Abstract:
This report describes testing efforts to develop and assess a new National Crime Victimization Survey (NCVS) instrument. This testing was a part of the NCVS Instrument Redesign and Testing Project, a major multiyear effort to revamp the existing core survey instrument, which was last updated in 1992. The effort had three main goals: modernize the organization and content of the NCVS instrument, increase the quality of information collected and efficiency of the instrument flow, and improve the measurement and classification of crime. This report details the methodological design and implementation of a large-scale national field test to assess the new NCVS instrument. It also includes Appendices of draft summary reports from the NCVS instrument development and testing.

NCVS Redesign Research and Development Program Report Series

The Bureau of Justice Statistics (BJS) maintains a robust research program geared toward assessing and improving the measurement of key criminal victimization estimates in the National Crime Victimization Survey (NCVS) and its supplements. BJS has undertaken research in several areas to increase the efficiency, reliability, and utility of the NCVS.

The *NCVS Instrument Redesign and Testing Project*, a major multiyear effort, is one such research and development effort. It is designed to revamp the existing core survey instrument, which was last updated in 1992. The overarching objective of the project is to develop and assess a new instrument through a large-scale national field test. The project aims to modernize the core NCVS instrument, including improving the victimization screener and flow and logic of the instrument, as well as providing new measures of police performance and community safety and expanded measures of correlates of victimization and victim help-seeking.

This report details the methodological design and implementation of the large-scale national field test to assess the new NCVS instrument. It presents detailed information on the new NCVS instrument development, field test design, data collection methods, data processing, and data estimation.

This report and others developed under the NCVS Redesign Research and Development Program are part of BJS's efforts to finalize a new core survey instrument. Additional reports and findings from this effort may be found on the BJS webpage at https://bjs.ojp.gov/programs/ncvs/instrument-redesign.

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NCVS Instrument Redesign Field Test Methodology

Final Report

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Exhibits

1. Background and Objectives

The Bureau of Justice Statistics' (BJS) National Crime Victimization Survey (NCVS), a rotating panel survey carried out by the U.S. Census Bureau, is the nation's only source of information on victimizations not reported to the police. The core NCVS methodology includes a mix of in-person and telephone interviews with household members age 12 or older selected from an area probability sample to produce national and subnational estimates of crime victimization and characteristics of crime, including crimes not reported to the police.

NCVS instrumentation includes the following:

- **Control Card**, or Household Roster, which lists all household members and collects some household and person characteristics;

- **NCVS-1**, which includes the Victimization Screener and further questions on household and person characteristics for household members age 12 or older;

- **NCVS-2**, or Crime Incident Report (CIR), which is completed for each incident reported in the screener;[1] and

- Periodic **supplements**, which cover topics such as school crime and identity theft.

The last redesign of the core instrumentation (Control Card, NCVS-1, and NCVS-2) was in 1992. Since then, much has changed, both in the nature of crime and in public willingness to participate in surveys. The primary purposes of the NCVS Instrument Redesign and Testing Project, a major multiyear effort, were to update the survey content and increase the reliability and efficiency of the data collection.

This report describes the methodology used for the National Crime Victimization Survey Redesign (NCVS-R) Field Test, which compared three versions of the questionnaire. It includes the experimental and sample designs, instrumentation, data collection methods, response rates, and estimation procedures.

Objectives of the Instrument Redesign

Based on discussions with BJS and Census staff, a literature review, analyses of the NCVS and other studies (e.g., the NCVS Local-Area Crime Survey; Campus Climate Survey Validation Study; Rape and Sexual Assault Pilot Test), and consultations with a technical review panel and other stakeholders, the redesign team developed a new NCVS Victimization Screener and CIR. Goals for the redesigned instruments included:

- Updating the survey content:

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[1] The NCVS-1 and NCVS-2 will be referred to in this report as the Person Interview.

- Adding Vandalism as an NCVS crime in the screener and CIR;

- Updating the language and cues used in the screener;

- Revising the screener and CIR questions about rape and sexual assault to define these terms for respondents and ask more directly about offender behaviors and tactics;

- Eliminating questions in the CIR not needed for type-of-crime (TOC) coding and seldom used in BJS reports or other published or unpublished analyses;

- Adding questions to the Person Interview to measure possible correlates of victimization;

- Enhancing CIR content on topics of particular stakeholder interest, including use of victim services, perceptions of police response, hate crimes, and self-protection; and

- Adding topical "ask-all" modules to be asked of all respondents, on perceptions of police performance and community safety.

- Increasing the efficiency and reliability of the data collection:

  - Reducing reliance on interviewer judgment;

  - Making the interview more conversational by using plain language, increasing the use of segues, and making better use of computer-assisted interviewing (CAI) capabilities such as using previously reported information to guide skip patterns and word choices within questions; and

  - Improving respondent engagement, for example, by breaking up the long screener cues into shorter questions and starting the interview with the opinion questions in the new topical modules.

Contents of Report

This report focuses on the design and implementation of the Field Test:

- Instrument Development (Chapter 2)

- Field Test Design (Chapter 3)

- Conducting the Field Test (Chapter 4)

- Data Quality and Editing (Chapter 5)

- Weighting and Estimation (Chapter 6)

The NCVS Instrument Redesign and Testing Project supports BJS research in several areas to increase the efficiency, reliability, and utility of the NCVS instrument. This report is part of a series

of reports that describe efforts to finalize a new core survey instrument. Other reports will describe the Field Test findings as they relate to victimization estimates, assessments of new and revised content, and methodological experiments conducted in the Field Test. Additional reports and findings from the NCVS-R effort may be found on the BJS webpage at https://bjs.ojp.gov/programs/ncvs/instrument-redesign.

2. Instrument Development

In the first phase of the NCVS Instrument Redesign and Testing Project, the redesign team documented the historical challenges with NCVS data collection and explored unmet research needs of various stakeholder groups, including an interest in more predictors of victimization and more detail on incidents of sexual assault. The team assessed the current NCVS by (1) analyzing NCVS data, (2) holding discussions with Census staff about field errors, such as misunderstandings about the concept of presence and inconsistent application of the Location module of questions (3) reviewing Census Bureau data processing and editing procedures, (4) observing NCVS field interviews, and (5) conducting qualitative interviews and focus groups with Census Field Representatives and their supervisors. In parallel, the team explored unmet stakeholder needs by conducting reviews of literature that has used NCVS data. The team also assembled and convened a technical review panel (TRP) representing data users and survey methodologists to help develop and assess content and design changes.

2.1 Methodological Testing

The methodological review focused on testing concepts to help understand how respondents naturally thought about crime and victimization, as well as to test different variations of screening approaches. To support the redesign of the NCVS-1 and NCVS-2, the redesign team took advantage of existing web panels to explore concepts, including testing a new screening approach and collecting what respondents thought of as common examples of crimes. Once draft instruments were ready, cognitive testing was conducted, leading to revisions before the NCVS-R Field Test. Exhibit 2-1 provides a timeline of major activities.

Exhibit 2-1. Timeline of methodological testing and instrument development

2014
- Discussions with Census staff
- Mock interviews with Field Representatives

2015
- Vignette testing
- Cognitive testing of police "ask all" items
- Cognitive testing of screening approaches

2016
- Cognitive testing of screener cues
- Cognitive testing of full screener

2017
- Cognitive testing of the CIR

2018
- Usability testing of the self-administered version of the survey
- Instruments revised based on formative and methods testing

2019
- Instruments programmed (Blaise and PHP)
- "Dress rehearsal" of the Field Test procedures

2020
- Implementation of the Field Test

2021
- Analysis of the Field Test

2022
- Design of final instruments

Web Panel Testing

To conduct this exploratory work, the redesign team contracted with Research Now[2] and SurveyMonkey,[3] each of which has a national non-probability web panel. Two investigations used these panels. The first used vignettes to examine how respondents would classify incidents using the existing NCVS screener compared with a simpler approach (refer to Appendix 1 for a draft summary of the vignette testing and its findings). The second investigation asked respondents to provide examples of different types of crimes to explore the language that respondents "naturally" use to describe victimization (see Appendix 2). Both of these explorations provided input into revising the current NCVS screener.

Testing Alternate Screening Approach Using Vignettes

SurveyMonkey sampled 1,000 of its panel members to answer victimization screener items after reading a series of vignettes describing potential victimizations, each of which would be considered an "NCVS crime." The 10-minute survey exposed respondents to five of the NCVS screening items or a streamlined version.[4] Before each screening item, respondents were randomly shown a fictional scenario to think about as they answered the question. The goal was to explore how people classify different types of crimes under the current screener and how they might respond to an abbreviated set of cues. These vignettes varied the seriousness of the incident and additional factors, such as the respondent's relationship with the offender.

Examples of vignettes include the following:

- Last month, you were at a coffee shop. You left your new sunglasses, which cost you $15, on the table while you went to the bathroom. When you came back, your sunglasses had been taken;

- Last month, someone broke into your home and stole your TV. You're pretty sure it was your brother, whom you are close to. He's been having financial problems lately; and

- Last month, you were at a company gathering at a restaurant. On the way out, you accidentally bumped into a co-worker who you don't know well. He punched you in the face, giving you a black eye.

Some respondents were then shown the current NCVS screener question while others were shown a simplified version. Exhibit 2-2 is an example of the question pairs. The respondent was then asked about the likelihood that they would answer "Yes" based on the vignette.

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[2] Research Now was a marketing research company that developed a non-probability web panel in 2001. This panel was developed and maintained by recruiting panel members using email and online marketing outreach. Research Now merged with Survey Sampling International (SSI) in 2017, and the combined organization is now known as Dynata.

[3] SurveyMonkey is a tool for conducting online surveys. Outside organizations will conduct their own surveys using the SurveyMonkey platform. A sample of these respondents is then invited to complete an additional, optional survey—these are generally research surveys that SurveyMonkey conducts for media outlets and other organizations. SurveyMonkey does not pay incentives directly to respondents but does provide charitable donations based on respondent preference.

[4] The five screener items presented as part of the vignette study included theft of general property, theft of a vehicle or parts, illegal entry, sexual assault, and attacks or threats of violence.

Exhibit 2-2.   Sample of current NCVS and simplified screener questions used in vignette study

Current NCVS Version of Theft Screener

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Was something belonging to YOU stolen, such as ….

- Things that you carry, like luggage, a wallet, purse, briefcase, or book?
- Clothing, jewelry, or cell phone?
- Bicycle or sports equipment?
- Things in your home, like a TV, stereo, or tools?
- Things outside your home, such as a garden hose or lawn furniture?
- Things belonging to children in the household?
- Things from a vehicle, such as a package, groceries, camera, or CDs?
- Or did anyone ATTEMPT to steal anything belonging to you?

Simplified Version of Theft Screener

- In the last 6 months, was anything belonging to YOU stolen?

Each respondent was presented with 7 vignettes and asked the screening question(s). A large number of respondents to both versions said they would not report incidents. One example is based on a vignette about a stranger stealing sunglasses. Using the existing NCVS screener question, 38.3% reported that they would "definitely" or "probably" say yes to the screening item versus 67.2% of respondents presented with the simplified version of the screening question. More respondents answered "Yes" to the simplified question than to the NCVS version. One *post-hoc* hypothesis was that respondents were confused about being asked to respond to hypothetical scenarios and instead answered about their own experiences. This hypothesis may apply more to the NCVS screening items, where there were fewer "Yes" responses than to the simplified question. Another hypothesis for the differences was "cognitive overload," particularly for NCVS screener items with a long list of examples such as that shown in Exhibit 2-2.

A follow-up study conducted cognitive interviews with additional participants that used the same protocol and then debriefed respondents on their reasoning. The purpose of the cognitive testing was to determine why many respondents did not identify the vignette incidents as victimizations. This strategy was more common for the NCVS screener respondents. Cognitive testing revealed that respondents were often not following the instruction to imagine the vignette as something that happened to them but were just thinking about their own experiences. Respondents offered explanations like "something like that has never happened to me," or "I would never leave something like that" (in reference to leaving a book or laptop on a table). In some cases, "Yes" responses were based on similar events that happened to the respondents and not on the vignettes themselves.

Assessment of Cues

Research Now asked 200 of its adult panel members for examples of various types of crimes, such as "Things that might be stolen," "Ways an offender might try to break into a home," and "Things that might be used as a weapon." The survey took less than 10 minutes to complete. The panelists received the standard Research Now incentive. The primary goal was to identify common examples not mentioned in the NCVS screener probes. There was considerable overlap between the examples respondents mentioned and those in the NCVS Victimization Screener. One difference was

mentioning motor vehicles when asked about theft. This result led to testing a screener that re-ordered the Motor Vehicle Theft and Theft screener questions. The assumption was that we could more accurately route vehicle theft cases (heading into the NCVS-R CIR) by asking about vehicle thefts before asking about theft more generally. Other examples mentioned by respondents but not on the NCVS screener included slapping as a form of attack and vehicle parts theft, including theft of airbags and catalytic converters. The last two examples were not included in the final screener.

Cognitive Testing

Cognitive interviewing is a technique to evaluate questions in survey instruments – respondents review the survey questions and discuss whether they are confusing or have other weaknesses, such as being overly personal or irrelevant. They are asked to provide feedback on whether questions or instructions are clear or could benefit from alternative wording or formatting. A series of cognitive tests helped assess new and revised questions. Across the rounds of testing in advance of the Field Test, the redesign team completed 221 cognitive interviews. Sessions were generally 60-90 minutes long, and respondents received incentives between $40 and $60, depending on the projected length of the interview session. Cognitive testing rounds before the Field Test included the following:

- A test of the simplified screening questions using the same vignette approach used in the web panel collection.

- A test of a full screening instrument (based on respondent experience, not vignettes).

- A test of another alternate option for the screening instrument which compared the use of "short cues" (using fewer screener questions to prompt recall) and "long cues" (asking multiple screener questions to prompt recall).

- Testing new material about police performance and community safety.

- Two rounds of testing focused on the revised material in the CIR (asked of those respondents reporting a victimization in the screener).

The findings of the cognitive testing were used to provide feedback to the TRP and revise the instruments in advance of the Field Test. Draft summary findings are provided in Appendices 3-8.

Usability Testing

After the redesigned questionnaire content was finalized, the redesign team conducted usability testing of a self-administered version with both adults and youth ages 12 to 17. This testing examined how the survey questions, instructions, and supplemental information were presented on computer screens and devices, and how the presentation affected users' navigation and understanding of the instruments. The interview protocol took no more than 90 minutes, and participants were paid $60 (for adults) or $40 (for youth). This testing was for the self-administered version of the instrument (Condition 3). Thirty-three participants were observed as they completed the questionnaire and were asked for feedback on the survey design features. Some participants met with interviewers in person, and others were interviewed remotely while at a focus group facility where they could receive technical support if needed. Tester comments were

generally positive, and no changes were made to the presentation or navigation. A draft summary report of the findings is available in Appendix 9.

2.2   Expert Review

In addition to review by the members of the TRP (see Appendix 10), the instruments were reviewed by two questionnaire design experts. Dr. Stanley Presser of the Joint Program in Survey Methodology and Dr. Allyson Holbrook of the University of Illinois Chicago each provided feedback on the redesigned questionnaires. This expert review was intended to identify improvements to question presentation and survey flow for the self-administered Person Interview, as well as ascertain whether there were issues that might benefit from usability testing before the Field Test. The expert review covered issues such as presentation of long response options and flow within and across sections, including the use of segues.

2.3   Final Field Test Questionnaires

Field Test instrumentation comprised the following:

- The **Household Roster** (Control Card), which enumerated household members age 12 or older and collected basic demographic information;

- A **Consent Module** developed for the Field Test, which asked for informed consent from each adult interviewed, parental consent for youth ages 12 to 17 to be interviewed, and assent from the youths themselves;

- The **Victimization Screener** and additional individual and household demographic questions (NCVS-1);

- The **CIR**, which asked detailed questions about each incident reported in the screener; and

- A **Respondent Debriefing** module developed for the Field Test, which asked for respondent perceptions of the interview experience and, for self-administered or telephone interviews, whether anyone else was present during the interview and whether they could see/hear the questions and responses.

The Household Roster and Consent Module were common to all Field Test samples. The Victimization Screener and CIR, which composed the Person Interview, had three experimental treatments:

- **Condition 1** was the current NCVS, administered by field interviewers either in person or, in some cases, over the telephone, using a computer-assisted interviewing program.

- **Condition 2** was a redesigned NCVS questionnaire,[5] also administered by field interviewers in person or over the telephone, using a web-based questionnaire.

- **Condition 3** used the same questionnaire as Condition 2, but after a field interviewer completed a Household Roster, household members age 12 or older were asked to complete the Person Interview independently through an online survey. There was a two-month gap between the Household Roster and the invitation to complete the online survey to mimic the time between the first in-person interview and subsequent interviews in the NCVS.

Conditions 2 and 3 also included the two "ask-all" modules described earlier, one of which was asked of each respondent before the Victimization Screener.

An important part of the redesigned instrument is a more streamlined screening approach that allows the CIR to focus only on types of crime reported in the screener. To ensure that the screener captures enough information about the type of crime involved in a reported incident, the redesign added a few questions to determine whether an incident reported in response to a particular screener question might include aspects of other types of crimes. One approach was to "interleave" these questions in the screener immediately after the triggering screener probe. Another approach ("non-interleaved") was to ask these questions at the beginning of the CIR. The primary Field Test objective was to assess the interleaved (IL) and non-interleaved (NIL) treatments in Condition 2 against the current NCVS (Condition 1). This objective is reflected in both the instrumentation and sample design. More detail on the two screening approaches is available in the Topline Report.

Condition 3 was included in the Field Test, but on a later schedule than Conditions 1 and 2. The COVID-19 pandemic truncated the Condition 3 data collection. A later effort tested the self-administered questionnaire in two other ways: (1) with an address-based sample using mail and e-mail to encourage web completion of the survey; and (2) with a web panel. All of these efforts will be documented in a separate report.

2.4   Questionnaire Programming

The current NCVS questionnaires are programmed in Blaise. The redesign team obtained the Blaise program from Census and adapted it for Field Test Condition 1. The adaptations included:

- Removing or disabling code related to Census field operations;

- Removing or disabling code related to time-in-sample (TIS) interviews beyond TIS-1; and

- Changing the reference period from the six previous months to one year before the date of the interview so that the Field Test would yield more incidents for analyses.

Field Test Conditions 1, 2, and 3 shared the following Blaise modules:

- The **Household Roster** (TIS-1 Control Card), with questions related to recontact removed;

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[5] The Topline Report (Cantor et al, 2022), Appendix 3, includes several flow charts showing how the Field Test questionnaires were organized, and Appendix 5 includes the Condition 2 instrument. The current NCVS instruments are available from the BJS website:
https://www.bjs.gov/index.cfm/dataonline/content/index.cfm?ty=dcdetail&iid=245#Questionnaires.

- The **Consent Module**, which is not part of the current NCVS, and was developed following requirements of the Westat Institutional Review Board; and

- The **Respondent Debriefing**, which is also not part of the current NCVS.

The initial concept for the redesigned Person Interview (Victimization Screener, CIR, and Person and Household Characteristics) was modular, especially for the CIR. There would be a separate CIR module for each of the broad screener crime types, asking for details of what happened needed for TOC coding, and then separate topical modules for victimization characteristics, such as Location, Victim-offender Relationship, Victim Services, etc. The modular approach was seen as having several advantages:

- During development, changes within a module would be less likely to affect questions and skip patterns in other modules;

- In production, modification of modules would be easier than with one integrated instrument, and topical modules could even be replaced as research priorities changed; and

- The modules need not be administered in one set sequence.

The last advantage was seen as particularly important for the overall goal of making the NCVS interview more engaging and conversational. The fixed sequence of the current CIR and its lack of use of previously reported information can be frustrating to respondents and can lead to respondent or interviewer error. Once an error is discovered, the only way to fix it is for the interviewer to back up, erasing all previous entries until the point of the error is reached. With a modular approach, it could be possible to add information without backing up, simply by calling another copy of the module where an omission or error occurred.

Thus, the initial requirements for questionnaire development software were the following:

- Supporting web-based self-administration;

- Supporting interviewer administration; and

- Allowing random access to some questionnaire modules when new information is uncovered during the interview.

The goal was to include all three capabilities in a single instrument program, so the questionnaire had to be web-based. Blaise met the first two requirements, but not the third (random access), which is not generally available in questionnaire software. Of the systems available to Westat programmers, the only one meeting all three requirements was PHP, described as "a general-purpose scripting language widely used as a server-side language for creating dynamic web pages."[6] The advantage of PHP was its flexibility; the disadvantage was that it was not specifically designed for questionnaire construction, so Westat programmers would have to develop whatever features were required other than basic webpage screen design and navigation.

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[6] https://www.codecademy.com/catalog/language/php

Generally, the PHP instruments worked well, and interviewers preferred its graphic display over that of the Blaise instruments (see Appendix 11 for an example of the Blaise and PHP graphics). One significant limitation was that interviewers or respondents did not have to enter a value at each screen. Blaise allows standard entries via "hot keys" for responses other than those shown on the screen, notably "Don't know" and "Refused." Typically, interviewers cannot leave a screen without entering either a valid value from the precoded responses, a text response if the question is open-ended, or one of the standard missing response codes. This feature was not added to the PHP Field Test instruments.

3. Field Test Design

The overall NCVS-R Field Test design for Conditions 1 and 2 is shown in Exhibit 3-1. The primary objective was to compare the Condition 2 IL treatment and the Condition 2 NIL treatment with Condition 1. The primary comparisons for deciding on an approach with which to move forward would be based on response rates, estimates of criminal victimization, interview length, measures of data quality, and respondent perceptions of the interview. Other comparisons would focus on sections of the CIR with significant changes in the redesign.

Exhibit 3-1. NCVS-R Field Test design[7]			
	Condition 1 **Respondents = 3,000 persons**	**Condition 2** **Respondents = 5,000 persons**	
Instrument	Current NCVS instrument	Redesigned NCVS instrument	
Mode	In person, telephone	In person, telephone	
Interview	Interviewer-administered	Interviewer-administered	
Interleaving	None	Yes (IL) *(n=2,500)*	No (NIL) *(n=2,500)*

3.1 Sample Design Overview

The potential universe for the Field Test was all persons age 12 or older living in households in the 48 contiguous States and the District of Columbia. Persons living in Alaska and Hawaii and those living in group quarters were excluded from the universe for operational efficiency and cost. The Field Test employed a stratified three-stage sample design: (1) selection of primary sampling units (PSUs), individual counties or groups of counties; (2) selection of secondary sampling units (SSUs), census tracts or groups of census tracts within sampled PSUs; and (3) selection of households within sampled SSUs.

The probabilities of selection at each stage were designed to yield an approximately equal probability sample of households while attaining the target sample sizes for the experimental treatments and yielding approximately uniform sample sizes across PSUs (with the exception of PSUs selected with certainty). These objectives were achieved by sampling with probabilities proportionate to size at the first (PSU) and second (SSU) stages, and then sampling with equal probabilities (within SSUs) at the final (household) stage. As with the NCVS, there was no sampling within households; all household members age 12 or older were selected with certainty. This approach resulted in all sampled individuals having approximately the same probability of selection.

3.2 Sample Frame and Selection

The development of the PSU sampling frame began with a county-level file containing estimates from the 2013-2017 American Community Survey (ACS) five-year summary file, available at

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[7] The key driver of sample size requirements for the Field Test was the ability to detect differences in key survey estimates between the redesigned procedures and instruments and the current procedures and instruments. A power analysis was conducted to examine this.

https://www2.census.gov/programs-surveys/acs/summary_file/2017/data/ (accessed August 11, 2022).[8] For operational efficiency, counties in Alaska and Hawaii were excluded from this file.

Stage 1. Defining and Selecting PSUs

For the Field Test, the PSU measure of size (MOS) was the five-year 2013-2017 ACS estimate of the total number of households in the PSU. The county-level MOS was checked against the minimum MOS, and counties with a MOS below the minimum were combined with other counties as described later to form PSUs. The PSU MOS was the sum of the county MOS across the counties in the PSU.

PSUs were stratified as described below, and one PSU was selected from each stratum; a total of 60 strata were formed. The average stratum size (in terms of total MOS) was computed by dividing the sum of the MOS of all counties by 60, and Westat recommended to BJS that any county with a MOS exceeding 75% of that total be included in the sample with certainty: Cook County, IL, Harris County, TX, Maricopa County, AZ, and Los Angeles County, CA were all certainty counties. If a county was more than 150% but less than 225% of that total, it was a multi-hit certainty PSU, viewed as essentially comprising two PSUs. If a county was more than 225% but less than 300% of that total, it was a multi-hit certainty PSU, viewed as essentially comprising three PSUs. The designation of multi-hit certainty PSUs limits the variation in households' probabilities of selection. Los Angeles was the only multi-hit county in the sample.

Counties not meeting the minimum MOS criterion were combined with adjacent counties, respecting census division boundaries, with consideration to the maximum point-to-point distance within the combined unit, until the minimum size criterion was met. This process resulted in two types of PSUs: (1) single counties; and (2) two or more contiguous counties within the same census division. Within each noncertainty stratum, one PSU was selected with probability proportional to the PSU MOS.

Stage 2. Preparing Frames and Sampling within PSUs

Following the selection of PSUs, the next stage was the selection of SSUs, comprising census tracts or groups of census tracts. Within a sampled PSU, census tracts were combined as necessary to form SSUs of sufficient size.

The SSU sampling frame was developed from a census tract-level file containing estimates of total population and total number of households from the 2013-2017 five-year ACS summary tabulations. The tract MOS was an estimate (the five-year 2013-2017 ACS estimate) of the total number of households in the census tract. The tract-level MOS was checked against the minimum MOS, and tracts with a MOS below the minimum were combined with other tracts to form SSUs. The SSU MOS was the sum of the tract MOS across the tracts in the SSU. To balance within-PSU travel-related costs with the increased impact on variance of clustering, the number of sampled SSUs per PSU was set at 20. This PSU size was set to balance the impact on the variance due to clustering with the need to limit within-PSU travel costs. To support the desired precision, the redesign team assumed a target of 24,016 sampled households, adding a 40% reserve sample resulting in a total target (with reserve) of 33,623 households. With 60 PSUs, this total equates to an average of 560 sampled households per PSU. Since a total of 20 SSUs were sampled within each PSU, the expected average was about 28 sampled households per SSU. Tracts with a MOS smaller than the desired

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[8] Note that independent cities were included in their surrounding counties' estimates in these tabulations.

minimum were combined with other tracts within the same PSU to form SSUs. Where needed, tracts were combined with numerically adjacent tracts, i.e., with tracts that fell immediately above or below the small tract in a list sorted by tract number.

Identification of Certainty SSUs. SSUs having a MOS at least as large as the target sampling interval were selected with certainty, and the expected number of hits associated with each such SSU was calculated. The expected number of hits for certainty SSU j within PSU i (in stratum h) is

$$p_{hij} = \frac{20 C_{hi} M_{hij}}{\sum_{j \in i} M_{hij}},$$

where M_hij is the MOS of SSU j within PSU i, C_{hi} is the number of hits at the PSU level (which is equal to 1 except for multi-hit certainty PSUs). When $p_{hij} \geq 1$, SSU j within PSU i was identified as a certainty.

Number of Noncertainty SSUs. The target number of noncertainty SSUs was determined by subtracting from the total target number of SSUs the total number of certainty SSU hits within PSU i, and then rounding up the result, as follows:

$$b_i' = \text{ceiling} \left(20 C_{hi} - \sum_{j \in i_C} p_{hij} \right),$$

where i_C denotes the set of certainty SSUs in PSU i. The use of the "ceiling" function, which rounds up the argument, ensures that there are no fewer than 20 expected hits in each PSU among the certainty and noncertainty SSUs.

Selection of Noncertainty SSUs. Before sampling, the noncertainty SSUs were subject to a serpentine sort within each PSU (basically, a "snaking" back-and-forth so that SSUs adjacent to each other in the sort order are also adjacent to each other geographically), resulting in a geographically-based implicit stratification. The SSUs were systematically sampled with probabilities proportionate to the SSU MOS.

Stage 3. Selection of Households

The sampling frame for the Field Test was based on the address-based sampling (ABS) frame maintained by Marketing Systems Group (MSG).[9] Within each sampled SSU, addresses on MSG's ABS frame that geocoded to within the SSU's boundaries were included in the sampling frame. MSG's ABS frame originates from the U.S. Postal Service Computerized Delivery Sequence file, which is updated monthly. Although the MSG frame includes all types of addresses, only locatable (i.e., city-style) residential addresses were retained.

Addresses were sampled systematically based on a geographic sort within each sampled SSU. A target total sample size (including reserve) of 33,623 addresses was selected, with equal probabilities within each SSU. The within-SSU sampling rate was set equal to the overall sampling rate (computed as the ratio of the target number of sampled households to the 2013-2017 ACS 5-year estimate of the number of households in the population) divided by the unconditional probability of selection of the SSU. The reserve sample was obtained by systematically sampling 40% of the full (primary plus reserve) sample, sorting the full sample in its original order of selection.

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[9] MSG is a vendor that maintains ABS frames.

The sample of addresses within each PSU was randomly assigned to the three experimental conditions (proportional to the target sample sizes for each condition), and then, independently, to IL and NIL treatments within Condition 2. During data collection, the sample was monitored to determine whether any assumptions affecting yield are falling substantially short of expectations, indicating a potential shortfall in the numbers of completes. When necessary, a reserve sample (either the entire reserve or a random subsample within each PSU) was available for release.

Stage 4. Persons within Sample Addresses

The last stage of selection was completed during the initial contact with the sample address during data collection. As with the NCVS, if the address was a residence and the occupants agreed to participate, an attempt was made to interview every household member age 12 or older. The NCVS has procedures to determine who lives in the sample unit, and a Household Roster is completed with names and other demographic information of all persons who live there. These same procedures were used across all conditions in the Field Test. Since the Field Test was a one-time survey, only those living at the sampled address at the time of enumeration were included. If an age-eligible person left the household before an interview was completed, that individual was treated as a nonrespondent.

4. Conducting the Field Test

4.1 Pilot Test

A small pilot test in August 2019 served as a dress rehearsal for interviewer training, field procedures, and the programmed instruments before the NCVS-R Field Test. The pilot test used a convenience sample based on the locations of 22 experienced interviewing staff, who completed approximately 100 person-level interviews in each version of the instrument. Half of the field interviewers received training on the Condition 1 instrument, and the other on Condition 2.

4.2 Data Collection Approach

Households selected for the Field Test were randomly assigned to either Condition 1 or Condition 2. Field interviewers were assigned exclusively to one of the two conditions to simplify the training and reduce the likelihood of contaminating the experimental design.

Sampled households received an advance letter with responses to frequently asked questions and a study brochure before the interviewer's first visit. These materials included (1) the URL of a BJS website with background information and (2) contact information for the data collection organization in case any of the household members had questions or concerns about the study before the interviewer's visit. (See Appendix 12, 13, and 14 for samples of the advance materials.) There were two versions of the advance letter, one of which was randomly assigned to each sampled address. A separate report describes the results of this experiment.

During the initial visit to a sampled household, the interviewer's first task was recording observations about the neighborhood and the condition of the physical residence. The intention was to test these observations as predictors of victimization (refer to Appendix 15 for a description of these Interviewer Observation variables). After gaining cooperation from an adult household member, the interviewer rostered all household members. After the household respondent (HHR) consented to an interview, the interviewer administered either the Condition 1 or Condition 2 survey. Once the HHR interview was complete, the interviewer could complete interviews with other adult household members; eligible youth were not approached until parental permission had been received. In situations where other household members were not available, the interviewer would attempt to schedule a follow-up visit or arrange for a telephone interview.

4.3 Interviewing

Interviewer Training

Training for NCVS-R Field Test interviewers included two parts – a three-week home study period followed by a single-day in-person classroom experience. This approach was developed to comply with DOJ Financial policies on conference costs for in-person training. The at-home training was between 37 and 45 hours, depending on the interviewer's experience. The single-day in-person training was 7.5 hours.

Interviewers in each PSU were assigned to either Condition 1 or Condition 2. Elements of both the home study and the classroom experience were condition-specific. There were two

condition-specific versions of the training program, with general training content administered to both groups.

Home Study

Home study lessons included:

- Directed reading of the Field Procedures Manual and other materials;

- Knowledge checks with feedback;

- Basic navigation exercises on equipment and systems;

- Training on the data collection instruments; and

- Paired practice exercises on gaining cooperation. Examples included practicing how to respond to respondents who say they don't have time or who are concerned about confidentiality.

Training team staff monitored interviewer completion and evaluated interviewer progress. The home study training was designed to do the following:

- Prompt interviewers to seek assistance from supervisors as needed during the home study period;

- Use the knowledge checks to monitor successful completion of each training module;

- Ensure that interviewers who failed a knowledge check received online support; and

- Identify interviewers unable to grasp the training materials on their own.

As needed, supervisors intervened to provide assistance in understanding key concepts.

Coaching Sessions

After interviewers completed the Home Study and their practice interviews, they were scheduled to practice with a "coach" who played the part of a live respondent. The coached practice gave interviewers the opportunity to demonstrate their understanding of the interview while receiving "live" feedback from a coach. Interviewers needing additional practice were scheduled for a second coached session.

In-person Training

The in-person training day allowed the field operations staff to complete a face-to-face evaluation of new field interviewers as a final step in checking suitability for entering residences and meeting with respondents. The in-person session covered the following topics:

- Review of the study and expectations for the remainder of training and field operations. Trainers also invited interviewers to ask questions about the home study;

- Gaining cooperation and practicing responses to common reasons for refusal;

- More practice conducting the interview; and

- A presentation of the distress protocol and accompanying interviewer job aid.

Supervision

Each interviewer was supported by a Field Supervisor, who oversaw and coordinated data collection in one or more PSUs. The Field Supervisor monitored data collection by interviewer each day and conducted weekly calls to discuss productivity, schedule, and any interviewer concerns or observations. The Field Supervisors were in turn supported by Field Managers at a regional level. Throughout the Field Test, 19 Field Supervisors supported the interviewing staff and four regional Field Managers oversaw operations in four operating regions.

Quality Control

The Field Test Quality Control task was designed to identify interviews suspected of falsification and to verify that Field Interviewers were collecting data according to the study protocol. The plan included four modes of validation.

GPS Validation

Satellite GPS receivers built into interviewers' laptops and phones collected GPS coordinates at defined intervals whenever the laptop/phone was powered on. For each completed case, the dwelling unit address's geocode was compared with the series of GPS coordinates taken during the household visit to confirm that the interview took place at the sampled address. The same GPS coordinates were compared with time stamps from the completed instrument(s) for the address. If both sets of "matches" (geocode and the GPS data and GPS data and time stamps) were in an acceptable range, the case passed validation. Otherwise, the case was flagged for follow-up.

Computer-assisted Recorded Interview (CARI) Validation

When cases were not cleared at the GPS validation level, trained QC Specialists listened to random sections of recordings and assigned a validation status. If there were no recordings or the recording quality or quantity was insufficient to accomplish validation, additional validation was conducted, such as looking at interview timings. Quality control staff also listened to all interviewers' early interviews and provided feedback on adherence to the study protocol.

Telephone Validation

When audio recordings were unavailable or inconclusive, staff attempted to complete case validation by telephone. In addition to contacting cases suspected of being falsified, the field team identified interviewers who departed from project protocols. Scenarios eligible for telephone validation included:

- Interim break-offs;

- Interviews completed by telephone; and

- Unusually short interviews.

In-person Validation

In-person validations were conducted where concerns could not be satisfied using GPS, CARI, or telephone validation. Experienced Field Interviewers were trained to conduct in-person validations as needed.

4.4   Sample Yields

The field period ran between October 2019 and March 2020. In-person data collection was halted because of the COVID-19 pandemic in mid-March, with telephone follow-up of sampled persons continuing until the end of the month.

Because of the COVID-19 pandemic, the field period was cut short and the original sample targets were not attained. At the time, there was not a firm date for the end of data collection, but it likely would have continued for another 4-6 weeks; also, in the final weeks of the data collection, there was concern from sampled respondents about completing in-person interviews. Exhibit 4-1 summarizes sample performance as reported by field and receipt staff by condition and treatment.

- Condition 1 reached 92% (2,764) of the target of 3,000 completed interviews.

- Condition 2 reached 83% (4,144) of the target of 5,000 completed interviews: 81% (2,032) for the IL treatment and 84% (2,112) for the NIL.

- Just under 12% of sampled addresses were found to be out of scope (e.g., vacant, demolished, not a housing unit) for both Condition 1 and Condition 2.

- The roster completion rate for Condition 1 (39.4%) was 1 percentage point higher than for Condition 2 (37.8%).

- Among households with a completed roster, the mean number of persons enumerated was almost 2 across both conditions and treatments (Condition 1, 1.99; Condition 2 IL, 1.98; Condition 2 NIL, 2.00).

- The person-level completion rate was highest for household respondents (94.8% Condition 1, 92.7% Condition 2), considerably lower for other household adults (53.2% Condition 1, 44.9% Condition 2), and lowest for youth (35.3% Condition 1, 33.8% Condition 2).

- The overall person-level completion rate was higher for Condition 1 (72.6%) than for Condition 2 (68.0%); within Condition 2, it was higher for the NIL treatment (68.9%) than for the IL treatment (67.2%).

- There were 52 Condition 2 interviews considered complete according to field production reports but determined not to be complete when reviewed during processing;[10] Condition 1 had 2 such changes in interview completion status. Only one of the Condition 2 interviews

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[10] An interview was considered complete for analysis if (1) the Victimization Screener was complete and (2a) no CIRs were required or (2b) at least one CIR had a TOC code indicating an NCVS crime or (2c) at least one CIR had a TOC code indicating "not an NCVS crime" and no CIR items needed for TOC coding were missing.

and none of the Condition 1 interviews designated as "partial complete" in the field reports was determined to be complete during processing.

Exhibit 4-1. Field Test sample performance by condition and interleaving treatment								
	Condition 1		Condition 2					
			Interleaved[a]		Non-interleaved[a]		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Initial sample	5,489	–	4,527	–	4,657	–	9,184	–
Out of scope	641	11.7	521	11.5	563	12.1	1,084	11.8
In-scope addresses	4,848	–	4,006	–	4,094	–	8,100	–
Roster completed	1,911	39.4	1,527	38.1	1,531	37.4	3,058	37.8
Roster refused	2,671	55.1	2,278	56.9	2,364	57.7	4,642	57.3
Other nonresponse	266	5.5	201	5.0	199	4.9	400	4.9
Persons enumerated	3,809	–	3,025	–	3,066	–	6,091	–
Mean number per HH	1.99	–	1.98	–	2.00	–	1.99	–
Household respondents	1,911	–	1,526	–	1,529	–	3,055	–
Completed interview	1,812	94.8	1,408	92.3	1,424	93.1	2,832	92.7
Incomplete interview	99	5.2	118	7.7	105	6.9	223	7.3
Partial complete	1	0.1	20	1.3	18	1.2	38	1.2
Refusal	61	3.2	68	4.5	60	3.9	128	4.2
Other nonresponse	37	1.9	30	2.0	27	1.8	57	1.9
Other adults	1,578	–	1,277	–	1,294	–	2,571	–
Completed interview	839	53.2	553	43.3	602	46.5	1,155	44.9
Incomplete interview	739	46.8	724	56.7	692	53.5	1,416	55.1
Partial complete	1	0.1	4	0.3	9	0.7	13	0.5
Refusal	495	31.4	466	36.5	446	34.5	912	35.5
Other nonresponse	243	15.4	254	19.9	237	18.3	491	19.1
Youth (ages 12-17)	320	–	222	–	243	–	465	–
Completed interview	113	35.3	71	32.0	86	35.4	157	33.8
Incomplete interview	0	0.0	0	0.0	2	0.8	2	0.4
Partial complete	1	0.9	0	0.0	0	0.0	0	0.0
Refusal	163	50.9	120	54.1	127	52.3	247	53.1
Other nonresponse	43	13.4	31	14.0	28	11.5	59	12.7
All persons	3,809	–	3,025	–	3,066	–	6,091	–
Completed interview	2,764	72.6	2,032	67.2	2,112	68.9	4,144	68.0
Incomplete interview	1,045	27.4	993	32.8	954	31.1	1,947	32.0
Partial complete	3	0.1	24	0.8	29	0.9	53	0.9
Refusal	556	14.6	534	17.7	507	16.5	1,041	17.1
Other nonresponse	486	12.8	435	14.4	418	13.6	853	14.0

Source: 2019-2020 NCVS-R Field Test.

[a] The interleaved screener asked a few follow-up questions about the incident before the CIR whereas the non-interleaved version of the screener did not.

Conditions 1 and 2 had separate interviewing staffs in each PSU to reduce contamination of the experimental treatment. Interviewers were allocated to Condition 1 or Condition 2 in such a way as to balance experience across the conditions insofar as possible. However, there was relatively less attrition and better production among those assigned to Condition 1. Near the end of the field period, a few Condition 1 interviewers were given Condition 2 assignments. The difference in interviewing staffs likely explains the higher percentage of target and higher completion rates for Condition 1.

4.5   Response Rates

As shown in Exhibit 4-3 below, the final weighted response rate for the Field Test was 27.0% for Condition 1 and 24.3% for Condition 2. While the response rate was slightly higher for Condition 1 than Condition 2, the difference is not substantively meaningful. As with the completion rates, the difference is likely due to different interviewing staffs.

The final response rate has several components, including completion of the roster, a household respondent interview, interviews with other adult household members, parental permission to interview youth ages 12 to 17, and interviews with those youth. Exhibit 4-2 shows the conditional component rates for Conditions 1 and 2, except for the parental permission rate, which, as reported by the field staff, accounted for most of the nonresponse for the youth interview. It may be many of the parental refusals were proxy refusals for the youth themselves. As shown in Exhibit 4-2, the conditional response rates for household respondents and other adults were significantly higher in Condition 1 than in Condition 2 ($p < .05$), which resulted in the higher final response rate for Condition 1.

Detailed response rates and a discussion of how they were calculated may be found in the Topline Report (Cantor et al, 2022). The Topline Report also includes an analysis of nonresponse bias examining how several key demographics line up with national benchmarks.

Exhibit 4-2.   Weighted conditional response rates by stage, Conditions 1 and 2
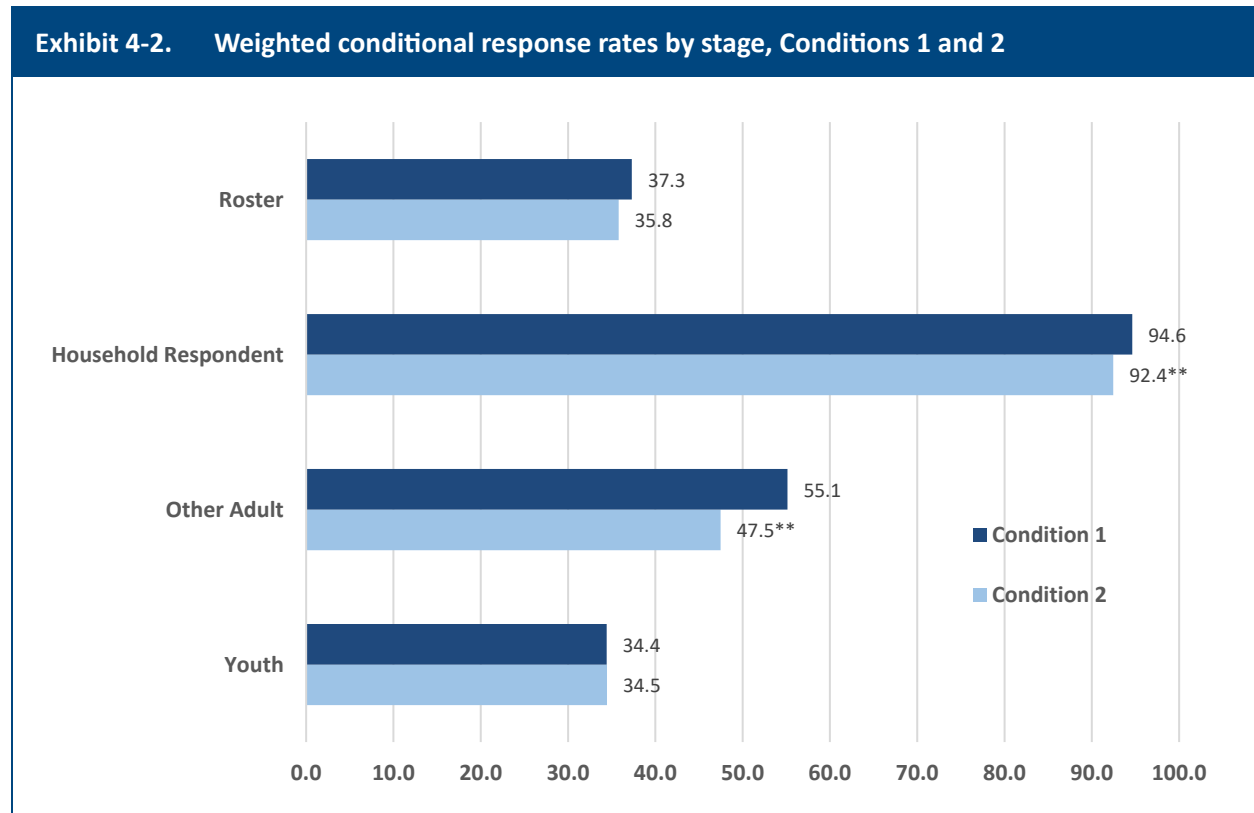
Source: 2019-2020 NCVS-R Field Test.

See Topline Report (Cantor et al, 2022) Table A3-1, Appendix A, for more detail.

Household respondent rates are conditional on roster completion; the other adult and youth rates are conditional on completion of the roster and the household respondent interview.

** $p < .05$ vs. Condition 1.

- Condition 1 had a slightly higher roster completion rate than Condition 2 (37.3% vs. 35.8%). This difference was not statistically significant.

- For the household respondent interview, Condition 1 had a somewhat higher response rate than Condition 2 (94.6% vs. 92.4%). This difference was statistically significant ($p < .05$).

- For the other adult interview, Condition 1 had a higher response rate than Condition 2 (55.1% vs. 47.5%). This difference was statistically significant ($p < .05$).

- For the youth interview, there was virtually no difference between the two conditions (34.4% response vs. 34.5%, respectively). The youth interview response rate incorporates both parents denying permission and youth nonresponse. Virtually all of the youth nonresponse (98% Condition 1 and 97% Condition 2) was because parents did not give consent.

Exhibit 4-3 shows the weighted response rates by stage. The final response rate is a product of the roster and person rates. The overall person rate combines the rates for the household respondent, other adult, and youth.

- Condition 1 had a significantly higher overall person response rate than Condition 2 (Exhibit 4-3; 72.5% vs. 68.0%; $p < .05$).

- The final response rate was higher for Condition 1 than Condition 2 (27.0% vs. 24.3%; $p < .05$).

- For both conditions, interviews were completed with all eligible persons in a little less than 40% of the rostered households (Exhibit 4-3).

Exhibit 4-3. Weighted response rates by stage, Conditions 1 and 2
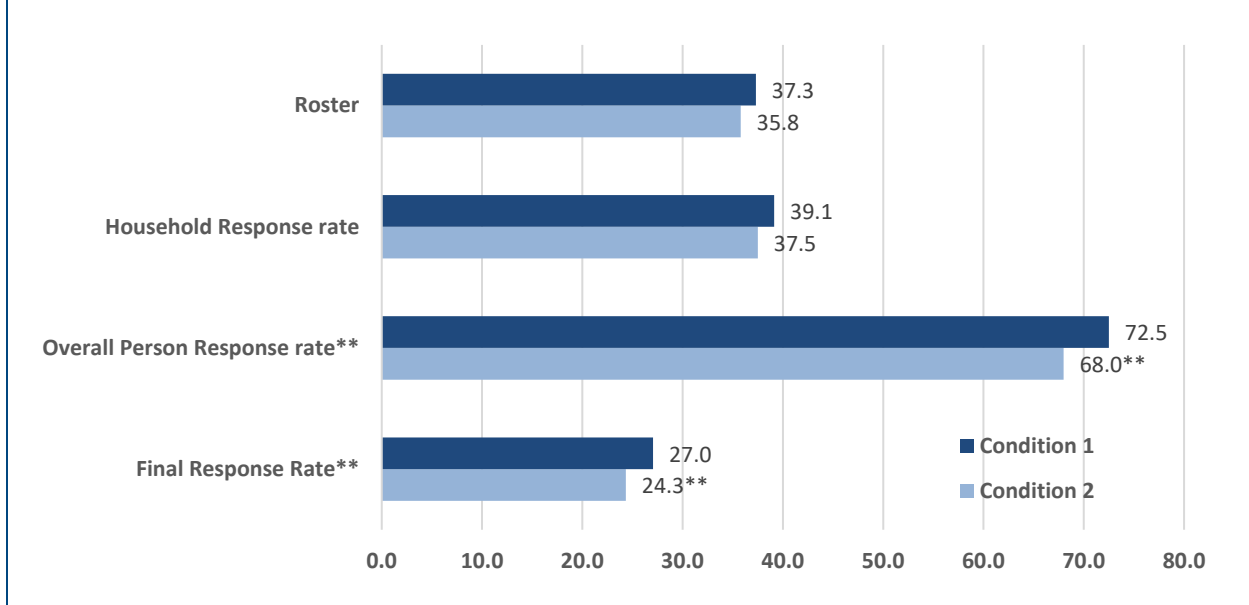
Source: 2019-2020 NCVS-R Field Test.

See Topline Report (Cantor et al, 2022) Table A3-2, Appendix A, for more detail.

The overall person response rate combines the conditional response rates for the household respondent, other adult, and youth.

The household response rate is the percentage of rostered households in which all eligible household members were interviewed.

** p < .05 vs. Condition 1.

5. Data Quality and Editing

Interviewers transmitted data from completed interviews nightly. NCVS-R Field Test processes applied to these data were more limited than those used by the Census Bureau for the NCVS. In sequence, Field Test processes included the following:

- Running an algorithm on each CIR to assign a TOC code based on closed-ended responses;

- Determining whether each CIR met the definition of a completed instrument;

- Determining whether each Person Interview met the definition of a completed survey; and

- Review of CIR text responses against the algorithm-assigned TOC code.

The TOC algorithm for Condition 1 was the one used by Census for the NCVS. Field Test staff adapted the algorithm to match the redesigned questionnaire for Condition 2, staying as close as possible to the current logic. The TOC algorithm is hierarchical, which means that an incident that includes multiple types of crime is assigned just one TOC code. The more severe crimes, such as Completed or Attempted Rape, are assigned first, while less severe crimes, such as Larceny and Vandalism, are assigned later in the hierarchy. Examples of the components used in the TOC algorithm include type of sexual assault, type of attack, injury, presence of a weapon, illegal entry, type of theft, and vandalism. The TOC hierarchy algorithm is provided in the Topline Report (Cantor et al, 2022).

Typical survey data quality measures include both unit and item response rates, as well as measures of the internal consistency of responses. For the NCVS, an additional data quality measure, or efficiency measure, is the proportion of incidents reported in the screener that turn out to be NCVS crimes. The remainder of this chapter will further describe Field Test processing procedures and discuss item nonresponse and other quality measures with regard to assigning TOC codes.

5.1 Defining a Completed Survey

The definition of a completed survey for the Field Test focused on the questions needed to determine whether or not the respondent was a victim. A survey was considered complete if it fit one of the following three categories:

- The respondent was asked to complete at least one CIR that yielded a TOC code representing an NCVS crime;

- The respondent was asked to complete a CIR that did not yield a TOC code for an NCVS crime, but all "key" screener and CIR questions were answered; or

- The respondent was not asked to complete a CIR, but answered all "key" questions in the screener.

Key questions in the Condition 1 screener included all of the "Did this happen to you?" screener questions — nine for household respondents and seven for others. Condition 2 required at least one non-missing response within five[11] of the screener sections for household respondents and three for other respondents. Key CIR questions included all items used to determine the TOC code except for presence of a weapon (since "don't know" is a valid response). There were 24 key items in the Condition 1 CIR (depending on skip patterns) and a maximum of 66 key items in Condition 2. The Topline Report (Cantor et al, 2022), Appendix 3, includes several flow charts showing how the Field Test questionnaires were organized, and Appendix 5 includes the Condition 2 instrument. The current NCVS instruments are available from the BJS website: https://bjs.ojp.gov/data-collection/ncvs#surveys-0.

5.2   Missing Data

The Topline Report (Cantor et al, 2022), Section 5.1, describes the rate of item-missing data for Person Interview sections other than the CIR. Within the Condition 2 Victimization Screener, missing rates were at or below 1% for all screener series, with the highest rates for Rape and Sexual Assault and Motor Vehicle Parts Theft. The highest rates overall were for income, about 19%, and for opinion items in the Police Ask-all module, with rates from 3% to 17%. Item nonresponse was not allowed in the Condition 1 screener, and nonresponse to the income question was about 15%. Condition 1 did not include questions about police performance.

There was much more item nonresponse in the Condition 2 CIR than in the Condition 1 CIR.[12] This led to a difference in the proportion of CIRs required from the screener that were considered complete. For Condition 1, virtually all of the required CIRs were completed (98.4%). This rate was lower for the Condition 2 IL (94.3%) and NIL (93.2%). Several basic differences in the Condition 1 and Condition 2 questionnaires contributed to the difference in incomplete CIRs:

- The Condition 2 CIR introduction included text required by Westat's Institutional Review Board reminding respondents that they could choose not to answer any question.[13] A review of recorded interviews indicated that some respondents then said they didn't want to answer any questions about the incident, particularly when in the second or later CIR in an interview.

- As described above, more questions were considered "key" in the Condition 2 CIR than in the Condition 1 CIR.

- The Condition 2 instrument program allowed interviewers to click on "Next" without entering a response and then go on to the next question. In the Condition 1 Blaise program, a response was required for every question appearing on the screen, and in some key questions, a "Don't know" response was not allowed.

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[11] The questions about motor vehicles and parts were excluded from the Condition 2 requirement because a number of interviews had missing responses for these sections and responses for all the other sections. It is unclear what happened, but it is possible that the vehicle ownership question, the filter question for these sections, was mistakenly answered "Yes."

[12] This was primarily due to the web-based software used to collect the Condition 2 data, which did not force the interviewer to include a response. This will not carry over to the Census implementation of the redesigned NCVS, which will use the same programming system as the current NCVS instrumentation.

[13] The Condition 1 CIR did not include any such statement.

- The denominator for the percentages cited above differed between Condition 1 and Condition 2. The Condition 1 denominator is taken from the "how many times" question at the beginning of the CIR, while the Condition 2 denominator is based on the screener question. In some cases, the Condition 1 CIR number of CIRs expected was different from that in the screener, usually less.

Among Condition 2 CIRs considered complete, the highest rate of item-missing response was in the Offender Characteristics (OC) section (24.9% IL, 20.6% NIL), which was expected since this is similar to missing item patterns observed in the current NCVS. Every OC item included a "Don't Know" response category that the interviewer could select. The most difficult questions for respondents to answer were whether offenders were members of street gangs or had been drinking or on drugs; the missing rates for these items were around 50% or higher.

Other sections with item-missing rates higher than 10% included Series Crimes (11.5% IL), What Happened: Vandalism (16.8% IL, 11.6% NIL), and What Happened: Motor Vehicle Theft (11.2% NIL). For many of these questions, the number of respondents asked is relatively small, so it is difficult to reach any definitive conclusions. The majority of CIR sections had item missing rates below 5%.

5.3   CIR Completion

Despite the issue with item nonresponse leading to CIRs being considered incomplete described in Section 5.2, about the same proportion of screener-reported incidents (57-58%) wound up being coded as NCVS crimes in Conditions 1 and 2. The Condition 2 denominator includes about 10% of screener-reported incidents that did not receive a CIR because of a Field Test cap of 4 CIRs from one screener series. The Condition 1 denominator, taken from the screener, includes about the same proportion of incidents that are not accounted for between the screener and CIR. Condition 1 wound up with a mean of 0.18 NCVS crimes per screener respondent, while the Condition 2 IL had 0.26 and the NIL 0.29 NCVS crimes per screener respondent, or about 50% more than Condition 1. Condition 2 also had about 50% more incidents reported in the screener than did Condition 1. Given the artificial item nonresponse issue and the Condition 2 cap on CIRs, Condition 2 was more efficient than Condition 1 in compiling NCVS crimes. It was also more effective in the sense that about 50% more crimes were identified.

5.4   Narrative Review Edits

Census reviews all NCVS text entries in its data editing process. Census may edit individual variables based on this textual information. Field Test coding staff followed a similar procedure, although limited to the impact on TOC coding. Field Test staff changed TOC values only if there was a clear discrepancy between the textual information and the TOC code assigned by the algorithm. For example, if it was clear in the narrative that a weapon was present but the raw data had a "no" or missing response, coders would consider that discrepancy during the TOC review. The narrative review process also identified property crimes reported by multiple household members. When duplicates were identified, only one incident was retained, typically from the household respondent. The final data include both the TOC code based on the closed-ended questions and the edited TOC, informed by the narrative review process.

Among Condition 1 CIRs, 8.2% had the TOC code changed through this review process. For Condition 2, 4.8% of IL CIRs had a change, as did 3.8% of NIL CIRs. This difference reflects greater consistency in Condition 2 than in Condition 1 between closed-ended and text responses.

5.5 Condition 1 Logic Edits

The Field Test adapted Census's consistency edit checks for Condition 1 data items required for TOC coding. These edits were used only to revise TOC codes, and not to edit the question variables. For example, if the respondent reported being injured or reported the presence of a weapon, the Census edit check process ensures that the "Presence" variable is set to "Yes." Another example is for respondents who reported being attacked, did not describe an actual attack or injury, but did describe an attempted attack. In such cases, the edit check process revised the response to an attempted attack (rather than an attack). In theory, the skip patterns would generally not allow these conflicts; these edit checks are used as confirmation (for example, if an interviewer went back and changed earlier responses).

5.6 Disclosure Review Edits

While no personal identifying information is included in the public use files, there remains the possibility that someone could identify an individual respondent by reviewing the survey responses alone. To minimize this disclosure risk, the redesign team investigated the following:

- Risks due to external sources;

- Risks due to combining categorical indirect identifying variables; and

- Outliers on continuous variables.

To assess the risk due to external sources, the team investigated (1) the potential of matching the NCVS-R microdata to an external database; and (2) the likelihood of re-identification of geographies from the replicate weights. Regarding risks due to combining categorical indirect identifying variables, the analysis used the Skinner and Shlomo (2008) approach to estimate the file-level re-identification risk. The analysis then assessed the relative risk of identifying respondents by performing a large number of tabulations that resulted in the identification of unique combinations of variables. Lastly, the continuous variables were reviewed for outliers that could lead to re-identification. The assessment found that the disclosure risk was generally low. Examples of the higher risk variables were similar to most surveys, such as geographic variables and variables with outliers, such as very large households or persons with rare attributes, such as old age or certain racial groups.

6. Weighting and Estimation

6.1 Computation of Household and Person Weights

Household, person, and victimization data from the NCVS-R sample were adjusted to provide annual estimates of crime experienced by the U.S. population age 12 or older. All weighting was done separately for the two conditions. The weighting methodology was based on the approach used for the current NCVS, as described in NCVS, 2016: Technical Documentation (https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/ncvstd16.pdf). Following the creation of base weights, the nonresponse weighting adjustment then allocated the sampling weights of nonresponding households and persons to respondents with similar characteristics. A raking ratio adjustment reduced the variance of estimates of totals by correcting for differences in the distribution of the sample by age, sex, race and Hispanic origin, and educational attainment, and the distribution of the population by these characteristics. This procedure also reduced bias due to undercoverage of various portions of the population.

The NCVS-R Field Test base weight for each address is the inverse of the probability of selection for that address. In computing the probability of selection, any release of a reserve sample was accounted for.

If all eligible units in the sample responded to the survey and reported crimes only within the reference period, the sampling base weights would produce unbiased estimates with reasonably low variance. However, nonresponse and other nonsampling errors are expected in all sample surveys, and the following post-data-collection weighting adjustments were designed to minimize their impact on the estimates.

Some units in the ABS sample were subsampled because the sampled address was associated with multiple residences (with no distinguishing feature); these are referred to as drop point addresses. As described in the earlier discussion of sample selection, units at drop point addresses were enumerated and sampled. The base weights of units at these drop point addresses were adjusted as appropriate to account for the change in the probability of selection.

Nonresponse is classified into two major types: item nonresponse and complete (or unit) nonresponse. Item nonresponse occurs when a cooperating household fails or refuses to provide some specific items of information. In the Field Test estimation process, the weights for all of the interviewed households were adjusted to account for occupied sample households for which no information was obtained due to unit nonresponse. To reduce bias, the household nonresponse adjustment was performed within cells formed using region, dwelling type, an indicator of whether a phone number could be matched to the sampled address, and quartiles of census tract-level demographic and socioeconomic estimates.

A household was considered as responding if at least one person within the household completed the Household Roster. The interviewer then attempted to interview all persons age 12 or older within the household, but some persons within the household were unavailable or refused to participate. The within-household nonresponse adjustment allocated the weights of nonresponding persons to respondents. The Household Roster nonresponse adjusted weights were poststratified to estimated totals of households by region by home tenure, where the estimated totals were obtained from the 2019 ACS 1-year tabulations.

The starting weight for all persons within responding households was the poststratified Household Roster weight. If nonrespondents' crime victimizations are significantly different from respondents' crime victimizations, there could be nonresponse bias in the estimates. To reduce nonresponse bias, the within-household nonresponse adjustment cells were formed by characteristics correlated with both response and crime victimization rates. These characteristics included: region, age, sex, race and Hispanic origin, marital status, educational attainment, whether the person lived on campus, and marital status and relationship to household reference person (self/spouse or all others).

Distributions of the demographic characteristics derived from the Field Test sample were somewhat different from the true distributions, even for such basic characteristics as age, sex, race and Hispanic origin, and educational attainment. These population characteristics are closely correlated with victimization status and other characteristics estimated from the sample. Therefore, the variance of sample estimates of totals based on these characteristics can be reduced when, by the use of appropriate weighting adjustments, the sample population distribution is brought as closely into agreement as possible with the known distribution of the entire population based on 2019 ACS 1-year estimates with respect to these characteristics. This reduction was accomplished using raking ratio adjustments.

6.2   Computation of Incident Weights

When a respondent reported a series crime (i.e., high-frequency repeat victimizations that are similar in type but occur with such frequency that a victim is unable to recall each individual event or describe each event in detail), the interviewer completed one CIR with details collected for only the most recent incident. To count all instances of this series victimization, the victimization weight was multiplied by the number of incidents (up to 10) in the series.

If every victimization had one victim, the incident weight would be the same as the victimization weight. Because incidents sometimes have more than one victim, the incident weight was the series victimization weight divided by the number of victims in the incident.

The Field Test data will allow users to produce estimates of crime and crime rates. Point estimates of crime victimizations include all incidents reported by sample units within the domain and time period of interest, weighted appropriately. Field Test crime rate estimates are calculated as the number of victimizations per one thousand people.

6.3   Variance Estimation

The NCVS-R estimates come from a sample, so they may differ from figures from an enumeration of the entire population using the same questionnaires, instructions, and enumerators. For a given estimator, the average squared difference between estimates based on repeated samples and the estimate that would result if the sample were to include the entire population is known as sampling error. The sampling error quantifies the amount of uncertainty in an estimate as a result of selecting a sample.

Replication methods may be used to estimate sampling error variances of survey estimates (and related measures of precision). For the Field Test, a total of 28 replicates were created using Fay's variation of balanced repeated replication (BRR), with Fay's k = 0.3 (Judkins, 1990). The variance strata were formed by collapsing strata. Each certainty PSU served as its own variance stratum (with SSUs combined to form two variance units within each variance stratum); noncertainty strata

were combined (paired) to form variance strata, with each noncertainty PSU corresponding to a variance unit. The sampling base weights were multiplied by replicate factors to produce replicate base weights. Each set of replicate base weights was subjected to the same weighting adjustments described in the previous section to produce sets of final replicate weights for households, persons, series victimizations, and incidents. By applying the weighting adjustments to each replicate, the final replicate weights reflect the impact of the weighting adjustments on the variance (Rust and Rao, 1996; Valliant, 2004).

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Appendix 1

Vignette Testing

Background

The current NCVS screener items are based on research conducted more than 25 years ago. There is evidence from the NCVS data and from interviewers that the current screener items may not be as effective for today's respondents. In this task, we explored whether the cues in the current screener questions get respondents to report the types of incidents they are supposed to report. Also, while NCVS panel households are asked to complete the survey seven times over a three and a half year span, the 1989 screener experiment was based on a single interview only. Census interviewers today suggest that respondents who are patient with screener items in the initial interview may stop listening to the probes later in their panel tenure (with interviews 5-7 particularly challenging). One focus of the Redesign will be to revisit the current screener items, with the goal of developing a screener that can maximize data quality across all seven interviews.

This first experiment under the NCVS Redesign project assessed the current screener questions using a vignette approach. Vignettes, or brief stories, can be used to assess how a respondent decides whether and how a given scenario relates to the questionnaire item at hand. The goal of the Crime Vignette Testing was to examine the existing NCVS screener items and observe how a sample of adults classify incidents as crimes. We also included streamlined versions of the screener items to see whether they would lead to different classifications. Later in the redesign process, we planned to use the "vignette approach" again to test the impact of question wording changes on interpretation and response. This current experiment was planned to test and fine-tune the methodology so that it was ready for question testing, in the next phase.

Vignettes are often used to understand how respondents classify events or situations (Biderman et al., 1986; Martin and Polivka, 1996). We proposed to administer a set of vignettes to help us understand how respondents determine whether incidents should be reported in response to the current NCVS screening items. In particular, we planned to examine several factors that may influence whether respondents report specific events, including the seriousness of the incident, the relation of the offender to the respondent, and, in the case of property crimes, whether the item stolen was actually the respondent's. If we could better understand the factors that influence what respondents include or exclude from their reports, we could revise the screening items so that their answers are more in line with the NCVS's objectives. We regarded this initial study as a pilot study, with the hope of demonstrating the value of the vignette approach. Exhibit 1 at the end of this document includes a copy of the Vignette Survey.

Methods

The vignettes were administered to a split sample of respondents, with half receiving the current screening items and half receiving streamlined versions of the items. Within each group, respondents were asked to answer the screening items based on randomly assigned vignettes. These vignettes varied by seriousness of the incident and additional factors, such as the respondent's relationship with the offender.

Because we were not attempting to generate population estimates, we used a non-probability sample from the web survey vendor SurveyMonkey. SurveyMonkey allows organizations to conduct surveys of their members under the condition that the end of the survey includes an invitation to join the SurveyMonkey Audience Panel. This service reaches about 2 million individuals a week. As a result, the Audience Panel is continuously updated, contains a very heterogeneous group of people, and has rich member profiles. Many people who may never consider "opting-in" to a web ad to join a panel accept the invitation at the end of the survey because they feel it is safe (since an organization they trusted, such as their employer or their local PTA, sponsored the survey).

We collected 1,000 web completes from the SurveyMonkey Audience panel. The survey took about 10 minutes to complete and respondents were exposed to either the current or streamlined versions of seven NCVS screening items. Prior to each screening item, respondents were provided a randomly assigned fictional scenario that they were asked to think about as they answered the screening question. The design allowed us to explore how people classify different types of crimes under the current screening items and how they might respond to shorter items.

For each screening item, we developed several versions of a basic scenario. The violent crime vignettes vary according to the following dimensions: the level of seriousness of the incident (low, high), and who the offender was (stranger, acquaintance, relative or close friend). The property crime vignettes vary according to the same dimensions, with an added dimension of property ownership (owned by the respondent or borrowed property). Each vignette was randomly and independently assigned.

Besides responses to the seven vignettes, the survey collected a few demographic characteristics (see questions 1 through 5 in the questionnaire). SurveyMonkey monitored data collection to assure a balanced split by respondent sex and to assure a mix across age and race-ethnicity groups.

Instrument

The instrument was designed to assess how varying dimensions of crime severity or relationship to the offender (or property) changes how respondents interpret the screener questions. The survey questions are presented below:

This voluntary survey should take no more than 10 minutes to complete, and you may skip any questions you do not wish to answer. It is being conducted by the Department of Justice in order to test some survey questions for a crime survey (OMB # 1121-0325).   If you would like to review information about data confidentiality, please click on the following link: [LINK]

Let's start with a few questions about you.

1.   How old were you on your last birthday?

_____ years old

SHOW TEXT IF RESPONDENT REQUESTS LINK

Data Confidentiality

The Bureau of Justice Statistics (BJS), part of the Department of Justice, has partnered with Westat to conduct research about crime and victimization. This current SurveyMonkey survey is being used to help assist in designing questions for a national survey on crime. BJS' pledge of confidentiality is based on its governing statutes Title 42 USC, Section 3735 and 3789g, which establish the allowable use of data collected by BJS. Under these sections, data collected by BJS shall be used only for statistical or research purposes and shall be gathered in a manner that precludes their use for law enforcement or any purpose relating to a particular individual other than statistical or research purposes (Section 3735). BJS staff, other federal employees, and Westat staff (the data collection agent) shall not use or reveal any research or statistical information identifiable to any specific private person for any purpose other than the research and statistical purposes for which it was obtained. Pursuant to 42 U.S.C. Sec. 3789g, BJS will not publish any data identifiable specific to a private person (including respondents and decedents). To protect the identity of the respondents, no identifying information will be kept on the final data file. The survey will not be collecting the name of any of the respondents.

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2. What is your race? Please select one or more.

- o White
- o Black or African American
- o American Indian or Alaska Native
- o Asian
- o Native Hawaiian or Other Pacific Islander

3. What is the highest level of education you have completed?

- o Did not complete high school
- o High school graduate or GED (diploma or equivalent)
- o Some college, trade or vocational school (no degree)
- o Associate's degree or trade/vocational school diploma
- o Bachelor's degree (eg. BA, AB, BS)
- o Graduate or Professional Degree

4. Are you male or female?

- o Male
- o Female

5. Are you now married, widowed, divorced, separated, or never married?

- o Married
- o Widowed
- o Divorced
- o Separated
- o Never Married

On the next few screens, you will read about something that happened. Pretend that it happened to you and then answer the question that follows. Here is the first one:

{INSERT RANDOM VIGNETTE HERE}

Based only on this situation, how would you answer this question?

6. {INSERT RANDOM QUESTION HERE}

WEB INSTRUCTIONS:
> RANDOMLY SELECT FROM Q6 VIGNETTES 1 TO 6
> RANDOM ASSIGNMENT OF VERSION 1 OR 2 PATH (SAME ASSIGNMENT MAINTAINED)

Q6 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you were at a coffee shop. You left your new sunglasses, which cost you $15, on the table while you went to the bathroom. When you came back, your sunglasses had been taken.

[VIGNETTE 2]: Last month, you were at a coffee shop. You left your expensive new laptop at the table while you went to the bathroom. When you came back, the laptop had been taken.

[VIGNETTE 3]: Last month, you had a party at your home. Twenty of your friends and acquaintances came to the party. The next morning you noticed that your new sunglasses, which cost you $15, had been taken.

[VIGNETTE 4]: Last month, you had a party at your home. Twenty of your friends and acquaintances came to the party. The next morning you noticed that your expensive new laptop had been taken.

[VIGNETTE 5]: Last month, you had your sister and her teenage son over for dinner. You are close to both of them. The next morning, you noticed that your new sunglasses, which cost $15, had been taken.

[VIGNETTE 6]: Last month, you had your sister and her teenage son over for dinner. You are close to both of them. The next morning, you noticed your expensive new laptop had been taken.

Q6 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Was something belonging to YOU stolen, such as ….
- Things that you carry, like luggage, a wallet, purse, briefcase, or book?
- Clothing, jewelry, or cellphone?
- Bicycle or sports equipment?
- Things in your home, like a TV, stereo, or tools?
- Things outside your home, such as a garden hose or lawn furniture?
- Things belonging to children in the household?
- Things from a vehicle, such as a package, groceries, camera, or CDs?
- Or did anyone ATTEMPT to steal anything belonging to you?

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, was anything belonging to YOU stolen?

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q7 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

7. {INSERT RANDOM VERSION OF QUESTION 7 HERE}

WEB INSTRUCTIONS:
  ➢ RANDOMLY SELECT FROM Q7 VIGNETTES 1 TO 6

Q7 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, your boss let you take a work-related book home from your office. On your way home, you stopped for coffee and left the book on the counter while you paid for your drink. When you went to pick it up, the book had been taken.

[VIGNETTE 2] Last month, your boss let you take a laptop home from your office. On your way home, you stopped for coffee and left the laptop on the counter while you paid for your drink. When you went to pick it up, the laptop had been taken.

[VIGNETTE 3] Last month, you bought a new book.   On your way home, you stopped for coffee and left the book on the counter while you paid for your drink. When you went to pick it up, the book had been taken.

[VIGNETTE 4] Last month, you bought a new laptop. On your way home, you stopped for coffee and left the laptop on the counter while you paid for your drink. When you went to pick it up, the laptop had been taken.

[VIGNETTE 5] Last month, you bought a book on accounting for your business.   On your way home, you stopped for coffee and left the book on the counter while you paid for your drink. When you went to pick it up, the book had been taken.

[VIGNETTE 6] Last month, you bought a new laptop for your business. On your way home, you stopped for coffee and left the laptop on the counter while you paid for your drink. When you went to pick it up, the laptop had been taken.

Q7 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Was something belonging to YOU stolen, such as ….

a)   Things that you carry, like luggage, a wallet, purse, briefcase, or book?
b)   Clothing, jewelry, or cellphone?
c)   Bicycle or sports equipment?
d)   Things in your home, like a TV, stereo, or tools?
e)   Things outside your home, such as a garden hose or lawn furniture?
f)   Things belonging to children in the household?
g)   Things from a vehicle, such as a package, groceries, camera, or CDs?
h)   Or did anyone ATTEMPT to steal anything belonging to you?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, was anything belonging to YOU stolen?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q8 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

8. {INSERT RANDOM VERSION OF QUESTION 8 HERE}

WEB INSTRUCTIONS:
- ➢ RANDOMLY SELECT FROM Q8 VIGNETTES 1 TO 6

Q8 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, someone, you have no idea who, broke into your home, but nothing was taken.

[VIGNETTE 2] Last month, a stranger broke into your home and stole your TV.

[VIGNETTE 3] Last month, someone broke into your home, but nothing was taken. You're pretty sure it was one of your son's friends, who you don't know very well.

[VIGNETTE 4] Last month, someone broke into your home and stole your TV. You're pretty sure it was one of your son's friends, who you don't know very well.

[VIGNETTE 5] Last month, someone broke into your home, but nothing was taken. You're pretty sure it was your brother, whom you are close to. He's been having financial problems lately.

[VIGNETTE 6] Last month, someone broke into your home and stole your TV. You're pretty sure it was your brother, whom you are close to. He's been having financial problems lately.

Q8 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Has anyone …
- Broken in or ATTEMPTED to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or entering through an open door or window?
- Has anyone illegally gotten in or tried to get into a garage, shed, or storage room?
- Or illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, that is since [DATE], did anyone break in or try to break into your home, your garage or shed, or a hotel or motel room or vacation home where you were staying?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q9 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

9. {INSERT RANDOM VERSION OF QUESTION 9 HERE}

WEB INSTRUCTIONS:
  ➢ RANDOMLY SELECT FROM Q9 VIGNETTES 1 TO 6

Q9 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you parked at a train station. When you came back to your car, your gas cap was on the ground and there was less gas in the tank.

[VIGNETTE 2] Last month, you parked at a train station. When you came back to your car, the windows were smashed and the stereo was missing.

[VIGNETTE 3] Last month, your car was in the driveway, and when you came out of your home, you noticed a teenager from your neighborhood siphoning gas from your car.

[VIGNETTE 4] Last month, your car was parked in your driveway. When you came out of your home, you saw a teenager from your neighborhood taking the stereo out of your car.

[VIGNETTE 5] Last month, you came out of your home and noticed your teenage son siphoning gas from your car.

[VIGNETTE 6] Last month, your car was parked in your driveway. When you came out of your home, you saw your teenage son taking the stereo out of your car.

Q9 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Was any vehicle that you own …
- Stolen or used without permission?
- Did anyone steal any parts such as a tire, car stereo, hubcap, or battery?
- Did anyone steal any gas from a vehicle you own?
- Or did anyone ATTEMPT to steal any vehicle or part attached to a vehicle you own?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, did anyone steal or try to steal any vehicle you own? Did anyone steal or try to steal any vehicle parts or gas from a vehicle you own?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q10 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

10. {INSERT RANDOM VERSION OF QUESTION 10 HERE}

WEB INSTRUCTIONS:
> RANDOMLY SELECT FROM Q10 VIGNETTES 1 TO 6

Q10 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you were at a restaurant. You accidentally bumped into a stranger. He grabbed your shoulder forcefully and said "Watch out!"

[VIGNETTE 2] Last month, you were at a restaurant. You accidentally bumped into a stranger. He turned around and punched you in the face, giving you a black eye.

[VIGNETTE 3] Last month, you were at a company gathering at a restaurant. On the way out, you accidentally bumped into a co-worker who you don't know well. He grabbed your shoulder forcefully and said "Watch out!"

[VIGNETTE 4] Last month, you were at a company gathering at a restaurant. On the way out, you accidentally bumped into a co-worker who you don't know well. He punched you in the face, giving you a black eye.

[VIGNETTE 5] Last month, you were out at a restaurant with a good friend. On the way out, you accidentally bumped into him. He grabbed your shoulder forcefully and said "Watch out!"

[VIGNETTE 6] Last month, you were out at a restaurant with a good friend. On the way out, you accidentally bumped into him. He punched you in the face, giving you a black eye.

Q10 QUESTION VERSIONS 1 AND 2

[VERSION 1]

In the last six months, has anyone attacked or threatened you in any of these ways …

- With any weapon, for instance, a gun or knife?
- With anything like a baseball bat, frying pan, scissors, or stick?
- By something thrown, such as a rock or bottle?
- Include any grabbing, punching, or choking?
- Any rape, attempted rape or other type of sexual attack?
- Any face to face threats?
- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last six months, has anyone attacked or threatened you in any way.

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q11 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

11. {INSERT RANDOM VERSION OF QUESTION 11 HERE}

WEB INSTRUCTIONS:
  ➢ RANDOMLY SELECT FROM Q11 VIGNETTES 1 TO 6

Q11 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you were at a sports bar watching a game. The home team scored a touchdown. As people were celebrating, a stranger leaned over and kissed you on your forehead. You were surprised, but did not say anything.

[VIGNETTE 2 - TWO WORDINGS DEPENDING ON GENDER]

[USE WORDING 2A – IF GENDER=FEMALE]: Last month, you were at a sports bar watching a game. The home team scored a touchdown. As people were celebrating, a stranger put his hand on your rear end. You pushed him away, but he kissed you on the mouth.
[USE WORDING 2B – IF GENDER=MALE]: Last month, you were at a sports bar watching a game. The home team scored a touchdown. As people were celebrating, a stranger put her hand on your rear end. You pushed her away, but she kissed you on the mouth.

[VIGNETTE 3] Last month, you were at a sports bar watching a game with a co-worker you don't know very well. The home team scored a touchdown. As people were celebrating, the co-worker leaned over and kissed you on your forehead. You were surprised, but did not say anything.

[VIGNETTE 4 - TWO WORDINGS DEPENDING ON GENDER]

[USE WORDING 4A – IF GENDER=FEMALE]: Last month, you were at a sports bar watching a game with a co-worker you don't know very well. The home team scored a touchdown. As people were celebrating, the co-worker put his hand on your rear end. You pushed him away, but he kissed you on the mouth.
[USE WORDING 4B – IF GENDER=MALE]: Last month, you were at a sports bar watching a game with a co-worker you don't know very well. The home team scored a touchdown. As people were celebrating, the co-worker put her hand on your rear end. You pushed her away, but she kissed you on the mouth.

[VIGNETTE 5] Last month, you were at a sports bar watching a game with an old friend. The home team scored a touchdown. As people were celebrating, your friend leaned over and kissed you on your forehead. You were surprised, but did not say anything.

[VIGNETTE 6 - TWO WORDINGS DEPENDING ON GENDER]
[USE WORDING 6A – IF GENDER=FEMALE]: Last month, you were at a sports bar watching a game with an old friend. The home team scored a touchdown. As people were celebrating, your friend put his hand on your rear end. You pushed him away, but he kissed you on the mouth.
[USE WORDING 6B – IF GENDER=MALE]: Last month, you were at a sports bar watching a game with an old friend. The home team scored a touchdown. As people were celebrating, your friend put her hand on your rear end. You pushed her away, but she kissed you on the mouth.

Q11 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Incidents involving forced or unwanted sexual acts are often difficult to talk about.   In the past 6 months, have you been forced or coerced to engage in unwanted sexual activity by …

- Someone you didn't know before?
- A casual acquaintance?
- Or someone you know well?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

Incidents involving forced or unwanted sexual acts are often difficult to talk about.   In the last six months, has ANYONE forced or coerced you to engage in any unwanted sexual activity?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q12 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

12. {INSERT RANDOM VERSION OF QUESTION 12 HERE}

WEB INSTRUCTIONS:
  ➢ RANDOMLY SELECT FROM Q12 VIGNETTES 1 TO 4

Q12 VIGNETTES 1 TO 4

[VIGNETTE 1] Last month, you were walking home. You accidently bumped into a stranger, who began swearing at you. The next thing you know, he threw a punch at you and gave you a fat lip.

[VIGNETTE 2]: Last month, you were walking home. You accidently bumped into a stranger, who began swearing at you. Without thinking, you threw a punch at him but didn't hit him. Unfortunately, he threw a punch at you too and gave you a fat lip.

[VIGNETTE 3]: Last month, you were walking home with a good friend. You accidently stumbled, bumping into him. He began swearing at you. The next thing you know, he threw a punch at you too and gave you a fat lip.

[VIGNETTE 4]: Last month, you were walking home with a good friend. You accidently stumbled, bumping into him. He began swearing at you. Without thinking, you threw a punch at him but didn't hit him. Unfortunately, he threw a punch at you too and gave you a fat lip.

Q12 QUESTION VERSIONS 1 AND 2

[VERSION 1]

In the last six months, has anyone attacked or threatened you in any of these ways …
- With any weapon, for instance, a gun or knife?
- With anything like a baseball bat, frying pan, scissors, or stick?
- By something thrown, such as a rock or bottle?
- Include any grabbing, punching, or choking?
- Any rape, attempted rape or other type of sexual attack?
- Any face to face threats?
- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last six months, has anyone attacked or threatened you in ANY way?

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Please answer these questions about yourself, rather than based on the stories you read earlier. They will help us understand your answers to the earlier questions.

13. Thinking about all types of crime, in general how worried are you about being a victim of crime?
- o Very worried
- o Fairly worried
- o Not very worried
- o Not at all worried

14. How likely do you think you PERSONALLY are to be a victim of crime in the next year?
- o Very likely
- o Fairly likely
- o Fairly unlikely
- o Very unlikely

15. How safe do you feel walking alone in your neighborhood after dark?
- o Very safe
- o Fairly safe
- o A bit unsafe
- o Very unsafe

Results

The table below shows the means (in black) for every significant main effect and two-way interaction; lower numbers mean more likely to report. The red figures are the percentage of respondents who said they'd "definitely" or "probably" say yes to the screening item.

Table 1-1. Respondents answering "yes" to a screening item by version of the screener and offender relationship

	Q6. Sunglasses/computer stolen by stranger/ acquaintance/sister	Q7. Book/laptop stolen, belongs to business/you/your business	Q8. Stranger/son's friend/brother broke in and stole nothing/TV set	Q9. Stranger/neighborhood teen/son siphoned gas/stole car stereo
Relationship				
Stranger	2.45 (374)	--	2.43 (339) 52.5	2.30 (332) 58.1
Acquaintance	2.64 (360)	--	2.33 (341) 57.8	2.46 (340) 52.1
Relative/Close Friend	2.66 (350)	--	2.63 (370) 47.3	2.81 (360) 39.2
Version				
Standard	2.84 (554) 39.0	2.79 (525) 41.9	2.85 (529) 38.2	2.86 (521) 38.2
Streamlined	2.31 (530) 58.7	2.25 (524) 60.5	2.08 (521) 66.8	2.19 (511) 61.1
Other	Standard Stream.			
	Stranger 2.84 38.3 2.06 67.2	Book 2.64 (542) 46.7		
	Acquaint 2.90 36.4 2.38 57.4	Laptop 2.39 (507) 56.0		
	Relative 2.79 42.3 2.52 50.6			
		Business 2.71 (333) 43.2		
	Sunglasses 45.2 (536)	Own 2.39 (384) 57.3		
	Computer 52.0 (548)	Own Bus. 2.47 (332) 52.1		

Table 1-1. Respondents answering "yes" to a screening item by version of the screener and offender relationship (continued)

	Q10. Stranger/coworker/ good friend grabs shoulder/ punches you	**Q11**. Stranger/coworker/ friend kisses forehead/kisses mouth and touches rear	**Q12**. Stranger/good friend punches you after you don't/do take a swing at him
Relationship Stranger Acquaintance Relative/Close Friend	Non-significant	2.97 (355) 33.8 3.00 (339) 31.6 3.23 (336) 23.8	Non-significant
Version Standard Streamlined	3.20 (519) 25.2 2.55 (511) 46.4	3.32 (519) 22.5 2.81 (511) 37.8	3.13 (514) 29.6 2.31 (503) 56.3

Other	Shoulder 3.27 (512) 20.3
	Eye 2.50 (518) 51.0
	            Standard Stream.
	Stranger 3.18 2.41
	Coworker 3.31 2.45
	Friend 3.11 2.82
	
	Shoulder 3.48 3.05
	Eye 2.93 2.04
		Forehead 3.36 (521) 17.8
		Mouth 2.76 (509) 42.0
		
		Male 2.95 (536) 34.1
		Female 3.20 (479) 24.8
		
		            Fore Mouth
		Standard 3.49 16.4 3.13 29.2
		Stream. 3.23 19.4 2.40 54.4
			Unprovoked 2.48 (486) 50.6
			Provoked 2.95 (531) 35.6
			
			            Standard Stream.
			Unprovoked 2.98 1.96
			Provoked 3.27 2.63

Key Findings

- The version main effect is significant for all 7 vignettes.

- The relationship main effect is significant for 4 of 6 vignettes that varied that factor.

- The main effect of extent of injury/loss is significant in 3 of 6 vignettes that varied that factor.

Appendix 1
Vignette Testing – Cognitive Interviews

Background

This memo provides a review of findings for cognitive interviews that were conducted to learn more about the reasons behind response behaviors to a vignette experiment. The vignette experiment asked respondents to classify different stories depicting victimization. Respondents were asked to read each story then a screener question matching the victimization type depicted in the story. Respondents were then asked to report whether they would classify the scenario as a crime.

Results from the crime vignette testing experiment showed that there were a high number of cases where the respondent indicated they would not report "yes" to the screening item(s)—that is not inferring the scenario as a reportable victimization. This was true across different versions of screener questions. The reasons behind this lack of reporting were unclear.

Cognitive testing was conducted as it allowed the opportunity to further investigate the reasoning or evaluative process respondents used in selecting a response. Findings are reported for a selected number of screener scenarios and questions (seven in total) that were included in the testing. Additionally respondents were administered a set of questions under development to measure perceptions of police and satisfaction with police. These questions are the work of the community measures working group. Findings relating to these questions are presented subsequent to results for the vignette questions.

Methods

Cognitive testing was conducted in two groups which correspond to screener vignette questionnaire versions. There were two versions of the screener questions, a standard version based on current questions within the National Crime Victimization Survey (NCVS) and a streamlined version. The streamlined version questions were generally shorter and included fewer cues compared to the standard version. Testing was limited to 9 respondents for each screener version. This was done as this stage of investigation is exploratory in order to determine the next steps to be taken. Community measures items were also limited to 9 respondents and split between the two screener versions (one group with 5 respondents, the other with 4 respondents).

Participants were recruited from the Washington, DC metro and Cleveland, OH areas. Nine interviews were targeted for each area. In total 9 interviews were completed in Cleveland, OH, but only 7 interviews were completed in the Washington, DC metro area. Table 1 below shows the distribution of completed interview by group type.

Table 1.	Distribution of respondents by questionnaire version		
Community measures	**Standard screener**	**Streamlined screener**	**Total**
Yes	4	5	9
No	3	4	7
Total	7	9	

A total of 7 interviews were completed using the standard NCVS questions, 9 using the streamlined question, and across both groups 9 respondents were interviewed on the new community measures items.

Procedures for the cognitive test follow a retrospective probing approach. Each respondent was instructed on the task then provided one of the preassigned questionnaire versions to complete. For the vignette testing, respondents were asked to read each scenario, then the NCVS-based question, and then mark how they would respond. After the respondent completed all seven vignettes the interviewer stopped the respondent and went back reviewing each question probing on how the respondent came up with their answer. Respondents assigned to the community measures module completed this module after probing was conducted on the vignette items. Again interviews were asked to complete all 19 questions within the module. The interviewer then reviewed selected items to ask how the respondent arrived at their selected answer and how certain terms were interpreted by the respondent.

Findings – Vignettes

The purpose of the vignette testing was to determine why a high number of respondents did not determine the victimization depicted in the vignettes as a victimization. Cognitive testing revealed that much of this was due to respondents not following the instruction to imagine the vignette as something that happened to them and instead reported based on their own experiences. This was characterized by explanations stating that "something like that has never happened to me," or "I would never leave something like" (in reference to leaving a book or laptop on a table). In some cases, "yes" responses were based on an event similar to the vignette having occurred to the respondent and not based on the vignette itself.

Nearly half of the respondents interviewed reported on their experiences and did not use the vignette as context for reporting

- Overall, respondents fell into two groups: respondents that reported based on the vignette depicted; and respondents that reported based on their own experience, or whether something like the vignette has occurred to them. For a few respondents, the respondent asked the interviewer to clarify whether they should answer based on the story, or on their own experience. This is something that would be unavailable in a web-based self-administered setting.

- For one case the interviewer provided the respondent with additional instruction before answering the vignette questions—explicitly stating they should not report on their own experiences. This appeared to visibly 'click' with the respondent who then appropriately answered each item based on the vignettes provided.

Findings for each of the seven vignettes are provided below with a table showing the proportion of respondents that answered based on the vignette or based on their own experience.

Vignette 1

This vignette depicted a scenario where a laptop was left while the person used the restroom and the laptop was then taken. Table 2 shows the distribution of whether respondents based their answer on their own experience or the vignette. Since this was the first item, a few respondents

requested additional clarification or were given additional instruction to base their response on the vignette and not their experiences. While more respondents to the streamline screener version appeared to follow the instructions of the vignette, this appears to be an idiosyncratic observation and there is no reason to believe the screener item influenced adherence to the instructions.

Table 2.	Distribution of basis for vignette response by screener version		
Vignette 1-response		**Standard**	**Streamline**
Appropriately followed vignette		2	7
Requested/given add'l clarification/instruction		1	2
Some uncertainty that theft was not confirmed (e.g., could be in lost and found)		--	2
Reported based on respondent's experience		5	2

Nearly all "no" reports were due to respondents reporting for their experience and not the vignette.

- Five of the respondents reporting based on their experience selected a "no" option. The two selecting a "yes" option did so based on life time experience or recalling a time when something (like a book) was stolen. These respondents tended to use the scenario as context for the question. For example, did you have anything stolen from a coffee shop?

- Eight respondents who appropriately followed the vignette reported "yes" that they would report this as a victimization. The one respondent providing a "no" response did so stating that the vignette was not clear that the laptop was stolen as it could have been place in "lost and found" (for example, by an employee).

Vignette 2

The second vignette depicted a scenario where the individual was allowed to take a work-related book home, but left the book on the counter while paying for coffee were it was taken. Table 3 shows the distribution of whether respondent based their answer on their own experience or the vignette.

Table 3.	Distribution of basis for vignette response by screener version		
Vignette 2-response		**Standard**	**Streamline**
Appropriately followed vignette		2	7
Some uncertainty that theft was not confirmed (e.g., could be behind the counter)		1	2
Statement that book was "in their possession" or the R was responsible for the book		1	6
Reported based on respondent's experience		5	2

Nearly all "no" reports were due to respondents reporting for their experience and not the vignette.

- There were a total of 6 "no" responses, where five were due to respondent's reporting based on their own experience rather than the vignette. The remaining no response was a respondent who followed the vignette, but stated that the vignette was not clear about the

value of the book, or whether it could have possible been accidentally placed behind the counter by an employee.

- One respondent was asked to re-visit this question (who reported on her experience) and asked to put herself in this scenario and to state how she would report. The respondent again stated she would have to say "no" because she would never leave a book lying around. This demonstrates that the respondent was unable to imagine this scenario happening to her and to report based on it.

Respondents generally felt the book was "in their possession" or they were responsible for the book and would consider it their property.

- All but one respondent who followed the vignette provided a "yes" response. These respondents generally felt that they would consider the book to be "theirs," or that because it was property of their employer, or was in their possession they were responsible for the book. The one respondent reporting "no" did so based on the chance the book was placed behind the counter and not whether the book was his property or not.

Vignette 3

The third vignette described a scenario where a stranger broke into the respondent's home and stole their TV. Table 4 shows the distribution of whether respondent based their answer on their own experience or the vignette.

Table 4.	Distribution of basis for vignette response by screener version		
Vignette 3-response		**Standard**	**Streamline**
Appropriately followed vignette		2	7
Respondent focused or reported based on theft aspect of vignette (TV stolen)		--	4
Reported based on respondent's experience		5	2

All "no" reports were due to respondents reporting for their experience and not the vignette.

- All respondents reporting "no" to this vignette did so based on whether they determine if this scenario had happened to them rather than thinking hypothetically. One respondent initially reported "no," who followed the vignette, but changed their answer during probing, stating they did not initially read the question.

Some respondents who reported they would say "yes" to the NCVS question focused on the theft of the TV rather than the home break-in.

- Four respondents focused on the part of the vignette that mentioned the theft of a TV (out of 8 reporting yes and appropriately following the vignette). For one respondent this was a clear context effect as after repeated probing the respondent felt the question was asking about theft. This is believed to be a context effect as the previous question asked about theft and appeared to influence the respondent.

Vignette 4

The fourth vignette depicted a scenario where gasoline was siphoned from the respondent's vehicle while parked at a train station. Table 5 shows the distribution of whether respondents based their answer on their own experience or the vignette. At this point a measure of consistency is obvious that once respondents started reporting based on their own experience they continued to do so throughout each vignette.

Table 5.	Distribution of basis for vignette response by screener version	
Vignette 4-response	**Standard**	**Streamline**
Appropriately followed vignette	2	7
Reported based on respondent's experience	5	2

Nearly all "no" reports were due to respondents reporting for their experience and not the vignette.

- A total of four respondents reported "no" based on the event depicted in the scenario did not occur to them. One additional respondent also reported "no" based on the scenario, doing so because of lack of proof the gas was stolen stating that the gas could have evaporated.

- Many respondents, reporting based on the scenario, found the scenario clear and the NCVS question matched the scenario well. Those reporting "yes" based on the scenario stated that the scenario provided clear evidence that the gas was stolen.

- Two respondents, who reported "yes" and not basing their response on the scenario, were thinking of events like the scenario that had happened to a relative or a friend. In these examples the respondents are using the scenario as an example or context for the question and including events that occurred to others—clearly not attending to or carefully reading the NCVS question.

Vignette 5

The fifth vignette depicted a scenario where the respondent was at a restaurant and was punched after accidentally bumping into the offender. Table 6 shows the distribution of whether respondents based their answer on their own experience or the vignette.

Table 6.	Distribution of basis for vignette response by screener version	
Vignette 5-response	**Standard**	**Streamline**
Appropriately followed vignette	2	7
Reported based on respondent's experience	5	2

All "no" reports were due to respondents reporting for their experience and not the vignette.

- For respondents reporting "no," that they would not report this as a victimization, all did so based on their experience. Three of the five respondents reporting "no" (based on their experience) were asked how they would report under the hypothetical scenario depicted in the vignette. All three respondents stated they would change their answer to "yes."

Respondents felt there was nearly no ambiguity that the scenario depicted an assault or attack.

- For respondents that appropriately followed the scenario all reported "yes," with only one respondent modifying this with "probably, yes" instead of "definitely, yes." Respondents felt there was a clear assault referencing the punching and receiving a black yes. The one respondent marking "probably, yes" did so feeling she may share some fault for bumping into the offender.

Vignette 6

The sixth vignette depicted a scenario where the respondent was at a restaurant and kissed on the forehead by a stranger in celebration. Table 7 shows the distribution of whether respondents based their answer on their own experience or the vignette.

Table 7.	Distribution of basis for vignette response by screener version		
Vignette 6-response	**Standard**	**Streamline**
Appropriately followed vignette	2	7
Respondent did not view scenario as unwanted sexual contact	2	5
Reported based on respondent's experience	5	2

Nearly all respondents reporting based on their experience reported "no."

- As with previous vignettes, respondents who reported based solely on their experiences, reported "no." These respondents also appear to use the scenario as context or an exemplar experience type when responding. The one respondent reporting "yes" described an event (within the past week) that was similar to the scenario. This was after getting punched by another person a woman kissed him on the cheek and asked if he was ok. The respondent described this as unwanted, but did not report anything to police.

Most respondents reporting based on the scenario also reported "no," and did not identify this as "unwanted sexual contact."

- Out of the nine respondents appropriately following the scenario when reporting, only three reported "yes," two of which selected "probably, yes." Reasons for "no" responses were that they did not feel that kissing someone on the forehead was unwanted sexual activity. One described it as "creepy and unwanted," but not sexual and more playful. Other respondents also mentioned that the behavior was celebratory or playful. Two other respondents also noted there was no force or coercion involved.

  Respondents are not relating the scenario with the NCVS-based question and are focusing on several terms within the question to define this: sexual, coerced, and forced. Since there were only two respondents who appropriately followed the scenario in the standard version it is not clear if this is more prevalent for a specific version.

Vignette 7

The seventh vignette depicted a scenario where the respondent was walking home and accidentally bumped into someone who began swearing at them. Table 8 shows the distribution of whether respondents based their answer on their own experience or the vignette.

Table 8.	Distribution of basis for vignette response by screener version		
Vignette 7-response		Standard	Streamline
Appropriately followed vignette		2	7
Reported based on respondent's experience		5	2

All "no" reports were due to respondents reporting for their experience and not the vignette.

- For respondents reporting "no," that they would not report this as a victimization, all did so based on their experience. As with previous vignettes, three of the four respondents reporting "no" (based on their experience) were asked how they would report under the hypothetical scenario depicted in the vignette. All three respondents stated they would change their answer to "yes." Additionally, one respondent who reported "probably, yes" based on her experience stated she would change it to "definitely, yes" if based this on the vignette.

Respondents generally had a clear understanding that the scenario depicted an attack.

- Overall, for respondents reporting based on the scenario, respondents had a clear understanding that the scenario depicted some type of attack. Respondents generally focused on the part of the scenario citing a "punch" or recalled that physical contact occurred in the scenario.

Design of the Vignettes Testing

The current NCVS screener items are based on research conducted more than 25 years ago. There is evidence from the NCVS data and from interviewers that the current screener items may not be as effective for today's respondents. In this new task, we will explore whether the cues in the current screener questions get respondents to report the types of incidents they are supposed to report. Also, while NCVS panel households are asked to complete the survey seven times over a three and a half year span, the 1989 screener experiment was based on a single interview only. Census interviewers today suggest that respondents who are patient with screener items in the initial interview may stop listening to the probes later in their panel tenure (with interviews 5-7 particularly challenging). One focus of the Redesign will be to revisit the current screener items, with the goal of developing a screener that can maximize data quality across all seven interviews.

This first experiment under the NCVS Redesign project will assess the current screener questions using a vignette approach. Vignettes, or brief stories, can be used to assess how a respondent decides whether and how a given scenario relates to the questionnaire item at hand. The goal of the Crime Vignette Testing is to examine the existing NCVS screener items and observe how a sample of

adults classifies incidents as crimes. We also include streamlined versions of the screener items to see whether they lead to different classifications. Later in the redesign process, we plan to use the "vignette approach" again to test the impact of question wording changes on interpretation and response. This current experiment will be our chance to test and fine-tune our methodology so that it is ready for question testing, in the next phase.

Vignettes are often used to understand how respondents classify events or situations (Biderman et al., 1986; Martin and Polivka, 1996). We propose to administer a set of vignettes to help us understand how respondents determine whether incidents should be reported in response to the current NCVS screening items. In particular, we examine several factors that may influence whether respondents report specific events, including the seriousness of the incident, the relation of the offender to the respondent, and, in the case of property crimes, whether the item stolen was actually the respondent's. If we can better understand the factors that influence what respondents include or exclude from their reports, we can revise the screening items so that their answers are more in line with the NCVS's objectives. We regard this initial study as a pilot study, demonstrating the value of the vignette approach. When we have revised screener items at later stage of the project, the vignette methodology may be useful in testing whether the new items lead to more accurate answers. Exhibit 1 at the end of this document includes a copy of the Vignette Survey.

Sample Design

The vignettes will be administered to a split sample of respondents, with half receiving the current screening items and half receiving streamlined versions of the items. Within each group, respondents will be asked to answer the screening items based on randomly assigned vignettes. These vignettes will vary the seriousness of the incident and additional factors, such as the respondent's relationship with the offender.

Because we are not attempting to generate population estimates, we plan to use a non-probability sample from the web survey vendor SurveyMonkey. SurveyMonkey allows organizations to conduct surveys of their members under the condition that the end of the survey includes an invitation to join the SurveyMonkey Audience Panel. This service reaches about 2 million individuals a week. As a result, the Audience Panel is continuously updated, contains a very heterogeneous group of people, and has rich member profiles. Many people who may never consider "opting-in" to a web ad to join a panel accept the invitation at the end of the survey because they feel it is safe (since an organization they trusted, such as their employer or their local PTA, sponsored the survey).

We aim to collect 1,000 web completes from the SurveyMonkey Audience panel. The survey will take about 10 minutes in which respondents will be exposed to the current or streamlined versions of seven NCVS screening items. Prior to each screening item, respondents will be provided a randomly assigned fictional scenario that they will think about as they answer the screening question. The design will allow us to explore how people classify different types of crimes under the current screening items and how they might respond to shorter items.

For each screening item, we have developed several versions of a basic scenario. The violent crime vignettes vary according to the following dimensions: the level of seriousness of the incident (low, high), and who the offender was (stranger, acquaintance, relative or close friend). The property crime vignettes vary according to the same dimensions, with an added dimension of property ownership (owned by the respondent or borrowed property). Each vignette will be randomly and independently assigned.

Besides responses to the seven vignettes, the survey will collect a few demographic characteristics (see questions 1 through 5 in the questionnaire). SurveyMonkey will monitor data collection to assure a balanced split by respondent sex and to assure a mix across age and race-ethnicity groups.

Survey Instrument

The instrument is designed to assess how varying dimensions of crime severity or relationship to the offender (or property) changes how respondents interpret the screener questions. Appendix B includes a copy of the survey instrument to be used in the SurveyMonkey web survey. An example is provided below.

SurveyMonkey respondents will be presented with the following NCVS screener question:

Has anyone attacked or threatened you in any of these ways:

- (a) With any weapon, for instance, a gun or knife-
- (b) With anything like a baseball bat, frying pan, scissors, or stick
- (c) By something thrown, such as a rock or bottle
- (d) Include any grabbing, punching, or choking
- (e) Any rape, attempted rape or other type of sexual attack
- (f) Any face to face threats
- (g) Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

In tandem, the respondent will be provided with one of the following vignettes (assigned at random):

- Last month, you were at a restaurant. You accidentally bumped into someone. He grabbed your shoulder forcefully and said "watch out!"
- Last month, you were at a restaurant. You accidentally bumped into someone. He turned around and punched you in the face, giving you a black eye.
- Last month, you were at a company gathering. On the way out, you accidentally bumped into a co-worker who you don't know well. He grabbed your shoulder forcefully and said "watch out!"
- Last month, you were at a company gathering. On the way out, you accidentally bumped into a co-worker who you don't know well. He punched you in the face, giving you a black eye.
- Last month, you were out at a restaurant with your friend and had been drinking a bottle of wine. On the way out, you accidentally bumped into him. He grabbed your shoulder forcefully and said "watch out!"
- Last month, you were out at a restaurant with your friend and had been drinking a bottle of wine. On the way out, you accidentally bumped into him. He punched you in the face, giving you a black eye.

The respondent will be asked whether he or she would answer "YES" to the screener item based on the information provided in their sample vignette (with a four-point response scale ranging from "Definitely 'yes'" to "Definitely 'no'").

The instrument concludes with a few questions about the respondent's perceptions of personal safety and concern about victimization.

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Exhibit 1: Web Instrument for the Crime Vignette Experiment

This voluntary survey should take no more than 10 minutes to complete, and you may skip any questions you do not wish to answer. It is being conducted by the Department of Justice in order to test some survey questions for a crime survey (OMB # XXXXX).   If you would like to review information about data confidentiality, please click on the following link: [LINK]

Let's start with a few questions about you.

1.   How old were you on your last birthday?

_____ years old

SHOW TEXT IF RESPONDENT REQUESTS LINK

Data Confidentiality

The Bureau of Justice Statistics (BJS), part of the Department of Justice, has partnered with Westat to conduct research about crime and victimization. This current SurveyMonkey survey is being used to help assist in designing questions for a national survey on crime. BJS' pledge of confidentiality is based on its governing statutes Title 42 USC, Section 3735 and 3789g, which establish the allowable use of data collected by BJS. Under these sections, data collected by BJS shall be used only for statistical or research purposes and shall be gathered in a manner that precludes their use for law enforcement or any purpose relating to a particular individual other than statistical or research purposes (Section 3735). BJS staff, other federal employees, and Westat staff (the data collection agent) shall not use or reveal any research or statistical information identifiable to any specific private person for any purpose other than the research and statistical purposes for which it was obtained. Pursuant to 42 U.S.C. Sec. 3789g, BJS will not publish any data identifiable specific to a private person (including respondents and decedents). To protect the identity of the respondents, no identifying information will be kept on the final data file. The survey will not be collecting the name of any of the respondents.

2. What is your race? Please select one or more.

o White
o Black or African American
o American Indian or Alaska Native
o Asian
o Native Hawaiian or Other Pacific Islander

3. What is the highest level of education you have completed?

o Did not complete high school
o High school graduate or GED (diploma or equivalent)
o Some college, trade or vocational school (no degree)
o Associate's degree or trade/vocational school diploma
o Bachelor's degree (eg. BA, AB, BS)
o Graduate or Professional Degree

4. Are you male or female?

o Male
o Female

5. Are you now married, widowed, divorced, separated, or never married?

o Married
o Widowed
o Divorced
o Separated
o Never Married

On the next few screens, you will read about something that happened. Pretend that it happened to you and then answer the question that follows. Here is the first one:

{INSERT RANDOM VIGNETTE HERE}

Based only on this situation, how would you answer this question?

6. {INSERT RANDOM QUESTION HERE}

WEB INSTRUCTIONS:
> RANDOMLY SELECT FROM Q6 VIGNETTES 1 TO 6
> RANDOM ASSIGNMENT OF VERSION 1 OR 2 PATH (SAME ASSIGNMENT MAINTAINED)

Q6 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you were at a coffee shop. You left your new sunglasses, which cost you $15, on the table while you went to the bathroom. When you came back, your sunglasses had been taken.

[VIGNETTE 2]: Last month, you were at a coffee shop. You left your expensive new laptop at the table while you went to the bathroom. When you came back, the laptop had been taken.

[VIGNETTE 3]: Last month, you had a party at your home. Twenty of your friends and acquaintances came to the party. The next morning you noticed that your new sunglasses, which cost you $15, had been taken.

[VIGNETTE 4]: Last month, you had a party at your home. Twenty of your friends and acquaintances came to the party. The next morning you noticed that your expensive new laptop had been taken.

[VIGNETTE 5]: Last month, you had your sister and her teenage son over for dinner.   You are close to both of them. The next morning, you noticed that your new sunglasses, which cost $15, had been taken.

[VIGNETTE 6]: Last month, you had your sister and her teenage son over for dinner. You are close to both of them. The next morning, you noticed your expensive new laptop had been taken.
Q6 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Was something belonging to YOU stolen, such as ….
- Things that you carry, like luggage, a wallet, purse, briefcase, or book?
- Clothing, jewelry, or cellphone?
- Bicycle or sports equipment?
- Things in your home, like a TV, stereo, or tools?

- Things outside your home, such as a garden hose or lawn furniture?
- Things belonging to children in the household?
- Things from a vehicle, such as a package, groceries, camera, or CDs?
- Or did anyone ATTEMPT to steal anything belonging to you?

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, was anything belonging to YOU stolen?

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q7 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

7. {INSERT RANDOM VERSION OF QUESTION 7 HERE}

WEB INSTRUCTIONS:
- ➢ RANDOMLY SELECT FROM Q7 VIGNETTES 1 TO 6

Q7 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, your boss let you take a work-related book home from your office. On your way home, you stopped for coffee and left the book on the counter while you paid for your drink. When you went to pick it up, the book had been taken.

[VIGNETTE 2] Last month, your boss let you take a laptop home from your office. On your way home, you stopped for coffee and left the laptop on the counter while you paid for your drink. When you went to pick it up, the laptop had been taken.

[VIGNETTE 3] Last month, you bought a new book.   On your way home, you stopped for coffee and left the book on the counter while you paid for your drink. When you went to pick it up, the book had been taken.

[VIGNETTE 4] Last month, you bought a new laptop. On your way home, you stopped for coffee and left the laptop on the counter while you paid for your drink. When you went to pick it up, the laptop had been taken.

[VIGNETTE 5] Last month, you bought a book on accounting for your business.   On your way home, you stopped for coffee and left the book on the counter while you paid for your drink. When you went to pick it up, the book had been taken.

[VIGNETTE 6] Last month, you bought a new laptop for your business. On your way home, you stopped for coffee and left the laptop on the counter while you paid for your drink. When you went to pick it up, the laptop had been taken.

Q7 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Was something belonging to YOU stolen, such as ….

a)   Things that you carry, like luggage, a wallet, purse, briefcase, or book?
b)   Clothing, jewelry, or cellphone?
c)   Bicycle or sports equipment?
d)   Things in your home, like a TV, stereo, or tools?
e)   Things outside your home, such as a garden hose or lawn furniture?
f)   Things belonging to children in the household?
g)   Things from a vehicle, such as a package, groceries, camera, or CDs?
h)   Or did anyone ATTEMPT to steal anything belonging to you?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, was anything belonging to YOU stolen?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q8 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

8. {INSERT RANDOM VERSION OF QUESTION 8 HERE}

WEB INSTRUCTIONS:
> ➢ RANDOMLY SELECT FROM Q8 VIGNETTES 1 TO 6

Q8 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, someone, you have no idea who, broke into your home, but nothing was taken.

[VIGNETTE 2] Last month, a stranger broke into your home and stole your TV.

[VIGNETTE 3] Last month, someone broke into your home, but nothing was taken. You're pretty sure it was one of your son's friends, who you don't know very well.

[VIGNETTE 4] Last month, someone broke into your home and stole your TV. You're pretty sure it was one of your son's friends, who you don't know very well.

[VIGNETTE 5] Last month, someone broke into your home, but nothing was taken. You're pretty sure it was your brother, whom you are close to. He's been having financial problems lately.

[VIGNETTE 6] Last month, someone broke into your home and stole your TV. You're pretty sure it was your brother, whom you are close to. He's been having financial problems lately.

Q8 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Has anyone …
- Broken in or ATTEMPTED to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or entering through an open door or window?
- Has anyone illegally gotten in or tried to get into a garage, shed, or storage room?
- Or illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, that is since [DATE], did anyone break in or try to break into your home, your garage or shed, or a hotel or motel room or vacation home where you were staying?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?
o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q9 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

9. {INSERT RANDOM VERSION OF QUESTION 9 HERE}

WEB INSTRUCTIONS:
> RANDOMLY SELECT FROM Q9 VIGNETTES 1 TO 6

Q9 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you parked at a train station. When you came back to your car, your gas cap was on the ground and there was less gas in the tank.

[VIGNETTE 2] Last month, you parked at a train station. When you came back to your car, the windows were smashed and the stereo was missing.

[VIGNETTE 3] Last month, your car was in the driveway, and when you came out of your home, you noticed a teenager from your neighborhood siphoning gas from your car.

[VIGNETTE 4] Last month, your car was parked in your driveway. When you came out of your home, you saw a teenager from your neighborhood taking the stereo out of your car.

[VIGNETTE 5] Last month, you came out of your home and noticed your teenage son siphoning gas from your car.

[VIGNETTE 6] Last month, your car was parked in your driveway. When you came out of your home, you saw your teenage son taking the stereo out of your car.

Q9 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Here are some examples of the kinds of crimes this study covers. Tell me if any of these happened to you in the last 6 months.

Was any vehicle that you own …
- Stolen or used without permission?
- Did anyone steal any parts such as a tire, car stereo, hubcap, or battery?
- Did anyone steal any gas from a vehicle you own?
- Or did anyone ATTEMPT to steal any vehicle or part attached to a vehicle you own?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last 6 months, did anyone steal or try to steal any vehicle you own? Did anyone steal or try to steal any vehicle parts or gas from a vehicle you own?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q10 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

10. {INSERT RANDOM VERSION OF QUESTION 10 HERE}

WEB INSTRUCTIONS:
- ➢ RANDOMLY SELECT FROM Q10 VIGNETTES 1 TO 6

Q10 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you were at a restaurant. You accidentally bumped into a stranger. He grabbed your shoulder forcefully and said "Watch out!"

[VIGNETTE 2] Last month, you were at a restaurant. You accidentally bumped into a stranger. He turned around and punched you in the face, giving you a black eye.

[VIGNETTE 3] Last month, you were at a company gathering at a restaurant. On the way out, you accidentally bumped into a co-worker who you don't know well. He grabbed your shoulder forcefully and said "Watch out!"

[VIGNETTE 4] Last month, you were at a company gathering at a restaurant. On the way out, you accidentally bumped into a co-worker who you don't know well. He punched you in the face, giving you a black eye.

[VIGNETTE 5] Last month, you were out at a restaurant with a good friend. On the way out, you accidentally bumped into him. He grabbed your shoulder forcefully and said "Watch out!"

[VIGNETTE 6] Last month, you were out at a restaurant with a good friend. On the way out, you accidentally bumped into him. He punched you in the face, giving you a black eye.

Q10 QUESTION VERSIONS 1 AND 2

[VERSION 1]

In the last six months, has anyone attacked or threatened you in any of these ways …

- With any weapon, for instance, a gun or knife?
- With anything like a baseball bat, frying pan, scissors, or stick?
- By something thrown, such as a rock or bottle?
- Include any grabbing, punching, or choking?
- Any rape, attempted rape or other type of sexual attack?
- Any face to face threats?
- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o	Definitely "yes"
o	Probably "yes"
o	Probably "no"
o	Definitely "no"

[VERSION 2]

In the last six months, has anyone attacked or threatened you in any way.

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o	Definitely "yes"
o	Probably "yes"
o	Probably "no"
o	Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q11 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

11. {INSERT RANDOM VERSION OF QUESTION 11 HERE}

WEB INSTRUCTIONS:
> ➢ RANDOMLY SELECT FROM Q11 VIGNETTES 1 TO 6

Q11 VIGNETTES 1 TO 6

[VIGNETTE 1] Last month, you were at a sports bar watching a game. The home team scored a touchdown. As people were celebrating, a stranger leaned over and kissed you on your forehead. You were surprised, but did not say anything.

[VIGNETTE 2 - TWO WORDINGS DEPENDING ON GENDER]

[USE WORDING 2A – IF GENDER=FEMALE]: Last month, you were at a sports bar watching a game. The home team scored a touchdown. As people were celebrating, a stranger put his hand on your rear end. You pushed him away, but he kissed you on the mouth.
[USE WORDING 2B – IF GENDER=MALE]: Last month, you were at a sports bar watching a game. The home team scored a touchdown. As people were celebrating, a stranger put her hand on your rear end. You pushed her away, but she kissed you on the mouth.

[VIGNETTE 3] Last month, you were at a sports bar watching a game with a co-worker you don't know very well. The home team scored a touchdown. As people were celebrating, the co-worker leaned over and kissed you on your forehead. You were surprised, but did not say anything.

[VIGNETTE 4 - TWO WORDINGS DEPENDING ON GENDER]

[USE WORDING 4A – IF GENDER=FEMALE]: Last month, you were at a sports bar watching a game with a co-worker you don't know very well. The home team scored a touchdown. As people were celebrating, the co-worker put his hand on your rear end. You pushed him away, but he kissed you on the mouth.
[USE WORDING 4B – IF GENDER=MALE]: Last month, you were at a sports bar watching a game with a co-worker you don't know very well. The home team scored a touchdown. As people were celebrating, the co-worker put her hand on your rear end. You pushed her away, but she kissed you on the mouth.

[VIGNETTE 5] Last month, you were at a sports bar watching a game with an old friend. The home team scored a touchdown. As people were celebrating, your friend leaned over and kissed you on your forehead. You were surprised, but did not say anything.

[VIGNETTE 6 - TWO WORDINGS DEPENDING ON GENDER]

[USE WORDING 6A – IF GENDER=FEMALE]: Last month, you were at a sports bar watching a game with an old friend. The home team scored a touchdown. As people were celebrating, your friend put his hand on your rear end. You pushed him away, but he kissed you on the mouth.

[USE WORDING 6B – IF GENDER=MALE]: Last month, you were at a sports bar watching a game with an old friend. The home team scored a touchdown. As people were celebrating, your friend put her hand on your rear end. You pushed her away, but she kissed you on the mouth.

Q11 QUESTION VERSIONS 1 AND 2

[VERSION 1]

Incidents involving forced or unwanted sexual acts are often difficult to talk about.   In the past 6 months, have you been forced or coerced to engage in unwanted sexual activity by …

- Someone you didn't know before?
- A casual acquaintance?
- Or someone you know well?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

Incidents involving forced or unwanted sexual acts are often difficult to talk about.   In the last six months, has ANYONE forced or coerced you to engage in any unwanted sexual activity?

Based on the incident above, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Here is the next situation:

{INSERT RANDOM Q12 VIGNETTE HERE}

Based only on this situation, how would you answer this question?

12. {INSERT RANDOM VERSION OF QUESTION 12 HERE}

WEB INSTRUCTIONS:
- ➤ RANDOMLY SELECT FROM Q12 VIGNETTES 1 TO 4

Q12 VIGNETTES 1 TO 4

[VIGNETTE 1] Last month, you were walking home. You accidently bumped into a stranger, who began swearing at you. The next thing you know, he threw a punch at you and gave you a fat lip.

[VIGNETTE 2]: Last month, you were walking home. You accidently bumped into a stranger, who began swearing at you. Without thinking, you threw a punch at him but didn't hit him. Unfortunately, he threw a punch at you too and gave you a fat lip.

[VIGNETTE 3]: Last month, you were walking home with a good friend. You accidently stumbled, bumping into him. He began swearing at you. The next thing you know, he threw a punch at you too and gave you a fat lip.

[VIGNETTE 4]: Last month, you were walking home with a good friend. You accidently stumbled, bumping into him. He began swearing at you. Without thinking, you threw a punch at him but didn't hit him. Unfortunately, he threw a punch at you too and gave you a fat lip.

Q12 QUESTION VERSIONS 1 AND 2

[VERSION 1]

In the last six months, has anyone attacked or threatened you in any of these ways ...
- With any weapon, for instance, a gun or knife?
- With anything like a baseball bat, frying pan, scissors, or stick?
- By something thrown, such as a rock or bottle?
- Include any grabbing, punching, or choking?
- Any rape, attempted rape or other type of sexual attack?
- Any face to face threats?
- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[VERSION 2]

In the last six months, has anyone attacked or threatened you in ANY way?

Based on the incident you just read, would you definitely say "yes," probably say "yes," probably say "no," or definitely say "no"?

o   Definitely "yes"
o   Probably "yes"
o   Probably "no"
o   Definitely "no"

[NEXT SCREEN]

Please answer these questions about yourself, rather than based on the stories you read earlier. They will help us understand your answers to the earlier questions.

13. Thinking about all types of crime, in general how worried are you about being a victim of crime?
o   Very worried
o   Fairly worried
o   Not very worried
o   Not at all worried

14. How likely do you think you PERSONALLY are to be a victim of crime in the next year?
o   Very likely
o   Fairly likely
o   Fairly unlikely
o   Very unlikely

15. How safe do you feel walking alone in your neighborhood after dark?
o   Very safe
o   Fairly safe
o   A bit unsafe
o   Very unsafe

Appendix 2

Cues Testing

Date: October 28, 2016

To: Jennifer Truman, Lynn Langton

From: Roger Tourangeau

Subject: Cues Study

This is a description of the study we did to examine the types of the things that spontaneously come to mind when people are asked about various types of crimes. More specifically, we asked 200 adult members of the Research Now panel to give three examples of:

- things that might be stolen,

- ways of trying to break into a home,

- structures on someone's property that might be broken into,

- vehicle parts might be stolen from a vehicle,

- things (other than a gun or knife) that might be used as a weapon to attack someone,"

- things an attacker might they throw at someone

This is an initial proposal for the types of crimes that should be covered by the NCVS. "Coverage" includes the core NCVS, a supplement to the core or an occasional survey. The proposal below is based on: 1) comments provided by BJS, 2) the current work being carried out by a UN Task Force on Crime Classification and 3) internal discussion among project team members. This is a formative proposal, since the discussion is ongoing among the project team and BJS.

Use of the UN crime classification as the basis for the NCVS type of crime scheme has two advantages. One is that the system is broad based and includes all types of acts that could be defined as 'criminal'. As noted below, some of the acts covered in the UN classification are not crimes within the US. Nonetheless, by using a broad base, the system allows for flexibility when adding in new crimes in the future. A second advantage is that it maintains consistency between the NCVS and other international classification systems.

In the next section the basic typology is described. The last section describes the next steps.

Proposed Crime Scope

The proposed typology is based on the attached UN *Principles and Framework for an International Classification of Crimes for Statistical Purposes*. This document, dated June 2012, was developed as part of a Task Force on Crime Classification. The classification attempts to cover all types of crimes, not just those that might be collected on a victimization survey. But given the exhaustive nature of the typology, we thought it was a good place to start.

The table below provides a first cut at recommendations. The first column provides the basic crime type, the second column provides a definition of the crime and the final column provides miscellaneous notes, either providing examples of what is included or special issues that are of interest. Much of the content is lifted directly from the UN document, with some editing. In a few places we have shown where we have crossed out elements of the UN definition. For example, under "Abduction, hijacking," kidnapping is crossed out.

Decisions on what is included are based on information on what respondents currently report on the NCVS, what BJS has expressed as a need to cover and emerging crimes. The text marked by a '*' notes crimes that are not currently collected within the core NCVS, although may have been collected in a supplemental collection (e.g., stalking). We have used red font to highlight cyber-related crimes that we are proposing to fit under more general types of crimes. This follows the UN recommendation that a crime that is facilitated by a computer be treated as a characteristic of a crime, rather than defining it. Note that this does not restrict how we ask about these types of crimes — e.g., we might include specific questions on the crime screening instrument to make sure respondents report them. But for purposes of classification into general crime types, they would fall under the specified categories. Similarly, we have recommend that hate crimes and honor violence be treated as an incident characteristic (e.g., under personal crimes; vandalism). The NCVS has previously included this as a separate type of crime within the crime screener— specifically as a follow-up to the vandalism questions.

Below are a few notes on the table.

<u>Homicide.</u> There are several reasons to include homicide. One, for the small number of respondents who are related to victims, the exclusion of this from the survey is not logical. Asking about this would provide a way for relations to report this. Second, it could be used as way to assess how well the survey covers groups that are at greatest risk of murder, much like prior studies have compared estimates of gunshot wounds to administrative data (Cook, 1985). And third, it could be a way to understand the consequences (e.g., emotional trauma, use of services) of those that have had a family member a victim of homicide. There are several issues that are associated with collecting this data on this type of crime. One is being able to limit the scope to be able to derive credible estimates, given this is a proxy interview (e.g., single person households; accounting for multiple chances of selection). Second, the small number of homicides, as well as the public nature of these incidents, may create confidentiality issues.

<u>Abduction, hijacking.</u> This is separate category in the UN typology from either assault or robbery. The NCVS does not specifically collect data on carjacking's, but has published estimates of these events based on robberies that involve taking a motor vehicle (Klaus, 2004). It would be desirable to directly collect data on this type of crime.

<u>Harassment and stalking</u>. The NCVS has had a stalking supplement (e.g., Catalano, 2012). The definition in Table 1 combines elements from the UN and the BJS publication. We have included cyber-related stalking and harassment within this category.

<u>Rape and sexual assault</u>. The UN definition of these crimes includes "by fraud," which is not part of the definition used by BJS or the FBI. Consequently, we have struck this out as part the definition. We have added in a harassment component, which might also be included under stalking or harassment. We have left in the rape of underage youth. This is, theoretically collected in the current NCVS, although it does not cover explicitly cover instances that are defined by an adult having sex with a youth which does not involve force.

<u>Theft</u>. We propose to include cyber-related theft, adapting the definition from BJS. BJS has published estimates of cyber-crime against businesses (Rantala, 2008). It has also published data on identity theft, which many times involves cyber elements. We propose this as a characteristic of thefts that occur when using a computer to steal money or other things of value, which is adapted from the BJS definition of cyber-theft (Rantala, 2008). This is different from "identity theft," which the UN includes under fraud.

<u>Property Damage</u>. Vandalism has been collected by the NCVS on an occasional basis. This is an act that is frequently reported by NCVS respondents and is deleted by the type of crime post-survey processing. We also propose to include computer related damage, such as hacking, worms, Trojan horses, spyware, etc…

<u>Dangerous Acts: Driving under the influence of alcohol or drugs</u>. Victims of DWI and DUI fall under the more general UN category of "Dangerous Acts." The broader UN category also includes such things as adulteration of food/medicine and sale of noxious food or drink. We have proposed restricting this category to DWI and DUI at this point. There does not seem to be interest in the NCVS collecting the other types of dangerous acts. One question the team has is why these data are needed for the NCVS? While technically a criminal event, the defining characteristic is the level of intoxication, not the intent of the perpetrator. There are also other data-systems that provide estimates of this type of event. We would like to explore the rationale for including this type of event.

Next Steps

Using this list, we are currently elaborating on these crimes in two ways. First, we are specifying the informational elements that are needed to be collected to measure each type of crime. The requirements will dictate what needs to be collected to adequately measure and describe each type of event. These informational needs consist of two parts. One part is the information needed to classify the act into a particular crime category. For example, for a crime such as rape, elements such as force, consent and the specific sex act need to be collected to classify the crime. The second part is the information needed to describe the event in a substantively meaningful way. For rape, for example, collecting details on the relationship between victim and offender, the role of alcohol/drugs and whether it was reported to police are all details that are needed to describe these events.

Once the informational elements are specified, we will then make recommendations on the vehicles that might be used to collect the information. These vehicles include the core NCVS, as a

supplement to the NCVS or as an occasional survey done outside the ongoing NCVS. Within the core NCVS, we will also consider whether data should be collected for the entire sample or subsampled based on the frequency of the event.

References

Catalano, S. (2012) Stalking Victims in the United States – Revised. U.S. Department of Justice, Bureau of Justice Statistics, NCJ 224527.

Cook, P.J. (1985) "The Case of the Missing Victims: Gunshot Woundings in the National Crime Survey" *Journal of Quantitative Criminology*, March 1985, 91-102

Klaus, P. (2004) Carjacking, 1993 – 2002. U.S. Department of Justice, Bureau of Justice Statistics, NCJ 205123.

Rantala, R.R. (2008) Cybercrime against Businesses, 2005" U.S. Department of Justice, Bureau of Justice Statistics, NCJ 221943.

Type of crime	Acts and event elements	Notes/examples of crimes
Personal crimes		
Murder/Intentional Homicide*	Felony murder; Assassination; Patricide; Serious assault leading to death	Felony Murder; Serious assault leading to death
Abduction, hijacking* kidnapping	Taking away or limiting movement of a person against that person's will	Taking of hostage in robbery; Hijacking of vehicle, aircraft, vessel or other public transport (not amounting to an act linked to terrorism);
Assault	Perpetrator intended to cause injury or harm to another person with no sexual or acquisitive element. Serious Assault – Serious injury or threat with a weapon Simple Assault – Minor injury or bodily threat without a weapon	Bodily harm; apprehension of immediate harm
Harassment/stalking*	Unwanted following, watching, communication with or harassment of a person. The individuals must have feared for their safety or that of a family member as a result of the course of conduct, or have experienced additional threatening behaviors that would cause a reasonable person to feel fear (from BJS definition)	Causing alarm or distress; Menacing phone calls; Private nuisance; Invasion of privacy; cyber-bullying/harassment, cyber-stalking*
Rape	Sexual Intercourse without consent, with consent as a result of intimidation or fraud, or where incapable of consent by reason of fact or law (e.g., alcohol; underage)	NCVS does not currently include as 'underage' acts between and adult/minor that does not involve physical force. Not clear this can be included in the future
Sexual Assault	Physical contact or harassment of a sexual nature without consent, with consent as a result of intimidation or fraud, or where incapable of consent by reason of fact or law (e.g., alcohol; underage) Physical Sexual Assault Physical contact of a sexual nature not amounting to sexual intercourse Non-Physical Sexual Assault Following, watching, communication with or harassment of a person for sexual purposes*	NCVS does not currently include as 'underage' acts between and adult/minor that does not involve physical force. Not clear this can be included in the future
Robbery	Taking of personal property by use/and or threatened use of immediate force or violence	

Type of crime	Acts and event elements	Notes/examples of crimes
Property		
Burglary	Unauthorized entry of a residential structure, whether forced or unforced with intent to steal property	Breaking and entering residential premises; Residential burglary; Unlawful entry with intent; Break, enter and steal (residential premises)/theft by burglary of a dwelling; Burglary of a shed/garage with connecting door to a dwelling
Motor Vehicle Theft	Taking or obtaining a motor vehicle not involving the use of force against a person, threat of force or violence, coercion or deception	
Theft	Taking or obtaining any property that is not a motor vehicle not involving the use of force against a person, threat of force or violence, coercion or deception	Add in Cyber-theft – when a computer is used to steal money or other things of value (e.g., personal or financial data) (adapted from BJS definition).*
Property Damage*	Willful destruction, damage or defacement of public or private property	Criminal damage, including to a dwelling or vehicle; Graffiti; Vandalism; computer viruses (including worms and Trojan horses), denial of service attacks, and electronic vandalism or sabotage. Also includes other computer security incidents encompassing spyware, adware, hacking, phishing, spoofing, pinging, port scanning regardless of whether the breach was successful or damage occurred (adapted from BJS definition) *
Identity theft*	The unauthorized use or attempted use of existing accounts, or the unauthorized use or attempted use of personal information to open a new account or for other fraudulent purposes (BJS definition)	For UNOC, this fits within a larger category of 'fraud', which also includes Making off without payment; Fare evasion; Avoiding payment for services; Use of forged articles/possession of an article for use in fraud or deception; Unlicensed/unregistered practice in a trade or profession; Abuse of function/nepotism; Fraudulent pretense of marriage All of which do not seem relevant for the NCVS.
Dangerous Acts: Driving under the influence of alcohol or drugs	Experiencing bodily harm or potential for bodily harm when someone else is operating a vehicle under the influence of alcohol, drugs or other psycho-active substances and causing bodily harm or potential for bodily harm.	This is a restricted subset of the UN category "Dangerous Acts," which also includes adulteration of food, food poisoning and other dangerous acts (setting mantraps).

Appendix 3

Cognitive Testing of the Police Ask-All Items for NCVS

Appendix 3
Cognitive Testing of the Police Ask-All Items for NCVS

Westat cognitively tested the Police Ask-All Items being considered for the National Crime Victimization Survey with nine adults in July, 2015. Interviews were conducted both at Westat in Rockville, MD (n=4) and at a professional focus group facility in Cleveland, OH (n=5). Participants were screened to obtain a mix of those who had and had not had any contact with the police during the last 12 months, as well as obtaining a mix of demographic characteristics including gender, age, race, and educational attainment.

Participants completed a paper version of the questionnaire containing the 19 items, and then were probed retrospectively about their reactions to and understanding of the items.

Several key themes emerged from the interviews.

Instructions to ask respondents to focus on their "local police" in their "immediate area" are often set aside.

- At least five of the 9 respondents clarified at some point during probing that they were thinking about police beyond their local area. They mentioned thinking about police interactions in the broader area where they work, drive, and socialize. For example, one respondent clarified that he was not just thinking about Northern Virginia where he lives, but the entire area of Virginia, Maryland and Washington, DC. Likewise, a resident of the Old Brooklyn area of Cleveland was thinking about the entire Cleveland police force as well as the Parma police force, which is where she works.

    - Further, one respondent in Cleveland indicated that she has never had any interactions with the police in her immediate area, and had only interacted with police in the greater area, and thus chose to answer about the police she had interacted with, regardless of geography.

- When specifically asked the question about whether local police can be trusted to make decisions that are right, two Rockville respondents noted in probing that they were thinking about stories they have heard in the news, not necessarily those that have happened in their immediate area.

Responses appear to be a mix of personal experiences, experiences of people they know, and reporting what they have heard in the news.

- Many respondents seemed to switch their focus as they answered the questions, between answering for themselves if they had a relevant experience, to answering about what they have heard from others they know, to some who were thinking about media coverage of the police. One Cleveland respondent, for example, was focusing on recent community tensions

with the police as he answered the "voice" and "neutrality" items, but then shifted to answering about his own personal experiences for the "respect" and "trust" items.

- One Rockville respondent acknowledged in question 10 that he was thinking about public perception of the police based on what has happened in Ferguson and Baltimore over the last year.

Respondents note difficulty summarizing views on "the local police."

- Several respondents noted that they used the midpoint of the scale for many of the questions, commenting that it really depends on the officer or the situation. Respondents explained that some officers are fair and respectful, others are not. This is based both on their own personal experiences (mostly of being pulled over by police) as well as their perceptions of how others are being treated. One Rockville respondent commented that he was uncomfortable "lumping" all police together, feeling that a few officers are good.

Respondents have no basis on which to answer some of the questions.

- Question 17 triggered some difficulty, since many respondents had not had any personal experiences calling the police, so respondents assumed they should be answering about other people's experiences.

- Likewise, two respondents noted in question 18 that they have never attended any community meetings or forums about the police. One of these respondents left the question blank and requested a "don't know" option.

Respondents note repetitive nature of some of the questions.

- While the Skogan memo clarifies that eventually two items per construct would be asked in the NCVS, several respondents did note that their interpretation of and responses to several items were repetitive.

  - Questions 7, 8, 9

  - Questions 12, 13, 14

Respondents have mixed interpretations of the phrase "members of the public."

- With many of the questions asking about "members of the public," respondents seemed to understand the questions were asking about an individual the police may be interacting with in a particular situation. However, in probing, many thought "members of the public" was referring more broadly to the "community," "citizens" or a "town hall forum:"

Negative responses to some of the items may not always be bad.

- When asked how often do the local police consider the views of the people involved before deciding to take an action, two Cleveland respondents noted that sometimes police should actually *not* be considering the views of the people before taking action. One respondent noted that the police officer should be focusing on "neutralizing the situation" before taking

people's views into account. The other respondent noted that it's "up to the officer" to decide how to handle the situation, and that the views of the people "don't matter so much."

- Likewise, three respondents commented on the next question (How much of the time do the local police make decisions based on facts of the case?) that police don't always have the luxury of making decisions based on the facts, noting that sometimes they can only make decisions based on what they have been told to do by their superiors or based on what they observe.

- Finally, one respondent noted that police perhaps should not be providing the same quality of service to everyone. She gave an example of young people, in that police may need to be tougher in the way they communicate to young people than to older people who are more familiar with the laws.

Table 1.	Responses to individual items (5=most positive response, 1=most negative response)
Item and scale points	**Mean response (n=9)**
CQ1. How much time and attention do local police give to what members of the public say to them? Would you say a great deal, a lot, a moderate amount, a little, or none at all?	2.9
CQ2. How often do the local police consider the views of the people involved before deciding to take an action? Would you say they consider their views always, usually, sometimes, rarely, or never?	2.4
CQ3. How much of the time do the local police make decisions based on facts of the case? Would you say they rely on facts always, usually, sometimes, rarely, or never?	3.6
CQ4. How often do the local police take the time to explain to members of the public why they are being treated the way they are? Do officers do this always, usually, sometimes, rarely, or never?	3.0
CQ5. How often do the local police make sure they get the facts about a situation before deciding how to act? Do the officers do this always, usually, sometimes, rarely, or never?	2.9
CQ6. How fairly do local police treat members of the public with whom they come into contact? Would you say that they are extremely fair, very fair, moderately fair, slightly fair, or not at all fair?	3.1
CQ7. How respectful are local police when they come into contact with the public? Would you say they are extremely respectful, very respectful, moderately respectful, slightly respectful, or not at all respectful?	3.2
CQ8. How often do the local police treat members of the public with whom they come into contact with dignity and respect? Would you say they do this always, usually, sometimes, rarely, or never?	3.6
CQ9. How polite are local police to members of the public they come into contact with? Would you say that they are extremely polite, very polite, somewhat polite, slightly polite, or not at all polite?	3.3
CQ10. How often can local police be trusted to try to find the best solutions for people's problems? Would you say they can be trusted always, usually, sometimes, rarely, or never?	3.2
CQ11. How much of the time can the local police be trusted to make decisions that are right? Would you say they can be trusted always, usually, sometimes, rarely, or never?	3.4
CQ12. How likely is it that the local police are providing the same quality of service to everyone they deal with? Would you say that they are definitely providing the same service, they probably are, they are probably not, or they are definitely not providing the same quality of service to everyone? (4 point scale)	2.1
CQ13. How consistent are the local police in applying the laws in the same way to everyone? Would you say they are extremely consistent, very consistent, somewhat consistent, slightly consistent, or not at all consistent?	2.4
CQ14. How likely is it that local police will see that all members of the public receive the treatment? Would you say this is extremely likely, very likely, somewhat likely, slightly likely, or not at all likely?	2.9
CQ15. How good or poor of a job do you think the local police are doing at preventing crime? Would you say extremely good, somewhat good, fair, somewhat poor, or extremely poor?	3.4
CQ16. How good or poor of a job are the local police doing in catching the people who commit crime in this neighborhood? Would you say they are extremely good, somewhat good, fair, somewhat poor, or extremely poor?	3.4
CQ17. How good or poor of a job are local police doing solving people's problems when they call for help? Would you say extremely good, somewhat good, fair, somewhat poor, or extremely poor?	3.2

Table 1.	Responses to individual items (5=most positive response, 1=most negative response) (continued)	
Item and scale points		**Mean response (n=9)**
CQ18. How responsive is the local police department to community concerns? Would you say they are extremely responsive, very responsive, moderately responsive, slightly responsive, or not at all responsive?		3.1
CQ19. How good of a job are local police doing dealing with the neighborhood problems that really concern people? Would you say their work is excellent, very good, good, fair or poor?		2.7

Appendix 4

Cognitive Interviews – Interleaf Screener Testing

National Crime Victimization Survey Redesign

Cognitive Testing of Screener and Police Ask-All Items

Briefing Report

Authors

Cynthia Robins
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September 2016

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The National Crime Victims Survey (NCVS) is a household survey that has been conducted by the Bureau of Justice Statistics since 1973. The current redesign effort, which this cognitive testing effort supports, is the first redesign of the survey since 1992. The objectives of this round of testing were to test four versions of a revised crime screener, as well as new questions that focus on perceptions of police, to obtain a more nuanced understanding of how respondents are conceptualizing and answering each survey question. The cognitive interviews addressed the structure and language of four versions of the screening instrument and one version of the policing items, and specifically addressed the following topics.

- Respondent responses to a long, cue-rich, version of the crime incident screener

- Respondent reactions to a short, cue-sparse, version of the crime incident screener;

- Respondent reactions to changes in question sequence and organization (interleafing approach versus non-interleafing/blocked approach);

- The wording of the new and revised screening questions, including the items on identity theft, stalking, and fraud;

- A new method of bounding that asks respondents to generate personal landmarks; and

- Respondent reactions to new 'non-crime/ask-all' items related to perceptions of police.

A total of 27 cognitive interviews were conducted between August 16 and 22, 2016 in Baltimore, MD, Cleveland, OH and Rockville, MD. In screening respondents, we aimed to identify a mix of demographic characteristics (Table 1) as well as a mix of different types of crimes. In order to boost eligibility for the study, we used a recall period of 12 months for recruitment and testing, even though NCVS uses a 6 month recall period. For those being asked about police perceptions, the recall period was 6 months. Only one of the respondents answered no to all of the screening items, having not experienced any victimization in the prior 12 months. One caveat to this approach is that the screener to participate in the cognitive testing asks respondents about the types of crimes they had experienced in the previous 12 months, which may have "primed" participants for the actual testing. In future testing, we should consider recruiting known victims from victim service agencies to eliminate the potential impact of the screening process on participants.

Table 1.   Respondent demographics by location

	Gender		Age					Race[1]			Ethnicity		Education			
	Male	Female	20-29	30-39	40-49	50-59	60-69	Black	White	Other	Hispanic	Not Hispanic	HS or GED	Some College	College Grad	Grad or Higher
Baltimore	5	5	1	3	2	2	2	4	5	1	0	10	1	3	3	3
Cleveland	6	4	3	2	4	1	0	4	4	1	1	9	2	2	2	4
Rockville	4	3	2	2	0	2	1	4	3	0	1	6	2	2	3	0
TOTAL	15	12	6	7	6	5	3	12	12	2	2	25	5	7	8	7

[1] One Cleveland respondent did not report his race.

Four protocol versions were tested: Version 1 offered respondents long cues in the form of yes/no items addressing detailed examples of each type of crime and an approach called "interleafing," which adds some follow-up questions based on responses to the screening items. The interleafing strategy was tested to see if it would produce a more conversational flow to the screening and improve routing to later items in the screener. Version 2 also used the interleafing strategy but gave respondents short cues that summarized a few examples of the type of crime being measured. Version 3 provided respondents with the long cues and no interleafing strategy; and Version 4 included short cues and no interleafing strategy. Versions 2 and 4 began with the police items, which are intended to be asked of all respondents regardless of victimization status. In Versions 2 and 4,

interviewers administered the probes on the police items immediately after those questions were administered, and later administered the probes on the screening items.

Respondents were randomly assigned to one version of the protocol. Several of the Rockville respondents who did not show up for their interviewers were assigned to Version 4, so only five interviews were completed with that version (Table 2).

Table 2.   Number of respondents by version and location

	Version 1 Interleafed, Long Cues (ILC)	Version 2 Interleafed, Short Cues (ISC)	Version 3 Not Interleafed, Long Cues (NILC)	Version 4 Not Interleafed, Short Cues (NISC)	Total by Location
Baltimore	3	2	3	2	10
Cleveland	3	2	3	2	10
Rockville	1	3	2	1	7
Total by Version	7	7	8	5	27

With respondents' permission, all interviews were audio-recorded in order to ensure key details were captured for analysis. Westat interviewers summarized each interview using a structured report format, and included both their observations as well as verbatim quotes from respondents, wherever possible. Interviewers also filled out a brief datasheet that recorded each respondent's gender, the version of the instrument that s/he received, and how many incidents s/he reported for each type of crime measured on the screener.

All summaries were then uploaded into an NVivo database for coding and analysis. A provisional coding structure was created that included various cognitive interviewing categories (e.g., respondent comprehension, response burden), as well as categories reflecting the testing objectives (e.g., whether or not respondents found the police items engaging, their understanding of various words and phrases). A small number of additional codes were created as the analysts read through the summaries and determined that the initial coding structure did not adequately capture an issue of interest (e.g., respondent suggestions, respondents' tendency to include locations that had not been part of the screening category).

The analysis was conducted both through coding queries and multiple readings of the summaries. For example, data queries were run for respondents who received the police items to determine

whose experiences (e.g., their own, those of friends or family members, or media coverage of others' experiences) they were drawing on to answer each item, and to ascertain which police force (e.g., local, regional, or extra-regional) they had in mind when responding. In other instances, however, analysis required multiple, careful readings of the data to determine the answer to one of the research questions (e.g., what kind of incidents do respondents think of as "stalking?"). The summary that follows is reflective of these analytic efforts.

Key findings are presented first along with recommendations. The appendix contains the detailed findings with verbatim respondent quotes.

Police Items

Respondents were positive about the police items. Overall, respondents indicated the police items were relevant and a welcome opportunity to comment on the police within their larger community. Nevertheless, respondents expressed difficulty maintaining a focus on the "local" police as defined by the survey (e.g., police that would come to the respondent's home) because individuals may interact with police across numerous jurisdictions where they live, work, and participate in activities. As they stand, these items appear to give a valid reflection of respondents' overall views about the police in the larger region in which they live and consume media, but not necessarily their views about the *local* police.

> **Recommendation**: Assuming that BJS does not plan to analyze this data to be tied to a particular police department, remove the definition of "local" police. This will give respondents flexibility to define the term in their own way.

Some items were repetitive. Seven of the 12 respondents mentioned that some of the questions were repetitive, in particular, the item asking if the police treat people fairly. Four of the seven said that question was the same as the preceding question, which asks if the respondent believes police apply the laws consistently. Two respondents said the issue of treating people fairly was duplicated in the item asking about police respecting the rights of all people. The seventh respondent believed the item that asked about police treating people respectfully was similar to the one asking if police apply the laws consistently: "Because if I deal with them, and a person of a different race deals with them, and we both have the same issue…our outcomes were two different things." (*C5, Version 2-ISC*)

> **Recommendation:** Reduce the number of police ask-all items to ensure each item asks about a distinct concept.

Respondents did not realize their answers about police could be based on opinions and not experience. Four respondents reported having difficulty answering these questions, in all cases because they did not understand that if they had no experience with local police, that they could be providing their perceptions of others' experiences or of media coverage.

> **Recommendation:** Remind respondents periodically throughout the ask-all items that the items are opinion questions by adding, "In your opinion…"

The five-point rating scale is mostly satisfactory. There were no obvious issues with the use of the five-point rating scale in Question 2. Notably, however, the order of the scale reverses for the last three items on police effectiveness. Although no respondents commented on having to make this cognitive shift, the change in ordering introduces the potential for inaccurate results.

> **Recommendation:** Create a consistent meaning for the five-point scale in the Question 2 items. The shift unnecessarily adds to response burden and has the potential to produce results that do not accurately reflect respondents' experiences.

Screeners

Respondents showed no major difficulties with either of the cueing approaches or the interleafing strategy. Respondents reported no major problems with any version of the screener. The interleafing approach appeared to work fine, with no negative reactions from respondents. In addition, comments about the "flow" of the questionnaires were consistently positive, with numerous respondents indicating they liked being asked to provide more details about each incident while it was "fresh" in their minds. Although the idea of detailed follow-up questions appeared successful, we caveat this finding by noting that all individuals had already answered questions about their experiences with crime in the previous 12 months in the recruitment screener, and it was on the basis of their answers to these questions that they were selected to participate in the cognitive testing. The findings presented here thus may be favorably distorted because participants were already primed by the recruitment screener.

> **Recommendation:** In future rounds of testing, consider recruiting known victims through victim service agencies. This would ensure that testing occurs with individuals who have experienced crimes, but without explicitly priming them to think about those experiences before participating in the cognitive testing.

Respondent fatigue with short cues. There were no major differences between the short- and long-cue versions of the instrument with respect to incident reporting. Although the short cue approach may have led to more respondent fatigue due to lengthier question wording, it did not lead

to any greater rate of missing incidents than the long cue approach. The long cue approach did not elicit any concerns from respondents about fatigue, burden, or repetitiveness.

> **Recommendation:** Consider shortening the "short" cues to exclude the cuing examples. Only if the respondent answers "no," would the interviewer would probe with the cuing examples to confirm that this type of crime had not occurred during the reference period.

Some evidence of greater duplication of reporting in long cues. The long cues appear to have resulted in a greater reporting of duplicate incidents. Careful review of these incidents, however, suggests the duplication was largely *within* the individual cues of a screening item rather than across items. For example, one Cleveland respondent answered yes to six of the stalking items to all describe a series of stalking that he had experienced.

> **Recommendation:** Re-examine ways to reduce duplication in all screener versions, such as consistently providing respondents the prompt, "Not including things you already told us about...." when transitioning into a new section of the screener.

The introduction was helpful, but may require some additional language. The introduction was widely described as helpful and respondents said they appreciated being grounded in what they were about to asked. Many said the introductory language also gave them an opportunity to start recalling the details of what had happened to them. That said, one respondent felt that since we will be talking to people who are victims of crime and who may end up sharing some very personal details, she thought there should be a preface statement to address the sensitive nature of recalling criminal victimization. When the interviewer read the passage at the end of the protocol about available resources, i.e., "This interview may have brought up some sensitive issues for you....", the respondent said that would be good language to include *before* asking the questions, not after.

> **Recommendation:** Maintain this introduction in future rounds of testing and in the pre-test. However, consider moving the "sensitive issues" passage currently at the end of the protocol forward.

Landmark event was sometimes helpful, but has some associated risks. The idea of the landmark event worked well at the beginning of the screener when respondents had a meaningful personal event, yet there were several issues that arose that may impact its success as a recall strategy. First, many respondents could not think of a landmark event at all. Second, some respondents could not think of a personal landmark and instead thought of another family

member's landmark. In such cases, the landmark appeared to less helpful because the event was not personally meaningful. Third, one Cleveland respondent recalled a particularly distressing event, the death of his child, which temporarily distracted him from the focus of the interview. Finally, one Baltimore respondent telescoped a landmark event. The respondent mentioned the Baltimore riots as the landmark event, but they had actually occurred 16 months prior to the interview, not 12 months. This raises the important issue that there is no way to validate that the respondent's personal landmark has not itself been telescoped. Furthermore, some respondents may be thinking of a personal landmark at the beginning of the recall month, while others may be thinking of an event at the end of the recall month. This variation in timing reduces the overall precision of the instrument.

> **Recommendation:** Revisit the landmark strategy. One option could be to present pre-defined landmark events rather than having the respondents generate the events themselves. However, this raises its own set of concerns and potential biases in the selection of those events. Another possibility is to abandon the idea of landmark events and simply refer to the bounding date.

"Private parts" terminology needs to be adjusted. The analysis suggests that some of the terminology may need to be modified to improve respondent comprehension and reduce burden. For example, although almost all respondents knew what was intended by "private parts" in the sexual contact section, the phrase was reported by two respondents to be more oriented towards a survey for children. In addition, one respondent was unsure if he should include his buttocks in the category of "private parts."

> **Recommendation:** Rather than using the phrase "private parts," the question should explicitly ask respondents about unwanted contact with their "genitalia, buttocks, and/or breasts."

Long cue follow-up questions have an unclear antecedent. In several of the long cue sections, respondents are asked about numerous types of crimes within the category (e.g., "Has anyone broken into your home…?" "Has anyone broken into your garage…?" "Has anyone broken into a hotel room…?"), and are then asked the follow-up question, "How many times has this happened?" One respondent said she was not sure to what "this" was supposed to be referring, especially if she had said yes to more than one of the cues.

> **Recommendation:** The wording of these follow-up questions should be revised so that "this" has a clear antecedent. For example, "You said that the following things happened in the past 12 months….how many times did these happen?"

"Try" and "there" are being misinterpreted. Several respondents interpreted questions asking if someone had "tried" to commit a crime not as "attempted and failed," but as "tried and succeeded." In the section on identity theft, for example, a respondent was asked if someone had "tried" to take her information for their own benefit. She responded "yes" and added, "Well they *did* do it in the past 6 months" and mentioned someone using her credit card. The misinterpretation for these respondents did not result in the reporting of non-incidents; however, respondent burden could be reduced if the phrase were more clearer defined.

Similarly, a number of respondents answered "yes" to questions asking if they were "there" when a crime was being committed, but ultimately described being nearby, but not immediately present as the event was taking place (e.g., a respondent said he was "there" (in his house) when someone broke into his car).

> **Recommendation:** Both of these terms need to be more clearly defined for respondents. For questions about attempted crimes, modify the language to ask explicitly, "Did someone try to do X, but did not actually succeed?"
>
> We should discuss how best to ask about presence in the interleafing strategy so as to not be repetitive with the items we plan to ask in the CIR.

Reports of vandalism were sometimes duplicative of earlier incidents. The short and long cue versions experimented with the use of the words "on purpose" and "deliberately" as a way to delineate acts of vandalism from accidents. Both terms well-understood by respondents and helped them to separate intentional from accidental damage to property. However, the question did result in some duplicate incident reporting as respondents described property damage that occurred as a result of a previously described incident (e.g., a home break-in where someone destroyed the door lock).

> **Recommendation:** Retain "deliberately" in the section on vandalism for future iterations. To reduce duplicate reporting, however, add the statement, "Other than incidents you've already reported..." to the question.

Sexual contact cues need refinement. In general, the sexual contact screening items worked well, although respondents did express some discomfort with the "graphic" nature of some of the questions. In addition, one respondent did not report an unwanted sexual contact that occurred when she was asleep because she heard the item to ask only about being "drunk or passed out," not so much on being unable to provide consent. She believed the question should be worded to place

more emphasis on the inability to provide consent, rather than the circumstances that might lead to this.

> **Recommendation:** Further refinement of the sexual contact screening items appears to be needed to address their potential sensitivity and to ensure that they capture all incidents. For example, wording about the inability to provide consent might be modified as follows:
>
> - Did anyone have sexual contact with you - or try to have sexual contact with you – while you were unable to consent because you were passed out, unconscious, blacked out, asleep, drunk or high?

Clean-up cue is effective. There is one question at the end of each screener designed to ensure that respondents have not missed any incidents that have happened to them in the past 12 months: "To make sure we haven't missed anything, is there anything (else) that you might think of as a crime that happened to you in the past 12 months that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police." This cue appeared to have resulted in the reporting of five incidents that had not been captured during the screening questions.

> **Recommendation:** This final cue appears to be effective and should be retained in future iterations of the screener.

New Screening Items

Although BJS has conducted (and will be conducting) its own testing of stalking and fraud items, we summarize our findings and recommendations here.

Stalking items were clearly understood. Most respondents clearly understood that the items asking about repeated, unwanted contacts were referring to stalking. When describing these types of situations, respondents mentioned both in-person and electronic (e.g., online) stalking. One individual reported repeated, unwanted telephone calls from someone claiming to be from the IRS, but later clarified that he thought of those incidents as "fraud."

> **Recommendation:** No changes are recommended.

Fraud questions resulted in numerous reports of attempted fraud. Respondents generally were not clear whether they were to report unsuccessful attempts to cheat them of money, or only those incidents where they lost money as a result of misrepresentation. As a result, the screening questions resulted in numerous reports of email scams and false promises of having won the lottery, but with no money lost on the part of the respondent.

> **Recommendation:** To keep crime incident reports from being generated on scamming attempts that are quite common (e.g., email requests from Nigeria for money), add a question to this section that asks the respondent if s/he actually lost money as a result of the fraudulent request.

Identity theft questions were generally well understood. Respondents appeared to have no difficulty understanding the intent behind the identity theft questions (the loss of personal or financial information with the thief attempting to benefit from using that information).

> **Recommendation:** No changes are recommended.

Next Steps

Based on findings from this round of cognitive testing, we feel confident that any of the four screening versions could move forward with pretesting with minimal edits that we do not feel merit another round of testing. As we make plans to move forward with CIR testing, we recommend using the interleaf short cues version of the screener to launch the CIR. In this regard, we could test the proposed simplified version of the short cues, and can test the interleafing items as a way to drive respondents to appropriate CIR items.

If the findings from the crowdsourcing online survey show that particular cues should be added to any of the long cues, we might consider re-testing the long cue interleaf version of the screener for some cases in the CIR testing.

For the police items, we might consider putting them back into another set of testing for the CIR, if space and time allow.

Appendix A

Detailed Findings

Police Perception Items

Twelve participants were asked the police perception items during cognitive testing (seven Version 2-ISC, five Version 4-NISC). When asked their *overall* reactions to the items, two respondents' reactions were negative, with one saying, "The questions you asked were a lot" (*B4, Version 2-ISC*) and a second stating that she not only thought the items were repetitive, but also difficult because she had not had any contact with her local police (*C7, Version 2-ISC*). Two respondents were positive, saying that the questions were good (*C10, Version 4-NISC*) and that it was a good thing that the questions were being asked (*B10, Version 4-NISC*). The remaining respondents' reactions to the probe were neutral.

When asked if these items were relevant to their communities, however, all eight who were asked said yes.

- A Baltimore respondent believed the questions to be relevant because 'I, as a representative of the African-American community, have absolutely zero positive things to say about [the police]." (*B4, Version 2-ISC*)

- A Rockville respondent offered, "The people who make up my community probably get stopped a lot more than people who are not part of my community so I think it's important to be asked about those things and to think about those things." (*R6, Version 2-ISC*)

- A Cleveland respondent said the questions were relevant to his and his family members' communities in the area. (*C10, Version 4-NISC*)

In addition, one Cleveland respondent who had not received these questions (*C9, Version 1-ILC*) suggested to the interviewer that the survey should ask more questions about the police and "what's going on with black men." In general, reactions to these questions reflected broader experiences with the police (such as experiences respondents had heard about from others) than the respondents' direct experiences with their local police.

Items Are Repetitive

Seven of the 12 respondents indicated that they believed some of the questions were repetitive, in particular, the item asking if the police treat people fairly. Four of the seven said that question was the same as the preceding question, which asks if the respondent believes police apply the laws consistently. Two respondents said the issue of treating people fairly was duplicated in item asking about police respecting the rights of all people. The seventh respondent believed the item that asked about police treating people respectfully was similar to the one asking if police apply the laws consistently: ""Because if I deal with them, and a person of a different race deals with them, and we both have the same issue…our outcomes were two different things." (*C5, Version 2-ISC*)

Some Respondents Did Not Understand These as Opinion Questions

Four respondents reported having difficulty answering these questions partly because of their limited interactions with the police and because they did not know enough about others' experiences and perspectives. A Rockville respondent, for example, said he had difficulty answer the items about police treating people equally and fairly because he felt everyone would have a different perspective on that depending who they were and what experiences they had had. (*R16, Version 4-NISC*) A Baltimore respondent similarly stated that while her interactions with the police had been positive, she did not know about other people's experiences to be able to answer some of the questions with confidence. (*B9, Version 4-NISC*) And a Cleveland respondent reported having difficulty answering the items because she had not had any contact with her local police. (*C7, Version 2-ISC*) Two respondents had difficulty answering the questions about local police effectiveness in preventing crime or catching criminals because they felt they did not have enough information.

■ A Rockville respondent said, "How would I know [how effective they are at catching criminals] unless I'm watching the tv, looking at arrest records, or reading the paper? A lot of these questions feel like perceptions to me. Like 'what is your perception of…' There needs to be an 'I don't know' option." (*R6, Version 2-ISC*)

■ A Baltimore respondent was unable to answer both of these items saying she "needed to know actual numbers [statistics]" in order to be able to answer the questions "fairly" (*B9, Version 4-NISC*)

■ Conversely, another Baltimore respondent said the police were "very effective" at preventing crime, although she made this assessment after Googling all the crimes and arrests in her community and getting the rate. (*B5, Version 2- ISC*)

Other respondents, however, said the questions were "very easy" to answer (*R5, Version 2-ISC*) or "as simple as spreading hot butter" (*R7, Version 2-ISC*).

Referent Experiences Vary

In the first police item (Question 1), respondents were asked to report about any experiences they had with their local police over the preceding 6 months. Eight respondents reported a total of 17 separate police contacts and all described their own personal experiences. For the police rating items (Question 2), however, respondents drew upon not only their own experiences, both also those of their friends and family members as well as reports they had seen in the media. One Baltimore respondent, for example, answered the question about police treating everyone respectfully "based on the experiences that I've had." (*B10, Version 4-NISC*) But for the subsequent item about police giving people enough time and attention before making their decisions, the respondent reported her answer was based both on her own experiences as well as what she had seen on TV or read in the news. Similarly, a Cleveland respondent rated the police a "2" for respecting everyone's rights, indicating that while he believed they were doing a good job based on his own experiences, media accounts had not been as positive (*C10, Version 4-NISC*).

Referent Police Departments Vary

Respondents appeared to have difficulty maintaining their focus on the "local" police when describing their in-person contacts with law enforcement (Question 1). For nine of the 17 separate incidents they described, we were unable to determine the locality of the police based on respondents' descriptions of the events, e.g., a Baltimore respondent said she failed to stop at a stop sign. The police pulled her over, but gave her a warning. She did not indicate where this event occurred. (*B5, Version 2-ISC*) Of the remaining eight incidents, five clearly involved the local police (e.g., a Rockville respondent reported that an iPad was stolen from a friend's car while the friend was parked at the respondent's house, so the local police were called (*R16, Version 4-NISC*)). But three incidents involved the police outside the respondent's local area, e.g., a respondent from one of the Cleveland suburbs said he went to a rally for Tamir Rice, which was held in downtown Cleveland, and the Cleveland police were present (*C3, Version 4-NISC*).

When asked which police they were thinking about for the police rating items (Question 2), respondents varied in whether they were thinking about their local police, regional police, or both.

In several instances, these were one and the same departments, for example, respondents who lived in the city of Cleveland reported on the (local) Cleveland police, while respondents who lived in nearby suburbs also reported on the (regional) Cleveland police. In fact, one respondent who lived in a Cleveland suburb said she was thinking about the Cleveland police because she thought it would be of more interest to the interviewers (*C7, Version 2-ISC*). She added later, however, that she realized she had been vacillating between police departments and would have appreciated more input on exactly which one she was supposed to be thinking about. Despite this broadening of scope from local to regional, no one reported making an assessment of a police department outside of their metropolitan area.

Meaning of the Mid-Point of the Scale

Only three respondents who used the mid-point ("3") of the five-point scale were asked to describe how they came up with their answers. Two indicated that their responses reflected their belief that some police are good and some are bad.

- A Cleveland respondent noted during the interview that he was selecting the "50/50" response. He said he thought this was the only answer that reflected that "in a room full of cops, some are going to be good, and some aren't." (*C3, Version 4-NISC*)

- Another Cleveland respondent said "you have good cops and bad cops." Some are here "to serve and protect, and others overtake the power they are given." (*C5, Version 2-ISC*)

The third respondent, from Baltimore, said her local police were "moderately effective" in preventing crime, then added that there was "very little crime in her neighborhood." When asked why she had selected the midpoint if there was so little crime, she said her rating was based on a recent incident in which some neighbors had left their cars unlocked and they had been vandalized (*B10, Version 4-NISC*).

Screening Items

Overall Reactions to the Instrument

Overall, respondents were very positive about all versions of the screening instrument, with several pointing out how comprehensive the survey was. A Cleveland respondent, for example, thought

they were great questions that covered a "wide spectrum" of criminal activity (*C10, Version 4-NISC*). Others described the questions as "straightforward" (*R4, Version 1-ILC*; *B2, Version 1-ILC*), "focused and clear" (*R6, Version 2-ISC*), and "relevant" (*C9, Version 1-ILC*).

Five respondents, however, offered negative assessments, each of which was somewhat different.

- A Baltimore respondent said he had trouble with "the specificity" of some of the questions, and periodically had to ask clarifying questions of the interviewer. (*B3, Version 1-ILC*)

- A Baltimore respondent thought that some of the questions were a "little bit personal." These included the items for which he answered "yes" (theft, break-ins, vehicle theft, and fraud) "because I had more of a connection to it and it brings back bad memories." (*B6, Version 3-NILC*)

- A respondent from Baltimore with ADD (previously mentioned) thought the questions were "long" and had some difficulty processing them. (*B7, Version 3-NILC*)

- A female respondent in Baltimore said the questions caused her to think back to "things you are hesitant to share," such as attacks she experienced at the hands of an ex-boyfriend. (*B8, Version 3-NILC*)

- A Cleveland respondent said he wished he had had more of an opportunity to describe what had happened to him. (*C1, Version 1-ILC*)

Finally, seven respondents (five women, two men) reacted negatively to the sexual contact questions, noting that for someone who was a survivor a sexual assault, the items could be upsetting.

- A female respondent in Rockville felt the language could be softened a little, since we may be talking to victims for whom the language could bring up strong emotions. (*R6, Version 2-ISC*)

- A male respondent in Cleveland felt the description regarding forced sexual contact was "graphic." (*C2, Version 1-ILC*)

- A female respondent in Cleveland said if she had been sexually assaulted, she thought the questions would be "uncomfortable" to answer because it is a "delicate" topic. Just asking about it, it would be difficult for someone who has experienced it." (*C6, Version 3-NILC*)

Reactions to the Introduction

Respondents were almost unanimously positive about the introduction to the screener. Many said they appreciated that the introduction gave them a "heads-up" about what topics were going to be discussed during the interview.

- A Cleveland respondent said the introduction was "definitely needed" and explained that it helped her to "mentally prepare yourself for the questions." (*C4, Version 3-NILC*)

- A Baltimore respondent said "the introduction at least captured everything you were going to ask me, I wasn't surprised by anything." (*B8, Version 3-NILC*)

Respondents also said that the introduction helped them to remember the various crimes they had experienced.

- A Baltimore respondent said it was a "great introduction and it makes you think if any of the other things happened to you." (*B10, Version 4-NISC*)

- Another Baltimore respondent said the introduction was "helpful" and "start[ed] triggering things up in the mind" that had happened to him. (*B6, Version 3-NILC*)

- A Cleveland respondent thought the introduction "served its purpose," noting it actually got his memory "jogging" about what had happened to him. (*C3, Version 4-NISC*)

Only three respondents offered critiques of the introduction. One respondent from Cleveland said that as a result of the comprehensive overview, some people might be reluctant to share information and could freeze up. He believed going straight into the questions "would help those people so they don't know what's going to come at them" (*C5, Version 2-ISC*). A Rockville respondent expressed this concern as well, saying because the respondents will be victims of crimes, the survey could bring up some strong emotions, particularly for sexual assault survivors. She suggested that some "preface statement" be added to the introduction, such as, "Nobody wants to be a victim of a crime and if any of these crimes have happened to you, please know that..." At the end of her interview, when the interviewer read the passage, "This interview may have brought up some sensitive issues for you....," the respondent said this would be good language to include before asking the questions.

Finally, a respondent from Baltimore simply reported being overwhelmed by the introduction. He said, "Listening to it now, you are throwing a lot out there." He added the introduction was covering a lot of things quickly and he might not catch everything (*B4, Version 2-ISC*).

Usefulness and Risks of Landmark Event

Twenty-one of the 27 respondents were able to come up with a landmark event, while six stated they were unable to think of anything noteworthy. Although 11 of 17 respondents said they felt the landmark event at the beginning of the screener was helpful, there were several issues that arose that may impact its success as a recall strategy. First, many respondents could not think of a landmark event, in which case they were told to anchor from the same month of the previous year. Second, some respondents could not think of a personal landmark and instead thought of another family member's landmark, which was not particularly memorable for them. In such cases, the landmark appeared to be less helpful. Third, one Cleveland respondent recalled a particularly distressing event, the death of his child, which distracted him from the focus of the interview. Finally, one Baltimore respondent recalled the Baltimore riots as the landmark event, but they had actually occurred 16 months prior to the interview, not 12 months. This raises the important issue that there is no way to validate that a personal landmark has not been telescoped itself. Furthermore, some respondents may be thinking of a personal landmark at the beginning of the recall month, while others may be thinking of an event at the end of the recall month. This variation in timing reduces the overall precision of the instrument.

Cuing Strategies

Reactions to the Long Cues

Three of the 15 respondents who received one of the long-cue versions of the survey reported having difficulty with the questions.

- A Baltimore respondent who received Version 1 of the survey said he had some trouble with "the specificity" of some of the questions. The interviewer reported that for these questions, the respondent had to stop during the interview and ask for clarification. For example, in the section on theft, the respondent said he was thinking about his GPS that was stolen from his car, but he also thought about his credit card that was stolen. He asked the interviewer, "You're talking about [just] physical objects now?" In the same section, he asked for clarification as to whether the question is asking about situations in which someone tried to steal something, but they were not successful. The respondent asked for clarification in other sections as well. (*B3, Version 1-ILC*)

- A Baltimore respondent who received Version 3 thought "they were long questions." She said she has Attention Deficit Disorder and sometimes she needs to hear things several times in order to process the questions. (*B7, Version 3-NILC*)

- One Rockville respondent said she liked the overall format of the screener, but had difficulty with many of the items. For example, the interviewer had to read question 1d (was anything stolen from one of your vehicles) twice before the respondent finally said, "yes" and reported that her wallet, an iPad, and a bag of personal items had been stolen. What confused her, said the respondent, were the examples of things that might be stolen from a vehicle (packages or groceries), which were of "less value" than what had been taken in her particular case. This respondent also was uncertain if she was supposed to report only incidents that would be considered a criminal offense, which caused her trouble in the section on stalking. There she mentioned several interactions with an ex-boyfriend that had made her uncomfortable, but that she did not consider to rise to the level of criminal behavior. (*R8, Version 3-NILC*)

All other respondents who received one of the long cue versions of the screener, however, offered positive assessments, such as the following.

- A Baltimore respondent liked that "[the questions] were very detailed" and that there were examples. (*B8, Version 3-NILC*)

- A Baltimore respondent said he liked that the questions were "short [and] not too long for the most part." When asked by the interviewer what he meant by "for the most part," the respondent said the sexual assault questions were not too short, but that overall the questions were "to the point." (*B2, Version 1-ILC*)

Reactions to the Short Cues

Overall, the 12 respondents who received one of the short cue versions of the survey (Version 2-ISC or Version 4-NISC) offered positive assessments of the instrument. In particular, most respondents said they believed the survey did a great job of capturing their experiences or the range of incidents that others might experience.

- A Rockville respondent said the instrument captured the three incidents that had happened to him "exquisitely" and that it covered the range of crimes that could happen to others "phenomenally." (*R7, Version 2-ISC*)

- A Baltimore respondent said the instrument captured the range of crimes that could occur "very well." (*B5, Version 2-ISC*)

- A respondent in Cleveland thought the survey did a "good" job. He said he had friends who had been through a lot and believed the instrument would have captured what they have been through. (*C5, Version 2-ISC*)

Yet one Cleveland respondent said she thought that the survey could have offered more clarification as to what was being asked about in each section, as she was unsure in the section on identity theft if her credit cards should be considered "financial accounts" (*C7, Version 2-ISC*). However, a Baltimore respondent singled out the two sections where she reported incidents (fraud and identity theft) and said both of those sections "were right on" (*B10, Version 4-NISC*). In fact, as noted previously, with the exception of the one police encounter that a respondent reported after the fact, three incidents were reported late by two respondents who received one of the short cue versions of the instrument. This compares favorably with the five long cue respondents (out of 15) who reported incidents late in the survey.

One defining feature of the short cue versions of the instrument is that some sections offer the respondent numerous examples of the kinds of events that are being asked about. For example, in the theft section, the list of possible items that could be stolen is "money, jewelry, clothing, cell phones, TVs or other electronics, or any other items belonging to you." Would these examples prove limiting, preventing respondents from reporting thefts of items not on the list? This does not appear to have been the case during this round of testing. Only one respondent (*R5, Version 2-ISC*) said he believed the examples offered were a "complete list," yet when he recalled the examples he had heard, the respondent included items that had not been on the original list (e.g., credit cards and bank cards). Conversely, one respondent indicated she thought the lists of examples were too long, that she had not had anything happen to her so she already knew her answers would be "no." However, the respondent added that if she had been the victim of a crime, the examples might have been helpful (*C7, Version 2-ISC*).

A second feature of the short cue instruments is that they do not necessarily prompt the respondent to consider locations where an incident might have occurred. For example, where the long cue instruments ask respondents explicitly if something was taken from "your home" or "out of one of your vehicles," the short cue versions are not explicit in this regard. This lack of specificity may result in respondents limiting the kinds of thefts they will report. For example, three respondents explicitly said they were not thinking about something being stolen from their vehicles when answering this question (*C7, Version 2-ISC*; *R5, Version 2-ISC*; *R6, Version 2-ISC*). However, none of these individuals reported something being stolen from one of their vehicles, even in subsequent

sections. Respondents who *did* have something stolen from their cars reported those incidents in the theft section, such as the following two examples.

■ R was in Target purchasing birthday items for his son. When they came back to the car, the tablet had been stolen out of the vehicle. R thinks his son left his door unlocked. (*C5, Version 2-ISC*)

■ In August 2015, someone broke into his friend's car during a homecoming event. They stole the respondent's backpack which contained some headphones, shoes, shirts, and a memory card. (*R7, Version 2-ISC*)

Thus, overall, respondents appeared to be able to generalize from the short cues and include incidents that were not explicitly called out in the stem questions.

Performance of Long and Short Cues

Duplicate Reporting

During the course of the interview, respondents and interviewers recorded when incidents reported were duplicates of previously reported incidents. Analysis of the data indicated that the long-cue versions produced substantially more duplicate reporting than the short cues; however, the duplications tended to be within-item (as respondents said "yes" to multiple cues) and not across different sections. In the short cues, there was minimal evidence of duplication.

Missing Incidents

Over the course of the interviews, seven respondents reported eight additional incidents that had not been captured during the initial cuing (five respondents who received the long cues each reported one incident; two respondents who received the short cues reported a total of three incidents).

Two respondents, both of whom had received the long cues, reported additional incidents during the fraud section of the survey. The late reporting of each incident, however, did not appear to be related to the cuing approach.

- In the response to the initial cues in the fraud section, a Baltimore respondent reported one incident, when a contractor whom she paid for a set of services did not do everything he said he would. When she subsequently was asked to define "attempted fraud," she then reported receiving spam emails where someone unsuccessfully tried to get her to give them money. The respondent said did not include them in her initial response, "because she didn't think the medium of email was personal enough to qualify as 'trying.' If they came to her door it would be different." (*B7, Version 3-NILC*)

- A Cleveland respondent reported two incidents under the fraud section, one of which was a phishing scam. When asked during probing if she had experienced any other similar incidents not covered under the previous questions, the respondent recalled that she had discovered an old charge on her AT&T bill that was a hidden fee. (*C9, Version 1-ILC*)

One Rockville respondent who received a long cue version of the survey initially said "no" to the sexual contact question, but changed her answer to "yes" during probing.

- The respondent described an incident when a boyfriend tried to have sex with her when she was asleep. She said she initially said "no" because she focused on the part of the question that says "…unable to consent because you were drunk or high." She suggested that the wording "unable to consent" be moved earlier in the sentence, i.e., "Did anyone have sexual contact with you - or try to have sexual contact with you – while you were unable to consent because you were passed out, unconscious, blacked out, asleep, drunk or high?" (*R8, Version 3-NILC*)

Four respondents, two of whom received long cues and two of whom received the short cues, reported additional incidents at the end of their interviews.

- A Baltimore respondent reported an incident when she left her car unlocked in her driveway and it was subsequently ransacked. She said she thought of it during the interview, but did not report it because she was unsure if it occurred within the reference period. "It was warm out so she knows it was summer, but she is not sure if it happened before last August or not." (*B9, Version 4-NISC*)

- A Cleveland respondent brought up two incidents that he had not previously reported during the cuing. First, after the final wrap-up question asking if there were any other incidents, whether or not they were reported to the police, the respondent reported that he did some landscaping work for someone who never paid him. The police were not involved, but he was suing the person in court. Second, in the final probe of the protocol when the respondent was asked if there were any other incidents in the past 12 months, he brought up something he thought "might be fraud." He had paid a mall

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kiosk vendor $350 to put a ring on layaway. When he went to the mall to put down more money, the respondent discovered the kiosk was no longer there and his $350 was gone. The respondent definitely felt this was "misleading" but wasn't sure it would qualify as fraud. (*C3, Version 4-NISC*)

- A Rockville respondent reported that she kept things at her boyfriend's house. After they broke up, she went to get her items and she said he pulled her arm and started yelling at her. The respondent said she remembered this incident when the interviewer asked if there was anything else, "It could be something you called the police about, or something you didn't consider reporting to the police." (*R9, Version 3-NILC*)

- A Rockville respondent reported that he had had his Metro card stolen within the last 12 months, but had not reported it to the police. He said he remembered the incident when the interviewer asked if "there was anything else, even something he had not reported to the police." (*R4, Version 1-ILC*)

Conversely, three respondents said that the extant categories in the screener did not adequately cover certain incidents that they reported.

- A Baltimore respondent who received Version 3-NILC indicated that there was no place within the survey to report someone hacking into social media accounts. For example, someone had hacked into her Facebook account and changed her profile. She reported two other technology-based stalking incidents during the interview, but did not seem to feel that this hacking incident fit within the category. (*B8, Version 3-NILC*)

- A Cleveland respondent who answered "yes" to several cues in the stalking section of the survey described how he had been the victim of "doxing." He explained this is when someone posts information online (e.g., telephone number, home address, or even rumors) about an individual with the intent of igniting a campaign of harassment against that person. The respondent reported that he had been "doxed" and, as a result, "people were following me in a hostile way online." He believed there should be a separate entry for this type of incident. (*C2, Version 1-ILC*)

- A Baltimore respondent answered "yes" to a and b (weapons cues) in the attacks cues, and described a road rage incident in which a truck driver attempted to run him off the road while he was driving at 70 mph. He later said he had difficulty mapping that incident onto the survey because the extant questions suggest more of a interpersonal, hands-on attack. He suggested that the question wording be modified to take into account incidents like the one he described. (*B1, Version 1-ILC*)

Reactions to Interleafing Approach

Fourteen respondents received the interleafing approach, divided equally between Version 1 (ILC) and Version 2 (ISC), and no one indicated any difficulties or commented on the burden of being

asked these follow up questions. Thirteen of these respondents were asked their thoughts on the flow of the questionnaire and the follow-up questions and respondents were uniformly positive about the approach.

- A Rockville respondent said he thought the follow-up items were a good way to ensure "clear communication" about the incidents. (*R4, Version 1-ILC*)

- A Rockville respondent said he liked the follow-up questions. "It makes you think more about it. [It] makes you think twice to make sure you're not leaving anything out. It's a good format." (*R5, Version 2-ISC*)

- A Cleveland respondent said she liked that the questionnaire was "broken up into sections." (*C7, Version 2-ISC*)

Notably, one of the questions asked during the interleafing approach proved difficult for respondents to answer. Respondents were unclear on how they should answer the question about whether they were "there" when a crime happened.

- The respondent said his car was parked in his driveway, but he was inside the house when items were stolen from the vehicle, so wasn't sure if he should say yes or no to being there when it happened. (*C1, Version 1-ILC*)

- The respondent was shopping and came out to the parking lot to discover that a tablet had been stolen from her car. She answered "yes" when asked if she had been there when the event happened. (*C5, Version 2-ISC*)

- A respondent described that mail had been taken off of her front porch. She said someone else was "there" when the theft occurred, although the person was in the house and was not aware that something had been stolen. (*C9, Version 1-ILC*)

New Categories of Victimization

Stalking

In general, respondents had no difficulty answering questions in this section and often used the term "stalking" to describe such incidents.[1]

- A Baltimore respondent described stalking as "unwanted contact—somebody keeps calling you, keeps coming to your job, or keeps coming to your home, etc. When you walked out of your house, they are just there. You don't want them to be there. It is

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[1] Eleven of the 15 respondents who received the long-cue version of the instrument used the term "stalking."

stalking." She added that it also includes "sending you mail or stuff to your house and texting you." (*B5, Version 2-ISC*)

- A Rockville respondent included in this category "anything where someone is following you. It doesn't have to be personally it could just be through information they can find out about you electronically." (*R5, Version 2-ISC*)

Five of the seven respondents who reported having experienced such an incident offered examples related to former boyfriends or girlfriends or ex-spouses. Of the remaining two, one respondent, mentioned previously, (*C2, Version 1-ILC*) mentioned a "doxing" incident within this category and believed it should be explicitly added to the survey. The other respondent who said he had experienced a stalking incident described "IRS scam phone calls," but then said he would use the word "fraud" to describe these (*B1, Version 1-ILC*).

Respondents generally defined a single stalking incident as involving only one person making (possibly) multiple contacts within a clearly demarcated period of time.

- A Baltimore respondent said one time is a "completed incident" and then you never hear from that person again. (*B7, Version 3-NILC*)

- Another Baltimore respondent said one incident could involve multiple calls or texts if they all occur close in time together. (*B8, Version 3-NILC*)

By contrast, "more than once" meant that different people were making repeated unwanted contacts or the same person was doing so, but the contacts from that individual were separated by a long span of time. Respondents reported no issues understanding either "emotional distress" and "fear for your safety."

Fraud

Respondents described two broad categories of "fraud" or "scams" that they believed were intended to be captured by this category. One type consists of telephone calls, emails, letters or other communications requesting that the recipient remit money to the sender, but under false pretenses. None of these respondents actually sent money to the requestor.

- A Rockville respondent said someone called her pretending to be an officer from the IRS and said she had 5 felony accounts against her. He told her that she needed to send him $3,998 by 3:00 pm that day or she would be arrested. She did not pay him the money and stopped answering her phone. (*R6, Version 2-ISC*)

- A Baltimore respondent said "yes" to the attempted fraud question (item j), saying a friend's email account was hacked, and he (the respondent) received a message saying the friend was stuck in a foreign country and needed money. The respondent realized it was a scam as soon as he saw the email and did not send any money. (*B6, Version 3-NILC*)

- A Baltimore respondent said he received a call telling him he had won a $5 million jackpot in a lottery called "Megamillions USA" and that he needed to send the caller $200 to collect his prize. He did not send any money. (*B4, Version 2-ISC*).

The second class of activities involved incidents in which the respondents were told that a product or service would cost a certain amount of money, only to be told later that would have to pay more money to receive what had been originally advertised.

- A Cleveland respondent answered "yes" to the first fraud question ("pay for a service that was fake or worthless") and described how she got a cell phone plan from Wal-Mart advertised at $29.88 per month that turned out to cost a lot more than she thought. Each time she tried to rectify it, the company would give her excuses for it. The "fake" word in the question was what triggered her recall of this. (*C9, Version 1-ILC*)

- A Baltimore respondent answered yes to item b ("told that you had won something, but had to pay money to collect") and described having paid money for something similar to a timeshare, but when she got to the location, she was required to pay more to use it. (*B8, Version 3-NILC*)

- A Baltimore respondent ordered a sample of a cosmetic product, but instead of the $4.95 sample, the company signed her up for the full-size product. She called and tried to cancel, but the company refused and continued to send her the full-size product and charge her for it. She tried to block future charges through her bank, but the company charged under different names. The respondent ultimately had to change her bank card to stop charges. (*B10, Version 4-NISC*)

Although respondents understood the kinds of situations the question was asking about, they often reported scamming efforts that were unsuccessful, i.e., the respondent did not lose money to the requestor. Of the 24 incidents for which we could clearly determine an outcome, 16 did not result in the respondent losing any money. In order to reduce the creation of CIRs for common email scams attempts (e.g., an email from a person in Nigeria requesting money), a question should be added to the fraud section about whether or not the respondent lost money as a result of the scam.

Respondents understood that misrepresented investment opportunities would also constitute "fraud." One person, for example, said that getting a "high return on investment" made him think about Bernie Madoff (*B6, Version 3-NILC*). Two respondents offered the example of purchasing real

estate in Florida only to discover it is "swampland" (*B3, Version 1-ILC; C6, Version 3-NILC*). Those respondents who had lost money on investments, however, said it was the result of a falling market, and not that the stock information had been misrepresented to them.

Respondents generally interpreted a single incident of fraud to be a one-time request for money. They took "more than once" to mean that attempts to get money from them were made by more than one person and generally involved different schemes.

Identity Theft

Almost every respondent described incidents in this category related to having one's credit or debit card or account number stolen by someone explicitly in order to make unauthorized financial transactions.

- A Rockville respondent reported under the theft cues that her wallet had been stolen. In the identity theft section, she reported that after the theft occurred, the thief had attempted to use her debit card and also tried to use her credit card to purchase a television at Wal-Mart. (*R8, Version 3-NILC*)

- A Baltimore respondent described an incident in which someone stole her credit card number and attempted to make a $600 purchase at Staples. (*B5, Version 2-ISC*)

- Three respondents described corporate data breaches (e.g., Target, Home Depot) as examples of identity theft, since they result in banks having to issue new credit/debit cards to affected consumers. (*B10, Version 4-NISC; R16, Version 4-NISC; B4, Version 2-ISC*)

Only two respondents described identity theft as someone passing themselves off as another person, for their personal benefit, not necessarily financial gain.

- A Cleveland respondent said that his Facebook account had been hacked by someone from another country, thus requiring Facebook to close his account and issue him a new password. He said that the part of the question that made him think of this situation was the phrase, "stolen your personal information for your [sic] own benefit." (*C10, Version 4-NISC*)

- Another Cleveland respondent thought about people using someone else's identification or social security number in order to get out of tickets. (*C3, Version 4-NISC*)

Eight respondents described incidents in this category as "identity theft," while two used the term "fraud."

- One Baltimore respondent said she found out her financial information had been compromised when she tried to make a purchase that was declined. When she called her bank, they transferred her to the fraud department. (*B8, Version 3-NILC*)

- A Cleveland described finding out that her credit card number had been stolen when she found fraudulent charges on her statement. (*C7, Version 2-ISC*)

In general, respondents considered *each* theft of financial information – whether or not they resulted in multiple purchases or attempted transactions – as a single incident of identity theft.

Additional Findings

Some Respondents Had a Different Interpretation of "Try"

In each version of the survey, the intent of asking respondents if someone "tried" to carry out a particular type of activity was to capture attempts that were not successful. Most respondents' understanding of "try" was consistent with this intended meaning. However, three respondents interpreted "try" as an indication that someone had made an effort to engage in a criminal activity and succeeded.

- A Baltimore respondent reported an incident in the identity theft cuing section in which someone stole her credit card and attempted to make a purchase with it. When asked during the interview if someone had "tried" to take her information for their own benefit, she responded "yes" and added, "Well they *did* do it in the past 6 months" and mentioned the incident of someone using her credit card. She explained the culprit did try because they attempted to do it, but she got a call from her bank and the bank did not approve the charge. The interviewer was unclear if the respondent was changing her original answer of "yes" or if she was answering "yes" to both an incident actually occurring and an attempted incident. (*B9, Version 4-NISC*)

- A Rockville respondent described "attempted" as there being some sign or evidence that someone tried stealing something. He gave as an example that he saw that the lock on his porch had been broken, and it was a sign that someone had tried to steal his bike and had succeeded. (*R4, Version 1-ILC*)

- When asked if someone had "tried" to do something, A Rockville respondent said that the word "try" "threw her off." To her, "try" generally meant that someone had attempted to do something and failed. However, she answered in two different ways in

the survey: In one instance she described a failed attempt, but the second time she explained that the person who stole her car had tried and succeeded. (*R8, Version 3-NILC*)

Respondents Tended to Include Cars When Thinking About Break-ins

When discussing break-ins, 12 of the 27 respondents indicated they were thinking of their cars or personal vehicles when recalling events. However, the wording of the different versions of the survey does not mention cars at all, but rather the person's home, garage or shed, or motel room. Respondents who had items stolen out of a vehicle should have reported that incident in the preceding section on theft; thus, an added statement, "Other than the incident you already described…" should reduce duplicate reporting.

"Private Parts" Was Deemed Inappropriate for an Adult Survey

Most respondents had no difficulty understanding what was intended when asking about "private parts" in the sexual contact section of the survey, although a male respondent was uncertain if his buttocks counted. In addition, two respondents expressed that this term seemed an inappropriate way to ask adults about a sexual violation.

- A Cleveland respondent thought "this is a question you would ask a child because of the use of 'private parts.'" She then wondered if the survey was meant for youth or adults. "Private parts" she thought was better for kids, and "genitalia" is for adults. "That almost made me think that I needed to be younger when [an unwanted sexual contact] occurred." She thought about police coming into schools and teaching youth about "private parts." (*C6, Version 3-NILC*)

- A Rockville respondent thought that "private parts" was "weird" and said, "That's something you would say to a 3 or 4 year old." She thought the survey should be more specific and use the real words. (*R6, Version 2-ISC*)

Replacing "private parts" with "genitalia, buttocks, and/or breasts" should eliminate confusion over what is intended as well as offer language that is appropriate for adult respondents.

The Description of Vandalism Was Readily Understood

Two different phrases were tested in an effort to get respondents to think incidents that would fall under the rubric of "vandalism." In one version, respondents were asked if someone had "deliberately" destroyed their property, whereas the other version asked if someone had destroyed their property "on purpose." All respondents recognized that the section was asking to report incidents that had not occurred by accident, but that were intentional on the part of the culprit. The section on vandalism, however, did result in some duplicate reporting of incidents, as respondents described things that had been damaged as part of another event, e.g., a lock that was damaged when someone broke into the respondent's home. Adding a statement to the question such as, "Other than incidents you have already described…" should reduce this tendency for duplicate reporting.

Appendix 5

Cognitive Interviews – Results from Round 1 CIR Testing

National Crime Victimization Survey Redesign

Cognitive Testing of Location, Presence, Police, and Victim Services Items

Round 1 Briefing Report

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June 2017

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The National Crime Victimization Survey (NCVS) is a household survey that has been conducted by the Bureau of Justice Statistics since 1973. The current redesign effort, which this cognitive testing effort supports, is the first redesign of the survey since 1992. In order to prepare for a field test of proposed revisions to the NCVS, Westat is conducting a series of cognitive interviews to gather feedback and reactions to structural changes and revisions to question wording. This report covers findings from a round of testing of a portion of the crime incident report (CIR) items conducted in April 2017. Tested topics include location of the crime, presence of others during the crime, police involvement, and victim services. In addition, youth ages 12 to 17 were included in this round of testing, and provided additional feedback on screening items pertaining to theft, attacks, and unwanted sexual contact.

Based on findings from cognitive testing of the criminal victimization screener that was conducted in 2016, a screener using an abbreviated cueing approach incorporating interleaving determined the incident to focus on for the crime incident report. Using this shorter version of the screener for the CIR testing allowed us to spend less time administering the screener and more time to administer and cognitively probe on the CIR items. The interleaving approach allowed us to test the feasibility of using screener responses to drive skip patterns in the CIR. The fuller cueing version of the screener was tested separately with some youth, and will be reported on in the next round of testing once more youth interviews are conducted.

The report is organized by each question for which cognitive probes were administered. Response frequencies are presented for each of these items, broken out by adult vs. youth respondents. Items that are drawn directly from, or modified from, existing CIR items are labeled with the CIR item at the end of the question wording (for example, [CIR10a]). Newly developed items are labeled as "[New]". Findings focus on difficulties encountered with the question, followed by recommended wording changes.

A total of 31 cognitive interviews with adults and 5 interviews with youth were conducted between April 5 and April 26, 2017, in Los Angeles, CA, St. Louis, MO, Chicago, IL, Cleveland, OH, Baltimore, MD, and Rockville, MD. Interviews in St. Louis and Chicago were conducted remotely using WebEx technology with adult respondents who came to a focus group facility in order to participate in the interview. Interviews with youth were conducted only in Cleveland, Baltimore, and Rockville. Youth were recruited through their parents, and parental consent was obtained prior to obtaining youth assent for the interview. In some cases, the parent and the youth were interviewed concurrently, in separate rooms, to gather feedback on both adult and youth victimization. In recruiting respondents, we aimed to identify a mix of demographic characteristics as well as those who had experienced particular types of crime in the prior 12 months (Table 1).

Table 1. Respondent demographics by location

		Los Angeles	St. Louis	Chicago	Cleveland	Baltimore	Rockville	TOTAL
Gender	Male	2	3	3	3	3	2	17
	Female	3	2	2	4	3	6	20
Age	12-14	0	0	0	1	1	0	2
	15-17	0	0	0	1	1	1	3
	18-29	0	1	1	0	0	0	2
	30-39	4	1	2	2	1	1	11
	40-49	1	0	2	2	1	0	6
	50-59	0	1	0	1	2	4	8
	60+	0	2	0	0	0	2	4
Race	Black	1	0	2	1	3	4	12
	White	2	5	1	6	3	2	19
	Other	0	0	0	0	0	2	2
Ethnicity	Hispanic	2	0	2	0	0	0	4
	Not Hispanic	3	5	3	8	6	8	34
Type(s) of crime (based on screener)	Vehicle theft/ attempt	2	1	3	2	2	1	11
	Theft/attempt	2	3	2	5	5	6	23
	Attack	1	2	2	0	2	5	12
	Break in/attempt	2	1	3	3	3	3	15
	Vandalism	2	3	3	5	4	4	21

In order to boost eligibility for the study, we used a recall period of 12 months for recruitment and testing, even though NCVS uses a 6-month recall period.

One protocol was tested with both adults and youth though screening items were limited for youth to items that are not asked of the household respondent. Appendix A contains the protocol and all items that were tested.

- Screening items

    - Adults: Vehicle theft, vehicle part theft, theft, break-in, vandalism, attack, unwanted sexual contact

    - Youth: Theft, attack, unwanted sexual contact

- Crime incident report

    - Location series

    - Presence series

    - Help-seeking series

        - Police involvement

        - Informal help-seeking

        - Victim services

- Narrative description of the incident

- Vignettes (Youth only)

With respondents' (and parental) permission, all interviews were audio-recorded in order to ensure key details were captured for analysis. Westat interviewers wrote written summaries of each interview using a structured report format, and included both their observations as well as verbatim quotes from respondents, wherever possible.

Screening Items

Respondents answered the victimization screening items and were asked to date each incident that occurred, followed by interleaving items that allowed a deeper understanding of what types of crimes may have also occurred during the incident. When multiple incidents were reported, the interviewer selected one particular incident for the respondent to think about for the CIR items. Interviewers were instructed to select either the incident for which the respondent had been recruited, or the incident that had the greatest number of endorsements in the interleaving items.

Table 2 presents a summary of the types of crimes reported by respondents that were the focus of the CIR items. The incidents are organized by the screening item that triggered the report of the incident; any information gleaned from the interleaving is presented below each main category. Notably, all youth reported some form of theft, with one youth also reporting an attack.

Table 2.   Categorization of incidents selected for CIR

Type of crime	Adults	Youth
Vehicle theft	7	N/A
Vehicle theft only	1	
With theft, attack	1	
Attempted vehicle theft	2	
Attempted vehicle theft with theft of vehicle parts	2	
Attempted vehicle theft, with theft	1	
Vehicle part theft	2	N/A
Theft	9	5
Theft only	3	4
With break-in	5	
With attack	1	1
Break-in	5	N/A
With theft	3	
With theft and attack	1	
Attempted break-in	1	
Vandalism	4	N/A
Vandalism only	2	
With theft	1	
With attack and unwanted sexual contact	1	
Attack	4	0
Attack only	2	
With theft	1	
Threatened attack	1	

No cognitive testing probes were administered on the screening items for adult respondents. However, because this was the first round of testing conducted with youth, interviewers gathered

reactions from youth about the three screening items they were asked, i.e., theft, attack, and unwanted sexual contact. The probes were designed to assess whether the cues were applicable to youth and whether key terminology would be understood by youth.

Theft

After answering the theft screening items, youth were asked to provide examples of the types of items that get stolen from youth. Their responses fell nicely into the existing cues of the theft screening item:

- Things you wear: Necklaces, shoes, earrings, headphones, jackets, shirts

- Things you carry: Phones, wallets, money, backpack accessories, hand sanitizer

- Things in your home: Gaming controllers

When asked where things get stolen from youth, respondents most often mentioned school, but also mentioned from homes, the mall or stores, in neighborhoods and parks, on buses and other transportation, and from recreation centers.

Finally, youth were asked for their interpretation of "tried to steal." All understood the term correctly.

Attacks

Youth were asked what comes to mind when they hear the word "attack." Most responses fell into a few of the existing cues of the attack screening items:

- Attacking you with a weapon or something used as a weapon: "running after you with a knife"

- Grabbing, slapping, punching or choking you: "someone gets in a fight with you or attempts to get in a fight with you," "forcefully hitting you," "physically hit," and "getting jumped, fighting, hit, kicked, shot, shanked, stabbed."

Three respondents, however, also mentioned that "attacks" need not always be physical. As a Rockville youth explained, "They could be attacked verbally, physically, or emotionally. Sometimes

you could get assaulted just by the clothes you wear or for being the smart kid." This is not necessarily a problem at the screener level, as the nature of the attack would be sorted out in the CIR.

Youth understood the concept of "use of force against you," stating that this means "Holding someone against the wall using their weight/pressure," "Being pushed, shoved, or punched," "When someone forces you to do something by threatening to come after you if you don't do something" and "Physically putting their hands on you."

Youth also clearly understood the meaning of a "threatened attack" as someone stating that they will attack you. One Rockville youth explained that a "threatened attack" is "when somebody says what they're going to do to you with the threat of violence. Like, they're going to do something physical to you if you don't do something this way or you don't give them what they wanted."

Sexual Contact

While none of the youth said yes to the unwanted sexual contact items, they expressed a sophisticated level of understanding of the concepts in the question. The youngest respondent, a 12 year old male, had a more simplistic understanding of the terms.

- The 12 year old Baltimore male understood non-consent to mean "that you did not agree." He thought "passed out" meant fainting and brought up the movie "Home alone" when the mom faints. He described "unconscious" ask not being able to wake up and needing to go to the hospital. He thought "blacked out" means someone cannot understand what you're saying.

Youth respondents understood the word "confidential" to mean that "no one else will know about it" and that the information will not be "shared to other people unless I give permission." Youth generally understood that this statement was being read to give them "a sense of security" and to make the respondent "more comfortable" answering the questions.

Youth understood the concept of "lack of consent," explaining that it is "Someone touching you without your approval," "you did not give the person permission to do something," and "you did not say yes, but the person still proceeded." When asked what was meant by the phrase "did not want it to happen," a Baltimore youth thought of "someone touching in you in areas that you did not want them to touch you." Likewise, a Cleveland youth described it as "any form of touching the

person in a sexual way that you were not ok with them doing it." A Rockville youth simply described it as "rape."

Youth did have some difficulty differentiating between being passed out, unconscious and blacked out, and had some difficulty describing the terms in their own words.

- A Baltimore youth described all three in similar terms of being asleep in some way, stating that passed out means you "unknowingly fall asleep", unconscious means you are "not aware of what's going on, asleep" and blacked out as "the same as passed out." She then noted that all three mean the same thing.

- A Cleveland youth described passed out as being "unconscious," and then described being unconscious as "being hit with something in the head." She could not differentiate blacked out from being passed out or unconscious.

- Another Cleveland youth also described passed out as "you just dropped out or went unconscious." She described unconscious as "purposely going to sleep like you do every night." Blacked out means an "unresponsive state."

- A Rockville youth noted that all three terms have the same meaning, being "unresponsive, unaware."

Screener Recommendations

No changes are recommended for the theft or attack screening items.

For the unwanted sexual contact screener, the examples of incapacitation should be simplified for youth, and possibly for adults as well, and may benefit from leading with the phrase about being unable to consent. The proposed revision for item 7c is presented below.

> 7c. In the past 12 months, has anyone had, or tried to have sexual contact with you – while you were unable to consent because you were drunk or high, or were passed out or asleep? This could have been done by someone you know well, someone you casually know, or a stranger.

Location Series

Based on the type of incident mentioned in the screener, respondents received either A1 (if break-in), A2/A3 (if vehicle/vehicle part theft), or A4 (all other types of incidents). All four versions are presented below, followed by the findings and recommendations.

Question A1

(IF BREAK-IN) Earlier you said there was a break-in or attempted break-in as part of this incident. Did someone break in or try to break into...? [NEW]	Adults (n=10)	Youth (n=0)
1. your house or apartment	6	
2. into a garage, shed, or other detached building on your property	3	
3. into a second home or vacation home	0	
4. into a hotel or motel room where you or someone else in your household was staying	0	
5. (VOL: A motor vehicle)	0	
6. or into some other place? (SPECIFY)	1	

Question A2

(IF VEHICLE THEFT OR A1=CODE 5) Where was the (car/vehicle) when this happened – [NEW]	Adults (n=9)	Youth (n=0)
1. on your property, such as in a driveway or your own garage,	2	
2. in a garage or parking lot associated with where you live,	1	
3. in some other garage or parking lot,	1	
4. on the street near where you live,	4	
5. on the street but not near where you live,	1	
6. or somewhere else?	0	

Question A3

(IF A2=CODE 2 OR 3) In what type of a parking lot or garage did this incident happen? [CIR10f]	Adults (n=2)	Youth (n=0)
1. a commercial parking lot or garage,	1	
2. a noncommercial parking lot or garage,	0	
3. an apartment or townhouse parking lot or garage,	1	
4. or some other kind of parking lot or garage?	0	

Question A4

(IF NOT BREAK-IN OR VEHICLE THEFT) Where did this incident happen? [CIR10a modified]	Adults (n=14)	Youth (n=5)
1. inside your home or lodging,	3	2
2. somewhere else on your property,	6	0
3. inside somewhere else where you were staying overnight or longer,	0	0
4. at your place of work,	1	0
5. at school,	0	2
6. or somewhere else? (specify)	4	1

Findings

All respondents found these questions to be easy to answer.

For question A2, those who selected the category "on the street near where you live" were asked to describe how they selected that option rather than "on the street but not near where you live." All indicated that the vehicle was parked in front of their home, which they considered to be "near" where they live. One Rockville adult clarified that anything outside of his vision from his home would be "not near" where he lives, even if it is only a few houses down the street. The one respondent who selected "on the street but not near" indicated that the car was stolen from a street about 30 miles away from his home.

For question A4, respondents were asked for the interpretation of several terms in the response options.

- Lodging: Four respondents out of 16 misunderstood or were unfamiliar with the term "lodging" in the first category, including two youths and two adults. One youth thought it meant "relaxing in a secluded area" and the other youth thought it might refer to the area around the home. One adult thought it meant the physical structure of the residence, and the other thought it meant "hanging around."

- Somewhere else on your property: Three out of 16 respondents had some difficulty with this terminology. Most understood it to mean a back porch, a yard, a garage, or a shed. Those in apartment buildings may have slightly different understandings of this, with one respondent indicating it refers to "the property of all the tenants that live in the building." Another wondered if it might include the "hallways" or on the "sidewalk" in front of the apartment building. One youth wondered if it might mean "around the block."

Across these four items, six respondents answered with an "somewhere else/some other place" response, five of whom were responding to A4:

- A1: A break-in through the gate that surrounds the respondent's apartment complex. (St. Louis Adult)

- A4: An attack while driving in a vehicle. (Cleveland Adult)

- A4: An attempted theft at the mall. (Los Angeles Adult)

- A4: A theft and attack at neighborhood basketball courts. (Rockville Youth)

- A4: A theft and an attack on the street near her office. (Rockville Adult)

- A4: A theft in a parking lot at Walmart (St. Louis Adult)

Recommendations

There is currently no definition of lodging in the FR manual, even though this term appears many times. We do not think the term is needed in question A4, response option 1.

Question A4 might also need a category geared towards respondents who live in a building with multiple units, such as an apartment building. The new category could read "in a hallway or other common areas of the building where you live." Those who answer with this category would follow skip patterns akin to those who said the incident occurred in their home or on their property.

While several respondents answered A4 with an "other" response, we do not recommend additional categories for question A4, since the level of detail will be gathered in Loc2.

Question Loc2

Respondents who indicated the incident did not happen in their home or lodging, on their property, or at work or school, were asked to provide more details about where the incident occurred. This was asked using an unfolding technique.

(IF LOCATION WAS OTHER THAN HOME, SCHOOL, OR WORK) I'm going to read you a list of places where this might have happened. Please tell me which one BEST describes where this happened. Did this happen…	Adults (n=7)	Youth (n=1)
1. somewhere very near your home or lodging (go to Loc2c)	1	1
2. at, in, or near the home of a relative, friend, or neighbor	0	0
3. at a commercial place like a store, restaurant, or office building (go to Loc2e)	3	0
4. in a parking lot or garage	0	0
5. in an open area, on the street, or on public transportation (go to Loc2h)	2	0
6. or somewhere else? (specify)	0	0

(IF LOC2=CODE 1) Loc2c. Where near your home or lodging did this incident happen? [CIR10c]	Adults (n=1)	Youth (n=1)
1. Apartment hall, storage area, laundry room (does not include apartment parking lot/garage)	1	0
2. Own yard, sidewalk, driveway, carport, unenclosed porch (does not include apartment yards)	1	0
3. On street immediately adjacent to own home or lodging	0	1
4. Other (specify)	0	0

(IF LOC2=CODE 3) Loc2e. At what type of a commercial place did this incident happen? [CIR10e]	Adults (n=3)	Youth (n=0)
1. a restaurant, bar, nightclub	0	
2. a bank	0	
3. a gas station	0	
4. another commercial building, such as a store	3	
5. an office	0	
6. a factory or warehouse	0	
7. Other (specify)	0	

(IF LOC2=CODE 5) Loc2h. Where in an open area, on the street, or on public transportation did this incident happen? [CIR10h]	Adults (n=2)	Youth (n=0)
1. In apartment yard, park, field, playground (other than school)	0	
2. On the street (other than immediately adjacent to own/friend's/relative's/neighbor's home)	2	
3. On public transportation or in station (bus, train, plane, airport, depot, etc.)	0	
4. Other (specify)	0	

Findings

All respondents were able to fit their answer into one of the categories in Loc2 without using the "other (specify)" category. Respondents were generally consistent with their narrative description of what happened, but there were two incidents that were not perfectly aligned with the categories.

- ■ An adult who answered that the incident took place "somewhere very near your home or lodging" provided two responses to Loc2 (1. Apartment hall, storage area, laundry

room, and 2. Own yard, sidewalk, driveway, carport, unenclosed porch). She indicated that the incident occurred in the communal area of the apartment complex, which was also the sidewalk/yard outside of the apartment complex. (St. Louis Adult)

- A youth who was attacked by the basketball courts in his neighborhood selected "somewhere very near your home or lodging" and then answered it was "On the street immediately adjacent to own home or lodging." Based on his narrative explanation that he was attacked on the street riding his bike home from the basketball courts in his neighborhood, it may have been more appropriate for him to select "In an open area, on the street, or on public transportation" in Loc2, and then "On the street (other than immediately adjacent to own/friend's/relative's/neighbor's home)" for Loc2h. (Rockville Youth)

Recommendations

Remove the word "lodging" as per earlier recommendation.

With the new category being recommended for A4, apartment dwellers or those for whom the incident took place in communal areas would not be asked Loc2. Thus category 1 in Loc2c would no longer be needed: "Apartment hall, storage area, laundry room (does not include apartment parking lot/garage)."

No other changes are recommended for this series.

Question Loc3

Three youth commented on the school location items. Two of the three youth did not have their main incident take place in a school, but were asked to think about another incident that had happened to them at school so that they could comment on the questions.

(IF INCIDENT HAPPENED AT SCHOOL) You said this happened at school. Did this happen inside a school building or somewhere else on school property (school parking area, play area, school bus, etc.)? [CIR 10g]	Adults (n=0)	Youth (n=3)
1. Inside a school building		3
2. On school property (school parking area, play area, school bus, etc.)		0
3. Other (specify)		0

Question Loc5

(IF LOC3=CODE 1) In what part of the school building did it happen? [CIR17b]	Adults (n=0)	Youth (n=3)
1. Classroom		2
2. Hallway/stairwell		0
3. Bathroom/locker room		0
4. Other (library, gym, auditorium, cafeteria)		1

Question Loc6

(IF INCIDENT HAPPENED AT SCHOOL, WORK, COMMERCIAL PLACE, OR PARKING LOT) Did the incident happen in an area restricted to certain people or was it open to the public at the time? [CIR17c]	Adults (n=4)	Youth (n=3)
1. Open to public	4	1
2. Restricted to certain people (or nobody had a right to be there)	0	2
3. Don't know	0	0
4. Other	0	0

Findings

All three of the school-based incidents took place inside the school building, rather than somewhere on school grounds. Two of the incidents occurred in a classroom, and one took place in the cafeteria. Respondents had no difficulty answering these questions.

However, respondents did have a mixed understanding of whether their school was open to the public or restricted. One Baltimore youth talked about sometimes having visitors in the classroom, so thought that meant the school was open to the public. Another Baltimore youth answered that the school is restricted because it is on a military base. It is unclear whether she would have considered her school to be open to the public if it were not on a base. The Cleveland youth answered that the cafeteria was restricted to kids, but noted "it's open to all kids."

None of the adults had any difficulty responding that the incident that happened to them occurred in a space open to the public.

Recommendations

Students were confused as to whether a school or school property is space open to the public or restricted. We do not feel this information is needed analytically for youth, especially since school characteristics are gathered on the School Crime Supplement, so we recommend skipping Loc6 if the incident took place in a school.

Question Loc8

(IF INCIDENT HAPPENED SOMEWHERE OTHER THAN HOME/PROPERTY) Did it happen outdoors, indoors, or both? [CIR17e]	Adults (n=5)	Youth (n=3)
Indoors	1	2
Outdoors	3	1
Both	1	0

Findings

One Cleveland adult answered as "both" to indicate that he was "inside" his car, but "outside" on the street when the incident occurred. It is unclear whether the "both" category is meant to cover this type of situation, or whether it is meant to refer to a situation that begins in one environment and continues to another. None of the others had any difficulty answering this question.

Recommendations

We recommend adjusting this item to ask "Did this happen…inside a home or building, outside a home or building, or both inside and outside." This may not perfectly address the situation in which a respondent is in a vehicle, but may provide clearer language about what is meant by indoors and outdoors. We may want to also consider adding some kind of FR instruction (or online instruction) that if the incident happened while in a vehicle, it should be considered outside.

Finally, the skip pattern for Loc8 needs to be modified to ensure that incidents that happened at school are not asked this question, since they are already being asked Loc3.

Question Loc9

Responses

(IF INCIDENT HAPPENED SOMEWHERE OTHER THAN HOME OR NEAR HOME) How far away from home did this happen? *PROBE:* Was it within a mile, 5 miles, 50 miles or more? [CIR19]	Adults (n=6)	Youth (n=1)
1. At, in, or near the building containing the respondent's home/next door	0	0
2. A mile or less	0	0
3. Five miles or less	5	1
4. Fifty miles or less	1	0
5. More than 50 miles	0	0
6. Don't know how far	0	0

Findings

None of the respondents who answered the question expressed any difficulty answering the question. A few took a moment to come up with their answer, but were either completely confident, or "98 percent" confident in their answer.

Recommendations

No changes are needed to this question.

Presence Series

Question PR1

(IF INCIDENT DID NOT INVOLVE ATTACK OR SEXUAL CONTACT) Were you (or was any other member of this household) aware of this incident as it was happening? [NEW]	Adults (n=24)	Youth (n=3)
1. Yes	3	0
2. No	21	3

Findings

Only one adult respondent (and none of the youth) had any difficulty with this question. This respondent described a situation in which she was unaware in the exact moment that her cell phone

was taken from the store where she was shopping, but she realized it quickly enough to approach the person who took it and retrieve her phone before he left the store. She answered "yes" to this question, but did not seem confident in her answer.

When asked how they interpreted the concept of being "aware of the incident as it was happening," most respondents correctly understood this to mean that they were "there and saw it happen." As one Los Angeles adult explained, "you are actually witnessing the thief going in and taking it and maybe you are trying to stop him, but you can't or maybe you are calling the cops and you are seeing or witnessing exactly who it is."

Two adults, however, had slightly different interpretations of "aware."

- A Rockville adult was home at the time with her family when a rock was thrown into her vehicle and the radio was stolen. However, she explained that her neighbors heard the noise but that she did not find out about this until the morning. She incorrectly answered the question "yes" and explained she thought it was asking "Were you aware of your surroundings.... just being aware."

- Another Rockville adult whose house was broken into when she was not home answered no, that she was not aware. She interpreted "aware" as being inside the house when it is happening but also noted that "you do not need to actually be there and see that it is happening."

Recommendations

While most respondents understood the question and answered it correctly, the word "aware" is vague and could be prone to misinterpretation. We recommend replacing items PR1, PR3 and PR4 with a single question asking "Did you (or any other member of your household) see, hear, or have any contact with the offender as the incident was happening?" This revised wording will be included in the next round of cognitive testing to see how it performs.

Question PR2

(IF PR1=CODE 1) Who was aware of it – only you, only someone else in the household, or you and someone else in your household? [NEW]	Adults (n=3)	Youth (n=0)
1. Only respondent	2	
2. Only someone else in the household	0	
3. Both respondent and someone else in household	1	

Findings

Only three adults were asked this follow up question. Two seemed to answer correctly, but the Rockville respondent who answered "both" may not have been paying careful attention to the question. She interrupted the interviewer, saying that "everyone" was aware, including her, her "two kids, the police, her boyfriend, the whole block." She may have been thinking about who found out about the incident, rather than who was aware of it as it was happening.

Recommendations

This question would benefit from reminding the respondent of the context of the prior question, especially if the self-administered version only has one question per screen. The question should be modified to read "Who was aware of the incident as it was happening…"

Question PR3

(IF PR2=CODES 1 OR 3) Did you personally see or have any contact with the offender while the incident was happening? [NEW]	Adults (n=3)	Youth (n=0)
1. Yes	2	
2. No	1	

Findings

The three respondents who answered this question all answered the question correctly.

- ■ The LA respondent who had her cell phone taken in the store at the mall correctly said yes to the question, explaining that she "got a glimpse of the person" she suspected had her phone and confronted him.

- ■ The Rockville respondent who seemed to actually have been unaware that her car was broken into while it was happening did correctly answer this question, saying that she did not see or have any contact with the offender.

- ■ A St. Louis respondent who had her purse stolen in the parking lot of Walmart also answered correctly, saying that she had seen the person watching her in the store.

Recommendations

See recommendations for PR1.

Question PR4

(IF ATTACK OR SEXUAL CONTACT, OR PR2=CODE 2 OR 3) Did someone else in your household personally see or have any contact with the offender while the incident was happening? [NEW]	Adults (n=6)	Youth (n=2)
1. Yes	0	0
2. No	6	2

Findings

All respondents commented that they thought this question was easy to answer, and all understood that it was asking whether there was a "witness" to the incident.

Recommendations

See recommendations for PR1.

Police Involvement

Question PI1

(ALL) Were the police informed or did they find out about this incident in any way? [CIR 115]	Adults (n=31)	Youth (n=5)
1. Yes	22	0
2. No	9	5
3. Don't know	0	0

Findings

All respondents understood this question and appeared to answer it correctly based on their responses to the cognitive probes and their narrative description of the incident. Respondents

correctly understood that the term "informed" meant letting the police know in any way that the incident had occurred, whether they themselves or someone else informed the police.

Recommendations

No changes are needed to this question.

Question PI2a

The table below shows all responses to question PI2a (which was a mark-all that apply item), along with the results of the follow-up question for each response.

(IF PI1=CODE 2) We would like to learn more about why people who experience crime do not report it to the police. Why did you decide not to contact the police? PROBE: Any other reason? *Mark all that apply*. [CIR117a, modified as was done for the 2014 ITSQ]	Adults (n=9)	Youth (n=5)
1. Dealt with another way - GO TO PI2b	4	1
PI2b:		
Took care of it myself or informally	4	
2. Not important enough to respondent - GO TO PI2c	4	2
PI2c:		
Recovered property	1	
Not serious enough	4	
Not worth the trouble, loss less than deductible	2	
Child offender/kid stuff	1	
3. Insurance wouldn't cover it - GO TO PI2i	2	0
4. Police couldn't do anything - GO TO PI2d	4	1
PI2d:		
Could not recover or identify property	2	
Could not find or identify offender	1	
Other (police don't care, got property back)	2	
5. Police wouldn't help - GO TO PI2e	3	1
PI2e:		
Police wouldn't think it was important enough	3	
Didn't think police would believe me	1	
Police would be inefficient, ineffective	1	
6. Afraid of police or something they might do - GO TO PI2f	1	0
PI2f:		
Police would cause respondent trouble	1	
7. Other consequences for the victim - GO TO PI2g	1	0
PI2g:		
Didn't want to make more trouble for myself	1	
Private or personal matter; domestic situation	1	
8. Other reason - GO TO PI2h	0	1
9. Respondent not present or doesn't know why it wasn't reported - GO TO PI2h	0	0

Findings

Respondents provided a range of answers to question PI2a, with several providing more than one response. One Rockville youth provided an "other" reason not listed, which was that the offender got away too quickly for the respondent to be able to give a detailed description of what he looked like.

None of the respondents found these items to be difficult, and seemed to be able to easily recall the reasons why they did not involve the police. However, one Cleveland adult commented that it was a lot of categories to listen to, acknowledging she had a hard time processing all of the options. All respondents understood what was meant by "reporting" an incident to the police.

A Chicago respondent suggested maybe flipping the order of response options for question PI2 so that "Not important enough to respondent" appeared first on the list, followed by "Police couldn't do anything" because those might be the most common answers.

Recommendations

No changes are recommended for this item.

Question PI5

(IF CODE 1 IN PI4: How did you first notify the police?/IF CODES 2-5 IN PI4: How were the police first notified?) [New]	Adults (n=22)	Youth (n=0)
1. By telephone	21	
2. Approached officer or police car	0	
3. Went to police station	0	
4. Reported using the Internet	0	
5. Don't know –someone else notified the police	0	
6. Some other way – specify	1	

Findings

In nearly all incidents in which the police were notified, the notification was made by phone. One Chicago respondent who experienced attempted vehicle theft in the parking lot of a zoo responded "some other way" because his first contact was made to the zoo security, rather than to the police.

He did acknowledge though, that the zoo security recommended he call the police, which he did from his cell phone.

All respondents understood the intent of the question. Several suggested that it might be possible to text or tweet the police to inform them of an incident, but were not sure if these were truly available options. A St. Louis adult noted that many police departments have Twitter accounts, where you can use social media to contact them. She pointed out that the response option said "Internet, but that makes me think more of a form on a website, whereas I think on the social media aspect of it."

Recommendations

To take into account the possibility of using social media like Twitter or Facebook, we recommend changing category 4 to read "Reported using the Internet or social media app."

Question PI6

(IF PI5=CODE 1) (Did you call/Was the call to) 911, another police number, or a general city number or city hotline number, or another number? [New]	Adults (n=21)	Youth (n=0)
1. 911/emergency number	9	
2. Another police number	9	
3. General city number/hotline	0	
4. Don't know	3	
5. Other – Specify	0	

Findings

Three respondents answered "don't know" to this question, noting that someone else, such as a neighbor or a witness was the one to make the phone call. These respondents tended to have a more difficult time answering the question.

Several respondents who did not call 911 distinctly recall looking up the correct phone number for non-emergencies. Even those whose incidents occurred closer to 12 months ago were easily able to answer this question.

Recommendations

In the interest of burden reduction, we recommend cutting this item, especially since the respondent may not know what number was called when someone else did it.

Question PI7

(IF PI5=CODES 1-3) Would you describe this as an emergency, or was it a non-emergency or routine contact with the police? [New]	Adults (n=21)	Youth (n=0)
1. Emergency contact	11	
2. Non-emergency/routine contact	10	
3. (Don't know)	0	

Findings

Respondents were split in whether they considered their contact with the police to be an emergency or a non-emergency. Those who experienced a break-in or a physical attack all agreed that their situation was an emergency.

- One Chicago respondent whose home was broken into while she was out had difficulty deciding how to answer, explaining that she was not in immediate danger, but wanted to catch the person as soon as possible, so she considered it an emergency.

Those who experienced vandalism agreed their situation was not an emergency.

In situations of theft, be it from their vehicle, their outdoor property, or off of their person, respondents were mixed. Most thought these situations were non-emergencies, but a few thought that an attempted vehicle theft or theft of items from their vehicle would be considered an emergency.

- Surprisingly, a St. Louis female who had her purse stolen off of her shoulder in a commercial parking lot felt this was not an emergency. She explained that because no one was hurt during the incident, there was no need for the police to come in 30 seconds, and as such she did not think of it as an emergency.

Type of Crime	Emergency	Non-emergency
Break-in while not present	5	
Theft/mugging		1
Theft while not present		1
Theft from vehicle/attempted vehicle theft	2	4
Threatened attack		1
Attempted break-in		1
Attack	4	
Vandalism		2

In general terms, emergencies were described as:

- Life-threatening situations, such as a break-in, assault, rape.

- Vehicle theft.

- Being injured in an attack.

- Crime is in progress and police might be able to stop it.

- Being passed out or nonresponsive.

Non-emergencies were described as:

- Vandalism.

- Not life or death, no one hurt, doesn't require immediate attention.

- After the crime has already happened and police need to be informed.

- Verbal fighting, not physical.

Recommendations

Because of the significant potential for varied interpretations of the terminology, the limited utility and the fairly subjective/circumstantial nature of the question, we recommend deleting question PI7.

Question PI8

(IF PI5=CODES 1-3) Was the crime still under way when the police were first contacted, or was it over? [New]	Adults (n=21)	Youth (n=0)
1. Still under way	4	
2. Crime was over	16	
3. Don't know	1	

Findings

Four of the 21 respondents who answered this question misinterpreted what "still under way" means. All thought it was asking whether the crime had been solved yet. Notably all of the respondents who misunderstood the question had had a vehicle broken into or stolen.

- A Cleveland respondent whose car was stolen answered yes, even though she did not call the police until the next day. She thought it was asking whether the crime had been solved yet, and since her car was still missing when she contacted the police, she said it was still under way.
- A Los Angeles respondent whose car was broken into answered yes, even though he didn't notice it until the morning. Similar to the Cleveland respondent, he thought it was asking if the investigation was still ongoing and he needed to call the police with more details.
- A Rockville respondent, also with a vehicle break-in, asked to have the question repeated. She initially thought it might be asking if the incident really happened or if it was a "false accusation." She interpreted "still under way" to mean "still being investigated."
- Finally, another Rockville respondent reporting an attempted vehicle robbery thought it was asking whether there was a "chance of catching the culprits."

Recommendations

There was a great deal of confusion about the meaning of "still underway." We recommend deleting this question and addressing this content in PI9.

Question PI9

(IF PI8=CODE 2) How long after the crime did you contact the police/were the police contacted)? Was it within 5 minutes, within 10 minutes, within an hour, within a day, or longer? [New]	Adults (n=16)	Youth (n=0)
1. Within 5 minutes	4	
2. Within 10 minutes	2	
3. Within an hour	0	
4. Within a day	6	
5. Longer than a day	1	
6. Don't know how long	3	

Findings

For incidents in which the respondent was not present during the crime, they had a slightly more difficult time answering this question. Several echoed the sentiment of the respondents below, saying that they could not nail down exactly when the incident occurred so were unsure of how long after they called the police.

- A Rockville respondent answered "don't know", saying she didn't know exactly when the crime was committed. She knew as soon as she opened her door at 11:00 am – she then called the police. She didn't know if it happened early in the morning or some other time.

- A St. Louis respondent also commented that it was hard to answer this question, because he did not know at what specific time the crime occurred. He could assume it was within a day, because he had seen his bicycle the day before, but was not entirely certain.

Otherwise, respondents thought the question was generally easy to answer and were confident in their response.

Recommendations

We recommend combining PI8 and PI9 into a single item. Those who were unsure of when the crime actually occurred would be able to answer "don't know.":

When were the police contacted?

> While the crime was underway
> Within 10 minutes after the crime occurred
> Within an hour after the crime occurred
> Within a day after the crime occurred
> Longer than a day after the crime occurred
> Don't know

Question PI10

(IF PI4=CODE 1) Besides the fact that it was a crime, did YOU have any other reason for reporting this incident to the police? [CIR 119a]	Adults (n=17)	Youth (n=0)
1. Stop or prevent THIS incident from happening	1	
2. Needed help after the incident due to injury	1	
3. To recover property	8	
4. To collect insurance	4	
5. To prevent further crimes against respondent/respondent's household by this offender	2	
6. To stop this offender from committing other crimes against anyone	1	
7. To punish offender	2	
8. Catch or find offender – other reason or no reason given	4	
9. To improve police surveillance of respondent's home, area, etc....	3	
10. Duty to let police know about crime	2	
11. Other reason – Specify	1	
12. No other reason	4	

Findings

While four respondents indicated that there was no other reason (other than that it was a crime) that they reported it to the police, 13 respondents provided at least one response to the question. The most common response was to recover the property that was stolen. As one respondent said, "I wanted my car back. I wanted the people punished."

One Rockville respondent whose car was vandalized answered "no other reason", but did indicate that he was told by his insurance company to file a police report. He was not sure what the reason for this was, so he did not respond with "to collect insurance."

Another Rockville respondent who had an attempted vehicle theft answered "other reason", saying that it was so that he could get a police report for his insurance company to pay for the damage.

A Los Angeles respondent suggested that there was some overlap in the categories, between letting the police know to improve surveillance and getting help to stop or prevent this particular incident from happening again. The respondent said "how can you get help if you don't let them know."

Recommendations

We recommend changing response option 4 ("To collect insurance") to "Needed to report to police in order to collect insurance."

Question PI12

(IF POLICE WERE NOTIFIED) Did the police come when they found out about the incident, did you go to the police station to file a report, did they just take a report over the phone, or did they deal with it just using the mail or the Internet? [CIR 121, modified]	Adults (n=22)	Youth (n=0)
1. Police came	16	
1a. Told to go to a police station to file a report	3	
2. Took report over the phone	3	
3. Dealt with it using the mail	0	
4. Dealt with it using the Internet	0	
5. Took phone report with follow-up through the mail or internet	0	
6. [VOL] Police did nothing	0	

Findings

While most respondents indicated that the police came when they found out about the incident, one St. Louis respondent was confused about how to answer the question. She had been attacked and was in the process of being taken to the hospital when the police pulled up. She indicated that the police came to the hospital to take the report, so was not sure if she should answer that the police "came."

Four respondents felt that the option for mail or internet was unlikely to be offered. As a Chicago respondent explained, "You want to see them and hear them and know that the police are on their way. I don't want no police that I have to contact through the mail." A Los Angeles respondent said he was unaware that internet was an option for filing a police report. A Rockville respondent noted that the police in his community do not take emails. He said that you can report some crimes online but it is not clear what kinds of crimes they will accept via the Internet.

Finally, a St. Louis respondent suggested that perhaps the Internet category should mention social media like Facebook and Twitter, noting there are "a lot of ways people interact with law enforcement now."

Recommendations

In spite of suggestions to remove mail and Internet, we recommend maintaining them and broadening the Internet category to also mention social media. "Dealt with it using the Internet or social media app."

To make the response options more grammatically consistent and to simplify the wording for self-administration, we recommend the following edits.

PI12. What did the police do when they found out about the incident? [CIR 121, modified]

1. They came
2. They told you to go to a police station to file a report
3. They took a report over the phone
4. They dealt with it using the mail
5. They dealt with it using the Internet or social media
5. ~~Police took phone report with follow-up through the mail or internet~~
6. [VOL] They did nothing

Question PI13

(IF PHONE REPORT) How satisfied were you with how the phone report was taken? Would you say you were... [New]	Adults (n=3)	Youth (n=0)
1. Extremely satisfied,	0	
2. Very satisfied,	1	
3. Moderately satisfied,	2	
4. Slightly satisfied, or	0	
5. Not at all satisfied?	0	

Findings

Only three respondents answered this question, none with any difficulty providing a rating of their satisfaction.

Recommendations

No changes are needed to this item.

Question PI14

(IF POLICE DID NOT COME) Do you think the police should have come when they were contacted, or that the incident was handled appropriately? [New]	Adults (n=6)	Youth (n=0)
1. Police should have come	1	
2. It was handled appropriately	5	
3. Don't Know	0	

Findings

Six respondents answered this question, with nearly all saying it was appropriate for the police to not come when they were contacted. No one had any difficulties answering the question.

Recommendations

While this question may have performed fine with 6 respondents, looking at it again there may be other options that need to be considered. For example, what if the respondent doesn't think they should've shown up but also doesn't think the incident was handled appropriately? We recommend simplifying the question to ask:

Do you think the police should have come when they were contacted?
> Yes
> No

Question PI15

(IF POLICE CAME) How satisfied were you with the time it took the police to come after they were contacted? Would you say you were... [New]	Adults (n=16)	Youth (n=0)
1. Extremely satisfied,	7	
2. Somewhat satisfied,	3	
3. Neither satisfied or dissatisfied,	1	
4. Somewhat dissatisfied, or	3	
5. Extremely dissatisfied?	1	
6. Don't know	1	

Findings

Among those who did have the police come, most were satisfied with the amount of time it took the police to come. For some, this was as fast as 2 minutes after the call was made. For others, it was as long as 3 hours.

One Rockville respondent noted that she was not the one to place the call to the police, so she could not comment on how quickly they came or how satisfied she was with that amount of time. She responded "don't know."

Recommendations

We do not recommend any changes to this item. If the respondent was unaware of when the call was made, they can reply with "don't know."

Question PI16

(IF POLICE CAME) Had the police told (you/the person who contacted them) how long it would take them to get there? [New]	Adults (n=16)	Youth (n=0)
1. Yes	1	
2. No	11	
3. Does not remember/Don't know	4	

Findings

Most respondents who placed the call themselves to the police had no difficulty answering this question, though one Rockville respondent whose incident took place in June 2016 did have difficulty remembering this level of detail, saying the police might have said they'd have somebody out within the hour, but she wasn't sure.

However, when the respondent was not the one to call the police themselves, they had more difficulty answering this question, and tended to answer with "does not remember/don't know."

Recommendations

We recommend adding a specific category for respondents who did not make the call themselves. A new code 3 would read "Don't know because someone else spoke to police."

Question PI17

Responses

> (IF POLICE CAME) What did they do while they were (there/here) to <u>try to solve the crime</u>? (RECORD VERBATIM RESPONSE) (IF NECESSARY, READ: This might include taking a report, questioning witnesses, taking evidence, or any other actions to try to solve the crime.) *Probe:* Anything else? [CIR 123a, modified]

Findings

This question was asked in an open-ended manner in cognitive testing to see how the answers would align with the current item that is field-coded by interviewers. The current field codes include:

1. Took report
2. Searched/looked around
3. Took evidence (fingerprints, inventory, etc.)
4. Questioned witnesses or suspects
5. Promised surveillance
6. Promised to investigate
7. Made arrest
8. Other (specify)
9. Don't know

Many respondents provided comments that would fit neatly into these categories if they were presented in a close-ended format in a self-administered survey, including "filed a report" (which is aligned with code 1), "looked for glass on the ground" (code 2), "did a walkthrough" (code 2), "asked the neighbors" (code 4), "took fingerprints" (code 3), and "took pictures, dusted for fingerprints" (code 3).

In some cases, however, respondents raised details that were not covered by the existing response choices, including "asked what was missing," "listed the possible suspects", "asked if I knew him

(the offender) in any way," "asked us to leave the house," While some of these might be covered by "took report", it may be that a specific category is needed to try to assess who the offender was or to obtain more details about the crime.

In addition, two respondents provided answers that might fit better with the next question, which asks what else the police did to try to help. These respondents mentioned that the police "calmed us down," and "suggested counseling."

Only one Rockville respondent found this question to be difficult, saying it was hard to remember and describe, but the respondent generally recalled that the police were not particularly helpful. Her incident occurred in November 2016 and involved vandalism, an attack, and unwanted sexual contact by her roommate.

Recommendations

Change category 1 in the closed-ended categories to "Took report on what happened and who did it."

Question PI18

Responses

(IF POLICE CAME) What (else) did they do while they were (there/here) to <u>provide help or assistance</u>? (RECORD VERBATIM RESPONSE) (IF NECESSARY, READ: This might include giving advice, providing you with resources about your rights or where to get help, or any other kind of help or assistance.) *Probe:* Anything else? [CIR 123a, modified]	Adults (n=16)	Youth (n=0)

Findings

This question was also asked in an open-ended manner in cognitive testing to see how the answers would align with a proposed new item with field codes. The proposed field codes include:

1. Calmed people down; restored order
2. Resolved the conflict between the parties
3. Gave advice about insurance

4. Gave (other) advice about how to handle the damage or loss
    4a. Gave a brochure or flyer listing victim's rights under the law
    4b. Gave a brochure or flyer listing services that might be available
5. Gave advice about services or organizations that could help
6. Contacted emergency medical services
7. Other – Specify
8. Did nothing to help
9. Don't Know

More than half of the respondents did not have anything additional to report at this item, indicating that the police did not do anything else to help, or did something minor, like providing them with a business card for any follow-up.

Only two of the responses could have been easily coded to one of these categories, including "Told me to call my insurance company" (code 3) and "Told me to go to the domestic violence office to get a restraining order" (code 5).

A few shared responses that fall under "other," including "told me to not go into the home if something seemed out of the ordinary," "checked in on me an hour later," "told me to get a security system," and "gave me a ride home."

When asked what was meant by "help or assistance" in this item, some thought it meant essentially doing their job, for example "solving the issue," "giving me vital information," or "telling me what I could do about it." For example, a Rockville respondent cynically wondered why the survey was asking about what the police did to "help", saying "A free tow? Financial Aid – No. What mechanic to go to – No. They were not there to help me, they were there just to do their job." A Baltimore respondent aptly noted that the question might have different interpretations depending on the type of crime. She noted that victims of sexual assaults might need to call a hotline or get medical assistance. But for the break-in, all she needed was to file the report to the police.

Recommendations

While there is some confusion about what this question might be asking about when posed as an open-ended question, it should elicit helpful information when presented as a closed-ended question in a self-administered format. No changes are recommended to the closed-ended version.

Question PI21

(IF LATER CONTACT WITH POLICE) Was that in person, by phone, through the mail, or over the Internet? [CIR 126, modified]	Adults (n=8)	Youth (n=0)
1. In person	3	
2. By telephone	4	
3. Through the mail	0	
4. Over the Internet	0	
5. Any combination of reasons	1	

Findings

This question asks about the mode of contact for any later contacts with the police about the incident. Respondents only mentioned contacts in person and by telephone, with one respondent citing both follow-up methods.

Two respondents were thinking about the initial contact they had with the police, rather than any follow-up contacts.

Recommendations

Because there is the potential for confusion and relatively low numbers will have later follow-up, we recommend cutting this question.

Question PI22

(IF LATER CONTACT WITH POLICE) What did the police do in following up this incident? (RECORD VERBATIM RESPONSE) (IF NECESSARY, READ: This might include taking a report, questioning witnesses, staying in touch with you about the status of the case, or anything else to follow-up with the incident.) *Probe:* Anything else? [CIR 127a]	Adults (n=8)	Youth (n=0)

Findings

This question was asked in an open-ended manner in cognitive testing to see how the answers would align with the current item that is field-coded by interviewers. The current field codes include:

1. Took report
2. Questioned witnesses or suspects
3. Did or promised surveillance/investigation
4. Recovered property
5. Made arrest
6. Stayed in touch with respondent/household
7. Other (specify)
8. Nothing (to respondent's knowledge)
9. Don't know

Some respondents provided comments that would fit neatly into these categories if they were presented in a close-ended format in a self-administered survey, including "nothing" (code 8), "took more details on the report" (code 1), "talked to one or two other people who were around at the time" (code 2), and "a phone call in the middle of the night" (code 6).

In a few cases, however, respondents raised details that were not covered by the existing response choices, including "posting on the internet on the crime blotter", and "took evidence"

Recommendations

We will make a similar change as previously recommended for the closed-ended response option 1, changing it to "Took report on what happened and who did it."

Question PI23-32

Findings

Respondents were asked a series of ten opinion questions to rate their interactions with the police. Each question used a 5-point fully-labeled scale, but most scales differed from each other.

Many respondents dealt with more than one police officer during their experience, or dealt with officers on more than one occasion. They seemed to have no difficulty in basing their responses on

all of the interactions and all of the police officers that they dealt with regarding the particular incident.

Seven out of the 22 adult respondents who answered these questions either thought they were burdensome, repetitive, or hard to answer.

- A Los Angeles respondent said the distinction between the response options was sometimes confusing. He felt like he needed a more specific or larger scale. He also commented that since the response options between questions would sometimes change from moderately, very, and extremely to neither, somewhat, and extremely or from somewhat to slightly this seemed to make the process more cumbersome.

- A Chicago respondent thought the questions were repetitive, saying they were "the same, but in different wording." The respondent thought they could have been asked in one or two questions asking how they were "treated by the police and did they do their job properly."

- Another Chicago respondent agreed, saying the questions were "asking the same thing in a different way."

- A Rockville respondent similarly stated, "They are almost all redundant. Judging the police on their job. If I got what I want and they came and did what they said they would do and everyone is satisfied, it's not a judgement. They are all asking about the same thing. It's different ways to try and find out if the police are doing their job or how they are behaving or something."

- Another Rockville respondent had difficulty keeping both the specific incident and the rating scale in mind as she answered the questions. This will be less of an issue in a self-administered format.

- Likewise, a St. Louis respondent felt the questions "bordered on redundancy."

- Another St. Louis respondent had difficulty answering the questions because it was primarily her husband who interacted with the police.

Several respondents also provided feedback on some of the specific items:

- PI32 (How effectively did the police handle the incident) – A Chicago respondent was not sure what was meant by "effective." She thought it sounded like a repetitive question. A St. Louis respondent was also unsure was meant by "effective." He wondered if he should be deciding his answer based on whether he got his car back.

- PI24 (How polite were the police) – A Rockville respondent preferred to just answer that the police were "polite" and did not want to break down whether they were "extremely" polite or "very" polite. He explained "They came for what they were doing. I got what I wanted which was a police report."

- PI30 (Professionalism of officers) – The same Rockville respondent commented, "I have no way of knowing. They did their jobs so, what is that, very professional? Above average?" When probed for an answer, he said, "I don't know. Very professional?"

Ultimately, a Rockville respondent summed up the series, saying "It sounds like what you would be asked if a police officer has gotten in trouble and they call you because you had an incident contact with the policeman. They'll start asking you questions about how they behaved. It's what those questions sounded like. I don't know how those questions came to be asked but it sounds like someone is trying to check up on them, like a review or something. "

Recommendations

The items in this battery target specific concepts related to procedural justice. Some of the questions were measuring the same dimension. To reduce the redundancy in the items, we recommend deleting the questions below.

PI24. When you talked to the police, how polite were they? Would you say they were . . .

P126 How interested were the police in hearing the details about this incident? Were they...

PI29. How much understanding and support do you think the police involved showed to you? Would you say they offered you . . .

PI30. How much understanding and support do you think the police involved showed to you? Would you say they offered you...

PI31. Overall, how professional would you say that the police were? Would you say that they were...

Victim Services

Question VS1a

(ALL) (Other than the police,) Did you tell anyone about this incident? [NEW]	Adults (n=29)	Youth (n=5)
a. Your spouse	10	0
b. A boyfriend or girlfriend or someone you were dating	9	0
c. A parent	14	5
d. One of your children	12	0
e. Other family member	13	4
f. Friend	20	3
g. Neighbor	20	0
h. Teacher or school administrator	1	1
i. (IF AGES 15+) Supervisor	3	0
j. Coworker or classmate	12	1
k. Leader or member of a community or religious organization	4	0
l. Medical professional	3	0
m. Other – specify	5	0

Findings

Nearly all respondents answered this question and most provided more than one answer to the question. The full range of response choices were used by respondents. "Other" responses provided included a client, a mechanic, store employees, and a landlord.

Respondents were mixed in whether they were thinking about who they had told about the incident at any time since it happened, versus limiting their response to those who they told immediately after it happened. The question would benefit from clarifying this based on the research objectives of the question.

While most respondents had no difficulty answering the question, a few did express that it was hard for them to remember all of the different people they had told. One Chicago respondent was looking for a specific category for "fiancée" noting that he wasn't quite comfortable using the term "girlfriend." A Los Angeles respondent commented that it was duplicative to ask about a boyfriend or girlfriend after he had already mentioned that he told his spouse. The list of options could be tailored by marital status and age.

Recommendations

We recommend revamping this question to focus more on informal help-seeking behaviors from non-police officials. We know from existing NCVS data that a fair proportion of victims say they didn't report the incident to the police because they reported the incident to some other official. This question should then focus on understanding who these other officials are. This would provide compelling data on what the entry points are for victims to understand whether there are certain types of people that are being reported to other than the police. We do, however, still recommend capturing whether victims are telling personal contacts about the incident.

VS1a. At any point since it happened, have you told any family, friends, co-workers or neighbors about the incident?

        Yes

        No

VS1b. (Other than the police or family/friends) Have you told anyone else about the incident who you thought might be able to help you?

        Security professional, other than the police

        Teacher or school administrator

        (AGES 15+) Employer or supervisor

        Medical professional

        Leader of a religious or community organization

        Other (specify)

        No, have not told anyone else

Question VS2

(ALL) Did you try to get information or help concerning this incident from any agency or program – other than the police– that assists victims of crime? [CIR130]	Adults (n=31)	Youth (n=5)
1. Yes	4	0
2. No	27	5
3. Don't know	0	0

Findings

Only four respondents out of the 35 who answered this question indicated that they got some type of information or help from an agency or program that helps victims of crime. The first two respondents below mentioned the types of organizations that would be of interest to BJS, whereas the second two listed below were likely not the types of organizations intended by the question.

- A Chicago respondent who was attacked in her home was thinking about her referral to the domestic violence courts, and was also thinking about other research studies such as this one that asked her to talk about the crime.

- A Rockville respondent who was attacked by her roommate was thinking about a local agency that helps crime victims get restraining orders and change their locks.

- A Chicago respondent whose car was vandalized at the zoo was thinking about the help he got from the zoo security department, who recommended he call the police.

- A Los Angeles respondent who experienced a threatened sexual attack reported her experience in the "Nextdoor" app to get advice from others in the neighborhood watch portion of the social media app.

Among the remaining respondents, 16 out of the 31 who said no to the question indicated that they could not think of any agencies or organizations other than the police who provide this type of assistance for the types of crimes they experienced. This may be a function of the types of crimes reported. For example, one Baltimore respondent said she was unaware of any organizations that provide assistance for those who have experienced break-ins – the only ones she knows of are for sexual assault/domestic violence. Similarly, a Los Angeles respondent who had been the victim of vehicle theft had no idea what types of office or agencies might offer this type of assistance, but said she was aware of a program called Victim of Crime to help families of murder victims.

Youth had particular difficulties understanding what types of organizations were covered by this question. A Rockville youth thought it might be asking about "therapists or a shrink." Both Baltimore youth could only think of the police. A Cleveland youth wondered if it might be asking about the FBI, and another Cleveland youth thought it might be asking about school counselors.

Recommendations

We recommend skipping those with an attempted property crime out of this question due to the low likelihood that they would have sought out any victim services. In addition, because many respondents may be unsure what types of services the question is asking about, we recommend starting the series with the examples of the services or assistance that might have been sought.

The revised VS2-VS3 series would look like the model below, but should also contain services or assistance pertaining to property crimes. We would like BJS to provide us with examples. With this approach, we would delete VS4 and VS5, and use VS2 and VS3 to drive respondents into VS6 or VS7 as appropriate.

VS2. Did you try to get any of the following services or assistance after the incident occurred? (Mark all that apply) [NEW]
1. Victim compensation
2. Crisis hotline counseling
3. Other counseling or therapy
4. Direct legal services, including free or low cost assistance from an attorney
5. Other justice system-related services, such as notification of case developments, court support or accompaniment
6. Assistance getting a restraining, protection, or no-contact order
7. Short term or emergency financial assistance
8. Shelter or safehouse services
9. Safety planning
10. Help or advocacy with health care
11. Any other services (Specify)
12. No services received – GO TO VS7

VS3. (IF VS2=CODES 1-11) Were there any services you tried to get, but did not actually receive? [NEW]
1. Yes - GO TO VS6
2. No – GO TO NEXT MODULE
3. Don't know

Question VS3

(ALL) Did you receive any services or assistance from *any* agency or program? [NEW]	Adults (n=30)	Youth (n=5)
1. Yes	3	0
2. No	27	5
3. Don't know	0	0

Findings

Only three adults answered yes to receiving any services or assistance from any agency or program, but none of the responses indicated the type of assistance that is intended by the question.

- A Cleveland respondent mentioned getting help from her insurance company to pay for the rental car while the police looked for her stolen vehicle.

- Another Cleveland respondent mentioned getting help from the phone company, who collected records of the cell phone's usage after it had been stolen.

- A Los Angeles respondent who had been thinking about the Nextdoor app when answering the previous question again reported getting help from that app to get advice from neighbors.

Again, a large number of respondents (14 out of 34) could not think of what this question might be referring to, other than the police, or other than organizations they had already mentioned in the prior question. In fact, four respondents volunteered that they thought this question was repetitive with the prior question.

When asked specifically what was meant by "services or assistance", respondents provided a variety of vague, and sometimes inapplicable, responses:

"People that will help you"	"Agencies that clean up the mess afterwards"
"Places where people can get help"	"Compensation or replacement"
"Salvation Army"	"Help"
"Any type of help"	"Neighborhood watch"
"Support group"	"Social services, food stamps"
"Food or financial assistance"	"Trained professionals who can help someone traumatized by crime"

Recommendations

See recommendations for VS2.

Question VS4

Responses

(IF VS3=CODE 1) What type of services did you receive—did you get… [NEW]	Adults (n=3)	Youth (n=0)
a. Crisis hotline counseling?	0	
b. Other counseling or therapy?	0	
c. Direct legal services, including free or low cost assistance from an attorney?	0	
d. Other justice system-related services, such as notification of case developments, court support or accompaniment	1	
e. Assistance getting a restraining, protection, or no-contact order	0	
f. Short term or emergency financial assistance	0	
g. Shelter or safehouse services	0	
h. Safety planning	0	
i. Help or advocacy with health care	0	
j. Any other services	1	
k. No services received	2	

Findings

Only one of the three respondents who said they received services in question VS3 provided a substantive response to question VS4, but it may not have been the types of services the question was actually asking about. The other two respondents said that they did not receive any of these types of services.

■ The Cleveland respondent whose car was broken into said that she received services from her insurance company. She answered yes to items D and J. She interpreted item D as applying to her since her insurance 'talked for her' as far as getting the police report. R answered yes to item J, thinking about rental car assistance to get compensation for her rental car from her insurance company.

■ The Cleveland respondent who had gotten help from her phone company to track the missing cell phone said she was not actually thinking about the help she got from the phone company when she answered these items, even for VS4J (Any other services). While the phone company assisted her by giving her the phone records she needed, this

kind of help did not fit with how she viewed the kinds of services this series was asking about.

■ The Los Angeles respondent who used the Nextdoor app said no to all items in the series.

Recommendations

See recommendations for VS2. This question would be replaced by the new VS2.

Question VS6

(IF SOUGHT BUT DID NOT RECEIVE SERVICES) Why did you not receive the services or assistance that you sought? Was it because... [NEW]	Adults (n=3)	Youth (n=0)
a. Services were not available in your local area	1	
b. You did not have transportation to and from the services	1	
c. You did not have childcare [in order to get or use the services]?	1	
d. The service provider could not help you because they did not have enough resources (e.g., no beds available in shelter)?	1	
e. You were unable to take time off of work or school?	1	
f. There were language barriers	0	
g. You were told you were not eligible for services	0	
h. It was taking too much time or effort to get the services	2	
i. Some other reason	2	

Findings

Three respondents indicated that they had tried to get services, but did not receive them. These included:

■ The Chicago respondent who was attacked in her home. She answered yes to items H and I. She was unable to provide the domestic violence court with the street addresses of the women who attacked her, so they told her there was nothing they could do to help her.

■ The Chicago respondent whose car was broken into at the zoo. He was actually thinking about the services he did not receive from the police, rather than the services he did not receive from the zoo security. He answered yes to items A and D, indicating that the police did not think his situation was serious enough to come to the zoo to help him.

- The Rockville respondent whose roommate vandalized their apartment and threatened to attack her. This respondent answered yes to items A, B, D, G, H and I. She felt the support she sought out did not give her adequate attention, canceled her appointments, gave higher priority to other types of victims, and had unprofessional staff.

Recommendations

No changes are needed.

Question VS7

(IF DID NOT SEEK SERVICES) Why didn't you seek victim assistance or services? Was it because... [NEW]	Adults (n=24)	Youth (n=4)
a. You did not want services	10	2
b. You did not know of services that were available in your local area	8	0
c. You did not have transportation to and from the services	1	0
d. You did not have childcare	0	0
e. You were unable to take time off of work or school?	0	1
f. There were language barriers	0	0
g. You did not think you were eligible for services	4	0
h. Some other reason	4	1

Findings

When asked why they did not seek out victim assistance or services, respondents primarily answered that they did not want the services, or that they did not know such services existed. Some respondents felt that their situation was not serious enough to require victim services, such as a Baltimore respondent who said she did not need services for a break-in to her home, and felt the question was more directed at those who had been sexually assaulted. A Cleveland youth answered yes to "some other reason," saying that her incident, in which her step-brother stole her cell phone, was not serious enough to need victim services. A Los Angeles respondent whose car was broken into felt that organizations should be directing their resources to "efforts that might be more important than a break in."

Several respondents suggested adding additional reasons to the list:

- A Rockville respondent who experienced vandalism suggested adding a category that would have applied to him: "they can't address the problem the victim had."

- Three respondents suggested adding a category addressing that the victim might be ashamed, or feel stigma, or not want to dredge up the emotions tied to the incident.

- A Los Angeles respondent noted that non-citizens, or those who don't have a license or insurance, might be scared to seek assistance. A St. Louis respondent also noted that the person might be afraid that the offender might find out.

- A Rockville respondent suggested adding a category (or perhaps modifying category A) to address those who didn't think that it would help the situation.

Recommendations

We would like to discuss the possibility of collapsing and simplifying the response categories but would first like to revisit the need for the level of specificity of some of the categories, especially since some may not apply to everyone. We'd also like to discuss whether this should be formatted as yes/no for each, mark all that apply, or mark the one that best describes the reason.

We also propose the changes below.

- Change item a to "You did not want or need services." (If this were a yes/no format, these respondents would skip out of the rest of the series.)

- Change item b to "You did not know what services were available." (If this were a yes/no format, these respondents would skip out of the rest of the series.)

- Replace items c, d, and e with "You could not get to the services because you did not have transportation, childcare or enough time."

Appendix A: INTERVIEW PROTOCOL

Date: Time__ ID #:__Interviewer Initials:

IF YOUTH INTERVIEW, OBTAIN PARENTAL CONSENT AND EXCUSE PARENT FROM THE ROOM BEFORE BEGINNING INTRODUCTION WITH YOUTH.

1. Introduction

Thank you for taking the time to help us out today. The session will take approximately an hour and a half. I'll give you a little background about what we'll be doing today.

Westat is working on this project for the Bureau of Justice Statistics, which is part of the U.S. Department of Justice. We are interested in how people classify different experiences that may happen to them to help us test questions that may be used on the National Crime Victimization Survey. The NCVS is administered every year nationwide and collects information on people's experiences with crime and victimization. (YOUTH: Anyone age 12 or older is eligible to be selected for this national survey.) Westat is looking at ways these questions can be improved.

Today, I'll ask you a series of questions being considered for the NCVS. I'd like you to pretend that I am interviewing you in your home. Every now and then, I will stop you and we will talk about the answers you gave.

This is a research project and your participation is voluntary. You can skip any question and you can stop at any point. We would very much appreciate your permission to audio record this conversation. The audio recording will be used for note-taking purposes only and may be listened to by the project or the BJS staff. It will be destroyed when the project is over. When we are finished, we will give you (ADULTS: 60/YOUTH: 40) dollars in gratitude for your assistance. We are interested in everything you have to say and we encourage you to speak openly about the questions and your answers.

(IF OBSERVERS ARE PRESENT) I also want to let you know that we have a few people observing this interview from (Westat/BJS). At the end of the interview, I will check in with them to see if they have any follow-up questions.

2. Consent Process

ADULTS: HAND THE CONSENT FORM TO PARTICIPANT, ANSWER ANY QUESTIONS, AND OBTAIN CONSENT BEFORE CONTINUING. This form contains more information about the research and your rights in this interview. Please read it over and let me know if you have any questions. (ANSWER QUESTIONS) If you are

willing to take part in the study, please sign both copies. One copy is for you, and the other is for me. (IF REMOTE: Please hand it to the host(ess) at the end of the interview.)

YOUTH: HAND THE ASSENT FORM TO PARTICIPANT, ANSWER ANY QUESTIONS, AND OBTAIN ASSENT BEFORE CONTINUING.   This form contains more information about the research and your rights in this interview. Let me know if you have any questions. (ANSWER QUESTIONS) If you are willing to take part in the study, please sign both copies. One copy is for you, and I will hold onto the other.

[START RECORDER AND GET ORAL PERMISSION TO RECORD.] It is [DATE AND TIME], do I have your permission to audio record this conversation? ~~~~ Thank you.

Do you have any questions before we get started?

I am interested in <u>all</u> feedback that you may have about these questions. Sometimes I will pause and ask you to comment on what you thought a question was asking, but please also jump in at any time to share your own feedback with me if you find a question or response choices to be confusing or unclear.

Spontaneous Probing Strategy

DURING THE SESSION – STATE THE QUESTION NUMBER SO ANY OBSERVERS AND THE RECORDING KNOW AT ALL TIMES WHICH QUESTION IS BEING ASKED.

IF RESPONDENT ASKS A QUESTION OR HAS A PROBLEM WITH A QUESTION AS YOU ARE ASKING IT OR AS THEY ARE ANSWERING IT, IMMEDIATELY PROBE TO UNDERSTAND THE NATURE OF THE PROBLEM.

EXAMPLE PROBES
- You seemed to have taken a long time to answer that question. Can you tell me what you were thinking about?
- What part of the question doesn't make sense to you? Tell me more.
- Tell me more about what you thought that question was asking?
- How did you decide on your answer?

INTRO1. The first questions will ask about things that may have happened to you in the past 12 months--that is since [MONTH x] of 2016. In this study, it is important to report only events that happened since that month. Can you think of anything that was happening in your own life at that time, such as a birthday, a vacation, changing jobs, or anything like that?

_____

As I ask you about different kinds of experiences, please think carefully about when things happened, and only tell me about things that happened during or after [MONTH X 2016].

INTRO2. (ADULTS) This survey will cover the following types of things: having items stolen; break-ins; someone destroying your property; physical attacks; and unwanted sexual contact.

INTRO2. (YOUTH) This survey will cover the following types of things: having items stolen; physical attacks; and unwanted sexual contact.

VEHICLE THEFT (ADULTS ONLY – YOUTH SKIP TO Q3)

First I'll ask about vehicles.

1. At any point in the past 12 months, have you or anyone else in the household owned a car, van, truck, motorcycle, or other motor vehicle?

> Yes - GO TO 1A
> No - GO TO 3

1A. How many motor vehicles have you or someone in your household owned over the past 12 months? Please include any you no longer own.

> _____ motor vehicles

1B. In the past 12 months, did anyone steal or try to steal (this vehicle/one of these vehicles)?

> 1   Yes - CONTINUE
> 2   No – GO TO 2

> 1_1.   How many times did this happen in the past 12 months?
> 1   Once
> 2   Twice
> 3   Three times

4   Four or more times

1_2.   In what month and year did (this/these) happen?
- IF UNABLE TO PROVIDE EXACT MONTH, RECORD VERBATIM RESPONSE, SUCH AS "SPRING"
- IF DK, CONFIRM THAT INCIDENT HAPPENED IN PAST 12 MONTHS
- ADD ROW TO INCIDENT DATA SHEET FOR EACH INCIDENT

a. Most recent incident
b. Next most recent incident
c. Next most recent incident
d. Next most recent incident

FOR EACH INCIDENT IN 1_2, COMPLETE 1_3. MARK APPROPRIATE BOXES ON INCIDENT DATA SHEET FOR THAT INCIDENT.

1_3. For the next questions, only focus on the incident when someone stole or tried to steal a vehicle in (MONTH /YEAR).

	Most recent	Next most recent	Next most recent	Next most recent
A. Were any items or belongings stolen from the vehicle, such as a cell phone, money, or any other items that were in the vehicle?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
B. Were you physically attacked, or threatened with an attack, during this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
C. (IF CODE 1 IN B) Did anyone have, or try to have, sexual contact with you that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No

2. Next I will ask about theft of vehicle parts, which might include a tire, hubcap, car stereo, GPS device, battery or engine parts, gasoline, or any other vehicle parts. In the past 12 months, did anyone steal or try to steal any vehicle <u>parts</u> from (this vehicle/one of these vehicles)?

     1   Yes – GO TO 2_1
     2   No – GO TO 3

     2_1.   How many times did this happen in the past 12 months?

           1   Once
           2   Twice
           3   Three times
           4   Four or more times

     2_2.   In what month and year did (this/these) happen?
- IF UNABLE TO PROVIDE EXACT MONTH, RECORD VERBATIM RESPONSE, SUCH AS "SPRING"
- IF DK, CONFIRM THAT INCIDENT HAPPENED IN PAST 12 MONTHS
- ADD ROW TO INCIDENT DATA SHEET FOR EACH INCIDENT

        a. Most recent incident
        b. Next most recent incident
        c. Next most recent incident
        d. Next most recent incident

FOR EACH INCIDENT IN 2_2, COMPLETE 2_3. MARK APPROPRIATE BOXES ON INCIDENT DATA SHEET FOR THAT INCIDENT.

2_3. For the next questions, focus only on the incident in which someone stole or tried to steal vehicle parts in (MONTH/YEAR).

	Most recent	Next most recent	Next most recent	Next most recent
A. Other than the vehicle parts, was anything else stolen from the vehicle, such as a cell phone, money, or any other items that were in the vehicle?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
B. Were you physically attacked, or threatened with an attack, during this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
C. (IF CODE 1 IN B) Did anyone have, or try to have, sexual contact with you that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No

THEFT (ADULTS AND YOUTH)

3. Next I'll ask about anything [ADULTS: else] that might have been stolen like money, jewelry, clothing, cell phones, TVs or other electronics, or anything else that belongs to you. In the past 12 months, was something that belongs to you stolen?

       1   Yes
       2   No

3b. (IF Q3=YES: Other than what you have already told me,) Did anyone <u>try</u> to steal anything that belongs to you in the past 12 months, but not actually steal it?

       1   Yes
       2   No

CONCURRENT PROBES FOR YOUTH ONLY:

What kinds of things get stolen from kids these days? (IF NECESSARY: If you had to guess, what would you say are the top 3 things that get stolen from kids?)

<u>Where</u> do things get stolen from kids these days?

I also asked you if anyone <u>tried</u> to steal anything from you. What do you think I meant by that?

IF YES TO #3 OR #3b, CONTINUE. ELSE GO TO #4.

    3_1.   How many times did someone steal or try to steal something in the past 12 months?

          1   Once
          2   Twice
          3   Three times
          4   Four or more times

    3_2.   In what month and year did (this /these) happen?
- IF UNABLE TO PROVIDE EXACT MONTH, RECORD VERBATIM RESPONSE, SUCH AS "SPRING"
- IF DK, CONFIRM THAT INCIDENT HAPPENED IN PAST 12 MONTHS
- ADD ROW TO INCIDENT DATA SHEET FOR EACH INCIDENT

        a. Most recent incident
        b. Next most recent incident
        c. Next most recent incident
        d. Next most recent incident

FOR EACH INCIDENT IN 3_2, COMPLETE 3_3. ASK QUESTIONS A-D FOR EACH INCIDENT BEFORE MOVING TO THE NEXT COLUMN. MARK APPROPRIATE BOXES ON INCIDENT DATA SHEET FOR THAT INCIDENT.

3_3. For the next questions, focus only on the incident that happened in (MONTH/YEAR).

	Most recent	Next most recent	Next most recent	Next most recent
A. Did anyone break in, or try to break in, to your home or another building on your property as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
B. Were you physically attacked, or threatened with an attack, during this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
C. (IF CODE 1 IN B) Did anyone have, or try to have, sexual contact with you that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No

CONCURRENT PROBES FOR YOUTH ONLY:

IF Q3_3C WAS ASKED

I just asked you about sexual contact that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. What do you think this question was asking about?

What do you think is meant when the question said "Did not consent and did not want it to happen"?

BREAK-IN (ADULTS ONLY – YOUTH SKIP TO #6)

4. The next few questions ask about break-ins, which might have happened by someone forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or entering through an open door or window. (Other than what you have already told me,)
In the past 12 months, did anyone break in or try to break into your home, garage or shed?

    1   Yes
    2   No

4b. In the past 12 months, did anyone break in or try to break into a hotel or motel room or vacation home where you or someone else in your household was staying?

    1   Yes
    2   No

IF YES TO #4 OR #4b, CONTINUE. ELSE GO TO #5.

    4_1.   CHECK INCIDENT DATA SHEET - IF BREAK-IN HAS ALREADY BEEN MENTIONED:
    (Other than the break-in(s) that you told me about earlier in this interview,)
    How many times did someone break in or try to break in during the past 12 months?
            1   Once
            2   Twice
            3   Three times
            4   Four or more times

    4_2.   In what month and year did (this/these) happen?
    •   IF UNABLE TO PROVIDE EXACT MONTH, RECORD VERBATIM RESPONSE, SUCH AS "SPRING"
    •   IF DK, CONFIRM THAT INCIDENT HAPPENED IN PAST 12 MONTHS
    •   ADD ROW TO INCIDENT DATA SHEET FOR EACH INCIDENT

            a. Most recent incident
            b. Next most recent incident
            c. Next most recent incident
            d. Next most recent incident

FOR EACH INCIDENT IN 4_2, COMPLETE 4_3. MARK APPROPRIATE BOXES ON INCIDENT DATA SHEET FOR THAT INCIDENT.

4_3. For the next questions, focus only on the incident that happened in (MONTH/YEAR).

	Most recent	Next most recent	Next most recent	Next most recent
A. Was anything stolen as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
B. Were you physically attacked, or threatened with an attack, during this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
C. (IF YES IN B) Did anyone have, or try to have, sexual contact with you that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No

VANDALISM (ADULTS ONLY – YOUTH SKIP TO #6)

5. Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 12 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?

      1   Yes - CONTINUE
      2   No – GO TO #6

    5_1.   How many times did this happen in the past 12 months?
            1   Once
            2   Twice
            3   Three times
            4   Four or more times

    5_2.   In what month and year did (this/these events) happen?
- IF UNABLE TO PROVIDE EXACT MONTH, RECORD VERBATIM RESPONSE, SUCH AS "SPRING"
- IF DK, CONFIRM THAT INCIDENT HAPPENED IN PAST 12 MONTHS
- ADD ROW TO INCIDENT DATA SHEET FOR EACH INCIDENT

        a. Most recent incident
        b. Next most recent incident
        c. Next most recent incident
        d. Next most recent incident

FOR EACH INCIDENT IN 5_2, COMPLETE 5_3. MARK APPROPRIATE BOXES ON INCIDENT DATA SHEET FOR THAT INCIDENT.

5_3. For the next questions, focus only on the incident that happened in (MONTH/YEAR).

	Most recent	Next most recent	Next most recent	Next most recent
A. Was anything stolen as part of the incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
B. Were you physically attacked, or threatened with an attack, during this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No
C. Did anyone have, or try to have, sexual contact with you that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No

ATTACKS (ADULTS AND YOUTH)

6. The next few questions ask about any physical attacks against you personally. This might include things like someone attacking you with a weapon or something used as a weapon, someone throwing something at you, someone grabbing, slapping, punching or choking you, or any other type of attack or use of force against you. (Besides what you've already told me,) In the past 12 months, has anyone attacked or threatened to attack you?

      1   Yes – GO TO 6_1

      2   No – GO TO 7

CONCURRENT PROBES FOR YOUTH ONLY:

When you hear the word "attack", what do you think of?

What are some different ways that people your age can be attacked by others?

This question also used the phrase "use of force against you". What do you think that means?

What do you think is meant by a "threatened attack"?

6_1.   (IF ATTACK HAS ALREADY BEEN REPORTED: Other than the attack(s) or threat(s) you told me about earlier in this interview,) How many times were you attacked or threatened in the past 12 months?

      1   Once

      2   Twice

      3   Three times

      4   Four or more times

6_2.   In what month and year did (this/these) happen?
- IF UNABLE TO PROVIDE EXACT MONTH, RECORD VERBATIM RESPONSE, SUCH AS "SPRING"
- IF DK, CONFIRM THAT INCIDENT HAPPENED IN PAST 12 MONTHS
- ADD ROW TO INCIDENT DATA SHEET FOR EACH INCIDENT

    a. Most recent incident

    b. Next most recent incident

    c. Next most recent incident

    d. Next most recent incident

FOR EACH INCIDENT IN 6_2, COMPLETE 6_3. RECORD INFO ON INCIDENT DATA SHEET.

6_3. For the next question, focus only on the incident that happened in (MONTH/YEAR).

	Most recent	Next most recent	Next most recent	Next most recent
A. Did anyone have, or try to have, sexual contact with you that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen as part of this incident?	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No	1 Yes 2 No

UNWANTED SEXUAL CONTACT (ADULTS AND YOUTH)
The next question is sensitive and I want to remind you that the information you provide is confidential. The question asks about sexual contact that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. This could have been done by someone you know well, someone you casually know, or a stranger.

Please include someone having sexual contact or trying to have sexual contact with you by holding or pinning you, hitting or kicking you, or using some other type of force or threat of force.

7a. (Besides what you've already told me,) In the past 12 months, has anyone had, or tried to have sexual contact with you by touching or penetrating your (ADULTS: sexual body parts/YOUTH: private parts) that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen?
     1   Yes
     2   No

7c. In the past 12 months, has anyone had, or tried to have sexual contact with you – while you were passed out, unconscious, blacked out, asleep, or unable to consent because you were drunk or high? This could have been done by someone you know well, someone you casually know, or a stranger.

     1   Yes
     2   No

CONCURRENT PROBES FOR YOUTH ONLY:

I asked about sexual contact in the past 12 months that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen.

First of all, what do you think the phrase "sexual contact that you DID NOT CONSENT TO" means?

What do you think is meant by "sexual contact that YOU DID NOT WANT TO HAPPEN"?

I also reminded you before I read these questions that the information you provide is confidential. What do you think I meant by that? Why do you think I said that before I read the question?

Then I asked you whether anyone had, or tried to have sexual contact with you – while you were passed out, unconscious, blacked out, asleep, or unable to consent because you were drunk or high. What types of situations do you think this question is asking about?

We want to make sure this language is understandable to youth your age.
o   What do you think is meant by "passed out"?
o   How about "unconscious"?
o   "Blacked out"?
o   What about "unable to consent because you were drunk or high"?

IF YES TO 7a OR 7c, CONTINUE. OTHERWISE, GO TO #8.

7_1.   (IF SEXUAL CONTACT HAS ALREADY BEEN REPORTED: Other than the sexual contact you told me about earlier in this interview,) How many times did someone have, or try to have these types of sexual contact with you in the past 12 months?

1   Once
2   Twice
3   Three times
4   Four or more times

7_2.   In what month and year did (this/these) happen?
- IF UNABLE TO PROVIDE EXACT MONTH, RECORD VERBATIM RESPONSE, SUCH AS "SPRING"
- IF DK, CONFIRM THAT INCIDENT HAPPENED IN PAST 12 MONTHS
- ADD ROW TO INCIDENT DATA SHEET FOR EACH INCIDENT

a. Most recent incident
b. Next most recent incident
c. Next most recent incident
d. Next most recent incident

IF NO INCIDENTS WERE REPORTED IN THE SCREENER, GO TO 8B

8. Before we move on, I'd like to review the different incidents that you've reported to me.

REVIEW INCIDENT DATA SHEET WITH RESPONDENT
IF ANY INCIDENTS HAPPENED IN THE SAME MONTH/YEAR, ASK:

8a. In (MONTH/YEAR), you reported (READ ITEMS FROM DATA SHEET). Were these part of the same incident, or were they separate incidents?

  1   Same incident (MARK DUPLICATE COLUMN FOR INCIDENTS ON DATA SHEET THAT BELONG TOGETHER)
  2   Separate incident

8b. I want to make sure we've captured everything that has happened to you. Is there anything (else) that you might think of as a crime that happened to you in the past 12 months that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

  1   Yes – CONTINUE (MARK "OTHER CRIME" BOX IN A NEW ROW ON DATA SHEET)

  2   No – GO TO NOTE BEFORE #9

8c. What happened? (IF ANY ELEMENTS ON DATA SHEET ARE MENTIONED, MARK APPROPRIATE BOX/ES ON DATA SHEET)

  1   R mentioned vehicle theft
  2   R mentioned vehicle part theft
  3   R mentioned something being stolen
  4   R mentioned something attempted to be stolen
  5   R mentioned break-in
  6   R mentioned vandalism
  7   R mentioned attack or threatened attack
  8   R mentioned sexual attack
  9   Incident did not happen to R directly
  10   Other/not a crime _____

YOUTH: IF NO INCIDENTS ON DATA SHEET, SKIP TO VIGNETTES ON PAGE 52.
ADULTS: IF NO INCIDENTS ON DATA SHEET, SKIP TO CLOSING QUESTIONS ON PAGE 50.

9. Thank you. Now I'd like to ask you some more questions about a specific incident that happened to you in the past 12 months.

INTERVIEWER: LOOK AT DATA SHEET AND SELECT INCIDENT WITH THE MOST CHECK-MARKS. IN THE CASE OF A TIE, SELECT THE MOST RECENT INCIDENT.

CIRCLE THE INCIDENT ON THE DATA SHEET THAT YOU HAVE SELECTED.

For these next questions, let's focus just on what happened in the incident in (MONTH/YEAR) when you said the following things happened:
- (LIST WHAT HAPPENED FROM SCREENER INCIDENT DATA FORM)

Now I'd like to ask you some specific questions about what happened. Every now and then, I am going to stop and ask you some follow-ups on the questions I asked so that we can understand how you are interpreting the questions.

CRIME INCIDENT REPORT
Location Series (ADULTS AND YOUTH)

Check data entry sheet. If there is an "X" in the "Break-in" column for the incident being asked about, ask A1. Otherwise go to note before A2 (page 20).

A1.   Earlier you said there was a break-in or attempted break-in as part of this incident. Did someone break in or try to break into…? (READ CATEGORIES OUT LOUD UNTIL R SAYS YES TO SOMETHING)

1. your house or apartment
2. into a garage, shed, or other detached building on your property
3. into a second home or vacation home
4. into a hotel or motel room where you or someone else in your household was staying
5. (VOL: A motor vehicle)
6. or into some other place? (SPECIFY) _____

PROBE FOR A1 (**ONLY IF RESPONDENT SEEMED TO HAVE A HARD TIME ANSWERING**):

Tell me about how you decided on your answer to this question.

Do you have any other feedback for me about this question before we move on?

If A1 is code 1 or 2, go to Presence Series (page 27)
If A1 is code 3, 4 or 6, go to Loc1 (page 21)
If A1 is code 5, continue.

Check data entry sheet. If there is an "X" in the "Vehicle theft" column for the incident being asked about, OR if code 5 in A1, ask A2. Otherwise, go to note before A4.

A2.   Where was the (car/vehicle) when this happened – (READ CATEGORIES OUT LOUD UNTIL R SAYS YES TO SOMETHING)

      1. on your property, such as in a driveway or your own garage,
      2. in a garage or parking lot associated with where you live,
      3. in some other garage or parking lot,
      4. on the street near where you live,
      5. on the street but not near where you live,
      6. or somewhere else?

PROBE FOR A2:

How easy or hard was it to fit your answer into one of these categories?

IF RESPONSE IS CODE 2: What do you think is meant by "associated with where you live"?

IF RESPONSE IS CODE 4 or 5: How did you decide whether to select "near where you live" or "not near where you live"?

IF RESPONSE IS CODE 6: Where was the vehicle?

If A2 is code 1 or 4, go to Presence Series (page 27)
If A2 is code 2 or 3, continue
If A2 is code 5 or 6, go to Loc1 on page 19 (page 21)

A3.   In what type of a parking lot or garage did this incident happen – (READ CATEGORIES OUT LOUD [CIR10f]

      1. a commercial parking lot or garage,
      2. a noncommercial parking lot or garage,
      3. an apartment or townhouse parking lot or garage,
      4. or some other kind of parking lot or garage?

PROBE FOR A3:
 Was this question hard or easy to answer? Explain.

If A2 is code 2, go to Presence series (page 27)
If A2 is code 3, go to Loc1 (page 21)

Check data entry sheet – if NO "X" in columns for "Break-in" or "Vehicle theft", continue.

A4.   Where did this incident happen – (READ CATEGORIES OUT LOUD UNTIL R SAYS YES TO SOMETHING) [CIR10a modified]

1. inside your home or lodging,
2. somewhere else on your property,
3. inside somewhere else where you were staying overnight or longer,
4. at your place of work,
5. at school,
6. or somewhere else? (specify) _____

PROBES FOR A4:
Was it hard or easy for you to decide on your answer to this question? Explain.

The first category I read to you was "inside your home or lodging". What do you think of as "lodging"?

The second category I read to you was "somewhere else on your property". What were you thinking of when I said that? [IF NEEDED] What is meant by "on your property"?

[ADULTS] I also read a category of "at your place of work". What were you thinking of when I said that? What would you include as being "at work"?

Any other feedback on this question before we move on?

If A4 is code 1 or 2, go to Presence series (page 27)
Otherwise, continue.

Loc1.   Did this happen in the city, town, village, or rural area where you live (now)?

1. Yes - Go to Loc2 (page 22)
2. No – Continue

Loc1a. In what city, town, or village did this incident occur? [CIR7b]

_____

Loc1b. In what state did it occur? [CIR8a]   _____
       In what county did it occur? [CIR8b]   _____

Loc1c. (Ask or verify) Is this the same county and state as your present residence? [CIR8c]

        1. Yes
        2. No

If A2 (page 20) is code 2 or 3, go to Presence Series (page 27)
If A4 (page 21) is code 4, go to Loc6 (page 25)
If A4 (page 21) is code 5 go to Loc3 (page 24)
Otherwise, continue

Loc2.   I'm going to read you a list of places where this might have happened. Please tell me which one BEST describes where this happened. Did this happen…(READ CATEGORIES OUT LOUD)

        1. somewhere very near your home or lodging – GO TO Loc2c
        2. at, in, or near the home of a relative, friend, or neighbor – GO TO Loc2d
        3. at a commercial place like a store, restaurant, or office building – GO TO Loc2e
        4. in a parking lot or garage – GO TO Loc2f
        5. in an open area, on the street, or on public transportation – GO TO Loc2h
        6. or somewhere else? (specify) _____ – GO TO Loc8 (page 26)

PROBE FOR Loc2:
The first category I read was "somewhere very near your home." What do you think is meant by "very near"?

The second category I read was "at, in, or near the home of a relative, friend or neighbor." What do you think this category was referring to?

Any other comments on this question before we move on?

CHECK SKIPS AT LOC2 TO DETERMINE WHAT TO ASK NEXT.

Loc2c. Where near your home or lodging did this incident happen? (READ IF NECESSARY)
[CIR10c]

    1. Apartment hall, storage area, laundry room (does not include apartment parking lot/garage)
    2. Own yard, sidewalk, driveway, carport, unenclosed porch (does not include apartment yards)
    3. On street immediately adjacent to own home or lodging
    4. Other (specify) _____
Go to Probes after Loc2h.

Loc2d. Where at, in, or near a friend's/relative's/neighbor's home did this incident happen? (READ IF NECESSARY) [CIR10d]

    1. At or in the home or other building on their property
    2. Yard, sidewalk, driveway, carport (does not include apartment yards)
    3. Apartment hall, storage area, laundry room (does not include apartment parking lot/garage)
    4. On street immediately adjacent to their home
    5. Other (specify) _____
Go to Probes after Loc2h.

Loc2e. At what type of a commercial place did this incident happen? (READ IF NECESSARY)
[CIR10e]

    1. a restaurant, bar, nightclub
    2. a bank
    3. a gas station
    4. another commercial building, such as a store
    5. an office
    6. a factory or warehouse
    7. Other (specify) _____
Go to Probes after Loc2h.

Loc2f. In what type of parking lot or garage did this incident happen? (READ IF NECESSARY) [CIR10f]

    1. Commercial parking lot/garage
    2. Noncommercial parking lot/garage
    3. Apartment/townhouse parking lot/garage
    4. Other (specify) _____

Go to Probes after Loc2h.

Loc2h. Where in an open area, on the street, or on public transportation did this incident happen? (READ IF NECESSARY) [CIR10h]

    1. In apartment yard, park, field, playground (other than school)
    2. On the street (other than immediately adjacent to own/friend's/relative's/neighbor's home)
    3. On public transportation or in station (bus, train, plane, airport, depot, etc.)
    4. Other (specify) _____

PROBES FOR Loc2c-h:
How did you decide which category to pick?
    IF NEEDED: Tell me more about where the incident actually happened.

If R answered Loc2e, or Loc2f, go to Loc6 (page 25)
If R answered Loc2c, Loc2d, or Loc2h, go to Loc8 (page 26)

If incident happened at school and did not involve a motor vehicle:
Loc3. You said this happened at school. Did this happen inside a school building or somewhere else on school property (school parking area, play area, school bus, etc)? [CIR 10g]

    1. Inside a school building
    2. On school property (school parking area, play area, school bus, etc.)
    3. Other (specify) _____

PROBES for Loc3:
(IF NEEDED) How did you decide which answer to pick?

If code 1 in Loc3, continue.
If code 2 or 3 in Loc3, go to Loc6 (page 25)
Loc4. Was it your school? [CIR17a]

1. Yes
2. No

Loc5. In what part of the school building did it happen? (READ IF NECESSARY) [CIR17b]

1. Classroom
2. Hallway/stairwell
3. Bathroom/locker room
4. Other (library, gym, auditorium, cafeteria)

PROBES for Loc5: (IF CODE 4 - OTHER)
Tell me more about where in the school building this happened?

Loc6. Did the incident happen in an area restricted to certain people or was it open to the public at the time? [CIR17c]

1. Open to public
2. Restricted to certain people (or nobody had a right to be there)
3. Don't know
4. Other

PROBES for Loc6:
What do you think this question is asking?

[IF NEEDED] How did you decide on your answer?

Suppose this happened in a parking lot at a workplace. How would you answer this?

And what if it happened outside on the grounds of a work building or school. How would you answer this?

Loc8.   Did it happen outdoors, indoors, or both? [CIR17e]

   1. Indoors (inside a building or enclosed space)
   2. Outdoors
   3. Both

If code 1 in Loc2 (page 22) (at or very near R's home), go to Presence series (page 27) Otherwise, continue.

Loc9.   How far away from home did this happen? *PROBE:* Was it within a mile, 5 miles, 50 miles or more? *Enter the code for the first answer category that the respondent is sure of.* [CIR19]

   1.   At, in, or near the building containing the respondent's home/next door
   2.   A mile or less
   3.   Five miles or less
   4.   Fifty miles or less
   5.   More than 50 miles
   6.   Don't know how far

PROBES FOR Loc9:
Did you have any difficulty in deciding on your answer?

How sure are you of your answer?

Do you have any other comments on this question before we move on?

PROBE ON ENTIRE SERIES:
Do you have any other feedback on this series of questions before we move on?

GO TO PRESENCE SERIES.

Presence Series (ADULTS AND YOUTH)

Check data entry sheet. If there is an "X" in the "Attack" or "Sexual contact" column for the incident being asked about, go to PR4 (page 28).

Otherwise, continue.

PR1.   Were you (or was any other member of this household) aware of this incident as it was happening?

      1. Yes
      2. No

> PROBES FOR PR1:
> What does it mean to be "aware" of an incident as it is happening?
>
>   IF NEEDED: Does it mean you need to actually be there and see that it is happening?
>
>   IF NEEDED: How did you decide on your answer?

If "Yes" to PR1, continue.
If "No" to PR1, go to Police Involvement Series (on data entry sheet)

PR2.   Who was aware of it – only you, only someone else in the household, or you and someone else in your household?

    1. Only respondent
    2. Only someone else in the household
    3. Both respondent and someone else in household

> PROBES FOR PR2:
> How did you decide on your answer?

If code 1 or 3 in PR2

PR3.   Did you personally see or have any contact with the offender while the incident was happening?

      1. Yes
      2. No

> PROBES FOR PR3:
> What does it mean to "have any contact with the offender"?
>
> How is this the same or different from being "aware" of the incident?

Check data entry sheet. If there is an "X" in the "Attack" or "Sexual contact" column for the incident being asked about, OR If code 2 or 3 in PR2 (page 27), continue. Otherwise go to Police Involvement series (page 29).

PR4.   Did someone else in your household personally see *or have any contact with* the offender *while the incident was happening*?

        1. Yes
        2. No

PROBES FOR PR4 ONLY IF R SEEMED TO HAVE DIFFICULTY WITH THE QUESTION:
What do you think this question is asking?

Was it hard or easy to decide on your answer? Explain.

PROBE ON ENTIRE SERIES:
Do you have any other feedback on this series of questions before we move on?

Police Involvement (PI) Series (Adults and Youth)

PI1.   Were the police informed or did they find out about this incident in any way? [CIR 115]
Mark answer on data entry sheet
1. Yes
2. No
3. Don't Know

PROBES FOR PI1 ONLY IF R SEEMED TO HAVE DIFFICULTY:
What do you think this question is asking?

IF NEEDED: What is meant by "informed"?

IF NEEDED: How did you decide on your answer?

If code 1 in PI1, go to PI4 (page 33)
If code 2 in PI1, continue
If code 3 in PI1, go to Victim Services Series (page 44)

PI2a.   We would like to learn more about why people who experience crime do not report it to the police. Why did you decide not to contact the police? **Mark all answers on data entry sheet.**

READ IF NECESSARY - Was the reason because you dealt with it another way, it wasn't important enough to you, insurance wouldn't cover it, police couldn't do anything, police wouldn't help, you were afraid of the police or something the police might do, you were afraid of something else happening, or was there some other reason?

PROBE: Any other reason? *Mark all that apply.* [CIR117a, modified as was done for the 2014 ITSQ]

1.   Dealt with another way - GO TO PI2b
2.   Not important enough to respondent - GO TO PI2c
3.   Insurance wouldn't cover it - GO TO PI2i
4.   Police couldn't do anything - GO TO PI2d
5.   Police wouldn't help - GO TO PI2e
6.   Afraid of police or something they might do - GO TO PI2f
7.   Other consequences for the victim - GO TO PI2g
8.   Other reason - GO TO PI2h
9.   Respondent not present or doesn't know why it wasn't reported - GO TO PI2h

If code 1 in PI2a (on data entry sheet)

PI2b. Did you report it to some other authority, did you take care of it yourself, was someone else already taking care of it, or did something else happen? *Mark all that apply.*
    1.   Reported to another official (workplace guard, apt manager, school official, etc.)
    2.   I took care of it myself or informally
    3.   Someone else already dealing with it
    4.   Something else – Specify _____

Check PI2a (on data entry sheet) for other responses and if none, go to PI2i (page 32)

If code 2 in PI2a (on data entry sheet)
PI2c. Why did you think it wasn't important enough? *Code all that apply.*
    1.   I recovered my property
    2.   It was not serious enough
    3.   Not worth the trouble, loss less than insurance deductible, etc.
    4.   Child offender(s), 'kid stuff'
    5.   Not clear it was a crime or that harm was intended
    6.   Other – Specify _____

Check PI2a (on data entry sheet) for other responses and if none, go to PI2i (page 32)

If code 4 in PI2a (on data entry sheet)
PI2d. Why did you think the police couldn't do anything? *Code all that apply.*
    1.   Didn't find out until too late
    2.   Could not recover or identify property
    3.   Could not find or identify offender
    4.   Other – Specify _____
Check PI2a (on data entry sheet) for other responses and if none, go to PI2i (page 32)

If code 5 in PI2a (on data entry sheet)

PI2e.   Why did you think the police wouldn't do anything? *Code all that apply.*
1.   Police wouldn't think it was important enough, wouldn't want to be bothered or get involved
2.   Police would not be sympathetic
3.   Didn't think police would believe me
4.   Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)
5.   Systemic injustice; cannot get justice from the police
6.   Police would reject my sexual orientation, race, ethnicity
7.   Police would refuse to take report
8.   Police would not see me as a victim in this incident
9.   Police would think I caused the incident
10.   Other – Specify _____

Check PI2a (on data entry sheet) for other responses and if none, go to PI2i (page 32)

If code 6 in PI2a (on data entry sheet)

PI2f.   Why were you afraid of the police or what they might do? *Code all that apply.*
1.   Afraid or distrust the police
2.   Police would not keep it confidential
3.   Police would harass/insult respondent, cause respondent trouble
4.   Offender was police officer
5.   Other – Specify _____

Check PI2a (on data entry sheet) for other responses and if none, go to PI2i (page 32)

If code 7 in PI2a (on data entry sheet)

PI2g.   What were you afraid might happen? *Code all that apply.*
1.   Didn't want to make more trouble for myself
2.   Might lose a job or other source of income if reported; could lose home, financial support
3.   Did not want further humiliation
4.   Afraid of reprisal by offender or others
5.   Private or personal matter; domestic situation
6.   Fear of being deported
7.   Other – Specify _____

Check PI2a (on data entry sheet) for other responses and if none, go to PI2i (page 32)

If code 8 or 9 in PI2a (on data entry sheet)

PI2h. Can you tell me a little more about why the incident was not reported to the police?
Code all that apply.
1. Did not want to get offender in trouble with the law
2. Was advised not to report to police
3. Did not want to or could not take time – too inconvenient
4. Did not want to go to court
5. Other – Specify _____

PI2i. Check item. Is more than one reason marked in PI2a-h? [CIR 117c]
1. Yes - CONTINUE
2. No - GO TO PROBES AFTER PI3

PI3. Which of these would you say was the most important reason why the incident was not reported to the police? [CIR 118]
<Review all responses selected in PI2a-h>

_____

PROBES FOR PI2a:
These questions were about why you decided not to report the incident to the police. What does it mean to "report" something to the police?

(IF CATEGORIES IN PI2a WERE READ ALOUD) What did you think about the order of the reasons that I read out loud to you? (RE-READ CATEGORIES)

What did you think about the way I asked these questions, first asking for a reason, then asking for more detail about that reason?

How hard or easy was it for you to remember the details about why you decided not to report it to the police?

Any other feedback on these questions before we move on?

ALL, GO TO PI19 (page 35).

PI4. Who informed the police? *If more than one person, choose lowest-numbered applicable response.* [CIR 116a] (DO NOT READ CATEGORIES)
1. Respondent
2. Other household member
3. School employee or School Resource Officer
4. Other official (e.g., security guard, building manager, etc.)
5. Some other person
6. Police were at scene
7. Offender was police officer
8. Some other way – specify _____

If code 1, 2, 3, 4 or 5 in PI4, continue.
If code 6, 7, or 8 in PI4, go to PI17 (page 34).

PI5.   (IF CODE 1 IN PI4: How did you first notify the police?/IF CODES 2-5 IN PI4: How were the police first notified?) [New] (READ IF NECESSARY)

1.   By telephone
2.   Approached officer or police car
3.   Went to police station
4.   Reported using the Internet
5.   Don't know –someone else notified the police
6.   Some other way – specify _____

> PROBES FOR PI5:
> IF NEEDED: What is meant by "notify"?
>
> IF YOU READ CATEGORIES TO R: Can you think of any other ways the police could be notified?

If code 1 in PI5, continue.
If code 2 or 3 in PI5, go to PI7.
If code 4, 5 or 6 in PI5, go to note before PI10 (page 36).

PI6.   (Did you call/Was the call to) 911, another police number, or a general city number or city hotline number, or another number? [New]
1.   911/emergency number
2.   Another police number
3.   General city number/hotline
4.   Don't know
5.   Other – Specify _____

> PROBES FOR PI6:
> How easy or difficult was it to remember what number was called?

PI7.   Would you describe this as an emergency, or was it a non-emergency or routine contact with the police? [New]
1.   Emergency contact
2.   Non-emergency/routine contact
3.   (Don't know)

PI8.　Was the crime still under way when the police were first contacted, or was it over?
[New]

　　　1.　　Still under way
　　　2.　　Crime was over
　　　3.　　Don't know

If code 1 or 3 in PI8, go to instruction before PI10 (page 36).
Otherwise, continue.

PI9.　How long after the crime did you contact the police/were the police contacted)? Was it within 5 minutes, within 10 minutes, within an hour, within a day, or longer? [New]
　　　1.　　Within 5 minutes
　　　2.　　Within 10 minutes
　　　3.　　Within an hour
　　　4.　　Within a day
　　　5.　　Longer than a day
　　　6.　　Don't know how long

If code 1 in PI4 (page 33), continue. Otherwise, go to PI12 (page 37)

PI10.　Besides the fact that it was a crime, did YOU have any other reason for reporting this incident to the police? [DO NOT READ CATEGORIES]

Probe: Any other reason? *Enter all that apply.*

IF NEEDED - Did you report it to get help with this incident, to recover your loss, to stop or punish the offender, to let police know about it, or was there some other reason? (Read subcategories aloud if needed.) [CIR 119a]

To get help with this incident
1.   Stop or prevent THIS incident from happening
2.   Needed help after the incident due to injury
To recover loss
3.   To recover property
4.   To collect insurance
To get offender
5.   To prevent further crimes against respondent/respondent's household by this offender
6.   To stop this offender from committing other crimes against anyone
7.   To punish offender
8.   Catch or find offender – other reason or no reason given
To let police know
9.   To improve police surveillance of respondent's home, area, etc.…
10.   Duty to let police know about crime
Other
11.   Other reason – Specify _____
12.   No other reason

If more than one reason is marked in PI10:
PI11.   Which of these would you say was the most important reason why the incident was reported to the police?
<Review responses selected in PI10>

_____

PROBES FOR PI10 IF CATEGORIES WERE READ ALOUD:

I read you different reasons why you might have reported the incident to the police [RE-READ CATEGORIES]. What did you think about the categories I read?

What did you think about the order of those categories?

PI12.   Did the police come when they found out about the incident, did you go to the police station to file a report, did they just take a report over the phone, or did they deal with it just using the mail or the Internet? [CIR 121, modified]
1.   Police came
1a.   Told to go to a police station to file a report
2.   Took report over the phone

3. Dealt with it using the mail
4. Dealt with it using the Internet
5. Took phone report with follow-up through the mail or internet
6. [VOL] Police did nothing

PROBES FOR PI12:
Was there anything confusing about this question?

Are there any options missing from the list that I read to you?

If code 1 in PI12, go to PI15 (page 38)
If code 2 or 5 in PI12, continue
Otherwise, go to PI14
PI13. How satisfied were you with how the phone report was taken? Would you say you were . . . [New]
1. Extremely satisfied,
2. Very satisfied,
3. Moderately satisfied,
4. Slightly satisfied, or
5. Not at all satisfied?

PROBES FOR PI13:
How did you decide on your answer to this question?

If code 1a, 2, 3, 4, 5 or 6 in PI12
PI14. Do you think the police should have come when they were contacted, or that the incident was handled appropriately? [New]
1 Police should have come
2 It was handled appropriately
3. Don't Know

PROBES FOR PI14:
How did you decide on your answer to this question?

All in PI14, go to PI19 (page 39).
If code 1 in PI12 (page 37):
PI15. How satisfied were you with the time it took the police to come after they were contacted? Would you say you were . . . [New]
1. Extremely satisfied,
2. Somewhat satisfied,
3. Neither satisfied or dissatisfied,
4. Somewhat dissatisfied, or
5. Extremely dissatisfied?

PROBES FOR PI15:
How did you decide on your answer to this question?

PI16.   Had the police told (you/the person who contacted them) how long it would take them to get there? [New]
1.   Yes
2.   No

PROBES FOR PI16:
How easy or difficult was it to recall what the police told you about how long it would take?

PI17.   What did they do while they were (there/here) to <u>try to solve the crime</u>? (RECORD VERBATIM RESPONSE) (IF NECESSARY, READ: This might include taking a report, questioning witnesses, taking evidence, or any other actions to try to solve the crime.) *Probe:* Anything else? [CIR 123a, modified]

_____

PROBES FOR PI17:
Was this easy or hard to answer? Explain.

PI18. What (else) did they do while they were (there/here) to <u>provide help or assistance</u>? (RECORD VERBATIM RESPONSE) (IF NECESSARY, READ: This might include giving advice, providing you with resources about your rights or where to get help, or any other kind of help or assistance.) *Probe:* Anything else? [CIR 123a, modified]

_____

PROBES FOR PI18:

This question asked what the police did to provide "help or assistance"? What do you think is meant by that?

How easy or hard was it to remember the details of what the police did to provide help or assistance?

Ask all:

PI19. Did you (or anyone in your household) have any later contact with the police about the incident? [CIR124]
1. Yes
2. No
3. Don't know

If code 1 in PI19, continue.
If code 2 or 3 in PI19 and code 1 in PI1 (on data entry sheet), go to statement before PI23 (page 41)
If code 2 or 3 in PI19 and code 2 or 3 in PI1 (on data entry sheet), go to Victim Services (page 44)

PI20.   Did the police get in touch with you or did you get in touch with them? [DO NOT READ CATEGORIES] [CIR125a]
    1.   Police contacted respondent or other household member
    2.   Respondent (or other household member) contacted the police
    3.   Both
    4.   Don't Know
    5.   Other – Specify _____

If code 1, 2 or 3 in PI20, continue.
Otherwise, skip to PI22.

PI21.   Was that in person, by phone, through the mail, or over the Internet? [CIR 126, modified]
    1.   In person
    2.   By telephone
    3.   Through the mail
    4.   Over the Internet
    5.   Any combination of reasons

PROBES FOR PI21:
Which contact were you thinking about when you answered this question? The initial contact, or the later contact?

Any other feedback on this question before we move on?

PI22   What did the police do in following up this incident? (RECORD VERBATIM RESPONSE) (IF NECESSARY, READ: This might include taking a report, questioning witnesses, staying in touch with you about the status of the case, or anything else to follow-up with the incident.) *Probe:* Anything else? [CIR 127a]

_____

PROBES FOR PI22:
How much do you actually know about what the police did in following up about the incident?

Now we have a few questions about how you feel the police handled this incident.   If more than one officer was involved, please think how all of them would be rated as a group.

PI23.   How respectfully would you say that you were treated by the police? Would you say they were . . . [New]
1.   Not at all respectful,
2.   Slightly respectful,
3.   Moderately respectful,
4.   Very respectful, or
5.   Extremely respectful?

PI24   When you talked to the police, how polite were they? Would you say they were . . . [New]
1.   Not at all polite,
2.   Slightly polite,
3.   Moderately polite,
4.   Very polite, or
5.   Extremely polite?

If code 1 or 2 in PI23 or code 1 or 2 in PI24:
PI25.   Why do you think the police were disrespectful or impolite? [New]
Specify _____

PI26.   How interested were the police in hearing the details about this incident? Would you say they were . . . [New]
1.   Not at all interested,
2.   Slightly interested,
3.   Moderately interested,
4.   Very interested, or
5.   Extremely interested?
??   VOL: DK, NA

PI27.   How satisfied were you with the amount of time they gave you to tell the police your story. Were you . . . [New]
1.   Extremely dissatisfied,
2.   Somewhat dissatisfied,
3.   Neither satisfied or dissatisfied,
4.   Somewhat satisfied, or
5.   Extremely satisfied?

PI28.   How satisfied were you that the police did everything they could do to address the reason you contacted them? [New]
1.   Extremely dissatisfied,

2.   Somewhat dissatisfied,
3.   Neither satisfied or dissatisfied,
4.   Somewhat satisfied, or
5.   Extremely satisfied?

PI29.   How much understanding and support do you think the police involved showed to you? Would you say they offered you . . . [New]
1.   No understanding and support at all
2.   A little,
3.   A moderate amount,
4.   A lot, or
5.   A great deal

PI30.   Overall, how professional would you say that the police were? Would you say that they were . . . [New]
1.   Not at all professional
2.   somewhat professional
3.   Moderately professional
4.   Very professional
5.   Extremely professional

PI31.   Taking the whole experience into account, how satisfied are you with the way you were treated during this contact by the police? Would you say you were . . . [New]
1.   Extremely dissatisfied,
2.   Somewhat dissatisfied,
3.   Neither satisfied or dissatisfied,
4.   Somewhat satisfied, or
5.   Extremely satisfied?

PI32.   Taking the whole experience into account, how effectively did the police handle the incident? Would you say they were . . . [New]
1.   Not at all effective,
2.   Slightly effective,
3.   Moderately effective,
4.   Very effective, or
5.   Extremely effective?

PROBES FOR PI23-32:
What did you think about this series of questions?

How easy or difficult were they to answer?

If you dealt with more than one police officer, or interacted with the police on multiple occasions, how did you take this into account when answering the questions?

Do you have any other comments on these items before we move on?

Victim Services (VS) Series (Adults and Youth)

VS1. (Other than the police,) Did you tell anyone about this incident?
1. Yes
2. No
3. Don't know

If code 1 in VS1, continue. Otherwise skip to VS2 (page 45).

VS1a. Which of the following people did you tell about the incident? [Any others?] (READ CATEGORIES)
1. Your spouse
2. A boyfriend or girlfriend or someone you were dating
3. A parent
4. One of your children
5. Other family member
6. Friend
7. Neighbor
8. Teacher or school administrator
9. (IF AGES 15+) Supervisor
10. Coworker or classmate
11. Leader or member of a community or religious organization
12. Medical professional
13. Other – specify_____

PROBES FOR VS1a:
How easy or difficult was it to answer this question?

    IF NEEDED: Do you recall who you told about the incident?
    IF NEEDED: Were you thinking about who you told right away, or who you told at any point since the incident happened?

Any other feedback on this question before we move on?

VS2.   Did you try to get information or help concerning this incident from any agency or program – other than the police – that assists victims of crime? **(MARK ON DATA ENTRY SHEET)**

      1. Yes
      2. No
      3. Don't know

PROBES FOR VS2:
What types of offices or agencies might offer this type of assistance?

VS3.   Did you receive any services or assistance from *any* agency or program? **(MARK ON DATA ENTRY SHEET)**

      1. Yes
      2. No
      3. Don't know

PROBES FOR VS3:
What type of programs or agencies did you think this question was asking about?

What do you think is meant by "services or assistance"?

If code 1 in VS3, continue.
If code 2 or 3 in VS3 and VS2=1 then go to VS6 (page 47).
If code 2 or 3 in VS3 and VS2=2 then go to VS7 (page 48).

VS4.   What type of services did you receive—did you get . . .

     A. Crisis hotline counseling?

       1. Yes

       2. No

     B. Other counseling or therapy?

       1. Yes

       2. No

     C. Direct legal services, including free or low cost assistance from an attorney?

       1. Yes

       2. No

     D. Other justice system-related services, such as notification of case developments, court support or accompaniment?

       1. Yes

       2. No

     E. Assistance getting a restraining, protection, or no-contact order?

       1. Yes

       2. No

     F. Short term or emergency financial assistance?

       1. Yes

       2. No

     G. Shelter or safehouse services?

       1. Yes

       2. No

     H. Safety planning?

       1. Yes

       2. No

     I. Help or advocacy with health care?

       1. Yes

       2. No

     J. Any other services?

       1. Yes (Specify) _____

       2. No

PROBES FOR VS4:

IF YES TO ANY: Tell me more about the services you received.

IF NEEDED: How did you decide which category/ies to say yes to?

Do you have any other feedback on this set of questions before we move on?

VS5.   Were there any services that you tried to get but did not receive?
1. Yes
2. No

If code 1 in VS5 or [code 1 in VS2 AND code 2 to VS3 (on data entry sheet)], continue. Otherwise go to note before VS7 (page 48).

VS6.   Why did you not receive the services or assistance that you sought? Was it because…

A. Services were not available in your local area?
1. Yes
2. No

B. You did not have transportation to and from the services?
1. Yes
2. No

C. You did not have childcare [in order to get or use the services]?
1. Yes
2. No
3. Not applicable

D. The service provider could not help you because they did not have enough resources (e.g., no beds available in shelter)?
1. Yes
2. No

E. You were unable to take time off of work or school?
1. Yes
2. No

F. There were language barriers?

   1. Yes

   2. No

G. You were told you were not eligible for services?

   1. Yes

   2. No

H. It was taking too much time or effort to get the services

   1. Yes

   2. No

I. Some other reason?

   1. Yes (Specify) _____

   2. No

PROBES FOR VS6:
IF YES TO ANY: Tell me more about the services you sought but never received.

ASK ALL: Are there any other reasons why someone might seek out services or compensation and not receive it?

Any other comments on these items before we move on?

If code 2 (No) to both VS2 and VS3 (on data entry sheet), continue.
Otherwise, go to Closing probes (page 50).

VS7.   Why didn't you seek victim assistance or services? Was it because…?

   A. You did not want services?

      1. Yes - **Go to closing probes**

      2. No - **Continue**

   B. You did not know of services that were available in your local area?

      1. Yes

      2. No

   C. You did not have transportation to and from the services?

      1. Yes

      2. No

   D. You did not have childcare?

      1. Yes

2. No

3. Not applicable

E. You were unable to take time off of work or school to seek services?

 1. Yes

 2. No

F. There were language barriers?

 1. Yes

 2. No

G. You did not think you were eligible for services?

 1. Yes

 2. No

H. Some other reason?

 1. Yes (Specify) _____

 2. No

PROBES FOR VS7:
IF YES TO ANY IN B-H: Tell me more about the reason you never sought out victim assistance or services.

ASK ALL: Can you think of any other reasons why someone might not seek out services or victim assistance?

CLOSING PROBES
ASK ALL:

Finally, please describe in your own words what happened. Provide as much detail as you can, including what happened, who the offender was, where it happened, who was present, whether there was a weapon, whether anyone was hurt, etc…

Thank you for sharing that information. How well did the questions in the interview today reflect the information you just shared with me? (Explain)

Now let's wrap up with a few more closing questions about today's interview.

What overall reactions did you have to the questions I asked in today's interview?
- What did you think about being asked for so many details about the incident?
  - Did any of the questions make you feel uncomfortable or ask you to share things that you really didn't want to share? (Explain)
- Were any of the questions hard to understand? (Which ones?)
- How would you feel about answering these questions if an interviewer came to your home to ask them?
  - Are there any that you might feel uncomfortable being asked if there were other people at home at the time?

- How well did the questions I asked you about the LOCATION of the incident capture where your incident happened? (Explain)
- How well did the questions I asked about who was present during the incident capture what happened? (Explain)
- How easy or hard was it to recall details about the role the police played during the incident?
- How well did the victim services questions capture the reasons why you (did/did not) access victim services after the incident?

Those are all the questions I have for you. Is there anything we haven't discussed that you would like to mention?

DISCUSS ANY RESPONDENT COMMENTS. (IF OBSERVERS PRESENT, CHECK IN – EITHER IN BACK ROOM, OR IN CHAT AREA OF WEBEX)

IF ONSITE:

This interview may have brought up some sensitive issues for you. In case you would like to talk to someone after this interview, here is a list of resources that you can use. HAND {ADULT/YOUTH} RESOURCES LIST TO RESPONDENT.

IF REMOTE:

This interview may have brought up some sensitive issues for you. In case you would like to talk to someone after this interview, there is a list of resources in the folder in front of you that you can use.

Thank you for your time.

VIGNETTES FOR YOUTH: (ONLY IF NO VICTIMIZATIONS REPORTED IN SCREENER)
Now I'd like to read you a few different situations and then will ask you some questions about the person in the situation. (Respondent is given a copy of the situation to read along with.)

VIGNETTE #1
L1: (on school property, getting on bus) Aiden's book is stolen out of his backpack as he is getting on the school bus to go home. How should Aiden answer the following questions?

A4.   Where did this incident happen – (READ CATEGORIES OUT LOUD UNTIL R SAYS YES TO SOMETHING) [CIR10a modified]

  1. inside Aiden's home or lodging,
  2. somewhere else on his property,
  3. inside somewhere else where he was staying overnight or longer,
  4. at his place of work,
  5. at school,
  6. or somewhere else? (specify) _____

PROBES FOR A4:
Was this easy or hard to answer? Explain.

(IF NOT CODE 5) How did you decide on your answer?

Loc3.   Did this happen inside a school building or somewhere else on school property, such as a school parking area, play area, school bus, etc? [CIR 10g]

  1. Inside a school building
  2. On school property (school parking area, play area, school bus, etc.)
  3. Other (specify) _____

PROBES FOR Loc3:
Was this easy or hard to answer? Explain.

How did you decide on your answer?

Loc6. Did the incident happen in an area restricted to certain people or was it open to the public at the time? [CIR17c]

    1. Open to public
    2. Restricted to certain people (or nobody had a right to be there)
    3. Don't know
    4. Other

PROBES FOR Loc6:
What do you think is meant by "an area restricted to certain people"?

VIGNETTE #2

Here is the next situation.

L2: (on home property) Aria's scooter is stolen from her front yard. How should Aria answer these questions?

A4.   Where did this incident happen – (READ CATEGORIES OUT LOUD UNTIL R SAYS YES TO SOMETHING) [CIR10a modified]

   1. inside Aria's home or lodging,
   2. somewhere else on her property,
   3. inside somewhere else where she was staying overnight or longer,
   4. at her place of work,
   5. at school,
   6. or somewhere else? (specify) _____

> PROBES FOR Loc6:
> Was this easy or hard to answer? Explain.
>
> What do you think is meant by the category that said "somewhere else on her property"?
>
> (IF NOT CODE 2) How did you decide on your answer?

VIGNETTE #3

Here is the next situation.

L3: (At mall) Elijah's cell phone is stolen while he is at the mall. How should Elijah answer these questions?

A4.   Where did this incident happen – (READ CATEGORIES OUT LOUD UNTIL R SAYS YES TO SOMETHING) [CIR10a modified]

    1. inside Elijah's home or lodging,
    2. somewhere else on his property,
    3. inside somewhere else where he was staying overnight or longer,
    4. at his place of work,
    5. at school,
    6. or somewhere else? (specify) _____

> PROBES FOR A4:
> Was this easy or hard to answer? Explain.
>
> (IF NOT CODE 6) How did you decide on your answer?

Loc2.   I'm going to read you a list of places where this might have happened. Please tell me which one BEST describes where this happened. Did this happen…

    1. somewhere very near Elijah's home or lodging
    2. at, in, or near the home of a relative, friend, or neighbor
    3. at a commercial place like a store, restaurant, or office building – GO TO Loc2e
    4. in a parking lot or garage – GO TO Loc2f
    5. in an open area, on the street, or on public transportation – GO TO Loc2h
    6. or somewhere else? – (specify) _____

> PROBES FOR Loc2:
> Was this easy or hard to answer? Explain.
>
> What do you think is meant by a "commercial" place?

If Loc2=3

Loc2e. At what type of a commercial place did this incident happen? (READ IF NECESSARY) [CIR10e]

1. a restaurant, bar, nightclub
2. a bank
3. a gas station
4. another commercial building, such as a store
5. an office
6. a factory or warehouse
7. Other (specify) _____

PROBES FOR Loc2e:
Was this easy or hard to answer? Explain.

(IF NOT CODE 4) How did you come up with your answer?

Now I'd like to read you a few different types of situations and then will ask you some questions about the person in the situation. (Respondent is given a copy of the story to read along with.)

VIGNETTE #4

P1: (Slept through) Jackson wakes up in the morning and his parents tell him that while they were all sleeping, someone broke into the garage and stole their bicycles. How should Jackson answer these questions?

PR1. Was Jackson (or any other member of his household) aware of this incident as it was happening?

　　1. Yes
　　2. No

PROBES FOR PR1:
Was this easy or hard to answer? Explain.

(IF NOT CODE 2) How did you decide on your answer?

VIGNETTE #5

Here is the last situation.

P3: (Non-family member is aware) Lucas accidentally leaves his cellphone in the lunch room at school. Later, Julia tells him that she saw another student take it off the table. How should Lucas answer these questions?

PR1.   Was Lucas or any other member of his household aware of this incident as it was happening?

　　　1. Yes
　　　2. No

PROBES FOR PR1:
Was this easy or hard to answer? Explain.

(IF NOT CODE 2) How did you decide on your answer?

Closing and Incentive

Those are all the questions I have for you. Is there anything we haven't discussed that you would like to mention?

DISCUSS ANY RESPONDENT COMMENTS.

This interview may have brought up some sensitive issues for you. In case you would like to talk to someone after this interview, here is a list of resources that you can use.

HAND RESOURCES LIST TO RESPONDENT.

Thank you for your time.

Appendix 6

Cognitive Interviews – Results from Round 2 CIR Testing

National Crime Victimization Survey Redesign

Cognitive Testing of Bounding Procedure, What Happened, Presence, Self-Protection, Victim-Offender Relationship and Community Measures Series

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Acknowledgments

Table of Contents

Introduction 1

The National Crime Victimization Survey (NCVS) is a household survey that has been conducted by the Bureau of Justice Statistics since 1973. The current redesign effort, which this cognitive testing effort supports, is the first redesign of the survey since 1992. In order to prepare for a field test of proposed revisions to the NCVS, Westat is conducting a series of cognitive interviews to gather feedback and reactions to structural changes and revisions to question wording. This report covers findings from a round of testing of a portion of the crime incident report (CIR) items conducted in August 2017. Tested topics include the "what happened" series, presence items, self-protection, victim-offender relationship and community measures. In addition, youth ages 12 to 17 were included in this round of testing, and provided additional feedback on screening items pertaining to theft, attacks, and unwanted sexual contact. Some youth also provided feedback on the police ask-all items that had been tested previously with adults. This round of testing was conducted using a self-administered paper and pencil instrument. Interviewers managed the skip patterns and handed questions to respondents, one at a time.

Based on findings from cognitive testing of the criminal victimization screener that was conducted in 2016 and the prior round of CIR testing in April 2017, a screener (which used a full cueing approach with interleaving) determined the incident to focus on for the crime incident report. This longer version of the screener incorporated the planned bounding approach for the first wave of NCVS interviewing, which asks about any incidents that occurred in the past 12 months, with an extra probe to determine whether any of the incidents happened in the past 6 months. Only those incidents occurring in the past 6 months were dated and eligible for interleaving. The interleaving approach allowed us to test the feasibility of using screener responses to drive skip patterns in the CIR.

The report is organized by each question for which cognitive probes were administered. Response frequencies are presented for each of these items, broken out by adult vs. youth respondents. Items that are drawn directly from, or modified from, existing CIR items are labeled with the CIR item at the end of the question wording (for example, [CIR10a]). Newly developed items are labeled as "[New]". Findings focus on difficulties encountered with the question, followed by recommended wording changes.

A total of 28 cognitive interviews with adults and 20 interviews with youth were conducted between August 21 and August 30, 2017, in Memphis, TN, St. Louis, MO, Los Angeles, CA, Phoenix, AZ, and Rockville, MD. The questions were self-administered and respondents were concurrently probed about their answers. Youth were recruited through their parents, and parental consent was obtained prior to obtaining youth assent for the interview. In some cases, the parent and the youth were interviewed concurrently, in separate rooms, to gather feedback on both adult and youth victimization. In recruiting respondents, we aimed to identify a mix of demographic characteristics as well as those who had experienced particular types of crime in the prior 12 months. The characteristics of the adult respondents are presented in Table 2-1. Youth who had not been victimized at all were presented with the police ask-all items and the screener questions, whereas those who had been the victim of a theft or attack were shown the screener and CIR items. Youth characteristics are presented in Table 2-2.

Table 2-1.   Adult respondent demographics by location

		Memphis	St. Louis	Los Angeles	Phoenix	Rockville	Total
Gender	Male	2	3	2	3	3	13
	Female	4	3	3	2	3	15
Age	18-29	1	1	0	0	1	3
	30-39	0	2	1	2	3	8
	40-49	2	2	1	0	1	7
	50-59	2	1	1	1	1	6
	60+	1	0	2	1	0	4
Race	Black	4	2	1	0	4	11
	White	2	4	2	3	2	13
	Other	0	0	2	2	0	4
Ethnicity	Hispanic	0	0	1	2	2	6
	Not Hispanic	6	5	4	3	4	22
Type(s) of crime (based on screener)	Vehicle theft/ attempt	1	4	4	1	3	13
	Theft/attempt	4	5	2	4	5	20
	Attack	2	4	2	3	2	13

| | | Break in/attempt | 1 | 1 | 1 | 5 | 5 | 13 |
| | | Vandalism | 1 | 2 | 3 | 4 | 2 | 12 |

Table 2-2.   Youth respondent demographics by location

		Memphis	St. Louis	Los Angeles	Phoenix	Rockville	Total
Gender	Male	0	2	3	3	1	9
	Female	4	2	2	1	2	11
Age	12-14	1	2	2	2	2	9
	15-17	3	2	3	2	1	11
Race	Black	3	2	2	0	2	9
	White	1	2	2	3	1	9
	Other	0	0	1	1	0	2
Ethnicity	Hispanic	0	0	0	1	2	3
	Not Hispanic	4	4	5	3	1	17
Type(s) of crime (based on screener)	Theft/attempt	2	3	3	2	3	13
	Attack/attempt	0	2	1	1	1	5
	No victimization	2	0	1	1	0	4

In order to boost eligibility for the study, we used a recall period of 12 months for recruitment and testing, even though NCVS uses a 6-month recall period.

One protocol was tested with adults, and two protocols were tested with youth, depending on whether or not they had been recruited as having been victimized in the past 12 months. Screening items for youth excluded those asked only of the household respondent. Appendix A contains the protocols and all items that were tested.

- ■ Screening items

    - — Adults: Vehicle theft, vehicle part theft, theft, break-in, vandalism, attack, unwanted sexual contact

    - — Youth: Theft, attack, unwanted sexual contact

- ■ Crime incident report

    - — What happened series

    - — Presence series

- – Self-protection series

- – Victim-offender relationship series

- – Community measures series

- ■ Narrative description of the incident

- ■ Police ask-all items and vignettes (Youth non-victims only)

With respondents' (and parental) permission, all interviews were audio-recorded. Westat interviewers wrote summaries of each interview using a structured report format, and included both their observations as well as verbatim quotes from respondents, wherever possible.

Interviewers were provided with a binder containing all of the potential questions that could be asked of respondents for this round of testing. The interviewer handed each page to the respondent, one at a time, and based on the response, followed skip patterns to determine the next page to hand the respondent. The self-administered interview began with the victimization screening items. Adults received all of the screening items, whereas youth were only shown the theft, attack, and unwanted sexual contact screening items. Screening items asked about incidents in the past 12 months, and then asked respondents whether the incident had happened in the past 6 months. If so, respondents were asked to count up the number of times the type of crime occurred in the past 6 months, to date those incidents, and then were asked interleaving items to determine if any other types of crime were associated with the incident. Next, respondents were asked if they could think of any other types of crimes that might have happened to them in the past 6 months and to classify that type of crime. Cognitive probes about the bounding approach, and probes for youth about comprehension of the youth screening items were administered at the end of the screener, prior to continuing with the rest of the interview.

Based on responses to the screener, the interviewer selected an incident to be the focus of the remainder of the interview. Typically this was the incident that the respondent had mentioned when recruited for the study, but if the respondent happened to bring up something more recent or more serious, the interviewer made a decision about which incident to focus on. From this point forth, all cognitive probing was asked concurrently, to gather feedback on comprehension and any difficulties before moving on to other items.

The interviewer confirmed the types of crimes that happened during the focus incident, and used that information to determine which sections of the "What Happened" series to administer. For example, a respondent who had indicated that the incident involved a motor vehicle theft, theft of items from the vehicle, and an attempted attack would be asked the attack, motor vehicle, and theft sections of the What Happened series. The What Happened series was organized from most serious to least serious, as shown in the flow chart below.

Following the What Happened series, respondents were asked a new version of the Presence series, and if present during the incident, were asked the Self-Protection series. Regardless of whether they

were present during the incident, respondents were asked if they knew anything about the offender(s), and if so, were shown the Victim-Offender Relationship series. Finally, all respondents were exposed to the Community Measures series.

Figure 3-1. Structure of the interview for cognitive testing
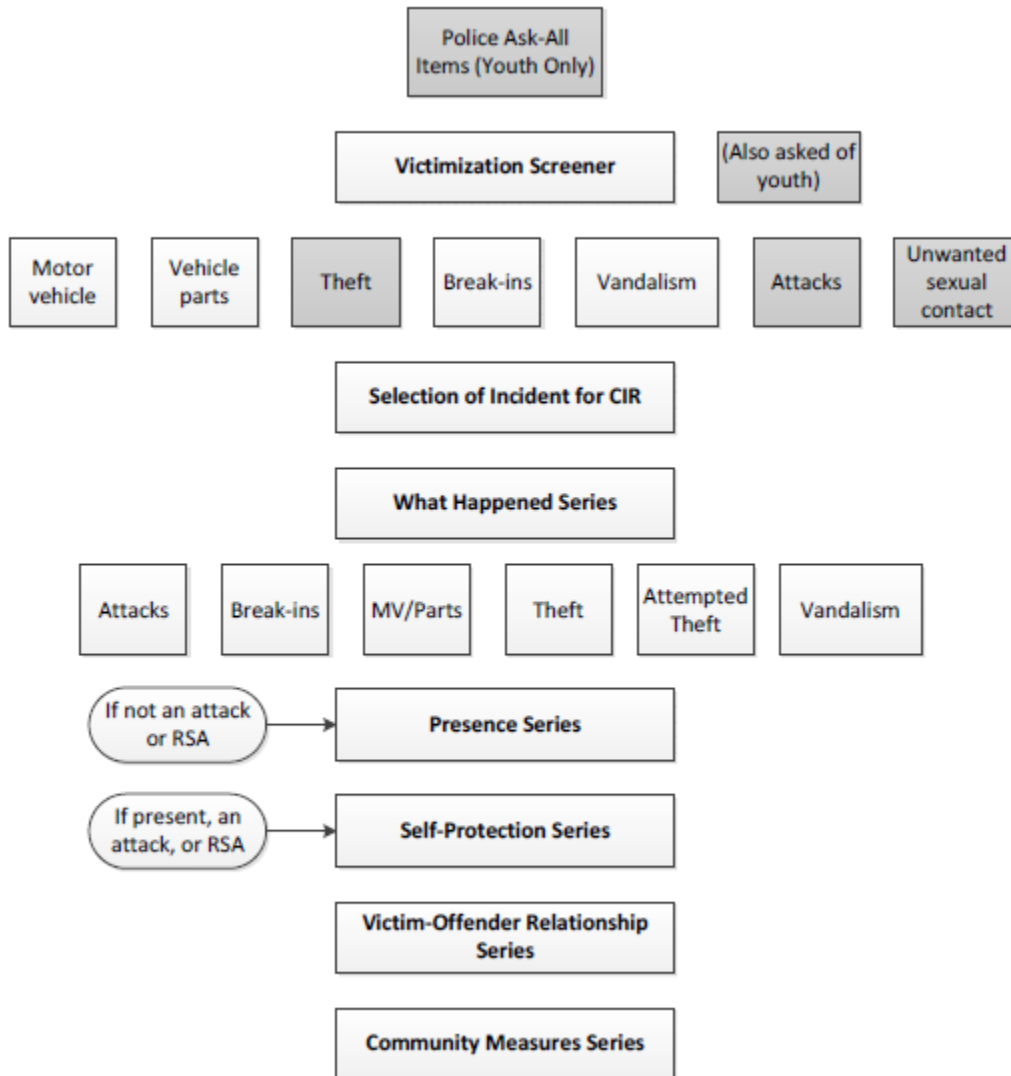
Screening Items

Respondents answered the victimization screening items and were asked to date each incident that occurred within the last six months, followed by interleaving items that allowed a deeper understanding of what types of crimes may have also occurred during the incident. When multiple incidents were reported, the interviewer selected one particular incident for the respondent to think about for the CIR items. Interviewers were instructed to select either the incident for which the respondent had been recruited, or the incident that had the greatest number of endorsements in the interleaving items.

Table 4-1 presents a summary of the types of crimes reported by respondents (based on responses to the screener items) that became the focus of the CIR items. The incidents are organized by the screening item that triggered the report of the incident; any information gleaned from the interleaving is presented below each main category. Notably, 17 out of 28 adults reported a complex incident, involving more than one type of crime. Incidents reported by adult respondents were evenly split between those that happened in the past 6 months (n=14) and those that happened more than 6 months ago but within the past 12 months (n=14). Likewise, youth incidents were roughly split between these timeframes (n=8 in the past 6 months, n=6 in the 6 to 12 month ago timeframe). Appendix B contains more details about each incident that was the focus of the CIR items, including a narrative about the incident.

Bounding Procedure

A new bounding procedure was tested in this round that involved asking respondents the long screening cues to determine if anything had happened to them in the past 12 months. If the respondent answered yes to any of the cues, they were asked if any of the incidents happened in the past 6 months. Only those incidents that happened in the past 6 months were counted, dated, and subject to interleaving. In addition, respondents were provided with a "bounding card" that listed the dates for 12 months ago and 6 months ago to help them process the timeframes. Because this was a cognitive test, we included respondents who had experienced incidents at any point in the past

12 months, rather than just in the past 6 months. This allowed us greater flexibility to test the crime incident report.

Table 4-1.   Categorization of incidents selected for CIR

Type of crime	Adults	Youth
Vehicle theft	6	N/A
Vehicle theft only	2	
With theft	1	
With vehicle part theft, theft, attack	1	
Attempted motor vehicle theft, theft, attack	1	
Attempted motor vehicle theft, attempted parts theft, theft, attempted break in	1	
Vehicle part theft	1	N/A
Theft	9	10
Theft only	5	10
With break-in, attack	1	
With threatened attack	1	
Attempted theft with attack	2	
Break-in	7	N/A
Break-in only	1	
With theft	4	
With vandalism	1	
With vandalism, attempted vehicle theft, theft, attack	1	
Attack	6	1
Attack only	3	1
With theft	1	
With break-in, theft, vandalism	1	
Threatened attack	1	

When trying to recall the timing of what had happened to them, eight out of 28 adults expressed some difficulty.

- Five adults could not recall the particular month when the incident occurred, but could remember the approximate time of year or season (L6, M2, P3, R10, R5).

    – "I have to think about what the weather was like, what happened before or after, definitely the farther away the foggier it gets." (P3)

    – A Rockville respondent said it was hard, because his "life is so busy" that he often forgets when things happened. (R10)

- Two adults commented on the burden of having to provide dates. (R7, S1)

  – A Rockville respondent said that having the 6-month date on the bounding card confused her at first. She said that having the specific month and date to refer to for the 6-month time period made her think harder about when something had actually occurred. (R7)

  – A St. Louis respondent felt it was somewhat hard to recall the months. "Usually when something like that happens to you, you don't write it down in a calendar." He said it was hard because "so much bad stuff happened in a short amount of time." (S1)

- One respondent telescoped the date of one of the incidents he reported.

  – The Los Angeles respondent confidently reported that incidents happened within the past 6 months, but when asked to date the incident, gave a date that was 7 months ago. (L4)

Youth also expressed difficulty in recalling the timing of events, with ten out of 14 sharing some kind of challenge with this task.

- Seven of the ten indicated that they could not pinpoint when the incident happened. Many could say what time of year it was, or what sports season it was, but could not pinpoint a month. For some this affected their ability to accurately state whether the incident had happened in the past 6 months, and if so, to assign a date to it. (L6Y, M2Y, M5Y, P2Y, P5Y, R19Y, S2Y)

  – A 12-year old was not confident with the theft date he provided. He knows it happened "early in the year" so he just guessed March. This respondent also noted that it was "pretty hard because they were not big events" so they were not engrained in his mind. "It wasn't a death threat or anything like that." (L6Y)

  – A 14-year old whose incident happened in the past 6 months said it was kind of hard because she remembers the incident happening, but not the month when it happened. (M2Y)

  – A 17-year old felt recalling the date was more difficult, but it was easy to recall seasons. She thought in terms of school sports seasons, like basketball season, soccer, track. (M5Y)

  – Another 17-year old stated she was "not that confident. I could not remember the exact month." She indicated that she knew it was before summer and it was after March 1 so it had to be around April or May. (P5Y)

- One of the ten respondents mentioned the burden of having to determine whether an incident had occurred in the past 6 months.

  - The 16-year old had no difficulty reporting if the incident happened in the past 12 months, but "had to think a couple times if it fits in the 6 months category". (L2Y)

- Finally, two of the ten respondents had difficulty with the format of providing the month/year, noting that they are not familiar enough with what number corresponds to each month. (R25Y, R3Y) One was age 13 and the other was age 14.

Recommendations

Respondents, particularly youth, have difficulty recalling the exact month/year when incidents occurred. This is a result of different types of challenges. First, some respondents did not seem to encode the timing of the incident in the first place. These respondents seemed to have no difficulty accurately answering if the incident happened in the past 12 months, slightly more difficulty deciding if it happened in the past 6 months, and greater challenges providing an actual date. A second issue is that a few respondents had several different incidents happen in the past 12 months, sometimes in a short period of time, which made it difficult for them to tease out what happened when. Finally, many others seemed to have encoded the incident in their memory, but it was tied more to a season, the weather, or some other event that helped them narrow down when the incident occurred, but not necessarily to a specific month.

Our proposed strategy for the usability testing and field test is to try to minimize the number of respondents that are asked to provide a date in the screening portion of the interview. The procedure would be as follows:

- Ask screener cues about past 12 month timeframe.

  - If yes to any of the cues, remind respondents of the cues they just said yes to, and ask if any of these incidents happened in the past 6 months, that is since (DATE 6 MONTHS AGO). The web screen will display a calendar of the prior 7 months, with the anchor date highlighted as a tool to reduce telescoping.

    1. If yes, ask how many times these types of incidents happened in the past 6 months.

       a. If only once, do not collect date. Move to next screening items. The date will ultimately be collected at the beginning of the CIR for that incident. The rationale for this is to make the screener as simple as

possible. We only collect the dates in order to help differentiate the incidents and confirm they are unique. We don't need to do that if it only happened once.

b. To explore respondents' ability to distinguish events from each other, we will reduce the trigger for series crimes to 3+ rather than 6+. This will allow us to explore whether the definition of a series crime might need to be changed to some level other than 6+. If the respondent can distinguish dates, they will be asked to provide the 4 most recent dates. If they are unable to distinguish dates, they will be asked to only provide the most recent date.

c. If more than once, collect dates with phrase "If you are not sure of the exact month, your best estimate is fine."

  — If respondent leaves date blank, follow up to confirm that incident happened in past 6 months.

If a date has not already been collected at this point in the screener, the date will be collected prior to launching the CIR for that incident, using a similar procedure (allowing for nonresponse but following up to confirm that it did happen in the past 6 months).

Before moving to the next screening items, respondents will be asked to de-duplicate incidents against any prior incidents that have been mentioned. This will happen if any of the following conditions are met:

- If MONTH/YEAR of the current incident matches the MONTH/YEAR of any previously reported incidents, or if there are any previously reported incidents for which a date was not collected
- If the current incident was confirmed to have happened on or after anchor date, and a prior incident was also confirmed to have happened on or after anchor date, or if there are any previously reported incidents for which a date was not collected
- If incident only happened once and no date was collected, and a prior incident was reported, regardless of date.

In the interleaving version of the screener, if the incident does match up with a previously mentioned incident, the respondent will skip past the interleaving items, since they will have already been collected. However, if it is a new/unique incident, respondents will be routed into the interleaving items.

A total of 29 youth over the two rounds of testing provided reactions about the three screening items they were asked, i.e., theft, attack, and unwanted sexual contact. The probes were designed to assess whether the cues were applicable to youth and whether key terminology would be understood by youth.

Theft

After answering the theft screening items, youth were asked to provide examples of the types of items that get stolen from youth. The most common items mentioned by youth are well-covered by the existing cues, including:

- Phones
- Money
- Shoes
- Clothes
- Backpacks
- Games

- Jewelry
- Bikes
- Electronics
- iPads
- Wallets

When asked where things get stolen from youth, respondents most often mentioned school, but also mentioned from homes, the mall or stores, in neighborhoods and parks, on buses and other transportation, and from recreation centers. The tested language "This may have happened to you while you were at home, at (if 15+: work or) school, or somewhere else" appears to be sufficient to capture this range of locations for youth.

Finally, youth were asked for their interpretation of "tried to steal." Out of 26 youth who commented on the meaning of "tried to steal" over both rounds of testing, 20 understood it correctly, to mean things like "someone tried to steal something, but didn't succeed" or "the person was caught trying to steal something" or "the person was going to steal something and changed their mind."

Six respondents, however, understood "tried to steal" as also encompassing things that were actually stolen. Three of the six thought it includes situations where the person actually stole something but then the victim was able to get it back. The other three thought that attempts includes completed theft as well.

In round 1 of testing, the question did not include the phrase "but not actually steal it." This phrase was added for round 2, and seems to have provided sufficient clarification of attempted theft.

No additional changes are needed to the theft screening items.

Attacks

Youth were asked what comes to mind when they hear the word "attack." Most responses were encompassed by existing cues of the attack screening items:

- Fighting
- Physical
- Punching
- Pushing

- Jumping
- Weapons
- Bullying

Eight out of 29 respondents, however, also mentioned that "attacks" need not always be physical. As a 17-year old Memphis youth explained, "kids can be mentally attacked…like somebody talk down on you so bad that you want to do something to yourself." Others mentioned attacking someone on social media or through texting.

When asked where youth are attacked, again respondents primarily mentioned school, home, and public settings like a park or the mall.

Youth understood the concept of "use of force against you," stating that this means "Holding someone against the wall using their weight/pressure," "Being pushed, shoved, or punched," "When someone forces you to do something by threatening to come after you if you don't do something" and "Physically putting their hands on you."

Youth also clearly understood the meaning of a "threatened attack" as someone stating that they will attack you. One Rockville youth explained that a "threatened attack" is "when somebody says what they're going to do to you with the threat of violence. Like, they're going to do something physical to you if you don't do something this way or you don't give them what they wanted."

We do not recommend making any further changes to the attack screening items.

Sexual Contact

Confidential

Only one out of 29 youth (a 12-year old) did not understand what the term "confidential" means. All others understood it. Among the 21 youth who were asked why they thought the sentence was added about confidentiality, all understood that it was to protect the information from being shared with others, particularly because the questions about sexual contact are so sensitive. Several were particularly concerned about the possibility that the answers could be spread on social media.

Forcibly

All respondents understood this term to mean doing something "harshly," "without you agreeing to it," or "against your will."

Private Parts

All respondents understood this term, explaining it in terms of both sexual body parts, and in the case of several females, the chest or breast area. Some youth did not want to say the names of the body parts out loud, and instead used terms like "lady parts," the "no-zone areas that people know not to touch," "parts where the sun doesn't shine," and "lower region."

Did Not Consent To

Three respondents out of 29 had never heard the term "did not consent to" and did not know what it means. All three were 12 year olds. All others correctly understood the concept, explaining it as "you did not agree to it", "you did not say yes, but the person still proceeded," and "you did not give permission." Four out of 29 respondents specifically thought this term equated to "rape."

Did Not Want to Happen

All youth understood this phrase, with some saying it meant the same thing as lack of consent. As one respondent explained, "You weren't planning on doing it. You didn't give them consent to do any of that stuff." Six out of 29 respondents used the word "rape" in their explanation of what this phrase means.

Understanding of Intoxication Cue

All of the 29 respondents understood what this cue was asking about. Some of the 12 year olds did not quite process the intoxication part of the cue. Even four out of the five 12 year olds understood that this was asking about situations in which the person was "unable to consent because they aren't at their full mind," or as one 12 year old bluntly put it, "rape."

When asked specifically what was meant by "unable to consent because you were drunk or high", only one 14 year old youth did not seem to understand. She this meant that you did it in public, saying "not in consent means not in privacy." All others correctly understood the intent of the term.

Passed Out

All 29 youth were asked to comment on the meaning of the term "passed out." Four described it in terms of fainting, with no connection to being intoxicated. Twelve youth said it was synonymous with being unconscious or asleep, again with no mention of alcohol or drugs. One thought it meant "blacked out". Eight mentioned being drunk or high in their understanding of the term.

Unconscious

Fifteen were presented with a version of the cue that included the term "unconscious." When asked for their understanding of the term "unconscious," five thought it meant the same thing as passed out. Three described it in terms of sleeping. One thought it was more serious, saying you are not breathing on your own and have a slower heart rate.

Blacked Out

Fifteen were presented with a version of the cue that included the term "blacked out." When asked about their understanding of "blacked out", ten described it in the same terms as being unconscious or passed out. Only three described it was an inability to remember what happened even though you might have been awake at the time. A 15 year old described it as "if you are blacked out drunk, you are still awake but not aware of what is going on." A 14 year old similarly said thinks that it's "if you get drunk or high and you can't remember what happened when you wake up. Some people can be awake when they are blacked out."

Recommendations

Based on findings in Round 1 that youth had difficulty differentiating between passed out, unconscious and blacked out, in Round 2, we tested language that did not include terminology of "unconscious" or "blacked out." Youth still correctly understood the intent of the question without these terms, so we recommend proceeding with this language that asks "Did anyone have sexual contact with you – or try to have sexual contact with you – while you were passed out, asleep, or unable to consent because you were drunk or high."

What Happened Series: Attack

In this series, respondents are first asked if a weapon was present, and what type of weapon it was. Respondents expressed no difficulty with these items.
Next, respondents are asked whether the attack was completed, attempted, or threatened, using the following series of questions.

- A3. Did the offender hit you, knock you down or actually attack you in any way? [CIR24]

- A4. (If no) Did the offender TRY to attack you? [CIR25]

- A5. (If no) Did the offender THREATEN you with harm in any way? [CIR26]

While we did not ask explicit cognitive probes on these items, several respondents volunteered that they had difficulties with these questions.

- A 12-year old St. Louis youth was not sure whether she should say yes or no to A3 (*Did the offender hit you, knock you down or actually attack you in any way?)* because "I feel like this question is trying to ask me if I got shot or knifed" and she was just hit. She really did not know what to do. "I feel like I should say yes because of how I got attacked, because it does mention getting knocked down. But I also feel like I should say no because I don't really think it was attacking. It was kind of attacking but not really." The interviewer asked if certain words in the question did fit, and the respondent said that "hit you" did apply, so she said yes. (S4Y)

- A St. Louis adult changed his answer on A4 (*Did the offender TRY to attack you?)* from no to yes and struggled with the distinction between an attack and an attempted attack. For the respondent, it was a mental experience – he wasn't shot or shoved or grabbed. But the actions of the offender shooting the gun in the air felt like "a demonstration of force or an affront." "He demonstrated he had the physical capacity to attack me, but he did mentally attack me." The respondent did not know if there was a better word to describe this. He felt he was actually attacked, but also believed that A3 did not get at that. (S5)

- Another St. Louis adult said she did not know how to answer question A4 because of the word "TRY". When probed about the meaning of 'try" the respondent said "approached." She said the offenders approached her; had they not approached her she would not have thought that they were trying to attack her. The respondent said she believed they were trying to steal her purse and her shopping bags. (S4)

- A 12-year old Phoenix youth who described a bullying incident, discussed that item A5 (*Did the offender THREATEN you with harm in any way?)* was confusing because "harm is really bad and just wanting to fight is not as bad as harming someone." She answered "no" to this question. (P1Y)

Recommendations

While these were not a focus of the cognitive testing effort, we do suggest revisiting the wording of these three items to make them more consistent with each other. For example, the item about threatened attack introduces the word "harm", whereas the prior two items do not refer to harm.

The item about attempted attacks only refers to attacks but does not use the terminology of "hit you" or "knock you down". It may improve comprehension to make the items more parallel in structure. We recommend the approach presented below. Note that we are also recommending offering the plural version of offender, assuming we have not yet determined whether there was one or more than one offender.

- A3. Did the offender(s) hit you, knock you down or actually attack you in any way? [CIR24]

- A4. (If no) Did the offender(s) TRY to hit you, knock you down or try to attack you in any way? [CIR25]

- A5. (If no) Did the offender(s) THREATEN to hit you, knock you down or threaten to attack you in any way? [CIR26]

Question A6

Based on whether the attack was completed, attempted, threatened, or something else, adult and youth respondents received either A6 (if not completed, attempted, or threatened), A7 (if attempted), A8 (if threatened), or A9 (if completed). All of these items are presented below, followed by the findings and recommendations.

(IF ATTACK WAS NOT COMPLETED, ATTEMPTED OR THREATENED) What actually happened? [MARK ALL THAT APPLY] [CIR27a]	Adults (n=0)	Youth (n=1)
1. Something was taken without your permission		
2. Someone attempted or threatened to take something		
3. Someone harassed you, argued with you or used abusive language		1
4. Someone broke in or tried to break in to your home		
5. Someone broke in or tried to break in to your vehicle		
6. Someone damaged or destroyed your property		

Findings

Only one youth, who described a bullying incident he had experienced from a classmate, answered item A6. He circled "harassed you" in the third item in the list, stating, "…That's the one that happened so I circled that one." *(P1Y)* He said the offender did not argue or use abusive language. The respondent reported no difficulties with these categories and did not believe any response options were missing from the list.

Question A7

Four adults and one youth answered item A7.

(IF ATTACK WAS ATTEMPTED) How did the offender TRY to attack you? [MARK ALL THAT APPLY] [CIR28a]	Adults (n=5)	Youth (n=1)
1. Offender verbally threatened to kill you	1	1
2. Offender verbally threatened to attack you	3	1
3. Offender had a weapon or threatened you with a weapon	2	1
4. Offender shot at you, but missed		
5. Offender tried to attack you with a knife or sharp weapon		
6. Offender tried to attack you with a weapon other than gun, knife or sharp weapon		
7. Offender threw something at you		
8. Offender followed you or surrounded you	1	1
9. Offender tried to hit, slap, knock down, grab, hold, trip, jump, or push you		
10. Something else	2	

Findings

Two of the five adults had difficulty responding to this question.

- A Los Angeles adult who was threatened outside of a bar by a stranger initially marked "1" for A7, but crossed it out and then circled "2." He explained that the offender, "threatened to attack me, but I don't know if I could take it as kill me." He also explained that the offender had his hand in his pocket *as if* he had a gun, but because there was no weapon the respondent felt like his life was not actually being threatened. He later reiterated his confusion about the response options about a weapon because the offender did not have a weapon, but wanted to make it seem like he did. He thought the questions should have asked whether he "perceived" the offender had a real weapon or something to that effect. This respondent also expressed confusion about what was meant by "surround you" in the 8th response category. He asked if it meant "walked around you" or thought a woman might interpret it as "not letting her get by." The respondent felt that "come up behind you" should be added to this response option. He also felt that "punch" should be added to the list in the 9th response option. (L4)

- A Phoenix adult reported an incident in which her house was sprayed by gunfire from a group of young men who mistook her residence for someone else's. The respondent described her family having to crawl to safety, only standing up once the spray of gunfire ended. She said opened the door assuming the gunmen were gone, but they were outside of her residence. They stormed in, threatening and yelling at her family.

They stole a couple of items from the home, and then left. Notably, under the Attack probes, this respondent did not select items 3, 4, or 10, but only response option 2 – *Offender verbally threatened to attack you*. Because the interviewer had not yet heard the respondent's narrative description of the incident, s/he did not probe about why the respondent failed to mark the other options. (P4)

Question A8

(IF ATTACK WAS THREATENED) How were you threatened? [MARK ALL THAT APPLY] [CIR28c]	Adults (n=1)	Youth (n=0)
1. Offender verbally threatened to kill you		
2. Offender verbally threatened to attack you	1	
3. Offender had a weapon or threatened you with a weapon		
4. Offender shot at you, but missed		
5. Offender tried to attack you with a knife or sharp weapon		
6. Offender tried to attack you with a weapon other than gun, knife or sharp weapon		
7. Offender threw something at you		
8. Offender followed you or surrounded you	1	
9. Offender tried to hit, slap, knock down, grab, hold, trip, jump, or push you		
10. Something else		

Findings

One adult answered question A8 and did not have any difficulties answer the question, nor did the respondent find the categories confusing. The respondent, however, suggested adding "Invaded your personal space" or "touched you but didn't hurt you, for instance by grabbing" to the list.

Question A9

This question was answered by eight adults and one youth.

(IF ATTACK WAS COMPLETED) How were you attacked? [MARK ALL THAT APPLY] [CIR29a-modified]	Adults (n=8)	Youth (n=1)
1. Offender shot you		
2. Offender shot at you, but missed		
3. Offender hit you with a gun held in his/her hand	1	
4. Offender stabbed or cut you with a knife or other sharp weapon		
5. Offender tried to attack you with a knife or other sharp weapon	1	
6. Offender hit you with an object other than gun held in his/her hand	3	
7. Offender threw something at you		1
8. Offender tried to attack you with a weapon other than gun, knife or sharp weapon		
9. Offender hit you, slapped you, or knocked you down	5	1
10. Offender grabbed, held, tripped, jumped, or pushed you	6	1
11. Something else	2	

Findings

Three of the adult respondents had difficulty with this item.

- A Memphis adult was attacked by a stranger with a stick and had her purse stolen. She had some difficulty mapping her experiences on to the categories. She took about a minute, then selected options 5 and 10. When the interviewer probed on option 6, the respondent decided this category also applied to her situation. However, she did not find any of the categories confusing, nor did she believe anything to be missing from the list. (M6)

- Another Memphis adult who was sexually assaulted in a gas station bathroom by a knife-wielding stranger selected response options 9 and 10, saying that they were "the most appropriate" for his incident. [However, these two response options fail to convey the severity of the incident. For example, the respondent was indeed pushed against a wall (response option 9), but was not just pushed, but also sexually assaulted. The sexual assault module was not included in this round of testing.] (M7)

- A Rockville adult was attacked and robbed at gunpoint outside of a bar. In answering A9, the respondent only selected response option 10 "because that is what the dude did." (R10)

Categories Confusing

Two respondents had difficulty with the response categories for A9.

- A Phoenix adult said he thought many of the response options were similar and did not like the order of them. He noted that they appear to go from most severe to least severe. He explained, however, that he thought about the incident chronologically, in terms of what happened first to the last thing that happened. For example, he said, "It would be first he hit me, then he held me down, then he shot me. It wouldn't be first he shot me and then he held me down." (P1)

- Another Phoenix adult thought that responses 6 and 8 were very similar, although he reasoned through the difference between them. "Six is asking if they hit you with an object other than a gun held in his/her hand and the other one is did the offender try to attack you with weapon. I guess one is asking did they actually do this and the other is did they try to." (P7)

Missing From the List

Three respondents suggested things that could be added to the list of response options for A9, though notably, two of these are verbal, not physical, attacks.

- Restrained or held you hostage. (P1)

- Verbal commands to tell you what to do. (R10)

- Yelling at you. (L5)

Recommendations

Items A6 through A8 (CIR28a, CIR28c, and CIR29a) were converted from open-ended interviewer coded items into closed-ended self-administered questions using the same pre-coded categories as currently appear in NCVS2. This resulted in lengthy and wordy lists for respondents to review, process, and map their own experiences onto. Because of the move to self administration, we recommend rewriting items A6-A8 to incorporate what we will have already captured about the presence and type of weapon.

Item A9, for example would be split into three questions, based on presence/type of weapon and the same approach would be used for attempted and threatened attacks. Note that we are also recommending offering the plural version of offender, assuming we have not yet determined whether there was one or more than one offender. For the purposes of the field test, we will retain an other (specify) for each of these items in order to determine whether any additional categories should be recommended.

- (IF WEAPON PRESENT WAS A GUN/A2=1 or 2) You indicated the offender(s) had a gun during this incident. Did the offender(s):

  - Shoot you

  - Shoot at you, but miss

  - Hit you with a gun held in his/her hand

  - Do something else with the gun? (If so, what?) _____

- (IF KNIFE OR OTHER SHARP OBJECT/A2=3 or 4) You indicated the offender(s) had a knife or other sharp object. Did the offender(s):

  - Stab or cut you

  - Try to stab or cut you

  - Do something else with the knife or other sharp object? (If so, what?) _____

- (REGARDLESS OF WEAPON) Did the offender(s):

  - Hit you with an object other than a gun held in his/her hand

  - Throw something at you

  - Try to attack you with a weapon other than gun, knife or sharp weapon

  - Hit you, slap you, or knock you down

  - Grab, hold, trip, jump, or push you

  - Do something else to attack you? (If so, what?) _____

Additionally, we recommend adding a follow-up question to A8 in order to determine the type of threat. This would potentially have already been asked in the screener (with those who were not face-to-face being ineligible for the CIR), but could be asked of those who did not already provide this information about the incident in the screener. This would be helpful information for the analysis.

If A8=1 or 2: How were you threatened? Was it face-to-face, by phone or text, or online?

1   Face-to-face
2   By phone or text

> 3   Online
>
> 4   Some other way (e.g., by mail, to a third party)

Question A10

Question A10 asks those who were victims of a completed attack if there was a threat prior to the actual attack. This item was answered by eight adults and one youth.

Did the offender THREATEN to hurt you before you were actually attacked? [CIR30a]	Adults (n=8)	Youth (n=1)
1. Yes	2	
2. No	6	1

Findings

Only one respondent had a comment about the item, saying that it seemed "odd" that the question about "threatened to attack" came after the question that asked the respondent to provide details about the incident.

Recommendations

No changes are recommended to this item. This question provides some idea of what happened and the sequence of events. If we are looking to cut additional items down the road, this could be at the top of the list because it may have limited utility and the idea of "threats" may be vague for respondents.

What Happened Series: Motor Vehicle/Part Theft

Question MV1 was asked of anyone who indicated that a motor vehicle or motor vehicle parts were stolen or attempted to be stolen. Nine adults answered this item. Youth were not exposed to this module.

Question MV1

Earlier you mentioned that someone stole or tried to steal a vehicle or vehicle parts in (MONTH/YEAR). Was the vehicle or the parts actually taken, or did someone just TRY to take (it/them)? [New item]	Adults (n=9)	Youth (n=0)
1. Actually taken	4	
2. Tried to take	4	
3. Both	1	
4. Don't know		

Findings

Respondents had no difficulty answering the question, though a few respondents commented that some of the response options were awkward.

■   A Los Angeles adult said he thought this question was asking, "Was it actually taken, they tried to take it and they failed, or both." He said he thought "both" did not make sense because "you can't have it taken and tried to take it, it's really one or the other." (L2)

■   Another Los Angeles adult restated the question as, "Did someone pick parts out of my car and take them. That's really strange." She explained that they did when they took the car and she is certain they broke the parts down. (L5)

■   A Phoenix adult said she would not answer "don't know, because if a person was talking about it they would know." She thought the question was asking, "did somebody try to steal the car, or the parts, or did they actually do it." (P4)

Recommendations

We might consider removing the "don't know" category from this question. We could also improve the wording by asking "Did the offender(s) actually take the (vehicle/vehicle parts), or did they TRY to take the (vehicle/vehicle parts)?

The parenthetical language would be inserted based on which screening item was endorsed (vehicle theft, or vehicle part theft, or both).

Question MV5

[ASKED OF ALL MV/PART THEFTS] Where did this happen? [New item]	Adults (n=9)	Youth (n=0)
1. On your property, such as in a driveway or your own garage	3	
2. In a garage or parking lot associated with where you live	1	
3. In some other garage or parking lot		
4. On the street near where you live	1	
5. On the street but not near where you live	2	
6. Somewhere else	2	

Findings

Nine adults answered this question and none had any difficulty. However, several respondents believed that locations more obviously away from their homes were missing from this list and that the "Somewhere else" option was not sufficient.

- A Los Angeles adult thought a category could be included, "Did it happen while you were attending an event" or maybe "While you were away from your property." He then said that perhaps these categories he was suggesting could be covered by response option 6, but added that he thought *Somewhere else* was not very specific. (L2)

- Another Los Angeles adult suggested adding, "Where you work, while out for entertainment, [or a] public parking lot." (L5)

- A Memphis adult offered, "Maybe it was a business or someone else's home, you know or just, you know mall or whatever". (M2)

- Another Memphis adult suggested adding "work place" and "school" to the list. (M3)

- A Phoenix adult said that "a relative's house" might be added to the list. (P4)

- A Rockville adult had several concerns about these response options. First, he said he was looking for a place to write in something next to "Somewhere else" so that he could specify a location. He also thought that options 4 (*On the street near where you live*) and 5 (*On the street not near where you live*) seemed to be asking the same thing, and thus believed that option 5 was redundant. (R10)

Recommendations

We recommend removing this question (and MV6) from the MV series and instead addressing it in the Location series.

Question MV6

[IF MV/PART THEFT TOOK PLACE IN GARAGE OR PARKING LOT] In what type of a parking lot or garage did this incident happen? [CIR10f]	Adults (n=0)	Youth (n=0)
1. In a commercial parking lot or garage		
2. In a noncommercial parking lot or garage		
3. In an apartment/townhouse parking lot or garage		
4. In some other type of parking lot or garage		

Findings

No respondents received this question.

Recommendations

We recommend removing this question (and MV5) from the MV series and instead addressing it in the Location series.

Other Comments on Motor Vehicle Module

It is important to note that a Rockville adult ended up in Module MV after he selected 6/Unattached MV accessories in T1 (Module T), because this was the only option that referred to a cell phone charger. His phone charger had been stolen from inside his home in May 2017, and he was following the example of "phone chargers" given under option 6. Because he chose option 6, the current skip logic triggered administration of Module MV. However, he answered the items in MV thinking about a totally different incident, when someone tried to steal his cousin's 4-wheeler off his back porch in June 2016. (R5)

We need to address how we are handling the theft of motor vehicle parts that are not in the vehicle at the time of the theft.

What Happened Series: Break-In

Question B1

Question B1 was asked of anyone who indicated a break-in or attempted break-in. The item was answered by 10 adults and one youth (who came to this section after indicating a break-in during the theft series).

Earlier you mentioned that someone broke in or tried to break in during the incident that happened in (MONTH/YEAR). Did someone break in or try to break into any of the following during this incident? [CIR10b, modified]	Adults (n=10)	Youth (n=1)
1. Into your (house/apartment),	7	1
2. Into a garage, shed, or other detached building on your property,	2	
3. Into a second home or vacation home,		
4. Into a hotel or motel room where you or someone else in your household was staying, or		
5. Into some other place (SPECIFY)	2	
6. No break-in or attempted break in		

Findings

Seven adults and one youth reported a break-in only into their homes or apartments (response option 1). Notably, the youth break-in was the same as that reported by the parent, but as a result of the break-in, items were stolen belonging to both the parent and the youth. (This incident would need to be de-duplicated from the parent's response.) Two adults reported break-ins to a garage, shed, or other detached buildings on their property (response option 2), with one individual (P3) also selecting option 5. When probed about this choice, the respondent noted that the offender broke into her car to access the remote control for her garage, which the offender then entered. Finally, one adult selected only option 5 and said, "Car." When asked how he selected this response, he replied, "Because all the others are like your house or somewhere you're staying…they broke into my car."

Although one respondent was reported by the interviewer to have taken a minute to select his response, none of the respondents reported the categories to be confusing. One respondent (P1) suggested that "place of business" or "where you work" should be added to the list of choices.

Recommendations

To address temptations to report vehicle break-ins at this item, we recommend adding a category for "motor vehicle" and then skipping those responses out of the rest of the break-in series.

Question B4a

Question B4a was asked about attempted break-ins where the respondent indicated some evidence that the offender got in or tried to get in using force. Seven adults and one youth answered this item.

What was the evidence? [MARK ALL THAT APPLY] [CIR15a, modified]	Adults (n=7)	Youth (n=1)
Window		
1. Damage to window, including frame, broken/removed/cracked glass	2	1
2. Screen damaged/removed		
3. Lock on window damaged/tampered with in some way		
4. Other damage to window		
Door		
5. Damage to door, including frame, glass panes, or door removed	1	1
6. Screen door damaged/removed		
7. Lock or door handle damaged/tampered with in some way	2	
8. Other damage to door		
Other Evidence		
9. Other than window or door	2	

Findings

Two respondents had difficulty mapping their experiences onto the response options.

■ The Phoenix adult who had reported that the offender broke into her car to access the remote control to her garage selected option 9. She was confused in making a selection, however, because she saw "other than window and door." Because the break-in was to her vehicle, she "wasn't sure which window and what door." When she saw the word "screen," it threw her off "a little bit." (P3)

■ A Rockville adult who reported a break-in to her home was somewhat confused about which category to select. The lock on her sliding glass door was broken, and she was not sure whether to think of this as a window or a door. There was also damage to a

screen door, but this was not reported. She finally settled on response option 7. When probed, the respondent said the categories themselves were not confusing, but she had a difficult time determining if she should report lock damage to her sliding glass door under the window categories or door categories. (R19)

Recommendations

No changes recommended.

Other Comments on Break-In Module

Findings

Two respondents had comments on other items in the Break-In module:

- A Phoenix respondent, whose house was fired upon because it was mistaken by the offenders for another home, encountered difficulty when asked question B4 (*Was there any evidence, such as a broken lock or broken window, that the offender got in or tried to get in by force?*). When answering this question, the respondent changed her answer from "yes" to "no," because, "we opened the door [and the offenders walked in], so there was no breaking and entering, but I don't know how I would explain this." (P4)

Recommendations

No changes are recommended to B4.

What Happened Series: Theft/Attempted Theft

Question T1a

Question T1a was only asked if respondents who had previously screened in with a theft indicated that nothing was actually stolen in the incident.

You said nothing was stolen as part of this incident. Did someone TRY to steal something from you? (NEW)	Adults (n=0)	Youth (n=1)
1. Yes		1
2. No		

Findings

Only one respondent, a youth who had reported a theft, answered this question. She indicated that nothing was actually stolen, but that someone had broken into their shed, perhaps to try to steal something. Her parent did not report this incident. She skipped out of the rest of the theft series and moved to the attempted theft section.

Recommendations

No changes are recommended.

Question T6/AT4

Question T6 and AT4 were asked of respondents who either had something stolen from them (T6) or had an attempted theft (AT4). Eighteen adults and ten youth answered the theft version of the question, and three adults and one youth answered the attempted theft version of the question.

Was there anything (else) the offender (took/tried to take) directly from you, for instance, from your pocket or hands, or something that you were wearing? [CIR102b/CIR94]	Adults (n=21)	Youth (n=10)
1. Yes	4	
2. No	17	10

Findings

Only two adults and one youth expressed any difficulty with this question. The remainder understood that it was essentially asking something like this Phoenix youth described: "Did they physically take it from me when I was standing there and just grab it out of my hands." (P5Y)

- A 17-year old Memphis youth was initially confused and was thinking about two incidents that happened on the same day. She initially said this meant: "were they the same person that took my shoes?" The question (T6) was re-read to the respondent where she changed her answer from "yes" to "no." R initially thought this question was asking if the cash was stolen the same day as when her sneakers and headphones were stolen. Upon further discussion the R still appeared confused thinking the question was asking if both incidents on the same day were committed by the same person. (M5Y)

- A Phoenix adult mentioned that the word "else" was confusing and he wondered if this question was asking if anything else was stolen in addition to what he had reported in the earlier question (T1). (P1)

- A Los Angeles respondent who reported attempted theft indicated it was somewhat confusing because a jacket, something he wears, was stolen, but he wasn't present at the time it was stolen. He decided the question was asking, "did he physically come to you… to take it off your body." Based on this he answered as intended, but said the question could maybe be worded as "were they physically there with you?" (L2)

Recommendations

No changes are recommended to this question, but when programming the item, we will need to determine when to display the word "else."

Question T8/AT5

Questions T8/AT5 were asked of all respondents who had something stolen from them.

Where did this happen? [CIR10a modified]	Adults (n=17)	Youth (n=11)
1. Inside your home	6	2
2. In a common area of the building where you live, such as an apartment stairwell, hallway, or storage area		
3. Somewhere else on your property	4	
4. Inside somewhere else where you were staying overnight or longer	1	
5. At your place of work		
6. At school	1	4
7. Or somewhere else?	7	5

Findings

Out of the 32 respondents who answered this question in either the theft or attempted theft modules, 15 gave a response of "somewhere else." These incidents happened on the street or sidewalk (L1Y, L2, R10, S3, S5), a parking lot (L2Y, M6, P7), at her husband's office (M5), in a gas station or gas station bathroom (P5Y, M7), on public transportation (R3Y), or at a park (S2Y).

Respondents also had feedback on some of the categories. Three adults thought the response option "Inside somewhere else where you were staying overnight or longer" was awkward and confusing, though all three were able to correctly interpret its meaning.

- A Los Angeles adult thought response option 4, 'inside somewhere else where you were staying overnight or longer' was a little confusing. He correctly guessed this was asking "were you on vacation at the time." (L2)

- A Memphis adult felt the wording for option 4 ("inside somewhere else you were staying overnight or longer") was "weird" and he assumed this meant a hotel or motel. (M7)

- A Rockville respondent thought option 4/'inside somewhere else where you were staying overnight' was a little confusing. She thought the word "else" was redundant. After reading this option a few times, she wondered if this option was asking about a location outside of her home. (R7)

Three adults and three youth had some difficulty deciding between the categories covering incidents that happened at home (inside your home; in a common area of the building where you live, such as an apartment stairwell, hallway, or storage area; somewhere else on your property).

- A Los Angeles youth commented that he could "see how someone could get a little confused between two and three" (common area of the building where you live, and somewhere else on your property). He mentioned that someone else may consider the walkway as somewhere else on the property. (L2Y)

- A Phoenix adult questioned the difference between 2 and 3. He said, "A common area in your building. Wouldn't that be somewhere else on your property? Unless they're specifically thinking about the difference between an apartment and a home. I guess 'your property' specifically means your home because if you live in an apartment complex you don't necessarily own that. Maybe that's where the difference is." (P7)

- A Phoenix youth whose family's car was broken into in their garage wrote "garage" next to response option 1. He was confused about whether to answer 1. Inside your home or 3. Somewhere else on your property. He also thought response option 2 could fit because it includes the words "storage area." (P2Y)

- When answering this question, a Phoenix adult who had her garage and car broken into asked if she could "circle more than one," because she was thinking, "driveway and garage, or I would say somewhere else and specify driveway." R recommended having an instruction to "choose more than one." R thinks, "a little bit with the common area because I thought maybe that's considered the driveway." She also commented that on response option 4 (inside somewhere else where you were staying overnight or longer) being confusing, she had to read it more than once "to understand what that meant." (P3)

- A Phoenix adult said that part of the incident happened on the his back porch. He wasn't sure if that was considered 1. Inside your home or 3. Somewhere else on your property. He decided to answer "Somewhere else on your property." (P5)

- A Rockville youth wasn't sure if she should choose 2/common area or 7/other. The offender tried to steal things from their storage shed that is behind the house in their yard. She said she chose 2 because this is what she thinks she'd pick if she was filling it out on her own on the actual survey. She said the location broken into was a "storage area" even though it's not in a common area of a building. (Note she probably should have answered category 3. Somewhere else on your property). (R19Y)

Finally, one adult was unsure where to report an incident that happened on a school bus.

- A Los Angeles adult who had answered yes to the theft screening item about things being stolen from a child in the household reported that her daughter's incident happened "at school." The incident actually took place on the school bus on her daughter's way home. She was uncertain if this was the correct response, but was thinking 'school bus' and saw 'school' so chose that response. (L3)

Recommendations

Because of the difficulty raised by cognitive interview respondents in with answering this question and the high rate of selecting some other response, we revisited the purpose of this item, which is to determine whether there was a break-in associated with the theft that may not have been detected in the interleaving screening process. The Location series, which will be asked after the What Happened series, will capture details about where the incident occurred. We recommend that within this theft/attempted theft series, we restrict this question to determining if the incident happened at home or in a location that could have been considered broken into.

- (IF CIR1<>5 (not already identified as a break-in), ask) Did this happen in any of the following locations: inside your home, on your property, or in a hotel/motel/vacation home where you were staying?

  - Yes

– No

Question T9/AT6

Questions T9/AT6 were asked only of respondents who said the incident happened in their home or somewhere else on their property. None of the attempted theft respondents were exposed to this question, as all indicated the incident happened when they were away from home.

Did the offender live there or have a right to be there, as, for example, a guest or repair person? [CIR11]	Adults (n=6)	Youth (n=2)
1. Yes		
2. No	6	2

Findings

None of the respondents had any difficulties answering this question.

Recommendations

No changes are needed.

Other Comments on Theft/Attempted Theft Modules

Findings

T1. Earlier you mentioned that something was stolen during the incident that happened in (MONTH/YEAR). What was stolen?

- A St. Louis adult asked if the question meant for her to think about her personal items only or personal items of hers, her daughter and son also. When asked to answer like the interviewer was not in the room, R decided that she would consider everyone's items. R asked the question because she knew her daughter was participating in the Youth interview so she didn't know if to list only her personal items and not items overall. (S2)

T3. How much cash was taken?

- ■ A Memphis adult asked if he could give an estimate because he could not remember exactly (how much was stolen). (M7)

Recommendations

For T1, it might help to modify the question to ask "What was stolen from you?" This could potentially be modified to say "or from a child under the age of 12" if the household respondent indicated in the screener that the item was stolen from children under 12.

For T3, we recommend changing to a categorical response, rather than collecting the exact dollar amount. Separate ranges will be used for youth and adults, based on prior NCVS data.

T3.   How much cash was taken? [CIR96e]
        IF YOUTH:
1.   Less than $10.00
2.   Between $10.00 and $19.99
3.   Between $20.00 and $29.99
4.   Between $30.00 and $49.99
5. $50.00 or more

        IF ADULT:
1.   Less than $10.00
2.   Between $10.00 and $49.99
3.   Between $50.00 and $199.99
4.   Between $200.00 and $499.99
5.   Between $500.00 and $999.99
6. $1000.00 or more

What Happened Series: Vandalism

Of the seven adults who experienced vandalism, none were exclusively an act of vandalism - all were associated with another type of crime, including vehicle part theft (L2 and R25); a break-in (R19 and S2); a break-in with an attack and theft (P1); an attack with vehicle theft (P4); and an attack (P5). In all cases, the damage was associated with the other aspects of the crime. We would like to discuss with BJS the possibility of restricting the Vandalism What Happened series to only those incidents that are exclusively screened in as vandalism and have no other dimension of victimization associated with them (as per the screener items).

Question V1

Question V1 was asked of all respondents who indicated their property had been vandalized.

Earlier you mentioned that someone vandalized your property in (MONTH/YEAR). What kind of property was damaged or destroyed? [2009 Supplement, 61a]	Adults (n=7)	Youth (n=0)
1. Motor vehicle (including parts)	3	
2. Bicycle (including parts)		
3. Mailbox		
4. House window/screen/door	4	
5. Yard or garden (trees, shrubs, fence, etc.)	1	
6. Furniture, other household goods		
7. Clothing	2	
8. Animal (pet, livestock, etc.)		
9. Gate or fence		
10. Other	1	

Findings

Three respondents expressed some difficulty deciding which categories to select to describe what was damaged or destroyed in the incident.

- ■ A Los Angeles adult whose car was broken into struggled with this question because he was thinking about the same incident in which items were stolen. He said he would have liked to see it ask, "what kind of property did they steal, damage, or destroy." Since the question only covers what was damaged or destroyed he chose to not answer about the

stolen jacket, but did answer 1, motor vehicle, since the window was broken and the car radio casing was damaged. (L2)

- A Phoenix respondent wondered where to report that interior doors were damaged. The offender kicked through the door to get into bedroom, but he "thought more of an exterior door" when he read "house window/screen/door." He stated he was on the fence between his response and 6."Furniture, other household goods" because those are items inside the house. However, since the response options didn't include anything like "walls" or other interior house structures, he ultimately decided that "House window/screen/door" included interior doors. (P1)

- A Phoenix adult whose house and car were shot up by accident said it was easy for her to select her answer (house window/screen/door), but what happened in her case was not listed in the response options, because "the walls" were damaged. She thought it would be better to have an option saying "the wall." She chose the answer she chose, because "window" was listed in this response and her window was damaged as well. (P4)

Recommendations

Modify "House window/screen/door" to include "wall". "House window/screen/door/wall."

Question V2

Question V2 was asked of all respondents who indicated their property had been vandalized.

What kind of damage was done? [2009 Supplement, 62a]	Adults (n=7)	Youth (n=0)
1. Broken glass, including window, windshield, glass in door, mirror	3	
2. Defacing something, including graffiti, marring or dirtying something	2	
3. Burning something, including using fire, heat or explosives	1	
4. Drove into or ran over something with a vehicle		
5. Some other breaking or tearing	3	
6. Injured or killed animals	1	
7. Other	2	

Findings

Many of the seven respondents gave feedback on their thought processes for how to answer this question, as the categories did not perfectly fit their situations. Additionally, the terms "marring" and "tearing" were confusing to some.

- A Phoenix adult who was the victim of a break-in with an attack, theft and vandalism (in which an internal door was broken down) debated about which answers to select. He indicated, "One (broken glass, including window, windshield, glass in door, mirror) is the closest, but it could be five (some other breaking or tearing) because it's very generic." He decided to answer with category 1 for this question because it had the word "door" in it. He mentioned that types of vandalism and damage in the responses are "very weird and distinct types of vandalism." (P1)

- A Los Angeles adult was confused by "marring" in category 2. He said this was term he had not heard before. (L2)

- The Phoenix adult whose home had been shot up selected "other" because it was "the outside exterior." She did say there was also broken glass in the incident, but she only thought of the outside exterior. She also was not sure what is meant by "tearing" for response option 5. (P4)

- While a Rockville adult did not report any damage to a screen door in item V1, she did select "other" in V2, indicating that her screen door and clothing were damaged as a result of the break-in. She had indicated in the break-in module that the netting on her screen door had been torn during the break-in, but did not consider the category for "some other breaking or tearing." (R19)

- A Rockville adult whose door handle to her car was broken during a vehicle break-in selected "other", saying she did not feel any of the categories fit her situation. (R25)

- A St. Louis adult commented that she has a dog and she couldn't find him for a while when they came home and discovered the break-in. The dog was in the corner shaking when they found him, so she thought aloud about whether to choose '6' as it talked about injured or killed animals. She ultimately decided to circle this category. (S2)

Recommendations

Change the word "marring" to something that will be more widely understood, such as "scratching."

Presence Series

Question PR1

(IF INCIDENT DID NOT INVOLVE ATTACK OR SEXUAL CONTACT) Did you (or any other member of your household) see, hear, or have any contact with the offender as the incident was happening? (NEW)	Adults (n=17)	Youth (n=11)
1. Yes	5	2
2. No	12	9

Findings

Nearly all respondents correctly understood the intent of this question to mean "if we had any contact at all with the person or people who committed the crime." (P3) The narratives provided by respondents were used to validate the response to this question. Three out of 28 respondents may have answered the question incorrectly.

- A Los Angeles adult who was reporting the theft of her daughter's cell phone answered no to the question, but her daughter was on the same school bus as the offender. She said this question was difficult to answer. She explained that the offender was in close proximity since they were on the same bus, but there was no actual contact; the offender had an opportunity to take the cellphone when her daughter was not aware. The respondent decided that contact implies physical contact and being in the same space is not the same as contact. (Note that we are unsure whether the presence item should have been answered about the mother being present or whether her daughter was present.) (L3)

- A 14-year old Memphis youth had money stolen from her purse that was on the sink while she was in a bathroom stall at school. She answered no to this question because she couldn't really make out who it was, but did report later that she saw the same girl using her money at the concession stand. So it is questionable whether she should have answered yes or no to being present. (M2Y)

- A Memphis adult answered no to this question, which was technically correct, however, it could have also been appropriate for her to say yes. She was with the offenders (people she had hired to clean her car) and some cash fell out of her pocket as she was showing them the vehicle. She left, and when she returned and realized her money was gone, she asked them and they denied it. So while she was not present "as the incident was happening", she had seen them immediately prior. (M5)

Recommendations

No changes are recommended to this question.

Self-Protection

Question SP1

Question SP1 was asked of all respondents who were victims of an attack or unwanted sexual contact, and who were present during the incident. The question was prefaced with an introductory statement.

These next questions are about what you did when this incident occurred.

People may react differently to certain situations and it's often not clear how one should react. Everyone is different and every situation is different. These questions will help us get a better picture of the range of things people have done in similar situations.

Which of the following best describes what you did at any point during the incident? (Mark all that apply) (NEW)	Adults (n=17)	Youth (n=4)
1. I did what the person told me to do	5	
2. I didn't do anything (e.g., froze; didn't move; didn't have time to do anything)	4	2
3. I did something or tried to do something with the idea of protecting myself or my property	10	1
4. I did or tried to do something else about the incident	5	1

Findings

A total of 17 adults and 4 youth answered at least one question in the self-protection series, beginning with question SP1. Respondents were asked to comment on why they thought the introductory statement had been included before SP1. Only one 12-year old respondent was confused by the statement, saying "I feel like they're asking me about the other people." She thought it might be asking about how the other people in the situation reacted and then acknowledged that she didn't understand it.

Otherwise, all respondents understood that the statement was designed to remind respondents that there are many ways to react to an incident and that there is no right or wrong response. As a Los Angeles adult explained, the statement is there "to let people know that however they handled the situation it's ok because maybe some people might be embarrassed to answer and say they didn't do anything or that they did what the person told me to do."

Three respondents had suggestions regarding this statement.

- A Los Angeles adult explained that the first and second sentences are good, but she did not care for third sentence. She suggested that they need to say: "Upon answering these questions, it will give us a clearer insight to your situation and others." She also added, "Personalizing it will make you want to be a part of it." (L5)

- A Phoenix adult liked the statement but suggested including, "There is no right or wrong answer." (P1)

- Another Phoenix respondent suggested modifying the wording for the statement and the item response options based on the gender of the respondent. "The reason why I say that is because in my situation, even though I was attacked, I didn't feel like I was in any danger or harm. She was swinging on me but it didn't necessarily hurt me. But what if I was a woman and it was the man doing it to me? How different would I be? Would I feel like I was in danger? Would I feel like my life was in balance? Like in my situation, I was physically able to take my things back from her. If I was a woman, could I take things back from a man?" (P7)

Respondents, youth and adult alike, understood that the question was asking them how they reacted during the incident. As a St. Louis adult succinctly put it, "Did you put up a fight or try to escape?" (S1)

Respondents used the full range of response options, with most adults saying they did something to try to protect themselves or their property. While five respondents chose that the last category (I did or tried to do something else about the incident), two felt the wording was somewhat vague and debated about whether to use it.

- A Los Angeles adult indicated that he saw the offender looking into his car, and approached him. He told the offender to get away from his car and after exchanging back and forth, asked the offender if he needed to call the police. He answered SP1 with both codes 3 and 4, but was not sure if 4 was a segue from number 3 or if they were separate actions. He felt he was trying to do something to protect himself and his property, but he was also trying to do something else in asking the offender whether he had to call the police. He was unclear if everything he did fell under response option 3. (L4)

- Another Los Angeles respondent who had been verbally threatened by an Uber driver at a gas station used her car door to create a barrier between her and the offender. She said she chose 3 because she was trying to do something to protect herself. R thought 4 was kind of vague because she did something else after the incident and was not sure if the question was only asking about what was done at the time of the incident, but answered yes because after the incident ended, she "reported the person to Uber." (L6)

Aside from these comments, only one other respondent had any difficulty with this question.

- A St. Louis adult grappled with how to determine when the incident actually ended. He ran away to protect himself as the offender was stealing his car, and was not sure whether to think of this action of running away as having happened "during" the incident, since the theft had already happened. He did not select category 3 because he didn't think it was actually "during" the incident. (S5)

When asked if there were any categories missing from the question, several respondents offered suggestions.

- A Los Angeles youth suggested adding "Talk it out," but then realized this was covered by category 4. (L1Y)

- An adult in Los Angeles thought one response could have been "did you make a decision to call a police officer; did you make any decision there that you needed to call for help." (L4) A Rockville adult made a similar suggestion. (R10)

- Another Los Angeles adult suggested adding "I couldn't do anything" in addition to "I didn't do anything." She felt that this option would "give more power" to the person answering the question. (L5)

- A St. Louis respondent also thought there could have been a category addressing calling for help, saying "I could've called for help" or pressed the panic button on her keys. (S4)

- A Memphis respondent suggested it would be good to include "tried to run, or tried to get away." (M7)

- A St. Louis youth thought there could be a category for "passed out," saying that some people are very anxious, get scared badly and faint. (S2Y)

Recommendations

- No changes are recommended to the intro statement.

- ■ Change option 4 to "I did or tried to do something else during the incident" to emphasize that we are focusing on what they did in the moment, as opposed to afterwards.

- ■ We don't recommend adding a category to address respondent suggestions about calling for help. This is already encompassed in category 3.

Question SP2

Question SP2 was asked of respondents who indicated they did something to try to protect their property or themselves during the incident, or did or tried to do something else about it (codes 3 or 4 in SP1).

You said that you did something or tried to do something to protect yourself or your property, or tried to do something else about the incident. What did you do? (Mark all that apply) [NEW]	Adults (n=11)	Youth (n=2)
1. Attacked or threatened the offender	1	
2. Chased or warned off the offender	2	1
3. Ran or drove away, tried to get away, hid, locked door	2	
4. Called the police or guard	1	
5. Tried to attract attention of someone else, warned others	2	
6. Struggled, ducked, blocked blows	3	
7. Held onto property	2	
8. Argued, reasoned, pleaded	3	1
9. Stalled or distracted the offender	3	
10. Other actions	3	1

Findings

Thirteen respondents, including 11 adults and two youth answered this question. Respondents used the full set of response options provided to them. Four respondents selected "other actions," with three describing an action they did not feel fit with any of the other categories.

- ■ A Los Angeles adult, as previously mentioned, called the offender's employer (Uber) to complain about him. This action took place after the incident had ended, but the respondent wanted to indicate that action in this question. (L6)

- A Phoenix adult was meeting up with the mother of his child to do an exchange of the children, and noticed she was going into his car to take his credit cards. He answered with category 10 to indicate that he took his credit cards back from her. (P7)

- A St. Louis youth selected category 10 because he was unsure where he should put his response of "yelling" at the offender who was trying to steal his bicycle from a park. He considered yelling to be different from "chased or warned off the offender." (S2Y)

One Los Angeles adult suggested moving the category for "called the police or guard" up to be the first category.

Recommendations

Consider reminding the respondent that this question is only referring to actions they took "during" the incident.

SP2. You said that you did something or tried to do something to protect yourself or your property, or tried to do something else during the incident. What did you do? (Mark all that apply) [NEW]

Question SP2a

Question SP2a was asked of respondents who indicated they attacked or threatened the offender.

What did you do to attack or threaten the offender? (Mark all that apply) [CIR42a]	Adults (n=1)	Youth (n=0)
1. Attacked offender with gun; fired gun		
2. Attacked with other weapon		
3. Attacked without weapon (hit, kicked, etc.)		
4. Threatened offender with gun		
5. Threatened offender with other weapon		
6. Threatened offender without a weapon		
7. Something else	1	

Findings

Only one respondent was exposed to this question. She was a Los Angeles adult who was attacked by two strangers after leaving a restaurant. She had martial arts training and happened to have chopsticks on her. She attacked them back, "hurt them very badly" and used the chopsticks as a weapon. In probing this respondent indicated that she could have selected the response "attacked with other weapon" but she did not think some people would consider chopsticks to be a weapon.

Recommendations

Because there was only one respondent to this question, we are not making any recommendations for this item.

Question SP3

Question SP3 was asked of respondents who indicated they had been attacked during the incident and respondent by taking some actions.

Did you (take that action/take those actions) before, after or at the same time you were first attacked? (If more than one answer in SP2, then mark all that apply) [NEW]	Adults (n=9)	Youth (n=2)
1. Before	1	
2. After	4	
3. Same time	7	2
4. (Don't know)	1	

Findings

This question was answered by 9 adults and two youth. Five of the 9 adults and both of the youth expressed some difficulty with this question. Their problems fell into three main areas. One, several pointed out that they were routed to this question by SP1 which asks about what actions they took "at any point during the incident." However, SP3 asks about actions they might have taken before, after, or at the same time they were first attacked, which confused them. A second issue is that some respondents had difficulty with the term "first" attacked, as if the attack may have gone on for a

long time. A third issue is that respondents who were only the victim of threatened attacks were asked this question and did not feel it applied to them.

- A Los Angeles adult said he was "completely confused" by this question. He could not see how he could have taken actions <u>before</u> the attack. Furthermore, in his incident, he was threatened but not actually attacked. He explained that before the incident he was walking up to his car so did not see how he could take any action. He also thought the response option "at the same time" was confusing, but assumed this meant "in the present tense of the incident." (L4)

- Likewise, a Memphis adult said that this question did not make much sense to her because of the wording. She did not understand how someone could take actions <u>before</u> the attack. She had no clue about the attack before it happened. (M6)

- Another Los Angeles respondent thought the question was asking about the actions she took as if she was physically attacked, but she said she was not attacked just threatened. Additionally she thought the order of 2 and 3 should be switched to follow a more chronological order. (L6)

- A Phoenix adult appeared uncertain of what the question was asking and asked if this item "piggybacked off the last question" (SP2). He stated, "It was a little confusing" since he had multiple answers to the previous question about actions so he provided multiple answers; the "before" was for one action (ran or drove away) and the "same time" was for the other action (ducked, blocked blows). (P1)

- Another Phoenix adult was confused by the term "first" in the question. This respondent wondered "what do you mean by the first, second or the third." (P4)

Recommendations

Because of the significant problems with this question, we recommend cutting it from the series.

Question SP4

Question SP4 was asked of respondents who indicated they had been injured during the incident.

Did you (take that action/take those actions) before, after, or at the same time that you were injured? [CIR43a]	Adults (n=6)	Youth (n=0)
1. Before	2	
2. After	2	
3. Same time	3	
4. (Don't know)		

Findings

While fewer respondents answered SP4 than SP3, two of the six adults who answered the question had difficulty with this item.

- A Phoenix adult indicated it was "a little confusing on top of the prior question. At first I was going to say 'didn't I just answer this?'" The respondent thought that having them next to each other made it difficult to comprehend because they were worded very similar. (P1)

- A Memphis respondent noted that she didn't realize that she had been injured until after the incident was over, so the question didn't fully make sense for her. (M6)

Recommendations

No changes.

Question SP5

Question SP5 was asked of all respondents who were present or who were attacked during the incident.

Did your action(s) help you avoid (more serious) injury, protect your property, escape from the offender, or help in some other way? [CIR43b]	Adults (n=16)	Youth (n=4)
1. Yes	13	3
2. No	3	1

Findings

Nearly all of the 20 respondents who answered SP5 correctly understood the intent of the question, however one adult had difficulty answering this question, and one 12-year old youth slightly misinterpreted the question.

- A St. Louis adult saw the question as really asking multiple questions in one. His answer was yes for avoiding injury, but no to the rest of them, so he hesitated to say yes, especially since the offender did get his property and he doesn't know if it helped in some other way. (S4)

- A 12-year old thought it was asking "if I did anything about the actions that she took on me." The interviewer probed to see if her action of walking away helped the situation at all, and she said no, not at all. (S4Y)

Recommendations

No changes are recommended to this item.

Question SP6

Question SP6 was asked of respondents who indicated their actions did help them in some way.

How were your action(s) helpful? (Mark all that apply) [CIR44a]	Adults (n=13)	Youth (n=3)
1. Helped you avoid injury or greater injury	9	3
2. Scared or chased offender off	3	
3. Helped you get away from offender	6	
4. Protected property	4	
5. Protected other people	2	
6. Other (specify)	1	

Findings

Of the 16 respondents who answered this question, respondents generally understood the question and what was meant by "helpful." Three respondents provided feedback on the question.

- A Memphis adult had a problem answering it, not realizing that it was a mark-all that apply question. (M6)

- A St. Louis adult commented that he really doesn't know if he protected other people by giving him his car. If others had come out of their houses when the gun was fired, things could have been different. (S5)

- A Los Angeles adult thought the language in this question was confusing and should be something like "How were your actions helpful to avoid injury or greater injury in this situation." The respondent thought the response options needed to somehow be tied into the question itself. (L4)

Recommendations

To be consistent with SP8, change stem of question to read "How did your actions help the situation?"

Consider adding clarification to make it clearer that the question is not asking what actually happened in the incident, but rather how the victim's actions might have made things better.

SP6. How did your actions help the situation? (Mark all that apply)
Your actions…

1. Helped you avoid injury or greater injury
2. Scared or chased offender off
3. Helped you get away from offender
4. Protected property
5. Protected other people
6. Other (specify)

Question SP7

Question SP7 was asked of all respondents who were present or who were attacked during the incident.

Did your action(s) lead to injury, greater injury, loss of property, make the offender angrier, or make the situation worse in some other way? [CIR45]	Adults (n=16)	Youth (n=4)
1. Yes	6	1
2. No	10	2
3. (Don't know)		1

Findings

Nearly all respondents understood this question and were able to answer it. However, the two respondents who had comments on SP5 also had comments on SP7.

- ■ The St. Louis adult had the same problem with this question as he did with SP5, saying that it "should be a check all that apply" question so that he could indicate which of these actually happened. He said yes but it wasn't clear which he was saying yes to. "I'm gonna say yes but I'd be contradicting myself with the other question" because this yes response is about loss of property whereas the other was about injury. He was thinking

about what actually happened in the incident, not how his actions made the situation worse. (S4)

■ The 12-year old St. Louis youth left the question blank, saying she did not understand the question at all. (S4Y)

Recommendations

No changes are needed.

Question SP8

Question SP8 was asked of respondents who indicated their actions made the situation worse in some way.

How did your actions make the situation worse? (Mark all that apply) [CIR46a]	Adults (n=6)	Youth (n=1)
1. Led to injury or greater injury	1	
2. Caused greater loss of property or damage to property	1	
3. Other people got hurt		
4. Offender got away	1	1
5. Made offender angrier, more aggressive, etc.	4	
6. Other (specify)	2	
7. (Don't know)	1	

Findings

Only 7 respondents were exposed to this question. There were a few issues that arose in the probing about the question.

■ A St. Louis adult was unable to answer this question, realizing that when he answered SP7, he was thinking about what actually happened in the incident, not how his actions made the situation worse. He didn't actually think his actions made things worse. (S3)

■ Another St. Louis adult said "worse" is a relative term when in the middle of an incident like that. He explained that he did lose his belongings, the offender did get away, and the offender fired his gun. The respondent seemed to be thinking about what actually happened, not how his actions made things worse. This respondent also thought it was interesting that "offender got away" was only listed on the worse question and not the

better question. He wasn't sure it was always "bad" if the offender got away. The respondent explained that perhaps if the offender had got away, it could have prevented further injury and attacks. Ultimately, the respondent thought this question was asking about "what ifs" rather than reporting just what happened. (S5)

Recommendations

Consider adding clarification to make it clearer that the question is not asking what actually happened in the incident, but rather how the victim's actions might have made things worse.
SP8. How did your actions make the situation worse? (Mark all that apply)
Your actions…
    Led to injury or greater injury
    Caused greater loss of property or damage to property
    Other people got hurt
    Offender got away
    Made offender angrier, more aggressive, etc.
    Other (specify)

Question SP9

Question SP9 was asked of all respondents who did not already indicate whether someone else was present during the incident.

Was anyone present during the incident besides you and the offender? (Other than children under age 12.) [CIR47]	Adults (n=16)	Youth (n=4)
1. Yes	5	4
2. No	11	

Findings

While most respondents correctly understood this question and had no difficulty answering it, three adults raised interesting issues.

- A Los Angeles respondent initially thought the phrase "(Other than children under age 12)" meant that she should just think about her own children and family. She almost immediately changed her response to Yes while asking "could it just be strangers?" She remembered it was a "public place and there were other people around" besides herself and the offender. (L6)

- A St. Louis adult was wondering what it was referring to when it said "offender" since there were actually 3 offenders. He answered yes, thinking about the other two offenders. He suggested the question should say "offender(s)". If he had read it as "offenders, his answer would actually be no. (S1)

- Another St. Louis adult asked if the question included the men in the car and noted that the question says "offender" and not "offenders". She said her incident involved a lady with men in the back seat of the car. She suggested the question be changed to include the word "offenders". (S4)

Recommendations

The victim-offender relationship module will eventually appear before the self-protection module. Once the survey has established whether there was one or more than one offender, all subsequent items in the CIR should be programmed to say "offenders" if there was more than one. We will apply this recommendation to the rest of the items in this series.

This item could be worded more clearly by stating "Besides you and the offender(s), was anyone ages 12 or older present during the incident?"

Question SP11

Question SP11 was asked of respondents who indicated that someone else tried to do something about the incident while it was going on.

Who took these actions? (Mark all that apply) [NEW]	Adults (n=2)	Youth (n=2)
1. Someone who was with you	1	
2. Someone who was with the offender		2
3. A bystander	1	
4. Don't know		

Findings

Only four respondents were routed into this question. One of the youth, a 12-year old, had never heard the word "bystander" before. The other three respondents were familiar with the term and knew its meaning.

Recommendations

Add a definition of bystander to say "A bystander (someone who was there, but was not part of the incident)." This would appear for all respondents, not as a pop-up.

Question SP13

Question SP13 was asked of respondents who indicated that someone tried to help them while the incident while it was going on.

What did the person or any of the people try to do to help you? [MARK ALL THAT APPLY] [NEW]	Adults (n=2)	Youth (n=0)
1. Attacked or tried to attack the offender		
2. Defended you or your property without physically attacking	1	
3. Chased or warned off the offender	1	
4. Argued, reasoned, pleaded or bargained with the offender	2	
5. Tried to get help		
6. Other (specify)		

Findings

Only two adults were routed into this question. For one, the question did not really apply. The respondent reported that there was a bystander at the gas station where an Uber driver was being "verbally aggressive" to the gas station attendant and to her as well. The respondent could not answer question SP12 (Did the person or any of the people try to help you, try to help the offender or both?). She said the attendant was trying to stop the incident from happening, but felt this was not specifically to help her or other customers, but to help himself since the incident was disrupting his business. The interviewer had her answer question SP13. While felt like the question did not

really apply since the bystander was not trying to help her either, she chose response option 4 since the bystander did try to argue, reason, and bargain with the offender. (L6)

The other respondent thought there should be a specific response option for calling the police department. She did not select the category for "tried to get help" and the interviewer did not probe as to whether this category would have covered her suggestion. (P4)

Recommendations

No changes are needed to this question.

Question SP15

Question SP15 was asked of respondents who indicated the actions of the other person or people did help them in some way.

How did it help the situation? (Mark all that apply) [CIR49a]	Adults (n=1)	Youth (n=0)
1. Helped avoid injury or greater injury	1	
2. Scared or chased offender off		
3. Helped you get away from offender		
4. Protected property	1	
5. Protected other people	1	
6. Other (specify)		

Findings

Only one adult answered this question, providing three responses. The Phoenix respondent did share that she was confused about what was meant by "scared or chased offender off." When talking about her incident, she felt this category did not apply.

Recommendations

No changes are recommended to this item.

Question SP17

Question SP17 was asked of respondents who indicated the other person/people's actions made the situation worse in some way.

How did it make the situation worse? (Mark all that apply) [CIR51a]	Adults (n=1)	Youth (n=0)
1. Led to injury or greater injury		
2. Caused greater loss of property or damage to property		
3. Other people got hurt (worse)		
4. Offender got away		
5. Made offender angrier, more aggressive, etc.	1	
6. Other (specify)		

Findings

Only one respondent answered this question and did not have any difficulties with it.

Recommendations

No changes are recommended to this question.

Question SP18

Question SP18 was asked of respondents who indicated that someone else was present during the incident.

Did any of the other persons present during the incident get harmed, threatened with harm, or have property taken or damaged? (Do not include yourself, the offender, or children under 12 years of age.) [CIR52]	Adults (n=5)	Youth (n=4)
1. Yes	4	1
2. No	1	3

Findings

Nine respondents answered this question, and most had no problems with it. One adult and one youth had some feedback on the question.

- A 14-year old Rockville youth had said she was on the metro with her brother when her purse was stolen and said she was only thinking about her brother when answering this question. Although there were other people on the metro, she wasn't thinking about them for the questions because they didn't do anything to help. They just watched it happen. (R3Y)

- A St. Louis adult said yes to this question but wanted to be clear that he was only referring to "having property taken." He was not sure at this point if there would be a follow up question to find had been harmed, threatened with harm, or had property taken or damaged. (S3)

Recommendations

No changes are recommended to this question.

Other Comments on Self-Protection Module

Findings

Two respondents offered spontaneous feedback on question SP12, which was not an item that was specifically probed on during the interview.

SP12: Did the person or any of the people try to help you, try to help the offender or both?

- A Los Angeles adult struggled with how to answer SP12. The incident happened at a gas station and the bystander from question SP11 was one of the gas station attendants.

The attendant was trying to stop the incident from happening, but the respondent felt this was not specifically to help her or other customers, but to help himself since the incident was disrupting his business. (L6)

- A St. Louis 12-year old left this question blank, saying she did not understand the question at all. The interviewer probed to ask if the offender's friend did anything to try to hurt her. The respondent indicated that she bullied her and tried to blackmail her, but not in the moment of the attack. (S4Y)

Recommendations

For question SP12, it may help to add a category for "neither". In the Los Angeles respondent's situation, the bystander was actually another victim who was trying to help himself. Or perhaps SP11 should add a category for "Another victim".

Victim-Offender Relationship

Question VO2

Question VO2 was asked of respondents who were not present during the incident and indicated they knew at least something about the offender.

How sure are you of this information? Do you have a suspicion, are you fairly sure or are you certain? [CIR 57]	Adults (n=13)	Youth (n=4)
1. Suspicion		
2. Fairly sure	1	3
3. Certain	12	1

Findings

None of the respondents had any difficulties or problems answering this question. However, there was some difficulty expressed with question VO1, which asked "Do you know or have you learned anything about the offender - for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?"

- A Memphis adult erroneously answered no to this question but then indicated she did know that the offender was female and had been in prison. In her narrative, it was clear that the respondent had interacted with the offender, had bought a drink for her, and had invited her into her RV. (M2)

- A Phoenix adult answered no to this question but thought it was asking if there was justice served. She thought the first question in this series ought to be "Was it a relative, was it someone you know, or somebody that lives in your community?" (P4)

- A Phoenix adult had a difficult time answering this item because he already knew the offender so he wasn't sure how to answer it. He decided to answer "Yes" because he does know something about the offender. It was the "have you learned anything about the offender" that threw him off. (P5)

- Another Phoenix adult also said "No" to VO1 because he "already knew her" and he "didn't learn anything about her that he didn't already know." Therefore, he incorrectly skipped himself out of the VO items. (P7)

- A St. Louis adult R initially answered no, and then changed it to yes. He said he could guess the offender's age, weight and height. But after it happened, he didn't go looking for any information. R indicated he initially read the question wrong because he was focusing on the "have you learned anything about…" (S3)

- A St. Louis adult asked if the use of the word "offender" means the offense (incident) because the lady in the driver's seat of the car called her over then the 2 men in the back seat of the same car rolled down their window and called out to her too. She wondered if they were all considered the offender or just the lady. (S4)

Recommendations

No changes are recommended to VO2. However, we recommend revising VO1 to reduce confusion by asking "Do you know anything about the offender(s), for instance, whether there was one or more than one offender, whether it was someone young or old, male or female?"

Question VO3

Question VO3 was asked of respondents who were present during the incident, or who were not present but have some information about the offender. If the respondent was attacked, they did not receive this question.

How did you learn about the offender? [CIR 58a]	Adults (n=8)	Youth (n=5)
1. You saw or heard the offender	3	3
2. Another member of your household was an eyewitness	1	
3. From eyewitness(es) other than your household member(s)		
4. From the police	2	1
5. From another person who was not an eyewitness	3	
6. The offender admitted it	1	
7. The offender had threatened to do it		
8. Stolen property was found on the offender's property or in offender's possession	1	
9. You figured it out by who had a motive, opportunity, or had done it before	1	
10. Other - Specify	3	1

Findings

One youth and one adult wondered whether this question was mark one response or mark all that apply. (It is indeed a mark all that apply question, but the version tested did not explicitly state this.) Two youth thought there should be an option for seeing the offender on a security or surveillance camera. Otherwise, no one else had any difficulty with this question.

Recommendations

No changes are recommended based on the cognitive testing.

Question VO10/19

Question VO10 or VO19 was asked of respondents who said the offender(s) were a casual acquaintance or well known.

At the time of the incident, how did you know the offender? [CIR66a] At the time of the incident, how did you know them? (MARK ALL THAT APPLY) [CIR79a]	Adults (n=5)	Youth (n=1)
Intimate Partner		
1. Husband or wife		
2. Ex-husband or ex-wife		
3. Live-in partner		
4. Fiancé(e)		
5. Boyfriend/girlfriend/dating partner		
6. Ex-boyfriend/ex-girlfriend/ex dating partner		
7. Someone you were casually seeing		
8. Someone you were having sex with		
Relative		
9. Your parent or step-parent		
10. Your child or step-child		
11. Your brother or sister or step-brother/step-sister		
12. Other relative	1	
Other Non-Relative		
13. Friend or ex-friend	3	1
14. Roommate or boarder		
15. Schoolmate	1	
16. Neighbor		
17. Customer/client		
18. Patient		
19. Supervisor (current or former)		
20. Employee/co-worker (current or former)		
21. Teacher/school staff		
22. Other non-relative		

Findings

While only five adults and one youth answered one of the versions of the victim-offender relationship question, three respondents had helpful suggestions to improve the items.

- A St. Louis adult who was attacked by multiple offenders suggested that the categories in VO19 should be offered in their plural fashion, since he was attacked by "friends or ex-friends." (S1)

- A Phoenix respondent hesitated while selecting his response to VO19. He said that it was more of a "friend of a friend." He explained, "I know the person so he wasn't a

complete stranger but I wouldn't call him a friend. I didn't even know his name." He decided to go with "friend or ex-friend" because "it wasn't just a random person." When asked if he could put a category that would work for his situation, he said he would have categorized the offender as a "casual friend" or a "friend of a friend." (P1)

- A 12-year old St. Louis youth felt that this was more of a "teenager" question because of all of the intimate partner categories. (S4Y)

Recommendations

Change categories for VO19 to have plural alternatives, such as "Friend(s) or ex-friend(s)."

Because respondents who indicate that the person was a casual acquaintance are routed into this question, offer a category for "friend of a friend," or something that gets at a loose connection between people.

For youth under 15, limit the list to categories appropriate for youth, suppressing categories 1-4, 10, and 17-20.

Question VO11/VO20

Question VO11 or VO20 was asked of respondents who knew the offender by sight only or said the offender was a stranger.

What, if anything, do you know about who the offender is? [New item] What, if anything, do you know about who they are? [New item]	Adults (n=8)	Youth (n=5)
1. Friend of a friend		
2. Schoolmate		2
3. Neighbor		
4. Customer/client		
5. Patient		
6. Current or former Employee	1	
7. Current or former Co-worker		
8. Teacher/school staff		
9. Other – Specify	2	
10. Someone of whom I have no knowledge	6	3

Findings

Three out of the 13 respondents who answered one of the versions of this question had some difficulty with it.

- The Los Angeles adult who was verbally threatened by the Uber driver at the gas station erroneously answered that the person was a current or former employee, although he was a total stranger. She explained that she "didn't know this person personally but I knew that he drives for Uber because when the incident happened he kept saying that he drove for Uber and he was waiting for somebody and that's why he didn't want to move his car and that's how the incident happened. And he had the Uber logo on his car and I actually reported him to Uber based on his license plate."

- A Memphis adult who was threatened by a panhandler felt that categories 1-9 did not fit the question since the person was a complete stranger. He correctly selected response option 10. (M6)

- A 14-year old Rockville youth initially left the question blank, explaining that it was missing a category for "stranger." She did not notice the category for "Someone of whom I have no knowledge." She thought that category 9 was the last option because so many of the other questions ended with an "other" category. She also says "Current or former coworker" is confusing because she does not have a job. (R3Y)

Recommendations

The question wording does not match the response options. It would improve the question to ask "How did you know, or know of, the offender(s)?"

Change "Someone of whom I have no knowledge" to "A stranger/someone of whom you have no knowledge."

For youth under age 15, suppress categories for customer/client, patient, current or former employee and current or former co-worker.

Other Comments on Victim-Offender Module

Findings

- A Los Angeles respondent screened in because her daughter's cell phone was stolen by a fellow student on the bus. She commented that in VO6 (Was the offender someone you knew or a stranger you had never seen before?), her daughter knew the offender, but uses that term loosely because her daughter knows of him, but does not have a friendship with him. This respondent also struggled with VO8 (How well did you know the offender - by sight only, casual acquaintance, or well known?), saying that the offender and her daughter rode the bus together every day. She recognizes him by more than sight, she knows his name, but he is not an acquaintance. Based on this 'well known' seemed like the appropriate response to the respondent, but none of the responses adequately described the victim offender relationship. (L3)

- A 13-year old Rockville youth thinks item VO6 (Was the offender someone you knew or a stranger you had never seen before?) needs an "Other/Specify" or "Don't know" option. In his case, they could see the offender that stole his phone from his locker on the school surveillance video, but they could not see the person's face, so he doesn't know if it was a stranger or someone he knows. Given the two options he had, he chose 2/Stranger as his answer. (R25Y)

- A 12-year old St. Louis youth had no idea what the term "a casual acquaintance" means in question VO8 (How well did you know the offender - by sight only, casual acquaintance, or well known?). She said the person was a "friend, but it turned into drama." She left the response blank. She thought "well known" meant a "best friend." (S4Y)

- A St. Louis adult thought question VO5 (Do you know anything about one of the offenders?) was "really vague". He explained that if you saw the person at all, you would know at least something. R decided to answer yes. (S5)

Recommendations

VO8: For youth ages 12 to 17, modify "a casual acquaintance" to add "(someone you knew, but not well)"

Community Measures

Question CM1

Questions CM1a-d are new items asked of all respondents.

Next are some questions about your local area. How worried are you about each of the following? a. being mugged or robbed in your local area?	Adults (n=27)	Youth (n=14)
1. Extremely worried	1	
2. Very worried	3	
3. Somewhat worried	8	2
4. Slightly worried	8	7
5. Not at all worried	7	5

b. being threatened or attacked in your local area?	Adults (n=27)	Youth (n=14)
1. Extremely worried		
2. Very worried	3	
3. Somewhat worried	8	1
4. Slightly worried	9	8
5. Not at all worried	7	5

c. having your home broken into and something stolen?	Adults (n=27)	Youth (n=14)
1. Extremely worried	1	
2. Very worried	2	
3. Somewhat worried	9	5
4. Slightly worried	10	5
5. Not at all worried	5	4

d. having things stolen from outside your home?	Adults (n=27)	Youth (n=14)
1. Extremely worried	2	
2. Very worried	2	
3. Somewhat worried	7	6
4. Slightly worried	7	4
5. Not at all worried	9	4

Findings

After answering this first set of questions about their "local area", respondents were asked to describe what area they were thinking about when they answered the questions. The table below shows a mixed range of responses to this probe, ranging from their street or block to areas that could be 25 miles or up to 45 minutes away. Youth tended to think more locally about their neighborhood and the area between home and school. Adults were divided between thinking about their neighborhood and thinking about a broader area that encompasses where they live, work, and socialize.

Interpretation of "Local Area"	Adult (n=26)	Youth (n=14)
Street or block	5	4
Neighborhood	9	6
City/town/suburb	5	2
Within a 5-25 mile radius of home	3	0
Areas work/live/socialize/school	3	2

A few examples of the range of interpretations are presented below.

- A Los Angeles adult thought of this as "where you live; maybe a few miles around your surroundings; 10-15 miles around your surroundings." He explained that he lives in the suburbs and was thinking about the suburban area near LA, but not the downtown city area. He said there is a pretty big difference between the city and the suburbs and was just thinking about the suburbs.

- A Los Angeles youth clarified that for him, local area meant the three specific areas he frequents, and not the space between them. Specifically, he was thinking of "Home, school, parks… the gym." The parks he was thinking about could be 5-10 minutes away and the school is 15-45 minutes away depending on traffic. He clarified that he was not thinking about the area between these locations. He described these locations as a "safe haven" and was thinking about them as three separate local areas he frequents. (L1Y)

- A Memphis adult said that he was thinking of where he lives (in the historical section of midtown Memphis) when answering these questions. He then explained that "local area" means within five miles radius of where he lives.

- A Memphis youth said she was thinking of "her home and her street." Her street is made up of homes, and she would include approximately 3 blocks. (M5Y)

- A Phoenix youth thought the term "local area" could be a little confusing. He explained that his neighborhood is right next to another, less safe neighborhood. So, if he were to cross the street, he would be in a completely different area, in terms of safety. The

interviewer asked if he was thinking about this area when he answered the items and he said, no, he was thinking about the safer neighborhood where he lives. (P2Y)

- A Rockville adult said he was thinking about the residential townhouse community that he lives in with his father. He noted there is crime that happens three blocks down the street, but he doesn't "hang" in that area. (R10)

- Another Rockville adult said she was thinking about locations that she frequents, such as her home, work, and places she hangs out. She explained these would be places that are within a 30-minute drive of each other. (R7)

Recommendations

While respondents had varying interpretations of "local area", we think that is fine. It is less important that they all be defining the geography in the same way, and more important that they feel they can express how worried they are about various dimensions of their local area. Because respondents did not have difficulty with this task, we do not recommend changing anything in this set of questions.

Question CM3

Questions CM3a-d are new items asked of all respondents.

Next are a few more questions about your local area. In your local area, how much of a problem are each of the following? a. vandalism, graffiti or other deliberate damage to property?	Adults (n=27)	Youth (n=14)
1. A very big problem		
2. A fairly big problem	11	2
3. Not a very big problem	11	6
4. Not a problem at all	5	6

b. people being drunk or rowdy in public places?	Adults (n=27)	Youth (n=14)
1. A very big problem		
2. A fairly big problem	6	3
3. Not a very big problem	12	7
4. Not a problem at all	9	4

c.	burned, abandoned or boarded-up buildings?	Adults (n=27)	Youth (n=14)
1.	A very big problem		
2.	A fairly big problem	5	1
3.	Not a very big problem	9	3
4.	Not a problem at all	13	10

d.	people using or dealing drugs illegally?	Adults (n=27)	Youth (n=14)
1.	A very big problem	3	
2.	A fairly big problem	4	3
3.	Not a very big problem	12	5
4.	Not a problem at all	8	4
5.	(Don't know)		2

Findings

Three adults and two youth had difficulty answering item CM1a about graffiti and vandalism. Four had challenges with either deciding how bad the problem is, or with mapping that judgement onto one of the response choices. The fifth respondent, a 12-year old youth, was unsure what was meant by graffiti and vandalism.

- A Phoenix adult said he felt that the response options were missing a "middle ground." For example, with the vandalism item (CM3a), he said "it goes from 'Not a very big deal' to 'A fairly big deal' and in my neighborhood it's more of a moderate. There's vandalism and graffiti. I wouldn't say it's minor or big but it's around." (P1)

- Another Phoenix adult said that item CM3a was "a little bit difficult because we live on that busy street…in my street we have a fairly big problem." If she had to answer for the entire neighborhood, she'd say it's "not a very big problem." She also stated, "local area is a tiny bit ambiguous." (P3)

- A St. Louis adult said "The first one was a little difficult because I've heard of a lot of things lately" She debated aloud about how big a problem vandalism was in her area. (S7)

- A Phoenix youth explained, "A" was difficult because there has been graffiti in schools, but he doesn't see it on the houses in his neighborhood. (P1Y)

- One 12-year old youth in St. Louis thought graffiti meant was trash and toilet paper, and then also mentioned spray paint. Instead of vandalism, she thought it should say "stealing", instead of graffiti, it should say "spray paint." (S4Y)

Likewise, three respondents had difficulty answering item d, again mainly because of judgment and response challenges.

- A Los Angeles adult was on the fence about answering with category 3 or 4 to CM3d because he has heard about drugs being used in the suburbs, but he does not see it. (L2)

- Another LA adult was uncertain whether to answer with category 1 or 2 to CM3d because he was trying to think "how visible" this problem is when he leaves his home. (L4)

- A Phoenix youth thought item CM3d was difficult because there are kids at school that smoke illegally, but he explained that they do not live in his neighborhood. (P1Y)

- A Memphis youth said she could not answer this question, because "she does not see it [people using drugs]." (M5Y)

While respondents were not asked to specifically comment on what "local area" meant for these items, 24 respondents mentioned a geography when discussing how they came up with their answers. As with the items in CM1, most respondents tended to continue thinking about their neighborhood, street or block for these questions.

Interpretation of "Local Area"	Adult (n=18)	Youth (n=8)
Street or block	4	2
Neighborhood	8	5
City/town/suburb	3	1
Within a 5-25 mile radius of home	1	
Areas work/live/socialize/school	1	

Recommendations

We recommend reminding respondents at the beginning of this series that they can skip any question they do not want to, or don't know the answer to.

While some respondents preferred to have a neutral response option in the middle of the scale, we do not recommend adding this in order to minimize satisficing.

Question CM4

Question CM4 is also asked of all respondents.

If a group of youth in your local area were skipping school and hanging out on a street corner, how likely is it that your neighbors would do something about it?	Adults (n=27)	Youth (n=14)
1. Very likely	8	1
2. Likely	5	2
3. Unlikely	9	6
4. Very unlikely	4	5
5. (Don't know)	1	

Findings

Only 4 respondents out of 41 had difficulty answering this question, primarily because they don't know their neighbors well enough to know what they would do in this situation. As in the prior questions, most respondents were thinking about their neighbors in their neighborhood and how they would respond, rather than a broader area.

- A St. Louis adult had difficulty answering this question, commenting that she didn't know what her neighbors would do because she does not know them. (S2)

- A Los Angeles adult answered thinking about people generally not just in her local area because she did not know her neighbors or people in her local area well enough to speak on behalf of what they would do. She said she would have preferred to have been asked "what would you do," but in having to make assumptions about how other people would respond she thought of media reports that highlight bystanders who ignore crimes rather than intervene and assumed the average in the world would prefer not to intervene. (L3)

- A Los Angeles adult said "I don't know many of my neighbors so that one specifically I don't know how they would handle it so I can't really answer that one." (L6)

- A St. Louis respondent who began the community measures series thinking about the broader St. Louis area had difficulty answering this question about the whole area. He said he thought these were tougher to answer in terms of the St. Louis area because "I'm basically guessing about areas I'm not that familiar with." His answers would have been different if thinking about his own neighborhood. (S5)

Recommendations

No changes are recommended to this question.

Other Comments on Community Measures Module

Findings

CM6: *If there was a crime problem in your local area, how likely is it that people in your local area would call the police?*

A Phoenix adult thought this question was confusing. He explained that a crime problem is a "series of events and it would be a different approach," such as starting a neighborhood watch instead of calling the police. He felt that people would call the police for a specific event, not for a "crime problem." (P1)

CM7a: *This local area is close-knit.*

Eleven out of 14 youth and one adult did not know what the term "close-knit" means. Several could correctly guess its meaning, but others left the item blank.

CM7c: *People in this local area can be trusted.*

Four adults had difficulty coming up with an answer to this question, primarily because they were not comfortable generalizing on behalf of all people. A Rockville adult explained that some neighbors can be trusted and some cannot.

Suggestions for other local happenings that could be measured in this series.

Respondents were asked if there were other things going on in their local areas that might be appropriate to include in this series of questions to understand their community climate. Their suggestions are summarized below.

- Do children play in the parks?
- Do you talk to your neighbors?

- Are there homeless people in your neighborhood?

- Is there a neighborhood watch or block watch?

- Is there gang activity?

- Are there block parties?

- Are you comfortable walking in your neighborhood at night?

- Are the police constantly driving up and down your street?

Recommendations

For item CM6, we recommend removing the word "problem" so it would read: "If there was a crime in your local area, how likely is it that people in your local area would call the police?"

Item CM7a is proving difficult, especially for youth. The items in this series come from a social cohesion measure developed by Sampson and Raudenbush (1997)[1] used, in part, to measure collective efficacy. Their measure consists of five items, "people around here are willing to help their neighbors," "this is a close-knit neighborhood," "people in this neighborhood can be trusted," "people in this neighborhood generally don't get along with each other," and "people in this neighborhood do not share the same values." Because this series is already somewhat long, we recommend cutting item C7a altogether.

While respondents had a number of suggestions to add additional concepts to the community measures series, we do not recommend adding any additional items to this series.

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[1] Sampson, Robert J. and Stephen W. Raudenbush. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277(5328): 918-924.

Appendix 7

Cognitive Interviews – Results from Cues Testing

Key Findings of the NCVS-R Screener Testing

This memo provides a review of the findings for cognitive interviews that were conducted to compare two versions of the NCVS screener. The experiment asked respondents to classify different experiences that may happen to them. In addition, respondents were given three different versions of the screener item determining theft in order to determine if more detailed versions helped trigger people's memories of what happened to them, or instead restricted their focus to the prototypical examples.

Cognitive testing was conducted in two groups which correspond to the screener versions. There were two versions of the screener questions: (1) a version with detailed examples, where respondents were asked to respond "yes" or "no" to each example; and (2) a version with less detail, short examples, and respondents were only asked to respond "yes" or "no" to the summary question. The form also included new questions asking about fraud, vandalism, and stalking. These items also varied on their level of detail in terms of examples or cueing. Testing was limited to nine respondents for each screener version. Participants were recruited from the Washington, DC metro and Cleveland, OH areas. Nine interviews were conducted at each location.

Procedures for the cognitive interviews follow a retrospective probing approach. Each respondent was instructed on the task and then interviewed in one of the preassigned screener versions by the interviewer. After the interview, the interviewer went back reviewing each question probing on how the respondent came up with their answer, or to describe the detail of the victimization(s) they reported. Finally, respondents were given three different versions of the question asking about theft to select which was most preferred by respondent.

Findings

Summary

- 12 respondents thought the introduction was helpful while two thought it was not needed.

- Dating approach had some problems, such as: (1) some respondents had difficulty recalling the exact month of the incident; (2) with serial events or a series of crime, respondents had difficulty dating events; and (3) it seems repetitive to ask for the date information if one incident spanned across multiple questions. There were also three respondents who thought in terms of a calendar year, thinking for example of all of 2014.

- Some respondents reported the same events to the vandalism and the theft/physical attacks questions. It seems repetitive to have the vandalism question at first. While this is a household-level item, this appears to be causing some confusion.

Sixteen respondents preferred the theft question with detailed examples while two preferred the short version where no examples were given. Although respondents understood that the examples

given were just examples, they tended to focus on examples and only report events that were related to the examples. For example, one respondent did not report theft of her daughter's scooter that was taken off the front porch because the question did not specifically say scooter or toy.

Q by Q Findings

Q1. Vehicle Theft

- Some reporting was not vehicle theft, such as someone bumping into your car, stealing items out of your car (stuffed animal, change), breaking a window of car and stealing iPhone.

Q2. Break-ins

- One recommendation is to make sure the item includes break-ins at vacation or rental properties that they were not staying in at the time. For example, one respondent had a break-in at the rental property she owns. She was in the process of moving out of the rental property. It was her home at the time but she wasn't living there that day.

Q3. Vandalism

- Some inappropriate reporting, for example, two respondents thought it included someone bumping into your car/denting it (even if not on purposes).

- Stealing copper wiring was considered vandalism by police, but theft by respondent. In that case, the respondent was not home at the time and the person who broke in stole copper wiring but no belongings.

- The version defining vandalism seemed to be better understood by respondent. The definition of vandalism was clear to most of the respondents.

Q4. Theft

- Most respondents seemed to understand that examples are only examples, but in a few cases, respondents did not report something because it wasn't mentioned, such as scooter and curio cabinet items.

- With the version of short examples, one respondent interrupted at beginning to say a bike was stolen. She was unsure how it might fit into one of the categories and felt the approach was awkward and inefficient. She would have preferred to just be asked what was stolen.

- Some other events were reported, such as stealing gas which should have already been mentioned at the Q1 (vehicle theft), and identity theft.

- For the version with detailed examples, where respondents were asked to respond "yes" or "no" to each example, one respondent double counted watches as "something you carry" and jewelry'

Q5.   Physical Attacks

- Series events were a problem for dating.

- Two participants felt that the frying pan example is out of date.

- A few respondents wondered why the question doesn't ask about domestic violence.

- Some respondents of the version with short examples thought it would be better to clarify type of weapon.

Q6.   (Clean Up)

- Respondents tended to report the same events/incidents reported earlier and ignore the statement "other than what you've already mentioned."

- Five respondents thought of something new with the clean-up items.

Q7.   Unwanted Sexual Contact

- Some respondents were uncomfortable with the explicit language, but they did not object to the use of the terms.

- Three respondents interpreted sexual body parts as any part of the body. And another two thought the term "sexual body parts" was vague.

- Respondents tended to interrupt the interviewer after reading the first sentence saying "none."

Q8.   Stalking

- Four respondents reported stalking events outside of the reference period.

- No items on consequences were used in either version of the instrument.

- Some respondents reported repeated events that made them annoyed/uncomfortable but not fearful, suggesting these concepts should be asked separately.

Q9.   Fraud

- Attempted/potential fraud was not covered in either version of the instrument.

- Follow-up questions are needed to determine whether it is a really fraud. For example, one respondent reported an event where the salesperson made her spend more than she should have on a car purchase.

Q10.   Identity Theft

- One recommendation is to use the term "identity theft" in the question stem.

- Some inappropriate reporting, for example, one respondent reported an event where someone she knew gave her phone number to a stranger without her permission.

Appendix 8

Cognitive Interviews – Final Round Before Field Test

National Crime Victimization Survey Redesign

Final Round of Cognitive Testing

Briefing Report

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Acknowledgments

The authors wish to express gratitude for the team of individuals at Westat who contributed to the successful execution of this research. This includes lead researchers David Cantor, Sherm Edwards, Pamela Giambo, and Wendy Hicks; cognitive interviewers Teresa Koenig and Jennifer McNulty; note-takers April Fales and Kristi Meadows; recruiter Marcella Maclin; and word processing expertise from Debra Reames.

Introduction

The National Crime Victimization Survey (NCVS) is a household survey that has been conducted by the Bureau of Justice Statistics since 1973. The current redesign effort, which this cognitive testing effort supports, is the first redesign of the survey since 1992. To support final preparations for a field test of proposed revisions to the NCVS, Westat conducted 15 cognitive interviews to gather feedback and reactions to the final draft of the interviewer-administered redesigned instrument. Cognitive probes were focused on items that had been revised or added following two rounds of usability testing. Interviews were conducted with adults in late June/early July, 2019.

The report is organized by each question for which cognitive probes were administered, and also presents findings from non-tested items that caused difficulty for respondents. The report presents findings for each question, followed by recommended wording changes.

Methods

A total of 15 cognitive interviews with adults were conducted with victims of crime between June 24 and July 1, 2019, in Westat's Rockville, MD facility. In recruiting respondents, we aimed to identify a mix of demographic characteristics as well as those who had experienced particular types of crime in the prior 12 months (Table 1).

Respondents were randomly assigned to either receive the interleafing version of the screener or the non-interleafing version; and were randomly assigned to either receive the Police Ask-All items or the Community Measures Ask-All items.

Table 1: Respondent characteristics

	Gender	Age	Hispanic	Race	Crimes*	Interleaf	Ask-all
1	F	53	No	Black	TAS	Yes	Police
2	F	28	No	White	TASBV	Yes	Comm'y
3	M	42	No	Black	TV	Yes	Police
4	M	23	Yes	Black	TV	Yes	Comm'y
5	F	42	No	White	BV	Yes	Comm'y
6	M	57	No	Black	TS	Yes	Police
7	F	31	No	White	S	Yes	Comm'y
8	M	32	No	White	TS	No	Police
9	F	41	No	Asian	T	No	Comm'y
10	M	55	No	White	TA	No	Police
11	F	43	No	Black	TAS	No	Comm'y
12	F	24	Yes	White	S	No	Comm'y
13	M	61	Yes	N/A	TA	Yes	Police
14	F	29	No	White	TA	No	Comm'y
15	F	30	No	White	S	No	Police

* T=Theft, A=Attack, S=Unwanted Sexual contact, B=Break-in, V=Vandalism

With respondents' permission, all interviews were audio-recorded in order to ensure key details were captured for analysis. Westat interviewers wrote written summaries of each interview using a structured report format, and included both their observations as well as verbatim quotes from respondents, wherever possible.

Key Findings

Police Ask-All

Question ID: PQ3c
In your opinion, how fairly do the police in your area treat people?
1   Very fairly
2   Somewhat fairly
3   Neither fairly nor unfairly
4   Somewhat unfairly
5   Very unfairly

Findings	Recommendations
Of the six respondents who were asked this question, five thought that this question was pertaining to how police treat people of different races and ethnic backgrounds. When asked if their answer would change if the question ended with the phrase "regardless of who they are," half said their answer would have been the same.	While the meaning behind the question seemed to be understood by respondents, it is notable that half of the respondents would have changed their answer if the question had included "regardless of who they are." That extra phrase has been included in this item in many other surveys that have been validated, so we recommend reverting to original wording with the phrase "regardless of who they are".

Community Measures Ask-All

Question ID: CA1d
{(How worried are you about) having/Having} something stolen from your porch, lawn, garage, or other part of your property?
1 Extremely worried
2 Very worried
3 Somewhat or moderately worried
4 Slightly worried
5 Not at all worried

Findings	Recommendations
Of the 9 respondents who were asked this question, they were probed on their understanding of the difference between "somewhat or moderately worried" and	While the double-barreled midpoint label did not seem to keep respondents from selecting an answer, it is possible that with the verbal delivery of this scale, respondents may have been

"slightly worried". All respondents were able to clearly articulate this distinction, however, most used only one of the words in the mid-point of the scale (either "somewhat" or "moderately" but not both when providing their answer or discussing these differences.

thinking of "somewhat" and "moderately" as 2 separate categories. Common questionnaire design principles point towards only having one qualifying word on each scale option. Therefore we recommend maintaining only the word "somewhat" on the midpoint of the scale. This would apply throughout the questionnaire, wherever the phrase "somewhat or moderately" is being used for the scale midpoint.

Victimization Screener

Question ID: S_01D1/S_02C1/S_03D1/S_04C1/S_05C1/S_06C1/S_07C1
Did this incident happen before, after, or on {12-MO ANCHORDATE}?
1   It happened before {12-MO ANCHORDATE}
2   It happened after or on {12-MO ANCHORDATE}
3   I don't know when it happened / can't remember

Findings	Recommendations
Only two respondents routed into this question at some point during the screener. Both were able to answer the question and had no difficulties understanding it.	No changes are recommended. We will need to note in training that the first month that shows up is actually 12 months ago, not current month.

Question ID: S_01F/S_02F/S_03F/S_04F/S_05F
Still thinking about this {most recent/second most recent/third most recent/fourth most recent/S_01D: MONTH, YEAR} incident …,
2   Were you physically attacked, or threatened with a weapon during this incident?

Findings	Recommendations
Of the 13 respondents who were asked this question at some point during the screener, all were able to answer the question and had no difficulties understanding it. However, our interviewers were specifically trained on how to say the question aloud.	While we did not observe any problems with this question in the cognitive testing effort, we are concerned that general field test interviewers may read it in such a way that it sounds like "were you physically attacked or threatened with a weapon" rather than "were you physically attacked, or were you threatened with a weapon…" (The former may suggest that we

are only interested in attacks with a weapon.)
Therefore, we would like to add the phrase
"were you" between "or" and "threatened".

Question ID: S_06A8

People sometimes don't think of attacks by someone they know, like {a current or former spouse or partner/a boyfriend or girlfriend}, someone {at work or at school/at school}, a friend, a family member, a neighbor, or any other person you've met or known.

{Other than what you have already mentioned,} In the past 12 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

        1   Yes

        2   No

ASK Description: All respondents.

Findings	Recommendations
All respondents were asked this question, and all understood the intent of the question and appreciated the specificity of the examples. One respondent noted that the examples seemed to be geared more towards adults, and that it could possibly also mention teachers or sports coaches.	No changes are recommended.

Question ID: S_07A

The next questions are about any sexual contact in the past 12 months that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you knew well, someone you casually knew, or a stranger and can happen to both men and women.

{Other than the unwanted sexual contact you have already mentioned,} in the past 12 months…

1   Did anyone touch, grab, or kiss your sexual body parts against your will – or TRY to do this?

2   Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force – or TRY to do this?

3   Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

4   Did anyone have sexual contact with you – or try to have sexual contact with you – while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

Findings	Recommendations
All respondents were asked for reactions and feedback on the definition of sexual contact. Respondents generally understood the definition and only one respondent said the definition made him uncomfortable.	To acknowledge that someone may have been threatened to have forced sexual contact, or threatened to have sexual contact while drunk, high or incapacitated, we recommend changing the phrase "or try…" to "or try or threaten…" to items 1, 2 and 4.
Two respondents noted that the definition focuses on actual physical contact, but in their situations, there was no physical contact. One respondent did answer yes to item 3 – she was asked for sex while being threatened with a weapon. The other respondent answered no to all of the items – a male masturbated in front of her in a subway car and approached her when he was finished.	
Respondents were also asked to comment on the concept of "kiss your sexual body parts". Most thought that sexual body parts referred	

to at least genitals, breasts, and buttocks. However many thought this could refer to any part of the body, including lips, neck, legs, and feet.

Unwanted Sexual Contact

Question ID: PNSA1a
Earlier, you said someone had or tried to have unwanted sexual contact with you during this/the} incident {in {MONTH/YEAR}/in the past 12 months}. These questions are about what specific things you did not want to happen during {this/the} incident. It may seem like you've already answered these questions, but we want to understand clearly what happened. Some of the language is explicit; it's important that the questions be asked this way so that you understand what we mean.

Findings	Recommendations
Ten respondents screened into this series of items and were asked for their interpretation of the phrase "some of the language is explicit." Most respondents understood this to mean that the questions were going to be "graphic" or have "mature language." Two thought it meant that the questions would be asking for "greater detail" on what had happened.	No changes are recommended.

Question ID: SA_0

In this incident, did someone have unwanted sexual contact with you, such as touching, groping, or penetration, including making you do these things to them?
 	
     1 Yes
 	
     2 No

Findings	Recommendations
While most respondents correctly understood this question and answered accurately based on their narrative responses, one respondent answered incorrectly. He was confused by the phrase "…including making you…" He said the offender was groping and touching him. He answered No because he thought a Yes meant he was also doing this to the offender.	We recommend making a slight adjustment to the wording to eliminate confusion over the made-to-penetrate concept. We recommend changing "including making you do these things to them" to "or make you do these things to them".

Question ID: SA_1

In this particular incident, …

    1   Did you have unwanted vaginal sex{ with a woman}?

    2   Did you have unwanted oral or anal sex? (READ IF NEEDED: Oral sex means that someone put their mouth or tongue on a vagina, anus or penis. Anal sex is a man or boy putting his penis in someone else's anus.)

    3   Was there unwanted penetration of sexual body parts with a finger or object?

    4   Was there unwanted sexual contact, such as touching or kissing of sexual body parts, or grabbing, fondling, or rubbing up against you in a sexual way?

Findings	Recommendations
Seven respondents received these questions. One respondent expressed some confusion over which incident these questions were referring to, but otherwise, all other respondents understood the questions and did not find anything confusing.	No changes are recommended.

Question ID: SA_1F

You said that there was {unwanted vaginal sex}{,} {unwanted oral or anal sex}{,} {unwanted penetration with a finger or object} {and} {unwanted sexual touching} that you did not want to happen. Did the offender penetrate or touch your sexual body parts, were you forced to penetrate or touch the offender's sexual body parts, or did both happen?

    1   The offender penetrated or touched you

    2   You were forced to penetrate or touch the offender

    3   Both

Findings	Recommendations
Four of the ten respondents asked to have this question repeated upon first hearing it. Eventually respondents understood the intent of the question and all answered accurately based on their narratives.	To help interviewers read the question wording consistently, we recommend putting "YOUR", "OFFENDER'S" and "BOTH" in all caps to help interviewers know where to place emphasis.

Question ID: SA_2

During {this/the} incident...

      1   Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon?

      2   Did the offender threaten to physically hurt you or someone close to you?

      3   Were you blacked out, unconscious, or asleep?

      4   Were you unable to consent because you were too drunk or high?

Findings	Recommendations
Respondents were asked for their understanding of the term "blacked out" in this question. Two respondents were able to articulate the difference between being blacked out and being unconscious, but the others all equated blacked out with being unconscious.	While most did not understand the distinction between being blacked out and being unconscious, we think the lack of differentiation will not impact the way respondents answer the question. No changes are recommended.

Question ID: SA_2F

Did the offender use some other type of pressure, such as threatening to cause financial or other problems for you, threatening to break up with you, threatening to hurt your reputation, or promising rewards?

      1   Yes

      2   No

Findings	Recommendations
None of the cognitive testing respondents were routed into this question.	No changes are recommended.

Question ID: SA_3A/SA_3B/SA_3C/SA_3D

Did the offender physically TRY to do, or make you do, any of the following, BUT NOT ACTUALLY DO IT?

  1   {Have vaginal sex{ with a woman}{?}}

  2   {Did the offender physically try to, or make you, have oral or anal sex?} {(READ IF NEEDED: Oral sex means that someone put their mouth or tongue on a vagina, anus or penis. Anal sex is a man or boy putting his penis in someone else's anus.)}

  3   {Did the offender physically try to sexually penetrate you with a finger or object or make you penetrate them with your finger or an object?}

  4   {Did the offender physically try to, or make you, touch or kiss sexual body parts?}

Findings	Recommendations
Five respondents were routed into this series of questions. All understood that the questions were asking about attempted acts, and understood that it was also asking about attempted made-to-penetrate acts.	While these respondents all understood the notion of "tried to make you", the question wording does not actually say that. To be clear and consistent that these questions are only asking about attempted acts, we recommend replacing the phrase "make you" with "try to make you" across these items.

Question ID: SA_3E

Did the offender verbally THREATEN to have vaginal sex, have oral or anal sex, or have sexual penetration with a finger or object when you did not want it to happen?

  1   Yes

  2   No

Findings	Recommendations
Three respondents were routed into this question. One respondent answered no because the offender did not "verbally" threaten her, but by his actions of exposing himself to her and then standing up to move towards her, she felt threatened. This seems to have been the correct response given her situation.	No changes are recommended to this question.

Question ID:	SA_3F

Did the offender threaten to, or threaten to make you, touch or kiss sexual body parts when you did not want it to happen?

     1   Yes

     2   No

Findings	Recommendations
Three respondents were exposed to this question. There were no issues with it.	In order to be consistent between SA_3E and SA_3F, we recommend adding the word "verbally" before "threaten to, or threaten to make you."

Question ID:	SA_4A

You said that the offender {tried to/threatened to} have unwanted sexual contact with you when you did not want it to happen.

     1   Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon, in doing this?

     2   Did the offender threaten to physically hurt you or someone close to you?

     3   Did the offender {try/threaten} to do it while you were blacked out, unconscious or asleep?

     4   Did the offender {try/threaten} to do it while you were unable to consent because you were too drunk or high?

Findings	Recommendations
Two respondents were exposed to these questions and were probed on their understanding of the term "blacked out." Both understood the meaning of the phrase.	No changes are recommended.

Question ID:	SA_TBD

Did you tell the offender "no," "stop" or that you did not want this to happen?

     1   Yes

     2   No

Question ID: SA_TBD
Did the offender stop when you said this?
1   Yes
2   No

Findings	**Recommendations**
Three respondents routed into these two new items. Two respondents had no difficulty with the items. The third, however, said he would answer "yes and no" to whether the offender stopped because "eventually" his girlfriend stopped but she did not stop right away after he said this. He thought it was "tricky" to answer this question.	We recommend adding the word "immediately" before "stop" to focus respondents on the concept that they said no/stop and as a result, the person stopped right away. This will help us determine whether we should take the variable into account in the classification of the incident.

Question ID: SA_4C
At the time, how likely did you think it was that the offender would actually act on their threat during {this/the} incident?
1   Very likely
2   Somewhat likely
3   Somewhat unlikely
4   Very unlikely

Findings	**Recommendations**
None of the respondents were routed into this question.	No changes are recommended.

Attack

Question ID: A2b
Did the offender(s):
1   Shoot you?
2   Shoot at you, but miss?
3   Hit you with the gun?
4   Show you a gun or point a gun at you?

Findings	Recommendations
One respondent was asked this question. When asked during probing she understood the meaning of showing or pointing a gun as showing a gun, but not using it.	No changes are recommended.

Question ID: A9
{Earlier you said the offender used physical force{ and had a weapon} during the incident.} Did the offender(s) {also} do any of the following?
1   Hit you, slap you, or knock you down
2   Grab, hold, trip, jump, or push you
3   Hit you with an object other than a gun
4   Throw something at you
5   Choke you
6   Do something else to attack you? (If so, what?) _____

Findings	Recommendations
Of the eight respondents who were asked this question, all thought it was easy to answer and that the order of the items made sense.	No changes are recommended.

Injuries

Question ID: CI3
Did you face any other physical consequences as a result of this victimization?

      1   Yes (Specify) _____

      2   No

Findings	Recommendations
Of the eight respondents who were asked this question, one interpreted it as meaning STDs or pregnancy. Other responses pertained to physical injuries or bodily harm.	No changes are recommended. We want to be clear, however, that this wording is not the most effective way to be measuring STDs, pregnancy or miscarriage as physical consequences.

Motor Vehicle Theft

Question ID: MV1b
You said someone stole or tried to steal vehicle parts or gas during {this/the} incident{ in {MONTH}}. Did the offender(s) actually take any vehicle parts or gas?
1 Yes
2 No

Question ID: MV2b
{You said someone stole or tried to steal vehicle parts or gas during {this/the} incident{ in {MONTH}}.} Who did the vehicle parts or gas belong to?
1 You
2 Someone else you live with
3 Both you and someone else you live with
4 Someone you don't live with
5 Other _____

Findings	Recommendations
None of the testing respondents were routed to this question.	No changes are recommended.

Victim Offender Relationship

Question ID: VO8
Was the offender someone you knew by sight only, someone you knew but not well, or someone you knew well?

        1   Knew by sight only

        2   Someone you knew, but not well

        3   Someone you knew well

Findings	Recommendations
The seven respondents who received this question were asked during probing what they thought was meant by 'Someone you know, but not well.' All indicated that they understood this correctly, as someone with whom they were familiar. Several used the word "acquaintance" to describe such a relationship.	No changes are recommended.

Hate Crimes

Question ID: HC2

A hate crime is a crime of prejudice or bigotry that occurs when an offender targets someone because of one or more of their characteristics or religious beliefs, such as:
 	
- Race
- Religion
- Ethnic background or national origin
- A disability
- Sex
- Sexual orientation or gender identity
 	
This could happen even if the offender falsely thinks you have certain characteristics or religious beliefs.
 	
Do you think that this was a hate crime targeted at you?
 	
    1 Yes   GO TO HC_BOX1
    2 No   GO TO HC3

Findings	Recommendations
All respondents were asked this question. Seven respondents demonstrated confusion about the difference between the terms "sex" and "gender," explaining that they are the same thing in classifying whether a person is male or female. Three thought a hate crime based on sex was about the act of sex, such as rape. Seven respondents also did not understand the difference between "sexual orientation" and "gender identity," thinking they are the same thing. However, all respondents were able to answer the question correctly for their situation, based on their narrative.	No changes are recommended.

(IF HC2=NO) I'd like to present you with a question that would be asked of people who said yes to it being a hate crime. The question would ask:
Do you think prejudice or bigotry towards any of the following was a reason you were targeted, even if the offender falsely thought something about you? And the response categories would be…

A. Because of your race?

B. Because of your religion?

C. Because of your ethnic background or national origin?

D. Because of any disability you may have?

E. Because of your sex?

F. Because of your sexual orientation or gender identity – by this we mean gay, lesbian, bisexual, straight, transgender, or gender non-conforming?

Findings	Recommendations
Twelve respondents answered that the incident was not a hate crime and so were presented with this question hypothetically during probing. While most could not articulate a definition of prejudice and discrimination, all indicated that they accurately understood the intent of the question. Respondents were also asked what they thought was meant by "the offender falsely thought something about you." All twelve respondents indicated they understood this to mean the offender made an untrue assumption about them based on some perceived personal characteristic.	No changes are recommended.

Question ID: HC5

Did any of the following things happen?

1   The offender(s) used hurtful or abusive language referring to your sex, religion, race or ethnicity, sexual orientation or gender identity, or a disability

2   There was something at the scene, such as a swastika or a burning cross, that made you think this was a hate crime

3   The police told you that this was a hate crime

4   From what you know, the offender(s) had committed similar hate crimes in the past

5   The incident happened around a holiday, event, or place commonly associated with a specific group

6   Other hate crimes had occurred in your local area or neighborhood

7   Something else happened that would suggest it was a hate crime
     What? _____

Findings	Recommendations
Three respondents were asked this question and were probed specifically about category 5. Two said "holiday, event, or place" made them think of religious holidays. One respondent who was raped by an ex-boyfriend explained that the attack occurred on Valentine's Day.	No changes are recommended.

Police Involvement

Question ID: PI22
How satisfied were you that the police did everything they could . . .
1   Completely satisfied
2   Mostly satisfied
3   Equally satisfied and dissatisfied
4   Mostly dissatisfied
5   Completely dissatisfied

Findings	Recommendations
Eight respondents were asked this question. They did not have any feedback on the response options and said they were easy to answer. One respondent answered "right in the middle" and asked for this third option to be repeated.	No changes are recommended.

Question ID: PI24
At the time, did you consider this incident to be a crime?
1   Yes
2   No

Question ID: PI25
Now, looking back, do you consider this incident to be a crime?
1   Yes
2   No

Findings	Recommendations
Fourteen respondents were asked these two questions. Most recognized the incident as a crime at the time it happened and still consider it to be a crime. One respondent who was threatened with sexual assault at a bar answered that she did not think of the incident as a crime at the time, but changed her mind after answering the questions in the survey.	No changes are recommended.

Victim Services

Question ID: VS1B
{Other than{ the police or} family/friends have/Have} you told anyone in the following positions about the incident who you thought might be able to help you? (*Mark all that apply.*)

1 {Teacher, school counselor or school administrator}

2 {Employer, supervisor, or human resources personnel}

3 Medical or mental health professional

4 Representative of a religious or community organization

5 Security guard or personnel, other than the police

6 Other (specify) _____

7 No, have not told anyone in any of these positions.

Findings	Recommendations
Of the 12 respondents who were asked this question, 11 did not have difficulty answering. One respondent was unsure if the question was asking about help with the incident itself or subsequent help, but answered the question thinking about help he received for emotional difficulties following the incident.	No changes are recommended.

Question ID:	VS2

Besides any help you might have gotten from friends or family, have you received the following kinds of services because of the incident?

1 Hotline, helpline, or crisis line intervention?

2 {Counseling, therapy, support groups, or help from a mental health provider?}

3 {Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?}

4 {Sexual assault exam by a doctor, nurse or other medical professional?}

5 Free or low cost legal services from an attorney?

6 Help with the legal process, such as with police interviews, preparing for or going to court, or enforcement of your rights?

7 Help filing for a restraining, protection, or no-contact order?

8 {Help applying for victim compensation?}

9 {Short term or emergency financial assistance?}

10 {Housing, shelter or safehouse services?}

11 {Any other help or services because of the incident? _____}

Findings	Recommendations
Of the 12 respondents who were asked this question, all were able to answer without difficulty about the services they had received. During probing, respondents were asked what types of situations might be covered by help from the legal process. Three of the 12 were unsure what type of situations this would mean. One respondent who answered no to option 6, had people come to his house with legal paperwork. He asked if receiving paperwork about a court case would count.	No changes are recommended.

Question ID: VS6

Were any of the following reasons why you didn't actually get the services you needed after the incident?

     1   The services you needed were not available in your area?

     2   Program was full, or there was a long wait list

     3   You did not think you were eligible for services, or you were told you were not eligible?

     4   You did not have transportation{ or childcare}?

     5   You could not take time off work or school?

     6   The services were not available in your language?

     7   You didn't want to get the offender in trouble or face harsh consequences?

     8   You were worried about the consequences for yourself or your family?

     9   Some other reason? (Specify)_____

Findings	Recommendations
One respondent was asked this question and did not demonstrate any difficulty answering.	No changes are recommended.

Question ID: VS8

Please indicate whether or not each of the following were reasons why you did not try to get any services. *(Mark all that apply.)*

1 You did not know what help or services were available

2 You did not think you were eligible for services, or you were told you were not eligible

3 You did not have transportation{ or childcare}

4 You could not take time off work or school

5 You didn't want to get the offender in trouble or face harsh consequences

6 You were worried about the consequences for yourself or your family

7 You did not feel services were appropriate to meet your needs

8 Some other reason (Specify) _____

Findings	Recommendations
One respondent was asked this question and did not demonstrate any difficulty answering.	No changes are recommended.

Person Characteristics II

Question ID: PC24A
Do you consider yourself to be disabled?
1   Yes
2   No

Findings	Recommendations
Due to time limitations, only 10 of the 15 respondents were asked this question. Of this 10, 6 thought it was referring to physical disabilities only, and most thought the disability would need to be diagnosed by a medical professional in order to qualify. One respondent paraphrased this question as asking, "Am I physically impaired?" This question did not refer to a "physical, mental, or emotional condition" as the preceding questions in this series did. Four respondents said the question could also be referring to mental disabilities, and none thought about emotional disabilities.	Given that the goal of this question is to determine if those who said yes to one or more of the previous disability items, we do not believe any changes are needed to this question. However, it should not be used as a proxy measure for disability, as it is only being asked for the subset of respondents who say yes to one of the preceding conditions.

Question ID: PC26a
Do you primarily consider yourself to be Hispanic, or {response from PC26}, or both equally?
1   Hispanic
2   {response from PC26}
3   Both equally

Findings	Recommendations
Only two respondents were Hispanic and therefore eligible to receive this question. One answered "Hispanic" as his race for the preceding question, even though it was not offered as an option, and so this question did not make sense to ask. The other answered "Yes" without difficulty explaining he answered this way because, "this is how others perceive me."	No changes are recommended.

Question ID: PC32
What sex was recorded on your original birth certificate?

       1   Male

       2   Female

     -7   Refused

     -8   Don't know

Findings	Recommendations
Due to time limitations, only 10 of the 15 respondents were asked this question, and none had any difficulty answering. All understood it as asking what sex they were assigned at birth.	No changes are recommended.

Debriefing

VI1. In the next two questions, we will ask you about two fictional situations and then you will be asked whether you think the character in each situation should report the incident on this survey.

Here is the first situation.

Jean and her husband got into an argument last month. He slapped her hard across the face and chipped her tooth. Do you think Jean should report this incident on this survey?
        1   Yes
        2   No

Findings	Recommendations
Of the 13 respondents who were asked this question, 12 understood the item as intended and said this was easy to answer about. One respondent who answered "No" may have been thinking about reporting the incident to the police, and not reporting it on the survey.	No changes are recommended.

VI2. Here is the second situation.

Sally and Jim both got drunk on a date and had sex.   Sally regretted that it happened, but felt that because both she and Jim were drunk they just got carried away. Do you think Sally should report this incident on this survey?

        1   Yes
        2   No

Findings	Recommendations
Of the 13 respondents who were asked this question, 11 answered "No" and thought this was easy to understand. One respondent who answered "Don't know" thought the question was asking if Sally should report the incident to the police. Another respondent who answered "Yes" explained that the questions on the survey about being drunk or unconscious made her think the answer should be "Yes."	No changes are recommended.

D_INTRO2. The following questions are about your reaction to this survey.

D1. How easy or difficult were the questions on this survey to understand? Would you say…
1   Very difficult
2   Difficult
3   Neutral
4   Easy
5   Very Easy

D2 Do you feel that the length of this interview was too long, too short, or about right?
1   Too long
2   Too short
3   About right

Please indicate how strongly you agree or disagree with each of the following statements.

D3 The research made you think about things you didn't want to think about. Would you say you…
1   Strongly Disagree
2   Disagree
3   Neutral
4   Agree
5   Strongly Agree

D4 If you were asked to do this survey again in future, you would participate. Would you say you…
1   Strongly Disagree
2   Disagree
3   Neutral
4   Agree
5   Strongly Agree

D5 How sensitive did you feel the questions asked in this survey were? Would you say they were…
1   Very sensitive
2   Somewhat sensitive
3   A little sensitive
4   Not at all sensitive

Findings	Recommendations
Of the 12 respondents who were asked this series of questions, none had difficulty answering.	The scales for D1, D3, and D4 start with negative responses and instead should begin with positive responses and move to negative in order to be consistent with other scales in the survey.

D7 Where were you when completing the survey? (Mark all that apply)
1   At home, in a room with all doors closed (D8)
2   At home, in a room with doors, but at least one door was not closed (D8)
3   At home, in a room without any doors (D8)
4   On public transportation (e.g. bus, train) (D10B)
5   In another public place (specify _____) (D10B)
6   Other setting (specify _____) (D10B)

Findings	Recommendations
Of the 12 respondents who were asked this question, 11 thought it was easy to answer. One respondent thought some of the response options could be ambiguous. Two noted that it was strange to think of a room "without any doors." Respondents had to listen closely for the distinctions between the different answer options.	To make this question easier to administer, we recommend using an unfolding technique. First we would ask "Did you complete this survey at home, or somewhere away from home?" Then the follow-up question would drill down based on how they answer the first question (at home would receive categories 1-3 plus 6, and away from home would receive categories 4-6).

D8 Was anyone else in the room while you were completing the survey?
1   Yes (D9)
2   No (CLOSING)

Findings	Recommendations
Of the 12 respondents who were asked this question, all said it was clear and easy to answer. Eight said they would answer "No" to this question if someone only passed through the room while they were completing the survey. Most said they would answer "Yes" if someone was in the room for part of the survey and then left, but a few commented that this would depend on for how long the other person was in the room.	No changes are recommended.

D9. When someone was in the room, was this because…?
1   The person walked through the area
2   The person was in the room for less than 5 minutes
3   The person was in the room for at least 5 minutes

Findings	Recommendations
Of the 12 respondents, all said it was clear and easy to answer. One respondent commented that people may not be honest about someone	No changes are recommended.

else being in the room out of concern that
their responses would be disqualified.

D10 Who else was in the room while you were completing the survey? (Mark all that apply)
1   (IF UNDER 18) Your mother or father (or both)
2   (IF 18 OR OVER) Your spouse or partner
3   Some other adult
4   A child/children

Findings	Recommendations
Of the 12 respondents who were asked this question, none demonstrated any difficulty answering. One respondent suggested adding "caretaker" and "coworker" as answer options.	No changes are recommended.

D10a Did anyone hear your answers to the questions?
1. Yes (D10c)
2. No (CLOSING)

Findings	Recommendations
Of the 12 respondents who were asked this question, none demonstrated any difficulty answering. Two suggested that someone could be in the room watching television or wearing headphones and so not actually hear the answers to the questions.	No changes are recommended.

D10c How many of your answers did the person hear?
1. 1 to 5 answers
2. 6 to 10 answers
3. More than 10 answers

Findings	
Of the 12 respondents who were asked this question, 8 thought that it would likely be difficult for the respondent to accurately remember the number of questions that were overheard. A couple said they could give an estimate, but would not know the exact number. Another suggested that people might not be honest in answering this question out of concern that it might disqualify their answers.	We recommend deleting this question.

Additional Changes

During cognitive testing, interviewers and observers also noted the following issues with instrument items for which we are recommending changes.

S_07A (Unwanted sexual contact screening items)	One respondent was in a situation where she was solicited by a man in a car as she was walking home from work. Upon saying no several times, the man pulled out a gun and demanded sex. This prompted us to recognize that the unwanted sexual contact screening items may not adequately be covering threats. **We recommend adding the concept of threat to the screening item regarding forced sexual contact. It would read "Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?"**
A2c_a/b (Were you stabbed/tried to stab?)	One respondent had been stabbed, and found it was confusing to be asked if he had been stabbed (yes), followed by whether anyone had "tried" to stab him. **We recommend only asking the attempted stabbing item if the respondent says no to being stabbed.**
CI2/CI2a (How were you injured)	There was confusion in the administration of these two items. Because the response options were not being read aloud at CI2, but are at CI2a, respondents with less serious injuries were being asked the question twice and felt these were repetitive. Further, those with more serious injuries may not have reported everything since CI2 is an open-ended question. **We recommend reading the categories aloud for both items, rather than just for the non-serious injuries.**
VO10	One respondent who had been attacked by her ex-spouse answered "Friend" for this question because of the statement "For example, a friend, a cousin, etc." She explained that it was her ex-spouse, but when she heard the examples, she thought those were her options. **We recommend removing the examples.**
SP1	Several respondents were caught off guard by the category "Did not do anything, freeze, or not move." **We recommend flipping the order of the 1st and second categories so that respondents are first asked if they did nothing/froze/did not move, and then are asked if they did what the person told them to do.**
PI15, PI19	Several respondents in PI15 stated "they took a report," which was not listed in any of the response options. **We recommend changing first category for both of these items to "They took a report or asked you questions about what happened"**
N1	For some respondents, providing a narrative brought up emotions and was difficult to share. Currently there is no transition statement from the narrative to the next CIR or to the final demographic items. **We recommend adding a transition statement that gives the interviewer the opportunity to acknowledge that personal information was shared. The statement would read: "Thank you. {IF NEEDED: We appreciate you sharing such personal information about this incident.} Now we're going to move on to the next set of questions."**

Appendix 9

NCVS Cognitive Testing Results
Rounds 1 and 2

Appendix 9
NCVS Cognitive Testing Results
Rounds 1 and 2

Screen

Appearance

Interviewers asked respondents for their reactions to the appearance of the question grids the first time they were exposed to this format, in the Police Ask-All/Community Measures section. The majority of respondents in both rounds of testing) responded favorably, as illustrated by the following quotations:

- "It's very clear and very simple." (L5, Round 1)

- "It looks great. I like how it's blue—it's calming. I like the way the questions are set up; it's very straightforward…" (R10, Round 2)

- "Very neat… straight to the point." (R6, Round 2)

Two of the six respondents who did not like the screen's appearance complained that it was "plain" (L4, Round 1) or "kind of boring" (R1, Round 2), while a third thought the screen looked old and needed to be updated (L10, Round 1). An additional three respondents had various complaints about the colors, including concerns about the alternating blue and white (L5Y, Round 1) and the use of grey in the header (C4, Round 2).

Impact on Ability to Answer Questions

The few concerns notwithstanding, almost all of the respondents said that the format made it easy to answer the questions. Only one respondent in the second round (C2) said that the font was difficult to read, although the interviewer commented that the issue may have been due to the display through WebEx, and not the survey itself.

RECOMMENDATIONS: No changes recommended.

Timeline

Respondents were shown a variant of the following timeline when they endorsed an event in the screener section of the survey. They were then shown the timeline throughout the survey as they answered questions about each event.
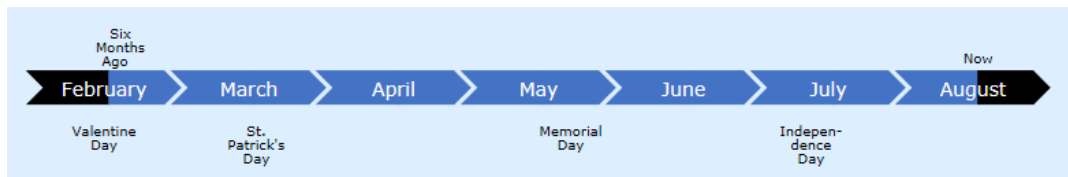
Did Respondents Notice the Timeline? What Were Their Reactions to It?

Across both rounds of testing, all respondents reported noticing the timeline. However, S6 (Round 2) apparently saw the timeline, but did not pay attention to it because she thought "it was just an arrow." When asked for their reactions to having the timeline available, most were either neutral or positive. R7 (Round 1), for example, said she understood that the timeline was there to help the respondent remember what he or she was doing on various holidays to try to figure out when the incident happened. And C6 (Round 2) understood what it was trying to do, calling it a "memory timeline." But two of the seven young people who participated in the testing were less positive. L5Y (Round 1) said, "I think it's a little bit useless," adding that he knows his months. R10Y (Round 2) described the timeline as "confusing" and said he "didn't know why it was there." Finally, four respondents described the timeline as confusing because it showed the past 6 months, but the previous questions had asked them about the past 12 months. Our recommendation (below) addresses this challenge.

Helpful?

Many respondents described the timeline as neither helping nor hurting their ability to recall a particular event or events, but a majority of the participants described it as helpful. Of this latter group, several indicated the value of listing the holidays underneath the timeline. L5 (Round 1), for example, said, "If you say 'March' I'm not going to remember what happened in March, but when it says St Patrick's Day, then I remember, yeah, the drunk people outside of my house." Showing the timeline periodically throughout the survey was met with a similar response (neutral or positive), with 13 respondents saying they actually used the timeline to answer about subsequent events. In Round 2, C2 said it was helpful to show the timeline again because he was having to answer about a second event. He initially said that the incident had not happened in the past 6 months, but when looking at the timeline realized he had overlooked something. He said the timeline helped him "to recapture" his memory of the incident. That said, R6 (Round 2), who had expressed initial confusion over the disparity between the 6- and 12-month reference periods, consistently described the timeline as being unhelpful.

Change Anything?
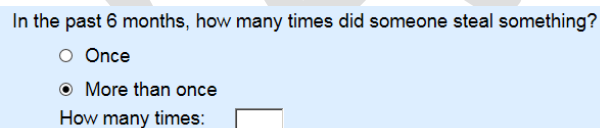
The four respondents who indicated confusion over the 6 month reference period all suggested changing the timeline to reflect a 12-month timeframe. And four respondents recommended color changes: In Round 1, L10 said seeing September in black at the end of the timeline threw her off; L4 suggested the holidays be in a different color; and L9 also suggested the use of a different color, such as red, to get people's attention. Round 2 respondent S1 said she would have two alternating shades of blue to help people with visual problems.

RECOMMENDATIONS: Overall, the timeline proved to be beneficial to many respondents and, for the most part, did not add any response burden to the survey. While the NCVS-Redesign field test will be using a 12-month recall period and no timeline, for the full implementation of the NCVS-Redesign we recommend using a 6-month timeline as it was shown in this usability testing effort. That said, in both rounds of testing, there were respondents who indicated confusion about the shift from a 12-month timeframe to a 6-month window as shown on the timeline even though the timeline was preceded by the following sentence: "The next question asks about the past 6 months, as marked in the timeline below." We recommend editing this sentence slightly and highlighting the new timeframe: "**Now** we are going to ask you questions about the past **6 months**, as marked in the timeline below."

Incident Counting

In Round 1, respondents were shown the following screen (or appropriate variant) in an effort to determine the number of such incidents being reported:

Nearly half of this initial testing group (6 of 13) reported difficulties with this item, with three saying it was difficult to recall how many times a type of event had occurred. The other three respondents described challenges with the pop-up prompt for entering the number of times something happened after saying "more than once." Two of these respondents (L9 and L10) both expressed surprise when the "How many times" query appeared, with L10 saying she thought she had finished answering the question when she clicked "More than once." L9 also asked if this question referred only to her or to both her and members of her household because previous questions had specified both.

For Round 2, the only edit to this question was that "More than once" was changed to "Two or more times." Respondents who selected this option again received the pop-up prompt to specify the number of times the event had occurred. Only two respondents (out of 16) reported significant challenges. Like L9 in the first round, C2 noted that an incident happened to him only once, but it had happened at another time to a family member in his household. He thus answered "More than once." R thought the "how many times" box popping up interrupted the flow a little compared the questions on the previous screens where he could just answer and go to the next screen.

RECOMMENDATIONS: We recommend adding a modifier to the end of the sentence (e.g., "…did someone steal something **from you**?"). This clarification should improve respondent accuracy as they will be reporting only for themselves, not their entire household.

De-Duplicating

Respondents who endorse more than one type of crime are shown the following screen to ascertain if the crimes were coterminous or if they were separate events:

> Was this incident part of any other incident you already mentioned?
> ○ Yes
> ○ No

Of the 14 respondents across both rounds of testing who answered this question, only one expressed any confusion. S2 (Round 2), for example, thought this was strange to ask since he thought he had answered about just one threatening incident up to that point in the survey. Nevertheless, he decided to answer YES to this item. He said it was only when he reached the question on the next screen (S_6DD3. *Which incident was this part of?*) that the question was clarified for him. Otherwise, the item appeared to work as intended, with two Round 2 respondents answering "yes" (single incident) and three respondents across both rounds answering "no" (separate incidents).

RECOMMENDATIONS: No recommended changes.

Interleaving

The interleaving approach (an example of which is shown below) is designed to determine if respondents who were victims of one type of crime experienced additional victimization during the event. Just under half of the respondents across both rounds of testing (10 out of 26) expressed difficulties with this approach.

> Still thinking about this incident when someone stole something, did anyone break in, or try to break in, to your home or another building on your property?
> ○ Yes
> ○ No

Four respondents, all in Round 2, variously suggested that they were being asked too many questions. For example, R1 thought the questions were becoming repetitive and suggested they could have been handled in a matrix, rather than the current format. R10Y had to answer for three incidents, but, according to the interviewer, appeared to click through the questions for the second and third incidents without reading the items.

Three respondents (L3 and L10 (Round 1) and R9 (Round 2) commented that it was odd/uncomfortable to be asked about unwanted sexual contact when they had only reported quite unrelated crimes (e.g., theft, threat).

Three respondents had difficulty with the ordering of the events (most recent to oldest). R7 (Round 1), who had experienced the interleaving approach for two different theft incidents, was not aware right

away that the survey would be going chronologically backward. She suggested either going from the oldest to the newest event, or giving the respondent a warning about the order in which the events would be covered. L5 also had difficulty with the event ordering. While answering the follow-up questions for the MOST RECENT vandalism incident, the interviewer asked which incident the respondent was thinking about and she said, "Both." When the respondent got to the first item for the SECOND MOST RECENT incident, she read the item and said, "Oh, so it's asking for only the one incident? The first incident?" and changed her answer about when the event occurred. When the interviewer asked her what she was thinking, she said, "Because I said twice somebody scrapped our car so I'm just wondering if they wanted me to say when the first one happened or when the second one happened. It happened at two different occasions but it only gave you [the option] to choose one." Finally, R10 (Round 2) appeared to confuse appeared to have difficulty understanding that "most recent" did NOT mean the first incident that had occurred.

RECOMMENDATIONS: The most significant challenge reported during the cognitive testing is the potential for confusion of which event is being asked about, particularly if a respondent has experienced a certain type of event (e.g., theft) more than once during the index timeframe. While asking about "the most recent" seems a fairly straightforward question, the phrasing "second most recent," "third most recent," etc. is not how English language speakers describe temporal ordering. This likely contributed to respondent difficulty. As the one participant recommended, we suggest letting respondents know ahead of time the order in which the events will be asked about. This could be accomplished with a statement such as, "We are first are going to ask you about the event that happened most recently. We will then go back in time and ask you about those events that happened earlier."

IN1 – Transition from screener to CIR

As respondents move from the screener to answering questions for the Crime Incident Report, they are shown a variant of the screenshot, below.

Almost all of the testing participants responded favorably to this screen, with many saying that it provided them all of the information they needed for the upcoming questions. Most of the suggestions for changes to the screen focused on the order in which the bullets appeared. For example, L5Y (Round 1) said that "attempted theft" should come before "theft" because the attempt is made before the robbery actually happens. S4 (Round 2) similarly commented that it would be more logical to list break-in first followed by theft. And R9 (Round 2) thought the bullets should occur in the reverse order in which he saw them because that was the order in which the events occurred.

RECOMMENDATIONS: No recommended changes.

CRIME INCIDENT REPORT – CIR

Response to "Offender" the First Time it Appears

> **Incident: March, 2018 ⇒ Attack, Break-in, Theft**
>
> You said someone attacked you or tried to attack you during this incident in March of 2018. Just to confirm, did the offender(s) have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?
>
> ○ Yes
> ○ No

Across both rounds of testing, all of the adults and five of the six youth who were asked about the use of "offender" understood what it meant and believed it to be an appropriate term. Two respondents suggested that "perpetrator" could be used as well, but neither objected to "offender."

RECOMMENDATIONS: No recommended changes.

Module SV1 – Sexual Victimization

No respondents in either round were asked the probes in this section of the survey.

RECOMMENDATIONS: No recommended changes.

Module A – Attacks

Almost all respondents across both rounds reported they thought this series of questions was fine and accurately described their experiences. Only three issues emerged: First, two respondents in Round 1 (L5Y, L1) thought that "attacked" (A3) and "threatened attack" (A4) were asking about the same thing. Second, S1 (Round 2) struggled with A6, which reads as follows:

> A6.   What did the offender do? *Mark all that apply.* [CIR27a – modified]
>
> 1   Took something without your permission
> 2   Attempted or threatened to take something
> 3   Bothered you verbally, argued with you or used abusive language
> 4   Broke in or tried to break in to your home
> 5   Broke in or tried to break in to your vehicle
> 6   Damaged or destroyed your property
> 7   Something else _____

First, she missed that she could mark all that apply. Second, this respondent was confused about whether going along with the offender's demand equaled giving her permission; she thus struggled with that first option.

Third, three respondents, all in Round 1, had issues with the order of the response options in A9:

A9.   Earlier you said the offender used physical force [*If A1=yes:* and had a weapon] during the incident.] Did the offender(s) *[IF A1=1:* also] do any of the following? Mark one answer in each row.

a.   Hit you with an object other than a gun
b.   Throw something at you
c.   Attack you with a weapon other than gun, knife or sharp weapon
d.   Choke you
e.   Hit you, slap you, or knock you down
f.   Grab, hold, trip, jump, or push you
g.   Do something else to attack you? (If so, what?) _____

All three said they would have liked the items to be listed in order of what they perceived to be increasing severity. L2Y, for example, did not think "hit you with an object other than a gun" should come first. On the computer screen, she circled the mouse around the first few categories and said, "These ones are more, like, aggressive." She said she would put the less aggressive ones at the top. Nevertheless, none of these respondents reported having difficulty answering the questions as a result of the order.

RECOMMENDATIONS: No recommended changes.

Module CI – Injuries

CI1

During the incident, were you physically injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones or more serious injuries.
○ Yes
○ No

All respondents who received this item recognized the question to be asking if they had suffered physical harm as a result of the incident. Most respondents said they compared their own experiences to those in the list when answering this question. Two respondents, both in Round 1, said initially that they thought they would answer "no" if they had gotten shot, although one (L10) then changed her mind because she realized that is a serious injury. L2Y, however, said getting shot should be excluded because it is a "more serious injury" than those listed.

RECOMMENDATIONS: No recommended changes.

CI2/CI2a

> Were you injured in any of these ways? (*Mark all that apply*)
> - ☐ Broken or cracked bones
> - ☐ Broken nose
> - ☐ Dislocated joints
> - ☐ A concussion
> - ☐ Knocked unconcious
> - ☐ Some other way

> Were you injured in any of these other ways? *Mark all that apply.*
> - ☐ Bruising, swelling, welts, black eye
> - ☐ Bite mark or bite wound
> - ☐ Cuts or scratches
> - ☐ Sore muscles, sprains, strains, pulls
> - ☐ Burns
> - ☐ Nose bleed or bloody lip
> - ☐ Broken, chipped, or lost teeth
> - ☐ Other   Specify: [   ]

Only five respondents across both rounds of testing answered these items, with all indicating that the questions were easy to answer. The only reported challenge was in Round 1: L2Y had marked "Some other way" for CI2, and then expressed surprise when she saw CI2a. She had assumed that "Some other way" in CI2 meant "bruising." The interviewer reported that this respondent was able to select the correct response on this second screen.

RECOMMENDATIONS: No recommended changes.

CI6

> Did you receive any care from a medical or dental professional as a result of the incident?
> - ○ Yes
> - ○ No

All respondents except one noted that this question was asking if they had gone to a doctor or dentist as a result of their injuries. C6 (Round 2) initially thought this question was just asking about dental care and responded "no." When asked by the interviewer, "Do you receive any medical care for the broken bone?" the respondent changed his answer to "yes."

RECOMMENDATIONS: No recommended changes.

CI7

> Did you receive this care at the location where the incident happened, somewhere else, or both?
> - ○ Only where the incident happened
> - ○ Only somewhere else
> - ○ Both

Only two respondents across both rounds of testing answered this question and both had difficulties, In Round 1, L2 selected "somewhere else" for both CI7 and CI7a, but did not type anything in the "Specify"

box in CI7a. And in Round 2, C6 misunderstood the question to be asking about where the hospital was, rather than whether he got care at the scene of the crime.

RECOMMENDATIONS: No recommended changes.

CI10

> Have you had any out-of-pocket expenses for your medical or dental care that you do not expect to get paid back from insurance or some other source?
> ○ Yes
> ○ No

Both respondents who answered this item understood the question to be asking, "did I spend any money out of pocket during the time of me being attacked. Did I have to pay for that service or anything like that." (L2, Round 1).

RECOMMENDATIONS: No recommended changes.

CI11

> How much were these out-of-pocket expenses?
> ○ Less than $100
> ○ $100 to less than $500
> ○ $500 to less than $1000
> ○ $1000 to less than $5000
> ○ $5000 or more

No respondent in either round answered this item.

RECOMMENDATIONS: No recommended changes.

Module T – After T2a/T2b

Question T2a reads as follows:

> T2a.   You said someone stole something from you during [this/the] incident. What was stolen? *Mark all that apply.*

Response options vary based on how respondents answered previous items in the survey, but the full list includes all of the following. Lines indicate the clustering of response options, and "18 Something else" is shown to all respondents:

1	Cash
2	Credit cards, a check, or bank cards
3	A purse or wallet
4	A backpack, briefcase, or luggage
5	A cell phone
6	A tablet, a laptop, or other personal electronics

_____

7	Clothing, furs, or shoes
8	Jewelry, a watch, or keys

_____

9	A TV, a computer, or appliances
10	Other home furnishings, such as china or rugs
11	A handgun or other firearm
12	Tools, machines, or office equipment

_____

13	A bicycle or bicycle parts
14	A garden hose or lawn furniture
15	Toys, or sports and recreation equipment

_____

16	Something you kept in your vehicle, such as a GPS device or a phone charger
17	A package or groceries

_____

18	**Something else**

Several participants reported challenges finding a response in the list of available options that matched what they had had stolen from them. For example, R7 (Round 1) had a make-up bag stolen and marked it both as a purse and a backpack because there was no other appropriate category. In a separate theft incident, this same respondent reported $300 worth of medications having been stolen from her car, but did not see the "Something else" response option. S3 (Round 2) expressed confusion because he did not consider his porch chairs that were stolen to be "a garden hose or lawn furniture." He thus selected 'Something else.' And R1 (Round 2) had cash and a $100 gift card stolen from his wallet, but he did not report the theft of the gift card because he felt that none of the response options fit that category.

Respondents also had difficulty determining how to report the theft of a backpack or purse along with the items that had been in there. C4 (Round 2), for example, had a backpack stolen and was looking through the list for items that were in the backpack. Similarly, S1 (Round 2) said there were multiple categories for things that one might carry (e.g., cash, credit cards, and cell phone in a purse), but they were in four separate categories. She said she understood why the list was categorized the way it was, but weighed answering only "purse" since she thought that might cover her purse and all of the items inside of it that were also stolen.

RECOMMENDATIONS: Consider adding "gift card(s)" to response option 2 so that it reads, "Credit cards, a check, bank cards, or gift cards."

Location Series (LO)

Respondents generally had no difficulty selecting a response that matched their experiences. Most suggestions were for responses that were more specific. For example, two Round 1 respondents wanted more specific options for their place of work. R7 said the incident was not "at" her place of work, but it was on the street near where she works. And L1 wanted an option for a common/public area that is a part of his place of work. Round 2 respondent C4 said that "On the street in front of your house" could be an additional, more specific response than the extant "On the street near where you live." Despite these requests, participants did not indicate significant difficulties answering the question.

RECOMMENDATIONS: No recommended changes.

Victim Offender Relationship: VO19

Only one respondent (L9Y, Round 1) received this series of questions and expressed no concern with either the content or layout of the item.

RECOMMENDATIONS: No recommended changes.

Self Protection

> SP2.   You said that you took some action during the incident. What did you do? *Mark all that apply.*

Ten respondents across both rounds of testing received this item and none reported any problems answering it.

RECOMMENDATIONS: No recommended changes.

> SP4.   Besides you and the offender(s), was anyone ELSE present during the incident? (Only include those ages 12 or older)? PROBED ON IN ROUND 2 ONLY

In general, all respondents understood this question and reported no difficulty answering. Only C7 initially thought the question was asking if children were present during the incident, but then realized it was saying to not count any children who might have been there.

RECOMMENDATIONS: No recommended changes.

Hate Crimes

HC_INTRO

Participants were asked to say in their own words what the following statement means:

A hate crime is a crime of prejudice or bigotry that occurs when an offender targets someone because of one or more of their characteristics or religious beliefs, such as:

- Race
- Religion
- Ethnic background or national origin
- A disability
- Gender or gender identity
- Sexual orientation

This could happen even if the offender falsely thinks you have certain characteristics or religious beliefs.

All respondents across both rounds understood that hate crimes were crimes against a person because of "prejudice."

RECOMMENDATIONS: No recommended changes.

HC2

Do you have any reason to suspect that this was a hate crime targeted at you?
- ◉ Yes
- ○ No

All respondents understood this item and reported no difficulty answering with respect to the events they had described.

RECOMMENDATIONS: No recommended changes.

HC3

Do you have any reason to suspect this was a hate crime targeted at any of the people you spend time with?
- ○ Yes
- ○ No

All 10 respondents in Round 1 understood the intent of this question. In Round 2, however, four of the 15 respondents who received this item thought it was simply a reiteration of HC2. For example, S4 said this question was "Echoing back to see if the first question didn't actually capture your understanding of what a hate crime was."

RECOMMENDATIONS: No recommended changes.

Police Involvement PI2a

All respondents in both rounds of testing reporting no difficulties answering this question.

RECOMMENDATIONS: No recommended changes.

Consequences – Socio Emotional Series

CS1

Being a victim of crime affects people in different ways. The next questions are about how this incident may have affected you.

Did this incident lead you to have serious problems with your job or schoolwork, or trouble with people at work or at school?
- ○ Yes
- ○ No

All respondents in both rounds of testing understood this concept to mean anything that might affect a person's ability "… to do what you need to do." Four respondents in Round 2 who answered "yes," and reported such things as experiencing "worry and stress" that affected them at work or school.

RECOMMENDATIONS: No recommended changes.

CS2

> Did this incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?
>
> ○ Yes
>
> ○ No

Respondents understood this question to be asking about "conflicts with family or friends" and reported no difficulties selecting a response.

RECOMMENDATIONS: No recommended changes.

CS4_I

> Here is a list of things you may have felt because of the incident. For each, please mark whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer. *Mark one answer in each row.*

	Didn't feel this way	Yes, for less than 1 month	Yes, for 1 month or more
Angry	○	○	○
Shocked	○	○	○
Fearful	○	○	○
Depressed	○	○	○
Anxious or panicked	○	○	○
Less confident	○	○	○
Sad	○	○	○
Annoyed	○	○	○
Empty	○	○	○

Fifteen respondents across both rounds of testing received this item and all reported it to be easy to answer. Further, almost all respondents said they liked the layout and that the alternating colors made it easy to answer the questions. R7 (Round 1), however, appeared to have trouble with the colors and switched a number of answers as she scanned the list from bottom to top, and then from the top down.

RECOMMENDATIONS: No recommended changes.

CS8

> How much were these out–of–pocket expenses?
>
> ○ Less than $100
>
> ○ $100 to less than $500
>
> ○ $500 to less than $1,000
>
> ○ $1,000 to less than $5,000
>
> ○ $5,000 or more

No respondents in either round received this item.

RECOMMENDATIONS: No recommended changes.

Consequences – Economic Series

CE1/CE4/CE5/CE7/CE13/CE18

> What would you estimate was the total value of the other items you got back?
>
> ○ Less than $25
> ○ $25 to less than $50
> ○ $50 to less than $100
> ○ $100 to less than $500
> ○ $500 or more

Respondents reported no difficulties answering this item and said they were "very sure" or "100% sure" of their answers. For example, C3 (Round 2) had a repair estimate from his car shop which is how he came up with his answer.

RECOMMENDATIONS: No recommended changes.

CE16

> How many days did you take off work?
>
> ○ Less than one day
> ○ 1 or 2 days
> ○ 3 days to less than one full week
> ○ 1 full week to less than a month
> ○ A month or more

Respondents reported no difficulties answering this item and reported being "sure" about their answers. In Round 2, C2 said his gas cap was stolen and he was unable to take his car to work until that was replaced. C4 thought about how many days it took her to get a replacement ID badge for work.

RECOMMENDATIONS: No recommended changes.

Victim Services: VS2

All adult respondents who answered this item reported it to be "easy" and only two respondents reported not understanding one of the response options: L10 (Round 1) said that "free or low-cost legal services" was unclear, and R7 (Round 1) did not understand "help getting the different types of services you needed."

Youth respondents in Round 1, however, had were confused by several of the response options; as a result, it was decided that youth would not receive the Victims Services questions, thus no youth responded in Round 2.

RECOMMENDATIONS: No recommended changes.

Narrative

How Easy or Difficult?

Of the 17 respondents who received this probe, the majority described writing their narratives as not only "easy," but helpful. However, one respondent, L9 (Round 1), said she found the task a little difficult, "Because I wasn't sure what I wanted to say and how much information I wanted to give." Two Round 2 respondents (R6) responded negatively to the apparent burden of the task: R6 said, "That's a lot. This is a survey. Why would they ask you for this? You're asking for a lot of information." R1 also said he felt like it was asking too much of a survey respondent, adding, "I'm tired and it's boring. Some people like easy things, easy surveys to answer, instead of typing." Finally, two Round 2 respondents indicated an emotional burden associated with the task. R13, for example, described it as "a little bit emotionally taxing, but not terrible." R6Y reportedly did not want to write the narrative. The interviewer noted that the respondent "hesitated, looked at me, and shook her head no." The interviewer's sense was that the respondent was not opposed to writing the narrative generally, but did not want to describe the event in so much detail to her (the interviewer).

Did Respondents Type in the Whole Story or Just Parts?

Most respondents said they typed in what they believed to be the most important aspects of their stories, leaving out only what they believed to be minor details. For example, C3 (Round 2) said he left out some details about why the perpetrator did it and what happened afterwards with the police and how they resolved it. He then re-read the instructions for the narrative to check that he hit on all the points that were mentioned. Only R10Y (Round 2) said he typed in a "quick summary." When asked why he did not type in the whole story, he said, "It would have been too long. Too many details that led up to it [the theft]."

RECOMMENDATIONS: No recommended changes.

DEBRIEFING

Overall Comments

When asked for their overall thoughts about the survey, respondents were generally very positive. R10 (Round 2) said, "I don't think it's too long; it's the appropriate amount of questions. The questions are very straightforward, very user friendly. They're pretty basic; it's not like you have to offer a lot of long narratives." L9 (Round 1) said that the survey was "pretty straightforward" and that it had "good questions" to get an idea about the crime. Some respondents mentioned concerns noted earlier in this report, such as feeling uncomfortable being asked questions about sexual contact for non-sex-related crimes or perceiving the survey as too burdensome.

Respondents spoke favorably about both the colors used in the survey as well as the grid approach to the questions. They also liked the previous and next buttons. They also thought the survey was thorough and had the options they needed to cover their incidents.

Specific concerns noted including the wording of various questions and response options (as noted above) and, for some, having to type in a narrative description of the index event(s).

Likes and Dislikes of the Survey Design and Appearance

Respondents said they liked the survey colors, the very visible Previous and Next buttons; the question grids; the use of the timeline; and that the survey was straightforward and easy to click through. Dislikes were the survey colors (three respondents did not like the blue background color) and a perception by many respondents that the font size was too small. (Though notably this was more of an issue with the remote interviewing where the screen size may have been diminished on the WebEx tool.)

Missing Web Features

Three Round 2 respondents noted additional web features they would have liked. S4 wanted voice capture for the narrative, which would reduce the typing burden; R1 thought the survey could include animations, video, or sounds, where the questions could be read to him (also a burden reduction suggestion); and C2 thought a timer to indicate progress would be helpful.

Navigating Through the Survey

Respondents reported little difficulty navigating their way through the survey. They reported no difficulties going from screen to screen. In addition, respondents did not believe they had to do an excessive amount of scrolling on a page, nor did they express any concerns with the amount of clicking they had to do, describing it as "normal" or "expected." Most respondents said they noticed the burn line, and many found it helpful; other reported that they eventually began to ignore it ("At first it did help, but then when kept reoccurring and reoccurring and reoccurring, I started to not pay attention to it as much." (R9Y, Round 2)).

For Respondents with More Than One Event

In the 2nd half of the survey, respondents were asked to answer questions about only one of the incidents that had happened to them in the past 6 months. Six respondents (four in Round 1, two in Round 2), however, thought that it was not clear that they were supposed to be focused on just the one event. One respondent said seeing the date of the event at the top of the survey helped her focus, but the other five reported thinking about more than once incident while answering questions. For example, R9 (Round 2) had a break-in in July that included a theft and then a second break-in in August that involved vandalism. When going through the screener, she said, "I keep forgetting that they're two different incidents—the break in and the phone incident." When answering the detailed questions, she said she was mostly focusing on the break-in, but she may have gotten two incidents mixed up. Similarly, S4 (Round 2) had two closely-occurring break-ins (one in April, one in May) and both were by the same offender. He, too, had trouble staying focused on the May event. And LY11 (Round 1) said she was thinking about multiple incidents (when someone stole her iPad and when someone tried to steal her cell phone) when answering the survey. She said, "I feel like the questions were only focused on one event but I was still thinking about both of them." The interviewer asked her which event she thought the survey wanted her to focus on and she said, "The one where someone attempted to steal something."

Finally, two respondents from Round 2 (C3 and C5) said they were surprised that the survey only asked them about one incident. When C5 was asked by the interviewer how he would feel about going through the survey questions a second time for the other incident, he said it wouldn't be a problem. "I was expecting to do both, so I was actually surprised that it made me choose one incident to give details about."

Appendix 10

Members of the Technical Review Panel

Appendix 10
Technical Review Panel Members

Member	Affiliation
Fisher, Bonnie ●✳	University of Cincinnati
Hansen, Rachel ●✳	National Center for Education Statistics
Hartley, Dan ✳	National Institute for Occupational Safety & Health
Holbrook, Allyson ●	University of Illinois at Chicago
Holtfreter, Kristy	Arizona State University
Hubble, David ▪	Independent Consultant, Retired U.S. Census Bureau
Kreuter, Frauke ●▪	Joint Program in Survey Methodology (UMD)
Kurash, Aviva ●✳►	International Association of Chiefs of Police
Lauritsen, Janet ●▪	University of Missouri-St. Louis
Loftin, Colin ●✳	University at Albany
Lohr, Sharon ▪	Arizona State University
Lynch, Jim ●►▪	Retired Bureau of Justice Statistics
Menard, Anne ●✳►	National Resource Center on Domestic Violence
Neusteter, Rebecca ►	New York Police Department
Planty, Mike ▪	Research Triangle Institute
Reisig, Michael ●►	Arizona State University
Skogan, Wesley ●►	Northwestern University
Spiegelman, Maura	National Center for Education Statistics
Swan, Deanne	National Center for Education Statistics
Xie, Min ✳	University of Maryland
Zukerberg, Andy	National Center for Education Statistics

● Participated in the Community Measures Workgroup.
✳ Participated in the Self-Defense Workgroup.
► Participated in the Police Performance Workgroup.
▪ Participated in post-Field Test discussions about the design of the NCVS Instrument Redesign Pilot Test and Split Sample.

All members (except for David Hubble) contributed to the data collection design and instrument content with emphasis on their particular areas of expertise and interest.

Appendix 11

Examples of Condition 1 (Blaise) and Condition 2 (PHP) Displays

Example of Condition 1 Display Using Blaise

Other than any incidents already mentioned, has anyone attacked or threatened you in any of these ways --

• Exclude telephone threats
• Read each category

--With any weapon, for instance, a gun or knife -
--With anything like a baseball bat, frying pan, scissors, or stick -
--By something thrown, such as a rock or bottle -
--Include any grabbing, punching, or choking -
--Any rape, attempted rape, or other type of sexual attack -
--Any face to face threats -
 OR
--Any attack or threat or use of force by anyone at all?
  Please mention it even if you are not certain it was a crime.

• Ask only if necessary:

(Did any incidents of this type happen to you?)

○ 1. Yes
⦿ 2. No

Example of Condition 2 Display Using PHP

NSCS

How worried are you about...?

	Extremely worried	Very worried	Somewhat worried	Slightly worried	Not at all worried
Being mugged or robbed in your local area?	○	○	○	○	⦿
(How worried are you about) being threatened or attacked in your local area?	○	○	○	○	⦿
(How worried are you about) having something stolen from inside your home?	○	○	○	○	⦿
(How worried are you about) having something stolen from your porch, lawn, garage, or other part of your property?	○	○	○	○	⦿

« Previous   Next »

Appendix 12

Advance Letter for Condition 1

Dear Resident,

I am writing to ask you to be part of an important national study sponsored by the Bureau of Justice Statistics, part of the U.S. Department of Justice.

Your address has been scientifically selected for the National Survey of Crime and Safety. Your address cannot be replaced. To make sure the results are statistically valid, only people at the selected addresses can take part in the survey. Your responses will represent thousands of households like yours.

The information you provide will give us a better understanding of people's experiences with crime and attitudes about neighborhood safety in the country. Even if you have not experienced a crime, your participation is important to help us understand these issues.

We have hired Westat, an independent research company, to conduct the NSCS. In the next week or two, a Westat interviewer (with a Westat ID) will come to your home to ask you and others to complete an interview. All adults and youth ages 12 and older are eligible to participate.

The information you provide will be used for statistical purposes only and may not be disclosed, or used, in identifiable form for any other purpose as required by law (Title 34, U.S. Code, Section 10134). Your responses will be combined with those of others to produce statistical summaries about crime and safety that communities can use to help improve the effectiveness of law enforcement, help schools measure school victimization and help employers understand more about violence in the workplace.

Answers to frequently asked questions are included on the back of this letter. The Bureau of Justice Statistics (BJS) is authorized to conduct this survey under Title 34, U.S. Code, Section 10132. If you would like further information or to set an appointment for an interview, you can contact NSCS Survey Support at 1-855-849-6119. You can also visit the BJS website at www.bjs.gov/content/nscs.cfm or email any questions or concerns to NSCS@westat.com.

Crime and safety affect all Americans. Thank you for your generous cooperation. The Bureau of Justice Statistics appreciates your help in this very important survey.

Sincerely,

Jeffrey H. Anderson
Director
Bureau of Justice Statistics
U.S. Department of Justice

What is the National Survey of Crime and Safety (NSCS)?

The NSCS asks about people's experiences with crime in the last 12 months, regardless of whether these experiences were reported to the police. The survey is asked of adults and youth age 12 or older in selected U.S. households.

Why should I participate?

This survey will provide a better picture of crime and safety in communities such as yours, and improve the government's understanding of these issues in your area and across the country.

How was I selected for this survey?

Your address, not you personally, was selected for this study. Because this is a scientific study, your answers represent not only you and your household, but also thousands of households like yours.

How will my information be protected?

BJS, its employees, and its data collection agents (Westat) will only use the information provided for statistical or research purposes pursuant to 34 U.S.C. § 10134, and will not disclose respondent information in identifiable form to anyone outside of the BJS project team without your consent. All personally identifiable information collected under BJS's authority is protected under the confidentiality provisions of 34 U.S.C. § 10231. Any person who violates these provisions may be punished by a fine up to $10,000, in addition to any other penalties imposed by law. Further, per the Cybersecurity Enhancement Act of 2015 (6 U.S.C. § 151), federal information systems are protected from malicious activities through cybersecurity screening of transmitted data.

How long will the survey take?

It will take about five minutes to first gather information about your household. Then for each adult and youth age 12 or older, the actual survey takes between 20 to 40 minutes, depending on each person's answers to the questions.

Do I have to participate?

You do not have to participate and if you do participate, you can skip any question you do not want to answer. But we do hope you choose to participate - Your household's cooperation is important to ensure we capture an accurate picture of crime and safety in the United States.

Why is this information being collected by Westat and not the Department of Justice?

Westat has been contracted by the Department of Justice to conduct this survey. Westat is a well known independent research firm located in Rockville, Maryland.

Who can I call with questions?

If you would like further information about the survey, you can contact NSCS Support at Westat at 1-855-849-6119 or send an email to NSCS@westat.com. You can also visit the BJS website at www.bjs.gov/content/nscs.cfm. If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections office at 1-888-920-7631. Please leave a message with your first name, the name of the research study that you are calling about (National Survey of Crime and Safety), and a phone number beginning with the area code. A Westat IRB representative will return your call as soon as possible.

Appendix 13

Advance Letter for Condition 2

Dear Resident,

I am writing to ask you to be part of an important national study sponsored by the Bureau of Justice Statistics, part of the U.S. Department of Justice.

Your address has been scientifically selected for the National Survey of Crime and Safety. Your address cannot be replaced. To make sure the results are statistically valid, only people at the selected addresses can take part in the survey. Your responses will represent thousands of households like yours.

The information you provide will give us a better understanding of people's experiences with crime and attitudes about neighborhood safety in the country. Even if you have not experienced a crime, your participation is important to help us understand these issues.

We have hired Westat, an independent research company, to conduct the NSCS. In the next week or two, a Westat interviewer (with a Westat ID) will come to your home to ask you and others to complete an interview. All adults and youth ages 12 and older are eligible to participate.

The information you provide will be used for statistical purposes only and may not be disclosed, or used, in identifiable form for any other purpose as required by law (Title 34, U.S. Code, Section 10134). Your responses will be combined with those of others to produce statistical summaries about crime and safety that communities can use to help improve the effectiveness of law enforcement, help schools measure school victimization and help employers understand more about violence in the workplace.

Answers to frequently asked questions are included on the back of this letter. The Bureau of Justice Statistics (BJS) is authorized to conduct this survey under Title 34, U.S. Code, Section 10132. If you would like further information or to set an appointment for an interview, you can contact NSCS Survey Support at 1-855-849-6119. You can also visit the BJS website at www.bjs.gov/content/nscs.cfm or email any questions or concerns to NSCS@westat.com.

Crime and safety affect all Americans. Thank you for your generous cooperation. The Bureau of Justice Statistics appreciates your help in this very important survey.

Sincerely,

Jeffrey H. Anderson
Director
Bureau of Justice Statistics
U.S. Department of Justice

What is the National Survey of Crime and Safety (NSCS)?

The NSCS asks about people's experiences with crime in the last 12 months, regardless of whether these experiences were reported to the police. It also asks people's opinions about neighborhood safety and the local police. The survey is asked of adults and youth age 12 or older in selected U.S. households.

Why should I participate?

This survey will provide a better picture of crime and safety in communities such as yours, and improve the government's understanding of these issues in your area and across the country.

How was I selected for this survey?

Your address, not you personally, was selected for this study. Because this is a scientific study, your answers represent not only you and your household, but also thousands of households like yours.

How will my information be protected?

BJS, its employees, and its data collection agents (Westat) will only use the information provided for statistical or research purposes pursuant to 34 U.S.C. § 10134, and will not disclose respondent information in identifiable form to anyone outside of the BJS project team without your consent. All personally identifiable information collected under BJS's authority is protected under the confidentiality provisions of 34 U.S.C. § 10231. Any person who violates these provisions may be punished by a fine up to $10,000, in addition to any other penalties imposed by law. Further, per the Cybersecurity Enhancement Act of 2015 (6 U.S.C. § 151), federal information systems are protected from malicious activities through cybersecurity screening of transmitted data.

How long will the survey take?

It will take about five minutes to first gather information about your household. Then for each adult and youth age 12 or older, the actual survey takes between 20 to 40 minutes, depending on each person's answers to the questions.

Do I have to participate?

You do not have to participate and if you do participate, you can skip any question you do not want to answer. But we do hope you choose to participate - Your household's cooperation is important to ensure we capture an accurate picture of crime and safety in the United States.

Why is this information being collected by Westat and not the Department of Justice?

Westat has been contracted by the Department of Justice to conduct this survey. Westat is a well known independent research firm located in Rockville, Maryland.

Who can I call with questions?

If you would like further information about the survey, you can contact NSCS Support at Westat at 1-855-849-6119 or send an email to NSCS@westat.com. You can also visit the BJS website at www.bjs.gov/content/nscs.cfm. If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections office at 1-888-920-7631. Please leave a message with your first name, the name of the research study that you are calling about (National Survey of Crime and Safety), and a phone number beginning with the area code. A Westat IRB representative will return your call as soon as possible.

Appendix 14

Brochure

How long will the interview take?

Between 20 - 40 minutes, depending on your responses to the questions.

How will my privacy be protected?

All the information you give to this study will be kept private.

- Your answers will not be connected with your name.
- Your name and contact information will be kept separately in secure computer files.

For more information about this study, please contact:

Bureau of Justice Statistics
Jennifer Truman
810 7th ST., NW
Washington, DC 20531
202-307-0765
askbjs@usdoj.gov

Westat
Jean Hicks, NSCS Help
1600 Research Blvd
Rockville, MD 20850
1-855-849-6119
NSCS@westat.com

56385.0619

Sponsored by the U.S. Department of Justice
Bureau of Justice Statistics

Frequently Asked Questions

What is this survey about?

The NSCS asks about people's experiences with crime in the last 12 months, regardless of whether these experiences were reported to the police. It also asks people's opinions about neighborhood safety and the local police. The survey is asked of adults and youth age 12 or older in selected U.S. households.

Who is conducting this survey?

The Bureau of Justice Statistics within the Department of Justice has asked Westat, a research organization based in Rockville, Maryland, to conduct the study.

How is the information collected?

Someone from Westat will come to your home to interview you and other members of your household.

How was I selected for this study?

Your address was scientifically selected to be a part of our sample.

Westat

NATIONAL SURVEY OF CRIME AND SAFETY (NSCS)

Sponsored by the
U.S. Department of Justice
Bureau of Justice Statistics

A national survey on crime and safety issues

What is the National Survey of Crime and Safety?

The NSCS is a national survey that is collecting information on crime and safety issues in communities in the United States.

The primary goal of the NSCS is to provide information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past year. The NSCS is adapted from the National Crime Victimization Survey (NCVS), administered by the U.S. Bureau of the Census for the Bureau of Justice Statistics (BJS). The NCVS is the nation's only source of information about crime victimization not reported to the police.

Current NCVS content was developed in 1992; our communities and the nature of crime have changed in the years since then; the NSCS has been designed to fill these gaps.
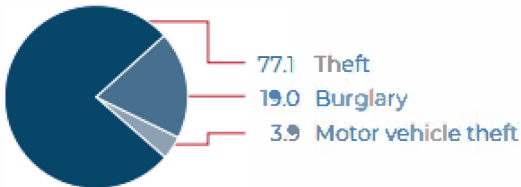
NCVS data, like those shown in Figure 1., are used to tracks trends in crime and safety and develop policies.

Figure 1.

2017 Personal Crimes
(Percentage of total victimizations)

- 80.6 Assault
- 10.8 Robbery
- 6.9 Rape/sexual assault
- 1.8 Purse snatching/ pocket picking
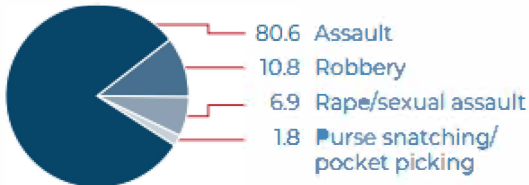
2017 Property Crimes
(Percentage of total victimizations)

- 77.1 Theft
- 19.0 Burglary
- 3.9 Motor vehicle theft

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2017

What information is collected on this survey?

- Types and numbers of crimes experienced
- Safety practices in communities
- Policing in neighborhoods
- Details of crimes, including:
  - When and where crimes occur
  - Economic loss
  - Injuries
  - Police involvement
  - Weapons used
  - Victim services needed and used

Why should I participate?

Your cooperation is important to help ensure that the federal government has accurate and reliable information about crime and safety in neighborhoods like yours. Your address has been scientifically selected to represent your own household and hundreds more like it. We think you will find the survey interesting, and you will be helping the U.S. Department of Justice to understand crime and safety issues in different communities around the U.S.

Who is being interviewed?

The NSCS is a study of all persons age 12 or older. The interviewer will ask to interview each adult in your household, and will ask for permission to interview any youth ages 12 to 17 who live there.

Do I have to participate?

Participation in this study is voluntary, but your participation will help ensure that the results of the study accurately represent your community. You can skip any question that you don't want to answer and can stop the interview at any time.

Your NSCS Interviewer

NSCS Interviewer Cell Phone:

Appendix 15

NCVS-R Interviewer Observations

Appendix 15
NCVS-R Interviewer Observations

The Field Representative was asked to make observations of each unit to which they were assigned. Prior to knocking on the door, they answered eight questions about the unit (Appendix 1). There were two reasons for collection of these data. One was to use in the predictive models used by the field management staff to prioritize which units to follow-up for non-response. This strategy used a combination of response propensity scoring with the value of the household to the survey using the approach detailed by Tourangeau, et al (2017).[1] Value in this context refers to households that bring the sample more into balance (e.g., bringing in under-enumerated areas). The interviewer observations were used as a measure of this second component.

The observations were also used in analyses to assess the performance of the police and community ask-all questions. The data on safety and appearance of the neighborhood were correlated with the ask-all questions to test whether the relationships were in the expected direction. For example, the measures of how well kept the neighborhood is and how safe the neighborhood is were both highly correlated with the community measures related to social control, disorder and fear.

---

[1] Tourangeau, R., Brick, M., Lohr, S. and J. Li (2017) Adaptive and responsive designs: a review and assessment. Journal of the Royal Statistical Society, Series A, 180, Part 1: 203 – 223.

DU Observation

DOBS1.   Is the dwelling unit or building…?

1. 1 unit (such as, detached, single family home)

2. 2+ units (such as, townhouse, rowhouse, duplex, triplex, quad-plex, apartment, condo)

3. Mobile home, trailer or recreational vehicle that is occupied

4. Some other type of residential structure

5. Non-residential/Not a DU

(Program: If DOBS1 = 5 then close out form. If DOBS1 = 1, 2, 3, or 4 then go to DOBS2.)

DOBS2.   Relative to the general population, is the neighborhood…?

1. Low income

2. High or Middle income

DOBS3.   Are there signs the neighborhood is not well kept? (e.g., the presence of garbage or litter on the street, graffiti, abandoned cars, vandalized signs.)

1. Yes

2. No

DOBS4.   This neighborhood appears to be a safe place to live…

1. 1. Definitely safe

2. 2. Fairly safe

3. 3. Unsure

4. 4. Fairly safe

5. 5. Definitely unsafe

DOBS5.   Is there any indication of a child or children living in the DU? (e.g., the presence of baby strollers, outdoor toys/shoes, bikes, sounds of children)

1. Yes

2. No

DOBS6.   Are there signs the dwelling unit is not well kept? (e.g., trash or litter on the property, damage to the exterior, paint peeling, broken window)

1. Yes

2. No

DOBS7.   What kinds of security measures did you see at the dwelling unit or building?

Mark all that apply

1. Must pass through a fence or a barricade to enter

2. Intercepted by a doorkeeper, guard, or receptionist

3. Intercom or phone needed to gain access

4. Surveillance camera

5. Saw dog on premises

6. Sign on building indicating security service protection or burglar alarm

7. Other warning signs (beware of dog, no trespassing, no soliciting, etc.)

8. Bars on windows or doors

9. Other (Specify) [Text Entry Field]

10. None

DOBS8.   Please specify any additional security measures you saw at the dwelling unit or building, if applicable.

[Text Entry Field]