

The background of the top half of the page is a dark blue gradient. It features several faint, stylized charts: a donut chart on the left with segments labeled 13%, 18%, 6%, and 7%; a bar chart in the upper right with 30 bars; a bar chart in the center with 12 bars; and a line graph in the lower left with a y-axis ranging from 1,000.00 to 3,500.00. A black pen is positioned diagonally across the lower right of the chart area.

Implementing Campus Climate Surveys

A step-by-step
how-to guide



The State University
of New York

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A Step-by-Step How-to Guide

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INTRODUCTION

In 2014 the U.S. Department of Justice and the White House encouraged colleges to begin administering climate surveys. While there is no federal mandate, some states require colleges to administer the surveys. Climate surveys serve as an important tool for institutions to monitor sexual and interpersonal violence on their campuses, which is often under reported to school officials. It can also provide the institution insight into the effectiveness of their prevention and response programming. However, many institutions face several barriers to administering climate surveys, including low response rate and lack of resources to hire a third party to administer the survey.

THIS GUIDE

This how-to guide aims to address these barriers by providing step-by-step explanations of how to develop, administer, and analyze climate surveys.

WE HAVE BROKEN DOWN THE PROCESS INTO 5 STEPS:

- 1 Survey Development
- 2 IRB Application
- 3 Survey Implementation
- 4 Data Management
- 5 Data Analysis & Sharing

In each of these steps, we will share research-based best practices and examples from the SUNY Sexual Violence Prevention Climate Survey.

THE 5 STEPS

1 Survey Development



2 IRB Application



3 Survey Implementation



4 Data Management



5 Data Analysis & Sharing



1 SURVEY DEVELOPMENT

Establish Goals

The first step in developing a climate survey is determining why you are conducting the survey and what you hope to learn from the survey. Establishing goals prior to developing specific survey questions will help you filter out questions that are out of scope and ensure the survey is serving your intended purpose. Make sure these goals are consistent with any state or university requirements that may exist.

When establishing goals, it may help to think about the type of data analysis and results you ultimately are interested in. For example, if you want to ultimately present your findings by race/ethnicity, an appropriate goal may be to explore whether there is disproportionate violence exposure among minority students.

Goals Set by SUNY

- Assess knowledge about:
 - The Title IX Coordinator's role
 - Campus policies and procedures addressing sexual assault
 - How and where to report sexual violence as a victim/survivor or witness
 - The availability of resources on and off campus, e.g. counseling, health, academic assistance
 - The difference between the institution's policies and the penal law
 - The definition of affirmative consent
- Assess the prevalence of victimization and perpetration of sexual harassment, sexual assault, domestic/dating violence, and stalking on and off campus in the last year
- Assess bystander attitudes and behavior
- Assess whether reporting individuals disclosed to the College/University and/or police, and reasons why they did or did not report

IMPORTANT CONSIDERATIONS

1 What type of incidents do you want to learn about?

Most surveys ask about sexual violence, domestic/dating violence, and stalking. Some

surveys separate sexual violence into sexual harassment and sexual assault. Others further separate sexual assault into rape and non-rape sexual assault. Questionnaires use different definitions for these types of victimization; make sure you use a uniform set of definitions across your survey/goals. The definitions used in surveys varies greatly; some surveys include reproductive coercion, sexual violence committed by intimate partners, and other activities in their definition for sexual assault. Having clear, uniform definitions are important so you know which components and types of violence you are asking about. This will be especially important when you are looking to compare your results to the results of other institutions. For example, if your institution included reproductive coercion in its definition of sexual assault, but another institution did not, you may have what appears to be higher prevalence of sexual assault. It may be useful during the goal setting stage to establish the definitions you intend to use so you can make sure your questions accurately capture these definitions. The SUNY definitions are adapted from the uniform definitions set by the Centers for Disease Control and Prevention (CDC). You can review these uniform definitions at:

- Sexual Violence [Uniform Definitions](#), page 11
- Intimate Partner Violence and Stalking [Uniform Definitions](#), page 11

Definitions Used by SUNY

SEXUAL HARASSMENT

Non-contact unwanted sexual experiences

SEXUAL ASSAULT

Unwanted sexual contact, excluding rape

RAPE

Attempted or completed forced sexual activity, including penetration and oral sex

DOMESTIC/DATING VIOLENCE

Physical, emotional, or psychological abuse by a current or former intimate partner

STALKING

Pattern of harassing or threatening tactics used by a perpetrator that is both unwanted and causes fear or safety concerns in the victim

2 What timeframe do you want to learn about?

Some surveys ask about prevalence in the last year, some ask about during a student's time in college, and some ask about prevalence across a student's lifetime. These are all important questions, but they assess different things. Asking about incidents within the last year can help understand the acute trauma among students and incidents

occurring during a student's time in college. Asking across a student's lifetime can help institutions understand the cumulative trauma among the student population. Many students experience sexual and interpersonal violence prior to entering college and that trauma may continue to impact them while in college. Asking about trauma during the student's time in college can help institutions understand the prevalence of victimization and perpetration at the institution. However, it doesn't capture the potential impact of cumulative trauma across the lifespan. Each question has its merits and downsides that need to be considered alongside the ultimate goal you hope to achieve by asking about prevalence.

3 What do you want to learn about the campus climate and student perceptions?

The campus climate and environment may be relevant to the prevalence and nature of victimization and reporting on campus. The climate survey is a good opportunity to learn about student perceptions, knowledge, and attitudes about sexual and interpersonal violence. These attitudes and perceptions may impact a victim's decision to disclose the incident to campus authorities.

4 Are there any specific facts or policies you want to assess?

Climate surveys can provide a good opportunity to learn if students are aware of campus policies and resources. For example, your institution may have implemented a new campaign about affirmative consent and asking if students are aware of the definition may help you assess the success of the campaign. In 2019, SUNY used the climate survey as an opportunity to educate participants about key violence policies. For example, SUNY asked if participants were aware of the alcohol/drug amnesty policy and also provided participants with a description of the policy (see Question 15, 2019 *Student Survey*). However, in 2021 this educational component was moved to the end of the survey, after students completed the questions. This decision was made to balance the length of the survey and SUNY's educational goals.

Create Questions

Once you have established your goals, you can begin building the actual survey questionnaire. When developing the questionnaire/survey instrument there are three main options:

- 1.** Adopt a pre-existing questionnaire in its entirety
- 2.** Build your own from scratch
- 3.** Adapt a pre-existing questionnaire to meet the needs of your institution

The path you choose to take depends on the availability of time and resources. Building a questionnaire from the ground up will require significant commitment from your team. However, adopting a pre-existing questionnaire in its entirety may not meet the unique needs of your campus.

Therefore, we anticipate that adapting a pre-existing questionnaire will be the most efficient and effective strategy for most campuses.

Several institutions, including SUNY, have made their questionnaires publicly available. You can refer to these questionnaires when developing your own survey. You may choose to adapt a single survey or combine questions across several surveys to construct your own to meet your pre-established goals.

When looking at the pre-existing surveys it is important to keep your goals in mind. If you read a question you like, you should ask yourself, “Does this question help assess one of our goals?” If the question does not assess your goals, you should consider if you want to revisit your list of goals. If you don’t want to expand the list of goals, then the question may not be necessary.

Public Questionnaires

- State University of New York, [Student and Employee Surveys](#)
- City University of New York, [Student Survey](#)
- White House Task Force, [Sample Questions and Useful Tools](#)
- Rutgers University, [Campus Surveys](#)

IMPORTANT CONSIDERATIONS

1 Length of the survey

When looking at pre-existing questionnaires you will most likely find a plethora of questions you will want to include or adapt. However, when building your questionnaire you want to find a balance between having a comprehensive survey and having a survey short enough to keep participants engaged. We suggest having a survey that takes an average of 15 minutes to take for non-victims and an average of 25 minutes for victims.¹

2 Order of the questions

After you have decided on which questions you want to include, you will want to consider the order in which you want participants to answer the questions. Some people suggest asking basic demographic information first in order to not start the survey abruptly with victimization questions. Others suggest asking demographic questions at the end since they may dissuade participants from continuing the survey. Both are valid concerns and ultimately you will need to decide how to balance the two. Also, you want to make sure you order questions in a way that do not influence the answer to a future question.

¹ Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., ... Stroop, J. (2016). Campus Climate Survey Validation Study: Final technical report. Washington, DC: Bureau of Justice Statistics. Retrieved from <https://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>

3 Question and answer format

The format of the questions can impact the response rate and length of the survey. You may be able to condense several questions into one multi-part question. For example, SUNY transformed questions 20-22 in the 2019 survey into one matrix/grid question in the 2021 survey (see Question 18, 2021 *Student Survey*). Matrix/grid questions can reduce the need to re-read similar text and the time necessary to take the survey.

4 Wording of the question

Given the sensitive nature of sexual and interpersonal violence you want to make sure your questions don't unnecessarily trigger victims/survivors. In addition, you want to avoid using leading questions. Leading questions subtly prompt the respondent to answer in a certain way. Also, make sure you use gender neutral and culturally aware language.

5 Survey language translations

Based on your student population, you may want to translate the survey into additional languages. Students may feel more comfortable taking the survey or may be able to better understand the questions in their native language. If you do decide to translate the survey, make sure it is done by an expert, as the IRB will likely require this to be the case. This language translation was offered in the 2021 SUNY survey through a "toggle" function. Students were able to switch back and forth between English and Spanish at any point. SUNY made sure that on the back-end, all results were stored in English and there was no record of whether or not the student utilized the Spanish translation. This was important to ensure confidentiality of the students and to not inadvertently identify Spanish-speaking students.

Collaboration

Throughout the process of developing and implementing a campus climate survey it is important to collaborate with diverse stakeholders. Some key stakeholders that should be included in the process include:

- StudentsTitle IX Coordinator
- Residence Life
- Faculty/Staff
- University Police/Public Safety
- Student Conduct
- Health Services
- Campus Counseling
- Office of General Counsel
- Institutional Research
- Communications Staff

The extent to which each of these stakeholders is included in the process may vary. However, it is important to get the perspective of each as they experience and witness sexual and interpersonal violence in different ways. You may want to partner with faculty that have research experience to help assist in the IRB application and data analysis. It is important to

include students because they are the only ones that truly know about their experiences. They can have useful insight on the wording of questions, recruitment, and survey implementation.

Future Surveys

After the first iteration of the survey, you should review the process and determine what worked and what didn't work. Reach out to your stakeholders and ask them about their experience with the process. For example, SUNY held a summit with our campus partners to receive feedback on each step of the 2019 Climate Survey. Based on this discussion, we made improvements for the 2021 survey. Some of these changes included updating questions, creating a communication toolkit, and increasing the time frame the survey was available.

2 IRB APPLICATION

Most research studies and surveys involving human participants require approval through an Institutional Review Board (IRB) in order to protect ethics and participant safety. Your institution may have its own IRB or contract with an outside IRB. You should consult with your institution's IRB to confirm the application procedure.

You should begin thinking about the IRB application early because the approval process can take weeks or months. As you begin thinking about the survey questions, implementation, data collection, and analysis, keep the IRB application in mind as they will ask about each of these in the application.

While application procedures differ based on type of research study, your climate survey will most likely constitute a category of exempt human subjects research, specifically 45CFR46.101(b)(2). This category includes research using surveys or interviews, **unless**:

- a. Information obtained is recorded in such a manner that subjects can be identified, directly or through identifiers linked to the subjects **and**
- b. Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation.

Research that meets this criteria qualify for exemption from federal IRB regulations, but you must submit the application to receive exempt status. We will provide some tips for completing an IRB application that meets this criteria. If for some reason your climate survey does not meet the above criteria, you should consult with your institution's IRB to complete the appropriate application.

Ethical Research

The purpose of the IRB is to ensure that all research is conducted ethically and without harm to the participants. The IRB will review each component of your campus climate survey, from the questionnaire to data management. Some aspects that are of particular interest to the IRB reviewing survey-based research includes:

1. **Age.** Research on those under the age of 18 requires additional and unique approval. Since not all college students are over the age of 18, you will want to ensure that you will only be surveying those over 18 years of age.

2. **Informed consent.** All participants must voluntarily agree to participate in the survey. They should be provided with information about the survey in a way that is understandable. Since your climate survey will likely be an online survey, you likely won't have to require participants to sign a consent form, but will still need to meet receive informed consent.
3. **Confidentiality.** Making sure survey responses and participation are confidential is particularly important for campus climate survey given the intimate nature of the information. The IRB will want to make sure that your processes of recruitment, implementation, and data storage do not risk identification of personal information.

IMPORTANT CONSIDERATIONS

1 Research and ethics compliance training

All members of the survey team, including student workers, will have to complete research and ethics compliance training. The training covers guidelines for compliance, history of research ethics, and basic ethical principles for human subjects research. The IRB will ask for documentation of this required training. Most institutions will have access to a form of this training and can help ensure you are complying with the requirement.

2 Changes to the survey

Any changes you decide to make to the survey, including to the questionnaire, implementation, and recruitment, will require approval from the IRB. For this reason, it is important to begin thinking about your climate survey early so you can make sure the survey is approved in time.

3 SURVEY IMPLEMENTATION

Once you receive IRB approval for your climate survey, you can begin implementing the survey. You will want to think about how you want to implement your survey early because this is information you will need to provide in your IRB applicaiton.

Participants

You will need to decide who you want to include and exclude from your survey. Will part-time students, non-english speakers, or graduate students be included? How many students do you anticipate completing the survey? How will you screen potential participants to make sure they meet the eligibility criteria? For the most accurate data, you will want to make sure your participants are representative of the campus community. For example, if 20% of the student population is part-time, you want to have approximately 20% of participants be part-time students and thus you wouldn't want to exclude them. Also, to meet IRB exempt criteria, your participants will have to be at least 18 years old.

Eligibility Criteria Set by SUNY

1. Enrolled in at least one class for credit at any SUNY institution
2. Must be over the age of 18
3. No high school students, regardless of age, will be included

Timeline

The timing of your climate survey can influence how many responses you receive. You will want to have the survey open for long enough that it meets the diverse schedules of the campus community. Having multiple surveys open at the same time or close together may lead to survey fatigue and reduce your participation. Try to avoid releasing your survey during busy academic periods, such as midterms or finals, or during vacation periods.

The Bureau of Justice Statistics found that a 57-day field period shortly after spring break and right before final exam week was best to maximize participation. In addition, it allowed time for repeated follow-up reminders with nonrespondents (up to five reminders were sent), which were effective. A shorter field period (e.g., 28 days) can be used to achieve adequate

precision for school-level prevalence estimates. However, keeping the survey open for 57 days helps with the precision of subgroup estimates (e.g., victimization by year of study, sexual orientation) because more completed interviews can be obtained. A 57-day field period is quite long and may not be feasible for all institutions. To balance the challenges of a 57-day field period and a shorter period of 28-days, SUNY used a 35-day period in the 2021 SVP Climate Survey. Based on the BJS Report, it appears that an increase in subpopulation participation begins to level off at 35 days.

Recruitment

When, where, and how will students learn about the survey? You may want to use marketing materials such as flyers and social media posts directing students to the survey. You can also send the survey through email, have faculty mention it in class, or use other creative ways to raise awareness about the survey.

Creating a comprehensive communication plan can help increase awareness of the survey and participation among students. Outreach and communication plans will ideally combine a variety of communication methods and engage a diverse group of campus partners to help break through silos and reach individuals across campus.

The outreach and communication timeline can be broken down into two key phases:

Phase I Pre-Administration

The time leading up to the launch of/administration of the survey can be used to raise awareness of the survey and to engage campus partners who will help with promotion once the survey has launched. These efforts assist with increasing response rates by elevating awareness and increasing survey legitimacy.

Phase II Survey Administration

The time from when the survey opens to the time that it closes can be used to communicate with the campus community to invite and encourage students to complete the survey.

SUNY has created a communication toolkit that is available on the SUNY Climate Survey website. This toolkit includes email templates, social media posts, and print flyers. To inform students of the survey, SUNY sent an initial email and five reminder emails to all eligible students. Campuses were encouraged to send additional emails.

You may want to offer an incentive (cash prize, gift card, etc.) to encourage participation. It can be beneficial to tailor recruitment materials for specific populations, such as men, LGBTQIA+ students, and racial minorities. Also, personalized greetings when emailing students can increase participation.¹

¹ Krebs, et al. (2016)

Initial Email SUNY Sent to Students

[Subject line: Take the Campus Climate Survey, receive a \$100 gift card]

Dear [First Name]:

Take the SUNY Campus Climate Survey for a chance to receive a \$100 Amazon gift card.

This survey is intended to gather information about the incidence of sexual and interpersonal violence and knowledge of related policies and resources available on campus. The survey takes about 15 minutes to complete. Your participation is voluntary. You may choose to skip questions, or stop responding at any point.

Nothing you report in the survey will be linked to your personal information. Your answers are confidential, and will only be reported in terms of groups of students, rather than as individuals.

This survey does ask some questions about sexual and interpersonal violence. Some of the language used in this survey is explicit, and some people may find it uncomfortable. Information on how to get help, if you need it, appears at the bottom of each page and is available anonymously at any time on the SAVR resource at response.suny.edu.

Students who participate in the 2021 Campus Climate Survey will be eligible to enter a randomized drawing for one of 150 \$100 Amazon e-gift cards. After completing the Campus Climate Survey, you will be prompted to enter your name and email address in a separate voluntary incentive survey. Your answers to the Campus Climate Survey are not linked in any way to the incentive drawing survey. . You are not required to answer a certain number of questions, or report specific experiences to be eligible to participate in the incentive survey.

Thank you for your honest feedback and responses. Your participation will help make our campus community a better place to live, work, and learn.

Survey Platform

An important first step in data management is choosing a platform to host your online climate survey. There are many free and paid online survey platforms available for you to host your survey. Your institution may already have a license for one of these. When choosing a survey platform you want to make sure the platform is secure and able to handle sensitive participant data. Possible survey platforms include:

- Qualtrics
- Survey Monkey
- Typeform
- Zoho Survey
- LimeSurvey

You will also want to consider your student population and choose a platform that meets the needs of your campus. It is very likely that a large population of your student body will complete the survey on a cell phone or tablet. You will want to ensure that the platform you are using is compatible with mobile devices. If you have decided to translate the survey, you want to ensure that the platform is able to offer multiple languages.

Data Management Plan

Information you receive from participants will be personal and sensitive. You will have to ensure that this data does not have any identifiable information that can be traced back to the individual participant. Data management plans can help you outline what you are going to do with the data during and after the climate survey is concluded.

IMPORTANT CONSIDERATIONS

1 The types of data that will be created

Identifiable information about the participants may be created depending on the survey platform you use and if you are collecting email addresses to deliver possible incentives. You should make sure that this type of information is detached from survey answers and not stored long-term.

2 How the data will be accessed and shared

You should outline **who** will have access to the data and **how** they will obtain access. You may want to grant some individuals with limited access and ensure the fewest people possible have access to sensitive and identifiable information. The raw data files should only be shared with those necessary and only for the time period required. If you use temporary or student workers to work on the climate survey, you should ensure that they no longer have access to the data once their work is complete. It is also important to consider how the files will be shared and transferred among individuals. You want to make sure the means of transferring any data files is secure. For example, it may be more appropriate to transfer files using a secure network shared folder or a USB drive, rather than sharing the files over email. Your data management plan can include a clear outline of who will have access to the data, how they will gain access, how long they will have access, and on which devices they are allowed to access the data.

3 Policies and provisions for the reuse of the data

Sometimes institutions may decide to make their data publicly available after they have completed their own analysis and reporting.

4 Plans for the long term archiving of the data

You will probably want to maintain access to the data for several years after the climate survey is concluded. The data can continue to be useful for analysis even after it has aged. For example, you may want to return to the data to answer additional research questions or you may want to compare the findings to future climate survey findings.

5 DATA ANALYSIS & SHARING

Once you have received IRB approval and implemented your survey, you will need to analyze the data you collected. This can be the most difficult part, since you have to make sure you are analyzing the data accurately and efficiently. To help analyze the data you may want to consult with your Institutional Research department or faculty members that have expertise in violence prevention research.

Analysis Plan

When you begin the data analysis, remember the goals you set for your survey. You should develop an analysis plan that meets these goals. Having an analysis plan can help to achieve these goals and prevent you from feeling overwhelmed by the amount of data that has been collected.

There are many ways to develop an analysis plan. One such strategy is to develop hypotheses or questions based on each of your goals and then outline what type of analysis you plan to conduct to answer these questions. You can see an example of how to begin developing a plan using one of SUNY's survey goals below.

Sample Analysis Plan

Survey Goal #4: Assess whether reporting individuals disclosed to the College/University and/or police, and reasons why they did or did not disclose.

This goal is multi-part and is aimed to assess several things:

- Part 1: Assess if individuals disclosed to the College
- Part 2: Assess if individuals disclosed to the police
- Part 3: Assess reasons why individuals disclosed to the College
- Part 4: Assess reasons why individuals disclosed to the Police
- Part 5: Assess reasons why individuals did not disclose to the College
- Part 6: Assess reasons why individuals did not disclose to the Police

The full analysis plan should address each of these, but for this example we will only address Part 1.

Survey Goal 4, Part 1: Assess if individuals disclosed to the College

Question: How many victims disclosed to the college?

1. Number of victims that disclosed
2. Percentage of victims that disclosed

Question: Were there differences in disclosure based on demographic factors?

Demographic factors of interest: Race/ethnicity, gender identity, sexual orientation, class year, disability status, athletic team member

For each demographic group:

1. Number that disclosed
2. Percentage that disclosed
3. Assess if there is a statistically significant difference in disclosure among members of the group and non-members using chi-squared tests

Question: Were there differences in disclosure based on type of violence experienced?

Type of violence of interest: Sexual harassment, sexual assault, rape, domestic/dating violence, stalking, more than one

For each type of violence:

1. Number that disclosed
2. Percentage that disclosed
3. Assess if there is a statistically significant difference in disclosure among members of the group and non-members using chi-squares tests

Question: Who did they disclose to?

Resources of interest: Title IX Office, Student Conduct Office, Counseling Center, Health Services, RA/residence life staff, Other college staff

For each resource:

1. Number that disclosed
2. Percentage that disclosed

Question: Were there differences in who victims disclosed to based on demographic factors?

For each demographic group and resource:

1. Number that disclosed
2. Percentage that disclosed
3. Assess if there is a statistically significant difference in disclosure among members of the group and non-members using chi-squared tests

Question: Were there differences in who victims disclosed to based on type of violence experienced?

For each type of violence and resource:

1. Number that disclosed
2. Percentage that disclosed
3. Assess if there is a statistically significant difference in disclosure among members of the group and non-members using chi-squared tests

IMPORTANT CONSIDERATIONS

1 Who is your audience?

Depending on your audience, you may want to conduct a different level of analysis for your data. Various audiences have varying levels of understanding when it comes to statistical information. For example, students and institutional leadership may be interested in the qualitative experiences and perceptions of campus climate while Title IX and other response-related staff may be interested in the raw numbers or prevalence of violence exposure. If you are looking to publish a manuscript in a peer-reviewed journal, you will want to conduct more rigorous analysis. It is important to tailor your analysis for your intended audience so it is easily accessible and meets the needs of the audience.

2 How are you going to conduct the data analysis?

There are many programs available for purchase that conduct statistical analysis, such as SPSS, Stata, SAS, Mplus, and Python. Your institution may already have a license for one of these analysis programs. The program, R, is available free online. However, all of these programs require some level of coding and statistical knowledge. If you plan on conducting more basic analyses, such as percentages and chi-squared tests, you can use Microsoft Excel or Google Sheets.

Learn More About Data Analysis

Knowing what type of statistical analysis to do and how to do it can be confusing. There are many resources available online that you can consult to help you:

- Khan Academy, [Statistics and Probability](#)
- British Medical Journal, [Statistics at Square One](#)
- UCLA, [Institute for Digital Research & Education](#)
- Open Learn University, [Working with Charts](#) and [Exploring Data](#)

Data Cleaning

Before you begin analyzing the data you have collected, you need to clean it. Data cleaning is the process of making sure your data is accurate and usable. Cleaning your data is important to ensure the quality of your data and to increase the validity of your results. Basic data cleaning can be done in these steps:

1. **Remove duplicates and outliers.** Inspect your data and remove any duplicate responses or responses that do not make sense.
2. **Fix errors.** There may be typos or syntax errors that need to be fixed. For example, a response of “Not applicable” may be stored as N/A in your data file and this may create issues while analyzing. Possible syntax issues depend on how you plan to analyze your data and the program you are using.
3. **Handle missing data.** Participants rarely answer all the questions in a survey. You will need to decide what you want to do about this missing data. For most basic statistical analyses, you can simply exclude the missing data. An important consideration is how you will determine a “valid” respondent. How much of the survey does a participant need to answer for you to include their responses in your analysis? For example, SUNY included all survey responses from participants that answered at least one question past the demographic questions.
4. **Validate.** Make sure all the changes you have made make sense in the context of your survey and the subject matter.
5. **Document.** Keep a report of the changes you made while cleaning your data and reasoning for these changes.

Share Your Findings

Once you have analyzed your data, you will want to share it with your intended audience. Climate surveys are an important tool in raising awareness and driving policy change.

There are many options for communicating complex data in an engaging and effective way. How you decide to present the information is closely related to your audience. If your audience is legislators, you will probably want a quick, eye-catching presentation such as a one-pager or infographic. A powerpoint presentation that utilizes graphs, statistics, and contextual explanations can be useful to tell a story about your results. A longer white paper style briefing can help give in-depth analysis and discussion. Thinking about these outputs before you begin data collection can help you develop your analysis plan.

Communicating Results

The Prevention Innovations Research Center at the University of New Hampshire has developed a great [toolkit](#) on communicating and using climate survey results.

IMPORTANT CONSIDERATIONS

1 Goal of sharing the results

Your goal for sharing the results are likely closely tied to the intended audience. You should think about how that audience will use the information and what you hope they learn.

2 Design of presentation

Having a member of your team that is design and communication savvy can make a big difference. Someone with communication expertise can help you translate statistic-heavy information into engaging mediums.

3 Provide Context

Your audience may not have the same level of in-depth knowledge of sexual and interpersonal violence as you may have. Explaining the results with a trauma-informed context can help prevent misconceptions. Also, it can be helpful to provide national and/or regional context for key statistics.