Session Title: Methods

• Session Date: Tuesday, October 24
• Session Time: 9:30am-11:00am
• Session Description: AUBER researchers employ state-of-the-art methodologies to solve problems for their constituents. Several of these methods are on display in this session.
An Assessment of the Prevalence and Impact of Adverse and Major Life Events Among College Students: A Comparison by Ethnicity and Country of Origin

October 24, 2017

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The University of Texas at Austin
Office of the Vice President for Research
Bureau of Business Research
Creating Learning and Safe Environments (CLASE)

• CLASE research project funded by The University of Texas Chancellor and Board of Regents in May 2015.

• The CLASE Climate Survey (CCS) was fielded at 13 University of Texas System campuses in the fall 2015.
  • Eight academic campuses, including three that are designated as Hispanic Serving Institutions (HSI)
  • Across all institutions, the survey achieved a 25% to 45% response rate and 15% to 20% completion rate
  • First report on perceptions and prevalence rates released last spring
  • The bottom line is a final sample of about 28,000 students and a dataset of about 1000 measurements
  • Included an experimental module that included questions about economic impact for a wide range adverse and life events administered to 1/3 of participants

• The project also includes a qualitative arm to dig into issues deeper than the survey allows and a cohort arm to track student experiences over 4 years
  • These efforts are ongoing and will be discussed further toward the end of this talk
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Today’s talk

“An Assessment of the Prevalence and Impact of Adverse and Major Life Events Among College Students: A Comparison by Ethnicity and Country of Origin”

• Added to a broader effort at assessing the viability of using campus surveys to estimate the economic and personal impact (EPI) of
  • intimate and interpersonal violence (IPV) as well as
  • other adverse and life events on the lives of students during their time enrolled at an IHE

• Today’s talk really started out as a review of methodology that, fitting with our regional and border themes here, would include a preliminary comparison of HSIs relative to other institutions to address possible:
  • Differential rates of adverse and life events
  • Differential impact of those events

• This objective has evolved as the work as progressed
Why Prevalence and EPI?

• All of us experience adverse and other life events
• Students are our (viz., the IHE’s) responsibility
• Policy makers are interested in providing support and resources to help students in general and to improve their success at the IHE
• Prevalence tells us how big these challenges are
• Impact tells us something about what IHEs can do
Regional and Border Themes

https://www.utsystem.edu/news/map-ut-system-institutions
Regional and Border Themes

AUBER 2017

https://www.utsystem.edu/news/map-ut-system-institutions
Regional and Border Themes

- 2 are in border communities
- The 3rd is 160 miles from the border in an urban area that is primarily Hispanic
- Serve about 80,000 (35%) of the System’s student population (at the time of the survey)
- Overall, these regions are about 22% foreign born and 74% Hispanic

Visit the website for more information: https://www.utsystem.edu/news/map-ut-system-institutions
Demographics: HSIs and non-HSIs

### Race/Ethnicity

- **Caucasian**
  - Hispanic Serving: 15.5%
  - Other Institutions: 44.7%
  - Total: 69.3%

- **Hispanic**
  - Hispanic Serving: 16.5%
  - Other Institutions: 6.6%
  - Total: 23.2%

- **Black/African American**
  - Hispanic Serving: 2.2%
  - Other Institutions: 6.6%
  - Total: 8.7%

- **Asian**
  - Hispanic Serving: 4.4%
  - Other Institutions: 9.0%
  - Total: 13.3%

- **Additional Ethnicities**
  - Hispanic Serving: 8.7%
  - Other Institutions: 9.0%
  - Total: 17.7%

### Country of Origin and Race/Ethnicity

#### US Born
- **Caucasian**
  - Hispanic Serving: 17.4%
  - Other Institutions: 54.8%
  - Total: 72.2%

- **Hispanic**
  - Hispanic Serving: 16.6%
  - Other Institutions: 69.2%
  - Total: 85.8%

- **Black/African American**
  - Hispanic Serving: 2.2%
  - Other Institutions: 6.7%
  - Total: 8.9%

- **Asian**
  - Hispanic Serving: 1.8%
  - Other Institutions: 11.8%
  - Total: 13.6%

- **Additional Ethnicities**
  - Hispanic Serving: 9.5%
  - Other Institutions: 10.1%
  - Total: 19.6%

#### Foreign Born
- **Caucasian**
  - Hispanic Serving: 7.1%
  - Other Institutions: 13.3%
  - Total: 20.4%

- **Hispanic**
  - Hispanic Serving: 15.8%
  - Other Institutions: 69.7%
  - Total: 85.5%

- **Black/African American**
  - Hispanic Serving: 1.9%
  - Other Institutions: 6.2%
  - Total: 8.1%

- **Asian**
  - Hispanic Serving: 16.2%
  - Other Institutions: 59.3%
  - Total: 75.5%

- **Additional Ethnicities**
  - Hispanic Serving: 5.1%
  - Other Institutions: 5.3%
  - Total: 10.4%
Demographics: HSIs and non-HSIs (Cont.)

% Nontraditional Students

- Hispanic Serving: 21.1%
- Other Institutions: 14.1%

Parents' HHI

- Under $30,000: Hispanic Serving 35.6%, Other Institutions 18.4%
- $30,000-49,000: Hispanic Serving 20.0%, Other Institutions 16.8%
- $50,000-74,999: Hispanic Serving 14.1%, Other Institutions 14.8%
- $75,000-99,999: Hispanic Serving 8.9%, Other Institutions 12.4%
- $100,000-149,999: Hispanic Serving 5.3%, Other Institutions 13.3%
- $150,000 and above: Hispanic Serving 3.1%, Other Institutions 12.6%
- Don’t know: Hispanic Serving 13.0%, Other Institutions 11.7%
Back to estimating costs and impact: A quick review

• Cost of crimes (McCollister et al, 2010)
  • Victim costs
    • Short and long term
  • System costs (justice or institution)
  • Crime career costs – opportunity cost of illicit career, e.g., lost tax revenue
  • Intangible costs
    • Pain, suffering, quality of life, psychological, etc.

• Adverse life events of college students (Smyth et al, 2008)
  • Impact of Events Scale (IES)
    • Measures current subjective distress
    • 15 item self report measure for frequency in the past 7 days
  • Traditional focus on PTSD and more recently subclinical PTSD symptomology
  • Lower short term impacts translate into substantially higher impacts over the long term
    • Poorer academic performance, higher drop out rates, career choices, etc.

• Traumatic events of college students (Frazier et al, 2009)
  • Measured TLEQ events (Kubany, 2004)
  • Used stress, anxiety, and depression as outcomes
A little more about the TLEQ: 23 items

• Abortion
• Accident
• Adolescent unwanted sexual contact
• Adult unwanted sexual contact
• Another's life-threatening event
• Beaten by stranger
• Child physical abuse
• Childhood unwanted sexual contact
• Life threatened
• Life-threatening illness
• Lived/worked/military service in war zone
• Miscarriage
• Motor vehicle accident
• Natural disaster
• Partner violence
• Robbed/present during robbery with weapon
• Stalking
• Unexpected death
• Uninvited/unwanted sexual attention
• Witnessed beating
• Witnessing family violence growing up
• Other highly distressing event
CLASE focused on behaviors protected under Title IX

- Among the main aims of the project are the estimation of prevalence (since enrollment) and the impact of forms of violence protected under Title IX
  - Sexual Harassment – 28 item version of the SEQ scale
  - Stalking – 10 item scale adapted from NISVS
  - Dating and Domestic Violence – 38 item scale
  - Sexual Violence – 35 item version of the SES

- We derive (or score) victimization status from these scales; the behaviors are never labeled in the survey prior to determining the participant’s status
  - Substantial focus in this field on using reliable, valid measures due to ... reticence on society’s part to embrace the prevalence of these behaviors
CLASE focused on behaviors protected under Title IX

- Among the main aims of the project are the estimation of prevalence (since enrollment) and the impact of forms of violence protected under Title IX
  - Sexual Harassment – 28 item version of the SEQ scale
  - Stalking – 10 item scale adapted from NISVS
  - Dating and Domestic Violence – 38 item scale
  - Sexual Violence – 35 item version of the SES
- The survey included an experimental module on other impactful life events
  - “Since you've been enrolled at [IHE], has your education or experience at [IHE] been affected by any of the following? Please check all that apply.”
    - Death in the family
    - Debilitating illness
    - Family emergency
    - Major accident
    - Debilitating injury
    - Natural disaster
    - Pregnancy
    - Marriage
- The experimental module also included questions about economic impact
  - 1/3 of participants were routed through this module
  - Covered Title IX and other impactful events
## Correspondence between TLEQ and CLASE

<table>
<thead>
<tr>
<th>TLEQ</th>
<th>CLASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uninvited/unwanted sexual attention</td>
<td>Sexual Harassment</td>
</tr>
<tr>
<td>Stalking</td>
<td>Stalking</td>
</tr>
<tr>
<td>Partner violence</td>
<td>Dating/Domestic Violence</td>
</tr>
<tr>
<td>Adult unwanted sexual contact</td>
<td>Sexual Violence</td>
</tr>
<tr>
<td>Unexpected death</td>
<td>Death in the family</td>
</tr>
<tr>
<td>Life-threatening illness</td>
<td>Debilitating illness</td>
</tr>
<tr>
<td>Accident</td>
<td>Major accident</td>
</tr>
<tr>
<td>Motor vehicle accident</td>
<td>Major accident</td>
</tr>
<tr>
<td>Natural disaster</td>
<td>Natural disaster</td>
</tr>
<tr>
<td>Abortion</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>Miscarriage</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>Other highly distressing event</td>
<td>Other</td>
</tr>
<tr>
<td>Adolescent unwanted sexual contact</td>
<td>Not applicable - before college</td>
</tr>
<tr>
<td>Child physical abuse</td>
<td>Not applicable - before college</td>
</tr>
<tr>
<td>Childhood unwanted sexual contact</td>
<td>Not applicable - before college</td>
</tr>
<tr>
<td>Witnessing family violence growing up</td>
<td>Not applicable - before college</td>
</tr>
<tr>
<td>Another's life-threatening event</td>
<td>Not covered</td>
</tr>
<tr>
<td>Beaten by stranger</td>
<td>Not covered</td>
</tr>
<tr>
<td>Life threatened</td>
<td>Not covered</td>
</tr>
<tr>
<td>Lived/worked/military service in war zone</td>
<td>Not covered</td>
</tr>
<tr>
<td>Robbed/present during robbery with weapon</td>
<td>Not covered</td>
</tr>
<tr>
<td>Witnessed beating</td>
<td>Not covered</td>
</tr>
<tr>
<td></td>
<td>Marriage</td>
</tr>
</tbody>
</table>
Impact Methodology Summary

• Primarily adapted from NIJ/CDC sponsored National Violence Against Women Survey (NAWS) (1996, 2000)

• For more information:
  • Tjaden (1996).
  • https://www.ncjrs.gov/pdffiles1/nij/183781.pdf

• Also influenced by the Traumatic Life Events Questionnaire (TLEQ) which measures 22 event types
  • Kubany (2004)
  • Our treatment was similar except that we focused on events since enrollment and we omitted items that had to do with other forms of violence
  • We also added marriage and pregnancy, hopefully more positive life events

• Caveats: our design intentionally provided deeper coverage of Title IX issues
  • Measurement of Title IX protected behaviors utilized well established, validated, reliable scales (e.g., the SEQ for sexual harassment and the SES for sexual violence) that ask a series of behaviorally specific questions rather than asking about, for example, sexual harassment or violence directly
    • Over 100 items
  • Measurement of impactful life events utilized a simple direct line of questioning (see previous slide)
Our basic approach

Among those who have experienced one or more of these Title IX or other impactful life events, ask:

• if the following types of impacts have been experienced
• if yes, if those impacts can be quantified by the participant
• if so, what quantity the participant recalls (days, dollars, sessions or visits)

16 Impact Types (expanded from NVAWS to fit the IHE setting)

• time off from work
• time off from school
• time off from social or recreational activities
• time off from other school-related activity
• pay for tutoring
• drop any courses
• repeat a class
• change majors
• withdraw from school
• relocate to a different dorm or residence
• need emergency shelter
• housing services
• medical care
• community services
• victim’s advocate services
• legal services
Survey Design

Demographics → Health Measures → Perceptions

T IX Behaviors

Adverse and Life Events

Disclosure

Categories of Impact

Ability to Quantify

Quantification

Additional Demographics and Perceptions

yes

no

yes

no
Survey Design

Demographics → Health Measures → Adverse and Life Events

PTSD
Depression
Alcohol Use
Alcohol Abuse

T IX Behaviors

yes → Disclosure

Categories of Impact

no → no

yes → Additional Demographics and Perceptions

Ability to Quantify

Quantification
Survey Design

Demographics → Health Measures → Perceptions

T IX Behaviors → no

Adverse and Life Events → no

Disclosure

Categories of Impact

Ability to Quantify

Quantification

Additional Demographics and Perceptions

Perceptions of safety
Satisfaction with IHE
Degree of academic disengagement
Perceptions of the IHE’s response to IPV
Survey Design

Demographics → Health Measures → Perceptions

T IX Behaviors
- Sexual Harassment
- Stalking
- Dating/Domestic Violence
- Sexual Violence

Adverse and Life Events

Disclosure

Categories of Impact

Ability to Quantify

Quantification

Additional Demographics and Perceptions
Survey Design

Demographics → Health Measures → Perceptions

T IX Behaviors

no → Adverse and Life Events

yes → Disclosure

Disclosure → Categories of Impact

Categories of Impact → Ability to Quantify

Ability to Quantify → Quantification

Quantification → Additional Demographics and Perceptions

Adverse and Life Events

Death in the family
Debilitating illness
Family emergency
Major accident
Debilitating injury
Natural disaster
Pregnancy
Marriage

no → yes
Survey Design

Demographics → Health Measures → Perceptions

T IX Behaviors → no → Adverse and Life Events → no

 Disclosure

Categories of Impact

Ability to Quantify

Quantification

Additional Demographics and Perceptions
Survey Design

Demographics → Health Measures → Perceptions → T IX Behaviors → Adverse and Life Events → Disclosure → Categories of Impact → Ability to Quantify → Quantification → Additional

Categories of Impact:
- time off from work
- time off from school
- time off from social or recreational activities
- time off from other school-related activity
- pay for tutoring
- drop any courses
- repeat a class
- change majors
- withdraw from school
- relocate to a different dorm or residence
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- community services
- victim’s advocate services
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Our Focus Today

Demographics

Health Measures

Perceptions

T IX Behaviors

Adverse and Life Events

Disclosure

Categories of Impact

Ability to Quantify

Quantification

Additional Demographics and Perceptions

n = 7855

n = 4591

n = 3264

42%

n = 1443

n = 3148
Our Focus Today

Demographics
- Health Measures
- Perceptions

T IX Behaviors
- yes (n = 3264)
  - Disclosure
    - Categories of Impact
    - Ability to Quantify
    - Quantification
    - Additional Demographics and Perceptions
- no (n = 4591)

Adverse and Life Events
- yes (n = 1443)
- no (n = 3148)
Assess Differences in EPI

Across
• HSIs and non-HSIs
  • Race and Ethnicity (Hispanic compared to Caucasian and other)
  • Country of Origin (US compared to foreign born)
  • HHI

For the most frequently occurring (homogeneous) types of adverse or life events
1. Sexual Harassment (n=871)
2. Dating/Domestic Violence (n=364)
3. Death in the Family (n=278)
4. Stalking (n=251)
5. Family Emergency (n=238)
6. Sexual Violence (n=141)
7. Debilitating Illness (n=68)
8. Marriage (n=61)
9. Pregnancy (n=50)
Assess Differences in EPI

Across
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  • Race and Ethnicity (Hispanic compared to Caucasian and other)
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8. Marriage (n=61)
9. Pregnancy (n=50)
Adverse and Life Events

Number of Types of Events

<table>
<thead>
<tr>
<th>Number of Types</th>
<th>Hispanic Serving</th>
<th>Other Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Adverse or Life Events</td>
<td>38.6%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Single Type</td>
<td>31.7%</td>
<td>28.5%</td>
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<tr>
<td>2 Types</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>16.3%</td>
<td>15.2%</td>
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<tr>
<td>4</td>
<td>7.7%</td>
<td>9.1%</td>
</tr>
<tr>
<td>5</td>
<td>2.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>6</td>
<td>1.6%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Distribution of Types of Events

<table>
<thead>
<tr>
<th>Type of Event</th>
<th>Hispanic Serving</th>
<th>Other Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>55.7%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>13.4%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Dating/Domestic Violence</td>
<td>5.5%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Death</td>
<td>5.8%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Stalking</td>
<td>5.3%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Family Emergency</td>
<td>5.4%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>2.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Debilitating Illness</td>
<td>1.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Marriage</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>1.0%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

n=2153 n=3337
Impact Details

- ... are detailed, spanning event types and impact types...
- and need to be compared across HSIs and the other institutions

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Sexual Harassment</th>
<th>Dating / Domestic Violence</th>
<th>Death in the family</th>
<th>Stalking</th>
<th>Family Emergency</th>
<th>Sexual Violence</th>
<th>Debilitating Illness</th>
<th>Marriage</th>
<th>Pregnancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time off from work</td>
<td>1%</td>
<td>5%</td>
<td>38%</td>
<td>4%</td>
<td>28%</td>
<td>3%</td>
<td>37%</td>
<td>31%</td>
<td>35%</td>
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<tr>
<td>Time off from school</td>
<td>3%</td>
<td>11%</td>
<td>39%</td>
<td>3%</td>
<td>38%</td>
<td>3%</td>
<td>65%</td>
<td>34%</td>
<td>47%</td>
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<tr>
<td>Time off from social or recreational activities</td>
<td>6%</td>
<td>13%</td>
<td>52%</td>
<td>8%</td>
<td>52%</td>
<td>9%</td>
<td>84%</td>
<td>41%</td>
<td>65%</td>
</tr>
<tr>
<td>Time off from other school-related activity</td>
<td>3%</td>
<td>5%</td>
<td>32%</td>
<td>4%</td>
<td>30%</td>
<td>3%</td>
<td>54%</td>
<td>31%</td>
<td>44%</td>
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<td>Pay for tutoring</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Drop any courses</td>
<td>2%</td>
<td>2%</td>
<td>10%</td>
<td>4%</td>
<td>11%</td>
<td>2%</td>
<td>25%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Repeat a class</td>
<td>2%</td>
<td>3%</td>
<td>14%</td>
<td>4%</td>
<td>15%</td>
<td>3%</td>
<td>15%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Change majors</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>1%</td>
<td>7%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Withdraw from school</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>6%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Relocate to a different dorm or residence</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>0%</td>
<td>24%</td>
<td>9%</td>
</tr>
<tr>
<td>Need emergency shelter</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Housing services</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Medical care</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>60%</td>
<td>3%</td>
<td>59%</td>
</tr>
<tr>
<td>Community services</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Victim’s advocate services</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Legal services</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
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- Define an index to count the number of categories of impact as a measure of intensity
  - Range = 0 – 16
- Aggregate all quantified types of impact by common units
  - days and dollars
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Impact Summary

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  - Range = 0 – 16
- Aggregate all quantified types of impact by common units
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Pause for a moment for some observations ...

• HSIs and other institutions differ in student socioeconomics and demographics, but they don’t differ substantively in terms of
  • The distribution of adverse and life events
  • The categories of impact from those events
  • The quantified impact

• In general, our plan is to build a model that looks at individuals rather than classes of institutions
  • Predict the index for impact intensity using demographics and event history
  • Use a modeling approach that partitions the process into two phases (hurdle model, Zeileis 2008)
    • Risk of any events occurring
    • Extent (viz., positive count) of the types of impact from those events

• Ongoing effort, but preliminary results indicate that “sh*t happens” without providing much ability to explain extent of impact of adverse and live events through socioeconomic and demographic factors

• However, when we focus on the T IX (IPV) behaviors, then (as expected) gender and sexual orientation play a bigger explanatory role
Moving forward

• Our cohort measures impact each semester – we launched the 3rd wave yesterday – and we are assessing the degree to which those repeated measures reduce the drop off in ability to recall

• Based on our experiences with the cross-sectional survey, we included additional measures in the cohort design, e.g., resiliency and stress

• Our qualitative efforts with campuses include both students and administrators, covering a variety of issues that include deeper dives into economics and personal impacts

• Also included are requests for institutional information about the processing of cases and the associated costs
  • Utilizing a single campus case study approach that will be expanded

• A key focus remains the assessment of how to better measure impact
  • Sexual harassment and sexual assault are two key examples in the news now that illustrate the complexity and the intersectionality of these issues
Questions and discussion
References


