

2021 SCLEA OMB Attachments

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34 USC 10132: Bureau of Justice Statistics

Text contains those laws in effect on June 28, 2021

From Title 34-CRIME CONTROL AND LAW ENFORCEMENT

Subtitle I-Comprehensive Acts

CHAPTER 101-JUSTICE SYSTEM IMPROVEMENT

SUBCHAPTER III-BUREAU OF JUSTICE STATISTICS

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§10132. Bureau of Justice Statistics**(a) Establishment**

There is established within the Department of Justice, under the general authority of the Attorney General, a Bureau of Justice Statistics (hereinafter referred to in this subchapter as "Bureau").

(b) Appointment of Director; experience; authority; restrictions

The Bureau shall be headed by a Director appointed by the President. The Director shall have had experience in statistical programs. The Director shall have final authority for all grants, cooperative agreements, and contracts awarded by the Bureau. The Director shall be responsible for the integrity of data and statistics and shall protect against improper or illegal use or disclosure. The Director shall report to the Attorney General through the Assistant Attorney General. The Director shall not engage in any other employment than that of serving as Director; nor shall the Director hold any office in, or act in any capacity for, any organization, agency, or institution with which the Bureau makes any contract or other arrangement under this Act.

(c) Duties and functions of Bureau

The Bureau is authorized to-

(1) make grants to, or enter into cooperative agreements or contracts with public agencies, institutions of higher education, private organizations, or private individuals for purposes related to this subchapter; grants shall be made subject to continuing compliance with standards for gathering justice statistics set forth in rules and regulations promulgated by the Director;

(2) collect and analyze information concerning criminal victimization, including crimes against the elderly, and civil disputes;

(3) collect and analyze data that will serve as a continuous and comparable national social indication of the prevalence, incidence, rates, extent, distribution, and attributes of crime, juvenile delinquency, civil disputes, and other statistical factors related to crime, civil disputes, and juvenile delinquency, in support of national, State, tribal, and local justice policy and decisionmaking;

(4) collect and analyze statistical information, concerning the operations of the criminal justice system at the Federal, State, tribal, and local levels;

(5) collect and analyze statistical information concerning the prevalence, incidence, rates, extent, distribution, and attributes of crime, and juvenile delinquency, at the Federal, State, tribal, and local levels;

(6) analyze the correlates of crime, civil disputes and juvenile delinquency, by the use of statistical information, about criminal and civil justice systems at the Federal, State, tribal, and local levels, and about the extent, distribution and attributes of crime, and juvenile delinquency, in the Nation and at the Federal, State, tribal, and local levels;

(7) compile, collate, analyze, publish, and disseminate uniform national statistics concerning all aspects of criminal justice and related aspects of civil justice, crime, including crimes against the elderly, juvenile delinquency, criminal offenders, juvenile delinquents, and civil disputes in the various States and in Indian country;

(8) recommend national standards for justice statistics and for insuring the reliability and validity of justice statistics supplied pursuant to this chapter;

(9) maintain liaison with the judicial branches of the Federal Government and State and tribal governments in matters relating to justice statistics, and cooperate with the judicial branch in assuring as much uniformity as feasible in statistical systems of the executive and judicial branches;

(10) provide information to the President, the Congress, the judiciary, State, tribal, and local governments, and the general public on justice statistics;

- (11) establish or assist in the establishment of a system to provide State, tribal, and local governments with access to Federal informational resources useful in the planning, implementation, and evaluation of programs under this Act;
- (12) conduct or support research relating to methods of gathering or analyzing justice statistics;
- (13) provide for the development of justice information systems programs and assistance to the States, Indian tribes, and units of local government relating to collection, analysis, or dissemination of justice statistics;
- (14) develop and maintain a data processing capability to support the collection, aggregation, analysis and dissemination of information on the incidence of crime and the operation of the criminal justice system;
- (15) collect, analyze and disseminate comprehensive Federal justice transaction statistics (including statistics on issues of Federal justice interest such as public fraud and high technology crime) and to provide technical assistance to and work jointly with other Federal agencies to improve the availability and quality of Federal justice data;
- (16) provide for the collection, compilation, analysis, publication and dissemination of information and statistics about the prevalence, incidence, rates, extent, distribution and attributes of drug offenses, drug related offenses and drug dependent offenders and further provide for the establishment of a national clearinghouse to maintain and update a comprehensive and timely data base on all criminal justice aspects of the drug crisis and to disseminate such information;
- (17) provide for the collection, analysis, dissemination and publication of statistics on the condition and progress of drug control activities at the Federal, State, tribal, and local levels with particular attention to programs and intervention efforts demonstrated to be of value in the overall national anti-drug strategy and to provide for the establishment of a national clearinghouse for the gathering of data generated by Federal, State, tribal, and local criminal justice agencies on their drug enforcement activities;
- (18) provide for the development and enhancement of State, tribal, and local criminal justice information systems, and the standardization of data reporting relating to the collection, analysis or dissemination of data and statistics about drug offenses, drug related offenses, or drug dependent offenders;
- (19) provide for improvements in the accuracy, quality, timeliness, immediate accessibility, and integration of State and tribal criminal history and related records, support the development and enhancement of national systems of criminal history and related records including the National Instant Criminal Background Check System, the National Incident-Based Reporting System, and the records of the National Crime Information Center, facilitate State and tribal participation in national records and information systems, and support statistical research for critical analysis of the improvement and utilization of criminal history records;
- (20) maintain liaison with State, tribal, and local governments and governments of other nations concerning justice statistics;
- (21) cooperate in and participate with national and international organizations in the development of uniform justice statistics;
- (22) ensure conformance with security and privacy requirement of section 10231 of this title and identify, analyze, and participate in the development and implementation of privacy, security and information policies which impact on Federal, tribal, and State criminal justice operations and related statistical activities; and
- (23) exercise the powers and functions set out in subchapter VII.

(d) Justice statistical collection, analysis, and dissemination

(1) In general

To ensure that all justice statistical collection, analysis, and dissemination is carried out in a coordinated manner, the Director is authorized to-

- (A) utilize, with their consent, the services, equipment, records, personnel, information, and facilities of other Federal, State, local, and private agencies and instrumentalities with or without reimbursement therefor, and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis;
- (B) confer and cooperate with State, municipal, and other local agencies;
- (C) request such information, data, and reports from any Federal agency as may be required to carry out the purposes of this chapter;
- (D) seek the cooperation of the judicial branch of the Federal Government in gathering data from criminal justice records;
- (E) encourage replication, coordination and sharing among justice agencies regarding information systems, information policy, and data; and
- (F) confer and cooperate with Federal statistical agencies as needed to carry out the purposes of this subchapter, including by entering into cooperative data sharing agreements in conformity with all laws and regulations applicable to the disclosure and use of data.

(2) Consultation with Indian tribes

The Director, acting jointly with the Assistant Secretary for Indian Affairs (acting through the Office of Justice Services) and the Director of the Federal Bureau of Investigation, shall work with Indian tribes and tribal law enforcement agencies to establish and implement such tribal data collection systems as the Director determines to be necessary to achieve the purposes of this section.

(e) Furnishing of information, data, or reports by Federal agencies

Federal agencies requested to furnish information, data, or reports pursuant to subsection (d)(1)(C) shall provide such information to the Bureau as is required to carry out the purposes of this section.

(f) Consultation with representatives of State, tribal, and local government and judiciary

In recommending standards for gathering justice statistics under this section, the Director shall consult with representatives of State, tribal, and local government, including, where appropriate, representatives of the judiciary.

(g) Reports

Not later than 1 year after July 29, 2010, and annually thereafter, the Director shall submit to Congress a report describing the data collected and analyzed under this section relating to crimes in Indian country.

(Pub. L. 90–351, title I, §302, as added Pub. L. 96–157, §2, Dec. 27, 1979, 93 Stat. 1176 ; amended Pub. L. 98–473, title II, §605(b), Oct. 12, 1984, 98 Stat. 2079 ; Pub. L. 100–690, title VI, §6092(a), Nov. 18, 1988, 102 Stat. 4339 ; Pub. L. 103–322, title XXXIII, §330001(h)(2), Sept. 13, 1994, 108 Stat. 2139 ; Pub. L. 109–162, title XI, §1115(a), Jan. 5, 2006, 119 Stat. 3103 ; Pub. L. 111–211, title II, §251(b), July 29, 2010, 124 Stat. 2297 ; Pub. L. 112–166, §2(h)(1), Aug. 10, 2012, 126 Stat. 1285 .)

EDITORIAL NOTES**REFERENCES IN TEXT**

This Act, referred to in subsecs. (b) and (c)(11), is Pub. L. 90–351, June 19, 1968, 82 Stat. 197 , known as the Omnibus Crime Control and Safe Streets Act of 1968. For complete classification of this Act to the Code, see Short Title of 1968 Act note set out under section 10101 of this title and Tables.

CODIFICATION

Section was formerly classified to section 3732 of Title 42, The Public Health and Welfare, prior to editorial reclassification and renumbering as this section.

PRIOR PROVISIONS

A prior section 302 of Pub. L. 90–351, title I, June 19, 1968, 82 Stat. 200 ; Pub. L. 93–83, §2, Aug. 6, 1973, 87 Stat. 201 ; Pub. L. 94–503, title I, §110, Oct. 15, 1976, 90 Stat. 2412 , related to establishment of State planning agencies to develop comprehensive State plans for grants for law enforcement and criminal justice purposes, prior to the general amendment of this chapter by Pub. L. 96–157.

AMENDMENTS

2012-Subsec. (b). Pub. L. 112–166 struck out ", by and with the advice and consent of the Senate" before period at end of first sentence.

2010-Subsec. (c)(3) to (6). Pub. L. 111–211, §251(b)(1)(A), inserted "tribal," after "State," wherever appearing.

Subsec. (c)(7). Pub. L. 111–211, §251(b)(1)(B), inserted "and in Indian country" after "States".

Subsec. (c)(9). Pub. L. 111–211, §251(b)(1)(C), substituted "Federal Government and State and tribal governments" for "Federal and State Governments".

Subsec. (c)(10), (11). Pub. L. 111–211, §251(b)(1)(D), inserted ", tribal," after "State".

Subsec. (c)(13). Pub. L. 111–211, §251(b)(1)(E), inserted ", Indian tribes," after "States".

Subsec. (c)(17). Pub. L. 111–211, §251(b)(1)(F), substituted "activities at the Federal, State, tribal, and local" for "activities at the Federal, State and local" and "generated by Federal, State, tribal, and local" for "generated by Federal, State, and local".

Subsec. (c)(18). Pub. L. 111–211, §251(b)(1)(G), substituted "State, tribal, and local" for "State and local".

Subsec. (c)(19). Pub. L. 111–211, §251(b)(1)(H), inserted "and tribal" after "State" in two places.

Subsec. (c)(20). Pub. L. 111–211, §251(b)(1)(I), inserted ", tribal," after "State".

Subsec. (c)(22). Pub. L. 111–211, §251(b)(1)(J), inserted ", tribal," after "Federal".

Subsec. (d). Pub. L. 111–211, §251(b)(2), designated existing provisions as par. (1), inserted par. (1) heading, substituted "To ensure" for "To insure", redesignated former pars. (1) to (6) as subpars. (A) to (F), respectively, of par. (1), realigned margins, and added par. (2).

Subsec. (e). Pub. L. 111–211, §251(b)(3), substituted "subsection (d)(1)(C)" for "subsection (d)(3)".

Subsec. (f). Pub. L. 111–211, §251(b)(4)(B), inserted ", tribal," after "State".

Pub. L. 111–211, §251(b)(4)(A), which directed insertion of ", tribal," after "State" in heading, was executed editorially but could not be executed in original because heading had been editorially supplied.

Subsec. (g). Pub. L. 111–211, §251(b)(5), added subsec. (g).

2006-Subsec. (b). Pub. L. 109–162, §1115(a)(1), inserted after third sentence "The Director shall be responsible for the integrity of data and statistics and shall protect against improper or illegal use or disclosure."

Subsec. (c)(19). Pub. L. 109–162, §1115(a)(2), amended par. (19) generally. Prior to amendment, par. (19) read as follows: "provide for research and improvements in the accuracy, completeness, and inclusiveness of criminal history record information, information systems, arrest warrant, and stolen vehicle record information and information systems and support research concerning the accuracy, completeness, and inclusiveness of other criminal justice record information;"

Subsec. (d)(6). Pub. L. 109–162, §1115(a)(3), added par. (6).

1994-Subsec. (c)(19). Pub. L. 103–322 substituted a semicolon for period at end.

1988-Subsec. (c)(16) to (23). Pub. L. 100–690 added pars. (16) to (19) and redesignated former pars. (16) to (19) as (20) to (23), respectively.

1984-Subsec. (b). Pub. L. 98–473, §605(b)(1), inserted provision requiring Director to report to Attorney General through Assistant Attorney General.

Subsec. (c)(13). Pub. L. 98–473, §605(b)(2)(A), (C), added par. (13) and struck out former par. (13) relating to provision of financial and technical assistance to States and units of local government relating to collection, analysis, or dissemination of justice statistics.

Subsec. (c)(14), (15). Pub. L. 98–473, §605(b)(2)(C), added pars. (14) and (15). Former pars. (14) and (15) redesignated (16) and (17), respectively.

Subsec. (c)(16). Pub. L. 98–473, §605(b)(2)(A), (B), redesignated par. (14) as (16) and struck out former par. (16) relating to insuring conformance with security and privacy regulations issued under section 10231 of this title.

Subsec. (c)(17). Pub. L. 98–473, §605(b)(2)(B), redesignated par. (15) as (17). Former par. (17) redesignated (19).

Subsec. (c)(18). Pub. L. 98–473, §605(b)(2)(D), added par. (18).

Subsec. (c)(19). Pub. L. 98–473, §605(b)(2)(B), redesignated former par. (17) as (19).

Subsec. (d)(1). Pub. L. 98–473, §605(b)(3)(A), inserted ", and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis".

Subsec. (d)(5). Pub. L. 98–473, §605(b)(3)(B)–(D), added par. (5).

STATUTORY NOTES AND RELATED SUBSIDIARIES

EFFECTIVE DATE OF 2012 AMENDMENT

Amendment by Pub. L. 112–166 effective 60 days after Aug. 10, 2012, and applicable to appointments made on and after that effective date, including any nomination pending in the Senate on that date, see section 6(a) of Pub. L. 112–166, set out as a note under section 113 of Title 6, Domestic Security.

EFFECTIVE DATE OF 1984 AMENDMENT

Amendment by Pub. L. 98–473 effective Oct. 12, 1984, see section 609AA(a) of Pub. L. 98–473, set out as an Effective Date note under section 10101 of this title.

CONSTRUCTION OF 2010 AMENDMENT

Pub. L. 111–211, [title II, §251\(c\), July 29, 2010](#), 124 Stat. 2298 , provided that: "Nothing in this section [amending this section and section 41507 of this title] or any amendment made by this section-

"(1) allows the grant to be made to, or used by, an entity for law enforcement activities that the entity lacks jurisdiction to perform; or

"(2) has any effect other than to authorize, award, or deny a grant of funds to a federally recognized Indian tribe for the purposes described in the relevant grant program."

[For definition of "Indian tribe" as used in section 251(c) of Pub. L. 111–211, set out above, see section 203(a) of Pub. L. 111–211, set out as a note under section 2801 of Title 25, Indians.]

REPORT ON EMPLOYMENT OF INDIVIDUALS FORMERLY INCARCERATED IN FEDERAL PRISONS

Pub. L. 116–92, [div. A, title XI, §1124, Dec. 20, 2019](#), 133 Stat. 1614 , provided that:

"(a) DEFINITION.-In this section, the term 'covered individual'-

"(1) means an individual who has completed a term of imprisonment in a Federal prison for a Federal criminal offense; and

"(2) does not include an alien who is or will be removed from the United States for a violation of the immigration laws (as such term is defined in section 101 of the Immigration and Nationality Act (8 U.S.C. 1101)).

"(b) STUDY AND REPORT REQUIRED.-The Director of the Bureau of Justice Statistics, in coordination with the Director of the Bureau of the Census, shall-

"(1) not later than 180 days after the date of enactment of this subtitle [subtitle B of title XI of div. A of Pub. L. 116–92, approved Dec. 20, 2019], design and initiate a study on the employment of covered individuals after their release from Federal prison, including by collecting-

"(A) demographic data on covered individuals, including race, age, and sex; and

"(B) data on employment and earnings of covered individuals who are denied employment, including the reasons for the denials; and

"(2) not later than 2 years after the date of enactment of this subtitle, and every 5 years thereafter, submit a report that does not include any personally identifiable information on the study conducted under paragraph (1) to-

"(A) the Committee on Homeland Security and Governmental Affairs of the Senate;

"(B) the Committee on Health, Education, Labor, and Pensions of the Senate;

"(C) the Committee on Oversight and Reform of the House of Representatives; and

"(D) the Committee on Education and Labor of the House of Representatives."

DATA COLLECTION

Pub. L. 115–391, [title VI, §610, Dec. 21, 2018](#), 132 Stat. 5245 , provided that:

"(a) NATIONAL PRISONER STATISTICS PROGRAM.-Beginning not later than 1 year after the date of enactment of this Act [Dec. 21, 2018], and annually thereafter, pursuant to the authority under section 302 of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3732) [now 34 U.S.C. 10132], the Director of the Bureau of Justice Statistics, with information that shall be provided by the Director of the Bureau of Prisons, shall include in the National Prisoner Statistics Program the following:

"(1) The number of prisoners (as such term is defined in section 3635 of title 18, United States Code, as added by section 101(a) of this Act) who are veterans of the Armed Forces of the United States.

"(2) The number of prisoners who have been placed in solitary confinement at any time during the previous year.

"(3) The number of female prisoners known by the Bureau of Prisons to be pregnant, as well as the outcomes of such pregnancies, including information on pregnancies that result in live birth, stillbirth, miscarriage, abortion, ectopic pregnancy, maternal death, neonatal death, and preterm birth.

"(4) The number of prisoners who volunteered to participate in a substance abuse treatment program, and the number of prisoners who have participated in such a program.

"(5) The number of prisoners provided medication-assisted treatment with medication approved by the Food and Drug Administration while in custody in order to treat substance use disorder.

"(6) The number of prisoners who were receiving medication-assisted treatment with medication approved by the Food and Drug Administration prior to the commencement of their term of imprisonment.

"(7) The number of prisoners who are the parent or guardian of a minor child.

"(8) The number of prisoners who are single, married, or otherwise in a committed relationship.

"(9) The number of prisoners who have not achieved a GED, high school diploma, or equivalent prior to entering prison.

"(10) The number of prisoners who, during the previous year, received their GED or other equivalent certificate while incarcerated.

"(11) The numbers of prisoners for whom English is a second language.

"(12) The number of incidents, during the previous year, in which restraints were used on a female prisoner during pregnancy, labor, or postpartum recovery, as well as information relating to the type of restraints used, and the circumstances under which each incident occurred.

"(13) The vacancy rate for medical and healthcare staff positions, and average length of such a vacancy.

"(14) The number of facilities that operated, at any time during the previous year, without at least 1 clinical nurse, certified paramedic, or licensed physician on site.

"(15) The number of facilities that during the previous year were accredited by the American Correctional Association.

"(16) The number and type of recidivism reduction partnerships described in section 3621(h)(5) of title 18, United States Code, as added by section 102(a) of this Act, entered into by each facility.

"(17) The number of facilities with remote learning capabilities.

"(18) The number of facilities that offer prisoners video conferencing.

"(19) Any changes in costs related to legal phone calls and visits following implementation of section 3632(d)(1) of title 18, United States Code, as added by section 101(a) of this Act.

"(20) The number of aliens in prison during the previous year.

"(21) For each Bureau of Prisons facility, the total number of violations that resulted in reductions in rewards, incentives, or time credits, the number of such violations for each category of violation, and the demographic breakdown of the prisoners who have received such reductions.

"(22) The number of assaults on Bureau of Prisons staff by prisoners and the number of criminal prosecutions of prisoners for assaulting Bureau of Prisons staff.

"(23) The capacity of each recidivism reduction program and productive activity to accommodate eligible inmates at each Bureau of Prisons facility.

"(24) The number of volunteers who were certified to volunteer in a Bureau of Prisons facility, broken down by level (level I and level II), and by each Bureau of Prisons facility.

"(25) The number of prisoners enrolled in recidivism reduction programs and productive activities at each Bureau of Prisons facility, broken down by risk level and by program, and the number of those enrolled prisoners who successfully completed each program.

"(26) The breakdown of prisoners classified at each risk level by demographic characteristics, including age, sex, race, and the length of the sentence imposed.

"(b) REPORT TO JUDICIARY COMMITTEES.-Beginning not later than 1 year after the date of enactment of this Act [Dec. 21, 2018], and annually thereafter for a period of 7 years, the Director of the Bureau of Justice Statistics shall submit a report containing the information described in paragraphs (1) through (26) of subsection (a) to the Committee on the Judiciary of the Senate and the Committee on the Judiciary of the House of Representatives."

INCLUSION OF HONOR VIOLENCE IN NATIONAL CRIME VICTIMIZATION SURVEY

Pub. L. 113–235, div. B, title II, Dec. 16, 2014, 128 Stat. 2191 , provided in part: "That beginning not later than 2 years after the date of enactment of this Act [div. B of Pub. L. 113–235, Dec. 16, 2014], as part of each National Crime Victimization Survey, the Attorney General shall include statistics relating to honor violence".

STUDY OF CRIMES AGAINST SENIORS

Pub. L. 106–534, §5, Nov. 22, 2000, 114 Stat. 2557 , provided that:

"(a) IN GENERAL.-The Attorney General shall conduct a study relating to crimes against seniors, in order to assist in developing new strategies to prevent and otherwise reduce the incidence of those crimes.

"(b) ISSUES ADDRESSED.-The study conducted under this section shall include an analysis of-

"(1) the nature and type of crimes perpetrated against seniors, with special focus on-

"(A) the most common types of crimes that affect seniors;

"(B) the nature and extent of telemarketing, sweepstakes, and repair fraud against seniors;

and

"(C) the nature and extent of financial and material fraud targeted at seniors;

"(2) the risk factors associated with seniors who have been victimized;

"(3) the manner in which the Federal and State criminal justice systems respond to crimes against seniors;

"(4) the feasibility of States establishing and maintaining a centralized computer database on the incidence of crimes against seniors that will promote the uniform identification and reporting of such crimes;

"(5) the effectiveness of damage awards in court actions and other means by which seniors receive reimbursement and other damages after fraud has been established; and

"(6) other effective ways to prevent or reduce the occurrence of crimes against seniors."

INCLUSION OF SENIORS IN NATIONAL CRIME VICTIMIZATION SURVEY

Pub. L. 106–534, §6, Nov. 22, 2000, 114 Stat. 2557 , provided that: "Beginning not later than 2 years after the date of enactment of this Act [Nov. 22, 2000], as part of each National Crime Victimization Survey, the Attorney General shall include statistics relating to-

"(1) crimes targeting or disproportionately affecting seniors;

"(2) crime risk factors for seniors, including the times and locations at which crimes victimizing seniors are most likely to occur; and

"(3) specific characteristics of the victims of crimes who are seniors, including age, gender, race or ethnicity, and socioeconomic status."

CRIME VICTIMS WITH DISABILITIES AWARENESS

Pub. L. 105–301, Oct. 27, 1998, 112 Stat. 2838 , as amended by Pub. L. 106–402, title IV, §401(b)(10), Oct. 30, 2000, 114 Stat. 1739 , provided that:

"SECTION 1. SHORT TITLE.

"This Act may be cited as the 'Crime Victims With Disabilities Awareness Act'.

"SEC. 2. FINDINGS; PURPOSES.

"(a) FINDINGS.-Congress finds that-

"(1) although research conducted abroad demonstrates that individuals with developmental disabilities are at a 4 to 10 times higher risk of becoming crime victims than those without disabilities, there have been no significant studies on this subject conducted in the United States;

"(2) in fact, the National Crime Victim's Survey, conducted annually by the Bureau of Justice Statistics of the Department of Justice, does not specifically collect data relating to crimes against individuals with developmental disabilities;

"(3) studies in Canada, Australia, and Great Britain consistently show that victims with developmental disabilities suffer repeated victimization because so few of the crimes against them are reported, and even when they are, there is sometimes a reluctance by police, prosecutors, and judges to rely on the testimony of a disabled individual, making individuals with developmental disabilities a target for criminal predators;

"(4) research in the United States needs to be done to-

"(A) understand the nature and extent of crimes against individuals with developmental disabilities;

"(B) describe the manner in which the justice system responds to crimes against individuals with developmental disabilities; and

"(C) identify programs, policies, or laws that hold promises for making the justice system more responsive to crimes against individuals with developmental disabilities; and

"(5) the National Academy of Science Committee on Law and Justice of the National Research Council is a premier research institution with unique experience in developing seminal, multidisciplinary studies to establish a strong research base from which to make public policy.

"(b) PURPOSES.-The purposes of this Act are-

"(1) to increase public awareness of the plight of victims of crime who are individuals with developmental disabilities;

"(2) to collect data to measure the extent of the problem of crimes against individuals with developmental disabilities; and

"(3) to develop a basis to find new strategies to address the safety and justice needs of victims of crime who are individuals with developmental disabilities.

"SEC. 3. DEFINITION OF DEVELOPMENTAL DISABILITY.

"In this Act, the term 'developmental disability' has the meaning given the term in section 102 of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 [42 U.S.C. 15002].

"SEC. 4. STUDY.

"(a) IN GENERAL.-The Attorney General shall conduct a study to increase knowledge and information about crimes against individuals with developmental disabilities that will be useful in developing new strategies to reduce the incidence of crimes against those individuals.

"(b) ISSUES ADDRESSED.-The study conducted under this section shall address such issues as-

"(1) the nature and extent of crimes against individuals with developmental disabilities;

"(2) the risk factors associated with victimization of individuals with developmental disabilities;

"(3) the manner in which the justice system responds to crimes against individuals with developmental disabilities; and

"(4) the means by which States may establish and maintain a centralized computer database on the incidence of crimes against individuals with disabilities within a State.

"(c) NATIONAL ACADEMY OF SCIENCES.-In carrying out this section, the Attorney General shall consider contracting with the Committee on Law and Justice of the National Research Council of the National Academy of Sciences to provide research for the study conducted under this section.

"(d) REPORT.-Not later than 18 months after the date of enactment of this Act [Oct. 27, 1998], the Attorney General shall submit to the Committees on the Judiciary of the Senate and the House of Representatives a report describing the results of the study conducted under this section.

"SEC. 5. NATIONAL CRIME VICTIM'S SURVEY.

"Not later than 2 years after the date of enactment of this Act, as part of each National Crime Victim's Survey, the Attorney General shall include statistics relating to-

"(1) the nature of crimes against individuals with developmental disabilities; and

"(2) the specific characteristics of the victims of those crimes."

2021 Survey of Campus Law Enforcement Agencies

Draft: June 25, 2021

Instructions

- **This survey uses the following terms and definitions:**
 - **Academic Year:** The period of time generally extending from September to June; usually equated to 2 [semesters](#) or [trimesters](#), 3 [quarters](#), or the period covered by a [4-1-4 calendar system](#).
- **Unless otherwise noted, please answer all questions using your institution's 2021-2022 academic year as a reference.**
- **Please do not leave any items blank. If the answer to a question is none or zero, write "0" in the space provided. When exact numeric answers are not available, please provide estimates.**
- **Use an X when marking an answer in a response circle or box.**
- **If an item is "Not Applicable" or you "Don't Know" please remember to mark the appropriate response circle or box.**
- **There are four ways to submit this survey:**
 - **Online at <https://TBD>.** Please use the Agency ID and Password listed below to access the survey on the secure, encrypted website. This method allows for the ability to save partial data and return at a later time. If you or another staff member needs to access the survey multiple times, please only "submit" the survey once it is complete.
 - **Mail the survey to RTI International (RTI) in the enclosed postage-paid envelope**
 - **Fax each page of the survey to XXX-XXX-XXXX (toll-free)**
 - **Scan and email the survey to SCLEA@rti.org**
- **Please submit your completed questionnaire by [DATE].**
- **If you have questions about the survey, items on the questionnaire, or how to submit completed responses, please contact the Survey Team at RTI by email at SCLEA@rti.org or call the Help Line at XXX-XXX-XXXX (toll free). The Help Line is available from 9:00 a.m. to 5:00 p.m. (EST). When communicating about the survey, please reference your Agency ID.**
- **If you have general comments or suggestions for improving the survey, please contact Elizabeth Davis, SCLEA Program Manager, Bureau of Justice Statistics, by phone at 202-305-2667 or by email at Elizabeth.Davis@usdoj.gov.**
- **Please retain a copy of your completed survey for one year. Questionnaires completed through the online option can be printed for your records.**

Burden Statement

Public reporting burden for this collection of information is estimated to average 1 hour per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate, or any other aspects of this collection of information, including suggestions for reducing this burden, to the Director, Bureau of Justice Statistics, 810 Seventh Street, NW, Washington, DC 20531. The Omnibus Crime Control and Safe Streets Act of 1968, as amended (34 U.S.C. § 10132), authorizes this information collection. Although this survey is voluntary, we urgently need and appreciate your cooperation to make the results comprehensive, accurate, and timely.

INSTITUTIONAL INFORMATION

1. For which college/university campus(es) are you reporting?
2. Please provide your contact information below:
 - a. Name:
 - b. Position/ Title:
 - c. Telephone number:
 - d. Fax number:
 - e. E-mail address:

AGENCY INFORMATION

3-4. On the first day of the 2021-2022 academic year, who employed the officers that provided routine law enforcement services (e.g., patrol activities or responding to calls for service on campus)? Please select ALL that apply.

| | | |
|--|---|------------------------------------|
| | 3. ...routine law enforcement services such as patrol or responding to calls for service. | 4. ...security for special events. |
| a. Campus police/security agency | [] | [] |
| b. Municipal/county police agency | [] | [] |
| c. Sheriff's office/department | [] | [] |
| d. State law enforcement agency (non-campus) | [] | [] |
| e. Private security firm | [] | [] |
| f. Other (please specify): _____ | [] | [] |
| g. None of these | [] | [] |

→ If your college/university does **NOT** have a campus police/security agency, please **STOP** here and return this questionnaire in the envelope provided.

If your college/university does have a campus police/security agency, please continue with Question 5.

PERSONNEL INFORMATION

5. On the first day of the 2021-2022 academic year, enter the number of full-time and part-time personnel according to their primary job responsibility. Count each full-time staff person ONLY once. If a person performed more than one function, enter that person's count in the job category in which s/he spent most of her/his time. If none, enter '0'.

Mark here if not applicable – No full or part-time sworn officers → **Go to Column (2)**

Mark here if not applicable – No full or part-time non-sworn/civilian personnel or student employees
 ↳ **Go to Question 6**

| | |
|--|--|
| (1) Sworn officers with general arrest powers | (2) Non-sworn / civilian personnel/ student employees |
|--|--|

| | Full-Time | Part-Time | Full-Time | Part-Time |
|--|-----------|-----------|-----------|-----------|
| a. Administration - Chief of police, head of campus security, assistants, and other personnel who work in an administrative capacity. <i>Include finance, human resources, and internal affairs.</i> | _____ | _____ | _____ | _____ |
| b. Total operations – Police officers, detectives, inspectors, supervisors, and other personnel providing direct law enforcement services. <i>Include traffic, patrol, investigations, and special operations</i> | | | | |
| 1. Officers – Patrol/field officers, police officers, traffic, SROs, etc. | _____ | _____ | _____ | _____ |
| 2. Detectives/investigators | _____ | _____ | _____ | _____ |
| 3. Contract Security – Contract staff employed for the full academic year | _____ | _____ | _____ | _____ |
| 4. Contract Seasonal – Contract staff employed for individual events or a portion of the academic year | _____ | _____ | _____ | _____ |
| 5. All other operations personnel –Inspectors, supervisors, special operations, student support/patrol officers, and other personnel providing direct law enforcement services. | _____ | _____ | _____ | _____ |
| c. Total support – Dispatchers, records clerks, crime analysts, crime lab technicians, and other personnel providing support services other than administrative. <i>Include communications, crime lab, fleet management, and training.</i> | | | | |
| 1. Dispatchers | _____ | _____ | _____ | _____ |
| 2. All other support personnel – Records clerks, crime analysts, crime lab technicians, and other personnel providing support services other than administrative. <i>Include communications, crime lab, fleet management, and training.</i> | _____ | _____ | _____ | _____ |

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| | | | | |
|---|----------|----------|----------|----------|
| d. Other personnel not included above (e.g., crossing guards, parking enforcement, etc.) | _____ | _____ | _____ | _____ |
| Total Personnel | e. _____ | f. _____ | g. _____ | h. _____ |
| 6. On the first day of the 2021-2022 academic year, enter the number male and female <u>full-time sworn</u> officers by race, Hispanic origin and sex. If none, enter '0'. The totals provided in 6i should equal the total number of full-time sworn personnel reported in question 5e. | | | | |
| | | Male | | Female |
| a. White, non-Hispanic | | _____ | | _____ |
| b. Black or African American, non-Hispanic | | _____ | | _____ |
| c. Hispanic or Latino | | _____ | | _____ |
| d. American Indian or Alaska Native, non-Hispanic | | _____ | | _____ |
| e. Asian, non-Hispanic | | _____ | | _____ |
| f. Native Hawaiian or Other Pacific Islander, non-Hispanic | | _____ | | _____ |
| g. Two or more races | | _____ | | _____ |
| h. Not known | | _____ | | _____ |
| i. Total Full-time sworn officers (sum of rows 6a-6h) | | _____ | | _____ |

PERSONNEL DUTIES AND FUNCTIONS

| | | |
|--|-----|-----|
| 7. On the first day of the 2021-2022 academic year, did your agency have the <u>primary responsibility</u> for providing the following functions? Please select ONE response per row. | | |
| Security Functions | Yes | No |
| a. Access control (including electronic access) | [] | [] |
| b. Building lockup/unlock | [] | [] |
| c. Central alarm monitoring | [] | [] |
| d. Key control | [] | [] |
| e. Monitoring surveillance cameras | [] | [] |
| Specialized Functions | Yes | No |
| f. Bomb/explosive disposal or detection | [] | [] |
| g. Executive/dignitary protection | [] | [] |
| h. Search and rescue | [] | [] |
| i. Tactical operations (SWAT) | [] | [] |
| j. Task force participation | [] | [] |
| k. Underwater recovery | [] | [] |
| Vehicle-related Functions | Yes | No |
| l. Parking administration/registration | [] | [] |
| m. Parking enforcement | [] | [] |
| n. Traffic accident investigation | [] | [] |
| o. Traffic direction and control | [] | [] |
| p. Traffic law enforcement | [] | [] |
| Public Safety Functions | Yes | No |
| q. Animal control | [] | [] |
| r. Dispatching calls for service | [] | [] |
| s. Emergency fire services | [] | [] |

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| | | |
|---------------------------------|--------------------------|--------------------------|
| t. Emergency management | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Emergency medical services | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Environmental health/safety | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Fire inspection & prevention | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Safety escort services | <input type="checkbox"/> | <input type="checkbox"/> |

8. On the first day of the 2021-2022 academic year, did your agency have the primary responsibility for providing on-site security for the following facilities and events? Please select ONE response per row.

| | Yes | No |
|---|--------------------------|--------------------------|
| a. Agricultural facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Auditorium events (e.g., concerts, theater performances, speakers) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Clinic facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Cultural facilities (e.g., museums) | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Daycare and pre-kindergarten facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Educational (K-12) facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Hazardous biological/chemical materials | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Hospital facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Indoor arena events | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Nuclear/radioactive materials | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Outdoor non-stadium events (e.g., concerts, festivals) | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Outdoor stadium events | <input type="checkbox"/> | <input type="checkbox"/> |

9. On the first day of the 2021-2022 academic year, did your agency operate the following types of facilities? Please select ONE response per row.

| | Yes | No |
|---|--------------------------|--------------------------|
| a. Operating a temporary holding cell (not for overnight detention) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Operating an overnight lockup or temporary holding facility separate from a jail | <input type="checkbox"/> | <input type="checkbox"/> |

10. On the first day of the 2021-2022 academic year, what level of routine patrol coverage did your agency provide for the following periods? Please select one response for *sworn* and one response for *non-sworn* for each row.

| | Uniformed Sworn Police Officers | | | Uniformed Non-Sworn/Civilian Personnel | | |
|-----------------------------------|---------------------------------|-----------------------------------|--------------------------|--|-----------------------------------|--------------------------|
| | 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols | 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols |
| a. Weekdays during academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Weekends during academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Breaks between academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | | | | | | |
|----------------|--|--------------------------|--------------------------|---|--------------------------|--------------------------|
| d. Summer term | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> Not Applicable – No Uniformed Sworn Police Officers | | | <input type="checkbox"/> Not Applicable – No Uniformed Non-Sworn/Civilian Personnel | | |

ADMINISTRATION

11. For the fiscal year that included the first day of the 2021-2022 academic year, what was your agency’s total operating budget? *If not available, provide an estimate and mark [X] the estimate checkbox. Do not include building construction costs or major equipment costs.*

\$ _____ .00 *If estimate, check here:*

12. On the first day of the 2021-2022 academic year, what was the minimum and maximum annual base salary for the following full-time positions? *In cases where there is not a range in salary, please enter the same salary information for minimum and maximum. For any salaries paid at an hourly rate, please multiply the hourly rate by 2,088 to get the annual salary.*

| Full-time Position | Minimum Annual Salary (in dollars) | Maximum Annual Salary (in dollars) | Not Applicable - No Such Position | Don't Know |
|---|------------------------------------|------------------------------------|-----------------------------------|--------------------------|
| a. Chief/Director | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Shift Supervisor | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Entry-level sworn police officer | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Entry-level non-sworn/civilian personnel | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |

13. During the fiscal year that included the first day of the 2021-2022 academic year, did your agency authorize or provide any of the following special pay or benefits to FULL-TIME sworn or non-sworn/civilian personnel? *Mark [X] all that apply.*

Mark here if not applicable – No full-time sworn officers → **Go to Column (2)**

Mark here if not applicable – No full-time non-sworn/civilian personnel → **Go to Question 14**

| | (1) Offered to full-time sworn officers | (2) Offered to full-time non-sworn/civilian personnel |
|----------------------------|--|--|
| a. Bilingual ability pay | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Education incentive pay | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Free or reduced tuition | <input type="checkbox"/> | <input type="checkbox"/> |

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| | | |
|-----------------------------------|--------------------------|--------------------------|
| d. Hazardous duty pay | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Merit/performance pay | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Military service pay | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Shift differential pay | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Special skills proficiency pay | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

14. On the first day of the 2021-2022 academic year, were there any external agreements or memoranda of understanding between employee representative organizations (e.g., labor unions) and nonsupervisory FULL-TIME personnel with your agency? Please select ONE response per row.

Mark here if not applicable (no external agreements or memoranda of understanding) → **Go to Question 15**

| | Yes | No | Not Applicable |
|---|--------------------------|--------------------------|--|
| a. Full-time sworn police officers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No sworn officers |
| b. Full-time non-sworn/civilian personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No non-sworn/civilian personnel |

TECHNOLOGY AND COMMUNICATION

| | | |
|---|---------------------------------|--------------------------------|
| 15. On the first day of the 2021-2022 academic year, did any part of your campus have a 'blue-light' or equivalent emergency phone system? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|---|---------------------------------|--------------------------------|

| | | |
|--|---------------------------------|--------------------------------|
| 16. On the first day of the 2021-2022 academic year, did your agency participate in an emergency telephone system with an enhanced 9-1-1, 3-, or 4-digit system (providing both caller location and identification when available)? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|--|---------------------------------|--------------------------------|

| | | |
|--|--------------------------|--------------------------|
| 17. On the first day of the 2021-2022 academic year, did your agency have an emergency telephone system with the following capabilities for incoming calls from wireless/cellular phones? Please select ONE response per row. | Yes | No |
| a. Displays phone number of wireless caller | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Displays general location of wireless caller | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Displays exact location of wireless caller | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 18. If your campus had a mass notification system on the first day of the 2021-2022 academic year, how were the following groups of people enrolled into the system? Please select ONE response per row. | Opt-in | Opt-out | Mandatory | Not applicable |
| a. Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| b. Staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Faculty/Administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 19. On the first day of the 2021-2022 academic year, did your campus use any of the following as part of its <u>mass notification systems</u>? Please select ONE response per row. | Yes | No |
|---|--------------------------|--------------------------|
| a. Cell phone application | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Cell phone call alerts or voicemail alerts | <input type="checkbox"/> | <input type="checkbox"/> |
| c. CCTV monitor announcements | <input type="checkbox"/> | <input type="checkbox"/> |
| d. E-mail alerts | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Outdoor public-address speakers or sirens | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Radio or TV announcements | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Social media accounts or college/university website | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Text message alerts | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Variable message sign or LCD billboard announcements | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Voice-over fire alarms | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

| 20. On the first day of the 2021-2022 academic year, did your agency utilize any of the following technologies for law enforcement or investigative purposes? Please select ONE response per row. | Yes | No |
|--|--------------------------|--------------------------|
| a. Automated fingerprint identification system (AFIS) or next generation identification (NGI) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Body-worn cameras | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Computer aided dispatch (CAD) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Facial recognition | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Firearm detection or tracing (e.g., eTrace) technology | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Geographic information systems (GIS), including geo-fencing | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Gunshot detection (e.g., ShotSpotter) | <input type="checkbox"/> | <input type="checkbox"/> |
| h. License plate readers (LPR) | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Record management system (RMS) | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Tire deflation device | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Virtual or augmented reality training systems | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

| |
|---|
| 21. On the first day of the 2021-2022 academic year, was the campus public safety radio system <u>interoperable</u> with the local police, fire, and other first responders? |
| <input type="checkbox"/> Yes, fully |
| <input type="checkbox"/> Yes, partially |
| <input type="checkbox"/> Not at all |

| | | |
|---|--------------------------|--------------------------|
| 22. On the first day of the 2021-2022 academic year, did your agency use computers or electronic devices for any of the following functions? Please select ONE response per row. | | |
| | Yes | No |
| a. Automated booking | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Crime analysis (including crime mapping or hotspot identification) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Intelligence gathering | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Inter-agency information transmission | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Social network analysis | <input type="checkbox"/> | <input type="checkbox"/> |

OFFICER SELECTION AND TRAINING REQUIREMENTS

23a. On the first day of the 2021-2022 academic year, indicate your agency's minimum education requirement that new FULL-TIME sworn officer and new FULL-TIME non-sworn/civilian personnel recruits needed to have at hiring or within two years of hiring.

Mark here if not applicable – No full-time sworn officers → **Go to Column (2)**
 Mark here if not applicable – No full-time non-sworn/civilian personnel → **Go to Question 23b**

| | (1) New Full-Time Sworn Officers | (2) New Full-Time Non-sworn/Civilian Personnel |
|---|--|---|
| Four-year college degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| Two-year college degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| Some college, but no degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ If some college, total credit hours required | _____ hours | _____ hours |
| High school diploma or equivalent required | <input type="checkbox"/> | <input type="checkbox"/> |
| No formal education requirement | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ If no formal requirement → Go to Question 24 | | |

23b. On the first day of the 2021-2022 academic year, did your agency consider military service as an exemption to this minimum education requirement?

Yes
 No

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24. On the first day of the 2021-2022 academic year, which of the following screening techniques were used by your agency in selecting new FULL-TIME sworn officers and non-sworn civilian personnel recruits? Please select ONE response in Column 1 and ONE response in Column 2 per row.

[] Mark here if not applicable – No full-time sworn officers → **Go to Column (2)**

[] Mark here if not applicable – No full-time non-sworn/civilian personnel → **Go to Question 25**

| | (1) New Full-Time Sworn Officers | | (2) New Full-Time Non-sworn/ Civilian Personnel | |
|---|--|--------------------------|---|--------------------------|
| | Yes | No | Yes | No |
| Background check | | | | |
| a. Background investigation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Credit history check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Criminal history check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Driving record check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Social media check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal attributes | | | | |
| f. Cognitive ability assessment (e.g., writing, reading comprehension, analytical skills) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Interpersonal skills assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Personality/Psychological inventory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Psychological interview | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Polygraph exam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical attributes | | | | |
| k. Drug test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Medical exam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Physical agility/fitness test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ [IF 24m = YES] Does your agency have different standards based on sex? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Vision and/or hearing test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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25. On the first day of the 2021-2022 academic year, how many total hours of academy training and field training (e.g., with FTO) were required of your agency’s new (non-lateral) sworn officer and non-sworn/civilian personnel recruits (including state licensing requirements that are part of training)?

[] Mark here if not applicable – No full-time sworn officers → **Go to Column (2)**

[] Mark here if not applicable – No full-time non-sworn/civilian personnel → **Go to Question 26**

| | (1) New Full-Time Sworn Officers | (2) New Full-Time Non-sworn/Civilian Personnel |
|---|--|---|
| Academy Training Hours Total Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |
| Field Training Hours Total Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |

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26. On the first day of the 2021-2022 academic year, what were the minimum annual in-service training hours required of your agency's sworn officers and non-sworn/civilian personnel? If no in-service training hours are required, enter '0'.

[] Mark here if not applicable – No full-time sworn officers → **Go to Column (2)**
 [] Mark here if not applicable – No full-time non/sworn/civilian personnel → **Go to**

Question 26a

| | | |
|--|------------------------------------|--|
| | (1) Full-Time Sworn Officers | (2) Full-Time Non- sworn/Civilian Personnel |
| In-Service Training Hours Total In-Service Training Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |

26a. On the first day of the 2021-2022 academic year, did your agency's in-service training include the following topics?

Please select ONE response per row.

| | Yes | No |
|----------------------------------|-----|-----|
| a. Bias/hate crimes | [] | [] |
| b. Crisis intervention | [] | [] |
| c. Crowd control | [] | [] |
| d. De-escalation/non-escalation | [] | [] |
| e. Diversity | [] | [] |
| f. Gender-based violence | [] | [] |
| g. Implicit bias | [] | [] |
| h. Mental health | [] | [] |
| i. Peer intervention | [] | [] |
| j. Protest response | [] | [] |
| k. Threat assessment | [] | [] |
| l. Other (please specify): _____ | [] | [] |

27. On the first day of the 2021-2022 academic year, did your agency have plans to conduct the following types of Active Shooter training during the 2021-2022 academic year?

Please select ONE response per row.

| | Yes | No |
|----------------------------------|-----|-----|
| a. Mock exercise/scenario | [] | [] |
| b. Workshop/Seminar/Lecture | [] | [] |
| c. Virtual reality | [] | [] |
| d. Other (please specify): _____ | [] | [] |

EQUIPMENT AND TECHNIQUES

28. On the first day of the 2021-2022 academic year, which of the following types of firearms were authorized for use by your agency's full-time sworn officers?

Mark here if not applicable – No full-time sworn officers → **Go to Question 30**

| | Authorized | Not authorized |
|---------------------------------------|--------------------------|--------------------------|
| a. Handgun | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Shotgun or manual rifle | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Fully automatic rifle (e.g., M-16) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Semi-automatic rifle (e.g., AR-15) | <input type="checkbox"/> | <input type="checkbox"/> |

29. On the first day of the 2021-2022 academic year, which of the following types of weapons or actions were authorized for use by your agency's full-time sworn officers?

| | Almost / Always Authorized | Authorized Under Limited Circumstances | Never Authorized |
|--|----------------------------------|--|--------------------------|
| a. Open hand techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Closed hand techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Takedown techniques (e.g., straight arm bar) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Vascular restraint or carotid hold | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Respiratory neck restraint | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Leg hobble or other restraints (not including handcuffs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. OC spray/foam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Chemical agent projectile (e.g., CS/tear gas, OC pellets) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Flash/bang grenade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Baton | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Blunt force projectile (e.g., bean bag, rubber bullets) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Conducted energy device (e.g., Taser, stun gun, Stinger) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

30. On the first day of the 2021-2022 academic year, did your agency operate any of the following types of motorized vehicles or equipment? Please select

ONE response per row.

| | Yes | No |
|--|--------------------------|--------------------------|
| a. Armored vehicles (e.g., MRAP, tank, BearCat, or other SWAT carrier) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Custom or specialized vehicles (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

PROBLEM MANAGEMENT

| 31. On the first day of the 2021-2022 academic year, did your agency have a formal written agreement or informal problem-solving partnership with any of the following? Please select ONE response per row. | Yes | No |
|--|-----|----|
| a. Athletics groups (e.g., NCAA, club, intramural) | [] | [] |
| b. Campus business groups | [] | [] |
| c. Campus administrators/officials | [] | [] |
| d. Domestic violence prevention groups | [] | [] |
| e. Faculty/Staff organizations | [] | [] |
| f. Fraternity/Sorority groups | [] | [] |
| g. LGBTQ+ groups | [] | [] |
| h. Local public officials | [] | [] |
| i. Multicultural groups | [] | [] |
| j. Neighborhood associations | [] | [] |
| k. Other law enforcement agencies | [] | [] |
| l. Religious groups | [] | [] |
| m. Sexual violence prevention programs | [] | [] |
| n. Student Government Association | [] | [] |
| o. Student housing groups | [] | [] |
| p. Other student organizations (please specify): _____ | [] | [] |

| 32. On the first day of the 2021-2022 academic year, did your agency have plans to do any of the following during the 2021-2022 academic year...? Please select ONE response per row. | Yes | No |
|--|-----|----|
| a. Conduct Adopt-A-Residence Hall Program | [] | [] |
| b. Conduct a citizen police academy | [] | [] |
| c. Foot patrols through buildings (required or encouraged) | [] | [] |
| d. Maintain a written community policing plan | [] | [] |
| e. Participate in student-led events | [] | [] |
| f. Work with a Community Advisory Committee | [] | [] |
| g. Other (please specify): _____ | [] | [] |

| 33. During the 2021-2022 academic year, does your agency plan to conduct any of the following preparedness planning activities? Please select ONE response per row. | Yes | No |
|--|-----|----|
| a. Design or revise a preparedness plan for a school shooting | [] | [] |
| b. Design or revise a preparedness plan for an emergency evacuation of campus | [] | [] |
| c. Disseminate information to increase campus preparedness | [] | [] |
| d. Participate in formal intelligence-sharing agreements with other law enforcement agencies | [] | [] |
| e. Participate in meetings with campus administrators/staff regarding emergency preparedness plans | [] | [] |

34. On the first day of the 2021-2022 academic year, were student patrols used on your campus?

Yes

No → **Go to Question 35**

34a. If student patrols were used on your campus on the first day of the 2021-2022 academic year, did these student patrols perform any of the following functions?

Please select ONE response per row.

| | Yes | No |
|--|--------------------------|--------------------------|
| a. Auxiliary patrol during normal patrol hours | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Building lock-up | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Emergency response | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Recruitment tool for agency | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Residence hall security | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Safety escorts | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Special event security | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 2: 2021 SCLEA instrument

35. On the first day of the 2021-2022 academic year, how did your agency address the following issues? Please select ONE response per row.

| Type of issue | Agency DID NOT HAVE a specialized unit with full-time personnel | | | | (5) Agency's jurisdiction did not have this problem (NA) |
|---|---|---|--|--|---|
| | (1) Agency HAD specialized unit with FULL-TIME personnel assigned to address this problem/task | (2) Agency had designated personnel to address this problem/task | (3) Agency addressed this problem/task, but did not have designated personnel | (4) Agency did not formally address this problem/task | |
| a. Active shooter response | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Alcohol education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Behavioral assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Bias/hate crime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Bicycle/pedestrian safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Community policing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Crisis intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Cybercrime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Drug education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. General crime prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. General rape prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Identity theft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Intimate partner violence, including date rape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Research and planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Self-defense training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Social media/network abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Student security patrol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Suicide prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| t. Victim assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| u. White collar crime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 2: 2021 SCLEA instrument

36. On the first day of the 2021-2022 academic year, did your agency have plans for sworn officers or non-sworn/civilian personnel (full-time or part-time) from your agency to participate in the following events during the 2021-2022 academic year? Please select ONE response in Column 1 and ONE response in Column 2 per row.

Mark here if not applicable – No full- or part-time sworn officers → **Go to Column (2)**

Mark here if not applicable – No full- or part-time non-sworn/civilian personnel → **Go to Question 37**

| | (1) Full-Time or Part-Time Sworn Officers | | (2) Full-Time or Part- Time Non- sworn/Civilian Personnel | |
|---|--|--------------------------|---|--------------------------|
| | Yes | No | Yes | No |
| a. Crime prevention programs at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Drug/Alcohol programs at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Active shooter exercises at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Crime prevention programs during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Drug/Alcohol programs during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Active shooter exercises during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

37. On the first day of the 2021-2022 academic year, did your campus safety escort service include any of the following characteristics? Please select ONE response per row.

Mark here if not applicable – No campus safety escort service → **Go to Question 38**

| | Yes | No |
|--|--------------------------|--------------------------|
| a. Staffed by sworn police officers | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Staffed by non-sworn/civilian personnel | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Staffed by students | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Escorts on foot | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Escort by vehicle | <input type="checkbox"/> | <input type="checkbox"/> |

38. During the 2020-2021 academic year, enter the number of citizen complaints (including students) received by current disposition status. If none, enter '0'.

| | All complaints | Use of force complaints |
|---|-------------------|-------------------------------|
| a. Sustained (sufficient evidence to justify disciplinary action against the officer(s)) | _____ | _____ |
| b. Other disposition (e.g., unfounded, exonerated, not sustained, withdrawn) | _____ | _____ |
| c. Pending (final disposition of the allegation has not been made) | _____ | _____ |
| d. Total complaints received (sum of rows a-c) | _____ | _____ |

Attachment 2: 2021 SCLEA instrument

39. On the first day of the 2021-2022 academic year, did FULL-TIME SWORN officers in your agency have arrest or patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, arrest and patrol should not be selected.

Mark here if not applicable – No full-time SWORN officers → **Go to Question 40**

| | Arrest Jurisdiction | Patrol Jurisdiction | No Jurisdiction |
|--|--------------------------|--------------------------|--------------------------|
| a. Campus property (any building or property owned or controlled by the institution within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Public properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus but not owned by the institution) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Public properties outside the area adjacent to campus that are not owned by the institution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. State-wide jurisdiction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

40. On the first day of the 2021-2022 academic year, did FULL-TIME NON-SWORN/CIVILIAN PERSONNEL in your agency have patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, patrol should not be selected.

Mark here if not applicable – No full-time NON-SWORN/CIVILIAN PERSONNEL → **Go to Question 41**

| | Patrol Jurisdiction | No Jurisdiction |
|--|--------------------------|--------------------------|
| a. Campus property (any building or property owned or controlled by the institution within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Public properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus but not owned by the institution) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Public properties outside the area adjacent to campus that are not owned by the institution | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement | <input type="checkbox"/> | <input type="checkbox"/> |
| e. State-wide jurisdiction | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 2: 2021 SCLEA instrument

41. On the first day of the 2021-2022 academic year, did your agency have an active written Memorandum of Understanding (MOU) or Mutual Aid Agreement with the following types of agencies? Please select ONE response per row.

| | Yes | No |
|--|--------------------------|--------------------------|
| a. State law enforcement agency (non-campus) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Local police department | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Sheriff's office | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Campus law enforcement agency at another college/university | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Other campus agency (non-law enforcement) | <input type="checkbox"/> | <input type="checkbox"/> |
| f. State or local courts | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

42. On the first day of the 2021-2022 academic year, did your agency have a formal policy on the following? Please select ONE response per row.

| | Yes | No |
|---|--------------------------|--------------------------|
| a. Bias/hate crimes | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Gender-based offenses | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Jurisdictional sharing with local law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Managing concurrent criminal and Title IX investigations | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Off-campus jurisdictional authority | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Officers involved in domestic violence | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Outside review of use of force | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Providing mental health support for officers experiencing post-traumatic stress disorder | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

August 2020

**2021 Survey of Campus Law Enforcement Agencies
(SCLEA)**

Expert Panel Summary

Prepared for:

U.S. Department of Justice
Office of Justice Programs
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Introduction

The Survey of Campus Law Enforcement Agencies (SCLEA), administered by the Bureau of Justice Statistics (BJS), is a self-reported survey data collection including all campus security and law enforcement agencies (LEAs) from colleges and universities with a full-time enrollment of 1,000 or more students across the United States. The SCLEA gathers information on several topics, including agency staffing, operations, budget, policies, technology, and equipment. SCLEA data are used to provide an overview of campus law enforcement nationally, identify trends, and provide a representative benchmark for individual agency comparisons. In preparation for the 2021 SCLEA, BJS, along with RTI International (RTI) and the International Association of Campus Law Enforcement Administrators (IACLEA), convened an expert panel of campus law enforcement researchers and practitioners—a full list of attendees is included in Appendix A. The key goals of the panel were:

- identify updates to the 2011 SCLEA questionnaire to reflect changes in campus law enforcement and campus law enforcement research; and
- identify ways to reduce respondent burden for the 2021 SCLEA.

The expert panel began with an introduction to BJS, RTI, IACLEA, and the SCLEA, followed by participant introductions. The next session focused on campus law enforcement data needs, followed by a review of what items to keep from the draft 2011 SCLEA questionnaire, and finally a discussion of key items panelists thought should be added to the 2011 SCLEA—the expert panel agenda is included in Appendix B. This report summarizes the July 2020 expert panel discussion and provides recommendations for improving the 2021 SCLEA to reflect the state of campus law enforcement and the needs of campus law enforcement practitioners and researchers more accurately—full deidentified notes are included in Appendix C.

SCLEA Background

After brief introductions, BJS presented the goals and history of the SCLEA. The SCLEA has been conducted approximately every five years since 1995, and has included all 4-year universities and colleges with 1,000 or more students and all 2-year institutions with 2,500 or more students. Past SCLEAs collected data on campus LEA personnel, functions, expenditures and pay, operations, equipment, computers and information systems, community policing activities, specialized units, and emergency preparedness activities.

BJS then discussed the goals of the panel to focus participants. First, BJS recognizes significant changes are needed for the 2021 SCLEA to reflect changes in campus law enforcement since the 2011 SCLEA. Second, BJS discussed the importance of reducing survey burden for SCLEA participants, recognizing campus LEAs receive an increasing number of survey requests and have limited resources to comply with those requests. BJS's goal for the 2021 SCLEA is to balance survey length while capturing data needed by campus law enforcement practitioners, researchers, and policy makers.

Campus Law Enforcement Data Discussion

The first substantive section focused on how data are compared across campus LEAs and how researchers and practitioners use or would use SCLEA data.

Campus LEA Benchmarking

First, practitioners were asked how they identified agencies for benchmarking their agency's performance. Practitioners reported difficulty comparing data with other campus LEAs, primarily due to issues in comparing budgets, highlighting differences in accounting procedures. For example, panel members cited inconsistencies in what work is captured in a budget; one practitioner noted that their agency does not have a budget line for contract work, while another confirmed that contract security was included in their budget. For this reason, panelists recommended focusing on core budget components for 2021—for example, patrol operations. Further, given inconsistencies in reporting, panelists recommended excluding contract work from any budget data requests.

In addition, there was concern that many campus LEAs would not accurately report budget data, "because they do not want that information out." Due to these confidentiality concerns, one expert reported only benchmarking budget data with other agencies in their state university system.

Similarly, panelists reported difficulty identifying agencies for benchmarking based on full-time enrollment. One practitioner noted that their student population was relatively small, but that they were also serving around 45,000 university employees tied to the school's healthcare system. For this reason, we recommend considering campus staff size as an alternative metric for analysis—in addition to full-time student enrollment—or ask a question on whether the campus LEA also serves a medical school or hospital

Campus LEA Data Needs

Next, the discussion focused on the general data needs of campus LEAs and researchers—specific item level reviews were covered in later sessions. Panelists started by discussing outdated aspects of the 2011 SCLEA, citing two main factors. First, many questions referenced obsolete technologies or practices, such as blue-light emergency systems that are no longer used on many campuses.

Second, questions were often formatted or worded in a way that has been refined on more recent BJS LEA collections, including the 2020 LEMAS survey and 2018 CSLLEA. One example was the 2011 SCELAs use of the word "regularly" in question and response option text (such as asking if a duty was "regularly" performed). There was general agreement that this was vague and hard to answer. Often, the group expressed a preference for the phrase "primarily" from the 2020 LEMAS and 2018 CSLLEA. In other cases, the panel suggested replacing response options with "regularly" in them with a Yes/No dichotomy. In almost all cases, if LEMAS or CSLLEA had an analogous question, experts expressed a preference for the 2020 LEMAS or 2018

CSLLEA version over the 2011 SCLEA version—specific items where an update to a more recent version is recommended are presented later in this report.

Finally, panelists discussed potential uses for SCLEA data. Practitioner panelists frequently cited using SCLEA data as metrics to help address public concerns about campus law enforcement policies and relationships with local police departments, notably campus law enforcement practitioners. One practitioner envisions using SCLEA or similar data to compare their agency to other campus LEAs in their state, specifically on several issues they linked to public perception of campus LEAs:

- 1) general agency policies,
- 2) policies on student involvement and engagement,
- 3) specific officer or agency accountability (particularly in use of force situations) policies, and
- 4) officer jurisdiction and authority.

2011 SCLEA Item Review

For the next session, panelists were asked to review specific 2011 SCLEA items identified for expert panel review in the 2021 SCLEA Questionnaire Appraisal Report (QAR). Items were flagged for review to assess the utility and relevance of specific 2011 SCLEA items. The remainder of this section reviews expert recommendations for item level updates and items recommended for removal from the 2021 SCLEA—unless otherwise specified, question numbers refer to the 2011 SCLEA long-form instrument.

Item-Level Updates

Questions 5 and 10

Panelists identified overlap between question 5, which requests the number of paid employees at the agency, and question 10, which requests the number of officers whose regular duties involved responding to citizen calls and requests for service. Panelists found question 10 to be notably burdensome. The panel concluded duty-area and total officer data could be more easily and accurately reported via a single question resembling question 3 from the 2020 LEMAS, which allows respondents to break down their full-time staff by duty area. The panel also expressed interest in adding a question on the total number of citizen calls and calls for service. RTI will review the utility and burden of a calls for service question and provide a recommendation.

In addition, panel members recommended integrating the terms “contract security” and “contract seasonal” into the response options for the newly designed question. Seasonal staff are important to capture given seasonal fluctuations in campus populations. Contract staff are important to capture given their function in allowing campus LEAs to provide security for large, on-campus events. The importance of contracted staff was mentioned not only in the discussion of questions 5 and 10, but also consistently throughout the panel meeting. Based on panel feedback, RTI recommends combining questions 5 and 6 and consulting with a research criminologist on how to accurately capture data on contract staff.

Attachment 3: Expert panel summary

Questions 12-15

Panelists suggested a redesign of questions 12-15, which ask about the functions that the agency performs “on a regular basis.” They recommended combining these 4 questions (and their sub-items) into a single table with uniform formatting, resembling similar question types on the 2020 LEMAS and 2018 CSLLEA. Further, researchers on the panel thought the scale used in questions 12-15 was difficult to comprehend, notably the middle of the ranges. For these reasons, they recommended replacing the scale in each sub-item on questions 12-15 with a Yes/No response format.

In addition to formatting and layout changes, panelists recommended improving the clarity of question prompts. Panelists thought the phrases “regularly” and “on a regular basis” were vague. They recommended updating the phrasing to “primary responsibility” whenever possible and using “regular basis” for the remainder of the prompts. The “primary responsibility” terminology can be found on similar CSLLEA questions. Panelists also suggested clarifications to “on-site” security in question 12 so respondents know whether to report on having staff available for calls or staff physically present at the specified facility.

Finally, panelists recommended updates to specific items in question 12. These were: 1) split item 12c into separate sub-items for libraries and cultural facilities, 2) modify item 12d to encompass both daycare and pre-kindergarten programs, 3) separate item 12f-medical facilities into separate sub-items for “hospital” and “clinic,” 4) add “agricultural facilities” as a new sub-item, and 5) clarify the difference between “arena” and “stadium.” RTI recommends following up with a research criminologist on sub-item 12f and incorporating all the panelists other recommendations for questions 12-15.

Question 20

Panelists initially expressed confusion about whether question 20, which asks respondents to report their larceny-theft events, belonged in the survey. However, researchers familiar with the Clery Act explained that this question was likely designed to supplement Clery Act data with Uniform Crime Reporting (UCR) data. The Clery Act data require colleges and universities to report larceny-thefts only when they are considered a hate crime. However, UCR data include larceny thefts that are not considered hate crimes. Therefore, panelists recommended keeping this question but ensuring that data requests were analogous to Clery Act data reporting.

Questions 29-36

Questions 29-36 ask about campus LEA use of specific technologies. Overall, panelists liked this series of questions, but recommended combining them into a single grid or matrix, like their recommendation for questions 12-15. Panelists also recommended asking about the use of mobile phone applications in this section, specifically mass notification, and alert mobile phone applications. RTI recommends incorporating panelists suggested updates and consulting

Attachment 3: Expert panel summary

with a research criminologist and IACLEA on additional technologies for inclusion. The resulting list of technologies will be reviewed during cognitive interviews.

Question 37

For question 37, asking about different groups' enrollment in the agency's mass notification system, panelists recommended collapsing all sub-items referring to students (a, b, and c) into a single sub-item, agreeing that the reduced level of detail would not hamper the utility of data from question 37. RTI agrees with the panelists recommendation for changes to question 37 for the 2021 SCLEA.

Question 40

Panelists found question 40 to be overly burdensome and of minimal utility. Therefore, they recommended replacing question 40 with the current 2020 LEMAS or 2018 CSLLEA version. Several panelists suggested that questions about staff education would only be useful if they were formatted the same as the 2020 LEMAS or 2018 CSLLEA versions so that campus and municipal police departments could be compared. RTI recommends incorporating the panelists recommendations for the 2021 SCLEA.

Question 48

Question 48 focuses on vehicles used by campus LEAs, and panelists agreed that most aspects of the question were overly burdensome and of minimal utility to practitioners and researchers. They agreed that the most interesting data point regarding vehicles is the prevalence of armored, military style vehicles or other custom or specialized vehicles. Based on panelist feedback, RTI recommends replacing this question with a question similar to the armored vehicle question from the 2016 LEMAS, noting that practitioners recommended avoiding the term "military style" to encourage more accurate answers—campus LEAs may be hesitant to accurately report on any equipment described in this way.

Question 52

For question 52, which asks about organizations campus LEAs meet with regularly, panelists recommended replacing the question with the 2020 LEMAS community policing question (question 11) that focuses on community partnerships. The question could be adapted to the SCLEA questionnaire by updating the organizations listed in sub-items to include some student group categories that are consolidated to capture all student groups mentioned in SCLEA question 52. RTI will consult with a research criminologist and IACLEA to determine which student groups and organization types to include as sub-items. The resulting list of sub-items will be reviewed during cognitive interviews.

Attachment 3: Expert panel summary

Question 53

Panelists felt that question 53, which asks about campus LEAs community policing activities, was confusing. One practitioner asked what it means “to say an agency meets with a group,” pointing out that they talk to students in some capacities almost daily. Based on panelists comments, RTI recommends replacing this this question with an adapted version of Question 13 from the 2020 LEMAS, which asks respondents about a more concise set of community policing activities. RTI will consult with a research criminologist and IACLEA to determine the appropriate sub-items to include for SCLEA and the review the new sub-items during cognitive interviews.

Question 56

Question 56 asks about specialized units within campus LEAs. Panelists noted the utility of the data but preferred the format of question 8 from the 2020 LEMAS. In addition, panel members indicated the sub-items should be updated to be more relevant to campus policing, including crisis intervention, behavioral assessment, social network, and social media. Based on panelist feedback, RTI recommends replacing question 56 with an adapted version of question 8 from the 2020 LEMAS and consulting with research criminologist and IACLEA and updated sub-items. The resulting list of sub-items will be reviewed during cognitive interviews.

Question 57

Panelists agreed that question 57, which asks about campus events in which sworn officers participated, was useful. However, they felt that burden could be reduced by consolidating “orientation” and “during the year” sub-items into a single sub-item without sacrificing utility to campus LEAs or researchers. They also recommended adding a sub-item for active shooter training/preparation. RTI recommends incorporating panelist feedback and working with a research criminologist and IACLEA to develop an active shooter sub-item for review during cognitive interviews.

Question 60

Question 60 seeks data on citizen complaints, but researchers on the panel did not think the question was particularly useful in its current format. Instead, they suggested updating the question to resemble the 2020 LEMAS question 40. The 2020 LEMAS question focuses on citizen complaints but contains additional data points that researchers specifically cited as increasing the question’s data utility—namely: the outcomes of complaints. RTI recommends incorporating panelist feedback for the 2021 SCLEA.

Questions to remove

Throughout the discussion, several 2011 SCLEA questions were flagged for removal by panelists. This section details the panel’s justification and, where applicable, includes suggested

Attachment 3: Expert panel summary

updates if items are retained. Based on the discussion, RTI recommends removing the following items to reduce respondent burden for the 2021 SCLEA.

Question 8

Panelists reported that question 8, which asks about officers' membership in the military reserves or national guard, was of minimal or no utility.

Question 17

Panelists thought question 17, which asks how often the agency has uniformed officers on duty, was similar to question 5. Practitioners emphasized that they would not answer this question differently from question 5.

Question 22

Question 22 focuses on the campus LEA's non-budgetary income sources and was met with hesitation by panelists. They expressed concern about public perception of income sources. One practitioner said they would prefer to leave this question off the survey in favor of other items. Overall, the information was considered of limited utility without a dollar value attached to income sources. Based on panelist feedback, RTI recommends removing this question and, if retained, considering rewording the question to focus on "funding" instead of "income."

Question 23

Question 23 asks whether officers receive extra duty pay and was considered of little analytic value; panelists recommended removing it from the 2021 SCLEA. If it is retained, RTI recommends consulting with a research criminologist and IACLEA on revising the question to focus on whether direct pay from outside entities is allowed for officers.

Question 27

Question 27 asks about minimum service time agreements, which several practitioners indicated are no longer common practice. Therefore, panelists recommended deleting this question.

Question 32

Question 32 asks whether the campus LEA uses 800 MHz radios, which panelists thought was of minimal use since 800 MHz radios are an industry standard and in use by nearly all agencies. They considered 800 MHz radio use a given, and therefore recommended deletion.

Attachment 3: Expert panel summary

Question 33

Panelists thought question 33 on dispatch technologies was cumbersome and of minimal or no utility. Both practitioners and researchers recommend deletion in favor of other, more relevant questions.

Question 49

Panelists reported that question 49, which asks about direct electronic access to information and records, was of limited utility and recommend its removal.

What is missing from the 2011 SCLEA

The panel concluded with a discussion of items they would like to be added for the 2021 SCLEA. This section summarizes this discussion and includes items identified in previous sections for inclusion on the 2021 SCLEA.

Throughout the discussion, practitioners and researchers suggested including questions on in-service trainings for sworn and non-sworn personnel. Panelists suggested the following training topics:

| Trainings for Inclusion on 2021 SCLEA | |
|---------------------------------------|------------------------------|
| Diversity | Implicit Bias |
| Mental Health | Conflict Resolutions |
| De-escalation | Specialized Campus Trainings |
| Threat Assessment | Crisis Intervention |
| Active Shooter Prevention | Sexual Assault |
| Protest Response | Culture Clash |
| Crowd Control | Peer Intervention |

Several of these training topics were mentioned more than once, and the panel acknowledged that many currently receive greater emphasis in their departments than in the past. To address these concerns and obtain updated, relevant data on trainings, we recommend adapting the question on training from the recent Census of Law Enforcement Training Academies (CLETA) to include relevant topics from the list above. In addition, we recommend working with research criminologists and IACLEA to identify law enforcement trainings on the above topics that are not included on CLETA.

Panelists also suggested items to capture data on whether campus LEAs have specific policies on the following items:

- outside review of use of force,
- jurisdictional sharing with local LEAs,
- off-campus jurisdictional authority, and
- providing mental health support (focusing on PTSD).

Attachment 3: Expert panel summary

RTI recommends reviewing the above items with research criminologists and IACELA for inclusion on the 2021 SCLEA.

Finally, panelists recommended adding question on new technologies, including body-worn cameras, fixed car cameras, mass notification systems and protocols, and facial recognition technology. In addition, panelists thought it would be interesting to collect data on whether certain events (e.g. an active shooter event on campus) triggered the adoption of new technologies. RTI will consult with research criminologists and IACLEA on the utility of including these technologies and solicit input on additional technologies to consider adding to the 2021 SCLEA.

Summary

Throughout the expert panel, practitioners and researchers made several useful recommendations for updating the 2021 SCLEA to reflect the current state of campus law enforcement, and suggested questions that could be removed in order to control respondent burden. Based on panelist feedback and QAR findings—combined QAR and expert panel recommendations are included in Appendix D—RTI will work with research criminologists and IACLEA to refine panelist recommendations for the draft 2021 SCLEA. After BJS acceptance of the draft 2021 SCLEA, RTI will conduct cognitive interviews to further assess panelists’ suggestions. The schedule of upcoming 2021 SCLEA questionnaire development activities is presented below:

| Upcoming 2021 SCLEA Questionnaire Development Milestones | |
|---|--------------------------|
| RTI delivers draft 2021 SCLEA Instrument | September 18 |
| BJS review | September 21 - October 2 |
| RTI finalizes the 2021 SCLEA instrument | October 5-9 |
| RTI delivers 2021 SCLEA cognitive interview protocol | October 16 |
| BJS review | October 19-30 |
| RTI finalizes cognitive interview protocol | November 2-6 |

Attachment 3: Expert panel summary

Appendix A: SCLEA Expert Panel Attendees

| Title | First Name | Last Name | Affiliation |
|-------|------------|-----------|--|
| Chief | Jeffrey | Johns | Delta State University |
| Chief | James | Whalen | University of Cincinnati |
| Chief | John | Dailey | Duke University |
| Dr. | Robin | Engel | University of Cincinnati |
| Dr. | John | Sloan | University of Alabama-Birmingham |
| Dr. | Janne | Gaub | University of North Carolina-Charlotte |
| Dr. | Brian N. | Williams | University of Virginia |
| Dr. | Andrea | Allen | Clayton State University |
| Dr. | Katy | Hancock | Murray State University |
| Dr. | Michael | Aiello | Fredonia State University |
| Dr. | Kevin | Scott | Bureau of Justice Statistics |
| | Elizabeth | Davis | Bureau of Justice Statistics |
| Dr. | Shelley | Hyland | Bureau of Justice Statistics |
| | Gerald | Murphy | International Association of Campus Law Enforcement Administrators |
| | Josh | Bronson | International Association of Campus Law Enforcement Administrators |
| | Tim | Smith | RTI International |
| | Dustin | Williams | RTI International |
| | Tim | Flanigan | RTI International |
| | Christian | Genesky | RTI International |
| | Marianne | Ayers | RTI International |
| | Hannah | Dewar | RTI International |

Appendix B: SCLEA Expert Panel Agenda



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

SCLEA Expert Panel

Meeting Agenda

July 23, 2020

Zoom: <https://rtiorg.zoom.us/j/94266726618?pwd=U003T25nd09SemJvbly5Q3Jlamp1dz09>

Meeting ID: 94266726618

Password: 279024

12:00 – 4:00 PM ET

- 12:00 PM Welcome and Expert Panel Goals
Kevin Scott, Bureau of Justice Statistics (BJS) Law Enforcement Statistics Unit Chief
- 12:15 PM Expert Panel Overview and Logistics/RTI International (RTI) Background
Dustin Williams, RTI
- 12:20 PM International Association of Campus Law Enforcement Administrators (IACLEA) Background
Gerald Murphy, IACLEA
- 12:30 PM SCLEA Background
Elizabeth Davis, BJS Statistician, SCLEA Project Manager
Presentation on the history of SCLEA and past uses of SCLEA data.
- 12:45 PM Campus Law Enforcement Data Discussion
Tim Smith, RTI

Attachment 3: Expert panel summary

Open group discussion covering topics on the types of data campus law enforcement agencies collect, benchmarking to other agencies, and data needs for agencies and researchers.

- 1:15 PM Brainstorm topic 1: What to keep from the 2011 SCLEA?
Dustin Williams, RTI

Small group brainstorming session assessing what items from the 2011 SCLEA are most useful to stakeholders and what should be considered core.
- 1:55 PM Brainstorming topic 1: Wrap-up
Dustin Williams, RTI
- 2:15 PM Brainstorm Topic 2: What is Missing from the 2011 SCLEA?
Dustin Williams, RTI

Open group discussion and individual brainstorm on what was not captured on the 2011 SCLEA that should be considered going forward.
- 2:55 PM Brainstorming Topic 2: Wrap-up
Dustin Williams, RTI
- 3:00 PM Brainstorm Topic 3: Addressing SCLEA challenges
Dustin Williams, RTI

Open group discussion on special challenges related to collecting data form campus-based LEAs.
- 3:40 PM Brainstorming Topic 3: Wrap-up
Dustin Williams, RTI
- 3:45 PM SCLEA Expert Panel: Next Steps
Elizabeth Davis, BJS Statistician, SCLEA Project Manager
- 4:00 PM Adjourn Meeting

Appendix C: 2021 SCLEA Expert Panel Notes

Survey of Campus Law Enforcement Agencies (SCLEA) Expert Panel Meeting Notes July 23, 2020

Attendees:

- **Research Team:**
 - Kevin Scott, BJS
 - Elizabeth Davis, BJS
 - Shelley Hyland, BJS
 - Tim Smith, RTI
 - Dustin Williams, RTI
 - Christian Genesky, RTI
 - Marianne Ayers, RTI
 - Hannah Dewar, RTI
 - Tim Flanigan, RTI
 - Jerry Murphy, IACLEA
 - Josh Bronson, IACLEA
- **Practitioner Guests:**
 - Chief Jeffrey Johns, Delta State University, International Association of Chiefs of Police College Police Section Vice Chair
 - Chief James Whalen, University of Cincinnati
 - Chief John Dailey, Duke University
- **Researcher Guests:**
 - Dr. Robin Engel, University of Cincinnati
 - Dr. John Sloan, University of Alabama-Birmingham
 - Dr. Janne Gaub, University of North Carolina-Charlotte
 - Dr. Brian N. Williams, University of Virginia
 - Dr. Andrea Allen, Clayton State University
 - Dr. Katy Hancock, Murray State University
 - Dr. Michael Aiello, Fredonia State University

Introduction

- Researcher: Was there a failed effort a few years ago? Vaguely remembered getting contacted about something similar.
 - **BJS: BJS has not attempted to administer SCLEA since 2011/2012.**

Campus Law Enforcement Data Discussion

- **What factors do you consider when identifying other agencies to benchmark against? Size, public, private, location, etc. In other words, how do you benchmark against other agencies?**
 - Practitioner: It is hard to compare. We would not give the accurate budget if asked, because they do not want that information out. We have 40-45k employees because of the health care system, so it would be better to compare the number of students and employees, not just number of students, because our student number is relatively low.
 - Researcher: Benchmarking against other agencies by scope of work. LEMAS data is useful to get a sense of the scope of individual agencies for kinds of variability across the agencies has to somehow reflect the variability against the institutions that are being

Attachment 3: Expert panel summary

policed. We have three hospitals on campus with tens of thousands of people who get the services being offered. How do they benchmark their agency to other comparable agencies given the fact that they have these huge hospitals and other things going on?

- Practitioner: Their main use is comparing their agency to others, do we have enough officers, why do we have this equipment, what are others doing. **Will SCLEA identify each facility and their responses?**
 - **RTI: We do not identify the agency by name. What would you consider peers?**
 - Practitioner: Identify their peers as other public institutions in Ohio
 - Researcher: How granular do you need it?
 - Practitioner: Wanted to compare their numbers to other Ohio institutions when the “Defund the Police” movement started to see how they measured compared to similar agencies in Ohio
 - **BJS: We will separate public and private institutions and divide between size. We archive the data set at the University of Michigan, so it would be possible to look in that data set for specific facilities, but it would not be able to do so for a few years.**
 - Researcher: Don’t you mask the name of the agency?
 - Researcher: In 2004/2005 the name of the school was available
 - **BJS: The name of the agency would be available but not the name of the person who completed it, etc.**
- **What was useful or not useful for the 2011 SCLEA?**
 - Practitioner: Likes the broad variety of data. The more expansive, the more helpful it could be
 - Practitioner: Useful to include questions about diversity training, mental health, de-escalation, threat assessment, active shooter prevention, protest response, crowd control, etc.
 - Researcher: These items [mentioned above] are now more concerning for folks so it’s important to include. They help to push agencies and make them think about things that they weren’t thinking about or doing before
 - Researcher: Would be helpful to know if students are involved in these processes. That could nudge agencies to consider those things and prevent things that are taking place now if we bring students into this process. Would encourage them to be more proactive in situations that are inherently difficult to react to.
 - Researcher: the 2011 survey kind of scratches but doesn’t get into much depth about in-service training (8 hours of training over 3 years) and giving a laundry list of things. Given the larger concerns, issues, etc. that are affecting local LEAs it would be best to better understand what these agencies are doing to screen people for de-escalation, implicit bias, and conflict resolutions and to see if you are having your hires do specialized training relevant to campuses and how many hours are being spent specifically in these areas.
 - Researcher: In reference to the 2020 instrument, think about capturing the training that unpaid volunteers receive because their actions can also impact the department.
 - Researcher: Need to capture how much training the non-sworn personnel are getting because they may still be carrying non-lethal weapons and their training in de-escalation is important
 - Researcher: Looking at relationship with offices, or lack of, (referring people to Clery)

Attachment 3: Expert panel summary

- Researcher: Selecting your evidentiary standard and how agencies are dealing with this, and how they are transitioning from Obama guidance. How the campus is managed and how it is (or is not) secured. How some campuses are completely open, and anyone can wonder onto campus, and some you have to swipe in to get in and the police presence is clearly visible
- Researcher: Has seen 6+ articles in the last few years on surveying students on the legitimacy of their campus officers
- **What would you delete from the 2011 SCLEA? What is outdated?**
 - Researcher: The question “Do you use 800-megahertz communication devices?” struck him as odd because pretty much everyone does
 - Researcher: Do we really need to know about the blue light phone system anymore? Maybe need an update on that piece for phone applications and other cutting edge uses of technology, including camera systems
 - Researcher: Also thought about blue light phones, we have them installed but they aren’t hooked up and monitored. Would be useful to know if RAVE Guardian Apps are being used
 - Researcher: Would like to see questions about body cameras, fixed car cameras, and any revamp of the mass notification systems. At UNCC mass notifications come across all TVs, computers, etc. which got revamped because of a recent school shooting. Would be interesting to see changes that occurred because of major events, i.e. a school shooting, which introduced new methods and new systems. Would be useful to know not only if body cameras are/ are not being used, but to know if the agency is considering them or in the process of getting them. Would like to know if body cameras are only used in certain situations, on certain personnel, etc. In total, would like to know more than just a yes or no question for body cameras.
 - Researcher: Would be useful to know if they are using data that identifies hotspots and trending areas. Facial recognition technology, are campus LEAs buying into that? Agrees with the body cameras, car cameras, etc. to know if they are collecting that data and how are they using that data? Use of technology would be useful as a mechanism for benchmarking.
 - Practitioner: Would be useful to know about any old technology (i.e. blue light phones) that agencies have decided to stop using. They have old technology that they are afraid to get rid of even though they are adding in all of this new technology.

Brainstorm topic 1: What to keep from the 2011 SCLEA?

- **Core questions and topics from the 2011 SCLEA that are essential to keep for the 2020 SCLEA?**
 - Researcher suggested rephrasing to ask what we would want to delete from the 2011 SCLEA
- **What items from the 2011 SCLEA would you want to delete for the 2020 SCLEA?**
- **Question 20:**
 - Researcher: Why is question 20 asked? Strange that it is only asking about larceny-theft? Why are we only interested in larceny-theft?
 - Researcher: Is number 20 not captured in Clery data?
 - Researcher: Clery only includes larceny-theft data if it was a hate crime. They include all other part 1 offenses as part of Clery
 - Researcher: Recommends trying to make sure this question is comparable to the Clery questions

Attachment 3: Expert panel summary

- **How useful is this data?**
 - Researcher: its useful when examining property
 - Practitioner: They are already under a mandate to comply with the National Incident-Based Reporting System (NIBRS)
- **Would agencies be able to report for the past three years? Is that data easily accessible?**
 - Practitioner: That would be easily accessible
 - Practitioner: Could easily go back many years
- **Is it easier to report for a calendar year or academic year?**
 - A researcher and a practitioner would recommend sticking with calendar year because not everyone has the same academic year
- **Question 8:**
 - **How useful is this question? Would it be missed if it were gone?**
 - Researcher: this question is a little different from LEMAS. Flagged as “didn’t really understand”
 - Practitioner: Would be impactful for agencies under 50 sworn. Would be more useful for how many were actually called, not how many could be called for service
 - Researcher: Wouldn’t be a big loss if you eliminate it. (Nods in agreement from many)
- **What can we expect from campus LEAs completing SCLEA? What is a reasonable time burden?**
 - Researcher: What is LEMAS? 2.5-3 hours
 - **Is something similar reasonable?**
 - Researcher: No chief will complete this, they will kick it down to someone else
 - Practitioner: It doesn’t matter if it takes a few hours as long as it’s useful and states that on the cover letter.
 - **Is there anything specific that should be mentioned in the survey cover letter to draw attention/ ensuring reading?**
 - Researcher: Would recommend adding the term “benchmarking” somewhere in the cover letter, something along the lines of “you could use this data for benchmarking” would draw attention
- **Question 28:**
 - Researcher: Is there anything the chiefs would want to know about unions or collective bargaining, from a national sample? Would you want to know how many supervisory personnel? Currently only asks about non-supervisory.
 - Researcher: Would be interesting from a research standpoint to compare unionized to non-unionized
 - Researcher: Would be interesting for perceptions about technology, body cameras, etc.
- **Question 10:**
 - It is fairly common as an assignment, here we are back at contracts again, this comes up when I am talking to my contracted workers so they can get the same pay as sworn
 - If you are going to be honest and answer accurately it is more burdensome, but I don’t know how accurate the data will be or if its relevant
 - It would be better to ask about calls for service
 - I need information about number of police contacts and the nature of those contacts
 - Questions about the number of officers that agency has to justify staffing

Attachment 3: Expert panel summary

- That is asked in Q5, but do you want to know how many are specifically scheduled to answer calls for service?
- In general, can we quantify the response headings, what is regular and on occasion at one place might not be the same at another
- **Question 5**
 - **Would Q5 in LEMAS be more helpful**
 - Yes, it would then we could get rid of Q10
 - I think the full time and part time distinction is still really important especially on campuses
 - Even our largest two universities in the state that flex up their manpower with part-time personnel, so you need to account for the difference
 - Add contract security to the list
 - Along with contract seasonal came to mind, since summers have less of an impact with normal semesters, the academic year varies greatly depending on where you are
 - A researcher asked a practitioner: do you do a lot of contract security work?
 - Practitioner: No, we work a bit with county and city, we don't have a budget line for contract work
 - Practitioner-We have an actual budget line for contract security, their primary job is for visibility
 - Practitioner-we do as well for athletic events and have a budget line
 - This is where it might be difficult when comparing budgets among different types of universities
 - It is more common to be in the athletics budget that the one for police
- **Questions 12-15 and compared to CSLLEA**
 - If you are going to ask a scale question, why not ask numbers? If you aren't going to ask numbers, then Yes/No is better
 - If you go with the Yes/No, but adding regularly opens it up too much to interpretation, should be do you do this, get rid of regular basis
 - Removed or Added from 2012 SCLEA
 - Can 12e be pre-K through 12?
 - Some daycare goes from birth to pre-K
 - Modify d. to daycare/pre-K
 - I am reading it as do you provide security, like do they stand there onsite, not just are we responsible
 - Can we clarify what you are asking, do we mean does someone stand there or are we asking if they are responsible.
 - **RTI: What would be a better way to ask?**
 - Yes, dedicated onsite, yes, we would respond, or no because we don't have one, add a N/A
 - There is a slight wording difference in earlier questions
 - **For CSLLEA it asks do you perform any of these functions on a regular basis or have primary responsibility**
 - I think you run into the problem of what does a regular basis mean, maybe cut out regular and just say do you have primary responsibility
 - Does that fix the onsite question though?
 - What is this question trying to answer?

Attachment 3: Expert panel summary

- **RTI: get a better sense of what campus LEA include in their functions**
 - We can reduce a lot of verbiage making it more like a matrix like the other survey that you showed us
 - Researcher: right make it a list do you do this, are you responsible for it, I think the purpose is to talk about the scope of duties as part of their regular job. Could include search and rescue, security at auditorium, monitoring surveillance camera. Are they part of their duties?
- Practitioner: If you go back to 12, it's is my agency responsible for these, we can advise the library, stadium events, so I think more general Yes/No would be better, do you have these things
- Is this new version going to be able to be compared to the old one, because if you change it significantly that could be a problem?
 - **BJS: since it has been a decade since the last survey making the changes now would be less worrisome**
- Researcher: It seemed weird that arena and stadium events are separate since they seem like similar things
 - Practitioner: That is actually pretty common where a football team may play at a local team's facility and have a basketball arena on campus
- **RTI: any added or removed 12 and 13?**
 - Practitioner: My question was about medical facilities, that seems really broad because we have a health center but not a university medical center
 - Researcher: I think you should separate them out, at Cincy we are responsible for some floors at the hospitals but not others
 - Researcher: UAB is the same way and looking at calls for service the emergency room is really busy
 - Researcher: Add agricultural facilities, Murray State has many of those
 - Practitioner: We have 2 A&M universities with thousands of acres of agriculture, we have our own airport at our institution
 - Separate out Libraries from Cultural facilities
- **RTI: what about 14 and 15?**
 - Researcher: Do campus police do fire inspections?
 - We do not (all the chiefs)
 - So, get rid of fire inspection
 - **IACLEA: we were responsible for fire extinguisher checks and some fire prevention education with the students**
 - Researcher: It would probably depend on the size of the agency; you can take a look at the older survey to see if you can remove it
 - Practitioner: I have met folks who have been to both the police and fire academy at IACP and IACLEA
- **Question 17**
 - Is this only different from #5 because it asks about uniforms?
 - I thought it was redundant because if they were on duty don't, they have to be uniformed?
 - **RTI: is the data on visibility useful?**
 - Practitioner: I don't think it is that helpful we just assume they have uniformed on duty
 - Practitioner: I don't think about it either, most of my folks are uniformed

Attachment 3: Expert panel summary

- **Question 22**
 - Practitioner: we have looked at it in recent months and some is handled by other departments other than police
 - Practitioner: I would hesitate to tell the truth on this one, but it would be applicable
 - Practitioner: if we have an income off of it sure, but do we make a profit, no
 - What is the question asking?
 - **RTI: is better if phrased as “receive reimbursement”?**
 - Researcher: What do you want to know is it a revenue or are you reimbursed
 - **BJS: It can be more like is this part of your budget, are you reimbursed, it's not applicable**
 - Researcher: A hot topic was did the university police gain income from the tickets, so distinction is important
 - **IACLEA: could be useful to break out parking tickets and traffic tickets**
 - Practitioner: If there is a choice between this and de-escalation, I would much rather leave it off, it is different based on university business model
 - Researcher: doesn't this give us an idea about business model and then we can compare to others
 - Practitioner: sure, but you need to ask it better because we aren't getting income from it
 - Researcher: it could be helpful with defund the police to make it known that campus police aren't making a profit and to be able to talk about that nationally
- **Question 23**
 - Practitioner: this question is too broad, event on campus, private event, university event off campus
 - Researcher: it is vague, what is extra duty pay, too open to interpretation, it depends on what you want to know here
- **Question 27**
 - Practitioner: we don't have anything like this, we have a statute that the agency he goes to is required to pay us, but I don't know how much it is used, this doesn't seem very useful
 - Practitioner: I have seen them around, but it is old news
- **Question 30**
 - **RTI: Response options or tech to include?**
 - Researcher: Add apps
 - Practitioner: is there a block where these questions stand alone, I think it would be better to be included with others
 - RTI: We can combine 33-36 and 11-15 into a larger grid question
- **Question 31**
 - Practitioner: would they not only apply if the campus agency is a 911 or enhanced 911?
- **Question 32**
 - Practitioner: we are on 700 on the statewide network, I am not sure that MHz is relevant, to me it is more interoperability with other local LEAs, we had a shooting in Sept 2015 and they were not interoperable and that was a huge issue
 - Researcher: even with 800 MHz you could still have black spots or dead spots depending on geography
- **Question 33**
 - Practitioner: We dispatch mobile data and over the radio, it seems a bit cumbersome
 - Researcher: I would much prefer stuff about training than this kind of information

Attachment 3: Expert panel summary

- Practitioner: Are the researchers interested?
 - Two researchers said no.
 - Practitioner: I think we could maybe strike it then
- **Question 36**
 - **RTI: Are these relevant/missing?**
 - Practitioner: can consolidate some of these things, CCTV, LCD billboard
 - Researcher: Add in the apps and consolidate TV stuff or get rid
 - Researcher: Social media do agencies use it and what kind. Researcher had that marked as well, what kind and what is their primary use
 - Practitioner: Do we feel like the screen grab tech is on here, because we can do that
 - **RTI: chiefs how are some ways you use social media?**
 - Practitioner: when we send a RAVE alert it goes out on Twitter, a practitioner said they are the same
 - Researcher: For mass notification is good, but also do they use it for community policing or investigations
 - Researcher: Right do you have it and how do you use it
 - Researcher: Q33 from LEMAS it would be great to know if campus LEAs use them
- **Question 37**
 - Researcher: we know first year can be stressful, especially the first 3 or 4 months
 - **RTI: Chiefs is it useful to distinguish first years?**
 - Practitioner: We enroll first year students in orientation, or they can opt out, it's not useful because you are either in or out
 - Practitioner: it is more useful to know what level of participation, but it is not as useful as some of the other questions
 - Researcher: can we collapse just to students (several agreements on that point)
 - Researcher: at UAB we wanted to know more if it was mandatory or voluntary
- **Question 40**
 - **RTI: how burdensome compared to utility?**
 - Practitioner: it is definitely burdensome, but I don't think it is all that useful
 - Practitioner: is it asked of municipal?
 - **BJS: Not a count by educational attainment**
 - Practitioner: If you can't compare municipal and campus then it's not useful
 - Researcher: if you compare them on the minimum to get in that would be enough
 - Researcher: It would be interesting a general question about officer level of education
- **Question 48**
 - Researcher: I saw armored personnel carrier was on LEMAS so that would be interesting especially considering the militarization of police
 - Practitioner: this is a pain to fill out as it is now, but military style vehicle would be good to know the rest isn't important
 - Researcher: more custom or specialized vehicles, military style
 - Practitioner: don't use military in the question or you won't get an accurate response because they "use it for police"
 - Practitioner: have to play around to get the right language, known by many names and settle on terminology
 - **RTI: but there is agreement that the regular aren't useful? Pulled up 2016 LEMAS**
 - Practitioner: can consolidate some of those

Attachment 3: Expert panel summary

- Practitioner: say armored, rescue, etc. type vehicle
 - Researcher: drones are important
 - **RTI: LEMAS question on cameras includes drones**
 - Practitioner: it's not so much about vehicles more so are you using it, we get questioned about what they are used for
- **Question 49**
 - **RTI: useful, differentiate between sworn and non-sworn?**
 - Practitioner: it is a matter of state law in OH
 - Researcher: I have no interest
- **Question 52**
 - Researcher: I flagged it for use of "regularly", maybe make it a Yes/No and the level of contact, monthly, quarterly, weekly etc.
 - Practitioner: it feels pretty inclusive
 - Researcher: it feels like it is long, can you pair down some of the student groups into catch all's
 - Researcher: I see this as part of community policing
- **Question 53**
 - Practitioner: what does it mean to say an agency meets with a group, for us we talk to sexual assault almost daily, student groups are much less often
 - Researcher: are we talking about crime prevention and policy setting?
 - Researcher: this is more about community policing, but it's different from a quarterly information meeting but I am working diligently on this other matter, get at the scope and nature
 - Researcher: does scheduled meeting terminology fix that
 - Practitioner: excluding specific case related communications did your agency meet?
 - Researcher: how can this section be reconstructed more along the lines of what you did with LEMAS
 - **RTI: Can LEMAS questions be useful in a campus?**
 - Researcher: IF we call it community policing what are we looking for here, like are you trying to build rapport, I think the crime idea is a very narrow view, you want to connect for different types of reasons and build relationships
 - **RTI: Informal problem solving or formal written agreements**
 - Researcher: Q11 (from LEMAS) is double barreled, on one hand I know this person on the other we have written documentation, so I am not a fan
 - **BJS: originally it didn't include formal or informal, cognitive testing came up do we have informal or do we have to have an MOU and we wanted to compare it to past waves**
 - Researcher: I want to know frequency, more than just yes and no
 - Practitioner: we could get it done if you added that, it wouldn't be terribly burdensome
 - Practitioner: it might help others to know what extent we are meeting, those that aren't and need help convincing their university to do that
- **Question 56: update to look more like Q8 on LEMAS**
 - Researcher: Do you have crisis intervention team on there? I would recommend adding it
 - Practitioner: something around behavioral assessment teams to be added
 - Researcher: social network and social media
 - 2 Researchers: I like the LEMAS version of the format

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- **Question 57**
 - Practitioner: actively engaging is useful but knowing if others are or are not wouldn't change my opinion
 - Researcher: It is useful to my research
 - Researcher: What about active shooter as a distinction
 - Researcher: collapse orientation during the academic year to reduce burden
 - Researcher: Q46 is an active shooter training question
 - Researcher: this is for campus community though not the officers
 - Researcher: for active shooter training, how much is in person vs digitally
- **Question 60**
 - Researcher: in LEMAS it asks about outcomes of complaints, I think that would be good to know
 - Researcher: Yeah that would be much more useful, this isn't really all that useful
 - Researcher: the mechanism is only interesting if you have more info, by itself it's kind of useless
 - Researcher: procedure for the campus agency review, is it internal or do they bring someone in

Brainstorm Topic 2: What is Missing from the 2011 SCLEA?

- **Types of trainings**
 - Researcher: academy and in service and what is the focus of that training
 - Researcher: de-escalation has been brought up a lot
 - Researcher: crisis intervention, mental health, first aid, sexual assault
 - Researcher: can they identify culture clash and can they deal with it
 - Practitioner: anti and implicit bias
 - Researcher: Peer intervention, do we ask that (officer to officer)
 - Practitioner: you can make that a policy question
 - Researcher: policy and procedures as they relate to campus LEAs
- **Specific policies**
 - Practitioner: Yes to Q35 LEMAS
 - Researcher: can this be framed to campus, emphasized in training and how they are evaluated and disciplined
- **Any other additions**
 - Researcher: Mental health support the agency has for officers
 - Researcher: like PTSD
 - Practitioner: Accountability especially significant use of force, or shooting, is outside agency coming to look into that
 - Practitioner: in our policy we can investigate internally or outsource it to city or state
 - Practitioner: in NC, the SBI comes to investigate there is no choice in the matter
 - Researcher: campus officers patrolling outside the geographic boundaries of the campus, can we capture policy and procedure about off campus
 - **RTI: expanding on Q61 and 62**
 - Practitioner: most urban universities have some kind of jurisdictional sharing agreement
 - Practitioner: MI have concurrent jurisdiction up to about a mile, that is all statutory, if we could ask about programs for officer suicide which is a national problem, as well as CALEA or IACLEA a lot are state certified/accredited

Conclusion: Next Steps

- Develop draft instrument
- Cognitive testing late 2020-may reach back out to expert panel once that report is done
- Frame development
- OMB clearance: spring/summer 2021
- Data collection: Fall 2021-Spring 2022
- Analysis-Late 2022
- Report and data release: 2023
 - Researcher- The frame is based on IPEDS data?
 - **BJS-Yes and LEAR**

DRAFT

Appendix D: Combined Questionnaire Appraisal Report and Expert Panel Recommendations

| 2011 SCLEA | QAR Recommendation | Expert Panel Recommendation |
|--|---|-----------------------------|
| 1. For which college/university campus(es) are you reporting? | N/A | N/A |
| 2. Please provide contact information. | N/A | N/A |
| 3. Who employs the officers that provide the routine law enforcement services such as patrol or responding to calls for service on campus? | Consider adding a reference date that aligns with the beginning of the 2021 academic year to the question: As of [DATE], who employs the officers that provide the routine law enforcement services such as patrol or responding to calls for service on campus? Please select ALL that apply. | N/A |
| 4. Who employs the officers that provide the security for special events on campus? | Consider adding a reference date that aligns to the start of the 2021 academic year to the question and a more prominent exclusion instruction: As of [DATE], who employs the officers that provide security for special events on campus? Please select ALL that apply. RTI recommends testing designs that combine Questions 3 and 4 to reduce respondent burden in cognitive interviewing. | N/A |

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| <p>5. How many PAID employees were employed in your campus police/security agency as of September 30, 2011?</p> | <p>Despite the burden, similar questions are used on other BJS studies such as LEMAS and CSLLEA. RTI recommends aligning wording to match 2020 LEMAS and consider adding a row to provide column totals (sum of full-time and part-time staff) to allow the respondent to cross-check the data they enter. RTI also recommends using the expert panel to assess the utility of adding a question about personnel by primary responsibility using categories from question 3 of the 2020 LEMAS.</p> | <p>Replace this and question 10 with a single question resembling question 3 from the 2020 LEMAS; integrate the terms “contract security” and “contract seasonal” into the response options</p> |
| <p>6. As of September 30, 2011, how many FULL-TIME SWORN agency personnel were in each racial/ethnic category?</p> | <p>Consider using full-time sworn officers for consistency. The other alternative is using the question format from the Survey of Law Enforcement Personnel in Schools (SLEPS) instrument. The SLEPS instrument disaggregated race and ethnicity into two questions. Furthermore, consider adding a row to provide a sum of staff to allow the respondent to cross-check the data they enter.</p> | <p>N/A</p> |
| <p>7. As of September 30, 2011, how many FULL-TIME SWORN agency personnel were in each gender category?</p> | <p>Consider adding a row to provide a sum of full-time sworn agency officers to allow the respondent to cross-check the data they enter. Furthermore, as recommended in question 6, the question, skip instruction, and column heading should all reference “full-time sworn officers” rather than “personnel” for consistency.</p> | <p>N/A</p> |
| <p>8. As of September 30, 2011, how many FULL-TIME officers in your agency were in the military Reserves, National Guard, or other organization which may require a call to service?</p> | <p>RTI recommends reviewing the utility of the data derived from this question during the SCLEA expert panel and considering for removal</p> | <p>Remove from questionnaire</p> |
| <p>9. For the following years, how many of your FULL-TIME officers were called to service for military assignments, thus leaving their current position with your agency on a temporary basis?</p> | <p>RTI recommends removing similar to CSLLEA—last asked on 2008 CSLLEA</p> | <p>N/A</p> |

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| <p>10. As of September 30, 2011, how many FULL-TIME sworn police officers and nonsworn security officers in your agency had REGULARLY ASSIGNED DUTIES that included responding to citizen calls/requests for service?</p> | <p>RTI recommends reviewing the utility of this question with the expert panel and consider for removal, similar to the 2020 LEMAS and 2018 CSLLEA.</p> | <p>N/A</p> |
| <p>11. Does your agency perform the following security functions on a regular basis?</p> | <p>Consider adding the 2020 or 2021 academic years as a reference period to focus the respondent on the past or current school year. RTI recommends reducing the complexity of the question to focus on whether the agency performs the security functions, regardless of frequency.</p> | <p>N/A</p> |
| <p>12. Does your agency provide on-site security for the following on a regular basis?</p> | <p>RTI recommends reviewing the utility of list options with the expert panel. Depending on the preferred format in question 11, this question format could be revised. RTI recommends combining questions 12-15 to be formatted like the 2018 CSLLEA regardless of whether the responses are to be retained or whether to switch to a Yes/No response format. Consider adding the 2020 or 2021 academic year as a reference period at the beginning of the question.</p> | <p>Combine questions 12-15 into a single table; replace scaled response options with Yes/No responses; update question phrasing to utilize both "regular basis" and "primary responsibility" language as appropriate; clarify whether "on-site" security refers to the agency providing staff who were available for calls or who were always present at the specified facility; make language updates to items in question 12: 1) update 12c into separate sub-items for libraries and cultural facilities, 2) modify question 12d to encompass both daycare and pre-kindergarten programs, separate questions 12f-medical facilities into separate sub-items for "hospital" and "clinic", add "agricultural facilities" as a new sub-item, clarify the difference between "arena" and "stadium"</p> |
| <p>13. Does your agency perform the following specialized functions on a regular basis?</p> | <p>RTI recommends combining questions 12-15 to be formatted like the 2018 CSLLEA regardless of whether the responses are to be retained or whether to switch to a Yes/No response format. Consider adding a reference period at the beginning of the question.</p> | <p>Combine questions 12-15 into a single table; replace scaled response options with Yes/No responses; update question phrasing to utilize both "regular basis" and "primary responsibility" language as appropriate;</p> |
| <p>14. Does your agency perform the following vehicle-related functions on a regular basis?</p> | <p>RTI recommends combining questions 12-15 to be formatted like the 2018 CSLLEA regardless of whether the responses are to be retained or whether to switch to a Yes/No response format. Consider adding the 2021 academic year as a reference period at the beginning of the question.</p> | <p>Combine questions 12-15 into a single table; replace scaled response options with Yes/No responses; update question phrasing to utilize both "regular basis" and "primary responsibility" language as appropriate;</p> |

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| <p>15. Does your agency perform the following public safety functions on a regular basis?</p> | <p>RTI recommends combining questions 12-15 to be formatted like the 2018 CSLLEA regardless of whether the responses are to be retained or whether to switch to a Yes/No response format. Consider adding the 2021 academic year as a reference period at the beginning of the question.</p> | <p>Combine questions 12-15 into a single table; replace scaled response options with Yes/No responses; update question phrasing to utilize both "regular basis" and "primary responsibility" language as appropriate;</p> |
| <p>16. Does your agency operate the following types of facilities?</p> | <p>Consider revising question responses to be consistent with language of 2018 CSLLEA.</p> | <p>N/A</p> |
| <p>17. How often does your agency have the following uniformed officers on duty?</p> | <p>RTI recommends reviewing the utility of asking about uniformed officers with the expert panel. If the uniformed officer questions are retained, consider reformatting this question into two questions or one question with a table. While this potentially adds a question to the survey, the perceived burden, and therefore item-nonresponse, may be reduced. Adding the 2021 academic year as a reference period and changing the question to past tense will better align the question and response categories. For example:</p> | <p>Remove from questionnaire</p> |
| <p>18. What level of routine patrol coverage with uniformed sworn police officers does your agency provide for the following periods?</p> | <p>With a one-column design, the question will be easier for the respondent to follow. Consider adding a reference period "Since the beginning of the 2021 academic year" as a reference period since the question includes term breaks and summer term.</p> | <p>N/A</p> |
| <p>19. What level of routine patrol coverage with uniformed nonsworn security officers does your agency provide for the following periods?</p> | <p>RTI recommends combining questions 18 and 19 to reduce the size of the questionnaire without losing the distinction between full and part-time uniformed sworn police officers and uniformed nonsworn security officers. The updated format should include the addition of the 2021 academic year as a reference period.</p> | <p>N/A</p> |

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| <p>20. How many larceny-theft incidents were reported to your agency for the following years?</p> | <p>The utility, and ability to answer this question, should be explored in both the expert panel and cognitive interviews, including which sources to use (Clery, UCR, etc.) and which reference period is most appropriate (calendar year or academic year).</p> | <p>Keep this question but ensure that data request resembles analogous Clery Act data reporting</p> |
| <p>21. What was your agency's total police and security services operating budget for the fiscal or calendar year that includes September 30, 2011?</p> | <p>RTI recommends aligning budget question instructions to be consistent with 2018 CSLLEA and removing overtime follow up question. This question should include a fiscal year reference period. Questions 21 and 21a can be combined by offering a standard estimate box for open-ended responses: [] Estimate</p> | <p>N/A</p> |
| <p>21a. Is the above budget an estimate?</p> | <p>N/A</p> | <p>N/A</p> |
| <p>21b. Of the total operating budget amount listed above, how much is allocated to overtime costs?</p> | <p>N/A</p> | <p>N/A</p> |
| <p>22. Does your agency receive income from any of the following sources that is not contained in the budget?</p> | <p>RTI recommends reviewing the utility of this question with the expert panel. If retained, consider adding a reference period and reformatting the other specify box.</p> | <p>Remove from questionnaire, or, if retained, considering shifting the questions language to focus on "funding" instead of "income</p> |
| <p>23. Do officers in your agency receive extra duty pay directly from an entity outside the agency when working a special event?</p> | <p>RTI recommends reviewing the utility of this question with the expert panel. If retained, consider changing the question to ask whether agency policy allows extra duty pay; adding fiscal year 2020 as a reference period; and moving "any officers" outside of the parenthetical. For example: During fiscal year 2020, did any officers in your agency (full-time, part-time, sworn, nonsworn) receive extra duty pay directly from an entity outside the agency when working a special event?</p> | <p>Remove from questionnaire, or, if retained, revise question's language to focus on whether pay is allowed for officers directly from outside the entity.</p> |

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| <p>24. As of September 30, 2011, what was the minimum and maximum annual base salary for the following full-time positions?</p> | <p>Consider reducing the position categories to collect this information only for categories 24a - 24d to reduce respondent burden.</p> | <p>N/A</p> |
| <p>25. Does your agency offer any of the following forms of special pay or benefits to FULL-TIME sworn police officers?</p> | <p>Consider adding fiscal year 2020 as a reference period at the beginning of the question. Consider combining questions 25 and 26 to reduce burden or adopting a design similar to questions 25 and 26 from the 2020 LEMAS. RTI recommends examining both options as part of cognitive interviewing.</p> | <p>N/A</p> |
| <p>25a. If longevity pay is offered, how many years of service are required for sworn police officers?</p> | <p>RTI recommends removing this question to be consistent with 2020 LEMAS.</p> | <p>N/A</p> |
| <p>26. Does your agency offer any of the following forms of special pay or benefits to FULL-TIME nonsworn police officers?</p> | <p>As mentioned in question 25, this question could be combined into one table.</p> | <p>N/A</p> |
| <p>26a. If longevity pay is offered, how many years of service are required for nonsworn police officers?</p> | <p>RTI recommends removing this question to be consistent with 2020 LEMAS.</p> | <p>N/A</p> |
| <p>27. Does your agency require a written agreement to serve a minimum number of years for FULL-TIME officers in order to join the force?</p> | <p>RTI recommends reviewing with expert panel to determining utility. If retained, consider combining both components of the question into one table and adding the September 1, 2021 as a reference period.</p> | <p>Remove from questionnaire</p> |
| <p>28. Is collective bargaining authorized for non-supervisory FULL-TIME personnel by your agency?</p> | <p>RTI recommends retaining this question, despite its removal from LEMAS, to capture data on agencies not eligible for CSLLEA. Consider formatting this question similar to the recommended revision to question 18 and include September 1, 2021 as a reference date, "As of [DATE],".</p> | <p>N/A</p> |

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| <p>29. Does your campus have a "blue-light" [or equivalent] emergency phone system?</p> | <p>Consider the following rewording to address this concern: Does any part of your campus have a 'blue-light' or equivalent emergency phone system?</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section</p> |
| <p>30. Does your agency participate in an emergency telephone system with any of the following features?</p> | <p>Review response options during expert panel and cognitive interviews to ensure that the question is capturing the most relevant dimensions of these systems. As needed, update options that remain similar to LEMAS and CSLLEA formatting, providing a better connection between other-specify and the text box.</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section</p> |
| <p>31. Does your agency have an emergency telephone system with the following capabilities for incoming calls from wireless/cellular phones?</p> | <p>Consider reviewing response options during expert panel and cognitive interviews to ensure that the question is capturing the most relevant dimensions of these systems.</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section</p> |
| <p>32. Does your agency use 800 MHz radios?</p> | <p>Consider whether it would be more useful to ask if their primary two-way radio system uses 800MHz. If this question is to be retained, it may be useful to also ask about the newer FirstNet/broadband spectrums.</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section; Remove this specific question from questionnaire</p> |
| <p>33. Does your agency utilize the following for dispatch?</p> | <p>Consider reviewing the relevance of this question and response options during the expert panel and cognitive interviews to ensure that the question is capturing information important to analysis. If retained, consider reformatting the question.</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section; Remove this specific question from questionnaire</p> |
| <p>34. Is the campus public safety radio system interoperable with the local police, fire, and other first responders?</p> | <p>None</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section</p> |

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| <p>35. Effective Jan. 1, 2013, all public safety radio systems will be required to be compliant with the FCC mandate concerning narrowband broadcasts. Is your campus public safety radio system compliant with the FCC narrowband mandate?</p> | <p>Consider deleting this item.</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section</p> |
| <p>36. Does your campus use the following in conjunction with its mass notification systems?</p> | <p>Consider reformatting the question and reviewing the utility of the list with the expert panel—including assessing the addition of social media. An example is provided in question 30.</p> | <p>Shift questions 29-36 into a single grid/matrix to ensure uniform formatting; ask about the use of apps as part of this section</p> |
| <p>37. How does the mass notification system on your campus enroll the following types of people?</p> | <p>Consider collapsing the populations of interest based on feedback from the expert panel (e.g., combining first-year students with other student categories). Consider the following changes to the question, with an edit to the last response of “Not applicable”: If your campus has a mass notification system, how are the following types of people enrolled into the system? Categories: Voluntary, opt-in Mandatory, opt-out Other method Not applicable</p> | <p>Collapse all sub-items referring to students (a, b, and c) into a single sub-item</p> |
| <p>38. What is the PREFERRED minimum education level and REQUIRED minimum education level used in vacancy announcements for FULL-TIME entry-level sworn officers?</p> | <p>We could not locate other BJS data collections that requested preferred educational attainment. Therefore, RTI recommends aligning with LEMAS which asks for minimum education requirement at time of hiring or within two years. The LEMAS does not request educational requirement for vacancy position announcements. Further, this question could be formatted similar to the recommended style found in questions 18 and 19. Questions 38 and 39 could be combined into one table to reduce the overall length of the instrument.</p> | <p>N/A</p> |
| <p>39. What is the PREFERRED minimum education level and REQUIRED minimum education level used in vacancy announcements for FULL-TIME entry-level nonsworn officers?</p> | <p>See recommendations question 38.</p> | <p>N/A</p> |

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| <p>40. As of September 30, 2011, how many FULL-TIME officers on your force had achieved each of the following educational levels?</p> | <p>Explore deleting this item with the expert panel and cognitive interview participants</p> | <p>Replace question 40 with the LEMAS/CSLLEA version asking about minimum education requirements</p> |
| <p>41. Over the past 3 years, what proportion of FULL-TIME personnel received at least 8 hours of community policing training on topics such as problem solving, the SARA model, or community partnerships, etc.?</p> | <p>RTI recommends removing similar to the 2020 LEMAS. If retained, RTI recommends reducing the timeframe to the past fiscal year as a three-year reference period can be subject to recollection bias—similar to the last use on LEMAS.</p> | <p>N/A</p> |
| <p>42. Does your agency use the following methods to screen new applicants for FULL-TIME sworn police officer positions?</p> | <p>Consider using the 2020 LEMAS version of this question for comparability. Note that LEMAS asked two fewer items.</p> | <p>N/A</p> |
| <p>43. Excluding in-service training, how many hours of academy and field training are required for FULL-TIME sworn police officer recruits for entry into services?</p> | <p>RTI recommends updating to match 2020 LEMAS wording and consider adding 2021 academic year as a reference date.</p> | <p>N/A</p> |
| <p>44. Does your agency use the following methods to screen new applicants for FULL-TIME nonsworn security officer positions?</p> | <p>Consider using the 2020 LEMAS version of this question for comparability and combining into one table with sworn officers in question 42—maintaining the distinction between sworn and nonsworn. Note that LEMAS asked two fewer items.</p> | <p>N/A</p> |
| <p>45. Excluding in-service training, how many hours of academy and field training are required for newly hired FULL-TIME nonsworn security officers for entry into service?</p> | <p>Consider adding 2021 academic year as a reference date and combining into one table with sworn officers in question 43—maintaining the distinction between sworn and nonsworn.</p> | <p>N/A</p> |
| <p>46. Does your agency participate in the following types of "Active Shooter Training"?</p> | <p>None</p> | <p>N/A</p> |
| <p>47a. Which of the following types of weapons/actions are authorized for use by your agency's FULL-TIME sworn police officers?</p> | <p>Consider adding 2021 academic year as a reference date. The 2020 LEMAS includes a list of weapons or actions that we may want to consider.</p> | <p>N/A</p> |

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| <p>47b. Which of the following types of weapons/actions are authorized for use by your agency's FULL-TIME nonsworn security officers?</p> | <p>Consider using the 2020 LEMAS question with a 2021 academic year reference date.</p> | <p>N/A</p> |
| <p>48. How many vehicles of each type below were used regularly by your agency in 2011? Of those vehicles, how many were electric or hybrid vehicles?</p> | <p>This question was less complex in the 2016 LEMAS and was removed entirely from the 2020 LEMAS. A similar list could be used on SCLEA. However, if desired, we could retain "Total number" to quantify the vehicles (and equipment). The 2021 academic year should be included as a reference period.</p> | <p>Replace with {armored vehicle question from LEMAS} (but there is not armored vehicle question on 2020 LEMAS)</p> |
| <p>49. Do patrol officers in your agency have direct electronic access to the following?</p> | <p>The format of this question and response categories were different in the 2016 LEMAS and dropped from the 2020 LEMAS. If included, formatting consistent with the 2016 LEMAS would be recommended, including the 2021 academic year as a reference period. RTI recommends using the expert panel to determine the utility of this question and investigate need to differentiate between sworn and nonsworn patrol.</p> | <p>Remove from questionnaire</p> |
| <p>50. Do any of the officers in your agency use the following types of electronic devices while on patrol?</p> | <p>Consider replacing "PDA" with "tablet" as an example in 50c and adding the 2021 academic year as a reference period.</p> | <p>N/A</p> |
| <p>51. Does your agency use computers or electronic devices for any of the following functions?</p> | <p>The 2016 LEMAS includes functions not listed in the 2011 SCLEA. Consider whether these should be included and adding September 1, 2021 as a reference date.</p> | <p>N/A</p> |

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| <p>52. In 2011, did your agency meet regularly with the following to discuss crime-related problems?</p> | <p>The 2020 LEMAS asks if the agency had a “problem-solving partnership or written agreement” which would be more specific. Consider using this language to replace “meet regularly”. Furthermore, it would be recommended to anchor the reference period to the 2021 academic calendar rather than calendar year. Consider engaging the expert panel to identify ways to shorten list and reduce perceived burden by the respondent.</p> | <p>Replace with 2020 LEMAS community policing question (question 11) that focuses on community partnerships; include some student group categories that are consolidated to capture all student groups mentioned in SCLEA</p> |
| <p>53. In 2011, did your agency engage in any of the following activities?</p> | <p>RTI recommends reviewing the utility of these categories with the expert panel and consider adding community policing categories from 2020 LEMAS. Consider using the 2021 academic calendar rather than calendar year as a reference period.</p> | <p>Replace this question with an adapted version of Question 13 from the 2020 LEMAS</p> |
| <p>54. Did your agency engage in any of the following preparedness activities in 2011?</p> | <p>Consider using the 2021 academic calendar rather than calendar year as a reference period and moving reference period to the beginning of the question.</p> | <p>N/A</p> |
| <p>55. Were student patrols used on your campus in 2011?</p> | <p>Consider using the 2021 academic calendar rather than calendar year as a reference period and moving reference period to the beginning of the question.</p> | <p>N/A</p> |
| <p>55a. If student patrols were used on your campus, did these student patrols perform any of the following functions?</p> | <p>None</p> | <p>N/A</p> |
| <p>56. In 2011, for each issue listed below, did your agency have a special unit with FULL-TIME personnel, use designated personnel as needed, have policies and procedures only, or not officially address the issue?</p> | <p>Consider modeling this question after 2020 LEMAS. Review utility of tasks with expert panel and tailor to the SCLEA based on discussion. Consider using the 2021 academic calendar rather than calendar year as a reference period.</p> | <p>Replace question 56 with an adapted version of question 8 from LEMAS; Update list of issues to be more relevant to campus policing: Specific issues that they suggested adding included crisis intervention, behavioral assessment, social network, and social media.</p> |

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| <p>57. Did sworn police officers (full time or part time) from your agency participate in the following events in 2011?</p> | <p>Explore the utility of this question with expert panel. If the question is to be retained, consider combining questions 57 and 58 to ask about sworn and nonsworn officers. Consider adding 2021 academic year reference period at the beginning of the question.</p> | <p>Consolidate “orientation” and “during the year” sub-items into a single sub-item; add a sub-item for active shooter training/preparation.</p> |
| <p>58. Did nonsworn security officers (full time or part time) from your agency participate in the following events in 2011?</p> | <p>Explore the utility of this question with expert panel. If the question is to be retained, consider combining questions 57 and 58 to ask about sworn and nonsworn officers. Consider adding the 2021 academic year reference period at the beginning of the question.</p> | <p>N/A</p> |
| <p>59. Did your agency have a campus safety escort service in 2011?</p> | <p>Questions 59 and 59a could be combined into one question using a similar format as earlier questions by offering: <input type="checkbox"/> Mark here if not applicable – No campus safety escort service Go to Question 60 Consider using the 2021 academic calendar rather than calendar year as a reference period and moving reference period to the beginning of the question.</p> | <p>N/A</p> |
| <p>59a. Did your campus safety escort service include any of the following characteristics in 2011?</p> | <p>N/A</p> | <p>N/A</p> |
| <p>60. Does your agency use any of the following methods for receiving citizen complaints?</p> | <p>Explore the utility of this question with expert panel. This question is asked in less detail in the LEMAS. Other dimensions of the complaint process, such as the use of civilian review boards, may be a more salient concern for practitioners. If the question is to be retained, it could be reformatted similar to the example provided in question 30 to address the disconnect between 60f and the specify box. Consider adding a reference period for the 2021 academic year to the beginning of the question.</p> | <p>Update the question to resemble LEMAS question 40</p> |
| <p>61. Do FULL-TIME sworn officers in your agency have arrest jurisdiction for any of the following?</p> | <p>Consider adding a reference date to the beginning of the question. Consider adding Clery geography descriptions questions 61a and 61b for clarity. Explore construct validity of response categories during cognitive testing. Responses A and B, in particular, may be confusing to respondents.</p> | <p>N/A</p> |

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| | | |
|--|---|------------|
| <p>62. Do any FULL-TIME officers in your agency have patrol jurisdiction for any of the following?</p> | <p>Consider adding a reference date to the beginning of the question. Consider adding a parenthetical (sworn and nonsworn) as appears in other questions or capturing sworn and nonsworn data in two separate columns. Consider adding a description to questions 62b and 62c for clarity. Explore construct validity of response categories during cognitive testing. Responses A and B, in particular, may be confusing to respondents.</p> | <p>N/A</p> |
| <p>63. Does your agency currently have a Memorandum of Understanding (MOU) or Mutual Aid Agreement with the following types of agencies?</p> | <p>Consider adding September 1, 2021 as a reference date to the beginning of the question.</p> | <p>N/A</p> |
| <p>64. What was your agency's accreditation status with CALEA* and IACLEA** as of September 30, 2011?</p> | <p>RTI recommends removing for 2021 SCLEA.</p> | <p>N/A</p> |

DRAFT

June 2021

Survey of Campus Law Enforcement Agencies

2021 Questionnaire

Cognitive Interview Findings and Recommendations

Prepared for

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1. Introduction

This report summarizes the findings and recommendations from cognitive interviews of the 2021 Survey of Campus Law Enforcement Agencies (SCLEA) questionnaire. The cognitive interviews were conducted from April 2021 through May 2021 by five trained cognitive interviewers from RTI International (RTI). The purpose of the cognitive interviews was to identify potential problems and improvements to the SCLEA questionnaire.

A goal of 48 completed cognitive interviews was set. This target was broken down by two stratification categories: institution type (public or private) and institution size (small: 1,000-2,499 full time students enrolled, large: 2,500 or more full time students enrolled). RTI selected an initial sample of 96 agencies to recruit for participation in the interviews—this initial sample consisted of 48 primary agencies and 48 replacement agencies to account for the possibility that some agencies would refuse to participate or would be unreachable.

Cognitive interviewing began with an email (Appendix A) sent from RTI on behalf of BJS requesting each primary sampled agency’s participation in a SCLEA cognitive interview. For the three primary sampled agencies without an email address, RTI sent a FedEx letter (Appendix B) on behalf of BJS requesting their participation in the cognitive interviews. These initial recruitment efforts resulted in the successful recruitment of only three agencies, so RTI began calling the agencies to follow up on the BJS invitation email and continued calling every other week. As an additional recruitment effort, the International Association of Campus Law Enforcement Administrators (IACLEA) sent personalized emails to the sampled agencies based on their prior relationships with the agency. IACLEA then called each agency the next week to follow up on the letter. After several unsuccessful contact attempts, the RTI recruiters began emailing and calling the corresponding replacement agencies—with seven agencies without an email receiving a FedEx. In addition, IACLEA emailed and called each replacement sample agency to request their participation in the cognitive interviews.

Despite these repeated and varied contact attempts, recruitment was not on track to reach the target goals, so 9 additional agencies were added to the sample. In total, 105 agencies were contacted. Recruitment efforts to these agencies resulted in 14 completed interviews with small and private agencies being under represented (10 large compared to 4 small; 10 public compared to 4 private). Table 1 presents the participation goals and number of agencies completing interviews by agency type and size. The full list of participating agencies is presented in Appendix C.

Table 1. Participation Targets, by Agency Type and Size

| Agency Type | Agency Size | Target | Participants |
|--------------|-------------|-----------|--------------|
| Public | Large | 12 | 7 |
| Public | Small | 12 | 3 |
| Private | Large | 12 | 3 |
| Private | Small | 12 | 1 |
| Total | | 48 | 14 |

Attachment 4: Cognitive interview report

Once an agency agreed to participate in an interview, RTI emailed or mailed the contact an invitation letter (Appendix D) and the draft questionnaire (Appendix E). Participants were asked to complete the questionnaire in advance of the interview and to scan and email or mail it to the interviewer, if possible. All participants completed the full questionnaire prior to the interview.

The interviews were conducted via video conference. The average length was 45 minutes with a minimum duration of 20 minutes and a maximum duration of 80 minutes. During the calls with participants, the interviewers followed a cognitive interview protocol (Appendix F) with scripted probes that reviewed half of the instrument with the participant. To minimize respondent burden, the cognitive interview protocol was divided into two modules (modules A and B), with each module focusing on approximately half of the SCLEA questionnaire. For SCLEA cognitive interviews, seven participants completed module A and 7 module B. At the end of each interview, participants were asked if they would like to provide feedback on any questions not included in their module. Through the interviews, interviewers used spontaneous probes as necessary to clarify key concepts or issues. The findings of all the interviews were considered together to identify recommendations for potential revisions to the questionnaire.

Findings and recommendations from the cognitive interviews are presented in this report in two sections: Question-Specific Discussion and Miscellaneous Topics. Each section presents a discussion of findings and recommended changes to the surveys (if any).

2. Question-Specific Discussion

This section presents images of each section/question of the draft SCLEA questionnaire, along with a discussion of findings and recommendations. The recommendations presented for each section/question are based on findings from the cognitive interviews. Further, RTI recommends four changes that apply to the entire questionnaire are thus not presented in the question-specific discussion that follows.

1. Update the instructions to include a definition of “academic year” to reduce confusion around the reference period use throughout the instrument. Further, RTI recommends using the Integrated Postsecondary Education Data System (IPEDS) definition of academic year: The period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 calendar system.
2. Include an instruction reminding respondents to not leave items blank and include a “0” if the answer to a question is none or zero.
3. Include an instruction reminding the respondent to mark the appropriate box if an item is not applicable or they do not know the answer.
4. Change references to “non-sworn officers” and “non-sworn police officers” to “non-sworn/civilian personnel.” References to non-sworn officers confused several respondents, since they do not consider non-sworn staff to be officers.

Question 1

1. **For which college/university campus(es) are you reporting?**

Findings

None.

Recommendations

None.

Question 2

2. **Please provide your contact information below:**
 - a. **Name:**
 - b. **Position/ Title:**
 - c. **Telephone number:**
 - d. **Fax number:**
 - e. **E-mail address:**

Findings

None.


Recommendations

None.

Questions 3 and 4

3-4. On the first day of the 2021-2022 academic year, who employed the officers that provided routine law enforcement services such as patrol or responding to calls for service on campus? Please select ALL that apply.

| | 3. ...routine law enforcement services such as patrol or responding to calls for service. | 4. ...security for special events. |
|--|---|------------------------------------|
| a. Campus police/security agency | [] | [] |
| b. Municipal/county police agency | [] | [] |
| c. Sheriff's office/department | [] | [] |
| d. State law enforcement agency (non-campus) | [] | [] |
| e. Private security firm | [] | [] |
| f. Other. Please specify: _____ | [] | [] |
| g. None of these | [] | [] |

 If your college/university does **NOT** have a campus police/security agency, please **STOP** here and return this questionnaire in the envelope provided.

If your college/university does have a campus police/security agency, please continue with Question 5.

Findings

Questions 3 and 4 ask about who is responsible for providing routine law enforcement for the respondent's campus. One respondent reported confusion over what to select, since the campus LEA provides most of the policing, but other departments may be called in to support. One respondent was unclear on what "law enforcement services" meant. Finally, another respondent recommended expanding 3a to "Campus police/nonsworn/security agency" or separating "Campus police agency" and "Campus security agency" in to separate lines.

Recommendations

RTI recommends using bold text formatting for the instruction to select all that apply to reduce confusion over how to respond if multiple agencies provide routine law enforcement services.

To reduce confusion on how routine law enforcement services are defined, RTI and BJS recommend parenthetically listing example law enforcement services.

Question 5

5. On the first day of the 2021-2022 academic year, enter the number of full and part-time personnel according to their primary job responsibility. Count each full-time staff person ONLY once. If a person performed more than one function, enter that person's count in the job category in which s/he spent most of her/his time. If none, enter '0'.

Mark here if not applicable – No full or part-time sworn officers → **Go to Column (2)**

Mark here if not applicable – No full or part-time nonsworn officers, civilian personnel, or student employees
 → **Go to Question 6**

| | (1) Sworn officers with general arrest powers | | (2) Non-sworn officers/ civilian personnel/ Student employees | |
|--|--|--------------|--|--------------|
| | Full Time | Part Time | Full Time | Part Time |
| a. Administration - Chief of police, head of campus security, assistants and other personnel who work in an administrative capacity. <i>Include finance, human resources and internal affairs.</i> | _____ | _____ | _____ | _____ |
| b. Total operations – Police officers, detectives, inspectors, supervisors, and other personnel providing direct law enforcement services. <i>Include traffic, patrol, investigations and special operations</i> | | | | |
| 1. Officers – Patrol/field officers, police officers, traffic, SROs, etc. | _____ | _____ | _____ | _____ |
| 2. Detectives/investigators | _____ | _____ | _____ | _____ |
| 3. Contract Security | _____ | _____ | _____ | _____ |
| 4. Contract Seasonal | _____ | _____ | _____ | _____ |
| 5. All other operations personnel –Inspectors, supervisors, special operations, and other personnel providing direct law enforcement services. | _____ | _____ | _____ | _____ |
| c. Total support – Dispatchers, records clerks, crime analysts, crime lab technicians and other personnel providing support services other than administrative. <i>Include communications, crime lab, fleet management and training.</i> | | | | |
| 1. Dispatchers | _____ | _____ | _____ | _____ |
| 2. All other support personnel – Records clerks, crime analysts, crime lab technicians, and other personnel providing support services other than administrative. <i>Include communications, crime lab, fleet management, and training.</i> | _____ | _____ | _____ | _____ |
| d. Other personnel not included above (e.g., crossing guards, parking enforcement, etc.) | _____ | _____ | _____ | _____ |

Findings

For Question 5, respondents are asked to provide the number of full and part time sworn and non-sworn staff for their agency. Three respondents had difficulty providing "contract security" and "contract seasonal" data. Two respondents were unclear whether staff hired for a specific event would be regular

Attachment 4: Cognitive interview report

contract security or contract seasonal. To this end, one participant recommended a brief description of contract seasonal to reduce confusion and another recommended changing from contract seasonal to "contract as needed."

In addition, one participant was unsure where to include 'student support officers' and suggested adding student officers/building or escort officers as a category.

Finally, one participant recommended including lieutenants and sergeants in administrative staff definition.

Recommendations

To reduce confusion on how to differentiate contract security and contract seasonal staff, RTI recommends including brief definitions of contract security and contract seasonal, specifying that contract security are those employed for the full academic year.

RTI recommends including "student support/patrol officers" in the definition of "All other operations personnel to clarify how to account for these positions.

Finally, RTI recommends against changing administrative staff definition to include lieutenants and sergeants to remain consistent with LEMAS definitions.

Question 6

| 6. On the first day of the 2021-2022 academic year, enter the number male and female <u>full-time sworn officers</u> by race, Hispanic origin and sex. <i>If none, enter '0'.</i> | | |
|---|-------|--------|
| | Male | Female |
| a. White, non-Hispanic | _____ | _____ |
| b. Black or African American, non-Hispanic | _____ | _____ |
| c. Hispanic or Latino | _____ | _____ |
| d. American Indian or Alaska Native, non-Hispanic | _____ | _____ |
| e. Native Hawaiian or other Pacific Islander, non-Hispanic | _____ | _____ |
| f. Two or more races | _____ | _____ |
| g. Not known | _____ | _____ |
| h. Total Full-time sworn officers (sum of rows 6a-6g) | _____ | _____ |

Findings

Question 6 asks respondents to provide counts of full-time sworn officers broken down by race, Hispanic origin, and sex. The first cognitive interview respondent noted that there was no field for adding "Asian, non-Hispanic" officers.

Six respondents reported difficulty providing data on race and ethnicity data. Three only provided numbers for white. Three additional participants reported having to guess; two guessed because they are not allowed to collect this information and one guessed because they would need to reach out to university human resources to provide this data.

Attachment 4: Cognitive interview report

Additionally, there were discrepancies in total full-time sworn officer counts between the responses in questions 5 and 6 for five respondents.

Recommendations

After the first interview, with BJS approval, RTI added "Asian, non-Hispanic" as a row for question 6. RTI recommends applying this change in the final SCLEA questionnaire.

For the mail survey, RTI recommends adding a total row to question 5 and an instruction for Question 6 indicating that the totals should match. For the web survey, RTI recommends programming a validation check to compare the total number of full time sworn officer reported in questions 5 and 6.

Finally, RTI recommends including a general instruction at the beginning of the survey reminding respondents not to leave items blank and to provide an estimate if an exact answer is not possible to reduce blank values and hopefully reduce discrepancies in totals from questions 5 and 6.

Question 7

| | | |
|--|--------------------------|--------------------------|
| 7. On the first day of the 2021-2022 academic year, did your agency have the <u>primary responsibility</u> for providing the following functions? Please select ONE response per row. | | |
| Security Functions | Yes | No |
| a. Access control (including electronic access) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Building lockup/unlock | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Central alarm monitoring | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Key control | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Monitoring surveillance cameras | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialized Functions | Yes | No |
| f. Bomb/Explosive disposal or detection | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Executive/dignitary protection | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Search and rescue | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Tactical operations (SWAT) | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Task force participation | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Underwater recovery | <input type="checkbox"/> | <input type="checkbox"/> |
| Vehicle-related Functions | Yes | No |
| l. Parking administration/registration | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Parking enforcement | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Traffic accident investigation | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Traffic direction and control | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Traffic law enforcement | <input type="checkbox"/> | <input type="checkbox"/> |
| Public Safety Functions | Yes | No |
| q. Animal control | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Dispatching calls for service | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Emergency fire services | <input type="checkbox"/> | <input type="checkbox"/> |
| t. Emergency management | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Emergency medical services | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 4: Cognitive interview report

| | | |
|---------------------------------|-----|-----|
| v. Environmental health/safety | [] | [] |
| w. Fire inspection & prevention | [] | [] |
| x. Safety escort services | [] | [] |

Findings

For question 7, respondents are asked whether their agency has primary responsibility for specific security, specialized, vehicle-related, and public safety functions. Respondents generally reported no issues with this question. One had difficulty with "primary responsibility, since the agency had control over access in the evening, but facilities controls during the day.

Two other respondents provided suggested additions that are covered later in the instrument (patrol, etc.) or are likely specialized to their agency (scooter patrol).

Recommendations

Given only one respondent had difficulty with the “primary responsibility” construct and that respondent was able to answer the question, RTI recommends against adding any additional parameters or definitions defining primary responsibility. Further, respondents reported no difficulty with the primary responsibility construct for question 8.

Question 8

| 8. On the first day of the 2021-2022 academic year, did your agency have the <u>primary responsibility</u> for providing on-site security for the following facilities and events? Please select ONE response per row. | | |
|---|-----|-----|
| | Yes | No |
| a. Agricultural facilities | [] | [] |
| b. Auditorium events | [] | [] |
| c. Clinic facilities | [] | [] |
| d. Cultural facilities (e.g., museums) | [] | [] |
| e. Daycare and pre-kindergarten facilities | [] | [] |
| f. Educational (K-12) facilities | [] | [] |
| g. Hazardous biological/chemical materials | [] | [] |
| h. Hospital facilities | [] | [] |
| i. Indoor arena events | [] | [] |
| j. Nuclear/Radioactive materials | [] | [] |
| k. Outdoor concert events | [] | [] |
| l. Outdoor stadium events | [] | [] |

Findings

Question 8 collects data on whether campus LEAs provide on-site security for selected facilities and events. One participant marked “Yes” and “No” for question 8a, since they have a farm campus, are primarily responsible for securing the facility, and check on it from time to time; however they don’t have anyone stationed at the facility full time and do not have a routine time for checking on the facility.

Attachment 4: Cognitive interview report

One participant recommended including technical institute/technical campus and one respondent recommended including private retail on your campus.

To better define auditorium events, one participant recommended including a note specifying concerts, theater performances, public presentations, speakers, etc. as examples.

Finally, one participant recommended including a note to help define outdoor concert events, including concerts, field days, and spring fests.

Recommendations

To provide additional clarity on auditorium events, RTI recommends including "(e.g., concerts, theater performances, and speakers)" as examples of auditorium events.

Similarly, RTI and BJS recommend changing "outdoor concert events" to "outdoor non-stadium events" and include "(e.g., concerts and festivals)" as examples of outdoor concert events to reduce confusion over the types of events included.

Question 9

| | | |
|---|-----|-----|
| 9. On the first day of the 2021-2022 academic year, did your agency operate the following types of facilities? | | |
| <i>Please select ONE response per row.</i> | | |
| | Yes | No |
| a. Operating a temporary holding cell (not for overnight detention) | [] | [] |
| b. Operating an overnight lockup or temporary holding facility separate from a jail | [] | [] |

Findings

None.

Recommendations

None.

Question 10

| | | | | | | |
|--|--|-----------------------------------|--------------------|--|-----------------------------------|--------------------|
| 10. On the first day of the 2021-2022 academic year, what level of routine patrol coverage did your agency provide for the following periods? Please select one response for <i>sworn</i> and one response for <i>non-sworn</i> for each row. | | | | | | |
| | Uniformed Sworn Police Officers | | | Uniformed Non-Sworn Police Officers | | |
| | 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols | 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols |
| a. Weekdays during academic terms | [] | [] | [] | [] | [] | [] |

Attachment 4: Cognitive interview report

| | | | | | | |
|-----------------------------------|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| b. Weekends during academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Breaks between academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Summer term | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> Not Applicable – No Uniformed Sworn Police Officers | | | <input type="checkbox"/> Not Applicable – No Uniformed Non-Sworn Police Officers | | |

Findings

None.

Recommendations

None.

Question 11

11. For the fiscal year that includes the first day of the 2021-2022 academic year, what was your agency's total operating budget? If not available, provide an estimate and mark [X] the estimate checkbox. Do not include building construction costs or major equipment costs.

\$ _____ .00 *If estimate, check here:*

Findings

None.

Recommendations

None.

Question 12

12. On the first day of the 2021-2022 academic year, what was the minimum and maximum annual base salary for the following full-time positions? If you have only one value for a particular position, please enter it as a 'Minimum'. For any salaries paid at an hourly rate, please multiply the hourly rate by 2,088 to get the annual salary.

| Full-time Position | Minimum Annual Salary (in dollars) | Maximum Annual Salary (in dollars) | Not Applicable - No Such Position | Don't Know |
|--|------------------------------------|------------------------------------|-----------------------------------|--------------------------|
| a. Chief / Director | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Shift Supervisor | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Entry-level sworn police officer | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Entry-level nonsworn security officer | \$ _____ | \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

Question 12 asks participants to provide the minimum and maximum salaries for 4 common positions. Five participants provided both minimum and maximum but the majority only provided a minimum value explaining that they are unsure of the maximum or whether that is even capped at a certain value.

Recommendations

To aid respondents in cases where they are unsure of the maximum salary, there is no salary range, or the agency has no maximum salary, RTI and BJS recommend including an instruction to enter the same salary information to minimum and maximum. Further, RTI recommends including an instruction to mark “Not applicable” if the question does not apply to the agency or "Don't know" if an answer is unknown.

Question 13

13. During the fiscal year including the first day of the 2021-2022 academic year, did your agency authorize or provide any of the following special pay or benefits to FULL-TIME sworn and non-sworn officers? Mark [X] all that apply.

Mark here if not applicable – No full-time sworn officers → **Go to Column (2)**

Mark here if not applicable – No full-time nonsworn officers → **Go to Question 14**

| | (1) Offered to full-time sworn officers | (2) Offered to full-time non-sworn officers |
|-----------------------------------|---|---|
| a. Bilingual ability pay | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Education incentive pay | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Hazardous duty pay | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Merit/performance pay | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Military service pay | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Shift differential pay | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Special skills proficiency pay | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

Question 13 asks respondents to select whether or not full-time sworn officers and non-sworn/civilian personnel are eligible to receive select types of pay. Participants did not have any issues with the types of pay included, but did suggest additional types of pay to include:

-Extra pay for a field training officer or dispatch training officer (n=1)

-Training pay (n=1)

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-Free or reduced tuition at the university (n=3)

-Fitness pay (n=1)

-Longevity pay (n=1)

-Reporting incentive pay (n=1)

Recommendations

Since it appears to be common based on cognitive interview participant feedback, RTI and BJS recommend adding “free or reduced tuition” as a type of special pay or benefit, separate from “education incentive pay.” Given all other special types of incentive pay or benefits were only mentioned by one respondent, RTI recommends against adding those options. To capture these types of pay, RTI and BJS recommend adding an “other, specify” option.

Question 14

| | | | |
|---|--------------------------|--------------------------|---|
| 14. On the first day of the 2021-2022 academic year, were there any external agreements or memoranda of understanding between employee representative organizations and nonsupervisory FULL-TIME personnel with your agency? Please select ONE response per row. | | | |
| <input type="checkbox"/> Mark here if not applicable (no external agreements of memoranda of understanding) → Go to Question 15 | | | |
| | Yes | No | Not Applicable |
| a. Full-time sworn police officers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No sworn officers |
| b. Full-time nonsworn security officers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No nonsworn officers |

Findings

For question 14 respondents are asked whether their agency has any external agreements or memoranda of understanding between employee representative organizations and nonsupervisory full-time personnel. During cognitive interviews, four participants thought this question referred to labor union agreements but were unsure and would appreciate a definition or clarification.

Recommendations

RTI recommends including labor unions as an example of an employee representative organization.

Question 15

| | | |
|--|-----|----|
| | Yes | No |
|--|-----|----|

| | | |
|--|--------------------------|--------------------------|
| 15. On the first day of the 2021-2022 academic year, did any part of your campus have a 'blue-light' or equivalent emergency phone system? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Findings

None.

Recommendations

None.

Question 16

| | | |
|--|---------------------------------|--------------------------------|
| 16. On the first day of the 2021-2022 academic year, did your agency participate in an <u>emergency telephone system</u> with an enhanced 9-1-1, 3-, or 4-digit system (providing both caller location and identification when available)? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|--|---------------------------------|--------------------------------|

Findings

Question 16 collects data on whether agencies use an emergency telephone system. During cognitive interviews, one participant was unsure what a 3- or 4- digit system meant.

Recommendations

Given only one participant had cognitive issues, RTI recommends against making changes to question 16.

Question 17

| | | |
|---|--------------------------|--------------------------|
| 17. On the first day of the 2021-2022 academic year, did your agency have an emergency telephone system with the following capabilities for incoming calls from <u>wireless/cellular phones</u> ? Please select ONE response per row. | Yes | No |
| a. Displays phone number of wireless caller | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Displays general location of wireless caller | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Displays exact location of wireless caller | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

For question 17, respondents are asked about their emergency telephone systems capabilities for incoming calls from “wireless/cellular” phones. In response to question 17, one participant offered, "There’s going to be a distinct difference between a PSAP and a Secondary PSAP. PSAP stands for “public safety access point.” We are a secondary PSAP—911 calls do not come to us, they go to the PSAP—the city or county police. The answers to all of these questions were all “no” because we do not get cell phone calls coming in. PSAP and secondary PSAP are terms that LEAs would recognize. May want to add in a question—are you a PSAP?"

Recommendations

RTI does not recommend any changes to question 17. If any changes are made, RTI recommends adding a screening question on whether or not the agency operates a PSAP and then skipping the rest of question 17, if they answer "No."

Question 18

| 18. On the first day of the 2021-2022 academic year, did your campus use any of the following as part of its <u>mass notification systems</u>? Please select ONE response per row. | Yes | No |
|---|--------------------------|--------------------------|
| a. Cell phone application | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Cell phone call alerts or voicemail alerts | <input type="checkbox"/> | <input type="checkbox"/> |
| c. CCTV monitor announcements | <input type="checkbox"/> | <input type="checkbox"/> |
| d. E-mail alerts | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Outdoor public-address speakers or sirens | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Radio or TV announcements | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Social media accounts or college/university website | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Text message alerts | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Variable message sign or LCD billboard announcements | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Voice-over fire alarms | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

None.

Recommendations

None.

Question 19

| 19. On the first day of the 2021-2022 academic year, did your agency utilize any of the following technologies for law enforcement or investigative purposes? Please select ONE response per row. | Yes | No |
|--|--------------------------|--------------------------|
| a. Automated fingerprint identification system (AFIS) or next generation identification (NGI) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Body-worn cameras | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Computer aided dispatch (CAD) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Facial recognition | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Firearm detection or tracing (e.g., eTrace) technology | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Geographic information systems (GIS), including geo-fencing | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Gunshot detection (e.g., ShotSpotter) | <input type="checkbox"/> | <input type="checkbox"/> |
| h. License plate readers (LPR) | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Record management system (RMS) | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Tire deflation device | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Virtual or augmented reality training systems | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

Question 19 asks respondents about whether their agency uses select technologies. Generally, the participants found the technologies to be applicable, with some recommending the inclusion of specific technologies (e.g., ShotSpotter) or additional types of technologies (e.g., drones, IP address tracing).

Recommendations

RTI recommends against making any changes to question 19, since no two respondents mentioned the same technologies to add. RTI recommends using the other field should to capture this information.

Question 20

20. On the first day of the 2021-2022 academic year, was the campus public safety radio system interoperable with the local police, fire, and other first responders?

- Yes, fully
- Yes, partially
- Not at all

Findings

None.

Recommendations

None.

Question 21

21. If your campus had a mass notification system on the first day of the 2021-2022 academic year, how were the following groups of people enrolled in the system? Please select ONE response per row.

| | Voluntary, opt-in | Mandatory, opt-out | Other method | Not applicable |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Faculty/Administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

This question collects data on the institution’s mass notification system. One respondent found question 21 a little confusing, explaining "For this question you can either opt-in and you can opt-out so both applied here. For college email - you don't have a choice. With their phones, they can voluntarily

opt-in and can opt-out at any time, but what is mandatory is like your college email because the college owns it."

Another participant recommended, "You might want to move 21 to follow 19 - it might make it easier."

Recommendations

To reduce confusion, RTI and BJS recommend changing headings to " Opt-in," "Opt-out," and "Mandatory," and "Not applicable." In addition, RTI and BJS recommend moving question 21 before question 18 to combine questions about mass notification systems.

Question 22

| 22. On the first day of the 2021-2022 academic year, did your agency use <u>computers</u> or <u>electronic devices</u> for any of the following functions? Please select ONE response per row. | Yes | No |
|---|--------------------------|--------------------------|
| a. Automated booking | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Crime analysis (including crime mapping or hotspot identification) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Intelligence gathering | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Inter-agency information transmission | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Social network analysis | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

None.

Recommendations

None.

Question 23

23. Indicate your agency's minimum education requirement that new FULL-TIME sworn and new FULL-TIME nonsworn officers must have at hiring or within two years of hiring on the first day of the 2021-2022 academic year.

- Mark here if not applicable – No full-time sworn officers → **Go to Column (2)**
 Mark here if not applicable – No full-time nonsworn officers → **Go to Question 23b**

| | (1) New Full-Time Sworn Officers | (2) New Full-Time Nonsworn Officers |
|---|--|---|
| Four-year college degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| Two-year college degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| Some college, but no degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ If some college, total credit hours required | _____ hours | _____ hours |
| High school diploma or equivalent required | <input type="checkbox"/> | <input type="checkbox"/> |
| No formal education requirement | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ If no formal requirement → Go to Question 24 | | |

Findings

Question 23 asks respondents to provide the minimum education requirement for new full-time sworn officers and non-sworn/civilian personnel. Two participants reported confusion on how to answer, since requirements would vary by rank. For example, one participant said, "A requirement to be chief is different than requirement entry level." Another participant recommended adding a row about academy training.

Recommendations

To reduce confusion, RTI recommends underlining minimum to emphasize that the question is asking about lowest level of education for any recruit across the agency, hopefully serving as a reminder that they should only consider the lowest rank. Further, RTI recommends adding recruits to be consistent with LEMAS.

Finally, RTI does not recommend adding academy training, since it is covered in question 25.

Question 23b

23b. On the first day of the 2021-2022 academic year, did your agency consider military service as an exemption to this minimum education requirement?

- Yes
 No

Findings

None.

Recommendations

None.

Question 24

| | | | | |
|--|-----|--|-----|--|
| <p>24. On the first day of the 2021-2022 academic year, which of the following screening techniques were used by your agency in selecting new FULL-TIME <u>sworn</u> and <u>nonsworn</u> officer recruits? Please select ONE response in Column A and ONE response in Column B per row.</p> <p>[] Mark here if not applicable – No full-time sworn officers → Go to Column (2) [] Mark here if not applicable – No full-time nonsworn officers → Go to Question 25</p> | | | | |
| | | (1) New Full-Time Sworn Officers | | (2) New Full-Time Nonsworn Officers |
| Background check | Yes | No | Yes | No |
| a. Background investigation | [] | [] | [] | [] |
| b. Credit history check | [] | [] | [] | [] |
| c. Criminal history check | [] | [] | [] | [] |
| d. Driving record check | [] | [] | [] | [] |
| e. Social media check | [] | [] | [] | [] |
| Personal attributes | Yes | No | Yes | No |
| f. Cognitive ability assessment (e.g., writing, reading comprehension, analytical skills) | [] | [] | [] | [] |
| g. Interpersonal skills assessment | [] | [] | [] | [] |
| h. Personality/Psychological inventory | [] | [] | [] | [] |
| i. Psychological interview | [] | [] | [] | [] |
| j. Polygraph exam | [] | [] | [] | [] |
| Physical attributes | Yes | No | Yes | No |
| k. Drug test | [] | [] | [] | [] |
| l. Medical exam | [] | [] | [] | [] |
| m. Physical agility/fitness test | [] | [] | [] | [] |
| ↳ [IF 24m = YES] Does your agency have different standards based on sex? | [] | [] | [] | [] |
| n. Vision and/or hearing test | [] | [] | [] | [] |

Findings

Question 24 collects data on the screening techniques used by agencies for hiring sworn and nonsworn staff. One participant agreed that all screening techniques are applicable but explained that this

is done before hiring, explaining "the challenge is that some of those are done preemptively before the conditional job offer and some done after."

Recommendations

No recommendations.

Question 25

25. On the first day of the 2021-2022 academic year, how many total hours of academy training and field training (e.g., with FTO) were required of your agency’s new (non-lateral) sworn and nonsworn officer recruits?

Mark here if not applicable – No full-time sworn officers ~~Go to~~ **Column (2)**
 Mark here if not applicable – No full-time nonsworn officers ~~Go to~~ **Question 26**

| | (1) New Full-Time Sworn Officers | (2) New Full-Time Nonsworn Officers |
|---|--|---|
| Academy Training Hours Total Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |
| Field Training Hours Total Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |

Findings

Question 25 asks respondents to report on the academy and field training hours required of the agency’s new sworn and nonsworn hires. Five participants reported difficulties with this question. Two participants left academy hours blank and another typed "varies" in field training hours. Another participant explained, "Since we only hire certified officers, our state licensing body determines the required hours for certification. We then hire them after they have completed the academy and passed the state licensing test." Further, another participant explained, "As a small agency – we don’t run our own academy. We hire that come from another academy or from another agency. – these numbers could vary. I used state requirement numbers." Another participant explained, "P explained that you might have lateral transfers that have minimal training hours completed to new staff. This varies from person to person."

One participant reported confusion over field training, "what is meant by field training hours? Officers at [sic] campus are nonsworn and are not always state mandated to have field training hours." Participant suggested providing definitions or examples of "state mandated and additional hours."

Recommendations

To help reduce confusion over what trainings and training hours to include, RTI recommends underlining non-lateral to emphasize that lateral recruits should be excluded and adding "(including state

licensing requirements that are part of training)” Finally, RTI does not recommend adding examples of field training as this confusion seems to be isolated to one respondent.

Question 26

| | | |
|---|------------------------------------|---------------------------------------|
| <p>26. On the first day of the 2021-2022 academic year, what were the minimum annual in-service training hours required of your agency’s (non-lateral) <u>sworn</u> and <u>nonsworn</u> officer recruits? <i>If no in-service training hours are required, enter ‘0’.</i></p> <p><input type="checkbox"/> Mark here if not applicable – No full-time sworn officers → Go to Column (2)</p> <p><input type="checkbox"/> Mark here if not applicable – No full-time nonsworn officers → Go to Question 26a</p> | | |
| | (1) Full-Time Sworn Officers | (2) Full-Time Nonsworn Officers |
| <p>In-Service Training Hours Total In-Service Training Hours of training <i>(state mandated and additional hours)</i></p> | _____ hours | _____ hours |

Findings

Question 26 asks participants to provide the in-service training requirements for their agencies sworn and nonsworn staff. One participant had some confusion with in-service training hours. Their agency does not have state mandated training hours, but they do have continual training. Participant stated it could be worth adding a box asking if an agency performs yearly in-service training with no minimum or maximum amount since the question makes it look like their agencies do not do training, when they do, it just fluctuates.

Recommendations

RTI recommends underlining the reference period to emphasize that they should report what the requirement was on that day to manage agencies with fluctuation throughout the year.

Question 26a

| | | |
|--|--------------------------|--------------------------|
| <p>26a. On the first day of the 2021-2022 academic year, did your agency’s in-service training include the following topics? <i>Please select ONE response per row.</i></p> | | |
| | Yes | No |
| a. Bias/hate crimes | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Crisis Intervention | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Crowd control | <input type="checkbox"/> | <input type="checkbox"/> |
| d. De-escalation/non-escalation | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Diversity | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Gender-based violence | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Implicit bias | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Mental health | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 4: Cognitive interview report

| | | |
|---------------------------------|----|----|
| i. Peer intervention | [] | [] |
| j. Protest response | [] | [] |
| k. Threat assessment | [] | [] |
| l. Other. Please specify: _____ | [] | [] |

Findings

Participants reported no issues with question 26a, which asks about topics covered during in-service trainings. However, participants offered the following additional trainings:

- Protest response (n=2)
- Trauma informed approach to victims of sexual violence (n=2)
- Medical trainings like CPR or AED training (n=1)
- Harassment training (n=1)
- Title IX training (n=1)
- ADA (n=1)
- Cyber security training (n=1)

Recommendations

No recommendations. RTI recommends using the other field to capture additional trainings identified via cognitive interviews.

Question 27

| | | |
|--|-----|----|
| 27. On the first day of the 2021-2022 academic year, did your agency have plans to conduct the following types of Active Shooter training during the 2021-2022 academic year? <i>Please select ONE response per row.</i> | | |
| | Yes | No |
| a. Mock exercise/Scenario | [] | [] |
| b. Workshop/Seminar/Lecture | [] | [] |
| c. Virtual reality | [] | [] |
| d. Other. Please specify: _____ | [] | [] |

Findings

None.

Recommendations

None.

Question 28

28. On the first day of the 2021-2022 academic year, which of the following types of firearms were authorized for use by your agency's full-time sworn officers?

[] Mark here if not applicable – No full-time sworn officers **Go to Question 30**

| | Authorized | Not authorized |
|---------------------------------------|------------|----------------|
| a. Handgun | [] | [] |
| b. Shotgun or manual rifle | [] | [] |
| c. Fully automatic rifle (e.g., M-16) | [] | [] |
| d. Semi-automatic rifle (e.g., AR-15) | [] | [] |

Findings

None.

Recommendations

None.

Question 29

29. On the first day of the 2021-2022 academic year, which of the following types of weapons or actions were authorized for use by your agency's full-time sworn officers?

| | Almost / Always Authorized | Authorized Under Limited Circumstances | Never Authorized |
|--|----------------------------------|--|---------------------|
| a. Open hand techniques | [] | [] | [] |
| b. Closed hand techniques | [] | [] | [] |
| c. Takedown techniques (e.g., straight arm bar) | [] | [] | [] |
| d. Vascular restraint or carotid hold | [] | [] | [] |
| e. Respiratory neck restraint | [] | [] | [] |
| f. Leg hobble or other restraints (not including handcuffs) | [] | [] | [] |
| g. OC spray/foam | [] | [] | [] |
| h. Chemical agent projectile (e.g., CS/tear gas, OC pellets) | [] | [] | [] |
| i. Flash/bang grenade | [] | [] | [] |
| j. Baton | [] | [] | [] |
| k. Blunt force projectile (e.g., bean bag, rubber bullets) | [] | [] | [] |
| l. Conducted energy device (e.g., Taser, stun gun, Stinger) | [] | [] | [] |

Attachment 4: Cognitive interview report

| | | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|
| m. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---------------------------------|--------------------------|--------------------------|--------------------------|

Findings

Question 29 asked participants about the actions and techniques used by their sworn staff. Respondents reported no difficulty understanding the actions and techniques described, however three participants felt that many of the items in question 29 were applicable to their nonsworn staff.

Recommendations

RTI recommends no changes and focusing this question on full-time sworn.

Question 30

| | | |
|--|-----|-----|
| 30. On the first day of the 2021-2022 academic year, did your agency operate any of the following types of motorized vehicles or equipment? Please select ONE response per row. | | |
| | Yes | No |
| a. Armored vehicles (e.g., MRAP, tank, BearCat or other SWAT carrier) | [] | [] |
| b. Custom or Specialized Vehicles Please specify: _____ | [] | [] |

Findings

No issues found. Two participants added: ATVs and Golf Carts

Recommendations

No recommendations, the other specify should be sufficient.

Question 31

| | | |
|--|-----|-----|
| 31. On the first day of the 2021-2022 academic year, did your agency have a formal written agreement or informal problem-solving partnership with any of the following? Please select ONE response per row. | | |
| | Yes | No |
| a. Advocacy groups | [] | [] |
| b. Athletics groups, NCAA, club, and intramural | [] | [] |
| c. Business groups | [] | [] |
| d. Campus administrators/officials | [] | [] |
| e. Domestic violence prevention groups | [] | [] |
| f. Faculty/Staff organizations | [] | [] |
| g. Fraternity/Sorority groups | [] | [] |
| h. LGBTQ+ groups | [] | [] |
| i. Local public officials | [] | [] |
| j. Multicultural groups | [] | [] |
| k. Neighborhood associations | [] | [] |
| l. Other law enforcement agencies | [] | [] |
| m. Religious groups | [] | [] |
| n. Sexual violence prevention programs | [] | [] |
| o. Student Government Association | [] | [] |
| p. Student housing groups | [] | [] |

| | | |
|--------------------------|-----|-----|
| q. Student organizations | [] | [] |
|--------------------------|-----|-----|

Findings

Question 30 asks respondents about whether their agency has formal or informal relationships with common campus organizations. Several participants did not understand what was meant by advocacy groups and thought several other subquestions were types of advocacy groups (e.g., LGBTQ+ groups). Similarly, one participant explained, "Student organizations" is pretty broad and could include a lot of the other sub-questions.

Another participant offered, ""Business groups—not clear. Are we talking about student business groups, external community businesses? If we’re talking internal, just include in d. campus administrators/officials, if talking external outline that specifically.”

Two participants also recommended a medical group category to include hospitals; local homeless shelters and mental health agencies; departments of health; and local rape crisis centers.

Recommendations

Based on cognitive interview findings, similar to the expert panel, RTI recommends removing “advocacy groups” as a sub-question. Further, RTI recommends changing "student organizations" to "Other student organizations. Please specify:" to capture other groups mentioned and reduce vagueness of prompt (since many specific student organizations are mentioned in options A-O). Finally, RTI recommends specifying "Campus business groups" for 31c.

Question 32

| 32. On the first day of the 2021-2022 academic year, did your agency have plans to do any of the following during the 2021-2022 academic year...? Please select ONE response per row. | Yes | No |
|---|-----|-----|
| a. Conduct Adopt-A-Residence Hall Program | [] | [] |
| b. Conduct a citizen police academy | [] | [] |
| c. Foot patrols through buildings (required or encouraged) | [] | [] |
| d. Maintain a written community policing plan | [] | [] |
| e. Participate in student-led events | [] | [] |
| f. Work with a Community Advisory Committee | [] | [] |
| g. Other (Please specify): _____ | [] | [] |

Findings

Question 32 asked whether participant’s agencies conducted certain activities. One participant recommended adding "emergency response trainings" and "community problem-solving initiative.”

Recommendations

No recommendations, the other specify should be sufficient.

Question 33

| | | |
|--|--------------------------|--------------------------|
| 33. During the 2021-2022 academic year, does your agency plan to conduct any of the following preparedness planning activities? Please select ONE response per row. | | |
| | Yes | No |
| a. Design or revise a preparedness plan for a school shooting | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Design or revise a preparedness plan for an emergency evacuation of campus | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Disseminate information to increase campus preparedness | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Participate in formal intelligence-sharing agreements with other law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Participate in meetings with campus administrators/staff regarding emergency preparedness plans | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

None.

Recommendations

None.

Question 34

| | |
|---|---------------------|
| 34. On the first day of the 2021-2022 academic year, were student patrols used on your campus? | |
| <input type="checkbox"/> Yes | |
| <input type="checkbox"/> No | → Go to Question 35 |

Findings

None.

Recommendations

None.

Question 34a

| | | |
|--|--------------------------|--------------------------|
| 34a. If student patrols were used on your campus on the first day of the 2021-2022 academic year, did these student patrols perform any of the following functions? Please select ONE response per row. | | |
| | Yes | No |
| a. Auxiliary patrol during normal patrol hours | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Building lock-up | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Emergency response | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Recruitment tool for agency | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Residence hall security | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Safety escorts | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 4: Cognitive interview report

| | | |
|---------------------------|----|----|
| g. Special event security | [] | [] |
|---------------------------|----|----|

Findings

None.

Recommendations

None.

Question 35

35. On the first day of the 2021-2022 academic year, how did your agency address the following issues? Please select ONE response per row.

| Type of issue | Agency DID NOT HAVE a specialized unit with full-time personnel | | | | |
|---|---|---|--|--|---|
| | (1) Agency HAD specialized unit with personnel assigned FULL-TIME to address this problem/task | (2) Agency had designated personnel to address this problem/task | (3) Agency addresses this problem/task, but did not have designated personnel | (4) Agency did not formally address this problem/task | (5) Agency's jurisdiction did not have this problem (NA) |
| a. Active shooter response | [] | [] | [] | [] | [] |
| b. Alcohol education | [] | [] | [] | [] | [] |
| c. Behavioral assessment | [] | [] | [] | [] | [] |
| d. Bias/hate crime | [] | [] | [] | [] | [] |
| e. Bicycle/pedestrian safety | [] | [] | [] | [] | [] |
| f. Community policing | [] | [] | [] | [] | [] |
| g. Crisis intervention | [] | [] | [] | [] | [] |
| h. Cybercrime | [] | [] | [] | [] | [] |
| i. Drug education | [] | [] | [] | [] | [] |
| j. General crime prevention | [] | [] | [] | [] | [] |
| k. General rape prevention | [] | [] | [] | [] | [] |
| l. Identity theft | [] | [] | [] | [] | [] |
| m. Intimate partner violence, including date rape | [] | [] | [] | [] | [] |
| n. Research and planning | [] | [] | [] | [] | [] |
| o. Self-defense training | [] | [] | [] | [] | [] |
| p. Social media/network abuse | [] | [] | [] | [] | [] |
| q. Stalking | [] | [] | [] | [] | [] |
| r. Student security patrol | [] | [] | [] | [] | [] |
| s. Suicide prevention | [] | [] | [] | [] | [] |
| t. Victim assistance | [] | [] | [] | [] | [] |
| u. White collar crime | [] | [] | [] | [] | [] |

Findings

Attachment 4: Cognitive interview report

Question 35 asked about how participants agencies handled certain events. One participant was not sure how to answer because they don't have specialized units. Similarly, one participant did not like the row headers and had to reread them a few times to understand what we were asking.

Finally, participants offered the following additional issues: vandalism; mental health; new student orientation; bullying, discrimination and harassment; traffic safety (maybe built in with bicycle/pedestrian).

Recommendations

To reduce confusion on how agencies without specialized units should respond to question 35, RTI recommends bolding column headers that agencies without specialized units should use. In addition, RTI recommends moving location of full-time for heading #1.

Finally, the additional issues were only reported by one agency each and RTI does not recommend adding. If additions are made, RTI would recommend adding an "Other, specify."

Questions 36

| | | | | | |
|--|--|--|--------------------------|--|--------------------------|
| 36. On the first day of the 2021-2022 academic year, did your agency have plans for <u>sworn</u> or <u>nonsworn</u> officers (full-time or part-time) from your agency participate in the following events during the 2021-2022 academic year? Please select ONE response in Column A and ONE response in Column B per row. | | | | | |
| <input type="checkbox"/> Mark here if not applicable – No full- or part-time sworn officers | | Go to Column (2) | | | |
| <input type="checkbox"/> Mark here if not applicable – No full- or part-time nonsworn officers | | Go to Question 37 | | | |
| | | (1) Full-Time or Part Time Sworn Officers | | (2) Full-Time or Part Time Nonsworn Officers | |
| | | Yes | No | Yes | No |
| a. Crime prevention programs at new student orientation | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Drug/Alcohol programs at new student orientation | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Active shooter exercises at new student orientation | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Crime prevention programs during the academic year | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Drug/Alcohol programs during the academic year | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Active shooter exercises during the academic year | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

None.

Recommendations

None.

Question 37

37. On the first day of the 2021-2022 academic year, did your campus safety escort service include any of the following characteristics? Please select ONE response per row.

Mark here if not applicable – No campus safety escort service

Go to Question 38

| | Yes | No |
|--|--------------------------|--------------------------|
| a. Staffed by sworn police officers | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Staffed by nonsworn security officers | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Staffed by students | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Escorts on foot | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Escort by vehicle | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

None.

Recommendations

None.

Question 38

38. During the 2020-2021 academic year, enter the number of citizen complaints (including students) received by current disposition status. If none, enter '0'.

| | All complaints | Use of force complaints |
|---|----------------|-------------------------|
| a. Sustained (sufficient evidence to justify disciplinary action against the officer(s)) | _____ | _____ |
| b. Other disposition (e.g., unfounded, exonerated, not sustained, withdrawn) | _____ | _____ |
| c. Pending (final disposition of the allegation has not been made) | _____ | _____ |
| d. Total complaints received (sum of rows a-c) | _____ | _____ |

Findings

None.

Recommendations

None.

Question 39

39. On the first day of the 2021-2022 academic year, did FULL-TIME SWORN officers in your agency have arrest or patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, arrest and patrol should not be selected.

Mark here if not applicable – No full-time SWORN officers **Go to Question 40**

| | Arrest Jurisdiction | Patrol Jurisdiction | No Jurisdiction |
|--|--------------------------|--------------------------|--------------------------|
| a. Campus property (any building or property owned or controlled by the campus within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Properties outside the area surrounding the campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. State-wide jurisdiction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

Question 39 collected information on whether participant's agencies had patrol jurisdiction in certain areas. One participant suggested recommended referring in terms of Clery geographies, "I had my Clery hat on while I looked at this. I think it could use a little more refinement. Recognize the Clery references here. The items referring to non-campus property were confusing. Maybe clarifying the distinction between b and c. I mapped them both to the same Clery Geography."

Recommendations

RTI recommends continuing to include the Clery definition for 39a. For 39b and 39c, there are no Clery matches for these geographies and RTI recommends clarifying prompts to better define that they are asking about property that the institution does not own.

Question 40

40. On the first day of the 2021-2022 academic year, did FULL-TIME NONSWORN officers in your agency have patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, arrest and patrol should not be selected.

Mark here if not applicable – No full-time NONSWORN officers **Go to Question 41**

| | Patrol Jurisdiction | No Jurisdiction |
|--|--------------------------|--------------------------|
| a. Campus property (any building or property owned or controlled by the campus within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Properties outside the area surrounding the campus | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement | <input type="checkbox"/> | <input type="checkbox"/> |
| e. State-wide jurisdiction | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

None.

Recommendations

None.

Question 41

| 41. On the first day of the 2021-2022 academic year, did your agency have an active Memorandum of Understanding (MOU) or Mutual Aid Agreement with the following types of agencies? <i>Please select ONE response per row.</i> | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| a. State law enforcement agency (non-campus) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Local police department | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Sheriff's office/department | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Campus law enforcement agency at another college/university | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Other campus agency (non-law enforcement) | <input type="checkbox"/> | <input type="checkbox"/> |
| f. State or local courts | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

Question 41 asked respondents whether they maintain memoranda of understanding or mutual aid agreements with specific agencies. One participant reported minor confusion, "Questions 41 and 42 could specify whether memoranda are verbal or written, as we have verbal with our local police and EMT's but not written."

Recommendations

RTI recommends specifying written memoranda or agreements to reduce respondent confusion.

Question 42

| 42. On the first day of the 2021-2022 academic year, did your agency have a formal policy on the following? <i>Please select ONE response per row.</i> | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| a. Bias/hate crimes | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Gender based offenses | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Jurisdictional sharing with local law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Managing concurrent criminal and Title IX investigations | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 4: Cognitive interview report

| | | |
|---|--------------------------|--------------------------|
| e. Off-campus jurisdictional authority | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Officers involved in domestic violence | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Outside review of use of force | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Providing mental health support for officers experiencing post-traumatic stress disorder | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Findings

None.

Recommendations

None.

3. Miscellaneous Topics

Burden

Participants who completed the survey prior to the cognitive interview provided an estimate of how long it took to complete. They reported the following completion times:

| Burden | |
|---------------|--------------|
| Mean | 42.5 minutes |
| Median | 45 minutes |
| Min | 20 minutes |
| Max | 80 minutes |

Participants were asked how they felt about the length of the questionnaire and the time needed to complete it. The general consensus was that it was not too burdensome and that the length of survey was appropriate, but it is important to keep in mind that recruitment was difficult – likely due to how busy many of the contacted agencies are – and those that participated in the cognitive interviews may have more interest, availability, or staff support than is typical.

Data Availability

Overall, participants reported that the data needed to complete the survey was readily available to them and they did not have any issues completing. Further, many reported that data that could be more burdensome (e.g., budget) was readily available and maintained as part of their Clery documentation. Two participants noted that their agencies did not collect data on staff race, gender, or ethnicity and they would have to reach out to HR for that information. Therefore, both respondents reported that their answers for question 6 were estimates.

One participant had to reach out to their university’s budget office for their budget information, but they did not find this process to be burdensome.

Appendix A: BJS Invitation Email

Dear [NAME]:

I am writing to invite you to participate in a special opportunity to discuss the Bureau of Justice Statistics' (BJS) upcoming Survey of Campus Law Enforcement Agencies (SCLEA). SCLEA is the only nationally representative survey of campus law enforcement agencies (LEAs) that includes college and university LEAs served by sworn or non-sworn personnel (both public and private institutions). The survey gathers information on agency staffing, operations, budget, policies, responsibilities, and equipment. The results are used to provide an overview of campus LEAs in order to better understand the challenges they face in responding to the unique needs associated with maintaining campus security.

BJS is working with RTI International (RTI) to develop the 2021 SCLEA. However, before we send the survey out nationally, we need direct feedback from agencies to ensure the survey questions and instructions are as clear as possible. I am writing to ask for your agency's participation in providing feedback. This request is not going to many agencies – yours was specifically selected and we hope your agency can participate.

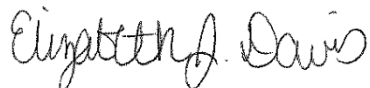
If you agree, we would:

- Provide a copy of the SCLEA draft survey to your agency's point of contact;
- Ask them to complete a specific portion of the survey and return it to us; and
- Schedule a brief phone interview (1 hour maximum) with RTI staff to discuss the survey.

Please let us know whether your agency will participate in providing feedback on the 2021 SCLEA by contacting RTI at SCLEA@rti.org or 866-881-3251. We hope to collect this feedback throughout April 2021, and our team can be flexible to your schedule.

If you have any questions about this special request please contact Dustin Williams, RTI Project Director, at SCLEA@rti.org or 866-881-3251. If you have any general comments, please contact Elizabeth Davis, SCLEA Program Manager, at Elizabeth.Davis@usdoj.gov or 202-305-2667.

Sincerely,



Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Appendix B: BJS FedEx Letter

Dear [NAME]:

I am writing to invite you to participate in a special effort to discuss the Bureau of Justice Statistics' (BJS) upcoming Survey of Campus Law Enforcement Agencies (SCLEA). SCLEA is the only nationally representative survey of campus law enforcement agencies (LEAs) that includes college and university LEAs served by sworn or non-sworn personnel (both public and private institutions). The survey gathers information on agency staffing, operations, budget, policies, responsibilities, and equipment. The results are used to provide an overview of campus LEAs in order to assess their readiness to respond to the challenges unique to campus security.

BJS is working with RTI International (RTI) to develop the 2021 SCLEA, however, before we send the survey out nationally, we need direct feedback from agencies to ensure the survey questions and instructions are as clear as possible. I am writing to ask for your agency's participation in providing feedback. This request is not going to many agencies – yours was specifically selected and we hope your agency can participate.

If you agree, we would:

- Provide a copy of the SCLEA draft survey to your agency's point of contact;
- Ask them to complete a section of the survey; return it to us; and
- Schedule a brief phone interview (1 hour maximum) with RTI staff to discuss the survey.

We hope to collect this feedback throughout January 2021, and our team can be flexible to your schedule. Please let us know whether your agency will help providing feedback on the 2021 SCLEA.

If you have any questions about this special request please contact Dustin Williams, RTI Project Director, at SCLEA@rti.org or 866-881-3251. If you have any general comments, please contact Elizabeth Davis, SCLEA Program Manager, at Elizabeth.Davis@usdoj.gov or 202-305-2667.

Sincerely,



Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Appendix C: Cognitive Interview Participants

Table D1. Participating Agencies

| LEAR ID | Institution Size | Institution Type | Institution Name |
|----------------|-------------------------|-------------------------|---|
| 652559 | Large | Public | Creighton University |
| 640490 | Large | Public | Washburn University |
| 122658 | Large | Public | San Joaquin Delta College |
| N/A | Large | Public | Montgomery College |
| 651102 | Large | Public | West Texas A&M University |
| N/A | Large | Public | University of Cincinnati-Blue Ash |
| 644457 | Large | Public | University of New Hampshire |
| N/A | Small | Public | University of Cincinnati-Clermont College |
| 640731 | Small | Public | Kentucky State University |
| N/A | Small | Public | Montana Technological University |
| N/A | Large | Private | Calvin College |
| N/A | Large | Private | University of Tampa |
| N/A | Large | Private | Gwynedd Mercy University |
| N/A | Small | Private | St. Thomas Aquinas University |

Appendix D: Invitation Letter

Dear [NAME],

Thank you again for agreeing to participate in the cognitive testing related to the 2021 SCLEA. Your participation will help us to revise the survey to reduce the survey's burden on you and your colleagues.

We would like to get your feedback on the following:

- Instructions, terms, or questions that are vague or insufficiently defined;
- Answer choices that are unclear, confusing, or insufficient; and
- The value of the questions and answers to your work.

I have attached a copy of the 2021 SCLEA survey to this email and a consent form to review. **Please complete the survey and return it to us prior to the interview.** We ask that you track the amount of time it takes you to complete those questions. If you think the questions are too difficult to extract the answers, you do not need to complete those questions but please estimate the time it would take you to query a database or confer with colleagues to get those answers.

The interview is scheduled for [TIME] on [DATE].

To join the interview (conducted over Zoom): <https://rtiorg.zoom.us/j/5473336322> (Password: 357443)

Prior to our call, please return a copy of your completed questionnaire to me and be sure to save a copy of the completed survey for reference during our call. This will allow for a more efficient discussion.

If you have any questions, please let me know.

Sincerely,

[INTERVIEWER NAME], [DEGREE]
[JOB TITLE]
RTI International

Appendix E: SCLEA Questionnaire

2021 Survey of Campus Law Enforcement Agencies

Draft: January 29, 2021

INSTITUTIONAL INFORMATION

Cover Page:

3. For which college/university campus(es) are you reporting?
4. Please provide your contact information below:
 - a. Name:
 - b. Position/ Title:
 - c. Telephone number:
 - d. Fax number:
 - e. E-mail address:

AGENCY INFORMATION

3-4. On the first day of the 2021-2022 academic year, who employed the officers that provided routine law enforcement services such as patrol or responding to calls for service on campus? *Please select ALL that apply.*

| | 3. ...routine law enforcement services such as patrol or responding to calls for service. | 4. ...security for special events. |
|--|---|------------------------------------|
| h. Campus police/security agency | [] | [] |
| i. Municipal/county police agency | [] | [] |
| j. Sheriff's office/department | [] | [] |
| k. State law enforcement agency (non-campus) | [] | [] |
| l. Private security firm | [] | [] |
| m. Other. Please specify: _____ | [] | [] |
| n. None of these | [] | [] |

→ If your college/university does **NOT** have a campus police/security agency, please **STOP** here and return this questionnaire in the envelope provided.

If your college/university does have a campus police/security agency, please continue with Question 5.

Attachment 4: Cognitive interview report

PERSONNEL INFORMATION

5. On the first day of the 2021-2022 academic year, enter the number of full and part-time personnel according to their primary job responsibility. Count each full-time staff person ONLY once. If a person performed more than one function, enter that person's count in the job category in which s/he spent most of her/his time. If none, enter '0'.

Mark here if not applicable – No full or part-time sworn officers

Go to Column (2)

Mark here if not applicable – No full or part-time nonsworn officers, civilian personnel, or student employees

Go to Question 6

| | |
|--|--|
| (1) Sworn officers with general arrest powers | (2) Non-sworn officers/ civilian personnel/ Student employees |
|--|--|

| | Full Time | Part Time | Full Time | Part Time |
|--|--------------|--------------|--------------|--------------|
| d. Administration - Chief of police, head of campus security, assistants and other personnel who work in an administrative capacity. <i>Include finance, human resources and internal affairs.</i> | _____ | _____ | _____ | _____ |
| e. Total operations – Police officers, detectives, inspectors, supervisors, and other personnel providing direct law enforcement services. <i>Include traffic, patrol, investigations and special operations</i> | | | | |
| 6. Officers – Patrol/field officers, police officers, traffic, SROs, etc. | _____ | _____ | _____ | _____ |
| 7. Detectives/investigators | _____ | _____ | _____ | _____ |
| 8. Contract Security | _____ | _____ | _____ | _____ |
| 9. Contract Seasonal | _____ | _____ | _____ | _____ |
| 10. All other operations personnel –Inspectors, supervisors, special operations, and other personnel providing direct law enforcement services. | _____ | _____ | _____ | _____ |
| f. Total support – Dispatchers, records clerks, crime analysts, crime lab technicians and other personnel providing support services other than administrative. <i>Include communications, crime lab, fleet management and training.</i> | | | | |
| 3. Dispatchers | _____ | _____ | _____ | _____ |
| 4. All other support personnel – Records clerks, crime analysts, crime lab technicians, and other personnel providing support services other than administrative. <i>Include communications, crime lab, fleet management, and training.</i> | _____ | _____ | _____ | _____ |
| d. Other personnel not included above (e.g., crossing guards, parking enforcement, etc.) | _____ | _____ | _____ | _____ |

6. On the first day of the 2021-2022 academic year, enter the number male and female full-time sworn officers by race, Hispanic origin and sex. If none, enter '0'.

Male

Female

Attachment 4: Cognitive interview report

| | | |
|--|-------|-------|
| i. White, non-Hispanic | _____ | _____ |
| j. Black or African American, non-Hispanic | _____ | _____ |
| k. Hispanic or Latino | _____ | _____ |
| l. American Indian or Alaska Native, non-Hispanic | _____ | _____ |
| m. Native Hawaiian or other Pacific Islander, non-Hispanic | _____ | _____ |
| n. Two or more races | _____ | _____ |
| o. Not known | _____ | _____ |
| p. Total Full-time sworn officers (sum of rows 6a-6g) | _____ | _____ |

PERSONNEL DUTIES AND FUNCTIONS

7. On the first day of the 2021-2022 academic year, did your agency have the primary responsibility for providing the following functions? Please select ONE response per row.

| Security Functions | Yes | No |
|---|--------------------------|--------------------------|
| y. Access control (including electronic access) | <input type="checkbox"/> | <input type="checkbox"/> |
| z. Building lockup/unlock | <input type="checkbox"/> | <input type="checkbox"/> |
| aa. Central alarm monitoring | <input type="checkbox"/> | <input type="checkbox"/> |
| bb. Key control | <input type="checkbox"/> | <input type="checkbox"/> |
| cc. Monitoring surveillance cameras | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialized Functions | Yes | No |
| dd. Bomb/Explosive disposal or detection | <input type="checkbox"/> | <input type="checkbox"/> |
| ee. Executive/dignitary protection | <input type="checkbox"/> | <input type="checkbox"/> |
| ff. Search and rescue | <input type="checkbox"/> | <input type="checkbox"/> |
| gg. Tactical operations (SWAT) | <input type="checkbox"/> | <input type="checkbox"/> |
| hh. Task force participation | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Underwater recovery | <input type="checkbox"/> | <input type="checkbox"/> |
| Vehicle-related Functions | Yes | No |
| jj. Parking administration/registration | <input type="checkbox"/> | <input type="checkbox"/> |
| kk. Parking enforcement | <input type="checkbox"/> | <input type="checkbox"/> |
| ll. Traffic accident investigation | <input type="checkbox"/> | <input type="checkbox"/> |
| mm. Traffic direction and control | <input type="checkbox"/> | <input type="checkbox"/> |
| nn. Traffic law enforcement | <input type="checkbox"/> | <input type="checkbox"/> |
| Public Safety Functions | Yes | No |
| oo. Animal control | <input type="checkbox"/> | <input type="checkbox"/> |
| pp. Dispatching calls for service | <input type="checkbox"/> | <input type="checkbox"/> |
| qq. Emergency fire services | <input type="checkbox"/> | <input type="checkbox"/> |
| rr. Emergency management | <input type="checkbox"/> | <input type="checkbox"/> |
| ss. Emergency medical services | <input type="checkbox"/> | <input type="checkbox"/> |
| tt. Environmental health/safety | <input type="checkbox"/> | <input type="checkbox"/> |
| uu. Fire inspection & prevention | <input type="checkbox"/> | <input type="checkbox"/> |
| vv. Safety escort services | <input type="checkbox"/> | <input type="checkbox"/> |

8. On the first day of the 2021-2022 academic year, did your agency have the primary responsibility for providing on-site security for the following facilities and events? Please select ONE response per row.

Yes No

Attachment 4: Cognitive interview report

| | | |
|--|--------------------------|--------------------------|
| m. Agricultural facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Auditorium events | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Clinic facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Cultural facilities (e.g., museums) | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Daycare and pre-kindergarten facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Educational (K-12) facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Hazardous biological/chemical materials | <input type="checkbox"/> | <input type="checkbox"/> |
| t. Hospital facilities | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Indoor arena events | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Nuclear/Radioactive materials | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Outdoor concert events | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Outdoor stadium events | <input type="checkbox"/> | <input type="checkbox"/> |

9. On the first day of the 2021-2022 academic year, did your agency operate the following types of facilities?

Please select ONE response per row.

| | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| c. Operating a temporary holding cell (not for overnight detention) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Operating an overnight lockup or temporary holding facility separate from a jail | <input type="checkbox"/> | <input type="checkbox"/> |

10. On the first day of the 2021-2022 academic year, what level of routine patrol coverage did your agency provide for the following periods? Please select one response for *sworn* and one response for *non-sworn* for each row.

| | Uniformed Sworn Police Officers | | | Uniformed Non-Sworn Police Officers | | |
|-----------------------------------|---|-----------------------------------|--------------------------|---|-----------------------------------|--------------------------|
| | 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols | 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols |
| e. Weekdays during academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Weekends during academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Breaks between academic terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Summer term | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | [] Not Applicable – No Uniformed Sworn Police Officers | | | [] Not Applicable – No Uniformed Non-Sworn Police Officers | | |

ADMINISTRATION

Attachment 4: Cognitive interview report

11. For the fiscal year that includes the first day of the 2021-2022 academic year, what was your agency's total operating budget? *If not available, provide an estimate and mark [X] the estimate checkbox. Do not include building construction costs or major equipment costs.*

\$ _____ .00 *If estimate, check here:* []

12. On the first day of the 2021-2022 academic year, what was the minimum and maximum annual base salary for the following full-time positions? *If you have only one value for a particular position, please enter it as a 'Minimum'. For any salaries paid at an hourly rate, please multiply the hourly rate by 2,088 to get the annual salary.*

| Full-time Position | Minimum Annual Salary (in dollars) | Maximum Annual Salary (in dollars) | Not Applicable - No Such Position | Don't Know |
|--|------------------------------------|------------------------------------|-----------------------------------|------------------------------|
| e. Chief / Director | \$ _____ | \$ _____ | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| f. Shift Supervisor | \$ _____ | \$ _____ | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| g. Entry-level sworn police officer | \$ _____ | \$ _____ | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| h. Entry-level nonsworn security officer | \$ _____ | \$ _____ | [<input type="checkbox"/>] | [<input type="checkbox"/>] |

13. During the fiscal year including the first day of the 2021-2022 academic year, did your agency authorize or provide any of the following special pay or benefits to FULL-TIME sworn and non-sworn officers? *Mark [X] all that apply.*

- [] Mark here if not applicable – No full-time sworn officers
 [] Mark here if not applicable – No full-time nonsworn officers

Go to Column (2)
Go to Question 14

| | (1) Offered to full-time sworn officers | (2) Offered to full-time non-sworn officers |
|-----------------------------------|--|--|
| h. Bilingual ability pay | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| i. Education incentive pay | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| j. Hazardous duty pay | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| k. Merit/performance pay | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| l. Military service pay | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| m. Shift differential pay | [<input type="checkbox"/>] | [<input type="checkbox"/>] |
| n. Special skills proficiency pay | [<input type="checkbox"/>] | [<input type="checkbox"/>] |

14. On the first day of the 2021-2022 academic year, were there any external agreements or memoranda of understanding between employee representative organizations and nonsupervisory FULL-TIME personnel with your agency? *Please select ONE response per row.*

Attachment 4: Cognitive interview report

| | | | |
|--|-----|--------------------------|--------------------------|
| [] Mark here if not applicable (no external agreements of memoranda of understanding) | | Go to Question 15 | |
| | Yes | No | Not Applicable |
| c. Full-time sworn police officers | [] | [] | [] No sworn officers |
| d. Full-time nonsworn security officers | [] | [] | [] No nonsworn officers |

TECHNOLOGY AND COMMUNICATION

| | | |
|---|------------|-----------|
| 15. On the first day of the 2021-2022 academic year, did any part of your campus have a 'blue-light' or equivalent emergency phone system? | Yes [] | No [] |
|---|------------|-----------|

| | | |
|---|------------|-----------|
| 16. On the first day of the 2021-2022 academic year, did your agency participate in an <u>emergency telephone system</u> with an enhanced 9-1-1, 3-, or 4-digit system (providing both caller location and identification when available)? | Yes [] | No [] |
|---|------------|-----------|

| | | |
|---|-----|-----|
| 17. On the first day of the 2021-2022 academic year, did your agency have an emergency telephone system with the following capabilities for incoming calls from <u>wireless/cellular phones</u>? Please select ONE response per row. | Yes | No |
| e. Displays phone number of wireless caller | [] | [] |
| f. Displays general location of wireless caller | [] | [] |
| g. Displays exact location of wireless caller | [] | [] |
| h. Other. Please specify: _____ | [] | [] |

| | | |
|---|-----|-----|
| 18. On the first day of the 2021-2022 academic year, did your campus use any of the following as part of its <u>mass notification systems</u>? Please select ONE response per row. | Yes | No |
| k. Cellphone application | [] | [] |
| l. Cellphone call alerts or voicemail alerts | [] | [] |
| m. CCTV monitor announcements | [] | [] |
| n. E-mail alerts | [] | [] |
| o. Outdoor public-address speakers or sirens | [] | [] |
| p. Radio or TV announcements | [] | [] |
| q. Social media accounts or college/university website | [] | [] |
| r. Text message alerts | [] | [] |
| s. Variable message sign or LCD billboard announcements | [] | [] |
| t. Voice-over fire alarms | [] | [] |
| k. Other. Please specify: _____ | [] | [] |

Attachment 4: Cognitive interview report

| | | |
|--|--------------------------|--------------------------|
| 19. On the first day of the 2021-2022 academic year, did your agency utilize any of the following technologies for law enforcement or investigative purposes? Please select ONE response per row. | Yes | No |
| b. Automated fingerprint identification system (AFIS) or next generation identification (NGI) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Body-worn cameras | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Computer aided dispatch (CAD) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Facial recognition | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Firearm detection or tracing (e.g., eTrace) technology | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Geographic information systems (GIS), including geo-fencing | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Gunshot detection (e.g., ShotSpotter) | <input type="checkbox"/> | <input type="checkbox"/> |
| h. License plate readers (LPR) | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Record management system (RMS) | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Tire deflation device | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Virtual or augmented reality training systems | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

20. On the first day of the 2021-2022 academic year, was the campus public safety radio system interoperable with the local police, fire, and other first responders?

Yes, fully
 Yes, partially
 Not at all

21. If your campus had a mass notification system on the first day of the 2021-2022 academic year, how were the following groups of people enrolled into the system? Please select ONE response per row.

| | Voluntary, opt-in | Mandatory, opt-out | Other method | Not applicable |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| d. Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Faculty/Administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

22. On the first day of the 2021-2022 academic year, did your agency use computers or electronic devices for any of the following functions? Please select ONE response per row.

| | Yes | No |
|---|--------------------------|--------------------------|
| f. Automated booking | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Crime analysis (including crime mapping or hotspot identification) | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Intelligence gathering | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Inter-agency information transmission | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Social network analysis | <input type="checkbox"/> | <input type="checkbox"/> |

OFFICER SELECTION AND TRAINING REQUIREMENTS

Attachment 4: Cognitive interview report

23. Indicate your agency's minimum education requirement that new FULL-TIME sworn and new FULL-TIME nonsworn officers must have at hiring or within two years of hiring on the first day of the 2021-2022 academic year.

- Mark here if not applicable – No full-time sworn officers
 Mark here if not applicable – No full-time nonsworn officers

Go to Column (2)
Go to Question 23b

| | (1) New Full-Time Sworn Officers | (2) New Full-Time Nonsworn Officers |
|---|--|---|
| Four-year college degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| Two-year college degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| Some college, but no degree required | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ If some college, total credit hours required | _____ hours | _____ hours |
| High school diploma or equivalent required | <input type="checkbox"/> | <input type="checkbox"/> |
| No formal education requirement | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ If no formal requirement → to Question 24 | | |

23b. On the first day of the 2021-2022 academic year, did your agency consider military service as an exemption to this minimum education requirement?

- Yes
 No

24. On the first day of the 2021-2022 academic year, which of the following screening techniques were used by your agency in selecting new FULL-TIME sworn and nonsworn officer recruits? Please select ONE response in Column A and ONE response in Column B per row.

- Mark here if not applicable – No full-time sworn officers
 Mark here if not applicable – No full-time nonsworn officers

Go to Column (2)
Go to Question 25

Attachment 4: Cognitive interview report

| | (1) New Full-Time Sworn Officers | | (2) New Full-Time Nonsworn Officers | |
|---|--|--------------------------|--|--------------------------|
| | Yes | No | Yes | No |
| Background check | | | | |
| o. Background investigation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Credit history check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Criminal history check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Driving record check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Social media check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal attributes | | | | |
| t. Cognitive ability assessment (e.g., writing, reading comprehension, analytical skills) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Interpersonal skills assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Personality/Psychological inventory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Psychological interview | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Polygraph exam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical attributes | | | | |
| y. Drug test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| z. Medical exam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| aa. Physical agility/fitness test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ↳ [IF 24m = YES] Does your agency have different standards based on sex? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| bb. Vision and/or hearing test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 4: Cognitive interview report

25. On the first day of the 2021-2022 academic year, how many total hours of academy training and field training (e.g., with FTO) were required of your agency's new (non-lateral) sworn and nonsworn officer recruits?

- Mark here if not applicable – No full-time sworn officers **Go to Column (2)**
 Mark here if not applicable – No full-time nonsworn officers **Go to Question 26**

| | (1) New Full-Time Sworn Officers | (2) New Full-Time Nonsworn Officers |
|---|--|---|
| Academy Training Hours Total Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |
| Field Training Hours Total Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |

26. On the first day of the 2021-2022 academic year, what were the minimum annual in-service training hours required of your agency's (non-lateral) sworn and nonsworn officer recruits? *If no in-service training hours are required, enter '0'.*

- Mark here if not applicable – No full-time sworn officers **Go to Column (2)**
 Mark here if not applicable – No full-time nonsworn officers **Go to Question 26a**

| | (1) Full-Time Sworn Officers | (2) Full-Time Nonsworn Officers |
|--|------------------------------------|---------------------------------------|
| In-Service Training Hours Total In-Service Training Hours of training (<i>state mandated and additional hours</i>) | _____ hours | _____ hours |

26a. On the first day of the 2021-2022 academic year, did your agency's in-service training include the following topics?

Please select ONE response per row.

| | Yes | No |
|---------------------------------|--------------------------|--------------------------|
| m. Bias/hate crimes | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Crisis Intervention | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Crowd control | <input type="checkbox"/> | <input type="checkbox"/> |
| p. De-escalation/non-escalation | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Diversity | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Gender-based violence | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Implicit bias | <input type="checkbox"/> | <input type="checkbox"/> |
| t. Mental health | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Peer intervention | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Protest response | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Threat assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

27. On the first day of the 2021-2022 academic year, did your agency have plans to conduct the following types of Active Shooter training during the 2021-2022 academic year?

Please select ONE response per row.

| | Yes | No |
|--|-----|----|
| | | |

Attachment 4: Cognitive interview report

| | | |
|---------------------------------|--------------------------|--------------------------|
| e. Mock exercise/Scenario | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Workshop/Seminar/Lecture | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Virtual reality | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

EQUIPMENT AND TECHNIQUES

28. On the first day of the 2021-2022 academic year, which of the following types of firearms were authorized for use by your agency's full-time sworn officers?

Mark here if not applicable – No full-time sworn officers **Go to Question 30**

| | Authorized | Not authorized |
|---------------------------------------|--------------------------|--------------------------|
| e. Handgun | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Shotgun or manual rifle | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Fully automatic rifle (e.g., M-16) | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Semi-automatic rifle (e.g., AR-15) | <input type="checkbox"/> | <input type="checkbox"/> |

29. On the first day of the 2021-2022 academic year, which of the following types of weapons or actions were authorized for use by your agency's full-time sworn officers?

| | Almost / Always Authorized | Authorized Under Limited Circumstances | Never Authorized |
|--|----------------------------------|--|--------------------------|
| n. Open hand techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Closed hand techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Takedown techniques (e.g., straight arm bar) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Vascular restraint or carotid hold | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Respiratory neck restraint | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Leg hobble or other restraints (not including handcuffs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| t. OC spray/foam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Chemical agent projectile (e.g., CS/tear gas, OC pellets) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Flash/bang grenade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Baton | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Blunt force projectile (e.g., bean bag, rubber bullets) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| y. Conducted energy device (e.g., Taser, stun gun, Stinger) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| z. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

30. On the first day of the 2021-2022 academic year, did your agency operate any of the following types of motorized vehicles or equipment? Please select ONE response per row.

| | Yes | No |
|---|--------------------------|--------------------------|
| a. Armored vehicles (e.g., MRAP, tank, BearCat or other SWAT carrier) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Custom or Specialized Vehicles Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

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PROBLEM MANAGEMENT

| 31. On the first day of the 2021-2022 academic year, did your agency have an formal written agreement or informal problem-solving partnership with any of the following? Please select ONE response per row. | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| r. Advocacy groups | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Athletics groups, NCAA, club, and intramural | <input type="checkbox"/> | <input type="checkbox"/> |
| t. Business groups | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Campus administrators/officials | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Domestic violence prevention groups | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Faculty/Staff organizations | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Fraternity/Sorority groups | <input type="checkbox"/> | <input type="checkbox"/> |
| y. LGBTQ+ groups | <input type="checkbox"/> | <input type="checkbox"/> |
| z. Local public officials | <input type="checkbox"/> | <input type="checkbox"/> |
| aa. Multicultural groups | <input type="checkbox"/> | <input type="checkbox"/> |
| bb. Neighborhood associations | <input type="checkbox"/> | <input type="checkbox"/> |
| cc. Other law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> |
| dd. Religious groups | <input type="checkbox"/> | <input type="checkbox"/> |
| ee. Sexual violence prevention programs | <input type="checkbox"/> | <input type="checkbox"/> |
| ff. Student Government Association | <input type="checkbox"/> | <input type="checkbox"/> |
| gg. Student housing groups | <input type="checkbox"/> | <input type="checkbox"/> |
| hh. Student organizations | <input type="checkbox"/> | <input type="checkbox"/> |

| 32. On the first day of the 2021-2022 academic year, did your agency have plans to do any of the following during the 2021-2022 academic year...? Please select ONE response per row. | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| h. Conduct Adopt-A-Residence Hall Program | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Conduct a citizen police academy | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Foot patrols through buildings (required or encouraged) | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Maintain a written community policing plan | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Participate in student-led events | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Work with a Community Advisory Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Other (Please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

| 33. During the 2021-2022 academic year, does your agency plan to conduct any of the following preparedness planning activities? Please select ONE response per row. | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| f. Design or revise a preparedness plan for a school shooting | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Design or revise a preparedness plan for an emergency evacuation of campus | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Disseminate information to increase campus preparedness | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Participate in formal intelligence-sharing agreements with other law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Participate in meetings with campus administrators/staff regarding emergency preparedness plans | <input type="checkbox"/> | <input type="checkbox"/> |

34. On the first day of the 2021-2022 academic year, were student patrols used on your campus?

Yes

No → **Go to Question 35**

34a. If student patrols were used on your campus on the first day of the 2021-2022 academic year, did these student patrols perform any of the following functions? Please select ONE

response per row.

| | Yes | No |
|--|--------------------------|--------------------------|
| h. Auxiliary patrol during normal patrol hours | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Building lock-up | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Emergency response | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Recruitment tool for agency | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Residence hall security | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Safety escorts | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Special event security | <input type="checkbox"/> | <input type="checkbox"/> |

35. On the first day of the 2021-2022 academic year, how did your agency address the following issues? Please select ONE response per row.

| | Agency DID NOT HAVE a specialized unit with full-time personnel | | | | |
|--|---|---|---|--|--|
| | (1) Agency HAD specialized unit with personnel assigned | (2) Agency had designated personnel to address this problem/task | (3) Agency addresses this problem/task, but did not have | (4) Agency did not formally address this problem/task | (5) Agency's jurisdiction did not have this problem |
| | | | | | |

Attachment 4: Cognitive interview report

| Type of issue | FULL-TIME to address this problem/task | | designated personnel | | (NA) |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| v. Active shooter response | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| w. Alcohol education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| x. Behavioral assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| y. Bias/hate crime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| z. Bicycle/pedestrian safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| aa. Community policing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| bb. Crisis intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cc. Cybercrime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| dd. Drug education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ee. General crime prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ff. General rape prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gg. Identity theft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hh. Intimate partner violence, including date rape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Research and planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| jj. Self-defense training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| kk. Social media/network abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ll. Stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| mm. Student security patrol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| nn. Suicide prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| oo. Victim assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| pp. White collar crime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

36. On the first day of the 2021-2022 academic year, did your agency have plans for sworn or nonsworn officers (full-time or part-time) from your agency participate in the following events during the 2021-2022 academic year? Please select ONE response in Column A and ONE response in Column B per row.

Mark here if not applicable – No full- or part-time sworn officers **Go to Column (2)**
 Mark here if not applicable – No full- or part-time nonsworn officers **Go to Question 37**

| | (1) Full-Time or Part Time Sworn Officers | | (2) Full-Time or Part Time Nonsworn Officers | |
|---|--|--------------------------|--|--------------------------|
| | Yes | No | Yes | No |
| g. Crime prevention programs at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Drug/Alcohol programs at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Active shooter exercises at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Crime prevention programs during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| k. Drug/Alcohol programs during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Active shooter exercises during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

37. On the first day of the 2021-2022 academic year, did your campus safety escort service include any of the following characteristics? Please select ONE response per row.

Mark here if not applicable – No campus safety escort service **Go to Question 38**

| | Yes | No |
|--|--------------------------|--------------------------|
| f. Staffed by sworn police officers | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Staffed by nonsworn security officers | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Staffed by students | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Escorts on foot | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Escort by vehicle | <input type="checkbox"/> | <input type="checkbox"/> |

38. During the 2020-2021 academic year, enter the number of citizen complaints (including students) received by current disposition status. If none, enter '0'.

| | All complaints | Use of force complaints |
|---|----------------|-------------------------|
| e. Sustained (sufficient evidence to justify disciplinary action against the officer(s)) | _____ | _____ |
| f. Other disposition (e.g., unfounded, exonerated, not sustained, withdrawn) | _____ | _____ |
| g. Pending (final disposition of the allegation has not been made) | _____ | _____ |
| h. Total complaints received (sum of rows a-c) | _____ | _____ |

39. On the first day of the 2021-2022 academic year, did FULL-TIME SWORN officers in your agency have arrest or patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, arrest and patrol should not be selected.

Mark here if not applicable – No full-time SWORN officers **Go to Question 40**

| | Arrest Jurisdiction | Patrol Jurisdiction | No Jurisdiction |
|--|--------------------------|--------------------------|--------------------------|
| a. Campus property (any building or property owned or controlled by the campus within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Properties outside the area surrounding the campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. State-wide jurisdiction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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40. On the first day of the 2021-2022 academic year, did FULL-TIME NONSWORN officers in your agency have patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, arrest and patrol should not be selected.

Mark here if not applicable – No full-time NONSWORN officers

Go to Question 41

| | Patrol Jurisdiction | No Jurisdiction |
|--|--------------------------|--------------------------|
| f. Campus property (any building or property owned or controlled by the campus within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus) | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Properties outside the area surrounding the campus | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement | <input type="checkbox"/> | <input type="checkbox"/> |
| j. State-wide jurisdiction | <input type="checkbox"/> | <input type="checkbox"/> |

41. On the first day of the 2021-2022 academic year, did your agency have an active Memorandum of Understanding (MOU) or Mutual Aid Agreement with the following types of agencies? Please select ONE response per row.

| | Yes | No |
|--|--------------------------|--------------------------|
| h. State law enforcement agency (non-campus) | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Local police department | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Sheriff's office/department | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Campus law enforcement agency at another college/university | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Other campus agency (non-law enforcement) | <input type="checkbox"/> | <input type="checkbox"/> |
| m. State or local courts | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

42. On the first day of the 2021-2022 academic year, did your agency have a formal policy on the following? Please select ONE response per row.

| | Yes | No |
|---|--------------------------|--------------------------|
| j. Bias/hate crimes | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Gender based offenses | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Jurisdictional sharing with local law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Managing concurrent criminal and Title IX investigations | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Off-campus jurisdictional authority | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Officers involved in domestic violence | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Outside review of use of force | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Providing mental health support for officers experiencing post-traumatic stress disorder | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Other. Please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix F: Cognitive Interview Protocols

Bureau of Justice Statistics:

2021 Survey of Campus Law Enforcement Agencies

Cognitive Test Protocol

Participant ID:

Interview Date:

Interviewer:

Protocol A or B:

SECTION I: INTRODUCTION

Thanks for agreeing to help us develop the questionnaire for the Survey of Campus Law Enforcement Agencies. This call will take about an hour. If this time still works for you, I would like to start with a short summary of the goals for today's call and explain a bit about how I will conduct the interview.

I'm [NAME] with RTI International, a survey research company based in Durham, North Carolina. We have been contracted by the Bureau of Justice Statistics to develop a survey instrument that will be used to collect data for the Survey of Campus Law Enforcement Agencies, or SCLEA. SCLEA will seek to establish national baseline data on the law enforcement and security agencies operating on the campuses of public and private 2- and 4-year institutions. Today we will ask for your help testing the proposed SCLEA questions— including question wording, ways to clarify instructions, and challenges related to obtaining the requested information, as your office may or may not easily track this information.

During the interview, we will go through your completed survey together. Occasionally, I will ask you follow-up questions to understand how you came up with your answer. Some of the questions I will ask you may sound a little strange. For example, I might ask you what a certain word means to you. The reason for this is to learn about the process you go through in your mind when you answer the questions. Please keep in mind that there are no right or wrong answers to my questions. One of our main goals is to draft questions that make sense, so if anything about the questions is confusing or

unclear, you can help by pointing this out. Also, if you are not sure how you would respond to any of the questions, please tell me that, too.

I am interested in hearing all your feedback on the survey, but because there are a lot of topics to discuss and we only have an hour, we are going to focus on specific-pre-selected sections of the survey. At the end of the interview, you can share any important feedback that you didn't have a chance to share earlier.

I am planning to discuss only some of the questions on the questionnaire, but if you have comments or concerns about any of the questions I skip, please feel free to share them with me at any time.

SECTION II: CONSENT

I would like to go over some highlights from the consent form we sent to you prior to this interview. As you review the consent form, please feel free to ask any questions you may have. This document explains the following:

- All your responses and everything you say will be kept strictly confidential, and only researchers working on this project will see your answers or hear the recording. Your name will not be used in any of our reports.
- Your participation is voluntary, and you may stop at any time. You may choose not to answer any questions you don't want to answer.
- The interview should take about 1 hour.

With your permission, I would like to audio-record our conversation. This will allow me to concentrate on what you are saying instead of taking a lot of notes while you are talking. It will also help me write a summary of the interview.

Do you have any questions?

NOTE ANY QUESTIONS:

Do you agree to participate?

Yes

No

Do you agree to the interview being audio-recorded?

Yes

___ No

Before we begin discussing individual questions, do you happen to recall approximately how much time you spent completing the questionnaire? Please include the time you and any others at your office spent gathering information needed to answer the questions.

RECORD LENGTH TO COMPLETE SURVEY

_____ HOURS

_____ MINUTES

SECTION III: COGNITIVE INTERVIEW

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

Now, if you're ready, I'd like to get started.

PROCEED TO PROTOCOL BASED ON PARTICIPANT'S GROUP MEMBERSHIP

GROUP PROTOCOL SECTIONS INSTRUMENT SECTIONS

A III-A INSTITUTIONAL INFORMATION; AGENCY INFORMATION; PERSONNEL INFORMATION;
PERSONNEL DUTIES AND FUNCTIONS; ADMINISTRATION; TECHNOLOGY AND COMMUNICATION

B III-B OFFICER SELECTION AND TRAINING REQUIREMENTS; EQUIPMENT AND TECHNIQUES,
PROBLEM MANAGEMENT

SECTION III-A: PROTOCOL A

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INTERVIEWER: BEGIN INTERVIEW WITH GROUP A MEMBERS HERE.

INSTITUTIONAL INFORMATION

Cover Page:

1. For which college/university campus(es) are you reporting?
2. Please provide your contact information below:
 - a. Name:
 - b. Position/ Title:
 - c. Telephone number:
 - d. Fax number:
 - e. E-mail address:

AGENCY INFORMATION

3-4. On the first day of the 2021-2022 academic year, who employed the officers that provided routine law enforcement services such as patrol or responding to calls for service on campus? Please select ALL that apply.

3. ...routine law enforcement services such as patrol or responding to calls for service. 4. ...security for special events.

- a. Campus police/security agency [] []
- b. Municipal/county police agency [] []
- c. Sheriff's office/department [] []
- d. State law enforcement agency (non-campus) [] []

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- e. Private security firm
- f. Other. Please specify: _____
- g. None of these

If your college/university does NOT have a campus police/security agency, please STOP here and return this questionnaire in the envelope provided.

If your college/university does have a campus police/security agency, please continue with Question 5.

Probe: How difficult is it for you to provide this information for the timeframe specified in the question?

Probe: Other than that, did you have any challenges completing questions 1-4?

PERSONNEL INFORMATION

5. On the first day of the 2021-2022 academic year, enter the number of full and part-time personnel according to their primary job responsibility. Count each full-time staff person ONLY once. If a person performed more than one function, enter that person's count in the job category in which s/he spent most of her/his time. If none, enter '0'.

Mark here if not applicable – No full or part-time sworn officers Go to Column (2)

Mark here if not applicable – No full or part-time nonsworn officers, civilian personnel, or student employees

Go to Question 6

(1)

Sworn officers with general arrest powers (2)

Attachment 4: Cognitive interview report

Non-sworn officers/ civilian personnel/ Student employees

| | | | | |
|--|-----------|-----------|-----------|-----------|
| | Full Time | Part Time | Full Time | Part Time |
|--|-----------|-----------|-----------|-----------|

a. Administration - Chief of police, head of campus security, assistants and other personnel who work in an administrative capacity. Include finance, human resources and internal affairs. _____

b. Total operations – Police officers, detectives, inspectors, supervisors, and other personnel providing direct law enforcement services. Include traffic, patrol, investigations and special operations

1. Officers – Patrol/field officers, police officers, traffic, SROs, etc. _____

2. Detectives/investigators _____

3. Contract Security _____

4. Contract Seasonal _____

5. All other operations personnel–Inspectors, supervisors, special operations, and other personnel providing direct law enforcement services. _____

c. Total support – Dispatchers, records clerks, crime analysts, crime lab technicians and other personnel providing support services other than administrative. Include communications, crime lab, fleet management and training.

1. Dispatchers _____

2. All other support personnel– Records clerks, crime analysts, crime lab technicians, and other personnel providing support services other than administrative. Include communications, crime lab, fleet management, and training. _____

d. Other personnel not included above (e.g., crossing guards, parking enforcement, etc.) _____

6. On the first day of the 2021-2022 academic year, enter the number male and female full-time sworn officers by race, Hispanic origin and sex. If none, enter '0'.

| | | | |
|--|------|--------|--|
| | Male | Female | |
|--|------|--------|--|

a. White, non-Hispanic _____

b. Black or African American, non-Hispanic _____

c. Hispanic or Latino _____

d. American Indian or Alaska Native, non-Hispanic _____

e. Native Hawaiian or other Pacific Islander, non-Hispanic _____

f. Two or more races _____

g. Not known _____

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h. Total Full-time sworn officers (sum of rows 6a-6g) _____

Probe: On question 5, do sub-items b3 (Contract Security) and b4 (Contract Seasonal) make sense to you as written? Would these make more sense as a single sub-item?

Probe: Are the examples provided in each sub-item confusing at all, or do they seem clear?

Probe: How burdensome would it be to provide the data in each sub-item?

Probe: Did you have any other challenges completing questions 5 or 6?

PERSONNEL DUTIES AND FUNCTIONS

7. On the first day of the 2021-2022 academic year, did your agency have the primary responsibility for providing the following functions? Please select ONE response per row.

| Security Functions | Yes | No |
|---|--------------------------|--------------------------|
| a. Access control (including electronic access) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Building lockup/unlock | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Central alarm monitoring | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Key control | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Monitoring surveillance cameras | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialized Functions | Yes | No |
| f. Bomb/Explosive disposal or detection | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Executive/dignitary protection | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Search and rescue | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Tactical operations (SWAT) | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Task force participation | <input type="checkbox"/> | <input type="checkbox"/> |

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| | | | |
|----|-------------------------------------|--------------------------|--------------------------|
| k. | Underwater recovery | <input type="checkbox"/> | <input type="checkbox"/> |
| | Vehicle-related Functions | Yes | No |
| l. | Parking administration/registration | <input type="checkbox"/> | <input type="checkbox"/> |
| m. | Parking enforcement | <input type="checkbox"/> | <input type="checkbox"/> |
| n. | Traffic accident investigation | <input type="checkbox"/> | <input type="checkbox"/> |
| o. | Traffic direction and control | <input type="checkbox"/> | <input type="checkbox"/> |
| p. | Traffic law enforcement | <input type="checkbox"/> | <input type="checkbox"/> |
| | Public Safety Functions | Yes | No |
| q. | Animal control | <input type="checkbox"/> | <input type="checkbox"/> |
| r. | Dispatching calls for service | <input type="checkbox"/> | <input type="checkbox"/> |
| s. | Emergency fire services | <input type="checkbox"/> | <input type="checkbox"/> |
| t. | Emergency management | <input type="checkbox"/> | <input type="checkbox"/> |
| u. | Emergency medical services | <input type="checkbox"/> | <input type="checkbox"/> |
| v. | Environmental health/safety | <input type="checkbox"/> | <input type="checkbox"/> |
| w. | Fire inspection & prevention | <input type="checkbox"/> | <input type="checkbox"/> |
| x. | Safety escort services | <input type="checkbox"/> | <input type="checkbox"/> |

Probe: What does the phrase “primary responsibility” (as used in question 7) mean to you?

Probe: Are the functions listed in question 7 clear?

Probe: Are there any functions your agency performs that are missing from question 7?

8. On the first day of the 2021-2022 academic year, did your agency have the primary responsibility for providing on-site security for the following facilities and events? Please select ONE response per row.

| | | | | |
|----|-------------------------|--------------------------|--------------------------|--|
| | Yes | No | | |
| a. | Agricultural facilities | <input type="checkbox"/> | <input type="checkbox"/> | |
| b. | Auditorium events | <input type="checkbox"/> | <input type="checkbox"/> | |

Attachment 4: Cognitive interview report

- c. Clinic facilities
- d. Cultural facilities (e.g., museums)
- e. Daycare and pre-kindergarten facilities
- f. Educational (K-12) facilities
- g. Hazardous biological/chemical materials
- h. Hospital facilities
- i. Indoor arena events
- j. Nuclear/Radioactive materials
- k. Outdoor concert events
- l. Outdoor stadium events

9. On the first day of the 2021-2022 academic year, did your agency operate the following types of facilities? Please select ONE response per row.

Yes No

- a. Operating a temporary holding cell (not for overnight detention)
- b. Operating an overnight lockup or temporary holding facility separate from a jail

Probe: Are there any additional facility types that your agency provides on-site security for?

Probe: What does the phrase “primary responsibility” (as used in question 8) mean to you?

10. On the first day of the 2021-2022 academic year, what level of routine patrol coverage did your agency provide for the following periods? Please select one response for sworn and one response for non-sworn for each row.

| Uniformed Sworn Police Officers | Uniformed Non-Sworn Police Officers | |
|---------------------------------|-------------------------------------|--------------------|
| 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols |
| 24-hour patrol coverage | Less than 24-hour patrol coverage | No routine patrols |

Attachment 4: Cognitive interview report

-
- a. Weekdays during academic terms
 - b. Weekends during academic terms
 - c. Breaks between academic terms
 - d. Summer term

Not Applicable – No Uniformed

Sworn Police Officers Not Applicable – No Uniformed

Non-Sworn Police Officers

Probe: Were the periods included in question 10 clear?

Probe: Did you have any challenges completing questions 7-10, that we have not already discussed?

ADMINISTRATION

11. For the fiscal year that includes the first day of the 2021-2022 academic year, what was your agency's total operating budget? If not available, provide an estimate and mark [X] the estimate checkbox. Do not include building construction costs or major equipment costs.

\$ _____ .00 If estimate, check here: []

Probe: Are you able to report this data for a given fiscal year, as referenced in question 11?

Probe: Would it be easier to report the data for an academic year or other reference period?[IF OTHER, PROBE ON BEST REFERENCE PERIOD.]

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12. On the first day of the 2021-2022 academic year, what was the minimum and maximum annual base salary for the following full-time positions? If you have only one value for a particular position, please enter it as a 'Minimum'. For any salaries paid at an hourly rate, please multiply the hourly rate by 2,088 to get the annual salary.

Full-time Position Minimum

Annual

Salary

(in dollars) Maximum

Annual

Salary

(in dollars) Not

Applicable -

No Such

Position

Don't Know

- a. Chief / Director \$_____ \$_____
- b. Shift Supervisor \$_____ \$_____
- c. Entry-level sworn police officer \$_____ \$_____
- d. Entry-level nonsworn security officer \$_____ \$_____

13. During the fiscal year including the first day of the 2021-2022 academic year, did your agency authorize or provide any of the following special pay or benefits to FULL-TIME sworn and non-sworn officers? Mark [X] all that apply.

[] Mark here if not applicable – No full-time sworn officers Go to Column (2)

[] Mark here if not applicable – No full-time nonsworn officers Go to Question 14

Attachment 4: Cognitive interview report

(1)

Offered to full-time sworn officers (2)

Offered to full-time non-sworn officers

- a. Bilingual ability pay
- b. Education incentive pay
- c. Hazardous duty pay
- d. Merit/performance pay
- e. Military service pay
- f. Shift differential pay
- g. Special skills proficiency pay

Probe: Are there any types of pay that are missing from the list in question 13??

14. On the first day of the 2021-2022 academic year, were there any external agreements or memoranda of understanding between employee representative organizations and nonsupervisory FULL-TIME personnel with your agency? Please select ONE response per row.

Mark here if not applicable (no external agreements of memoranda of understanding) Go to Question 15

- | | Yes | No | Not Applicable | |
|----|--------------------------------------|--------------------------|--------------------------|---|
| a. | Full-time sworn police officers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No sworn officers |
| b. | Full-time nonsworn security officers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No nonsworn officers |

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Probe: In question 14, were you clear on what was meant by external agreements, memorandum of understanding, and employee representative organizations?

Did you have any other challenges completing questions 12-14?

TECHNOLOGY AND COMMUNICATION

Yes No

15. On the first day of the 2021-2022 academic year, did any part of your campus have a 'blue-light' or equivalent emergency phone system?

16. On the first day of the 2021-2022 academic year, did your agency participate in an emergency telephone system with an enhanced 9-1-1, 3-, or 4-digit system (providing both caller location and identification when available)? Yes No

17. On the first day of the 2021-2022 academic year, did your agency have an emergency telephone system with the following capabilities for incoming calls from wireless/cellular phones? Please select ONE response per row.

Yes

No

- a. Displays phone number of wireless caller
- b. Displays general location of wireless caller
- c. Displays exact location of wireless caller
- d. Other. Please specify: _____

Attachment 4: Cognitive interview report

18. On the first day of the 2021-2022 academic year, did your campus use any of the following as part of its mass notification systems? Please select ONE response per row.

Yes

No

- a. Cellphone application
- b. Cellphone call alerts or voicemail alerts
- c. CCTV monitor announcements
- d. E-mail alerts
- e. Outdoor public-address speakers or sirens
- f. Radio or TV announcements
- g. Social media accounts or college/university website
- h. Text message alerts
- i. Variable message sign or LCD billboard announcements
- j. Voice-over fire alarms
- k. Other. Please specify: _____

Probe: In question 18, were the descriptions of the mass notification systems clear?

19. On the first day of the 2021-2022 academic year, did your agency utilize any of the following technologies for law enforcement or investigative purposes? Please select ONE response per row.

Yes

No

- a. Automated fingerprint identification system (AFIS) or next generation identification (NGI)
- b. Body-worn cameras
- c. Computer aided dispatch (CAD)
- d. Facial recognition
- e. Firearm detection or tracing (e.g., eTrace) technology
- f. Geographic information systems (GIS), including geo-fencing

Attachment 4: Cognitive interview report

- g. Gunshot detection (e.g., ShotSpotter)
- h. License plate readers (LPR)
- i. Record management system (RMS)
- j. Tire deflation device
- k. Virtual or augmented reality training systems
- l. Other. Please specify: _____

Questions 15-19 reference a number of technologies that may or may not be used in your agency.

Probe: What do you think of the technologies discussed in this section (questions 15-19)?

Probe: Should any of these technologies be removed?

Probe: Are there any other technologies that should be added to this list?

20. On the first day of the 2021-2022 academic year, was the campus public safety radio system interoperable with the local police, fire, and other first responders?

- Yes, fully
- Yes, partially
- Not at all

21. If your campus had a mass notification system on the first day of the 2021-2022 academic year, how were the following groups of people enrolled into the system? Please select ONE response per row.

- | | Voluntary, opt-in | Mandatory, opt-out | Other method | Not applicable |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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- b. Staff
- c. Faculty/Administration

22. On the first day of the 2021-2022 academic year, did your agency use computers or electronic devices for any of the following functions? Please select ONE response per row.

Yes

No

- a. Automated booking
- b. Crime analysis (including crime mapping or hotspot identification)
- c. Intelligence gathering
- d. Inter-agency information transmission
- e. Social network analysis

Did you have any other challenges completing questions 15-22?

INTERVIEWER: FOR GROUP A MEMBERS, END QUESTION-SPECIFIC PROBES HERE. PROCEED TO CLOSING PROBES IN SECTION IV.

SECTION III-B: PROTOCOL B

INTERVIEWER: BEGIN INTERVIEW WITH GROUP B MEMBERS HERE.

OFFICER SELECTION AND TRAINING REQUIREMENTS

Attachment 4: Cognitive interview report

23. Indicate your agency's minimum education requirement that new FULL-TIME sworn and new FULL-TIME nonsworn officers must have at hiring or within two years of hiring on the first day of the 2021-2022 academic year.

Mark here if not applicable – No full-time sworn officers Go to Column (2)

Mark here if not applicable – No full-time nonsworn officers Go to Question 23b

(1)

New Full-Time Sworn Officers (2)

New Full-Time Nonsworn Officers

Four-year college degree required

Two-year college degree required

Some college, but no degree required

 If some college, total credit hours required

_____ hours _____ hours

High school diploma or equivalent required

No formal education requirement

 If no formal requirement Go to Question 24

23b. On the first day of the 2021-2022 academic year, did your agency consider military service as an exemption to this minimum education requirement?

Yes

No

Probe: Are the minimum education requirements discussed in question 23 applicable to non-sworn staff? [IF NO] Are there other education requirements that would be applicable to non-sworn staff?

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24. On the first day of the 2021-2022 academic year, which of the following screening techniques were used by your agency in selecting new FULL-TIME sworn and nonsworn officer recruits? Please select ONE response in Column A and ONE response in Column B per row.

Mark here if not applicable – No full-time sworn officers Go to Column (2)

Mark here if not applicable – No full-time nonsworn officers Go to Question 25

(1)

New Full-Time Sworn Officers (2)

New Full-Time Nonsworn Officers

Background check Yes No Yes No

a. Background investigation

b. Credit history check

c. Criminal history check

d. Driving record check

e. Social media check

Personal attributes Yes No Yes No

f. Cognitive ability assessment (e.g., writing, reading comprehension, analytical skills)

g. Interpersonal skills assessment

h. Personality/Psychological inventory

i. Psychological interview

j. Polygraph exam

Physical attributes Yes No Yes No

k. Drug test

l. Medical exam

m. Physical agility/fitness test

[IF 24m = YES] Does your agency have different standards based on sex?

n. Vision and/or hearing test

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Probe: Are the screening techniques discussed in question 24 applicable to non-sworn staff? [IF NO] Are there other screening techniques that would be applicable to non-sworn staff?

25. On the first day of the 2021-2022 academic year, how many total hours of academy training and field training (e.g., with FTO) were required of your agency's new (non-lateral) sworn and nonsworn officer recruits?

Mark here if not applicable – No full-time sworn officers Go to Column (2)

Mark here if not applicable – No full-time nonsworn officers Go to Question 26

(1)

New Full-Time Sworn Officers (2)

New Full-Time Nonsworn Officers

Academy Training Hours

Total Hours of training (state mandated and additional hours) _____ hours _____ hours

Field Training Hours

Total Hours of training (state mandated and additional hours) _____ hours _____ hours

Probe: Are the trainings discussed in question 25 applicable to non-sworn staff? [IF NO] Are there other types of trainings that would be applicable to non-sworn staff?

26. On the first day of the 2021-2022 academic year, what were the minimum annual in-service training hours required of your agency's (non-lateral) sworn and nonsworn officer recruits? If no in-service training hours are required, enter '0'.

Mark here if not applicable – No full-time sworn officers Go to Column (2)

Mark here if not applicable – No full-time nonsworn officers Go to Question 26a

Attachment 4: Cognitive interview report

(1)

Full-Time Sworn Officers (2)

Full-Time Nonsworn Officers

In-Service Training Hours

Total In-Service Training Hours of training (state mandated and additional hours) _____ hours
_____ hours

26a. On the first day of the 2021-2022 academic year, did your agency's in-service training include the following topics?

Please select ONE response per row.

Yes

No

- a. Bias/hate crimes
- b. Crisis Intervention
- c. Crowd control
- d. De-escalation/non-escalation
- e. Diversity
- f. Gender-based violence
- g. Implicit bias
- h. Mental health
- i. Peer intervention
- j. Protest response
- k. Threat assessment

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I. Other. Please specify: _____

27. On the first day of the 2021-2022 academic year, did your agency have plans to conduct the following types of Active Shooter training during the 2021-2022 academic year?

Please select ONE response per row.

Yes

No

- a. Mock exercise/Scenario
- b. Workshop/Seminar/Lecture
- c. Virtual reality
- d. Other. Please specify: _____

Probe: Are the training requirements discussed in questions 25 and 26 applicable to non-sworn staff? [IF NO] Are there other training requirements that would be applicable to non-sworn staff?

Probe: Are there other types of common training that are not included in questions 25 and 26 (include sworn and non-sworn staff)?

Probe: What do “diversity” and “implicit bias” mean to you? Are they meaningfully different in this context?

EQUIPMENT AND TECHNIQUES

28. On the first day of the 2021-2022 academic year, which of the following types of firearms were authorized for use by your agency’s full-time sworn officers?

Mark here if not applicable – No full-time sworn officers Go to Question 30

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Authorized Not authorized

- a. Handgun
- b. Shotgun or manual rifle
- c. Fully automatic rifle (e.g., M-16)
- d. Semi-automatic rifle (e.g., AR-15)

29. On the first day of the 2021-2022 academic year, which of the following types of weapons or actions were authorized for use by your agency's full-time sworn officers?

- | | Almost / Always Authorized | Authorized Under Limited Circumstances | | Never |
|---|----------------------------|--|--------------------------|--------------------------|
| Authorized | | | | |
| a. Open hand techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b. Closed hand techniques | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Takedown techniques (e.g., straight arm bar) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Vascular restraint or carotid hold | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Respiratory neck restraint | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Leg hobble or other restraints (not including handcuffs) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. OC spray/foam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| h. Chemical agent projectile (e.g., CS/tear gas, OC pellets) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Flash/bang grenade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| j. Baton | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| k. Blunt force projectile (e.g., bean bag, rubber bullets) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Conducted energy device (e.g., Taser, stun gun, Stinger) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Other. Please specify: _____ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Probe: Are the authorized weapons and actions discussed in question 28 and 29 applicable to non-sworn staff? [IF NO] Are there other training requirements that would be applicable to non-sworn staff?

Probe: In your own words, what does “authorized” mean as it is used in this question? (e.g., are they thinking about a formal, written policy?)

30. On the first day of the 2021-2022 academic year, did your agency operate any of the following types of motorized vehicles or equipment? Please select ONE response per row.

Yes

No

- a. Armored vehicles (e.g., MRAP, tank, BearCat or other SWAT carrier)
- b. Custom or Specialized Vehicles Please specify: _____

Probe: Other than those we have already discussed, did you have any challenges completing questions 23-30?

PROBLEM MANAGEMENT

31. On the first day of the 2021-2022 academic year, did your agency have an formal written agreement or informal problem-solving partnership with any of the following? Please select ONE response per row.

Yes

No

- a. Advocacy groups
- b. Athletics groups, NCAA, club, and intramural
- c. Business groups
- d. Campus administrators/officials

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- e. Domestic violence prevention groups
- f. Faculty/Staff organizations
- g. Fraternity/Sorority groups
- h. LGBTQ+ groups
- i. Local public officials
- j. Multicultural groups
- k. Neighborhood associations
- l. Other law enforcement agencies
- m. Religious groups
- n. Sexual violence prevention programs
- o. Student Government Association
- p. Student housing groups
- q. Student organizations

Let's take a look at the groups listed in question 31...

Probe: Is item a. "Advocacy groups" clear to you? Would that be easier to answer if specific advocacy groups were identified? If so, what advocacy groups would be appropriate to list?

Probe: Do you think any of the listed groups are unnecessary or should be removed?

Probe: Are there any other groups that you think should be included here?

32. On the first day of the 2021-2022 academic year, did your agency have plans to do any of the following during the 2021-2022 academic year...? Please select ONE response per row.

Yes

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No

- a. Conduct Adopt-A-Residence Hall Program
- b. Conduct a citizen police academy
- c. Foot patrols through buildings (required or encouraged)
- d. Maintain a written community policing plan
- e. Participate in student-led events
- f. Work with a Community Advisory Committee
- g. Other (Please specify): _____

Consider the activities listed in question 32...

Probe: Do you think any of activities listed in question 32 are unnecessary or should be removed?

Probe: Are there any other activities that you think should be included in question 32?

33. During the 2021-2022 academic year, does your agency plan to conduct any of the following preparedness planning activities? Please select ONE response per row.

Yes

No

- a. Design or revise a preparedness plan for a school shooting
- b. Design or revise a preparedness plan for an emergency evacuation of campus
- c. Disseminate information to increase campus preparedness
- d. Participate in formal intelligence-sharing agreements with other law enforcement agencies
- e. Participate in meetings with campus administrators/staff regarding emergency preparedness plans

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Probe: In question 33c, how would you interpret the phrase “disseminate information to increase campus preparedness” as it’s used in the question?

34. On the first day of the 2021-2022 academic year, were student patrols used on your campus?

Yes

No Go to Question 35

34a. If student patrols were used on your campus on the first day of the 2021-2022 academic year, did these student patrols perform any of the following functions? Please select ONE response per row.

Yes

No

- a. Auxiliary patrol during normal patrol hours
- b. Building lock-up
- c. Emergency response
- d. Recruitment tool for agency
- e. Residence hall security
- f. Safety escorts
- g. Special event security

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35. On the first day of the 2021-2022 academic year, how did your agency address the following issues?
Please select ONE response per row.

Agency DID NOT HAVE a specialized
unit with full-time personnel

Type of issue (1)

Agency HAD

specialized

unit with

personnel

assigned

FULL-TIME

to address this

problem/task (2)

Agency had

designated

personnel to

address this

problem/task (3)

Agency

addresses this

problem/task,

Attachment 4: Cognitive interview report

but did not
 have
 designated
 personnel (4)
 Agency did
 not formally
 address this
 problem/task (5)
 Agency's
 jurisdiction
 did not have
 this problem
 (NA)

- | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. | Active shooter response | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| b. | Alcohol education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| c. | Behavioral assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| d. | Bias/hate crime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| e. | Bicycle/pedestrian safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| f. | Community policing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| g. | Crisis intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| h. | Cybercrime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| i. | Drug education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| j. | General crime prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| k. | General rape prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| l. | Identity theft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| m. | Intimate partner violence, including date rape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. | Research and planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| o. | Self-defense training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| p. | Social media/network abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Attachment 4: Cognitive interview report

| | | | | | | |
|----|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| q. | Stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. | Student security patrol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| s. | Suicide prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| t. | Victim assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| u. | White collar crime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Question 35 asks about the issues for which you have designated personnel

Probe: Do you think any of issues listed in question 35 are unnecessary or should be removed?

Probe: Are there any other issues that you think should be included in question 35?

36. On the first day of the 2021-2022 academic year, did your agency have plans for sworn or nonsworn officers (full-time or part-time) from your agency participate in the following events during the 2021-2022 academic year? Please select ONE response in Column A and ONE response in Column B per row.

Mark here if not applicable – No full- or part-time sworn officers Go to Column (2)

Mark here if not applicable – No full- or part-time nonsworn officers Go to Question 37

(1)

Full-Time or Part Time Sworn Officers (2)

Full-Time or Part Time Nonsworn Officers

| | Yes | No | Yes | No | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. | Crime prevention programs at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | Drug/Alcohol programs at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | Active shooter exercises at new student orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | Crime prevention programs during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | Drug/Alcohol programs during the academic year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 4: Cognitive interview report

- f. Active shooter exercises during the academic year

Probe: Do you think it makes sense to include the “active shooter” sub-items (“c” and “f”) in question 36? Are those sub-items applicable to you?

37. On the first day of the 2021-2022 academic year, did your campus safety escort service include any of the following characteristics? Please select ONE response per row.

Mark here if not applicable – No campus safety escort service Go to Question 38

- | | Yes | No |
|--|--------------------------|--------------------------|
| a. Staffed by sworn police officers | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Staffed by nonsworn security officers | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Staffed by students | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Escorts on foot | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Escort by vehicle | <input type="checkbox"/> | <input type="checkbox"/> |

38. During the 2020-2021 academic year, enter the number of citizen complaints (including students) received by current disposition status. If none, enter ‘0’.

All complaints

Use of force complaints

- | | | |
|--|-------|-------|
| a. Sustained (sufficient evidence to justify disciplinary action against the officer(s)) | _____ | _____ |
| b. Other disposition (e.g., unfounded, exonerated, not sustained, withdrawn) | _____ | _____ |
| c. Pending (final disposition of the allegation has not been made) | _____ | _____ |
| d. Total complaints received (sum of rows a-c) | _____ | _____ |

Attachment 4: Cognitive interview report

Probe: How difficult was it to collect this information for question 38?

39. On the first day of the 2021-2022 academic year, did FULL-TIME SWORN officers in your agency have arrest or patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, arrest and patrol should not be selected.

Mark here if not applicable – No full-time SWORN officers Go to Question 40

- | | Arrest Jurisdiction | Patrol Jurisdiction | No Jurisdiction |
|--|--------------------------|--------------------------|--------------------------|
| a. Campus property (any building or property owned or controlled by the campus within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Properties outside the area surrounding the campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. State-wide jurisdiction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

40. On the first day of the 2021-2022 academic year, did FULL-TIME NONSWORN officers in your agency have patrol jurisdiction for any of the following? Please check all that apply for each row. If you have no jurisdiction, arrest and patrol should not be selected.

Mark here if not applicable – No full-time NONSWORN officers Go to Question 41

- | | Patrol Jurisdiction | No Jurisdiction |
|---|--------------------------|--------------------------|
| a. Campus property (any building or property owned or controlled by the campus within the same reasonably contiguous geographic area) | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 4: Cognitive interview report

- b. Properties adjacent to campus (all public property that is within the campus or immediately adjacent to and accessible from the campus)
- c. Properties outside the area surrounding the campus
- d. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or Mutual Aid Agreement
- e. State-wide jurisdiction

Probe: Do Questions 39 and 40 accurately reflect your jurisdiction or is something missing?

41. On the first day of the 2021-2022 academic year, did your agency have an active Memorandum of Understanding (MOU) or Mutual Aid Agreement with the following types of agencies? Please select ONE response per row.

- | | Yes | No | | |
|----|-----|----|---|---|
| a. | | | State law enforcement agency (non-campus) | <input type="checkbox"/> <input type="checkbox"/> |
| b. | | | Local police department | <input type="checkbox"/> <input type="checkbox"/> |
| c. | | | Sheriff's office/department | <input type="checkbox"/> <input type="checkbox"/> |
| d. | | | Campus law enforcement agency at another college/university | <input type="checkbox"/> <input type="checkbox"/> |
| e. | | | Other campus agency (non-law enforcement) | <input type="checkbox"/> <input type="checkbox"/> |
| f. | | | State or local courts | <input type="checkbox"/> <input type="checkbox"/> |
| g. | | | Other. Please specify: _____ | <input type="checkbox"/> <input type="checkbox"/> |

42. On the first day of the 2021-2022 academic year, did your agency have a formal policy on the following? Please select ONE response per row.

- | | Yes | No | | |
|----|-----|----|--|---|
| a. | | | Bias/hate crimes | <input type="checkbox"/> <input type="checkbox"/> |
| b. | | | Gender based offenses | <input type="checkbox"/> <input type="checkbox"/> |
| c. | | | Jurisdictional sharing with local law enforcement agencies | <input type="checkbox"/> <input type="checkbox"/> |
| d. | | | Managing concurrent criminal and Title IX investigations | <input type="checkbox"/> <input type="checkbox"/> |
| e. | | | Off-campus jurisdictional authority | <input type="checkbox"/> <input type="checkbox"/> |
| f. | | | Officers involved in domestic violence | <input type="checkbox"/> <input type="checkbox"/> |
| g. | | | Outside review of use of force | <input type="checkbox"/> <input type="checkbox"/> |

Attachment 4: Cognitive interview report

- h. Providing mental health support for officers experiencing post-traumatic stress disorder []
[]
- i. Other. Please specify: _____ [] []

Did you have any challenges completing questions 31-42?

SECTION IV: CLOSING PROBES

INTERVIEWER: FOR GROUP B MEMBERS, END QUESTION-SPECIFIC PROBES HERE. PROCEED TO CLOSING PROBES IN SECTION IV.

INTERVIEWER: READ THROUGH ALL PROBES IN THIS SECTION AS TIME ALLOWS.

Thank you. We are almost done, but I just have a few remaining questions for you.

Probe: Overall, what did you think of the survey?

Probe: What did you think of the survey's length?

Probe: Aside from those issues we already discussed, are there any questions from the survey that you think people might find difficult to answer?

Probe: Do you have any other comments or concerns about the survey?

Thank you very much for your responses. We will combine your comments with feedback from other participants into an overall report. That report will help BJS evaluate the questionnaire and determine whether to make any changes.

Attachment 5: Pre-notification letter



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

September 9, 2020

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

I am pleased to announce that the Bureau of Justice Statistics (BJS) has begun preparations for the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). SCLEA is the only nationally representative survey of campus law enforcement agencies (LEAs) that includes college and university LEAs served by sworn or non-sworn personnel (both public and private institutions).

In the next few weeks, BJS will invite <<Agency_Name>> to participate in the 2021 SCLEA; specifically, your agency will be asked to complete an online survey focusing on its staffing, operations, budget, policies, responsibilities, and equipment.

I appreciate that you receive a number of data requests throughout the year and I thank you for your support for SCLEA. If you have questions about SCLEA, please contact Dustin Williams at RTI by phone at (800) xxx-xxxx or e-mail at sclea@rti.org. If you have any general comments about this data collection, please contact the BJS Program Manager, Elizabeth Davis, at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

Sincerely,

[TBD]
Director
Bureau of Justice Statistics, Office of Justice Programs, Department of Justice

<<CaseID>>



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

The U.S. Department of Justice's Bureau of Justice Statistics (BJS) is working with RTI International (RTI), a not-for-profit research organization, to conduct the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). SCLEA is the only nationally representative survey of campus law enforcement agencies (LEAs).

Your agency has been selected to participate in the SCLEA and the results will be used to generate current statistics about the characteristics, policies, and responsibilities of campus law enforcement agencies. To begin, please access the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

Please complete the questionnaire online by [DATE]

The questionnaire will take approximately 1 hour to complete. You can download a copy of the questionnaire from the website to assist you in gathering the necessary data or share with others at your agency who can assist you in providing the requested information. If you need to change the point of contact for your agency or update your contact information, go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instruction provided on the website.

If you have questions about SCLEA, please contact Dustin Williams at RTI via phone or email at [800-xxx-xxxx](tel:800-xxx-xxxx) or sclea@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

BJS will use the data collected in SCLEA only for research and statistical purposes, as described in Title 34, USC §10134. RTI International, the SCLEA data collector, is required to adhere to BJS Data Protection Guidelines, which summarize the many federal statutes, regulations, and other authorities that govern all BJS data and data collected and maintained under BJS's authority. The Guidelines may be found at http://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

We thank you in advance for your participation.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Case ID: «caseid»

2021 Survey of Campus Law Enforcement Agencies (SCLEA)

Conducted by:
Bureau of Justice Statistics, U.S. Department of Justice
RTI International
International Association of Campus Law Enforcement
Administrators



Campus law enforcement agencies (LEAs) face unique challenges in areas such as staffing, operations, budget, policies, and equipment. To address these challenges, campus LEAs need to understand how these issues may have changed over time and how their peers are responding to changing demands. The Bureau of Justice Statistics (BJS) will use the 2021 Survey of Campus Law Enforcement Agencies (SCLEA) to provide critical information to practitioners, policy makers, researchers, and other stakeholders. Through the 2021 SCLEA, campus LEAs will be asked to help build a complete enumeration of security and law enforcement agencies operating on the campuses of public and private 2- and 4-year higher education institutions.

BJS has administered the SCLEA regularly since 1995. **The next SCLEA will begin full administration in fall 2021.** The questionnaire will go to approximately 1,750 campus LEAs. Data will be used to produce national-level estimates describing the size, characteristics, and functions of these agencies.

In addition to providing a snapshot of the current state of campus law enforcement, BJS will compare the results of the 2021 SCLEA with those from prior SCLEA administrations to determine how campus LEAs have changed over time. Information collected through the SCLEA can provide localized estimates of personnel counts and functions, statistics that are essential for better understanding the landscape of campus policing. National findings from the SCLEA will be made available to law enforcement personnel, researchers, law makers, and other stakeholders in 2023.

Currently, BJS is working with RTI International and the International Association of Campus Law Enforcement Administrators (IACLEA) to administer the SCLEA survey.

SCLEA



SCLEA Survey Content

During the 2021 SCLEA survey, agencies will be asked questions on the following topics:

- Type of agency
- Personnel including
 - Number of sworn and civilian personnel by full-time or part-time status
 - Number of full-time sworn officers by gender and race
 - Number of full-time sworn officers by primary duty
- Functions performed by the agency including
 - Security duties
 - Public safety activities (including patrols and calls for service)
 - Specialized activities (including bomb disposal, search and rescue, SWAT, etc.)
 - Traffic and vehicle-related enforcement
 - Other specialized functions
- Operating budget
- Technology and communication capabilities
- Officer selection and training requirements
- Problem management activities

SCLEA Schedule

Fall 2021–Spring 2022

- BJS will send a letter inviting campus law enforcement agency chief executives to participate in the SCLEA
- Chief executives invited to participate in the SCLEA can designate a point of contact who will complete the survey
- RTI will provide the chief or point of contact with access to the survey website and collect the survey data

Spring–Winter 2022

- Data quality will be assessed
- Results will be processed and analyzed

Winter 2022–Summer 2023

- BJS will publish a report on the findings

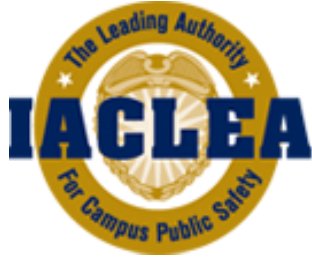
For more information about the SCLEA, visit {Website URL}

You may also contact:

Dustin Williams
 SCLEA Project Director
 RTI International
 3040 E Cornwallis Blvd, RTP, NC 27709
 dwilliams@rti.org
 919-541-8006

Elizabeth Davis
 Statistician
 Bureau of Justice Statistics
 810 7th Street NW, Washington, DC 20531
 Elizabeth.Davis@usdoj.gov
 (202) 305-2667





International Association of Campus Law Enforcement Administrators

Dear «AH_Title» «AH_Name»,

The Bureau of Justice Statistics (BJS), working with RTI International (RTI), is fielding the 2021 Survey of Campus Law Enforcement Agencies (SCLEA) and your agency has been selected to participate. The International Association of Campus Law Enforcement Administrators (IACLEA) is hoping that you will participate in this important project.

The information produced by SCLEA will be very valuable to campus law enforcement agencies such as yours and campus safety overall. From the survey results, you will be able to learn about characteristics and activities of other campus law enforcement agencies nationwide, including law enforcement activities conducted on campus, technology use, training, and problem management practices. This data will help you assess your own agency and experience in relation to similar agencies.

I write to strongly encourage you to complete the survey. BJS is committed to protecting the privacy of the information you provide. By law, BJS can only use your responses to produce statistics. Your agency's data will greatly enhance the data produced by SCLEA. We know that you have many responsibilities and limited time, but we hope that you will provide the requested information and contribute to this effort. Your participation will help ensure that the 2021 SCLEA is a success and that the results can be used with confidence.

Thank you in advance for your participation in this important endeavor.

Sincerely,

Josh Bronson
Director of Education & Leadership Development
International Association of Campus Law Enforcement Administrators

Attachment 9: Invitation email

To: <<EMAIL>>

Subject: Survey of Campus Law Enforcement Agencies | <<CaseID>>

Body of Email:

Dear <<AH_TITLE>> <<AH_NAME>>:

The U.S. Department of Justice's Bureau of Justice Statistics (BJS) is working with RTI International (RTI), a not-for-profit research organization, to conduct the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). SCLEA is the only nationally representative survey of campus law enforcement agencies (LEAs).

Your law enforcement agency has been selected to participate in the SCLEA and the results will be used to generate current statistics about the characteristics, policies, and responsibilities of campus law enforcement agencies.

To begin, please access the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

Please complete the questionnaire online by [DATE]

The questionnaire will take approximately 1 hour to complete. You can download a copy of the questionnaire from the website to assist you in gathering the necessary data or share with others at your agency who can assist you in providing the requested information. If you need to change the point of contact for your agency or update your contact information (including email address), go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instruction provided on the website.

If you have questions about SCLEA, please contact Dustin Williams at RTI via phone or email at [800-xxx-xxxx](tel:800-xxx-xxxx) or sclea@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

BJS will use the data collected in SCLEA only for research and statistical purposes, as described in Title 34, USC §10134. RTI International, the SCLEA data collector, is required to adhere to BJS Data Protection Guidelines, which summarize the many federal statutes, regulations, and other authorities that govern all BJS data and data collected and maintained under BJS's authority. The Guidelines may be found at http://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

We thank you in advance for your participation.

Sincerely,



Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Case ID:«caseid»

Attachment 10: Completion thank you



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

On behalf of the Bureau of Justice Statistics (BJS) and RTI International, I would like to thank you for your participation in the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). I truly appreciate your support in completing this survey. Your participation is vital to helping BJS generate current statistics about the characteristics, policies, and responsibilities of campus law enforcement agencies.

This letter confirms that we have received your survey and are currently processing the data. RTI will contact you if we have any questions about the answers your agency has submitted. You can review and print your survey responses by logging into {website URL} and clicking "Download PDF." We anticipate that data collection will be concluded by the summer of 2022, after which BJS will prepare reports on the survey data. BJS reports on SCLEA should be available in 2023.

If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov. If you have questions about the SCLEA survey, need to change the point of contact at your agency, or need to update your contact information (including e-mail address), please contact Dustin Williams at RTI via phone at 800-xxx-xxxx or email at sclea@rti.org.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth A. Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Case ID: «caseid»

Attachment 11: First reminder



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

The Bureau of Justice Statistics (BJS) recently mailed you an invitation to participate in the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). **The questionnaire due date is [DUE DATE]** and we hope you will be able to respond by then. If you have already completed the survey, please accept our sincere thanks.

If you have not completed your survey, please do so as soon as possible. Your participation is critical to SCLEA and will be used by BJS to generate current statistics about the characteristics, policies, and responsibilities of campus law enforcement agencies.

Please complete the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

If you would prefer to complete a paper survey, you may download a print-friendly version by logging into the SCLEA survey website. You may also request a paper survey by emailing RTI International at sclea@rti.org or calling **1-800-xxx-xxxx**.

If you need to change the point of contact for your agency or update your contact information, go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instructions provided on the website. If you have questions about SCLEA, please contact the Dustin Williams at RTI via phone or email at **800-xxx-xxxx** or sclea@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

On behalf of the Bureau of Justice Statistics, we are grateful for your participation. Thank you for your time and attention.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Case ID: <<caseID>>

Attachment 12: Second reminder

Dear «Title» «Name»,

Two weeks ago, «Agency» was invited to participate in the Bureau of Justice Statistics' (BJS) 2021 Survey of Campus Law Enforcement Agencies (SCLEA). Our records show that as of [MAIL DATE], we have not received your completed questionnaire. If you have completed the survey, please accept my sincere thank you.

If you have not completed the questionnaire, please submit your survey by [DUE DATE]. Your response is very important to us and your agency cannot be replaced by another. The questionnaire will take approximately 1 hour to complete. Please use the following information to log onto the SCLEA website (<http://bjslecs.org/sclea2021>).

USERNAME: «CaseID» PASSWORD: «PIN»

Thank you for your help with this important research. If you have any questions or would like a copy of the survey sent to you, please contact Dustin Williams, by phone at 800-xxx-xxxx, or e-mail at sleps@rti.org.

Sincerely,

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Case ID: <<caseID>>



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

The Bureau of Justice Statistics (BJS) recently mailed you an invitation to participate in the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). **The questionnaire due date is [DUE DATE]**, and we hope you will be able to respond by then. If you have already completed the survey, please accept our sincere thanks.

I appreciate that your time is limited, but **your participation is critical, and your agency cannot be replaced.** The survey includes items that are relevant to all types of campus LEAs, regardless of size or institution type, and will be used by BJS to generate current statistics about the characteristics, policies, and responsibilities of campus law enforcement agencies.

Please complete the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

If you need to change the point of contact for your agency or update your contact information (including email address), go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instructions provided on the website.

If you have questions about SCLEA, please contact Dustin Williams at RTI via phone or email at **800-xxx-xxxx** or sclea@rti.org. If you have any general comments about this data collection, please contact Elizabeth Davis, the Bureau of Justice Statistics Program Manager, at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

On behalf of the Bureau of Justice Statistics, we are grateful for your participation. Thank you for your time and attention.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth A. Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

Case ID: <<caseID>>



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

The Bureau of Justice Statistics (BJS) recently mailed you an invitation to participate in the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). **The questionnaire due date is [DUE DATE]**, and we hope you will be able to respond by then. If you have already completed the survey, please accept our sincere thanks.

I appreciate that your time is limited, but **your participation is critical, and your agency cannot be replaced.** The survey includes items that are relevant to all types of campus LEAs, regardless of size or institution type, and will be used by BJS to generate current statistics about the characteristics, policies, and responsibilities of campus law enforcement agencies.

Please complete the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

If you need to change the point of contact for your agency or update your contact information (including email address), go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instructions provided on the website.

If you have questions about SCLEA, please contact Dustin Williams at RTI via phone or email at **800-xxx-xxxx** or sclea@rti.org. If you have any general comments about this data collection, please contact Elizabeth Davis, the Bureau of Justice Statistics Program Manager, at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

Thank you for your time and attention.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

The Bureau of Justice Statistics (BJS) recently mailed you an invitation to participate in the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). **The questionnaire due date is [DUE DATE]**, and we hope you will be able to respond by then. If you have already completed the survey, please accept our sincere thanks.

I appreciate that your time is limited, but **your participation is critical, and your agency cannot be replaced**. The survey includes items that are relevant to all types of campus LEAs, regardless of size or institution type, and will be used by BJS to generate current statistics about the characteristics, policies, and responsibilities of campus law enforcement agencies.

Please complete the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

If you need to change the point of contact for your agency or update your contact information (including email address), go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instructions provided on the website.

If you have questions about SCLEA, please contact Dustin Williams at RTI via phone or email at **800-xxx-xxxx** or sclea@rti.org. If you have any general comments about this data collection, please contact Elizabeth Davis, the Bureau of Justice Statistics Program Manager, at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

On behalf of the Bureau of Justice Statistics, we are grateful for your participation. Thank you for your time and attention.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth A. Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics

SCLEA Nonresponse Follow-Up Phone Prompting Script
Draft
June 29, 2021

[IF CALL RINGS TO A GATEKEEPER]

Hello, this is <<INSERT NAME>> calling on behalf of the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice regarding the Survey of Campus Law Enforcement Agencies. I am following up on the data collection invitation that was sent addressed to <<POC Name>>. May I speak with <<POC Name>>?

[IF CALL REACHES POC]

Hello, this is <<INSERT NAME>> calling on behalf of the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice regarding the Survey of Campus Law Enforcement Agencies. A few months ago, BJS sent an invitation to participate in this data collection. However, we are still missing data from the agency for which you are the designated respondent. We did not hear back from you, and I wanted to follow up to confirm that you received the request.

[IF QUESTIONS ABOUT THE SURVEY]

- The Survey of Campus Law Enforcement Agencies (SCLEA) has been conducted periodically since 1995; the last available data was in 2011.
- The SCLEA gathers information on agency staffing, operations, budget, policies, responsibilities, and equipment. The results are used to provide an overview of campus LEAs in order to assess their readiness to respond to the challenges unique to campus security.
- BJS will use the data collected only for research and statistical purposes.
- The survey will take approximately one hour to complete, including gathering some of the information and numbers you might need to compile.

[IF RESPONDENT RECEIVED THE INVITATION- OFFER ASSISTANCE TO COMPLETE]

Is there anything I can do to assist you in completing the questionnaire(s)? I can provide you a paper version of the questionnaire(s) if that's preferable.

[IF AGENCY SAYS THEY DO NOT INTEND TO RESPOND]

-Thank you for letting us know. Would you be willing to share with us why you have chosen not to participate?

[IF RESPONDENT DID NOT RECEIVE THE INVITATION OR WANTS IT RE-SENT]

-Let me review the information we have on file for your agency. [REVIEW E-MAIL ADDRESS AND MAILING ADDRESS.]

-Ask for the POC's preferred method of contact and offer to re-send the information.

[IF CALL REACHES A VOICEMAIL SYSTEM]

Attachment 16: Telephone non-response contact script

Hello, this is <<INSERT NAME>> calling on behalf of the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice regarding the Survey of Campus Law Enforcement Agencies. I am following up on the data collection invitation that was sent addressed to <<POC Name>>. I wanted to confirm that they received that invitation and see if there was anything I can do to help your office submit the requested data. Please call me back at your earliest convenience at 1-866-881-3251. Thank you.



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

The Bureau of Justice Statistics (BJS) recently mailed you a link to a web survey seeking information about your law enforcement agency (LEA) for the 2021 Survey of Campus Law Enforcement Agencies (SCLEA). Your LEA is among a select group of agencies asked to participate in this data collection.

I appreciate that your time is limited, but **your participation is critical, and your agency cannot be replaced.** The survey includes items that are relevant to all types of LEAs, regardless of size, and will be used to provide an overview of campus LEAs and the challenges unique to campus security.

To begin, please access the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

Please complete the questionnaire online by [DUE DATE]

If you need to change the point of contact for your agency or update your contact information (including email address), go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instructions provided on the website. If you have questions about SCLEA, please contact the SCLEA data collection team via phone or email at **800-xxx-xxxx** or sclea@rti.org. If you have any general comments about this data collection, please contact Elizabeth Davis, the Bureau of Justice Statistics Program Manager, at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

Thank you for your time and attention.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«AH_Title» «AH_Name»
OR CURRENT CHIEF EXECUTIVE
«Agency_Name»
«Address1» «Address2»
«City», «State» «Zip»

Dear «AH_Title» «AH_Name»,

We have made several attempts to contact you over the past few months regarding the participation of <<AGENCY>> in the Bureau of Justice Statistics' (BJS) 2021 Survey of Campus Law Enforcement Agencies (SCLEA). Your responses are vital to the success of the project.

I am writing today to notify you that there are only a couple of weeks remaining to complete the questionnaire. We must receive your response by **{FINAL_DUE_DATE}** to ensure that the study results accurately reflect the characteristics and activities of your agency. The reliability of the study's results directly depends on the participation of campus law enforcement agencies; <<AGENCY >> **cannot be replaced.**

To begin, please access the questionnaire online at <http://bjslecs.org/sclea2021>. Your agency-specific information is:

USERNAME: «caseid» PASSWORD: «PIN»

Please complete the questionnaire online by **{FINAL_DUE_DATE}**

If you need to change the point of contact for your agency or update your contact information (including email address), go to <http://bjslecs.org/sclea2021> using the username and password shown above and follow the instructions provided on the website.

If you have questions about SCLEA, please contact the Dustin Williams at RTI via phone or email at **800-xxx-xxxx** or sclea@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We thank you in advance for your participation.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Davis".

Elizabeth Davis
SCLEA Program Manager
Bureau of Justice Statistics