

## **B. Collections of Information Employing Statistical Methods**

The agency should be prepared to justify its decision not to use statistical methods in any case where such methods might reduce burden or improve accuracy of results. When Item 17 on the Form OMB 83-I is checked, "Yes," the following documentation should be included in the Supporting Statement to the extent that it applies to the methods proposed:

1. Describe (including a numerical estimate) the potential respondent universe and any sampling or other respondent selection methods to be used. Data on the number of entities (e.g., establishments, State and local government units, households, or persons) in the universe covered by the collection and in the corresponding sample are to be provided in tabular form for the universe as a whole and for each of the strata in the proposed sample. Indicate expected response rates for the collection as a whole. If the collection had been conducted previously, include the actual response rate achieved during the last collection.

All grantee campuses under the OVW Campus Program are the universe of potential respondents. Each year the full cohort of new grantees (approximately 125) will be sampled to complete the assessment. In addition, a second sample consisting of the third year grantees will also be sampled (N=125). We expect a response rate of 80-90%. This is higher than the response rate usually obtained by surveys (25%-40% is often reported in the field when surveying students on a college campus or other participants with whom the researcher does not have a strong connection) because grantees will be advised that the assessment will be used by OVW TA providers to tailor their technical assistance to best meet the needs of each grantee. With this motivation to participate, we anticipate that most campuses will do so.

2. Describe the procedures for the collection of information including:

- \* Statistical methodology for stratification and sample selection,

Census sampling will be used – the survey will initially be sent to all grantees to get a sense of current capacity. Subsequently the survey will be sent to all new grantees and to all third year grantees.

- \* Estimation procedure, NA

- \* Degree of accuracy needed for the purpose described in the justification,

The purpose of this assessment is primarily to gather needs assessment data to inform work with each cohort of new grantees and to gather information about the impact of grantee activities. Thus, we need information on all new grantees.

- \* Unusual problems requiring specialized sampling procedures, and NA

- \* Any use of periodic (less frequent than annual) data collection cycles to reduce burden.

We will survey grantees only twice during their 3 year grant, not annually. We have chosen this method to reduce burden.

3. Describe methods to maximize response rates and to deal with issues of non-response. The accuracy and reliability of information collected must be shown to be adequate for intended uses. For collections based on sampling, a special justification must be provided for any collection that will not yield "reliable" data that can be generalized to the universe studied.

Response rates will be maximized by describing to grantees the purpose of the assessment with specific emphasis on the personal benefit that their campus will gain from completing the information so that TA providers can best meet their needs during the three years of the grant.

Questions were designed based on program evaluation tools used in research on other topics. They were chosen to represent the full scope of work that campus grantees are expected to do including questions related to student conduct policies and training; campus law enforcement and training; prevention education; engaging men on campus; cultural competence in response to and prevention of sexual assault, dating and domestic violence, and stalking; and Clery compliance. Questions are mainly designed to produce descriptive data about grantee campuses including their readiness to provide prevention education, how their policies and trainings align with best practices, etc. so that campuses and OVW TA providers will have a clear sense of where each campus is beginning their grant work and then, three years later, what changes they have made. The TA point of contact roles will play a significant part in tracking the completion of grantee assessments as TA providers can inquire and encourage grantees to complete the assessment by the deadline if it had not been done thus far.

4. Describe any tests of procedures or methods to be undertaken. Testing is encouraged as an effective means of refining collections of information to minimize burden and improve utility. Tests must be approved if they call for answers to identical questions from 10 or more respondents. A proposed test or set of test may be submitted for approval separately or in combination with the main collection of information.

The questions that make up the core competency assessment were developed using the logic model and learning objectives for the OVW Campus program. Evaluation research in areas of work including law enforcement, coordinated community response, prevention education, and student conduct was consulted in order to develop questions that were not overlapping and that conformed to measures used in the field. The assessment includes questions that represent all areas of required campus grantee work. Given that a comprehensive approach to campus culture change is at the core of the OVW Campus Program work, we chose not to sample a few areas of campus grantee work but rather designed the tool to assess all key areas of grant requirements.

5. Provide the name and telephone number of individuals consulted on statistical aspects of the design and the name of the agency unit, contractor(s), grantee(s), or other person(s) who will actually collect and/or analyze the information for the agency.

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Other OVW TA Providers will collect and analyze the information.