because the majority of items in the sexual harassment modules do not alone constitute sexual harassment per the Title IX definition. Thus, creating summary scores for these two modules could inflate the number of students who experience sexual harassment.

Calculating Response Bias

Low response rates can raise questions about the accuracy of results and generalizability to the broader student body, while limiting statistical power and precision of estimates. Evaluating survey results for bias is one way to address the concerns of low response rates. Institutional analysts can evaluate survey results for bias in coverage by comparing the demographic characteristics of survey participants to those of the underlying population as illustrated in Table 1 below. Differences in the demographic characteristics of survey participants and the broader student body (or college community, if faculty and staff are included) can signal potential biases in survey participation. By contrast, a low response rate with no evidence of bias is disappointing but less problematic.

Demographic categories	Climate survey participants % (# / total participants)	Underlying student body % (# / total student body)
Academic Year		
First		
Second		
Etc.		
Race/Ethnicity		
Category 1		
Category 2		
Etc.		
Age		
Etc.		

Sample table comparing survey participants with broader population

Weighting to Account for Survey Sampling and Response Biases¹

Institutions that decide to sample participants instead of using a census-based approach will need to account for the sampling design by using survey weights. Those who identify response biases may wish to consider post-estimation weights to enhance generalizability to the underlying population. These weights are constructed to account for the assumption that a sampled individual response represents more than themselves as an individual. While the scope of those analytical requirements are beyond the scope of this report, the Task Force recommends that institutions incorporating analytic weights in their analyses internally examine both weighted and unweighted results and publicly report whether analytic weights were used to calculate any published results.

Considerations for Reporting Results

Disseminating Results¹

When data has been collected and analyzed, the results should be shared with the IHE community and the public, including the following stakeholder groups: undergraduate and graduate students, faculty, staff, administrators, and members of the public. NH RSA 188-H:5 requires that within 120 days after completion, or by July 31 (whichever date comes first), each institution post a summary of the results on the institution’s website. We encourage IHEs to be open and transparent about the limitations of any survey, and to include relevant context, disclaimers, and additional information in their summaries.

The way that results are presented, and by whom, can make a difference in terms of how they are received. IHEs should consider making results available in tables or other user-friendly formats. A brief written description of the major findings that are presented in the table, in sentence format, should accompany the table. An accompanying infographic that relays the most important, high-level results is also useful. Attention should be paid to making the results accessible for diverse end-users, in terms of legibility, using headings and clear document structure, meaningful hyperlinks, simple language for readability, and “alt text” for images and charts. In addition, institutions may consider making online or in-person presentations to the community. Presentations can be an opportunity to partner with student groups and academic departments, in order to engage community members in dialogue about the results and their implications.

Whenever results are presented, openness to critique about survey method limitations and bias, as well as transparent acknowledgment of the weaknesses of the methodology, are advantageous. These acknowledgments can include reporting survey response rates and publishing information on the survey instrument and recruitment strategy. Reporting this additional information beyond the main results can assist the public in contextualizing differences in results across campuses and institutions. Some differences in results across institutions and over time may be attributable to differences in survey administration, or the instrument itself, rather than substantial differences in campus climate.

Sharing Survey Responses¹

Because of the sensitive nature of the data to be collected, institutions should think carefully about data sharing policies. In other words, can any member of the public, or of the academic community (e.g., a statistics class) request the data for secondary analysis purposes? The institution should determine how such requests will be reviewed and by whom. Because the identity of individuals who participated in the survey could be guessed using demographic information, if the institution shares data, variables with less than ten respondents in any one response option category should be suppressed, as well as, minimally, the next lowest category of response options, where exclusion of a suppressed category could be determined by simply subtracting the sum of the remaining categories from the total.

Finally, results from a recent psychometric analysis of the ARC3 survey measures using data from students at seven different universities indicate that the ARC3 survey “is a valid self-report measure that provides important data about the problem of sexual assault and associated variables ... and is an effective instrument to collect university data on campus climate related to sexual assault and sexual misconduct” (Tilley et al. 2020: 67S). Additionally, the researchers conclude that the ARC3 survey can help campus administrators make decisions around prevention and response strategies and target issues to help improve campus life.²

¹ Note: The sections on Response Bias, Weighting to Account for Survey Sampling and Response Biases, Considerations for Reporting Results, Disseminating Results and Sharing Survey Responses are from the *Commonwealth of Massachusetts Task Force Report on Sexual Misconduct Surveys*, Report to Department of Higher Education Commissioner Carlos E. Santiago, As Approved and Issued by DHE Commissioner Santiago, May 3, 2022.

² Tilley DS, Wang W, Kolodetsky A, Yeatts P. Factor Analysis of the Administrator-Research Campus Climate Collaborative (ARC3) Survey. *Health Education & Behavior*. 2020;47(1_suppl):54S-69S. doi:10.1177/1090198120911613

APPENDIX C – BASE SURVEY AND INSTRUCTIONS

The full base survey and instructions of *RSA 188-H Campus Climate Survey Task Force: 0723 version for New Hampshire Institutions of Higher Education* can be found at this link:

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/rsa-188h-base-climate-survey_2023-24.docx.

Download the base survey and instructions here.