

Sexual Violence Data Triangulation Guide  
For Environmental and Situational Prevention (ESP)  
Version 2.0 - July 25, 2022

This guide and the accompanying Data Triangulation Tool were produced as part of the Hot Spot Mapping Evaluation Project, Principal Investigator Michele R. Decker, ScD MPH, with funding from the Centers for Disease Control and Prevention (CDC 1U01CD003208-01)

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Suggested Citation: Decker, MR & Mahoney, P. 2022. Sexual Violence Data Triangulation Guide Version 2.0. Baltimore: School of Public Health, Department of Population, Family, and Reproductive Health.

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## Introduction

Planning effective sexual violence prevention strategies requires understanding when, how, and why unwanted sexual experiences happen. Colleges and universities typically maintain multiple sources of data related to sexual violence, including campus climate surveys, Title IX reports, and campus security reports. These data sources provide evidence on the extent and nature of sexual violence that can be informative for programming. Sensitive topics like sexual violence are often subject to underreporting which can lead to gaps and inconsistencies in available evidence.

Data triangulation is a process of reviewing and comparing available data to understand and visualize key learnings across data sources. The **Data Triangulation Tool** was designed to support triangulation of the many data sources available on sexual violence. Through triangulation, colleges and universities can synthesize, understand, and learn from their existing data to enable evidence-based programming. It is designed to be **customized** and **populated** with setting-specific information. This tool can be updated throughout the project year and used for strategic planning.

## Data Triangulation Tool Overview

1. The first tab enumerates available data sources and their characteristics.
2. The second tab lists data elements, and can be populated with learnings from specific data sources.

In both tabs, the header rows are “frozen,” such that they will stay visible as you move through the document.

## Tab 1: Data Sources

Several data sources are suggested as examples. This document is designed for you to edit and customize to your campus, however, we recommend all campuses have rows to capture data from their campus climate report, Title IX reports, and campus security or crime reports. It is important to remember to prioritize privacy concerns and secure data storage when working with various data sources that may include personally identifiable information (PII).

### *Data owner*

Keeping track of the owner of the data is useful for determining how easy it may be for you to gain access to the data and how much leverage you may have in influencing the way the data is collected in the future. It may be useful to include contact information for the department in charge of the data in this table.

### *Which students eligible for inclusion*

Which students were asked to participate, or make up this dataset, specifically? For example, a survey may be distributed to the whole student population or only freshmen. Title IX reports only include people who make reports to the Title IX office. Having this information on your data triangulation table helps you identify how well the available data might represent the student population as a whole or a specific subgroup, and what gaps could exist.

### *Date collected*

How current is your knowledge from this data source? If you have multiple dates collected for the same data source, e.g., Campus Climate Survey for 3 years, be sure to list them on concurrent rows for ease of interpretation.

### *Number of cases & response rate (if applicable)*

Write in the total number of cases available in the dataset. If the data come from a survey, write in the response rate to the survey; e.g., 30% of students who were sent a survey link filled in the survey.

### *Environmental and Situational Prevention (ESP) data available*

You can populate this cell in any way that makes sense to you. We recommend using labels similar to those in yellow highlights in the Relevant Data Elements tab.

### *Data Type: Risk Perception vs Actual Incidents*

While many types of data are valuable for understanding sexual violence on a campus, it is crucial to distinguish between data based on **risk perception** and data from **actual incidents**. Risk perception data is easier to collect, and collect on a wider scale. However, it should be kept in mind that risk perception may or may not reflect actual risk.

## Tab 2: Data Elements

The data elements tab presents features of sexual violence that could inform ESP interventions on your campus, including features related to the physical environment, the social environment, and the situational context. The data sources listed in Tab 1 will be **automatically piped** in to your column headers. The first row of this tab provides a space to summarize key findings from each data source if you wish.

We are not suggesting that the example data elements provided in this tab are the ones that are most relevant for your campus, or that all elements are equally important. Rather, we wanted to provide many different ideas for your consideration. What is important for you to know, and why? How would it help you understand experiences of SV on your campus, and plan effective prevention strategies?

We recommend you work with your stakeholders to identify which data elements are most important to learn about for prevention planning on your campus, and list them on this tab even if you don't currently have access to them. This will help you recognize what desired data elements are missing from currently available data sources.

How you populate the cells is up to you. Is it most useful to write simply Y or N to indicate if each data source provides *any* relevant data for each data element? Or is it more useful to write details about how the data element is captured? E.g., for "relationship to victim," what are possible answer categories? Stranger vs known? Boyfriend/girlfriend vs Other? If you have some data but the level of specificity is not adequate, make notes to highlight this in the comments.

Populate the table with the available information, examine it for key learnings, identify gaps in data, synthesize information across multiple data sources, and identify potential prevention opportunities pointed to by your data.

## Helpful Hints

There are many reasons an Excel file is a good choice for a table like this; however, there are some features of Excel that are not intuitive. We have described our most commonly employed editing tricks/tools below for those who aren't familiar with them.

### To wrap text



To ensure that text does not extend beyond the cell you are working in, and rather “wraps” itself over multiple lines within the cell, highlight the cell(s) and click this button. Clicking repeatedly will toggle between “wrapped” and “unwrapped” text.

### To add a line break within a cell

If you hit the return key while you are within a cell, Excel will think you want to leave the cell (and will deposit you to the cell to the right or the cell below you). If you would like to add a line break, you need to use ALT+ return if you are using a Mac, or CNTRL+Option+return if you are using Windows.

## Summary

Available data will always be incomplete, particularly for a topic like sexual violence where barriers to reporting exist. Data from various sources will have different levels of completeness and quality. We hope this framework helps you assess the completeness of your available data and identify any important gaps to address in future data collection initiatives.

**Next page: Tab 1 Example**

## Tab 1 Example

Sexual Violence Data Triangulation Tool for Environmental and Situational Prevention (ESP) Version 2.0 for College/University Settings Last Updated: July 2022  HSM Project: Principal Investigator: Michele R. Decker, ScD MPH: mdecker@jhu.edu CDC 1U01CD003208-01 Suggested Citation: Decker, MR & Mahoney, P. 2022. Sexual Violence Data Triangulation Tool Version 2.0. Baltimore: School of Public Health, Department of Population, Family, and Reproductive Health.								
Data Source	Data Owner	Which students eligible for inclusion	Date collected	# cases & response rate (if appl)	ESP data available	Data Type: Risk perception (y/n)	Data type: Actual incident (y/n)	Comments
Campus climate survey	Student Affairs	All students	Spring 2021	2,250 (20%)	Prevalence, location, perpetrator relationship, surv characteristics, perp and surv alc use	N	Y	Collected during pandemic when classes were virtual only - no students on campus
Campus climate survey	Student Affairs	All students	Spring 2022	3,150 (28%)	Prevalence, location, perpetrator relationship, surv characteristics, perp and surv alc use Feelings of safety	Y	Y	New question added about feelings of safety
Title IX reports	Title IX office	Students who filed a report	2020-2021	12	Location, perpetrator relationship, surv alc use	N	Y	
Campus crime report	Campus Safety	Students who filed a report	2020-2021	3	Location, perpetrator relationship, surv alc use	N	Y	
Map Marking Activity	Wellness Ofc	Students who participated	May 2022	24	Locations on main campus, risk and safety features	Y	N	