

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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TEXAS

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 a 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 of 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

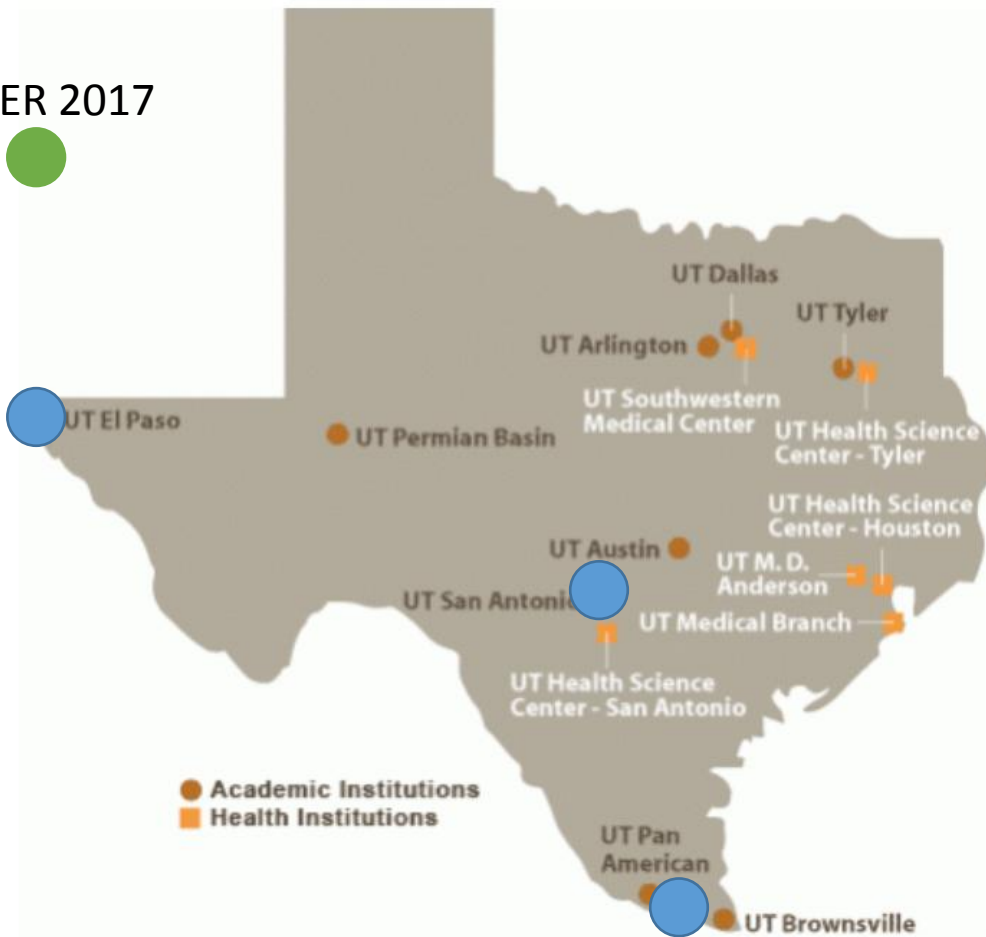
Regional and Border Themes



<https://www.utsystem.edu/news/map-ut-system-institutions>

Regional and Border Themes

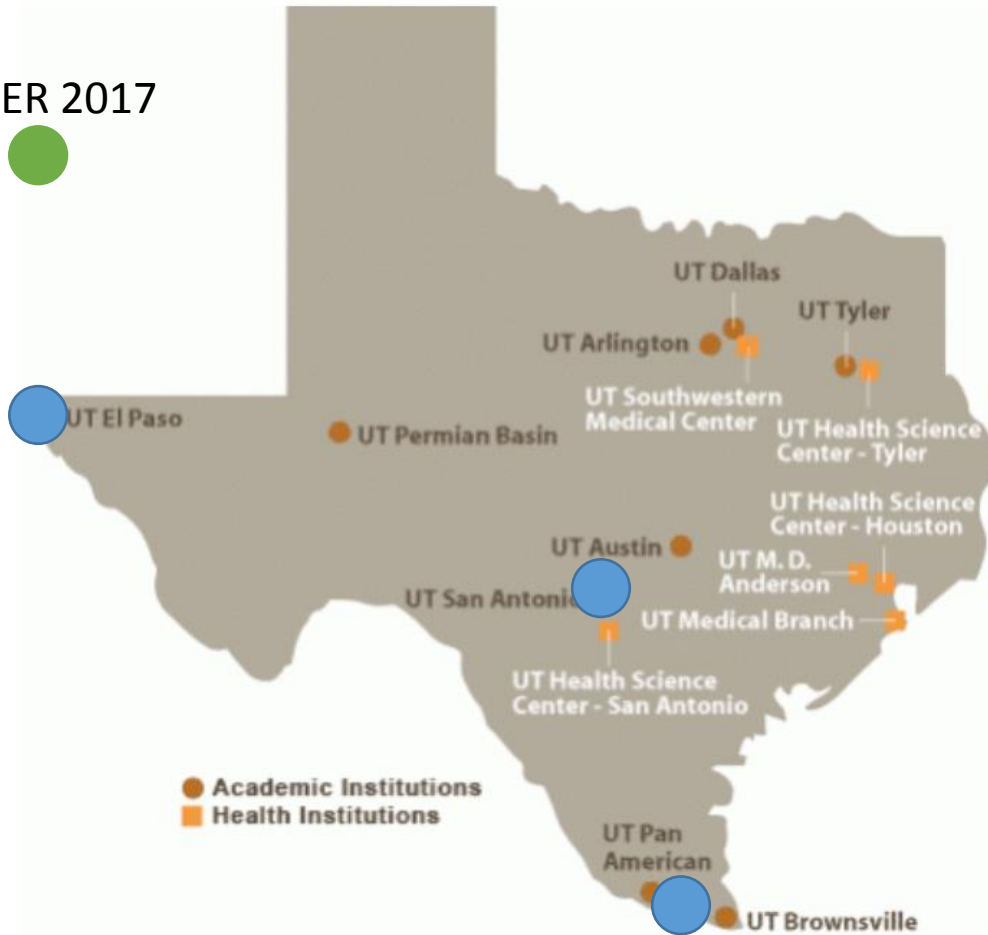
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Regional and Border Themes

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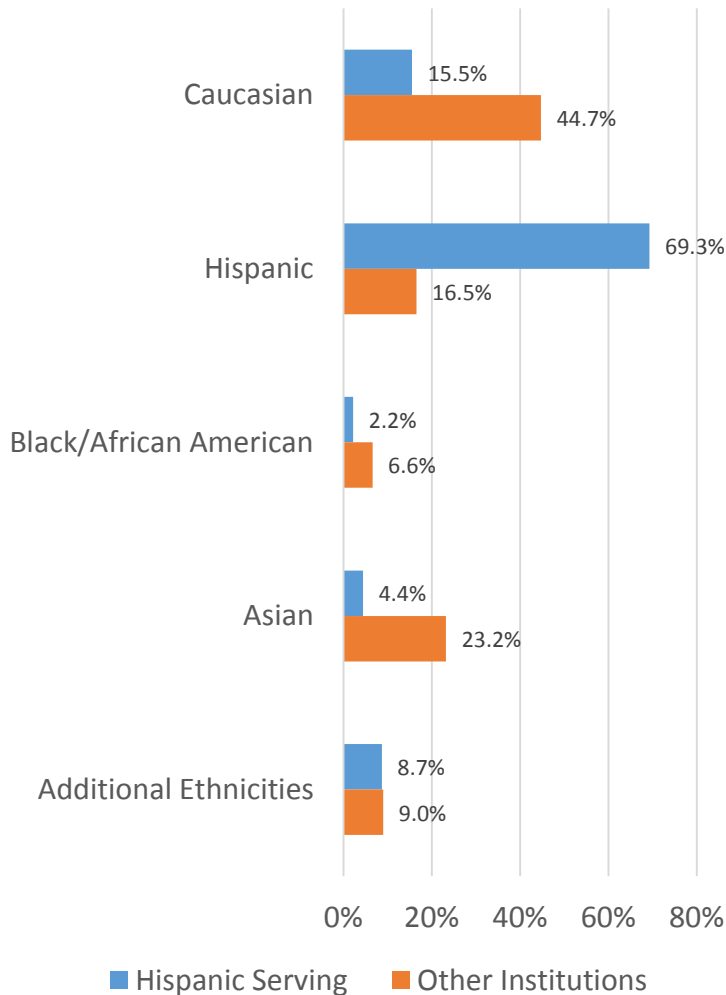


- 2 are in border communities
- The 3rd is 160 miles from the border in an urban area that is primarily Hispanic
- Serve about 80,000 (35%) of the System's student population (at the time of the survey)
- Overall, these regions are about 22% foreign born and 74% Hispanic (<https://factfinder.census.gov/>)

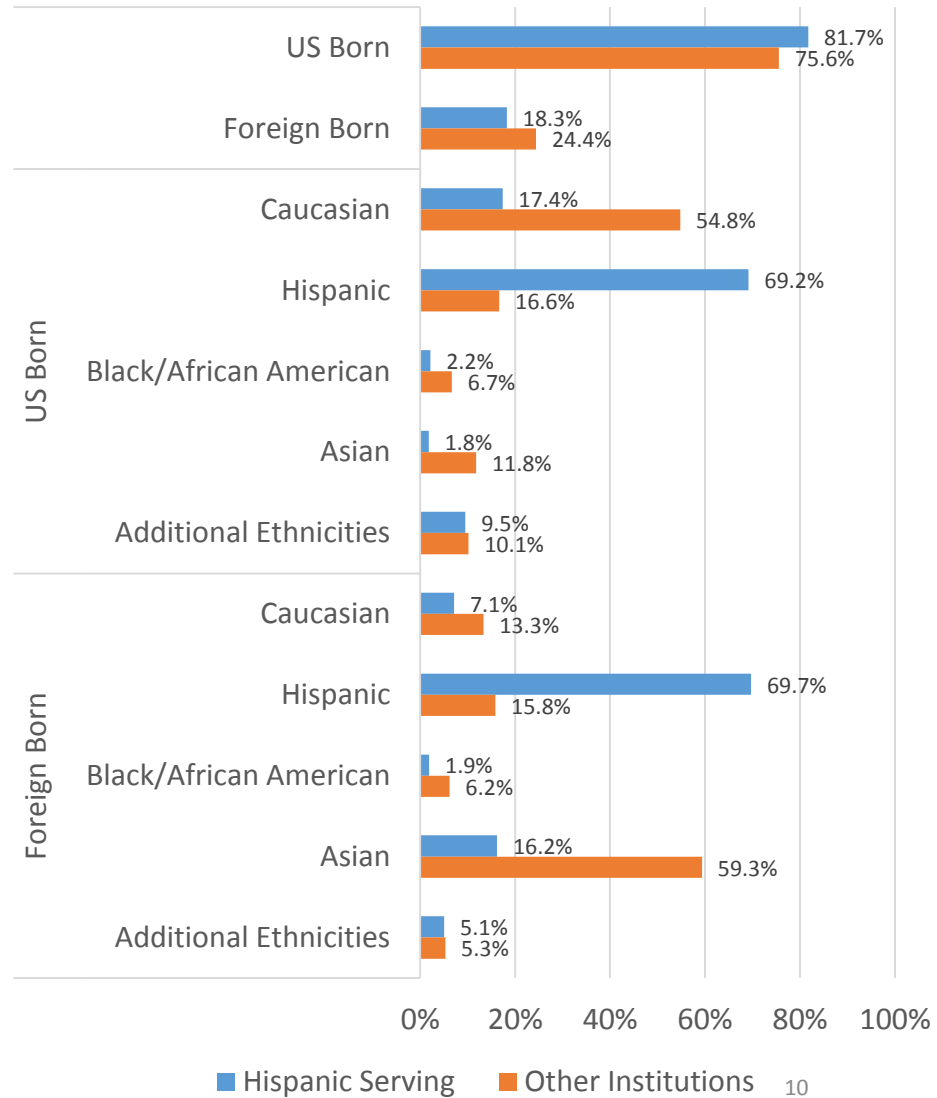
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Demographics: HSIs and non-HSIs

Race/Ethnicity

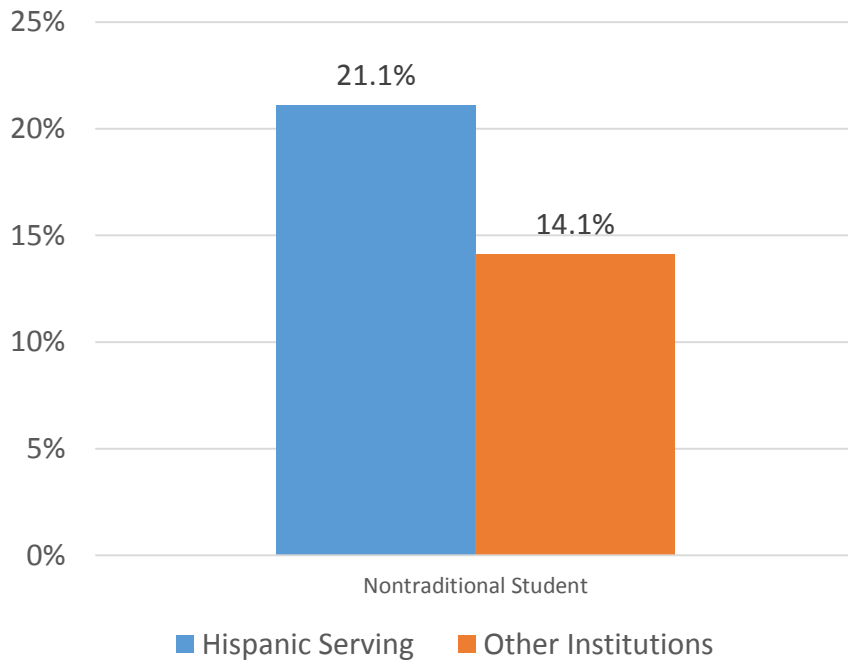


Country of Origin and Race/Ethnicity

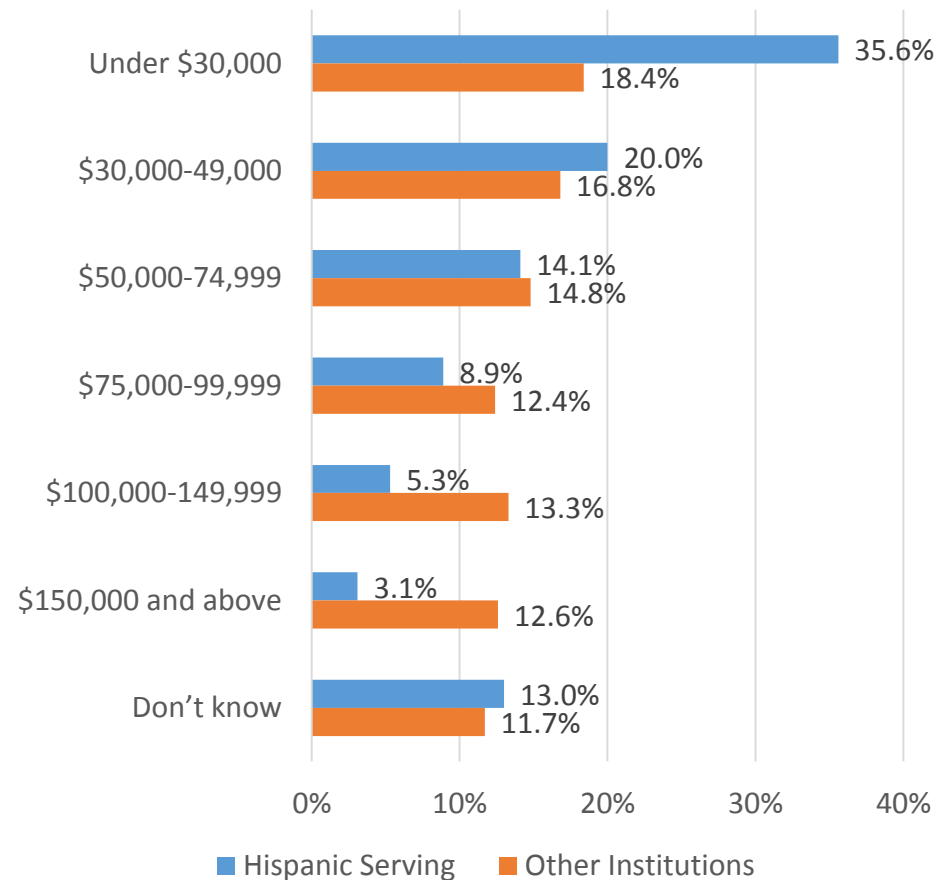


Demographics: HSIs and non-HSIs (Cont.)

% Nontraditional Students



Parents' HHI



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

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 - 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

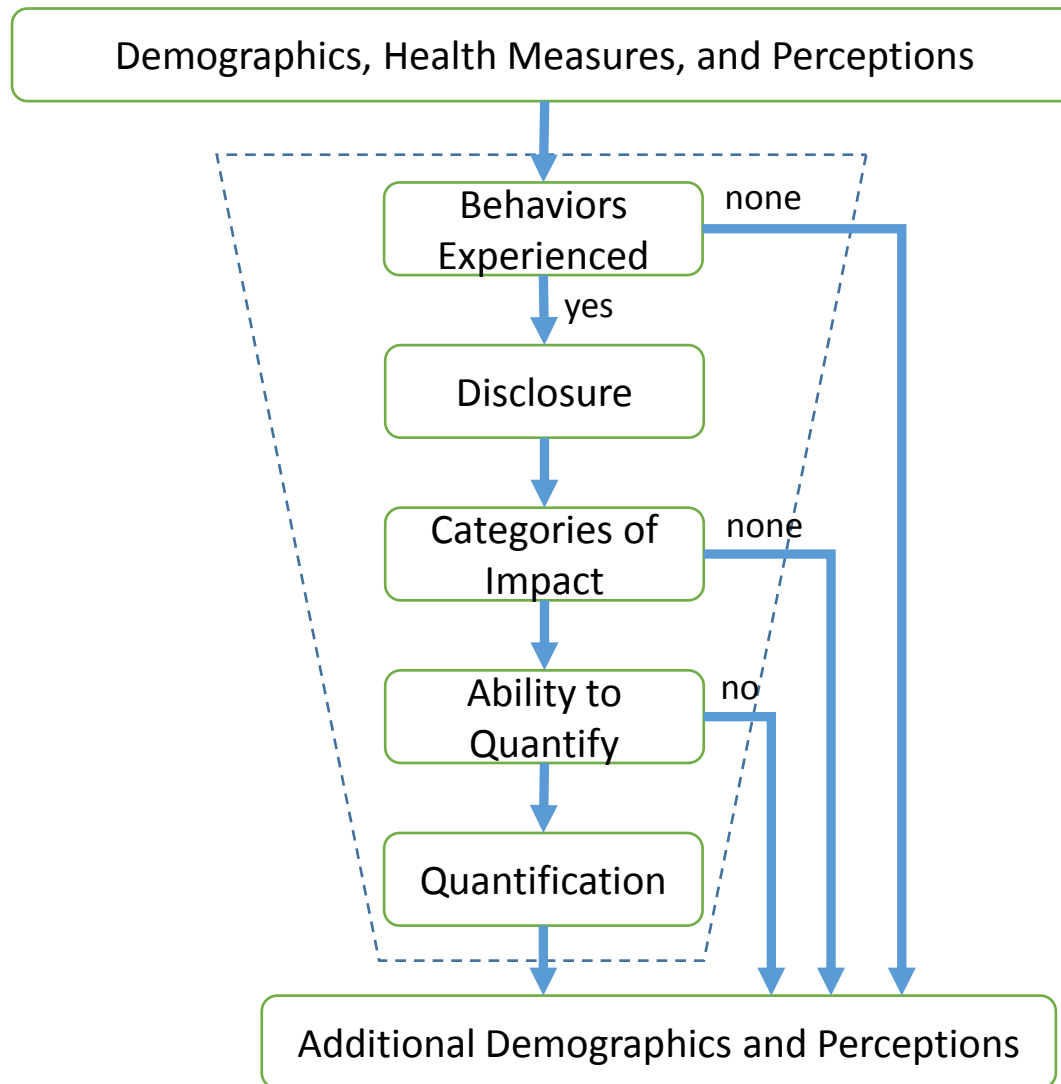
Correspondence between TLEQ and CLASE

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

Impact Methodology Summary

- Primarily adapted from NIJ/CDC sponsored National Violence Against Women Survey (NAWS) (1996, 2000)
- For more information:
 - Tjaden (1996).
 - <https://www.nij.gov/topics/crime/intimate-partner-violence/pages/measuring.aspx>
 - <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)

General Approach



Our basic approach

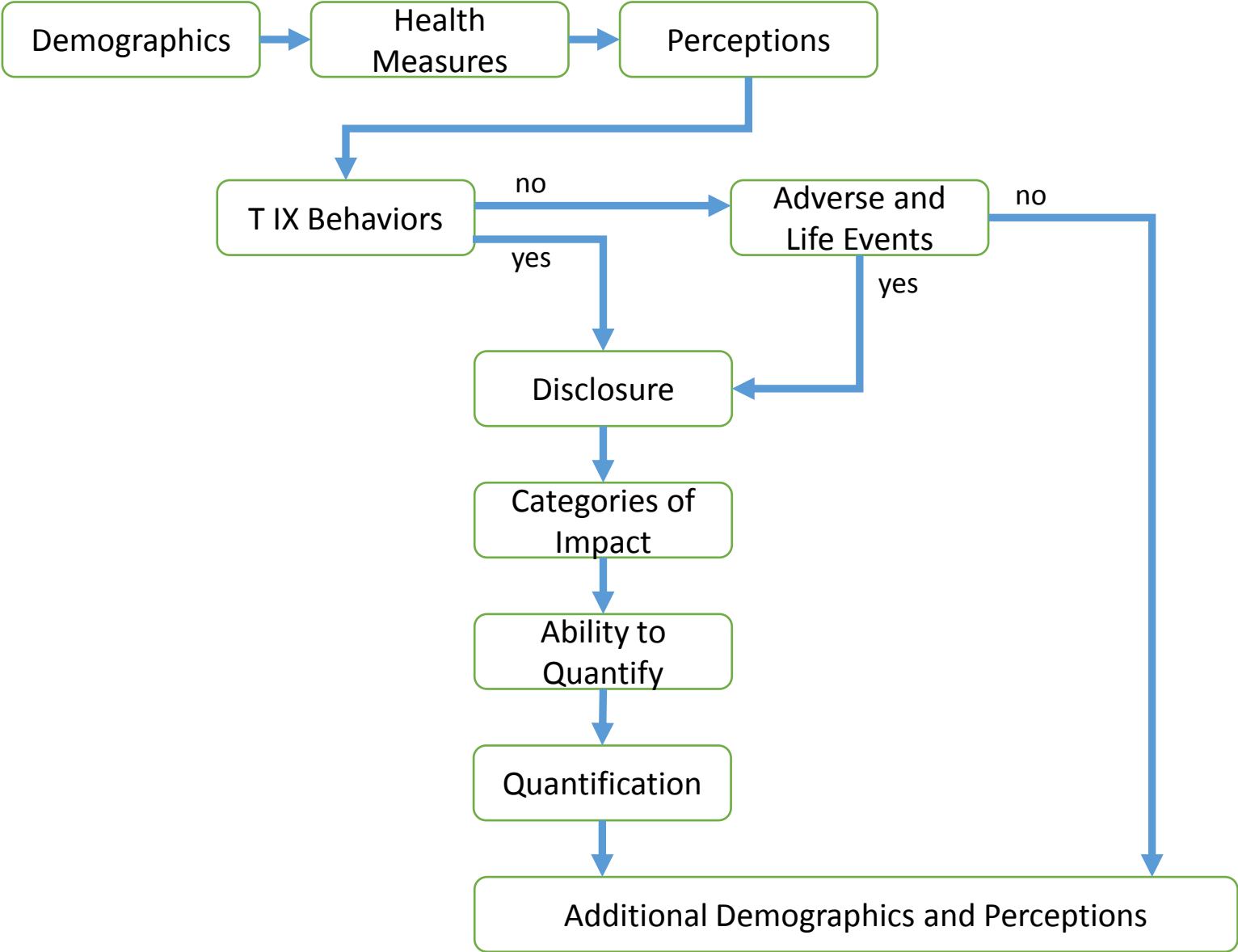
Among those who have experienced one or more of these Title IX or other impactful life events, ask:

- 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)

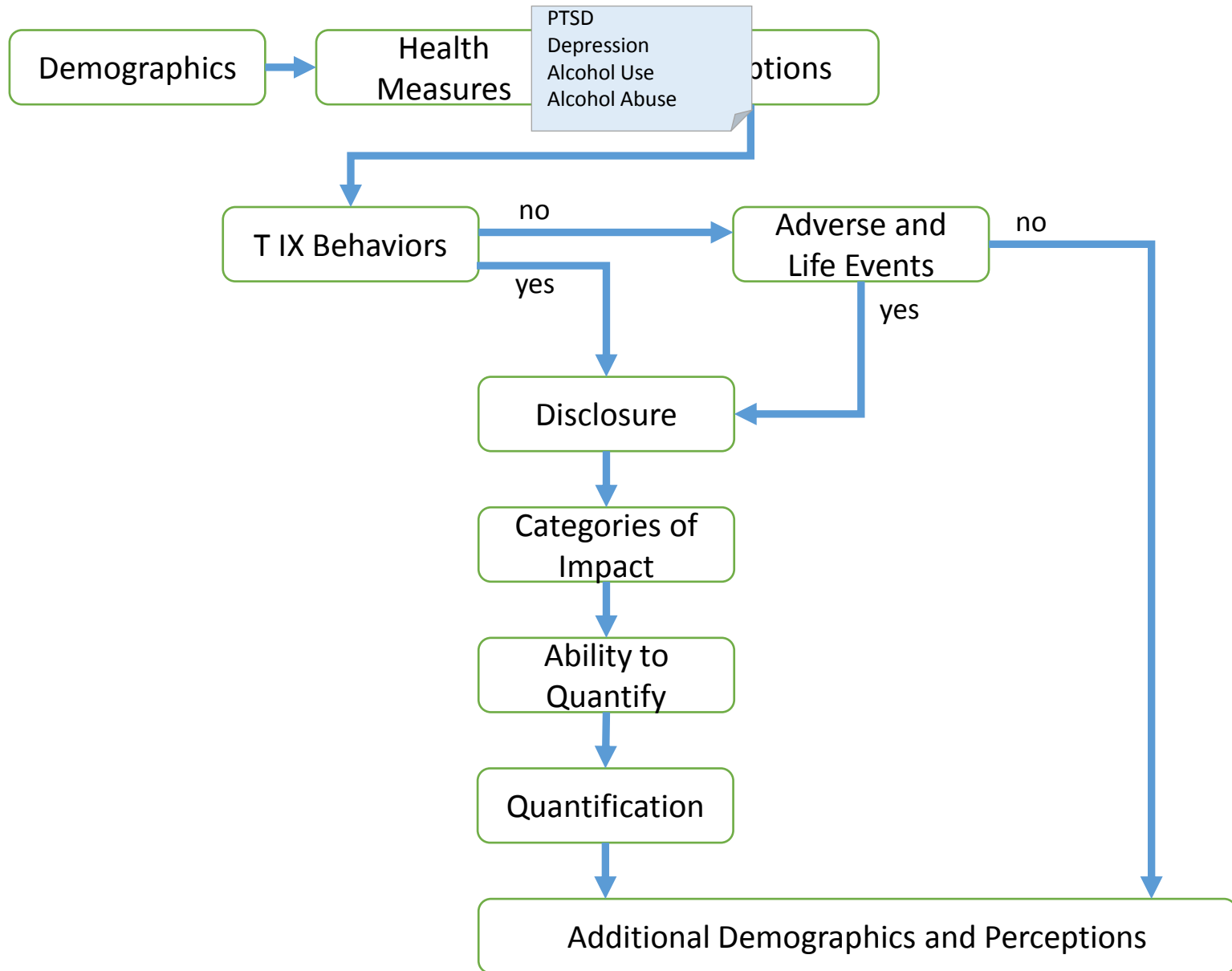
16 Impact Types (expanded from NVAWS to fit the IHE setting)

- 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

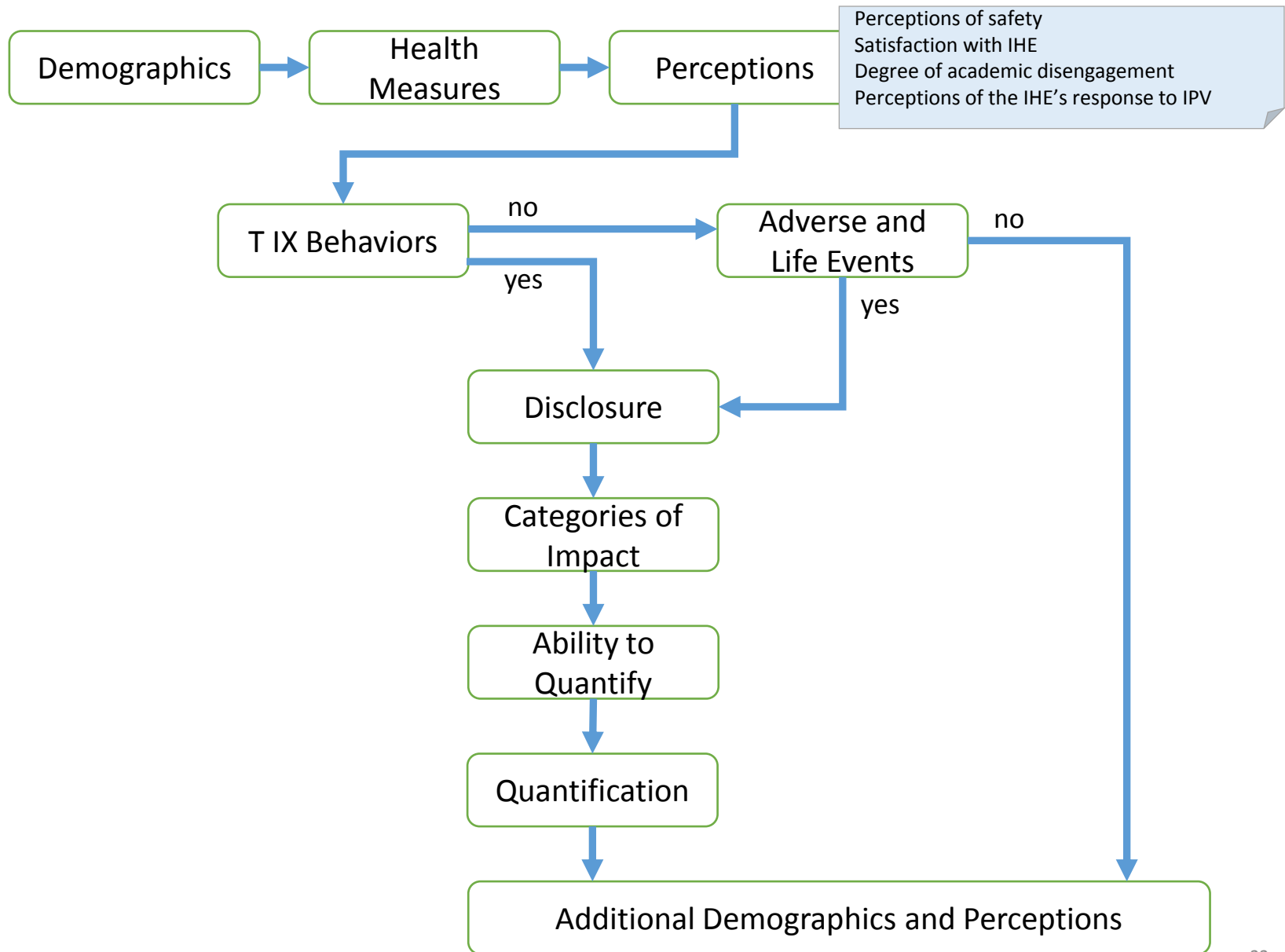
Survey Design



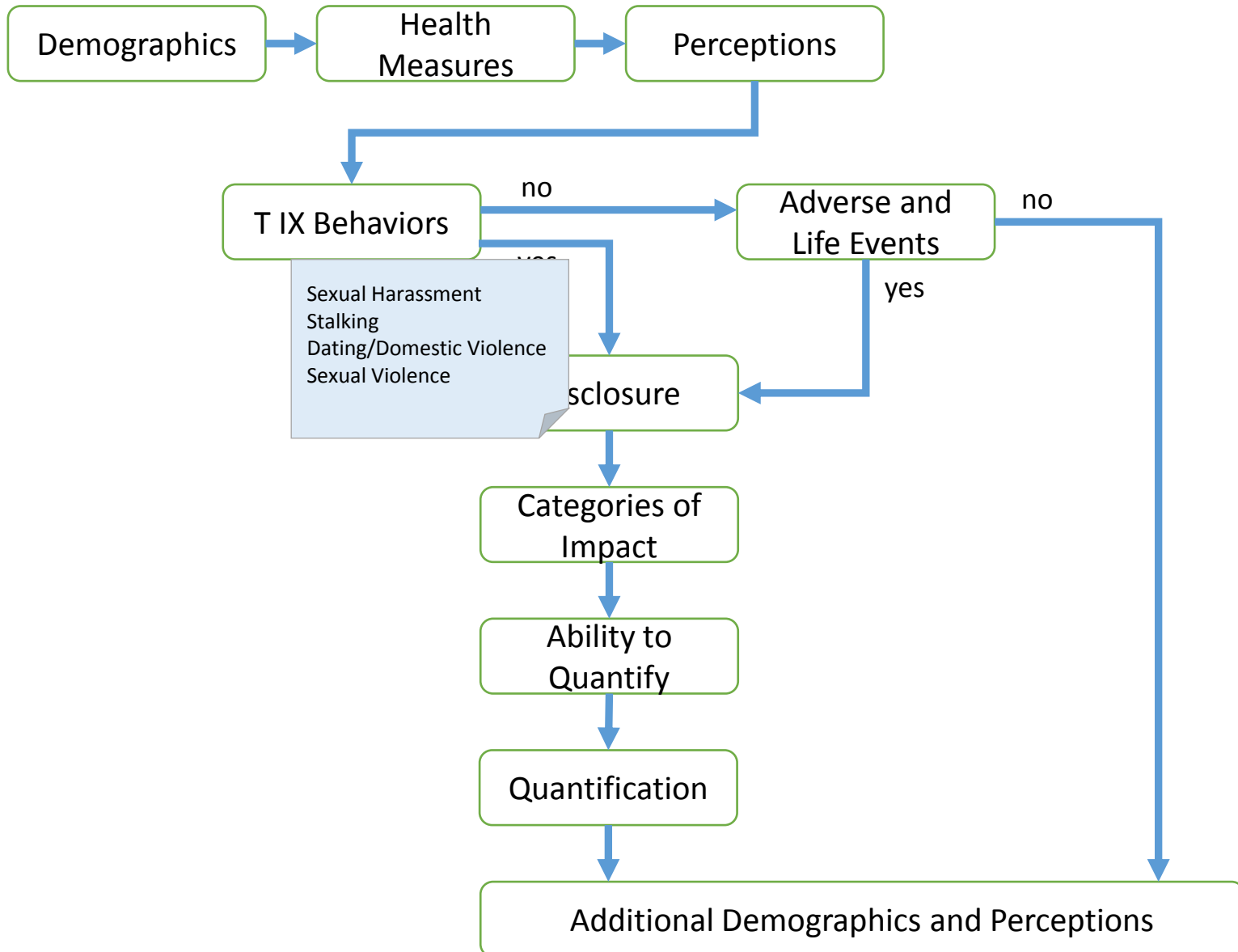
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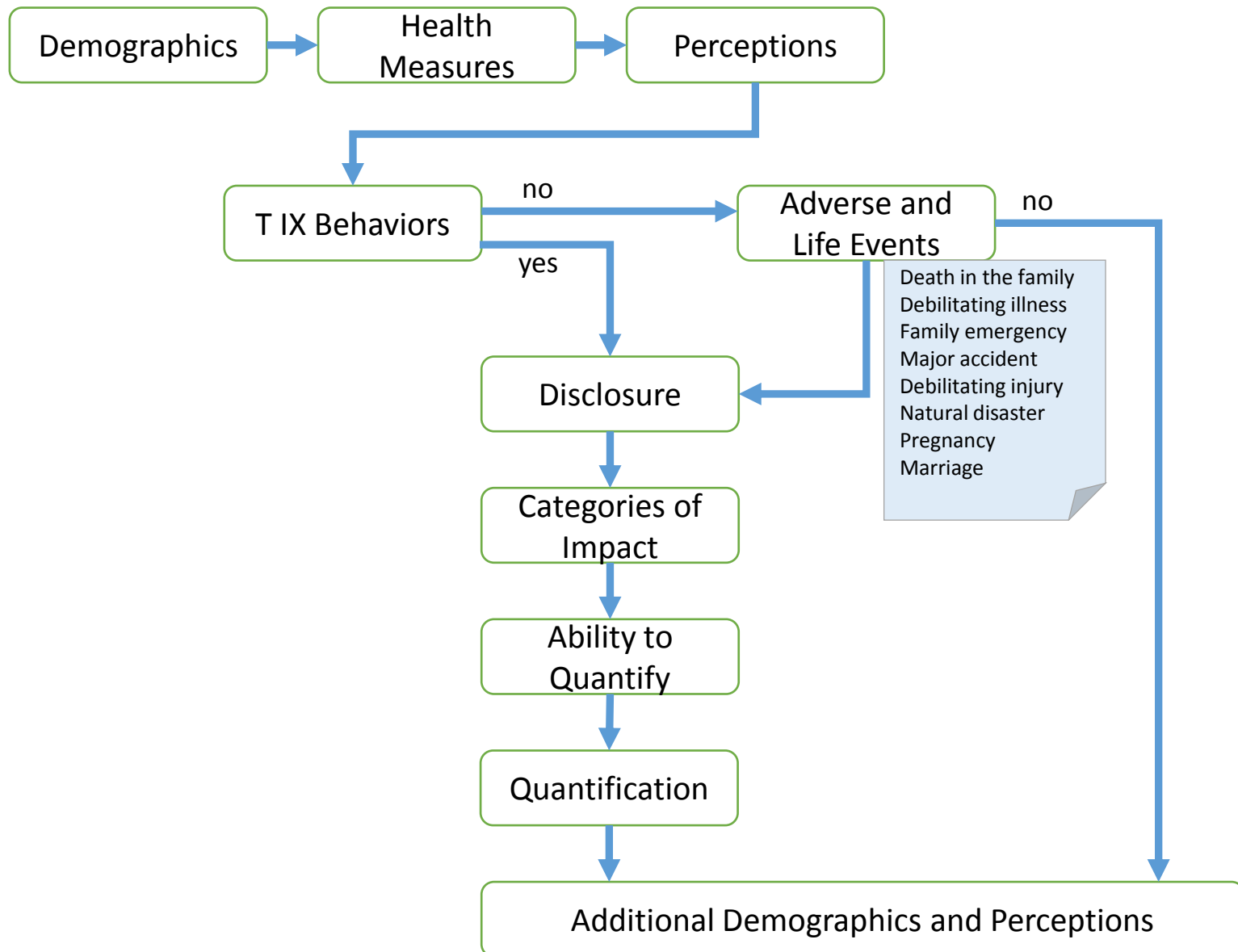
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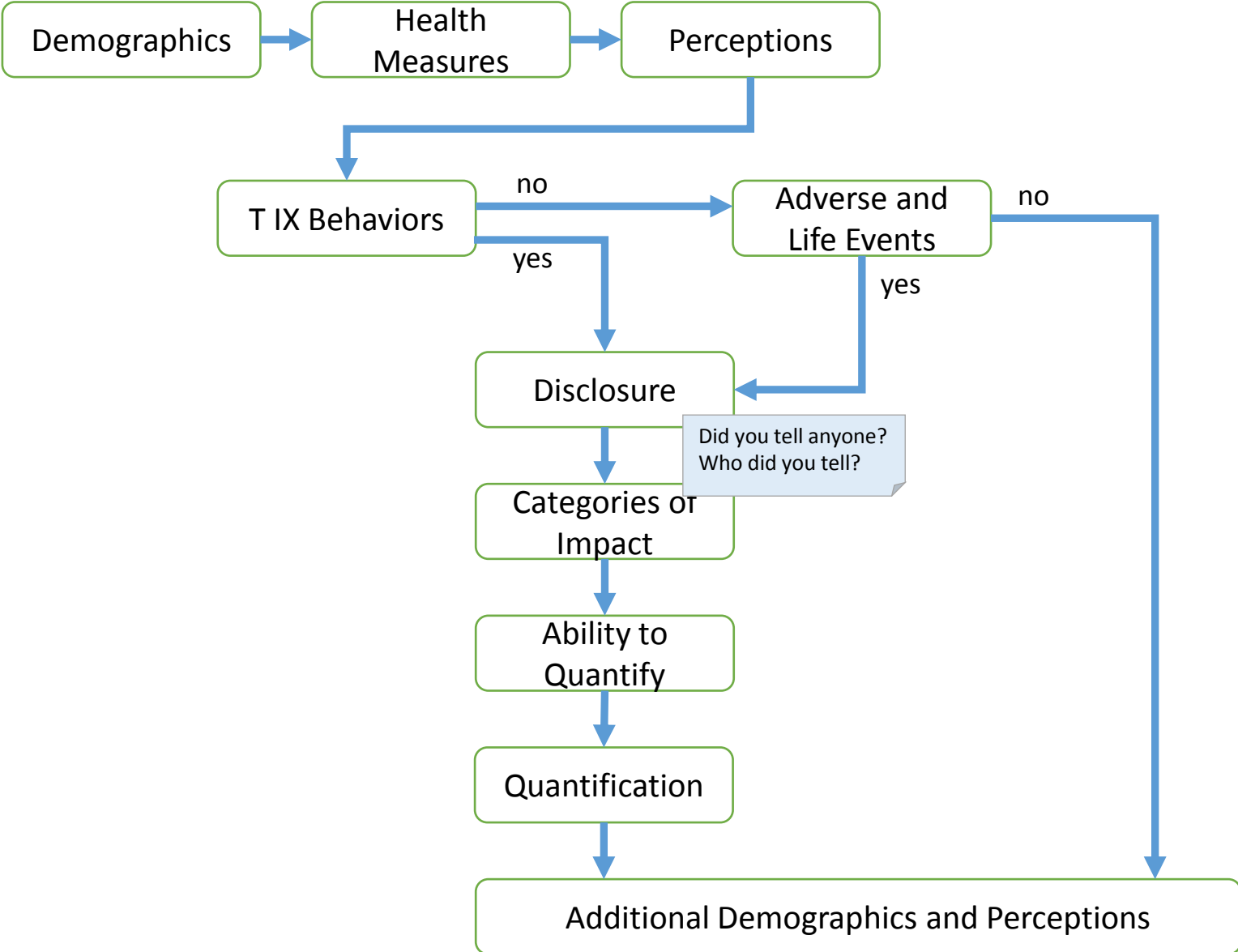
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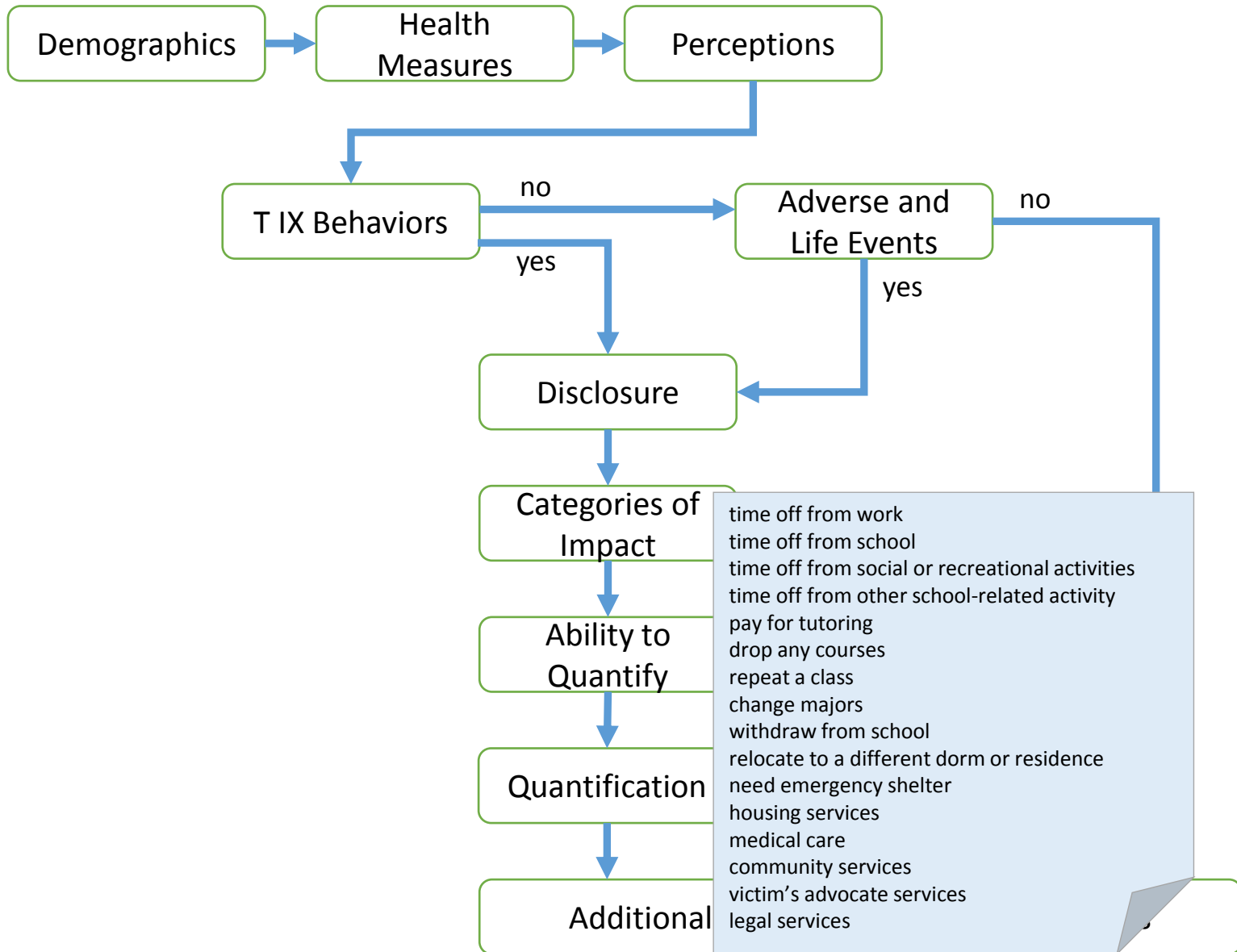
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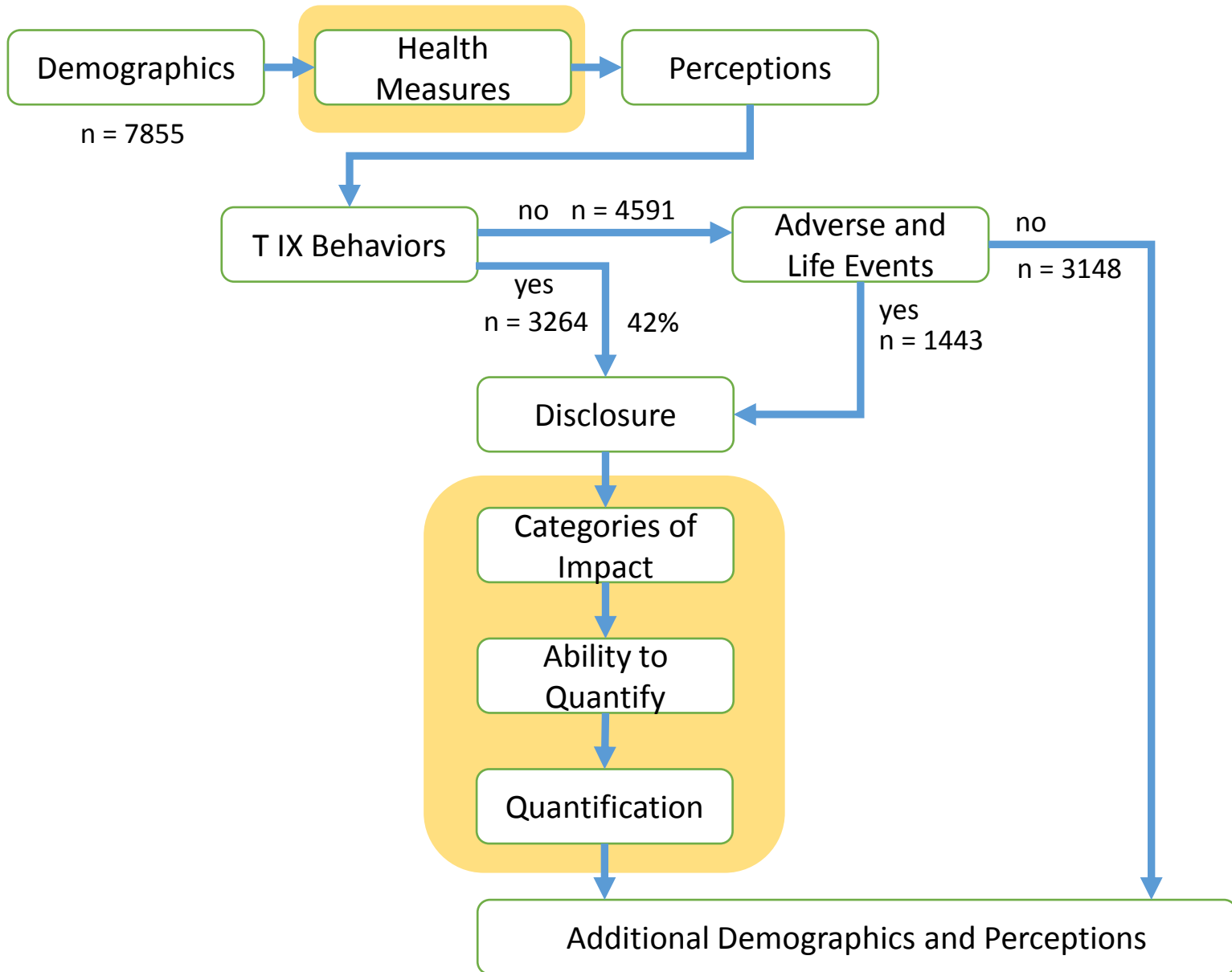
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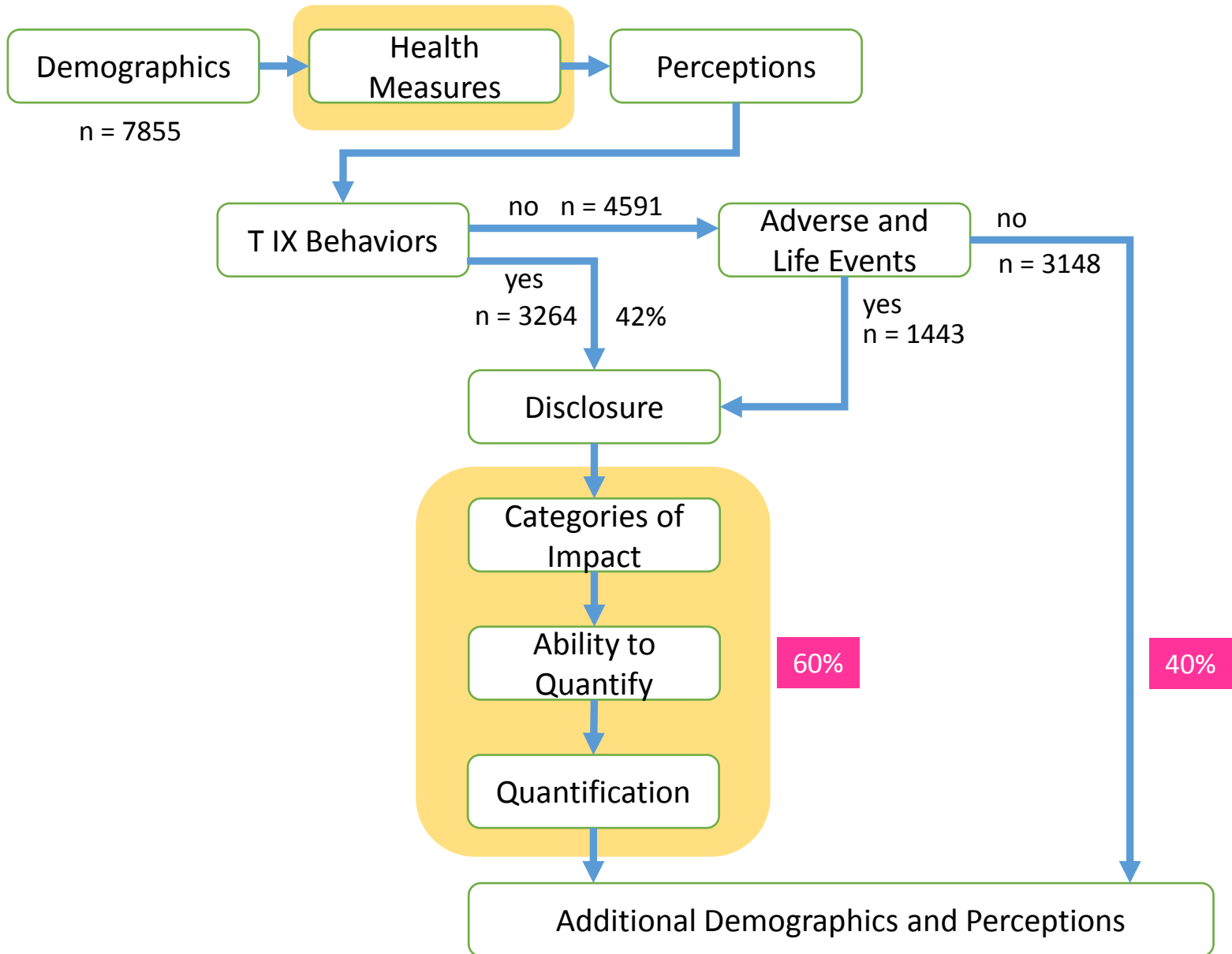
Survey Design



Our Focus Today



Our Focus Today



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)

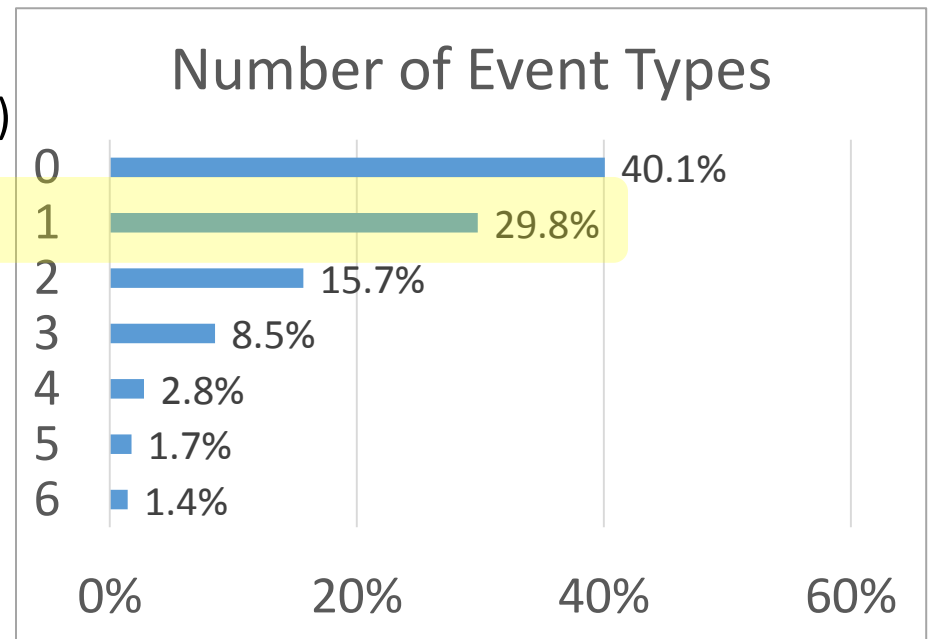
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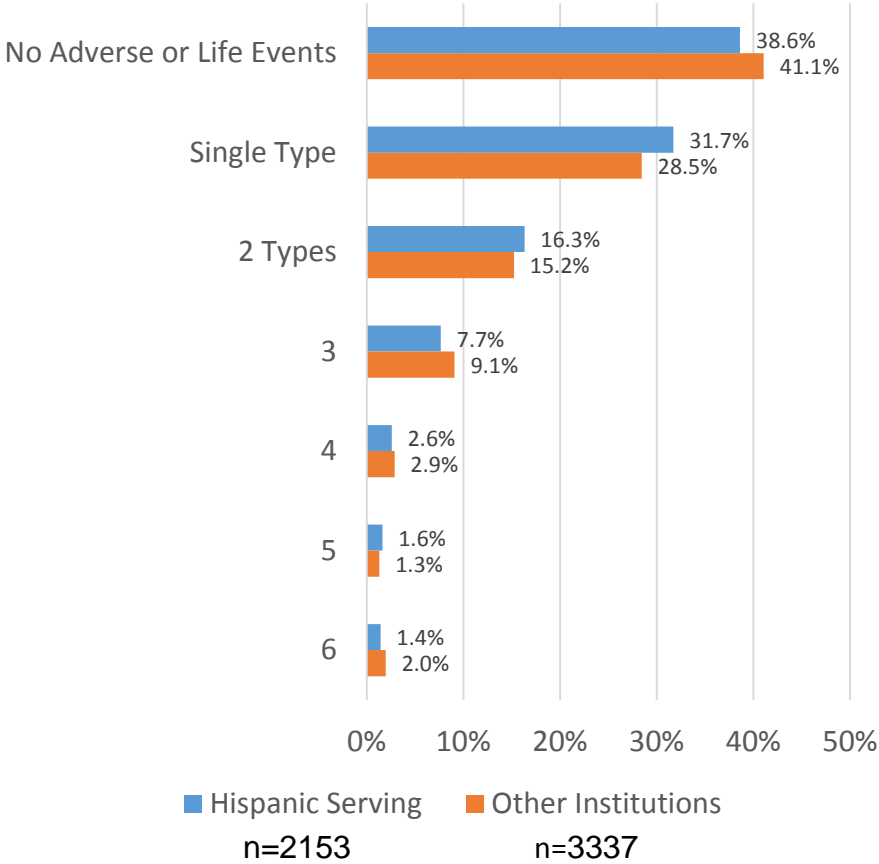
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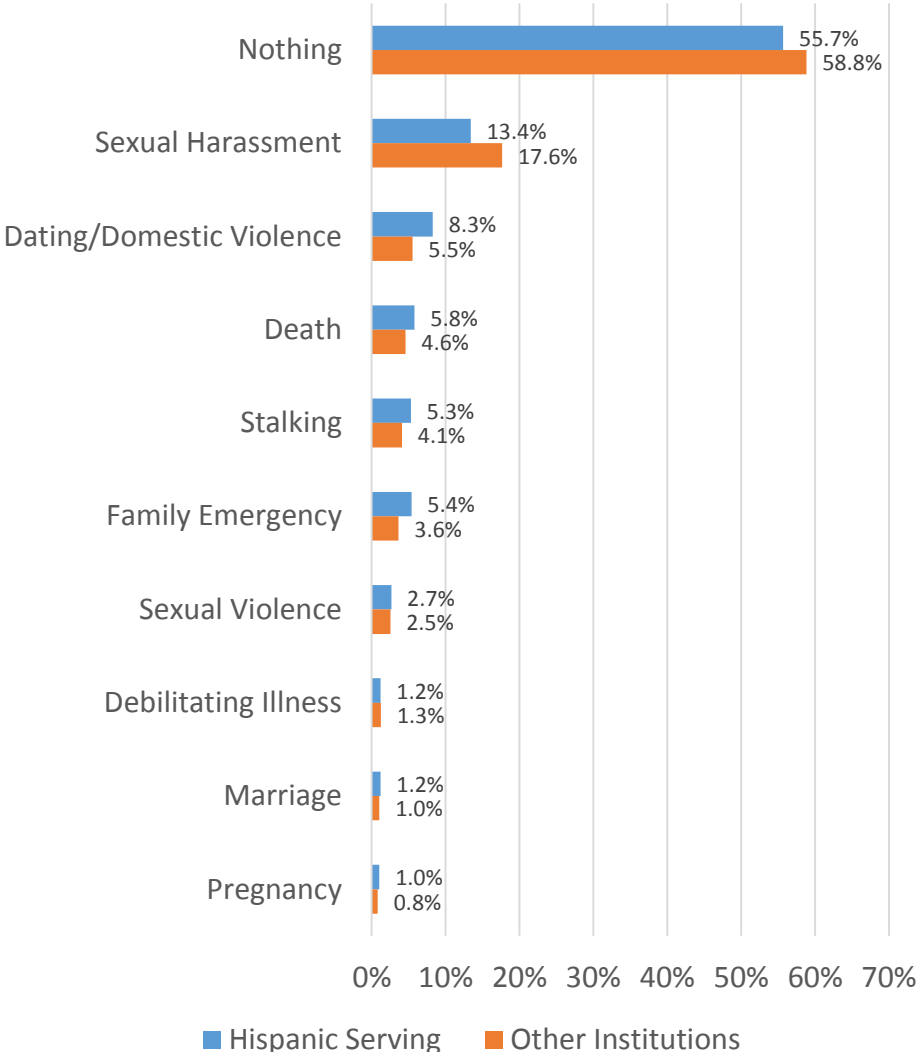


Adverse and Life Events

Number of Types of Events



Distribution of Types of Events

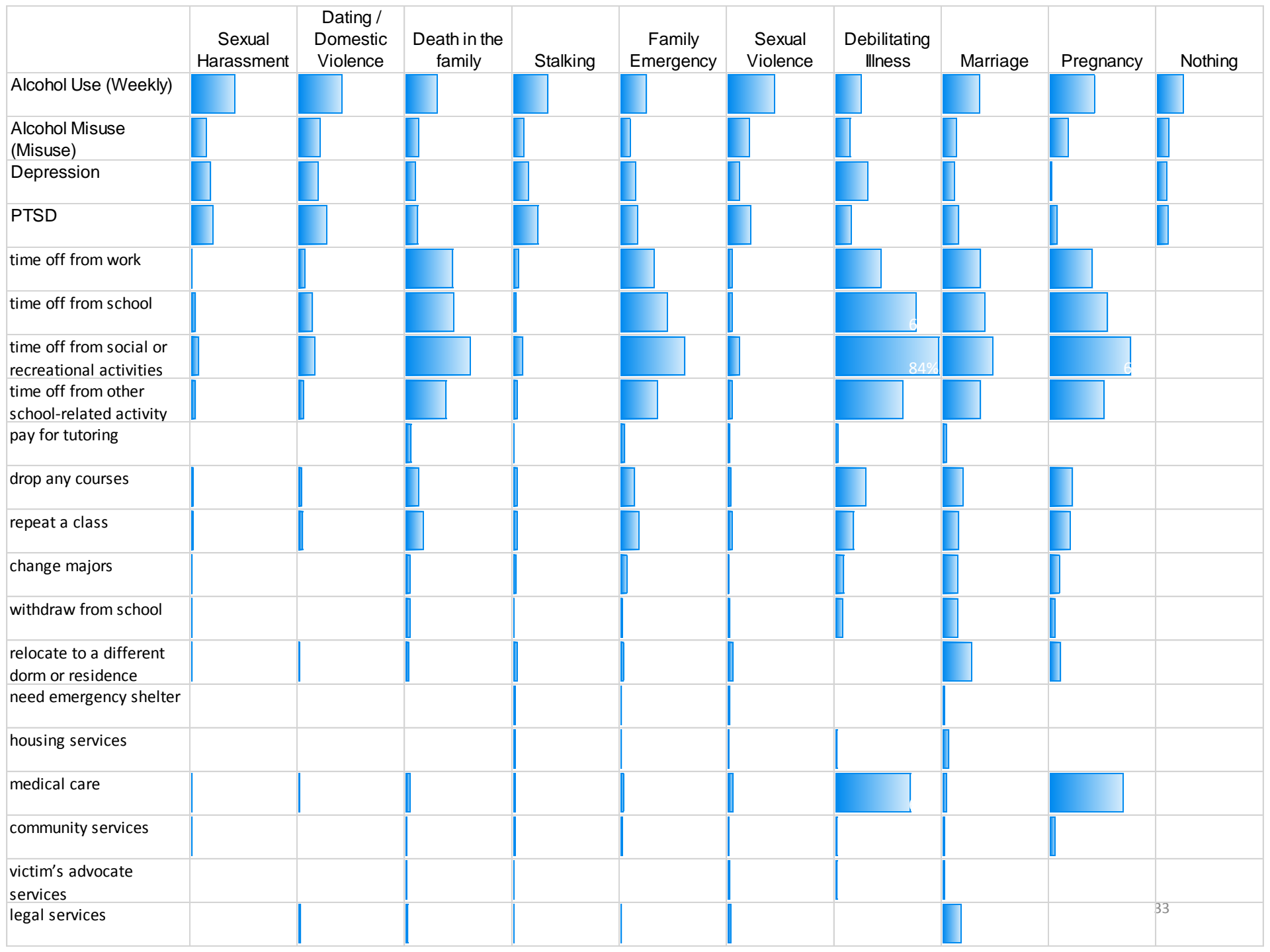


Impact Details

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

	Sexual Harassment	Dating / Domestic Violence	Death in the family	Stalking	Family Emergency	Sexual Violence	Debilitating Illness	Marriage	Pregnancy
time off from work	1%	5%	38%	4%	28%	3%	37%	31%	35%
time off from school	3%	11%	39%	3%	38%	3%	65%	34%	47%
time off from social or recreational activities	6%	13%	52%	8%	52%	9%	84%	41%	65%
time off from other school-related activity	3%	5%	32%	4%	30%	3%	54%	31%	44%
pay for tutoring	0%	0%	4%	1%	3%	2%	3%	3%	0%
drop any courses	2%	2%	10%	4%	11%	2%	25%	17%	18%
repeat a class	2%	3%	14%	4%	15%	3%	15%	14%	16%
change majors	1%	0%	4%	3%	5%	1%	7%	12%	8%
withdraw from school	1%	0%	4%	1%	2%	2%	6%	12%	4%
relocate to a different dorm or residence	1%	1%	3%	4%	3%	5%	0%	24%	9%
need emergency shelter	0%	0%	0%	2%	1%	2%	0%	2%	0%
housing services	0%	0%	0%	2%	1%	1%	2%	5%	0%
medical care	1%	1%	4%	2%	3%	4%	60%	3%	59%
community services	1%	0%	1%	2%	2%	1%	2%	2%	4%
victim's advocate services	0%	0%	1%	1%	0%	2%	2%	2%	0%
legal services	0%	2%	1%	1%	1%	2%	0%	15%	0%

- 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



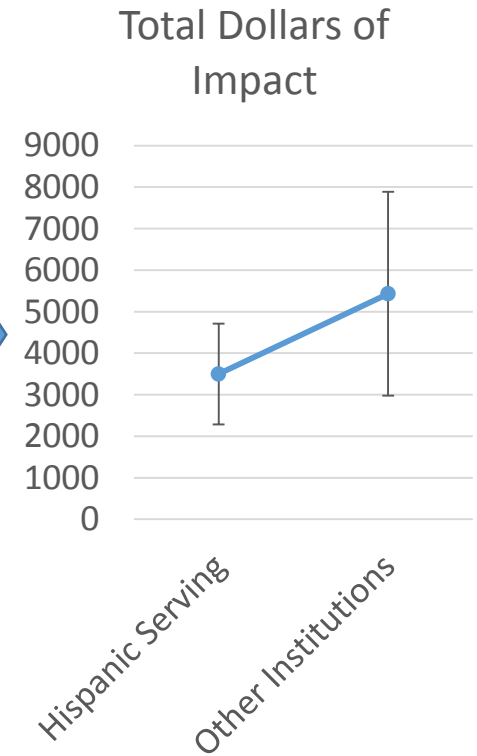
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		Hispanic Serving	Other Institutions
Number of Categories of Impact	Mean	1.4	1.1
	SE	0.05	0.03
	n	2153	3337
Total Days of Impact	Mean	38.0	38.3
	SE	5.0	4.4
	Median	8.3	8.0
	n	612	834
Total Dollars of Impact	Mean	3498.2	5430.6
	SE	620.7	1252.5
	Median	850.0	1200.0
	n	187	262

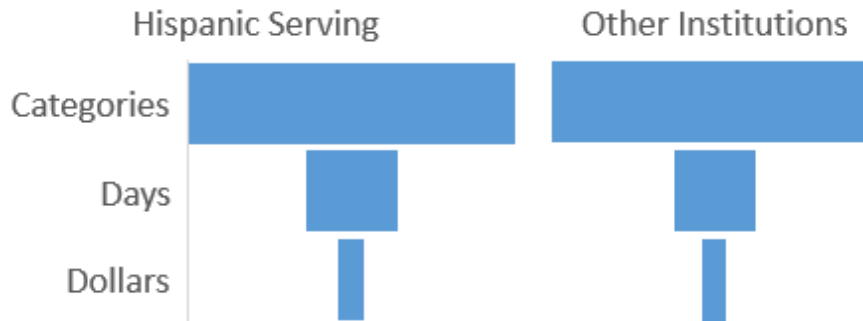
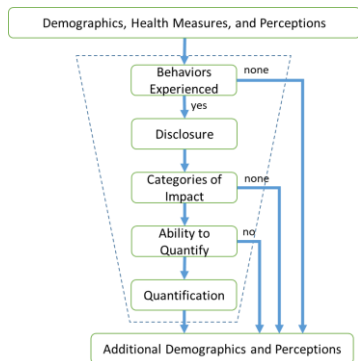
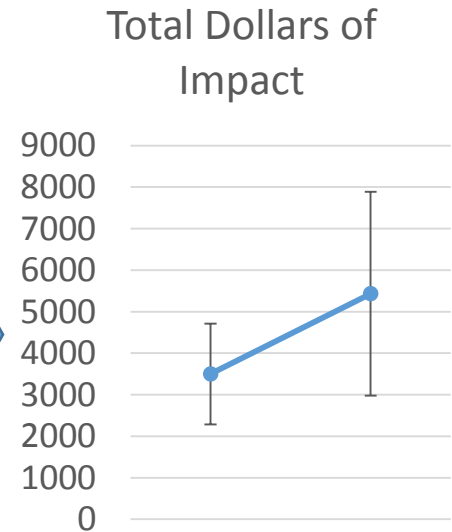
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Pause for a moment for some observations ...

- HSIs and other institutions differ in student socioeconomic 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

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