

CFDA NO. 16.734  
RTI Proposal No. 0281000.724  
Competitive ID No. 2008-BJS-1834C  
GMS Award: 2008-BJ-CX-K063  
April 6, 2011

# Methodological Research to Support the National Crime Victimization Survey

## Phase 1: Modification and Testing of NCVS Instruments

### OMB Memo

#### Submitted To

U.S. Department of Justice  
Office of Justice Programs  
Bureau of Justice Statistics  
Grants.gov upload

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# OMB MEMO

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## 1. Purpose of the Research

The National Crime Victimization Survey (NCVS), conducted by the Bureau of Justice Statistics (BJS), collects data on crime victimization in the United States. A nationally representative sample of households participates in the survey, where respondents ages 12 and over within the household report on crime incidents that they experienced in the 6 months prior to the interview. Each housing unit selected for the NCVS remains in the sample for 3 years and is interviewed seven times at 6-month intervals. A mixed-mode data collection approach, involving computer-assisted personal interviewing (CAPI) and computer-assisted telephone interviewing (CATI) is used in the current design of the NCVS.

Cost considerations pose a critical challenge to the NCVS. Funding for the NCVS consumes as much as 60 percent of BJS's annual appropriations, with difficult implications for implementation and expansion of other core data collection activities. In today's fiscal environment, it is critical to find ways to create an economically sustainable survey that maintains data quality, timeliness, and response rates. Moreover, there is a growing emphasis on methods to enhance the quality of the NCVS data. Providing respondents with greater flexibility in mode choice, and thus a more convenient means to participate, is one way of improving the quality of the survey experience and the resulting data.

BJS is exploring survey methods to increase survey participation while maintaining affordable costs in the future. This includes providing respondents with more options for participation. The objectives of this project are to:

1. increase survey participation by providing more ways for respondents to respond;
2. decrease costs by providing nominal incentives early and to reduce costly in-person non-response follow-up;
3. examine whether rapport built in an initial household contact carries into subsequent interviews using self-administered modes;
4. examine whether Web and mail interviews are viable modes of administration for the NCVS; and
5. examine whether the addition of inbound CATI complements the traditional outbound CATI approach, and the extent to which respondents make use of this option .

To eliminate potential confusion with the ongoing national NCVS, the survey to be conducted for this research is titled the "Survey of Crime Victimization (SCV)."

RTI will test alternatives to the current NCVS modes of administration (i.e., CAPI and CATI) for household and individual interviews by testing inbound CATI, mail, and Web modes. The experimental design involves two mixed-mode conditions with two incentive conditions (\$0 vs. \$10) nested within each condition.

Although the use of incentives in survey research is traditionally justified as a method to increase response rates and survey completion, the primary purpose of incentives in this

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research is to evaluate and assess differences in interview cost, response rates, and data quality when incentives are or are not offered to respondents (a full discussion of these issues is discussed in Appendix F, Section 5).

This design allows an examination of the tradeoffs in reduced data collection costs resulting from self-administered modes and the lower response rates these modes yield. Incentives are introduced in this study to test their effectiveness in offsetting the lower participation levels expected in self-administered modes.

This research addresses the following questions:

1. How do alternative mixed-mode designs compare to the current design in terms of response rate and cost?
2. Does the use of incentives affect interview cost or response rates within alternative modes of administration?
3. Are incentives effective in boosting response rates and maintaining rapport in subsequent waves?
4. Does initial rapport between interviewer and respondent carry over into subsequent self-administered interviews?
5. What portion of the household respondents will respond to an initial interview by inbound CATI, and what cost savings might be realized?
6. How will key survey estimates change (if at all) if different mode mixes and incentives are used?

In addition to the mode and incentive experiments identified above, another component of this research is to assess the feasibility of address-based sampling in the collection of data through self-administered interviews.

RTI conducted a review and assessment of research in the development of the SCV experimental design (see Appendix E). This review and assessment focused on five areas of survey operations: (1) address-based sampling; (2) mixed-mode surveys; (3) self-administered modes of data collection; (4) use of incentives; and (5) additional issues in measuring crime victimization in surveys (RTI International, 2009). In conducting the review, RTI evaluated research related to the NCVS design and measurement issues. This review provided an exhaustive assessment of the available research, established knowledge in each area, and discussed the implications of possible alternative designs for the NCVS. Additionally, the review informed the development and design of the SCV experimental research.

SCV research will be conducted in two phases. Phase 1 consists of developing the experimental design, instrument and systems development, and cognitive and usability testing of the instruments and design. The field test will be conducted in Phase 2. This memorandum is submitted for approval to conduct cognitive and usability testing on instruments and systems prior to moving into the field test. In addition, Appendix F provides an overview of the entire SCV research project as conceptualized now. Refinements will be made to the project based on activities in Phase 1, and the appendix is provided to assist OMB in viewing the projects in its entirety.

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Briefly, Phase 1 involves the streamlining and reformatting of NCVS instruments for use in CATI, CAPI, Web, and mail environments (discussed in detail in Section 3). As part of the initial development for Web and mail modes, a preliminary cognitive test of the mail survey was conducted to identify areas in which to target additional refinements of the instruments such as following skip patterns and instrument instructions. Similarly, a small usability test of the Web survey instrument was conducted to identify specific areas requiring additional refinements. These included issues such as problems logging into the Web survey application, entering answers, and navigating between screens. The results revealed the target areas on which to strategically focus further refinements.

This clearance memo describes the development of the SCV experimental design (Section 2), including mode considerations for the SCV (Section 2.1) and the resulting SCV research design (Section 2.2). Section 3 describes the modification of the NCVS instruments for the SCV administration modes. In Section 4, we detail the developmental activities for the mail survey instrument, including preliminary assessment of the instrument (Section 4.1) and programming of the data entry application (Section 4.2). Section 5 describes the developmental activities for the CATI, CAPI, and Web instruments, including programming of the instruments (Section 5.1) and preliminary assessment of the Web instrument (Section 5.2). The sections on the preliminary assessment of the mail and Web instruments summarize results of these activities and plans for refinement of the mail and Web instruments. In Section 6 we describe plans for cognitive and usability testing of the mail and Web instrument refinements. Results of the cognitive and usability tests will be used to inform revisions to the SCV instruments prior to Phase 2 implementation. Sample size and respondent burden estimates are provided in Sections 7, and data security protocols for the cognitive and usability tests are described in Section 8.

Phase 2, which will be covered by a separate OMB clearance memo, consists of four tasks. These include: (1) developing supplemental systems and data security protocols in support of the field test data collection; (2) developing the address-based sampling approach and sampling frame for the field test; (3) conducting a multi-site, multi-wave, mixed-mode field test to evaluate the effectiveness of less-costly data collection modes and incentives; and (4) preparing reports to document the results of the planned analyses and field test. Phase 2 is described in detail in Appendix F with the intent of providing an overview of the SCV project to OMB. The appendix includes descriptions of the field test incentive plan, data collection procedures, and planned analyses and reports.

Following completion of cognitive and usability testing a Phase 2 clearance memo incorporating finalized instruments and field test protocols will be submitted to OMB for review and approval.

## **2. Development of the Experimental Design**

This section describes the development of the SCV experimental design, including consideration given to the survey administration modes (Section 2.1) and an overview of the SCV research design (Section 2.2).

### **2.1 Mode Considerations for the SCV**

The NCVS is currently conducted as a mixed-mode survey that utilizes both CAPI and CATI. CAPI interviews are required for the first contact with the household, while subsequent interviews are conducted almost entirely via CATI. The first step in development of the SCV design was to evaluate the relative strengths and weaknesses of the CATI, CAPI, Web and mail

modes. Second, once a solid understanding of the strengths and weaknesses of each mode was established, emphasis shifted to the combination of modes to be tested in the initial contact and follow-up efforts (for both household and individual respondents) in Wave 1 and Wave 2. Exhibit 1 summarizes the strengths and weaknesses of both interviewer- and self-administered modes. (See Appendix E for a review of the literature on self-administered survey modes.)

**Exhibit 1. Strengths and Weaknesses of Data Collection Modes**

CAPI	CATI	Mail Self-Administration	Web Self-Administration
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Amenable to longer interviews</li> <li>• Allows use of visual aids</li> <li>• Yields higher response rates</li> <li>• Efficient in that CAPI interviewers can be cross-trained as telephone interviewers</li> <li>• Helps build rapport for future interviews</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Expensive</li> <li>• Longer data collection periods needed</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Less expensive than CAPI</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Precludes use of visual aids</li> <li>• More sensitive to interview length</li> <li>• More partially completed interviews</li> <li>• Lower response rates</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Yields more honest reporting on sensitive topics</li> <li>• Less costly as no interview labor involved</li> <li>• Concerns about internet privacy are not an issue</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Language and literacy problems can be difficult to overcome</li> <li>• Length should not be intimidating</li> <li>• Skip instructions need to be straightforward</li> <li>• Limited control over who completes survey</li> <li>• Best suited in combination with other modes</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Yields more honest reporting on sensitive topics</li> <li>• Less costly as no interviewer labor involved</li> <li>• Routing can be as complex as other computer-assisted modes</li> <li>• Length of survey less apparent to respondent than mail</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Language and literacy problems can be difficult to overcome</li> <li>• Limited control over who completes survey</li> <li>• Best suited in combination with other modes</li> </ul>

Traditional methods of interviewing include the in-person and over the telephone interviewing strategies. There are strengths and weaknesses associated with both methods. Telephone interviewing tends to be less costly than in-person interviewing as this mode does not involve travel time to and from the household, and because telephone interviewers are generally paid less than interviewers in the field. However, the telephone mode generally results in increased partial interviews since respondents may easily break-off the conversation. Visual aids, which can be helpful to respondents in remembering long lists, are difficult to incorporate in a telephone interviews. Telephone interviewing is not conducive to administering lengthy informed consent and assent procedures. Compared with face-to-face surveys, telephone surveys have also been found to yield lower response rates (Groves and Kahn, 1979; Cannell et al., 1987; Sykes and Collins, 1988; Hox and de Leeuw, 1994). Though in-person interviewing is more costly, this form of administration generally results in higher response rates resulting from increased rapport between the interviewer and respondents. Rapport in the face to face context also makes the in-person approach amenable to longer interviews. In-person interviewers can be cross-trained as telephone interviewers, thereby eliminating the need for centralized, facility-

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based telephone interviewing; however, traditional monitoring activities, one of the hallmarks of centralized administration, are not feasible with this approach.

The self-administered modes, such as mail and Web surveys, tend to have lower per-unit costs because no paid labor is involved—the costs for responding fall almost entirely on the respondent (Groves et al., 2004). With their growing proliferation, Web surveys are increasingly popular in mixed-mode surveys and are notably cost- and time-efficient (Dillman 2000; Couper 2000). The Web mode combines the advantage of computer-assisted response with the advantages of self-administration, providing a data collection option that is both convenient for respondents and cost-effective. With strictly cost in mind a data collection approach that emphasizes completion via the Web or mail is preferable. Research indicates that self-administration elicits more honest reporting on sensitive topics than interviewer administration (Tourangeau, Rips, and Rasinski, 2000), but self-administered modes are generally characterized by lower response and higher break-off rates compared to interviewer-administered modes (e.g., Gribble et al., 2000; Tourangeau, Steiger, and Wilson, 2002). Thus, they are often offered in combination with other modes, such as CATI.

Given these mode considerations, and the objectives of the study, the SCV will deploy a mixed-mode design that attempts to take advantage of the strengths of each mode while recognizing its limitations. For example, the SCV mail survey instrument (described in Section 3) will be an abbreviated version of the one offered via CAPI, CATI, or Web in recognition of the increased burden placed on respondents to complete a lengthy paper questionnaire and navigate complex skip patterns. The mixed-mode, multi-wave design for the SCV field test will blend a primary, interviewer-administered contact mode for the household respondent (CAPI or CATI) with less costly options for (1) interviews with individual respondents in the household, (2) nonresponse follow-up with household and individual respondents, and (3) interviews in subsequent waves.

Groves et al. (2004) identified three main reasons for using mixed-mode data collection: cost reduction, response rate maximization, and money saving in longitudinal surveys. The use of a combination of data collection methods reduces cost, as it typically involves an attempt to collect data in a cheaper mode (e.g., mail), followed by a more expensive mode (e.g., telephone), and possibly moving to an even more costly mode (e.g., face-to-face interviewing) for the nonrespondent sample persons. Longitudinal surveys also employ mixed-mode data collection to reduce cost in later waves, when rapport between the interviewer and the respondent has already been established in the first wave, usually administered in face-to-face mode.

Moreover, one mode can be used to compensate for the weakness of another (e.g., Massey, Marquis, and Tortora, 1982; Marquis and Blass, 1985; for a detailed discussion, see Groves and Lepkowski, 1985). For example, in-person interviewing can overcome barriers to response caused by not having a telephone number or households using call-screening devices to evade interviewers. Mixed-mode designs are thought to promote response by providing respondents the flexibility and convenience of choice, resulting in more opportunities to respond and in different settings (i.e., at home, at work, or while travelling). By offering multiple modes simultaneously, it is possible both to lower costs and to reduce nonsampling errors, such as nonresponse error and measurement error (Biemer and Lyberg, 2003; Groves, 1989).

Of particular interest to BJS is an evaluation of the self-administered modes of data collection—inbound CATI, Web, and mail. Exhibit 2 lists the modes and mode combinations that will be utilized in the SCV and the rationale for their inclusion at Wave 1 and/or Wave 2.



**Exhibit 2. SCV Modes and Mode Combinations and Rationale for Use in Study Design**

Study Objective	Mode/Mode Combination to be Utilized in Data Collection	Rationale for Inclusion in SCV Experimental Design
Evaluate less costly mode for initial contact with household	CAPI	Control group; comparison group that most closely mirrors current NCVS primary contact mode for household respondents
	Inbound/Outbound CATI	Less costly option for securing household respondent interview, yet still establishes interviewer rapport with household
Evaluate less costly mode(s) for interviewing individual respondents following completion of household respondent interview	CAPI	Control group; mirrors current NCVS primary contact mode for individual respondents
	Inbound/Outbound CATI	Individual respondent given option to call project toll-free number and complete CATI survey with telephone interviewer; nonresponse follow-up done via outbound calling. Less expensive than CAPI mode, especially when inbound calling is offered prior to outbound calling. Builds on rapport already established with the household respondent by an interviewer.
Evaluate alternative mode(s) for nonresponse follow-up of household and individual respondents to maximize response rates	CATI	Control group; comparison group that most closely mirrors current NCVS nonresponse follow-up mode
	CAPI/CATI	Used as nonresponse follow-up mode when initial contacting by inbound or outbound CATI not successful; in-person follow-up (CAPI) will be needed when telephone number is not available or nonworking. Once household has been reached in-person, interview appointments can be handled via CATI to minimize costs.
Evaluate less costly mode(s) for subsequent waves of data collection	Mail, Web, Inbound CATI	All Wave 1 participants given choice of mail, Web, or inbound CATI as primary survey mode at Wave 2; less costly option than in-person or CATI follow-up that provides flexibility for respondents
	CATI	Used as nonresponse follow-up mode when Wave 1 participant does not respond via mail, Web, or inbound CATI. Less costly than in-person follow-up but engages interviewer in effort to secure participation.

An additional task undertaken in parallel with the development of the experimental design was an examination of the number of persons to interview in each household in order to evaluate if interviewing all household members 12 years of age and older is optimal for the national panel survey. These issues are being addressed in final reports to BJS.

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## 2.2 SCV Research Design

Exhibit 3 presents the SCV experimental design based on a careful assessment of the research objectives, study design alternatives, and mode and incentive options. At Wave 1, the study will utilize a combination of in-person and telephone interviews to build rapport with the households. A particular focus of Wave 1 is the introduction of inbound CATI in Condition 2 as a lower-cost option for household participation. In Wave 2, Web, mail, and inbound CATI will be offered as the primary survey mode for all respondents at Wave 2.

At Wave 2, we are eliminating the more expensive in-person mode and evaluating whether the Wave 1 survey experience—in-person and telephone interviews—encourages participation by less costly self-administered modes. As part of this evaluation, we will also examine which Wave 1 mode(s) are most effective in encouraging participation at Wave 2. Despite its promise to decrease cost, the Web and mail modes may not be best suited for initial contact because we cannot control who responds to the survey request. However, we are testing these modes in Wave 2 (along with inbound CATI) to better understand to what extent self-administered modes would be a plausible option for subsequent waves of data collection.

Although it has been a long-standing requirement for interviewers to make initial contact via CAPI to build a foundation of understanding and trust that will carry forward to future survey rounds, this study examines whether household respondents respond to CATI in the first contact. This approach is a less costly option, particularly if a combination of inbound and outbound calling proves effective. The SCV will utilize outbound CATI as the follow-up mode for household and individual respondents who do not respond to the initial survey request by another mode (e.g., CAPI), or a combination of inbound and outbound CATI as the primary survey modes for both household and individual respondents.

Inbound CATI will also be offered as one of the primary self-administered modes at Wave 2. As with the Web and mail methods described above, the goal is to determine if the less costly CATI efforts yield the desirable response rates and are thus viable options for the NCVS. The proportion of people who respond to the SCV via inbound or outbound CATI may be sizeable enough to reduce costs in a non-negligible way given the cost differential between CATI and CAPI interviews.

The experiment involves a mixed-mode (CATI, CAPI, Web, and mail), multi-wave design with two experimental conditions. Within each condition, we will also test two incentive amounts (\$0 and \$10), creating a 2x2 factorial design. The experiment will be conducted in four states—Pennsylvania, Ohio, Virginia, and North Carolina<sup>1</sup>—using shortened versions of the NCVS Screener and CIR and reformatted Web and mail survey instruments that combine the Screener and CIR into a single instrument for self-administration. Two data collection waves (Wave 1 and Wave 2) are planned. For sufficient analytic power, we will select a sample of 4,164 mailing addresses equally allocated to each of the four mode/incentive groups (i.e., 1,041 per group). The design will support the planned analyses with sufficient statistical power and precision for key estimates and comparisons. Appendix F (Section 2, p. F-2) provides a complete overview of the Phase 2 field test.

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<sup>1</sup> Selection of states for the Phase 2 field test was based on a mix of criteria designed to maximize the number of interviews while containing costs. The four states (VA, NC, PA, and OH) were selected because of their (1) proximity to RTI's central office in North Carolina, which will minimize travel costs for field staff training and production, (2) mix of urban and rural households; and (3) lower concentrations of Hispanic households (the SCV will not involve bilingual interviews).

### Exhibit 3. SCV Mixed-Mode Experimental Design

Condition	Type of Contact	Wave 1		Wave 2	
		Household Respondent	Individual Household Members	Household Respondent	Individual Household Members
1	Initial Contact	CAPI	CAPI	Mail, Web, and Inbound CATI	Mail, Web, and Inbound CATI
	Follow-up	None	CATI	CATI	CATI
2	Initial Contact	Inbound and Outbound CATI	Inbound and Outbound CATI	Mail, Web, and Inbound CATI	Mail, Web, and Inbound CATI
	Follow-up	CAPI/CATI (if appt)	CAPI/CATI (if appt)	CATI	CATI

#### Wave 1

**Condition 1.** In this condition, CAPI interviews will be attempted with all eligible households. Household interviews will be completed in-person, via CAPI. However, individual interviews will be completed via CAPI or CATI, with initial contact attempts for individual respondents by CAPI and nonresponse follow-up by CATI. Condition 1 (\$0 incentive) is considered a control<sup>2</sup> group because the protocol closely resembles the current NCVS collection procedures. Cases will be transferred to CATI if a phone number is available and the address has been visited at least 10 times during the first 12 weeks of data collection. The control condition is needed to ensure comparability between the national panel survey and the experimental conditions.<sup>3</sup>

After evaluating performance measures, such as the number of completed surveys by day and the average time between letters and the completion of the household and individual interviews, RTI, in collaboration with BJS, will determine an optimal time to switch all individual respondent cases to a centralized telephone nonresponse follow-up. Switching cases to a telephone follow-up too early in data collection may have a cost impact and change the response propensities, affecting overall response rates. Studies on mode preference suggest that respondents have different propensities to respond to different modes (Groves and Kahn, 1979) and providing alternative modes (as in mixed-mode designs) may be an effective way of improving response rates (Shettle and Mooney, 1999). Conversely, switching cases to telephone follow-up too late may result in insufficient time to work the cases, and thus, prevent the study from achieving the desired effect on response rate and nonresponse error.

**Condition 2.** Condition 2 will test the use of only telephone mode, subjecting to telephone as many cases as possible. The attractiveness of this condition is that telephone is a less-costly alternative to face-to-face interviewing and may be even more desirable (due to the increased social distance between the interviewer and the respondent), given the sensitive nature of the questions. For the initial contact with Condition 2 households, letters will be sent to all sample addresses asking them to call a toll-free number to complete the roster and household

<sup>2</sup> For purposes of this research, the term “control” refers to the comparison group in the SCV experimental design that most closely resembles the national panel study.

<sup>3</sup> Using the most current NCVS data instead of having Condition 1 would not provide comparable data as multiple survey factors impact the data collection process (e.g., response rates can be affected by the geographic area of the experiment, the interviewer pool, the recruitment procedures, coding of call outcomes, and other differences between survey organizations and sample design).

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interview. The use of an incentive in this design is expected to be a critical component in motivating sample members to initiate the call (see Appendix F, Section 5, for a full discussion of incentives).

Utilizing incentives in this condition should still lead to substantial savings from not having to make numerous call attempts to cases, whether by telephone or in-person. After three weeks, calls will be made to all telephone numbers that can be matched to nonrespondent sample addresses (outbound CATI), a rate expected to approach 50 percent. A greater proportion of the sample is expected to be attempted by telephone among the remaining household members, as household respondents would have provided telephone numbers. Finally, the remaining nonrespondents will be approached via CAPI, which is a more expensive mode. As much of the CAPI cost is associated with travel and particularly with travel that results in noncontact, additional individual household members who are at home at the time of a CAPI interview will be asked to participate in the survey at that time. This condition will be particularly useful in the event that the self-administration mode performs poorly as a form of initial contact. Additional efficiency can be achieved through the use of centralized CATI, particularly when implemented on a large scale. Although this efficiency may not hold for all surveys and survey organizations it is expected to occur under the current protocol.

## **Wave 2**

The second wave of data collection will begin 6 months after the completion date for each case in Wave 1. Bounded interviews require data from Wave 1 to be collected, thus we can assume that households who responded in Wave 1 will be interviewed in Wave 2, or the number of completed household interviews in Wave 1 will be the starting sample size for Wave 2. The goal of Wave 2 is to evaluate whether less costly, self-administered follow-up yields acceptable response rates given the different modes used for the initial survey request in Wave 1.

All Wave 1 respondents will be mailed a package that includes a request to go to the study Website to complete the survey, call a toll-free number, or mail back the enclosed questionnaire. A week later, following the Tailored Design Method (Dillman, 2000), a thank you postcard will be sent to all households to express appreciation for taking part in the survey, and remind those who have not done so already to complete their questionnaire (mail or Web) or call the toll-free number. Four weeks after the original mailing, a replacement package will be sent to nonrespondents. This sequencing of the distribution of materials is a common feature in self-administered modes (when used as stand-alone modes or in mixed-mode designs) and has been proven to maximize response rates in mail surveys (see Dillman, 1978; Dillman, 2000). Two weeks after the replacement questionnaire has been mailed, nonrespondents will be contacted by telephone (collected in Wave 1 or available from address matching efforts) in an effort to secure the interview.

Because the address will be the sampling unit in the SCV field test, we will not follow and interview Wave 1 respondents who move away from the sampled address and are no longer living there at Wave 2. Moreover, because an important objective of the study is to examine how a respondent's survey mode at Wave 1 impacts their propensity to respond at Wave 2, it will not be necessary to include new residents of a sampled address at Wave 2 since they did not respond in the first wave. Procedures will be implemented at Wave 2 to identify movers and new residents through U.S. Postal Service forwarding orders and address confirmation questions embedded in the Screener and to exclude them from the sample.

### 3. Modification of the NCVS Instruments for the SCV Administration Modes

RTI and BJS collaborated to streamline the NCVS survey instruments<sup>4</sup> for CATI and CAPI administration, and to produce Web and mail instruments specifically reformatted for self-administration. For the CATI and CAPI modes, the Screener and CIR have been reduced in length to minimize respondent burden. To facilitate self-administration by Web and mail, the Screener and CIR have been combined into a single streamlined instrument for each mode.

The Web instrument has been reduced in length by omitting some Screener and CIR items; additionally, remaining items have been simplified for ease of Web self-administration. The mail questionnaire required the most extensive reconfiguration due to the complexity of the NCVS and the lack of any assistance for the respondent (e.g., from an interviewer or through the use of programmed skip logic and on-screen instructions). For example, the mail survey must combine both the Screener and CIR into a single hardcopy form. While the content of the mail survey is nearly identical to that of the Web survey, additional questions were removed from the hardcopy survey to minimize burden by simplifying the respondent's task in completing the form and following skip pattern instructions.

Exhibit 4 summarizes the modifications that have been made to the NCVS Screener and CIR for the four data collection modes that will be used for this research. Additional details regarding instrument-specific revisions are provided in the sections that follow.

**Exhibit 4. Summary of NCVS Screener and CIR Modifications by Data Collection Mode**

Mode	Screener	CIR
CAPI	<ul style="list-style-type: none"> <li>• Length reduced to about 7 minutes on average.</li> <li>• Household roster collects information on up to 10 adult household members in addition to household respondent.</li> <li>• Only questions related to the major crime categories retained. Identity theft, vandalism, and hate crime sections removed.</li> <li>• Mobility section and detailed employment questions removed.</li> </ul>	<ul style="list-style-type: none"> <li>• Length reduced to about 8 minutes on average.</li> <li>• Some questions that collect details about each crime incident removed, including particular place where incident happened, impact the incident had on the respondent's life, hate crimes and crimes against people with disabilities.</li> <li>• All questions that contribute to key statistics retained in the instrument.</li> </ul>
CATI	<ul style="list-style-type: none"> <li>• Length reduced to about 7 minutes on average.</li> <li>• Household roster collects information on up to 10 adult household members in addition to household respondent.</li> <li>• Only questions related to the major crime categories retained. Identity theft, vandalism, and hate crime sections removed.</li> <li>• Mobility section and detailed employment questions removed</li> </ul>	<ul style="list-style-type: none"> <li>• Length reduced to about 8 minutes on average.</li> <li>• Some questions that collect details about each crime incident removed, including particular place where incident happened, impact the incident had on the respondent's life, hate crimes and crimes against people with disabilities.</li> <li>• All questions that contribute to key statistics retained in the instrument.</li> </ul>

(continued)

<sup>4</sup> The NCVS instruments modified for this research were the Control Card, Basic Screening Questionnaire (Screener), and Crime Incident Report (CIR).

**Exhibit 4. Summary of NCVS Screener and CIR Modifications by Data Collection Mode (continued)**

Mode	Screener	CIR
Web	<ul style="list-style-type: none"> <li>• Length reduced to about 7 minutes on average.</li> <li>• NCVS Control Card questions used to enumerate household incorporated. Household roster collects information on up to 10 adult household members in addition to household respondent.</li> <li>• Only questions related to the major crime categories retained. Identity theft, vandalism, and hate crime sections removed.</li> <li>• Mobility section and detailed employment questions removed</li> </ul>	<ul style="list-style-type: none"> <li>• Length reduced to about 8 minutes on average.</li> <li>• Some items combined into a single question or reformatted to match mail mode for ease of comparison.</li> <li>• Some questions that collect details about each crime incident removed, including particular place where incident happened, impact the incident had on the respondent's life, hate crimes and crimes against people with disabilities.</li> <li>• Clarification of some terminology (i.e., definition of "offender") provided in question text since interviewer not involved in survey administration.</li> <li>• All questions that contribute to key statistics retained in the instrument.</li> </ul>
Mail	<ul style="list-style-type: none"> <li>• Length reduced to about 7 minutes on average. NCVS Control Card questions used to enumerate household incorporated (for Wave 2 use only). Household roster collects information on only 4 household members in addition to household respondent to minimize burden. Only counts of additional household members (children and adults) collected.</li> <li>• Some items combined into a single question or reformatted for ease of hardcopy self-administration.</li> <li>• Only questions related to the major crime categories retained. Identity theft, vandalism, and hate crime sections removed.</li> <li>• Mobility section and detailed employment questions removed</li> </ul>	<ul style="list-style-type: none"> <li>• Length reduced to about 9 minutes on average.</li> <li>• Some items combined into a single question or reformatted for ease of hardcopy self-administration.</li> <li>• Some questions that collect details about each crime incident removed, including particular place where incident happened, impact the incident had on the respondent's life, hate crimes and crimes against people with disabilities.</li> <li>• Some response options collapsed into fewer items for ease of self-administration.</li> <li>• Most questions about the characteristics of the offender(s) removed to reduce survey length.</li> <li>• Most questions about injuries and hospitalizations removed to reduce survey length.</li> <li>• Clarification of some terminology (i.e., definition of "offender") provided in question text since interviewer not involved in survey administration.</li> <li>• All questions that contribute to key statistics retained in the instrument.</li> </ul>

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***Streamlining the NCVS Control Card for Address Verification and Household***

***Enumeration.*** The NCVS Control Card is used for verification of sampled addresses, identification of additional dwelling units of households at the sampled address, and for enumeration of eligible household members. For this research, Control Card items were streamlined for CAPI and CATI administration. The resulting CATI/CAPI Address Verification and Household Enumeration Questionnaire will be used in the field test to verify the interviewer contacted the correct address, identify and exclude from the household roster any persons residing in other living quarters at the address (e.g., in a separate apartment with a separate entrance), and roster eligible adult household members for inclusion in the SCV. Data collected on separate living quarters will be used to generate prevalence estimates as part of the evaluation of address-based sampling (ABS) methods that will be employed during field test data collection. The CATI/CAPI Address Verification and Household Enumeration Questionnaire is provided in Appendix A.

***Streamlining the NCVS Screener and CIR.*** The Screener will be administered to the NCVS household and individual respondents to determine if the CIR needs to be completed. As in the national NCVS, the Screener for this research is designed to identify victimization at the household and individual level. The first interview is always conducted with a household respondent, who is selected to be the most knowledgeable adult (18 years of age or older). For the CAPI and CATI modes, the Screener is somewhat longer for household respondents because it enumerates the household and collects additional information about household crimes. There are four additional household respondent questions in the CAPI and CATI instruments that collect information about theft outside the home, home break-ins, number of cars in the household, and stolen vehicles.

For the Web and mail self-administration modes, the Screener is identical for the household and individual respondents because we do not have control over who will pick up and respond to the mail or who will log in to the Web survey first.

For each incident of crime reported in the Screener, the interviewer administers a CIR to collect detailed information for each incident. The CIR for this research collects data on the circumstances of the incident, when the incident occurred, threats prior to the incident, victims' major activities in the week prior to and at the time of the incident, weapon use, bystander behavior, relationship to and characteristics of the perpetrator(s), victim's attempts at self-protection, whether the event was reported to the police, law enforcement responses, and consequences of the victimization.

The Screener has been slightly reduced in length to an average of about 7 minutes to minimize respondent burden. This estimate is based on timed readings of the survey instrument. Questions used to classify major crime categories were retained in the shortened Screener. Questions on identity theft, vandalism, and hate crime sections were removed for this experiment. The mobility section of the Screener was also eliminated, as well as the detailed employment questions.

The length of the CIR has been reduced to an average of about 8 minutes in CATI, CAPI, and Web mode, and 9 minutes in mail to minimize respondent burden in the field test. As with the Screener, these estimates are based on timed readings of the instrument. The reduction in length was achieved primarily by removing some of the detailed questions, such as the particular place where the incident happened, the impact the incident had on the respondent's life, hate crimes and crimes against people with disabilities. The revised Screener and CIR,

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which will be used for CAPI and CATI administrations in the field test, are presented in Appendix A.

**Streamlining the NCVS Instruments for Web and Mail Self-Administration.** To facilitate self-administration, RTI created a reformatted, single-instrument version of the Screener and CIR for Web and mail administration. This involved reviewing each question and response set in the Screener and CIR, identifying with BJS the items critical for crime classification, assessing the complexity of each item for self-administration via Web or paper-and-pencil, and determining methods for simplifying the respondent task by eliminating or revising complex skip patterns.

Basic respondent demographic questions from the NCVS Control Card were incorporated into the instrument. However, the household roster is not part of the Web or mail survey as enumeration of the household will be done in the CAPI or CATI interview with the household respondent.

Preliminary assessment of the mail survey instrument (described in Section 4.1) identified target areas for additional refinements. Items that remain in the Web instrument but have been removed from the mail survey include questions about the characteristics of the offender(s) (e.g., in a gang, drinking or on drugs), injuries or hospitalizations resulting from the crime, steps taken to protect self or property during the crime, and presence of others during the crime. (See Section 4.2, Exhibit 5 for a summary of specific revisions to the mail survey.) Appendix A contains the Web and mail survey instruments that have been streamlined and specifically reformatted for self-administration.

#### **4. Phase 1 Developmental Activities for the Mail Instrument**

Phase 1 developmental activities for the mail instrument involved a preliminary assessment of the mail instrument using cognitive interviewing methods and programming and testing of the data entry application for completed survey forms. These activities are described in the sections that follow.

##### **4.1 Preliminary Assessment of the Mail Survey Instrument**

To inform refinements to the mail survey, preliminary cognitive testing was conducted. Cognitive interviews usually require a small number of participants, typically less than 10. Ackerman and Blair (2006) note that the number of cognitive interviews performed for any given project is generally somewhat small due to budget and schedule constraints. Testing is generally done in an iterative fashion with subsequent rounds of cognitive interviews testing the materials revised in response to findings from the first round of testing.

The survey literature does not provide explicit guidance on the optimal number of cognitive interviews or the number of pretest iterations. The current NCVS questions have been cognitively tested, but reformatting these questions for a self-administered mail survey was expected to present substantial challenges. Preliminary cognitive interviews were envisioned as a method of identifying specific target areas on which to focus additional developmental work. A small number of cognitive interviews were conducted to provide insight into the viability of administering the questions in a self-administered format. The issues identified during the preliminary testing indicate certain problem areas for mail administration. Additional testing will determine whether the mail instrument is a viable option for the field test. If this mode is not viable, the mail questionnaire will be replaced by the Web. Characteristics of the Web mode are able to overcome many of the limitations of the mail (discussed more fully in Section 5.2).



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Between December 2010 and early January 2011, 9 cognitive interviews were conducted at RTI by survey methodologists experienced in cognitive interviewing methods. Participant recruitment for the cognitive interviews was carried out by RTI using advertisements placed on Craig's List for the Raleigh-Durham, NC, area and in RTI internal classifieds, and through postings at local public health departments, domestic violence shelters, and other similar locations. Interested candidates were first screened to determine their eligibility for the cognitive interview. The screening script contained questions on crime experiences (similar to the Screener) as well as questions on basic demographic characteristics in an effort to recruit a diverse mix of participants.

RTI staff and their family members were not eligible to participate in the cognitive test. Additionally, persons who had not experienced a crime in the past 6 months, were under age 18, or did not speak English were excluded. To ensure participants would be eligible to fill out the majority of the SCV questionnaire, selected candidates had at least one crime experience that is a focus of the survey instrument (e.g., theft, break-in, or attack of any kind). Additionally, candidates with a variety of crime experiences were chosen in order to test as many different questions and routing patterns in the mail survey instrument as possible. Cognitive interview subjects were selected from the pool of screened, eligible candidates.

Cognitive interviews were conducted in person at RTI's main campus in North Carolina. All participants signed a consent form prior to beginning the interview, which was read to them by the interviewer. A copy of the form was provided for the participant's records. The consent form included a separate request to audio record the interview to facilitate note-taking, with recordings to be destroyed shortly after the summary reports were prepared and analyzed. All reports were written in a common summary shell that was exported into Excel so that responses to the same questions could be seen for all participants.

During the cognitive interview, participants were first asked to complete the hardcopy mail survey instrument on their own. To maximize confidentiality during the interview, participants were instructed to record only first and last initials when answering the household roster items on the mail survey, and to enter "Xs" for their phone number. After completing the screening portion of the survey, they participated in a guided think-aloud process with the interviewer in which the respondent was asked to discuss individual questions and response sets in the instrument to gauge their ease or difficulty in completing the survey, their ability to successfully navigate through the instrument (for example, following skip instructions and marking answer choices), and their understanding of definitions and terminology in the survey.

Next, participants were asked to continue with the rest of the survey (first CIR, followed by additional CIRs where applicable) and when finished, went through the same think-aloud process, discussing any problems they encountered in completing the survey. The interviews averaged 86 minutes and included a review of a number of questionnaire items, including some that had been cognitively tested previously for the NCVS. This was to look for any context effects that may have been introduced with the removal of some items and to gauge how well the items worked in a self-administered format. The screener portion of the survey averaged 7 minutes; while the first CIR took 13 minutes to complete (the average length for the subsequent CIRs was much less, about 7 minutes for the second, and 8 minutes for the third CIR among respondents who experienced more than one crime). All cognitive interview participants received \$40 cash as compensation for their time.

The results of the cognitive testing are summarized below:

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- Respondents often made errors in filling in the household roster questions. They did not read or follow the provided instructions, and included themselves or other persons who should have been excluded from the roster.
  - Respondents had difficulty following skip patterns on a number of items. Some questions could not be easily located when skipping, or respondents failed to see and follow provided skip instructions. In particular, respondents found it problematic when the skip patterns required them to turn multiple pages and locate a question that was somewhere other than the top left corner of the page, or when a question involved different skip patterns depending on the answer the respondent selected.
  - Respondents did not understand the meaning of some of the question terminology, including “evidence,” “incident,” “dwelling,” or “offender.” Additionally, there was confusion about how to answer some CIR questions when the crime incident occurred somewhere other than the respondent’s home (e.g., at work).
  - Respondents had difficulty providing the age of household members in the roster and understanding that the income question was seeking annual income for the household.
  - Respondents had difficulty keeping track of the specific crime incident they were being asked to provide details for in the CIR. In some cases, respondents combined multiple crime incidents into one CIR, or tried to split out crimes that occurred in the same incident across multiple CIRs. Additionally, the questions and skip instructions specific to crime series (multiple incidents of the same type of crime) were not easily understood.
  - Overall, respondents expressed concern about the length and complexity of the hardcopy survey instrument, including the number of questions they were being asked to answer and the wordiness of some items.
  - Finally, the test identified a number of items where consideration should be given to clarifying the intent of the question and/or expanding or refining the response options based on the information provided by the cognitive interview respondents.

Plans for the additional cognitive interviews are discussed in Section 6. Based on findings from subsequent rounds of testing, BJS may deem that a mail instrument is not a viable mode of administration for the NCVS.

#### **4.2 Programming of the Mail Survey Data Entry Application**

Data from completed mail survey forms will be captured through the use of a single Web-based survey system designed to support all survey modes, including collection of CATI, CAPI, and Web survey data. With this approach, programming efficiency can be achieved given the similarity of instrument content across modes, and collected data written to common databases with consistent structures. Detailed programming specifications were prepared for the mail questionnaire and contained the wording for all questions and their response sets, skip instructions, and logic for internal consistency checks and ranges. Revisions to the programming specifications will be made, as needed, upon finalization of the mail survey instrument. The final specifications will be used to test the data entry component of the SCV survey system prior to the Phase 2 field test.

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## **5. Phase 1 Developmental Activities for the CATI, CAPI, and Web Instruments**

Phase 1 developmental activities for the CATI, CAPI and Web instruments involved programming and testing the draft instruments and conducting preliminary usability testing of the Web instrument. These activities are described in the sections that follow.

### **5.1 Programming of the CATI, CAPI and Web Instruments**

As described in Section 4.2, data from CATI, CAPI, Web (and mail) will be captured through the use of a single Web-based survey system designed to support all survey modes, including entry of the mail survey instrument. In the Phase 2 field test, instruments will be accessible via any common Web browser to: (1) survey participants who wish to complete the survey using the public internet/Web and (2) CAPI/CATI interviewers conducting interviews.

To facilitate programming and testing of the draft instruments in Phase 1, detailed question specifications were prepared for the CATI/CAPI Address Verification and Household Enumeration Questionnaire, Screener, CIR, and Web instruments. In addition to providing the wording for all questions and their response sets, the specifications include skip instructions, logic for consistency checks and ranges that will be built into the system, and any wording variations or fill text based on responses to prior items. Revisions to the programming specifications will be made, as needed, based on results from the testing activities. The final specifications will be used to test the CATI/CAPI and Web components of the SCV survey system prior to the Phase 2 field test.

### **5.2 Preliminary Assessment of the Web Instrument**

Following the programming of the draft instruments and internal testing by RTI survey methodologists and project staff, a small usability test of the SCV Web instrument was conducted. The purpose of the usability test, which involved 9 participants, was to identify issues for additional targeted refinement. Specifically the usability testing was designed to evaluate: (1) the ease or difficulty in logging into the Web survey system and navigating through the survey application; (2) respondent opinions of the layout and appearance of survey screens; (3) the ability to change and/or correct responses on-line; and (4) the ability to locate and use on-screen definitions, instructions, and navigation buttons.

Because the NCVS instruments had been fielded for CAPI and CATI administration in prior national implementations, the usability test focused solely on the respondent's ability to access the SCV survey on-line and successfully navigate through the Web screens in a self-administered interview format. Thus, the objectives of the usability test differed from those of the cognitive test.

Participant recruitment for the usability interviews mirrored the procedures used for the cognitive interviews, including recruitment of participants via Craig's List, RTI internal classifieds, and postings in local public health departments and other similar locations, and use of a recruitment script to determine eligibility for the interview. As in the cognitive test, volunteers with at least one crime experience were selected, and attempts to recruit at least one participant in each general crime category in the survey were made to ensure that different paths through the Web instrument were tested.

RTI staff and their family members were not eligible to participate in the usability test and persons who had not experienced a crime in the past 6 months, were under age 18, or who did not speak English were also excluded. During the recruitment process, contact information

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(names and phone numbers) was only collected for eligible candidates meeting the above criteria.

Usability test interviews were conducted in person by trained RTI survey methodologists at RTI's main campus in North Carolina. All participants signed a consent form prior to beginning the interview and received a copy of the form for their records. The consent form included a separate request to audio record the interview to facilitate note-taking and for another member of the SCV project staff to observe the interview, if applicable. The audio recordings were used to facilitate preparation of summary reports of the interviews and were destroyed after the reports were finalized.

As with the cognitive test, the usability interviews were guided by a structured interview protocol. Participants were first asked to read a sample lead letter and follow the provided instructions to access the survey Web site. This allowed for an evaluation of the respondent's understanding of the log-in instructions and identification of any survey access problems. The interviewer then had the respondent complete the Web survey instrument on his/her own and stopped the respondent at certain screens to check on navigation or request specific tasks to be performed. After completing the survey, the interviewer asked the participant questions about the ease or difficulty in answering specific questions on-line and his/her ability to navigate through specific screens.

Throughout the usability test, the interviewer asked the respondent to enter specific kinds of information, find instructions, definitions, or navigational buttons on a screen, or back up and change an answer. Tasks that required changing the household roster information or backing up and changing an answer were performed during the completion of the Web survey because skip patterns and section logic would not allow any testing after the survey was completed.

Interviews averaged 70 minutes and participants received \$40 cash as compensation for their time. Because of the nature of the test (interviewers had to stop the interview and ask respondent to perform specific tasks), it was not possible to obtain an estimate of the amount of time required to complete the Web survey. However, we are estimating the Web survey will take between 10–20 minutes per respondent to complete, based on their experiences.

The results of the usability testing are summarized below:

- Respondents suggested that the lead letter contain the survey log-in instructions (url and password), consistent with the accompanying instructions sheet.
- Respondents were confused by the location of the navigation buttons that allow them to advance to the next question or back up to a previous question. In some cases, respondents accidentally logged out of the survey by selecting the wrong navigation button.
- The informed consent screen was too wordy and required respondents to scroll down to read all the text and proceed to the next screen.
- Some respondents were confused by a banner displayed on screens in the CIR intended to help them keep track of the crime incident being discussed.

- Respondents who noticed the progress indicators in the instrument commented that only the overall progress bar, and not the section-specific bar, was useful. However, they were confused when the progress bar reset at the start of each CIR.
- Respondents were not clear about the procedures for logging out and back into their survey instrument (for example, if they exited the interview by accident and then had to re-enter the survey application and resume their interview) because the system added a “0” to their original ID and they were not sure whether they needed to use the original password assigned to them or the unique password they created at the start of their interview.
- Finally, consistent with the cognitive test findings, some respondents reported that they were confused by some of the terminology in the questions, and did not read question-related instructions. Participants who experienced crimes at locations different from their homes were unclear how to answer certain questions. Also, respondents preferred to report crime incidents in the order that was most salient to them (rather than an order prescribed by the survey instrument). They also had difficulty reporting the age of household members and in understanding that the income question was seeking annual income for the household.

## 6. Cognitive and Usability Testing

This clearance memo requests OMB approval for cognitive testing of the SCV mail survey instrument and usability testing of the SCV Web instrument. These activities, described in detail in Sections 6.1 and Section 6.2, respectively, will target those areas identified in the preliminary testing as requiring further refinement. The nature of the changes indicated by cognitive testing thus far, indicate that mail administration may not be a viable method of administration for the NCVS. The results of additional testing will dictate whether this approach of self-administration will continue to the field test. If the mail option is deemed ineffective for the NCVS, the experimental design will shift in focus to a test of the utility of inbound/outbound CATI and Web administration.

### 6.1 Cognitive Testing of Mail Instrument

Up to 30 cognitive interviews will be conducted to determine whether the NCVS is viable in a mail format. RTI will work collaboratively with BJS to refine the mail survey instrument in response to respondent comments and interviewer observations during the preliminary round of cognitive testing. Exhibit 5 summarizes the revisions that were made to the mail survey as a result of the preliminary cognitive test findings described above.

#### Exhibit 5. Summary of Mail Survey Revisions Resulting from Preliminary Cognitive Test Findings

Preliminary Cognitive Test Findings	Resulting Mail Survey Revisions
Errors in filling out the household roster	The household roster and questions about the number of children in the household have been removed from the mail survey. Enumeration of household members will be done in the CAPI and CATI interview with the household respondent. Only basic demographic information about the mail survey respondent remains in the hardcopy form, including gender and age.

(continued)

**Exhibit 5. Summary of Mail Survey Revisions Resulting from Preliminary Cognitive Test Findings (Continued)**

Preliminary Cognitive Test Findings	Resulting Mail Survey Revisions
Navigation errors (e.g., difficulty in following skip instructions)	Skip patterns have been simplified by the removal of some questions in the survey (this was also necessary to decrease survey length and minimize burden). Additional navigation arrows have also been inserted next to some answer choices to direct respondents' attention to skip instructions.
Comprehension problems with some survey terminology (e.g., offender, dwelling, evidence)	A definition for "offender" (the person who committed the crime) has been inserted in several questions. "Dwelling" has been replaced by "home." "Evidence" has been avoided and instead a descriptive approach (e.g., "How could you tell" instead of "What was the evidence?") has been taken.
Difficulty reporting exact age of household members	A categorical variable with pre-coded response choices has replaced the open-ended age variable. With the removal of the household roster, age is only captured for the mail survey respondent.
Difficulty reporting annual household income	To clarify that the question is seeking annual rather than weekly or monthly income, the first two response options (less than \$4,999 and \$5,000-\$9,999) have been combined into one category (less than \$10,000). Also, the phrase "in the past 12 months" has been underlined for emphasis.
Problems in keeping track of specific crime incident being discussed	Questions related to crime "series" have been modified to more closely mirror the wording and placement of those in the CAPI and CATI instruments. Questions about the number of each type of crime have been added to follow each gate question in the Screener. Each individual page of the CIR has also been labeled with "Incident 1," "Incident 1 (continued)," etc.
Overall length of survey instruments/number of questions	The length of the mail survey instrument has been reduced by 5 pages as a result of the removal of the household roster from the Screener and a number of questions from the CIR, including detailed questions about the characteristics of the offender (e.g., in a gang, drinking or on drugs), injuries or hospitalizations resulting from the crime, steps taken to protect self or property during the crime, and presence of others during the crime.
Clarification/Refinement of question text and/or response options	Response options have been collapsed into fewer categories in some items. For example, "rape," "attempted rape," and "sexual assault" have been combined into one response option, as have "purse" and "wallet." Three questions about the relationship of the offender to the respondent have been collapsed into one item, and three questions about contact with authority have also been collapsed.

The supplemental testing is envisioned to be iterative in nature, with refinements made to the survey instrument based on respondent feedback and consultation with BJS, and retesting of revised items occurring with new respondents. The goals of the testing will be to evaluate:

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1. Respondent reactions to, and effectiveness of, alternative wording and formatting of some questions, including the household roster,<sup>5</sup> age, and crime series questions;
  2. Respondent reactions to, and effectiveness of, simplified terminology and definitions for problematic concepts like “dwelling” or “offender;”
  3. Effectiveness of simplified skip patterns and instructions, including use of directional arrows;
  4. Respondent burden in completing a further streamlined and shortened instrument;
  5. How respondents report on different kinds of crimes (e.g., theft, assault) that occurred at the same time;
  6. How respondents report on multiple incidents of the same kind of crime occurring on different dates (e.g., 2 thefts); and
  7. How respondents report on a series of crimes, that is, more than 5 crimes that are similar in nature and cannot be recalled in enough detail to be distinguished from one another (e.g., domestic abuse).

To achieve cognitive test goals 1–3, the structured interview guide for the cognitive test (see Appendix B) includes specific probes asking about the respondent’s understanding of select terms in the survey and whether respondents noticed the instructions or the skip instructions. For example, a probe for question 11 in the cognitive interview guide asks the respondent about his/her understanding of the word “offender,” while a probe to question 16 asks the respondent to explain how he/she determined the next question to answer. Additionally, the interviewer will collect observation data that indicates the frequency with which the respondent skipped or missed a question that should have been answered, skipped to the wrong item on the paper form, or hesitated or seemed confused by a particular question or instruction.

This information will be used to identify specific questions or survey instructions that require probing by the interviewer, and possibly further revision and testing. To assess respondent burden (cognitive test goal 4), interviewers will time respondents on how long it takes to complete each section of the questionnaire, including the Screener and each CIR. This information on time on task will be used as an indicator of burden (based on the assumption that the longer it takes, the more burdensome it is for respondents). The timing data will also be used to consult with BJS on the necessity of further reductions to the mail survey length and complexity to reduce burden for the Phase 2 field test.

To achieve cognitive test goals 5–7, the interviewers will go over the crime reports and specifically probe respondents on their understanding of how they should handle specific scenarios, including: (1) several different types of crimes that occurred at the same time (e.g., robbery and assault); (2) multiple incidents of the same type of crime (e.g., 2 thefts) and how they determined which one to discuss in each CIR; and (3) how to report on crimes that occur frequently and cannot be distinguished from one another (e.g., a crime series, such as partner

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<sup>5</sup> Even though the household roster is removed from the mail instrument and the household enumeration will occur during the CAPI/CATI interview with the household respondent, we will test the household roster as a separate instrument in case it needs to be implemented in subsequent waves of data collection when the focus is on self-administered modes.

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violence). The information from this line of probing will be used to determine if refinements or additions to survey instructions are needed as the respondent moves from the Screener questions to the first CIR, or from one CIR to the next.

An additional goal of the cognitive test will be to assess how the improved household roster will work in a self-administered environment and whether respondents would be willing to provide their personal demographic information and that of other household members. In order to keep the self-administered interview as close as possible to the respondent experience in Wave 1, we have removed the roster from the mail survey booklet. However, at the end of the cognitive interview, participants will be asked to complete the household roster as a separate form and probed on their (1) willingness to provide such information in a mail questionnaire, and (2) any possible problems they encountered when filling out the form. In order to access burden, interviewers will keep a separate record of the length of time required to complete the roster.

As with the preliminary cognitive interviews, recruiting of interview candidates will be conducted through advertisements on Craig's List and in RTI internal classifieds, or through postings at local public health departments and other similar locations. Appendix B provides copies of the recruitment advertisements and flyers, as well as the recruitment script, which will be used to screen interested candidates for eligibility. RTI staff and family members will not be eligible for participation. We will also exclude persons who have not experienced a crime in the past 6 months, who are under age 18, or who do not speak English.

To ensure participants will be eligible to fill out the majority of the SCV questionnaire, only candidates with at least one crime experience that is a focus of the survey, and persons with a variety of crime experiences will be selected. This approach allows for the most efficient testing of different questions and routing patterns in the instrument as possible.

Cognitive interviews will be conducted at RTI by trained survey methodologists using the cognitive interview guide provided in Appendix B. As in the initial round of testing, the Guide will be administered by questionnaire section to facilitate recall. In the event questions are removed from the mail survey instrument during the course of testing, related items in the Guide will not be administered.

Cognitive interviews can be done concurrently (asking what the thought process was after each individual question) and retrospectively (going back to the questions that were answered and asking about the thought process). The first option is believed to change the response process as it is rather unnatural to think aloud when you answer survey questions, and thus it may change the true values of respondents. The second option also has a weakness as a respondent's memory can be faulty—if the survey is long, we cannot expect respondents to remember what they were thinking when they answered a question 10 minutes previously. The approach being used for the SCV cognitive interviews will help recall, but not disrupt the question-answering process as the task is divided into logical sections.

While we expect all respondents to have experienced at least one crime based on our recruiting and screening procedures, on rare occasions we learn during the interview that the information obtained during screening was not accurate (e.g., the participant did not experience a crime). The Checkpoint on page 4 of the Guide is provided so the interviewer can resolve this kind of situation should it occur.

Interview participants will be required to sign a consent form, read to them by the interviewer, prior to the interview. A copy of the consent form will be provided for their records. Interview



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participants may also be asked permission for an RTI or BJS project member (e.g., the BJS Project Officer or the RTI Project Director) to observe the interview in order to gauge respondent reactions to the mail survey instrument. A separate request for the interview to be observed is included in the consent form. Observers will not actively participate in the interview process itself.

Because of the focus on crime experiences, some of them personal in nature, it is possible that a cognitive interview respondent may become upset by the nature of some of the questions in the SCV instrument. While such an occurrence is expected to be rare, Appendix D contains a Distressed Respondent Protocol that will guide the interviewer in the handling of any such situation that arises during the cognitive testing.

RTI will provide continuous feedback to BJS on the progress of cognitive interviewing, including participant responsiveness to the revised mail survey format, reactions to the survey questions, and any issues that arise during testing. Data from the each subsequent round of 6–9 cognitive interviews will be carefully examined and evaluated by RTI to determine if any additional modifications to the mail survey instrument require testing.

As described above, the metrics that will be used when evaluating the data will consist of data collected by direct observation and the respondent's answers to the probe questions in the cognitive interview guide. The observational data will be captured at the question level and include:

- The time required to complete the Screener and each CIR (cognitive test goal 4)
- The items where the respondent hesitated or appeared to have trouble answering the question (cognitive test goals 1, 2, 3)
- The items where the respondent changed his/her answer (cognitive test goals 1, 2, 3)
- The items where the respondent struggled with navigation, such as following a skip instruction (cognitive test goal 3)
- The items left blank by the respondent that should have been answered (cognitive test goal 3; determined after interview completion by review of completed paper survey)

During the cognitive interviews, the observational data will be used by the interviewer to identify which specific survey questions or instructions are problematic and should be probed in detail. Information then obtained from the respondents directly, in response to the interviewer's questions, will be used to evaluate: (1) the effectiveness of specific revisions to the question or response choice wording; (2) the decision-making process used in navigating from item to item, including the visibility and understanding of instructions on the paper form; and (3) awareness and understanding of the purpose of some design features, such as the header at the top of each CIR page or the instruction boxes. Goals 5–7 will be address through direct questioning of the respondent about his/her experiences in the survey and cognitive thought processes.

Willis (1999; see also Willis, G.B., 2005) notes that cognitive interviewing outcome data tends to be qualitative, rather than quantitative, and that the focus should be placed on identifying (a) dominant trends across interviews (problems that seem to emerge repeatedly), and (b) "discoveries," that is, events that may occur in only one interview but may severely threaten

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data quality if they are expected to occur frequently in the actual survey. As a result, one must rely heavily on the interviewer’s “clinical judgment” in determining the implications of cognitive interview findings, as these have ramifications for the actual survey.

For example, the interviewer might conclude that a particular interview was highly unusual and should be ignored. Or, the education level of a particular respondent may be higher than what one would expect to counter in the fielded study. Thus, even modest comprehension problems experienced in this interview might lead the survey designer to recommend changes to simplify the survey questions. Willis (1999) further notes that it is dangerous to conclude that the same percentage of interviews that experience problems in the laboratory setting should be expected in the fielded survey. Determining whether additional rounds of testing are needed, therefore, is a subjective process that involves the interviewer’s judgment and clinical expertise as well as an evaluation of the empirical evidence.

Given the above, we will carefully consider the observations of the interviewers, the feedback from respondents, and the percentage of respondents experiencing specific types of problems (e.g., comprehension problems with certain terms or questions, or navigation challenges associated with specific questions or instruction boxes), and make a recommendation to BJS as to the need for further testing. It is expected that any additional rounds of testing will be limited in scope to focus only on resolving those specific problems identified in the prior round of testing. As Willis (1999) notes, “Once major conceptual problems have been ironed out, later rounds of interviewing tend to be focused more exclusively on the appropriateness of individual questions.”

If significant problems with question comprehension or navigation of skip patterns are identified—for example, multiple respondents experience problems completing survey items presented in a grid format or in following skip instructions presented in a particular manner—RTI will recommend conducting yet another round of 6–9 interviews that uses a revised version of the instrument and targets only those items that need further scrutiny. RTI may also recommend additional instrument revisions and testing if the overall burden placed on respondents (driven by the length and complexity of the survey) is still considered too high for successful field test implementation.

Cognitive interviewing will continue until no further testing of instrument changes is deemed necessary based on the observations of the interviewers and an assessment of the findings and their implications for the field test. As noted earlier, up to 30 interviews are expected to be needed to finalize the content and format of the mail survey instrument. Following completion of all cognitive interviews, BJS will inform OMB of the findings, including changes to the mail survey instrument, prior to the Phase 2 field test, if requested by OMB.

## **6.2 Usability Testing of Web Instrument**

RTI will conduct up to 20 usability interviews to produce a Web instrument that can be successfully self-administered in Phase 2. RTI will work collaboratively with BJS to refine the Web survey to address findings from the preliminary testing. Exhibit 6 summarizes the targeted areas for refinement that were revealed during preliminary usability testing.

**Exhibit 6. Summary of Web Survey Revisions Resulting from Preliminary Usability Test Findings**

Preliminary Usability Test Findings	Resulting Web Survey Revisions
Respondents suggested including Website address and password in lead letter as well as survey Instruction Sheet	The survey Web address and password for the household will be included in both the lead letter and Instruction Sheet mailed to the sampled address.
Location of navigation buttons problematic; some respondent accidentally logged out of survey when attempting to move to the next question.	The [Next] and [Previous] navigation buttons have been relocated from the left to the right side of the screen, immediately below the answer fields for the grid questions.
Informed consent statement required scrolling to read full text	The length of the informed consent form has been shortened to fit on one screen.
Content of crime incident banner confusing when multiple incidents reported in same month, etc.	The content/format of the banner has been revised to better distinguish the crimes being discussed
Display of section-level and instrument-level progress indicators confusing	One progress indicator has been removed; we will probe respondents on their reaction during the usability test.
Problems in logging out of Website and re-entering survey application	Instructions on the log-in and exit screens have been modified to provide additional information about how to re-enter an incomplete survey if needed.
Comprehension problems with some survey terminology (e.g., offender, dwelling)	A definition for “offender” (the person who committed the crime) has been inserted in several questions. “Dwelling” has been replaced by “home.”
Difficulty reporting exact age of household members	A categorical variable with pre-coded response choices has replaced the open-ended age variable. With the removal of the household roster, age is only captured for the mail survey respondent.
Difficulty reporting annual household income	To clarify that the question is seeking annual rather than weekly or monthly income, the first two response options (less than \$4,999 and \$5,000–\$9,999) have been combined into one category (less than \$10,000). Also, the phrase “in the past 12 months” has been underlined for emphasis.
Order for reporting crime incidents	References to the “most recent” incident have been removed; the type of crime being discussed (as reported in the Screener) will be displayed in the opening questions of the CIR.

The supplemental usability testing is envisioned to be iterative in nature, with refinements made to the Web survey based on respondent feedback and consultation with BJS, and retesting of revised items occurring with new respondents. The goal of the testing will be to evaluate:

1. Respondent reactions to, and effectiveness, of Navigation buttons moved to the right of the screen;

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2. Respondent burden in completing the revised Web instrument (estimated by interviewer as test will involve stopping the interview to perform specific tasks);
  3. Respondent's ability to change a response;
  4. Respondent's ability to log out and re-enter survey application;
  5. Respondent's understanding of the Crime incident banner and adequacy of displayed information; also, respondent's awareness and understanding of survey reference period display at top of screen;
  6. How respondents report on different kinds of crimes (e.g., theft, assault) that occurred at the same time;
  7. How respondents report on multiple incidents of the same kind of crime occurring on different dates;
  8. How respondents report on series of crimes (more than 5 crimes that are similar in nature and cannot be recalled in detail to be distinguished from one another).
  9. Respondent's reaction to on-screen prompts for resolving out-of-range answers or missing data problems.

There are no conclusive findings in the survey literature on the placement of navigation buttons. The limited number of studies so far have focused on the order of the *Next* and *Previous* buttons (which one should be on the right and which on the left and in what proximity to each other). These few studies have found no difference in perceived or actual completion time, breakoff rates (unpublished study by Baker and Couper), or longer completion time when the *Next* button is to the right side (e.g., Baker and Couper, 2007). The conclusions related to Web design are that design decisions about button placement may have an effect on how respondents navigate the survey, but that experienced users quickly adapt to any design variations (Couper, Baker and Mechling, 2011).

Even though the first usability test suggested that the *Previous* and *Next* buttons should be placed on the right side of the screen, there are several practical drawbacks associated with that. First, the size of the browser window can vary, sometimes moving the *Next* button away from the visual field, especially in cases where the survey questions are left justified. Second, respondents have to select a response option and press *Next*, which in some cases requires moving the mouse from the left of the screen to the far right.

This would suggest that in order to minimize respondent burden, the *Next* button should be placed as close to the response options as possible. However, in a Web survey like the SCV, where the majority of the questions are presented in a grid format, placing the *Next* button on the right side of the screen would likely position it right below the grid response options, thus minimizing mouse movement necessary to navigate to the next page.

As with the cognitive test, the usability testing of the Web survey will be guided by a structured interview guide (see Appendix C). To achieve the usability test goal 1, interviewers will count errant log out attempts (Logout button moved to the left side of the screen) as an indicator of respondents expecting to find navigation buttons on the left. Interviewers will also monitor the

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frequency with which the wrong Navigation button (Previous rather than Next) is used when attempting to advance to the next question.

For usability test goal 2, interviewers will probe respondents on perceived burden and perceived time it took them to complete the survey. To assess overall respondent burden, interviewers will time respondents on how long it takes to complete the Screener and CIR sections of the questionnaire.<sup>6</sup> The information on time on task will be used as an indicator of burden.

To evaluate respondent's ability to change a response (usability test goal 3), interviewers will instruct respondents to back up in the survey and edit a response. This will allow interviewers to determine the ease or difficulty with which respondents use the [Previous] button, their understanding of the action required to change a previous answer, and how to advance forward again to resume the survey.

Usability test goal 4 will involve having the respondent review the log in/out instructions, then exit and re-enter the survey they have started. This will help us assess the respondent's understanding of the instructions provided on the Web screeners and his/her ability to select and resume their survey. For usability test goal 5, respondents will be probed on the helpfulness of the banner in the CIR that displays information on crimes reported in the screener. Interviewers will evaluate to what extent participants notice the banner and to what extent it is helpful in cueing respondents on each screen about the crime they are describing.

To address usability test goals 6–8, interviewers will use a procedure that mirrors that in the mail survey cognitive test, reviewing the crime reports and specifically probing respondents on their understanding of how they should handle these scenarios: (1) several different types of crimes that occurred at the same time (e.g., robbery and assault); (2) multiple incidents of the same type of crime (e.g., 2 thefts) and how they determined which one to discuss in each CIR; and (3) how to report on crimes that occur frequently and cannot be distinguished from one another (e.g., a crime series, such as partner violence). This information will be used to determine if refinements or additions to survey instructions are needed as the respondent moves from the Screener questions to the first CIR, or from one CIR to the next.

Procedures for recruiting candidates for the usability test will mirror those for the cognitive test, with recruiting of usability test candidates through advertisements on Craig's List and in RTI internal classifieds, or through postings at local public health departments and other similar locations. Appendix C provides copies of the recruitment advertisements and flyers, as well as the recruitment script, which will be used to screen interested candidates for eligibility.

RTI staff and family members will not be eligible for participation. We will also exclude persons who have not experienced a crime in the past 6 months, who are under age 18, or who do not speak English. To ensure participants will be eligible to complete the majority of the SCV Web survey, we will select candidates with at least one crime experience that is a focus of the survey instrument, and persons who have a variety of crime experiences in order to test as many different questions and routing patterns in the instrument as possible.

Usability interviews will be conducted at RTI by trained survey methodologists using the usability test guide in Appendix C. As in the initial round of testing, the Guide will be administered by questionnaire section to facilitate recall. While we expect all respondents to

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<sup>6</sup> Time required to go back and edit a response will be excluded from the total screener time, unless initiated by the respondent (rather the interviewer instructions).

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have experienced at least one crime based on our recruiting and screening procedures, on rare occasions we learn during the interview that the information obtained during screening was not accurate (e.g., the participant did not experience a crime). The Checkpoint on page 4 of the Guide is provided so the interviewer can resolve this kind of situation should it occur.

Usability test participants will be required to sign a consent form, read to them by the interviewer, prior to the interview. A copy of the consent form will be provided for their records. Interview participants may also be asked permission for an RTI or BJS project member (e.g., the BJS Project Officer or the RTI Project Director) to observe the interview in order to gauge respondent reactions to the Web survey instrument. A separate request for the interview to be observed is included in the consent form. Observers will not actively participate in the interview process itself.

As with the cognitive test, we will utilize the Distressed Respondent Protocol provided in Appendix D in the rare event a usability test respondent becomes upset by the nature of some of the questions in the Web instrument.

RTI will provide continuous feedback to BJS on the progress of the usability testing, including participant reactions to the Website login procedures, survey questions, and navigation features, and any issues that arise during testing. Data from the next round of 6–9 usability interviews will be carefully examined and evaluated by RTI. The metrics that will be used when evaluating the usability data will consist of data collected by direct observation, respondent's answers to the probe questions in the usability interview guide, and data collected by the software system used to deploy the Web survey.

The observational data will be captured at the question level and include:

- The number of times the respondent used the wrong Navigation button to advance to the next question, or accidentally logged out (usability test goal 1)
- The estimated time required to complete the Screener and each CIR (usability test goal 2)
- The number of times the respondent experienced trouble backing up to change an answer, either prompted or unprompted task by the interviewer (usability test goal 3)
- Whether or not the respondent could successfully log out and back into his/her own survey instrument as prompted by the interviewer (usability test goal 4)
- The number of times on-screen prompts related to out-of-range responses appeared (usability test goal 9);
- The number of times on-screen prompts related to subparts of grid questions being left blank in error appear (usability test goal 9).

During the usability test, the observational data will be used by the interviewer to identify which specific survey questions or Web features are problematic and should be probed in detail. This information will be used to evaluate the effectiveness of specific revisions to the Web screens, including Navigation button placements, programmed prompts for out-of-range or missing data, and respondent instructions.

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Information obtained from the respondents directly in response to the interviewer's questions will be used to address usability test goals 5–9. This information will support an evaluation of the visibility and effectiveness of on-screen cues (e.g., survey reference period, instructions, crime incident banners); and awareness and understanding of the purpose of some design features, such as the progress bar. The interviewer-respondent dialogue will also be helpful in gauging how respondents are thinking about their crimes as they move from the Screener to CIR, and from one CIR to the next. This will inform the need for any further transition text, programmed wording fills, or on-screen instructions.

The interview data itself will be captured by the software system used to deploy the Web survey and used for data frequency review by the interviewers. Specifically, interviewers will identify items that should have been answered but were left blank by the respondent (either entire questions or subparts of grid questions). This review will also identify "other specify" items that were marked but the respondent did not explain their answer in the provided space.

Keystroke data will not be collected as the respondent will be asked to perform specific tasks in the test (including backing up and changing answers, logging in and out of the survey) rather than complete the survey on his/her own without interruption. In these structured activities, the interviewer will be able to observe the interviewer's keystrokes and note any navigational problems.

As with the cognitive test, careful consideration will be given to the observations of the interviewers, the feedback from respondents, and the results of the interview data examinations in determining the need for additional usability testing. This includes assessing the percentage of respondents who experienced specific types of problems (e.g., problems with navigational elements or with responding to on-screen prompts designed to address out-of-range or missing data problems).

Based on this assessment, RTI will make a recommendation to BJS as to the need for further usability testing. It is expected that any additional rounds of testing will be limited in scope to focus only on resolving those specific problems identified in the prior round of testing. For example, if a significant problem with a particular question format or navigational element is experienced by multiple respondents, RTI will recommend conducting an additional round of testing, using a revised version of the Web survey, and focusing only on those Web features that require further evaluation.

Usability testing will continue until remaining modifications to the Web instrument are considered minor and/or straightforward, without need for further respondent feedback. Up to 20 interviews are expected to be needed to finalize the Web survey instrument. Following completion of all usability interviews, BJS will inform OMB of the findings, including final revisions to the Web survey instrument, prior to the Phase 2 field test.

## **7. Sample Size and Respondent Burden**

Cognitive Test: Up to 30 cognitive interviews using the hardcopy mail survey instrument, with refinements to the instrument as needed between testing rounds of 6–9 respondents.

Usability Test: Up to 20 usability interviews of the Web survey instrument, with refinements to the instrument as needed between testing rounds of 6–9 respondent.

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Eligibility Screening for Cognitive and Usability Test Candidates: The eligibility screener for the SCV cognitive and usability tests contains 15 questions. We expect to average about 4 questions per minute in order to capture the details about the candidate's recent crime experience. Thus, the eligibility screening is expected to average about 4 minutes per person. The cognitive testing will involve up to 30 respondents and the usability testing will involve up to 20 respondents, for a total of 50 respondents. Based on our experience with the initial testing activities, we expect to screen 2–3 candidates among the volunteers who respond to the ads in order to get one eligible candidate scheduled. Total screening burden is estimated at  $2.5 * 50 = 125$  candidates screened;  $125 * 4\text{-minute screener} = 500$  minutes, or 8.3 hours.

Cognitive Test: Sixty (60)–ninety (90) minutes for each cognitive interview respondent, depending on their experiences, or a total of 1,800–2,700 minutes (30–45 hours) for up to 30 respondents.

Usability Test: Seventy (70) minutes for each usability interview respondent, or a total of 1,400 minutes (23.3 hours) for up to 20 respondents.

## **8. Data Security**

Consistent with the protocol implemented in the initial rounds of cognitive and usability testing, the data security provisions for the supplemental instrument testing activities will involve the following:

- All data collection activities will be conducted in full compliance with BJS regulations to maintain the confidentiality of data obtained on private persons and to protect the rights and welfare of human research subjects as contained in their regulations. Respondents will receive information about confidentiality protections as part of the informed consent process.
- All cognitive and usability test interviewers will be trained on confidentiality procedures and prepared to describe them in full detail, if necessary, or to answer any related questions raised by respondents.
- All project employees will sign a confidentiality pledge that emphasizes the importance of confidentiality and describes their obligations.
- Hardcopy interview documents containing personally identifiable information (PII) will be stored in locked files and cabinets during the recruiting and testing operations. Discarded material containing PII will be securely shredded. Only authorized RTI staff will have access to PII for any interview participants.
- Hardcopy questionnaires completed by interview participants will be securely shredded at the conclusion of the testing activities.
- Audio tapes used during the conduct of the cognitive and usability test interviews to facilitate note-taking will be labeled with an interview ID rather than participant name. All used tapes will be destroyed once interview results have been compiled and documented for BJS.



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- Only aggregate results will be provided to BJS. No PII will be included in the report of the testing activities, and BJS will not be provided copies of completed mail surveys or audio tapes of the interview sessions.

All SCV cognitive and usability test materials, including the recruitment advertisements and flyers, recruiting scripts, consent forms, interview guides, distressed respondent protocol, and procedures used to ensure confidentiality, have been reviewed and approved by one of RTI's three Institutional Review Boards (IRBs).

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***Appendix A: CATI/CAPI Address Verification and Household Enumeration Questionnaire, CATI/CAPI Screener and Crime Incident Report, Web Survey Instrument, and Mail Survey Instrument***

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**SURVEY OF CRIME VICTIMIZATION  
CATI/CAPI ADDRESS VERIFICATION AND HOUSEHOLD ENUMERATION  
QUESTIONNAIRE**

**A. ADDRESS VERIFICATION SECTION**

1. May I speak to someone who is 18 years of age or older?

- |                 |   |                                      |
|-----------------|---|--------------------------------------|
| YES             | 1 | GO TO INTRODUCTION FOR ASSIGNED MODE |
| NO – SET APPT   | 2 | SET APPOINTMENT                      |
| NO – NO ONE 18+ | 3 |                                      |

1a. Is there anyone living at this address who is 17 years of age?

- |     |   |                             |
|-----|---|-----------------------------|
| YES | 1 |                             |
| NO  | 2 | GO TO Q9 AND EXIT INTERVIEW |

1b. May I speak to the household member who is 17 years of age?

- |     |   |                                |
|-----|---|--------------------------------|
| YES | 1 | GO TO Q2 (THIS PERSON IS HH R) |
| NO  | 2 | EXIT/TRY TO ARRANGE FOLLOW-UP  |

**INTERVIEWER NOTES:**

- i. ALL household members are 17 years of age. The HH respondent should be one of the 17-year-old household members who owns or rents the sample housing unit.*
- ii. The owners/renters are married and one or both of them are 17 years of age. The household respondent can be either person.*
- iii. Sample households comprised of at least one 17 year old and the remaining persons are all under 17 years of age. Select the 17-year-old household member as the household respondent.*
- iv. NOTE: If you encounter a household in which ALL household members are under 17 years of age, contact your supervisor who will discuss this situation with project staff and then let you know how to handle the case.*

2. For survey purposes, I need to confirm that I have the correct address. Is it [FILL ADDRESS]?

- |     |   |                                   |
|-----|---|-----------------------------------|
| YES | 1 |                                   |
| NO  | 2 | GO TO Q8 AND LOCATE RIGHT ADDRESS |

3. Are there any other living quarters at this address or within this structure, such as a separate apartment with a separate entrance?

YES 1  
NO 2 GO TO Q5

3a. How many additional living quarters are at this address?

[FILL ADDRESS FOR REFERENCE]

ENTER NUMBER [RANGE 1-4]

4. Do the occupants of the other living quarters live and eat separately from the residents of this household? PROBE IF NEEDED: In other words, do the occupants live on their own or do they share common space and food?

YES, OCCUPANTS LIVE SEPARATELY 1  
NO, OCCUPANTS SHARE COMMON SPACE/ FOOD 2 GO TO Q5

4a. Do the occupants or intended occupants of the additional living quarters have direct access from the outside or through a common hall?

YES 1  
NO 2

4b. How many occupants live in the separate living quarters?

ENTER NUMBER [RANGE 1-9]

5. Are you the person or one of the persons living at this address who owns or rents this home?

[FILL ADDRESS FOR REFERENCE]

YES 1 GO TO Q7 – DESIGNATED HH R  
NO 2

6. For verification purposes, we need to collect your name and relationship to the person(s) who own(s) or rent(s) this home.

\_\_\_\_\_ REFERENCE PERSON NAME

\_\_\_\_\_ REFERENCE PERSON RELATIONSHIP

6a. Thank you for verifying those address questions. Can I now speak to the person or one of the persons who owns or rents this home?

- |     |   |  |
|-----|---|--|
| YES | 1 | [ADMINISTER INTRODUCTION, EXPLAIN PURPOSE, AND CAPTURE CONTACTING INFORMATION AT Q7 FOR THE PERSON WHO OWNS OR RENTS HOME] |
| NO  | 2 | [SET APPOINTMENT OR ATTEMPT TO CONVERT REFUSAL].   |

7. For verification purposes, we need to collect some brief contacting information. All information collected is completely confidential and will not be recorded or associated with your answers. Confidentiality of all answers to questions in this survey is protected under Federal law, U.S. Code, Title 13, Section 9 and 214.

Name (BCNAME\_CV) – HOUSEHOLD RESPONDENT NAME

Title (BCTITL\_CV) – HOUSEHOLD RESPONDENT TITLE

Phone Number (BCNUM\_CV)

8. Thank you for answering our questions, but I have the wrong address. Have a nice day/evening.
9. Thank you for answering our questions, but we are only interviewing adults age 18 and older for this study. Have a nice day/evening.

**B. CATI/CAPI HOUSEHOLD ENUMERATION SECTION**

Now I would like to ask you a few questions about you and your household.

1. Including yourself, how many people 18 years of age or older are living or staying at this address? [FOR HOUSEHOLDS WITH ADDITIONAL LIVING QUARTERS – Q3=YES; FILL]: Please do not include persons who reside in separate living quarters at this address.

[FILL ADDRESS FOR REFERENCE]

ENTER NUMBER (UP TO 10 ADULTS)

**ONSCREEN INTERVIEWER HELP TEXT:**

- **INCLUDE** all persons 18 years of age or older, currently living at this address;
- **INCLUDE** all persons 18 years of age or older who usually live at this address, but who are temporarily away for reasons such as visiting friends or relatives, traveling for their jobs, or in “general” hospitals;
- **INCLUDE** any lodgers, servants, hired hands, and other persons who usually live at this address.
- **DO NOT INCLUDE** any persons who live in another dwelling unit at this address or within this structure, such as a separate apartment with a separate entrance.

2. Please provide the following information about yourself:

A What is your first and last name? ▼	B What was your age at your last birthday? ▼	C What is your current marital status? ▼	D What is your sex? ▼	E Are you Hispanic or Latino? ▼	F What is your race? (Check all that apply) ▼
(Please enter) First Name <hr/> Last Name <hr/>	Age (in years) <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>				



**3. [IF MORE THAN ONE ADULT IN THE HOUSEHOLD, ADMINISTER NEXT QUESTION TO HOUSEHOLD RESPONDENT ONLY.]** Now I have some questions about the other adults age 18 and older in your household. Let's start with the oldest and work down to the youngest adult in this household.

<b>A</b> <b>What is [his/her] first and last name?</b> ▼	<b>B</b> <b>What is [his/her] relationship to you?</b> ▼	<b>C</b> <b>What was [his/her] age at [his/her] last birthday?</b> ▼	<b>D</b> <b>What is [his/her] sex?</b> ▼
<i>(Please print)</i> First Name <input type="text"/> <hr/> Last Name <input type="text"/>	<input type="checkbox"/> <sub>1</sub> Husband/Wife <input type="checkbox"/> <sub>2</sub> Son/Daughter <input type="checkbox"/> <sub>3</sub> Father/Mother <input type="checkbox"/> <sub>4</sub> Brother/Sister <input type="checkbox"/> <sub>5</sub> Other Relative <input type="checkbox"/> <sub>6</sub> Not a Relative	Age (in years) <input type="text"/> <input type="text"/>	<input type="checkbox"/> <sub>1</sub> Male <input type="checkbox"/> <sub>2</sub> Female

**4.** You've named the following individuals (confirm names in grid). Is there anybody else 18 years of age or older living or staying at this address?

- YES                    1 GO TO HHL\_D\_AGE AND CORRECT COUNT; ENTER NEW INFO  
 NO                     2 GO TO Q HHR\_12-17

**5.** How many children 12-17 years of age are living or staying at this address? *Please enter 0 if there are no children 12-17 years of age at this address.*

CHILDREN 12-17 YEARS OF AGE

**6.** How many children under 12 years of age are living or staying at this address?

CHILDREN UNDER 12 YEARS OF AGE

**NOTICE** - We are conducting this survey under the authority of Title 13, United States Code, Section 8, Section 9 of this law requires us to keep all information about you and your household strictly **confidential**. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code, also requires us to keep all information about you and your household strictly confidential. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number.

FORM **SCV-1** RTI International

Implementation Date: (MM/DD/YYYY)

ACTING AS COLLECTING AGENT FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE

**SURVEY OF  
CRIME VICTIMIZATION  
SCV-1 BASIC SCREEN QUESTIONNAIRE**

**S  
C  
V**

**Control number**

PSU	Segment/Suffix	Sample designation/Suffix	Serial/Suffix	HH No. Spinoff Indicator
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**1. Field representative identification**

Code:  Name: \_\_\_\_\_

**2. Type of living quarters (TYPEOFHOUSINGUNIT)**

**Housing unit**

1  House, apartment, flat  
 2  HU in nontransient hotel, motel, etc.  
 3  HU permanent in transient hotel, motel, etc.  
 4  HU in rooming house  
 5  Mobile home or trailer with no permanent room added  
 6  Mobile home or trailer with one or more permanent rooms added  
 7  HU not specified above - Describe \_\_\_\_\_

**OTHER unit**

8  Quarters not HU in rooming or boarding house  
 9  Unit not permanent in transient hotel, motel, etc.  
 10  Unoccupied site for mobile home, trailer, or tent  
 11  Student quarters in college dormitory  
 12  OTHER unit not specified above - Describe \_\_\_\_\_

**3a. Use of telephone (TELEPHONELOCATION)**

**Location of phone - Mark first box that applies.**

1  Phone in unit .....  
 2  Phone in common area (hallway, etc.) ...  
 3  Phone in another unit (neighbor, friend, etc.)  
 4  Work/office phone .....  
 5  No phone - SKIP to 4

} **Fill 3b**

**3b. Is phone interview acceptable? (TELEPHONEACCEPTABLE)**

1  Yes 2  No 3  Refused to give number

**4. Household Income (HOUSEHOLDINCOME)**

1  Less than \$5,000 6  15,000 - 17,499 11  35,000 - 39,999  
 2  \$5,000 - 7,499 7  17,500 - 19,999 12  40,000 - 49,999  
 3  7,500 - 9,999 8  20,000 - 24,999 13  50,000 - 74,999  
 4  10,000 - 12,499 9  25,000 - 29,999 14  75,000 and over  
 5  12,500 - 14,999 10  30,000 - 34,999

**5. Proxy information - Fill for all proxy interviews**

a. Proxy interview obtained for	b. Proxy respondent (PICKPROXYRESP)	Line No.
<input type="text" value="301"/>	<input type="text" value="302"/>	
<input type="text" value="304"/>	<input type="text" value="305"/>	
<input type="text" value="307"/>	<input type="text" value="308"/>	
<input type="text" value="310"/>	<input type="text" value="311"/>	

**6a. Household members 18 years of age and OVER**

\_\_\_\_\_ Total number

**6b. Crime Incident Reports filled**

\_\_\_\_\_ Total number of NCVS-2s filled 0  None

**RESPONDENT'S PERSONAL CHARACTERISTICS**

**7. Name of respondent (NAME)**

Last \_\_\_\_\_  
 First \_\_\_\_\_

**8. Type of interview**

\_\_\_\_\_

1  Per. - Self-respondent  
 2  Tel. - Self-respondent  
 3  Per. - Proxy  
 4  Tel. - Proxy

} **Fill 5 on cover page**

**9. Line No.**

\_\_\_\_\_

Line No. \_\_\_\_\_

**10. (RELATIONSHIP)**

**Relationship to reference person**

\_\_\_\_\_

1  Husband  
 2  Wife  
 3  Son  
 4  Daughter  
 5  Father  
 6  Mother  
 7  Brother  
 8  Sister  
 9  Other relative  
 10  Nonrelative  
 11  Ref. person

**11. Age last Birthday**

\_\_\_\_\_

Age \_\_\_\_\_

**12a. (MARITAL)**

**Marital status THIS survey period**

\_\_\_\_\_

1  Married  
 2  Widowed  
 3  Divorced  
 4  Separated  
 5  Never married

**12b. (From previous enumeration)**

**Marital status LAST survey period**

\_\_\_\_\_

1  Married  
 2  Widowed  
 3  Divorced  
 4  Separated  
 5  Never married  
 6  Not interviewed last survey period

**13. (SEX)**

**Sex**

\_\_\_\_\_

1  M  
 2  F

**14. (SP\_ORIGIN)**

**Hispanic Origin**

\_\_\_\_\_

1  Yes  
 2  No

**15. (RACE)**

**Race**

Mark all that apply.

\_\_\_\_\_

\*  
 1  White  
 2  Black/African American  
 3  Asian  
 4  Native Hawaiian/Other Pacific Islander  
 5  American Indian/Alaska Native

**16. Date of interview**

\_\_\_\_\_

Month:  Day:  Year:

**RESPONDENT'S SCREEN QUESTIONS**

**17a. SQTHEFT**

I'm going to read some examples that will give you an idea of the kinds of crimes this study covers.

As I go through them, tell me if any of these happened to you in the last 6 months, that is since \_\_\_\_\_, 20 \_\_\_\_.

Was something belonging to YOU stolen, such as -

Read each category.

- (a) Things that you carry, like luggage, a wallet, purse, briefcase 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 - (Asked of Household Respondent only)
- (f) Things belonging to children in the household - (Asked of Household Respondent only)
- (g) Things from a vehicle, such as a package, groceries, camera, or CDs -

OR

(h) Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

532

- 1  Yes - ASK 17b
- 2  No - If Household Respondent SKIP to 18a; Else SKIP to 21a

**17b. SQTHEFTTIMES**

How many times?

533

\_\_\_\_\_ Number of times (17b)

**17c. SQTHEFTSPEC**

What happened?

Briefly describe incident(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If Household Respondent ASK 18a; else SKIP to 21a

**18a. SQBREAKIN** (Asked of Household Respondent Only)

(Other than any incidents already mentioned,) has anyone -

Read each category.

(a) 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?

(b) Has anyone illegally gotten in or tried to get into a garage, shed, or storage room?

OR

(c) Illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

Ask only if necessary

Did any incidents of this type happen to you?

534

- 1  Yes - ASK 18b
- 2  No - SKIP to 19

**18b. SQBREAKINTIMES** (Asked of Household Respondent Only)

How many times?

535

\_\_\_\_\_ Number of times (18b)

**18c. SQBREAKINSPEC** (Asked of Household Respondent Only)

What happened?

Briefly describe incident(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Notes

**RESPONDENT'S SCREEN QUESTIONS**

<p><b>19. SQTOTALVEHICLES</b> (Asked of Household Respondent Only)</p> <p>What was the <b>TOTAL</b> number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 6 months? Include those you no longer own.</p>	<p>536</p> <p>0 <input type="checkbox"/> None - SKIP to 21a          1 <input type="checkbox"/> 1          2 <input type="checkbox"/> 2          3 <input type="checkbox"/> 3          4 <input type="checkbox"/> 4 or more</p>
<p><b>20a. SQMVTHEFT</b> (Asked of Household Respondent Only)</p> <p>During the last 6 months, (other than any incidents already mentioned,) (was the vehicle/were any of the vehicles) -</p> <p>Read each category.</p> <p>(a) <b>Stolen or used without permission?</b></p> <p>(b) <b>Did anyone steal any parts such as a tire, car stereo, hubcap, or battery?</b></p> <p>(c) <b>Did anyone steal any gas from (it/them)?</b></p> <p><b>OR</b></p> <p>(d) <b>Did anyone ATTEMPT to steal any vehicle or parts attached to (it/them)?</b></p> <p>Ask only if necessary</p> <p><b>Did any incidents of this type happen to you?</b></p>	<p>537</p> <p>1 <input type="checkbox"/> Yes - ASK 20b          2 <input type="checkbox"/> No - SKIP to 21a</p>
<p><b>20b. SQMVTHEFTTIMES</b> (Asked of Household Respondent Only)</p> <p>How many times?</p>	<p>538</p> <p>_____</p> <p>Number of times (20b)</p>
<p><b>20c. SQMVTHEFTSPEC</b> (Asked of Household Respondent Only)</p> <p>What happened?</p>	<p>Briefly describe incident(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>21a. SQATTACKWHERE</b></p> <p>(Other than any incidents already mentioned,) since _____, 20 ____, were you attacked or threatened OR did you have something stolen from you -</p> <p>Read each category.</p> <p>(a) <b>At home including the porch or yard -</b></p> <p>(b) <b>At or near a friend's, relative's, or neighbor's home -</b></p> <p>(c) <b>At work or school -</b></p> <p>(d) <b>In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport -</b></p> <p>(e) <b>While riding in any vehicle -</b></p> <p>(f) <b>On the street or in a parking lot -</b></p> <p>(g) <b>At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting -</b></p> <p><b>OR</b></p> <p>(h) <b>Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?</b></p> <p>Ask only if necessary</p> <p><b>Did any incidents of this type happen to you?</b></p>	<p>539</p> <p>1 <input type="checkbox"/> Yes - ASK 21b          2 <input type="checkbox"/> No - SKIP to 22a</p>
<p><b>21b. SQATTACKWHERETIMES</b></p> <p>How many times?</p>	<p>540</p> <p>_____</p> <p>Number of times (21b)</p>
<p><b>21c. SQATTACKWHERE SPEC</b></p> <p>What happened?</p>	<p>Briefly describe incident(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>

**RESPONDENT'S SCREEN QUESTIONS**

**22a. SQATTACKHOW**

**(Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways -**

(Exclude telephone threats) -

Read each category.

- (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 -**

**OR**

**(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.**

Ask only if necessary

**Did any incidents of this type happen to you?**

541

1  Yes - ASK 22b

2  No - SKIP to 23a

**22b. SQATTACKHOWTIMES**

**How many times?**

542

\_\_\_\_\_

Number of times (22b)

**22c. SQATTACKHOWSPEC**

**What happened?**

Briefly describe incident(s)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**23a. SQTHEFTATTACKKNOWNOFF**

**People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you OR were you attacked or threatened by -**

(Exclude telephone threats)

Read each category.

- (a) Someone at work or school -**
- (b) A neighbor or friend -**
- (c) A relative or family member -**
- (d) Any other person you've met or known?**

Ask only if necessary

**Did any incidents of this type happen to you?**

543

1  Yes - ASK 23b

2  No - SKIP to 24a

**23b. SQTHEFTATTACKKNOWNOFFTIMES**

**How many times?**

544

\_\_\_\_\_

Number of times (23b)

**23c. SQTHEFTATTACKKNOWNOFFSPEC**

**What happened?**

Briefly describe incident(s)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes

**RESPONDENT'S SCREEN QUESTIONS**

**24a. SQSEXUAL**

Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) have you been forced or coerced to engage in unwanted sexual activity by -

Read each category.

(a) Someone you didn't know -

(b) A casual acquaintance -

OR

(c) Someone you know well?

Ask only if necessary

545

1  Yes - ASK 24b

2  No - SKIP to 25a

Did any incidents of this type happen to you?

**24b. SQSEXUALTIMES**

How many times?

546

\_\_\_\_\_

Number of times (24b)

**24c. SQSEXUALSPEC**

What happened?

Briefly describe incident(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**25a. SQCALLPOLICECRIME**

During the last 6 months, (other than any incidents already mentioned,) did you call the police to report something that happened to YOU which you thought was a crime?

547

1  Yes - ASK 25b

2  No - SKIP to 26a

**25b. SQCALLPOLICESPEC**

What happened?

Briefly describe incident(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**25c.**

**CHECK  
ITEM A**

**SQCALLPOLICEATTACKTHREAT**

If not sure ask:

Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

549

1  Yes - ASK 25d

2  No - SKIP to 26a

**25d. SQCALLPOLICEATTCKTHREATTIMES**

How many times?

550

\_\_\_\_\_

Number of times (25d)

Notes

RESPONDENT'S SCREEN QUESTIONS	
<p><b>26a. SQNOCALLPOLICECRIME</b></p> <p>During the last 6 months, (other than any incidents already mentioned,) did anything which you thought was a crime happen to YOU, but you did NOT report to the police?</p>	<p>551 1 <input type="checkbox"/> Yes - ASK 26b 2 <input type="checkbox"/> No - SKIP to 27a</p>
<p><b>26b. SQNOCALLPOLICESPEC</b></p> <p>What happened?</p>	<p>Briefly describe incident(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>26c. CHECK ITEM B SQNOCALLPOLICEATTACKTHREAT</b></p> <p>If not sure ask:</p> <p>Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?</p>	<p>553 1 <input type="checkbox"/> Yes - ASK 26d 2 <input type="checkbox"/> No - SKIP to 27a</p>
<p><b>26d. SQNOCALLPOLICEATTACKTHREATTIMES</b></p> <p>How many times?</p>	<p>554 _____</p> <p>Number of times (26d)</p>
RESPONDENT'S EMPLOYMENT QUESTIONS	
<p>All incident reports must be completed before asking this series of questions.</p>	
<p><b>27a. JOBLASTWEEK</b></p> <p>Did you have a job or work at a business LAST WEEK? (Do not include volunteer work or work around the house.)</p> <p>(If farm or business operator in household, ask about unpaid work.)</p>	<p>576 1 <input type="checkbox"/> Yes - SKIP to 28 2 <input type="checkbox"/> No - ASK 27b</p>
<p><b>27b. JOBDURINGREFFERIOD</b></p> <p>Ask or verify -</p> <p>Did you have a job or work at a business DURING THE LAST 6 MONTHS?</p>	<p>577 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
RESPONDENT'S CHECK ITEM C	
<p><b>28. CHECK ITEM C</b> Is this the last household member to be interviewed?</p>	<p><input type="checkbox"/> Yes - If Household Respondent finish collecting income and telephone information, then END interview. Otherwise END interview.</p> <p><input type="checkbox"/> No - GO TO question 17a for the next respondent. See note below before interviewing next household member.</p>
<p>FIELD REPRESENTATIVE -- (Read to the Household Respondent Only.) If there are any household members under 18, tell the Household Respondent that you will be asking the same questions you just asked him/her.</p>	
<p>Notes</p>	

NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code, also requires us to keep all information about you and your household strictly confidential. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number.

<p>FORM <b>SCV-2</b> Implementation Date: (dd-mm-yyyy)</p> <p>RTI-INTERNATIONAL ACTING AS COLLECTING AGENT FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE</p> <p><b>CRIME INCIDENT REPORT</b> <b>SURVEY OF CRIME VICTIMIZATION</b></p>	<p>Control number</p> <table border="1"> <tr> <td>PSU</td> <td>Segment/Suffix</td> <td>Sample designation/Suffix</td> <td>Serial/Suffix</td> <td>HH No.</td> <td>Spinoff Indicator</td> </tr> </table> <p>Notes</p>	PSU	Segment/Suffix	Sample designation/Suffix	Serial/Suffix	HH No.	Spinoff Indicator
PSU	Segment/Suffix	Sample designation/Suffix	Serial/Suffix	HH No.	Spinoff Indicator		
<p><b>1a.</b> LINE NUMBER OF RESPONDENT</p>	<p>601 <input type="text"/> <input type="text"/> Line number (ex., 01)</p>						
<p><b>1b.</b> SCREEN QUESTION NUMBER</p>	<p>602 <input type="text"/> <input type="text"/> Screen question number (ex., 39)</p>						
<p><b>1c.</b> INCIDENT NUMBER</p>	<p>603 <input type="text"/> <input type="text"/> Incident number (ex., 01)</p>						
<p><b>2. INCIDENTADDRESS</b></p> <p><b>You said that during the last 6 months -</b> (description of the crime reported in the screen question.) <b>Did (this/the first) incident happen while you were living here or before you moved to this address?</b></p>	<p>605 1 <input type="checkbox"/> While living at this address 2 <input type="checkbox"/> Before moving to this address</p>						
<p><b>3. INCIDENTDATE</b></p> <p><b>In what month did (this/the first) incident happen?</b> Encourage respondent to give exact month.</p>	<p>606 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month Year</p>						
<p><b>4. INCIDENTNUMBEROFTIMES</b></p> <p>If unsure, ask -</p> <p><b>Altogether, how many times did this type of incident happen during the last 6 months?</b></p>	<p>607 _____ Number of incidents</p>						
<p><b>5a. CHECK ITEM A</b> How many incidents? (Refer to 4.)</p>	<p>608 1 <input type="checkbox"/> 1-5 incidents (not a "series") - SKIP to 6 2 <input type="checkbox"/> 6 or more incidents - ASK 5b</p>						
<p><b>5b. CHECK ITEM B INCIDENTSSIMILAR</b></p> <p>If unsure, ask: <b>Are these incidents similar to each other in detail or are they for different types of crimes?</b></p>	<p>609 1 <input type="checkbox"/> Similar - ASK 5c 2 <input type="checkbox"/> Different (not a "series") - SKIP to 6</p>						
<p><b>5c. CHECK ITEM C RECALLDETAILS</b></p> <p>If unsure, ask: <b>Can you recall enough details of each incident to distinguish them from each other?</b></p>	<p>610 1 <input type="checkbox"/> Yes (not a "series") 2 <input type="checkbox"/> No (is a "series")</p>						
<p><b>6. INCIDENTTIME</b></p> <p>(If box 2 is marked in 5c, read: <b>The following questions refer only to the most recent incident.</b>)</p> <p><b>About what time did (this/the most recent) incident happen?</b></p>	<p>612</p> <p>During day 1 <input type="checkbox"/> After 6 a.m. - 12 noon 2 <input type="checkbox"/> After 12 noon - 3 p.m. 3 <input type="checkbox"/> After 3 p.m. - 6 p.m. 4 <input type="checkbox"/> Don't know what time of day</p> <p>At night 5 <input type="checkbox"/> After 6 p.m. - 9 p.m. 6 <input type="checkbox"/> After 9 p.m. - 12 midnight 7 <input type="checkbox"/> After 12 midnight - 6 a.m. 8 <input type="checkbox"/> Don't know what time of night OR 9 <input type="checkbox"/> Don't know whether day or night</p>						

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<p><b>7a. INCIDENTPLACE</b></p> <p><b>In what city, town, or village did this incident occur?</b></p>	<p>613</p> <p>1 <input type="checkbox"/> Outside U.S.  2 <input type="checkbox"/> Not inside a city/town/village  3 <input type="checkbox"/> SAME city/town/village as present residence  4 <input type="checkbox"/> DIFFERENT city/town/village from present residence  5 <input type="checkbox"/> Don't know</p>
<p><b>8a. LOCATION_GENERAL</b></p> <p><b>Did this incident happen ...</b></p> <p>Read each category until respondent says "yes", then enter appropriate precode.</p>	<p>1 <input type="checkbox"/> <b>In your home or lodging?</b> - ASK 8b  2 <input type="checkbox"/> <b>Near your home?</b> - SKIP to 8c  3 <input type="checkbox"/> <b>At, in or near a friend's/relative's/neighbor's home?</b>  4 <input type="checkbox"/> <b>At a commercial place?</b>  5 <input type="checkbox"/> <b>In a parking lot or garage?</b>  6 <input type="checkbox"/> <b>At school?</b>  7 <input type="checkbox"/> <b>In open areas, on the street, or on public transportation?</b>  8 <input type="checkbox"/> <b>Some where else?</b></p> <p>SKIP to 15a</p>
<p><b>8b. LOCATION_IN_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where in your home or lodging did this incident happen?</b></p>	<p>616</p> <p>1 <input type="checkbox"/> In own dwelling, own attached garage, or enclosed porch (Include illegal entry or attempted illegal entry of same) .....</p> <p>2 <input type="checkbox"/> In detached building on own property, such as detached garage, storage shed, etc. (Include illegal entry of same) .....</p> <p>3 <input type="checkbox"/> In vacation home/second home (Include illegal entry or attempted illegal entry of same) .....</p> <p>4 <input type="checkbox"/> In hotel or motel room respondent was staying in (Include illegal entry or attempted illegal entry of same) .....</p> <p>SKIP to 9</p>
<p><b>8c. LOCATION_NEAR_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where near your home or lodging did this incident happen?</b></p>	<p>5 <input type="checkbox"/> Own yard, sidewalk, driveway, carport, unenclosed porch (does not include apartment yards).....</p> <p>6 <input type="checkbox"/> Apartment hall, storage area, laundry room (does not include apartment parking lot/garage).....</p> <p>7 <input type="checkbox"/> On street immediately adjacent to own home or lodging.....</p> <p>SKIP to 15a</p>
<p><b>9. OFFENDERLIVE</b></p> <p><b>Did the offender live (here/there) or have a right to be (here/there), for instance, as a guest or a repairperson?</b></p>	<p>617</p> <p>1 <input type="checkbox"/> Yes - SKIP to 15a  2 <input type="checkbox"/> No ..... } ASK 10  3 <input type="checkbox"/> Don't know</p>
<p><b>10. OFFENDERINSIDE</b></p> <p><b>Did the offender actually get INSIDE your (house/apartment/room/garage/ shed/ enclosed porch)?</b></p>	<p>618</p> <p>1 <input type="checkbox"/> Yes - SKIP to 12  2 <input type="checkbox"/> No ..... } ASK 11  3 <input type="checkbox"/> Don't know</p>
<p><b>11. OFFENDERTRY</b></p> <p><b>Did the offender TRY to get in your (house/ apartment/room/garage/shed/porch)?</b></p>	<p>619</p> <p>1 <input type="checkbox"/> Yes - ASK 12  2 <input type="checkbox"/> No - SKIP to 15a  3 <input type="checkbox"/> Don't know - ASK 12</p>
<p><b>12. FORCEENTRY</b></p> <p><b>Was there any evidence, such as a broken lock or broken window, that the offender(s) (got in by force/TRIED to get in by force)?</b></p>	<p>620</p> <p>1 <input type="checkbox"/> Yes - ASK 13  2 <input type="checkbox"/> No - SKIP to 14</p>

<p><b>13. EVIDENCE</b></p> <p><b>What was the evidence?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>Window</p> <p>625 * <input type="checkbox"/> 1 Damage to window (include frame, glass broken/removed/cracked) .....</p> <p><input type="checkbox"/> 2 Screen damaged/removed .....</p> <p><input type="checkbox"/> 3 Lock on window damaged/tampered with in some way .....</p> <p><input type="checkbox"/> 4 Other - Specify .....</p> <p>Door</p> <p><input type="checkbox"/> 5 Damage to door (include frame, glass panes or door removed) .....</p> <p><input type="checkbox"/> 6 Screen damaged/removed .....</p> <p>626 * <input type="checkbox"/> 7 Lock or door handle damaged/tampered with in some way .....</p> <p><input type="checkbox"/> 8 Other - Specify .....</p> <p>Other</p> <p><input type="checkbox"/> 9 Other than window or door - Specify .....</p> <p>SKIP to 15a</p> <p>SKIP to 15a</p>
<p><b>14. OFFENDERGETIN</b></p> <p><b>How did the offender (get in/TRY to get in)?</b></p>	<p>627 <input type="checkbox"/> 1 Let in .....</p> <p><input type="checkbox"/> 2 Offender pushed his/her way in after door opened .....</p> <p><input type="checkbox"/> 3 Through OPEN DOOR or other opening ...</p> <p><input type="checkbox"/> 4 Through UNLOCKED door or window .....</p> <p><input type="checkbox"/> 5 Through LOCKED door or window - Had key .....</p> <p><input type="checkbox"/> 6 Through LOCKED door or window - Picked lock, used credit card, etc., other than key .....</p> <p><input type="checkbox"/> 7 Through LOCKED door or window - Don't know how .....</p> <p><input type="checkbox"/> 8 Don't know .....</p> <p><input type="checkbox"/> 9 Other - Specify .....</p>
<p><b>15a. HHMEMBERPRESENT</b></p> <p>Ask or verify -</p> <p><b>Were you or any other member of this household present when this incident occurred?</b></p> <p>You may need to probe to obtain more details to determine if respondent was present.</p>	<p>634 <input type="checkbox"/> 1 Yes - ASK 15b</p> <p><input type="checkbox"/> 2 No - SKIP to 34</p>
<p><b>15b. WHICHMEMBER</b></p> <p>Ask or verify -</p> <p><b>Which household members were present?</b></p>	<p>635 <input type="checkbox"/> 1 Respondent only .....</p> <p><input type="checkbox"/> 2 Respondent and other household member(s) .....</p> <p><input type="checkbox"/> 3 Only other household member(s), not respondent - SKIP to 34</p> <p>Ask 16</p>
<p><b>16. SEEOFFENDER</b></p> <p>Ask or verify -</p> <p><b>Did you personally see an offender?</b></p>	<p>636 <input type="checkbox"/> 1 Yes</p> <p><input type="checkbox"/> 2 No</p>
<p><b>17. WEAPONPRESENT</b></p> <p><b>Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a bottle or wrench?</b></p>	<p>637 <input type="checkbox"/> 1 Yes - ASK 18a</p> <p><input type="checkbox"/> 2 No .....</p> <p><input type="checkbox"/> 3 Don't know } SKIP to 19</p>
<p><b>18a. WEAPON</b></p> <p><b>What was the weapon?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>638 * <input type="checkbox"/> 1 Hand gun (pistol, revolver, etc.) .....</p> <p><input type="checkbox"/> 2 Other gun (rifle, shotgun, etc.) .....</p> <p><input type="checkbox"/> 3 Knife .....</p> <p><input type="checkbox"/> 4 Other sharp object (scissors, ice pick, axe, etc.) .....</p> <p><input type="checkbox"/> 5 Blunt object (rock, club, blackjack, etc.) .....</p> <p><input type="checkbox"/> 6 Other - Specify - ASK 18b</p> <p>SKIP to 19</p>
<p><b>18b. WEAPON_SPEC</b></p> <p>Please specify the other weapon.</p>	<p>Specify</p> <p>_____</p>

<p><b>19. ATTACK</b>  <b>Did the offender hit you, knock you down or actually attack you in any way?</b></p>	<p>639 1 <input type="checkbox"/> Yes - SKIP to 24a  2 <input type="checkbox"/> No - ASK 20</p>
<p><b>20. TRYATTACK</b>  <b>Did the offender TRY to attack you?</b></p>	<p>640 1 <input type="checkbox"/> Yes - SKIP to 23a  2 <input type="checkbox"/> No - ASK 21</p>
<p><b>21. THREATEN</b>  <b>Did the offender THREATEN you with harm in any way?</b></p>	<p>641 1 <input type="checkbox"/> Yes - SKIP to 23c  2 <input type="checkbox"/> No - ASK 22a</p>
<p><b>22a. WHATHAPPEN</b>  <b>What actually happened?</b>  Probe: <b>Anything else?</b>  Enter all that apply.</p>	<p>642 * 1 <input type="checkbox"/> Something taken without permission .....  2 <input type="checkbox"/> Attempted or threatened to take something .....  3 <input type="checkbox"/> Harassed, argument, abusive language ....  4 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) .....  5 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) .....  6 <input type="checkbox"/> Forcible entry or attempted forcible entry of house/apartment .....  7 <input type="checkbox"/> Forcible entry or attempted forcible entry of car .....  8 <input type="checkbox"/> Damaged or destroyed property .....  9 <input type="checkbox"/> Attempted or threatened to damage or destroy property .....  10 <input type="checkbox"/> Other - Specify - ASK 22b</p> <p style="text-align: right;">} SKIP to 28a</p>
<p><b>22b. WHATHAPPEN_SPEC</b>  Please specify what actually happened.</p>	<p>Specify - SKIP to 28a  _____</p>
<p><b>23a. HOWTRYATTACK</b>  <b>How did the offender TRY to attack you?</b>  Probe: <b>Any other way?</b>  Enter all that apply.</p>	<p>643 * 1 <input type="checkbox"/> Verbal threat of rape .....  2 <input type="checkbox"/> Verbal threat to kill .....  3 <input type="checkbox"/> Verbal threat of attack other than to kill or rape  4 <input type="checkbox"/> Verbal threat of sexual assault other than rape  5 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) .....  6 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) .....  644 * 7 <input type="checkbox"/> Weapon present or threatened with weapon ...  8 <input type="checkbox"/> Shot at (but missed) .....  9 <input type="checkbox"/> Attempted attack with knife/sharp weapon ...  10 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon .....  645 * 11 <input type="checkbox"/> Object thrown at person .....  12 <input type="checkbox"/> Followed or surrounded .....  13 <input type="checkbox"/> Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. ....  14 <input type="checkbox"/> Other - Specify - ASK 23b</p> <p style="text-align: right;">} SKIP to 28a</p>
<p><b>23b. HOWTRYATTACK_SPEC</b>  Please specify how the offender TRIED to attack you.</p>	<p>Specify - SKIP to 28a  _____</p>
<p><b>23c. HOWTHREATEN</b>  <b>How were you threatened?</b>  Probe: <b>Any other way?</b>  Enter all that apply.</p>	<p>643 * 1 <input type="checkbox"/> Verbal threat of rape .....  2 <input type="checkbox"/> Verbal threat to kill .....  3 <input type="checkbox"/> Verbal threat of attack other than to kill or rape  4 <input type="checkbox"/> Verbal threat of sexual assault other than rape  5 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) .....  6 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) .....  644 * 7 <input type="checkbox"/> Weapon present or threatened with weapon ...  8 <input type="checkbox"/> Shot at (but missed) .....  9 <input type="checkbox"/> Attempted attack with knife/sharp weapon ...  10 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon .....  645 * 11 <input type="checkbox"/> Object thrown at person .....  12 <input type="checkbox"/> Followed or surrounded .....  13 <input type="checkbox"/> Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. ....  14 <input type="checkbox"/> Other - Specify - ASK 23d</p> <p style="text-align: right;">} SKIP to 28a</p>
<p><b>23d. HOWTHREATEN_SPEC</b>  Please specify how you were threatened.</p>	<p>Specify - SKIP to 28a  _____</p>

<p><b>24a. HOWATTACK</b></p> <p><b>How were you attacked?</b></p> <p>Probe: <b>Any other way?</b></p> <p>Enter all that apply.</p>	<p>646 * 1 <input type="checkbox"/> Raped .....</p> <p>2 <input type="checkbox"/> Tried to rape .....</p> <p>3 <input type="checkbox"/> Sexual assault other than rape or attempted rape .....</p> <p>4 <input type="checkbox"/> Shot .....</p> <p>5 <input type="checkbox"/> Shot at (but missed) .....</p> <p>6 <input type="checkbox"/> Hit with gun held in hand .....</p> <p>647 * 7 <input type="checkbox"/> Stabbed/cut with knife/sharp weapon .....</p> <p>8 <input type="checkbox"/> Attempted attack with knife/sharp weapon .....</p> <p>9 <input type="checkbox"/> Hit by object (other than gun) held in hand .....</p> <p>10 <input type="checkbox"/> Hit by thrown object .....</p> <p>648 * 11 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon .....</p> <p>12 <input type="checkbox"/> Hit, slapped, knocked down .....</p> <p>13 <input type="checkbox"/> Grabbed, held, tripped, jumped, pushed, etc .....</p> <p>14 <input type="checkbox"/> Other - Specify - ASK 24b</p> <p style="text-align: right;">} SKIP to 25a</p>
<p><b>24b. HOWATTACK_SPEC</b></p> <p>Please specify how you were attacked.</p>	<p>Specify</p> <p>_____</p>
<p><b>25a. INJURY</b></p> <p><b>What were the injuries you suffered, if any?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>655 * 1 <input type="checkbox"/> None ..... SKIP to 28a</p> <p>2 <input type="checkbox"/> Raped .....</p> <p>3 <input type="checkbox"/> Attempted rape .....</p> <p>4 <input type="checkbox"/> Sexual assault other than rape or attempted rape .....</p> <p>5 <input type="checkbox"/> Knife or stab wounds .....</p> <p>656 * 6 <input type="checkbox"/> Gun shot, bullet wounds .....</p> <p>7 <input type="checkbox"/> Broken bones or teeth knocked out .....</p> <p>8 <input type="checkbox"/> Internal injuries .....</p> <p>9 <input type="checkbox"/> Knocked unconscious .....</p> <p>10 <input type="checkbox"/> Bruises, black eye, cuts, scratches, swelling, chipped teeth .....</p> <p>11 <input type="checkbox"/> Other - Specify - ASK 25b</p> <p style="text-align: right;">} SKIP to 26a</p>
<p><b>25b. INJURY_SPEC</b></p> <p>Please specify the injuries you suffered.</p>	<p>Specify</p> <p>_____</p>
<p><b>26a. MEDICALCARE</b></p> <p><b>Were you injured to the extent that you received any medical care, including self treatment?</b></p>	<p>659 1 <input type="checkbox"/> Yes - ASK 26b</p> <p>2 <input type="checkbox"/> No - SKIP to 28a</p>
<p><b>26b. RECEIVECAREWHERE</b></p> <p><b>Where did you receive this care?</b></p> <p>Probe: <b>Anywhere else?</b></p> <p>Enter all that apply.</p>	<p>660 * 1 <input type="checkbox"/> At the scene .....</p> <p>2 <input type="checkbox"/> At home/neighbor's/friend's .....</p> <p>3 <input type="checkbox"/> Health unit at work/school, first aid station at a stadium/park, etc. ....</p> <p>4 <input type="checkbox"/> Doctor's office/health clinic .....</p> <p>5 <input type="checkbox"/> Emergency room at hospital/emergency clinic .....</p> <p>6 <input type="checkbox"/> Hospital (other than emergency room) .....</p> <p>7 <input type="checkbox"/> Other - Specify _____</p>
<p><b>26c. CHECK ITEM D</b> Is (box 6) "Hospital" marked in 26b?</p>	<p>1 <input type="checkbox"/> Yes - ASK 27a</p> <p>2 <input type="checkbox"/> No - SKIP to 28a</p>
<p><b>27a. CAREOVERNIGHT</b></p> <p><b>Did you stay overnight in the hospital?</b></p>	<p>662 1 <input type="checkbox"/> Yes - ASK 27b</p> <p>2 <input type="checkbox"/> No - SKIP to 28a</p>
<p><b>27b. CAREDAYHOSPIT</b></p> <p><b>How many days did you stay in the hospital?</b></p>	<p>663 _____ Number of days</p>
<p><b>28a. PROTECTSELF</b></p> <p><b>Did you do anything with the idea of protecting YOURSELF or your PROPERTY while the incident was going on?</b></p> <p><b>28b. DURINGINCIDENT</b></p> <p>Was there anything you did or tried to do about the incident while it was going on?</p>	<p>666 1 <input type="checkbox"/> Yes - ASK 29</p> <p>2 <input type="checkbox"/> No/took no action/kept still - ASK 28b</p> <p>667 1 <input type="checkbox"/> Yes - ASK 29</p> <p>2 <input type="checkbox"/> No/took no action/kept still - SKIP to 30</p>

<p><b>29. ACTIONS DURING INCIDENT</b></p> <p><b>What did you do?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p><b>USED PHYSICAL FORCE TOWARD OFFENDER</b></p> <p>668 * <input type="checkbox"/> 1 Attacked offender with gun; fired gun  <input type="checkbox"/> 2 Attacked with other weapon  <input type="checkbox"/> 3 Attacked without weapon (hit, kicked, etc.)  <input type="checkbox"/> 4 Threatened offender with gun  <input type="checkbox"/> 5 Threatened offender with other weapon  <input type="checkbox"/> 6 Threatened to injure, no weapon</p> <p><b>RESISTED OR CAPTURED OFFENDER</b></p> <p>669 * <input type="checkbox"/> 7 Defended self or property (struggled, ducked, blocked blows, held onto property)  <input type="checkbox"/> 8 Chased, tried to catch or hold offender</p> <p><b>SCARED OR WARNED OFF OFFENDER</b></p> <p><input type="checkbox"/> 9 Yelled at offender, turned on lights, threatened to call police, etc.</p> <p><b>PERSUADED OR APPEASED OFFENDER</b></p> <p>670 * <input type="checkbox"/> 10 Cooperated, or pretended to (stalled, did what they asked)  <input type="checkbox"/> 11 Argued, reasoned, pleaded, bargained, etc.</p> <p><b>ESCAPED OR GOT AWAY</b></p> <p><input type="checkbox"/> 12 Ran or drove away, or tried; hid, locked door</p> <p><b>GOT HELP OR GAVE ALARM</b></p> <p>671 * <input type="checkbox"/> 13 Called police or guard  <input type="checkbox"/> 14 Tried to attract attention or help, warn others (cried out for help, called children inside)</p> <p><b>REACTED TO PAIN OR EMOTION</b></p> <p><input type="checkbox"/> 15 Screamed from pain or fear</p> <p><b>OTHER</b></p> <p><input type="checkbox"/> 16 Other - Specify</p>
<p><b>30. ANYONE PRESENT</b></p> <p><b>Was anyone present during the incident besides you and the offender? (Other than children under age 12.)</b></p>	<p>677 <input type="checkbox"/> 1 Yes - ASK 31  <input type="checkbox"/> 2 No ..... } SKIP to 34  <input type="checkbox"/> 3 Don't know }</p>
<p><b>31. PERSONS HARMED</b></p> <p><b>Not counting yourself, were any of the persons present during the incident harmed (Pause), threatened with harm (Pause), or robbed by force or threat of harm? (Do not include yourself, the offender, or children under 18 years of age.)</b></p>	<p>682 <input type="checkbox"/> 1 Yes - ASK 32  <input type="checkbox"/> 2 No ..... } SKIP to 34  <input type="checkbox"/> 3 Don't know }</p>
<p><b>32. PERSONS HARMED NUM</b></p> <p><b>How many? (Do not include yourself, the offender or children under 18 years of age.)</b></p>	<p>683 _____ Number of persons</p>
<p><b>33a. HHMEM HARMED</b></p> <p><b>How many of these persons are members of your household now? (Do not include yourself, the offender or children under 18 years of age.)</b></p>	<p>684 _____ Number of persons</p> <p><input type="checkbox"/> 0 None - SKIP to 34</p>
<p><b>33b. HHMEM HARMED_NAMES</b></p> <p>If not sure ask:</p> <p><b>Who are these household members? (Do not include yourself, the offender, or children under 18 years of age)</b></p> <p>Enter the line number(s) of other household members.</p>	<p>Line number(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>34. ONE OR MORE OFFENDERS</b></p> <p>Ask or verify -</p> <p><b>Was the crime committed by only one or by more than one offender?</b></p>	<p>692 <input type="checkbox"/> 1 Only one - SKIP to 36  <input type="checkbox"/> 2 More than one - SKIP to 45  <input type="checkbox"/> 3 Don't know - ASK 35</p>

<b>35. KNOWOFFENDERS</b> <b>Do you know anything about one of the offenders?</b>	693 1 <input type="checkbox"/> Yes - ASK 36 2 <input type="checkbox"/> No - SKIP to 57
<b>36. SINGOFFENDERGENDER</b> <b>Was the offender male or female?</b>	698 1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female 3 <input type="checkbox"/> Don't know
<b>37. SINGOFFENDERAGE</b> <b>How old would you say the offender was?</b>	699 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29 2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older 3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> 18-20
<b>38a. SINGOFFENDERGANG</b> <b>Was the offender a member of a street gang, or don't you know?</b>	700 1 <input type="checkbox"/> Yes (a member of a street gang) 2 <input type="checkbox"/> No (not a member of a street gang) 3 <input type="checkbox"/> Don't know (if a member of a street gang)
<b>38b. SINGOFFENDERDRINKDRUG</b> <b>Was the offender drinking or on drugs, or don't you know?</b>	701 1 <input type="checkbox"/> Yes (drinking or on drugs) - ASK 39 2 <input type="checkbox"/> No (not drinking/not on drugs) ..... } SKIP to 40 3 <input type="checkbox"/> Don't know (if drinking or on drugs) .....
<b>39. SINGOFFENDERDRINKORDRUG</b> <b>Which was it? (Drinking or on drugs?)</b>	702 1 <input type="checkbox"/> Drinking 2 <input type="checkbox"/> On drugs 3 <input type="checkbox"/> Both (drinking and on drugs) 4 <input type="checkbox"/> Drinking or on drugs - could not tell which
<b>40. SINGOFFENDERKNEW</b> <b>Was the offender someone you knew or a stranger you had never seen before?</b>	703 1 <input type="checkbox"/> Knew or had seen before - SKIP to 42 2 <input type="checkbox"/> Stranger 3 <input type="checkbox"/> Don't know
<b>41. SINGOFFENDERRECOG</b> <b>Would you be able to recognize the offender if you saw him/her?</b>	704 1 <input type="checkbox"/> Yes ..... } SKIP to 44 2 <input type="checkbox"/> Not sure (possibly or probably) ..... 3 <input type="checkbox"/> No
<b>42. SINGOFFENDERHOWWELL</b> <b>How well did you know the offender - by sight only, casual acquaintance, or well known?</b>	705 1 <input type="checkbox"/> Sight only - SKIP to 44 2 <input type="checkbox"/> Casual acquaintance ... } ASK 43 3 <input type="checkbox"/> Well known .....
<b>43. SINGOFFENDERRELATION</b> <b>How well did you know the offender? For example, was the offender a friend, cousin, etc.?</b>	707 <b>RELATIVE</b> 1 <input type="checkbox"/> Spouse at time of incident ..... 2 <input type="checkbox"/> Ex-spouse at time of incident ..... 3 <input type="checkbox"/> Parent or step-parent ..... 4 <input type="checkbox"/> Own child or step-child ..... 5 <input type="checkbox"/> Brother/sister ..... 6 <input type="checkbox"/> Other relative - Specify _____ <b>NONRELATIVE</b> 7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend ..... 8 <input type="checkbox"/> Friend or ex-friend ..... 9 <input type="checkbox"/> Roommate, boarder ..... 10 <input type="checkbox"/> Schoolmate ..... 11 <input type="checkbox"/> Neighbor ..... 12 <input type="checkbox"/> Customer/client ..... 14 <input type="checkbox"/> Patient ..... 15 <input type="checkbox"/> Supervisor (current or former) ..... 16 <input type="checkbox"/> Employee (current or former) ..... 17 <input type="checkbox"/> Co-worker (current or former) ..... 18 <input type="checkbox"/> Teacher/school staff ..... 13 <input type="checkbox"/> Other nonrelative - Specify _____
<b>44. SINGOFFENDERRACE</b> <b>What was the offender's race?</b>	708 1 <input type="checkbox"/> White ..... } SKIP to 57 2 <input type="checkbox"/> Black/African American 3 <input type="checkbox"/> Asian 4 <input type="checkbox"/> Native Hawaiian/other Pacific Islander 5 <input type="checkbox"/> American Indian/Alaska Native 6 <input type="checkbox"/> Don't know
<b>45. HOWMANYOFFENDERS</b> <b>How many offenders?</b>	710 _____ Number of offenders

<p><b>46. MULTOFFENDERGENDER</b> Were they male or female?</p>	<p>711 1 <input type="checkbox"/> All male .....  2 <input type="checkbox"/> All female ..... } SKIP to 48  3 <input type="checkbox"/> Don't know sex of any offenders..  4 <input type="checkbox"/> Both male and female .....  If only two offenders, SKIP to 72; otherwise ASK 47</p>
<p><b>47. MULTOFFENDERMOSTGENDER</b> Were they mostly male or mostly female?</p>	<p>712 1 <input type="checkbox"/> Mostly male  2 <input type="checkbox"/> Mostly female  3 <input type="checkbox"/> Evenly divided  4 <input type="checkbox"/> Don't know</p>
<p><b>48. MULTOFFENDERYOUNG</b> How old would you say the youngest was?</p>	<p>713 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29  2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older  3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know  4 <input type="checkbox"/> 18-20</p>
<p><b>49. MULTOFFENDEROLD</b> How old would you say the oldest was?</p>	<p>714 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29  2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older  3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know  4 <input type="checkbox"/> 18-20</p>
<p><b>50a. MULTOFFENDERGANG</b> Were any of the offenders a member of a street gang, or don't you know?</p>	<p>715 1 <input type="checkbox"/> Yes (a member of a street gang)  2 <input type="checkbox"/> No (not a member of a street gang)  3 <input type="checkbox"/> Don't know (if a member of a street gang)</p>
<p><b>50b. MULTOFFENDERDRINKDRUG</b> Were any of the offenders drinking or on drugs, or don't you know?</p>	<p>716 1 <input type="checkbox"/> Yes (drinking or on drugs) - ASK 51  2 <input type="checkbox"/> No (not drinking/not on drugs) ..... } SKIP to 52  3 <input type="checkbox"/> Don't know (if drinking or on drugs) .....</p>
<p><b>51. MULTOFFENDERDRINKORDRUG</b> Which was it? (Drinking or on drugs?)</p>	<p>717 1 <input type="checkbox"/> Drinking  2 <input type="checkbox"/> On drugs  3 <input type="checkbox"/> Both (drinking and on drugs)  4 <input type="checkbox"/> Drinking or on drugs - could not tell which</p>
<p><b>52. MULTOFFENDERKNEW</b> Were any of the offenders known to you, or were they strangers you had never seen before?</p>	<p>718 1 <input type="checkbox"/> All known } SKIP  2 <input type="checkbox"/> Some known } to 54  3 <input type="checkbox"/> All strangers } ASK 53  4 <input type="checkbox"/> Don't know</p>
<p><b>53. MULTOFFENDERRECOG</b> Would you be able to recognize any of them if you saw them?</p>	<p>719 1 <input type="checkbox"/> Yes ..... } SKIP to 56  2 <input type="checkbox"/> Not sure (possibly or probably) .....  3 <input type="checkbox"/> No</p>
<p><b>54. MULTOFFENDERHOWWELL</b> How well did you know the offender(s) - by sight only, casual acquaintance, or well known?  Probe: Anything else? Enter all that apply.</p>	<p>720 1 <input type="checkbox"/> Sight only  * 2 <input type="checkbox"/> Casual acquaintance  3 <input type="checkbox"/> Well known</p>
<p><b>55. MULTOFFENDERRELATION</b> How did you know them? For example, were they friends, cousins, etc.?  Probe: Anything else?  Enter all that apply.</p>	<p><b>RELATIVE</b>  723 1 <input type="checkbox"/> Spouse at time of incident .....  * 2 <input type="checkbox"/> Ex-spouse at time of incident .....  3 <input type="checkbox"/> Parent or step-parent .....  4 <input type="checkbox"/> Own child or step-child .....  5 <input type="checkbox"/> Brother/sister .....  6 <input type="checkbox"/> Other relative - Specify _____</p> <p><b>NONRELATIVE</b>  724 7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or  * ex-girlfriend .....  8 <input type="checkbox"/> Friend or ex-friend .....  9 <input type="checkbox"/> Roommate, boarder .....  10 <input type="checkbox"/> Schoolmate .....  725 11 <input type="checkbox"/> Neighbor .....  * 12 <input type="checkbox"/> Customer/client .....  14 <input type="checkbox"/> Patient .....  15 <input type="checkbox"/> Supervisor (current or former) .....  16 <input type="checkbox"/> Employee (current or former) .....  17 <input type="checkbox"/> Co-worker (current or former) .....  18 <input type="checkbox"/> Teacher/school staff .....  13 <input type="checkbox"/> Other nonrelative - Specify _____</p>

<p><b>56. MULTIOFFENDERRACE</b></p> <p><b>What were the offenders' races?</b></p> <p>Probe: <b>Anything else?</b> Enter all that apply.</p>	<p>726 * 1 <input type="checkbox"/> White .....</p> <p>2 <input type="checkbox"/> Black/African American</p> <p>3 <input type="checkbox"/> Asian</p> <p>4 <input type="checkbox"/> Native Hawaiian/otherPacific Islander</p> <p>5 <input type="checkbox"/> American Indian/Alaska Native</p> <p>6 <input type="checkbox"/> Don't know</p>
<p><b>57. THEFT</b></p> <p>Ask or verify:</p> <p><b>Was something stolen or taken without permission that belonged to you or others in the household? (Include anything stolen from the business operated from the respondent's home.)</b></p>	<p>731 1 <input type="checkbox"/> Yes - SKIP to 65a</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p>
<p><b>58. ATTEMPTTHEFT</b></p> <p>Ask or verify:</p> <p><b>Did the offender(s) ATTEMPT to take something that belonged to you or others in the household? (Include anything stolen from the operated from the respondent's home.)</b></p>	<p>732 1 <input type="checkbox"/> Yes - ASK 59</p> <p>2 <input type="checkbox"/> No .....</p> <p>3 <input type="checkbox"/> Don't know..... } SKIP to 74</p>
<p><b>59. ATTEMPTTHEFTWHAT</b></p> <p><b>What did the offender try to take?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>733 * 1 <input type="checkbox"/> Cash .....</p> <p>2 <input type="checkbox"/> Purse .....</p> <p>3 <input type="checkbox"/> Wallet .....</p> <p>4 <input type="checkbox"/> Credit cards, checks, bank cards .....</p> <p>5 <input type="checkbox"/> Car .....</p> <p>6 <input type="checkbox"/> Other motor vehicle .....</p> <p>734 * 7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.) .....</p> <p>8 <input type="checkbox"/> Gasoline or oil .....</p> <p>9 <input type="checkbox"/> Bicycle or parts .....</p> <p>735 * 10 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances .....</p> <p>11 <input type="checkbox"/> Silver, china, art objects .....</p> <p>12 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.) .....</p> <p>736 * 13 <input type="checkbox"/> Personal effects (clothing, jewelry, toys, etc.) .....</p> <p>14 <input type="checkbox"/> Handgun (pistol, revolver) .....</p> <p>15 <input type="checkbox"/> Other firearm (rifle, shotgun) .....</p> <p>737 * 16 <input type="checkbox"/> Other - Specify .....</p> <p>17 <input type="checkbox"/> Don't know</p>
<p><b>60. ATTEMPTTHEFTOWNER</b></p> <p><b>Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?</b></p>	<p>738 1 <input type="checkbox"/> Respondent only</p> <p>2 <input type="checkbox"/> Respondent and other household member(s) .....</p> <p>3 <input type="checkbox"/> Other household member(s) only .....</p> <p>4 <input type="checkbox"/> Nonhousehold member(s) only</p> <p>5 <input type="checkbox"/> Other - Specify .....</p>
<p><b>61. CHECK ITEM E</b> Did the offender try to take cash, a purse, or a wallet? (Is box 1, 2, or 3 marked in 59?)</p>	<p><input type="checkbox"/> Yes - ASK 62</p> <p><input type="checkbox"/> No - SKIP to 63</p>
<p><b>62. ATTEMPTTHEFTONPERSON</b></p> <p>Ask or verify:</p> <p><b>Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</b></p>	<p>742 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
<p><b>63. ATTEMPTTHEFTITEMONPERSON</b></p> <p>Ask or verify:</p> <p><b>Was there anything (else) the offender(s) tried to take directly from you, for instance, from your pocket or hands, or something that you were wearing?</b></p> <p>Exclude property not belonging to respondent or other household member</p>	<p>745 1 <input type="checkbox"/> Yes - ASK 64</p> <p>2 <input type="checkbox"/> No - SKIP to 74</p>



<p><b>64. ATTEMPTTHEFITITEMS</b></p> <p><b>Which items did the offender(s) try to take directly from you?</b></p> <p>Exclude property not belonging to respondent or other household member.</p>	<p>746 * 4 <input type="checkbox"/> Credit cards, checks, bank cards .....</p> <p>5 <input type="checkbox"/> Car .....</p> <p>6 <input type="checkbox"/> Other motor vehicle .....</p> <p>7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.) .....</p> <p>8 <input type="checkbox"/> Gasoline or oil .....</p> <p>9 <input type="checkbox"/> Bicycle or parts .....</p> <p>10 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances .....</p> <p>11 <input type="checkbox"/> Silver, china, art objects .....</p> <p>12 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.) .....</p> <p>13 <input type="checkbox"/> Personal effects (clothing, jewelry, toys, etc.) .....</p> <p>14 <input type="checkbox"/> Handgun (pistol, revolver) .....</p> <p>15 <input type="checkbox"/> Other firearm (rifle, shotgun) .....</p> <p>16 <input type="checkbox"/> Other .....</p> <p>40 <input type="checkbox"/> Tried to take everything marked in 63 directly from respondent .....</p> <p style="text-align: right;">} SKIP to 74</p>
<p><b>65a. WHATWASTAKEN</b></p> <p><b>What was taken that belonged to you or others in the household?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p><b>CASH/PURSE/WALLET/CREDIT CARDS</b></p> <p>748 * 1 <input type="checkbox"/> Cash</p> <p>2 <input type="checkbox"/> Purse</p> <p>3 <input type="checkbox"/> Wallet</p> <p>4 <input type="checkbox"/> Credit cards, check, bank cards</p> <p><b>VEHICLE OR PARTS</b></p> <p>5 <input type="checkbox"/> Car</p> <p>6 <input type="checkbox"/> Other motor vehicle</p> <p>749 * 7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.)</p> <p>8 <input type="checkbox"/> Unattached motor vehicle accessories or equipment (unattached CD player or satellite radio, etc.)</p> <p>9 <input type="checkbox"/> Gasoline or oil</p> <p>10 <input type="checkbox"/> Bicycle or parts</p> <p><b>HOUSEHOLD FURNISHINGS</b></p> <p>750 * 11 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances</p> <p>12 <input type="checkbox"/> Silver, china, art objects</p> <p>13 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.)</p> <p><b>PERSONAL EFFECTS</b></p> <p>751 * 14 <input type="checkbox"/> Portable electronic and photographic gear (Personal stereo, TV, cellphone, camera, etc.)</p> <p>15 <input type="checkbox"/> Clothing, furs, luggage, briefcase</p> <p>16 <input type="checkbox"/> Jewelry, watch, keys</p> <p>752 * 17 <input type="checkbox"/> Collection of stamps, coins, etc.</p> <p>18 <input type="checkbox"/> Toys, sports and recreation equipment (not listed above)</p> <p>19 <input type="checkbox"/> Other personal and portable objects</p> <p><b>FIREARMS</b></p> <p>753 * 20 <input type="checkbox"/> Handgun (pistol, revolver)</p> <p>21 <input type="checkbox"/> Other firearm (rifle, shotgun)</p> <p><b>MISCELLANEOUS</b></p> <p>754 * 22 <input type="checkbox"/> Tools, machines, office equipment</p> <p>23 <input type="checkbox"/> Farm or garden produce, plants, fruit, logs</p> <p>24 <input type="checkbox"/> Animals -pet or livestock</p> <p>25 <input type="checkbox"/> Food or liquor</p> <p>755 * 26 <input type="checkbox"/> Other - Specify _____</p> <p>27 <input type="checkbox"/> Don't know</p>
<p><b>65b. CHECK ITEM F</b> Follow the skip pattern for the first category met, based on the entries in 65a.</p>	<p><input type="checkbox"/> If Box 2 and/or 3 is marked in 65a - SKIP to 65c</p> <p><input type="checkbox"/> If Box 1 is marked in 65a - SKIP to 65d</p> <p><input type="checkbox"/> If none of the conditions above are met - SKIP to 66</p>
<p><b>65c. PRSWLT_CONTAINMONEY</b></p> <p><b>Did the stolen (purse/wallet) contain any money?</b></p>	<p>1 <input type="checkbox"/> Yes - ASK 65d</p> <p>2 <input type="checkbox"/> No ..... If Box 1 is marked in 65a ASK 65d otherwise SKIP to 66</p>
<p><b>65d. AMOUNTCASHTAKEN</b></p> <p>If not sure, ask:</p> <p><b>How much cash was taken?</b></p>	<p>747 \$ _____ . 00 Amount of cash taken</p>

<p><b>66. CHECK ITEM G1</b> Was a car or other motor vehicle stolen? (Is box 5 or 6 marked in 69a?)</p>	<p><input type="checkbox"/> Yes - ASK 67 <input type="checkbox"/> No - SKIP to 69</p>
<p><b>67. PERMISSION GIVEN</b> <b>Had permission to use the (car/motor vehicle) ever been given to the offender(s)?</b></p>	<p>763 1 <input type="checkbox"/> Yes - ASK 68 2 <input type="checkbox"/> No ..... } SKIP to 69 3 <input type="checkbox"/> Don't know .....</p>
<p><b>68. RETURN CAR</b> <b>Did the offender return the (car/motor vehicle) this time?</b></p>	<p>764 1 <input type="checkbox"/> Yes ..... 2 <input type="checkbox"/> No .....</p>
<p><b>69. CHECK ITEM G2</b> Did the offender(s) take a handgun? (Is box 20 marked in 69a?)</p>	<p><input type="checkbox"/> Yes - ASK 70a <input type="checkbox"/> No - SKIP to 70b</p>
<p><b>70a. NUMBER HANDGUNS</b> <b>How many handguns were taken?</b></p>	<p>923 _____ Number of handguns</p>
<p><b>70b. CHECK ITEM G3</b> Did the offender(s) take some other type of firearm? (Is box 21 marked in 65a?)</p>	<p><input type="checkbox"/> Yes - ASK 70c <input type="checkbox"/> No - SKIP to 70d</p>
<p><b>70c. NUMBER FIREARMS</b> <b>How many other types of firearms were taken?</b></p>	<p>924 _____ Number of firearms</p>
<p><b>70d. CHECK ITEM H1</b> Was cash, a purse, or a wallet taken? (Is box 1, 2, or 3 marked in 65a?)</p>	<p><input type="checkbox"/> Yes - ASK 71a <input type="checkbox"/> No - SKIP to 71b</p>
<p><b>71a. CASH ON PERSON</b> Ask or verify: <b>Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</b></p>	<p>767 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>71b. OTHER ON PERSON</b> Ask or verify: <b>Was there anything (else) the offender(s) took directly from you, for instance, from your pocket or hands, or something that you were wearing?</b>  Exclude property not belonging to respondent or other household member</p>	<p>768 1 <input type="checkbox"/> Yes - ASK 72 2 <input type="checkbox"/> No - SKIP to 73a</p>
<p>Notes</p>	

<p><b>72. ITEMSTAKEN</b></p> <p><b>Which items did the offender(s) take directly from you?</b></p> <p>Exclude property not belonging to respondent or other household member.</p>	<p>769 *</p> <p>4 <input type="checkbox"/> Credit cards, check, bank cards  5 <input type="checkbox"/> Car  6 <input type="checkbox"/> Other motor vehicle  7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.)  8 <input type="checkbox"/> Unattached motor vehicle accessories or equipment (unattached CD player or satellite radio, etc.)  9 <input type="checkbox"/> Gasoline or oil  10 <input type="checkbox"/> Bicycle or parts  11 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances  12 <input type="checkbox"/> Silver, china, art objects  13 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.)  14 <input type="checkbox"/> Portable electronic and photographic gear (Personal stereo, TV, cellphone, camera, etc.)  15 <input type="checkbox"/> Clothing, furs, luggage, briefcase  16 <input type="checkbox"/> Jewelry, watch, keys  17 <input type="checkbox"/> Collection of stamps, coins, etc.  18 <input type="checkbox"/> Toys, sports and recreation equipment (not listed above)  19 <input type="checkbox"/> Other personal and portable objects  20 <input type="checkbox"/> Handgun (pistol, revolver)  21 <input type="checkbox"/> Other firearm (rifle, shotgun)  22 <input type="checkbox"/> Tools, machines, office equipment  23 <input type="checkbox"/> Farm or garden produce, plants, fruit, logs  24 <input type="checkbox"/> Animals -pet or livestock  25 <input type="checkbox"/> Food or liquor  26 <input type="checkbox"/> Other  40 <input type="checkbox"/> Everything marked in 96a was taken directly from respondent</p>
<p><b>73a. CHECK ITEM H2</b> Were only cash, a purse, or a wallet taken? (Are boxes 1, 2, or 3 the only boxes marked in 69a?)</p>	<p><input type="checkbox"/> Yes - SKIP to 74  <input type="checkbox"/> No - ASK 73b</p>
<p><b>73b. PROPERTYVALUE</b></p> <p><b>What was the value of the PROPERTY that was taken? Include recovered property. (Exclude any stolen (cash/checks/credit cards) If jointly owned with a nonhousehold member(s), include only the share owned by household members.)</b></p> <p>Enter total dollar value for all items taken.</p>	<p>770 \$ _____ . 00 Value of property taken</p>
<p><b>74. POLICEINFORMED</b></p> <p><b>Were the police informed or did they find out about this incident in any way?</b></p>	<p>800</p> <p>1 <input type="checkbox"/> Yes - ASK 75a  2 <input type="checkbox"/> No - SKIP to 76  3 <input type="checkbox"/> Don't know - SKIP to 78</p>
<p><b>75a. POLICEFINDOUT</b></p> <p><b>How did the police find out about it?</b></p> <p>Enter first precode that applies.</p> <p>If proxy interview, we want the proxy respondent to answer questions 75a - 79 for herself/himself, not for the person for whom the proxy interview is being taken.</p>	<p>801</p> <p>1 <input type="checkbox"/> Respondent  2 <input type="checkbox"/> Other household member .....  3 <input type="checkbox"/> Someone official called police (guard, apt manager, school official, etc.) .....  4 <input type="checkbox"/> Someone else .....  5 <input type="checkbox"/> Police were at scene  6 <input type="checkbox"/> Offender was a police officer  7 <input type="checkbox"/> Some other way - Specify - ASK 75b</p> <p>} SKIP to 77</p>
<p><b>75b. POLICEFINDOUT_SPEC</b></p> <p>Please specify how the police found out about it.</p>	<p>Specify - SKIP to 77</p> <p>_____</p>
<p>Notes</p>	

<p><b>76. NOTREPORTEDPOLICE</b></p> <p><b>What was the reason it was not reported to the police?</b></p> <p>Probe: <b>Can you tell me a little more? Any other reason?</b></p> <p>Enter all that apply.</p> <p>STRUCTURED PROBE -</p> <p><b>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, or was there some other reason?</b></p>	<p><b>DEALT WITH ANOTHER WAY</b></p> <p>802 *  1 <input type="checkbox"/> Reported to another official (guard, apt. manager, school official, etc.)  2 <input type="checkbox"/> Private or personal matter or took care of it myself or informally; told offender's parent</p> <p><b>NOT IMPORTANT ENOUGH TO RESPONDENT</b></p> <p>3 <input type="checkbox"/> Minor or unsuccessful crime, small or no loss, recovered property  4 <input type="checkbox"/> Child offender(s), "kid stuff"  5 <input type="checkbox"/> Not clear it was a crime or that harm was intended</p> <p><b>INSURANCE WOULDN'T COVER</b></p> <p>6 <input type="checkbox"/> No insurance, loss less than deductible, etc.</p> <p><b>POLICE COULDN'T DO ANYTHING</b></p> <p>803 *  7 <input type="checkbox"/> Didn't find out until too late  8 <input type="checkbox"/>  9 <input type="checkbox"/> Could not recover or identify property  Could not find or identify offender, lack of proof</p>
	<p><b>POLICE WOULDN'T HELP</b></p> <p>10 <input type="checkbox"/> Police wouldn't think it was important enough, wouldn't want to be bothered or get involved</p> <p>804 *  11 <input type="checkbox"/> Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)  12 <input type="checkbox"/> Police would be biased, would harass/insult respondent, cause respondent trouble, etc.)  13 <input type="checkbox"/> Offender was police officer</p> <p><b>OTHER REASON</b></p> <p>805 *  14 <input type="checkbox"/> Did not want to get offender in trouble with the law  15 <input type="checkbox"/> Was advised not to report to police  16 <input type="checkbox"/> Afraid of reprisal by offender or others  17 <input type="checkbox"/> Did not want to or could not take time - too inconvenient  18 <input type="checkbox"/> Other - Specify _____  19 <input type="checkbox"/> Respondent not present or doesn't know why it wasn't reported</p>
<p><b>77. CHECK ITEM I</b> Were the police informed? (Is "Yes" marked in 74?)</p>	<p>1 <input type="checkbox"/> Yes - ASK 78  2 <input type="checkbox"/> No - SKIP to 80</p>
<p><b>78. CONTACTAUTHORITIES</b></p> <p><b>Have you (or someone in your household) had contact with any other authorities about this incident (such as a prosecutor, court, or juvenile officer)?</b></p>	<p>829  1 <input type="checkbox"/> Yes - ASK 79  2 <input type="checkbox"/> No ..... } SKIP to 80  3 <input type="checkbox"/> Don't know .....</p>
<p><b>79. AUTHORITIES</b></p> <p><b>Which authorities?</b></p> <p>Probe: <b>Any others?</b></p> <p>Enter all that apply.</p>	<p>830 *  1 <input type="checkbox"/> Prosecutor, district attorney .....  2 <input type="checkbox"/> Magistrate .....  3 <input type="checkbox"/> Court .....  4 <input type="checkbox"/> Juvenile, probation, or parole officer....  5 <input type="checkbox"/> Other - Specify _____</p>
<p><b>80. DOINGATINCIDENTTIME</b></p> <p>Ask or verify:</p> <p><b>What were you doing when this incident (happened/started)?</b></p>	<p>832  1 <input type="checkbox"/> Working or on duty - SKIP to 82  2 <input type="checkbox"/> On the way to or from work - SKIP to 82  3 <input type="checkbox"/> On the way to or from school .....  4 <input type="checkbox"/> On the way to or from other place .....  5 <input type="checkbox"/> Shopping, errands .....  6 <input type="checkbox"/> Attending school .....  7 <input type="checkbox"/> Leisure activity away from home .....  8 <input type="checkbox"/> Sleeping .....  9 <input type="checkbox"/> Other activities at home .....  10 <input type="checkbox"/> Other - Specify _____  11 <input type="checkbox"/> Don't know - ASK 81</p> <p>} ASK 81</p>
<p><b>81. JOBDURINGINCIDENT</b></p> <p>Ask or verify:</p> <p><b>Did you have a job at the time of the incident?</b></p>	<p>840  1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>

<b>82</b> <b>CHECK ITEM J</b> Is this incident part of a series of crimes? (Is box 2 (is a "series") marked in 5c?)	1 <input type="checkbox"/> Yes - ASK 83a 2 <input type="checkbox"/> No - SKIP to 89			
<b>83a. SERIESNUMTIMES</b> <b>You have told me about the most recent incident. How many times did this kind of thing happen to you during the last 6 months?</b>	883 _____ Number of incidents - SKIP to 84a <input type="checkbox"/> Don't know - ASK 83b			
<b>83b. SERIESDK</b> <b>Is that because there is no way of knowing, or because it happened too many times, or is there some other reason?</b>	884 1 <input type="checkbox"/> No way of knowing ..... 2 <input type="checkbox"/> Happened too many times .... 3 <input type="checkbox"/> Some other reason - Specify _____			
<b>84a. SERIESWHICHMONTHQ1</b> <b>In what month or months did these incidents take place?</b> Probe: <b>How many in</b> (name months)?	885 <table border="1" style="display: inline-table; vertical-align: top;"> <tr><td style="text-align: center;">Number of incidents per quarter</td></tr> <tr><td style="text-align: center;">Jan., Feb., or Mar. (Qtr. 1)</td></tr> <tr><td style="text-align: center;">_____</td></tr> </table>	Number of incidents per quarter	Jan., Feb., or Mar. (Qtr. 1)	_____
Number of incidents per quarter				
Jan., Feb., or Mar. (Qtr. 1)				
_____				
<b>84b. SERIESWHICHMONTHQ2</b> <b>In what month or months did these incidents take place?</b> Probe: <b>How many in</b> (name months)?	886 <table border="1" style="display: inline-table; vertical-align: top;"> <tr><td style="text-align: center;">Apr., May, or Jun. (Qtr. 2)</td></tr> <tr><td style="text-align: center;">_____</td></tr> </table>	Apr., May, or Jun. (Qtr. 2)	_____	
Apr., May, or Jun. (Qtr. 2)				
_____				
<b>84c. SERIESWHICHMONTHQ3</b> <b>In what month or months did these incidents take place?</b> Probe: <b>How many in</b> (name months)?	887 <table border="1" style="display: inline-table; vertical-align: top;"> <tr><td style="text-align: center;">Jul., Aug., or Sept. (Qtr. 3)</td></tr> <tr><td style="text-align: center;">_____</td></tr> </table>	Jul., Aug., or Sept. (Qtr. 3)	_____	
Jul., Aug., or Sept. (Qtr. 3)				
_____				
<b>84d. SERIESWHICHMONTHQ4</b> <b>In what month or months did these incidents take place?</b> Probe: <b>How many in</b> (name months)?	888 <table border="1" style="display: inline-table; vertical-align: top;"> <tr><td style="text-align: center;">Oct., Nov., or Dec. (Qtr. 4)</td></tr> <tr><td style="text-align: center;">_____</td></tr> </table>	Oct., Nov., or Dec. (Qtr. 4)	_____	
Oct., Nov., or Dec. (Qtr. 4)				
_____				
<b>85. SERIESLOCATION</b> <b>Did all, some, or none of these incidents occur in the same place?</b>	889 1 <input type="checkbox"/> All in the same place 2 <input type="checkbox"/> Some in the same place 3 <input type="checkbox"/> None in the same place			
<b>86. SERIESOFFENDER</b> <b>Were all, some, or none of these incidents done by the same person(s)?</b>	890 1 <input type="checkbox"/> All by same person 2 <input type="checkbox"/> Some by same person 3 <input type="checkbox"/> None by same person 4 <input type="checkbox"/> Don't know			
<b>87a. SAMETHINGEACHTIME</b> <b>Did the same thing happen each time?</b>	893 1 <input type="checkbox"/> Yes - SKIP to 88 2 <input type="checkbox"/> No - ASK 87b			
<b>87b. HOWINCIDENTSDIFFER</b> <b>How did the incidents differ?</b>	Specify _____			
Notes				

**88. CHECK ITEM K SERIES CONTACT OR NOT**

Do not read to respondent.

Enter precode that best describes this series of crimes. If more than one category describes this series, enter the appropriate precode with the lowest number.

- 895
- CONTACT CRIMES**
- 1  Completed or threatened violence in the course of the victim's job (police officer, security guard, psychiatric social worker, etc.) .....
  - 2  Completed or threatened violence between spouses, other relatives, friends, neighbors, etc. ....
  - 3  Completed or threatened violence at school or on school property .....
  - 4  Other contact crimes (other violence, pocket picking, purse snatching, etc.) - Specify \_\_\_\_\_
- NONCONTACT CRIMES**
- 5  Theft or attempted theft of motor vehicles.....
  - 6  Theft or attempted theft of motor vehicle parts (tire, hubcap, battery, attached car stereo, etc.) .....
  - 7  Theft or attempted theft of contents of motor vehicle, including unattached parts .....
  - 8  Theft or attempted theft at school or on school property
  - 9  Illegal entry of, or attempt to enter, victim's home, other building on property, second home, hotel, motel
  - 10  Theft or attempted theft from victim's home or vicinity by person(s) KNOWN to victim (roommate, babysitter, etc.)
  - 11  Theft or attempted theft from victim's home or vicinity by person(s) UNKNOWN to victim .....
  - 12  Other theft or attempted theft (at work, while shopping, etc.) - Specify \_\_\_\_\_

**89. CHECK ITEM L SUMMARY**

Summarize this incident. Also include any details about the incident that were not asked about in the incident report that might help clarify the incident.

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Notes



**Instruction Box A: Display reference period at top of each survey screen: SURVEY REFERENCE PERIOD: START DATE – END DATE**

Next we have some questions about items that have been stolen from you, or any breaking in attempts or vehicle thefts you or another household member might have experienced during the past 6 months, that is since [DATE]. The period of time we are interested in is shown in the right hand corner of your screen as you go through the survey. Press next to continue.

**1a.** During the past 6 months, that is since [DATE], have any of the following items belonging to you been stolen? Please select “Yes” or “No” for each item.

- |  | Yes<br>▼                    | No<br>▼                     |
|--|-----------------------------|-----------------------------|
| a. Luggage, a wallet, purse, briefcase, book, or other things that you carry | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. Clothing, jewelry, or cell phone  | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. Bicycle or sports equipment   | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |
| d. Things in your home, such as a TV, stereo, tools                          | <input type="checkbox"/> 1d | <input type="checkbox"/> 2d |
| e. Things outside your home, such as a garden hose or lawn furniture         | <input type="checkbox"/> 1e | <input type="checkbox"/> 2e |
| f. Things belonging to children in the household                             | <input type="checkbox"/> 1f | <input type="checkbox"/> 2f |
| g. Things from a vehicle, such as a package, groceries, camera, or CDs       | <input type="checkbox"/> 1g | <input type="checkbox"/> 2g |

[ASK 1b IF ANY “YES” IN 1a. ELSE, GO TO 2a.]

**1b.** How many times during the past 6 months did you experience any thefts? Please enter ‘0’ if you did not experience any thefts.

--	--

Number of times

**2a.** During the past 6 months, [IF “YES” TO ANY ITEM IN 1a FILL: other than incidents you already included,] has anyone broken in or attempted to break in any of the following places? Please select “Yes” or “No” for each location.

- |  | Yes<br>▼                    | No<br>▼                     |
|--|-----------------------------|-----------------------------|
| a. Your home                                     | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. Your garage, shed, or storage room            | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. Your hotel room, motel room, or vacation home | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |

[ASK 2b IF ANY “YES” IN 2a. ELSE, GO TO 3a.]

**2b.** How many times during the past 6 months did you experience any break-ins? Please enter ‘0’ if you did not experience any break-ins.

--	--

Number of times

**3a.** During the past 6 months, [IF “YES” TO ANY ITEM IN 1a OR 2a FILL: other than incidents you already included,] has anyone stolen, attempted to steal, or use without permission any of the following vehicles or parts? Please select “Yes” or “No” for each item.

- |   | Yes<br>▼                    | No<br>▼                     |
|---|-----------------------------|-----------------------------|
| a. A vehicle belonging to you or anyone in your household                   | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. Any parts from a vehicle, such as a tire, car stereo, hubcap, or battery | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. Gas from a vehicle belonging to you or anyone in your household          | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |

[ASK 3b IF ANY “YES” IN 3a. ELSE, GO TO 4a.]

**3b.** How many times during the past 6 months did you experience any vehicle-related thefts? Please enter ‘0’ if you did not experience any.

--	--

Number of times



Next, we have some questions about attacks or threats you might have experienced during the past 6 months, that is since [DATE]. Press next to continue.

**4a.** [IF “YES” TO ANY ITEM IN 1a, 2a, OR 3a FILL: Other than incidents you already included,] Have you personally experienced any attacks OR threats OR thefts at any of the following locations during the past 6 months? Please select “Yes” or “No” for each location.

- |  | Yes<br>▼                    | No<br>▼                     |
|--|-----------------------------|-----------------------------|
| a. At home including the porch or yard   | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. At or near a friend’s, relative’s, or neighbor’s home   | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. At work or school   | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |
| d. In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport | <input type="checkbox"/> 1d | <input type="checkbox"/> 2d |
| e. While riding in any vehicle   | <input type="checkbox"/> 1e | <input type="checkbox"/> 2e |
| f. On the street or in a parking lot   | <input type="checkbox"/> 1f | <input type="checkbox"/> 2f |
| g. At a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting               | <input type="checkbox"/> 1g | <input type="checkbox"/> 2g |

[ASK 4b IF ANY “YES” IN 4a. ELSE, GO TO 5a.]

**4b.** How many times during the past 6 months did you experience such attacks OR thefts OR threats? Please enter ‘0’ if you did not experience any.

--	--

Number of times

**5a.** During the past 6 months, [IF “YES” TO ANY ITEM IN 1a, 2a, 3a, or 4a FILL: other than incidents you already included,] have you personally been attacked or threatened in any of the following ways? Do not include telephone threats. Please select “Yes” or “No” for each.

- |   | Yes<br>▼                    | No<br>▼                     |
|---|-----------------------------|-----------------------------|
| a. With any weapon, such as a gun or a knife                            | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. With anything like a baseball bat, frying pan, scissors, or stick    | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. By something thrown, such as a rock or bottle                        | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |
| d. By grabbing, punching, or choking                                    | <input type="checkbox"/> 1d | <input type="checkbox"/> 2d |
| e. By raping, attempting to rape, or being sexually attacked in any way | <input type="checkbox"/> 1e | <input type="checkbox"/> 2e |
| f. By being threatened face to face                                     | <input type="checkbox"/> 1f | <input type="checkbox"/> 2f |

[ASK 5b IF ANY “YES” IN 5a. ELSE, GO TO 6a.]

**5b.** How many times during the past 6 months did you experience such attacks or threats? Please enter ‘0’ if you did not experience any.

--	--

Number of times

**6a.** People often do not think of incidents committed by someone they know. During the past 6 months, [IF “YES” TO ANY ITEM IN 1a, 2a, 3a, 4a, OR 5a FILL: other than incidents you already included,] have any of the following people attacked or threatened you in any way? Do not include telephone threats. Please select “Yes” or “No” for each option.

- |   | Yes<br>▼                    | No<br>▼                     |
|---|-----------------------------|-----------------------------|
| a. Someone at work or school              | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. A neighbor or friend                   | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. A relative or family member            | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |
| d. Any other person you have met or known | <input type="checkbox"/> 1d | <input type="checkbox"/> 2d |

[ASK 6b IF ANY “YES” IN 6a. ELSE, GO TO 7a.]

**6b.** How many times during the past 6 months did you experience attacks or threats by such people? Please enter ‘0’ if you did not experience any.

--	--

Number of times

**7a.** During the past 6 months, [IF “YES” TO ANY ITEM IN 1a, 2a, 3a, 4a, 5a, OR 6a FILL: other than incidents you already included,] have any of the following people stolen something from you? Please select “Yes” or “No” for each option.

- |   | Yes<br>▼                    | No<br>▼                     |
|---|-----------------------------|-----------------------------|
| a. Someone at work or school              | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. A neighbor or friend                   | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. A relative or family member            | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |
| d. Any other person you have met or known | <input type="checkbox"/> 1d | <input type="checkbox"/> 2d |

[ASK 7b IF ANY “YES” IN 7a. ELSE, GO TO 8a.]

**7b.** How many times during the past 6 months did you experience any thefts by such people? *Please enter '0' if you did not experience any.*

<input type="text"/>	<input type="text"/>
----------------------	----------------------

 Number of times

**8a.** Incidents involving forced or unwanted sexual acts are often difficult to think about. During the past 6 months, [IF "YES" TO ANY ITEM IN 1a, 2a, 3a, 4a, 5a, 6a, OR 7a FILL: other than incidents you already included,] have you been forced or coerced to engage in unwanted sexual activity by any of the following people? *Please select "Yes" or "No" for each option.*

- |                             | Yes<br>▼                    | No<br>▼                     |
|-----------------------------|-----------------------------|-----------------------------|
| a. Someone you did not know | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. A casual acquaintance    | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. Someone you know well    | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |

[ASK 8b IF ANY "YES" IN 8a. ELSE, GO TO 9a.]

**8b.** How many times during the past 6 months did you engage in unwanted sexual activity? *Please enter '0' if you did not engage in any.*

<input type="text"/>	<input type="text"/>
----------------------	----------------------

 Number of times

**9a.** [IF "YES" TO ANY ITEM IN 1a, 2a, 3a, 4a, 5a, 6a, 7a, OR 8a FILL: Other than incidents you already included,] During the past 6 months did you call the police to report something that happened to you or another household member, which you thought was a crime?

- 1 Yes  
 2 No → GO TO Question 10a

**9b.** Were you attacked or threatened in any way?

- 1 Yes  
 2 No

**9c.** Did someone steal or attempt to steal something that belonged to you or another household member?

- 1 Yes  
 2 No

[ASK 9d IF 9a = YES. ELSE, GO TO 10a.]

**9c.** How many times did you call the police to report something that happened to you or another household member?

<input type="text"/>	<input type="text"/>
----------------------	----------------------

 Number of times

**10a.** [IF "YES" TO ANY ITEM IN 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, OR 9a FILL: Other than incidents you already included,] During the past 6 months did anything that you thought was a crime happen to you or another household member, but you did NOT report it to the police?

- 1 Yes  
 2 No → GO TO Instruction Box B

**10b.** Were you attacked or threatened in any way?

- 1 Yes  
 2 No

**10c.** Did someone steal or attempt to steal something that belonged to you or another household member?

- 1 Yes  
 2 No

[ASK 10d IF 10a = YES. ELSE, GO TO Instruction Box B.]

**10d.** How many times did something happen to you or another household member that you thought was a crime, but you did NOT report it to the police?

<input type="text"/>	<input type="text"/>
----------------------	----------------------

 Number of times

**Instruction Box B:** If at least 1 crime reported in Screener questions 1a – 10a (a "yes" response to any crime question), continue with CIR 1. A CIR should be completed for each counted crime in the Screener (questions 1b, 2b, 3b, etc.).

CIRs should be completed in the following order: CIR1: 1<sup>st</sup> incident of 1<sup>st</sup> type of crime reported in Screener. CIR2: 2<sup>nd</sup> incident of same type of crime in CIR1, if applicable, or next type of crime from Screener, Etc. Else, if no crimes reported in Screener, GO TO Closing Questions 60-62, then exit survey.

# Incident 1

**Instruction Box C:** Fill text for question 1 -  
IF QUESTION 1a, 7a, 9c, or 10c = YES: items stolen from you or another household member  
IF QUESTION 2a = YES: break in or attempted break in  
IF QUESTION 3a = YES: vehicle, part, or gas stolen  
IF QUESTION 4a = YES: experienced personal attack, threat, or theft  
IF QUESTION 5a or 6a = YES: personal attack or threat  
IF QUESTION 8a = YES: forced or unwanted sexual act  
IF QUESTION 9a = YES: possible crime reported to police  
IF QUESTION 10a = YES: possible crime NOT reported to police

[FILL TEXT FOR CIR 2+]: The next questions are about the next theft, break-in, attack, threat or unwanted sexual act you have experienced in the past 6 months, that is since [DATE].

**1.** [IF CIR 1, OR CIR 2+ AND NEW TYPE OF CRIME]: You reported that in the past 6 months, that is since [DATE], you experienced the following: [FILL 1<sup>st</sup>/NEXT REPORTED CRIME FROM SCREENER].

[IF CIR 2+ AND NEXT INCIDENT OF SAME TYPE OF CRIME AS IN PREVIOUS CIR]: You reported that in the past 6 months, that is since [DATE], you experienced another: [FILL REPORTED CRIME FROM SCREENER].

When did (IF ONLY 1 CRIME OF THIS TYPE, FILL: this/IF > 1 CRIME OF THIS TYPE AND THIS IS FIRST CIR FOR THE CRIME, FILL: the first/IF > 1 CRIME OF THIS TYPE AND THIS IS CIR2+ FOR THIS CRIME, FILL: the next) incident take place?

Month	Year
<input type="text"/>	<input type="text"/>

**Instruction Box D:** If date in question 1 is outside of reference period, fill: *We are only asking about crimes that happened in the past 6 months. We will not collect information on this incident. Press next to continue.*

Then ask: *1a. Did you have anything else like this happen between [FILL REFERENCE PERIOD]?*

- <sub>1</sub> Yes → Start new CIR to get date of this incident; then proceed with remaining CIR questions.
- <sub>2</sub> No → Start CIR for next type of crime reported in Screener, or go to Closing Questions 60-62 if no more crimes.

**Instruction Box E:** Display CIR crime banner: **CRIME BEING DISCUSSED: (FILL SCREENER CRIME AS IN Instruction Box C). DATE. INCIDENT: FILL 1, 2, ETC FOR THIS CRIME).**

- 2.** Did the incident take place during the day or at night?
- <sub>1</sub> During the day (6 am – 6 pm)
- <sub>2</sub> At night (6 pm – 6 am)
- 3.** In what city, town or village did this incident occur?
- <sub>1</sub> The same city, town, or village as my current residence
- <sub>2</sub> A different city, town, or village as my current residence
- <sub>3</sub> Not inside a city, town or village
- <sub>4</sub> Outside U.S.

**Instruction Box F:** If this CIR is for the 2<sup>nd</sup> or higher incident of the same type of crime reported in previous CIR, skip Crime Series questions. **GOTO QUESTION 6.**

**4.** Altogether, how many times during the past 6 months did this type of incident happen?

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Number of times → **IF 1-5 TIMES, NOT A SERIES. GO TO Question 6**

**5a.** Are these incidents similar to each other in detail or are they for different types of crimes?

- <sub>1</sub> Similar  
<sub>2</sub> Different → **NOT A SERIES. GO TO Question 6**

**5b.** Can you recall enough detail of each incident to distinguish them from each other?

- <sub>1</sub> Yes → **NOT A SERIES**  
<sub>2</sub> No → **IS A SERIES**

*(IF CRIME SERIES BASED ON QUESTIONS 4, 5a, or 5b, FILL): The following questions refer only to the most recent incident.*

**6.** Where did this [IF SERIES FILL: most recent] incident happen?

- <sub>1</sub> In own home, attached garage, or porch  
<sub>2</sub> In detached building on own property (detached garage, storage shed)  
<sub>3</sub> In vacation home, second home, hotel or motel room  
<sub>4</sub> Own yard, sidewalk, driveway, carport, unenclosed porch (*Please do not include apartment yards*) → **GO TO Question 10**  
<sub>5</sub> Apartment hall, storage area, laundry room (*Please do not include apartment parking lot or/garage*) → **GO TO Question 10**  
<sub>6</sub> On street immediately adjacent to own home or lodging → **GO TO Question 10**  
<sub>7</sub> In a public place → **GO TO Question 10**  
<sub>8</sub> At work or school → **GO TO Question 10**  
<sub>9</sub> Other (*Please specify*) \_\_\_\_\_ → **GO TO Question 10**

**7.** Did someone get inside or try to get inside your home, garage, shed or porch?

- <sub>1</sub> Yes  
<sub>2</sub> No → **GO TO Question 10**

**8.** Was there a broken lock or window, suggesting that someone got in by force or tried to get in your home, garage, shed or porch by force?

- <sub>1</sub> Yes  
<sub>2</sub> No → **GO TO Question 10**

**9.** How could you tell that someone got in or tried to get in by force? *Please select all that apply.*

- <sub>1</sub> Damage to window (including frame; broken, removed, or cracked glass)  
<sub>2</sub> Window screen damaged or removed  
<sub>3</sub> Lock on window damaged or tampered with in some way  
<sub>4</sub> Damage to door (including frame; glass panes or door removed)  
<sub>5</sub> Door screen damaged or removed  
<sub>6</sub> Lock or door handle damaged or removed  
<sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**10.** Were you or other household members present when this [IF SERIES FILL: most recent] incident occurred?

- <sub>1</sub> I was present  
<sub>2</sub> I and other household members were present  
<sub>3</sub> Only other household members were present → **GO TO Question 23**  
<sub>4</sub> No one was present → **GO TO Question 23**

**11.** Did the person who committed the crime, that is, the offender, have a weapon, such as a gun or knife, or something to use as a weapon?

- <sub>1</sub> Yes  
<sub>2</sub> No → **GO TO Question 13**  
<sub>3</sub> Don't know → **GO TO Question 13**

**12.** What kind of weapon did the offender have? *Please select all that apply.*

- <sub>1</sub> Hand gun, such as a pistol or revolver  
<sub>2</sub> Other gun, such as a rifle or a shotgun  
<sub>3</sub> Knife  
<sub>4</sub> Sharp object such as scissors, ice pick, axe  
<sub>5</sub> Blunt object, such as a rock, club, blackjack  
<sub>6</sub> Other (*Please specify*) \_\_\_\_\_

**13.** Did the offender hit you, knock you down, or actually attack you in any way?

- <sub>1</sub> Yes → GO TO Question 19
- <sub>2</sub> No

**14.** Did the offender try to attack you?

- <sub>1</sub> Yes → GO TO Question 17
- <sub>2</sub> No

**15.** Did the offender threaten you with harm in any way?

- <sub>1</sub> Yes → GO TO Question 18
- <sub>2</sub> No

**16.** What happened during the incident? *Please select all that apply.*

- <sub>1</sub> Something was taken without permission
- <sub>2</sub> Offender attempted or threatened to take something
- <sub>3</sub> Offender harassed or argued with someone or used abusive language
- <sub>4</sub> Unwanted sexual contact
- <sub>5</sub> Forcible entry (or attempted forcible entry) of house/apartment or car
- <sub>6</sub> Damaged or destroyed property
- <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**GO TO Question 23**

**17.** How did the offender try to attack you? *Please select all that apply.*

- <sub>1</sub> Unwanted sexual contact
- <sub>2</sub> Weapon present or attempted attack with weapon (shot at but missed, attempted attack)
- <sub>5</sub> Object thrown at person
- <sub>6</sub> Followed or surrounded
- <sub>7</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push
- <sub>8</sub> Other (*Please specify*) \_\_\_\_\_

**GO TO Question 23**

**18.** How did the offender threaten you? *Please select all that apply.*

- <sub>1</sub> Verbal threat of rape or other sexual assault
- <sub>2</sub> Verbal threat to attack or kill
- <sub>3</sub> Unwanted sexual contact
- <sub>4</sub> Weapon present, threatened or attacked with weapon
- <sub>5</sub> Object thrown at person
- <sub>6</sub> Followed or surrounded
- <sub>7</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push
- <sub>8</sub> Other (*Please specify*): \_\_\_\_\_

**GO TO Question 23**

**19.** How were you attacked? *Please select all that apply.*

- <sub>1</sub> Raped
- <sub>2</sub> Tried to rape
- <sub>3</sub> Sexual assault other than rape or attempted rape
- <sub>4</sub> Shot, shot at (but missed), hit with a gun held in hand
- <sub>5</sub> Attempted attack with knife or sharp weapon
- <sub>6</sub> Stabbed, cut with knife, sharp weapon or hit by object (other than gun) held in hand
- <sub>7</sub> Hit by thrown object
- <sub>8</sub> Attempted attack with weapon other than gun/knife/sharp weapon
- <sub>9</sub> Hit, slapped, knocked down, grabbed, held, tripped, jumped, pushed, etc
- <sub>10</sub> Other (*Please specify*) \_\_\_\_\_

**20.** Did you suffer any injuries?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 24a

**21.** What were the injuries you suffered? *Please select all that apply.*

- <sub>1</sub> Raped, attempted rape or sexual assault
- <sub>2</sub> Knife, stab wounds, gunshot, or bullet wounds
- <sub>3</sub> Broken bones, teeth knocked out, internal injuries, knocked unconscious
- <sub>4</sub> Bruises, black eye, cuts, scratches, swelling, chipped teeth
- <sub>5</sub> Other (*Please specify*) \_\_\_\_\_

**22a.** Were you injured to the extent that you received any medical care, including self treatment?

- <sub>1</sub> Yes
- <sub>2</sub> No
- <sub>6</sub> Hospital
- <sub>7</sub> Other (Please specify) \_\_\_\_\_

**22b.** Where did you receive medical care, including self treatment?

- <sub>1</sub> At the scene
- <sub>2</sub> At home or at a neighbor's or friend's house
- <sub>3</sub> Health unit at work or school, or a first aid station
- <sub>4</sub> Doctor's office or health clinic
- <sub>5</sub> Emergency room at hospital or emergency clinic
- <sub>6</sub> Hospital → GO TO Question 23
- <sub>7</sub> Other (Please specify) \_\_\_\_\_ → GO TO Question 24a

GO TO  
Question  
24a

**23.** How many days did you stay in the hospital? Please enter '0' if you did not stay in the hospital overnight.

Number of days

**24a.** Did you do anything with the idea of protecting yourself or your property while the incident was going on?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 25

**24b.** What did you do or try to do to protect yourself or your property while this incident was going on? Please select all that apply.

- <sub>1</sub> Attacked offender with weapon
- <sub>2</sub> Threatened offender with weapon
- <sub>3</sub> Threatened to injure offender without a weapon
- <sub>4</sub> Defended self or property
- <sub>5</sub> Ran or drove away, or tried to run/drive way; hid; locked door
- <sub>6</sub> Called police or guard, tried to attract attention
- <sub>7</sub> Other (Please specify) \_\_\_\_\_

**25.** Was anyone present during the incident besides you and the offender?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 28

**26.** Not counting yourself and the offender, how many people present during the incident were harmed, threatened with harm, or robbed by force or threat of harm? Do not include children under 18 years of age. Please enter '0' if no one else was harmed.

Number of people

**27.** Not counting yourself and the offender, how many persons currently living or staying at this address were harmed, threatened with harm, or robbed by force or threat of harm? Do not include children under 18 years of age. Please enter '0' if no one currently living or staying at this address was harmed, threatened or robbed.

Number of people

**28.** Was the crime committed by only one or by more than one person?

- <sub>1</sub> Only one
- <sub>2</sub> More than one → GO TO Question 35
- <sub>3</sub> Don't know → GO TO Question 44

**29.** Was the person who committed the crime, that is, the offender, male or female?

- <sub>1</sub> Male
- <sub>2</sub> Female
- <sub>3</sub> Don't know

**30.** How old would you say the offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**31.** Was the offender a member of a street gang?

- <sub>1</sub> Yes
- <sub>2</sub> No
- <sub>3</sub> Don't know

- 32. Was the offender drinking or on drugs?**
- <sub>1</sub> Not drinking or on drugs
  - <sub>2</sub> Drinking only
  - <sub>3</sub> On drugs only
  - <sub>4</sub> Both drinking and on drugs
  - <sub>5</sub> Drinking or on drugs – could not tell which
  - <sub>6</sub> Don't know

- 33. At the time of the incident, what was your relationship with the offender?**
- <sub>1</sub> Spouse or ex-spouse at time of incident
  - <sub>2</sub> Parent or step-parent at time of incident
  - <sub>3</sub> Child or step-child at time of incident
  - <sub>4</sub> Brother or sister
  - <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend, friend or ex-friend
  - <sub>6</sub> Roommate, neighbor, co-worker or schoolmate
  - <sub>7</sub> Casual acquaintance
  - <sub>8</sub> Stranger
  - <sub>9</sub> Other (*Please specify*) \_\_\_\_\_

- 34. What was the offender's race? Please select all that apply.**
- <sub>1</sub> White
  - <sub>2</sub> Black or African American
  - <sub>3</sub> Asian
  - <sub>4</sub> Native Hawaiian or other Pacific Islander
  - <sub>5</sub> American Indian or Alaska Native
  - <sub>6</sub> Don't know

**GO TO  
Question  
44**

- 35. How many persons were there?**
- Number of offenders

- 36. Were the persons who committed the crime, that is, the offenders, male or female?**
- <sub>1</sub> All male
  - <sub>2</sub> All female
  - <sub>3</sub> Both male and female, but mostly male
  - <sub>4</sub> Both male and female, but mostly female
  - <sub>5</sub> Both male and female, evenly divided
  - <sub>6</sub> Don't know

- 37. How old would you say the youngest offender was?**
- <sub>1</sub> Under 12
  - <sub>2</sub> 12-17
  - <sub>3</sub> 18-29
  - <sub>4</sub> 30 or older
  - <sub>5</sub> Don't know

- 38. How old would you say the oldest offender was?**
- <sub>1</sub> Under 12
  - <sub>2</sub> 12-17
  - <sub>3</sub> 18-29
  - <sub>4</sub> 30 or older
  - <sub>5</sub> Don't know

- 39. Were any of the offenders members of a street gang?**
- <sub>1</sub> Yes
  - <sub>2</sub> No
  - <sub>3</sub> Don't know

- 40. Were any of the offenders drinking or on drugs? Please select one.**
- <sub>1</sub> Not drinking or on drugs
  - <sub>2</sub> Drinking only
  - <sub>3</sub> On drugs only
  - <sub>4</sub> Both drinking and on drugs
  - <sub>5</sub> Drinking or on drugs – could not tell which
  - <sub>6</sub> Don't know

- 41. Were any of the offenders known to you, or were they strangers you had never seen before?**
- <sub>1</sub> All known
  - <sub>2</sub> Some known
  - <sub>3</sub> All strangers → **GO TO Question 43**

- 42. What was your relationship with any of the offenders? Please select all that apply.**
- <sub>1</sub> Spouse or ex-spouse at time of incident
  - <sub>2</sub> Parent or step-parent at time of incident
  - <sub>3</sub> Child or step-child at time of incident
  - <sub>4</sub> Brother or sister
  - <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend
  - <sub>6</sub> Friend or ex-friend
  - <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**43.** What were the offenders' races? *Please select all that apply.*

- <sub>1</sub> White
- <sub>2</sub> Black or African American
- <sub>3</sub> Asian
- <sub>4</sub> Native Hawaiian or Other Pacific Islander
- <sub>5</sub> American Indian or Alaska Native
- <sub>6</sub> Don't know

**44.** Was something stolen or taken without permission that belonged to you or other household members?

- <sub>1</sub> Yes → GO TO Question 46
- <sub>2</sub> No

**45.** Did the offender (s) attempt to steal something that belonged to you or others in the household?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 57

**46.** Did the offender(s) steal or try to steal from you or others living or staying at this address any items such as cash, purse, or credit cards? *Please select all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Cash	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Purse or wallet	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Credit cards, check, or bank cards	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**Instruction Box G:** If CASH, PURSE or WALLET selected in Question 46, continue with Question 47. Otherwise, GO TO Question 50.

**47.** Was the cash, purse, or wallet on your person?

- <sub>1</sub> Yes
- <sub>2</sub> No

**Instruction Box H:** If CASH selected in Question 46, GO TO Question 49.

If PURSE or WALLET selected in Question 46, continue with Question 48.

**48.** Did the stolen purse or wallet contain any money?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 50

**49.** How much cash was taken?

\$

**50.** Did the offender(s) steal or try to steal from you or others living or staying at this address any vehicles or vehicle parts? *Please select all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Car or other motor vehicle	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Part of motor vehicle, accessories or equipment	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Gasoline or oil	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Bicycle or bicycle parts	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>

**Instruction Box I:** If CAR or MOTOR VEHICLE selected in Question 50, continue with Question 51. Otherwise, GO TO Question 53.

**51.** Had permission to use the car or motor vehicle been given to the offender(s)?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 53



**52.** Did the offender return the car or motor vehicle?

- <sub>1</sub> Yes  
<sub>2</sub> No

**53.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following objects? *Please select all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. TV, DVD player, VCR, stereo, other household appliances	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Silver, china, art objects	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Other household furnishings (furniture, rugs, etc.)	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**54.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following personal items? *Please select all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Portable electronics and cameras	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Clothing, furs, luggage	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Jewelry, watch, keys, stamps or coin collections	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Toys, sports and recreation equipment	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>
e. Other personal and portable objects	<input type="checkbox"/> <sub>1e</sub>	<input type="checkbox"/> <sub>2e</sub>	<input type="checkbox"/> <sub>3e</sub>

**55.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following miscellaneous items? *Please select all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Handgun or other firearm	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Tools, machines, office equipment	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Farm or garden produce	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Pets or livestock	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>
e. Food or liquor	<input type="checkbox"/> <sub>1e</sub>	<input type="checkbox"/> <sub>2e</sub>	<input type="checkbox"/> <sub>3e</sub>

**56.** Not counting any stolen cash, checks or credit cards, what was the value of the property that was taken? *Please include recovered property.*

\$ 

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**57.** Were the police informed or did they find out about this most recent incident any way?

- <sub>1</sub> No, incident was NOT reported to the police → **GO TO Question 59**
- <sub>2</sub> Yes, someone living or staying at this address called the police
- <sub>3</sub> Yes, someone official called the police (guard, apartment manager, etc.)
- <sub>4</sub> Yes, someone else informed the police
- <sub>5</sub> Yes, police were at scene
- <sub>6</sub> Yes, offender was a police officer
- <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**58a.** Have you or someone else in your household had contact with any other authorities about this incident?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 59**



**Instruction Box J:** Start new CIR for the next crime reported in the Screener. If no additional crimes reported in Screener, continue with questions 60-62 below, then exit survey.

*The last questions are about your work and annual household income.*

**60.** Did you have a job or work at a business last week?

<sub>1</sub> Yes → GO TO Question 62

<sub>2</sub> No

**61.** Did you have a job or work at a business during the last 6 months?

<sub>1</sub> Yes

<sub>2</sub> No

**62.** What was the total combined income of all members of this household during the past 12 months, that is since [DATE]? *Please include money from jobs, business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by members of this HOUSEHOLD who are 18 years of age or older.*

<sub>1</sub> Less than \$10,000

<sub>2</sub> \$10,000-\$19,999

<sub>3</sub> \$20,000-\$34,999

<sub>4</sub> \$35,000-\$49,999

<sub>5</sub> \$50,000-\$75,999

<sub>6</sub> \$75,000 or more \_\_\_\_\_

**Thank you for completing the survey!**

**[IF HH ELIGIBLE FOR INCENTIVE, FILL]: We will mail \$10 cash to you as compensation for your time. Please confirm we have your correct name and address for this mailing. [DISPLAY NAME AND SAMPLE ADDRESS FOR VERIFICATION.]**

**[DISPLAY ON CLOSING SCREEN]: If there are other adults age 18 or older living in this household, please have them go online to the SCV website and complete this survey.**



**1a.** During the past 6 months, that is since [DATE], have any of the following items belonging to you been stolen? Please mark "Yes" or "No" for each item.

- |  | Yes<br>▼                    | No<br>▼                     |
|--|-----------------------------|-----------------------------|
| a. Luggage, a wallet, purse, briefcase, book, or other things that you carry | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. Clothing, jewelry, or cell phone  | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. Bicycle or sports equipment   | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |
| d. Things in your home, such as a TV, stereo, tools                          | <input type="checkbox"/> 1d | <input type="checkbox"/> 2d |
| e. Things outside your home, such as a garden hose or lawn furniture         | <input type="checkbox"/> 1e | <input type="checkbox"/> 2e |
| f. Things belonging to children in the household                             | <input type="checkbox"/> 1f | <input type="checkbox"/> 2f |
| g. Things from a vehicle, such as a package, groceries, camera, or CDs       | <input type="checkbox"/> 1g | <input type="checkbox"/> 2g |

**1b.** How many times during the past 6 months did you experience any thefts? Please write '0' if you did not experience any thefts.

Number of times

**2a.** During the past 6 months, that is since [DATE], has anyone broken in or attempted to break in any of the following places? Please mark "Yes" or "No" for each location.

- |  | Yes<br>▼                    | No<br>▼                     |
|--|-----------------------------|-----------------------------|
| a. Your home                                     | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. Your garage, shed, or storage room            | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. Your hotel room, motel room, or vacation home | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |

**2b.** How many times during the past 6 months did you experience any break-ins? Please write '0' if you did not experience any break-ins.

Number of times

**3a.** During the past 6 months, that is since [DATE], has anyone stolen, attempted to steal, or use without permission any of the following vehicles or parts? Please mark "Yes" or "No" for each item.

- |   | Yes<br>▼                    | No<br>▼                     |
|---|-----------------------------|-----------------------------|
| a. A vehicle belonging to you or anyone in your household                   | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. Any parts from a vehicle, such as a tire, car stereo, hubcap, or battery | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. Gas from a vehicle belonging to you or anyone in your household          | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |

**3b.** How many times during the past 6 months did you experience any vehicle-related thefts? Please write '0' if you did not experience any.

Number of times

**4a.** Have you personally experienced any attacks, OR threats, OR thefts at any of the following locations during the past 6 months? Please mark "Yes" or "No" for each location.

- |  | Yes<br>▼                    | No<br>▼                     |
|--|-----------------------------|-----------------------------|
| a. At home including the porch or yard   | <input type="checkbox"/> 1a | <input type="checkbox"/> 2a |
| b. At or near a friend's, relative's, or neighbor's home   | <input type="checkbox"/> 1b | <input type="checkbox"/> 2b |
| c. At work or school   | <input type="checkbox"/> 1c | <input type="checkbox"/> 2c |
| d. In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport | <input type="checkbox"/> 1d | <input type="checkbox"/> 2d |
| e. While riding in any vehicle   | <input type="checkbox"/> 1e | <input type="checkbox"/> 2e |
| f. On the street or in a parking lot   | <input type="checkbox"/> 1f | <input type="checkbox"/> 2f |
| g. At a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting               | <input type="checkbox"/> 1g | <input type="checkbox"/> 2g |

**4b.** How many times during the past 6 months did you experience such attacks OR thefts OR threats? Please write '0' if you did not experience any.

Number of times

**5a.** During the past 6 months, that is since [DATE], have you personally been attacked or threatened in any of the following ways? *Do not include telephone threats. Please mark “Yes” or “No” for each.*

- |   | Yes<br>▼                               | No<br>▼                                |
|---|--|--|
| a. With any weapon, such as a gun or a knife                            | <input type="checkbox"/> <sub>1a</sub> | <input type="checkbox"/> <sub>2a</sub> |
| b. With anything like a baseball bat, frying pan, scissors, or stick    | <input type="checkbox"/> <sub>1b</sub> | <input type="checkbox"/> <sub>2b</sub> |
| c. By something thrown, such as a rock or bottle                        | <input type="checkbox"/> <sub>1c</sub> | <input type="checkbox"/> <sub>2c</sub> |
| d. By grabbing, punching, or choking                                    | <input type="checkbox"/> <sub>1d</sub> | <input type="checkbox"/> <sub>2d</sub> |
| e. By raping, attempting to rape, or being sexually attacked in any way | <input type="checkbox"/> <sub>1e</sub> | <input type="checkbox"/> <sub>2e</sub> |
| f. By being threatened face to face                                     | <input type="checkbox"/> <sub>1f</sub> | <input type="checkbox"/> <sub>2f</sub> |

**5b.** Altogether, how many times during the past 6 months did this type of incident happen? *Please write ‘0’ if you did not experience any.*

Number of times → **IF more than 5 times, GO TO Question 6. IF 5 times or less, continue with Question 4.**

**6a.** People often do not think of incidents committed by someone they know. During the past 6 months, that is since [DATE], have any of the following people attacked or threatened you in any way? *Do not include telephone threats. Please mark “Yes” or “No” for each option.*

- |   | Yes<br>▼                               | No<br>▼                                |
|---|--|--|
| a. Someone at work or school              | <input type="checkbox"/> <sub>1a</sub> | <input type="checkbox"/> <sub>2a</sub> |
| b. A neighbor or friend                   | <input type="checkbox"/> <sub>1b</sub> | <input type="checkbox"/> <sub>2b</sub> |
| c. A relative or family member            | <input type="checkbox"/> <sub>1c</sub> | <input type="checkbox"/> <sub>2c</sub> |
| d. Any other person you have met or known | <input type="checkbox"/> <sub>1d</sub> | <input type="checkbox"/> <sub>2d</sub> |

**6b.** How many times during the past 6 months did you experience attacks or threats by such people? *Please write ‘0’ if you did not experience any.*

Number of times

**7a.** During the past 6 months, that is since [DATE], have any of the following people stolen something from you? *Please mark “Yes” or “No” for each option.*

- |   | Yes<br>▼                               | No<br>▼                                |
|---|--|--|
| a. Someone at work or school              | <input type="checkbox"/> <sub>1a</sub> | <input type="checkbox"/> <sub>2a</sub> |
| b. A neighbor or friend                   | <input type="checkbox"/> <sub>1b</sub> | <input type="checkbox"/> <sub>2b</sub> |
| c. A relative or family member            | <input type="checkbox"/> <sub>1c</sub> | <input type="checkbox"/> <sub>2c</sub> |
| d. Any other person you have met or known | <input type="checkbox"/> <sub>1d</sub> | <input type="checkbox"/> <sub>2d</sub> |

**7b.** How many times during the past 6 months did you experience any thefts by such people? *Please write ‘0’ if you did not experience any.*

Number of times

**8a.** Incidents involving forced or unwanted sexual acts are often difficult to think about. During the past 6 months, that is since [DATE], have you been forced or coerced to engage in unwanted sexual activity by any of the following people? *Please mark “Yes” or “No” for each option.*

- |                             | Yes<br>▼                               | No<br>▼                                |
|-----------------------------|--|--|
| a. Someone you did not know | <input type="checkbox"/> <sub>1a</sub> | <input type="checkbox"/> <sub>2a</sub> |
| b. A casual acquaintance    | <input type="checkbox"/> <sub>1b</sub> | <input type="checkbox"/> <sub>2b</sub> |
| c. Someone you know well    | <input type="checkbox"/> <sub>1c</sub> | <input type="checkbox"/> <sub>2c</sub> |

**8b.** How many times during the past 6 months did you engage in unwanted sexual activity? *Please write ‘0’ if you did not engage in any.*

Number of times

**9a.** Other than the incidents you already counted in previous questions, during the past 6 months did you call the police to report something that happened to you or another household member, which you thought was a crime?

<sub>1</sub> Yes

<sub>2</sub> No → **GO TO Question 10a**

*The following questions collect basic demographic information that is used for classification purposes.*

**9b.** Were you attacked or threatened in any way?

- <sub>1</sub> Yes
- <sub>2</sub> No

**9c.** Did someone steal or attempt to steal something that belonged to you or another household member?

- <sub>1</sub> Yes
- <sub>2</sub> No

**9d.** How many times did you call the police to report something that happened to you or another household member?

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 Number of times

**10a.** Other than the incidents you already counted in previous questions, during the past 6 months did anything that you thought was a crime happen to you or another household member, but you did NOT report it to the police?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 11

**10b.** Were you attacked or threatened in any way?

- <sub>1</sub> Yes
- <sub>2</sub> No

**10c.** Did someone steal or attempt to steal something that belonged to you or another household member?

- <sub>1</sub> Yes
- <sub>2</sub> No

**10d.** How many times did something that you thought was a crime happen to you or another household member, but you did NOT report it to the police?

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 Number of times

**11.** What is your gender?

- <sub>1</sub> Male
- <sub>2</sub> Female

**12.** What is your age?

- <sub>1</sub> 18-29
- <sub>2</sub> 30-49
- <sub>3</sub> 50-69
- <sub>4</sub> 70+

**13.** Did you have a job or work at a business last week?

- <sub>1</sub> Yes → GO TO Question 19
- <sub>2</sub> No

**14.** Did you have a job or work at a business during the last 6 months?

- <sub>1</sub> Yes
- <sub>2</sub> No

**15.** What was the total combined income of all members of this household during the past 12 months, that is since [DATE]? *Please include money from jobs, business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by members of this HOUSEHOLD who are 18 years of age or older.*

- <sub>1</sub> Less than \$10,000
- <sub>2</sub> \$10,000-\$19,999
- <sub>3</sub> \$20,000-\$34,999
- <sub>4</sub> \$35,000-\$49,999
- <sub>5</sub> \$50,000-\$75,999
- <sub>6</sub> \$76,000 or more \_\_\_\_\_

**Instruction Box A:** If you reported at least one crime incident during the past 6 months, please continue with Incident 1 on the next page. Otherwise, please follow the mailing instructions at the back of this questionnaire booklet and return in the prepaid envelope.



# Incident 1

- 1.** When did the first incident take place? *Please think only about crimes within the past 6 months.*

Month		Year			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- 2.** What did you experience during this incident? *Please check all that apply.*

- <sub>1</sub> Stolen item(s)
- <sub>2</sub> Break in or attempted break in
- <sub>3</sub> Stolen vehicle, part or gas
- <sub>4</sub> An attack or a threat
- <sub>5</sub> Forced or unwanted sexual act
- <sub>6</sub> Other (*Please specify*) \_\_\_\_\_

- 3.** Altogether, how many times the type of incident described above in Question 2 happened during the past 6 months?

<input type="text"/>	<input type="text"/>
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Number of times → **IF more than 5 times, GO TO Question 6. IF 5 times or less, continue with Question 4.**

- 4.** Are the incidents similar to each other in detail or are they for different types of crimes?

- <sub>1</sub> Similar
- <sub>2</sub> Different → **GO TO Question 6**

- 5.** Can you recall enough detail of each incident to distinguish them from each other?

- <sub>1</sub> Yes
- <sub>2</sub> No

**Instruction Box B:** If you answered “Yes” to Question 5, please answer the following questions about the **FIRST** incident of this type.

If you answered “No” to Question 5, please answer the following questions about the **MOST RECENT** incident of this type.

- 6.** Where did this incident happen?

- <sub>1</sub> In own home, attached garage, or porch
- <sub>2</sub> In detached building on own property (detached garage, storage shed)
- <sub>3</sub> In vacation home, second home, hotel or motel room
- <sub>4</sub> Own yard, sidewalk, driveway, carport, unenclosed porch (*Do not include apartment yards*) → **GO TO Question 10 page 6**
- <sub>5</sub> Apartment hall, storage area, laundry room (*Please do not include apartment parking lot or/garage*) → **GO TO Question 10 on page 6**
- <sub>6</sub> On street immediately adjacent to own home or lodging → **GO TO Question 10 on page 6**
- <sub>7</sub> In a public place → **GO TO Question 10, p.6**
- <sub>8</sub> At work or school → **GO TO Question 10, p.6**
- <sub>9</sub> Other (*Please specify*) \_\_\_\_\_  
→ **GO TO Question 10 on page 6**

- 7.** Did someone get inside or try to get inside your home, garage, shed or porch?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 10 on page 6**

- 8.** Was there a broken lock or window, suggesting that someone got in by force or tried to get in by force?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 10 on page 6**

- 9.** How could you tell that someone got in or tried to get in by force? *Please check all that apply.*

- <sub>1</sub> Damage to window (including frame; broken, removed, or cracked glass)
- <sub>2</sub> Window screen damaged or removed
- <sub>3</sub> Lock on window damaged or tampered with in some way
- <sub>4</sub> Damage to door (including frame; glass panes or door removed)
- <sub>5</sub> Door screen damaged or removed
- <sub>6</sub> Lock or door handle damaged or removed
- <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

## Incident 1 (continued)

**10.** Were you or other household members present when this incident occurred?

- <sub>1</sub> I was present
- <sub>2</sub> I and other household members were present
- <sub>3</sub> Only other household members were present → **GO TO Question 23 on page 7**
- <sub>4</sub> No one was present → **GO TO Question 23 on page 7**

**11.** Did the person who committed the crime, that is, the offender, have a weapon, such as a gun or knife, or something to use as a weapon?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 13**
- <sub>3</sub> Don't know → **GO TO Question 13**

**12.** What kind of weapon did the offender have? Please check all that apply.

- <sub>1</sub> Hand gun, such as a pistol or revolver
- <sub>2</sub> Other gun, such as a rifle or a shotgun
- <sub>3</sub> Knife
- <sub>4</sub> Sharp object such as scissors, ice pick, axe
- <sub>5</sub> Blunt object, such as a rock, club, blackjack
- <sub>6</sub> Other (Please specify) \_\_\_\_\_

**13.** Did offender hit you, knock you down, or actually attack you in any way?

- <sub>1</sub> Yes → **GO TO Question 19 on page 7**
- <sub>2</sub> No

**14.** Did the offender try to attack you?

- <sub>1</sub> Yes → **GO TO Question 17**
- <sub>2</sub> No

**15.** Did the offender threaten you with harm in any way?

- <sub>1</sub> Yes → **GO TO Question 18**
- <sub>2</sub> No

**16.** What happened during the incident? Please check all that apply.

- <sub>1</sub> Something was taken without permission \_\_\_\_\_
- <sub>2</sub> Offender attempted or threatened to take something \_\_\_\_\_
- <sub>3</sub> Offender harassed or argued with someone or used abusive language \_\_\_\_\_
- <sub>4</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>5</sub> Forcible entry (or attempted forcible entry) of house/apartment or car \_\_\_\_\_
- <sub>6</sub> Damaged or destroyed property \_\_\_\_\_
- <sub>7</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 7**

**17.** How did the offender try to attack you? Please check all that apply.

- <sub>1</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>2</sub> Weapon present or attempted attack with weapon (shot at but missed, attempted attack) \_\_\_\_\_
- <sub>3</sub> Object thrown at person \_\_\_\_\_
- <sub>4</sub> Followed or surrounded \_\_\_\_\_
- <sub>5</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push \_\_\_\_\_
- <sub>6</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 7**

**18.** How did the offender threaten you? Please check all that apply.

- <sub>1</sub> Verbal threat of rape or other sexual assault \_\_\_\_\_
- <sub>2</sub> Verbal threat to attack or kill \_\_\_\_\_
- <sub>3</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>4</sub> Weapon present, threatened or attacked with weapon \_\_\_\_\_
- <sub>5</sub> Object thrown at person \_\_\_\_\_
- <sub>6</sub> Followed or surrounded \_\_\_\_\_
- <sub>7</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push \_\_\_\_\_
- <sub>8</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 7**

## Incident 1 (continued)

**19.** How were you attacked? *Please check all that apply.*

- <sub>1</sub> Raped
- <sub>2</sub> Tried to rape
- <sub>3</sub> Sexual assault other than rape or attempted rape
- <sub>4</sub> Shot, shot at (but missed), hit with a gun held in hand
- <sub>5</sub> Attempted attack with knife or sharp weapon
- <sub>6</sub> Stabbed, cut with knife, sharp weapon or hit by object (other than gun) held in hand
- <sub>7</sub> Hit by thrown object
- <sub>8</sub> Attempted attack with weapon other than gun/knife/sharp weapon
- <sub>9</sub> Hit, slapped, knocked down, grabbed, held, tripped, jumped, pushed, etc
- <sub>10</sub> Other (*Please specify*) \_\_\_\_\_

**20.** Did you suffer any injuries?

- <sub>1</sub> Yes
- <sub>2</sub> No → GO TO Question 23

**21.** What were the injuries you suffered? *Please check all that apply.*

- <sub>1</sub> Raped, attempted rape or sexual assault
- <sub>2</sub> Knife, stab wounds, gunshot, or bullet wounds
- <sub>3</sub> Broken bones, teeth knocked out, internal injuries, knocked unconscious
- <sub>4</sub> Bruises, black eye, cuts, scratches, swelling, chipped teeth
- <sub>5</sub> Other (*Please specify*) \_\_\_\_\_

**22.** Were you injured to the extent that you received any medical care, including self treatment?

- <sub>1</sub> Yes
- <sub>2</sub> No
- <sub>6</sub> Hospital
- <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**23.** Was the crime committed by only one or by more than one person?

- <sub>1</sub> Only one
- <sub>2</sub> More than one → GO TO Question 28
- <sub>3</sub> Don't know → GO TO Question 35 on page 8

**24.** Was the person who committed the crime, that is, the offender, male or female?

- <sub>1</sub> Male
- <sub>2</sub> Female
- <sub>3</sub> Don't know

**25.** How old would you say the offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**26.** At the time of the incident, what was your relationship with the offender?

- <sub>1</sub> Spouse or ex-spouse at time of incident
- <sub>2</sub> Parent or step-parent at time of incident
- <sub>3</sub> Child or step-child at time of incident
- <sub>4</sub> Brother or sister
- <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend, friend or ex-friend
- <sub>6</sub> Roommate, neighbor, co-worker or schoolmate
- <sub>7</sub> Casual acquaintance
- <sub>8</sub> Stranger
- <sub>9</sub> Other (*Please specify*) \_\_\_\_\_

**27.** What was the offender's race? *Please check all that apply.*

- <sub>1</sub> White
- <sub>2</sub> Black or African American
- <sub>3</sub> Asian
- <sub>4</sub> Native Hawaiian or other Pacific Islander
- <sub>5</sub> American Indian or Alaska Native
- <sub>6</sub> Don't know

GO TO  
Question  
35 on  
page 8

**28.** How many persons were there?

Number of persons

## Incident 1 (continued)

**29.** Were the persons who committed the crime, that is, the offenders, male or female?

- <sub>1</sub> All male
- <sub>2</sub> All female
- <sub>3</sub> Both male and female, but mostly male
- <sub>4</sub> Both male and female, but mostly female
- <sub>5</sub> Both male and female, evenly divided
- <sub>6</sub> Don't know

**30.** How old would you say the youngest offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**31.** How old would you say the oldest offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**32.** Were any of the offenders known to you, or were they strangers you had never seen before?

- <sub>1</sub> All known
- <sub>2</sub> Some known
- <sub>3</sub> All strangers → **GO TO Question 34**

**33.** What was your relationship with any of the offenders? *Please check all that apply.*

- <sub>1</sub> Spouse or ex-spouse at time of incident
- <sub>2</sub> Parent or step-parent at time of incident
- <sub>3</sub> Child or step-child at time of incident
- <sub>4</sub> Brother or sister
- <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend
- <sub>6</sub> Friend or ex-friend
- <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**34.** What were the offenders' races? *Please check all that apply.*

- <sub>1</sub> White
- <sub>2</sub> Black or African American
- <sub>3</sub> Asian
- <sub>4</sub> Native Hawaiian or Other Pacific Islander
- <sub>5</sub> American Indian or Alaska Native
- <sub>6</sub> Don't know

**35.** Was something stolen or taken without permission that belonged to you or other household members?

- <sub>1</sub> Yes → **GO TO Question 37**
- <sub>2</sub> No

**36.** Did the offender (s) attempt to steal something that belonged to you or others in the household?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 48 on page 10**

**37.** Did the offender(s) steal or try to steal from you or others living or staying at this address any items such as cash, purse, or credit cards? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Cash	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Purse or wallet	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Credit cards, check, or bank cards	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**Instruction Box C:** If you marked CASH, PURSE or WALLET in Question 37, continue with Question 38 on page 9. Otherwise, GO TO Question 41 on page 9.

## Incident 1 (continued)

**38.** Was the cash, purse, or wallet on your person?

- <sub>1</sub> Yes  
<sub>2</sub> No

**Instruction Box D:** If you marked CASH in Question 37, GO TO Question 40.

If you marked PURSE or WALLET in Question 37, continue with Question 39.

**39.** Did the stolen purse or wallet contain any money?

- <sub>1</sub> Yes  
<sub>2</sub> No → GO TO Question 41

**40.** How much cash was taken?

\$

**41.** Did the offender(s) steal or try to steal from you or others living or staying at this address any vehicles or vehicle parts? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Car or other motor vehicle	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Part of motor vehicle, accessories or equipment	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Gasoline or oil	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Bicycle or bicycle parts	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>

**Instruction Box E:** If you marked CAR or MOTOR VEHICLE in Question 41, continue with Question 42. Otherwise, GO TO Question 44.

**42.** Had permission to use the car or motor vehicle been given to the offender(s)?

- <sub>1</sub> Yes  
<sub>2</sub> No → GO TO Question 44

**43.** Did the offender return the car or motor vehicle?

- <sub>1</sub> Yes  
<sub>2</sub> No

**44.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following objects? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. TV, DVD player, VCR, stereo, other household appliances	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Silver, china, art objects	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Other household furnishings (furniture, rugs, etc.)	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**45.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following personal items? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Portable electronics and cameras	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Clothing, furs, luggage	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Jewelry, watch, keys, stamps or coin collections	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Toys, sports and recreation equipment	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>
e. Other personal and portable objects	<input type="checkbox"/> <sub>1e</sub>	<input type="checkbox"/> <sub>2e</sub>	<input type="checkbox"/> <sub>3e</sub>



## Incident 2

- 1.** When did the next incident take place? *Please think only about crimes within the past 6 months.*

Month	Year
<input type="text"/>	<input type="text"/>

- 2.** What did you experience during this incident? *Please check all that apply.*

- <sub>1</sub> Stolen item(s)  
<sub>2</sub> Break in or attempted break in  
<sub>3</sub> Stolen vehicle, part or gas  
<sub>4</sub> An attack or a threat  
<sub>5</sub> Forced or unwanted sexual act  
<sub>6</sub> Other (*Please specify*) \_\_\_\_\_

- 3.** Altogether, how many times the type of incident described above in Question 2 happened during the past 6 months?

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Number of times → **IF more than 5 times, GO TO Question 6. IF 5 times or less, continue with Question 4.**

- 4.** Are the incidents similar to each other in detail or are they for different types of crimes?

- <sub>1</sub> Similar  
<sub>2</sub> Different → **GO TO Question 6**

- 5.** Can you recall enough detail of each incident to distinguish them from each other?

- <sub>1</sub> Yes  
<sub>2</sub> No

**Instruction Box B:** If you answered "Yes" to Question 5, please answer the following questions about the **FIRST** incident of this type.

If you answered "No" to Question 5, please answer the following questions about the **MOST RECENT** incident of this type.

- 6.** Where did this incident happen?

- <sub>1</sub> In own home, attached garage, or porch  
<sub>2</sub> In detached building on own property (detached garage, storage shed)  
<sub>3</sub> In vacation home, second home, hotel or motel room  
<sub>4</sub> Own yard, sidewalk, driveway, carport, unenclosed porch (*Do not include apartment yards*) → **GO TO Question 10 on page 12**  
<sub>5</sub> Apartment hall, storage area, laundry room (*Please do not include apartment parking lot or/garage*) → **GO TO Question 10 on page 12**  
<sub>6</sub> On street immediately adjacent to own home or lodging → **GO TO Question 10 on page 12**  
<sub>7</sub> In a public place → **GO TO Question 10**  
<sub>8</sub> At work or school → **GO TO Question 10**  
<sub>9</sub> Other (*Please specify*) \_\_\_\_\_  
→ **GO TO Question 10 on page 12**

- 7.** Did someone get inside or try to get inside your home, garage, shed or porch?

- <sub>1</sub> Yes  
<sub>2</sub> No → **GO TO Question 10 on page 12**

- 8.** Was there a broken lock or window, suggesting that someone got in by force or tried to get in by force?

- <sub>1</sub> Yes  
<sub>2</sub> No → **GO TO Question 10 on page 12**

- 9.** How could you tell that someone got in or tried to get in by force? *Please check all that apply.*

- <sub>1</sub> Damage to window (including frame; broken, removed, or cracked glass)  
<sub>2</sub> Window screen damaged or removed  
<sub>3</sub> Lock on window damaged or tampered with in some way  
<sub>4</sub> Damage to door (including frame; glass panes or door removed)  
<sub>5</sub> Door screen damaged or removed  
<sub>6</sub> Lock or door handle damaged or removed  
<sub>7</sub> Other (*Please specify*) \_\_\_\_\_

## Incident 2 (continued)

**10.** Were you or other household members present when this incident occurred?

- <sub>1</sub> I was present
- <sub>2</sub> I and other household members were present
- <sub>3</sub> Only other household members were present → **GO TO Question 23 on page 13**
- <sub>4</sub> No one was present → **GO TO Question 23 on page 13**

**11.** Did the person who committed the crime, that is, the offender, have a weapon, such as a gun or knife, or something to use as a weapon?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 13**
- <sub>3</sub> Don't know → **GO TO Question 13**

**12.** What kind of weapon did the offender have? Please check all that apply.

- <sub>1</sub> Hand gun, such as a pistol or revolver
- <sub>2</sub> Other gun, such as a rifle or a shotgun
- <sub>3</sub> Knife
- <sub>4</sub> Sharp object such as scissors, ice pick, axe
- <sub>5</sub> Blunt object, such as a rock, club, blackjack
- <sub>6</sub> Other (Please specify) \_\_\_\_\_

**13.** Did offender hit you, knock you down, or actually attack you in any way?

- <sub>1</sub> Yes → **GO TO Question 19 on page 13**
- <sub>2</sub> No

**14.** Did the offender try to attack you?

- <sub>1</sub> Yes → **GO TO Question 17**
- <sub>2</sub> No

**15.** Did the offender threaten you with harm in any way?

- <sub>1</sub> Yes → **GO TO Question 18**
- <sub>2</sub> No

**16.** What happened during the incident? Please check all that apply.

- <sub>1</sub> Something was taken without permission \_\_\_\_\_
- <sub>2</sub> Offender attempted or threatened to take something \_\_\_\_\_
- <sub>3</sub> Offender harassed or argued with someone or used abusive language \_\_\_\_\_
- <sub>4</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>5</sub> Forcible entry (or attempted forcible entry) of house/apartment or car \_\_\_\_\_
- <sub>6</sub> Damaged or destroyed property \_\_\_\_\_
- <sub>7</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 13**

**17.** How did the offender try to attack you? Please check all that apply.

- <sub>1</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>2</sub> Weapon present or attempted attack with weapon (shot at but missed, attempted attack) \_\_\_\_\_
- <sub>3</sub> Object thrown at person \_\_\_\_\_
- <sub>4</sub> Followed or surrounded \_\_\_\_\_
- <sub>5</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push \_\_\_\_\_
- <sub>6</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 13**

**18.** How did the offender threaten you? Please check all that apply.

- <sub>1</sub> Verbal threat of rape or other sexual assault \_\_\_\_\_
- <sub>2</sub> Verbal threat to attack or kill \_\_\_\_\_
- <sub>3</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>4</sub> Weapon present, threatened or attacked with weapon \_\_\_\_\_
- <sub>5</sub> Object thrown at person \_\_\_\_\_
- <sub>6</sub> Followed or surrounded \_\_\_\_\_
- <sub>7</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push \_\_\_\_\_
- <sub>8</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 13**



## Incident 2 (continued)

- 19.** How were you attacked? *Please check all that apply.*
- <sub>1</sub> Raped
  - <sub>2</sub> Tried to rape
  - <sub>3</sub> Sexual assault other than rape or attempted rape
  - <sub>4</sub> Shot, shot at (but missed), hit with a gun held in hand
  - <sub>5</sub> Attempted attack with knife or sharp weapon
  - <sub>6</sub> Stabbed, cut with knife, sharp weapon or hit by object (other than gun) held in hand
  - <sub>7</sub> Hit by thrown object
  - <sub>8</sub> Attempted attack with weapon other than gun/knife/sharp weapon
  - <sub>9</sub> Hit, slapped, knocked down, grabbed, held, tripped, jumped, pushed, etc
  - <sub>10</sub> Other (*Please specify*) \_\_\_\_\_

- 20.** Did you suffer any injuries?
- <sub>1</sub> Yes
  - <sub>2</sub> No → GO TO Question 23

- 21.** What were the injuries you suffered? *Please check all that apply.*
- <sub>1</sub> Raped, attempted rape or sexual assault
  - <sub>2</sub> Knife, stab wounds, gunshot, or bullet wounds
  - <sub>3</sub> Broken bones, teeth knocked out, internal injuries, knocked unconscious
  - <sub>4</sub> Bruises, black eye, cuts, scratches, swelling, chipped teeth
  - <sub>5</sub> Other (*Please specify*) \_\_\_\_\_

- 22.** Were you injured to the extent that you received any medical care, including self treatment?
- <sub>1</sub> Yes
  - <sub>2</sub> No
  - <sub>6</sub> Hospital
  - <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

- 23.** Was the crime committed by only one or by more than one person?
- <sub>1</sub> Only one
  - <sub>2</sub> More than one → GO TO Question 28
  - <sub>3</sub> Don't know → GO TO Question 35 on page 8

- 24.** Was the person who committed the crime, that is, the offender, male or female?
- <sub>1</sub> Male
  - <sub>2</sub> Female
  - <sub>3</sub> Don't know

- 25.** How old would you say the offender was?
- <sub>1</sub> Under 12
  - <sub>2</sub> 12-17
  - <sub>3</sub> 18-29
  - <sub>4</sub> 30 or older
  - <sub>5</sub> Don't know

- 26.** At the time of the incident, what was your relationship with the offender?
- <sub>1</sub> Spouse or ex-spouse at time of incident
  - <sub>2</sub> Parent or step-parent at time of incident
  - <sub>3</sub> Child or step-child at time of incident
  - <sub>4</sub> Brother or sister
  - <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend, friend or ex-friend
  - <sub>6</sub> Roommate, neighbor, co-worker or schoolmate
  - <sub>7</sub> Casual acquaintance
  - <sub>8</sub> Stranger
  - <sub>9</sub> Other (*Please specify*) \_\_\_\_\_

- 27.** What was the offender's race? *Please check all that apply.*
- <sub>1</sub> White
  - <sub>2</sub> Black or African American
  - <sub>3</sub> Asian
  - <sub>4</sub> Native Hawaiian or other Pacific Islander
  - <sub>5</sub> American Indian or Alaska Native
  - <sub>6</sub> Don't know

GO TO  
Question  
35 on  
page 14

- 28.** How many persons were there?
- Number of persons

## Incident 2 (continued)

**29.** Were the persons who committed the crime, that is, the offenders, male or female?

- <sub>1</sub> All male
- <sub>2</sub> All female
- <sub>3</sub> Both male and female, but mostly male
- <sub>4</sub> Both male and female, but mostly female
- <sub>5</sub> Both male and female, evenly divided
- <sub>6</sub> Don't know

**30.** How old would you say the youngest offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**31.** How old would you say the oldest offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**32.** Were any of the offenders known to you, or were they strangers you had never seen before?

- <sub>1</sub> All known
- <sub>2</sub> Some known
- <sub>3</sub> All strangers → **GO TO Question 34**

**33.** What was your relationship with any of the offenders? *Please check all that apply.*

- <sub>1</sub> Spouse or ex-spouse at time of incident
- <sub>2</sub> Parent or step-parent at time of incident
- <sub>3</sub> Child or step-child at time of incident
- <sub>4</sub> Brother or sister
- <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend
- <sub>6</sub> Friend or ex-friend
- <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**34.** What were the offenders' races? *Please check all that apply.*

- <sub>1</sub> White
- <sub>2</sub> Black or African American
- <sub>3</sub> Asian
- <sub>4</sub> Native Hawaiian or Other Pacific Islander
- <sub>5</sub> American Indian or Alaska Native
- <sub>6</sub> Don't know

**35.** Was something stolen or taken without permission that belonged to you or other household members?

- <sub>1</sub> Yes → **GO TO Question 37**
- <sub>2</sub> No

**36.** Did the offender (s) attempt to steal something that belonged to you or others in the household?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 48 on page 16**

**37.** Did the offender(s) steal or try to steal from you or others living or staying at this address any items such as cash, purse, or credit cards? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Cash	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Purse or wallet	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Credit cards, check, or bank cards	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**Instruction Box H:** If you marked CASH, PURSE or WALLET in Question 37, continue with Question 38 on page 15. Otherwise, GO TO Question 41 on page 15.

## Incident 2 (continued)

**38.** Was the cash, purse, or wallet on your person?

- <sub>1</sub> Yes  
<sub>2</sub> No

**Instruction Box I:** If you marked CASH in Question 37, GO TO Question 40.

If you marked PURSE or WALLET in Question 37, continue with Question 39.

**39.** Did the stolen purse or wallet contain any money?

- <sub>1</sub> Yes  
<sub>2</sub> No → GO TO Question 41

**40.** How much cash was taken?

\$

**41.** Did the offender(s) steal or try to steal from you or others living or staying at this address any vehicles or vehicle parts? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Car or other motor vehicle	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Part of motor vehicle, accessories or equipment	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Gasoline or oil	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Bicycle or bicycle parts	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>

**Instruction Box J:** If you marked CAR or MOTOR VEHICLE in Question 41, continue with Question 42. Otherwise, GO TO Question 44.

**42.** Had permission to use the car or motor vehicle been given to the offender(s)?

- <sub>1</sub> Yes  
<sub>2</sub> No → GO TO Question 44

**43.** Did the offender return the car or motor vehicle?

- <sub>1</sub> Yes  
<sub>2</sub> No

**44.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following objects? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. TV, DVD player, VCR, stereo, other household appliances	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Silver, china, art objects	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Other household furnishings (furniture, rugs, etc.)	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**45.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following personal items? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Portable electronics and cameras	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Clothing, furs, luggage	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Jewelry, watch, keys, stamps or coin collections	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Toys, sports and recreation equipment	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>
e. Other personal and portable objects	<input type="checkbox"/> <sub>1e</sub>	<input type="checkbox"/> <sub>2e</sub>	<input type="checkbox"/> <sub>3e</sub>



## Incident 3

- 1.** When did the next incident take place? *Please think only about crimes within the past 6 months.*

Month	Year
<input type="text"/>	<input type="text"/>

- 2.** What did you experience during this incident? *Please check all that apply.*

- <sub>1</sub> Stolen item(s)  
<sub>2</sub> Break in or attempted break in  
<sub>3</sub> Stolen vehicle, part or gas  
<sub>4</sub> An attack or a threat  
<sub>5</sub> Forced or unwanted sexual act  
<sub>6</sub> Other (*Please specify*) \_\_\_\_\_

- 3.** Altogether, how many times the type of incident described above in Question 2 happened during the past 6 months?

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Number of times → **IF more than 5 times, GO TO Question 6. IF 5 times or less, continue with Question 4.**

- 4.** Are the incidents similar to each other in detail or are they for different types of crimes?

- <sub>1</sub> Similar  
<sub>2</sub> Different → **GO TO Question 6**

- 5.** Can you recall enough detail of each incident to distinguish them from each other?

- <sub>1</sub> Yes  
<sub>2</sub> No

**Instruction Box B:** If you answered “Yes” to Question 5, please answer the following questions about the **FIRST** incident of this type.

If you answered “No” to Question 5, please answer the following questions about the **MOST RECENT** incident of this type.

- 6.** Where did this incident happen?

- <sub>1</sub> In own home, attached garage, or porch  
<sub>2</sub> In detached building on own property (detached garage, storage shed)  
<sub>3</sub> In vacation home, second home, hotel or motel room  
<sub>4</sub> Own yard, sidewalk, driveway, carport, unenclosed porch (*Do not include apartment yards*) → **GO TO Question 10 page 18**  
<sub>5</sub> Apartment hall, storage area, laundry room (*Please do not include apartment parking lot or/garage*) → **GO TO Question 10 on page 18**  
<sub>6</sub> On street immediately adjacent to own home or lodging → **GO TO Question 10 on page 18**  
<sub>7</sub> In a public place → **GO TO Question 10**  
<sub>8</sub> At work or school → **GO TO Question 10**  
<sub>9</sub> Other (*Please specify*) \_\_\_\_\_  
→ **GO TO Question 10 on page 18**

- 7.** Did someone get inside or try to get inside your home, garage, shed or porch?

- <sub>1</sub> Yes  
<sub>2</sub> No → **GO TO Question 10 on page 18**

- 8.** Was there a broken lock or window, suggesting that someone got in by force or tried to get in by force?

- <sub>1</sub> Yes  
<sub>2</sub> No → **GO TO Question 10 on page 18**

- 9.** How could you tell that someone got in or tried to get in by force? *Please check all that apply.*

- <sub>1</sub> Damage to window (including frame; broken, removed, or cracked glass)  
<sub>2</sub> Window screen damaged or removed  
<sub>3</sub> Lock on window damaged or tampered with in some way  
<sub>4</sub> Damage to door (including frame; glass panes or door removed)  
<sub>5</sub> Door screen damaged or removed  
<sub>6</sub> Lock or door handle damaged or removed  
<sub>7</sub> Other (*Please specify*) \_\_\_\_\_

## Incident 3 (continued)

**10.** Were you or other household members present when this incident occurred?

- <sub>1</sub> I was present
- <sub>2</sub> I and other household members were present
- <sub>3</sub> Only other household members were present → **GO TO Question 23 on page 19**
- <sub>4</sub> No one was present → **GO TO Question 23 on page 19**

**11.** Did the person who committed the crime, that is, the offender, have a weapon, such as a gun or knife, or something to use as a weapon?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 13**
- <sub>3</sub> Don't know → **GO TO Question 13**

**12.** What kind of weapon did the offender have? Please check all that apply.

- <sub>1</sub> Hand gun, such as a pistol or revolver
- <sub>2</sub> Other gun, such as a rifle or a shotgun
- <sub>3</sub> Knife
- <sub>4</sub> Sharp object such as scissors, ice pick, axe
- <sub>5</sub> Blunt object, such as a rock, club, blackjack
- <sub>6</sub> Other (Please specify) \_\_\_\_\_

**13.** Did offender hit you, knock you down, or actually attack you in any way?

- <sub>1</sub> Yes → **GO TO Question 19 on page 19**
- <sub>2</sub> No

**14.** Did the offender try to attack you?

- <sub>1</sub> Yes → **GO TO Question 17**
- <sub>2</sub> No

**15.** Did the offender threaten you with harm in any way?

- <sub>1</sub> Yes → **GO TO Question 18**
- <sub>2</sub> No

**16.** What happened during the incident? Please check all that apply.

- <sub>1</sub> Something was taken without permission \_\_\_\_\_
- <sub>2</sub> Offender attempted or threatened to take something \_\_\_\_\_
- <sub>3</sub> Offender harassed or argued with someone or used abusive language \_\_\_\_\_
- <sub>4</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>5</sub> Forcible entry (or attempted forcible entry) of house/apartment or car \_\_\_\_\_
- <sub>6</sub> Damaged or destroyed property \_\_\_\_\_
- <sub>7</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 19**

**17.** How did the offender try to attack you? Please check all that apply.

- <sub>1</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>2</sub> Weapon present or attempted attack with weapon (shot at but missed, attempted attack) \_\_\_\_\_
- <sub>3</sub> Object thrown at person \_\_\_\_\_
- <sub>4</sub> Followed or surrounded \_\_\_\_\_
- <sub>5</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push \_\_\_\_\_
- <sub>6</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 19**

**18.** How did the offender threaten you? Please check all that apply.

- <sub>1</sub> Verbal threat of rape or other sexual assault \_\_\_\_\_
- <sub>2</sub> Verbal threat to attack or kill \_\_\_\_\_
- <sub>3</sub> Unwanted sexual contact \_\_\_\_\_
- <sub>4</sub> Weapon present, threatened or attacked with weapon \_\_\_\_\_
- <sub>5</sub> Object thrown at person \_\_\_\_\_
- <sub>6</sub> Followed or surrounded \_\_\_\_\_
- <sub>7</sub> Tried to hit, slap, knock down, grab, hold, trip, jump, push \_\_\_\_\_
- <sub>8</sub> Other (Please specify) \_\_\_\_\_

**GO TO Question 23 on page 19**

## Incident 3 (continued)

- 19.** How were you attacked? *Please check all that apply.*
- <sub>1</sub> Raped
  - <sub>2</sub> Tried to rape
  - <sub>3</sub> Sexual assault other than rape or attempted rape
  - <sub>4</sub> Shot, shot at (but missed), hit with a gun held in hand
  - <sub>5</sub> Attempted attack with knife or sharp weapon
  - <sub>6</sub> Stabbed, cut with knife, sharp weapon or hit by object (other than gun) held in hand
  - <sub>7</sub> Hit by thrown object
  - <sub>8</sub> Attempted attack with weapon other than gun/knife/sharp weapon
  - <sub>9</sub> Hit, slapped, knocked down, grabbed, held, tripped, jumped, pushed, etc
  - <sub>10</sub> Other (*Please specify*) \_\_\_\_\_

- 20.** Did you suffer any injuries?
- <sub>1</sub> Yes
  - <sub>2</sub> No → GO TO Question 23

- 21.** What were the injuries you suffered? *Please check all that apply.*
- <sub>1</sub> Raped, attempted rape or sexual assault
  - <sub>2</sub> Knife, stab wounds, gunshot, or bullet wounds
  - <sub>3</sub> Broken bones, teeth knocked out, internal injuries, knocked unconscious
  - <sub>4</sub> Bruises, black eye, cuts, scratches, swelling, chipped teeth
  - <sub>5</sub> Other (*Please specify*) \_\_\_\_\_

- 22.** Were you injured to the extent that you received any medical care, including self treatment?
- <sub>1</sub> Yes
  - <sub>2</sub> No
  - <sub>6</sub> Hospital
  - <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

- 23.** Was the crime committed by only one or by more than one person?
- <sub>1</sub> Only one
  - <sub>2</sub> More than one → GO TO Question 28
  - <sub>3</sub> Don't know → GO TO Question 35, page 20

- 24.** Was the person who committed the crime, that is, the offender, male or female?
- <sub>1</sub> Male
  - <sub>2</sub> Female
  - <sub>3</sub> Don't know

- 25.** How old would you say the offender was?
- <sub>1</sub> Under 12
  - <sub>2</sub> 12-17
  - <sub>3</sub> 18-29
  - <sub>4</sub> 30 or older
  - <sub>5</sub> Don't know

- 26.** At the time of the incident, what was your relationship with the offender?
- <sub>1</sub> Spouse or ex-spouse at time of incident
  - <sub>2</sub> Parent or step-parent at time of incident
  - <sub>3</sub> Child or step-child at time of incident
  - <sub>4</sub> Brother or sister
  - <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend, friend or ex-friend
  - <sub>6</sub> Roommate, neighbor, co-worker or schoolmate
  - <sub>7</sub> Casual acquaintance
  - <sub>8</sub> Stranger
  - <sub>9</sub> Other (*Please specify*) \_\_\_\_\_

- 27.** What was the offender's race? *Please check all that apply.*
- <sub>1</sub> White
  - <sub>2</sub> Black or African American
  - <sub>3</sub> Asian
  - <sub>4</sub> Native Hawaiian or other Pacific Islander
  - <sub>5</sub> American Indian or Alaska Native
  - <sub>6</sub> Don't know

GO TO  
Question  
35 on  
page 20

- 28.** How many persons were there?
- Number of persons

## Incident 3 (continued)

**29.** Were the persons who committed the crime, that is, the offenders, male or female?

- <sub>1</sub> All male
- <sub>2</sub> All female
- <sub>3</sub> Both male and female, but mostly male
- <sub>4</sub> Both male and female, but mostly female
- <sub>5</sub> Both male and female, evenly divided
- <sub>6</sub> Don't know

**30.** How old would you say the youngest offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**31.** How old would you say the oldest offender was?

- <sub>1</sub> Under 12
- <sub>2</sub> 12-17
- <sub>3</sub> 18-29
- <sub>4</sub> 30 or older
- <sub>5</sub> Don't know

**32.** Were any of the offenders known to you, or were they strangers you had never seen before?

- <sub>1</sub> All known
- <sub>2</sub> Some known
- <sub>3</sub> All strangers → **GO TO Question 34**

**33.** What was your relationship with any of the offenders? *Please check all that apply.*

- <sub>1</sub> Spouse or ex-spouse at time of incident
- <sub>2</sub> Parent or step-parent at time of incident
- <sub>3</sub> Child or step-child at time of incident
- <sub>4</sub> Brother or sister
- <sub>5</sub> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend
- <sub>6</sub> Friend or ex-friend
- <sub>7</sub> Other (*Please specify*) \_\_\_\_\_

**34.** What were the offenders' races? *Please check all that apply.*

- <sub>1</sub> White
- <sub>2</sub> Black or African American
- <sub>3</sub> Asian
- <sub>4</sub> Native Hawaiian or Other Pacific Islander
- <sub>5</sub> American Indian or Alaska Native
- <sub>6</sub> Don't know

**35.** Was something stolen or taken without permission that belonged to you or other household members?

- <sub>1</sub> Yes → **GO TO Question 37**
- <sub>2</sub> No

**36.** Did the offender (s) attempt to steal something that belonged to you or others in the household?

- <sub>1</sub> Yes
- <sub>2</sub> No → **GO TO Question 48 on page 22**

**37.** Did the offender(s) steal or try to steal from you or others living or staying at this address any items such as cash, purse, or credit cards? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Cash	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Purse or wallet	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Credit cards, check, or bank cards	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**Instruction Box M:** If you marked CASH, PURSE or WALLET in Question 37, continue with Question 38 on page 21. Otherwise, GO TO Question 41 on page 21.



## Incident 3 (continued)

**38.** Was the cash, purse, or wallet on your person?

- <sub>1</sub> Yes  
<sub>2</sub> No

**Instruction Box N:** If you marked CASH in Question 37, GO TO Question 40.

If you marked PURSE or WALLET in Question 37, continue with Question 39.

**39.** Did the stolen purse or wallet contain any money?

- <sub>1</sub> Yes  
<sub>2</sub> No → GO TO Question 41

**40.** How much cash was taken?

\$

**41.** Did the offender(s) steal or try to steal from you or others living or staying at this address any vehicles or vehicle parts? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Car or other motor vehicle	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Part of motor vehicle, accessories or equipment	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Gasoline or oil	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Bicycle or bicycle parts	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>

**Instruction Box O:** If you marked CAR or MOTOR VEHICLE in Question 41, continue with Question 42. Otherwise, GO TO Question 44.

**42.** Had permission to use the car or motor vehicle been given to the offender(s)?

- <sub>1</sub> Yes  
<sub>2</sub> No → GO TO Question 44

**43.** Did the offender return the car or motor vehicle?

- <sub>1</sub> Yes  
<sub>2</sub> No

**44.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following objects? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. TV, DVD player, VCR, stereo, other household appliances	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Silver, china, art objects	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Other household furnishings (furniture, rugs, etc.)	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>

**45.** Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following personal items? *Please check all that apply.*

	Stole ▼	Tried to Steal ▼	Did Not Steal or Try to Steal ▼
a. Portable electronics and cameras	<input type="checkbox"/> <sub>1a</sub>	<input type="checkbox"/> <sub>2a</sub>	<input type="checkbox"/> <sub>3a</sub>
b. Clothing, furs, luggage	<input type="checkbox"/> <sub>1b</sub>	<input type="checkbox"/> <sub>2b</sub>	<input type="checkbox"/> <sub>3b</sub>
c. Jewelry, watch, keys, stamps or coin collections	<input type="checkbox"/> <sub>1c</sub>	<input type="checkbox"/> <sub>2c</sub>	<input type="checkbox"/> <sub>3c</sub>
d. Toys, sports and recreation equipment	<input type="checkbox"/> <sub>1d</sub>	<input type="checkbox"/> <sub>2d</sub>	<input type="checkbox"/> <sub>3d</sub>
e. Other personal and portable objects	<input type="checkbox"/> <sub>1e</sub>	<input type="checkbox"/> <sub>2e</sub>	<input type="checkbox"/> <sub>3e</sub>



## **Thank you for completing the survey!**

Please place your Questionnaire in the envelope provided and return to RTI International. If the envelope has been misplaced, please mail the questionnaire to:

**RTI International – [project number]  
3040 E Cornwallis Rd.  
Research Triangle Park, NC 27709**

## ***Appendix B: Cognitive Test Materials***

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## SECTION I: INTRODUCTION

READ OR PARAPHRASE THE INTRODUCTION:

Thank you for agreeing to participate in this interview and filling out the survey form. The Survey of Crime Victimization (SCV) is a study designed to collect information on the types and amount of crime committed against households and individuals. The purpose of the SCV is to evaluate the best ways to collect crime victimization data from households across the United States. The study is sponsored by the Bureau of Justice Statistics (BJS), U.S. Department of Justice. Today, we are hoping to get your feedback and opinions on these questions, as well as your thoughts on whether you were able to answer them.

We will start by having you fill out a portion of the questionnaire, then I will stop you and ask you some questions about your answers and your interpretation of the questions. Sometimes the questions I ask you may sound a little strange. For example, I might ask you what a certain word means to you. The reason for this is to see if people interpret things differently. There are no right or wrong answers and we are interviewing as many people as possible so that we can find the terms and questions that will work best for everyone. Please feel free to tell me anything that comes to mind or ask me anything you are unclear about. We are also very interested in finding out which questions required a lot of effort, which ones made you feel uncomfortable, and which ones you were not able to answer at all.

Your participation in this interview is very important because it will help the Bureau of Justice Statistics improve the questionnaire. When we are done, I will give you \$40 as compensation for your time, and I will ask you to sign a receipt to document that you have received it.

Do you have any questions before we begin?

NOTE:

- PARTICIPANT'S RESPONSES TO SCV QUESTIONS WILL BE COMPLETED ON THE SEPARATE QUESTIONNAIRE ("SURVEY OF CRIME VICTIMIZATION" SELF-ADMINISTERED MAIL VERSION).
- RECORD PARTICIPANT'S RESPONSES TO PROBES ON THIS FORM.

## SECTION II: CONSENT

Before we start, I'm going to give you a written consent form that we'll go over together. Please feel free to ask any questions you may have as we go through the form. This document explains the following:

- The purpose of this interview is to test the survey instrument designed by RTI and BJS for the Survey of Crime Victimization. IF OBSERVERS: Some members of the Bureau of Justice Statistics are here today to observe the interviews to see how well the questions work.
- The interview will take approximately 60-90 minutes, depending on your experiences. You will receive \$40 as compensation for your time.
- Your participation is voluntary and you may stop at any time. You may choose not to answer any questions you don't want to answer.
- All the information you give us will be kept confidential and you will not be identified on any of our reports.
- If you have any questions about the study, you may contact Susan Kinsey at 1-800-334-8571 ext. 7726. If you have any questions about your rights as a research participant in this study, you may call 1-866-214-2043, a toll free number.
- In addition, with your permission we would like to have this session audio recorded – this will help us when we write the summary report. [ADD IF APPLICABLE: We would also like your permission for this interview to be observed by another member of the RTI-BJS project team.]

Once we're finished going over the form and have all of your questions answered, I'll ask you to sign and date both sections on the form.

### INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- Yes  
 No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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**INTERVIEWER: READ THE INFORMED CONSENT TO THE PARTICIPANT AND HAVE HIM/HER SIGN IT.**

3. HAS THE PARTICIPANT SIGNED THE INFORMED CONSENT?

- Yes  
 No → (END INTERVIEW)

4. GIVE RESPONDENT AN UNSIGNED COPY OF THE CONSENT FORM: Here is a copy of this form for you to keep.

## SECTION III: COGNITIVE INTERVIEWING

### IF CONSENT WAS GIVEN, START TAPE RECORDER. COLLECT VERBAL CONSENT FOR TAPE RECORDING.

Now, if you're ready, I'd like to get started asking you some of the questions from the Survey of Crime Victimization. This is the type of survey you would receive in the mail or be asked to complete over the Internet. While we go over the questions, please try to remember how difficult it was to find the requested information and what questions you were NOT able to answer by yourself or had difficulty interpreting.

As I said earlier, this is NOT any kind of test and there are no right or wrong answers. We are reviewing these questions with as many people as possible to see how different people interpret the questions.

Do you have any questions?

I would like for you to start by completing the first four pages of this survey, starting with the cover. Pretend I am not here and you just received this in the mail. Let me know when you are done, so that I can ask you some follow-up questions about what you completed. **SHOW RESPONDENT WHICH PAGES TO COMPLETE ON SURVEY. WRITE "STOP" AT THE BOTTOM OF PAGE 4.** When asked for your name or the name of any household member, please give only first and last initials. Also, enter "Xs" when asked for your phone number.

You may begin.

**ALLOW RESPONDENTS TO COMPLETE THE SCREENER (PAGES 1-4) AND THEN STOP THEM. RECORD HOW LONG IT TAKES TO COMPLETE EACH SECTION OF THE QUESTIONNAIRE.**

**SCREENER OBSERVATIONS: DOCUMENT ANY ITEMS WHERE THE RESPONDENT HESITATED OR APPEARED TO HAVE PROBLEMS COMPLETING THE PAPER FORM, CHANGED HIS/HER ANSWER, OR STRUGGLED WITH NAVIGATION/SKIP INSTRUCTIONS.**

**ITEM(S) WHERE RESPONDENT HESITATED OR HAD TROUBLE:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT CHANGED HIS/HER ANSWER:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT STRUGGLED WITH NAVIGATION:** \_\_\_\_\_

**ITEM(S) REQUIRED BUT LEFT BLANK BY RESPONDENT:** \_\_\_\_\_

Thank you. I would like to review the answers you have provided so far to see if there any sections of this survey that you can skip. Can you give me just a minute to review your answers?



**CHECKPOINT – DETERMINE IF INCIDENT REPORTS ARE NEEDED**

**WRITE DOWN THE QUESTION NUMBER (E.G., Q3a) FROM THE SCREENER THAT HAS AT LEAST ONE “YES” RESPONSE MARKED:**

SCREEN QUESTION NUMBER: \_\_\_\_\_

SCREEN QUESTION NUMBER: \_\_\_\_\_

SCREEN QUESTION NUMBER: \_\_\_\_\_

**IF AT LEAST ONE QUESTION HAS AT LEAST ONE YES MARKED, CONTINUE WITH SECTION A. SCREENER BELOW.**

**IF RESPONDENT DID NOT REPORT ANY CRIMES IN THE SCV SCREENER, REFER TO SCREENING NOTES ON P.1 OF THIS PROTOCOL GUIDE TO FIND OUT WHY CRIMES WERE REPORTED DURING TELEPHONE SCREENING. IF RESPONDENT HAS NOT EXPERIENCED ANY CRIMES DURING THE PAST 6 MONTHS, PROBE ON EVERY SCREENER QUESTION AND THEN END INTERVIEW.**

**A. SCREENER**

**Start Time:** \_\_\_\_\_ AM/PM **End Time:** \_\_\_\_\_ AM / PM

[Now, I'd like to ask your opinion about some of the questions you have answered. Some of these questions may sound like I am giving you a test, but remember there are no right or wrong answers. We just want to see what people think about the questions and if they make sense to everyone. I am going to repeat the survey question and I will ask you some follow up questions.

POSITION SURVEY FORM SO THAT BOTH YOU AND RESPONDENT CAN SEE IT. POINT TO THE QUESTION THAT YOU ARE REFERENCING AND REPEAT ALOUD IF NECESSARY.

INTRODUCE THE SURVEY QUESTIONS ONE BY ONE (e.g “The first question I want to ask you about is...”.)

**1a. During the past 6 months, that is since \_\_\_\_\_ 2010, have any of the following items belonging to you been stolen?**

**1b. How many times?**

- What were you thinking when you answered this question? Were you thinking of anything else that was not on the list?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- When you answered about things outside your home, such as a garden hose, or lawn furniture, were you thinking of items belonging only to you, or in general, items belonging to the household or someone else in the household?

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- What period of time were you thinking about?

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- [IF A NUMBER >1 PROVIDED] How easy was it to remember the number of times you experienced any thefts? (Did you count separate occasions during the past 6 months or did you count different things that might have been stolen at the same time?)

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**3a. During the past 6 months, that is since \_\_\_\_\_ 2010, has anyone stolen, ATTEMPTED to steal, or used without permission any of the following vehicles or parts?**

**3b. How many times?**

- Can you tell me in your own words what this question is asking?

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- How did you come up with your answer?

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- Were you thinking of anyone else in your household when you answered this question?

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- [IF A NUMBER >1 PROVIDED] How easy was it to remember the number of times you experienced any thefts or attempted thefts of vehicles or vehicle parts? (Did you count separate occasions during the past 6 months or did you count different things that might have been stolen at the same time?)

---

---

---

**4a. During the past 6 months, that is since \_\_\_\_\_ 2010, have you personally experienced any attacks, threats, or thefts at the following locations?**

- Can you tell me in your own words what this question is asking? (Were you thinking of attacks AND threats AND thefts that occurred at the same time, or were you thinking of ANY of those you might have experienced?)

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- What kind of attacks were you thinking about?

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- What kind of threats were you thinking about? Were you also considering telephone threats?

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- What kind of thefts were you thinking about? Were you considering possible thefts already reported in Q1a and 3a?

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- Were you thinking of your experiences only, or also about someone else living with you?

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**6a. People often do not think of incidents committed by someone they know. During the past 6 months.....**

- What does “incident” mean to you in this context?

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**8a. Incidents involving forced or unwanted sexual acts are often difficult to think about. During the past 6 months, have you been forced or coerced to engage in unwanted sexual activity by any of the following people?**

- In your own words, what is this question asking?

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- Did you read the whole questions? (Did you find the question too long?)

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- Were you thinking of your experiences only, or also about someone else living with you?

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- What did you think of the introduction (**Incidents involving forced or unwanted sexual acts are often difficult to think about**)?

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**Q1a-8b.**

- Did any of the crimes you reported happen at the same time? [IF YES] When you were answering questions 2b-8b, were you counting a crime you already reported in a different question (e.g., if something was stolen as a result of a break in, would you count this in both 1b and 2b?)

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- Can you think of crimes (you have experienced) that are not covered by these questions?

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**9a. Other than the incidents you already counted in previous questions, did you call the police to report something that happened to you or another household member, which you thought was a crime?**

- In your own words, what is this question asking?

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- What does “household” mean to you? (Who were you thinking of when answering this question?)

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- Did you notice the instruction “other than the incidents you already counted”? How did you come up with your answer?

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- [IF YES] Why did not include this crime in your answers to the previous questions (1a-8b)?

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- What does “crime” mean to you?

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**10a. Other than the incidents your already counted in previous questions, during the past 6 months, did anything that you thought was a crime happen to you personally, but you did NOT report it to the police?**

- How did you come up with your answer? (Do you think this question is asking for a different type of information than Q9a?)

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- Did you notice the instruction “other than the incidents you already counted”? How did you come up with your answer?

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- [IF YES] Why did not include this crime in your answers to the previous questions (1a-8b)?

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- [Apart from the questions you already pointed out] What questions were difficult for you to answer? (IF RESPONDENT LEFT CERTAIN QUESTIONS BLANK: Why didn't you answer this question?)

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**11. Intro text before series of demographic questions**

- Did you notice the introduction before Q11? [IF YES] In your own words, what was the message? Did you find it helpful? Why or why not?

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- How did you feel about providing your demographic information? Would you have any reservations if you receive this questionnaire in the mail and decide to fill it out?

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**15. What was the total combined income of all members in this household during the past 12 months?**

- Can you tell me in your own words what this question is asking?

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- How did you come up with your answer? (What did you include?)

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- Did you find the response options appropriate? (Did you have difficulty identifying the category you fall into?)

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**INSTRUCTION BOX A**

- Did you notice the instruction box at the bottom of the page? Did you read the instructions? Did you find them easy or difficult to understand?

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[CHECK IF THE SKIP LOGIC WAS FOLLOWED CORRECTLY IN THIS SECTION. IF SKIPS WERE NOT FOLLOWED CORRECTLY, ASK RESPONDENTS WHY THEY ANSWERED CERTAIN QUESTIONS THEY WERE NOT SUPPOSED TO ANSWER AND HOW THEY INTERPRETED THE INSTRUCTIONS TO THE PREVIOUS QUESTION]

Now, before we move to the next section, I would like to know how many of these questions you had difficulties answering, felt uncomfortable answering, or did not want to provide a response.

- [Apart from the questions you already pointed out] What questions were difficult for you to answer? (IF RESPONDENT LEFT CERTAIN QUESTIONS BLANK: Why didn't you answer this question?)

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**PROBE ON ANY MISSED SKIPS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**B. INCIDENT 1**

**Start Time:** \_\_\_\_\_ **AM/PM** **End Time:** \_\_\_\_\_ **AM / PM**

**CIR 1 OBSERVATIONS:** DOCUMENT ANY ITEMS WHERE THE RESPONDENT HESITATED OR APPEARED TO HAVE PROBLEMS COMPLETING THE PAPER FORM, CHANGED HIS/HER ANSWER, OR STRUGGLED WITH NAVIGATION/SKIP INSTRUCTIONS.

**ITEM(S) WHERE RESPONDENT HESITATED OR HAD TROUBLE:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT CHANGED HIS/HER ANSWER:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT STRUGGLED WITH NAVIGATION:** \_\_\_\_\_

**ITEM(S) REQUIRED BUT LEFT BLANK BY RESPONDENT:** \_\_\_\_\_

**QUESTION NUMBERING AND HEADER**

- Did you notice the next section started with Question 1? Did you find this confusing?

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- Did you notice the “Incident 1” header at the top of the page? What did this suggest to you?

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**1. When did the first incident take place?**

- How did you come up with your answer? (Did you consider different types of crimes that happened at the same time as one incident, or are you counting them as separate incidents even though they occurred at the same time?)

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- How sure are you of this date?

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**2. What did you experience during this incident?**

- How did you come up with your answer? (Did you consider different types of crimes that happened at the same time as one incident, or are you counting them as separate incidents even though they occurred at the same time?)

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- OBSERVATION DATA: WHICH SCREENER CRIME(S) DID RESPONDENT CHOOSE TO REPORT AS HIS/HER FIRST INCIDENT? IS THE SELECTED CRIME EASY TO TIE BACK TO THE SCREENER QUESTIONS?

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**3. Altogether, how many times during the past 6 months did this type of incident happen?**

- How did you come up with your answer?

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- [IF MULTIPLE ITEMS CHECKED IN Q2] Did you count the times when more than 1 crime happened at the same time, or did you count each of them separately?

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- How did you interpret “the type of incident described above in Q2” ?

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- How did you decide which question to answer next? How easy did you find the instructions about what question to answer next?

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**4. Are the incidents similar to each other in detail or are they for different types of crimes?**

- How would you report on something that happens every day (e.g. home violence/assault)? Would you count every separate occasion in Q3? Would you report it as one crime incident?

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**INSTRUCTION BOX B:**

- Did you notice the instruction box? Did you read the instructions? Did you find them easy or difficult to understand? How did you decide which question to answer next?

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- How did you interpret “incident of this type”?

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**6. Where did this incident happen?**

- Were the response options sufficient to describe where the crime you experienced happened?

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- Did this question flow well with the rest? Did you know which crime incident it was referring to? How did you answer it? [NOTE IF R GOT TO Q6 FROM Q3, OR HAD TO ANSWER Q4 AND Q5)

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**7. Did someone get inside or try to get inside your home, garage, shed or porch?**

- How did you come up with your answer?

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- To whom does “someone” refer?

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NOT ALL RESPONDENTS RECEIVED THIS QUESTION. ONLY ASKS PROBES ABOUT CLARITY OF QUESTION, READ THE INTRODUCTION IF NECESSARY.

**[You may not have had to answer this next question, but we would still like to get your thoughts on it.]**

**9. How could you tell that someone got in or tried to get in by force?**

- Can you tell me in your own words what this question is asking?

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**10. Were you or other household members present when this incident occurred?**

- Can you tell me in your own words what this question is asking? (TRY TO UNDERSTAND HOW RESPONDENT INTERPRETED THE QUESTION ESPECIALLY IF INCIDENT DID NOT OCCUR AT RESPONDENT’S HOME)

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- Did you notice the “Incident 1 Continued” header at the top of the page? What did this suggest to you?

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**11. Did the person who committed the crime, that is, the offender, have a weapon, such as a gun or knife, or something to use as a weapon?**

- How did you interpret “offender”?

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NOT ALL RESPONDENTS RECEIVED THIS QUESTION. ONLY ASKS PROBES ABOUT CLARITY OF QUESTION, READ THE INTRODUCTION IF NECESSARY.

**[You may not have had to answer this next question, but we would still like to get your thoughts on it.]**

**16. What happened during the incident?**

- How did you come up with your answer?

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- What does ‘unwanted sexual contact’ mean to you?

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- How did you decide which question to answer next? What did you think of the skip instructions?

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NOT ALL RESPONDENTS RECEIVED THIS QUESTION. ONLY ASKS PROBES ABOUT CLARITY OF QUESTION, READ THE INTRODUCTION IF NECESSARY.

**[You may not have had to answer this next question, but we would still like to get your thoughts on it.]**

**19. How were you attacked?**

- How did you come up with your answer?

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- What does ‘sexual assault other than rape or attempted rape’ (one of the response options) mean to you?

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- What does ‘attempted attack (with knife or sharp weapon)’ mean to you?

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**26. At the time of the incident, what was your relationship with the offender?**

**OR**

**33. What was your relationship with any of the offenders?**

- How did you come up with your answer?

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- How did you interpret “offender” in this question?

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- What do you think of the response options? Do you think anything is missing?

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**34. What were the offenders' races?**

- How would you answer this question if you knew the races of only some of the offenders?

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Q37-42: CHECK RESPONSES TO Q37 AND 41 AND SKIP LOGIC. IF SKIPS WERE NOT FOLLOWED CORRECTLY, ASK RESPONDENTS WHY THEY ANSWERED CERTAIN QUESTIONS THEY WERE NOT SUPPOSED TO ANSWER AND HOW THEY INTERPRETED THE INSTRUCTIONS TO THE PREVIOUS QUESTION.

**PROBE ON ANY MISSED SKIPS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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NOT ALL RESPONDENTS RECEIVED THIS QUESTION. ONLY ASKS PROBES ABOUT CLARITY OF QUESTION, READ THE INTRODUCTION IF NECESSARY.

**[You may not have had to answer this next question, but we would still like to get your thoughts on it.]**

**44. Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following objects?**

- Can you tell me in your own words what this question is asking?

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- What does 'household furnishings' mean to you?

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NOT ALL RESPONDENTS RECEIVED THIS QUESTION. ONLY ASKS PROBES ABOUT CLARITY OF QUESTION, READ THE INTRODUCTION IF NECESSARY.

**[You may not have had to answer this next question, but we would still like to get your thoughts on it.]**

**45. Did the offender(s) steal or try to steal from you or others living or staying at this address any of the following personal items?**

- What does 'portable electronics' mean to you?

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- What does 'personal and portable objects' mean to you?

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- How did you come up with your answer?

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NOT ALL RESPONDENTS RECEIVED THIS QUESTION. ONLY ASK OF THOSE WHO WERE ELIGIBLE TO RESPOND.

**47. Not counting any stolen cash, checks or credit cards, what was the value of the property that was taken?**

- How did you come up with your answer? Did you include the value of everything that was stolen, or did you exclude cash, checks, etc.?

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- How confident are you in this number?

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**INSTRUCTION BOX F:**

- Did you notice the instruction box? Did you read the instructions? Did you find them easy or difficult to understand? How did you decide which question to answer next?

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Now, before we move to the next section, I would like to know how many of these questions you had difficulties answering, felt uncomfortable, or did not want to provide a response.

- [Apart from the questions you already pointed out] What questions were difficult for you to answer? (IF RESPONDENT LEFT CERTAIN QUESTIONS BLANK: Why didn't you answer this question?)

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**PROBE ON ANY MISSED SKIPS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**C. INCIDENT 2**

**Start Time:** \_\_\_\_\_AM/PM **End Time:** \_\_\_\_\_ AM / PM

**CIR 2 OBSERVATIONS:** DOCUMENT ANY ITEMS WHERE THE RESPONDENT HESITATED OR APPEARED TO HAVE PROBLEMS COMPLETING THE PAPER FORM, CHANGED HIS/HER ANSWER, OR STRUGGLED WITH NAVIGATION/SKIP INSTRUCTIONS.

**ITEM(S) WHERE RESPONDENT HESITATED OR HAD TROUBLE:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT CHANGED HIS/HER ANSWER:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT STRUGGLED WITH NAVIGATION:** \_\_\_\_\_

**ITEM(S) REQUIRED BUT LEFT BLANK BY RESPONDENT:** \_\_\_\_\_

- Did you notice the next section started with Question 1? Did you find this confusing?

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- Did you notice the “Incident 2” header at the top of the page? What did this suggest to you?

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**1. When did the next incident take place?**

- How did you interpret ‘the next incident’?

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**2. What did you experience during this incident?**

OBSERVATION DATA: WHICH SCREENER CRIME(S) DID RESPONDENT CHOOSE TO REPORT AS HIS/HER FIRST INCIDENT? IS THE SELECTED CRIME EASY TO TIE BACK TO THE SCREENER QUESTIONS?

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CHECK SKIP LOGIC. IF SKIPS WERE NOT FOLLOWED CORRECTLY, ASK RESPONDENTS WHY THEY ANSWERED CERTAIN QUESTIONS THEY WERE NOT SUPPOSED TO ANSWER AND HOW THEY INTERPRETED THE INSTRUCTIONS TO THE PREVIOUS QUESTION.

**PROBE ON ANY MISSED SKIPS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**D. INCIDENT 3**

**Start Time:** \_\_\_\_\_ AM/PM **End Time:** \_\_\_\_\_ AM / PM

**CIR 3 OBSERVATIONS:** DOCUMENT ANY ITEMS WHERE THE RESPONDENT HESITATED OR APPEARED TO HAVE PROBLEMS COMPLETING THE PAPER FORM, CHANGED HIS/HER ANSWER, OR STRUGGLED WITH NAVIGATION/SKIP INSTRUCTIONS.

**ITEM(S) WHERE RESPONDENT HESITATED OR HAD TROUBLE:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT CHANGED HIS/HER ANSWER:** \_\_\_\_\_

**ITEM(S) WHERE RESPONDENT STRUGGLED WITH NAVIGATION:** \_\_\_\_\_

**ITEM(S) REQUIRED BUT LEFT BLANK BY RESPONDENT:** \_\_\_\_\_

- Did you notice the next section started with Question 1? Did you find this confusing?

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- Did you notice the “Incident 3” header at the top of the page? What did this suggest to you?

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**1. When did the next incident take place?**

- How did you interpret ‘the next incident’?

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**2. What did you experience during this incident?**

OBSERVATION DATA: WHICH SCREENER CRIME(S) DID RESPONDENT CHOOSE TO REPORT AS HIS/HER FIRST INCIDENT? IS THE SELECTED CRIME EASY TO TIE BACK TO THE SCREENER QUESTIONS?

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CHECK SKIP LOGIC. IF SKIPS WERE NOT FOLLOWED CORRECTLY, ASK RESPONDENTS WHY THEY ANSWERED CERTAIN QUESTIONS THEY WERE NOT SUPPOSED TO ANSWER AND HOW THEY INTERPRETED THE INSTRUCTIONS TO THE PREVIOUS QUESTION.

**PROBE ON ANY MISSED SKIPS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**E. HOUSEHOLD ROSTER**

**We are considering making this table part of the survey to be able to gather information on everyone who lives in the household. This would let us send questionnaires to all the other adults in the household. Please take your time to fill out this information. Pretend this was the second page of the survey you just filled out.**

**Start Time:** \_\_\_\_\_ **AM/PM** **End Time:** \_\_\_\_\_ **AM / PM**

- Did you have any difficulties answering this question? Was it difficult to provide any of the requested information about your other household members?

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- Who did you include in the table?

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- Would you have any reservations providing this information in a mail survey? Why or why not?

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## SECTION IV: CONCLUSION

These are all my questions. Thank you very much for your opinions.

- Do you have any overall opinions about the questions?

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- Do you have any other comments or concerns?

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- After hearing all of my questions, do you have any questions for me?

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**I want to thank you very much for your participation.**

INTERVIEWER: TURN OFF THE TAPE RECORDER. HAND THE CASH INCENTIVE TO THE PARTICIPANT.

**End Time:** \_\_\_\_\_ AM / PM

## **Craig's List Recruitment Advertisement**

**Research Volunteers Needed.** RTI International, a not-for-profit research organization located in RTP, is looking for adults over the age of 18 who have ever experienced any of the following crimes: theft, burglary or robbery; actual or attempted unwanted sexual experiences; and/or physical violence. Information will be kept confidential. The private interview will be conducted at our RTP office and will take approximately 60-90 minutes, depending on your experiences. The purpose of the interview is to help test survey questions. Receive \$40 as compensation for your time if you qualify and complete the interview. Please call XXXXXXXX at 919-541-XXXX to determine eligibility for participation.

# Crime Experience Interview

RTI International, a not-for-profit research organization located in RTP, is looking for adults over age 18 to participate in an interview to test survey questions.

Please contact RTI if you have ever experienced any of the following:

- ~ Theft, burglary or robbery
- ~ Actual or attempted unwanted sexual experiences
- ~ Physical violence



- ~ Information will be kept confidential
- ~ Private interview takes about 60–90 minutes and will be held at RTI’s office in Research Triangle Park
- ~ Participants will be given \$40 cash in compensation for their time if they qualify and complete the interview
- ~ No tests required

**Please Call XXXXXXXX (RTI International)  
at 919-541-XXXX to see if you qualify.**

## Survey of Crime Victimization Cognitive Interview Participant Recruitment Script

Hello, this is [NAME] from [RTI]. (Are you calling about the ad?)

Let me tell you a little about the study. The Bureau of Justice Statistics is interested in identifying new ways to collect data for the National Crime and Victimization Survey. The survey collects information about the types and amount of crime experienced by households and individuals across the U.S. We are testing a new questionnaire format for the study to be sure that the questions we have designed make sense to different people across the country. We are trying to find people who are interested in helping us by providing their opinions about the questions and how easy or difficult it was to complete the survey. If you are interested and eligible, we would like to schedule an in-person interview, which will take about 60-90 minutes, depending on your experiences. At the end of the interview you will receive \$40 in cash as compensation for your time. To make sure you are eligible for the study, I need to ask you some screening questions. This will only take about 5 minutes. Is this a good time?

### GENERAL QUESTIONS

1. RECORD GENDER. (IF NECESSARY, ASK: Are you male or female?)
  - 1 FEMALE
  - 2 MALE
  
2. How did you hear about the study?
  - 1 FROM CRAIG'S LIST
  - 2 FROM A FLYER
  - 3 FROM RTI CLASSIFIEDS
  - 4 FROM A FRIEND OR FAMILY MEMBER
  - 5 COMMUNITY ORGANIZATION: \_\_\_\_\_
  - 6 SOME OTHER METHOD
  
- 2a. Are you an RTI staff member or a family member of an RTI employee?
  - 1 YES [RESPONDENT IS INELIGIBLE. THANK R AND END CALL.]
  - 2 NO
  
3. And how old are you? [IF CALLER IS UNDER 18, (S)HE IS INELIGIBLE. THANK R AND END CALL.]

CODE AGE RANGE BELOW

  - 1 18-35
  - 2 36-59
  - 3 60+
  
4. Are you of Hispanic, Latino, or Spanish origin?
  - 1 YES
  - 2 NO

5. Are you White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, or Some other race?

CAN SELECT MORE THAN 1 RESPONSE.

- 1 White
- 2 Black or African American
- 3 American Indian or Alaskan Native
- 4 Asian
- 5 Native Hawaiian or other Pacific Islander
- 6 Other Race

6. What is the highest grade or level of education you have completed?

- 1 Less than high school
- 2 High school diploma/GED or some college (technical/vocational school)
- 3 College graduate (do not include Associate degree)

### **THEFT**

7. Has anything ever been stolen from you?

- 1 YES → CONTINUE
- 2 NO → GO TO Q10

8. When was the LAST time anything was stolen from you?

- 1 Within the past 6 months
- 2 More than 6 months, but less than 2 years ago
- 3 More than 2 years ago

9. What was stolen?

CAN SELECT MORE THAN 1 RESPONSE

- 1 A motor vehicle or motor vehicle parts
- 2 Cash, purse, or a wallet
- 3 TV, DVD, or other household appliances
- 4 Portable electronics, clothing or jewelry
- 5 Tools, machines, or office equipment
- 6 Food, produce or animals
- 7 Other (*Please specify*)\_\_\_\_\_

### **BREAKING IN**

10. Have you ever experienced any breaking in attempts or has someone ever broken into your home or where you were staying?

- 1 YES → CONTINUE
- 2 NO → GO TO Q13



11. When was the LAST time you experienced any breaking in or breaking in attempt?

- 1 Within the past 6 months
- 2 More than 6 months, but less than 2 years ago
- 3 More than 2 years ago

12. What happened?

CAN SELECT MORE THAN 1 RESPONSE

- 1 Someone broke into your home
- 2 Someone broke into your garage, shed or storage
- 3 Someone broke into your hotel, motel room or vacation home

### ATTACKS

13. Have you ever experienced any threats or attacks, such as sexual attacks or threats, attacks with any kind of weapon, or have you ever been punched?

- 1 YES → CONTINUE
- 2 NO → GO TO END

14. When was the LAST time you were attacked or threatened in any way?

- 1 Within the past 6 months
- 2 More than 6 months, but less than 2 years ago
- 3 More than 2 years ago

15. How were you LAST attacked or threatened?

CAN SELECT MORE THAN 1 RESPONSE

- 1 Unwanted sexual contact
- 2 Threatened with a weapon
- 3 Shot at
- 4 Stabbed or cut with a knife or sharp object
- 4 Object thrown at
- 5 Hit, slapped, knocked down or bruised
- 6 Other (*Please specify*) \_\_\_\_\_

### END

Thank you for answering these screening questions. I'll pass this information on to the study recruiter. If you are eligible, (s)he will give you a call to schedule a time that is convenient for you to participate in the study. As I said before, the interview will take about 60-90 minutes, depending on your experiences, and will be conducted in-person. The interview will be done at RTI International's headquarters in Research Triangle Park and you will receive \$40 as compensation for your time. Also, if you agree, we'd like to tape record the interview. (This is just to help us take good notes about any feedback you may have about the questions. Your name won't be associated with the responses on the tape. We will ask your permission to tape record the interview before we begin.)

RECRUITER: FILL IN A CODING SHEET TO INDICATE IF PERSON IS ELIGIBLE. CANDIDATES ARE INELIGIBLE IF THEY (1) ARE AN RTI EMPLOYEE OR FAMILY MEMBER; (2) ARE UNDER AGE 18; (3) DO NOT SPEAK ENGLISH; OR (4) HAVE NOT BEEN A VICTIM OF A CRIME IN THE PAST 6 MONTHS.

[IF PARTICIPANT IS INELIGIBLE, SAY]: Thank you for calling about the Survey of Crime Victimization. Unfortunately, we are unable to include you in the survey because we are only interviewing persons who [FILL APPROPRIATE RESPONSE: are not an RTI employees or family members / are age 18 or older / speak English / have been the victim of a crime in the past 6 months.] We appreciate you taking the time to respond to our ad. Have a nice day.

[IF PARTICIPANT IS ELIGIBLE, ASK]: Could I have your name and the best telephone number to reach you?

CANDIDATE NAME: \_\_\_\_\_

CANDIDATE PHONE NUMBER: \_\_\_\_\_

**Survey of Crime Victimization – Mail Questionnaire  
Participant Informed Consent  
Cognitive Interview**

You are one of up to 30 persons being asked to participate voluntarily in this interview for the Survey of Crime Victimization (SCV), a study designed to collect information on the types and amount of crime committed against households and individuals. The purpose of the SCV is to evaluate the best ways to collect crime victimization data from households across the United States. The study is sponsored by the Bureau of Justice Statistics (BJS), U.S. Department of Justice. RTI International, a not-for-profit research firm, is conducting the study for BJS. The results of the SCV will be used to improve the way BJS the National Crime Victimization Survey (NCVS) is conducted. The NCVS is a large national survey conducted annually for BJS by the U.S. Census Bureau to measure crime in the U.S.

The purpose of this interview is to test the mail version of the questionnaire to ensure all questions are well understood and respondents can navigate through the instrument as intended. The interview will take approximately 60-90 minutes, depending on your experiences, and there are no right or wrong answers to the questions you will be asked. We want to ask your opinion about some of the questions that have been developed and what your reactions are to navigating through the questionnaire. We will first ask you to fill out the Survey of Crime Victimization (SCV) by yourself. We will then go back to certain questions and ask about your understanding of the survey questions and how you came up with your answer. We will also discuss some of the instructions and get your opinion on how easy it was to navigate through the questionnaire. Finally, we will ask about your thoughts and suggestions on changing the wording of the questions or the skip patterns in the questionnaire. You can help us by describing anything you find confusing or difficult to understand. In appreciation for your participation in this interview, you will receive \$40.00 as compensation for your time.

Your participation in this study is voluntary, and you may stop at any time. Even if you choose not to participate, you will not lose any benefits or services that you may be receiving from any government agency. The only potential risk to participating is that you may become uneasy about some of the questions in the interview. You may choose not to answer any question. You will be paid \$40 in compensation for your time, even if you decide to stop the interview. Your answers and your participation will be kept confidential, and the information you provide will be combined with the responses of other participants in a summary report that does not identify you as an individual. RTI and BJS will not share any personal information you provide during the interview with any person outside the SCV project staff. There is one exception to our guarantee of confidentiality. If in the course of this interview, I learn that you or someone else is in immediate risk of harm, I may need to tell someone whose job it is to keep you safe.

If you have any questions about the study you may call Susan Kinsey at 1-800-334-8571 ext. 7726. If you have any questions about your rights as a research participant in this study, you may contact the Office of Research Protection at RTI International at 1-866-214-2043, a toll-free number.

\_\_\_\_\_

The above document describing this research study has been explained to me. I agree to participate.

Signature of participant \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

I certify that the nature and purpose of this research have been explained to the above individual.

Signature of Person Who Obtained Consent \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

The OMB control number for this study is XXXX-XXXX.  
This valid approval number legally certifies this information collection.

***Audio-taping the interview:***

In order to make best use of our findings, we also request that you allow the interview to be audio-recorded, through the use of a recorder or laptop computer that will be on the table. The audio-recording will only be heard by people who are working on this project at RTI and BJS. The only purpose of audio-recording is to allow us to review the interview as we

document our findings. If you would rather not have your interview recorded, or if at any time during the interview you decide that you would like the audio-recording to be stopped, please tell the interviewer and we will stop recording.

---

I agree to allow the interview to be audio-recorded and to be listened to by staff at RTI and BJS who are working on this project:

Signature of participant \_\_\_\_\_ Date \_\_\_\_\_

---

***[ADMINISTER ONLY IF APPLICABLE] Permission for Interview to be Observed:***

With your permission, another member of the SCV project team, [INSERT NAME OF RTI OR BJS OBSERVER], would like to observe this interview. He/She will not ask you any questions but is here to listen and learn how best to improve the mail survey questionnaire we are testing today. If you would rather not have an observer in the room, or if at any time during the interview you decide that you would like the observer to leave, please tell the interviewer.

---

I agree to allow the interview to be observed by another member of the SCV project team from RTI or BJS.

Signature of participant \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

## ***Appendix C: Usability Test Materials***

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## SECTION I: INTRODUCTION

READ OR PARAPHRASE THE INTRODUCTION:

Thank you for agreeing to participate in this study and testing our questionnaire. The Survey of Crime Victimization (SCV) is a study designed to collect information on the types and amount of crime committed against households and individuals. The purpose of the SCV is to evaluate the best ways to collect crime victimization data from households across the United States. The study is sponsored by the Bureau of Justice Statistics (BJS), U.S. Department of Justice. Today, we are hoping to get your feedback and opinions on these questions, as well as your thoughts on how well you were able to answer them and navigate through the survey.

We will start by completing the survey online, then I will ask you to perform certain tasks, such as change a response or navigate to a particular question. I may also ask some questions related to your answers and your interpretation of the questions and their instructions, or I may ask you about certain features of the web page. The reason for this is to see if people experience any problems going through the survey. Sometimes the questions I ask you may sound a little strange. There are no right or wrong answers and we are interviewing as many people as possible so that we can find what web interface and survey questions will work best for everyone. Please feel free to tell me anything that comes to mind or ask me anything you are unclear about. We are also very interested in finding out if certain questions required a lot of effort to answer, or if certain sections made you feel uncomfortable or were difficult to navigate through.

Your participation in this study is very important because it will help the Bureau of Justice Statistics improve the web questionnaire. When we are done, I will give you \$40 as a token of our appreciation, and I will ask you to sign a receipt to document that you have received it.

Do you have any questions before we begin?

NOTE:

- PARTICIPANT'S RESPONSES TO SCV QUESTIONS WILL BE COMPLETED ONLINE.
- RECORD PARTICIPANT'S RESPONSES TO PROBES ON THIS FORM.

## SECTION II: CONSENT

Before we start, I'm going to give you a written consent form that we'll go over together. Please feel free to ask any questions you may have as we go through the form. This document explains the following:

- The purpose of this study is to test the survey instrument designed by RTI and BJS for the Survey of Crime Victimization. IF OBSERVERS: Some members of [the Bureau of Justice Statistics/RTI] are here today to observe the interviews to see how well the questions work.
- The study will take approximately 1 hour. You will receive \$40 for your participation.
- Your participation is voluntary and you may stop at any time. You may choose not to answer any questions you don't want to answer.
- All the information you give us will be kept confidential and you will not be identified on any of our reports.
- If you have any questions about the study, you may contact Susan Kinsey at 1-800-334-8571 ext. 7726. If you have any questions about your rights as a research participant in this study, you may call 1-866-214-2043, a toll free number.
- In addition, with your permission we would like to have this session audio recorded – this will help us when we write the summary report. [ADD IF APPLICABLE: We would also like your permission for this interview to be observed by another member of the SCV project team.]

Once we're finished going over the form and have all of your questions answered, I'll ask you to sign and date both sections on the form.

### INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- Yes  
 No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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3. HAS THE PARTICIPANT READ AND SIGNED THE INFORMED CONSENT?

- Yes  
 No → (END INTERVIEW)

4. GIVE RESPONDENT AN UNSIGNED COPY OF THE CONSENT FORM: Here is a copy of this form for you to keep.



## SECTION III: USABILITY TESTING

### IF CONSENT WAS GIVEN, START TAPE RECORDER. COLLECT VERBAL CONSENT FOR TAPE RECORDING.

Now, if you're ready, I'd like to get started with the Survey of Crime Victimization. This is the type of survey you would receive in the mail or be asked to complete over the Internet. While we go over the questions, please try to remember how difficult it was to provide the requested information and with what questions you experienced any difficulty.

As I said earlier, this is NOT any kind of test and there are no right or wrong answers. We are reviewing the survey instrument with as many people as possible to see how different people navigate through it.

Do you have any questions?

Now, please read the letter you would receive in the mail and follow the instructions to complete the web survey. You can start the web survey now. I may stop you and ask you some questions as you go through the instrument. When the questions ask about your name or the name of any household member, please give only first and last initials. Also, enter "Xs" for your phone number.

You may begin.

**OBSERVATION DATA:** RECORD ANY NAVIGATION PROBLEMS RESPONDENT EXPERIENCED (AND PROBE ON WHAT RESPONDENT WAS TRYING TO ACHIEVE AS HE/SHE NAVIGATED THROUGH THE SCREEN). ALSO DOCUMENT AND PROBE ON ITEMS WHERE RESPONDENT HESITATED OR HAD TROUBLE ANSWERING, CHANGED HIS/HER ANSWER (INCLUDING BACKING UP), OR QUESTIONS THEY DID NOT ANSWER. FINALLY, PROBE ON ANY ITEMS WHERE PROGRAMMED RANGE CHECKS OR OTHER PROMPTS APPEARED, AND THE RESPONDENT'S REACTION TO THEM.

**OBSERVED LOG IN (URL OR PASSWORD) PROBLEMS:**

\_\_\_\_\_

**ITEM(S) WHERE RESPONDENT HESITATED/HAD TROUBLE SELECTING A RESPONSE:**

\_\_\_\_\_

**ITEM(S) WHERE RESPONDENT CHANGED HIS/HER ANSWER:**

\_\_\_\_\_

**ITEM(S) REQUIRED BUT LEFT BLANK BY RESPONDENT:**

\_\_\_\_\_

**GRID QUESTION(S) WITH RESPONSE OPTIONS LEFT BLANK:**

\_\_\_\_\_

**ITEM(S) WHERE RANGE CHECK OR OTHER PROMPT APPEARED:**

\_\_\_\_\_

**NUMBER OF TIMES R LOGGED OUT BY ACCIDENT:**

\_\_\_\_\_



Now, I'd like to go through the instrument with you again and ask your opinion about some of the questions and web instructions. Some of these questions may sound like I am giving you a test, but remember there are no right or wrong answers. We just want to see what people think about the questions and if they make sense to everyone.

**GENERAL QUESTIONS:**

- Did you have any difficulties finding the website? Was the url easy or difficult to type?

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- Did you have problems creating your own unique password? How confident were you that this would help keep your information private and secure?

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- What did you think of the website?

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- Did you use any of the other links on the web site, such as the Frequently Asked Questions? Did you find that information helpful?

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- Did you have any difficulties logging into the survey? Did you have any difficulties logging out and then logging back in?

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- What did you think of the instructions on the first screen of the survey? Did you know what you were required to do?

- Did you read the full informed consent? What kind of information was there?

- How easy or difficult was it to navigate from one page to another? Did you find the placement of buttons intuitive? Why or why not?

- Did you notice the progress indicator? When? (What did you think it showed?) Did you find it useful? Why or why not?

- How easy or difficult did you find typing your responses, or marking your answers in the checkboxes on the right side of some screens? Does this apply to all questions?

- How easy or difficult did you find selecting a response from the drop down menu?

**A. SCREENER****1. Screener\_A/ BoxA**

- What did you think of this screen? (Was there anything missing? Were you expecting to see a question?)

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**2. Screener\_A/ Q1**

- What did you think of the response table?

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- How easy or difficult was it to navigate to the next page? Were the Previous and Next buttons where you expected them to be?

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**3. PERCEIVED TIME**

- How long do you think it took you to complete this part of the survey?

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- Did you look at the progress indicator? Did you find it useful?

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**4. BOLDING/ITALICIZING**

- Did you notice some of the words were bolded? What did you think this meant?

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- Did you notice some of the text was italicized? What did you think this meant?

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**PROBE ON ANY MISSED INSTRUCTIONS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**F. INCIDENT 1**

**1. FBoxD**

- Did you read the introduction to the next section? What did you think of it? Did you expect to see a question on the screen?

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**2. CIR\_1 Q1**

- What did you think of this question? Was this easy or difficult to answer?

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- About which crime incident were you thinking when you answered this question? [TRY TO SEE IF THEY ARE REPORTING ON THE MOST RECENT INCIDENT/MULTIPLE INCIDENTS/MULTIPLE CRIMES THAT HAPPENED AT THE SAME TIME]

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- Did you notice the banner that reflected your responses from previous questions? What did you think of that? Why do you think it was provided? Did you find it helpful or not? Why?

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**3. CIR\_Incident/Q 9 OR ANOTHER “CHECK ALL THAT APPLY” QUESTION**

- What did you think of the response options? Did you know you could select more than one? (How did you know?)

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**4. CIR\_Incident/ Q59**

- What did you think of the write-in field? Do you feel you provided a lot or a little detail about what happened? What details did you leave out, if any? If you were filling this survey out on the web, would you write something in the box?

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**5. INCIDENTS AND SERIES**

- Do you think the questions were about different types of crimes that happened on the same day, or about the same types of crimes, regardless of when they occurred?

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- How would have answered these questions if you had experienced 2 crimes of the same type (e.g. 2 thefts)? Which crime would you report first?

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- Do you think the questions were about different types of crimes that happened on the same day, or about the same types of crimes, regardless of when they occurred? [IF DIFFERENT TYPES OF CRIME AT THE SAME TIME] How were you thinking about these crimes? What did you think of the banner in this case?

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- If you experienced the same types of crime during the same month (but on different occasions), which one do you think the banner refers to?

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- How would you report on crimes of the same type that happened more than 5 times during the past 6 months and you can't distinguish them from one another?

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**6. ON-SCREEN PROMPTS**

- What was your reaction to the alert messages? Did you understand how to fix the problem and/or move on to the next question?

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**PROBE ON ANY MISSED INSTRUCTIONS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**AT ANY POINT, ASK RESPONDENT TO GO BACK TWO QUESTIONS AND CHANGE HIS/HER RESPONSE.**

- 7. Did you have any problems backing up and changing your answers? How did you move forward once you had changed your answer?

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**G. INCIDENT 2**

(IF ADMINISTERED) **PROBE ON ANY MISSED INSTRUCTIONS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**H. INCIDENT 3**

(IF ADMINISTERED) **PROBE ON ANY MISSED INSTRUCTIONS, ANY HESITATIONS, BLANK ITEMS, ETC.**

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**DEMOGRAPHIC QUESTIONS - Income**

- What did you think of this question? Did you read the instructions? Did you find them useful?

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- Would you have any reservations answering this question on the web?

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**LOGOUT SCREEN**

- What did you think of this screen? Did you read the instructions to ask other adults in the household to complete the survey? How likely are you to do that?

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## I. HOUSEHOLD ROSTER

**DURING THE COMPLETION OF THE HOUSEHOLD ROSTER, INSTRUCT RESPONDENT TO GO BACK AND EDIT THE RESPONSE FOR MARITAL STATUS FOR A HOUSEHOLD MEMBER (IF RESPONDENT LIVES ALONE, INSTRUCT HIM/HER TO CHANGE ONE OF HIS/HER RESPONSES). RECORD START AND END TIME OF THIS TASK.**

START TIME: \_\_\_\_\_ AM/PM

END TIME: \_\_\_\_\_ AM/PM

### 1. Screener\_HBSQ/FS1\_OtherHH screen

- Did you read the instructions on this screen?

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### 2. Screener\_HBSQ/HouseholdMembers/FS1\_AnyMore

- Did you notice the grid above the question? What did you think of that?

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- Did you notice the instructions about how to make changes to information in the grid? What did you think of that?

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- If you want to change the name of the person you entered there, what would you do?

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- What would you do if you made a mistake and you wanted to remove a person you entered altogether?

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- Would you be comfortable providing this kind of information in a web survey?

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- If someone else in your household filled out the survey as well, do you think you would be able to see their responses when you log in? Do you think they would be able to see yours?

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## SECTION IV: CONCLUSION

Now I have just a few final questions about your overall opinion about the web survey.

- Do you have any overall opinions about the survey questions you answered?

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- What are your overall impressions of the survey web site?

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- Are there any changes we could make to the web site overall or to the question screens to make them easier to read, easier to use, or easier to navigate?

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- Do you have any other comments or concerns?

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- After hearing all of my questions, do you have any questions for me?

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**I want to thank you very much for your participation.**

INTERVIEWER: TURN OFF THE TAPE RECORDER. HAND THE CASH INCENTIVE TO THE PARTICIPANT.

**Usability Test End Time:** \_\_\_\_\_ AM / PM

## **Craig's List Recruitment Advertisement**

**Research Volunteers Needed.** RTI International, a not-for-profit research organization located in RTP, is looking for adults over the age of 18 who have ever experienced any of the following crimes: theft, burglary or robbery; actual or attempted unwanted sexual experiences; and/or physical violence. Information will be kept confidential. The private interview will be conducted at our RTP office and will take approximately 60 minutes, depending on your experiences. The purpose of the interview is to help test a web survey questionnaire. Receive \$40 as compensation for your time if you qualify and complete the interview. Please call XXXXXXXX at 919-541-XXXX to determine eligibility for participation.

# Crime Experience Interview

RTI International, a not-for-profit research organization located in RTP, is looking for adults over age 18 to participate in an interview to test survey questions.

Please contact RTI if you have ever experienced any of the following:

- ~ Theft, burglary or robbery
- ~ Actual or attempted unwanted sexual experiences
- ~ Physical violence



- ~ Information will be kept confidential
- ~ Private interview takes about 60 minutes and will be held at RTI's office in Research Triangle park
- ~ Participants will be given \$40 cash in compensation for their time if they qualify and complete the interview
- ~ No tests required

**Please Call XXXXXXXX (RTI International) at 919-541-XXXX to see if you qualify.**

**Survey of Crime Victimization  
Usability Test Participant Recruitment Script**

Hello, this is [NAME] from [RTI]. (Are you calling about the ad?)

Let me tell you a little about the study. The Bureau of Justice Statistics is interested in identifying new ways to collect data for the National Crime Victimization Survey. The survey collects information about the types and amount of crime experienced by households and individuals across the U.S. We are testing a new web survey format for the study to be sure that the questions we have designed make sense to different people across the country and are easy to answer on-line. We are trying to find people who are interested in helping us by providing their opinions about how easy or difficult it was to complete the web survey. If you are interested and eligible, we would like to schedule an in-person interview, which will take about an hour. At the end of the interview you will receive \$40 in cash. To make sure you are eligible for the study, I need to ask you some screening questions. This will only take about 5 minutes. Is this a good time?

**GENERAL QUESTIONS**

1. RECORD GENDER. (IF NECESSARY, ASK: Are you male or female?)

- 1 FEMALE
- 2 MALE

2. How did you hear about the study?

- 1 FROM CRAIG'S LIST
- 2 FROM A FLYER
- 3 FROM RTI CLASSIFIEDS
- 4 FROM A FRIEND OR FAMILY MEMBER
- 5 COMMUNITY ORGANIZATION: \_\_\_\_\_
- 6 SOME OTHER METHOD

2a. Are you an RTI staff member or a family member of an RTI employee?

- 1 YES [RESPONDENT IS INELIGIBLE. THANK R AND END CALL.]
- 2 NO

3. And how old are you? [IF CALLER IS UNDER 18, (S)HE IS INELIGIBLE. THANK R AND END CALL.]

CODE AGE RANGE BELOW

- 1 18-35
- 2 36-59
- 3 60+

4. Are you of Hispanic, Latino, or Spanish origin?

- 1 YES
- 2 NO



5. Are you White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, or Some other race?

CAN SELECT MORE THAN 1 RESPONSE.

- 1 White
- 2 Black or African American
- 3 American Indian or Alaskan Native
- 4 Asian
- 5 Native Hawaiian or other Pacific Islander
- 6 Other Race

6. What is the highest grade or level of education you have completed?

- 1 Less than high school
- 2 High school diploma/GED or some college (technical/vocational school)
- 3 College graduate (do not include Associate degree)

**THEFT**

7. Has anything ever been stolen from you?

- 1 YES → CONTINUE
- 2 NO → GO TO Q10

8. When was the LAST time anything was stolen from you?

- 1 Within the past 6 months
- 2 More than 6 months, but less than 2 years ago
- 3 More than 2 years ago

9. What was stolen?

CAN SELECT MORE THAN 1 RESPONSE

- 1 A motor vehicle or motor vehicle parts
- 2 Cash, purse, or a wallet
- 3 TV, DVD, or other household appliances
- 4 Portable electronics, clothing or jewelry
- 5 Tools, machines, or office equipment
- 6 Food, produce or animals
- 7 Other (*Please specify*) \_\_\_\_\_

## **BREAKING IN**

10. Have you ever experienced any breaking in attempts or has someone ever broken into your home or where you were staying?

1 YES → CONTINUE

2 NO → GO TO Q13

11. When was the LAST time you experienced any breaking in or breaking in attempt?

1 Within the past 6 months

2 More than 6 months, but less than 2 years ago

3 More than 2 years ago

12. What happened?

CAN SELECT MORE THAN 1 RESPONSE

1 Someone broke into your home

2 Someone broke into your garage, shed or storage

3 Someone broke into your hotel, motel room or vacation home

## **ATTACKS**

13. Have you ever experienced any threats or attacks, such as sexual attacks or threats, attacks with any kind of weapon, or have you ever been punched?

1 YES → CONTINUE

2 NO → GO TO END

14. When was the LAST time you were attacked or threatened in any way?

1 Within the past 6 months

2 More than 6 months, but less than 2 years ago

3 More than 2 years ago

15. How were you LAST attacked or threatened?

CAN SELECT MORE THAN 1 RESPONSE

1 Unwanted sexual contact

2 Threatened with a weapon

3 Shot at

4 Stabbed or cut with a knife or sharp object

4 Object thrown at

5 Hit, slapped, knocked down or bruised

6 Other (*Please specify*) \_\_\_\_\_

**END**

Thank you for answering these screening questions. I'll pass this information on to the study recruiter. If you are eligible, (s)he will give you a call to schedule a time that is convenient for you to participate in the study. As I said before, the interview will take about an hour and will be conducted in-person. The interview will be done at RTI International's headquarters in Research Triangle Park and you will receive \$40 for participating. Also, if you agree, we'd like to tape record the interview. (This is just to help us take good notes about any feedback you may have about the questions. Your name won't be associated with the responses on the tape. We will ask your permission to tape record the interview before we begin.)

RECRUITER: FILL IN A CODING SHEET TO INDICATE IF PERSON IS ELIGIBLE. CANDIDATES ARE INELIGIBLE IF THEY 1) ARE AN RTI EMPLOYEE OR FAMILY MEMBER; 2) ARE UNDER AGE 18; 3) DO NOT SPEAK ENGLISH; OR 4) HAVE NOT BEEN A VICTIM OF A CRIME IN THE PAST 6 MONTHS.

[IF PARTICIPANT IS INELIGIBLE, SAY]: Thank you for calling about the Survey of Crime Victimization. Unfortunately, we are unable to include you in the survey because we are only interviewing persons who [FILL APPROPRIATE RESPONSE: are not an RTI employees or family members / are age 18 or older / speak English / have been the victim of a crime in the past 6 months.] We appreciate you taking the time to respond to our ad. Have a nice day.

[IF PARTICIPANT IS ELIGIBLE, ASK]: Could I have your name and the best telephone number to reach you?

CANDIDATE NAME: \_\_\_\_\_  
CANDIDATE PHONE NUMBER: \_\_\_\_\_

**Survey of Crime Victimization  
Web Survey Usability Test  
Participant Informed Consent**

You are one of up to 20 persons being asked to participate voluntarily in this interview for the Survey of Crime Victimization (SCV), a study designed to collect information on the types and amount of crime committed against households and individuals. The purpose of the SCV is to evaluate the best ways to collect crime victimization data from households across the United States. The study is sponsored by the Bureau of Justice Statistics (BJS), U.S. Department of Justice. RTI International, a not-for-profit research firm, is conducting the study for BJS. The results of the SCV will be used to improve the way the National Crime Victimization Survey (NCVS) is conducted. The NCVS is a large national survey conducted annually for BJS by the U.S. Census Bureau to measure crime in the U.S.

The purpose of this interview is to test the “usability” of the web version of the questionnaire. By “usability,” we mean how easy or difficult it is to move from one screen to the next, enter answers to questions or change your answers, or to understand instructions and definitions that are shown on the screens. The interview will take about an hour, and there are no right or wrong answers to the questions you will be asked. We will first ask you to complete the SCV web survey by yourself. We will then go back to certain screens and ask how easy or difficult it was to find the information on the screen and to do certain tasks, such as entering an answer or changing an answer. Finally, we will ask for your suggestions on ways we can make the web survey easier to complete. You can help us by describing anything you find confusing or difficult to do on-line. In appreciation for your participation in this interview, you will receive \$40.00 as compensation for your time.

Your participation in this study is voluntary, and you may stop at any time. Even if you choose not to participate, you will not lose any benefits or services that you may be receiving from any government agency. The only potential risk to participating is that you may become uneasy about some of the questions in the interview. You may choose not to answer any question. You will be paid \$40 in compensation for your time, even if you decide to stop the interview. Your answers and your participation will be kept confidential, and the information you provide will be combined with the responses of other participants in a summary report that does not identify you as an individual. RTI and BJS will not share any personal information you provide during the interview with any person outside the SCV project staff. There is one exception to our guarantee of confidentiality. If in the course of this interview, I learn that you or someone else is in immediate risk of harm, I may need to tell someone whose job it is to keep you safe.

If you have any questions about the study you may call Susan Kinsey at 1-800-334-8571 ext. 7726. If you have any questions about your rights as a research participant in this study, you may contact the Office of Research Protection at RTI International at 1-866-214-2043, a toll-free number.

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The above document describing this research study has been explained to me. I agree to participate.

Signature of participant \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

I certify that the nature and purpose of this research have been explained to the above individual.

Signature of Person Who Obtained Consent \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

The OMB control number for this study is XXXX-XXXX.  
This valid approval number legally certifies this information collection.

***Audio-taping the interview:***

In order to make best use of our findings, we also request that you allow the interview to be audio-recorded, through the use of a recorder or laptop computer that will be on the table. The audio-recording will only be heard by people who are working on this project at RTI and BJS. The only purpose of audio-recording is to allow us to review the interview as we document our findings. If you would rather not have your interview recorded, or if at any time during the interview you decide that you would like the audio-recoding to be stopped, please tell the interviewer and we will stop recording.

---

I agree to allow the interview to be audio-recorded and to be listened to by staff at RTI and BJS who are working on this project:

Signature of participant \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

---

***[ADMINISTER ONLY IF APPLICABLE] Permission for Interview to be Observed:***

With your permission, another member of the SCV project team, [INSERT NAME OF RTI OR BJS OBSERVER], would like to observe this interview. He/She will not ask you any questions but is here to listen and learn how best to improve the questionnaire we are testing today. If you would rather not have an observer in the room, or if at any time during the interview you decide that you would like the observer to leave, please tell the interviewer.

---

I agree to allow the interview to be observed by another member of the SCV project team from RTI or BJS.

Signature of participant \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

## ***Appendix D: Distressed Respondent Protocol***

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## Respondents Who Become Distressed

The SCV questionnaire contains questions that may be upsetting for a respondent to answer. Your job as an interviewer is to ask these questions in a matter-of-fact, non-judgmental manner. Despite your best efforts, you may still encounter a respondent who is upset by a question or series of questions. You should try to handle these situations by offering appropriate support. Such occurrences may be very rare; most interviewers will never encounter this problem. However, if such problems do occur, we have designed procedures for you to follow.

A respondent's emotional distress may be expressed in different ways and will likely vary as a function of the age of the respondent. For example, a respondent may be overcome with emotion or become so agitated or distracted that he/she is temporarily unable to continue with the interview. Occasionally a respondent may become preoccupied with a powerful memory and give you much more detail about a particular event than the question requires.

People do not generally have sudden emotional outbursts. There is usually a progression of verbal and nonverbal cues indicating that a respondent is becoming upset. As you conduct the interview, (1) observe the respondent for cues that suggest distress (e.g., sudden agitated pacing); (2) listen carefully for cues (e.g., lump in the throat; quivering voice), and (3) acknowledge the behavior or feelings. For example, if the respondent's voice becomes soft and frail, you can say something like "Are you all right?" or "Is this becoming difficult for you?" If you observe a respondent struggling to maintain composure, or if he/she begins to cry, acknowledge the distress by saying something like "Would you like to take a short break?" and allow him/her time to regain composure.

Most often, the respondent will be able to continue. Once the respondent is composed, you should attempt to finish the interview. However, if he/she is too agitated or upset to continue, arrange to finish the interview at another time.

When a particular question triggers an emotionally-charged story from a respondent whose other responses have been to the point, it may be best not to try to redirect him or her as you would ordinarily. The respondent may need to describe a particular event, and you should wait patiently until you feel he/she is ready to continue. You may want to help regain focus with a comment such as "I see" and move on. Remember that you are responsible for getting the interview back on track. When you feel that the time is right, use a soft, direct manner and say something like, "I have a few more questions. If we go slowly, do you think we can continue with the interview?"

When a respondent becomes distressed, it may seem hard to avoid taking on the role of counselor. Regardless of your background, your function on this job is that of an interviewer, not a counselor. Providing counseling interferes with the interviewer-respondent relationship and compromises the quality of the data. Additionally, your counseling—despite your good intentions—could do more harm than good

for the respondent. Never adopt the role of “patient advocate.” Some individuals can be manipulative and lead well-intentioned, overly sympathetic interviewers in undesirable directions.

There are a few helpful “nevers” for you to remember regarding the interviewer-respondent relationship:

- Never engage in conversation with the respondent about events, behaviors, or feelings.
- Never give advice. Each person has his/her own best answers. Any advice that you give only means that this is what might work for you. More importantly, you may do harm by giving advice.
- Never tell a person that he/she “should” or “should not” feel a certain way. Feelings are not right or wrong, they’re just “feelings.”
- Never say that you are “surprised” about something that was said or done. This denotes judgment and criticism.

It is important to trust the respondent’s ability to handle personal feelings or emotions. Most feelings are transitory. Sometimes just expressing feelings to a nonjudgmental adult helps respondents to feel better. Although some parts of the interview may have been emotionally trying for the respondent, an extensive history of survey research on sensitive topics (such as emotional and behavioral problems), suggests you have not done any harm. Whatever the short-term effect of the interview, it is unlikely to have any lasting negative effect. In fact, some respondents may be relieved to have a neutral outsider to listen to the story, knowing there will be no further consequences.

When respondents become emotionally overwhelmed, agitated, or preoccupied, you should be aware that you may feel emotionally drained after the interview. Just being aware that your reaction is normal should make it easier for you to deal with the situation. Remember that you cannot discuss information, even if that information or observation is distressful to you, with your friends or family members. If you need support – and we all do at one time or another – call your task leader or project director.

If respondents exhibit any kind of threatening behavior towards you, call RTI security immediately and terminate the interview. The RTI campus security will be aware of when and where interviews are being conducted and will call the police if necessary.

All instances of distress during the interview should be reported to RTI’s IRB within 48 hours. Document your experience in an e-mail to your task leader and project director – they will contact the IRB to report the instance.



## **Respondents Whose Life or Health are in Imminent Danger**

During the SCV cognitive interviews, there is a very small chance that you could encounter a situation that causes you to believe that the life or health of the respondent or someone else is in imminent danger. You must be prepared to handle such a situation, using the procedures outlined below. Even though the questionnaire will be self-administered, during the cognitive interview you will become aware not only of the responses to the specific survey questions, but also some additional information cued by the probes in the cognitive interview protocol guide. You may suspect that a respondent's life or health, or the life or health of someone else (e.g., the respondent's spouse or child) is in imminent danger in their current living situation, even if the respondent does not explicitly say so.

If you believe that someone's life or health is in imminent danger, you should (1) offer resource information to the respondent; and (2) volunteer to make a call to one of the toll-free numbers for him/her while in the cognitive interview setting. The following resources should be made available to the respondent:

- National Domestic Violence Hotline (NDVH): 1-800-799-SAFE (7233)
- Rape, Abuse, and Incest National Network: 1-800-656-HOPE (4673)
- National Suicide hotline: 1-800-237-TALK (8255)

You must also notify the RTI Project Director immediately upon completing the interview so she can discuss the need for any further action with the RTI IRB.

***Appendix E: Literature Reviews: Examination  
of Data Collection Methods for  
the NCVS***

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**August 13, 2009**

# **Literature Reviews: Examination of Data Collection Methods for the NCVS**

## **Report**

Prepared for

**Bureau of Justice Statistics**  
810 7<sup>th</sup> Street, NW  
Washington, DC 20531

Prepared by

**RTI International**  
3040 Cornwallis Road  
Research Triangle Park, NC 27709

RTI Project Number 0211889

RTI Project Number  
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# Literature Reviews: Examination of Data Collection Methods for the NCVS

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## 1. ADDRESS-BASED SAMPLING

The development and improvement of a database of addresses in the United States has provided a potential alternative to the costly creation of sampling frames for area probability surveys through field listing. Address-based sampling (ABS) is possible using the Delivery Sequence File (DSF), a computerized file that contains all delivery point addresses serviced by the U.S. Postal Service (with the exception of general delivery). So far, evaluations of DSF for replacing enumeration of household units have shown promise, with potential household coverage as high as 97% on average. All evaluations have shown higher household coverage in urban areas than in rural areas.

The survey literature so far has focused on various approaches to a sampling frame construction from an address list and evaluation of its coverage and usability properties. The different approaches yield a uniform finding: using mailing addresses to develop a sampling frame for metropolitan households is a good and less costly alternative to household enumeration. For example, Iannacchione, Staab, and Redden (2003) applied Kish's half-open interval (Kish, 1965) frame-linking procedure to evaluate the coverage of an ABS frame using DSF. It was estimated that half-open intervals could be constructed and located for 94% of the addresses in the newly constructed frame. In another study designed to compare the coverage of ABS to field enumeration, Iannacchione et al. (2007) used global positioning system (GPS) technology to match the housing units from each frame. Even though field enumeration yielded higher overall coverage (98% vs. 82% in ABS), there was no difference when the matching was restricted to occupied urban housing units. Morton et al. (2007) applied Geographic information system (GIS) and GPS technologies to match postal (mailing address lists by postal carrier routes) to census geography (tracts and blocks). Not surprisingly, housing units in urban areas were more likely to geocode to the correct census block than housing units in rural areas (73% vs. 38%). O'Muircheartaigh et al. (2006) compared the coverage and cost-benefit tradeoffs of traditional enumeration and ABS on a national scale, employing a process in which a benchmark frame was constructed and ABS and traditional enumeration were evaluated against it. Overall, ABS was found to be more effective than the traditional enumeration, with the exception of areas with irregular street patterns and high population growth rates.

A few studies present methods for improving the coverage of ABS. Dohrmann, Han, and Mohadjer (2006) proposed enhancing the existing "Waksberg approach" to select segments with high growth rates at higher probabilities and applying lower subsampling rates for inclusion of missed units in such segments. O'Muircheartaigh, English, and Eckman (2007) proposed a model-based approach to inform decisions prior to data collection on whether field enhancement to ABS would be needed in particular segments. ABS was found appropriate for small-scale, low-cost surveys but was seen as not yet ready to fully replace traditional enumeration for high-quality national surveys. McMichael, Ridenhour, and

Shook-Sa (2008) proposed an alternative to HOI—a three-component procedure called Check for Housing Units Missed (CHUM). In initial evaluation, the first component of CHUM picked 79% of the missing units, while the second component picked the remaining 21%.

The quality of the address lists and of their coverage varies by vendors. Various vendors maintain and provide current versions of DSF that could be purchased for surveys (USPS does not offer it to survey organizations). Dohrmann, Han, and Mohadjer (2006) compared list quality by vendors (Compact Information Systems [CIS], Donnelly Marketing, and ADVO) for an urban/suburban area and compared ABS to traditional enumeration in urban/suburban, very urban, and rural areas. CIS and ADVO were found to be comparable. Consistent with other findings, high match rates between ABS and traditional enumeration were reported mainly for urban areas.

Alternatives to DSF have also been considered in investigating alternative methods for sampling frame construction. For example, Kalsbeek, Kavanagh, and Wu (2004) examined the utility of using lists of property tax parcels in U.S. counties. A test of the proposed approach yielded high levels of validity and reliability, similar to the levels associated with the traditional housing unit enumeration.

Finally, the evaluation of ABS for sampling frame creation for the general population has been expanded by a comparison to random-digit dialing (RDD) sampling methods (Link et al., 2008). In addition to the lower cost of the ABS mail survey, ABS reported significantly higher response rates than RDD in five of the six studied states.

## **1.1 Summary**

Overall, the existing research presents a promising future for ABS in survey design and suggests that its true potential may be in mixed-mode surveys. The attractiveness of ABS is that it is cost efficient and time efficient. Large-scale surveys often require several months to list all dwelling units in the selected segments (usually, census blocks). In contrast, ABS offers greater geographic diversity (selection of housing units is not restricted to small segments based on census blocks) and thus presents a potential for improving statistical efficiency. There are some drawbacks associated with the construction of an address-based sampling frame related to the overall completeness of the list, the current status of the addresses, and the adequacy of the list coverage in rural areas. The typical sources of undercoverage for ABS are post office boxes, when used as the only method for mail delivery (making up 1.3% of households in the United States, according to Staab and Iannacchione [2003]); rural routes (making up 3.9% of households nationwide); and noninstitutional group quarters (e.g., dormitories, assisted living facilities, shelters) that are not identified on the USPS lists because they operate their own post office or because mail is delivered to the business unit.

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## 2. MIXED-MODE SURVEYS

Researchers are continually trying to find the optimal mix of methods to minimize total survey error in survey estimates. Declining response rates, increasing costs, coverage issues, and data collection deadlines have all led to the increasing use of mixed-mode survey designs. With the popularity of telephone surveys in the 1970s, the mix of face-to-face and telephone data collection modes soon became attractive for large national surveys (e.g., the Current Population Survey). The development of computer technology marked the next change in data collection—computer-assisted equivalents were implemented in all major modes of data collection (de Leeuw and Collins, 1997; Couper and Nicholls, 1998). The development of web surveys gave rise to a combination of mail and web surveys.

When discussing mixed-mode surveys, it is important to investigate the reasons for mixing modes, mode effects, and issues to consider when mixing modes. These items are discussed in more detail below.

### 2.1 Attractiveness of Mixed-Mode Data Collection

Groves et al. (2004) identified three main reasons for using mixed-mode data collection: cost reduction, response rate maximization, and money saving in longitudinal surveys. The use of a combination of data collection methods reduces cost, as it typically involves an attempt to collect data in a cheaper mode (e.g., mail), followed by a more expensive mode (e.g., telephone), and possibly moving to an even more costly mode (e.g., face-to-face interviewing) for the nonrespondent sample persons. The American Community Survey is an example of this approach: it starts in a mail mode; this is followed by telephone follow-up of nonrespondents; and then there are face-to-face follow-ups with a subsample of the remaining nonrespondents (Alexander and Wetrogan, 2000). Maximization of response rates is often achieved through mixed-mode data collection. For example, the Current Employment Statistics program offers multiple modes of data collection, such as web, fax, inbound interactive voice response (IVR), telephone, and mail. While the Current Employment Statistics survey, which includes 390,000 business establishments, employs six methods of data collection, the use of two or three modes is more common in increasing response rates and decreasing costs.

Longitudinal surveys also employ mixed-mode data collection to reduce cost in later waves, when rapport between the interviewer and the respondent has already been established in the first wave, usually administered in face-to-face mode. An example of this approach is the Current Population Survey, where interviewers obtain telephone numbers in the first wave of data collection that are to be used in subsequent rounds.

Biemer and Lyberg (2003) note that mixed-mode designs have now become the norm of data collection in the United States and Western Europe. The attractiveness of mixed-mode designs is in their ability to compensate for the weaknesses of individual modes. For

example, to reduce coverage bias in the early days of telephone data collection, mixed-mode dual frame designs were often employed, benefiting from the cost savings of telephone interviewing and the complete coverage of face-to-face data collection (e.g., Massey, Marquis, and Tortora, 1982; Marquis and Blass, 1985; for a detailed discussion, see Groves and Lepkowski, 1985). Another feature that makes mixed-mode designs attractive is their application in reducing nonresponse bias. Since nonresponse includes both noncontacted respondents and those who refuse to cooperate under the initial protocol, implementing a different mode of data collection can be addressed both by changing the method of contact and using different persuasive techniques, particularly through the use of interviewers. It is not necessarily that some modes are better than others for a particular population; to the extent that individuals vary in their likelihood to participate across modes and that respondents to different modes are somewhat different, the threat of nonresponse bias is minimized through the use of multiple modes.

The possibility that some respondents prefer one mode over another has been recognized. Often, however, the mode in which respondents are asked about their mode of preference is selected as the mode of choice. For example, Groves and Kahn (1979) reported that among respondents in a national telephone survey, 39% expressed a preference to be interviewed by phone, 23% in a face-to-face setting, and 28% by mail. The preferred mode of interview in a face-to-face survey was overwhelmingly face-to-face (78%), followed by mail (only 17%). Some studies suggest that giving the choice of mode to the respondent does not necessarily improve response rates. For example, Dillman, Clark, and West (1995) showed that offering the respondent the choice of returning a questionnaire by mail or calling in to be interviewed did not improve response rates. On the other hand, sequential change of modes has been reported to significantly improve response rates. For example, Shettle and Mooney (1999) reported a response rate of 68% after four mailings and an incentive, which increased to 81% with telephone follow-up and to 88% with a final switch to face-to-face interviewing.

## **2.2 Mode Effects**

Different data collection modes possess different strengths and weaknesses. In searching for reasonable alternatives, studies have contrasted pairs of modes. Compared with face-to-face surveys, telephone surveys have been found to yield lower response rates (Groves and Kahn, 1979; Cannell et al., 1987; Sykes and Collins, 1988), shorter responses to open-ended questions (Groves and Kahn, 1979; Sykes and Collins, 1988; Kormendi and Noordhoek, 1989), and higher rates of satisficing and socially desirable responding (Holbrook, Green, and Krosnick, 2003; Kirsch, McCormack, and Saxon-Harrold, 2001). In addition, sensitive questions have been found to increase mode differences (Aquilino and LoSciuto, 1990). Similarly, comparisons between mail and telephone modes show higher social desirability effects (Dillman and Tarnai, 1991; Walker and Restuccia, 1984) and

increased response order and question order effects (Bishop et al., 1988) for telephone surveys. A meta-analysis of face-to-face versus mail response rates did not find significant differences between modes (Goyder, 1986). Research so far has produced mixed results on the effect of these modes on reports of sensitive behaviors. For example, Bongers and van Oers (1998) found no difference between mail and face-to-face interviewing on responses to alcohol-related questions, but Hochstim (1967) and Tourangeau and Smith (1996) found greater reporting of sensitive behaviors in self-administered surveys.

### **2.3 Things to Consider When Mixing Modes**

There are potential drawbacks to using mixed-mode survey designs, affecting different sources of survey error: coverage, nonresponse, measurement, and processing. Coverage error can be affected in mixed-mode designs when multiple sampling frames are needed. Although the use of multiple frames can reduce undercoverage, it involves the use of statistical adjustments to sample weights to merge data from each mode—a procedure that can induce varying, and often unknown, amounts of error, depending on the particular frames and study design.

As noted earlier, mixed-mode designs are often used to increase response rates, but when they are used to reduce costs, they can lead to lower response rates—likely respondents to face-to-face survey requests may be less likely to participate if first asked in a different mode, such as by mail. Apart from the choice of modes to be implemented in a study, the order of modes can also have an impact on cost and response rates—and may likely result in a different mix of survey errors. An equally important decision is whether to implement modes simultaneously, giving the choice of mode to the respondent, or sequentially, often offering the lower-cost modes first. While this is an important design decision, one that could affect response rates, nonresponse bias, and the measurement properties of the data, it is still in need of empirical research.

Perhaps the greatest source of error from implementing a mixed-mode design is from measurement. Differences across modes have been identified in the research literature, which for the most part can be attributed to three factors: interviewer versus self, visual versus auditory, and computer versus paper-and-pencil administration. In a seminal paper covering two of these three dimensions, Tourangeau and Smith (1996) found greater reporting of sensitive behaviors in computer-assisted self-interviewing than in computer-assisted personal interviewing, and even greater reporting of sensitive behaviors in audio computer-assisted self-interviewing.

A large body of literature reports that interviewer-administered modes evoke socially desirable reporting to a greater extent than do self-administered modes (Aquilino, 1994; de Leeuw, 1992; De Maio, 1984; Hochstim, 1967). It has also been suggested that respondents are more likely to acquiesce in the presence of an interviewer (Schuman and

Presser, 1981). Additionally, the presentation of the survey questions (visual vs. auditory) in each mode contributes to primacy or recency effects, as described by Krosnick and Alwin (1987).

Finally, the mix of modes in a survey can result in different processing errors. Often overlooked, the errors made by interviewers (e.g., coding of occupation) are different from the errors made in the processing of paper questionnaires, which in turn are different from those in computerized self-administered modes. Like measurement error, this is particularly threatening when these mode-specific errors are not randomly distributed across different sample members—and the interview mode is seldom, if ever, a random choice or assignment.

## 2.4 Summary

Overall, mixed-mode designs will continue to gain popularity mainly because of their ability to reduce costs and maximize response rates. However, careful consideration should be given to the potential impact of such designs on the coverage, nonresponse, and measurement properties of the data.

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### **3. SELF-ADMINISTERED MODES OF DATA COLLECTION**

Self-administered surveys involve indirect contact with the respondent, may utilize both visual (e.g., mail) and aural (e.g., audio computer-assisted self-interviewing [ACASI]) channels of communication, and usually do not allow for complex instruments (unless computer administered). Self-administered modes can be used as stand-alone modes, in mixed-mode designs, or in portions of face-to-face surveys where sensitive questions are asked. A common feature in self-administered modes (when used as stand-alone modes or in mixed-mode designs) is the sequence of the distribution of materials—such as advance letters; the cover letter and questionnaire; and the reminder message and follow-up questionnaire—used to maximize response rates (see Dillman, 1978; Dillman, 2000).

There are various types of self-administered methods of data collection that differ largely in the extent to which they employ technology and utilize aural and visual presentation. Mail surveys remain one of the most popular modes, in part due to the ability to use address sampling frames. Other self-administered modes include e-mail, web, fax, optical character recognition (OCR), disk-by-mail (DBM), touchtone data entry (TDE), voice recognition entry (VRE), automatic speech recognition (ASR), and inbound interactive voice response (IVR). Several self-administered modes are used as part of an interviewer-administered survey, where the interviewer sets up the equipment, instructs the respondent in how to use it, and is available during the interview to assist, if necessary: computer-assisted self-interviewing (text-CASI), audio-CASI (ACASI), video-CASI (V-CASI), and audio-visual CASI (AV-CASI).

From a cost-and-error perspective, self-administered modes are often characterized by relatively low costs when used as the primary mode but are associated with lower response rates than interviewer-administered surveys. This leaves a substantial potential for nonresponse bias in self-administered surveys. Often, it is not possible to disentangle refusals from noncontacts—for example, Mathiowetz, Couper, and Singer (1994) reported that in 63% of households in the United States, one person is responsible for opening mail and that 63% of households throw some mail away without opening. In addition, even in interviewer-administered surveys, breakoff rates are very high: for example, in their review of IVR studies, Tourangeau, Steiger, and Wilson (2002) reported breakoff rates as high as 31%; similarly, Couper, Singer, and Tourangeau (2004) reported a 24% overall breakoff rate in outbound IVR, and Gribble et al. (2000) reported a 24% breakoff rate for telephone-CASI, compared with 2% for computer-assisted telephone interviewing (CATI).

#### **3.1 Mail Surveys**

Mail surveys continue to be one of the most popular methods for data collection. The research on mail surveys is voluminous: a bibliography compiled in the 1990s on research to improve mail survey procedures published since 1970 included more than 400 entries (Dillman and Sangster, 1990). Nonresponse has been the biggest challenge to mail surveys

so far; thus, various studies have focused on procedures and techniques for maximizing response rates. Such techniques include incentives; personalization of correspondence; content of cover letter; questionnaire layout, length and color; follow-up reminders; and so forth (see Dillman, 1978; Dillman, 2000). The Total Design Method (TDM) proposed by Dillman (Dillman, 1978) and later renamed the Tailored Design Method (Dillman, 2000) utilizes social exchange theory to guide the integration of specific procedures. The theory posits that sample members are more likely to return the questionnaire if the perceived benefit of doing so outweighs the perceived cost of responding. This has led to practical recommendations on how to design a mail survey that appears interesting, trustworthy, easy, and less time consuming to complete.

In terms of coverage, mail surveys so far have not enjoyed the degree of coverage accomplished by face-to-face surveys. However, with the development and improvement of a database of addresses and the promising future of the Delivery Sequence File<sup>7</sup> for address-based sampling, mail surveys may become a mode that offers almost complete coverage of households in the United States at a relatively low price.

From a measurement error perspective, mail surveys have been reported to be less susceptible to response order effects (mainly recency effects, i.e., choosing the last response category) relative to telephone surveys (Bishop, Hippler, and Schwarz, 1988; Ayidiya and McClendon, 1990). Another difference between mail and interviewer-administered modes that is frequently observed in research is the tendency for mail respondents to use the entire scale when vague quantifiers are used as scale categories rather than selecting the extremes. Such an effect was first reported by Hochstim (1967) and was later supported by studies on mode comparisons by Dillman and Mason (1984), Mangione, Hingson, and Barrett (1982), Talley et al. (1983), Walker and Restuccia (1984), and Zapka, Stoddard, and Lubin (1988). One possible explanation for the observed differences is that respondents do not interact with an interviewer and thus are less concerned about self-representation and less likely to provide socially desirable responses (extremes on scales). In fact, self-administered surveys in general have been reported to yield higher rates of sensitive and socially undesirable behaviors and attitudes, possibly due to the increased social distance between respondent and researcher and the private environment in which the survey can be filled out.

### **3.2 Self-Administered Modes and Sensitive Questions**

In response to the need for a private data collection environment, various (usually CASI) techniques in which the respondents interact directly with a laptop computer for a portion of the face-to-face interview have been utilized. A seminal article by Tourangeau and Smith (1996) examined responses to computer-assisted personal interviewing (CAPI) and

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<sup>7</sup> A computerized file that contains all delivery point addresses serviced by the U.S. Postal Service with the exception of general delivery.



interviews conducted using text-CASI and ACASI. Topics ranged from illicit drug use to sexual behavior. The findings supported the notion that the privacy of the CASI setting encouraged respondents' honesty in reporting such sensitive behaviors. It was also demonstrated that the audio component of the interview (ACASI) enhanced the feeling of privacy, thereby increasing the level of reporting. Similar findings were reported by Aitken et al. (2000), Hewett et al. (2004), Fu et al. (1998), Kissinger et al. (1999), and Moskowitz (2004). A recent study by Couper, Tourangeau, and Marvin (2009) demonstrates that the gains from using ACASI are modest relative to text-CASI and that most respondents make limited use of the audio component.

Many national surveys that gather data about sensitive topics employ self-administration for part of the interview. For example, the National Survey of Family Growth administers items about pregnancies and abortions in ACASI and also in the main CAPI module. A difference of 17% in reports of abortions has been reported between ACASI and CAPI (Fu et al., 1998). Similar findings have been reported on illicit drug use in the National Longitudinal Study of Youth (Schoeber et al., 1992) and in a randomized experiment embedded in the 1990 National Household Survey on Drug Abuse (NHSDA) field test.

Recently, the effects of self-administered modes on socially desirable and sensitive reporting were reexamined by Kreuter, Presser, and Tourangeau (2008). The authors used survey and university record data to look at mode effects on the reporting of potentially sensitive information by a sample of recent university graduates. Conventional CATI, IVR, and web modes were compared. Web administration was found to increase the level of reporting of sensitive information and reporting accuracy relative to conventional CATI, followed by IVR.

No significant differences in reports to sensitive and socially desirable questions have been reported *across* self-administered modes (e.g., Dillman and Tarnai, 1991; Knapp and Kirk, 2003; Lensvelt-Mulders et al., 2006). Generally, computerization does not add an additional advantage (e.g., Dillman and Tarnai, 1991), even though the use of ACASI can be invaluable for low-literate populations.

### **3.3 Web Surveys**

With the mass use of the Internet, web surveys became popular very fast. Web surveys offer access to millions of potential respondents, at low cost and with rapid turnaround. Coverage remains the biggest threat to inference from web surveys (unless the target population is made up entirely of web users). Sampling frames for web surveys are hard to construct because the "internet population" is different in many aspects from the general population in the United States (Couper, 2000). Thus, web surveys often use non-probability-based sample designs. Many survey organizations create panels of web respondents that are recruited via a probability mode, such as phone, face-to-face, or mail. However, this strategy adds another layer of concern—panel conditioning that occurs with

continuous experience with a survey over time (Kalton and Citro, 1993; Kalton, Kasprzyk, and McMillen, 1989).

When frames are available and probability methods employed (e.g., lists of e-mail addresses of university students), web surveys generally produce lower response rates than mail surveys (e.g., Guterbock et al., 2000; Kwak and Radler, 2002; Lesser and Newton, 2001; Lesser and Newton, 2002). The reasons for this may be many—the fact that techniques that have proven successful in increasing response rates in mail surveys may not work for web surveys, technical difficulties, and so forth. Concerns of privacy and confidentiality may be a crucial factor affecting not only web survey response rates but also the ability to collect sensitive information with less social desirability bias (Couper, 2000). We are not familiar with research that examines the extent to which the use of web surveys negates the ability of self-administered surveys to collect sensitive information.

From a measurement error perspective, web surveys possess unique features, such as the ability to deliver multimedia content to respondents; however, there may be variation in how a survey appears on a respondent's screen (dependent on browser settings, screen size, etc.). Various aspects of visual design features have been tested, including the use of progress indicators (e.g., Crawford, Couper, and Lamias, 2001; Conrad et al., 2005; Heerwegh and Loosveldt, 2006); paging versus scrolling web survey design (e.g., Peytchev et al., 2006); definitions (e.g., Conrad et al., 2006); visual analog scales (e.g., Couper et al., 2006); response formats (e.g., Heerwegh and Loosveldt, 2002); and interviewer pictures, scale colors, and other visual features (e.g., Couper, Conrad, and Tourangeau, 2007; Tourangeau, Couper, and Conrad, 2007).

Web surveys are increasingly becoming a popular option in mixed-mode designs using the choice of completion method, where the focus is on minimizing respondent burden and cost (rather than concern about possible mode effects). Many government agencies have introduced a web option (usually in panel surveys of establishments): for example, the Current Employment Statistics program at the Bureau of Labor Statistics (Clayton and Werking, 1998); and the U.S. Census Bureau's Library Media Center survey (see Tedesko, Zuckerberg, and Nichols, 1999; Zuckerberg, Nichols, and Tedesco, 1999).

### **3.4 Summary**

Self-administration is a preferred mode of data collection for survey questions related to sensitive or socially undesirable events and behaviors. This is usually achieved through the use of various CASI techniques, even though research suggests that it is the use of self-administration rather than computerization of the survey interview and audio components that is believed to enhance a respondent's privacy. Mail and web modes are the dominating self-administered options that are used as stand-alone modes or in mixed-mode designs.

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## 4. USE OF INCENTIVES

The use of incentives in surveys has been studied for decades. The literature surrounding the use of incentives details multiple dimensions that impact the effectiveness of incentives. These include theories on why incentives work, impact on response rate and nonresponse bias, prepaid versus postpaid incentives, and mode differences.

### 4.1 Theories on Incentive Effectiveness

Different reasons for the effectiveness of incentives have been provided in the literature. The theory of social exchange in the field of social psychology suggests a mechanism of social indebtedness, in response to which the individual cooperates with a survey request (Dillman, 1978). While social exchange would require that the sample member does not link the incentive to the survey request, a feature of the use of social exchange is that the incentive is rather small, so it is construed as a token of appreciation rather than a form of compensation for time and effort. This would suggest an incentive amount that has a small value. Kulka (1994) conducted an extensive overview of the existing literature and concluded that there was support for the belief that small monetary incentives increased response rates—a phenomenon largely attributed to social exchange.

Another reason for the effectiveness of incentives is more direct and can be described by theories such as economic exchange: an incentive is a form of compensation for participating in the survey. For some respondents, a particular compensation amount may be below a threshold level at the time of a survey request, but the higher the incentive, the more respondents decide to participate in the survey. Indeed, multiple studies have demonstrated that, for incentives, more is usually better. Trussel and Lavrakas (2004) examined the effect of incremental incentive increase in an experiment launched in a large-scale, mixed-mode survey. The levels of tested incentives ranged from \$0 to \$10. Consistent with previous findings, sending \$1 versus not sending an incentive at all resulted in higher response rates. The incremental increase in the incentive amount had a differential effect, depending on the outcome of the prior contact with the household. For households with positive outcome, it was not until the amount of \$5 was reached when the response and cooperation rates became significantly higher, relative to \$1. More interestingly, the \$7 to \$10 condition did not differ significantly from \$6. In contrast, in households that were never initially contacted or had negative outcome, each incremental dollar had a larger impact on response and cooperation than the previous dollar amount. The result suggests that when there is negative previous contact with the sample person, researchers should spend the maximum allowed in the budget on incentives.

Brick et al. (2005) compared the effectiveness of prepaid \$0, \$2, and \$5 incentives at various stages of a random-digit dialing (RDD) survey on educational topics. Brick et al. (2005) found that \$5 was more effective than \$2 in achieving initial cooperation, but the

relative effectiveness of the incentive (defined as the percentage point increase in the initial cooperation rate per dollar when compared to no incentive) was higher for the \$2 condition. Furthermore, incentives provided at the refusal conversion stage (a letter was mailed before calling) were more effective than incentives provided at the recruitment stage of the survey.

It is yet unknown whether respondents really construe a small incentive as a token of appreciation as opposed to a small amount of compensation, but in addition to the cognitive mechanism at play, a small token of appreciation can have a very different impact on survey costs compared to a larger compensation.

## **4.2 Impact on Response Rate and Nonresponse Bias**

Offering respondent incentives is a demonstrated method to increase cooperation and response rates, but more importantly, it is also a method to decrease nonresponse bias. Sample members participate in surveys for various reasons. The leverage-salience theory (Groves, Singer, and Corning, 2000) posits that different people place different levels of importance on features of the survey request, such as the survey topic, survey sponsor, interview length, and so forth. Depending on what is made salient when the sample person is approached, the outcome of the survey request can be a refusal or an acceptance. For example, those less interested or involved in the survey topic can cooperate at a lower rate, leading to nonresponse bias in estimates based on the respondents. Incentives have been shown to increase cooperation *particularly* among sample persons with lower topic involvement. In a study that tests the theoretical framework based on the leverage-salience hypothesis, Groves, Singer, and Corning (2000) compared incentive and no-incentive treatments in a survey about political and community involvement. As expected, incentives significantly increased response rates. More interestingly, however, the effect of incentives was diminished for sample persons with high community involvement. Similar results were reported earlier by Baumgartner and Rathbun (1996), who found that monetary incentives increased cooperation more among those less interested in the survey topic. Such findings suggest that by attracting respondents who normally would not take part in the survey, incentives also changed the mix of sample persons who are measured, thus presenting a potential for reducing nonresponse error. However, in another test of the leverage-salience theory, Groves, Presser, and Dipko (2004) failed to find significant effects of monetary incentives in reducing the effect of topic interest on survey participation.

The link between response rates and nonresponse bias arises when there is a clear connection between response propensity and a survey variable of interest. The use of incentives may influence both the participation decision and survey variables. In a series of experiments launched to test whether those interested in the survey topic participate at higher rates and whether nonresponse bias on estimates of variables reflecting the survey topic was affected by this, Groves et al. (2006) also examined whether the use of incentives affected the link between topic interest and nonresponse bias. Incentives did not reliably



dampen the effect of topic interest, even though the results were in the hypothesized direction.

### **4.3 Prepaid Versus Postpaid Incentives**

Another important factor when considering incentives is whether to offer them in advance, regardless of the sample person's decision to participate in the survey (prepaid), or after the respondent has agreed and completed the survey (promised). Some studies have found only prepaid incentives to be effective in reducing nonresponse in interviewer-administered surveys (Berk et al., 1987; Cantor et al., 1998; Singer, Van Hoewyk, and Maher, 2000), while Bosnjak and Tuten (2003) have found no difference between prepaid and promised incentives in web surveys.

Various studies have demonstrated the stronger effect of prepaid versus promised monetary incentives in mail surveys (for an overview, see Linsky, 1975; Armstrong, 1975). A meta-analysis of the experimental work on incentives in mail surveys by Church (1993) concluded that prepaid incentives yielded higher response rates than promised incentives or gifts sent with the initial mailing (65% average increase). Furthermore, it was concluded that an increase in the amount of money sent translated to an increase in response rates (but as Armstrong [1975] and Fox, Crask, and Kim [1998] suggest, at a decreasing rate).

Certain designs do not allow for prepaid incentives (e.g., most RDD surveys, or surveys of the whole household when the number of household members is unknown). In such cases, the amount offered may determine to a large degree the effectiveness of the incentive. For example, Cantor, Wang, and Abi-Habibm (2003) found an almost 10% increase in the response rate when promising \$20 (vs. no incentive) in an RDD survey of caregivers to children aged newborn to 17. Strouse and Hall (1997) recommend that for a survey to be successful, promised incentives have to be quite large (in the \$15 to \$35 range).

Promised incentives are fairly common at the refusal conversion stage. A number of studies have reported gains in response rates through offering relatively large amounts of money (\$25 or greater) at the end of the data collection period (e.g., Olson et al., 2004; Curtin, Presser, and Singer, 2005).

### **4.4 Incentives and Survey Mode**

Comparison of the respondent conditions in self-administered versus interviewer-administered surveys suggests that the need for incentives will be greater in self-administered modes, where the persuasive presence of an interviewer is missing. In a meta-analysis that included face-to-face, telephone, and mixed-mode surveys, Singer et al. (1999) found that the effect of incentives was largely the same across modes. The results suggested that prepaid incentives yielded significant improvement in response rates, and

gifts were found to be significantly less effective than monetary incentives, even controlling for the value of the incentive.

It remains unknown whether nonmonetary incentives that appeal only to some respondents produce the same expected reduction in bias that is usually associated with monetary incentives. To an extreme, it is unclear whether such incentives may even induce bias in survey estimates—similarly to the bias induced through topic interest.

## 4.5 Summary

Despite these arguments and empirical findings, incentives may not be included in a study design due to their cost. Yet incentives can reduce the cost per case through the need for fewer interviewer call attempts to sample members and for the more costly refusal conversion attempts, as evidenced by the incentive experiments conducted for the National Survey on Drug Use and Health. The cost per interview in the \$20 group was 5% lower than the control; in the \$40 group, costs were 4% lower than the control. The cost savings were gained by interviewers spending less time trying to obtain cooperation from respondents (Kennet et al., 2005).

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## 5. ADDITIONAL ISSUES IN MEASURING CRIME VICTIMIZATION IN SURVEYS

Several methodological issues are of particular relevance to surveys collecting data on crime victimization, including problems with respondents' recalling and dating victimization incidents correctly, the use of proxy respondents, perceptions of crime severity, survey context, stigma, and terminology used in survey questions. The purpose of this document is to provide the Bureau of Justice Statistics with an overview of additional issues in measuring crime victimization surveys. This information will be used to inform the data collection methods project being conducted as part of the overall redesign of the National Crime Victimization Survey (NCVS).

### 5.1 Event Recall

Survey designers rely on respondents' recall when collecting reports of past behaviors and events. Accuracy of self-reports of past behaviors and autobiographical events is challenged by the failure to encode the event initially, telescoping (reporting of events outside the reference frame), or other sources of recall loss (Tourangeau, Rips, and Rasinski, 2000).

Not all encoded events are easily retrieved. Various studies have demonstrated that accuracy of responses to autobiographical questions depends on passage of time (Cannell, Miller, and Oksenberg, 1981; Loftus et al., 1992; Means et al., 1989; Smith and Jobe, 1994), length of reference period (for a meta-analysis, see Sudman and Bradburn, 1973), event salience characteristics (e.g., Thompson et al., 1996; Wagenaar, 1986), and question aids used to improve recall (e.g., Brewer, 1988; Wagenaar, 1986). Commonly used question aids are situational cues (e.g., physical context, date) and retrieval cues (e.g., examples of similar events). To improve crime report accuracy, the NCVS 1992 redesign introduced the *short-cue* screener strategy. The short-cue screener model attributed the failure to report crime incidents to a lack of conceptual question understanding, memory failure, or intentional misreporting; the redesign attempted to address the first two sources by using person and location reference frames and by increasing the number and variety of cues presented to the respondent. Preliminary tests of the short-cue screener yielded crime report rates 19% greater than the rates produced when the original screening questions were used (Martin et al., 1986). Several field tests conducted by the U.S. Census Bureau reported similar findings—significantly higher rates of violence and crime reporting for the short-cue screener group relative to the original screener group (Hubble, 1990). As expected, the introduction of the short-cue screener in 1992 yielded more reports of victimizations and captured types of crimes that were previously undetected (Rand, Lynch, and Cantor, 1997). It improved the measurement of traditionally underreported crimes (e.g., rape and aggravated assault) and crimes committed by family members and acquaintances (Kindermann, Lynch, and Cantor, 1997). The differences were largely attributed to explicit cueing of certain crime types (e.g., rape and sexual assaults) and the

addition of two reference frames to aid recall: the first, related to crimes committed by someone the respondent knew; the second, related to the location of the crime (U.S. Bureau of the Census, 1994).

In the search for strategies that improve recall, a number of studies have examined the issues of *forward telescoping*, the reporting of events that occurred prior to the reference period (e.g., Neter and Waksberg, 1964; Loftus and Marburger, 1983; Brown, Rips, and Shevell, 1985; Loftus et al., 1990), and *backward telescoping*, the reporting of events that occurred after the reference period (e.g., Sudman and Bradburn, 1973; Means et al., 1989). One of the design strategies used to reduce telescoping in panel surveys and employed by NCVS is *bounded recall* (Neter and Waksberg, 1964), a technique where the responses from the first interview are used to anchor responses from following interviews.

Another approach to assist event recall is known as *anchoring*, which uses events such as holidays, major public events, personal landmarks, and so forth (Linton, 1975; Loftus and Marburger, 1983; Brown, Shevell and Rips, 1986; Means et al., 1989). Yet another approach is to vary the length of the reference period depending on how salient and rare the event is judged by the researcher, the premise being that longer reference periods can be used for rare and salient events (Sudman and Bradburn, 1974; Mathiowetz, 1988; Warner et al., 2005). An examination of recall biases in NCVS revealed that rates of victimization decreased significantly as the length of the reference period increased (Bushery, 1981). In a reverse record-check study of victims of robbery, burglary, and assault, Czaja et al. (1994) found that the length of reference period and anchoring did not affect victimization rates; however, both factors influenced reports of victimization dates.

Furthermore, Event History Calendars (EHCs) have been employed to facilitate recall. EHCs facilitate the use of all memory retrieval mechanisms (top-down, sequential, and parallel). Such calendars rely on inherent cueing mechanisms: noteworthy events can be dated precisely and used as landmarks for other events; events remembered in one life domain can cue events that happened in another; and inconsistencies can be spotted easily and addressed. Freedman et al. (1988) found almost 90% agreement between monthly reports in EHC for events that occurred 5 years prior and validation data. Similar rates were reported by Caspi et al. (1996) when retrospective reports were matched to concurrent reports 3 years prior. Further, Belli, Shay, and Stafford (2001) found that EHC led to better-quality retrospective reports on key social and economic events measured by the Panel Survey of Income Dynamics.

## **5.2 Proxy Respondents**

Many surveys use proxy respondents when the sample member is not available for an interview. Proxy reports offer time and cost savings, but they often do so at the price of data quality. The validity of a proxy report depends largely on the relationship of the proxy

to the respondent, the saliency of the event being reported, and the proxy's knowledge of the event. Cantor and Lynch (2000) discussed the results of a pilot test of NCVS that found far greater reporting of victimization with self-reports compared with proxy reports. Such findings are consistent with other studies comparing self-reports and proxy reports in other surveys (e.g., Hyland et al., 1997; Perruccio and Badley, 2004; Rajmil et al., 1999).

### **5.3 Crime Severity, Survey Context, Stigma, and Terminology**

Respondents may not report smaller, less severe crimes, such as simple assault (attack without a weapon resulting in minor or no injury), because they may not believe the incident was serious enough to be considered a crime. Respondents may fail to recall the incident or may choose not to report it due to the perceived ambiguity of the crime. Crimes committed by nonstrangers (e.g., family members, intimates, acquaintances) may also be underreported for this reason (Kinderman, Lynch, and Cantor, 1997).

Surveys that measure victimization outside the context of criminal behavior, such as the National Violence Against Women Survey, have produced higher estimates of rape, domestic violence, and assault than the crime-focused NCVS. The contextual differences in the surveys may contribute to the different estimates of victimization because respondents are less likely to report incidents to NCVS that they do not consider to be criminal (Rand and Rennison, 2004). Additionally, the social and cultural stigmas attached to rape and domestic violence may result in underreporting.

Much attention has been given to the measurement of rape, including wording in survey questions (Fisher and Cullen, 2000). Research has demonstrated that the terms used and the specificity of questions can influence victimization reports. Different terms used to ask about sexual victimization may have different meanings to different respondents and, as a result, may influence respondents' understanding of the question and, ultimately, their reporting (Hamby and Koss, 2003). The use of legal terms may also impede comprehension. Behaviorally specific questions and specific descriptions of sexual acts produce higher rates of sexual victimization than the use of legalistic terms such as "rape" and "sexual assault" (Fisher, 2004; Hamby and Koss, 2003).

In addition, the way a crime is enumerated affects the accuracy of the survey estimates. For example, repeated victimizations are common in cases of domestic violence. Concerns have been raised on how to accurately count repeated victimizations or series of victimizations. NCVS counts six or more similar victimizations that happened within a 6-month reference period as one incident (based on the most recent incident). Other surveys that calculate each incident separately produce higher estimates (e.g., Rand and Rennison, 2005).

## 5.4 Summary

A wide body of research addresses issues relevant to collecting valid survey data on crime victimization. The length of the reference period, questionnaire design aids used to improve recall, proxy respondents, perceptions of crime, stigma associated with the crime, and the choice of words in survey questions are among the factors that can affect the accuracy of crime reports. Careful consideration of such features at the survey design stage and the selection of the most appropriate mode of data collection may drastically improve report accuracy.

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***Appendix F: Description of Phase 2 Activities  
for the NCVS***

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## **DESCRIPTION OF PHASE 2 ACTIVITIES FOR THE EXAMINATION OF DATA COLLECTION METHODS FOR THE NATIONAL CRIME VICTIMIZATION SURVEY**

### **1. Overview of Phase 2 Research Activities**

Phase 2 research activities, which will be covered by a separate OMB clearance memo, consist of three tasks. These include: 1) developing the address-based sampling approach and sampling frame for the field test; 2) conducting a multi-site, multi-wave, mixed-mode field test to evaluate the effectiveness of less-costly data collection modes and incentives; and 3) preparing reports to document the results of the planned analyses and field test. Phase 2 also includes an evaluation and assessment of differences in interview cost, response rates, and data quality when incentives are or are not offered to respondents. This appendix is intended to provide reviewers with a full understanding of the scope of the SCV research.

### **2. Development of the Field Test Sampling Methodology**

This section describes the development of the sampling methodology and sampling frame for the Phase 2 field test, and creation of weights, estimates, and standard errors following data collection.

Methodology and Sample Selection. One of the primary goals of this research is to provide an evaluation of address-based sampling frames to enable interviews to be conducted in modes other than CAPI. This is one potential means of reducing field data collection costs for the national NCVS. One objective is to determine whether names and telephone numbers can be obtained for a high percentage of the NCVS survey population, making contact by telephone a viable option. A related objective is to determine the implications of an address-based sampling frame on the coverage of the NCVS survey population.

RTI has conducted a significant body of research on the use of address-based frames for household surveys, particularly regarding issues of coverage compared with traditional “counting and listing” approaches. (Iannacchione, Staab, and Redden, 2003; Iannacchione et al, 2007; McMichael, Ridenhour, and Shook-Sa, 2008; Iannacchione et al, 2010; Shook-Sa et al, 2010; Staab and Iannacchione, 2003). Our research has shown that the coverage of the household population in North Carolina using mailing addresses is comparable to the coverage of counting and listing in urban areas, but is somewhat lower in rural areas (Iannacchione et al, 2007).

Currently, the sampling frame for the NCVS is maintained by the U.S. Census Bureau. As such, it is subject to Title XIII restrictions which do not allow it to be shared with research contractors. In contrast, mailing addresses are offered to the public by the U.S. Postal Service (USPS) through a nonexclusive license agreement with qualified private companies. One such company is Valassis Direct Mail, Inc. In July 2010, the Valassis Lists product accounted for all but 35,000 of the more than 137 million residential mailing addresses on the U.S. Postal Service Computerized Delivery Sequence (CDS) File. The CDS File contains all postal delivery points serviced by the USPS. We will purchase from Valassis all mailing addresses for the four-state

study region (Pennsylvania, Ohio, Virginia, and North Carolina<sup>8</sup>). The mailing addresses will serve as the sampling frame for the field test.

To answer the question about the feasibility of obtaining telephone numbers and names to an address-based sampling frame, we will match the addresses selected for this research to telephone number databases maintained by commercial vendors. We will use a two-tiered approach to provide the highest rate of correct telephone number matches. Initially, we will batch the sample through a telephone number and name appending process. By appending name as well as telephone number, we will develop an additional identifier to ensure that the end results are active telephone lines. This batch process will match the sampled address with the occupants currently believed to be associated with that address.

The second tier of the matching process will use the names, telephone numbers, and addresses to conduct a comprehensive telephone search. We will obtain up to three verified telephone numbers for the provided address (including cell phone numbers) as well as the date of the most recent association of that number and person with the sampled address. Using these data, we can determine the most likely current occupants.

For the field test, we will select a sample of 4,164 mailing addresses equally allocated to each of the four mode/incentive groups (i.e., 1,041 per group). Our power calculations indicate that an initial sample of 1,041 residential mailing addresses is needed to achieve the target number of completed interviews for each of the four groups. Given that not all addresses will yield eligible households (e.g., vacancies, small businesses, and non-English speaking household members), we need to slightly increase the sample size in each cell to account for ineligible addresses. We assume that 92% of addresses selected for the sample will be occupied dwelling units<sup>9</sup>. Because the target population for the field test is English-speaking adults 18 years of age and over, we must also adjust the sample size to account for households with no English-speaking adults. Using the average national rate of 9.5% non-English speaking adults in the U.S.<sup>10</sup>, we can expect an overall eligibility rate of about 83% (92%\*90.5%). This implies that an initial sample size of 1,041 will yield approximately 864 eligible households for each mode/incentive combination.

The overall sample of 4,164 addresses will be proportionally allocated on the basis of population to the 4 states selected for field test data collection. Primary sampling units (PSUs) will comprise one or more five-digit ZIP codes. A total of 64 PSUs will be selected with probabilities proportional to the number of addresses. Sampled PSUs will be randomly assigned so that each mode/incentive combination receives 16 PSUs. Within each sampled PSU, we will select a sample of 65 addresses to achieve an EPSEM (equal-probability-of-selection-method) sample of addresses. Based on prior experience, we expect to associate a name and telephone number with between 50 and 60 percent of the sampled addresses. As part of our experiment, we will monitor and report match rates, as well as the proportion of numbers that turn out to be incorrect or nonworking.

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<sup>8</sup> Selection of states for the Phase 2 field test was based on a mix of criteria designed to maximize the number of interviews while containing costs. The four states (VA, NC, PA, and OH) were selected because of their 1) proximity to RTI's central office in North Carolina, which will minimize travel costs for field staff training and production, 2) mix of urban and rural households; and 3) lower concentrations of Hispanic households (the SCV will not involve bilingual interviews).

<sup>9</sup> In 2002, we selected a nationally representative sample of 12,000 city-style addresses and found 10,999 (91.7 percent) to be associated with HHs (Staab and Iannacchione, 2003).

<sup>10</sup> 2008 ACS One-Year Estimates, Tables S1601 and S0101.

Statistical Power. We will compare response rates in the treatment group with those in the control group (Condition 1). By control group, we mean the comparison group that most closely matches the design of the national panel study. If statistically significant differences are observed, we will have evidence that time-series estimates may be perturbed by a change in the mode mix and/or incentive use.

With its sole reliance on CAPI, we estimate that the control group will attain the highest Wave 1 household and individual response rates. (The current NCVS response rate among new households is 89.7 percent.) The expected Wave 1 household response rate for the control group is 90% without the incentive and 92% with the incentive. These rates should yield approximately 778 and 795 Wave 1 household interviews respectively. Given the average number of adults in a household is 1.6, we can expect 1,245 eligible Wave 1 sample members from participating households with the incentive, and 1,272 eligible sample members from households with no incentive. Assuming a conditional individual response rate of 93.3%, we would expect 1,162 and 1,187 individual Wave 1 interviews respectively.

Because bounded interviews require data from Wave 1 to be collected, we can assume that the number of completed household interviews in Wave 1 will be the starting sample size for Wave 2. For the control group, we have assumed conservative conditional Wave 2 household and individual response rates of 60% and 56% respectively. Because the definition of a completed interview includes a completed household interview and completed individual interviews with all additional household members, without a household interview in Wave 2 we cannot pursue individual respondents from Wave 1. As a result, we can expect 746 eligible Wave 2 sample members for the control group without incentive and 763 eligible Wave 2 sample members for the control group with incentive. Given a conditional individual response rate of 93.3%, we would expect 351 and 366 Wave 2 individual interviews for the control group with and without the incentive.

The overall Wave 2 household response rate for the control condition is expected to be 54% (90%\*60%) without the incentive, and 55% with the incentive. The overall Wave 2 individual response rate is 47% (84%\*54%) without the incentive and 48% with the incentive. Because we expect the control group to yield the highest household and individual interview response rates, the minimum detectable differences shown in Exhibit 1 assume a one-tailed test for comparisons between the control and the treatment with 80 percent power at the 0.05 level of significance.

**Exhibit 1. Minimum Detectable Response Rate Differences between the Control and the Treatment Groups**

	<u>Wave 1 Response Rate</u>		<u>Conditional Wave 2 Response Rate</u>		<u>Overall Wave 2 Response Rate<sup>1</sup></u>	
	Household	Individual	Household	Individual	Household	Individual
	<b>Without Incentive</b>					
Sample Size <sup>2</sup>	864	1,244	778	746	778	746
Response Rate <sup>3</sup>	90%	84%	60%	56%	54%	47%
Detectable Difference <sup>4</sup>	3.9%	3.8%	6.2%	6.4%	6.3%	6.4%
<b>With Incentive</b>						
Sample Size <sup>2</sup>	864	1,272	795	763	795	763
Response Rate <sup>3</sup>	92%	86%	60%	56%	55%	48%
Detectable Difference <sup>4</sup>	3.5%	3.6%	6.2%	6.3%	6.2%	6.3%

<sup>1</sup> The overall Wave 2 response rate accounts for nonresponse in Wave 1.

<sup>2</sup> Eligible sample size for the control group.

<sup>3</sup> Response rate for the control group.

<sup>4</sup> Differences in response rates between the control and treatment groups will be detected with 80% power at the 0.05 (one-tail) level of significance.

Power calculations for detecting differences in the item response rate between two mode/incentive combinations are based on 1,045 Wave 1 and 697 Wave 2 individual interviews per cell. At 80% power and at the 0.05 two-tailed level of significance (as we have no reason to assume one condition will produce higher or lower item response rates than another), detectable differences between Wave 1 item response rate comparisons will range from approximately 5.1% for item response rates between 75% and 85%, to approximately 6.1% for item response rates between 55% and 65%. Similarly, Wave 2 item response rate comparisons will range from approximately 6.3% for item response rates between 75% and 85%, to approximately 7.4% for item response rates between 55% and 65%.

Weighting, estimation, and standard errors. At the conclusion of field test data collection, RTI will calculate base weights for each respondent reflecting each respondent's probability of inclusion in the study. To account for nonresponse, the calculated weights for nonrespondents will be shifted to respondents whose demographics most closely match those of the nonrespondent. Demographic variables used for the nonresponse adjustment may also include age, race, sex, and education. Post-stratification adjustments may also be generated to adjust for coverage bias, because nonresponse and ineligibility of respondents may alter the sampling distribution so it is no longer representative of the target population distribution. Once all adjustments have been made, RTI will carefully check the weights to ensure proper calculation. All nonrespondents and ineligible sample members should have a weight of 0, while the weights for all respondents should be greater than zero. Also, adjusted sample weights should sum to the eligible population totals, and no weight adjustment factor should be less than 1. Unequal weighting effects (UWEs) will also be calculated to ensure that all adjusted weights are of reasonable size, and that extreme weight values are minimized. The adjusted weights and documentation detailing their calculation will be delivered with the dataset.

Accurate estimates of standard errors are necessary to assess the reliability of parameter estimates or statistics. The standard errors associated with the research design must take into account the complex sampling design which is a stratified two-stage probability sample of households. An estimate of a standard error for a complex survey based on a simple random sample assumption will generally underestimate the actual standard error. Therefore, software must utilize complex formulae to compute design-based standard errors.

We will use the method of Taylor-series linearization for nonlinear statistics and design-based equations to calculate standard errors. Specifically, we will use the Taylor-series option in SUDAAN, the survey analysis system developed by RTI, which interfaces with SAS but can also operate on ASCII data sets (RTI, 2008). SUDAAN properly accounts for complex features such as clustering, stratification, and sample weighting, and is widely used to estimate standard errors for means, proportions, regression coefficients, logistic regression coefficients, and other statistics in complex surveys.

### **3. Field Test Data Collection**

The field test task will involve the following activities: 1) development of supplemental systems to support field test data collection; 2) implementation of data security protocols; 3) preparation of data collection materials; 4) recruitment and training of data collection staff; and 5) data collection. This section describes our plans for each of these activities.

#### **3.1 Development of Supplemental Systems for Field Test Data Collection**

In support of the field test activities, a survey control system will be implemented to track the status of all sampled cases and produce reports to allow data collection managers to monitor the progress of all survey activities by condition/mode. The control system will use event codes to capture the status of each case as it progresses through a series of pre-defined steps, including mailings to study participants, survey contact attempts, interview outcomes, follow-up contacts, case receipt and entry (mail questionnaires), and so on. Control system data will then be used to generate routine reports showing the status of data collection production, response rates by condition and mode, and other important outcomes.

#### **3.2 Development of Field Test Data Collection Materials**

At the start of data collection, we will send an advance letter and SCV study brochure to all households in the sample. Because we will not know the names associated with the addresses, the letter will be addressed to "Resident" at each address, a practice we have employed using other address-based samples. The purpose of the advance mailing will be to inform the household members about the purpose and sponsorship of the SCV, explain the survey procedures (customized by experimental design), provide information about how the household can participate, and, in the \$10 treatment groups, offer an incentive. In addition to condition-tailored lead letters and a study brochure, we will also use these respondent materials: (1) informed consents; (2) reminder letters; (3) thank you letters; and (4) nonresponse follow-up letters for households who do not respond to the initial survey request. Copies of these data collection materials will be provided in the Phase 2 OMB memo.

One of RTI's three Institutional Review Boards (IRBs) will review the field test data collection protocol and the procedures used to ensure confidentiality. Data collectors will have responsibility for obtaining informed consent prior to interviews. The informed consent form will explain the goals of the methods research and state how confidentiality is assured.

### **3.3 Recruitment and Training of Field and Telephone Staff**

RTI will hire 4 field supervisors (FSs), 72 field interviewers (FIs), 2 telephone supervisors, and 48 telephone interviewers to collect the field test data. In preparation for training, RTI will develop and prepare training materials and manuals detailing the background of the experiment and the procedures. The field and telephone interviewer manual will include information on the following topics: study objectives, respondent confidentiality, data security, quality control, gaining cooperation, refusal aversion, questionnaire content, comprehensive instructions for collection of data within the two experimental conditions, payment of incentives, and administrative procedures. Each interviewer also will be required to complete RTI's Protection of Human Subjects tutorial prior to training. A draft of the interviewer manual, which documents the data collection and administrative procedures, will be provided with the Phase 2 OMB memo.

Field interviewer training will involve one in-person, 3-day training session. The telephone interviewer training sessions will be conducted at RTI's Raleigh, N.C. Call Center over a 3-day period as well. The training sessions will provide the interviewing staff with the opportunity to work with the CATI/CAPI Address Verification and Household Enumeration questionnaire, Screener, and CIR, and to learn and work with specific project procedures and requirements. Particular attention will be paid to adherence to the data collection and incentive protocols for conditions 1 and 2 and general quality control measures for all interviews.

### **3.4 Conduct of the Field Test**

An overview of the data collection flow for Waves 1 and 2 is depicted in Exhibits 3 and 4.

Field interviewers will be equipped with a laptop computer and a high-speed or broadband connection for use in collecting and transmitting data. For CAPI interviews, field interviewers will work offline and transmit the survey data to RTI upon returning home. For inbound and outbound CATI interviews, telephone interviewers will access the instrument via RTI's Call Center Case Management System, and survey data will be saved in real time.

Both telephone and field interviewers will document their progress with each household and individual respondent by entering case disposition codes into the survey control system. Each contact, whether in-person or by telephone, will be logged. For outbound CATI calls, a maximum of 3-6 calls will be made to a household per day (depending on prior call outcomes, e.g. busy signals, ring no answers), at different times of day, to increase our chances of reaching someone at home. The status of each case will be tracked through the project control system and used to produce daily production and monitoring reports, as well as status reports (including response rates) by experimental group.

It will be important to achieve a high response rate in each experimental condition so that differences observed are not attributable to differential nonresponse. To maximize our response rates for the two groups, we will:

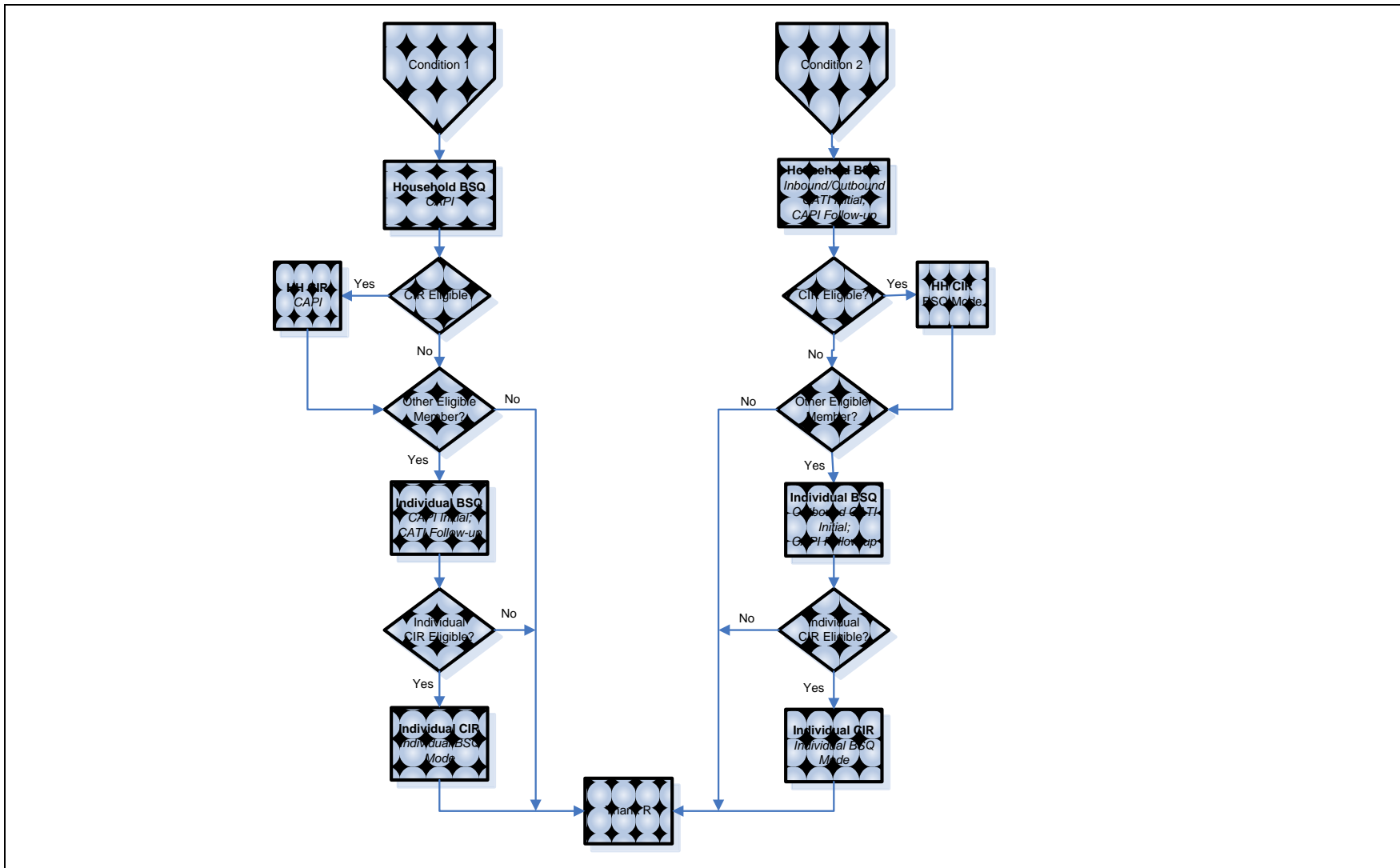
- Design all materials, mailings, training programs, and interview processes to heighten professionalism and legitimacy of both the study and the interviewer.
- For Wave 2, provide Web survey respondents with on-line responses to frequently asked questions about the SCV.
- Emphasize during telephone and field interviewer training the importance of high response rates, and focus on the procedures that will lead to their attainment.



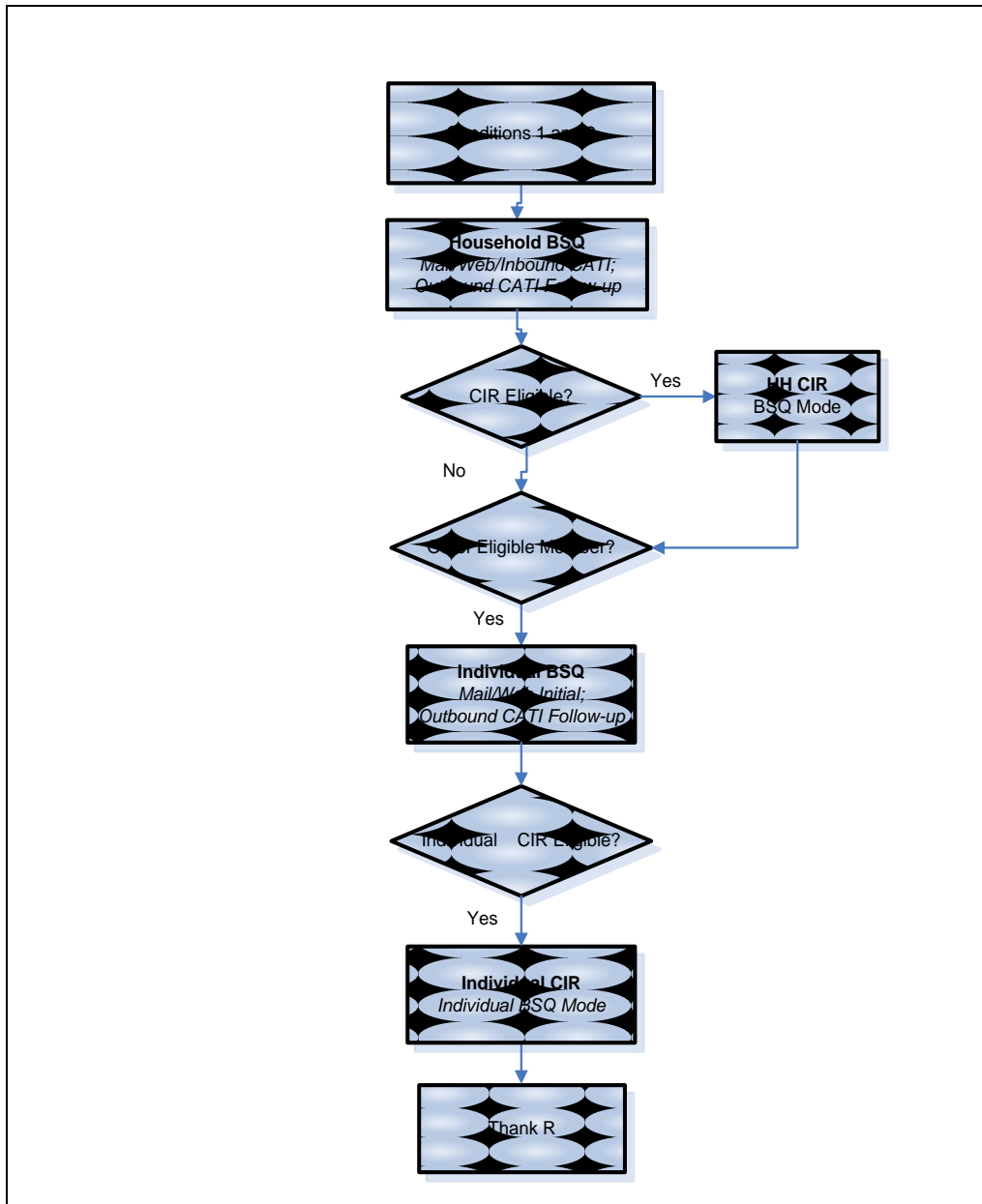
- Train all interviewers on appropriate refusal avoidance and conversion techniques, including leaving the door open for recontact by other staff.
- Train supervisors to make effective decisions about handling cases, including reassigning the case to another interviewer for conversion or working the case themselves.
- Send a Thank You letter to all respondents following Wave 1.
- Establish weekly and monthly interviewer production goals that will be closely monitored and provided to BJS.

In those groups receiving the \$10 incentive, this token of appreciation is also expected to enhance participation. For incentive cases worked in-person, the field interviewer will pay the respondents at the end of their interviews and get a signed receipt for the cash payment. For incentive cases completed by telephone (in-bound or outbound CATI) or via self-administration (Web or mail) in Wave 2, the project control system will track receipt of completed interviews by condition on a daily basis and alert project staff when incentive mailings are needed. Incentive mailings, accompanied by a Thank You letter, will be made from RTI once a week to any respondents who completed the survey and are eligible for the incentive. The control system will also track the mailing of the incentive payments to ensure they are made in a timely manner.

### Exhibit 3. Wave 1 Data Collection Flow for Conditions 1 and 2



### Exhibit 4. Wave 2 Data Collection Flow Conditions 1 and 2



\*BSQ = Basic Screening Questionnaire (or Screener)

### 3.5 Handling Distressed Respondents

The questions included in the SCV instruments have the potential to make some respondents upset or distressed as they recall crime events experienced personally or by family members. While we expect this to be a rare event, all interviewers will be trained to handle respondents who become upset during the interview, or whose life or health is in imminent danger. The protocol, which provides interviewers with sample responses to use in the interview setting and contact information for crisis assistance organizations, is identical to the one provided in Appendix D for the cognitive and usability tests.

### **3.6 Monitoring of Field Test Data Collection**

In addition to production monitoring, field and telephone interviewer performance will be monitored on an ongoing basis to ensure all data collection procedures are followed and interviews are collected in a quality manner. For field interviews, quality monitoring will be done using computer audio recorded interviewing (CARI) techniques. Developed by RTI (Biemer et al, 2000), CARI allows for the unobtrusive recording of the interviewer-respondent dialogue on the laptop computer for pre-designated portions of the interview. The recordings are then transmitted to RTI, along with survey and case management data, where they are reviewed by project staff to evaluate interviewer performance. In RTI's Call Center, interviewer performance will be evaluated through the use of live monitoring and/or recorded interview monitoring. Both telephone and field interviewers will receive timely feedback on their performance, which will allow for remediation of poor performance as well as maintenance of interviewing and project standards.

Selection of items for recording and quality review will be informed through discussions with BJS about key variables of interest and the testing of the survey instruments. This may include items of particular value to the analyses planned as part of this research, or question series that may be considered particularly challenging to administer. All interview recordings will be securely stored as described earlier in Section 3.7 below.

### **3.7 Data Security**

Implementation of data security systems and processes will also occur as part of the data collection task. Data security provisions for the field test will involve the following:

- All data collection activities will be conducted in full compliance with BJS regulations to maintain the confidentiality of data obtained on private persons and to protect the rights and welfare of human research subjects as contained in their regulations. Respondents will receive information about confidentiality protections as part of the informed consent process.
- All data collectors will be trained on confidentiality procedures and be prepared to describe them in full detail, if necessary, or to answer any related questions raised by respondents. Training will include procedures for safeguarding sample member information in the field, including securing hardcopy case materials and laptops in the field, while traveling, and in respondent homes, and protecting the identity of sample members.
- All project employees will sign a confidentiality pledge that emphasizes the importance of confidentiality and describes their obligations.
- Access to the file linking respondents' sample identification numbers and item data with their contact information will be limited to project staff who have signed confidentiality agreements.
- Hardcopy documents containing personally identifying information (PII) will be stored in locked files and cabinets. Discarded material containing PII will be securely shredded.
- All field staff laptops will be equipped with encryption software so that only the laptop user or RTI administrators can access any data on the hard drive even if the hard drive is removed and linked to another computer.
- Laptops will use the Microsoft Windows operating system and require a valid login ID and password in order to access any applications or data.

- All data transferred to RTI servers from field staff laptops will be encrypted and transferred via a secure (SSL) broadband connection or optionally a secure telephone (land) line. Similarly, all data entered via the web-based survey system will be encrypted as the responses will be on a web site with an SSL certificate applied. Data will be passed through a firewall at RTI, then collected and stored on a protected network share on the RTI Network. Only authorized RTI project staff members will have access to the data on the secure network share.
- Following receipt from the field, PII will be stored only on RTI password protected, secured servers. Only authorized project members will have access to PII for research sample members.
- CARI files recorded on the field laptops will be encrypted using the GPG encryption technology as soon as the interview is completed. The GPG technology uses a pair of public and private keys. The files will be encrypted using a public key installed on the laptop. The encrypted audio files will be zipped up along with the survey response data and transferred to the project share on the internal network at RTI. They will then be decrypted using the private key for review by RTI quality monitors. Only authorized project staff will be able to access the CARI files.
- Audio files recorded during telephone interviews will be stored on a dedicated internal share. Only authorized project staff will be able to access and review the files.
- Data collected through telephone interviews (CATI), the World Wide Web, and through the mail and data entry keyed will be stored on secure RTI servers. Only authorized project staff will have access to the data, which will require passwords and the enabling of user access by RTI IT security personnel. The data will be stored in SQL Server databases which require an additional layer of security to access.

#### **4. Analysis and Reporting**

Following completion of the field test, RTI will prepare a final report that describes in detail the results of the field test and recommendations regarding lower-cost, alternative survey methods for the NCVS. The final report will provide a thorough analysis and documentation of the alternative survey designs, including the three key features—use of self-administration modes to reduce survey costs, use of incentives, and use of address-based sample frames. The analysis and conclusions of the report will allow BJS to assess directly the feasibility and implication of using any of the three key features to modify the NCVS data collection design in order to reduce data collection costs or enhance data quality. In addition, the report will provide a summary of recommendations based on the efficacy and cost of different design options.

Analysis will be directed at evaluation of six study components: (1) use of incentives, (2) use of multiple modes for the household screening and the household interview, (3) use of multiple modes for the individual household member screening and interviews, (4) implementation of address-based sampling, (5) matching of additional contact information using commercially available databases, and (6) effect of selecting a single respondent from households.

First, the effect of introducing incentives to facilitate the use of different modes will be estimated through comparison of the two experimental groups within each condition. Direct comparisons can be made between the response rates to the household interview when no incentives are provided, or when \$10 are promised upon completion of the interview, as well as an evaluation of the ability to obtain more complete household rosters as a result of the possible incentive to all family members. The latter is particularly important if gatekeepers, the individuals who provide the interviewer with an enumeration of the household, are less likely to omit members of

the household when an incentive will be provided for each completed interview. Another direct comparison will be made to evaluate the level of cooperation with the individual-level incident reports that is obtained in the incentive vs. no incentive groups in each condition. It is possible, that if the \$10 incentive is far more effective in gaining cooperation or leads to larger household listings in the first stage (enumeration and household-level questionnaire), this effectiveness can create differences in the subject pools in the two incentive groups. To protect against findings that may be affected by the effect of incentives through the household informant, analyses will be repeated as logistic regressions controlling for respondent characteristics. Additional outcomes related to cost will inform the relative efficiency of the incentive protocol, by comparing the extent to which the incentive decreases the number of calls required to obtain interviews in the follow-up attempts, as well as the overall cost per case in each condition.

The use of incentives, described in detail in Section 5, is necessitated by the implementation of three modes of data collection that require respondent action (mail, Web, and inbound CATI). Another evaluation of the effectiveness of incentives compares the distribution of completed interviews by mode, to determine whether an incentive achieves a greater proportion of interviews to be completed by these less-costly modes.

Conducting part of the household enumeration by an alternative mode can also lead to greater cost efficiency by minimizing the number of in-person contact attempts, especially because the majority of the individual interviews are conducted in the first interview together with the initial enumeration. However, another potential drawback is the possibility that fewer household members will be enumerated in CATI (inbound or outbound) at Wave 1 because household informants are more concerned with providing information about household members via these alternative modes. This design will allow us to evaluate whether screening households via alternative modes (CATI – Wave 1, and Web, mail, CATI – Wave 2) will present any limitations that are typically not observed with in-person screenings.

When considering less-costly modes of data collection for subsequent waves, it is important to know what mode of initial contact that will yield high participation rates in a longitudinal design. The proposed research design would allow us to evaluate which combination of modes will produce high response rates not only in Wave 1, but would help build a rapport with the respondent to ensure participation in Wave 2, when respondent action is required.

Using telephone interviewing for the first contact with a sample household requires that the sampling frame be augmented to include telephone numbers, raising additional issues: Can telephone numbers be matched for a substantial proportion of the sample addresses, and how correct are these matches? We will evaluate the overall ability to append telephone numbers to the address sample, overall and by subgroups of the sample (i.e., urban versus rural).

## **5. Incentives**

### **5.1 Background**

Historically, the NCVS has relied on a combination of face to face interviews and telephone interviews during data collection. Once rapport has been established by an interviewer with a household during an initial face to face interview, subsequent NCVS interviews are conducted by telephone unless the respondent requests an in-person interview. Declining response rates in the U.S coupled with rising costs of data collection, however, are posing challenges to probability surveys administered in various modes of data collection. These challenges have led BJS to explore less expensive modes of data collection to reduce survey costs for the NCVS;

primary among these are the self-administered modes of mail, web, and inbound CATI being evaluated as part of this research.

Self-administered modes of data collection have historically achieved lower response rates than classic interviewer-administered modes. This is believed to be due to the lack of an interviewer to gain initial cooperation from a sample member who may be reluctant to participate. The use of incentives is one of the common remedies used to counteract low response rates. An additional benefit of using incentives is the potential to decrease nonresponse bias by including sample persons with low topic involvement (e.g., Baumgartner and Rathbun, 1997; Groves, Singer and Corning, 2000). Incentives have never been utilized in NCVS data collection; however, their utility and the need to explore their use as part of this research arise from characteristics associated with survey self-administration approaches. This section provides rationales for the introduction of promised incentives into this experimental study design.

This research evaluates the different self-administration modes of data collection for the NCVS and the impact of the incentive design on response rates. There are three modes of data collection that require respondent action – mail, web, and inbound CATI. Self-administered modes are less expensive, but also yield lower response rates than interviewer-administered modes. This is also likely to be the case for interviewer-administered surveys where the interviewer does not play an active role in gaining cooperation, as in inbound CATI. An additional consideration for this mode is that respondents may incur expenses, as would be the case with the cell-phone only population.<sup>11</sup> The desire to achieve response rates and standard errors comparable to the current design necessitates the use of incentives in experimental conditions that require respondent action. This is not only true for the initial contact in the first wave, but also in following waves when the mode of data collection changes to self-administration and the rapport with the interviewer from the previous wave is no longer a design feature that can boost cooperation.

## 5.2 Use of Incentives

The mechanisms that evoke higher participation when incentives are used are unclear. Two competing theories suggest that incentives may be construed as either a token of appreciation (social exchange theory) or compensation for one's time and effort (economic exchange theory). Which mechanism is dominant may not make a difference in cross-sectional surveys, but would likely affect cooperation in panel surveys, when the decision to participate in the first wave of the survey is, to a certain extent, a commitment to take part in following waves and the experience in the first wave is likely to be the most influential factor on future decisions to participate (Singer 1998).

Longitudinal surveys often use incentives to build initial rapport with the panel respondents as participation in the baseline wave usually sets the retention rate for the life of the panel (Singer et al., 1998). That is why sizable incentives in the first wave of data collection are often recommended (Singer et al., 1998). For example, in an incentive experiment on Wave 1 of the 1996 Survey of Income and Program Participation (SIPP), James (1997) found that the \$20 prepaid incentive significantly lowered nonresponse rates in Waves 1-3 compared to both the \$10 prepaid and the \$0 conditions. Mack et al. (1998), examining cumulative response through Wave 6, found that an incentive of \$20 reduced household, person, and item (gross wages) nonresponse rates in the initial interview and that cumulative household nonresponse rates

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<sup>11</sup> Currently, 20% of the adult U.S. population is cell-phone only (Blumberg SJ, Luke JV. Wireless substitution: Early release of estimates from the National Health Interview Survey, July-December 2008. National Center for Health Statistics. May 2009. Available from: <http://www.cdc.gov/nchs/nhis.htm>.)

remained significantly lower at Wave 6 (24.8 percent in the \$20 group vs. 27.6 percent in the \$0 incentive group, and 26.7 percent in the \$10 group), even though no further incentive payments were made.

In addition, there seems to be no evidence of incentive expectation in subsequent waves of data collection. For example, research on the Health and Retirement Survey (HRS) suggests that respondents who are paid a refusal conversion incentive during one wave do not refuse at a higher rate than other converted refusers when reinterviewed during the next wave (Lengacher et al., 1995). Similarly, Singer et al (1998) found that respondents in the Survey of Consumer Attitudes who received a monetary incentive in the past were more likely to participate in a subsequent survey, despite receiving no further payments.

This research seeks to test two experimental conditions that represent different combinations of interviewer- and self-administered modes. The most efficient design would offer incentives only to respondents who receive mail, web or inbound CATI – modes that lack the interviewer motivation. However, mixed-mode designs employ combinations of modes and often respondents in the same household are interviewed in different modes. In order to treat respondents in the same household equally, and provide comparisons across modes that are not confounded by the offer of an incentive, we need to offer incentives to everyone in the household, regardless of mode.

A common argument against the use of incentives is the cost associated with them. Yet, incentives can reduce the cost per case through the need for fewer interviewers to do follow-up with sample members who do not respond. Such evidence is provided by the incentive experiments conducted for the National Survey on Drug Use and Health (NSDUH, *Substance Abuse and Mental Health Services Administration*). Cost per interview in the \$20 group was 5 percent lower than the control (no incentive), and in the \$40 group costs were 4 percent lower than the control. The cost savings were gained by interviewers spending less time trying to obtain cooperation from respondents (Kennet et al., 2005). These savings were realized through reduced interviewer labor as well as reduced travel costs (mileage, tolls, parking, etc.) Similar results were experienced in an incentive experiment conducted for the National Survey of Family Growth (NSFG, *National Center for Health Statistics*) Cycle 5 Pretest which examined \$0, \$20, and \$40 incentive amounts. As in the NSDUH experiments, the additional incentive costs were more than offset by savings in interviewer labor and travel costs (Duffer et al, 1994).

In addition to NSDUH and NSFG, many other federally-sponsored surveys offer incentives to gain cooperation. For example, the National Health and Nutrition Examination Survey (NHANES, *National Center for Health Statistics*) offers respondents up to \$125, depending on the number of survey sections and exams that are completed. The National Survey of Adoptive Parents of Children with Special Health Care Needs (*Department of Health and Human Services*) offers parents \$25 for participation in a 35-minute telephone survey. In order to improve response rates, reduce the number of contacts required to gain cooperation, and address respondent concerns about interview burden, the National Survey of Child and Adolescent Well-Being (NSCAW, *Administration for Children and Families*) in 2002 doubled the incentive offered to respondents from \$25 to \$50. The Early Childhood Longitudinal Study-Birth Cohort (ECLS-B, *U.S. Department of Education*) offered parent participants \$50 and a children's book for the first wave and \$30 and a children's book for subsequent waves of data collection. Over rounds 1 through 10 of the National Longitudinal Survey of Youth 1997 (NLSY97, *Bureau of Labor Statistics*) cohort, incentives offered to respondents ranged from \$10 to \$50 in an attempt to minimize attrition across waves of data collection.



### **5.3 Prepaid vs. Promised Incentives**

Studies in the survey literature predominantly find prepaid incentives to be more effective than promised (e.g., Linsky, 1975 and Armstrong, 1975 for an overview; Church, 1993). However, in this research we will not have prior information on the composition of any sampled household. Since we need to interview every eligible person in the household and offer the same incentive to all sample persons without prior knowledge of the number of household members, it would be challenging, if at all possible, to offer prepaid incentives in some conditions. Various studies have demonstrated significant effect of promised incentives compared to a no incentive condition. For example, Cantor et al. (2003) found an almost 10 percent increase in response rate when promising \$20 (vs. no incentive) in an RDD survey of caregivers to children 0-17. In a meta-analysis of 39 controlled experiments, Singer et al. (1999) found that the effect of prepaid incentives on response rates did not differ significantly from the effect of promised incentives. Consistent with other studies (e.g., Yu and Cooper, 1983) also found promised incentives significantly improved response rates. Promised incentives are fairly common at the refusal conversion stage. A number of studies have reported gains in response rates with offering relatively large amounts of money (\$25 or greater) at the end of the data collection period (e.g., Olson et al. 2004; Curtin et al. 2005).

The decision to use prepaid or promised incentives is often determined by the mode of data collection – for example, usually prepayments are difficult to accomplish in telephone interviews. Some research indicates that the difference between prepaid and promised incentives is not that prevalent in certain modes – for example, Bosnjak and Tuten (2003) report this is not a relevant issue in web surveys.

### **5.4 Incentive Amount**

The choice of an incentive amount largely depends on the survey length and whether the incentive is promised or prepaid. Promised incentives tend to be larger than prepaid incentives; Strouse and Hall, 1997, recommend that in order to be successful, promised incentives have to be \$15-\$35. As noted above, a number of federally funded surveys, including the NSDUH and the NSFG, currently provide incentives. For example, interviewers in the NSDUH currently offer \$30 (for an interview that averages 60 minutes); interviewers in the NSFG offer \$40 (for interviews that are about 60 minutes for males and 80 minutes for females). Incentives on the NHANES range from \$20 to \$100 depending on the survey and physical exam components respondents choose to participate in.

Given the length of the instrument for this mixed-mode experiment (approximately 7-8 minutes for the Screener and an additional 8-9 minutes if a CIR is filled out), we propose using an incentive amount of \$10. Employing a smaller amount (e.g., \$5) in the mixed-mode research design may yield low response rates, and thus challenge mode comparisons. Additionally, use of a smaller incentive amount would require a larger sample size (thus, increased cost per interview) to achieve the same number of interviews. On the other hand, a larger incentive amount (e.g., \$20), even though within the range of the recommended prepaid incentive amount, may raise suspicion regarding the nature of the survey questions given the announced respondent burden (9 minutes or less). For example, the recommended amount of \$10 is consistent with what other large-scale field surveys (like NSDUH, NSFG, and NHANES) currently offer while being commensurate with the shortened length of the NCVS instruments.

An important design feature to consider when comparing this mixed-mode experiment to other large-scale national surveys that offer incentives is the mode of data collection – the above examples are face-to-face surveys where respondent cooperation is further facilitated by an

interviewer. The mixed-mode design of this research features different survey conditions, where incentives are offered to gain cooperation mainly in self-administered modes, thus, they would play an even more essential role in gaining respondent cooperation. When considering an incentive amount, an important factor may not be the dollar amount per time unit, but rather the threshold amount that would gain survey participation. Based on our experience and knowledge of the research literature, and the shortened length of the interview, we believe the optimal experimental amount to be \$10 for this research. We anticipate this amount will yield comparable, if not lower, costs per case relative to the existing design. While it is possible that a lower amount (say \$5) may suffice, without previous tests with the NCVS instruments or population the entire experiment could be jeopardized by null findings due to an insufficient incentive amount and low response rates. It is also possible that \$10 incentives are not sufficient to motivate respondents to self-administer the survey. Additional embedded experiments may be conducted to identify the optimum incentive amount – whether it is higher or lower. However, if embedded in the current design, such experiments would require increases in sample size to be able to detect differences between mode conditions and incentive conditions with certain power. The current budget does not allow this and as a result the design is limited to a test of a single incentive amount across each of the two experimental conditions. However, if the use of incentives in the tested modes manages to yield comparable response rates and standard errors of key estimates across conditions, the next step for research will be to find experimentally the optimal incentive amount.



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