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STUDENT CONDUCT ADMINISTRATOR KNOWLEDGE OF THE STATISTICAL
REPORTING OBLIGATIONS OF THE JEANNE CLERY DISCLOSURE OF CAMPUS
SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

by

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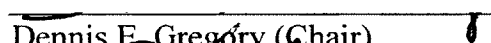
A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

HIGHER EDUCATION

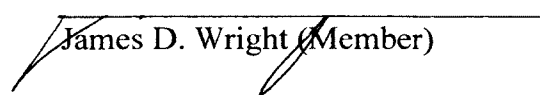
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ABSTRACT

STUDENT CONDUCT ADMINISTRATOR KNOWLEDGE OF THE STATISTICAL REPORTING OBLIGATIONS OF THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”) is a consumer right-to-know law originally passed by Congress in 1990. The law requires colleges and universities receiving federal student aid to publish annually their security-related policies and crime statistics. The law provides for a civil fine up to \$35,000 for each act of noncompliance, which can include failure to disclose a single crime statistic.

Student conduct administrators play an important role in classifying crimes, yet the literature is lacking on this population’s understanding of the Clery Act. Therefore, the purpose of this study was to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of the Association for Student Conduct Administration (ASCA). The study also explored whether knowledge levels varied depending upon: the personal factors of the respondents; the number of source(s) from which respondents acquired knowledge regarding classifying and scoring offenses for Clery Act purposes; the respondent’s role and responsibilities at the institution; institutional factors of the respondent’s current place of employment; and whether the respondent consulted outside sources when determining how, if at all, scenarios should be classified and scored for statistical reporting purposes.

A researcher-designed questionnaire was devised and administered to all professional members of ASCA. Results indicated that 99.3% of ASCA members could not correctly classify and score eight scenarios presented as part of the survey. Significant differences were found for

11 of the 20 variables of interest in the study. Implications for ASCA, student conduct administrators, and future research are discussed.

ACKNOWLEDGEMENTS

I am deeply indebted to the members of my dissertation committee for their time, expertise, guidance, feedback, and encouragement throughout the dissertation process. I am humbled by your willingness to accompany me on this journey and contribute to my educational experience in such a profound way.

My chair, Dr. Dennis Gregory, has been especially instrumental – guiding me through each stage as well as modeling the way as a subject-matter expert on whose research the foundation of this dissertation is built. I am grateful for your leadership, mentorship, and example as I continue to find my voice as a scholar-practitioner.

This project could not have come to fruition without the poignant insights of Dr. Tisha Paredes regarding design methods and data analysis techniques. Dr. Paredes' continuous feedback and thought-provoking questions helped shape this project – and my learning – in substantive ways.

Dr. Christopher Glass's questions during the proposal defense marked an important turn in the way I thought about "testing the test." I credit Dr. Glass with my subsequent deep dive into the psychometrics literature – an unexpected but most welcome learning experience that helped me evaluate the utility of my questionnaire and made me a more critical consumer of research.

Mr. James "Jay" Wright's contributions throughout this process as a practicing higher education attorney have been invaluable in shaping my appreciation of the broader context of compliance with the Clery Act, both as a practitioner and a student.

Many other friends, colleagues, faculty, mentors, and family members helped propel me to where I am today, and I am deeply appreciative of them all. I am notably grateful for my parents, Mark Sr. and Debra DeBowes, who have provided indelible influence, love, and support

throughout my life and always emphasized the importance of pursuing higher education. My parents-in-law, Samuel and Wanda Wise, have been extremely giving of their time with Maddie and Nolan as I've stepped away many weekends to focus on completing my degree.

My UVM family also helped lay the groundwork for pursuing a terminal degree, especially Drs. Jacob Diaz and Robert Kelly, who were calling me "Dr. DeBowes" long before genuine aspirations of pursuing my doctorate took hold.

My interest in the Clery Act stems from interactions with Dolores Stafford, whose willingness to mentor me and sustain my endless questions has proved to be one of the most impactful relationships of my academic and professional career. I remain ever grateful for your trust, confidence, and expertise.

I am appreciative of fellow cohort member and colleague, Don Stansberry, whose support amidst the vicissitudes of work and doctoral study has kept me motivated and laughing throughout the process.

Most of all, I am eternally grateful for the patience, love, sacrifice, and support of my best friend and wife, Sarah. This project could never have come to completion without your unyielding and selfless support. I'm not sure anyone could be more joyful than you that this dissertation (and my formal educational training) is nearing completion – and rightly so! In the midst of it all, we brought two amazing children into the world. Thank you for being such a wonderful wife, mother, and friend. I promise – no more degrees are in my future!

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CHAPTER I: INTRODUCTION

When Tarleton State University (TSU) senior journalism student Erin Cooper-Baize requested more than 1,900 pages of TSU police records under a Texas sunshine law, she surely underestimated the impact it would have on the future of TSU. After Cooper-Baize and 13 other journalism students examined police records, they published two articles in the campus newspaper detailing the failure to disclose more than 30 burglaries between 2003 through 2005 as well as 10 sex offenses between 2002 through 2007 in violation of the federal requirements promulgated by the Clery Act (Berck, Christensen, Connell, Cooper, Spencer, Svacek, and Walsh, 2007; Cooremans, Scott, Doyle, Blaine, Daniels, English and Myres, 2007).

S.Daniel Carter, then-Senior Vice President for *Security on Campus, Inc.*, was interviewed for these articles. Following publication of the articles, Mr. Carter sent copies to an area case director with the U.S. Department of Education's Office of Federal Student Aid (FSA), which is the office responsible for overseeing compliance with the Clery Act since institutions that receive any form of federal student aid dollars must comply with the Act ("Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act," 2010). Mr. Carter requested the Department review the articles and take appropriate action. In response, the Department sent a letter urging TSU to review their policies and procedures to determine whether they were in compliance with all requirements of the Clery Act. The President of TSU affirmed the institution's compliance in a two paragraph letter dated July 5, 2007. Nine months later, the Department announced their intent to conduct a program review to formally evaluate TSU's compliance with the Clery Act (U.S. Department of Education, 2007).

The subsequent program review (coupled with the institution's independent audit preceding the review) uncovered 74 crimes that were not disclosed in TSU's original 2006

Annual Security Report, which should have disclosed the total number of Clery Act crimes required to be reported for calendar year 2005 in addition to the two preceding calendar years (see Appendix A for definitions of all crimes that must be reported under the Clery Act).

Unreported crimes at TSU included three forcible sex offenses, one robbery, 39 burglaries, 28 referrals for drug law violations, and three arrests for drug law violations. The program review findings were referred to the Administrative Actions and Appeal Division of the U.S.

Department of Education where administrative law judge Ernest Canellos imposed a single fine of \$27,500 “for [TSU’s] admitted failure to comply with the reporting requirements” of the Clery Act (Canellos, 2010, p. 5). In his decision, Judge Canellos expressed uncertainty as to the appropriateness of assessing fines commensurate with the total number of errors and opted to treat failure to disclose 74 crimes in TSU’s Annual Security Report as a single offense worthy of the maximum possible fine.

FSA appealed this ruling directly to the Secretary of Education, Arne Duncan, claiming the amount of the fine imposed by Judge Canellos was erroneous. In his ruling, Secretary Duncan agreed with FSA, noting:

The filing of a crime report with multiple errors or omissions constitutes a serious lack of compliance by an institution receiving Federal funds...the imposition of a single fine -- in light of repeated crime reporting failures across a wide range of categories of crime -- provides the wrong incentive for promoting exacting compliance with the Clery Act’s crime reporting requirement. (Duncan, 2012, pp. 5-6)

Secretary Duncan found that each of the 74 violations should be treated as discrete violations of the Clery Act in light of the ordinary meaning of the Act’s statutory language and Departmental precedent in imposing civil fines. He required TSU to pay the maximum fine of \$27,500 per

violation for each of the three unreported forcible sex offenses and one unreported robbery for a total fine of \$110,000. Secretary Duncan remanded the remaining 70 violations to FSA for calculation of additional fines consistent with his ruling (Duncan, 2012). In July of 2012, TSU agreed to bypass further administrative proceedings and reached a settlement with the Department of Education, agreeing to pay \$123,500 in fines (U.S. Department of Education, 2012). The settlement helped TSU avoid a maximum possible fine of \$2,035,000 – the total amount 74 violations each could have carried at a maximum fine of \$27,500 per violation, though the maximum fine amount has since increased to \$35,000 per violation (Adjustment of Civil Monetary Penalties for Inflation, 2012).

Background of the Problem

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (the "Clery Act") requires, in part, that colleges and universities receiving any form of Title IV federal student aid collect and annually publish crime statistics for certain types of crimes occurring in specific geographic areas associated with the campus ("Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act," 2010). The law has undergone a series of amendments since its inception in 1990, in an attempt to both expand and clarify its requirements (Westat, Ward, & Mann, 2011).

Very little published research exists regarding the Clery Act, and most of the scholarship stems from a handful of authors (Janosik & Gregory, 2013). Most research examines perceptions of the Clery Act's impact through researcher-designed questionnaires adapted for the population being surveyed. Prior research queried respondents as to their perceptions of students' awareness of the Clery Act (Janosik, 2001, 2004; Janosik & Gehring, 2003; Janosik & Gregory, 2009) and whether the Clery Act influences college choice (Gregory & Janosik, 2006;

Janosik, 2001; Janosik & Gehring, 2003); shapes student behavior (Gregory & Janosik, 2006; Janosik, 2001; Janosik & Gehring, 2003; Janosik & Gregory, 2003, 2009), or reduces campus crime (Gregory & Janosik, 2003, 2006; Janosik & Gregory, 2009). Two studies also explored whether campus officials were believed to be hiding campus crime and withholding crime statistics from their Annual Security Reports (Gregory & Janosik, 2006; Janosik & Gregory, 2009).

Only one published study directly addressed compliance with the Clery Act, though the study was limited to the extent that the researcher asked respondents (who were campus law enforcement officers) to identify barriers to compliance rather than assess the extent to which they reported engaging in activities that would demonstrate compliance (McNeal, 2007). An unpublished doctoral dissertation examined Clery Act knowledge among student affairs professionals at 4-year institutions of higher education and found that “over 60% of those studied scored 7 or less on a scale from 0-10 on a measure of the accuracy of their knowledge of the Clery Act” (Colaner, 2006, p. 94). The same study suggested that:

Future studies designed to further explore the knowledge levels and perceptions of safety among targeted groups of professionals could be helpful to campus officials and professional associations in designing training and development programs to meet the specific needs of these distinct constituent groups. (p. 99)

Although Colaner (2006) called for additional inquiry into the knowledge levels of student affairs professionals working in specific functional areas, no studies have been conducted to date in fulfillment of this recommendation.

Statement of the Problem

The audit of TSU illustrates the Department of Education's renewed enforcement efforts to ensure compliance with the Clery Act as well as the seriousness with which the Department is responding to violations. The fervor with which the Department is conducting program reviews is not surprising in light of a 2006 United States Senate oversight hearing that convened after the *Philadelphia Inquirer* published an article alleging local colleges and universities were underreporting serious crimes in violation of the Clery Act (Kerkstra, 2006, January 15). At the hearing, a representative from the U.S. Department of Education confirmed that only three fines were levied among 252 program reviews which documented Clery Act violations occurring between 1994 and 2006. Senator Arlen Specter, presiding Chairman of the hearing, concluded that "lax enforcement" of the Act did not motivate colleges to comply, and that fines should be levied for noncompliance as permitted by the statute (*Campus crime: Compliance and enforcement under the Clery Act: Hearing before the Committee on the Judiciary, United States Senate*, 2006, p. 8). As Chairman Specter exclaimed to the regional representative for then-Secretary of Education Margaret Spellings, "Congress passed a law to impose fines. Do you think we're kidding?" (*Campus crime: Compliance and enforcement under the Clery Act: Hearing before the Committee on the Judiciary, United States Senate*, 2006, p. 8).

Following these hearings, the Department developed a more robust strategy for enacting compliance reviews. Reviews continue to be triggered by a specific complaint or allegation of non-compliance received by the Department (as was the case with TSU) and as part of a general review of the institution's compliance with Title IV requirements. However, reviews may also be prompted by a high-profile media event that captures the Department's attention; following an institution's self-audit that identifies substantial noncompliance; or as part of a joint effort with

the Federal Bureau of Investigation's Criminal Justice Information Service audit (U.S. Department of Education, 2011a). The collaboration between the Department and the Criminal Justice Information Service seeks "to ensure more accurate crime reporting on America's college campuses" (Parrot, 2011, p. 3). Between October 2008 and May 2011, 32 program reviews occurred as a result of this collaboration (Lipka, 2011). The current enforcement milieu suggests that aggressive enforcement efforts will not diminish anytime in the near future. Such enforcement underscores the need for student conduct administrators to have superior knowledge of the Clery Act as it pertains to compiling, classifying, and scoring crimes reported to the student conduct system.

Efforts to comply with the Clery Act are an institutional responsibility and cannot occur via the efforts of a single person or office (Westat, Ward and Mann, 2011). Student conduct administrators play a pivotal role in compliance efforts, as they are *Campus Security Authorities* under the Clery Act due to the "significant responsibility for student and campus activities" bestowed on them by virtue of their involvement in student disciplinary proceedings (Westat et al., 2011, p. 74). For student conduct administrators who oversee the entire student conduct system, there is an enhanced need to collaborate with campus security/law enforcement by sharing information about crimes reported to the student conduct system to ensure proper inclusion of crimes required for publication in the institution's Annual Security Report (Gregory & Janosik, 2003; Waryold, 1996). These crimes include but are not limited to referrals for disciplinary action involving drug abuse, liquor law, and weapons law violations (Westat et al., 2011). The list of Clery-reportable crimes continues to expand, as does the need for student conduct administrators to monitor applicable regulatory guidance, Department of Education

program reviews and other resources that will enrich knowledge of the law and facilitate intentional design of student conduct systems (Waryold & Lancaster, 2013).

Student conduct administrators must therefore have a level of knowledge regarding the Clery Act commensurate with their responsibilities to classify and score crimes reported to their systems. The Federal Bureau of Investigations, the agency responsible for oversight of the Uniform Crime Reporting system under which most Clery Act offenses are classified, states that “Classifying and scoring offenses are the two most important functions that a participant in the UCR Program performs” (Federal Bureau of Investigation, 2004, p. 7). Given the critical role of student conduct administrators in Clery Act compliance, the steep penalties for non-compliance, and vigilant enforcement efforts by the Department of Education, there is a pressing need to understand the extent to which student conduct administrators understand the requirements of the Clery Act and can apply their knowledge to facilitate compliance with the statistical reporting obligations of the Act.

Purpose of the Study

The purpose of this study was to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of the Association for Student Conduct Administration (ASCA). The study also explored whether knowledge levels varied depending upon: the personal factors of the respondents; the number of source(s) from which respondents acquired knowledge regarding classifying and scoring offenses for Clery Act purposes; the respondent’s role and responsibilities at the institution; institutional factors of the respondent’s current place of employment; and whether the respondent consulted outside sources when determining how, if at all, scenarios should be classified and scored for statistical reporting purposes.

Research Questions

Research questions explored in this study included the following:

1. Are there differences in knowledge level regarding *personal factors*, such as the duration of professional membership in ASCA or the number of years as a full-time professional in student conduct?
2. Are there differences in knowledge level regarding *institutional factors*, such as institution type, total enrollment, total student housing capacity, or total number of referrals for disciplinary action reported for the prior calendar year?
3. Are there differences in knowledge level regarding *institutional roles and responsibilities*, such as student conduct-related job duties, employment office, Campus Security Authority status, or Clery-related incident classification and scoring responsibilities?
4. Are there differences in knowledge level based upon the *number of source(s) from which respondents' knowledge was derived*?
5. Are there differences in knowledge level based upon *whether outside sources are consulted in classifying and scoring offenses*?

Importance of the Study

This study sought to heed Colaner's (2006) call by surveying professional members of the Association for Student Conduct Administration (ASCA) regarding their knowledge of the statistical reporting obligations of the Clery Act. Given the dearth of scholarship regarding the Clery Act, this study fills an important gap in the existing literature. Furthermore, the study has the potential to impact the field of student conduct administration by identifying areas of knowledge deficiency among student conduct administrators as it pertains to compliance with the

Clery Act. Toward that end, results of the study could lead to development of focused training curricula and other resources that might fortify knowledge of the Clery Act and its attendant responsibilities for student conduct administrators. To the extent enhanced knowledge of the Clery Act will effectuate more accurate reporting of campus crime statistics, the legislative intent of the Act to help current and prospective students and employees make informed decisions regarding their safety will be bolstered (Fisher, Hartman, Cullen, & Turner, 2002).

Delimitations

The target population of this study was limited to those members occupying one of the three professional ASCA membership types (Professional Member, Limited Professional Membership, or Housing Professional Membership). Rather than invite all ASCA members to complete the survey, only members holding one of these three membership types was invited since these members must be "...employed at a postsecondary institution with the responsibility for or an interest in student conduct administration" (Association for Student Conduct Administration, 2012, "Professional Membership," para. 1). ASCA members holding any one of the following membership types were excluded from survey completion and data analysis since they did not qualify as holding a professional membership type and were therefore not within the target population: Student Membership; Campus Partners; Faculty Partners; Retiree Membership; Honorary Membership; Association Affiliation Partner Membership; or Business Partner Membership (B. McNair, September 23, 2012, personal communication). Furthermore, since the Clery Act only applies to institutions receiving federal financial student aid, international members of ASCA were excluded from the sample.

In addition to restricting the target population, knowledge-related items included in the questionnaire were crafted to assess respondents' actual knowledge regarding the Clery Act's

existing statistical reporting obligations. No scenarios address incidents of domestic violence, dating violence, or stalking since reporting of these incidents is a new requirement for the 2014 Annual Security Report (Mahaffie, 2013, May 29) and no guidance has been provided by the U.S. Department of Education regarding how to classify and score these offenses properly, though publication of additional regulations regarding these offenses is being addressed during the negotiated rulemaking process (Negotiated rulemaking committee; Public hearings, 2013).

Other requirements of the Clery Act, such as what specific policy statements should be contained in an institution's Annual Security Report or how to define an institution's Clery geography, were not addressed by the survey. Although a myriad of specific questions could have been included to determine whether respondents understand specific rules for classifying and scoring offenses, questions of this nature were avoided so as to not impress upon participants they were being tested rather than queried. Furthermore, all scenarios were worded in such a way that the location of the violation was not determinative as to whether or not an offense is countable. All incident locations described in the scenarios were presented as occurring within the institution's Clery geography in order to focus the inquiry on respondents' understanding of how to classify and score offenses independent of the location(s) where offenses occur. Therefore, the survey results do not provide any insights regarding the extent to which professional members of ASCA understand the Clery geographical areas.

The specific crime types highlighted by the scenarios in the questionnaire were selected based on the frequency with which these crimes come to the attention of campus security authorities at postsecondary institutions nationwide. For example, no scenario addressed murder/non-negligent manslaughter since the most recent statistics available on the U.S. Department of Education website support these offenses occur infrequently (U.S. Department of

Education, 2013a). Such incidents are not likely to be reported solely to the student conduct system, thus enhancing the likelihood these offenses will be included in annual statistical disclosures when they occur.

Instead, scenarios describing persons referred for disciplinary action and/or incidents which did not involve campus security/law enforcement were included in the instrument because these incidents will be captured in the Annual Security Report only if student conduct professionals responsible for classifying and scoring offenses have the requisite knowledge to do so accurately. Similarly, questions geared towards evaluating to what extent respondents engage in specific compliance practices (such as the frequency of reconciling crime statistics with campus security/law enforcement records) were beyond the scope of this study.

Definition of Terms

Clery Act

The federal consumer right-to-know legislation that addresses campus security. The full title of the act is the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*.

Classifying

Classifying crimes refers to “determining the proper crime categories in which to report offenses” (Federal Bureau of Investigation, 2004, p. 7) using the Federal Bureau of Investigation’s Uniform Crime Reporting Guidelines.

Scoring

Scoring crimes refers to “counting the number of offenses after they have been classified” (Federal Bureau of Investigation, 2004, p. 7) according to the Federal Bureau of Investigation’s Uniform Crime Reporting Guidelines.

Student Conduct Administrator

A professional staff member employed by a college or university that is responsible for resolving alleged violations of behavioral policies through the campus's established procedures.

Association for Student Conduct Administration

"The premiere authority in higher education for student conduct administration and conflict resolution" (Association for Student Conduct Administration, 2008, p. 1). This niche organization provides resources and training for those professionals with an interest or professional responsibility in student conduct administration or conflict resolution.

Crime Statistics

The total number of reported crimes from the three preceding calendar years that must be included in the Annual Security Report each institution is required to publish by October 1 of the subsequent calendar year. Crimes that must be reported are listed in Appendix A.

Annual Security Report

The compliance document outlining the institution's reported crime statistics for the preceding three calendar years along with a statement of campus security-related policies.

Referred for disciplinary action

"The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction" (Westat et al., 2011, p. 66). Referrals for disciplinary action are limited to drug abuse, liquor law, and weapons law violations.

Organization of the Study

The remainder of the dissertation is organized as follows: Chapter II presents an overview of published literature concerning the Clery Act, including the Act's legislative history

and pertinent literature regarding complying with the Act. Chapter III includes a detailed treatment of the methodological approaches to collecting and analyzing data pursuant to the proposed research questions. Chapter IV presents the results of data analysis. The dissertation concludes with Chapter V, which provides a thorough discussion of results and implications for future research and practice.

CHAPTER II: LITERATURE REVIEW

The Clery Act traces its roots to the bucolic campus of Lehigh University in Bethlehem, Pennsylvania. In the early morning hours of April 5, 1986, freshman student Jeanne Ann Clery awoke in her third floor room in Stoughton Hall to one of the most violent and horrific of crimes a person could experience. Fellow student Josoph Henry, with whom Jeanne was not acquainted and who resided off-campus, entered Jeanne's unlocked residence hall room following an all-night drinking binge (Carter & Bath, 2007; Gross & Fine, 1990). By the time Josoph left Jeanne's room, he had "raped, sodomized, beaten, bitten, strangled...[and] mutilated [Jeanne] with a broken bottle" to the point of her death (Gross & Fine, 1990, para. 1).

In the subsequent criminal proceedings, it was discovered that Josoph gained entry into Stoughton Hall, without force, by passing through three doors which had been propped open with discarded pizza boxes. It was further discovered that these security breaches were not isolated to the tragic events of April 5. Jeanne's parents – Howard and Constance ("Connie") Clery – learned of 181 similar security breaches between 1984 and 1985 as well as 38 violent crimes in the three years preceding Jeanne's death. Although the evidence presented at Josoph's criminal trial demonstrated that Lehigh officials were aware of these incidents, students were apparently not notified of their occurrence by Lehigh officials. The Clerys brought civil action against Lehigh University in a \$25 million negligence lawsuit. The case settled out of court for an undisclosed amount, and the Clerys used the settlement money to jump-start a new 501(c)(3) nonprofit corporation, *Security on Campus, Inc.*, which was dedicated to raising awareness regarding campus crime (Gross & Fine, 1990; Sloan III & Fisher, 2011).

Clery Act Legislative History

Through *Security on Campus, Inc.*, the Clerys successfully lobbied for state-level legislation in Pennsylvania that required colleges and universities to disclose campus crime statistics and security-related policies. The law was passed in 1988, and similar laws were subsequently enacted in Tennessee, Louisiana, and Florida (Myers, 1990). Two years after the Pennsylvania legislation passed, the Clerys lobbied Congress to enact Public Law 101-542, the *Student Right-to-Know and Campus Security Act* (1990). Title II of this act, referred to as the *Crime Awareness and Campus Security Act*, specifically required colleges and universities receiving any form of federal student aid to publish certain policy statements regarding campus safety practices as well as crime statistics for the current and two most recent school years for the following offenses: murder; rape; robbery; aggravated assault; burglary; and motor vehicle theft. Institutions were also required to publish crime statistics relating to the number of arrests involving liquor law, drug abuse, or weapons possession violations. With the passage of the *Crime Awareness and Campus Security Act*, institutions were only required to report crime statistics reported to campus security authorities or local police agencies that occurred on property owned or controlled by the institution and were located within the same reasonably contiguous geographic area ("Student Right-to-Know and Campus Security Act," 1990).

The original law required that crime statistics be collected for each school year starting September 1, 1991. However, Title 10 of Public Law 102-26, the *Higher Education Technical Amendments of 1991*, modified the initial collection date to August 1, 1991 and changed the reporting timeframe from a school year to a calendar year ("Higher Education Technical Amendments of 1991," 1991).

Additional amendments followed in 1992 with Public Law 102-325, the *Higher Education Amendments of 1992* when Congress fine-tuned the reporting timeframes and added substantive requirements to the *Crime Awareness and Campus Security Act*. The amendments required that statistics due to be published in the first Annual Security Report by September 1, 1992 would include those crimes which occurred between August 1, 1991 and July 31, 1992. The subsequent Annual Security Report due September 1, 1993 would therefore span the reporting period of August 1, 1991 through December 31, 1991 as well as the entire 1992 calendar year in order to facilitate transition to a calendar year reporting timeframe as mandated by the *Higher Education Technical Amendments of 1991*. The *Higher Education Amendments of 1992* required that each institution's Annual Security Report would contain on-campus crime statistics for the three calendar years preceding its publication.

The 1992 amendments also added requirements that specifically focused on sex offenses. For example, these amendments replaced the original crime category of *rape* with *sex offenses, forcible or nonforcible*. The amendments also added a requirement that institutions publish a policy statement regarding an institution's sexual assault prevention programs as well as the procedures that should be followed following a sex offense. The *Higher Education Amendments of 1992* marked the first time in the history of the law that student conduct practices were expressly covered in that the required policy statement must provide:

- (I) the accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding; and
- (II) both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual assault ("Higher Education Amendments of 1992," 1992, Section 485(f)(7)(B)(4)).

The policy statement also required institutions to list sanctions that could be imposed if an accused student was found responsible for a sex offense.

The requirements of the Clery Act expanded significantly with the passing of Public Law 105-244, the *Higher Education Amendments of 1998*. To begin, institutions would now have to publish their Annual Security Report by October 1 of each year. The reporting requirements for geographic areas associated with an institution expanded from the original on-campus requirement to including public property within the same reasonably contiguous geographic area of the campus as well as non-campus buildings or properties owned or controlled by the institution or one of its recognized student organizations. The amendments required that institutions filter its crime statistics by geographic area, including through separation of crimes that occur in student residence halls as a subset of the on-campus category ("Higher Education Amendments of 1998," 1998).

Beyond expanding the geographic areas in which institutions must account for select crimes, the type of crimes for which institutions must provide annual statistics also expanded. The 1998 amendments added a requirement that institutions begin reporting arson offenses, manslaughter, and statistics for Clery-reportable crimes (as well as other crimes resulting in bodily injury) that involved a victim who was intentionally selected based on their actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability. These hate crime statistics were required to be separated by category of prejudice so as to distinguish these crimes specifically. Further, institutions would now be required to count referrals for disciplinary action involving liquor law, drug abuse, or weapons possession violations (over and above the pre-existing requirement to report arrests for these violations).

Another major change brought about by the 1998 amendments involved a new requirement that institutions with a campus police or security department would be required to maintain a log of all crimes reported to that department. Each reported crime would have to be added within 48 hours of a report being made to the department. The daily crime log would have to be maintained in written form and be made available for public inspection. The amendments included a provision that permitted a department to withhold publishing a crime report in the daily log if it was very likely to undermine public safety or an ongoing investigation ("Higher Education Amendments of 1998," 1998).

The 1998 amendments also brought punitive enforcement capacity within the Department of Education's scope, as the amendments provided that civil fines could be assessed when an institution is found to have "substantially misrepresented the number, location, or nature of the crimes required to be reported" by the Act ("Higher Education Amendments of 1998," 1998, 485(f)(13)). Finally, the Higher Education Amendments of 1998 renamed the subsection dealing with the *Crime Awareness and Campus Security Act* to the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* ("Higher Education Amendments of 1998," 1998).

Subsequent amendments to the Clery Act, including Public Law 106-386, *Campus Sex Crimes Prevention Act* (2000) and Public Law 110-315, *Higher Education Opportunity Act* (2008), did not substantively modify the statistical reporting obligations of the Clery Act, with one exception. The *Higher Education Opportunity Act* added the following to the list of reportable hate crimes: larceny-theft; simple assault; intimidation; and destruction, damage, or vandalism of property. Detailed discussion of these amendments is therefore beyond the scope of this Chapter.

The most recent amendment to the Clery Act came by way of Public Law 113-4, the *Violence Against Women Reauthorization Act of 2013* (“VAWA”). Most relevant to the proposed study, Section 304 of the Act, known as the Campus Sexual Violence Elimination (SaVE) Act (Clery Center for Security on Campus, 2012), adds new statistical reporting obligations for incidents of domestic violence, dating violence, and stalking. VAWA also adds *national origin* and *gender identity* to reportable hate crime categories of bias and will require institutions to adopt certain practices regarding the management of student conduct cases involving domestic violence, dating violence, and stalking. Specifically, institutions will have to identify:

- the standard of evidence in domestic violence, dating violence, sexual assault and stalking cases;
- possible sanctions or protective measures institutions may implement when a student is found responsible for rape, acquaintance rape, domestic violence, sexual assault, or stalking; and
- student conduct procedures to be followed in cases of alleged domestic violence, dating violence, sexual assault, or stalking.

Specific student conduct procedures required by VAWA are not enumerated here in detail because they are beyond the scope of this study. However, the impact to student conduct practice will be far from inconsequential. The most recent amendment of the Clery Act serves to underscore the importance of this study, as student conduct administrators will need to become proficient in classifying and scoring the additional crimes of domestic violence, dating violence, and stalking according to the final regulations to be published by the Department of Education.

Literature on the Clery Act

Very little published research exists regarding the Clery Act, and most of the scholarship to date stems from a handful of authors (Janosik & Gregory, 2013). Most research examines perceptions of the Clery Act's impact through researcher-designed questionnaires adapted for the population being surveyed. Prior research queried respondents as to their perceptions of students' awareness of the Clery Act (Janosik, 2001, 2004; Janosik & Gehring, 2003; Janosik & Gregory, 2009) and whether the Clery Act: influences college choice (Gregory & Janosik, 2006; Janosik, 2001; Janosik & Gehring, 2003); shapes student behavior (Gregory & Janosik, 2006; Janosik, 2001; Janosik & Gehring, 2003; Janosik & Gregory, 2003, 2009), or reduces campus crime (Gregory & Janosik, 2003, 2006; Janosik & Gregory, 2009). Two studies also explored whether campus officials were believed to be hiding campus crime and withholding crime statistics required by law to be included in Annual Security Reports (Gregory & Janosik, 2006; Janosik & Gregory, 2009). These studies, and other relevant publications, will be reviewed in further detail in this section.

Initial research on the impact of the Clery Act explored to what extent the Act and its mandates informed decisions of prospective and enrolled students. Toward that end, Janosik (2001) sought to determine students' level of awareness of the Clery Act, the extent to which students used the data required by the Act in deciding whether to attend a college/university or how they behave once enrolled. The study also explored how the Act impacted relationships between campus law enforcement and students, if at all. A total of 1,465 students were invited to participate in a mailed survey consisting of a 20-item inventory that addressed the research questions. Results showed that 74% of students were unaware of the Act, and most students either could not recall receiving a summary of the Annual Security Report in their admissions

materials (50%) or it was not provided to them (27%). Furthermore, among those who received the summary, 51% failed to read it and 96% acknowledged the summary failed to influence their decision to enroll. Students indicated crime data did not change how they protected their personal property or protected themselves from harm (69% each), nor did the data influence how they conducted themselves while on campus (82%). Lastly, only 20% indicated an increase in confidence of campus police resulting from Clery Act programs and information, and 44% advised they were more likely to report a crime as a result of receiving this information.

In an article published in the *Stetson Law Review*, (Fisher et al., 2002) questioned the substantive impact of the Clery Act, noting that the Act ignores a significant body of criminological research that demonstrates self-report data in the form of victimization surveys are a far more accurate and reliable picture of crime than relying upon the “official” statistics compiled by police agencies since the majority of crimes are not reported to police. In this way, the authors argued that Clery Act data dramatically underestimates the true extent of crime on campus, impeding the Act’s stated goals. Furthermore, the authors suggested that the Act hyperbolizes campus crimes by requiring institutions to report low-probability events (such as murder) but specifically excludes larceny-theft, the most frequently occurring crime on campus. While some good has come from the Act, the authors concluded that the ultimate goal of the Clery Act – providing accurate information on which to base enrollment and safety decisions – is a goal yet to be fulfilled.

In another article published in the *Stetson Law Review*, Gregory & Janosik (2002) reviewed various media reports of campus crime-related issues, particularly within the *Chronicle of Higher Education*, to demonstrate the challenges, controversies, and complexities associated with compliance. Commentaries from educational and legal journals were also included in the

review and were critiqued by the article's authors. The article discussed the prevalence of campus crime as reported to Congress in a 2001 report by the Department of Education and in a review of the subsequent year's crime statistics, both of which affirmed colleges are relatively safe places compared to the general population (U.S. Department of Education, 2001). The article continues by reviewing published literature on select populations directly impacted by the Clery Act (these articles are described elsewhere in this chapter). Finally, the article concludes with recommendations concerning how the Clery Act might be improved, including a recommendation that the Department of Education establish an Office of Clery Act Compliance, a Center for the Study of Campus Safety be created, and a moratorium be declared on punitive responses to negligent or technical violations of the Act as well as on amendments to the Act to allow for sufficient time to educate campus officials responsible for complying with the Act before any new amendments are passed.¹

Gregory & Janosik (2003) turned their attention to surveying members of the Association for Student Judicial Affairs (now the Association for Student Conduct Administration) using an instrument developed by the researchers to determine respondents' perceptions of the Clery Act's efficacy as well as to ascertain the extent to which the Clery Act has or has not impacted student conduct practice. Among the 422 respondents, 99% were aware of the Clery Act, and a majority of respondents indicated that caseloads have not increased since the 1998 Amendments to the Clery Act requiring disclosure of disciplinary referrals related to alcohol, drug abuse, and weapons law violations. The results of the survey appear to support the notion that communication and collaboration between student conduct officers and campus law

¹ In 2013, the United States Department of Justice allocated \$2.3 million to support a new National Center for Campus Public Safety, which will be a collaborative effort of Margolis Healy and Associates, LLC and the University of Vermont, and will bring the authors' recommendations to fruition (Carle, 2013).

enforcement personnel has been enhanced, as nearly two-thirds of respondents indicated someone in their office provides referral statistics to campus law enforcement for inclusion in the Annual Security Report, and 50% responded affirmatively that the Clery Act has improved the relationship between the student conduct office and campus law enforcement. Furthermore, although not linked directly to the Clery Act, a majority of respondents reported being notified by their campus law enforcement unit when students are involved in criminal activity on campus (82%). Finally, the results of this survey highlight that most student conduct officers believe campus crime statistics do not influence students' choice to attend their institution (4%), minimally impact student behavior while enrolled, and have not impacted the prevalence of crime on campus or in the surrounding community (66% and 63%, respectively).

Janosik and Gehring (2003) undertook a replication of Janosik's (2001) three-school study on a national scale. Three hundred and five voting delegates of the National Association of Student Personnel Administrators (NASPA) drew a stratified random sample of students from their home institution for inclusion in the study. Among the 3,866 respondents who responded to the survey (42% response rate), 22% recalled receiving and reading the annual report. Twenty-seven percent of respondents were aware of the Act's existence, and 24% recalled both receiving a summary of the act in admissions materials and actually reading the summary. The influence of Clery Act summary materials influenced only 8% of students' enrollment decisions. Consistent with findings from Janosik (2001), a majority of students (60%) reported reading crime-related new articles, reports, or flyers (nearly three times the rate of students who read the annual report). Men were more likely to be victims of crimes generally and to read the Annual Security Report.

By 2003, one key population of institutional personnel had been excluded from the literature – campus law enforcement personnel. Janosik and Gregory (2003) remedied this deficiency by investigating the impact of the Clery Act on campus law enforcement practices. The authors also queried campus law enforcement officers regarding the perceived efficacy of the Act. Three hundred seventy one members of the International Association of Campus Law Enforcement Administrators (IACLEA) participated in this study (39% response rate). Respondents indicated that the Clery Act was a catalyst for enhancing campus law enforcement policies (45%) and procedures (43%), and 57% credited the Act for improving crime reporting procedures, specifically. Furthermore, the Act was seen as effective or very effective in improving the quality (44%) and frequency (37%) of campus safety programs. Fifty-four percent of respondents believed that students' confidence in campus law enforcement had been increased by campus safety programs recommended by the Act. However, the majority of respondents did not believe that students changed the way they protected their property based on the mandated reports (90%) or the related campus safety programs and crime information (64%). Additionally, respondents did not believe students changed their behavior as a result of Clery-associated crime prevention and security awareness programs (70%).

Janosik (2004) continued his earlier line of inquiry regarding the impact of the Clery Act by exploring what parents of college students know about the Act as well as how this information informed parents' experience in the college selection process. Janosik employed a systematic sampling strategy during a summer orientation program for first year students and their parents at a single institution. Every third parent was invited to respond to a 24-item questionnaire developed by the researcher. The goal was to determine whether parents were aware of the Clery Act, how they used information required to be disclosed under the Act, and

their views regarding institutional strategies for preventing crime. Approximately 25% were aware of the Act. Of the 40% who recalled receiving the campus crime summary included in their student's admissions materials, 25% read it. Only 22% recalled receiving the Annual Security Report and only 15% read it. Six percent reported being influenced by the information they received regarding campus crime. However, more than two-thirds of parents believed their student would pay attention to publications and communications published by campus administrators regarding campus safety, and a preponderance of respondents (51%) believed this information would impact students' behavior on campus. Finally, the majority of parents (84%) increased their confidence in administrators responsible for campus safety after interacting with them at orientation. The researcher concluded by noting that Annual Security Reports are ignored by most constituent groups and institutions would be well served to reallocate efforts to initiatives that made a difference in campus safety.

Janosik and Plummer (2005) took notice to the absence of another important constituency that provides crime statistics for inclusion in the Annual Security Report as well as essential support services for victims: assault victim advocates and women's center directors. Toward that end, the researchers surveyed 344 higher education professionals serving as a victim's advocate or women's center director regarding their perceptions of the Clery Act. Among the 344 invited to participate, 147 (42.7%) took the survey. Three percent of victim advocates reported believing students read the Annual Security Report and 6% of the victim advocates believed that students read the Clery Act summary provided as part of the admissions process when deciding whether or not to enroll at the institution. Fourteen percent believed the annual report contributes to the ways in which students protect their property; 12% believe this report influences how students protect themselves and the same percentage believes this report

influences students' movement about their campuses. However, consistent with the results of other studies surveying other populations of University employees, the majority of respondents believed students would read campus communications regarding campus safety (75%) or attend a campus safety program (80%). Further, a sizeable mass believed communications and programs would influence the way students protect their property (46%), themselves (59%), and would influence how students move about campus (47%).

With prior attention focused on college students, their parents, campus law enforcement officers, victim advocates, women's center directors, and student conduct personnel, Gregory and Janosik (2006) next surveyed senior residence life and housing administrators who were members of the Association of College and University Housing Officers – International (ACUHO-I) regarding their awareness and perceptions of the Clery Act and its efficacy. While 98% of respondents were aware of the Act, only 9% of respondents believed Clery Act data influenced prospective students' choices to attend their institution. Further, 11% believed students read the crime statistics contained within the Annual Security Report, although 57% believed students read fliers and other communications regarding crime when distributed by University personnel and 69% attend crime prevention programs stimulated by the Act. Additionally, respondents consistently perceived Clery-related programs and materials as having stronger influences on student behavior than crime data alone. Only 5% of respondents believed the Clery Act reduced crime on campus, although 54% perceived an increase in crime reporting. The majority of respondents (84%) did not believe officials at their institutions were attempting to hide campus crime.

As the research agenda expanded to various campus constituencies, there had been no published studies that addressed the perspectives of senior-level personnel. Toward that end,

Janosik & Gregory (2009) designed an instrument to assess the knowledge of the Clery Act among Senior Student Affairs Officers (SSAOs) who served as voting delegates for NASPA. Among the 1,065 individuals sampled, 30.7% of SSAOs responded. Nearly all SSAOs (98%) were aware of the Clery Act. Seventy three percent believed students would read institutional communications about campus safety; 84% believed students would attend a campus safety program; 65% believed students would change the way they protect their property as a result of campus safety materials and programs while 70% believed students would change the way they protect themselves and move around campus (56%) as a result of these resources. Only 10% believed Clery-related materials provided during the admissions process impacted students' decision to enroll (though 64% were unsure). Overall, the researchers noted a smaller degree of variability in the results among SSAOs relative to other groups surveyed by the researchers.

Knowledge of and Compliance with the Clery Act

While various populations have been surveyed regarding their awareness of and perceptions regarding the Clery Act and how campus crime statistics are utilized by students, significantly less literature speaks to the extent to which professionals have adequate knowledge regarding the Act and are engaging in appropriate compliance activities that are reasonably calculated to enhance institutional compliance.

In perhaps the first study addressing the topic of compliance, Gehring and Callaway (1997) explored whether institutions were complying with a provision of the Clery Act, published only in the Federal Register, that requires institutions to provide a summary of the Annual Security Report to prospective students when they request admissions information. A random sample of colleges and universities was drawn from the 1996 Higher Education Directory. A postcard was sent to each institution requesting admissions materials be mailed to

the researcher's address. Of the 200 institutions sampled, 149 responded. Of those who responded, only 4 institutions (3%) provided the requisite summary of the Annual Security Report called for by the final rule as published in the Federal Register. The authors conclude that institutions were likely unaware of the requirement to provide this summary rather than acting in a defiant manner. The article concluded with a call for Congress to better inform campuses of their obligations under the law and to provide training to ensure compliance.

Soden (2006) sought to understand the extent to which student affairs professionals employed at 2-year institutions were knowledgeable about the Clery Act and to determine whether knowledge among these professionals differed significantly from the knowledge of student affairs professionals employed at 4-year institutions. To address these questions, the author collaboratively developed a 53-item questionnaire with other researchers. The questionnaire included some items unrelated to Soden's research questions and therefore were not included in Soden's analysis. Members of the Association of American Community Colleges (AACC), the National Association of Student Personnel Administrators (NASPA), and the American College Personnel Association (ACPA) were invited to participate in a web-based survey. A total of 1,507 respondents completed the survey. Among the 160 respondents employed by community colleges (which represented 14.76% of all student affairs professionals sampled), 85% were aware of the Clery Act, though only 63.1% considered themselves Campus Security Authorities and 38.8% were unsure whether the Clery Act applied to 2-year institutions. Only 10.7% indicated they received sufficient training about the Act, and 57.2% indicated they needed significant training. The major sources of learning about the Clery Act were graduate preparation programs (49.2%) and professional conferences (33.8%). When compared to their 4-year counterparts, student affairs professionals employed at 2-year institutions did not differ

significantly in their awareness or knowledge regarding the Clery Act, though the author concluded that training for student affairs professionals at 2-year and 4-year institutions is “critically needed” (p. 88).

In a companion doctoral dissertation utilizing the same questionnaire as Soden (2006), Colaner (2006) sought to understand the extent to which student affairs professionals employed at 4-year institutions were aware of and knowledgeable about their obligations under the Clery Act as well as to discern how professionals acquired this knowledge. Student affairs professionals holding membership in at least one of three surveyed professional organizations were invited to participate; a final sample of 1,347 professionals working at 4-year institutions was analyzed. Results were bleak. Just under one third of participants (31.8%) indicated they were *somewhat* to *very aware* of the Clery Act while 16.2% indicated they were *completely unaware* of the Act. A majority of respondents (61.2%) received no training while 18.8% received training they rated as *insufficient*. The most common way respondents learned of the Act was through graduate preparation programs (40.7%). In a 10-item instrument designed to measure respondent’s knowledge of the Clery Act, the mean number of correct answers was 6.45; only 7.5% of all respondents answered all 10 questions correctly. Professionals working in the following functional areas were found to have higher knowledge scores than professionals working in other functional groups: campus safety, women’s centers, dean of students, judicial affairs, and enrollment management. The author concluded with a recommendation to enhance visibility of the Clery Act in graduate preparation programs, and called on student affairs professional associations and the federal government to provide comprehensive trainings on the Act.

McNeal (2007) sought to identify barriers to complying with the Clery Act according to campus law enforcement administrators. As part of the researcher's doctoral dissertation, the researcher developed an online survey distributed to the International Association of Campus Law Enforcement's email distribution list: 53% of potential respondents completed the survey ($n = 221$). The survey was administered as part of the researcher's doctoral dissertation which was subsequently shortened and published in 2007. Results of the survey indicated that two-thirds of respondents believe that a lack of institutional funding and support impedes compliance. Seventy-seven percent agreed that an increase in training would also increase compliance. Eighty-six percent of respondents believed that the geographic areas for which crimes must be reported in accordance with the Clery Act are vague. The researcher advocated for an enhanced role of the federal government by providing training for college and university personnel charged with Clery Act compliance activities and more positive reinforcement and visibility for institutions who are in compliance with the Act.

Congressional Emphasis on Compliance and Enforcement

Congress has expressed its concern regarding institutional compliance with and Department of Education enforcement of the Clery Act. A 1998 Senate hearing was convened by Senator Arlen Specter (a principal author of the *Crime Awareness and Campus Security Act*) due to concerns regarding the definition of "campus" and the exclusion of public streets and sidewalks passing through or immediately adjacent to property owned or controlled by the institution. The hearing seemed to be prompted, in part, by a revelation that the University of Pennsylvania failed to disclose crime statistics that occurred on public property near the campus because it did not consider this property as part of its "campus" and therefore determined the crimes were not subject to disclosure. Another issue was whether student conduct referrals

should be included in the crime statistics compiled by institutions. Each of these issues were included in a proposed amendment to the Clery Act that was subsequently passed by Congress. Testimony was heard from a co-founder of Security on Campus, Howard Clery; a current student (an aggravated assault victim); the mother of deceased student; a director of student conduct; a campus police chief; a general counsel; a representative from IACLEA; a representative from the Department of Education; and a Senator from New Jersey. Senator Spector concluded the proceedings by expressing his concern over the narrowness with which the Department of Education was interpreting and enforcing the law and suggested fines should be levied for violations in accordance with existing legislation (*Security on campus: Hearing before a subcommittee of the Committee on Appropriations, United States Senate, 1998*).

Eight years later, Senator Spector again chaired a Senate committee focusing on enforcement of the Clery Act. The hearing convened after the *Philadelphia Inquirer* published an article alleging local colleges and universities were underreporting serious crimes in violation of the Clery Act (Kerkstra, 2006). At the hearing, a representative from the U.S. Department of Education confirmed that only three fines were levied among 252 program reviews which documented Clery Act violations occurring between 1994 and 2006. Senator Arlen Specter, presiding Chairman of the hearing, concluded that “lax enforcement” of the Act did not motivate colleges to comply, and that fines should be levied for noncompliance as permitted by the statute (*Campus crime: Compliance and enforcement under the Clery Act: Hearing before the Committee on the Judiciary, United States Senate, 2006, p. 8*). As Chairman Specter exclaimed to the regional representative for then-Secretary of Education Margaret Spellings, “Congress passed a law to impose fines. Do you think we’re kidding?” (*Campus crime: Compliance and*

enforcement under the Clery Act: Hearing before the Committee on the Judiciary, United States Senate, 2006, p. 8).

Following these hearings, the Department developed a more robust strategy for enacting compliance reviews. Reviews continue to be triggered by a specific complaint or allegation of non-compliance received by the Department. However, reviews may also be prompted by a high-profile media event that captures the Department's attention; following an institution's self-audit that identifies substantial noncompliance; or as part of a joint effort with the Federal Bureau of Investigation's Criminal Justice Information Service audit (U.S. Department of Education, 2011a). The collaboration between the Department and the Criminal Justice Information Service seeks "to ensure more accurate crime reporting on America's college campuses" (Parrot, 2011, p. 3).

Between October 2008 and May 2011, 32 program reviews occurred as a result of this collaboration (Lipka, 2011, May 16). The current enforcement milieu suggests that aggressive enforcement efforts will not diminish anytime in the near future. Such enforcement underscores the need for student conduct administrators to have superior knowledge of the Clery Act as it pertains to classifying and scoring crimes reported to the student conduct system. In spite of a body of research that explores constituent group perceptions of the Clery Act's impact, very little research has focused on the knowledge possessed by student affairs practitioners regarding the Clery Act and its attendant statistical reporting obligations. No research to date explores the topic of student conduct administrator knowledge regarding the Clery Act or the extent to which individual and institutional factors may account for differences in knowledge levels. This study attempts to fill this void.

CHAPTER III: METHODOLOGY

In light of the paucity of research regarding the Clery Act generally, and knowledge of student conduct administrators involved in classifying and scoring Clery-reportable crimes specifically, the purpose of this study was to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of the Association for Student Conduct Administration (ASCA). The study also explored whether knowledge levels varied depending upon: the personal factors of the respondents; the number of source(s) from which respondents acquired knowledge regarding classifying and scoring offenses for Clery Act purposes; the respondent's role and responsibilities at the institution; institutional factors of the respondent's current place of employment; and whether the respondent consulted outside sources when determining how, if at all, scenarios should be classified and scored for statistical reporting purposes.

This study was guided by the following research questions:

1. Are there differences in knowledge level regarding *personal factors*, such as the duration of professional membership in ASCA or the number of years as a full-time professional in student conduct?
2. Are there differences in knowledge level regarding *institutional factors*, such as institution type, total enrollment, total student housing capacity, or total number of referrals for disciplinary action reported for the prior calendar year?
3. Are there differences in knowledge level regarding *institutional roles and responsibilities*, such as student conduct-related job duties, employment office, Campus Security Authority status, or Clery-related incident classification and scoring responsibilities?

4. Are there differences in knowledge level based upon the *number of source(s) from which respondents' knowledge was derived?*
5. Are there differences in knowledge level based upon *whether outside sources are consulted in classifying and scoring offenses?*

In this chapter, the methodology is outlined. The chapter begins by exploring the research design, the population under study, and the sampling procedures employed. As this study used a researcher-designed questionnaire as the sole data-gathering tool, the chapter will describe the instrument with special attention to how issues of validity and reliability have been addressed. Data collection procedures will be reviewed as well as the strategies for analyzing data to answer the research questions.

Research Design

This study used a cross-sectional survey design to identify current knowledge regarding the Clery Act among ASCA members. A cross-sectional design was appropriate since the researcher intended to gather descriptive data on an existing group at one point in time (Fink, 2003a). A researcher-designed questionnaire was devised and administered online to collect data related to the research questions (see Appendix B). As the purpose of this study was to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of ASCA, and no such research presently exists on this topic, the survey research method was especially useful since “[s]urvey research is probably the best method available to the social researcher who is interested in collecting original data for describing a population too large to observe directly” (Babbie, 2010, p. 253).

An online survey is the most appropriate means of survey research for collecting the desired data. Online surveys are economic, efficient, self-administered, and they enable the

researcher to survey respondents that are dispersed throughout a large geographic area (Alreck & Settle, 2004). Sue & Ritter (2007) indicate that online surveys are preferred when the sample size is relatively large; the information sought by the researcher is of a sensitive nature; electronic mail addresses for the sampling frame are accessible to the researcher; and the intended targets of a survey belong to closed groups known to have Internet access, such as “members of a professional association” (p. 5). Each of these features is applicable since questions probing one’s knowledge of the Clery Act are sensitive in nature; there are more than 2,800 professional members of ASCA dispersed throughout the United States (J. Waller, personal communication, February 21, 2014); and each potential respondent has registered an email address through which ASCA communicates. An added advantage of an online survey is that it carries less potential for bias and error compared to other survey methods due to the absence of direct contact between the researcher and respondents (Alreck & Settle, 2004).

A single-stage sampling procedure was employed for this study since the researcher had access to all members of the population (Creswell, 2003). Access to the population was requested by submitting an application to the ASCA Research Committee. The researcher also obtained approval to conduct the study through the Darden College of Education Human Subjects Review Committee, as the researcher believed the study would qualify as exempt due to the minimal risk to participants. Specifically, potential respondents were solicited through a broadcast email sent by ASCA on behalf of the researcher. Therefore, there was no direct contact between the researcher and prospective respondents. Further, no personally identifiable information was collected in the survey. Institutional names were not collected, and respondents’ institutions are not identifiable based upon the demographic information collected in the survey. Survey responses cannot be associated with individual respondents, and no personally

identifiable information was provided to the researcher by ASCA. With regard to potential liability risks for respondents, the statute itself provides that nothing in it “may be construed to...create a cause of action against any institution of higher education or any employee of such an institution for any civil liability” (“Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act,” 2010, Section (14)(A)).

Population

Professional members of ASCA served as the target population because ASCA is a niche organization dedicated to meeting the professional development needs of student conduct and conflict resolution professionals on college and university campuses (Association for Student Conduct Administration, 2008). The population consisted of the most current membership list available at the time of the survey’s dissemination in January 2014. The total ASCA membership currently consists of 2,877 members; 2,441 of whom qualified as holding professional membership in the association at the time the survey was disseminated to professional members (J. Waller, personal communication, February 21, 2014).

Prospective respondents ($n = 2,441$) were sent an invitation on January 15, 2014 using the electronic mail account on file with ASCA. The email was sent by the ASCA Central Office on behalf of the researcher. Ninety-two invitations could not be delivered to the address on file and bounced back, $n = 2,349$. Among the 2,349 valid survey invitations sent to ASCA members, 551 members responded to the survey (22.6%). However, a total of 146 cases had to be eliminated from the 551 cases due to those members who: identified holding a membership type as something other than “Professional Member”; identified their regional affiliation as “International”; began, but did not complete, the survey; or completed the survey, but did not

respond to all ten scenarios. These 146 cases were removed from the analysis, leaving 405 valid cases and a response rate of 17.2%.

Instrumentation

A 32-item questionnaire was devised by the researcher and administered online to address the research questions. The survey began by asking respondents to identify: the type of ASCA membership held; the ASCA region to which they belong; the office in which they are employed; the specific student conduct-related job duties they are assigned at their institution; whether they are the Chief Student Affairs Officer at their institution; and whether they are a Campus Security Authority. The survey also asked respondents to disclose the frequency with which they are responsible for determining the proper Clery classification for offenses brought to their personal attention; the attention of their department, unit, or office; and the attention of the entire student conduct system.

The survey transitioned into providing ten scenarios which prompted respondents to select the proper crime classification pursuant to the fact pattern provided in each scenario. Fact patterns included in the scenarios were drawn from examples contained within the *Handbook for Campus Safety and Security Reporting* (Westat et al., 2011) as well as the researcher's professional experiences classifying and scoring offenses for Clery Act purposes coupled with participation in basic and advanced Clery Act trainings. Each fact pattern provided respondents with an opportunity to apply the rules for counting offenses as outlined in the *Handbook for Campus Safety and Security Reporting* (Westat et al., 2011) so that a proper classification and score could be selected from the available response choices. Scenarios were displayed to all respondents using random order effects in an effort to reduce the likelihood that the order of scenarios would bias responses.

For each scenario, four response options were presented to respondents in randomized fashion. Three options provided classifications and scores pertaining to specific crime types, though not all response options denoted Clery reportable crimes. Crimes of Intimidation, Battery, Larceny-Theft, and Simple Assault were listed as response options for some scenarios, though none of these crimes are Clery-reportable absent evidence suggesting they were motivated by the perpetrator's bias (Westat et al., 2011). In every scenario, there was a response option that indicated the offense described in the fact pattern was "not Clery reportable and should not be included in Annual Crime Report statistics."

Within the survey, not all Clery reportable crime types were addressed. Specific Clery reportable crimes addressed in the survey are as follows: Forcible Sex Offenses, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, Liquor Law Violations, Drug Law Violations, and Weapons Law Violations (although scenarios pertaining to Forcible Sex Offenses and Weapons Law Violations were dropped from the survey as described in the "Reliability" section of this chapter). The crimes excluded from the survey were: Murder and Non-negligent Manslaughter, Negligent Manslaughter, Non-forcible Sex Offenses, and Hate Crimes. These crime types are the rarest among criminal offenses reported by institutions to the Department of Education (U.S. Department of Education, 2014) and are unlikely to exist solely in student conduct records.

Following the ten scenarios, the survey asked respondents whether they consulted any outside resource(s) to inform survey responses and, if so, which sources were accessed for this purpose. Respondents were then asked how knowledgeable they consider themselves to be regarding classification of crimes for Clery Act purposes. Respondents were also asked how knowledgeable they are regarding the state laws and local ordinances in their jurisdiction that

relate to Clery-reportable liquor law, drug law, and weapons law violations, as these offenses are classified based upon the unique laws and ordinances of the jurisdiction in which the institution is located (Westat et al., 2011). Respondents were then asked to identify the various ways in which they acquired knowledge regarding how to classify crimes for Clery Act purposes as well as how important it would be for respondents to obtain additional training regarding how to perform this function. The survey concluded with collection of personal and institutional demographics including: duration of employment in student conduct; duration of ASCA membership; institutional type (public/private, 2-year/4-year); institutional characteristics (such as whether the institution serves specific populations); total enrollment; total student housing capacity; and the total number of referrals for disciplinary action (liquor law, drug law, and weapons law violations, combined) for the 2012 calendar year. Upon completion of the survey, respondents were directed to another survey that provided them with an opportunity to opt-in to receive the scenarios with corresponding answers noted as well as the opportunity to be entered into a drawing for one of three \$100.00 Amazon.com gift certificates.

Validity

Efforts to enhance the overall validity of the measure included providing the survey to a panel of experts for review. Seven experts consisting of faculty and practitioners were selected as reviewers after consulting with the researcher's dissertation committee chairperson. Experts were asked to pre-test the survey and offer feedback in accordance with the pre-testing criteria recommended by Fink (2003b) prior to the survey being distributed to ASCA professional members. Specifically, experts were asked to review the wording of the instructions and questions to ensure they were easily understood and to ensure that response options were clearly worded, mutually exclusive, and collectively exhaustive.

Expert review resulted in minor adjustments to survey items, with two notable exceptions: the use of outside sources, and the question wording and response options pertaining to the student conduct-related job duties item. The original draft of the survey included instructions that directed respondents not to consult outside sources when responding to survey items. The survey also did not ask whether outside sources were utilized during completion of the survey, contrary to instructions. As outside resources are freely available to practitioners who classify offenses for statistical reporting purposes outside the context of this survey, instructions were revised to permit use of outside sources. In order to determine whether outside sources were accessed during completion of the survey, an item was added to the instrument to elicit this information. These modifications led to the addition of a fifth research question to explore whether there were differences in knowledge level based upon whether outside sources are consulted in classifying and scoring offenses.

The second major change related to the student conduct-related job duties item (“Which of the following statements most closely describes your student conduct-related job duties at your institution?”). An earlier draft of this item included question language and response options that failed to distinguish between the Chief Student Conduct Administrator and the Chief Appellate Officer. In response to feedback noting more than one person on a campus may occupy these roles, the question language was revised and response options were collapsed so that descriptions of job duties were provided as response options rather than using ambiguous terms like “Chief Student Conduct Administrator.” It was further determined that a separate question would be added regarding whether the respondent was the Chief Student Affairs Officer at their institution to further simplify the student conduct-related job duties question and permit

additional analysis, as one can be the Chief Student Affairs Officer and not serve as the Chief Student Conduct Administrator, and vice versa.

Content validity for the scenarios was established by having the same seven subject matter experts review the fact patterns for clarity and precision in addition to affirming the correct answer was listed among the available options. One of the subject matter experts is the Executive Director of the National Association of Clery Compliance Officers and Professionals (NACCOP) as well as the founder of a professional consulting firm specializing in Clery Act compliance. This nationally recognized subject matter expert has testified before Congress regarding Clery Act compliance issues (*Security on campus: Hearing before a subcommittee of the Committee on Appropriations, United States Senate*, 1998) and has actively participated in editing the Department of Education's compliance handbooks (D. Stafford, personal communication, June 21, 2013).

Inquiries were also made with the Compliance Manager with the Clery Act Compliance Division of the U.S. Department of Education (Appendix C) as well as the supervisor of the Campus Safety and Security Helpdesk (Appendix D). The inquiries provided the ten scenarios and corresponding response options. Correct response options were noted for each scenario, and a request was made that each recipient affirm that the proper classification and score was correctly noted. Both recipients affirmed that the information presented in each scenario was sufficient to support the answer identified by the researcher² (J. Moore, personal communication, March 21, 2014; D. Ward, personal communication, March 6, 2014).

Data Collection

² It bears noting that such affirmation cannot in any regard bind the Department of Education or its agents to any particular course of action or compliance determination.

The final questionnaire was loaded into the online survey platform Qualtrics ® by the researcher. Prospective respondents were sent an invitation on January 15, 2014 using the electronic mail account on file with ASCA (See Appendix E for the text of the invitation). The email was sent by the ASCA Central Office on behalf of the researcher and contained a hyperlink that directed members to the online questionnaire. Upon clicking the hyperlink, a brief description of the study's goals and procedures were provided to prospective respondents. Participants who elected to participate in the study advanced to the next page to affirm their consent and begin the survey. Respondents were advised the survey should take approximately 20 minutes to complete. As an incentive to participate, any respondent completing the survey had the option of entering their email address in a random drawing for one of three \$100.00 Amazon.com gift certificates.

The survey remained accessible to participants for 30 calendar days. Fourteen days following the initial invitation to participate (January 29, 2014), a reminder (Appendix F) was sent by the ASCA Central Office on behalf of the researcher to thank participants who completed the survey and remind the remaining individuals that participation in the study was still welcomed. A second reminder (Appendix G) was sent February 5, 2014, seven days after the initial reminder. The survey closed on February 12, 2014. Although all study-related emails originated from the ASCA Central Office, ASCA does not have access to the data or individual responses. Only the researcher has access to responses. Since the ASCA Central Office sent all study-related emails directly to professional members, the identities of both the respondents and nonrespondents remain unknown to the researcher, thus protecting their privacy and anonymity, and ensuring there were no consequences for nonresponse.

Reliability

Following data collection, the reliability of the 10 items pertaining to knowledge level was calculated using the Statistical Package for the Social Sciences (SPSS) Version 21. The overall reliability for the 10 items pertaining to knowledge level was low, Cronbach's $\alpha = .455$. Field (2013) suggests that any items with low corrected item-total correlations may need to be deleted in order to improve the overall reliability of the instrument. A review of corrected inter-item correlations showed that two items were under .1, Forcible Sex Offenses ($r = -.079$) and Weapon Policy ($r = .085$), and that removal of these items would improve α (.491 and .461, respectively). These items were subsequently deleted from the scale and reliability for the remaining eight items was computed, Cronbach's $\alpha = .505$. Table 1 compares select reliability and item-total statistics for the 10-item and 8-item scales.

Table 1

Reliability Statistics for 10-Item and 8-Item Scale

Offense Type	10-Item Scale*		8-Item Scale**	
	Corrected Item-Total Correlation	Cronbach's Alpha if Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Deleted
Burglary	.120	.449	.155	.495
Liquor Law Violation Referrals	.270	.395	.318	.433
Aggravated Assault	.261	.401	.282	.450
Forcible Sex Offenses	-.079	.491	--	--
Public Drunkenness	.228	.412	.156	.497
Robbery	.219	.415	.246	.463
Weapon Policy	.085	.461	--	--
Liquor Law Violation Arrest & Referral	.141	.445	.139	.505
Drug Law Violation Arrest	.220	.416	.217	.474
Motor Vehicle Theft	.297	.384	.331	.428

Note: Items excluded from scale show by (--).

* $\alpha = .455$

** $\alpha = .505$

Although Cronbach's $\alpha = .505$ is lower than the conventional target of .7 (Litwin, 2003), reliability of .5 is sufficient "in the early stages of research on predictor tests or hypothesized measures of a construct" (Nunnally, 1967, p. 226) and when the purpose of a survey is to compare groups (Fink, 2006). These conditions exist in the present study, as knowledge of the statistical reporting obligations of the Clery Act among student conduct administrators has not been investigated in prior research, and the research questions sought to explore differences between groups rather than to make decisions about individuals.

Beyond the composite Cronbach's α statistic, Briggs and Cheek (1986) encourage a focus on interitem correlations: "the optimal level of homogeneity occurs when the mean interitem correlation is in the .2 to .4 range. Lower than .1 and it is unlikely that a single total score could adequately represent the complexity of the items" (p. 115). The mean inter-item correlation for the 8-item scale is .111. While not within Briggs and Cheek's (1986) optimal range, the value is greater than the minimum threshold of .1.

Although widely reported, Cronbach's α has been criticized for being among the smallest lower bounds of reliability (DeVellis, 2012). Other alternatives have been shown to produce results that are a closer approximation of reliability than Chronbach's α , including those developed by Guttman (1945). Guttman's third lower bound is equivalent to Chronbach's α (Ten Berge & Socan, 2004), although Guttman's second lower bound, λ_2 , is preferred over Cronbach's α because "it is a better lower bound to reliability than Cronbach's α " (Meyer, 2010, p. 99). Therefore, SPSS was used to calculate Guttman's second lower bound for the 8-item scale, $\lambda_2 = .514$. Consistent with Meyer (2010), $\lambda_2 (.514) > \alpha (.505)$.

Sijtsma (2009) argues the most desirable reliability measure is the greatest lower bound (glb). The glb has been described as "theoretically superior to all other lower bounds to

reliability” (Ten Berge & Socan, 2004, p. 623) but has not been widely adopted because of a known sampling bias issue. Namely, reliability computed by means of the glb can be significantly positively biased when applied to smaller samples ($n < 1,000$), although the impact of sampling bias on reliability coefficients is not unique to the glb (Ten Berge & Socan, 2004). For completeness, the glb was calculated using the data analysis program FACTOR, v. 9.2. (Lorenzo-Seva & Ferrando, 2013). Results yielded the highest reliability coefficient among computational methods, $glb = .588$. Given the relatively small sample size ($n = 405$) in the present study, little weight should be given to the glb in light of its sampling bias problem.

Based upon the totality of the information available to the researcher regarding the reliability of the 8-item scale, the reliability of the scale was judged to be adequate.

Data Analysis

Knowledge level of respondents was measured by their ability to review eight scenarios and correctly identify how each scenario should be counted for Clery Act purposes by selecting the answer containing the correct crime classification and score. For each scenario, only one response option contained the correct classification and score. The total number of correct responses to classification scenarios served as the continuous dependent variable representing Clery Act knowledge.

Descriptive statistics are presented in Chapter IV showing descriptive statistics for the variables of interest in this study. Analyses of variance (ANOVA) and independent samples t-tests were performed to answer the research questions. Where knowledge level was found to differ significantly at the .05 significance level for any ANOVA, post hoc analyses were computed to determine where those differences lie. The specific post hoc procedure utilized depended upon whether and to what extent group sizes differed. Large group size differences

were evaluated with Hochberg's GT2 when variances were assumed to be homogenous and Games-Howell when variances were not assumed to be equal (Field, 2013). Finally, an effect size (omega squared for ANOVA, Cohen's *d* for t-tests) was calculated for any post hoc tests showing significance to illustrate the practical difference, if any, of the results.

Limitations

As with any research project, limitations with the present study can be identified. To begin, the results are generalizable only to student conduct administrators holding professional membership in ASCA at the time of data collection. Results cannot be generalized to ASCA members who did not hold professional membership at the time of the survey's administration, or to all student conduct administrators who are not professional ASCA members but are employed at colleges and universities receiving any form of Title IV federal student aid.

Another limitation is that the data sought in this study were of a sensitive nature due to the potential consequences for noncompliance. Since the study sought to explore whether knowledge of the Clery Act varies by certain characteristics of respondents or the institutions at which they are employed, the explanatory reasons for the presence or absence of statistically significant results remain unknown since the data analysis did not examine cause and effect.

The largest threat to internal validity in the proposed study was nonresponse (Alreck & Settle, 2004). Although an incentive of gift certificates was offered to three randomly selected respondents to incentivize participation, a lower than desired response rate was achieved (17.2%).

CHAPTER IV: RESULTS

Review of Study

The purpose of this study was to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of the Association for Student Conduct Administration (ASCA). The study also explored whether knowledge levels varied depending upon: the personal factors of the respondents; the number of source(s) from which respondents acquired knowledge regarding classifying and scoring offenses for Clery Act purposes; the respondent's role and responsibilities at the institution; institutional factors of the respondent's current place of employment; and whether the respondent consulted outside sources when determining how, if at all, scenarios should be classified and scored for statistical reporting purposes.

The Statistical Package for the Social Sciences (SPSS) Version 21 was used to perform data analysis related to the following research questions:

1. Are there differences in knowledge level regarding *personal factors*, such as the duration of professional membership in ASCA or the number of years as a full-time professional in student conduct?
2. Are there differences in knowledge level regarding *institutional factors*, such as institution type, total enrollment, total student housing capacity, or total number of referrals for disciplinary action reported for the prior calendar year?
3. Are there differences in knowledge level regarding *institutional roles and responsibilities*, such as student conduct-related job duties, employment office, Campus Security Authority status, or Clery-related incident classification and scoring responsibilities?

4. Are there differences in knowledge level based upon the *number of source(s) from which respondents' knowledge was derived?*
5. Are there differences in knowledge level based upon *whether outside sources are consulted in classifying and scoring offenses?*

The dependent variable of Clery Act knowledge was a composite score derived from the total number of scenarios correctly answered by survey respondents. For each scenario, four response options were presented. Three of these options provided classifications and scores pertaining to specific crime types. The remaining option indicated the offense described in the scenario was “not Clery reportable and should not be included in Annual Crime Report statistics.” For data analysis purposes, answers for each scenario were recoded (1 = correct, 0 = incorrect) and summed to arrive at the total number of correct answers for the eight scenarios.

The 20 independent variables of interest in this study included: ASCA regional affiliation; duration of employment as a full-time professional in student conduct; duration of ASCA membership; self-reported knowledge level regarding classification of crimes for Clery Act purposes; self-reported knowledge level regarding state laws and local ordinances applicable to liquor, drug, and weapons law violations; the perception of how important it would be to acquire additional training regarding classification of Clery crimes; institutional type (public/private, 2-year/4-year); institutional characteristics (such as whether the institution serves specific populations); total student enrollment; total student housing capacity; the total number of referrals for disciplinary action (liquor law, drug law, and weapons law violations, combined) for the 2012 calendar year; employment office; student conduct-related job duties; status as a Chief Student Affairs Officer; status as a Campus Security Authority the frequency with which members are responsible for determining the proper Clery classification for offenses brought to

their personal attention, the attention of their department/unit/office, and the attention of the entire student conduct system; number of knowledge source(s) regarding how to classify crimes for Clery Act purposes; and whether they consulted any outside resource(s) to inform survey responses. Table 2 provides an overview of the relationship between research questions, independent variables, and the data analysis techniques performed to answer the research questions.

Table 2

Relationship Between Research Questions, Independent Variables, and Analysis Techniques

Research Question	Variable	Data Analysis Technique
RQ1	ASCA Region	ANOVA
	Full Time Years in Student Conduct	ANOVA
	ASCA Duration	ANOVA
	Clery Crime Knowledge	ANOVA
	Law/Ordinance Knowledge	ANOVA
	Training Importance	ANOVA
RQ2	Institution Type	ANOVA
	Characteristics	ANOVA
	Total Enrollment	ANOVA
	Housing Capacity	ANOVA
	Total Referrals	ANOVA
RQ3	Employment Office	ANOVA
	Student Conduct-Related Job Duties	ANOVA
	Chief Student Affairs Officer	T-Test
	Campus Security Authority	ANOVA
	Personal Classification	ANOVA
	Department/Unit/Office Classification	ANOVA
	System Classification	ANOVA
RQ4	Number of Knowledge Sources	ANOVA
RQ5	Use of Outside Resources	T-Test

Data Analyses

Table 3 displays the number of correct and incorrect answers for each item included in the analysis. Answers are organized by decreasing level of difficulty. As the table demonstrates, the easiest item in the scale pertained to the scenario depicting a robbery ($\bar{x} = .60$, $SD = .501$). The most difficult item asked respondents to classify and score a burglary ($\bar{x} = .24$, $SD = .427$). The range of means is within Allen and Yen's (1979) recommended range as "item difficulties of about .3 to .7 maximize the information the test provides about differences among examinees" (p. 121).

Table 3

Descriptive Statistics: Items Correctly and Incorrectly Answered

Offense Type	<i>M</i>	<i>SD</i>	Correct = 1		Incorrect = 0	
			n	Percent	n	Percent
Burglary	.24	.427	97	24.0	308	76.0
Drug Law Violation Arrest	.27	.500	111	27.4	294	72.6
Aggravated Assault	.29	.453	116	28.6	289	71.4
Public Drunkenness	.38	.485	153	37.8	252	62.2
Motor Vehicle Theft	.50	.491	203	50.1	202	49.9
Liquor Law Violation Arrest & Referral	.52	.500	211	52.1	194	47.9
Liquor Law Violation Referrals	.53	.447	216	53.3	189	46.7
Robbery	.60	.501	243	60.0	162	40.0

Note: All analyses based on 405 cases. Mean scores are a measure of item difficulty.

Table 4 shows the distribution of how many scenarios were correctly answered by respondents completing the survey. Only 0.7% of respondents ($n = 3$) answered all 8 scenarios correctly, whereas 3.2 % ($n = 13$) answered none of the items correctly. The average number of items correctly answered by respondents was just over three ($\bar{x} = 3.33$, $SD = 1.799$).

Table 4

Distribution of Items Correctly Answered

Number of Items Correctly Answered	Frequency	Percent	Cumulative Percent
0	13	3.2	3.2
1	52	12.8	16.0
2	79	19.5	35.6
3	88	21.7	57.3
4	72	17.8	75.1
5	44	10.9	85.9
6	34	8.4	94.3
7	20	4.9	99.3
8	3	0.7	100.0

Analyses Related to Research Question One. The first research question sought to explore whether there were any differences in knowledge level regarding *personal factors* among respondents with regard to Clery Act knowledge.

ASCA Region. Participants were asked to identify the ASCA region to which they belong. Table 5 shows descriptive statistics pertaining to regional affiliations reported among respondents.

Table 5

Descriptive Statistics: ASCA Regional Affiliation

ASCA Region	<i>M</i>	<i>SD</i>	Frequency	Percent	Cumulative Percent
East	3.39	1.698	116	28.6	28.6
Midwest	3.33	1.834	113	27.9	56.5
South	3.21	1.992	101	24.9	81.5
West	3.43	1.645	75	18.5	100.0
Total	3.33	1.799	405	100.0	

Note: Members selecting "International" region were excluded from data analysis and are not represented in this table.

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across ASCA Regions, $F(3, 401) = 1.728, p = .161$. A One-Way ANOVA was performed to determine whether respondents' Clery Act knowledge varied based upon regional affiliation. The results showed that knowledge did not significantly differ based upon the region in which ASCA members reside, $F(3, 401) = .265, p = .850$.

Years as a Professional in Student Conduct. Participants were asked to identify the number of years they have been employed as a full-time professional in student conduct. Responses were grouped in five year increments. Table 6 shows descriptive statistics pertaining to the number of years respondents have been employed as a full-time professional in student conduct.

Table 6

Descriptive Statistics: Years as a Full-Time Professional in Student Conduct

	Years in Student Conduct	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	3.14	1.668	183	45.2	45.3	45.3
	6 – 10 years	3.50	1.850	119	29.4	29.5	74.8
	11 – 15 years	3.11	1.849	45	11.1	11.1	85.9
	16 – 20 years	3.93	2.132	30	7.4	7.4	93.3
	21 – 25 years	3.94	1.830	18	4.4	4.5	97.8
	More than 25 years	2.78	1.716	9	2.2	2.2	100.0
	Total	3.33	1.800	404	99.8		
Missing				1	.2		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across years of full-time professional

experience in student conduct, $F(5, 398) = 1.214, p = .302$. A One-Way ANOVA was performed to determine whether respondents' Clery Act knowledge varied based on years of experience.

The results showed that knowledge did not significantly differ based upon the years of full-time professional experience in student conduct, $F(5, 398) = 2.023, p = .074$.

Years of Affiliation with ASCA. Participants were asked to identify the number of years they have held professional membership in ASCA. Responses were grouped in five year increments. Table 7 shows descriptive statistics pertaining to the number of years respondents have been affiliated with ASCA as a professional member.

Table 7

Descriptive Statistics: Years of Affiliation with ASCA

	Years in Student Conduct	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	3.10	1.711	237	58.5	61.9	61.9
	6 – 10 years	3.75	1.812	85	21.0	22.2	84.1
	11 – 15 years	3.61	1.764	38	9.4	9.9	94.0
	16 – 20 years	3.56	2.065	16	4.0	4.2	98.2
	21 – 25 years	2.25	.957	4	1.0	1.0	99.2
	More than 25 years	2.67	2.082	3	.7	.8	100.0
	Total	3.30	1.768	383	94.6	100.0	
Missing				22	5.4		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across years of professional membership in ASCA, $F(5, 377) = .788, p = .558$. A One-Way ANOVA was performed to determine whether respondents' Clery Act knowledge varied based years of affiliation with ASCA as a professional member. The results showed that knowledge significantly differed

based upon the years of professional membership in ASCA, $F(5, 377) = 2.441, p = .034, \omega^2 = .02$. Because the sample sizes were very different and variances were assumed to be equal, Hochberg's GT2 was performed (Field, 2013). Post-hoc analysis showed that individuals with 6-10 years of professional membership in ASCA were significantly more knowledgeable than individuals with 5 or less years of professional membership, $p = .036$. The difference, while statistically significant, represents a small effect size (Kirk, 1996), indicating little practical significance.

Clery Classification Knowledge. Participants were asked to identify how knowledgeable they consider themselves to be regarding how to classify crimes for Clery Act purposes. Respondents could choose from only one of the following options: Extremely knowledgeable, very knowledgeable, somewhat knowledgeable, slightly knowledgeable, or not at all knowledgeable. Table 8 provides descriptive statistics pertaining to self-reported knowledge regarding Clery classification knowledge.

Table 8

Descriptive Statistics: Clery Classification Knowledge

	Knowledge Level	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	5.83	1.169	6	1.5	1.5	1.5
	Very	4.45	2.013	71	17.5	17.6	19.1
	Somewhat	3.36	1.696	199	49.1	49.3	68.3
	Slightly	2.74	1.385	88	21.7	21.8	90.1
	Not at all	2.20	1.344	40	9.9	9.9	100.0
	Total	3.34	1.800	404	98.8	100.0	
Missing				1	0.2		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found not to be equal across Clery classification knowledge, $F(4, 399) = 5.608, p = .000$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based upon Clery classification knowledge. Since the homogeneity of variance assumption was violated and the sample sizes were unequal, Welch's F guided data interpretation in lieu of the standard omnibus F -test (Howell, 2008). The results showed that knowledge significantly differed based upon Clery classification knowledge, $F(4, 35.26) = 21.64, p = .000, \omega^2 = .15$.

Because the sample sizes were different and variances were assumed not to be equal, the Games-Howell procedure was performed for post-hoc analysis (Toothaker, 1993). Results of this procedure showed that individuals reporting they are extremely knowledgeable regarding how to classify offenses for Clery Act purposes were found to be significantly more knowledgeable than individuals who reported they were somewhat knowledgeable ($p = .015$), slightly knowledgeable ($p = .005$) or not at all knowledgeable ($p = .001$). Persons reporting they are very knowledgeable were found to be significantly more knowledgeable than those persons who identified they were somewhat knowledgeable ($p = .001$), slightly knowledgeable ($p = .000$) or not at all knowledgeable ($p = .000$). Persons reporting they are somewhat knowledgeable regarding Clery classification knowledge were found to be significantly more knowledgeable than those persons who identified they were slightly knowledgeable ($p = .000$) or not at all knowledgeable ($p = .000$). The difference represents a large effect size (Kirk, 1996).

Knowledge of Laws and Ordinances. Participants were asked to identify how knowledgeable they consider themselves to be regarding the state laws and local ordinances in their jurisdiction that relate to Clery-reportable liquor law, drug law, and weapons law violations.

Respondents could choose from only one of the following options: Extremely knowledgeable, very knowledgeable, somewhat knowledgeable, slightly knowledgeable, or not at all knowledgeable. Table 9 provides descriptive statistics pertaining to self-reported knowledge of laws and ordinances provided by respondents.

Table 9

Descriptive Statistics: Knowledge of Laws and Ordinances

	Knowledge Level	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	3.11	1.967	18	4.4	4.4	4.4
	Very	4.02	1.945	111	27.4	27.7	32.2
	Somewhat	3.44	1.736	173	42.7	43.1	75.3
	Slightly	2.67	1.196	69	17.0	17.2	92.5
	Not at all	2.17	1.392	30	7.4	7.5	100.0
	Total	3.36	1.789	401	99.0	100.0	
Missing				4	1.0		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found not to be equal across knowledge of laws and ordinances, $F(4, 396) = 5.436, p = .000$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on self reported knowledge level of laws and ordinances. Since the homogeneity of variance assumption was violated and the sample sizes were unequal, Welch's F guided data interpretation in lieu of the standard omnibus F -test (Howell, 2008). The results showed that knowledge significantly differed based upon reported knowledge level of laws and ordinances, $F(4, 81.18) = 12.95, p = .000, \omega^2 = .09$.

Because the sample sizes were different and variances were assumed not to be equal, the Games-Howell procedure was performed for post-hoc analysis (Toothaker, 1993). Results of this procedure showed that individuals reporting they are very knowledgeable about state laws and local ordinances were found to be significantly more knowledgeable than individuals who reported they were slightly knowledgeable or not at all knowledgeable ($p = .000$ and $p = .000$, respectively). Persons reporting they are somewhat knowledgeable about state laws and local ordinances were found to be significantly more knowledgeable than those persons who identified they were slightly knowledgeable or not at all knowledgeable ($p = .001$ and $p = .001$, respectively). Persons reporting they are slightly knowledgeable about state laws and local ordinances were found to be significantly less knowledgeable than those persons who identified they were very knowledgeable or somewhat knowledgeable ($p = .000$ and $p = .001$, respectively). The difference represents a medium effect size (Kirk, 1996).

Training Importance. Participants were asked to identify how important they thought it would be to obtain additional training regarding how to classify crimes for Clery Act purposes. Respondents could choose from only one of the following options: Extremely important, very important, somewhat important, slightly important, or not at all important. Table 10 provides descriptive statistics pertaining to the level of importance respondents assigned to the need for additional training.

Table 10

Descriptive Statistics: Training Importance

	Training Importance	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	3.39	1.788	141	34.8	34.8	34.8
	Very	3.27	1.810	127	31.4	31.4	66.2
	Somewhat	3.42	1.768	101	24.9	91.1	91.1
	Slightly	3.10	2.057	30	7.4	7.7	98.5
	Not at all	3.17	1.329	6	1.5	1.5	100.0
	Total	3.33	1.799	405	100.0	100.0	

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across training importance, $F(4, 400) = .946, p = .437$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on how important respondents believed it would be to receive additional training regarding how to classify crimes for Clery Act purposes. The results showed that knowledge did not significantly differ based upon reported training importance, $F(4, 400) = .267, p = .899$.

Analyses Related to Research Question Two. The second research question sought to explore whether there were any differences in knowledge level regarding *institutional factors* among respondents with regard to the Clery Act.

Institution Type. Participants were asked to identify their institution type. Respondents could choose from only one of the following options: Private – 2 Year Institution, Private – 4 Year Institution, Public – 2 Year Institution, or Public – 4 Year Institution. Table 11 provides descriptive statistics pertaining to institution type.

Table 11

Descriptive Statistics: Knowledge of Laws and Ordinances

	Institution Type	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private – 2 Year	4.00	2.646	3	.7	.7	.7
	Private – 4 Year	3.34	1.792	145	35.8	35.9	36.6
	Public – 2 Year	2.81	1.483	48	11.9	11.9	48.5
	Public – 4 Year	3.45	1.851	208	51.4	51.5	100.0
	Total	3.34	1.800	404	99.8	100.0	
Missing				1	.2		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found not to be equal across institution type, $F(3, 400) = 2.806, p = .039$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on institution type. Since the homogeneity of variance assumption was violated and the sample sizes were unequal, Welch's F guided data interpretation in lieu of the standard omnibus F -test (Howell, 2008). The results showed that knowledge did not differ significantly based upon institution type, $F(3, 9.70) = 1.986, p = .182$.

Institution Characteristics. Participants were asked to identify which of any of the following applied to their institution: Faith-Based Institution, For Profit, Historically Black College/University (HBCU), Hispanic Serving Institution (HSI), Tribal College/University (TCU), and/or None of These Options Apply to My Institution. Initially, of the 404 survey respondents that answered this item, all but six selected a single characteristic. Therefore, the six respondents reporting a combination of two institutional characteristics were recoded into a new category of "Two Types Selected" in order to provide more than one case per group for analyses

and to preserve institutional anonymity (four of the individuals disclosed unique combinations of characteristics). Table 12 provides descriptive statistics pertaining to institution characteristics.

Table 12

Descriptive Statistics: Institutional Characteristics

	Institution Type	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faith-Based	3.03	1.723	65	16.0	16.1	16.1
	For Profit	2.86	2.410	7	1.7	1.7	17.8
	HBCU	2.33	1.528	3	0.7	0.7	18.6
	HSI	2.60	1.875	20	4.9	5.0	23.5
	TCU	-	-	0	0.0	0.0	23.5
	None	3.50	1.777	303	74.8	75.0	98.5
	Two Types Selected	2.00	1.095	6	1.5	1.5	100.0
	Total	3.34	1.794	404	99.8	100.0	
Missing				1	0.2		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across institution type, $F(5, 398) = 1.216, p = .301$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on institutional characteristics. The results showed that knowledge level differed significantly based upon institution type, $F(5, 398) = 2.589, p = .025, \omega^2 = .02$.

Because the sample sizes were very different and variances were assumed to be equal, Hochberg's GT2 was performed (Field, 2013). Post-hoc tests were unable to detect any differences, as none of the post-hoc analyses revealed any significant differences at the $p < .05$ level. A closer examination of the number of cases in each category illustrates why significance was found in the initial ANOVA, but no significant differences could be detected in the post-hoc analysis. The inability to detect the source of differences in post-hoc analyses is tempered by the

small effect size that indicates any statistically significant differences in the omnibus F -test had little practical significance (Kirk, 1996).

Total Enrollment. Participants were asked to identify the total enrollment at their institution. Responses were grouped in six ranges. Table 13 shows descriptive statistics pertaining to responses by total enrollment.

Table 13

Descriptive Statistics: Total Enrollment

Total Enrollment	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Under 5,000	3.17	1.699	119	29.4	29.4	29.4
5,000 - 9,999	3.11	1.786	76	18.8	18.8	48.1
10,000 - 14,999	3.09	2.037	65	16.0	16.0	64.2
15,000 - 19,999	3.85	1.736	26	6.4	6.4	70.6
20,000 - 24,999	4.00	1.948	30	7.4	7.4	78.0
Over 25,000	3.55	1.658	89	22.0	22.0	100.0
Total	3.33	1.799	405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across total enrollment, $F(5, 399) = 1.120, p = .349$. A One-Way ANOVA was performed to determine whether respondents' Clery Act knowledge varied based on total enrollment. The results showed that knowledge did not significantly differ based upon total enrollment, $F(5, 399) = 2.217, p = .052$.

Student Housing Capacity. Participants were asked to identify the student housing capacity at their institution. Responses were grouped in seven ranges. Table 14 shows descriptive statistics pertaining to responses by student housing capacity.

Table 14

Descriptive Statistics: Student Housing Capacity

Total Capacity	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
0	2.71	1.741	52	12.8	12.8	12.8
1 – 1,000	3.11	1.700	62	15.3	15.3	28.1
1,001 – 2,000	3.23	1.760	75	18.5	18.5	46.7
2,001 – 3,000	3.10	1.651	58	14.3	14.3	61.0
3,001 – 4,000	3.81	1.786	36	8.9	8.9	69.9
4,001 – 5,000	3.79	1.981	34	8.4	8.4	78.3
Over 5,000	3.73	1.843	88	21.7	21.7	100.0
Total	3.33	1.799	405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across institution type, $F(6, 398) = .765, p = .598$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on student housing capacity. The results showed that knowledge level differed significantly based upon student housing capacity, $F(6, 398) = 2.964, p = .008, \omega^2 = .03$.

Because the sample sizes were very different and variances were assumed to be equal, Hochberg's GT2 was performed (Field, 2013). Results of this procedure showed that respondents from institutions with a housing capacity greater than 5,000 students were found to be significantly more knowledgeable than individuals who did not have any on-campus student housing, $p = .024$. The difference represents a small effect size (Kirk, 1996).

Referrals for Disciplinary Action. Participants were asked to disclose the total number of referrals for disciplinary action their institution reported during the 2012 calendar year. The total number of referrals was to be inclusive of liquor law, drug law, and weapons law violations. Nine response options were provided. Seven of these options gave respondents an opportunity to

disclose a numerical estimate of the total number of reported referrals. The remaining options provided respondents with the ability to indicate either “I don’t know where to find this information” or “I know where to find this information, but choose not to provide it.” Table 15 shows descriptive statistics pertaining to the responses related to the total number of referrals for disciplinary action for calendar year 2012.

Table 15

Descriptive Statistics: Referrals for Disciplinary Action

	Referrals for Disciplinary Action	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2.20	1.814	10	2.5	2.5	2.5
	1 – 100	2.96	1.688	115	28.4	28.5	31.0
	101 – 200	3.62	2.050	55	13.6	13.6	44.7
	201 – 300	3.57	1.595	42	10.4	10.4	55.1
	301 – 400	3.50	1.575	28	6.9	6.9	62.0
	401 – 500	3.76	1.715	17	4.2	4.2	66.3
	More than 500	3.93	1.828	67	16.5	16.6	82.9
	Don’t know	2.40	1.603	20	4.96	5.0	87.8
	Choose not to provide	3.35	1.751	49	12.1	12.2	100.0
	Total	3.34	1.796	403	99.5	100.0	
Missing				2	.5		
	Total			405	100.0		

Levene’s test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across institution type, $F(8, 394) = 1.309, p = .237$. A One-Way ANOVA was performed to determine whether respondents’ knowledge level varied based on referrals for disciplinary action. The results showed that knowledge level differed significantly based upon referrals for disciplinary action, $F(6, 394) = 3.273, p = .001, \omega^2 = .04$.

Because the sample sizes were very different and variances were assumed to be equal, Hochberg's GT2 was performed (Field, 2013). Results of this procedure showed that respondents from institutions reporting more than 500 total referrals were found to be significantly more knowledgeable than individuals whose institutions reported between 1-100 referrals ($p = .013$) or individuals that did not know where to find information regarding the total number of referrals for disciplinary action at their institution ($p = .026$). The difference represents a small effect size (Kirk, 1996).

In order to determine whether any significant differences existed regarding respondents' willingness to disclose the total number of referrals, a follow-up ANOVA was conducted. The original nine response options were collapsed into three groups: total referrals known and disclosed (consisting of any respondent who selected any of the seven numerical options), total referrals known and not disclosed, and total number of referrals unknown and not disclosed.

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal, $F(2, 400) = .272, p = .762$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on disclosures regarding referrals for disciplinary action. The results showed that knowledge level did not differ significantly based upon whether referrals for disciplinary action were disclosed, $F(2, 400) = 2.960, p = .053$.

Analyses Related to Research Question Three. The third research question sought to explore whether there were any differences in knowledge level regarding *institutional roles and responsibilities* among respondents with regard to the Clery Act.

Employment Office. Participants were asked to select which option most closely described the office in which they were employed. Four office names were provided along with

an “Other” option. Table 16 shows descriptive statistics pertaining to responses by employment office.

Table 16

Descriptive Statistics: Employment Office

Office	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Housing/Residence Life	2.95	1.545	65	16.0	16.0	16.0
Student Conduct Office	3.50	1.838	180	44.4	44.4	60.5
Vice President/Vice Provost/ Dean of Students Office	3.34	1.790	140	34.6	34.6	95.1
Academic Affairs/Faculty	2.43	1.618	7	1.7	1.7	96.8
Other	3.31	2.394	13	3.2	3.2	100.0
Total	3.33	1.799	405	100.0		

Levene’s test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across institution type, $F(4, 400) = 2.234, p = .065$. A One-Way ANOVA was performed to determine whether respondents’ knowledge level varied based on employment office. The results showed that knowledge level did not differ significantly based upon employment office, $F(4, 400) = 1.652, p = .184$.

Student Conduct-Related Job Duties. Participants were asked to select which option most closely described their student conduct-related job duties at their institution. Four response options were provided. Table 17 shows descriptive statistics pertaining to responses by job duties.

Table 17

Descriptive Statistics: Student Conduct-Related Job Duties

Job Duties	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Serves as a student conduct officer only	3.33	1.680	101	24.9	24.9	24.9
Manages/directs the student conduct process	3.40	1.870	251	62.0	62.0	86.9
Supervises the manager/director of the student conduct process	3.07	1.710	43	10.6	10.6	97.5
No responsibility for student conduct	2.90	1.595	10	2.5	2.5	100.0
Total	3.33	1.799	405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across institution type, $F(3, 401) = .977, p = .404$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on student conduct-related job duties. The results showed that knowledge level did not differ significantly based upon student conduct-related job duties, $F(3, 401) = .609, p = .610$.

Chief Student Affairs Officer Status. Participants were queried as to whether they serve as the Chief Student Affairs Officer at their institution. Response options were dichotomous in nature, offering respondents the opportunity to select either "Yes" or "No." Table 18 shows descriptive statistics related to knowledge level among Chief Student Affairs Officers included in the study.

Table 18

Descriptive Statistics: Chief Student Affairs Officer Status

	Chief Student Affairs Officer	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2.80	1.791	49	12.1	12.1	12.1
	No	3.41	1.793	355	87.7	87.9	100.0
	Total	3.30	1.768	404	99.8	100.0	
Missing				1	.2		
Total				405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal, $F(1, 402) = .085, p = .771$. An independent sample t-test was performed to determine whether significant differences in Clery Act knowledge existed based on whether ASCA members identified as Chief Student Affairs Officers. On average, Chief Student Affairs Officers scored lower ($M = 2.80, SE = .256$) than ASCA members not identifying as the Chief Student Affairs Officer ($M = 3.41, SE = .095$). This difference was significant, $t(402) = 2.232, p = .026$. This finding represents a small effect size, $d = .34$ (Cohen, 1992).

Campus Security Authority Status. Participants were asked to identify whether they are a Campus Security Authority. Response choices included "Yes," "No," or "I don't know ." Table 19 provides descriptive statistics pertaining to the Campus Security Authority status of respondents.

Table 19

Descriptive Statistics: Campus Security Authority Status

	Years in Student Conduct	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3.80	1.829	243	60.0	60.0	60.0
	No	2.61	1.506	139	34.3	34.3	94.3
	I don't know	2.78	1.565	23	5.7	100.0	100.0
	Total	3.33	1.799	405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found not to be equal across Campus Security Authority status, $F(2, 402) = 4.039, p = .018$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based years Campus Security Authority status. Since the homogeneity of variance assumption was violated and the sample sizes were unequal, Welch's F guided data interpretation in lieu of the standard omnibus F -test (Howell, 2008). The results showed that knowledge significantly differed based upon Campus Security Authority status, $F(2, 61.91) = 24.14, p = .000, \omega^2 = .10$. Because the sample sizes were different and variances were assumed not to be equal, the Games-Howell procedure was performed for post-hoc analysis (Toothaker, 1993). Results of this procedure showed that individuals identifying as Campus Security Authorities were significantly more knowledgeable than individuals who did not believe they were Campus Security Authorities, $p = .000$. Post-hoc analysis also showed that individuals identifying as Campus Security Authorities were significantly more knowledgeable than respondents who not know they were Campus Security Authorities, $p = .018$. The difference represents a medium-to-large effect size (Kirk, 1996).

Personal Crime Classification Frequency. Participants were asked to identify how frequently they are responsible for determining the proper Clery Act crime category for alleged

criminal offenses brought to their person attention. Respondents could choose from only one of the following options: Never, Seldom, About Half the Time, Usually, Always. Table 20 shows descriptive statistics pertaining to responses by personal classification of offenses.

Table 20

Descriptive Statistics: Personal Crime Classification Frequency

	Frequency of Classification	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2.87	1.682	99	24.4	24.6	24.6
	Seldom	3.14	1.660	77	19.0	19.1	43.7
	About Half the Time	3.30	1.720	20	4.9	5.0	48.6
	Usually	3.45	1.893	82	20.2	20.3	69.0
	Always	3.74	1.854	125	30.9	31.0	100.0
	Total	3.33	1.802	403	99.5	100.0	
Missing				2	.5		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across frequency of personal classification, $F(4, 398) = 1.471, p = .210$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on the frequency with which they were responsible for classifying alleged criminal offenses brought to their personal attention. The results showed that knowledge level differed significantly based upon personal classification frequency, $F(4, 398) = 3.602, p = .007, \omega^2 = .04$.

Because the sample sizes were very different and variances were assumed to be equal, Hochberg's GT2 was performed (Field, 2013). Results of this procedure showed that respondents indicating they "Always" are responsible for classifying offenses brought to their

personal attention were found to be significantly more knowledgeable than individuals who reported “Never” doing so, $p = .03$. The difference represents a small effect size (Kirk, 1996).

Departmental/Office/Unit Crime Classification Frequency. Participants were asked to identify how frequently they are responsible for determining the proper Clery Act crime category for alleged criminal offenses brought to the attention of their department, office, or unit. Respondents could choose from only one of the following options: Never, Seldom, About Half the Time, Usually, Always. Table 21 shows descriptive statistics pertaining to responses by departmental/office/unit classification of offenses.

Table 21

Descriptive Statistics: Departmental/Office/Unit Crime Classification Frequency

	Frequency of Classification	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never			97	24.0	24.0	24.0
	Seldom			83	20.5	20.5	44.6
	About Half the Time			32	7.9	7.9	52.5
	Usually			80	19.8	19.8	72.3
	Always			112	27.7	27.7	100.0
	Total			404	99.8	100.0	
Missing				1	.2		
	Total			405	100.0		

Levene’s test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across institution type, $F(4, 399) = 1.903, p = .109$. A One-Way ANOVA was performed to determine whether respondents’ knowledge level varied based on the frequency with which they were responsible for classifying alleged criminal offenses brought to the attention of their department, unit, or office. The results

showed that knowledge level did not differ significantly based upon departmental/office/unit classification frequency, $F(4, 399) = 1.853, p = .118$.

System Crime Classification Frequency. Participants were asked to identify how frequently they are responsible for determining the proper Clery Act crime category for alleged criminal offenses brought to the attention of the entire student conduct system. Respondents could choose from only one of the following options: Never, Seldom, About Half the Time, Usually, Always. Table 22 shows descriptive statistics pertaining to responses by system classification of offenses.

Table 22

Descriptive Statistics: System Crime Classification Frequency

	Frequency of Classification	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2.98	1.684	111	27.4	27.5	27.5
	Seldom	3.24	1.635	87	21.5	21.5	49.0
	About Half the Time	3.34	1.606	41	10.1	10.1	59.2
	Usually	3.67	2.064	63	15.6	15.6	74.8
	Always	3.57	1.911	102	25.2	25.2	100.0
	Total	3.33	1.800	404	99.8	100.0	
Missing				1	.2		
	Total			405	100.0		

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found not to be equal across system classification frequency, $F(4, 399) = 3.120, p = .015$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based system classification frequency. Since the homogeneity of variance assumption was violated and the sample sizes were unequal, Welch's *F*

guided data interpretation in lieu of the standard omnibus F -test (Howell, 2008). The results showed that knowledge did not differ significantly based upon system classification frequency, $F(4, 163.086) = 2.000, p = .097$.

Analyses Related to Research Question Four. The fourth research question sought to explore whether there were any differences in Clery Act knowledge level based upon the *number of source(s) from which respondents' knowledge was derived*.

Number of Clery Classification Knowledge Sources. Respondents were asked how they acquired knowledge regarding how to classify crimes for Clery Act purposes. Table 23 shows the frequencies of each type of knowledge source identified. Response choices were not mutually exclusive; respondents could select all that applied.

Table 23

Frequency Table: Clery Classification Knowledge Sources

Knowledge Source	Yes = 1		No = 0	
	n	Percent	n	Percent
Conference Program or Webinar	278	68.6	127	31.4
Handbook for Campus Safety & Security Reporting	255	63.0	155	37.0
Informal On-the-Job Training	242	59.8	163	40.2
Non-governmental publication(s)	162	40.0	243	60.0
Formal Training Program	107	26.4	298	73.6
Graduate School	89	22.0	316	78.0
Final Program Review Determinations	34	8.4	371	91.6
No source/Have no acquired any knowledge	25	6.2	380	93.8
Other	21	5.2	384	94.8

Since respondents could select all options that applied, response choices were collapsed in order to determine whether there were differences in knowledge level based upon the number

of sources from which respondents acquired knowledge regarding how to classify crimes for Clery Act purposes. Table 24 shows the frequencies of recoded responses.

Table 24

Descriptive Statistics: Number of Clery Classification Knowledge Sources

Number of Knowledge Sources	<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
0	2.10	1.513	21	5.2	5.2	5.2
1 or 2	2.89	1.611	133	32.8	32.8	38.0
3 or 4	3.52	1.791	189	46.7	46.7	84.7
5 or 6	4.00	1.838	59	14.6	14.6	99.3
7	6.33	1.155	3	.7	.7	100.0
Total	3.33	1.799	405	100.0	100.0	

Levene's test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal across frequency number of Clery classification knowledge sources, $F(4, 400) = 1.426, p = .225$. A One-Way ANOVA was performed to determine whether respondents' knowledge level varied based on the number of sources from which respondents derived knowledge regarding how to classify crimes for Clery Act purposes. The results showed that knowledge level differed significantly based upon number of Clery classification knowledge sources, $F(4, 400) = 9.903, p = .000, \omega^2 = .08$.

Because the sample sizes were very different and variances were assumed to be equal, Hochberg's GT2 was performed (Field, 2013). Results of this procedure showed that respondents who reported no Clery classification knowledge sources were found to be significantly less knowledgeable than respondents who reported three or four sources ($p = .004$), five or six sources ($p = .000$), or seven sources ($p = .007$). Respondents reporting knowledge

acquisition from one or two sources were found to be significantly less knowledgeable than respondents who reported three or four sources ($p = .014$), five or six sources ($p = .001$), or seven sources ($p = .007$). The difference represents a small effect size (Kirk, 1996).

Analyses Related to Research Question Five. The final research question sought to explore whether there were any differences in knowledge level based upon *whether outside sources were consulted in classifying and scoring offenses* within the survey.

Use of Outside Resources. Participants were queried as to whether they used outside resources to help them answer any of the scenarios presented in the survey. Response options were dichotomous in nature, offering respondents the opportunity to select either “Yes” or “No.” Table 25 shows descriptive statistics related to the use of outside resources to respond to scenarios in the study.

Table 25

Descriptive Statistics: Use of Outside Resources

Use of Outside Resources		<i>M</i>	<i>SD</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4.42	1.674	98	24.2	24.2	24.2
	No	2.99	1.700	307	75.8	75.8	100.0
	Total			405	100.0		

Levene’s test was performed to determine whether the homogeneity of variance assumption was met. The variances were found to be equal, $F(1, 403) = .288, p = .592$. An independent sample t-test was performed to determine whether significant differences in Clery Act knowledge existed based on whether respondents consulted outside resources to answer scenarios contained in the survey. On average, respondents using outside resources answered

more scenarios correctly ($M = 4.42$, $SE = .169$) than respondents not consulting outside resources ($M = 2.99$, $SE = .097$). This difference was significant, $t(403) = 7.285$, $p = .000$. This finding represents a large effect size, $d = .84$ (Cohen, 1992).

Summary

The purpose of this study was to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of the Association for Student Conduct Administration (ASCA). The study also explored whether knowledge levels varied depending upon: the personal factors of the respondents; the type of training respondents received (if any) in classifying Clery crimes; the respondent's role and responsibilities at the institution; institutional factors of the respondent's current place of employment; and whether the respondent consulted outside sources when determining how, if at all, scenarios should be classified and scored for statistical reporting purposes.

Parametric tests, including the Independent Samples T-Test and the Analysis of Variance test, were used to answer the research questions. Slightly more than half of the independent variables lead to significant results as summarized by Table 26. Overall, less than 1% of respondents were able to accurately classify statistics in accordance with Clery Act crime classification and scoring requirements.

Table 26

Independent Variable Significance Values

Research Question	Independent Variable	<i>p</i> ^a
RQ1	ASCA Region	.850
	Full Time Years in Student Conduct	.074
	ASCA Duration	.034
	Clery Crime Knowledge	.000
	Law/Ordinance Knowledge	.000
	Training Importance	.899
RQ2	Institution Type	.182
	Characteristics	.025
	Total Enrollment	.052
	Housing Capacity	.008
	Total Referrals	.001
RQ3	Employment Office	.184
	Student Conduct-Related Job Duties	.610
	Chief Student Affairs Officer	.026
	Campus Security Authority	.000
	Personal Classification	.007
	Department/Unit/Office Classification	.118
	System Classification	.097
RQ4	Number of Knowledge Sources	.000
RQ5	Use of Outside Resources	.000

^a Numbers in boldface indicate significant values at the $p < .05$ level

Chapter V provides an overview of the major findings of this study. Limitations, recommendations for future research, and implications for the field are discussed.

CHAPTER V: CONCLUSIONS AND DISCUSSION

This chapter presents an overview of the study including a review of the study's purpose, research questions, methods, limitations and a summary of the major findings. Results are discussed in relationship to relevant literature, and implications for practice and future research are presented.

Study Overview

This study was conducted to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of the Association for Student Conduct Administration (ASCA). The study also explored whether knowledge levels varied depending upon: the personal factors of the respondents; the number of source(s) from which respondents acquired knowledge regarding classifying and scoring offenses for Clery Act purposes; the respondent's role and responsibilities at the institution; institutional factors of the respondent's current place of employment; and whether the respondent consulted outside sources when determining how, if at all, scenarios should be classified and scored for statistical reporting purposes.

A researcher-designed questionnaire was devised and administered online to collect data related to the following research questions:

1. Are there differences in knowledge level regarding *personal factors*, such as the duration of professional membership in ASCA or the number of years as a full-time professional in student conduct?
2. Are there differences in knowledge level regarding *institutional factors*, such as institution type, total enrollment, total student housing capacity, or total number of referrals for disciplinary action reported for the prior calendar year?

3. Are there differences in knowledge level regarding *institutional roles and responsibilities*, such as student conduct-related job duties, employment office, Campus Security Authority status, or Clery-related incident classification and scoring responsibilities?
4. Are there differences in knowledge level based upon the *number of source(s) from which respondents' knowledge was derived*?
5. Are there differences in knowledge level based upon *whether outside sources are consulted in classifying and scoring offenses*?

Analyses of variance and independent samples t-tests were used to determine whether significant differences existed among members' Clery Act knowledge level regarding the independent variables of interest in this study. The significance level of $p = .05$ was established a priori for determining whether significant differences existed between tested groups. Where ANOVA revealed significant differences in knowledge level, post hoc analyses were computed to determine where those differences lie. The specific post hoc procedure utilized depended upon whether and to what extent group sizes differed. Large group size differences were evaluated with Hochberg's GT2 with variances were assumed to be homogenous and Games-Howell when variances were not assumed to be equal (Field, 2013). Finally, an effect size (omega squared) was calculated for any post hoc tests showing significance to illustrate the practical difference, if any, of the results.

Discussion of Major Findings

Overall, the findings suggest that the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of ASCA is extremely low. Only three of the 405 respondents correctly classified and scored all eight scenarios presented in

the questionnaire. This means that 99.3% of ASCA members responding to the survey were unable to accurately classify and score offenses in accordance with the Clery Act. For all survey respondents, the mean number of items correctly answered was $\bar{x} = 3.33$, $SD = 1.799$. This result indicates that student conduct administrators participating in this survey were able, on average, to correctly classify and score less than half of the scenarios presented. Although one past survey of the Association found that 99% of members were aware of the Clery Act (Gregory & Janosik, 2003), it does not appear this awareness has translated into sufficient knowledge regarding the Act.

These findings are troublesome. If student conduct administrators are unable to accurately classify and score offenses, reported crimes will not be properly included in the institution's Annual Security Report. Underreporting of crime undermines the Clery Act's espoused goals to help current and prospective students and employees "make informed decisions about their own safety" (*Hearing on H.R. 3344, The Crime Awareness and Campus Security Act of 1989. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives*, 1990, p. 3). Additionally, the United States Secretary of Education ruled in the Tarleton State case that failure "to include specific criminal offenses in [an institution's] crime report should result in the imposition of a fine calculated on the basis of *each missing criminal offense* [emphasis added]" (Duncan, 2012, p. 5). If student conduct administrators do not possess the requisite knowledge to classify and score offenses properly, and offenses are not included in the institution's crime statistics, institutions will be out of compliance with the Clery Act. For each crime statistic missing from the Annual Security Report and from statistics submitted to the Department of Education, institutions could be fined as much as \$35,000 for each crime the institution failed to disclose.

Concerns regarding potential noncompliance are not speculative in nature. A review of Department of Education Final Program Review Determinations published since 2009 shows that numerous institutions have been found in noncompliance for failing to accurately disclose crime statistics, including failure to accurately disclose referrals for disciplinary action in the Annual Security Report. For example, the University of Northern Iowa failed to report 367 liquor law violation referrals for calendar year 2007 (U.S. Department of Education, 2011f) and was subsequently issued a \$27,500 fine commensurate with these errors (U.S. Department of Education, 2013b). The University of Texas at Arlington failed to disclose 27 total referrals for disciplinary action in 2008 (U.S. Department of Education, 2011g) and was subsequently issued a \$27,500 fine (U.S. Department of Education, 2013c). However, this fine was ultimately dropped from the institution's Settlement Agreement with the Office of Federal Student Aid (U.S. Department of Education, 2013d). It is noteworthy that these fine actions were initiated for Final Program Review Determinations that preceded the Secretary of Education's decision that the maximum fine could be awarded for *each instance* of an unreported or misclassified crime, including a referral statistic (Duncan, 2012).

Other institutions have been found in noncompliance due to misclassified or unreported referral statistics but have not (yet) been issued fines. The University of North Dakota underreported 398 liquor law violation referrals for calendar year 2008 (U.S. Department of Education, 2011e). The University of Michigan (U.S. Department of Education, 2011d), Lincoln University (U.S. Department of Education, 2011b), and South Dakota State University (U.S. Department of Education, 2011c) have all been found to be in noncompliance due to the inaccurate disclosures of referral statistics.

Most of the scenarios selected for inclusion in this study involved persons referred for disciplinary action and/or incidents which did not involve campus security/law enforcement. These offenses were chosen because these incidents will be captured in crime disclosures only if student conduct professionals responsible for classifying and scoring offenses have the requisite knowledge to do so appropriately. Half of the scenarios addressed incidents involving liquor law and/or drug law violations for which persons were either arrested, referred for disciplinary action, or both. These incidents are frequently encountered by student conduct administrators who have responsibility for classifying offenses in accordance with the Clery Act. With respect to these scenarios, only 27.4% to 53.3% of respondents were able to classify and score these offenses properly.

This finding is of significant concern, as these incidents may not involve campus security/law enforcement and, when they do, campus security/law enforcement cannot regard the person(s) documented in their report as being referred for disciplinary action under Clery because they do not know whether the receiving official “initiate[d] a disciplinary action of which a record [was] kept and which may [have]result[ed] in the imposition of a sanction” (Westat et al., 2011, p. 66). Furthermore, if a student is both arrested and referred for disciplinary action, there must be a system in place to ensure the student is counted only once as an arrest statistic (Westat et al., 2011). If campus security/law enforcement rely upon the judgment of student conduct administrators to remove the student who is both arrested and referred from their referral numbers, and student conduct administrators do not know that only the arrest supersedes the referral, persons who are both arrested and referred may be double counted erroneously by the institution.

One of the scenarios presented a 21 year old student who was arrested by campus police for public drunkenness during a concert in the on campus student center. Campus police forwarded their report to the student conduct office for review. The student conduct office charged the student with an alcohol violation. Survey respondents were asked to identify the proper classification. The correct classification is that the incident is “not Clery reportable and should not be included in Annual Security Report statistics.” However, 62.2% of respondents would have erroneously counted this offense as a liquor law violation arrest, a liquor law violation referral for disciplinary action, or both. Public drunkenness is specifically excluded from the category of liquor law violations to be included in crime statistics (Westat et al., 2011). Although Department of Education officials previously expressed their belief “...that campus judicial officials ...are capable of determining whether a particular alcohol, drug, or weapons violation is a violation of law” (Rules and Regulations: Student Assistance General Provisions, p. 59064), the results of this study demonstrate that capability may be a necessary, but not sufficient, condition for correctly classifying law violations.

No between-group differences were found in knowledge level among respondents regarding: ASCA regional affiliation; the duration of employment as a full-time professional in student conduct; the perception of how important it would be to acquire additional training regarding classification of Clery crimes; employment office; student conduct-related job duties; institutional type (public/private, 2-year/4-year); total student enrollment; the frequency with which they are responsible for determining the proper Clery classification for offenses brought to the attention of their department/unit/office, and; the frequency with which they are responsible for determining the proper Clery classification for offenses brought to the attention of the entire student conduct system. For the members participating in this study, it did not matter how long

they worked in the field, the size or type of institution where they work, to which ASCA region they belong, or what type of student conduct-related job responsibilities they fulfill in their current positions – knowledge did not differ across any of these factors. Knowledge did not differ with respect to the importance respondents placed on obtaining additional training regarding how to classify crimes for Clery Act purposes. In fact, nearly two thirds of respondents (66.2%) indicated it would be extremely important or very important to obtain additional training. Only 9.9% indicated it would be slightly important (7.4%) or not at all important (1.5%) to obtain additional training in this area. The general consensus that more training is needed is supported by the low level of Clery Act knowledge among members participating in this study. These results are also consistent with a membership needs assessment conducted by ASCA (2013) which indicated the topics members would be most interested in learning about included “Applicable Laws and Mandates” (66%) and “Law, Policy and Governance” (75%).

Somewhat surprising, however, was that knowledge level did not differ among respondents regarding the frequency with which they are responsible for determining the proper Clery classification for offenses brought to the attention of their department/unit/office or the entire student conduct system. Administrators who frequently classify offenses on behalf of these entities should presumably have higher levels of knowledge than persons who do not frequently classify offenses for these entities. However, no such between-group differences were found in this study.

This finding underscores the importance of why ASCA members, especially those with Clery classification responsibilities, need to develop mastery regarding how to classify and score offenses for Clery Act purposes. If the person or persons responsible for classifying offenses at

the department, unit, office, or system level does not have a high level of knowledge with regard to classifying and scoring offenses, institutions will be significantly out of compliance when statistics are misclassified and/or underreported. Given that 47.5% of respondents indicated they are responsible for “usually” or “always” classifying offenses brought to the attention of the department, office, or unit and 40.8% indicating they “usually” or “always” classify offenses brought to the attention of the entire student conduct system, it would seem that ASCA members with these responsibilities could benefit from additional opportunities to enhance knowledge in this important area of professional responsibility.

Some between-group differences were detected in this study, though many of the effect sizes were small and of little practical significance. Persons found to be members of ASCA for 6-10 years were significantly more knowledgeable than individuals with 5 or less years of professional membership, $p = .036$, $\omega^2 = .02$. Even within this group, however, the mean number of correct answers to scenarios in the surveys was only $\bar{x} = 3.75$, $SD = 1.812$. Chief Student Affairs Officers (CSAO) were found to be less knowledgeable than members who did not identify themselves as Chief Student Affairs Officers, $p = .026$, $d = .34$. Chief Student Affairs Officers are less likely to be involved in the compilation of crime statistics based on the nature and scope of their responsibilities, so this finding is neither surprising nor concerning.

However, only 60% of respondents in this survey identified themselves as being a Campus Security Authority (CSA). Other respondents indicated they were not a CSA (34.3%) or didn't know if they were a CSA (5.7%). These results are unsettling. According to the survey, 97.5% of members in this survey either serve as a student conduct officer (24.9%), manage or direct the student conduct process (62.0%), or supervise the person who manages/directs the student conduct process (10.6%). The *Handbook for Campus Safety and Security Reporting*

specifically identifies student conduct administrators as having job functions that match the definition of a Campus Security Authority:

*An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline and campus judicial proceedings. An **official** is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution. (Westat et al., 2011, p. 74)*

Based on the responses to the survey, it would appear that nearly 40% of respondents do not know they are CSAs. Given that “[t]he function of a campus security authority is to report to the official or office designated by the institution to collect crime report information,” (Westat et al., 2011, p. 76), ASCA members who do not know they are CSAs might become aware of Clery reportable crimes that are not reported to the official or office responsible for collecting crime information. If an ASCA member does not know they are a CSA, they may not follow through with their responsibility to make timely reports of Clery Act crimes to the reporting structure of their institution, and some crimes may go unreported in annual statistical disclosures. Furthermore, these offenses will not be provided to the appropriate officials who need to assess whether a timely warning must be issued in concert with the Clery Act.

Although not all ASCA members with student conduct-related job duties knew they are CSAs, those who knew they are CSAs were significantly more knowledgeable than those who did not consider themselves CSAs, $p = .000$, $\omega^2 = .10$. This difference has important practical implications. When student conduct administrators know they are a CSA, they are able to correctly classify and score more offenses, on average, than student conduct administrators who do not believe they are CSAs, $\bar{x} = 3.80$, $SD = 1.829$ and $\bar{x} = 2.61$, $SD = 1.506$, respectively. It is

likely that CSAs know they are CSAs because they have been clearly designated by their institution as CSAs and/or have been trained in their responsibilities as CSAs. The Department of Education recommends training CSAs to recognize their responsibilities as CSAs as well as to understand their institutional Clery geography and the Clery Act crimes that must be reported (Westat et al., 2011). Considering the significant differences between members who considered themselves CSAs versus those who did not consider themselves CSAs, it would appear ASCA members could benefit from additional training as to what constitutes a CSA and what are the responsibilities of CSAs.

Knowledge level differed not only by CSA status, but by respondents' perceptions of how knowledgeable they were regarding how to classify crimes for Clery Act purposes, $p = .000$, $\omega^2 = .15$. Members reporting they are extremely knowledgeable regarding how to classify offenses for Clery Act purposes were found to be significantly more knowledgeable than individuals who reported they were somewhat knowledgeable ($p = .015$), slightly knowledgeable ($p = .005$) or not at all knowledgeable ($p = .001$). Persons reporting they are very knowledgeable were found to be significantly more knowledgeable than those persons who identified they were somewhat knowledgeable ($p = .001$), slightly knowledgeable ($p = .000$) or not at all knowledgeable ($p = .000$). Persons reporting they are somewhat knowledgeable regarding Clery classification knowledge were found to be significantly more knowledgeable than those persons who identified they were slightly knowledgeable ($p = .000$) or not at all knowledgeable ($p = .000$).

These results indicate that ASCA members appear to have a realistic sense of their knowledge level regarding how to classify crime for Clery Act purposes. The results also suggest that members who consider themselves as being less than extremely knowledgeable

(97.3%) could benefit from additional training. Even members who reported they are extremely knowledgeable ($n = 6$) had a mean score of $\bar{x} = 5.83$, $SD = 1.169$. Given that 8 scenarios were presented and scores less than 8 could constitute noncompliance with the statistical reporting obligations of the Clery Act, it would behoove all members to bolster their knowledge about this important area of federal compliance.

Knowledge level was also found to differ significantly with respect to how knowledgeable members consider themselves to be regarding the state laws and local ordinances in their jurisdiction relating to Clery-reportable liquor law, drug law, and weapons law violations, $p = .000$, $\omega^2 = .09$. Individuals reporting they are very knowledgeable about state laws and local ordinances were found to be significantly more knowledgeable than individuals who reported they were slightly knowledgeable or not at all knowledgeable ($p = .000$ and $p = .000$, respectively). Persons reporting they are somewhat knowledgeable about state laws and local ordinances were found to be significantly more knowledgeable than those persons who identified they were slightly knowledgeable or not at all knowledgeable ($p = .001$ and $p = .001$, respectively). Persons reporting they are slightly knowledgeable about state laws and local ordinances were found to be significantly less knowledgeable than those persons who identified they were very knowledgeable or somewhat knowledgeable ($p = .000$ and $p = .001$, respectively).

These results are consistent with the aforementioned findings that ASCA members that rate their knowledge level more highly can, on average, classify and score offenses more accurately than can persons who regard themselves as having lower knowledge levels. This finding should be interpreted with some caution. For the purpose of this survey, respondents were asked to respond to scenarios under the premise that state laws and local ordinances would

make it unlawful to: use or possess marijuana, and consume or possess alcohol if under 21 years of age. These presumptions were necessary to ensure respondents were responding to scenarios based on a common set of laws applying to the questionnaire rather than on the basis of the state laws and local ordinances of individual respondents' respective home institutions, as the latter would not have permitted meaningful comparisons between groups.

The highest group mean belonged to those who identified themselves as being very knowledgeable about state laws and local ordinances within their home jurisdictions. However, even this group's mean score ($\bar{x} = 4.02$, $SD = 1.945$) suggests that persons with higher levels of knowledge will, on average, only correctly classify and score half of the Clery Act offenses brought to their attention relative to persons with lower levels of knowledge. Clearly, training is needed to bolster classification and scoring abilities independent of one's perceived level of knowledge regarding state laws and local ordinances applicable to Clery-reportable liquor law, drug law, and weapons law violations in the jurisdiction of respondents' institutions.

Differences between groups could be attributed to factors unrelated to the ASCA members in this survey and related instead to the institutions at which they work. For example, statistically significant differences were found among members who worked at institutions that either did or did not identify as Faith-Based, For Profit, Historically Black, and/or Hispanic-Serving, $p = .025$, $\omega^2 = .02$. Post-hoc analyses could not detect which specific group(s) differed. Given the small effect size of the difference, and considering the limited range of means across all groups (between 2.00 and 3.50), the differences have no practical utility.

Another observed difference occurred among institutions with varying residential populations, $p = .008$, $\omega^2 = .03$. A closer examination of post-hoc analyses shows that institutions with a housing capacity greater than 5,000 students were found to be significantly

more knowledgeable than institutions who did not have any on-campus student housing, $p = .024$. There were no other significant differences between groups. The small effect size and low mean scores for all housing capacities (between 2.71 and 3.81) illustrates that while significant differences exist, the housing capacity of an institution is not likely to meaningfully distinguish among student conduct administrators and their level of Clery Act knowledge.

Respondents were invited to disclose the total number of referrals for disciplinary action their institutions reported for the 2012 calendar year. The 2012 calendar year was selected because it was the most recent year for which statistics would have been reported to the Department of Education at the time of this study (2013 statistics are not due to the Department of Education until October 1, 2014). With respect to the total number of referrals disclosed, knowledge level differed significantly, $p = .001$, $\omega^2 = .04$. Respondents from institutions reporting more than 500 total referrals were found to be significantly more knowledgeable than individuals whose institutions reported between 1-100 referrals ($p = .013$) or individuals that did not know where to find information regarding the total number of referrals for disciplinary action at their institution ($p = .026$).

Although this difference represents a small effect size, the true effect size may be understated. If knowledge level among persons with classification and scoring responsibilities on a given campus are low, it is reasonable to presume that less referrals would be disclosed in an institution's annual security report. The lower number of referrals would reflect the limited knowledge level of persons classifying and scoring offenses rather than the true incidence of law violations. The University of Northern Iowa's failure to report 367 liquor law violation referrals for calendar year 2007 (U.S. Department of Education, 2011f) illustrates this point. The institution originally reported 40 liquor law violation referrals for 2007. The Department of

Education speculated that the number of on campus liquor law violation *incidents* was reported in lieu of the number of *persons referred for disciplinary action* in the on campus and on campus student housing facility categories. When knowledge levels improved regarding how to classify and score offenses properly, the revised number of liquor law violation referrals increased from 40 to 407 (U.S. Department of Education, 2011f). It is possible this effect is reflected in the findings of this study. However, it could also be that knowledge levels among student conduct administrators responsible for classifying and scoring referrals are high even though the true incidence of liquor law, drug law, and weapons law offenses are low. The analysis conducted in this study presumes the total number of referrals for calendar year 2012 is accurate. However, the overall results of this study suggest such a presumption is unwarranted.

This study also investigated whether respondents' knowledge level varied based on the frequency with which they were responsible for classifying alleged criminal incidents brought to their personal attention. Professionals who indicated they are always responsible for classifying offenses were significantly more knowledgeable than those professionals who indicated they never fulfill this responsibility, $p = .007$, $\omega^2 = .04$. These results are affirming in that members who always classify offenses brought to their personal attention have greater knowledge levels, on average, than members who do not. However, as with most other statistically significant findings reported in this study, the mean number of scenarios correctly answered in this survey was less than four, suggesting even persons who classify every report brought to their attention cannot do so accurately half of the time. Given that 56.3% of respondents in this survey indicated they are responsible for classifying offenses brought to their personal attention approximately one out of two times, these results underscore the very real need for additional training among ASCA members.

A number of group comparisons discussed in this chapter have suggested benefits from additional training. This suggestion is supported by many items included in the analysis, including the analysis of whether knowledge level varied based on the number of sources from which respondents derived knowledge regarding how to classify crimes for Clery Act purposes. The results showed that knowledge level differed significantly based upon number of Clery classification knowledge sources, $p = .000$, $\omega^2 = .08$. Specifically, respondents who reported no Clery classification knowledge sources were found to be significantly less knowledgeable than respondents who reported three or four sources ($p = .004$), five or six sources ($p = .000$), or seven sources ($p = .007$). Respondents reporting knowledge acquisition from one or two sources were found to be significantly less knowledgeable than respondents who reported three or four sources ($p = .014$), five or six sources ($p = .001$), or seven sources ($p = .007$).

Although the statistically significant differences between these groups represent a small effect size, a closer examination of the means illustrate the real value of obtaining knowledge from multiple sources. Respondents with seven knowledge sources had a mean score of $\bar{x} = 6.33$, $SD = 1.155$; five or six knowledge sources had a mean score of $\bar{x} = 4.00$, $SD = 1.838$; three or four knowledge sources had a mean score of $\bar{x} = 3.52$, $SD = 1.791$; one or two knowledge sources had a mean score of $\bar{x} = 2.89$, $SD = 1.611$; and members who did not acquire knowledge from any source had a mean score of $\bar{x} = 2.10$, $SD = 1.513$. These results affirm two important points: Clery Act knowledge can be enhanced, and multiple sources of knowledge are better than fewer sources.

The final observed difference in this study relates to whether survey respondents utilized outside resources to assist them in answering scenarios contained in the survey. On average, respondents using outside resources answered more scenarios correctly ($M = 4.42$, $SE = .169$)

than respondents not consulting outside resources ($M = 2.99$, $SE = .097$). This difference was significant, $p = .000$, and represents a large effect size, $d = .84$. Persons who used outside resources resulted in the highest group mean reported in this study.

These results are most encouraging. Student conduct administrators have resources available to them to assist with classifying and scoring offenses. The Department of Education's *Handbook for Campus Safety and Security Reporting* is one such resource. To the extent classification and scoring of offenses on campus is a test, the test need not be closed book. However, the mean score of respondents accessing resources is still lower than acceptable from the standpoint of compliance, so there is room to develop additional resources for practitioners to use and/or room to assist practitioners in better utilizing the resources available to effectuate more accurate statistical reporting of campus crimes.

Limitations

Prior to offering recommendations for practice and future research, limitations are worth noting. Perhaps the greatest limitation in this study (in addition to those limitations already discussed in Chapter III) is the low overall reliability of the questionnaire as represented by Cronbach's alpha. A pilot study could have anticipated low overall reliability and led to changes to the questionnaire prior to its final deployment to all professional members of ASCA. However, no such pilot study was conducted as part of this research project.

Notwithstanding the critiques of Cronbach's alpha presented in Chapter 3, future uses of the questionnaire used in this study could benefit from giving additional attention to reliability. Additional scenarios could be added to the questionnaire, as could other items that more directly address respondent's understanding of the rules for classifying and scoring offenses. Although construction of the questionnaire specifically avoided questions that tested respondents' ability to

identify counting rules so as to not simulate a licensure-type exam, adding additional items to the questionnaire – including questions pertaining to rules – would likely improve alpha since “a major way to make tests more reliable is to make them longer” (Nunnally & Bernstein, 1994, p. 262).

Considering 99.3% of ASCA members in this survey could not correctly classify and score all offenses included in the questionnaire, the homogeneity of ASCA members with respect to Clery Act knowledge may have pulled down alpha since “the more homogeneous a studied group is on the true scores, other things being equal, the smaller the reliability” (Raykov & Marcoulides, 2011, p. 156). Therefore, the reliability of this instrument could be higher than alpha in the present study if the same questionnaire is administered to other populations that are less homogeneous on the dependent variable since alpha is a function of the homogeneity of the group being studied.

Recommendations for Practice

The results of this study demonstrate that student conduct administrators holding professional membership in ASCA know very little regarding the statistical reporting obligations of the Clery Act. ASCA should therefore provide dedicated trainings for this important area of federal compliance. ASCA could offer such education within its existing professional development offerings. Examples of potential initiatives could include: the development of a Clery Act track at the Donald D. Gehring Academy for Student Conduct Administration; a full day pre-conference workshop at the Annual Conference, and/or; space outside of the annual Case Law or Legislative Issues Updates to include review of relevant Clery Act enforcement actions. Such a review could encompass summarizing pertinent Final Program Review Determinations, fine notices, appeals, and final decisions of the Secretary of Education to highlight the pitfalls

associated with classifying Clery Act crimes as well as other areas of Clery Act compliance relevant to student conduct administrators. Written resources could also be made available to members and could translate revised federal regulations, sub-regulatory guidance from the Department of Education, and Clery Act audit results into practical guidance written for the student conduct administrator as it relates to classifying and scoring offenses for Clery Act purposes.

Consideration could also be given by ASCA to collaboratively offering cross-functional training opportunities for student conduct administrators and campus security/law enforcement personnel by partnering with other professional associations such as the International Association of Campus Law Enforcement Administrators (IACLEA) or the National Association of Clery Compliance Officers and Professionals (NACCOP) since compliance with the Clery Act is an institutional, rather than individual, responsibility and collaboration and coordination between these professionals is vital (Westat et al., 2011).

ASCA members should also consider how they can be proactive in enriching their own understanding of this topic. At the very least, ASCA members should determine who coordinates Clery Act compliance at their institution in order to determine whether they have been identified by their institution as a CSA. The Clery compliance officer may also be able to help identify state laws and local ordinances which are applicable to liquor law, drug law, and weapons law violations the student conduct administrator may be required to count when persons are referred for disciplinary action to the student conduct system. The Clery compliance officer can help clarify the specific Clery geography for which the institution must report alleged criminal incidents so that student conduct personnel can ensure they are classifying and scoring reportable offenses within the proper geographic parameters of the Clery Act. The Clery

compliance officer might also be able to direct ASCA members to institutional, regional, or national resources and trainings that can help ASCA members supplant their knowledge of the Clery Act so they can adequately prepare themselves for current or future responsibilities.

Members should also carefully read the *Handbook for Campus Safety and Security Reporting* and familiarize themselves with the definitions of Clery-reportable crimes and case examples outlined in the Handbook. Additional competencies to be gleaned from reading the Handbook should include how to apply the Hierarchy Rule as well as the rules for counting arrests and referrals for disciplinary action. An understanding of these concepts will be imperative to correctly identifying, classifying, and scoring offenses brought to the personal attention of a student conduct administrator, or to the attention of the department, unit, office, or system in which the student conduct administrator works.

Recommendations for Future Research

This study provides a first look at what student conduct administrators know about the statistical reporting obligations of the Clery Act. Future studies could explore the specific practices in which student conduct administrators engage to carry out their reporting responsibilities, including examination of the processes used for collecting, classifying, and reporting offenses captured in the student conduct records management system. Such studies could build upon the work of Gregory & Janosik (2003) and the present study to explore the extent to which compilation of crime statistics and development of the Annual Security Report are coordinated with other Campus Security Authorities, including the campus security/law enforcement personnel. Qualitative methods could add considerable value in understanding the promise and pitfalls of various approaches. Secondary analysis of the data set used in this study could also provide insights into the types of classification errors being made by student conduct

administrators as they endeavor to classify and score offenses. The results of such analyses could inform future training initiatives and resources designed to bolster student conduct administrator knowledge of the Clery Act's crime reporting requirements.

Further, since accurate statistical reporting of offenses is an institutional responsibility, not just the responsibility of student conduct administrators, additional studies should explore the level of Clery Act knowledge that exists with professionals from other functional areas, including campus security/law enforcement, housing and residence life, women's centers/victim advocates, intercollegiate athletics, etc. A modified version of the questionnaire used in this study could be administered to these subpopulations in order to determine levels of knowledge within their respective groups. Such studies could provide valuable insights into both the strengths and deficiencies regarding Clery Act knowledge across a broad base of campus administrators towards the goal of enhancing individual knowledge of and institutional compliance with the Clery Act.

Finally, this study did not address ASCA members' knowledge of statistical reporting requirements related to stalking, dating violence, or domestic violence as final regulations may not be published until November 2014 (White House Council on Women and Girls and the Office of the Vice President of the United States of America, 2014) and additional sub-regulatory guidance from the Department of Education is anticipated. Future research could address the knowledge level of student conduct administrators with respect to these new incident classifications. Future studies could also explore other dimensions of the Clery Act for which student conduct administrators play an important role vis-à-vis their involvement in student conduct proceedings related to sexual assault, stalking, dating violence, and domestic violence incidents.

Conclusion

The Clery Act is a landmark federal campus safety regulation that has significant implications for student conduct practice. The results of this study demonstrate there is much work to be done in this area among professional members of ASCA regarding knowledge of the statistical reporting obligations of the Act. Efforts in this area are worthwhile. To the extent enhanced knowledge of the Clery Act among student conduct administrators will effectuate more accurate reporting of campus crime statistics, the legislative intent of the Act to help current and prospective students and employees make informed decisions regarding their safety will be bolstered (Fisher et al., 2002) and institutions will be better positioned for compliance.

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APPENDICES

Appendix A: Clery Act Crimes and Definitions as Published in the Handbook for Campus Safety and Security Reporting

Murder and Non-negligent Manslaughter is defined as *the willful (non-negligent) killing of one human being by another*

Negligent Manslaughter is defined as *the killing of another person through gross negligence.*

Sex Offenses—Forcible is defined as *any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.*

Sex Offenses—Non-forcible is defined as *unlawful, non-forcible sexual intercourse.*

Robbery is *the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.*

Aggravated Assault is *an unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.*

Burglary is *the unlawful entry of a structure to commit a felony or a theft.*

Motor Vehicle Theft is *the theft or attempted theft of a motor vehicle.*

Arson is *any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.*

A **hate crime** is *a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias. Bias is a preformed negative opinion or attitude*

toward a group of persons based on their race, gender, religion, disability, sexual orientation or ethnicity/national origin.

Hate crimes must be reported for any of the aforementioned offenses as well as Larceny-Theft, Simple Assault, Intimidation, and Destruction/Damage/Vandalism of Property as defined below.

Larceny-Theft *is the unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another. (Larceny and theft mean the same thing in the UCR.)* **Constructive possession** *is the condition in which a person does not have physical custody or possession, but is in a position to exercise dominion or control over a thing.*

Simple Assault *is an unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.*

Intimidation *is to unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.*

Destruction/Damage/Vandalism of Property *is to willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.*

Weapons: Carrying, Possessing, Etc., *is defined as the violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of*

firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature.

Drug Abuse Violations are defined as *the violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs.*

Liquor Law Violations are defined as *the violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of alcoholic beverages, not including driving under the influence and drunkenness.*

Dating Violence is defined as *violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.*

(1) The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

(2) For the purpose of this definition-

- (i) A social relationship of a romantic or intimate nature means a relationship which is characterized by the expectation of affection or sexual involvement between the parties.*
- (ii) Dating violence can be a single event or a pattern of behavior that includes, but is not limited to, sexual or physical abuse.*

- (iii) *Dating violence does not include acts covered under the definition of domestic violence.*

Domestic Violence is defined as

- (1) *A felony or misdemeanor crime of violence committed--*
 - (i) *By a current or former spouse or intimate partner of the victim;*
 - (ii) *By a person with whom the victim shares a child in common;*
 - (iii) *By a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;*
 - (iv) *By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred,*
or
 - (v) *By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.*
- (2) *Domestic violence can be a single event or a pattern of behavior that includes, but is not limited to, sexual, or physical abuse.*

Stalking is defined as

- (1) *Engaging in a course of conduct directed at a specific person that would cause a reasonable person to—*
 - (i) *Fear for his or her safety or the safety of others; or*
 - (ii) *Suffer substantial emotional distress.*
- (2) *For the purpose of this definition--*

- (i) *Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.*
- (ii) *Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.*

Appendix B: Questionnaire

Thank you for your willingness to participate in this study. The survey should take approximately 20 minutes to complete. No personally identifiable information will be solicited in the survey, and all information collected will remain confidential. You do not need to answer any questions that you do not wish to answer, and you may stop or withdraw your participation at any time without consequence. The results of this study may be used in reports, presentations, and publications but the researcher will not identify you or your institution. There are no known risks for participating in this study. However, by participating, you will support a fellow ASCA member's doctoral research as well assist in identifying any areas in which Clery Act knowledge might be enhanced among student conduct administrators. Following submission of the survey, you will have the opportunity to submit an email address to be entered in a drawing to receive one of three \$100.00 gift certificates to Amazon.com. The drawing will be conducted after the survey has closed. Recipients of gift certificates will be contacted at the email address provided. Your email address will not be associated with your responses. By advancing to the next page of the survey, you agree to participate.

What type of ASCA membership do you presently hold?

- ☐ Professional Membership (includes Professional Membership, Professional Limited Membership, Housing Professional Membership, or Institutional Membership)
- ☐ Student Membership
- ☐ Campus Partner
- ☐ Faculty Partner
- ☐ Other Membership (Retiree Membership, Honorary Membership, Association Affiliation Partnership Membership, or Business Partner Membership)

To which ASCA Region do you belong?

- ☐ East Region (Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia)
- ☐ Midwest Region (Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin)
- ☐ South Region (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, Virginia, Virgin Islands)
- ☐ West Region (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming)
- ☐ International

Which option most closely describes the office in which you are employed?

- ☐ Housing/Residence Life Office
- ☐ Student Conduct Office
- ☐ Vice President/Vice Provost/Dean of Students Office
- ☐ Academic Affairs/Faculty
- ☐ Other _____

Which of the following statements most closely describes your student conduct-related job duties at your institution?

- ☐ I serve as a student conduct officer (though I do not manage/direct the student conduct process)
- ☐ I manage/direct the student conduct process
- ☐ I supervise the person who manages/directs the student conduct process
- ☐ I do not have any responsibility for student conduct

Are you the Chief Student Affairs Officer (CSAO) at your institution?

- ☐ Yes
- ☐ No

Are you a Campus Security Authority (CSA)?

- ☐ Yes
- ☐ No
- ☐ I don't know

Please select one response for each of the following rows: How frequently are you responsible for determining the proper Clery Act crime category for alleged criminal offenses brought to...

	Never	Seldom	About Half the Time	Usually	Always
...your personal attention?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the attention of your department, office, or unit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the attention of the entire student conduct system?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next section of the survey will present 10 scenarios and invite you to select the appropriate Clery Act crime classification for each scenario. Please respond to each scenario to the best of your ability. Although you are encouraged to answer questions based upon your own knowledge, you may consult other resources (such as a colleague or the U.S. Department of Education's Handbook for Campus Safety and Security Reporting) if you would typically consult these resources when determining whether an incident is a countable offense for Clery Act purposes. You may select only one response for each scenario. Not all crime classifications are addressed in the 10 scenarios presented, and not all scenarios and response options address Clery-reportable crimes. For the purposes of this section, you should answer as though state laws and local ordinances make it unlawful to: use or possess marijuana, and consume or possess alcohol if under 21 years of age. You should also assume all incidents occur in locations which are part of the institution's Clery geography. In other words, if the scenario documents a Clery-reportable crime, you should select the appropriate classification among the listed options, as the offense location in these scenarios will not determine whether a particular offense is reportable based on geography. Finally, these scenarios should be treated as though they are summaries of incident reports that are maintained in accused students' official student conduct records.

Without permission, an off-campus student enters a suite-style, on campus housing facility consisting of a common living room and four private bedrooms. The student gains access to the suite and each private bedroom through unlocked doors during a time in which none of the suitemates are present. The student takes a wallet from one bedroom and a game console from another bedroom. All bedroom doors are found open when the suitemates return to the suite. Campus housing staff review video footage and identify the student suspected to have entered the suite. An incident report is submitted by housing staff to the student conduct office for review and the conduct office charges the student with a Student Conduct Code violation. This incident should be classified as:

- ☐ 2 Burglaries in both the on-campus and on-campus student housing facility categories
- ☐ 3 Burglaries in both the on-campus and on-campus student housing facility categories
- ☐ 5 Burglaries in both the on-campus and on-campus student housing facility categories
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

Campus police respond to an incident at an on campus student apartment where there are underage students drinking at a party. The officers list all 12 of the underage students attending the party in their report. The report is forwarded to the campus student conduct office for review. All 12 students are entered into the conduct office's electronic records management system. A student conduct administrator subsequently interviews the students and finds that 4 of them had just arrived to the room and had not been drinking. Those students are not charged. The student conduct office charges the 8 underage students who were drinking. This incident should be classified as:

- ☐ 8 Liquor Law Violation referrals for disciplinary action in both the on-campus and on-campus student housing facility categories
- ☐ 12 Liquor Law Violation referrals for disciplinary action in both the on-campus and on-campus student housing facility categories
- ☐ 1 Liquor Law Violation referral for disciplinary action in both the on-campus and on-campus student housing facility categories
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

During an argument in an on campus residence hall, a student is punched in the face, causing a laceration above the student's right eye. The student is transported by a friend to a local hospital for evaluation. The student receives two stitches as a result of the injury. The student does not report the incident to police, but reports it to the Residence Hall Director upon his return from the hospital. The Residence Hall Director then documents the incident and forwards a report to the student conduct office for review. This incident should be classified as:

- ☐ 1 Aggravated Assault in both the on campus and on campus student housing facility categories

- ☐ 1 Simple Assault in both the on campus and on campus student housing facility categories
- ☐ 1 Battery in both the on campus and on campus student housing facility categories
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

Three female students report to campus police that they were each raped by five male students. The rapes allegedly occurred at an off-campus house owned by a fraternity that is officially recognized by the institution. Campus police send a copy of the report to the student conduct office for review. The student conduct office charges all five male students for each of the rapes. This incident should be classified as:

- ☐ 5 Forcible Sex Offenses in the noncampus location
- ☐ 15 Forcible Sex Offenses in the noncampus location
- ☐ 3 Forcible Sex Offenses in the noncampus location
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

A 21 year old student is arrested by campus police for public drunkenness during a concert in the on campus student center. Campus police forward the incident report to the student conduct office for review. The student conduct office charges the student with an alcohol violation. This incident should be classified as:

- ☐ 1 Liquor Law Violation arrest in the on campus category
- ☐ 1 Liquor Law Violation referral for disciplinary action in the on campus category
- ☐ 1 Liquor Law Violation arrest in the on campus category and 1 Liquor Law Violation referral for disciplinary action in the on campus category
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

Two students (one male and one female) are observed in a verbal argument in front of the on campus library. During the argument, the male demands that the female hand over her cellular phone. The female refuses, and the male attempts to take the phone out of her hand. The female offers resistance, and the male pushes her to the ground. The male leaves with the phone in his possession. This incident should be classified as:

- ☐ 1 Larceny-Theft in the on campus category
- ☐ 1 Intimidation in the on campus category
- ☐ 1 Robbery in the on campus category
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

An on-campus resident contacts her Resident Assistant because she observed a pocket knife in plain view on her roommate's desk and this caused the resident to fear for her safety. The Resident Assistant calls campus police to confiscate the pocket knife since possession of the knife is a violation of the campus weapons policy. Campus police arrive on scene and determine

the knife is a 3 inch pocket knife. The student in possession of the knife is not issued a citation since possession of a 3 inch pocket knife is not a violation of state law or local ordinances. Campus police write an incident report and forward it to the student conduct office for review. The student conduct office charges the student for violating the campus weapons policy. This incident should be classified as:

- ☐ 1 Weapons Law Violation arrest in the on campus and on-campus student housing facility categories
- ☐ 1 Weapons Law Violation referral for disciplinary action in the on campus and on-campus student housing facility categories
- ☐ 1 Intimidation in the on campus and on-campus student housing facility categories
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

Two students (one of whom is 21 and one of whom is 19) host a party in their on campus apartment. Thirty-six beers are provided by the residents. When campus police arrive on scene, they find 20 people in the apartment, many of whom appear to be under 21 years old. The officers direct everyone who is not a resident of the apartment to leave and does not record any of the guests' names. When only the residents of the apartment remain, the 21 year old student is issued a criminal citation for maintaining an unlawful drinking place and furnishing liquor to a minor. The 19 year old roommate is not cited for a law violation. Campus police forward the incident report to the student conduct office for review. The student conduct office charges both students with an alcohol violation. This incident should be classified as:

- ☐ 2 Liquor Law Violation referrals for disciplinary action in the on campus and on campus student housing facility categories
- ☐ 1 Liquor Law Violation arrest in the on campus and on campus student housing facility categories
- ☐ 1 Liquor Law Violation arrest in the on campus and on campus student housing facility categories and 1 Liquor Law Violation referral for disciplinary action in the on campus and on campus student housing facility categories
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

A 19 year old student is found by campus police stumbling outside of a residence hall with an open container of alcohol in his hand. During questioning by the officers, the student falls to the ground repeatedly. The officers decide to transport the student to the hospital for evaluation. Prior to transport, the officers conduct a pat-down and locate a small sandwich baggie containing a green leafy substance believed to be marijuana in the student's front pocket. A field test is performed on the substance, which tests positive for the presence of THC, the active ingredient in marijuana. The student is issued a criminal citation for possession of marijuana in violation of state law and is taken to the hospital. A report of the incident is written

and forwarded to the student conduct office for review. The student conduct office charges the student with an alcohol violation and a drug violation. This incident should be classified as:

- ☐ 1 Drug Law Violation arrest in the on campus category
- ☐ 1 Drug Law Violation referral for disciplinary action in the on campus category and 1 Liquor Law Violation referral for disciplinary action in the on campus category
- ☐ 1 Drug Law Violation arrest in the on campus category and 1 Liquor Law Violation referral for disciplinary action in the on campus category
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

A student is observed by a campus police officer "joyriding" with a golf cart at 1:00 a.m. on a University-owned soccer field located within the institution's core campus. The golf cart belongs to the campus Facilities Department. The officer confronts the student and the student admits he took the cart without permission. The officer documents the incident and forwards a copy of the report to the student conduct office. The student is not issued a citation by campus police, but the student conduct office charges the student with a violation of the Student Conduct Code. This incident should be classified as:

- ☐ 1 Larceny-Theft in the on campus category
- ☐ 1 Robbery in the on campus category
- ☐ 1 Motor Vehicle Theft in the on campus category
- ☐ Not Clery reportable and should not be included in Annual Security Report statistics

Did you use any outside resource(s) to help answer any of the ten scenarios presented in this section?

- ☐ Yes
- ☐ No

Please identify which source(s) were used to answer any of the 10 scenarios.

- ☐ U.S. Department of Education's Handbook for Campus Safety and Security Reporting
- ☐ Materials acquired from past trainings I attended
- ☐ Materials my institution developed for classifying offenses
- ☐ A colleague at my institution
- ☐ A colleague at another institution
- ☐ Other: _____

How knowledgeable do you consider yourself to be regarding...

	Extremely knowledgeable	Very knowledgeable	Somewhat knowledgeable	Slightly knowledgeable	Not at all knowledgeable
...how to classify crimes for Clery Act purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the state laws and local ordinances in your jurisdiction that relate to Clery-reportable liquor law, drug law, and weapons law violations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How have you acquired knowledge regarding how to classify crimes for Clery Act purposes? (Select all that apply)

- ☐ Graduate School
- ☐ Read some or all of the U.S. Department of Education's Handbook for Campus Safety and Security Reporting
- ☐ Read Final Program Review Determinations available on the U.S. Department of Education website
- ☐ Read one or more non-governmental publications about this topic (journal article, trade publication, whitepaper, book chapter, etc.)
- ☐ Participated in one or more conference programs or webinars addressing the topic
- ☐ Participated in a formal training program offered by third party organizations (such as the Clery Center for Security on Campus, D. Stafford & Associates, Margolis Healy, etc.)
- ☐ Participated in informal on-the-job training from a supervisor or colleague
- ☐ I have not acquired any knowledge about this topic
- ☐ Other _____

How important do you think it would be for you to obtain additional training regarding how to classify crimes for Clery Act purposes?

- ☐ Extremely important
- ☐ Very important
- ☐ Somewhat important
- ☐ Slightly important
- ☐ Not at all important

How many years have you...

	Less than 5 years	6 – 10 years	11 – 15 years	16 – 20 years	21 – 25 years	More than 25 years
...been employed as a full-time professional in student conduct?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...held professional membership in the Association for Student Conduct Administration?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your institution type?

- ☐ Private – 2 Year Institution
- ☐ Private – 4 Year Institution
- ☐ Public – 2 Year Institution
- ☐ Public – 4 Year Institution

Which of the following applies to your institution? (Check all that apply)

- ☐ Faith-Based Institution
- ☐ For Profit
- ☐ Historically Black College/University (HBCU)
- ☐ Hispanic Serving Institution (HSI)
- ☐ Tribal College/University (TCU)
- ☐ None of these options apply to my institution

What is the total enrollment at your institution?

- ☐ Under 5,000
- ☐ 5,000 – 9,999
- ☐ 10,000 – 14,999
- ☐ 15,000 – 19,999
- ☐ 20,000 – 24,999
- ☐ Over 25,000

What is the total student housing capacity of your institution?

- ☐ 0
- ☐ 1 – 1,000
- ☐ 1,001 – 2,000
- ☐ 2,001 – 3,000
- ☐ 3,001 – 4,000
- ☐ 4,001 – 5,000
- ☐ Over 5,000

Approximately how many referrals for disciplinary action (liquor law, drug law, and weapons law violations, combined) did your institution report during the 2012 calendar year (January 1, 2012 through December 31, 2012)?

- ☐ 0
- ☐ 1 – 100
- ☐ 101 – 200
- ☐ 201 – 300
- ☐ 301 – 400
- ☐ 401 – 500
- ☐ More than 500
- ☐ I don't know where to find this information
- ☐ I know where to find this information, but choose not to provide it

Appendix C: Validation Request Sent to the Clery Compliance Division of the U.S. Department of Education

From: Mike DeBowes <mdebo005@odu.edu>
To: James.Moore@ed.gov
CC: "Gregory, Dennis E." <dgregory@odu.edu>
Date: Mon, Jan 27, 2014 at 9:52 PM
Subject: Clery Act Dissertation - Scenario Review

Mr. Moore,

I hope this message finds you well. I am writing today as a follow-up to my voice mail from last week. I am a doctoral candidate in the Higher Education Administration program at Old Dominion University. I am currently collecting data as part of my doctoral dissertation, which seeks to explore the current level of knowledge among student conduct administrators pertaining to the statistical reporting obligations of the Clery Act.

Nearly two weeks ago I launched a survey that was distributed to all professional members of the Association for Student Conduct Administration. The survey will remain accessible to members for another two weeks, at which time I will close the survey and begin data analysis. I am hoping to complete my dissertation and defend it in April of this year.

My dissertation advisor is Dr. Dennis Gregory, Associate Professor at Old Dominion University and one of the appointed Negotiators participating on the VAWA Negotiated Rulemaking Committee. It was Dr. Gregory who provided me with your contact information as I understand from Dr. Gregory you oversee the Clery Compliance Division for the U.S. Department of Education.

In my dissertation, I present ten scenarios (which are attached) and invite survey respondents to select the proper classification and score pertaining to the scenario if it is, in fact, reportable for Clery purposes. The goal of my research is to establish what student conduct administrators know about how to classify offenses for proper inclusion in the Annual Security Report. My study has the potential to contribute to the practice of student conduct administration in that if knowledge is deficient in certain areas, perhaps training programs or other resources may be developed to address these knowledge gaps. To the extent enhanced knowledge of the Clery Act will effectuate more accurate reporting of campus crime statistics, the legislative intent of the Act to help current and prospective students and employees make informed decisions regarding their safety will be bolstered.

I have vetted my survey and the scenarios it contains with an expert review panel prior to its dissemination. However, to enhance the validity of my study, I would greatly appreciate if you could review the attached scenarios and affirm I've noted the proper classification and score based upon the scenarios listed. (The answer I believe to be "correct" for each scenario appears in both underlined and boldface type). As my data analysis will determine how many of the ten scenarios were correctly answered by survey respondents, being certain the correct option is available (and known to the researcher) is essential for my results.

Please let me know if you are willing and able to do this for me, or if my request is better directed to someone else at the Department. Please know that I am also sending a similar request to Diane Ward at the Helpdesk. Having both of you review and affirm my answers will enhance the credibility of my study. Should you review my scenarios and determine I have not properly classified the offense based on the scenario provided, I would greatly appreciate if you could tell me what the proper classification and score would be as well as offer a brief explanation for why the answer I provided was erroneous.

Thanks in advance for any assistance you may be willing to provide. Please let me know if I can provide any further details regarding my study.

Kindest regards,

Michael M. DeBowes, M.Ed., Ed.S
Doctoral Candidate, Old Dominion University
Higher Education Administration Program
mdebo005@odu.edu
(717) 309-2217

Appendix D: Validation Request Sent to the Campus Safety and Security Helpdesk

From: Mike DeBowes <mdebo005@odu.edu>
To: dianeward@westat.com
CC: "Gregory, Dennis E." <dgregory@odu.edu>
Date: Mon, Jan 27, 2014 at 10:01 PM
Subject: Clery Act Dissertation - Scenario Review

Ms. Ward,

I hope this message finds you well. I am a doctoral candidate in the Higher Education Administration program at Old Dominion University. I am currently collecting data as part of my doctoral dissertation, which seeks to explore the current level of knowledge among student conduct administrators pertaining to the statistical reporting obligations of the Clery Act.

Nearly two weeks ago I launched a survey that was distributed to all professional members of the Association for Student Conduct Administration. The survey will remain accessible to members for another two weeks, at which time I will close the survey and begin data analysis. I am hoping to complete my dissertation and defend it in April of this year. My dissertation advisor is Dr. Dennis Gregory, Associate Professor at Old Dominion University and one of the appointed Negotiators participating on the VAWA Negotiated Rulemaking Committee.

In my dissertation, I present ten scenarios (which are attached) and invite survey respondents to select the proper classification and score pertaining to the scenario if it is, in fact, reportable for Clery purposes. The goal of my research is to establish what student conduct administrators know about how to classify offenses for proper inclusion in the Annual Security Report. My study has the potential to contribute to the practice of student conduct administration in that if knowledge is deficient in certain areas, perhaps training programs or other resources may be developed to address these knowledge gaps. To the extent enhanced knowledge of the Clery Act will effectuate more accurate reporting of campus crime statistics, the legislative intent of the Act to help current and prospective students and employees make informed decisions regarding their safety will be bolstered.

I have vetted my survey and the scenarios it contains with an expert review panel prior to its dissemination. However, to enhance the validity of my study, I would greatly appreciate if you could review the attached scenarios and affirm I've noted the proper classification and score based upon the scenarios listed. (The answer I believe to be "correct" for each scenario appears in both underlined and boldface type). As my data analysis will determine how many of the ten scenarios were correctly answered by survey respondents, being certain the correct option is available (and known to the researcher) is essential for my results.

Please let me know if you are willing and able to do this for me, or if my request is better directed to someone else at the Helpdesk. Please know that I have also sent a similar request to James Moore in the Clery Compliance Division of the Department of Education. Having both of you review and affirm my answers will enhance the credibility of my study. Should you review

my scenarios and determine I have not properly classified the offense based on the scenario provided, I would greatly appreciate if you could tell me what the proper classification and score would be as well as offer a brief explanation for why the answer I provided was erroneous.

Thanks in advance for any assistance you may be willing to provide. Please let me know if I can provide any further details regarding my study.

Kindest regards,

Michael M. DeBowes, M.Ed., Ed.S
Doctoral Candidate, Old Dominion University
Higher Education Administration Program
mdebo005@odu.edu
(717) 309-2217

Appendix E: Original Survey Invitation

Dear ASCA Member:

You have been chosen to participate in a study of ASCA members that will examine what student conduct administrators know about crime reporting requirements mandated by the Clery Act.

Very little published research exists regarding the Clery Act. Even less research speaks to the knowledge of college and university personnel involved in collecting, classifying and reporting crime statistics. No prior studies have explored the knowledge possessed by student conduct administrators as it pertains to these responsibilities, though student conduct administrators play a pivotal role in ensuring institutions report accurate crime statistics. Therefore, the purpose of this study is to determine the current level of knowledge regarding the statistical reporting obligations of the Clery Act among professional members of ASCA.

Participating in this study is completely voluntary and will involve completion of an online survey. The survey should take approximately 20 minutes to complete. No personally identifiable information will be solicited in the survey, and all information collected will remain anonymous. You do not need to answer any questions that you do not wish to answer, and you may stop or withdraw your participation at any time without consequence. The results of this study may be used in reports, presentations, and publications but the researcher will not identify you or your institution.

There are no known risks for participating in this study. However, by participating, you will support a fellow ASCA member's doctoral research as well assist in identifying any areas in which Clery Act knowledge might be enhanced among student conduct administrators.

Following submission of the survey, you will have the opportunity to submit an email address to be entered in a drawing to receive one of three \$100.00 gift certificates to Amazon.com. The drawing will be conducted after the survey has closed. Recipients of gift certificates will be contacted at the email address provided. Your email address cannot be associated with your results.

This study is being conducted by Michael M. DeBowes, ASCA member and doctoral candidate at Old Dominion University (ODU), as part of his doctoral dissertation. If you have questions regarding the study or your participation in it, you can contact Mr. DeBowes at (717) 309-2217 or mdebo005@odu.edu. You can also contact Dr. Dennis E. Gregory, Associate Professor of Higher Education and Dissertation Chairperson, at (757) 683-3702 or dgregory@odu.edu.

This study has been reviewed and approved by the ASCA Research Committee and the ODU Darden College of Education Human Subjects Review Committee and qualifies as "exempt" research (20140145). However, should you have any concerns or questions about your rights as a volunteer participant in this project, please contact Dr. Ted Remley, Chair of the Darden College of Education Human Subjects Review Committee, at tremley@odu.edu.

Thank you in advance for your participation in this study. To take the survey, please click [here](https://odu.co1.qualtrics.com/SE/?SID=SV_8HzzugnVJLhwUKN) or copy and paste the following URL into your browser:

https://odu.co1.qualtrics.com/SE/?SID=SV_8HzzugnVJLhwUKN.

Kindest Regards,

Michael M. DeBowes

Appendix F: First Survey Reminder

Dear ASCA Member:

Two weeks ago, I invited you to participate in a study of ASCA members to examine what student conduct administrators know about the crime reporting requirements mandated by the Clery Act.

If you have already completed the survey, please accept my sincerest thanks. If you have not yet completed the survey, please know you may still do so by visiting https://odu.co1.qualtrics.com/SE/?SID=SV_8HzzugnVJLhwUKN. The survey will remain open for another two weeks.

As a reminder, participation in this study is completely voluntary and all responses will remain anonymous. Persons who complete the survey will have the opportunity to enter a drawing to receive one of three \$100.00 gift certificates to Amazon.com. The drawing will be conducted after the survey has closed. Recipients of gift certificates will be contacted at the email address provided upon entry in the drawing.

This study is being conducted by Michael M. DeBowes, ASCA member and doctoral candidate at Old Dominion University (ODU), as part of his doctoral dissertation. If you have questions regarding the study or your participation in it, you can contact Mr. DeBowes at (717) 309-2217 or mdebo005@odu.edu. You can also contact Dr. Dennis E. Gregory, Associate Professor of Higher Education and Dissertation Chairperson, at (757) 683-3702 or dgregory@odu.edu.

This study has been reviewed and approved by the ASCA Research Committee and the ODU Darden College of Education Human Subjects Review Committee and qualifies as “exempt” research (20140145). However, should you have any concerns or questions about your rights as a volunteer participant in this project, please contact Dr. Ted Remley, Chair of the Darden College of Education Human Subjects Review Committee, at tremley@odu.edu.

Thank you for your support of this important study.

Kindest Regards,

Michael M. DeBowes

Appendix G: Second Survey Reminder

Dear ASCA Member:

Three weeks ago, I invited you to participate in a study of ASCA members to examine what student conduct administrators know about the crime reporting requirements mandated by the Clery Act.

If you have already completed the survey, please accept my sincerest thanks. If you have not yet completed the survey, please know you may still do so by visiting https://odu.col.qualtrics.com/SE/?SID=SV_8HzzugnVJLhwUKN. The survey will remain open for another week.

As a reminder, participation in this study is completely voluntary and all responses will remain anonymous. Persons who complete the survey will have the opportunity to enter a drawing to receive one of three \$100.00 gift certificates to Amazon.com. The drawing will be conducted after the survey has closed. Recipients of gift certificates will be contacted at the email address provided upon entry in the drawing.

This study is being conducted by Michael M. DeBowes, ASCA member and doctoral candidate at Old Dominion University (ODU), as part of his doctoral dissertation. If you have questions regarding the study or your participation in it, you can contact Mr. DeBowes at (717) 309-2217 or mdebo005@odu.edu. You can also contact Dr. Dennis E. Gregory, Associate Professor of Higher Education and Dissertation Chairperson, at (757) 683-3702 or dgregory@odu.edu.

This study has been reviewed and approved by the ASCA Research Committee and the ODU Darden College of Education Human Subjects Review Committee and qualifies as “exempt” research (20140145). However, should you have any concerns or questions about your rights as a volunteer participant in this project, please contact Dr. Ted Remley, Chair of the Darden College of Education Human Subjects Review Committee, at tremley@odu.edu.

Thank you for your support of this important study.

Kindest Regards,

Michael M. DeBowes