# RISK PERCEPTIONS IN THE MANAGEMENT OF STUDENT ORGANIZATIONS

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**Title**

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**DOCTOR OF PHILOSOPHY**

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## ABSTRACT

The purpose of this study was to examine perceptions of risk in student organization management, including differing perceptions among student leaders, advisers, and university personnel, as well as, how factors such as institutional size and community setting influenced said perceptions. In identifying how these three individual groups articulate risk, the study sought to identify disconnect between the groups. This disconnect could lead to better resources to assist in the risk management processes. In order to achieve the purpose of this study, five research questions were developed.

An electronic survey was used to gather information on risk perceptions. The survey had four sections – demographics; risk scenarios; campus and community environment; and the role the university should play in risk management.

A quantitative analysis of the data occurred focusing on descriptive statistics, and through the use of a two-way between-groups analysis of variance (ANOVA). The ANOVA testing was used to see an interaction between the university and the campus setting and size was present. If no interaction was identified, the study looked at the major effects to see if significant differences were present.

Student organizations provide many opportunities for student development. Well-managed organizations can also be an effective marketing tool for universities. However, despite the advantages, they can also raise questions of risk and liability to the institution (Broe, 2009). This study focused on the current perceptions in risk management of student organizations. While this study identified campus setting and size play a minor role in how risk perceptions are formed, it did identify that an individual's role at the institution does impact how risk is viewed, and particularly what level of risk is present. Most of the differences occurred between student

leader's and adviser's perceptions in regards to the perception of risk severity. Student activities professionals can use these perceptions to support stronger training programs. Based upon the results of this current study, such training should focus less on what types of risk are present and instead focus more on how the level of severity could be increased or decreased due to certain factors.

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# CHAPTER I. INTRODUCTION

According to the Student Learning Imperative distributed in 1996 by the American College Personnel Association (ACPA), the more students are involved both inside and outside the classroom, the more they will personally gain from the experiences. It is believed through these opportunities students have the ability to apply knowledge learned in the classroom to multiple environments. ACPA (1996) continued by stating,

> Both students and institutional environments contribute to what students gain from college. Thus, the key to enhancing learning and personal development is not simply for faculty to teach more and better, but also to create conditions that motivate and inspire students to devote time and energy to educationally-purposeful activities, both in and outside the classroom. (p.1)

The experience students receive may vary from group to group, but the learning and development has the potential to aid them in future endeavors.

A more global look at the role and environment of higher education institutions can provide a better understanding of how risk perceptions within student organizations can impact student safety. Newman, Couturier, and Scurry (2004) defined the role of an institution as a place to create a "skilled and educated workforce, encouraging civic engagement in students, serving as an avenue for social mobility, and establishing links with primary and secondary education" (p. 6). Land-grant institutions, in particular, were created to provide a learning environment accessible to all, regardless of things such as race, gender, and economic status, that focused on practical subjects to improve the quality of life for all citizens (Strategic Plan 2010-2015, n.d.). Overall, higher education provides students with opportunities to learn, grow, and develop as

individuals. For some, this learning occurs only in a classroom setting, but for others, a great deal of learning occurs outside the formal classroom through co-curricular activities.

Whether an institution is a two-year, four year, private, or public institution, the basic concept of providing students with the opportunity to form groups or organizations to participate in is fairly consistent. Since higher education was created, the official position titles have changed and been altered, however some form of a student affairs professional has been present since as early as when Harvard College was founded (Dungy & Gordon, 2011) to assist theses student leaders. Dungy and Gordon (2011) continued by stating the mission of these individuals was to manage social, athletic, and co-curricular activities that students were participating in.

Through involvement in these organizations, student leaders are given the opportunity to learn, grow and develop outside of the classroom environment. These experiences teach students how to interact in a group setting, how to engage in the community they belong to, and challenge the world around them. It is also through these experiences that students are exposed to new or different levels of risk than before. As the number of students participating in activities grows, so does the opportunity for student-related risk.

**Background**

Bennett, Combrinck-Graham, and McMullan (1993) stated the court systems are beginning to place a higher amount of liability on universities and colleges for activities that occur at student organization sponsored events. Some institutions are looking towards proactive risk management practices. The reason for this is due to the changing college environment. As Novak (2006) added,

> Recent trends related to tort claims in higher education, coupled with increased state and federal legislation, have prompted institutions across the country to examine their role in

> enhancing safe learning and living environments for their students, faculty, staff, alumni, and guest. (p. 1)

This changing environment has created a need for institutions to look at how risk is managed at all levels.

According to Marsh Risk Consulting (2004), there are two different types of approaches an institution can take when dealing with student organization risk. The first is to be hands off and not involved in a one-on-one setting. This approach "requires preparedness by the university to defend claims, incur legal expenses which can be sizeable toward claims which may or may not have been avoidable" (Marsh Risk Consulting, 2004, p. 255). The second approach is one of control by the university. In this setting the university plays more of an active role in the decision process of organizations. In this approach, "molding the opportunities for unfavorable events will be less frequent, fewer incidents will occur and ultimately the costs associated with the imposed liability will be contained to a minimum" (Marsh Risk Consulting, 2004, p. 255-256).

While managing risk isn't a new practice for institutions, student organization risk management practices (or lack thereof) have become more visible. One event in particular made national headlines when several students were killed and many were injured in an annual event. This one event acted as the catalyst for the discussion about student organization risk management to change. The event was the annual Bonfire event at Texas A&M, College Station.

According to the History of Bonfire and the Bonfire Memorial (n.d.), before the institution played the University of Texas – Austin in football, a group of students would work together to create a bonfire for the pep rally held the night before the big game. In the beginning, this 91-year-old tradition was just a giant pile of scrap wood, but as the years went on, the structure grew into a 55-foot tiered structure of logs held together with steel cables (Powellson,

2010). The students creating this structure would work for weeks to secure the trees, cut them down, load and unload the logs from trucks, and then stack the wood in place to create the considerable sized structure. Once the structure was complete, the students would douse the wood with jet fuel and light it on fire. Documentation was passed on from year to year to guide the next group of individuals through the planning process, however, the training tool was not always kept up-to-date and the students engineering the structure did not always take into account the exact measurements. To the outside eye, this event was seen as very high-risk, however the campus focused on the value of campus traditions and the event continued to be held. On November 18, 1999, the campus tradition became a risk management nightmare when the massive structure came tumbling down killing twelve students and injuring many others.

As a result of this tragedy, a new position was created on campus to assist student groups with risk management (History of Bonfire and the Bonfire Memorial, n.d. & Powellson, 2010). Furthermore, Bonfire was canceled due to the level of risk. In response to a need for stronger risk management protocols, Texas A&M modified a tool used by the military and created a risk management matrix (Risk management, n.d.) to help future student groups facilitate healthy discussions on risk assessment.

Bonfire, coordinated primarily by students, has been instrumental in facilitating conversations of risk management at colleges and universities across the country. This tragedy provided an example to institutions of just what could happen at tradition based and non-tradition based events coordinated by student organization.

Texas A & M is not alone in risk management issues; other campuses have also seen student events make headlines. Some of these institutions include Iowa State University, the University of Connecticut, State University of New York at Albany and Tufts University. At

Tuffs University, students would participant in the Annual Naked Quad Run each winter. President Lawrence S. Bacow canceled the university-sponsored event deeming it was "too dangerous to continue" (Grasgreen, 2011). Similarly, President Steven Leath of Iowa State University canceled VEISHEA, an event that was designed to celebrate the university's history, after students began to riot in the town (Kingkade, 2014). The University of Connecticut and the State University of New York and Albany both canceled spring week celebrations. The State University of New York at Albany canceled the event due to $12,000 in property damage to the city and the University of Connecticut canceled on the grounds that a student was punched to the ground in the previous year's event and died several days later (Grasgreen, 2011). All of these incidents occurred around annual events sponsored by student/university organizations at the respective campus. Student/University organizations aren't alone in this. Campus fraternity and sorority groups also contribute to risk management issues for college campuses. "In the past academic year, at least 80 fraternity chapters were suspended or investigated over allegations of racism, sexism, hazing, alcohol abuse, and sexual assaults" (New, 2015). One fraternity in particular was in the spotlight. The Sigma Alpha Epsilon chapter on the Oklahoma campus was caught on camera singing a racist song (New, 2015).

These and other events that are placed in the media show that there is still a need for better risk management of our student organizations. While this is a sample of the types of activities that can occur on a regular bases for student organizations, it is not to say that all organizations have the potential for these types of issues. With student leaders changing office regularly, and each campus providing similar, yet different tools to assist with risk management, there is room for improvement in the risk management process. Before any substantial change

can occur, a better understanding is needed as to the perceptions of risk that currently exist for student leaders, advisers, and university personnel.

**Statement of Problem**

With the continuous change in student leadership, it is possible for student leaders to be ill equipped for some of the day-to-day roles needed to be a successful leader and a risk manager. One area in particular is an overall perceived lack of consistency in student leaders being able to identify risk management practices within their respective student organizations. If a group leader seeks out information on how to plan an event the questions can range from "what do I need to do/fill out to host this event" to "what do I need to do to travel to this event with my group." It is safe to assume that student leaders want to host and/or attend safe events, however they may not know exactly what types of risk could occur outside of the standard alcohol and travel related risk. In looking at the Sigma Alpha Epsilon example from earlier, while alcohol and travel were identifiable risk for this group, reputational risk was also present. The challenge can be for student leaders to acquiring the tools to accurately identify all of the potential risks that could occur. For university personnel, meeting with each leader can be a helpful way to assist with this educational process, however, it can also be a daunting task to meet in a one-on-one environment with each student leader, especially if the institution as over a hundred student organizations. Student leaders, advisers, and university personnel need to work together to identify tools and resources that student organizations can use to better address risk management in higher education.

**Purpose Statement**

The purpose of this study was to examine perceptions of risk in student organization management, including differing perceptions among student leaders, advisers, and university

personnel, as well as, how factors such as institutional size and community setting influenced said perceptions.

In order to improve the process of how student leaders, advisers, and university personnel are assessing risk at an institution, how risk management is currently perceived between these groups needs to be considered. A basic understanding of the current perceptions is needed so tools and resources can be created to help assist student leaders in successfully accomplishing their roles and to lower the potential for student organization risk to occur. Unlike facts, perceptions can be based on many experiences and varies based on each individual's experience.

In identifying how these three individual groups articulate risk, the study sought to identify disconnect between the groups. The identification of this disconnect could lead to better resources to assist in the risk management processes. In order to achieve the purpose of this study, five research questions were developed.

**Research Questions**

1. How do student leaders, advisers, and university personnel identify the types of risk and barriers in the management of student organizations?
2. Do role and campus setting have an interaction on risk perceptions in the management of student organizations? If not, were there statistically significant differences in the main effects of role and campus setting?
3. Do role and campus size have an interaction on risk perceptions in the management of student organizations? If not, were there statistically significant differences in the main effects of role and campus size?

4. Do role and campus setting have an interaction on perception of the university's role in risk management of student organizations? If not, were there statistically significant differences in the main effects of role and campus setting?
5. Do role and campus size have an interaction on perception of the university's role in risk management of student organizations? If not, were there statistically significant differences in the main effects of role and campus size?

**Significance of the Study**

This study focused on how different stakeholders in student organization management perceive risk in a higher education setting. The information collected identified what perceptions student leaders, advisers, and university personnel currently hold. These responses provided key information on where similarities and disconnects occur within risk perceptions. With this information, student activities staff and university administration can determine what are consistent themes among the three groups and what information still needs to be given to student organization leaders and advisers to make sure all parties are mitigating any unnecessary risk.

In addition to perceptions, the environment of each campus was examined. This information provided insight to how the campus size, as well as, the community the campus is a member of contributes to how risk is perceived by the participants.

The significance of this study goes beyond the participating institutions. The information gathered could be expanded to a national study to compare if regions of the country impact how risk management is handled and if the type of institution plays a factor (i.e. public or private). This information has the potential to revamp how student organizations are managed on a national level when it comes to risk mitigation.

**Delimitations**

Since each campus location is unique, the environment could play a factor in the type of responses gathered. Furthermore, the structure for student organization management at each institution has the potential to play a role in these perceptions due to the different types of risk management practices utilized. In looking at each institution, the risk management processes in place could be more instrumental in the management process at one institution, while another institution may tend to be more hands off. It is the hope of this study that by focusing on perceptions of risk, some of these differences were reduced. In addition, each of these institutions is a land grant institution meaning the student demographics will be similar from campus to campus.

Another delimitation of this study is the time of year that it was completed. The information was gathered at the end of the fall semester. The goal was to conduct the study before a substantial amount of training had occurred for the student organizations, but also to make sure student leaders had time to plan organizational events. These events would provide an insight into how risk was viewed when answering the study. In working to obtain IRB approval, the study was conducted closer to finals week than originally anticipated. This time of year had the potential for a lower response rate due to the end of the semester being a very busy time of year.

A third delimitation of the study was how each institution participated. Iowa State University, North Dakota State University, and the University of Minnesota – Twin Cities provided a list of emails to have the survey sent out by the researcher. Montana State University also provided a list of university personnel to be sent by the researcher. South Dakota State University, University of Nebraska – Lincoln, and the University of Wyoming chose to send the

information out on the researcher's behalf. They were provided the same timeline as the other institutions, however the researcher had limited control on actual dates the emails were sent. Furthermore, Montana State University sent out the emails to student leaders and adviser for the first email and then the remaining emails were sent through a weekly newsletter. With each institution receiving the information in a different manner, it is possible this may have impacted the response rate.

**Potential Implications**

The potential implications of this study are endless. One of the main goals was to provide institutions with statistically significant data to aid in the development a proactive risk management plan. For student activities staff, a well-developed risk management protocol can aid in student success, retention rates, and overall campus engagement (Marsh, Inc., 2004; Pearson & Beckham, 2005). It could also provide learning opportunities not only for active student organizations, but also for student organizations that are being developed.

The study also provided information on how the university environment plays into those perceptions. Based on the information of campus setting and size, the data collected shed light on what environmental factors impacted the risk management perception of student leaders, advisers, and university personnel.

**Definition of Terms**

The following section provides definition of risk terminology that will provide guidance throughout the rest of the study.

*Risk.* According to Gifis (1991), "Hazard, danger, peril, exposure to loss, injury, disadvantage or destruction" (p. 426).

*Enterprise Risk Management (ERM).* A process by which organizations in all industries, assess, control, exploit, finance, and monitor risk from all sources for the purpose of increasing the organization's short and long term value to its stakeholders" (EMR definition and framework, n.d.).

*Enterprise Risk Management (ERM) – Higher Education Specific.* Ways to more effectively manage all of the risks that exist on a college or university campus" (Ackley et al., 2007).

*Strategic Risks.* Strategic risks are ultimately looking at the goals of the organization. In creating the strategic plan, the ERM framework should look to enhance the benefits of risk, while trying to protect the institution from the shortcoming of risk (Ackley et al., 2007).

*Financial Risks.* In safeguarding assets, financial managers are focusing on a loss/gain risk assessment. They are working to take calculated risks that financially can improve resources, while at the same time watching for those things that would be considered too high of risks financially (Ackley et al., 2007).

*Operational Risks.* The day-to-day operations of an institution depend on the successful calculations of risk to benefit models. These operations work to accomplish the strategic goals set out by the university (Ackley et al., 2007).

*Compliance Risks.* Internal and external reporting structures designed to minimize the risk of a business (Ackley et al., 2007).

*Physical Risk.* Includes any type of injury that an individual either attending an event or planning an event could incur (Olvera, 2010).

*Reputational Risk.* Includes risk that damage or impact the reputation of an individual, organization and/or business (Ackley et al., 2007; Olvera, 2010).

*Emotional Risk.* Risk that tend to deal with inclusivity of an individual or group (Olvera, 2010).

*Facilities Risk.* Similar to Operational Risk, this risk focuses on the need to make sure that facilities are kept up and that potential risks have been accounted for (Olvera, 2010).

*Tort Liability.* A tort is defined as "a civil wrong, other than a breach of contract, for which the common law will allow a remedy through the courts. Negligence is the most frequently asserted type of tort claim" (Kaplin & Lee, 2007).

*Negligence.* A legal claim that arises when a person or group owes a duty of care to another person or group; fails to use reasonable care and thus causes injury to that person or organization (Kaplin & Lee, 2007).

*Duty of Care.* A concept in tort law to indicated a standard of care or the legal duty one owes to others (Gifis, 1991).

*Authority.* The permission or power delegated to another. This may be expressed or implied (Gifis, 1991).

*Social Host.* A legal doctrine that may impose liability on private hosts for serving alcohol to party guests who afterwards are involved in an alcohol-related accident (Walton, 1996).

*In Loco Parentis*. Meaning in place of parents, this legal concept was used by courts to give colleges a level of control that paralleled that of a parent. "Because of the perceived delegation of parental authority to the college, judges gave as much deference to college decision making as they gave to parental decision making when faced with litigation by college students" (Dall, 2003, p. 486).

*ByStander Era.* During this time period, courts viewed the relationship between university and student as that of a business relationship. "The bystander university had no automatic duty to protect its students from harm and acquired duty only if it voluntarily assumed it" (Dall, 2003, p. 489).

*Facilitator Era.* Universities are currently acting in what Bickel and Lake (1999) identify as the facilitator era. This era focuses on looking at how the university can guide a student through "support, information, and control as is reasonably necessary and appropriate in the situation" (Bickel & Lake, 1999, p. 193).

*Waivers.* An intentional and voluntary giving up, relinquishment, or surrender of some known right. In general, a waiver may either result from an express agreement or be inferred from circumstances, but courts must indulge every reasonable presumption against the waiver of constitutional rights (Gifis, 1991).

*Hold Harmless.* Is used to signify a commitment by one party to make good or repay another party to an agreement in the event of a specified loss (Gifis, 1991).

This was a brief overview of the legal terms used in case law when applied to student organizations. It is not a complete list, but does provide for a basic understanding to assist with the topic of risk management.

**Chapter Summary**

Texas A&M's Bonfire event, coordinated primarily by students, has been instrumental in facilitating the start of conversations at colleges and universities across the country on risk management issues. This tragedy provided an example to institutions of just what could happen at student organization events. Bonfire may have been a catalyst in starting the conversation, however, events like Tufts Naked Quad Run or Iowa State University's VEISHA events, are

several examples of why the conversation needs to continue. This study focused on identifying perceptions of these potential risks and how to create a supportive risk management environment that could mitigate the negative impact and the overall severity of incidents similar to Bonfire. It also investigated what factors campus environment play in those perceptions.

The significance of the findings have the potential to aid student activities office staff and university personnel in creating better resources for student leaders that they will be more apt to utilize when working with risk management of organizations.

**Organization of the Study**

Chapter I provided a background of the study by identifying the need for student organization risk management. The statement of the problem was given to show how exploring current perceptions of student leaders, advisers, and university personnel can aid in the development of a proactive risk management plan. Five research questions were identified for the study and the significance of the study showed how the information gathered can impact student organizations. Several delimitations were identified, as well as, potential implications to the field of student affairs as a whole. Lastly, definitions were provided for use throughout this paper.

Chapter II examines the associated literature pertaining to risk management and student organization leadership. It identifies types of organization risk, and what types of student-university relationships exist. The section categorized different types of student organizations and how the university structure affiliates with them. It also explored literature on environmental factors within higher education and the types of roles, if any, they played on student involvement.

Chapter III lays out the manner in which the study was conducted. To obtain perceptions of student leaders, advisers, and university personnel, a survey was created to specifically look at

risk perceptions and environmental factors. The survey was tested both by a pilot study conducted at North Dakota State University (NDSU) and through a review of experts in the field of risk management. Once the survey was validated, it was administered to seven land grant institutions in the upper Midwest.

Chapter IV provided the results from the survey. Through qualitative and quantitative data, the responses for each research questions are provided. The data is provided both visually and through written responses.

Chapter V expounds on what the results mean to risk management of student organizations in higher education. Identifying where the similarities and disconnects occur. It then looks to understanding what this information means for practitioners in student affairs and student organization management. It looks at how the information gathered can be utilized at each campus to improve risk mitigation practices. Lastly, this section explores future studies that can be done to further develop research on this topic.

## CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter focused on how to identify student organization risk. It looked at what external elements play into an environment of risk and who the drivers are in higher education risk management. When looking at a campus environment, culture, tradition, and structure can have a large impact into an existence of risk. Understanding this environment can create a better understanding for how and why processes are either followed or neglected by student groups. In looking at the campus environment, identifying the key drivers could be crucial. These drivers include, but are not limited to, student leaders, staff and faculty advisers, and legal counsel.

After identifying the factors of risk, the relationship between the student and the university was looked at. This section focused on the role the university plays based on the specific types of student organization. It also identified ways to educate student leaders, and how advisers are key in risk management processes.

### Conceptual Framework

Regardless if an institution is a land-grant institution, all higher educational institutions must provide the basics for students to feel included and safe. Abraham Maslow developed a theory based on a person's hierarchy of needs. More commonly referred to as Maslow's Hierarchy of Needs, Lussier, and Achua (2013) identify the five levels of needs as – physiological, safety, belongingness, esteem, and self-actualization. Each level must be obtained before the next level can be focused on. Working together each level creates the foundation for who an individual is and how that individual achieves on a daily bases. If one of the foundational pieces like safety or belongingness is missing, it can become more challenging to reach esteem and self-actualization. These needs hold true for higher education institutions as well. As higher education professionals, institutional leaders need to identify how the basic foundation of needs

is achieved before it can work to provide for those foundations for students. Institutions need to identify what environments can be achieved to provide physiological and safety needs for students so higher levels can be obtained. One way an institution can provide for some of the physiological needs of a student is through intentional housing and meal plans. Once a student has a place to stay and a plan is in place for meals, the focus can turn to safety concerns. Safety can pertain to many aspects of campus life. It can pertain to the campus environment, the structural quality of campus buildings and the overall perception of safety within the community. According to Hall, Lindzey, Loehlin, and Manosevitz (1985) creating an environment that is safe, lawful, and predictable can fulfill the safety needs of an individual. The environment of a campus, described by Astin (1993) as the " characteristics of institutions, curriculum, faculty, residence and financial aid, and student peer groups" (p. 70), when put together creates an experience for each student. Looking holistically, each student is subjected to the same institutional environment when enrolling at the same institution (Astin, 1993). Astin (1993) continued by stating based on individual experiences, both curricular and co-curricular in nature, a very different campus environment may be created. It is through these co-curricular experiences students have the ability to expand on self-awareness, and interpersonal skills, while creating a greater connection to the campus environment.

By providing a safe and secure environment as a foundation for a student, an institution has the ability to reinforce a sense of belonging (Strange & Banning, 2001). Belonging or inclusiveness, can be obtained by creating a sense of campus community through "a class, a student organization, a peer training program, or a residence hall floor, to cite a few examples, that participants experience a complete sense of membership in a setting" (Strange & Banning, 2001, p. 110). This open, safe, and inclusive environment has the ability to provide a space

where students can feel engaged in both the academic world, as well as, the co-curricular activities they participate in. One campus area that focuses on this type of student engagement is within Student Affairs.

Student Affairs provides a practical application to the field of study students are learning about in the classroom. The creation of an environment that has the ability to foster the safe and inclusive learning objectives, requires institutions to develop communities that both challenge and support student growth and development (Evans, Forney & Guido-DiBrito, 1998). Psychologist Nevitt Sanford argued this type of environment allows students to be pushed forward, while balancing the struggles with a supportive, positive environment that encourages them to be successful. Evans, Forney, and Guido-DiBrito (1998) continued, "if the environment presents too much challenge, individuals tend to regress to earlier, less adaptive modes of behavior" (p. 26). This idea of challenging students to reach their potential, while supporting the struggles and embracing the rewards is what Sanford was focusing on in his challenge and support theory. The environment that is created for students can play a pivotal role in their success. Student Affairs professionals understand this delicate balancing act and provide opportunities for students to further develop outside of a traditional classroom environment. Evans, Forney & Guido-DiBrito (1998) identify Alexander Astin's argument that, " for student learning and growth to take place, students need to actively engage in their environment" (p. 27). Using the Inputs-Environment-Outputs (I-E-O) Model, Astin focused on how the characteristics of a student when first starting at the institution (input) are impacted by the environment based on what the student is exposed to (environment) and how the characteristics of that student is altered after the exposure (outputs). Each individual student has the ability to be impacted by course work, various programs, policies, student organizations, and other environmental factors.

Specifically looking at student organizations, individuals are exposed to ideas, friendships, and life skills that have the potential to make them want to continue within the organization. Leadership and advisers closely monitor some organizations, while primarily the student leader runs other organizations. This variety can create situations where an environment might not be as safe and inclusive as a student would like. The environment also has the potential to create higher levels of risk to both the students and the organization. The five types of risk in the PREFF model are physical risk, reputational risk, emotional risk, financial risk, and/or facilities risk. All of these risks have the potential of increasing when monitoring of the environment is reduce.

In looking at ways to provide a safe and inclusive environment within student organizations, groups must be equipped with the tools to provide an open and free exchange of ideas. Advisers and other university personnel have the ability to provide guidance by engaging on a regular basis with the student leaders. With the right information, this guidance can assist student groups in identifying risk. Identifying what perceptions of risk are present in student organization management is important prior to identifying what resources will be helpful. While advisers and university personnel are important in student organization management process, they could also be creating barriers to a successful risk management protocol. When observing how all the pieces of higher education come together, Figure 1 identifies how higher education, environment, safety, and risk management play a role in perceptions. One or more of the identified areas could impact perceptions of acceptable risk management practices for student organizations. This study was created to address the perceptions and environmental factors present within student organization management.

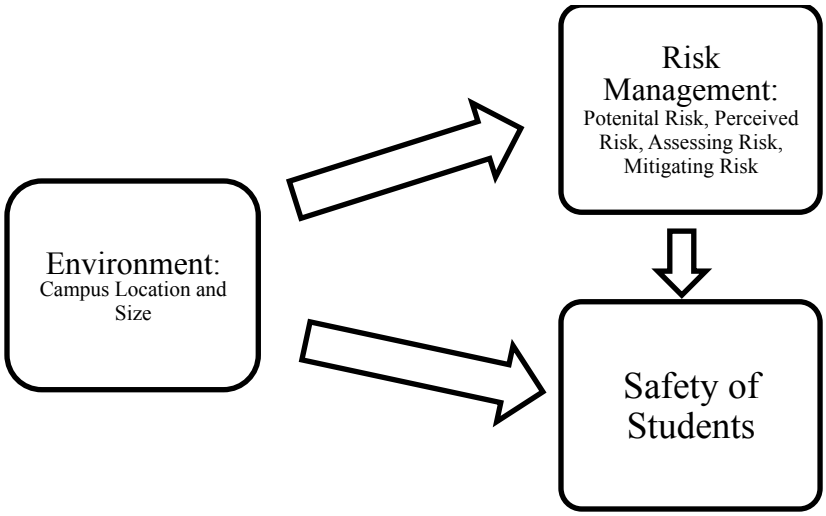


*Figure 1.* Conceptual framework used to identify the relationship between environment, risk management, and student safety.

**Identifying Student Organization Risk**

Many things can influence how people view the world around them. Personal backgrounds, education, word of mouth, past experiences, and personal traits are just a few. Risk can be viewed the same way. The environment of a college campus can be a driver in how students view risk. Other drivers could include the following areas: legal/safety offices, staff/faculty advisers, and other students.

**Campus Environment.** The environment that students find at college campuses can influence the learning that will/does occur (Hamrick, Evans, & Schuh, 2002). This analysis of how different organisms interact and relate to the environment is called ecology (Moos, 1976). All organisms – plant, animal, and human – are tied to the environment they are a part of. A parallel can be made for the college campus environment.

With every college and university providing different experiences, everyone can benefit from a better understanding of how the campus environment shapes and influences those who are seeking to gain the opportunities provided (Strange & Banning, 2001). From the first time a potential student steps onto a campus, they have a feeling – an intuition – that lets them know if

it is the right fit for them. That feeling can come from the staff and faculty they meet, the way the campus looks, the services provided, or many other reasons. Each student experiences a feeling that is unique to him or her.

The various factors, including but are not limited to, physical, environmental, historical, financial, and educational, that go into making a college unique, also play a role in the student learning process and can be referred to as the campus ecology. The availability of classroom and study space is important to the type of learning environment that students need. In addition to individual learning, student organizations can provide additional learning opportunities. It is through these environments that students can acquire different perspectives and viewpoints causing them to reevaluate preexisting opinions of the world. Similar to the academic learning communities, where students taking two or more classes together were more engaged than students who did not take classes together (Kuh, 2009), student organizations can create learning environments that keep students engaged and active in the learning process. Through the gathering of each experience a student receives from an organization, it can become clear that the benefits of involvement can increase critical thinking skills in students.

Campus Ecology theory, is not designed to predict the success a student will have, but rather, focuses on how the environment impacts the learning of the student (Sandeen & Barr, 2006). In looking at the environment of student organizations, Gellin (2003) stated, "involvement in clubs and organizations may lead to critical thinking gains because undergraduates must make a conscious effort to seek out groups they are interested in and, therefore, may bring a high level of commitment to their involvement" (p. 754). While the specific growth varies with each environment, it is clear that environments can impact the

development and personal growth of students (Moos & Brownstein, 1977). Hamrick, Evans & Schuh (2002), added

> …for students to grow, they must be presented with environmental challenges: 'For a change to occur, there must be internal or external stimuli which upset [the student's] existing equilibrium, which cause instability that existing modes of adaptation do not suffice to correct, and which thus require the person to make new responses and so to expand his [sic] personality. (1967, p. 51)

Based on these environments, student organizations can challenge and push student growth to a new level.

According to Renn and Patton (2011), when looking at the different elements of determining how individuals interact with a campus environment – specifically how they utilize it and how it influences them – it is important to understand how areas like organizational change and student learning and development are impacted by the environment. Students who come to campus are looking for something that creates a sense of belonging for them. Whether it is a specific academic program or a co-curricular activity, students want to know they are getting the services they require. Evaluating these and other potential barriers to learning becomes essential to understanding the student learning process. For example, one area of focus that sometimes is over looked is the time of day students are looking for services and activities. College students, even more so the millennial generation, come alive after 10 p.m. and stay up and active until 4, 5 or 6 a.m. (Lake & Dickerson, 2006). Students are no longer as active during the normal 8-5 business hours that most campus services are offered. Typically limited services, if any, are available at that time of night. This is one physical barrier that can create disconnect to students and can create the potential for high-risk activities to take place.

Strange and Banning (2001) focused on other potential barriers that can come in the form of physical buildings; the people who work and study on campus; and the processes and procedures in place. When looking specifically at the student activities office, location, what spaces are available for programming, and what paperwork needs to be completed are examples of environment specific concerns for student groups. If the student activities office is located in the basement of a building, tucked away from normal traffic flow, the participation levels have the potential to drop. If the pathway to get to an event is dimly lit, the perception of safety may be of concern and the event attendance could suffer. If a participant feels like the challenges are larger than the benefits, they may feel indifferent towards the group or department creating a sense of "if they want me to find [fill in the blank] why do they make it so difficult?" (Strange & Banning, 2001, p. 29). This indifference can lead to a decline in both the membership of an organization and the participation in-group settings. It could also decrease the attendance at campus-sponsored events. The same can hold true for websites. If information is provided through electronic interface, but the websites are hard to navigate, students will move on to something else. The physical limitations can create reasons for students to either skip the process entirely or find ways around them. This ability to work around a situation could potentially create higher levels of risk for student groups. These risks could include the safety of students, the legal liability of those who attend an event, the liability of the group as it engages with the university, and so on.

In looking at the campus environment, three distinct elements play a role. They include (a) the culture brought in by the student, (b) traditions and the current culture present at the university (including culture brought in by staff and administrators), and (c) the physical campus structures in place (Pace & McFee, 1960). New students bring with them the history, traditions,

and cultures they have experienced in growing up. For some, they are coming from small towns, where graduating classes were no bigger than five to ten people. Others are coming from an environment of inner cities. Violence, crimes, and drugs are all things they have had to deal with during their transformative years. This knowledge is coming with them to merge with the new experiences college will bring. When new students arrive on campus, a certain set of expectations typically is brought with. For example, there could be a certain expectation for what the classroom will be like, how accessible faculty and staff will be and what types of support systems should be in place.

Pace and McFee (1960) suggested the culture of the students will become embedded into the existing culture and traditions of the university. The existing cultures are made up of the staff and faculty to who work at the campus and the students who are currently enrolled. Each campus is unique and the culture may revolve around a successful sporting team, an academic achievement, or some other characteristic that makes the institutions successful. It may also be a combination of several key factors. Utilizing these features is one technique institutions could focus on in recruiting new students to come to campus and continued support from both the community and alumni.

The last area Pace and McFee (1960) referenced was the physical culture of the campus. The buildings on an older campus may tell a story. They may provide information about a long tradition of learning. They may also share a story of aging and neglect when it comes to building esthetics. If the campus is primarily brick and concrete, like in urban universities or open and green at more rural universities, each provides an element of the campus culture for new students to experience.

The traditions and history of a campus can also play into the cultures that students experience. In looking at student organizations, events are sometimes continued because "it has always been done that way". When looking at the term always, in college years that can be as little as two to three years. What some groups may not understand is just because it has been done, does not mean that the event or activity is something that should be continued. In trying to create a culture that is proactive in risk management, universities are working to create safer environments that are able to focus on the institutional goals while still providing opportunities to explore and challenge in and outside of the classroom setting (Novak & Jackson, 2002).

Students who want to get involved in something they are passionate about form student organizations. Most institutions have requirements in place to help this process. The student groups create a constitution, solicit other students to join and then create opportunities for students to appreciate the commonalities that are associated with the group. To some degree, student organizational environments are conceived by the organization themselves (Birnbaum, 1988). Taking it one step further, "organizational cultures are created in part by leaders, and one of the most decisive functions of leadership is the creation, the management, and sometimes even the destruction of culture" (Schein, 1992, p.5). Through leadership, student organizations create the culture and the environment they envision for the group. As the group members change, so can the essence of the organization as a whole.

The environmental culture is only one piece of what creates a risk culture at an institution. Another component includes the people, departments, and practices that are referred to as risk drivers.

**Risk Drivers.** According to Cassidy et al. (2001), when assessing risk management, risk drivers need to be identified. Generally speaking, "the drivers of risk are the factors that

introduce risk into an environment" (Cassidy et al., 2001, p. 9). Risk drivers can come out of any one of the five ERM models listed early, however for student organizations, three key drivers come to mind. These drivers include students, staff/faculty advisers, and university legal systems.

***Students.*** Students could be seen as risk drivers due to the activities they participate in. The very nature of student activities provides an environment that creates some level of risk for an institution.

***Staff/Faculty.*** Staff and faculty can be risk drivers based on their interaction with students. If faculty and staff act outside of the roles they have been hired to do, they could create a risk environment that could leave them unprotected by the university (Potential Liability, n.d.).

***Legal.*** Based on policies, procedures and laws of a state, legal issues could be a risk driver at an institution. The legal responsibility to a student has changed over the years.

In looking at these three drivers, legal can also extend to the relationship in which the institution has with the student organization. Critical incidents, like the Texas A&M Bonfire, are encouraging universities to move away from a model of *in loco parentis*, and move more towards a facilitator university model. There has been some change in legal responsibility of institutions over the years. According to Bickel and Lake (1999), prior to the 1960s, *in loco parentis*, was the era of case law for institutions of higher education. The framework of *in loco parentis*, was not that the university owed the student anything, but rather that the university had control over the student (Melear, 2003). The university was able to act in place of the parent when it came to disciplinary actions. According to Dall (2003), in the 1960s the courts started to view the relationship of students and universities as more of a contract and less of a parental figure. Part of this shift was due to students, during wartime, wanting to exercise their constitutional rights of protesting and being sent through the university judicial process for doing

so. This shift created an environment on campuses that led to the rise of the bystander campus in the 1970s and 1980s. During the bystander era, institutions had no legal obligation to the students, including no legal responsibility to protect them from harm. This period was a no-duty to students' era. In the 1990s this philosophy changed to that of something in the middle. In the facilitator era, Bickel and Lake (1999) state, the responsibility has become shared between the authority of the university and the freedom of the student. Institutions of today no longer are acting *in loco parentis*, but the courts are not allowing them to stand by as bystanders either. It is clear that institutions need to find that middle ground of reasonable care when dealing with students (Nuss, 1998).

At a facilitator university, the objective is to create an environment where responsible and reasonable choices are made (Lake, 2005). Bickel and Lake (1999) focused on the benefits of a facilitator university model when it comes to risk management. College students are no longer children needing to be parented by universities; however, they have not fully developed into adults either. This transitional period makes the facilitator model a good choice. In working with students, this transitional stage provides for shared responsibility and provides a supportive environment for making reasonable and responsible choices (Lake & Dickerson, 2008).

In utilizing a facilitator model, a university is looking at the relationship between the institution and the student as that of a partnership. In a facilitator model, a certain level of risk could occur, so it is important for student activities professionals and advisers, to educate student organizations of the perceived risk, the degree of that risk, and whether the degree of the risk is worth taking (Olvera 2010). In looking at the Texas A&M Bonfire incident, the level of risk was not worth taking the risk on for future events. For a facilitator environment to be successful, the administrators and staff must visibly show support. The inclusion of students in the planning

process is key. By having students present, a shared responsibility for managing campus life can occur (Novak, 2006).

This shared responsibility creates a relationship between the students and the university. The next section considered more closely what types of relationships occur and how to work within those relationships to create a stronger risk management plan.

**Student/University Relationship**

"Contrary to popular belief, the primary purpose of risk assessment is not to avoid lawsuits and legal liability. It is to help reasonably protect our students, faculty, staff, alumni, and visitors from reasonably foreseeable harm by reducing unnecessary risk in connection with an institution's programs and activities" (Hoye, 2006, p. 17). Building off of this, risk management of student organizations is the process of helping student leaders understand the potential and perceived risk inherent with the activities they participate in. It is also about providing educational resources and setting boundaries to help make proactive steps to minimize loss and/or injury (Risk Management, n.d.).

**Types of Organizations.** In looking at the higher education structure, three types of organizations were identified. Wilson (C. Wilson, personal communication, December 13, 2013) identified and defined three types of organizations. There is the university as a whole, student organizations that are registered with the university but not recognized as an official entity of the university, and lastly was student organizations that are run by student leaders but have no tie to the university.

***The University.*** The university is made up of different departments and extensions that work to provide services to students, staff, faculty, alumni, and guest. As a whole, the institution has certain functions or responsibilities that each area carries out. By following the guidelines in

place, these areas are supporting the mission of the university and therefore would fall under the scope of the university risk management umbrella.

***University Recognized Student Organizations***. Organizations that may fall under this description are those organizations that have a duel role with university. They include groups such as Student Government, the marching band, and the student programming board. While these groups may be student run or driven, they are also supported through staffing, finances, and additional resources by the university. The university has a vested interest in these groups to make sure they are successful. In some cases, these groups may fall under the university risk umbrella.

***University Registered Student Organizations***. Registered student organizations are those groups that are identified as student groups on campus, but have no additional tie to the university. Some examples would include the chess club, club sports, international groups and religious groups. These student organizations are responsible for the liability of the meetings they plan and the events they host. In most cases, these groups would not fall under the university risk umbrella.

For most organizations in higher education it is easy to identify which of the three groups to classify under. One group of student organizations that tends to vary between the university recognized and university registered student organization are the social fraternities and sororities on campus.

**Social Greek Organizations.** Social fraternities and sororities have been around for hundreds of years. The first Greek letter fraternity was founded in 1776 at the College of William and Mary in Williamsburg, VA and Kappa Alpha Theta, the first Greek letter sorority, was founded in 1870 (San Jose State University, n.d.). Inherent to these organizations is history,

tradition, alumni relations, and national support to name a few. It is due to these factors that social Greek organizations can have a difficult time identifying what role they play on a college campus. For some institutions, agreements are created to identify what level of support the university will give based on the level of expectations agreed upon. North Dakota State University (NDSU) is one of those institutions. According to the NDSU Student Life website (n.d.), a Greek Life Initiative and Action Plan was created and put into action in 2001 to address growing concerns within the Greek Life community. The initiative identifies the levels of support both financially and through staffing that the university will invest into the Greek Life program. Even without institutional guidance like that provided at NDSU, many of these organizations are guided through national associations. According to the National Interfraternity Conference (NIC) website, NIC governs 70 international and national men's collegiate fraternities. NIC provides programs, resources and staffing to assist fraternities in the risk management processes within a chapter. The National Panhellenic Conference (NPC) governs 26-international/national sororities/women's fraternities (National Panhellenic Conference, n.d.). The NPC provides each chapter with a manual of information that provides the chapters a consistent and through look at what it means to be a member of a sorority. This handbook provides information on events, alcohol, and hazing to name a few. It is through these additional risk resources that student leaders within the Greek system may receive additional training on how to mitigate risk that no Greek organizations may miss.

**Working With Registered Student Organizations.** In working with registered student organizations, it is important to coach student leaders on why risk management is important; make sure the day-to-day operations are being handled well, and focus on their training so that the university can attempt to mitigate potential risk (Marsh Risk Consulting, 2004; Pearson &

Beckham, 2005). In this mindset, institutions are more involved with the student organizations' actions, however, in training and guiding the students, the ability to show that a duty of care was provided becomes easier. "Institutions cannot advertise and provide these opportunities [of student organizations], while at the same time distancing themselves from the corresponding liability" (Pearson & Beckham, 2005, p. 475).

In providing risk management programs to student organizations, the university also may see some benefits. According to Lake and Dickerson (2008), there are five benefits to risk management. These include: prevention or reduction of loss; improves awareness and promotes safety; reduces uncertainty to a manageable level; increases peace of mind; and falls within legal compliance. To truly understand risk management, first a basic understanding of what makes up risk for student organizations must be covered.

Risk can be found in almost any activity that a student organization does. From holding weekly meetings, to planning an event on campus, to going across the country on a service trip, each of these activities provides some level of risk to a student organization. Bell and Farley (2008) identified four significant areas of risk for student organizations. The four areas are travel; alcohol; defamation, obscenity and plagiarism; and federal, state and local law requirements. Texas Tech also listed travel and alcohol as risks to student organizations, however they add financial, academic, safety, sexual assault, and managing distressed students to the list (Texas Tech, n.d.).

Both Texas Tech and Farley cite alcohol and travel as a risk to student organizations. Dickerson (2007a) stated, "alcohol is the lynchpin of virtually every negative consequence on campus and thus should be a primary focus of any risk management plan" (A14). When travel

and alcohol combine, through transportation after an event that involved alcohol, unpleasant outcomes can occur.

When looking at these types of risk as a whole, it can be helpful to use the PREFF acronym as a tool to guide student leaders in understanding what types of risk to look for. This acronym stands for five different categories of risk: Physical, Reputational, Emotional, Financial, and Facilities (Olvera, 2010). All five of Olvera's categories can lead to one of the legal issues stated above.

Olvera (2010) provided the following descriptions for PREFF.

***Physical Risk***. Includes any type of injury that an individual either attending an event or planning an event could incur. For example, if a participant was attending a concert and the drummer throws his sticks into the crowd hitting someone in the head and knocking them out, this would be a form of physical risk.

***Reputational Risk.*** Using the same example, if the person who was injured is the son of the prominent business owner and the news media turns the story into "safety risks at a university event," not only could the reputation of the student group be at stake, the university's reputation could be impacted. Reputational risk has the potential to last a long time.

***Emotional Risk.*** This area of risk tends to focus on inclusivity. When planning events, it is important to keep in mind individuals who are unable to participate for whatever reason. If the school is hosting a kick-off celebration where hundreds of latex balloons have been placed as decoration, but an individual in the freshman class has a latex allergy, the emotional risk for that event going could be higher. A closer look could show that Mylar balloons could be used instead. The same could hold true for a student who is in a wheel chair. If the residence hall is doing an activity in the lower level but the hall is not equipped with an elevator, the student could feel

excluded. This exclusion could create environmental barriers that keep a student from feeling connected to the university, thus creating the potential for decreased retention.

***Financial.*** In working with student organizations, it is important to account for the financial risk that can occur. This type of risk can include event management, however, it can also include how the organization is going to handle money associated with the organization. If an outdoor event is planned but no backup site is reserved, the organization may still be required to pay even if it rains. Some institutions distribute money to groups and that money is then deposited into an organization's off campus bank account. As groups of students transition in and out of student organizations regularly, it is important to create a plan for who has (and does not have) access to the organization's finances. Should the student activities office have access? What about student government? If an adviser is listed on the account, does that create a relationship with the university? These are all questions that need to be addressed when looking at financial risks in relation to an institution's connection to the organization.

***Facilities Risk.*** This area focuses on the needs to make sure that facilities are kept up and that potential risks have been accounted for. Risks that involve campus facilities can cause a group to be liable if a person gets injured while using the equipment, being transported to or from an event, or attending an event on campus property (Liability, n.d.). It is important that student activities offices and student organizations keep up-to-date with equipment, replacing often if needed.

The PREFF tool is only one way of training our student leaders. Other forms of training are important to creating a risk management culture. For example, in the state of Texas, higher education institutions are mandated by Texas House Bill 2639 (2007, Section 1.2e) to host risk management trainings annually (Hall, 2009). The participants required to attend these trainings

includes student leaders, advisers, and new pledges. In analyzing the trainings and the other risk management tools available for student organizations, an institution may need to be aware of what is being covered as the training could create a relationship between the student organization and the university and its duty to care.

Student organizations provide many opportunities for student development. These groups can be active in both the campus community and the greater community the university is part of. Well-managed organizations can be an effective marketing tool for universities, however, despite the advantages, they can also raise questions of risk and liability to the institution. Broe (2009), recommended institutions determine what relationship the student organization has with the university. The relationship should be well defined so student groups know the governing rules they must follow, how business affairs will be handled and how the student code applies to the group. In addition, Kaplin and Lee (2007) stated courts are looking to see if there is a supervisory relationship between the university and organization when determining liability for torts committed by student organizations. In looking at the supervisory relationship, courts will need to determine if the student organization was acting as an agent of the university or if legally the institution should have been supervising the student organization's activity. There are many factors that go into a court case and the relationship between university and student organization can be harder to deny. For example, in the case of *Knoll v. Board of Regents of the University of Nebraska*, a student was seriously injured in a fraternity hazing. The student was met at a building on campus and then escorted off campus to the fraternity house. Even though the fraternity house was not on campus owned property, it still was under the regulations of the university's code of conduct and sanctions for inappropriate or dangerous behavior could be applied. The Nebraska Supreme court focused on the fact the incident began on campus property

and moved to off campus. This view created a landowner – invitee duty to care. In making this determination, any event that a student organization starts on campus but then leads to an off campus location could be linked back to the university (Lake, 2005). While the event took place at an off campus fraternity house, the relationship that was created with the university still came into play.

Going back to the relationship between the student groups and university, one common theme in the risk management literature is clear, risk cannot be eliminated, but instead must be mitigated (Bell & Farley 2008; Hoye 2006; Lake 2011; Lake & Farley 2008; Lizza 2010; Murphy 2008; Olvera 2010; Pavela 2011; Stoll 2010). Pavela (2011), argued a university that focuses on a risk-free environment, creates its own variation of a "helicopter parent" and in turn creates an environment that stifles learning. Olvera (2010) concurred, when the answer is no, "everyone loses a teachable moment to find a way to undertake new endeavors through proactive risk management" (p. 8).

Madah (2013) stated, "risk can't be totally eliminated but only minimized to some extent through the utilization and implementation of the right tools, methods, and processes of enterprise risk management" (p. 6). In a research study, the author focused on how enterprises manage risk. While the study focused on business, some of the conclusions can draw parallels to student organizations.

Through theoretical frameworks, analyzing a case study of a real life enterprise the author was able to identify the following hypotheses:

According to Madah (2013, p. 7), there are different alternatives that can be used by any enterprise to manage its risks such as:

1. Integrating enterprise risk management policies into the company's core values.

2. Performing risk analysis.
3. Implementing various strategies that achieve marginal benefits more than marginal cost to minimize risk.

The results of the study supported the acceptance of the hypotheses. There are different risk management methods that can be used based on the specific purpose needed. The author also found that performing risk analysis could be helpful to an enterprise. "Enterprise risk management process includes: establishing the goals and context for ERM, identify risks, analyze risks in terms of likelihood, evaluate risks, and treat risks with the most suitable options" (Madah, 2013, p.26).

Based on Madah's study, a parallel to the goal of risk management for institutions can be made. Institutions are striving to create a safe environment for the institution and the students who attend. By having a risk management procedure in place, the risk can be minimized (Murphy, 2008).

While it is impossible for student affairs professionals to predict all outcomes of student organizations' events, it is also important to look for what the foreseeable dangers might be in each situation. Lake (2011) suggested that student affairs professionals "move from a *landscape* focus to a conceptual *riskscape* focus based on foreseeability of risk and the potential for reasonable efforts to mitigate risk" (p. 110). By utilizing a riskscape mindset, institutions can better prepare for potential risk. In striving to minimize the risk present at our events, it is crucial to maximize the planning done (Stoll, 2010). One way to maximize the planning process in mitigation of risk is to create risk management teams on campus.

**Risk Management Teams.** Risk management is the responsibility of everyone at an institution. In looking at the well-managed organizations, people from different areas of campus

come together to address risk (Mattie, 2007). Dickerson (2007b) stated that when creating a university risk management program, the best place to start is within the university. No one knows the culture, climate, and environment of the campus better than the individual charged with running the daily operations. For change to occur, it is important that the change is not piecemealed but a comprehensive plan focused on the individual institution's need. When creating a team, it is important to find someone who understands how student organizations function and the risks that are inherent to them. In searching out this team lead, Broe (2009) recommends that the lead of the team be someone within student affairs or risk management. Other individuals from across campus with knowledge of risk should also sit on this committee. Some of these could include faculty, staff, campus security, facilities management, and general counsel.

Broe (2009) identified the purpose of these teams is to identify areas of risk for the campus community. These teams can focus beyond student organization's risk, however, it is important that student organization events are part of the discussion considering the impact they may have to the campus community. From the discussions these teams have, processes and training tools can be identified and then used to further educate students and advisers in the risk management process.

**Ways to Educate.** Taking the risk mitigation information provided by risk management teams and using that to educate student leaders may be challenging at first. Getting past the perceptions of risk is the first step discussed by Novak (2006). For students, the phrase *risk management* needs to mean more than just rule enforcement and policies. Students need to look at it as a new resource guiding them to make better choices. The goal of risk management is to assist both students and advisers in identifying potential risks and then determining how to make

changes to the event planning process. This proactive method can minimize loss to both the organization and the university.

Institutions are no different. Institution leaders need to move away from a mindset of avoiding lawsuits and move towards better support systems for students thus creating the potential for fewer lawsuits. They also need to move away from rules and policies and look towards resources designed to educate students on the benefits of risk management (Powellson, 2010). Through education, students and advisers will be ready for any situations that may arise.

When creating a risk plan, it is important to follow a coherent approach that: plans for, evaluates, mitigates, communicates, monitors and then reviews effectiveness of risk management (Hall & Ferguson, 2000). Lemmon, LeMay, and Ramsay (2007) took it one step further and added: identifying risks, analyzing the methods available to address risk, selecting the method, implementing the method and then monitoring and evaluating the method.

Looking at the two, the identification of risk, analyzing, and selection of method steps listed by Lemmon et al. (2007) could be grouped under planning. In planning, talking through what might be a risk to the event is important. Once risk has been identified, evaluating that risk for liability to the group and university allows for finding ways to mitigate the liability. Communicating the risk to groups, through waivers, and event signs can help in the mitigation process as well. When the event is being implemented, it is important to monitor for any issues that might arise pertaining to risk and then once the event is complete, it is important to review how effective the plan was for future use.

Hagerbaumer (2008) recommended a fun way to identify potential risk for student organizations events. Utilizing the game “what if” allows students to think through the event and all of the things that could occur at the event.

- What if the weather is bad? (rainstorm, blizzard, tornado)
- What if the crowd is more than we expected?
- What if the performer is drunk?, or high on drugs?
- What if the performer does not show up? Or arrives late?

These are examples of questions that could come up during the event planning process. From these questions, a solution can be created to account for the different situations. While it would be impossible to identify all possible risks through this process, it is a good start to creating an environment where students can begin to look for potential risk on their own. The more students are able to think with a risk mindset, the easier risk mitigation can become. To create this culture of risk management, universities need to provide the training and tools needed for the staff to understand the legal risk present in their work (Birtwistle, 2002).

Campus legal counsel can be a very useful tool. Whether an institution utilizes an in-house attorney or obtains outside counsel, legal resources may be challenging to secure so it is essential to use your time effectively and be prepared. This will save time and potentially money for student groups. When going in to talk with legal counsel about a specific student organization event, it is key to frame questions in a way to allow for discussion. According to Lake (2004), it is important to ask questions in the form of "A group wants to do xyz, how can we help them accomplish this?" rather than "Can group xyz do this event?" when working with legal counsel. According to Lake (2004), "If you ask lawyers if you can do something, we tend to answer 'no'" (p. 22). Lake continued by suggesting an approach that focuses more on open-ended questions. When asked how to make something happen, ideas can be generated that help the students grow in the planning process. Providing this opportunity for ideas to be generated enables the student organization to host the event, but allows for the best interest of the university to be kept in mind.

In the review process, both student activities staff and legal counsel might flag some events as high-risk events. One example of a high-risk activity is the use of inflatables on campus. According to data from the 2003 Consumer Protection Safety Commission data (as cited in Dickerson & Lake, 2005), "attributes approximately 4,300 emergency-room visits [to] injuries suffered on inflatables" (p. 181). Other events that could be flagged include any events that have alcohol present, and any events that include student travel. Some states have gone so far as to restrict the types of vehicles that can be used for student travel due to the risks. Large passenger vehicles, like 10 or 15 passenger vans, have been found to roll over easily and many campuses have discontinued use of them. When restricting alcohol, most institutions require a licensed third party vendor to provide the alcohol and the party must be closed to only those members on the guest list. These types of restrictions can assist in the mitigation of risk, and protect from social host liability. For other events with lower risk, liability waivers can be of assistance.

In dealing with risk management, waivers are one piece that can show duty to care. When looking at a waiver or a release, it is important to know the difference. Dickerson (2010) clarified the differences between a waiver and a release. A waiver is something that is signed before an injury may occur. A release is something that is signed after an injury has occurred. Waivers are used more often than releases in a proactive risk management program.

By signing waivers, participants are being informed about the potential risk and dangers that could occur by participating. It is important that the risks are explained both in writing and verbally to all who participate. According to the liability section on the Texas A&M website, waivers should include a clear heading that explains to individuals they are signing a waiver. The waiver should list all organizations and entities that are sponsoring the event, the date the event is occurring, and a description of the activity. The next section should indicate that the

participant understands and gives consent by participating. In some waivers it will also have a phrase that says the participant will hold harmless the sponsor. An example of this would be if a group was going sledding on a member's property. By stating the participant will hold harmless the property owner, it states that they will not sue the sponsor and if something happens and the property owner is sued, the sponsor will cover any expenses. The last piece is to create an area for the participant to sign and date the waiver (Liability, n.d.). Before waivers are created, it is important for groups to create a risk management plan. This plan needs to be based off of the culture of the campus.

Like many institutions, policies and processes are present in everyday activities. Baxter Magolda (2003) states that these provide the foundation and understanding for why the university functions the way it does. To college students and student organizations, these polices and procedures, or rules as they would call them, are simply a hoop they need to jump through or a rule they need to follow. While the goal in co-curricular activities is to guide students through learning processes, role modeling responsible choices and ethical decision-making, the control mechanisms in place for student organizations may lead them to focus on the external consequences instead. Instead of focusing on self-awareness, the student focuses on the ways to avoid or divert the consequences (Baxter Magolda, 2003). Most of today's students are Millennials and when it comes to risk, they do not believe it can happen to them. They believe that risk happens to other people and other organizations (Lake & Farley, 2008). Institutions who explain to Millennials the reason behind polices and procedures in place will find a stronger buy-in from students (Dickerson, 2007a). If no explanation is given, students may choose to find ways around rules and policies. Students can be good at dodging the rules. They will work to find a way to follow the letter of the rules, but not the spirit behind them. In doing so, the groups

could create an "unofficial" culture on campus that in reality becomes the actual culture for the organization (Lake, 2005). These unofficial cultures, if known by the university, could create a duty to care environment. For example, if alcohol is not present at an organization's weekly meeting, however it is common among group member that a "second meeting" occurs after at a location that has alcohol, the unofficial culture becomes the reality and the culture of the group is that there are two meetings each week.

When working with student groups, the ability to explain that it can happen to anyone, anytime, can help create a more proactive risk culture. Lake (2005) suggested that by using training, risk management cultures can be focused less on "No," and focus more on the "How." It is by identifying the "how" methodology an effective risk management plan can become successful. Advisers can be a good resource for the university to act as the first line of defense when working with student groups on effective risk management plans.

**Adviser Role.** Advisers can play a pivotal role in the education and management of student organizations. Most institutions require that a recognized or registered organization have an acting staff or faculty adviser. Some institutions even allow graduate students to act as advisers. Student organization advisers need to make sure that the role they play is protected under the university's insurance if a situation were to occur. In a memo sent out by the general counsel at Texas A&M University (Potential liability, n.d.), faculty and staff advisers were provided with a better understanding of coverage. For some faculty, service is listed in their job descriptions. In serving as an adviser, the role could be considered part of their duty as an employee and they could be covered within the scope of their employment. For a staff member that does not have service listed, there may be some question to the relationship between the university and adviser in the case of an incident. The area where advisers may not be covered is

if the adviser is working with a group that is not recognized or is not in good standing with the student activities office.

Before agreeing to be an adviser for a group, a faculty or staff member should identify the risks involved with the specific group. The problem lies in that most potential advisers are unaware of what areas of risk they will be required to know. Often times, too many advisers simply are a name on a roster and a signature on a list (Tribbensee, 2004). This passive approach to advising could lead both the organization and the university into liability issues when it comes to the legal duty to care for students. Tribbensee continued by stating that at minimum, having an adult present at meetings and events can act as a deterrent on negative behaviors and at best an adviser can help the student leaders develop and grow in planning skills and safety practices.

Hoye (2006) recommended that universities invest in the training of student organization advisers. By investing time, legal resources, and training to advisers thus make them stronger advocates on behalf of the university; less time will be needed on repairing reputation, lawsuits, and financial hardship. This training, in addition to the training of student leaders, will create a stronger risk management program for student organizations and campus communities as a whole. A newer level of training that advisers and university personnel now need to focus on is Title IX training.

**Title IX.** Title IX is a federal mandate that states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (U.S. Department of Education, n.d.). For some, Title IX only applies to sports, however, this is not the case. The scope of Title IX has been clarified in recent years to include disciplinary investigations at higher educational institutions that receive federal funding. Training

opportunities have been created across the country to assist in Title IX compliance for university administrators. These trainings, such as the training at the International Association of College Law Enforcement Administrators, provide campus police with a better understanding of how to meet the requirements of the Clery Act and the Education Amendments of 1972 within their own investigations (New, 2015). So far much of the research for Title IX compliance is focused around helping administrators and conduct officers understand the depth and breadth of Title IX compliance. There is very limited research on how this information is being disseminated to student organization leaders and advisers. In mitigating risk, Title IX Compliance has the potential to provide new areas of training within student organization management

**Chapter Summary**

In reviewing all of the literature on student organization involvement and campus environment, it is clear that students benefit from involvement on campus. Sanford argued campus environments allows students to be pushed forward while balancing the struggles with a supportive, positive environment that encourages them to be successful (Evans, Forney, and Guido-DiBrito, 1998). Though the environment on each campus may vary, they all have the potential to create learning experiences for students. Through student organizations, all areas of risk management can work together to provide activities that make campus environments safer for all. Risk management protocols are needed in higher education; however, what role they should play in student organization management is still something to be discovered. In working to mitigate the risk of activities and events, the campus community becomes a stronger, safer environment for learning. The same should hold true for student organizations. Determining what levels of understanding students, advisers, and university personnel have of risk to student organizations is a missing link to be addressed.

# CHAPTER III. METHODS

With the continuous change in student leadership, it is possible for student leaders to be ill equipped for some of the day-to-day roles needed to be a successful leader and a risk manager. One area in particular is an overall perceived lack of consistency in student leaders being able to identify risk management practices within their respective student organizations. If a group leader seeks out information on how to plan an event the questions can range from "what do I need to do/fill out to host this event" to "what do I need to do to travel to this event with my group." It is safe to assume that student leaders want to host and/or attend safe events, however they may not know exactly what types of risk could occur outside of the standard alcohol and travel related risk. In looking at the Sigma Alpha Epsilon example from earlier, while alcohol and travel were identifiable risk for this group, reputational risk was also present. The challenge can be for student leaders to acquiring the tools to accurately identify all of the potential risks that could occur. For university personnel, meeting with each leader can be a helpful way to assist with this educational process, however, it can also be a daunting task to meet in a one-on-one environment with each student leader, especially if the institution as over a hundred student organizations. Student leaders, advisers, and university personnel need to work together to identify tools and resources that student organizations can use to better address risk management in higher education.

## Purpose Statement

The purpose of this study was to examine perceptions of risk in student organization management, including differing perceptions among student leaders, advisers, and university personnel, as well as, how factors such as institutional size and community setting influenced said perceptions.

In order to improve the process of how student leaders, advisers, and university personnel are assessing risk at an institution, how risk management is currently perceived between these groups needs to be considered. A basic understanding of the current perceptions is needed so tools and resources can be created to help assist student leaders in successfully accomplishing their roles and to lower the potential for student organization risk to occur. Unlike facts, perceptions can be based on many experiences and varies based on each individual's experience.

In identifying how these three individual groups articulate risk, the study sought to identify disconnect between the groups. The identification of this disconnect could lead to better resources to assist in the risk management processes. In order to achieve the purpose of this study, five research questions were developed.

**Research Questions**

1. How do student leaders, advisers, and university personnel identify the types of risk and barriers in the management of student organizations?
2. Do role and campus setting have an interaction on risk perceptions in the management of student organizations? If not, were there statistically significant differences in the main effects of role and campus setting?
3. Do role and campus size have an interaction on risk perceptions in the management of student organizations? If not, were there statistically significant differences in the main effects of role and campus size?
4. Do role and campus setting have an interaction on perception of the university's role in risk management of student organizations? If not, were there statistically significant differences in the main effects of role and campus setting?

5. Do role and campus size have an interaction on perception of the university's role in risk management of student organizations? If not, were there statistically significant differences in the main effects of role and campus size?

**Population and Sample**

The population for this study was aimed at higher education institutions in the United States. In determining a way to scale down the data to a more manageable size, only institutions in the upper Midwest were used. The population was then narrowed to only include the land grant institution in each of the states used to control for the type of students attending the institution. Due to the potential sample sizes being lower for some groups than others, the number of institutions identified for the study was increased. This allowed for the potential of a higher response rate for university personnel. By using the Integrated Postsecondary Education Data System (IPED), seven institutions located in different sized communities in the upper Midwest were selected for this study. All of these institutions were listed as the Carnegie classification of high or very high in research. In February, Carnegie revised the research identifiers so those included in the study were now at the research level of higher or highest. To gather information on if the campus environment played a role in risk perceptions, the institutions were then selected based on the size of the community and varying size of student populations. The institutions include Iowa State University, Ames, IA (Research: Very High (revised to Highest), City: Small, Student Population: 34,435); Montana State University, Bozeman, MT (Research: Very High (revised to Higher), Town: Remote, Student Population: 14,982); North Dakota State University, Fargo, ND (Research: Very High (revised to Higher), City: Midsize, Student Population: 14,747); South Dakota State University, Brookings, SD (Research: High (revised to Higher), Town: Remote, Student Population: 12,543); University of

Minnesota – Twin Cities, Minneapolis, MN (Research: Very High (revised to Highest), City: Large, Student Population: 51,147); University of Nebraska – Lincoln, Lincoln, NE (Research: Very High (revised to Highest), City: Large, Student Population: 25,006); and the University of Wyoming, Laramie, WY (Research: High (revised to Higher), Town: Remote, Student Population: 12,820).

The sample for this study was made up of all student leaders, advisers, and university personnel from each institution that had an active email address. A student organization leader was described as any student leader for an organization. A student organization adviser was described as any faculty or staff member recognized by the university as providing guidance to an organization(s) outside of their official university role. University personnel were described as any faculty or staff member who has an official role in assisting student organizations on policies and procedures in higher education. This can include but was not limited to Student Activities Office staff, Legal Counsel, Safety Office Staff, Title IX Officers, Event Services Staff, and Hall Directors. For each of these groups, the student activities office at the respective institution identified who would qualify. Each office then provided the email addresses to the researcher, or provided the number of emails being sent on behalf of the researcher by the institution. For Iowa State University, email addresses were provided for 900 student leaders, 322 advisers, and 12 university personnel. Montana State University provided 6 university personnel to the researcher to contact. The remaining 532 student leaders and 174 advisers were contact by the university on the researchers behalf. The initial email was sent to all participants with follow-up newsletters being sent. North Dakota State University provided email addresses for 711 student leaders, 292 advisers, and 34 university personnel for the study. South Dakota State University sent out emails on behalf of the researcher. Emails went out to 174 student leaders, 151 advisers, and 20

university personnel. The University of Minnesota – Twin Cities provided emails for 608 student leaders and 279 advisers. No university personnel were provided. The University of Nebraska – Lincoln sent out emails on behalf of the researcher to 1381 student leaders, 775 advisers, and 16 university personnel. The last institution was the University of Wyoming who sent out emails on behalf of the researcher to 858 student leaders, 233 advisers, and 14 university personnel.

For the completed study, 7,492 emails were sent out over the course of 2 weeks. Of these, 1050 surveys were completed for an overall response rate of 14% for the study. Out of the total completed surveys, 719 (14%) were student leaders, 277 (12.4%) were advisers, and 54 (52.9%) were university personnel. The breakdown by institution was 228 (18.5%) from Iowa State University, 60 (8.4%) from Montana State University, 169 (6.3%) from North Dakota State University, 57 (16.5%) from South Dakota State University, 107 (12.1%) from University of Minnesota – Twin Cities, 272 (12.5%) from University of Nebraska – Lincoln, and 157 (14.2%) from University of Wyoming.

**Instrument**

An electronic survey, listed in appendix B, was created within Qualtrics to gather data for the study. Questions were divided into four areas within the survey. The first area focuses on demographics of the respondent and display logic was used to identify which questions each group would answer. In this sections, respondents provided information on what role they play in student organization management, what institution they attend/represent, what gender they identify with and if they are or were ever a member of a social fraternity or sorority. For students only, additional questions identifying age and academic standings were asked. For age, it was important to know if students were old enough to legally consent to participate in the study. For all of the institutions except the University of Nebraska – Lincoln, the legal age of consent was

18. For Nebraska, the legal age of consent was 19. This section also had the university personnel identify what area they worked within. If other was selected, the research confirmed that the results were coded in the correct category.

The next section of the survey identified the perceptions of risk based on each response to open-ended, multiple choice, and matrix table questions. In this section, the respondents were asked to identify what risk was to their organization, given 30 scenarios questions identifying different types of risk to the student organization and to the university and asked to rank the level of risk associated with each. The last part of this section assessed the type of communication on risk reduction within an organization.

The third section in the survey focused on the campus environment. Questions in this section focused on how the student activities office and surrounding community is perceived by the respondent. Questions included asking participants about how helpful the student activities office was, was it easy to located, did the community the university was a member of provide opportunities to students, and how safe they felt in the community. This section also focused on how often the student leaders and advisers communicate with each other. Data for this section was collected through multiple choice and matrix tables.

The last section of the survey identified perceptions on how the university supports student organizations. This section also focused on any barriers that might be in place that hinder the process for student groups. This section used open-ended, and matrix tables to gather data.

The survey went through two forms of testing. To validate content, the survey was sent to two experts in higher education risk management. These experts include Darby Dickerson and Peter Lake. In addition to expert testing, a pilot study was conducted at North Dakota State University. A random sampling of students, advisers, and university personnel was used to test

the reliability of the survey. Once both of these steps were completed, the survey was sent to the entire sample.

An email was sent to each participant including an introduction email and a link to the survey. Once completed, each respondent was given the opportunity to enter into a drawing for one of 12- $25 Amazon gift cards. Each respondent was directed to a different survey where they could enter their personal information for the drawing. These two survey were not linked in any way. The winners were randomly selected from the participants in the second survey.

**Data Collection**

Once the survey had been created, it was sent through the Institutional Review Board (IRB) process at North Dakota State University (NDSU) for the pilot study and the expert review. Once approval was granted the survey was sent out for validation and reliability testing. Upon completion of this, the revised survey was resubmitted to the IRB office at NDSU for the full study. In reaching out to the other six campuses, all granted IRB approval pending the approval of NDSU and by working in conjunction with the student activities staff on the respective campus. The approved IRB form was sent to each IRB offices at the other institutions in the study to see if additional IRB approval is needed. Once IRB approval was collected, contacted was made with each student activities office to identify the sample for the study. In working with the student activities offices at each institution, the list of emails were either provided to the researcher or a link to the instrument was provided to the institution to email on behalf of the researcher. Utilizing the created survey, data collection was done in three phases. An initial email (see appendix A) was sent to all respondents indicating the nature of the study, how they could participate, a statement of Informed Consent, IRB approval information, and the link to participate in the survey. Most respondents were sent a reminder email 1 week later

stating the same information and again providing the link to the survey. A final email was sent on week two in a final attempt to gather as much data as possible. For the University of Minnesota – Twin Cities, the initial email was sent on the Tuesday of the first reminder week due to a delay in obtaining the email addresses. The follow up email was sent the following Monday and the final email was sent that Thursday. For student leaders and advisers at Montana State University, the initial email was sent followed by a reminder email. The final notice email was sent out in a newsletter format that went out weekly. Gift cards were used as an incentive to encourage participation in the study. Once the survey closed, the data was analyzed.

**Data Analysis**

A quantitative analysis of the data occurred focusing on descriptive statistics, including frequencies, mean and standard deviation and through the use of a two-way between-groups analysis of variance (ANOVA). The respondents in the study remained anonymous, as the results did not have any identifiable data associated with them. The only information collected was the institution of the respondent, gender, and the self-identified university role: student leader, adviser, or university personnel.

The ANOVA testing was used to see if there was an interaction between the university role the respondent identified with and the campus setting and size. If no interaction was identified, the study then looked at the major effects to see if significant differences were identifiable among the three groups. Respondents replied to statements using open-ended questions, multiple-choice answers and through a matrix scale that was coded to a numerical scale ranging from 1 to 6. Strongly Disagree =1, Disagree = 2, Somewhat Disagree = 3, Somewhat Agree = 4, Agree = 5, and Strongly Agree was coded as a 6. One additional matrix scale was used with the following meanings: None = 1, Negligible Risk = 2, Low = 3, Moderate

= 4, Significant = 5, Catastrophic = 6 and NA was coded as a 7. For the study to collect each respondent's personal opinion on what they believe to be the best answer for each question, the survey was designed to force the respondent to select a level of agreement. It is due to the importance of understanding each respondent's perceptions that the survey did not provide any neutral options. The NA category is given as an option if the respondent believes the question does not apply to them.

**Chapter Summary**

Chapter III outlines the methodology and procedures utilized in this study. The chapter outlines the five proposed research questions and focuses on the population of the study, sample size, and instrument being utilized to collect the data. In addition, the data collection and analysis are provided to give the reader a better understanding of how the study was completed.

# CHAPTER IV. RESULTS

The purpose of this study was to examine perceptions of risk in student organization management, including differing perceptions among student leaders, advisers, and university personnel, as well as, how factors such as institutional size and community setting influenced said perceptions.

In order to improve the process of how student leaders, advisers, and university personnel are assessing risk at an institution, how risk management is currently perceived between these groups needs to be considered. A basic understanding of the current perceptions is needed so tools and resources can be created to help assist student leaders in successfully accomplishing their roles and to lower the potential for student organization risk to occur. Unlike facts, perceptions can be based on many experiences and varies based on each individual's experience.

In identifying how these three individual groups articulate risk, the study sought to identify disconnect between the groups. The identification of this disconnect could lead to better resources to assist in the risk management processes. In order to achieve the purpose of this study, five research questions were developed.

## Research Questions

This section examines the results for each of the five research questions individually.

**RQ1.** How do student leaders, advisers, and university personnel identify the types of risk and barriers in the management of student organizations?

In addressing this question, student leaders, advisers, and university personnel were asked to identify what types of risk can occur in a student organization. In looking through the responses, eight key concepts were identified and the responses were then coded for role and key concept. The responses are presented in Table 1.

Table 1

*Risk coding classified by type*

| Type of Risk | Student Leader Response | Percent of Response | Adviser Response | Percent of Response | University Personnel Response | Percent of Response |
|---|---|---|---|---|---|---|
| Physical Risk | 373 | 33.82 | 167 | 34.29 | 37 | 36.27 |
| Reputational Risk | 214 | 19.40 | 77 | 15.81 | 10 | 9.80 |
| Emotional Risk | 233 | 21.13 | 97 | 19.92 | 24 | 23.53 |
| Financial Risk | 170 | 15.41 | 74 | 15.20 | 13 | 12.75 |
| Facilities Risk | 14 | 1.27 | 12 | 2.46 | 5 | 4.90 |
| Multiple Risks 1 | 32 | 2.90 | 16 | 3.29 | 6 | 5.88 |
| Multiple Risks 2 | 30 | 2.72 | 26 | 5.34 | 4 | 3.92 |
| Multiple Risks 3 | 7 | 0.63 | 4 | 0.82 | 0 | 0.00 |
| No Risk Present | 7 | 0.63 | 5 | 1.03 | 0 | 0.00 |
| Unsure of Risk | 13 | 1.18 | 6 | 1.23 | 2 | 1.96 |
| Risk Depends | 10 | 0.91 | 3 | 0.62 | 1 | 0.98 |
| Total Response | 1103 | | 487 | | 102 | |

In looking at the eight key concepts of risk, the description for each of the listed codes included the five PREFF risk (Olvera, 2010) and 3 additional areas listed as multiple risk. Phrases or responses that mentioned alcohol; travel; injury; hazing; or food illness were coded as *Physical Risk. Reputational Risk* was identified as activities or actions that would impact the

organization's reputation. These included a lack of members in the organization; issues with recruitment of organization members; anything that may harm the organization reputation; how the organization communicated with group/outside entities; the overall lack of leadership managing the organization; and failure to compliance with University/National rules or policies. The next PREFF risk was *Emotional Risk*. These risk focused on the emotional wellbeing of the organization leaders, members and those who participate in events hosted by the organization. Some of the areas coded to emotional risk included sexual harassment; bullying both of members and/or to participants attending events; internal conflict/disagreements between members, advisers, and participants at events; the lack of diversity or inclusion of the organization; peer pressure; hazing; and stress occurring from the organization. *Financial Risk* was the next risk identified. Organization budgets and budget management; money and/or processing of money raised at organization events; theft of organization money; fraud; and embezzlement of funds were all identified under this category. The last of the PREFF risk was *Facilities Risk*. For this type of risk, damage to property on and off campus; damage to buildings on and off campus; and damage to spaces within a venue an event was being held at are included.

The next types of risk were the multiple risk categories. For *Multiple Risks 1,* respondents used terminology including legal or liability in the answer, however no specific examples of the legal or liability risk were provided. For *Multiple Risks 2*, respondents provided answers that risk was present in student organization management but were not specific enough to be classified under any of the PREFF risk categories. In *Multiple Risks 3*, respondents used terminology including minors or minor participation in events when responding, however no specific examples of what types of risk minors would provide to the organizations. The last three areas included in the coding identified *No Risk*, *Unsure of Risk*, or that the *Risk Depends*.

The second part of this research question examined barriers. Student leaders, advisers, and university personnel were asked to identify what types of barriers were faced when planning events. In looking through the responses, eight key concepts were identified and the responses were then coded for role and key concept. The responses are presented in Table 2.

Table 2

*Barriers coding classified by type*

| Type of Risk | Student Leader Response | Percent of Response | Adviser Response | Percent of Response | University Personnel Response | Percent of Response |
|---|---|---|---|---|---|---|
| Organization Management | 16 | 2.71 | 5 | 2.62 | 1 | 2.22 |
| University Process/Policies | 259 | 43.82 | 81 | 42.41 | 17 | 37.78 |
| Availability of Resources | 172 | 29.10 | 47 | 24.61 | 14 | 31.11 |
| Not Knowing | 9 | 1.52 | 14 | 7.33 | 3 | 6.67 |
| Timeline | 40 | 6.77 | 11 | 5.76 | 5 | 11.11 |
| Campus Environment | 25 | 4.23 | 9 | 4.71 | 2 | 4.44 |
| Communication | 6 | 1.02 | 8 | 4.19 | 0 | 0.00 |
| Other | 3 | 0.51 | 0 | 0.00 | 1 | 2.22 |
| No Barriers | 61 | 10.32 | 16 | 8.38 | 2 | 4.44 |
| Total Response | 591 | | 191 | | 45 | |

The seven key concepts for barriers are as follows. Phrases or responses that mentioned organization turn over; lack of training for organization members or leadership; how an organization was branded and lack of direction for the organization leadership were examples of

items coded as *Organization Management. University Process/Rules* included respondents that mentioned university forms and/or paperwork; rules set in place by the university including exclusivity agreements that must be maintained on campus; the approval process to host events; having to obtain movie rights; any legal process that an organization may face when event planning; and the type of relationship that exist between the student organization and the university. Another barrier identified was the *Availability of Resources*. These included access to finances and space to host meetings and events; having to competing with other groups on campus for space, funding, and advertising space; other miscellaneous resources needed to function as a group; and the access to and availability of campus support in the management of the organization. The *Not Knowing* category included lack of knowledge on how the event planning process worked; where to go for help when needing assistance with organization management; and who to talk to when help was needed. Another barrier was *Timeline*. When planning events, respondents mentioned not enough time to plan for an event; having little flexibility in the event planning timeline set by the institution; and having unclear or unrealistic timeline for student organizations to follow. History and tradition within an organization; any bias towards groups by the university or others; overall bureaucracy on campus; cultural/diversity issues; and physical barriers like access issues all were types of barriers identified under the *Campus Environment* category. The last barrier identified was communication. This included lack of communication between members, and the institution; and having too many people to work with when trying to host an event or reserve a space.

The research question focused on how student leaders, advisers, and university personnel identified risk and barriers in the management of organizations. Throughout this section key concepts were identified and defined.

**RQ2.** Do role and campus setting have an interaction on risk perceptions in the management of student organizations? If not, were there statistically significant differences in the main effects of role and campus setting?

In order to answer this question, a two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by scenario questions 15 -20 in the survey provided in Appendix B. Participants self-identified into one of three groups according to their role in student organization management (Group 1: Student Leader; Group 2: Adviser; Group 3: University Personnel). The 30 questions looked at perception based on physical, reputational, emotional, financial, and facilities risk to the student organization and to the university. The following results are reported based on these areas of risk.

***Physical Risk to the Student Organization.*** The first two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by physical risk to the student organization in questions 15_1_2, 17_1_1, and 17_1_3 (Table 3 and 4). The interaction effect between organization role and campus setting was not statistically significant for any of the physical risk questions, $F$ (6, 1024) = .63, $p$ = .71; $F$ (6, 1031) = .37, $p$ = .90; and $F$ (6, 1027) = 1.16, $p$ = .32 (Figure 2). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 3

*Means and Standard Deviations for physical risk to the student organization scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_2 | | | | | | | | | | |
| Student Leader | 3.65 | 1.09 | 3.83 | 1.04 | 3.78 | 1.20 | 3.54 | 1.12 | 3.67 | 1.11 |
| Adviser | 3.48 | 1.05 | 3.82 | .89 | 4.00 | 1.08 | 3.57 | 1.14 | 3.66 | 1.07 |
| University Personnel | 3.14 | 1.17 | 3.62 | .87 | 3.79 | .89 | 3.36 | .51 | 3.48 | .92 |
| 17_1_1 | | | | | | | | | | |
| Student Leader | 4.23 | 1.30 | 4.69 | 1.30 | 4.58 | 1.42 | 4.64 | 1.31 | 4.54 | 1.33 |
| Adviser | 4.69 | 1.21 | 5.10 | 1.17 | 4.98 | .83 | 4.92 | 1.15 | 4.89 | 1.13 |
| University Personnel | 4.53 | .74 | 4.54 | 1.05 | 5.00 | .88 | 5.00 | .63 | 4.75 | .85 |
| 17_1_3 | | | | | | | | | | |
| Student Leader | 3.55 | 1.24 | 3.73 | 1.30 | 3.43 | 1.26 | 3.52 | 1.22 | 3.56 | 1.25 |
| Adviser | 4.13 | 1.06 | 4.39 | .96 | 4.35 | .85 | 4.05 | 1.20 | 4.19 | 1.06 |
| University Personnel | 3.80 | 1.27 | 3.85 | .80 | 4.50 | .94 | 4.27 | .65 | 4.09 | .99 |

Table 4

*Two-Way Analysis of Variance for physical risk to the student organization scenario questions as a function of Role and Campus Setting*

| Source | *df* | *SS* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_2 | | | | |
| Role | 2 | 2.64 | 1.32 | 1.12 | .33 | .002 |
| Campus Setting | 3 | 11.57 | 3.86 | 3.28 | .02 | .010 |
| Role x Campus Setting | 6 | 4.45 | .74 | .63 | .71 | .004 |
| Error | 1024 | 1205.97 | 1.18 | | | |
| | | 17_1_1 | | | | |
| Role | 2 | 27.59 | 13.80 | 8.74 | <.001 | .017 |
| Campus Setting | 3 | 9.30 | 3.10 | 1.96 | .12 | .006 |
| Role x Campus Setting | 6 | 3.50 | .58 | .37 | .90 | .002 |
| Error | 1031 | 1627.50 | 1.58 | | | |
| | | 17_1_3 | | | | |
| Role | 2 | 87.21 | 43.61 | 30.86 | <.001 | .057 |
| Campus Setting | 3 | 3.54 | 1.18 | .84 | .47 | .002 |
| Role x Campus Setting | 6 | 9.87 | 1.65 | 1.16 | .32 | .007 |
| Error | 1027 | 1451.37 | 1.41 | | | |

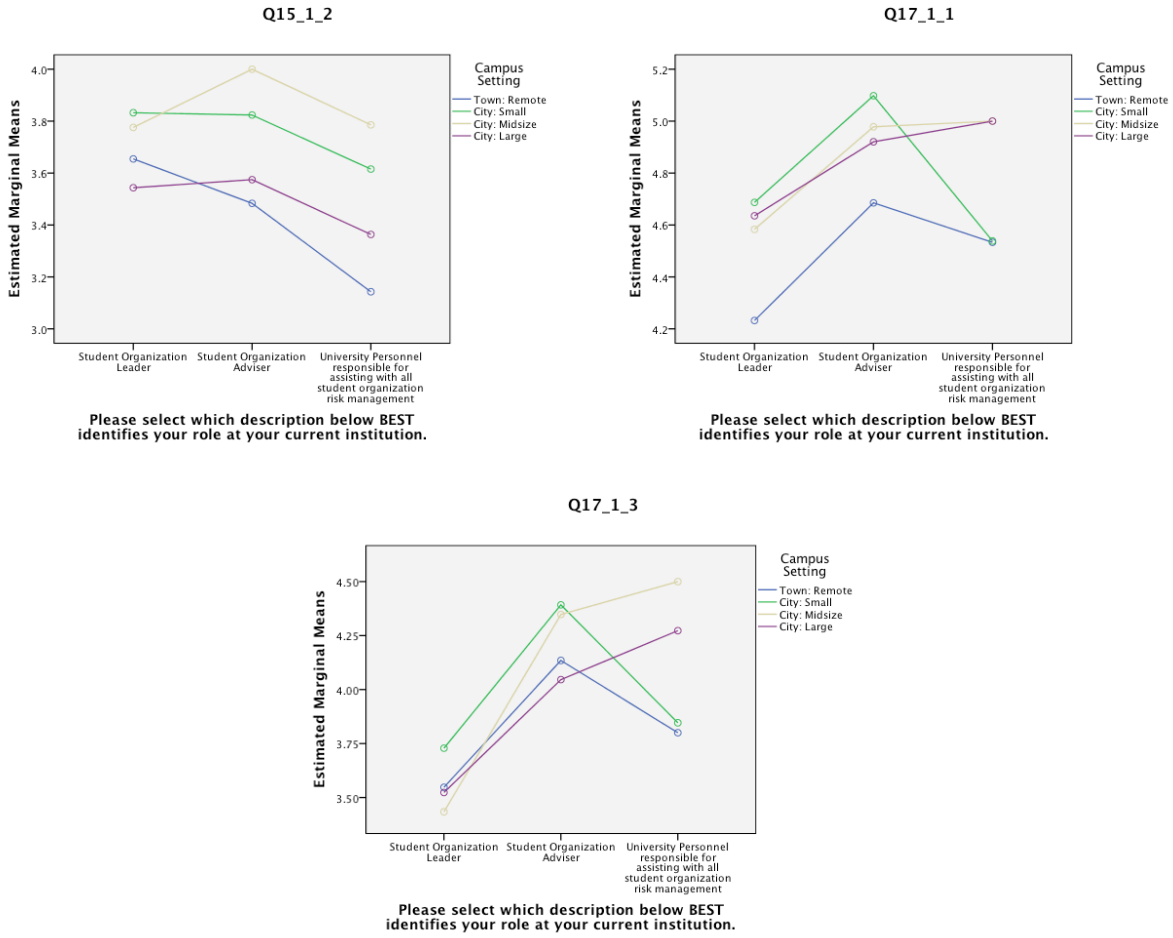


*Figure 2.* Estimated marginal means of physical risk to student organization scenario questions as a function of Role and Campus Setting

According to these analyses, there was a statistically significant main effect for campus setting in 15_1_2, $F$ (3, 1024) = 3.28, $p$ = .02, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .010), meaning that campus setting does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for city: small ($M$ = 3.57, $SD$ = 1.08) and city: midsize ($M$ = 3.84, $SD$ = 1.14) were both significantly different from the city: large campus setting ($M$ = 3.55, $SD$ = 1.11). The town: remote campus setting ($M$ = 3.82, $SD$ = .99) did not differ significantly from the other groups.

Additionally, there was a statistically significant main effect for university role in 17_1_1 and 17_1_3. For 17_1_1, $F$ (2, 1031) = 8.74, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .017), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.54, $SD$ = 1.33) was significantly different from the adviser group ($M$ = 4.89, $SD$ = 1.13). The university personnel group ($M$ = 4.75, $SD$ = .85) did not differ significantly from either of the other groups. For item 17_1_3, $F$ (2, 1027) = 30.86, $p$ = <.001, the effect size was medium (partial eta squared = .057), meaning that there was a moderate impact on risk perceptions based on the participant's role (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.56, $SD$ = 1.25) was significantly different from the adviser group ($M$ = 4.19, $SD$ = 1.06). The university personnel group ($M$ = 4.09, $SD$ = .99) did not differ significantly from either of the other groups.

***Reputational Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by reputational risk to the student organization in questions 15_1_1, 15_1_5, and 17_1_4 (Table 5 and 6). The interaction effect between organization role and campus setting was not statistically significant for any of the reputational risk questions, $F$ (6, 1025) = .78, $p$ = .59; $F$ (6, 1025) = .71, $p$ = .64; and $F$ (6, 1030) = 1.16, $p$ = .33 (Figure 3). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 5

*Means and Standard Deviations for reputational risk to the student organization scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_1 | | | | | | | | | | |
| Student Leader | 4.44 | .93 | 4.48 | 1.07 | 4.40 | 1.10 | 4.62 | .87 | 4.51 | .97 |
| Adviser | 4.25 | 1.04 | 4.25 | 1.18 | 4.54 | .94 | 4.39 | 1.02 | 4.35 | 1.04 |
| University Personnel | 4.07 | 1.27 | 4.46 | 1.20 | 4.21 | .89 | 4.18 | 1.25 | 4.23 | 1.13 |
| 15_1_5 | | | | | | | | | | |
| Student Leader | 4.67 | 1.28 | 4.62 | 1.26 | 4.52 | 1.44 | 4.74 | 1.21 | 4.66 | 1.27 |
| Adviser | 4.81 | 1.06 | 4.86 | .98 | 4.83 | .93 | 4.89 | 1.18 | 4.85 | 1.06 |
| University Personnel | 4.14 | 1.35 | 4.62 | .96 | 4.93 | 1.00 | 4.91 | .83 | 4.63 | 1.09 |
| 17_1_4 | | | | | | | | | | |
| Student Leader | 4.46 | 1.48 | 4.37 | 1.42 | 4.47 | 1.41 | 4.78 | 1.31 | 4.57 | 1.40 |
| Adviser | 475 | 1.31 | 5.02 | 1.03 | 5.09 | .92 | 4.95 | 1.16 | 4.92 | 1.15 |
| University Personnel | 4.60 | 1.40 | 4.69 | .75 | 5.29 | .83 | 4.64 | 1.57 | 4.81 | 1.18 |

Table 6

*Two-Way Analysis of Variance for reputational risk to the student organization scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_1 | | | | |
| Role | 2 | 5.11 | 2.56 | 2.57 | .08 | .005 |
| Campus Setting | 3 | 1.41 | .47 | .47 | .70 | .001 |
| Role x Campus Setting | 6 | 4.63 | .77 | .78 | .59 | .005 |
| Error | 1025 | 1019.31 | .99 | | | |
| | | 15_1_5 | | | | |
| Role | 2 | 8.00 | 4.00 | 2.72 | .07 | .005 |
| Campus Setting | 3 | 4.62 | 1.54 | 1.05 | .37 | .003 |
| Role x Campus Setting | 6 | 6.28 | 1.05 | .71 | .64 | .004 |
| Error | 1025 | 1505.03 | 1.47 | | | |
| | | 17_1_4 | | | | |
| Role | 2 | 34.86 | 17.43 | 9.97 | <.001 | .019 |
| Campus Setting | 3 | 6.15 | 2.05 | 1.17 | .32 | .003 |
| Role x Campus Setting | 6 | 12.16 | 2.03 | 1.16 | .33 | .007 |
| Error | 1030 | 1801.15 | 1.75 | | | |

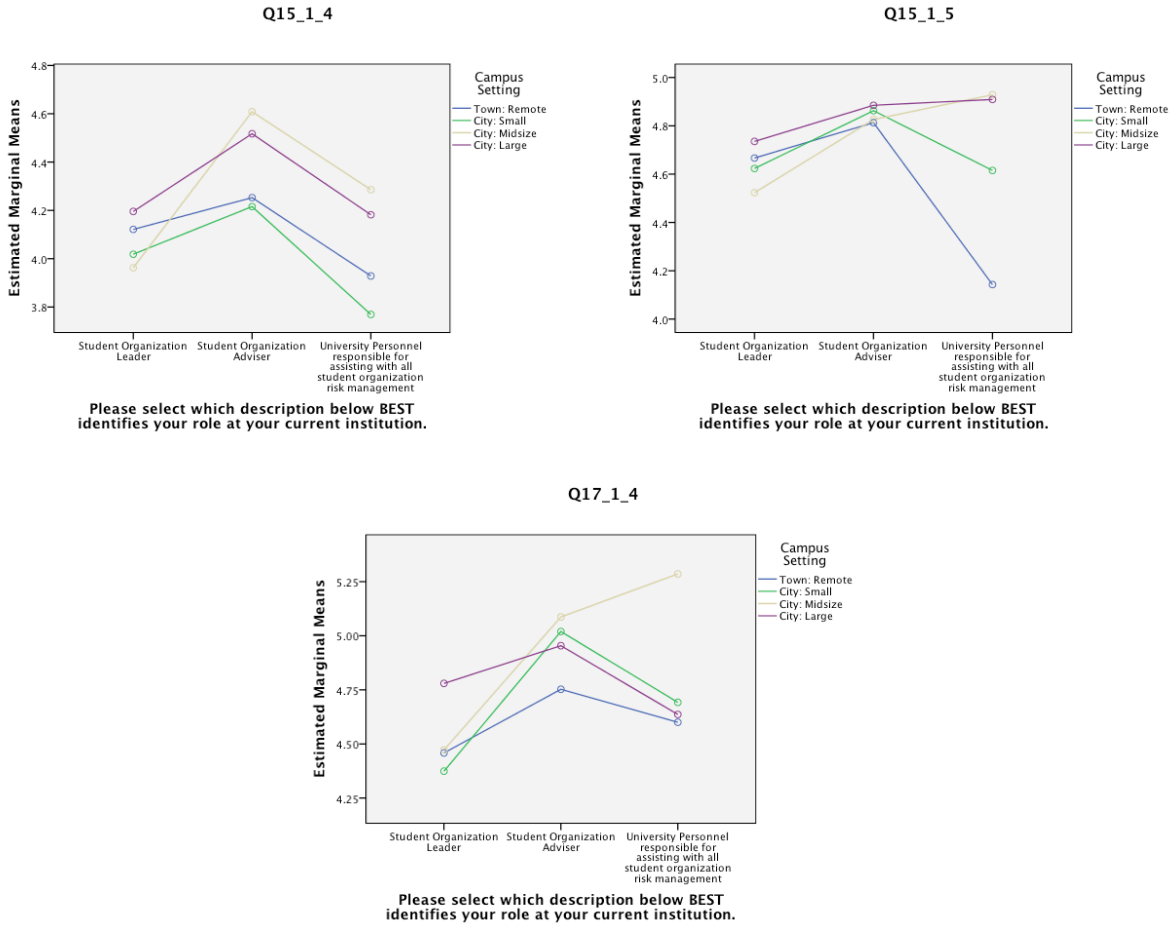


*Figure 3.* Estimated marginal means of reputational risk to the student organization scenario questions as a function of Role and Campus Setting

According to these analyses, there was a statistically significant main effect for university role in 17_1_4, $F$ (2, 1030) = 9.97, $p$ = <.001; indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .019), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.57, $SD$ = 1.40) was significantly different from the adviser group ($M$ = 4.92, $SD$ = 1.15). The university personnel group ($M$ = 4.81, $SD$ = 1.18) did not differ significantly from either of the other groups. The main effect for university role in 15_1_1

and 15_1_5, $F$ (2, 1025) = 2.57, $p$ = .08; and $F$ (2, 1025) = 2.72, $p$ = .07, did not reach statistical significance.

The main effect for campus setting for 15_1_1, 15_1_5 and 17_1_4, $F$ (3, 1025) = .47, $p$ = .70; $F$ (3, 1025) = 1.05, $p$ = .37; and $F$ (3, 1030) = 1.17, $p$ = .32, did not reach statistical significance.

***Emotional Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by emotional risk to the student organization in questions 15_1_4, 19_1_2, and 19_1_4 (Table 7 and 8). The interaction effect between organization role and campus setting was not statistically significant for any of the emotional risk questions, $F$ (6, 1025) = .89, $p$ = .50; $F$ (6, 1032) = .94, $p$ = .47; and $F$ (*6*, 1028) = 1.02, $p$ = .41 (Figure 4). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 7

*Means and Standard Deviations for emotional risk to the student organization scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_4 | | | | | | | | | | |
| Student Leader | 4.12 | 1.22 | 4.02 | 1.13 | 3.96 | 1.25 | 4.20 | 1.14 | 4.10 | 1.18 |
| Adviser | 4.25 | 1.07 | 4.22 | 1.15 | 4.61 | 1.11 | 4.52 | 1.30 | 4.39 | 1.17 |
| University Personnel | 3.93 | 1.44 | 3.77 | 1.36 | 4.29 | .73 | 4.18 | .75 | 4.04 | 1.12 |
| 19_1_2 | | | | | | | | | | |
| Student Leader | 4.70 | 1.16 | 4.80 | 1.04 | 4.68 | 1.33 | 4.73 | 1.09 | 4.73 | 1.13 |
| Adviser | 4.68 | 1.07 | 4.67 | 1.09 | 4.96 | .84 | 4.93 | .97 | 4.80 | 1.01 |
| University Personnel | 4.80 | 1.01 | 4.54 | .66 | 5.07 | .62 | 4.83 | .72 | 4.81 | .78 |
| 19_1_4 | | | | | | | | | | |
| Student Leader | 4.31 | 1.17 | 4.37 | 1.01 | 4.33 | 1.06 | 4.43 | .99 | 4.37 | 1.05 |
| Adviser | 4.04 | 1.08 | 4.20 | 1.20 | 4.43 | 1.07 | 4.16 | 1.05 | 4.18 | 1.09 |
| University Personnel | 4.53 | .92 | 4.23 | 1.01 | 4.57 | .94 | 4.00 | .74 | 4.35 | .91 |

Table 8

*Two-Way Analysis of Variance for emotional risk to the student organization scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_4 | | | | |
| Role | 2 | 19.64 | 9.82 | 7.15 | .001 | .014 |
| Campus Setting | 3 | 5.55 | 1.85 | 1.35 | .26 | .004 |
| Role x Campus Setting | 6 | 7.35 | 1.22 | .89 | .50 | .005 |
| Error | 1025 | 1408.03 | 1.37 | | | |
| | | 19_1_2 | | | | |
| Role | 2 | 1.38 | .69 | .58 | .56 | .001 |
| Campus Setting | 3 | 2.89 | .96 | .81 | .49 | .002 |
| Role x Campus Setting | 6 | 6.67 | 1.11 | .94 | .47 | .005 |
| Error | 1032 | 1221.88 | 1.18 | | | |
| | | 19_1_4 | | | | |
| Role | 2 | 4.10 | 2.05 | 1.84 | .16 | .004 |
| Campus Setting | 3 | 2.96 | .99 | .89 | .45 | .003 |
| Role x Campus Setting | 6 | 6.84 | 1.14 | 1.02 | .41 | .006 |
| Error | 1028 | 1145.45 | 1.11 | | | |

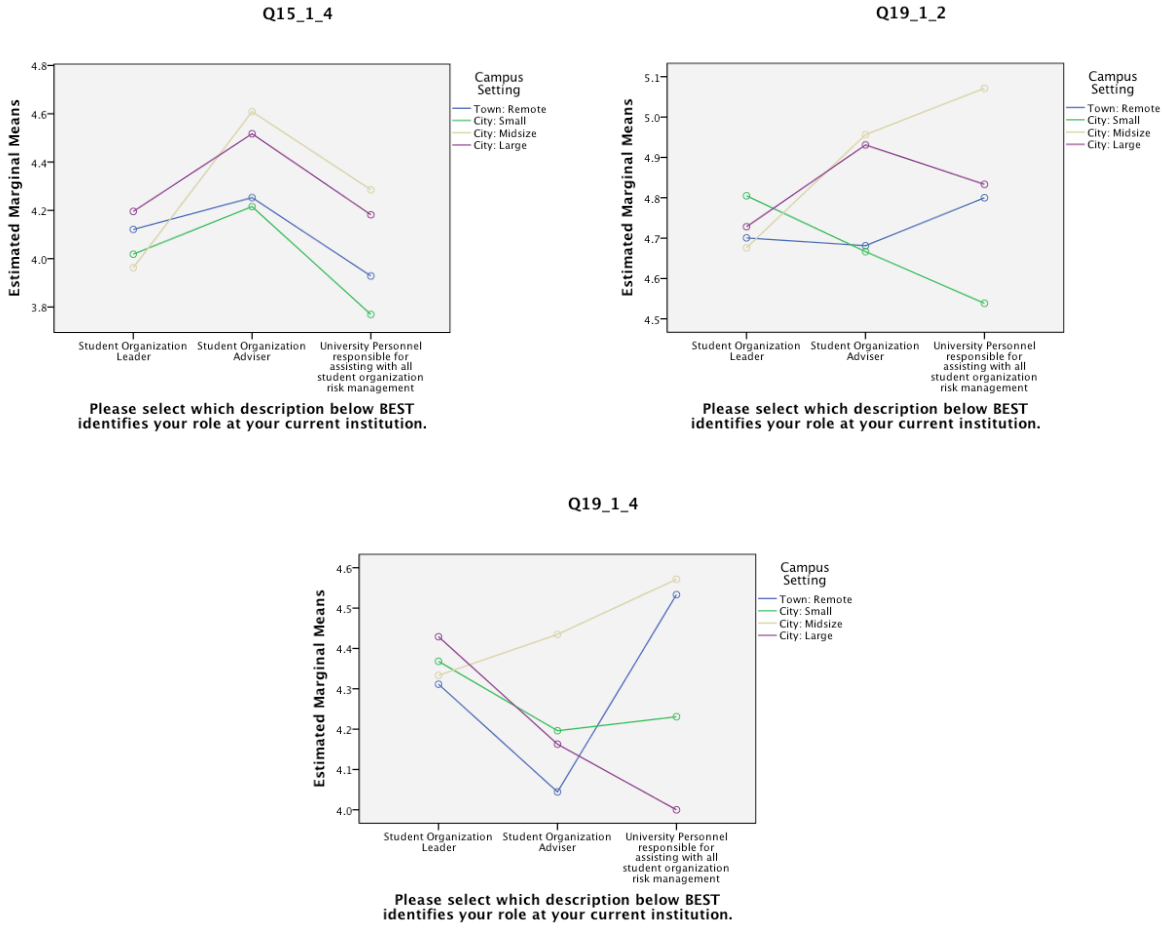


*Figure 4.* Estimated marginal means of emotional risk to the student organization scenario questions as a function of Role and Campus Setting

According to these analyses, there was a statistically significant main effect for university role in 15_1_4, $F$ (2, 1025) = 7.15, $p$ = .001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .014), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.10, $SD$ = 1.18) was significantly different from the adviser group ($M$ = 4.39, $SD$ = 1.17). The university personnel group ($M$ = 4.04, $SD$ = .1.12) did not differ significantly from either of the other groups. The main effect for university role in 19_1_2

and 19_1_4, $F$ (2, 1032) = .58, $p$ = .56; and $F$ (2, 1028) = 1.84, $p$ = .16, did not reach statistical significance.

The main effect for campus setting for 15_1_4, 19_1_2 and 19_1_4, $F$ (3, 1025) = 1.35, $p$ = .26; $F$ (3, 1032) = .81, $p$ = .49; and $F$ (3, 1028) = .89, $p$ = .45, did not reach statistical significance.

***Financial Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by financial risk to the student organization in questions 15_1_3, 17_1_5, and 19_1_3 (Table 9 and 10). The interaction effect between organization role and campus setting was not statistically significant for any of the financial risk questions, $F$ (6, 1024) = 1.03, $p$ = .40; $F$ (6, 1030) = .36, $p$ = .90; and $F$ (6, 1028) = 1.20, $p$ = .30 (Figure 5). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 9

*Means and Standard Deviations for financial risk to the student organization scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_3 | | | | | | | | | | |
| Student Leader | 4.24 | 1.16 | 4.38 | 1.28 | 4.13 | 1.30 | 4.41 | 1.14 | 4.32 | 1.20 |
| Adviser | 4.59 | .98 | 4.65 | .74 | 4.74 | .88 | 4.70 | .99 | 4.66 | .93 |
| University Personnel | 4.14 | 1.51 | 4.62 | .65 | 5.00 | .68 | 4.82 | .75 | 4.63 | 1.01 |
| 17_1_5 | | | | | | | | | | |
| Student Leader | 5.32 | 1.11 | 5.37 | 1.03 | 5.40 | 1.03 | 5.42 | .90 | 5.38 | 1.00 |
| Adviser | 5.29 | 1.09 | 5.39 | 1.04 | 5.50 | .55 | 5.34 | .95 | 5.36 | .96 |
| University Personnel | 5.33 | 1.29 | 5.23 | .60 | 5.57 | .51 | 5.09 | .83 | 5.32 | .87 |
| 19_1_3 | | | | | | | | | | |
| Student Leader | 5.10 | 1.32 | 4.81 | 1.34 | 4.77 | 1.34 | 5.06 | 1.26 | 4.97 | 1.31 |
| Adviser | 4.93 | 1.37 | 4.57 | 1.43 | 4.89 | 1.16 | 4.95 | 1.24 | 4.86 | 1.31 |
| University Personnel | 5.13 | 1.64 | 4.31 | 1.03 | 5.50 | .52 | 4.75 | .97 | 4.94 | 1.19 |

Table 10

*Two-Way Analysis of Variance for financial risk to the student organization scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_3 | | | | |
| Role | 2 | 29.02 | 14.51 | 11.43 | <.001 | .022 |
| Campus Setting | 3 | 6.23 | 2.08 | 1.64 | .18 | .005 |
| Role x Campus Setting | 6 | 7.87 | 1.31 | 1.03 | .40 | .006 |
| Error | 1024 | 1299.68 | 1.27 | | | |
| | | 17_1_5 | | | | |
| Role | 2 | .26 | .13 | .13 | .88 | <.001 |
| Campus Setting | 3 | 2.25 | .75 | .77 | .51 | .002 |
| Role x Campus Setting | 6 | 2.11 | .35 | .36 | .90 | .002 |
| Error | 1030 | 1005.19 | .98 | | | |
| | | 19_1_3 | | | | |
| Role | 2 | 1.75 | .88 | .52 | .60 | .001 |
| Campus Setting | 3 | 14.55 | 4.85 | 2.87 | .04 | .008 |
| Role x Campus Setting | 6 | 12.17 | 2.03 | 1.20 | .30 | .007 |
| Error | 1028 | 1736.71 | 1.69 | | | |

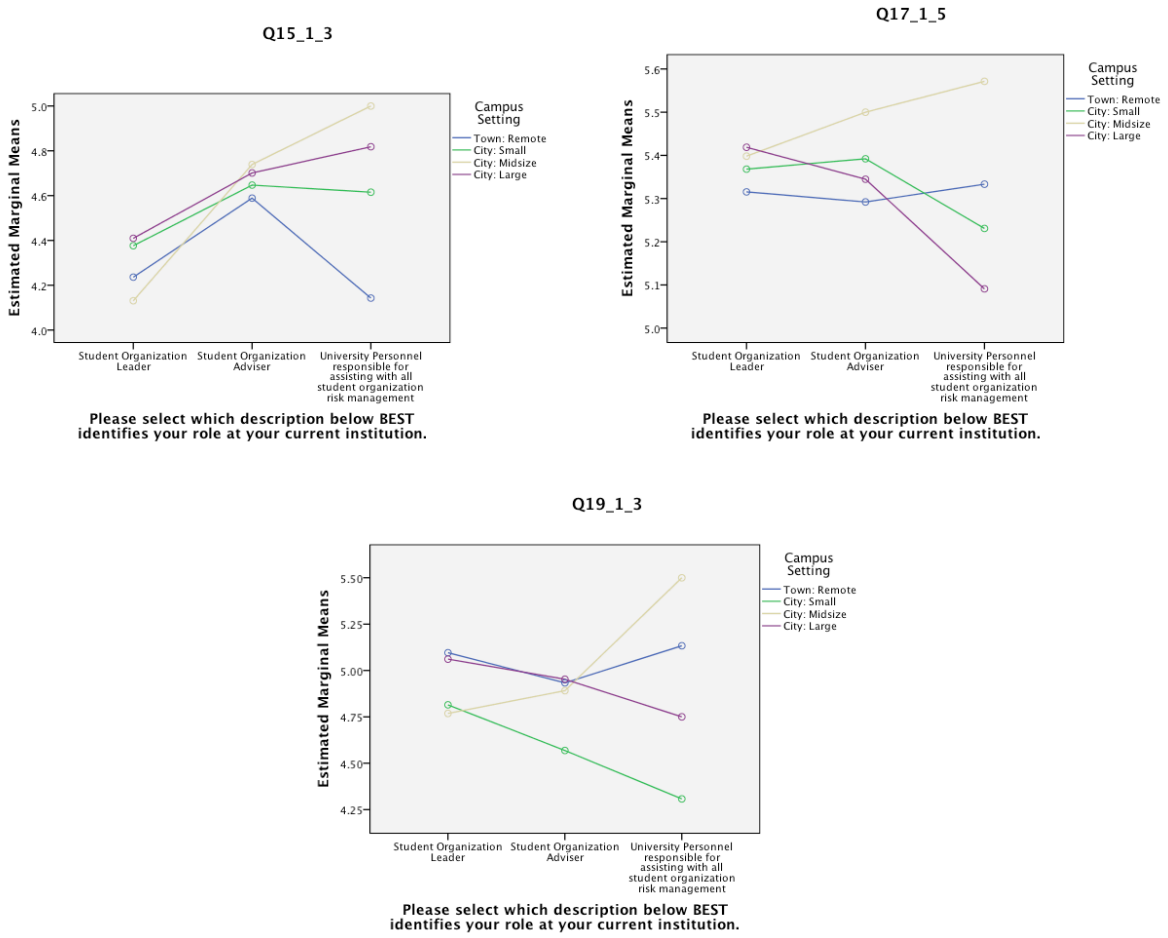


*Figure 5.* Estimated marginal means of financial risk to the student organization scenario questions as a function of Role and Campus Setting

According to these analyses, there was a statistically significant main effect for university role in 15_1_3, $F$ (2, 1024) = 11.43, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .022), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.32, $SD$ = 1.20) was significantly different from the adviser group ($M$ = 4.66, $SD$ = .93). The university personnel group ($M$ = 4.63, $SD$ = .1.01) did not differ significantly from either of the other groups. The main effect for university role in 17_1_5 and

19_1_3, $F$ (2, 1030) = .13, $p$ = .88 and $F$ (2, 1028) = .52, $p$ = .60, did not reach statistical significance.

Additionally, there was a statistically significant main effect for campus setting for 19_1_3, $F$ (3, 1028) = 2.87, $p$ = .04, indicating that at least two setting groups differed significantly from one another. Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for city: small (M = 4.73, $SD$ = 1.35) was significantly different from both town: remote ($M$ = 5.04, $SD$ = 1.36) and city: large ($M$ = 5.03, $SD$ = 1.25). The city: midsize campus setting ($M$ = 4.86, $SD$ = 1.25) did not differ significantly from the other groups. However, based upon the effect size (partial eta squared = .008), campus setting has no practical impact on risk perceptions (Pallant, 2010). The main effect for campus setting for 15_1_3 and 17_1_5, $F$ (3, 1024) = .1.64, $p$ = .18; and $F$ (3, 1030) = .77, $p$ = .51, did not reach statistical significance.

***Facilities Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by facilities risk to the student organization in questions 17_1_2, 19_1_1, and 19_1_5 (Table 11 and 12). The interaction effect between organization role and campus setting was not statistically significant for any of the facilities risk questions, $F$ (6, 1029) = .94, $p$ = .47; $F$ (6, 1034) = .66, $p$ = .69; and $F$ (6, 1032) = .53, $p$ = .79 (Figure 6). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 11

*Means and Standard Deviations for facilities risk to the student organization scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 17_1_2 | | | | | | | | | | |
| Student Leader | 4.27 | 1.30 | 4.36 | 1.24 | 4.29 | 1.22 | 4.30 | 1.18 | 4.31 | 1.23 |
| Adviser | 4.05 | 1.26 | 4.27 | 1.04 | 4.59 | 1.07 | 4.30 | 1.17 | 4.26 | 1.17 |
| University Personnel | 3.93 | 1.58 | 4.69 | 1.32 | 4.43 | 1.34 | 4.27 | .79 | 4.32 | 1.31 |
| 19_1_1 | | | | | | | | | | |
| Student Leader | 3.78 | 1.07 | 3.76 | 1.04 | 3.86 | 1.07 | 3.76 | 1.04 | 3.78 | 1.05 |
| Adviser | 3.35 | 1.00 | 3.33 | .68 | 3.76 | .85 | 3.53 | .94 | 3.47 | .91 |
| University Personnel | 3.53 | .99 | 3.46 | .88 | 3.71 | .91 | 3.83 | .58 | 3.63 | .85 |
| 19_1_5 | | | | | | | | | | |
| Student Leader | 3.93 | 1.24 | 4.09 | 1.08 | 4.07 | 1.16 | 4.05 | 1.14 | 4.03 | 1.15 |
| Adviser | 3.91 | 1.08 | 4.06 | 1.16 | 4.30 | 1.03 | 4.05 | 1.15 | 4.05 | 1.11 |
| University Personnel | 3.80 | 1.37 | 4.08 | 1.04 | 4.50 | .94 | 4.42 | .79 | 4.19 | 1.08 |

Table 12

*Two-Way Analysis of Variance for facilities risk to the student organization scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 17_1_2 | | | | |
| Role | 2 | .04 | .02 | .01 | .99 | <.001 |
| Campus Setting | 3 | 8.46 | 2.82 | 1.91 | .13 | .006 |
| Role x Campus Setting | 6 | 8.32 | 1.39 | .94 | .47 | .005 |
| Error | 1029 | 1519.89 | 1.48 | | | |
| | | 19_1_1 | | | | |
| Role | 2 | 16.40 | 8.20 | 8.10 | <.001 | .015 |
| Campus Setting | 3 | 4.16 | 1.39 | 1.37 | .25 | .004 |
| Role x Campus Setting | 6 | 3.98 | .66 | .66 | .69 | .004 |
| Error | 1034 | 1046.79 | 1.01 | | | |
| | | 19_1_5 | | | | |
| Role | 2 | 1.51 | .76 | .58 | .56 | .001 |
| Campus Setting | 3 | 8.87 | 2.96 | 2.28 | .08 | .007 |
| Role x Campus Setting | 6 | 4.10 | .68 | .53 | .79 | .003 |
| Error | 1032 | 1336.29 | 1.30 | | | |

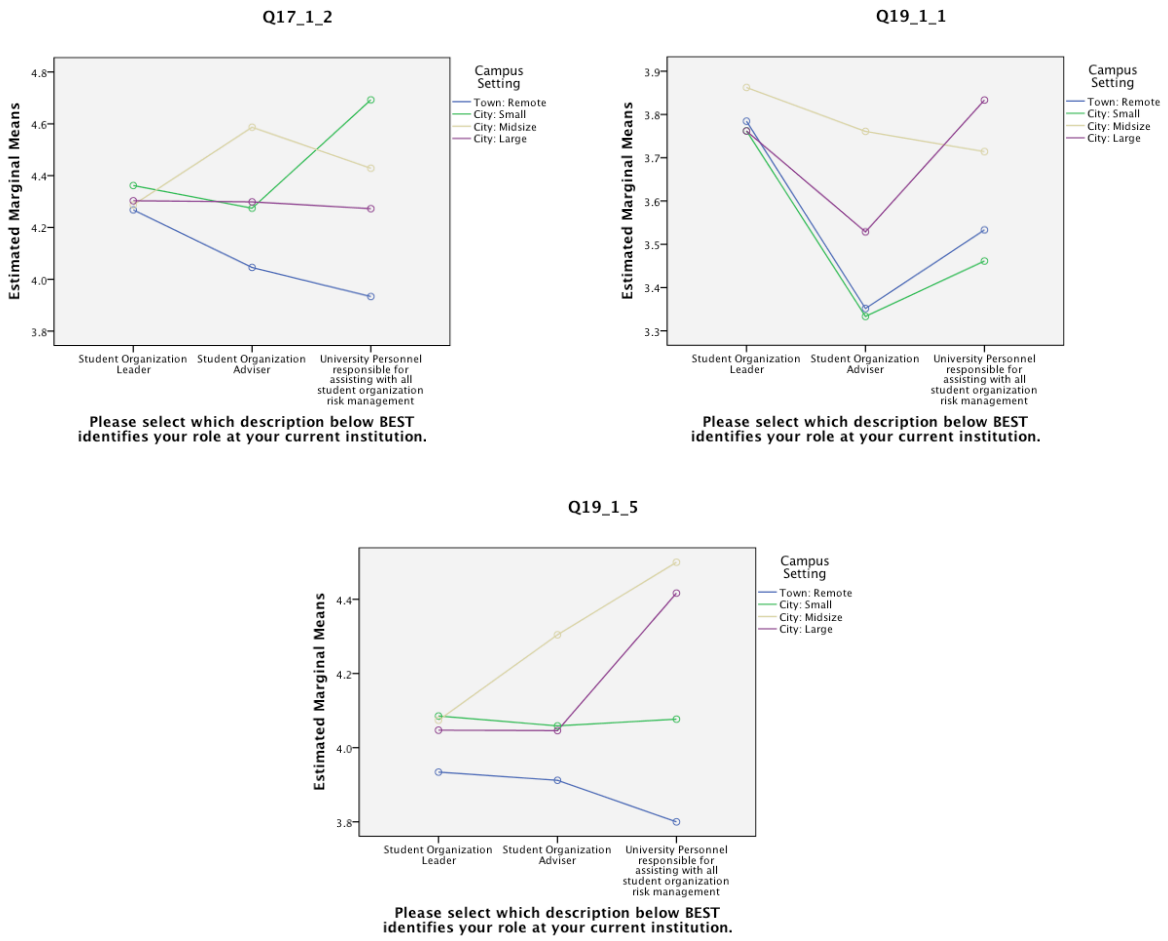


*Figure 6.* Estimated marginal means of facilities risk to the student organization scenario questions as a function of Role and Campus Setting

According to these analyses, there was a statistically significant main effect for university role in 19_1_1, $F$ (2, 1034) = 8.10, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .015), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.78, $SD$ = 1.05) was significantly different from the adviser group ($M$ = 3.47, $SD$ = .91). The university personnel group ($M$ = 3.63, $SD$ = .85) did not differ significantly from either of the other groups. The main effect for university role in 17_1_2 and

19_1_5, $F$ (2, 1029) = .01, $p$ = .99; and $F$ (2, 1032) = .58, $p$ = .56, did not reach statistical significance.

Additionally, the main effect for campus setting for 17_1_2, 19_1_1 and 19_1_5, $F$ (3, 1029) = 1.91, $p$ = .13; $F$ (3, 1034) = 1.37, $p$ = .25; and $F$ (3, 1032) = 2.28, $p$ = .08, did not reach statistical significance.

***Physical Risk to the University.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by physical risk to the university in questions 16_1_2, 18_1_1, and 18_1_3 (Table 13 and 14). The interaction effect between organization role and campus setting was not statistically significant, The interaction effect between organization role and campus setting was not statistically significant for any of the physical risk questions, $F$ (6, 1025) = .69, $p$ = .66; $F$ (6, 1024) = .13, $p$ = .99; and $F$ (6, 1025) = .85, $p$ = .54 (Figure 7). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 13

*Means and Standard Deviations for physical risk to the university scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_2 | | | | | | | | | | |
| Student Leader | 3.77 | 1.31 | 3.57 | 1.21 | 3.86 | 1.33 | 3.57 | 1.21 | 3.66 | 1.26 |
| Adviser | 3.76 | 1.21 | 3.73 | 1.00 | 3.96 | 1.30 | 3.68 | 1.20 | 3.76 | 1.18 |
| University Personnel | 3.13 | 1.51 | 3.69 | 1.03 | 4.00 | 1.24 | 3.73 | .65 | 3.62 | 1.20 |
| 18_1_1 | | | | | | | | | | |
| Student Leader | 4.30 | 1.31 | 4.64 | 1.16 | 4.61 | 1.34 | 4.53 | 1.24 | 4.52 | 1.26 |
| Adviser | 4.63 | 1.16 | 4.96 | 1.10 | 5.00 | .99 | 4.85 | .91 | 4.82 | 1.05 |
| University Personnel | 4.33 | .82 | 4.69 | .75 | 5.00 | .91 | 4.75 | .87 | 4.68 | .85 |
| 18_1_3 | | | | | | | | | | |
| Student Leader | 3.98 | 1.32 | 4.07 | 1.35 | 3.87 | 1.24 | 3.58 | 1.30 | 3.83 | 1.32 |
| Adviser | 4.29 | 1.08 | 4.55 | .99 | 4.39 | 1.16 | 4.08 | 1.25 | 4.29 | 1.14 |
| University Personnel | 4.20 | 1.37 | 4.08 | .76 | 4.85 | .69 | 4.25 | 1.29 | 4.34 | 1.09 |

Table 14

*Two-Way Analysis of Variance for physical risk to the university scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_2 | | | | |
| Role | 2 | 1.71 | .86 | .56 | .57 | .001 |
| Campus Setting | 3 | 7.58 | 2.53 | 1.66 | .17 | .005 |
| Role x Campus Setting | 6 | 6.28 | 1.05 | .69 | .66 | .004 |
| Error | 1025 | 1558.43 | 1.52 | | | |
| | | 18_1_1 | | | | |
| Role | 2 | 20.80 | 10.40 | 7.41 | .001 | .014 |
| Campus Setting | 3 | 10.93 | 3.64 | 2.60 | .05 | .008 |
| Role x Campus Setting | 6 | 1.05 | .18 | .13 | .99 | .001 |
| Error | 1024 | 1436.16 | 1.40 | | | |
| | | 18_1_3 | | | | |
| Role | 2 | 42.54 | 21.27 | 13.55 | <.001 | .026 |
| Campus Setting | 3 | 7.21 | 2.40 | 1.53 | .21 | .004 |
| Role x Campus Setting | 6 | 7.97 | 1.33 | .85 | .54 | .005 |
| Error | 1025 | 1609.62 | 1.57 | | | |

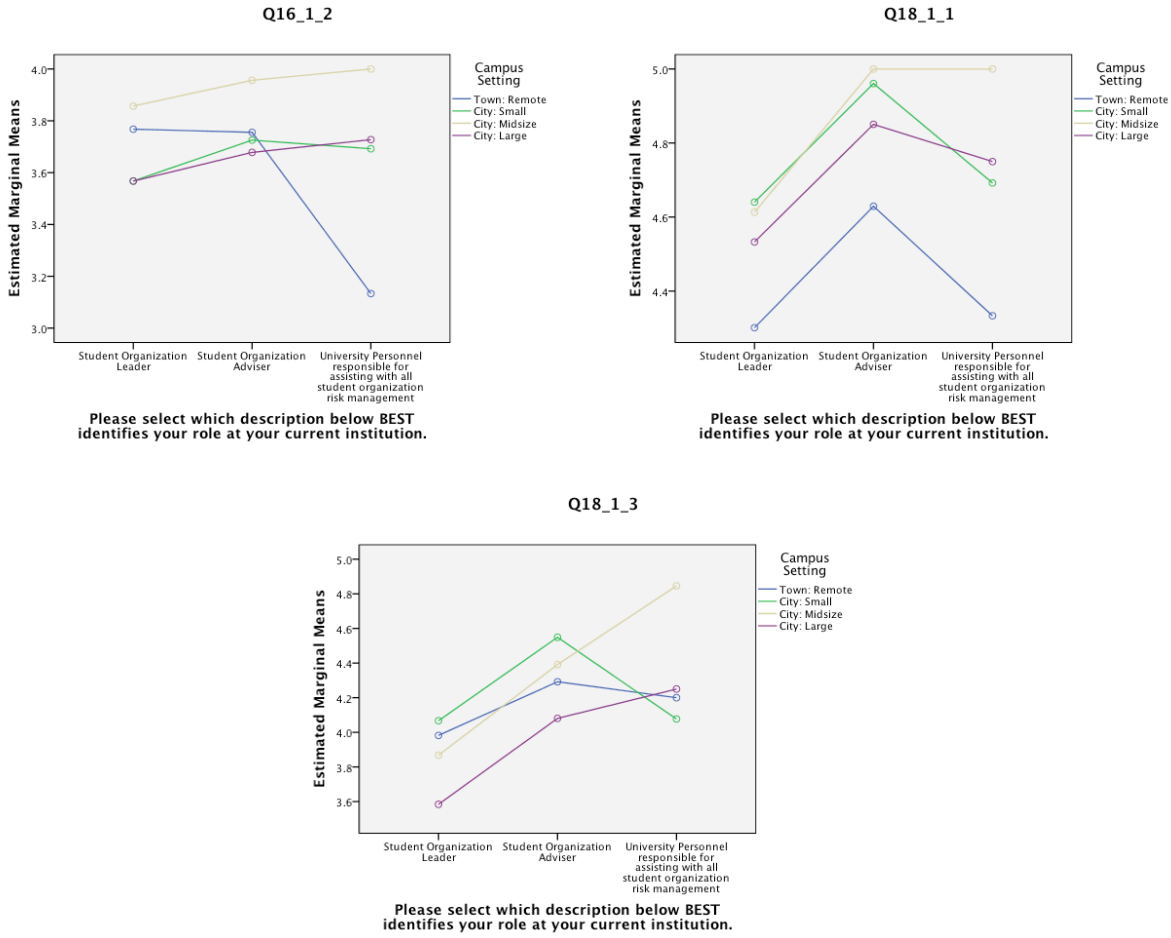


*Figure 7.* Estimated marginal means of physical risk to the university scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 18_1_1 and 18_1_3. For 18_1_1, $F$ (2, 1024) = 7.41, $p$ = .001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .014), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.52, $SD$ = 1.26) was significantly different from the adviser group ($M$ = 4.82, $SD$ = 1.05). The university personnel group ($M$ = 4.68, $SD$ = .85) did not differ significantly from either of the other groups. For item

18_1_3, $F$ (2, 1025) = 13.55, $p$ = .<001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .026), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.83, $SD$ = 1.32) was significantly different from both the adviser group ($M$ = 4.29, $SD$ = 1.14) and the university personnel group ($M$ = 4.34, $SD$ = 1.09). The main effect for university role in 16_1_2, $F$ (2, 1025) = .56, $p$ = .57, did not reach statistical significance.

The main effect for campus setting for 16_1_2, 18_1_1 and 18_1_3, $F$ (3, 1025) = 1.66, $p$ = .17; $F$ (3, 1024) = 2.06, $p$ = .05; and $F$ (3, 1025) = 1.53, $p$ = .21, did not reach statistical significance.

***Reputational Risk to the University.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by reputational risk to the university in questions 16_1_1, 16_1_5, and 18_1_4 (Table 15 and 16). The interaction effect between organization role and campus setting was not statistically significant for any of the reputational risk questions, $F$ (6, 1026) = 1.05, $p$ = .39; $F$ (6, 1026) = 1.61, $p$ = .14; and $F$ (6, 1025) = 1.07, $p$ = .38 (Figure 8). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 15

*Means and Standard Deviations for reputational risk to the university scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_1 | | | | | | | | | | |
| Student Leader | 4.16 | 1.18 | 4.30 | 1.19 | 4.25 | 1.22 | 4.09 | 1.30 | 4.18 | 1.24 |
| Adviser | 4.08 | 1.22 | 3.98 | 1.33 | 4.43 | 1.21 | 4.28 | 1.15 | 4.18 | 1.22 |
| University Personnel | 4.00 | 1.41 | 4.23 | 1.42 | 4.50 | 1.16 | 4.55 | 1.04 | 4.30 | 1.27 |
| 16_1_5 | | | | | | | | | | |
| Student Leader | 4.93 | 1.31 | 4.88 | 1.15 | 4.68 | 1.32 | 4.80 | 1.24 | 4.83 | 1.25 |
| Adviser | 4.81 | 1.22 | 5.16 | .90 | 5.24 | .90 | 4.97 | .91 | 5.00 | 1.03 |
| University Personnel | 4.40 | 1.35 | 4.92 | .95 | 4.71 | 1.20 | 5.09 | .70 | 4.75 | 1.11 |
| 18_1_4 | | | | | | | | | | |
| Student Leader | 4.62 | 1.46 | 4.74 | 1.23 | 4.59 | 1.26 | 4.80 | 1.26 | 4.71 | 1.30 |
| Adviser | 4.73 | 1.29 | 5.10 | 1.01 | 5.35 | .90 | 5.10 | 1.02 | 5.02 | 1.11 |
| University Personnel | 4.47 | 1.41 | 4.77 | .93 | 5.08 | .86 | 4.83 | 1.03 | 4.77 | 1.09 |

Table 16

*Two-Way Analysis of Variance for reputational risk to the university scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_1 | | | | |
| Role | 2 | .74 | .37 | .24 | .79 | <.001 |
| Campus Setting | 3 | 5.60 | 1.87 | 1.23 | .30 | .004 |
| Role x Campus Setting | 6 | 9.56 | 1.59 | 1.05 | .39 | .006 |
| Error | 1026 | 1562.21 | 1.52 | | | |
| | | 16_1_5 | | | | |
| Role | 2 | 9.46 | 4.73 | 3.36 | .04 | .007 |
| Campus Setting | 3 | 4.37 | 1.46 | 1.04 | .38 | .003 |
| Role x Campus Setting | 6 | 13.59 | 2.27 | 1.61 | .14 | .009 |
| Error | 1026 | 1444.39 | 1.41 | | | |
| | | 18_1_4 | | | | |
| Role | 2 | 25.95 | 12.98 | 8.44 | <.001 | .016 |
| Campus Setting | 3 | 8.81 | 2.94 | 1.91 | .13 | .006 |
| Role x Campus Setting | 6 | 9.86 | 1.64 | 1.07 | .38 | .006 |
| Error | 1025 | 1576.80 | 1.54 | | | |

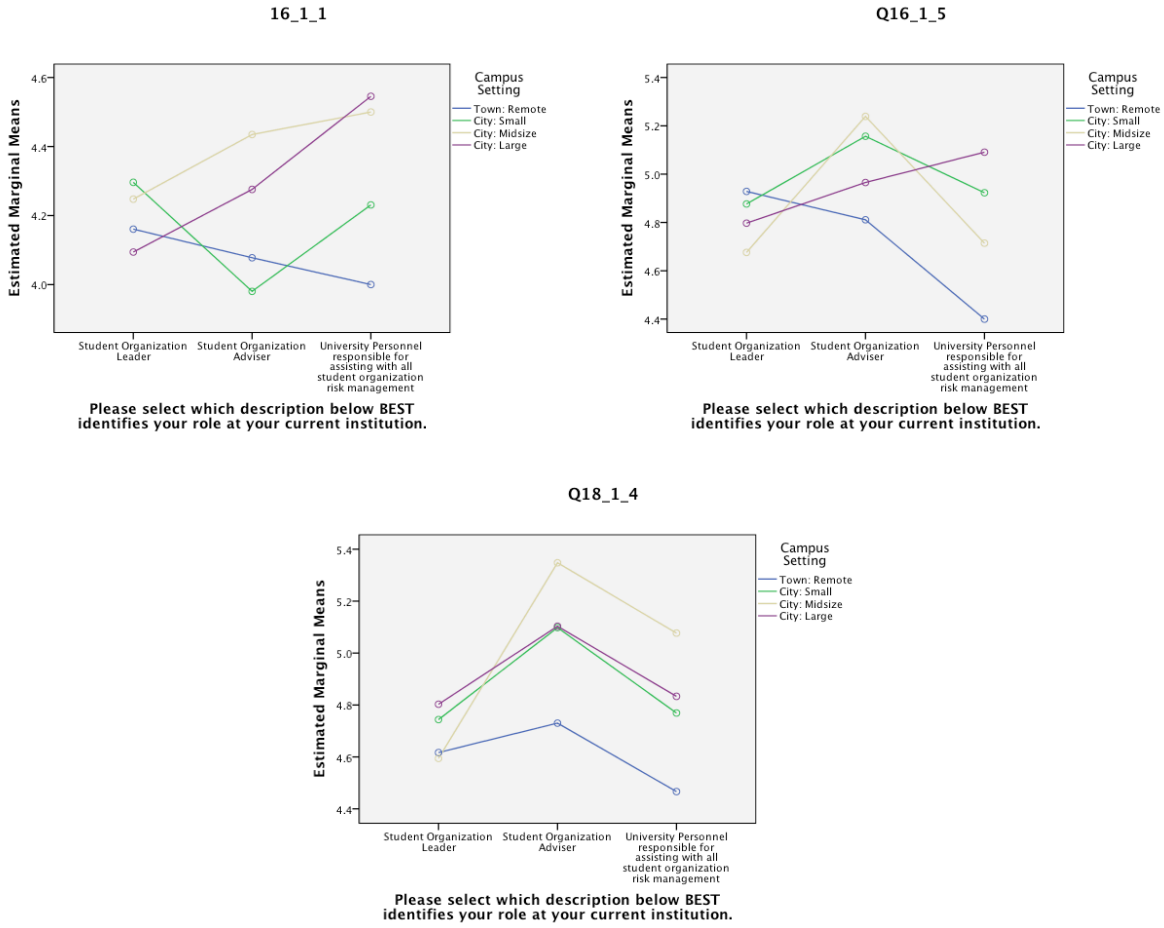


*Figure 8.* Estimated marginal means of reputational risk to the university scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 16_1_5 and 18_1_4. For 16_1_5, $F$ (2, 1026) = 3.36, $p$ = .04, indicating that at least two setting groups differed significantly from one another. Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.83, $SD$ = 1.25), advisers ($M$ = 5.00, $SD$ = 1.03), and university personnel ($M$ = 4.75, $SD$ = 1.11) were not significantly different. Additionally, based upon effect size (partial eta squared = .007), university role has no practical impact on risk perceptions (Pallant, 2010). For item 18_1_4, $F$ (2, 1025) = 8.44, $p$ = <.001, indicating that at least two setting groups differed significantly from

one another. The effect size was small (partial eta squared = .016), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M = 4.71$, $SD = 1.30$) was significantly different from both the adviser group ($M = 5.02$, $SD = 1.11$) and the university personnel group ($M = 4.77$, $SD = 1.09$). The main effect for university role in 16_1_1, $F$ (2, 1026) = .24, $p = .79$, did not reach statistical significance.

Additionally, the main effect for campus setting for 16_1_1, 16_1_5 and 18_1_4, $F$ (3, 1026) = 1.23, $p = .30$; $F$ (3, 1026) = 1.04, $p = .38$; and $F$ (3, 1025) = 1.91, $p = .13$, did not reach statistical significance.

***Emotional Risk to the University.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by emotional risk to the university in questions 16_1_4, 20_1_2, and 20_1_4 (Table 17 and 18). The interaction effect between organization role and campus setting was not statistically significant for any of the emotional risk questions, $F$ (6, 1025) = 1.33, $p = .24$; $F$ (6, 1025) = .41, $p = .87$; and $F$ (6, 1026) = .85, $p = .53$. Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored (Figure 9).

Table 17

*Means and Standard Deviations for emotional risk to the university scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_4 | | | | | | | | | | |
| Student Leader | 4.11 | 1.29 | 4.23 | 1.20 | 4.14 | 1.16 | 4.01 | 1.29 | 4.11 | 1.25 |
| Adviser | 4.24 | 1.18 | 4.37 | 1.00 | 4.76 | 1.06 | 4.52 | 1.08 | 4.44 | 1.11 |
| University Personnel | 3.80 | 1.15 | 4.08 | 1.50 | 4.57 | .65 | 4.36 | .67 | 4.19 | 1.08 |
| 20_1_2 | | | | | | | | | | |
| Student Leader | 4.73 | 1.20 | 4.65 | 1.10 | 4.69 | 1.15 | 4.63 | 1.23 | 4.67 | 1.18 |
| Adviser | 4.81 | 1.07 | 4.75 | .96 | 4.93 | .90 | 4.86 | 1.08 | 4.83 | 1.02 |
| University Personnel | 4.67 | 1.23 | 4.38 | .87 | 5.00 | 1.23 | 4.83 | .84 | 4.72 | 1.06 |
| 20_1_4 | | | | | | | | | | |
| Student Leader | 3.98 | 1.41 | 4.10 | 1.19 | 4.25 | 1.22 | 4.08 | 1.33 | 4.09 | 1.30 |
| Adviser | 3.91 | 1.22 | 4.08 | 1.15 | 4.33 | 1.27 | 4.24 | 1.05 | 4.12 | 1.17 |
| University Personnel | 4.47 | 1.30 | 3.92 | 1.26 | 4.69 | .95 | 3.83 | 1.34 | 4.25 | 1.24 |

Table 18

*Two-Way Analysis of Variance for emotional risk to the university scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_4 | | | | |
| Role | 2 | 21.84 | 10.92 | 7.53 | .001 | .014 |
| Campus Setting | 3 | 9.62 | 3.21 | 2.21 | .09 | .006 |
| Role x Campus Setting | 6 | 11.52 | 1.92 | 1.33 | .24 | .008 |
| Error | 1025 | 1485.88 | 1.45 | | | |
| | | 20_1_2 | | | | |
| Role | 2 | 4.66 | 2.33 | 1.80 | .17 | .003 |
| Campus Setting | 3 | 3.49 | 1.16 | .90 | .44 | .003 |
| Role x Campus Setting | 6 | 3.19 | .53 | .41 | .87 | .002 |
| Error | 1025 | 1325.34 | 1.29 | | | |
| | | 20_1_4 | | | | |
| Role | 2 | .86 | .43 | .27 | .76 | .001 |
| Campus Setting | 3 | 8.39 | 2.80 | 1.75 | .16 | .005 |
| Role x Campus Setting | 6 | 8.15 | 1.36 | .85 | .53 | .005 |
| Error | 1026 | 1638.60 | 1.60 | | | |

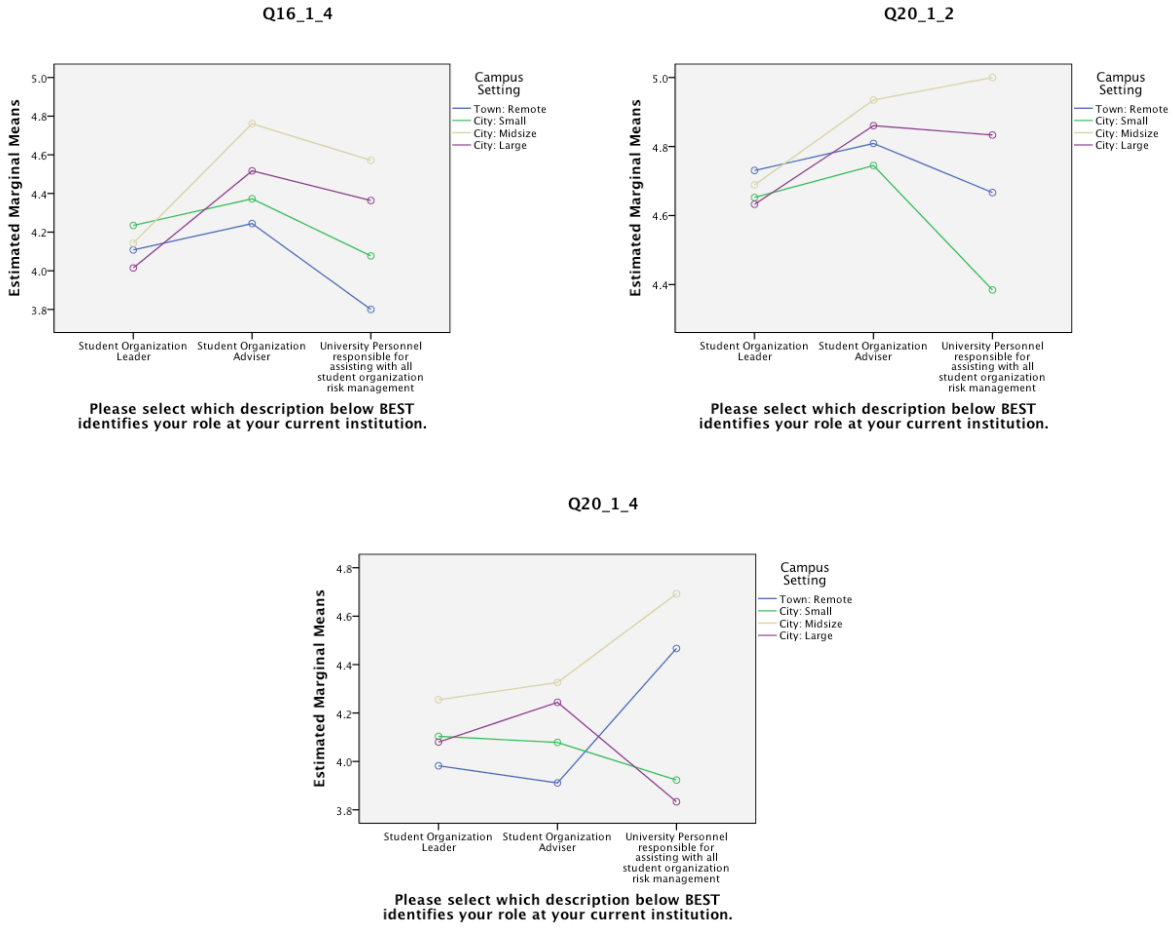


*Figure 9.* Estimated marginal means of emotional risk to the university scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 16_1_4, $F$ (2, 1025) = 7.53, $p$ = .001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .014), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.11, $SD$ = 1.25) was significantly different from the adviser group ($M$ = 4.44, $SD$ = 1.11). The university personnel group ($M$ = 4.19, $SD$ = 1.08) did not differ significantly from either of the other groups. The main effect for university role in 20_1_2

and 20_1_4, $F$ (2, 1025) = 1.80, $p$ = .17; and $F$ (2, 1026) = .27, $p$ = .76, did not reach statistical significance.

Additionally, the main effect for campus setting for 16_1_4, 20_1_2 and 20_1_4, $F$ (3, 1025) = 2.21, $p$ = .09; $F$ (3, 1025) = .90, $p$ = .44; and $F$ (3, 1026) = 1.75, $p$ = .16, did not reach statistical significance.

***Financial Risk to the University.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by financial risk to the university in questions 16_1_3, 18_1_5, and 20_1_3 (Table19 and 20). The interaction effect between organization role and campus setting was not statistically significant for any of the financial risk questions, $F$ (6, 1026) = 1.10, $p$ = .36; $F$ (6, 1025) = 1.31, $p$ = .25; and $F$ (6, 1021) = .91, $p$ = .48 (Figure 10). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 19

*Means and Standard Deviations for financial risk to the university scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_3 | | | | | | | | | | |
| Student Leader | 4.19 | 1.35 | 4.09 | 1.23 | 4.11 | 1.34 | 4.03 | 1.34 | 4.09 | 1.32 |
| Adviser | 4.07 | 1.35 | 4.39 | .98 | 4.17 | 1.27 | 4.31 | 1.09 | 4.22 | 1.19 |
| University Personnel | 3.93 | 1.22 | 4.23 | .83 | 4.64 | .84 | 4.45 | .93 | 4.30 | .99 |
| 18_1_5 | | | | | | | | | | |
| Student Leader | 4.81 | 1.32 | 4.94 | 1.18 | 5.04 | 1.29 | 4.72 | 1.34 | 4.84 | 1.30 |
| Adviser | 4.62 | 1.30 | 5.04 | 1.02 | 5.09 | 1.03 | 5.05 | 1.04 | 4.91 | 1.14 |
| University Personnel | 5.07 | 1.44 | 4.54 | 1.13 | 5.00 | 1.16 | 4.83 | .94 | 4.87 | 1.18 |
| 20_1_3 | | | | | | | | | | |
| Student Leader | 4.42 | 1.53 | 4.47 | 1.22 | 4.58 | 1.25 | 4.29 | 1.42 | 4.41 | 1.38 |
| Adviser | 4.51 | 1.40 | 4.31 | 1.36 | 4.67 | 1.30 | 4.72 | 1.21 | 4.56 | 1.32 |
| University Personnel | 4.60 | 1.55 | 4.38 | .96 | 5.00 | .82 | 4.50 | 1.00 | 4.62 | 1.13 |

Table 20

*Two-Way Analysis of Variance for financial risk to the university scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_3 | | | | |
| Role | 2 | 4.60 | 2.30 | 1.42 | .24 | .003 |
| Campus Setting | 3 | 3.49 | 1.16 | .72 | .54 | .002 |
| Role x Campus Setting | 6 | 10.73 | 1.79 | 1.10 | .36 | .006 |
| Error | 1026 | 1662.32 | 1.62 | | | |
| | | 18_1_5 | | | | |
| Role | 2 | 1.00 | .50 | .32 | .72 | .001 |
| Campus Setting | 3 | 2.57 | .86 | .55 | .65 | .002 |
| Role x Campus Setting | 6 | 12.26 | 2.04 | 1.31 | .25 | .008 |
| Error | 1025 | 1593.14 | 1.55 | | | |
| | | 20_1_3 | | | | |
| Role | 2 | 3.33 | 1.66 | .91 | .40 | .002 |
| Campus Setting | 3 | 5.93 | 1.98 | 1.08 | .36 | .003 |
| Role x Campus Setting | 6 | 10.05 | 1.68 | .91 | .48 | .005 |
| Error | 1021 | 1871.95 | 1.83 | | | |

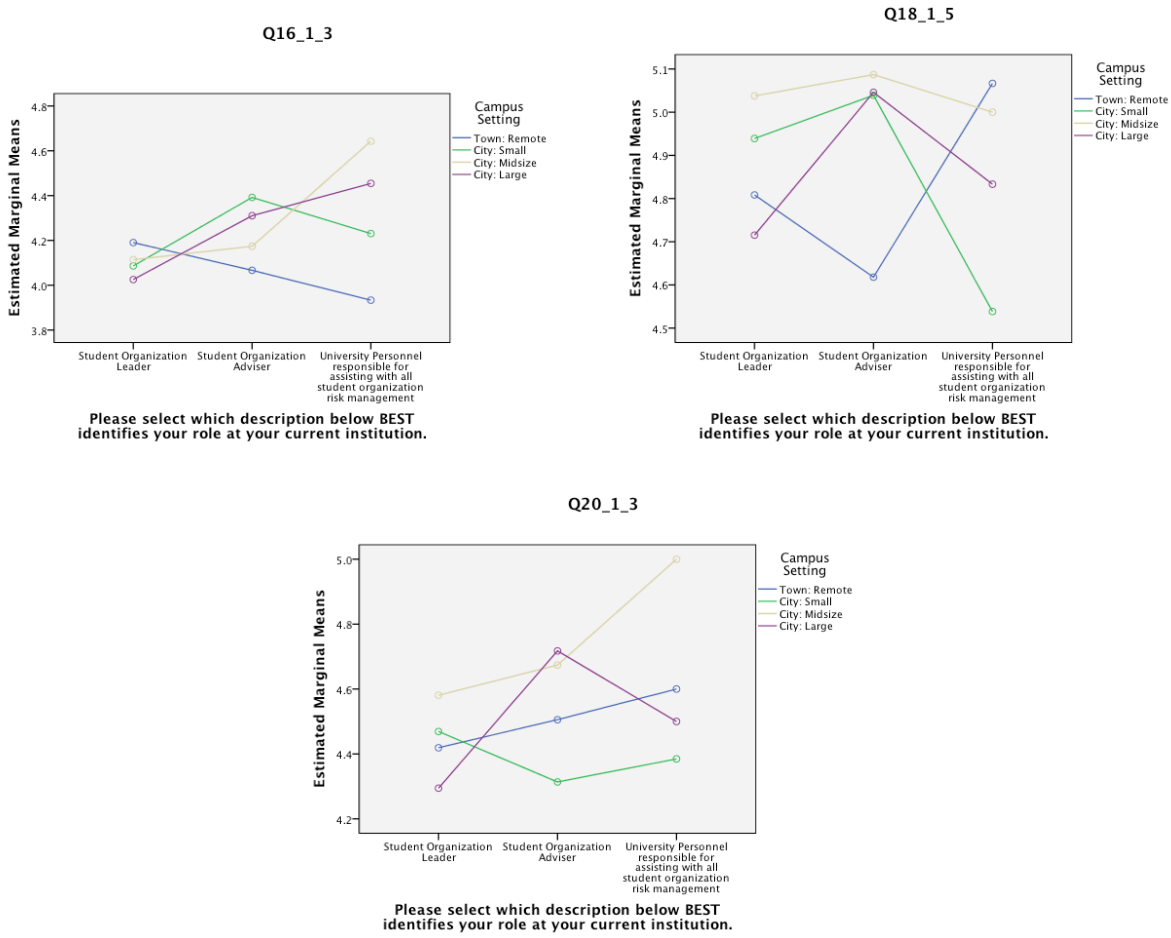


*Figure 10.* Estimated marginal means of financial risk to the university scenario questions as a function of Role and Campus Size

The main effect for university role did not reach statistical significance for any of the financial risk questions, $F$ (2, 1026) = 1.42, $p$ = .24; $F$ (2, 1025) = .32, $p$ = .72; and $F$ (2, 1021) = .91, $p$ = .40. Additionally, the main effect for campus setting did not reach statistical significance for any of the financial risk questions, $F$ (3, 1026) = .72, $p$ = .54; $F$ (3, 1025) = .55, $p$ = .65; and $F$ (3, 1021) = 1.08, $p$ = .36.

***Facilities Risk to the University.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by facilities risk to the university in questions

18_1_2, 20_1_1, and 20_1_5 (Table 21 and 22). The interaction effect between organization role and campus setting was not statistically significant for any of the facilities risk questions, $F$ (6, 1023) = .78, $p$ = .59; $F$ (6, 1026) = .85, $p$ = .53; and $F$ (6, 1025) = .15, $p$ = .99 (Figure 11). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 21

*Means and Standard Deviations for facilities risk to the university scenario questions as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 18_1_2 | | | | | | | | | | |
| Student Leader | 4.14 | 1.25 | 4.19 | 1.15 | 4.22 | 1.25 | 4.04 | 1.25 | 4.12 | 1.23 |
| Adviser | 3.89 | 1.30 | 3.98 | 1.10 | 4.39 | 1.11 | 4.13 | 1.09 | 4.07 | 1.17 |
| University Personnel | 4.33 | 1.59 | 4.54 | .88 | 4.54 | .88 | 4.17 | 1.03 | 4.40 | 1.13 |
| 20_1_1 | | | | | | | | | | |
| Student Leader | 3.72 | 1.25 | 3.68 | 1.18 | 4.02 | 1.20 | 3.63 | 1.24 | 3.72 | 1.23 |
| Adviser | 3.52 | 1.17 | 3.25 | 1.02 | 3.76 | 1.04 | 3.65 | 1.14 | 3.55 | 1.12 |
| University Personnel | 3.27 | 1.22 | 3.46 | 1.05 | 3.77 | .73 | 3.75 | .87 | 3.55 | .99 |
| 20_1_5 | | | | | | | | | | |
| Student Leader | 4.08 | 1.29 | 4.07 | 1.18 | 4.26 | 1.31 | 4.10 | 1.38 | 4.11 | 1.30 |
| Adviser | 4.11 | 1.07 | 4.20 | 1.15 | 4.46 | 1.21 | 4.21 | 1.13 | 4.22 | 1.13 |
| University Personnel | 4.07 | 1.28 | 4.31 | 1.25 | 4.62 | .96 | 4.17 | 1.12 | 4.28 | 1.15 |

Table 22

*Two-Way Analysis of Variance for facilities risk to the university scenario questions as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 18_1_2 | | | | |
| Role | 2 | 3.86 | 1.93 | 1.33 | .27 | .003 |
| Campus Setting | 3 | 4.30 | 1.43 | .98 | .40 | .003 |
| Role x Campus Setting | 6 | 6.82 | 1.14 | .78 | .59 | .005 |
| Error | 1023 | 1491.16 | 1.46 | | | |
| | | 20_1_1 | | | | |
| Role | 2 | 9.32 | 4.66 | 3.32 | .04 | .006 |
| Campus Setting | 3 | 8.17 | 2.72 | 1.94 | .12 | .006 |
| Role x Campus Setting | 6 | 7.18 | 1.20 | .85 | .53 | .005 |
| Error | 1026 | 14.39.99 | 1.40 | | | |
| | | 20_1_5 | | | | |
| Role | 2 | 3.35 | 1.68 | 1.07 | .34 | .002 |
| Campus Setting | 3 | 6.47 | 2.16 | 1.38 | .25 | .004 |
| Role x Campus Setting | 6 | 1.43 | .24 | .15 | .99 | .001 |
| Error | 1025 | 1603.68 | 1.57 | | | |

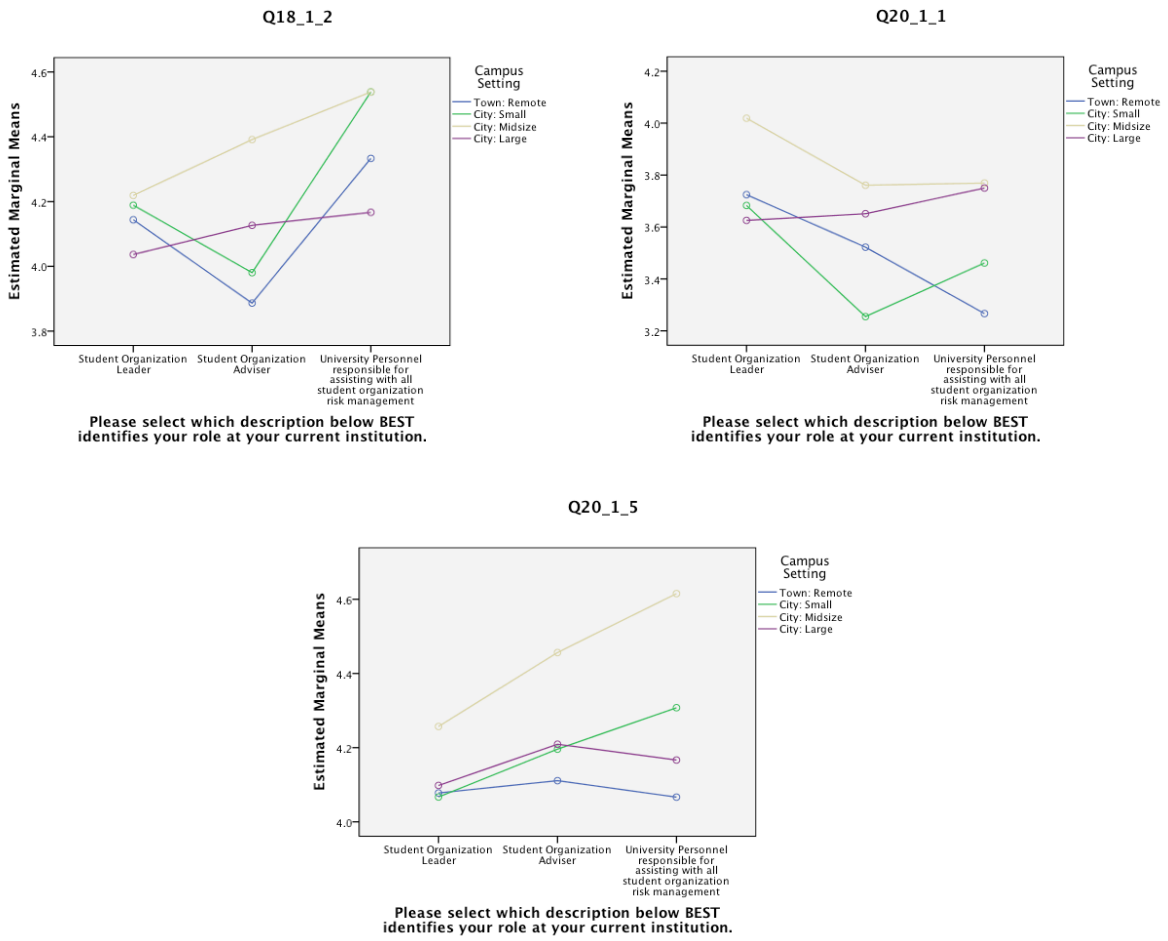


*Figure 11*. Estimated marginal means of facilities risk to the university scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 20_1_1, $F$ (2, 1026) = 3.32, $p$ = .04, indicating that at least two setting groups differed significantly from one another. Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.72, $SD$ = 1.23), advisers ($M$ = 3.55, $SD$ = 1.12), and university personnel ($M$ = 3.55, $SD$ = .99) were not significantly different. However, based upon the effect size (partial eta squared = .006), university role has no practical impact on risk perceptions (Pallant, 2010). The main effect for university role in

18_1_2 and 20_1_5, $F$ (2, 1023) = 1.33, $p$ = .27; and $F$ (2, 1025) = 1.07, $p$ = .34, did not reach statistical significance.

Additionally, the main effect for campus setting for 18_1_2, 20_1_1 and 20_1_5, $F$ (3, 1023) = .98, $p$ = .40; $F$ (3, 1026) = 1.94, $p$ = .12; and $F$ (3, 1025) = 1.38, $p$ = .25, did not reach statistical significance.

***Discussing Risk.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by question 21 of the survey provided in Appendix B. Participants self-identified into one of three groups according to their role in student organization management (Group 1: Student Leader; Group 2: Adviser; Group 3: University Personnel). The interaction effect between organization role and campus setting was not statistically significant, $F$ (6, 1037) = .17, $p$ = .98 (Table 23 and 24). Based upon the lack of interaction between these variables (Figure 12), the main effects of campus setting and role were explored.

Table 23

*Means and Standard Deviations for Campus Setting as a function of Role for Risk Perception in Q21*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| Student Leader | 2.44 | 1.24 | 2.14 | 1.18 | 2.26 | 1.24 | 2.42 | 1.30 | 2.34 | 1.25 |
| Adviser | 2.40 | 1.25 | 2.06 | 1.07 | 2.22 | 1.17 | 2.34 | 1.14 | 2.29 | 1.17 |
| University Personnel | 1.73 | 1.10 | 1.08 | .28 | 1.50 | .76 | 1.83 | .94 | 1.54 | .86 |

Table 24

*Summary Table for Two-Way Analysis of Variance of Effects of Role and Campus Setting on Risk Perception in Q21*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| Role | 2 | 30.09 | 15.05 | 10.26 | <.001 | .019 |
| Campus Setting | 3 | 11.89 | 3.96 | 2.70 | .04 | .008 |
| Role x Campus Setting | 6 | 1.53 | .26 | .17 | .98 | .001 |
| Error | 1037 | 1521.10 | 1.47 | | | |

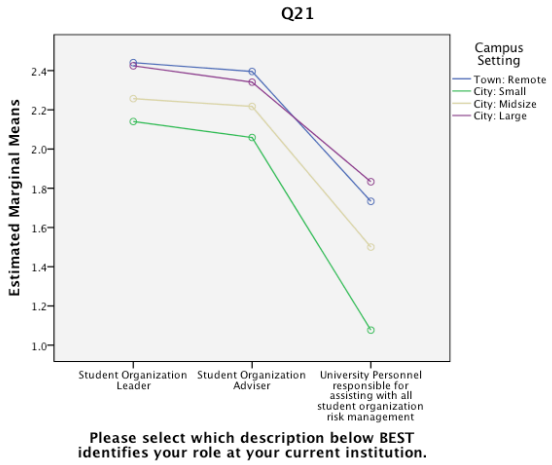


*Figure 12.* Estimated marginal means of Q21 as a function of Role and Campus Setting

According to these analyses, there was a statistically significant main effect for university role, $F$ (2, 1037) = 10.26, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .019), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for university personnel ($M$ = 1.54, $SD$ = .86) was significantly different from both the adviser group ($M$ = 2.29, $SD$ = 1.17) and the student group ($M$ = 2.34, $SD$ = 1.25). Additionally, there was a statistically significant main effect for campus setting, $F$ (3, 1037) = 2.70, $p$ = .04, indicating that at least two setting groups differed significantly from one another.

Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for town: remote ($M$ = 2.39, $SD$ = 1.24) and city: large ($M$ = 2.39, $SD$ = 1.26) were significantly different from the city: small campus setting ($M$ = 2.06, $SD$ = 1.14). The city: midsize campus setting ($M$ = 2.18, $SD$ = 1.20) did not differ significantly from the other groups. However, based upon the effect size (partial eta squared = .008), campus setting has no practical impact on risk perceptions (Pallant, 2010).

**RQ3.** Do role and campus size have an interaction on risk perceptions in the management of student organizations? If not, were there statistically significant differences in the main effects of role and campus size?

In order to answer this research question, a two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by scenario questions 15 -20 in the survey provided in Appendix B. Participants self-identified into one of three groups according to their role in student organization management (Group 1: Student Leader; Group 2: Adviser; Group 3: University Personnel). The 30 questions looked at perception based on physical, reputational, emotional, financial, and facilities risk to the student organization and to the university. The following results were reported based on these areas of risk.

***Physical Risk to the Student Organization.*** The first two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by physical risk to the student organization in questions 15_1_2, 17_1_1, and 17_1_3 (Table 25 and 26). The interaction effect between organization role and campus size was not statistically significant for any of the physical risk questions, $F$ (2, 1030) = .10, $p$ = .90; $F$ (2, 1037) = .40, $p$ = .67; and $F$ (2, 1033)

= .39, $p$ = .68 (Figure 13). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 25

*Means and Standard Deviations for physical risk to the student organization scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_2 | | | | | | |
| Student Leader | 3.70 | 1.14 | 3.65 | 1.10 | 3.67 | 1.11 |
| Adviser | 3.66 | 1.08 | 3.67 | 1.06 | 3.66 | 1.07 |
| University Personnel | 3.46 | 1.07 | 3.50 | .72 | 3.48 | .92 |
| 17_1_1 | | | | | | |
| Student Leader | 4.37 | 1.36 | 4.65 | 1.31 | 4.54 | 1.33 |
| Adviser | 4.79 | 1.10 | 4.99 | 1.16 | 4.89 | 1.13 |
| University Personnel | 4.76 | .83 | 4.75 | .90 | 4.75 | .85 |
| 17_1_3 | | | | | | |
| Student Leader | 3.50 | 1.25 | 3.60 | 1.25 | 3.56 | 1.25 |
| Adviser | 4.21 | .99 | 4.17 | 1.13 | 4.19 | 1.06 |
| University Personnel | 4.14 | 1.16 | 4.04 | .75 | 4.09 | .97 |

Table 26

*Two-Way Analysis of Variance for physical risk to the student organization scenario questions as a function of Role and Campus Size*

| Source | *df* | *SS* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_2 | | | | |
| Role | 2 | 1.80 | .90 | .76 | .47 | .001 |
| Campus Size | 1 | <.001 | <.001 | <.001 | .98 | <.001 |
| Role x Campus Size | 2 | .25 | .12 | .10 | .90 | <.001 |
| Error | 1030 | 1228.82 | 1.19 | | | |
| | | 17_1_1 | | | | |
| Role | 2 | 28.11 | 14.05 | 8.87 | <.001 | .017 |
| Campus Size | 1 | 2.35 | 2.35 | 1.49 | .22 | .001 |
| Role x Campus Size | 2 | 1.25 | .63 | .40 | .67 | .001 |
| Error | 1037 | 1642.35 | 1.58 | | | |
| | | 17_1_3 | | | | |
| Role | 2 | 85.68 | 42.84 | 30.18 | <.001 | .055 |
| Campus Size | 1 | .01 | .01 | .01 | .93 | <.001 |
| Role x Campus Size | 2 | 1.11 | .55 | .39 | .68 | .001 |
| Error | 1033 | 1466.36 | 1.42 | | | |

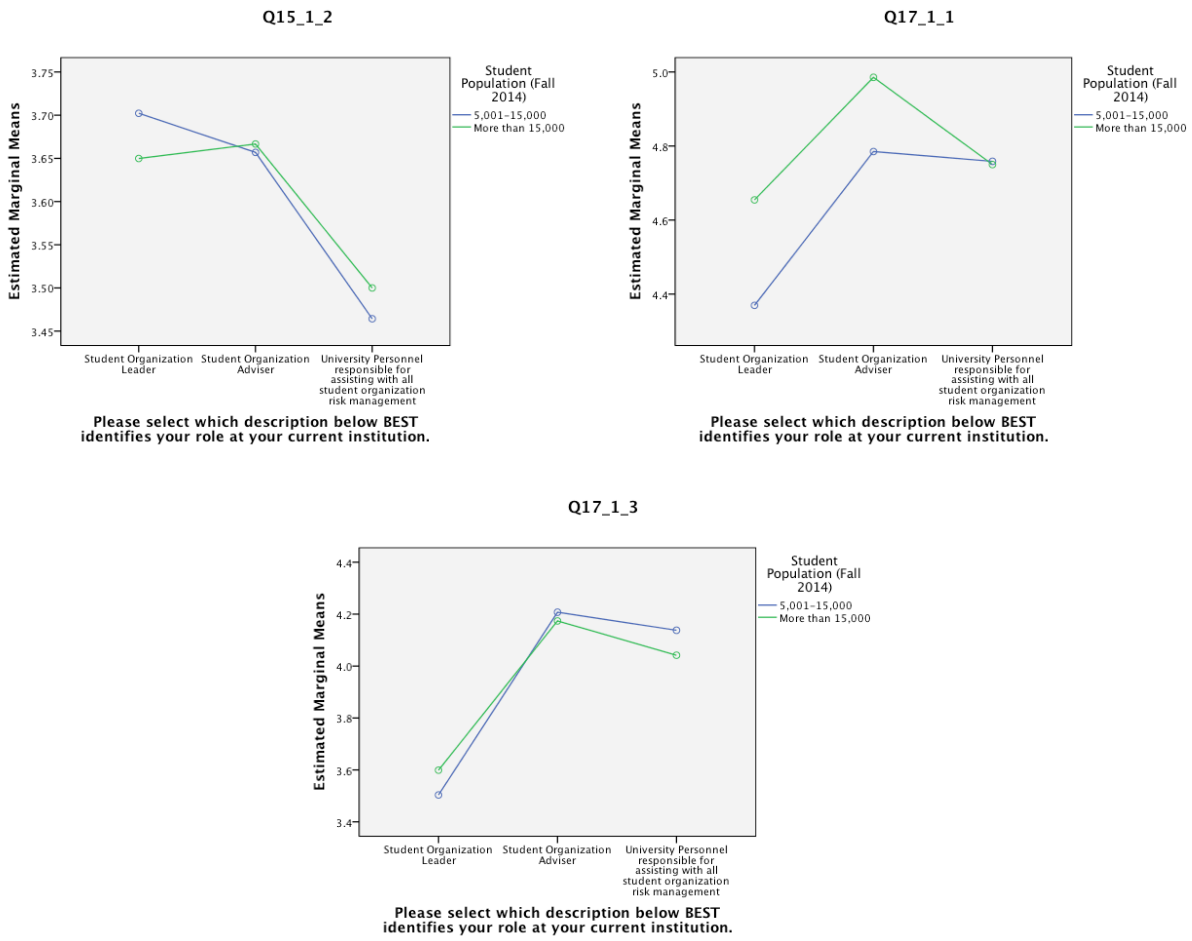


*Figure 13*. Estimated marginal means of physical risk to the student organization scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 17_1_1 and 17_1_3. For 17_1_1, $F$ (2, 1037) = 8.87, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .017), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.54, $SD$ = 1.33) was significantly different from the adviser group ($M$ = 4.89, $SD$ = 1.13). The university personnel group ($M$ = 4.75, $SD$ = .85) did not differ significantly from either of the other groups. For item

17_1_3, $F$ (2, 1033) = 30.18, $p$ = <.001; with a medium effect size (partial eta squared = .055), meaning that there was a moderate impact on risk perceptions based upon the participant's role (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.56, $SD$ = 1.25) was significantly different from both the adviser group ($M$ = 4.19, $SD$ = 1.06) and the university personnel group ($M$ = 4.09, $SD$ = .97). The main effect for university role in 15_1_2, $F$ (2, 1030) = .76, $p$ = .47, did not reach statistical significance. The main effect for campus size for 15_1_2, 17_1_1 and 17_1_3, $F$ (1, 1030) = <.001, $p$ = .98; $F$ (1, 1037) = 1.49, $p$ = .22; and $F$ (1, 1033) = .01, $p$ = .93, did not reach statistical significance.

***Reputational Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by reputational risk to the student organization in questions 15_1_1, 15_1_5, and 17_1_4 (Table 27 and 28). The interaction effect between organization role and campus size was not statistically significant for any of the reputational risk questions, $F$ (2, 1031) = .60, $p$ = .55; $F$ (2, 1031) = .09, $p$ = .92; and $F$ (2, 1036) = .65, $p$ = .52 (Figure 14). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 27

*Means and Standard Deviations for reputational risk to the student organization scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_1 | | | | | | |
| Student Leader | 4.43 | 1.00 | 4.57 | .95 | 4.51 | .97 |
| Adviser | 4.35 | 1.01 | 4.34 | 1.08 | 4.35 | 1.04 |
| University Personnel | 4.14 | 1.08 | 4.33 | 1.20 | 4.23 | 1.13 |
| 15_1_5 | | | | | | |
| Student Leader | 4.61 | 1.34 | 4.69 | 1.23 | 4.66 | 1.27 |
| Adviser | 4.82 | 1.02 | 4.88 | 1.10 | 4.85 | 1.06 |
| University Personnel | 4.54 | 1.23 | 4.75 | .90 | 4.63 | 1.09 |
| 17_1_4 | | | | | | |
| Student Leader | 4.46 | 1.45 | 4.63 | 1.36 | 4.57 | 1.40 |
| Adviser | 4.87 | 1.20 | 4.98 | 1.11 | 4.92 | 1.15 |
| University Personnel | 4.93 | 1.19 | 4.67 | 1.7 | 4.81 | 1.18 |

Table 28

*Two-Way Analysis of Variance for reputational risk to the student organization scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_1 | | | | |
| Role | 2 | 6.69 | 3.35 | 3.37 | .04 | .006 |
| Campus Size | 1 | 1.05 | 1.05 | 1.06 | .31 | .001 |
| Role x Campus Size | 2 | 1.20 | .60 | .60 | .55 | .001 |
| Error | 1031 | 1025.05 | .99 | | | |
| | | 15_1_5 | | | | |
| Role | 2 | 7.63 | 3.82 | 2.60 | .08 | .005 |
| Campus Size | 1 | 1.31 | 1.31 | .89 | .35 | .001 |
| Role x Campus Size | 2 | .26 | .13 | .09 | .92 | <.001 |
| Error | 1031 | 1512.50 | 1.47 | | | |
| | | 17_1_4 | | | | |
| Role | 2 | 28.53 | 14.26 | 8.10 | <.001 | .015 |
| Campus Size | 1 | .002 | .002 | .001 | .98 | <.001 |
| Role x Campus Size | 2 | 2.28 | 1.14 | .65 | .52 | .001 |
| Error | 1036 | 1824.98 | 1.76 | | | |

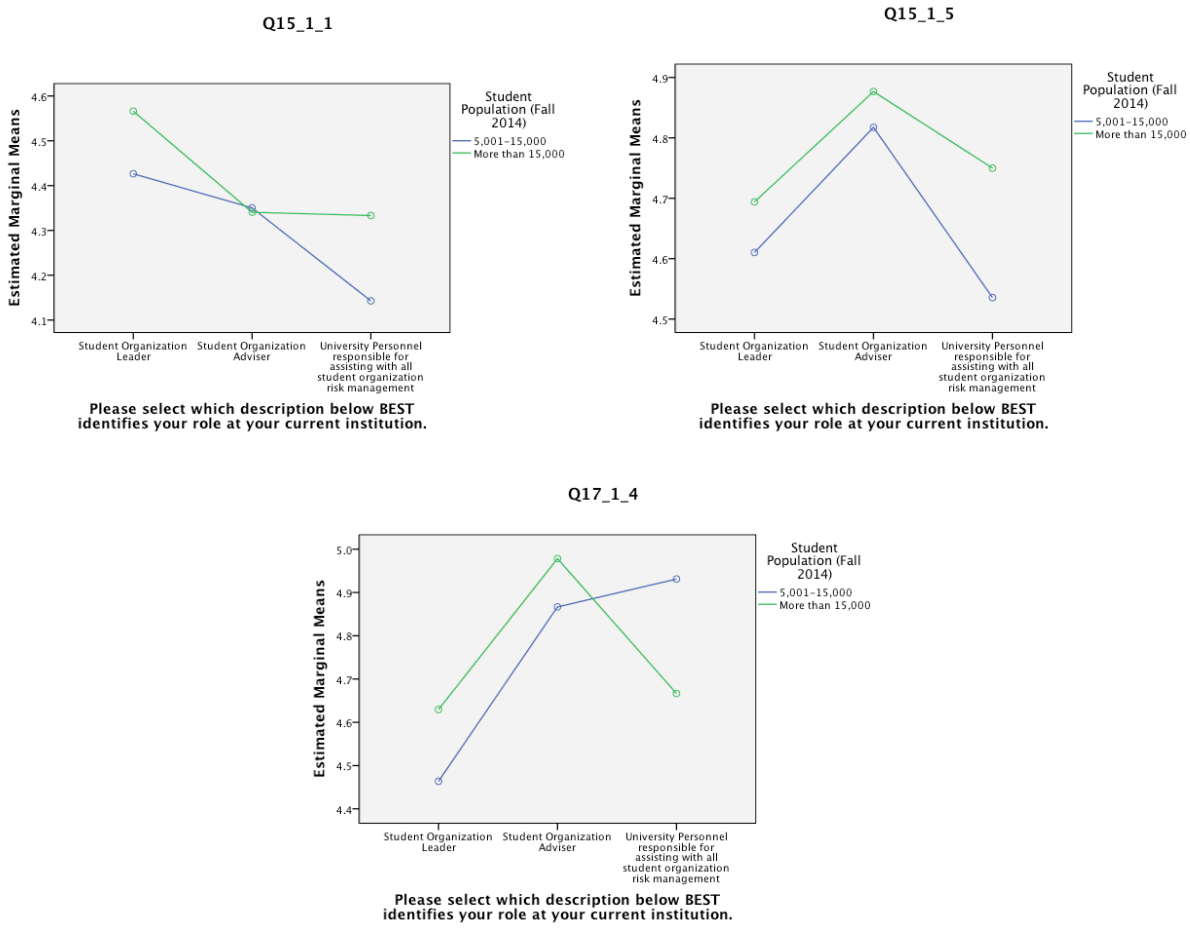


*Figure 14.* Estimated marginal means of reputational risk to the student organization scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 15_1_1 and 17_1_4. For 15_1_1, $F$ (2, 1031) = 3.37, $p$ = .04, indicating that at least two setting groups differed significantly from one another. Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.51, $SD$ = .97) was significantly different from the adviser group ($M$ = 4.35, $SD$ = 1.04). The university personnel group ($M$ = 4.23, $SD$ = 1.13) did not differ significantly from either of the other groups. However, based upon the effect size (partial eta squared = .006), university role has no practical impact on risk perceptions (Pallant, 2010). For item 17_1_4, $F$ (2, 1036) = 8.10,

$p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .015), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.57, $SD$ = 1.40) was significantly different from the adviser group ($M$ = 4.92, $SD$ = 1.15). The university personnel group ($M$ = 4.81, $SD$ = 1.18) did not differ significantly from either of the other groups. The main effect for university role in 15_1_5, $F$ (2, 1031) = 2.60, $p$ = .08, did not reach statistical significance. The main effect for campus size for 15_1_1, 15_1_5 and 17_1_4, $F$ (1, 1031) = 1.06, $p$ = .31; $F$ (1, 1031) = .89, $p$ = .35; and $F$ (1, 1036) = .001, $p$ = .98, did not reach statistical significance.

***Emotional Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by emotional risk to the student organization in questions 15_1_4, 19_1_2, and 19_1_4 (Table 29 and 30). The interaction effect between organization role and campus size was not statistically significant for any of the emotional risk questions, $F$ (2, 1031) = .22, $p$ = .80; $F$ (2, 1038) = .53, $p$ = .59; and $F$ (2, 1034) = 1.56, $p$ = .21 (Figure 15). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 29

*Means and Standard Deviations for emotional risk to the student organization scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_4 | | | | | | |
| Student Leader | 4.06 | 1.23 | 4.13 | 1.14 | 4.10 | 1.18 |
| Adviser | 4.37 | 1.09 | 4.41 | 1.25 | 4.39 | 1.17 |
| University Personnel | 4.11 | 1.13 | 3.96 | 1.12 | 4.04 | 1.12 |
| 19_1_2 | | | | | | |
| Student Leader | 4.69 | 1.23 | 4.76 | 1.07 | 4.73 | 1.13 |
| Adviser | 4.77 | 1.01 | 4.83 | 1.02 | 4.80 | 1.01 |
| University Personnel | 4.93 | .84 | 4.68 | .69 | 4.81 | .78 |
| 19_1_4 | | | | | | |
| Student Leader | 4.32 | 1.13 | 4.41 | 1.00 | 4.37 | 1.05 |
| Adviser | 4.18 | 1.09 | 4.18 | 1.10 | 4.18 | 1.09 |
| University Personnel | 4.55 | .91 | 4.12 | .88 | 4.35 | .91 |

Table 30

*Two-Way Analysis of Variance for emotional risk to the student organization scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_4 | | | | |
| Role | 2 | 17.99 | 8.99 | 6.52 | .002 | .012 |
| Campus Size | 1 | .02 | .02 | .01 | .91 | <.001 |
| Role x Campus Size | 2 | .61 | .30 | .22 | .80 | <.001 |
| Error | 1031 | 1421.57 | 1.38 | | | |
| | | 19_1_2 | | | | |
| Role | 2 | 1.42 | .71 | .60 | .55 | .001 |
| Campus Size | 1 | .17 | .17 | .14 | .71 | <.001 |
| Role x Campus Size | 2 | 1.26 | .63 | .53 | .59 | .001 |
| Error | 1038 | 1228.16 | 1.18 | | | |
| | | 19_1_4 | | | | |
| Role | 2 | 6.86 | 3.43 | 3.08 | .046 | .006 |
| Campus Size | 1 | 1.26 | 1.26 | 1.14 | .29 | .001 |
| Role x Campus Size | 2 | 3.46 | 1.73 | 1.56 | .21 | .003 |
| Error | 1034 | 1150.88 | 1.11 | | | |

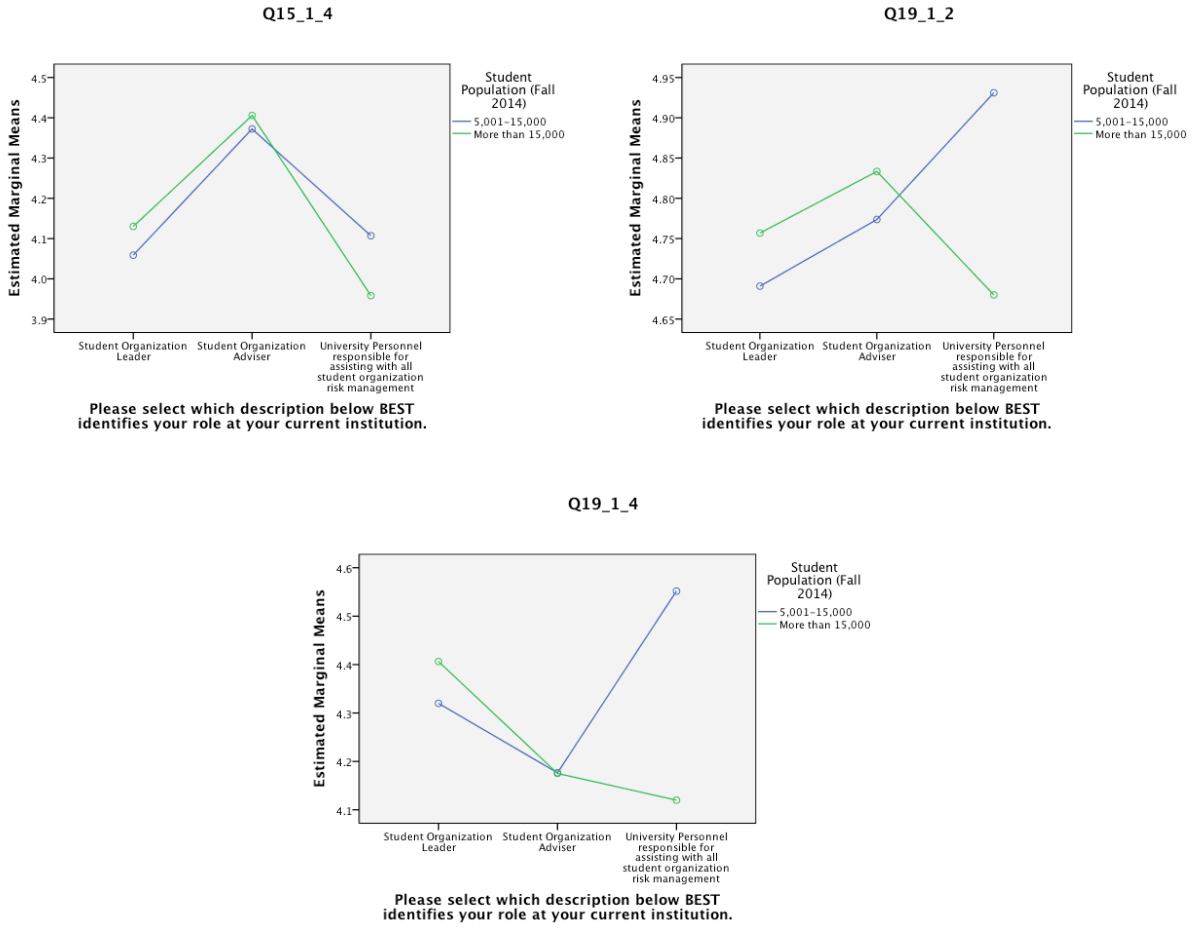


*Figure 15*. Estimated marginal means of emotional risk to the student organization scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 15_1_4 and 19_1_4. For 15_1_4, $F$ (2, 1031) = 6.52, $p$ = .002, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .012), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.10, $SD$ = 1.18) was significantly different from the adviser group ($M$ = 4.39, $SD$ = 1.17). The university personnel group ($M$ = 4.04, $SD$ = 1.12) did not differ significantly from either of the other groups. For item

19_1_4, $F$ (2, 1034) = 3.08, $p$ = .046, indicating that at least two setting groups differed significantly from one another. Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.37, $SD$ = 1.05) was significantly different from the adviser group ($M$ = 4.18, $SD$ = 1.09). The university personnel group ($M$ = 4.35, $SD$ = .91) did not differ significantly from either of the other groups. However, based upon the effect size (partial eta squared = .006), university role has no practical impact on risk perceptions (Pallant, 2010). The main effect for university role in 19_1_2, $F$ (2, 1038) = .60, $p$ = .55, did not reach statistical significance. The main effect for campus size for 15_1_4, 19_1_2 and 19_1_4, $F$ (1, 1031) = .01, $p$ = .91; $F$ (1, 1038) = .14, $p$ = .71; and $F$ (1, 1034) = 1.14, $p$ = .29, did not reach statistical significance.

***Financial Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by financial risk to the student organization in questions 15_1_3, 17_1_5, and 19_1_3 (Table 31 and 32). The interaction effect between organization role and campus size was not statistically significant for any of the financial risk questions, $F$ (2, 1030) = .50, $p$ = .61; $F$ (2, 1036) = .72, $p$ = .49; and $F$ (2, 1034) = 2.35, $p$ = .10 (Figure 16). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 31

*Means and Standard Deviations for financial risk to the student organization scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 15_1_3 | | | | | | |
| Student Leader | 4.19 | 1.22 | 4.40 | 1.19 | 4.32 | 1.20 |
| Adviser | 4.64 | .95 | 4.68 | .90 | 4.66 | .93 |
| University Personnel | 4.57 | 1.23 | 4.71 | .69 | 4.63 | 1.01 |
| 17_1_5 | | | | | | |
| Student Leader | 5.35 | 1.08 | 5.40 | .95 | 5.38 | 1.00 |
| Adviser | 5.36 | .94 | 5.36 | .98 | 5.36 | .96 |
| University Personnel | 5.45 | .99 | 5.17 | .70 | 5.32 | .87 |
| 19_1_3 | | | | | | |
| Student Leader | 4.97 | 1.34 | 4.97 | 1.30 | 4.97 | 1.31 |
| Adviser | 4.92 | 1.30 | 4.81 | 1.33 | 4.86 | 1.31 |
| University Personnel | 5.31 | 1.23 | 4.52 | 1.01 | 4.94 | 1.19 |

Table 32

*Two-Way Analysis of Variance for financial risk to the student organization scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 15_1_3 | | | | |
| Role | 2 | 28.61 | 14.31 | 11.28 | <.001 | .021 |
| Campus Size | 1 | 1.48 | 1.48 | 1.17 | .28 | .001 |
| Role x Campus Size | 2 | 1.26 | .63 | .50 | .61 | .001 |
| Error | 1030 | 1306.68 | 1.27 | | | |
| | | 17_1_5 | | | | |
| Role | 2 | .22 | .11 | .12 | .89 | <.001 |
| Campus Size | 1 | .55 | .55 | .56 | .45 | .001 |
| Role x Campus Size | 2 | 1.40 | .70 | .72 | .49 | .001 |
| Error | 1036 | 1007.81 | .97 | | | |
| | | 19_1_3 | | | | |
| Role | 2 | 2.16 | 1.08 | .64 | .53 | .001 |
| Campus Size | 1 | 8.47 | 8.47 | 4.99 | .03 | .005 |
| Role x Campus Size | 2 | 7.98 | 3.99 | 2.35 | .10 | .005 |
| Error | 1034 | 1756.91 | 1.70 | | | |

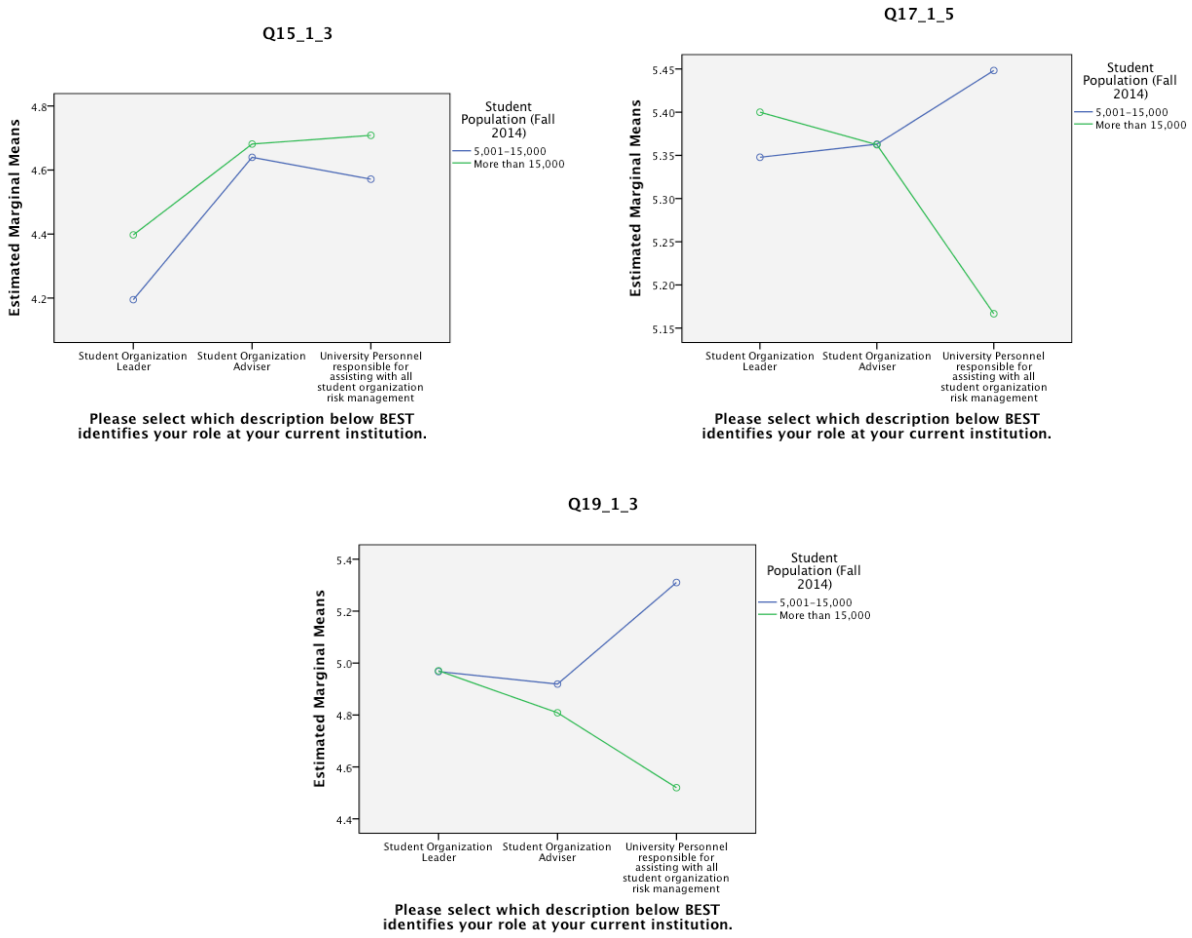


*Figure 16.* Estimated marginal means of financial risk to the student organization scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 15_1_3, $F$ (2, 1030) = 11.28, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .021), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.32, $SD$ = 1.20) was significantly different from the adviser group ($M$ = 4.66, $SD$ = .93). The university personnel group ($M$ = 4.63, $SD$ = 1.01) did not differ significantly from either of the other groups. The main effect for university role in 17_1_5 and

19_1_3, $F$ (2, 1036) = .12, $p$ = .89; $F$ (2, 1034) = .64, $p$ = .53, did not reach statistical significance.

Additionally, there was a statistically significant main effect for campus size in 19_1_3, $F$ (2, 1034) = 4.99, $p$ = .03, indicating that at least two setting groups differed significantly from one another. However, based upon the effect size (partial eta squared = .005), campus size has no practical impact on risk perceptions (Pallant, 2010). The main effect for campus size for 15_1_3 and 17_1_5, $F$ (1, 1030) = 1.17, $p$ = .28, and $F$ (1, 1036) = .56, $p$ = .45, did not reach statistical significance.

***Facilities Risk to the Student Organization.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by facilities risk to the student organization in questions 17_1_2, 19_1_1, and 19_1_5 (Table 33 and 34). The interaction effect between organization role and campus size was not statistically significant for any of the facilities risk questions, $F$ (2, 1035) = .32, $p$ = .73; $F$ (2, 1040) = .04, $p$ = .96; and $F$ (2, 1038) = .09, $p$ = .91 (Figure17). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 33

*Means and Standard Deviations for facilities risk to the student organization scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 17_1_2 | | | | | | |
| Student Leader | 4.28 | 1.27 | 4.32 | 1.20 | 4.31 | 1.23 |
| Adviser | 4.23 | 1.22 | 4.29 | 1.12 | 4.26 | 1.17 |
| University Personnel | 4.17 | 1.47 | 4.50 | 1.10 | 4.32 | 1.31 |
| 19_1_1 | | | | | | |
| Student Leader | 3.82 | 1.07 | 3.76 | 1.04 | 3.78 | 1.05 |
| Adviser | 3.49 | .97 | 3.46 | .86 | 3.47 | .91 |
| University Personnel | 3.62 | .94 | 3.64 | .76 | 3.63 | .85 |
| 19_1_5 | | | | | | |
| Student Leader | 3.99 | 1.21 | 4.06 | 1.12 | 4.03 | 1.15 |
| Adviser | 4.04 | 1.08 | 4.05 | 1.15 | 4.05 | 1.11 |
| University Personnel | 4.14 | 1.22 | 4.24 | .93 | 4.19 | 1.08 |

Table 34

*Two-Way Analysis of Variance for facilities risk to the student organization scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 17_1_2 | | | | |
| Role | 2 | .42 | .21 | .14 | .87 | <.001 |
| Campus Size | 1 | 1.96 | 1.96 | 1.33 | .25 | .001 |
| Role x Campus Size | 2 | .95 | .47 | .32 | .73 | .001 |
| Error | 1035 | 1531.97 | 1.48 | | | |
| | | 19_1_1 | | | | |
| Role | 2 | 19.75 | 9.87 | 9.74 | <.001 | .018 |
| Campus Size | 1 | .05 | .05 | .05 | .83 | <.001 |
| Role x Campus Size | 2 | .08 | .04 | .04 | .96 | <.001 |
| Error | 1040 | 1054.64 | 1.01 | | | |
| | | 19_1_5 | | | | |
| Role | 2 | 1.35 | .68 | .52 | .59 | .001 |
| Campus Size | 1 | .35 | .35 | .27 | .61 | <.001 |
| Role x Campus Size | 2 | .24 | .12 | .09 | .91 | <.001 |
| Error | 1038 | 1346.70 | 1.30 | | | |

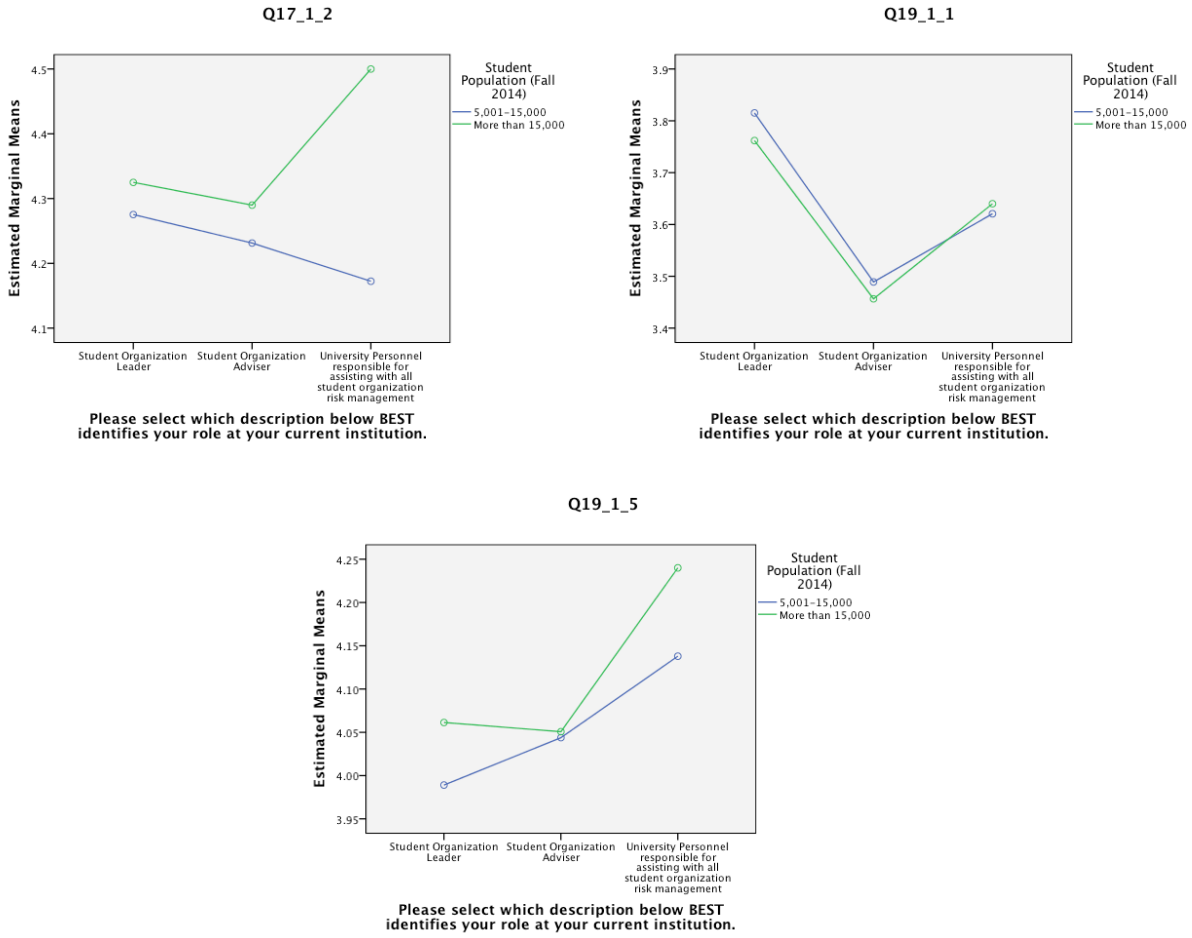


*Figure 17.* Estimated marginal means of facilities risk to the student organization scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 19_1_1, $F$ (2, 1040) = 9.74, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .018), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.78, $SD$ = 1.05) was significantly different from the adviser group ($M$ = 3.47, $SD$ = .91). The university personnel group ($M$ = 3.63, $SD$ = .85) did not differ significantly from either of the other groups. The main effect for university role in 17_1_2 and

19_1_5, $F$ (2, 1035) = .14, $p$ = .87; $F$ (2, 1038) = .52, $p$ = .59, did not reach statistical significance. Additionally, the main effect for campus size for 17_1_2, 19_1_1 and 19_1_5, $F$ (1, 1035) = 1.33, $p$ = .25; $F$ (1, 1040) = .05, $p$ = .83; and $F$ (1, 1038) = .27, $p$ = .61, did not reach statistical significance.

***Physical Risk to the University.*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by physical risk to the university in questions 16_1_2, 18_1_1, and 18_1_3 (Table 35 and 36). The interaction effect between organization role and campus size was not statistically significant for any of the physical risk questions, $F$ (2, 1031) = .72, $p$ = .49; $F$ (2, 1030) = .03, $p$ = .98; and $F$ (2, 1031) = .31, $p$ = .74 (Figure 18). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 35

*Means and Standard Deviations for physical risk to the university scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_2 | | | | | | |
| Student Leader | 3.80 | 1.32 | 3.57 | 1.21 | 3.66 | 1.26 |
| Adviser | 3.82 | 1.24 | 3.70 | 1.12 | 3.76 | 1.18 |
| University Personnel | 3.55 | 1.43 | 3.71 | .86 | 3.62 | 1.20 |
| 18_1_1 | | | | | | |
| Student Leader | 4.42 | 1.32 | 4.57 | 1.21 | 4.52 | 1.26 |
| Adviser | 4.76 | 1.12 | 4.89 | .98 | 4.82 | 1.05 |
| University Personnel | 4.64 | .91 | 4.72 | .79 | 4.68 | .85 |
| 18_1_3 | | | | | | |
| Student Leader | 3.94 | 1.29 | 3.76 | 1.34 | 3.83 | 1.32 |
| Adviser | 4.33 | 1.11 | 4.25 | 1.18 | 4.29 | 1.14 |
| University Personnel | 4.50 | 1.14 | 4.16 | 1.03 | 4.34 | 1.09 |

Table 36

*Two-Way Analysis of Variance for physical risk to the university scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_2 | | | | |
| Role | 2 | 1.38 | .69 | .45 | .64 | .001 |
| Campus Size | 1 | .44 | .44 | .29 | .59 | <.001 |
| Role x Campus Size | 2 | 2.17 | 1.09 | .72 | .49 | .001 |
| Error | 1031 | 1565.69 | 1.52 | | | |
| | | 18_1_1 | | | | |
| Role | 2 | 20.96 | 10.48 | 7.44 | .001 | .014 |
| Campus Size | 1 | 1.37 | 1.37 | .97 | .32 | .001 |
| Role x Campus Size | 2 | .07 | .04 | .03 | .98 | <.001 |
| Error | 1030 | 1451.31 | 1.41 | | | |
| | | 18_1_3 | | | | |
| Role | 2 | 43.54 | 21.77 | 13.65 | <.001 | .026 |
| Campus Size | 1 | 3.56 | 3.56 | 2.23 | .14 | .002 |
| Role x Campus Size | 2 | .97 | .49 | .31 | .74 | .001 |
| Error | 1031 | 1644.86 | 1.60 | | | |

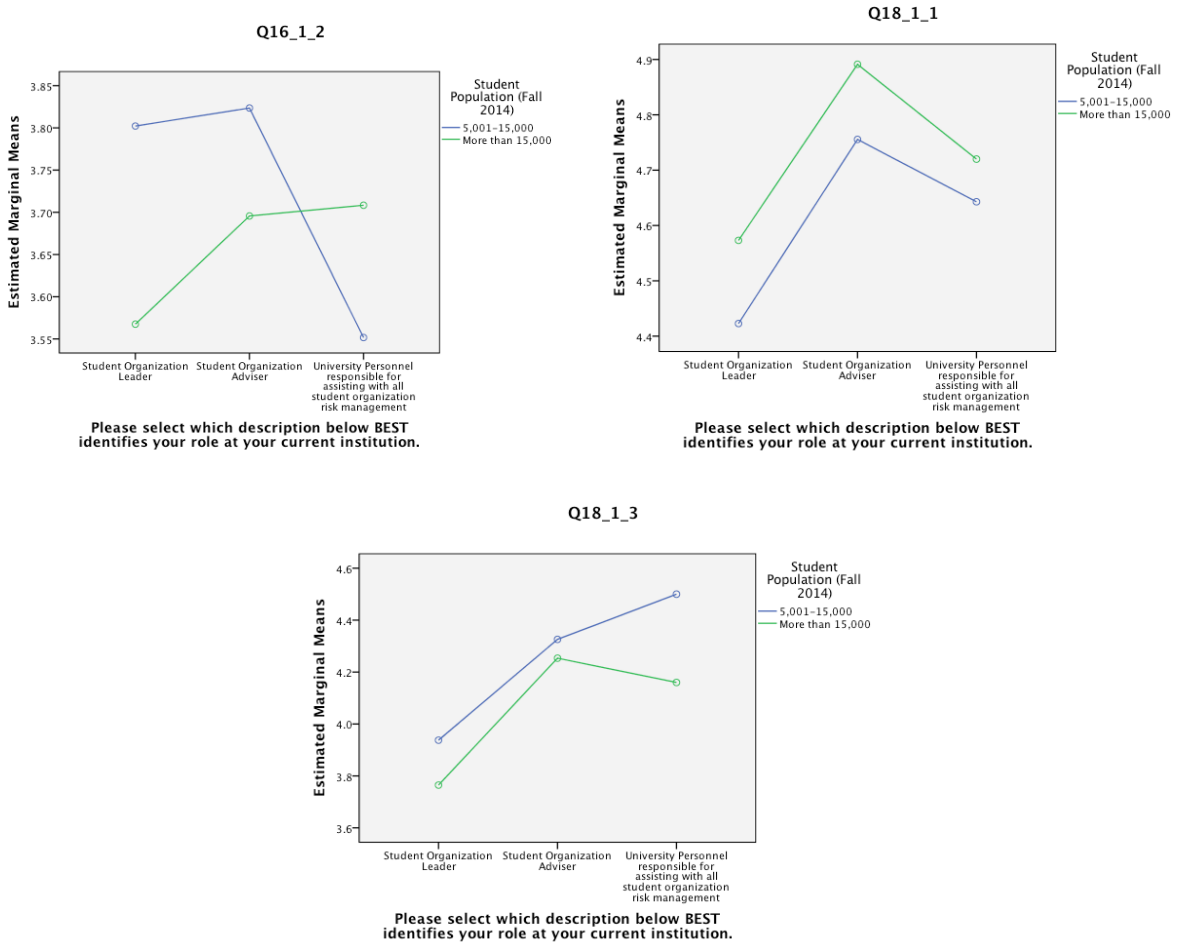


*Figure 18.* Estimated marginal means of physical risk to the university scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 18_1_1 and 18_1_3. For 18_1_1, $F$ (2, 1030) = 7.44, $p$ = .001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .014), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.66, $SD$ = 1.26) was significantly different from the adviser group ($M$ = 3.76, $SD$ = 1.18). The university personnel group ($M$ = 3.62, $SD$ = 1.20) did not differ significantly from either of the other groups. For item

18_1_3, $F$ (2, 1031) = 13.65, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .026), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.83, $SD$ = 1.32) was significantly different from both the adviser group ($M$ = 4.29, $SD$ = 1.14) and the university personnel group ($M$ = 4.34, $SD$ = 1.09). The main effect for university role in 16_1_2, $F$ (2, 1031) = .45, $p$ = .64, did not reach statistical significance. The main effect for campus size for 16_1_2, 18_1_1 and 18_1_3, $F$ (1, 1031) = .29, $p$ = .59; $F$ (1, 1030) = .97, $p$ = .32; and $F$ (1, 1031) = 2.23, $p$ = .14, did not reach statistical significance.

***Reputational Risk to the University*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by reputational risk to the university in questions 16_1_1, 16_1_5, and 18_1_4 (Table 37 and 38). The interaction effect between organization role and campus size was not statistically significant for any of the reputational risk questions, $F$ (2, 1032) = .11, $p$ = .90; $F$ (2, 1032) = .94, $p$ = .39; and $F$ (2, 1031) = .06, $p$ = .94 (Figure 19). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 37

*Means and Standard Deviations for reputational risk to the university scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_1 | | | | | | |
| Student Leader | 4.19 | 1.19 | 4.17 | 1.27 | 4.18 | 1.24 |
| Adviser | 4.20 | 1.22 | 4.17 | 1.22 | 4.18 | 1.22 |
| University Personnel | 4.24 | 1.30 | 4.38 | 1.25 | 4.30 | 1.27 |
| 16_1_5 | | | | | | |
| Student Leader | 4.83 | 1.32 | 4.83 | 1.21 | 4.83 | 1.25 |
| Adviser | 4.96 | 1.13 | 5.04 | .91 | 5.00 | 1.03 |
| University Personnel | 4.55 | 1.27 | 5.00 | .83 | 4.75 | 1.11 |
| 18_1_4 | | | | | | |
| Student Leader | 4.61 | 1.38 | 4.78 | 1.25 | 4.71 | 1.30 |
| Adviser | 4.94 | 1.20 | 5.10 | 1.01 | 5.02 | 1.11 |
| University Personnel | 4.75 | 1.21 | 4.80 | .96 | 4.77 | 1.09 |

Table 38

*Two-Way Analysis of Variance for reputational risk to the university scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_1 | | | | |
| Role | 2 | .80 | .40 | .26 | .77 | .001 |
| Campus Size | 1 | .06 | .06 | .04 | .84 | <.001 |
| Role x Campus Size | 2 | .32 | .16 | .11 | .90 | <.001 |
| Error | 1032 | 1575.95 | 1.53 | | | |
| | | 16_1_5 | | | | |
| Role | 2 | 5.95 | 2.97 | 2.11 | .12 | .004 |
| Campus Size | 1 | 2.84 | 2.84 | 2.01 | .16 | .002 |
| Role x Campus Size | 2 | 2.64 | 1.32 | .94 | .39 | .002 |
| Error | 1032 | 1456.79 | 1.41 | | | |
| | | 18_1_4 | | | | |
| Role | 2 | 20.73 | 10.36 | 6.72 | .001 | .013 |
| Campus Size | 1 | 1.53 | 1.53 | .99 | .32 | .001 |
| Role x Campus Size | 2 | .19 | .09 | .06 | .94 | <.001 |
| Error | 1031 | 1591.38 | 1.54 | | | |

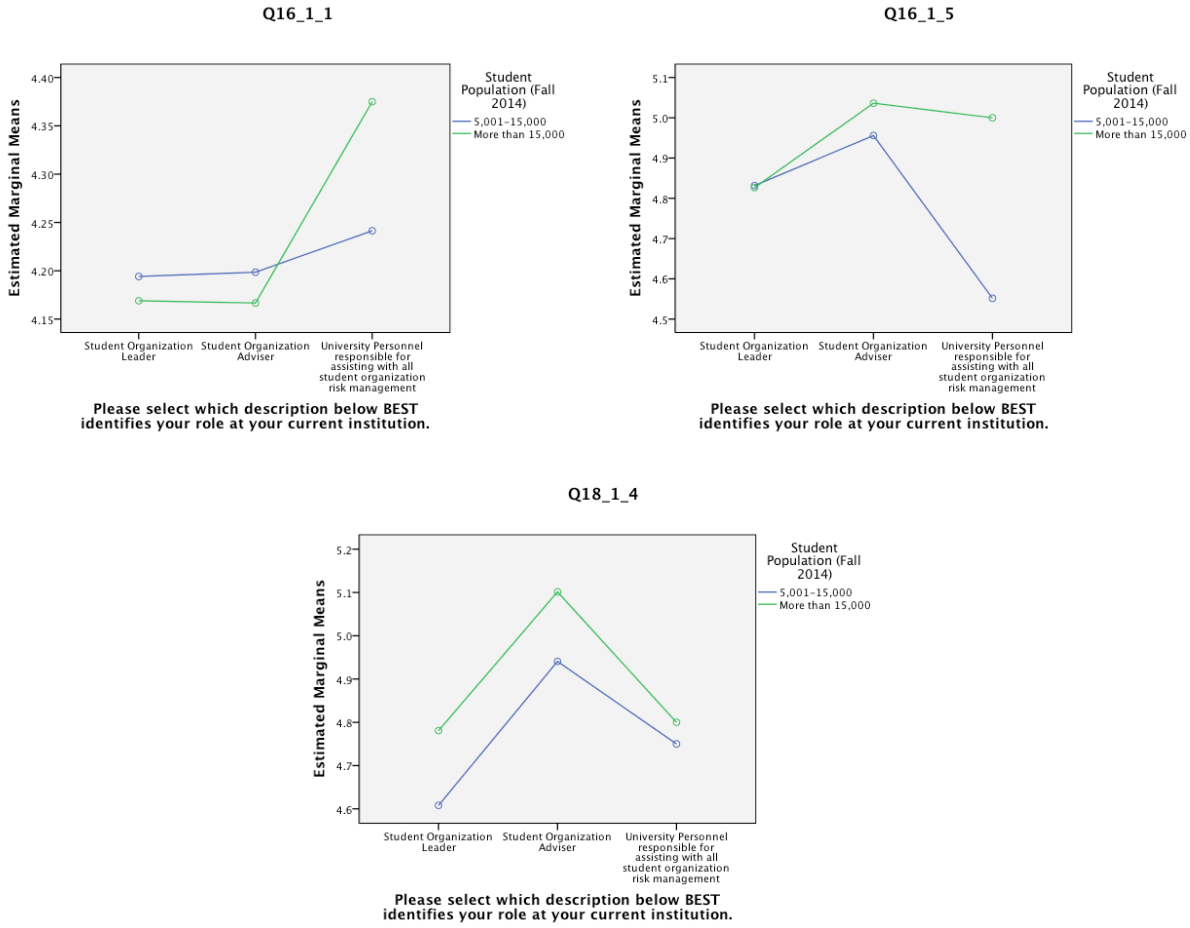


*Figure 19.* Estimated marginal means of reputational risk to the university scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 18_1_4, $F$ (2, 1031) = 6.72, $p$ = .001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .013), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.71, $SD$ = 1.30) was significantly different from the adviser group ($M$ = 5.02, $SD$ = 1.11). The university personnel group ($M$ = 4.77, $SD$ = 1.09) did not differ significantly from either of the other groups. The main effect for university role in 16_1_1

and 16_1_5, $F$ (2, 1032) = .26, $p$ = .77, $F$ (2, 1032) = 2.11, $p$ = .12, did not reach statistical significance. The main effect for campus size for 16_1_1, 16_1_5 and 18_1_4, $F$ (1, 1032) = .04, $p$ = .84; $F$ (1, 1032) = 2.01, $p$ = .16; and $F$ (1, 1031) = .99, $p$ = .32, did not reach statistical significance.

***Emotional Risk to the University*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by emotional risk to the university in questions 16_1_4, 20_1_2, and 20_1_4 (Table 39 and 40). The interaction effect between organization role and campus size was not statistically significant for any of the emotional risk questions, $F$ (2, 1031) = .09, $p$ = .92; $F$ (2, 1031) = .15, $p$ = .86; and $F$ (2, 1032) = 2.34, $p$ = .10 (Figure 20). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 39

*Means and Standard Deviations for emotional risk to the university scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_4 | | | | | | |
| Student Leader | 4.12 | 1.24 | 4.10 | 1.26 | 4.11 | 1.25 |
| Adviser | 4.42 | 1.17 | 4.46 | 1.05 | 4.44 | 1.11 |
| University Personnel | 4.17 | 1.00 | 4.21 | 1.18 | 4.19 | 1.08 |
| 20_1_2 | | | | | | |
| Student Leader | 4.71 | 1.18 | 4.64 | 1.18 | 4.67 | 1.18 |
| Adviser | 4.85 | 1.01 | 4.82 | 1.03 | 4.83 | 1.02 |
| University Personnel | 4.82 | 1.22 | 4.60 | .87 | 4.72 | 1.06 |
| 20_1_4 | | | | | | |
| Student Leader | 4.09 | 1.34 | 4.09 | 1.28 | 4.09 | 1.30 |
| Adviser | 4.05 | 1.24 | 4.18 | 1.09 | 4.12 | 1.17 |
| University Personnel | 4.57 | 1.14 | 3.88 | 1.27 | 4.25 | 1.24 |

Table 40

*Two-Way Analysis of Variance for emotional risk to the university scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_4 | | | | |
| Role | 2 | 21.56 | 10.78 | 7.39 | .001 | .014 |
| Campus Size | 1 | .03 | .03 | .02 | .88 | <.001 |
| Role x Campus Size | 2 | .26 | .13 | .09 | .92 | <.001 |
| Error | 1031 | 1504.49 | 1.46 | | | |
| | | 20_1_2 | | | | |
| Role | 2 | 4.81 | 2.41 | 1.87 | .16 | .004 |
| Campus Size | 1 | 1.13 | 1.13 | .88 | .35 | .001 |
| Role x Campus Size | 2 | .39 | .20 | .15 | .86 | <.001 |
| Error | 1031 | 1328.43 | 1.29 | | | |
| | | 20_1_4 | | | | |
| Role | 2 | .99 | .50 | .31 | .73 | .001 |
| Campus Size | 1 | 3.25 | 3.25 | 2.03 | .15 | .002 |
| Role x Campus Size | 2 | 7.49 | 3.74 | 2.34 | .10 | .005 |
| Error | 1032 | 1650.00 | 1.60 | | | |

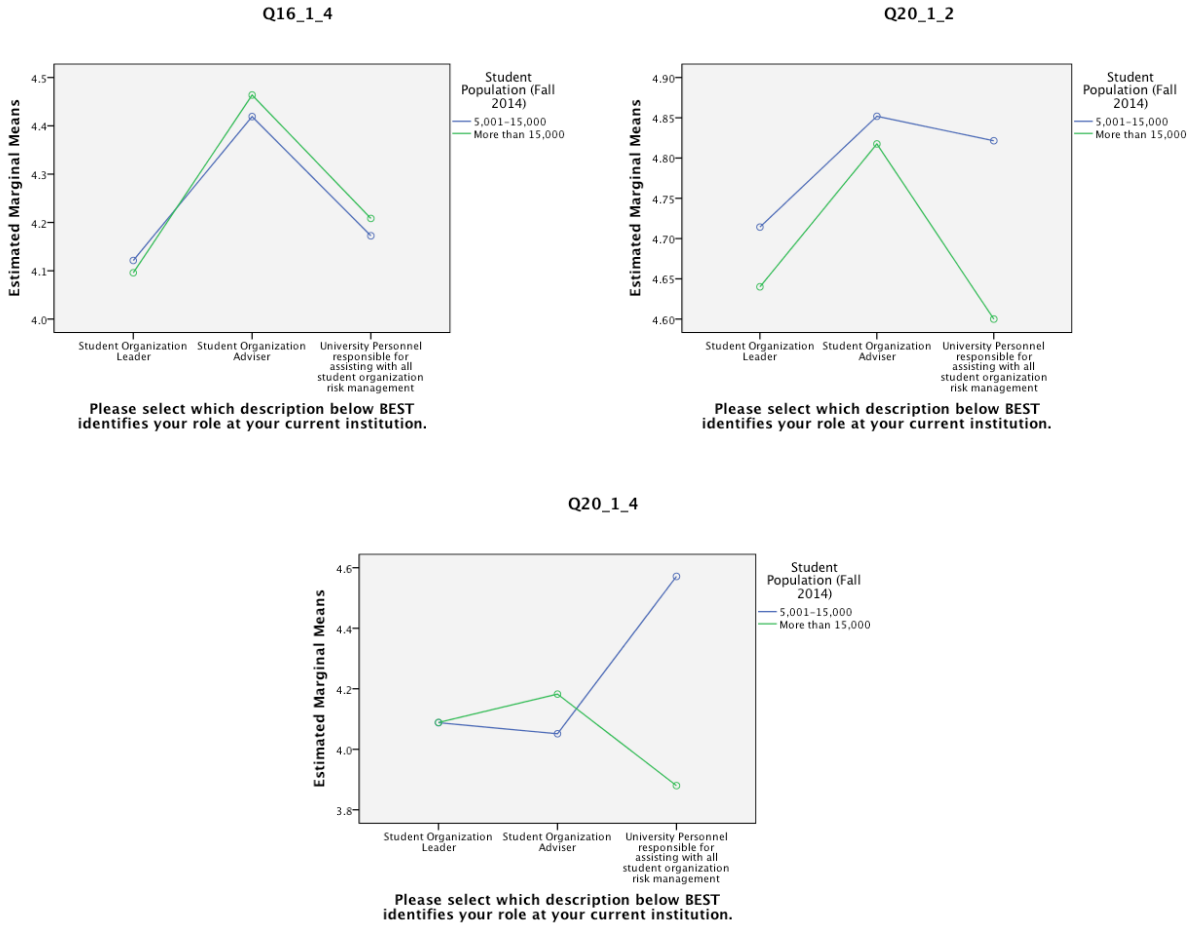


*Figure 20.* Estimated marginal means of emotional risk to the university scenario questions as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 16_1_4, $F$ (2, 1031) = 7.39, $p$ = .001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .014), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.11, $SD$ = 1.25) was significantly different from the adviser group ($M$ = 4.44, $SD$ = 1.11). The university personnel group ($M$ = 4.19, $SD$ = 1.08) did not differ significantly from either of the other groups. The main effect for university role in 20_1_2

and 20_1_4, $F$ (2, 1031) = 1.87, $p$ = .16; $F$ (2, 1032) = .31, $p$ = .73, did not reach statistical significance. The main effect for campus size for 16_1_4, 20_1_2 and 20_1_4, $F$ (1, 1031) = .02, $p$ = .88; $F$ (1, 1031) = .88, $p$ = .35; and $F$ (1, 1032) = 2.03, $p$ = .15, did not reach statistical significance.

***Financial Risk to the University*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by financial risk to the university in questions 16_1_3, 18_1_5, and 20_1_3 (Table 41 and 42). The interaction effect between organization role and campus size was not statistically significant for any of the financial risk questions, $F$ (2, 1032) = 1.87, $p$ = .15; $F$ (2, 1031) = 2.59, $p$ = .08; and $F$ (2, 1027) = .44, $p$ = .65 (Figure 21). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 41

*Means and Standard Deviations for financial risk to the university scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 16_1_3 | | | | | | |
| Student Leader | 4.16 | 1.34 | 4.05 | 1.30 | 4.09 | 1.32 |
| Adviser | 4.10 | 1.32 | 4.34 | 1.05 | 4.22 | 1.19 |
| University Personnel | 4.28 | 1.10 | 4.33 | .87 | 4.30 | .99 |
| 18_1_5 | | | | | | |
| Student Leader | 4.90 | 1.31 | 4.80 | 1.29 | 4.84 | 1.30 |
| Adviser | 4.78 | 1.23 | 5.04 | 1.03 | 4.91 | 1.14 |
| University Personnel | 5.04 | 1.29 | 4.68 | 1.03 | 4.87 | 1.18 |
| 20_1_3 | | | | | | |
| Student Leader | 4.48 | 1.43 | 4.36 | 1.35 | 4.41 | 1.38 |
| Adviser | 4.56 | 1.36 | 4.57 | 1.28 | 4.56 | 1.32 |
| University Personnel | 4.79 | 1.26 | 4.44 | .96 | 4.62 | 1.13 |

Table 42

*Two-Way Analysis of Variance for financial risk to the university scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 16_1_3 | | | | |
| Role | 2 | 4.05 | 2.02 | 1.25 | .27 | .002 |
| Campus Size | 1 | .34 | .34 | .21 | .65 | <.001 |
| Role x Campus Size | 2 | 6.05 | 3.03 | 1.87 | .15 | .004 |
| Error | 1032 | 1667.58 | 1.62 | | | |
| | | 18_1_5 | | | | |
| Role | 2 | .76 | .38 | .24 | .78 | <.001 |
| Campus Size | 1 | .37 | .37 | .24 | .63 | <.001 |
| Role x Campus Size | 2 | 8.08 | 4.04 | 2.59 | .08 | .005 |
| Error | 1031 | 1608.93 | 1.56 | | | |
| | | 20_1_3 | | | | |
| Role | 2 | 5.15 | 2.57 | 1.40 | .25 | .003 |
| Campus Size | 1 | 2.24 | 2.24 | 1.22 | .27 | .001 |
| Role x Campus Size | 2 | 1.60 | .80 | .44 | .65 | .001 |
| Error | 1027 | 1884.00 | 1.83 | | | |

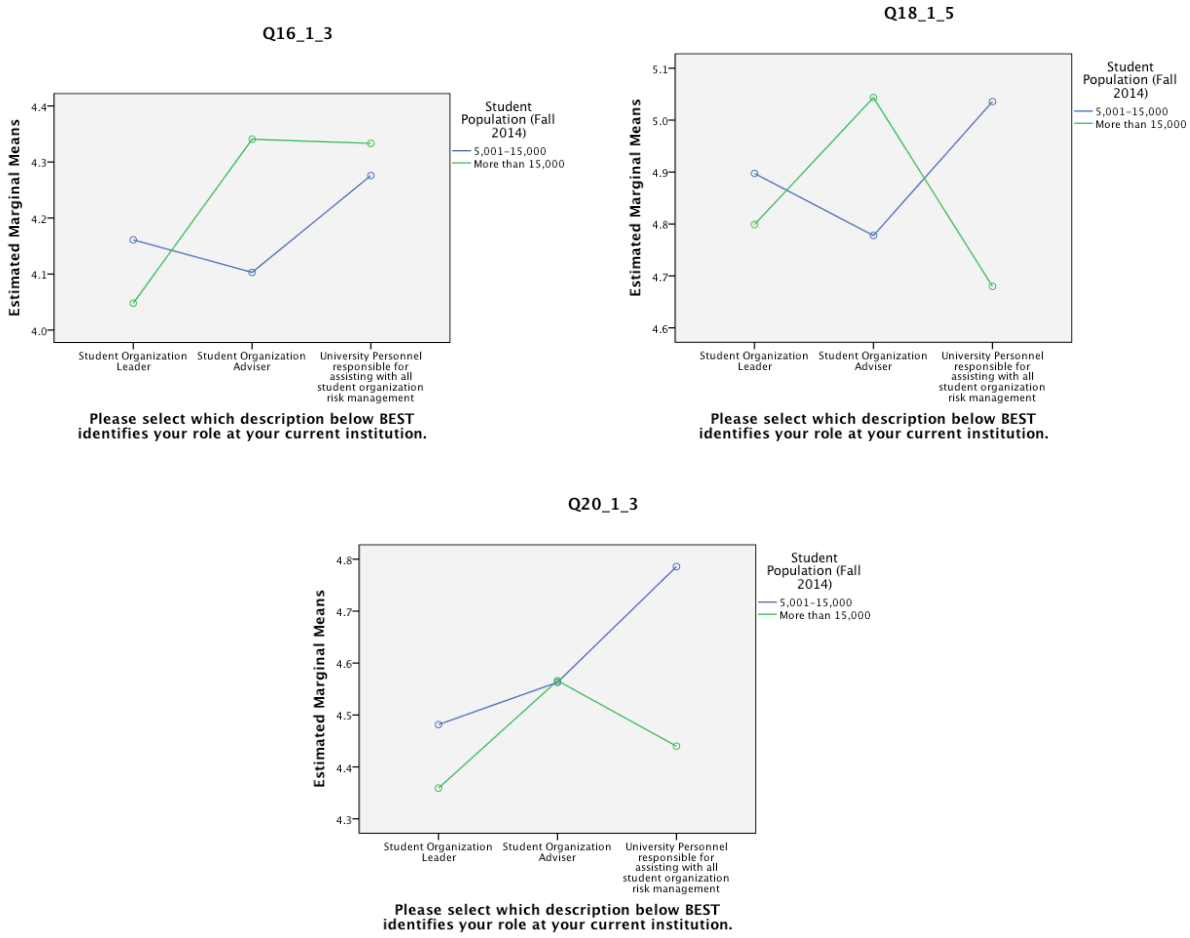


*Figure 21.* Estimated marginal means of financial risk to the university scenario questions as a function of Role and Campus Size

The main effect for university role for 16_1_3, 18_1_5 and 20_1_3, $F$ (2, 1032) = 1.25, $p$ = .27; $F$ (2, 1031) = .24, $p$ = .78; and $F$ (2, 1027) = 1.40, $p$ = .25, did not reach statistical significance. The main effect for campus size for 16_1_3, 18_1_5 and 20_1_3, $F$ (1, 1032) = .21, $p$ = .65; $F$ (1, 1031) = .24, $p$ = .63; and $F$ (1, 1027) = 1.22, $p$ = .27, did not reach statistical significance.

***Facilities Risk to the University*** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by facilities risk to the university in questions

18_1_2, 20_1_1, and 20_1_5 (Table 43 and 44). The interaction effect between organization role and campus size was not statistically significant for any of the facilities risk questions, $F$ (2, 1029) = .14, $p$ = .87; $F$ (2, 1032) = .46, $p$ = .63; and $F$ (2, 1031) = .03, $p$ = .98 (Figure 22). Based upon the lack of interaction between these variables, the main effects of campus setting and role were explored.

Table 43

*Means and Standard Deviations for facilities risk to the university scenario questions as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 18_1_2 | | | | | | |
| Student Leader | 4.17 | 1.25 | 4.09 | 1.21 | 4.12 | 1.23 |
| Adviser | 4.06 | 1.26 | 4.07 | 1.09 | 4.07 | 1.17 |
| University Personnel | 4.43 | 1.29 | 4.36 | .95 | 4.40 | 1.13 |
| 20_1_1 | | | | | | |
| Student Leader | 3.84 | 1.24 | 3.65 | 1.22 | 3.72 | 1.23 |
| Adviser | 3.60 | 1.13 | 3.50 | 1.11 | 3.55 | 1.12 |
| University Personnel | 3.50 | 1.04 | 3.60 | .96 | 3.55 | .99 |
| 20_1_5 | | | | | | |
| Student Leader | 4.15 | 1.29 | 4.09 | 1.30 | 4.11 | 1.30 |
| Adviser | 4.23 | 1.12 | 4.20 | 1.13 | 4.22 | 1.13 |
| University Personnel | 4.32 | 1.16 | 4.24 | 1.17 | 4.28 | 1.15 |

Table 44

*Two-Way Analysis of Variance for facilities risk to the university scenario questions as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 18_1_2 | | | | |
| Role | 2 | 4.81 | 2.40 | 1.65 | .19 | .003 |
| Campus Size | 1 | .19 | .19 | .13 | .72 | <.001 |
| Role x Campus Size | 2 | .41 | .21 | .14 | .87 | <.001 |
| Error | 1029 | 1503.46 | 1.46 | | | |
| | | 20_1_1 | | | | |
| Role | 2 | 7.94 | 3.97 | 2.82 | .06 | .005 |
| Campus Size | 1 | .38 | .38 | .27 | .60 | <.001 |
| Role x Campus Size | 2 | 1.30 | .65 | .46 | .63 | .001 |
| Error | 1032 | 1454.99 | 1.41 | | | |
| | | 20_1_5 | | | | |
| Role | 2 | 2.83 | 1.42 | .91 | .41 | .002 |
| Campus Size | 1 | .28 | .28 | .18 | .67 | <.001 |
| Role x Campus Size | 2 | .08 | .04 | .03 | .98 | <.001 |
| Error | 1031 | 1611.71 | 1.56 | | | |

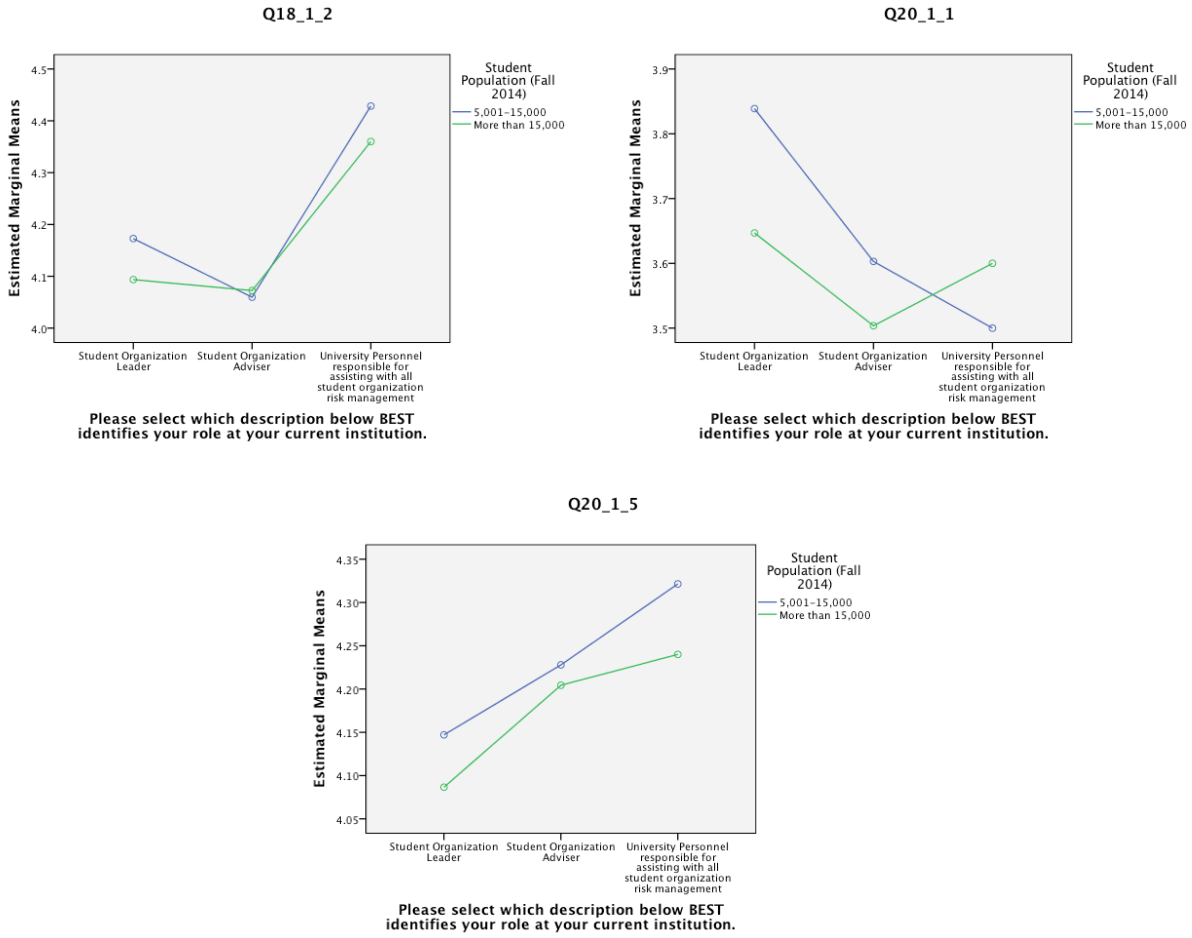


*Figure 22.* Estimated marginal means of reputational risk to the university scenario questions as a function of Role and Campus Size

The main effect for university role for 18_1_2, 20_1_1 and 20_1_5, $F$ (2, 1029) = 1.65, $p$ = .19; $F$ (2, 1032) = 2.82, $p$ = .06; and $F$ (2, 1031) = .91, $p$ = .41, did not reach statistical significance. The main effect for campus size for 18_1_2, 20_1_1 and 20_1_5, $F$ (1, 1029) = .13, $p$ = .72; $F$ (1, 10321) = .27, $p$ = .60; and $F$ (1, 1031) = .18, $p$ = .67, did not reach statistical significance.

**Discussing Risk.** A two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by question 21 of the survey provided in Appendix B.

Participants self-identified into one of three groups according to their role in student organization management (Group 1: Student Leader; Group 2: Adviser; Group 3: University Personnel). The interaction effect between organization role and campus size was not statistically significant, $F$ (2, 1043) = .10, $p$ = .91 (Table 45 and 46). Based upon the lack of interaction between these variables (Figure 23), the main effects of campus setting and role were explored.

Table 45

*Means and Standard Deviations for Campus Size as a function of Role for Risk Perception in Q21*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| Student Leader | 2.37 | 1.24 | 2.32 | 1.26 | 2.34 | 1.25 |
| Adviser | 2.34 | 1.22 | 2.24 | 1.12 | 2.29 | 1.17 |
| University Personnel | 1.62 | .94 | 1.44 | .77 | 1.54 | .86 |

Table 46

*Summary Table for Two-Way Analysis of Variance of Effects of Role and Campus Size on Risk Perception in Q21*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| Role | 2 | 32.93 | 16.46 | 11.16 | <.001 | .021 |
| Campus Size | 1 | 1.14 | 1.14 | .77 | .38 | .001 |
| Role x Campus Size | 2 | .29 | .15 | .10 | .91 | <.001 |
| Error | 1043 | 1539.17 | 1.48 | | | |

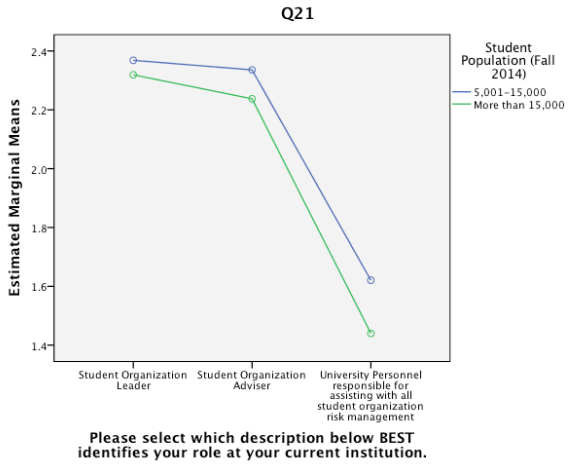


*Figure 23.* Estimated marginal means of Q21 as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role, $F$ (2, 1043) = 11.16, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .021), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for university personnel ($M$ = 1.54, $SD$ = .86) was significantly different from both the student leaders ($M$ = 2.34, $SD$ = 1.25) and the adviser group ($M$ = 2.29, $SD$ = 1.17). The main effect for campus size, $F$ (1, 1043) = .77, $p$ = .38, did not reach statistical significance.

**RQ4.** Do role and campus setting have an interaction on perception of the university's role in risk management of student organizations? If not, were there statistically significant differences in the main effects of role and campus setting?

To answer this research question, a two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus setting on risk perception in student organization management as measured by question 36 of the survey provided in Appendix B. Participants self-identified into one of three groups according to their role in

student organization management (Group 1: Student Leader; Group 2: Adviser; Group 3: University Personnel). The interaction effect between organization role and campus setting was not statistically significant for 36_1, 36_2, 36_3, 36_4, 36_5, and 36_6, $F$ (6, 1030) = .19, $p$ = .98; $F$ (6, 1023) = .40, $p$ = .88; $F$ (6, 1024) = 2.03, $p$ = .06; $F$ (6, 1026) = .47, $p$ = .83; $F$ (6, 1018) = .74, $p$ = .62; and $F$ (6, 1023) = .42, $p$ = .87 (Table 47 and 48). Based upon the lack of interaction between these variables (Figure 24), the main effects of campus setting and role were explored.

Table 47

*Means and Standard Deviations for Q36 as a function of Role and Campus Setting*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 36_1 | | | | | | | | | | |
| Student Leader | 4.71 | 1.00 | 4.93 | .81 | 4.65 | .95 | 4.91 | .88 | 4.83 | .91 |
| Adviser | 4.78 | .98 | 4.92 | .83 | 4.70 | .99 | 4.94 | .80 | 4.84 | .90 |
| University Personnel | 5.00 | .85 | 5.08 | .86 | 4.79 | .80 | 4.83 | .94 | 4.93 | .84 |
| 36_2 | | | | | | | | | | |
| Student Leader | 4.06 | 1.24 | 4.50 | 1.00 | 3.69 | 1.32 | 3.95 | 1.21 | 4.06 | 1.22 |
| Adviser | 4.06 | 1.22 | 4.67 | 1.05 | 4.04 | .97 | 4.05 | 1.11 | 4.17 | 1.13 |
| University Personnel | 4.33 | 1.18 | 5.08 | .64 | 4.21 | .80 | 4.42 | 1.31 | 4.50 | 1.04 |
| 36_3 | | | | | | | | | | |
| Student Leader | 3.93 | 1.35 | 4.18 | 1.16 | 3.85 | 1.30 | 3.62 | 1.33 | 3.85 | 1.31 |
| Adviser | 3.80 | 1.38 | 3.78 | 1.22 | 3.39 | 1.11 | 3.70 | 1.30 | 3.70 | 1.28 |
| University Personnel | 3.60 | 1.35 | 3.92 | 1.12 | 3.29 | 1.27 | 4.42 | .79 | 3.78 | 1.21 |

Table 47. *Means and Standard Deviations for Q36 as a function of Role and Campus Setting (continued)*

| | Campus Setting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Town: Remote | | City: Small | | City Midsize | | City: Large | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 36_4 | | | | | | | | | | |
| Student Leader | 3.59 | 1.37 | 4.19 | 1.20 | 3.44 | 1.30 | 3.69 | 1.26 | 3.74 | 1.30 |
| Adviser | 3.70 | 1.24 | 4.00 | 1.00 | 3.46 | 1.15 | 3.72 | 1.07 | 3.72 | 1.14 |
| University Personnel | 3.71 | .91 | 4.31 | .86 | 4.00 | .96 | 4.17 | 1.19 | 4.04 | .98 |
| 36_5 | | | | | | | | | | |
| Student Leader | 3.71 | 1.25 | 4.45 | .99 | 3.80 | 1.25 | 3.83 | 1.19 | 3.94 | 1.20 |
| Adviser | 3.50 | 1.41 | 3.84 | 1.30 | 3.41 | 1.20 | 3.44 | 1.23 | 3.53 | 1.30 |
| University Personnel | 3.53 | 1.41 | 4.31 | 1.11 | 4.00 | .88 | 4.17 | 1.19 | 3.98 | 1.17 |
| 36_6 | | | | | | | | | | |
| Student Leader | 3.45 | 1.36 | 3.64 | 1.21 | 3.71 | 1.18 | 3.52 | 1.25 | 3.56 | 1.26 |
| Adviser | 3.05 | 1.22 | 3.32 | 1.20 | 3.09 | 1.07 | 2.97 | 1.16 | 3.08 | 1.17 |
| University Personnel | 3.20 | 1.27 | 3.00 | 1.08 | 3.36 | 1.15 | 2.92 | 1.00 | 3.13 | 1.12 |

Table 48

*Two-Way Analysis of Variance for Q36 as a function of Role and Campus Setting*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 36_1 | | | | |
| Role | 2 | .87 | .43 | .54 | .59 | .001 |
| Campus Setting | 3 | 3.31 | 1.10 | 1.36 | .25 | .004 |
| Role x Campus Setting | 6 | .94 | .16 | .19 | .98 | .001 |
| Error | 1030 | 833.44 | .81 | | | |
| | | 36_2 | | | | |
| Role | 2 | 13.00 | 6.50 | .48 | .008 | .009 |
| Campus Setting | 3 | 30.36 | 10.12 | .75 | <.001 | .021 |
| Role x Campus Setting | 6 | 3.21 | .54 | .40 | .88 | .002 |
| Error | 1023 | 1385.13 | 1.35 | | | |
| | | 36_3 | | | | |
| Role | 2 | 9.08 | 4.54 | 2.75 | .07 | .005 |
| Campus Setting | 3 | 10.79 | 3.60 | 2.18 | .09 | .006 |
| Role x Campus Setting | 6 | 20.10 | 3.35 | 2.03 | .06 | .012 |
| Error | 1024 | 1691.10 | 1.65 | | | |
| | | 36_4 | | | | |
| Role | 2 | 5.21 | 2.61 | 1.73 | .18 | .003 |
| Campus Setting | 3 | 16.10 | 5.37 | 3.56 | .01 | .010 |
| Role x Campus Setting | 6 | 4.28 | .71 | .47 | .83 | .003 |
| Error | 1026 | 1547.67 | 1.51 | | | |
| | | 36_5 | | | | |
| Role | 2 | 29.76 | 14.88 | 10.21 | <.001 | .020 |
| Campus Setting | 3 | 19.49 | 6.50 | 4.46 | .004 | .013 |
| Role x Campus Setting | 6 | 6.43 | 1.07 | .74 | .62 | .004 |
| Error | 1018 | 1483.74 | 1.46 | | | |
| | | 36_6 | | | | |
| Role | 2 | 45.94 | 22.97 | 15.15 | <.001 | .029 |
| Campus Setting | 3 | 3.26 | 1.09 | .72 | .54 | .002 |
| Role x Campus Setting | 6 | 3.84 | .64 | .42 | .87 | .002 |
| Error | 1023 | 1550.97 | 1.52 | | | |

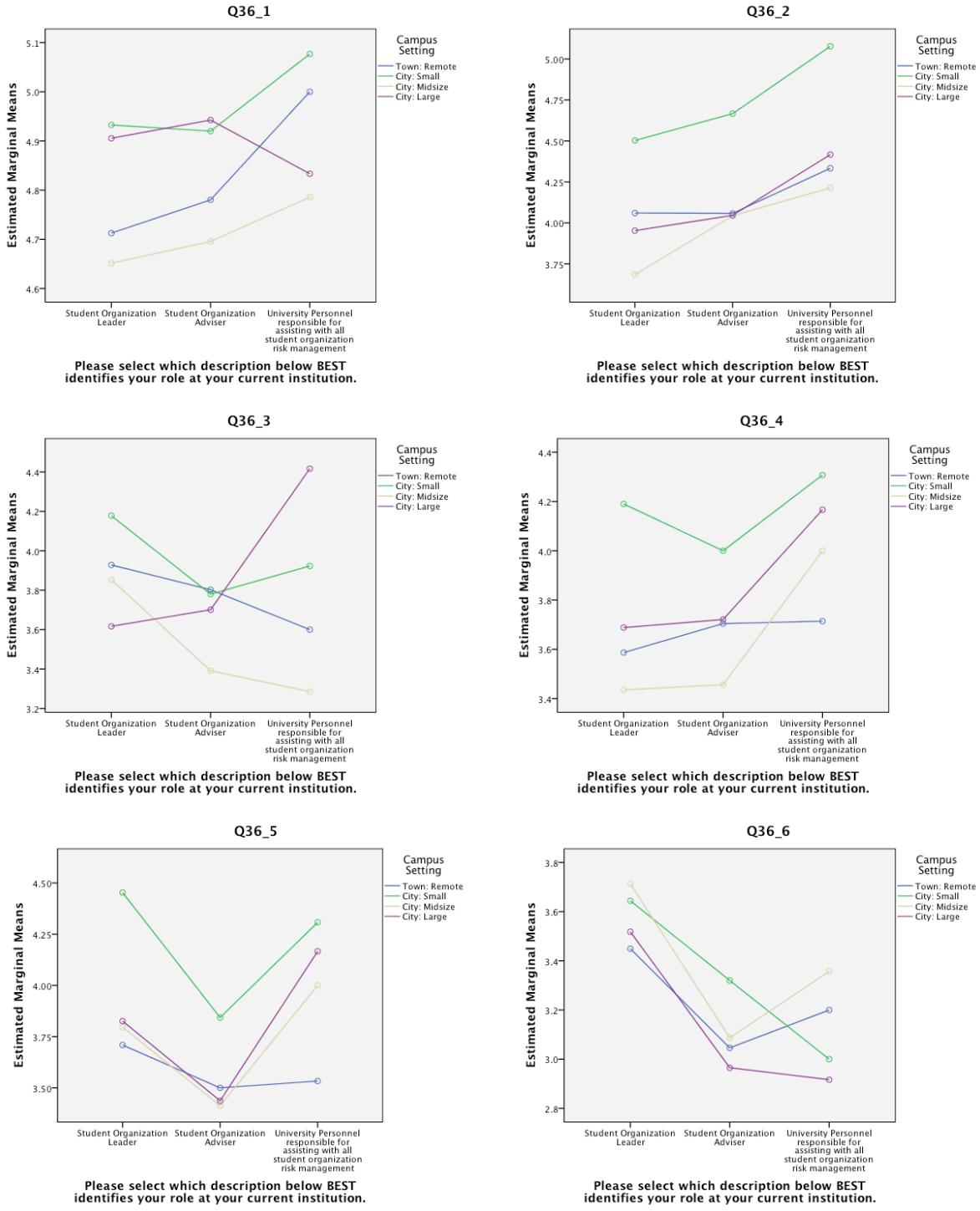


*Figure 24.* Estimated marginal means of Q36 as a function of Role and Campus Setting

According to these analyses, there was a statistically significant main effect for university role in 36_2, 36_5 and 36_6. For 36_2, $F$ (2, 1023) = .48, $p$ = .008, indicating that at least two

setting groups differed significantly from one another. Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.06, $SD$ = 1.22) was significantly different from the university personnel group ($M$ = 4.50, $SD$ = 1.04). The adviser group ($M$ = 4.17, $SD$ = 1.13) did not differ significantly from either of the other groups. However, based upon the effect size (partial eta squared = .009), university role has no practical impact on risk perceptions (Pallant, 2010). For item 36_5, $F$ (2, 1018) = 10.21, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .020), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for advisers ($M$ = 3.53, $SD$ = 1.03) was significantly different from both the student leaders ($M$ = 3.94, $SD$ = 1.20) and university personnel ($M$ = 3.98, $SD$ = 1.17). For item 36_6, $F$ (2, 1023) = 15.15, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .029), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.56, $SD$ = 1.26) was significantly different from both the adviser group ($M$ = 3.08, $SD$ = 1.17) and the university personnel group ($M$ = 3.13, $SD$ = 1.12). The main effect for university role in 36_1, 36_3, and 36_4, $F$ (2, 1030) = .54, $p$ = .59; $F$ (2, 1024) = 2.75, $p$ = .07; $F$ (2, 1026) = 1.73, $p$ = .18, did not reach statistical significance.

Additionally, there was a statistically significant main effect for campus setting in 36_2, 36_4 and 36_5. For 36_2, $F$ (3, 1023) = .75, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .021), meaning that campus setting does have a minor practical impact on risk perceptions (Pallant,

2010). Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for city: small ($M = 4.57$, $SD = 1.00$) was significantly different from town: remote ($M = 4.07$, $SD = 1.23$), city: midsize ($M = 3.83$, $SD = 1.20$) and city: large campus setting ($M = 3.99$, $SD = 1.19$). For item 36_4, $F$ (3, 1026) = 3.56, $p = .01$, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .010), meaning that campus setting does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for city: small ($M = 4.15$, $SD = 1.14$), was significantly different from town: remote ($M = 3.63$, $SD = 1.31$), city: midsize ($M = 3.49$, $SD = 1.24$), and city: large ($M = 3.71$, $SD = 1.22$). For item 36_5, $F$ (3, 1023) = 4.46, $p = .004$, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .013), meaning that campus setting does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for city: small ($M = 4.31$, $SD = 1.10$) was significantly different from town: remote ($M = 3.63$, $SD = 1.31$), city: midsize ($M = 3.71$, $SD = 1.22$) and city: large campus setting ($M = 3.75$, $SD = 1.21$). The main effect for campus setting for 36_1, 36_3, and 36_6, $F$ (3, 1030) = 1.36, $p = .25$; $F$ (3, 1024) = 2.18, $p = .09$; and $F$ (3, 1023) = .72, $p = .54$, did not reach statistical significance.

**RQ5.** Do role and campus size have an interaction on perception of the university's role in risk management of student organizations? If not, were there statistically significant differences in the main effects of role and campus size?

To answer this research question, a two-way between-groups analysis of variance was conducted to explore the impact of organization role and campus size on risk perception in student organization management as measured by question 36 of the survey provided in

Appendix B. Participants self-identified into one of three groups according to their role in student organization management (Group 1: Student Leader; Group 2: Adviser; Group 3: University Personnel). The interaction effect between organization role and campus size was not statistically significant for 36_1, 36_2, 36_3, 36_4, 36_5, and 36_6, $F$ (2, 1036) = .24, $p$ = .79; $F$ (2, 1029) = .28, $p$ = .76; $F$ (2, 1030) = 2.38, $p$ = .09; $F$ (2, 1032) = .34, $p$ = .71; $F$ (2, 1024) = .86, $p$ = .43; and $F$ (2, 1029) = .48, $p$ = .62 (Table 49 and 50). Based upon the lack of interaction between these variables (Figure 25), the main effects of campus setting and role were explored.

Table 49

*Means and Standard Deviations for Q36 as a function of Role and Campus Size*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 36_1 | | | | | | |
| Student Leader | 4.69 | .98 | 4.92 | .85 | 4.83 | .91 |
| Adviser | 4.75 | .98 | 4.93 | .81 | 4.84 | .90 |
| University Personnel | 4.90 | .82 | 4.96 | .89 | 4.93 | .84 |
| 36_2 | | | | | | |
| Student Leader | 3.91 | 1.28 | 4.16 | 1.17 | 4.06 | 1.22 |
| Adviser | 4.05 | 1.14 | 4.28 | 1.12 | 4.17 | 1.13 |
| University Personnel | 4.28 | 1.00 | 4.76 | 1.05 | 4.50 | 1.04 |
| 36_3 | | | | | | |
| Student Leader | 3.90 | 1.33 | 3.83 | 1.30 | 3.85 | 1.31 |
| Adviser | 3.66 | 1.30 | 3.73 | 1.27 | 3.70 | 1.28 |
| University Personnel | 3.45 | 1.30 | 4.16 | .99 | 3.78 | 1.21 |

Table 49. *Means and Standard Deviations for Q36 as a function of Role and Campus Size (continued)*

| | Campus Size | | | | | |
|---|---|---|---|---|---|---|
| | 5,000-15,000 | | More than 15,000 | | Total | |
| Role | *M* | *SD* | *M* | *SD* | *M* | *SD* |
| 36_4 | | | | | | |
| Student Leader | 3.53 | 1.34 | 3.87 | 1.26 | 3.74 | 1.30 |
| Adviser | 3.62 | 1.21 | 3.82 | 1.05 | 3.72 | 1.14 |
| University Personnel | 3.86 | .93 | 4.24 | 1.01 | 4.04 | .98 |
| 36_5 | | | | | | |
| Student Leader | 3.74 | 1.25 | 4.06 | 1.16 | 3.94 | 1.20 |
| Adviser | 3.47 | 1.34 | 3.59 | 1.27 | 3.53 | 1.30 |
| University Personnel | 3.76 | 1.19 | 4.24 | 1.13 | 3.98 | 1.17 |
| 36_6 | | | | | | |
| Student Leader | 3.55 | 1.30 | 3.57 | 1.24 | 3.56 | 1.26 |
| Adviser | 3.06 | 1.17 | 3.10 | 1.19 | 3.08 | 1.17 |
| University Personnel | 3.28 | 1.19 | 2.96 | 1.02 | 3.13 | 1.12 |

Table 50

*Two-Way Analysis of Variance for Q36 as a function of Role and Campus Size*

| Source | *df* | SS | MS | F | p | $\eta^2$ |
|---|---|---|---|---|---|---|
| | | 36_1 | | | | |
| Role | 2 | 1.00 | .50 | .62 | .54 | .001 |
| Campus Size | 1 | 2.36 | 2.36 | 2.92 | .09 | .003 |
| Role x Campus Size | 2 | .39 | .19 | .24 | .79 | <.001 |
| Error | 1036 | 834.70 | .81 | | | |
| | | 36_2 | | | | |
| Role | 2 | 13.36 | 6.68 | 4.77 | .009 | .009 |
| Campus Size | 1 | 9.54 | 9.54 | 6.82 | .009 | .007 |
| Role x Campus Size | 2 | .78 | .39 | .28 | .76 | .001 |
| Error | 1029 | 1440.47 | 1.40 | | | |
| | | 36_3 | | | | |
| Role | 2 | 5.42 | 2.71 | 1.61 | .20 | .003 |
| Campus Size | 1 | 5.29 | 5.29 | 3.15 | .08 | .003 |
| Role x Campus Size | 2 | 8.01 | 4.01 | 2.38 | .09 | .005 |
| Error | 1030 | 1731.14 | 1.68 | | | |
| | | 36_4 | | | | |
| Role | 2 | 5.92 | 2.96 | 1.93 | .15 | .004 |
| Campus Size | 1 | 9.08 | 9.08 | 5.93 | .02 | .006 |
| Role x Campus Size | 2 | 1.05 | .52 | .34 | .71 | .001 |
| Error | 1032 | 1580.03 | 1.53 | | | |
| | | 36_5 | | | | |
| Role | 2 | 29.10 | 14.55 | 9.73 | <.001 | .019 |
| Campus Size | 1 | 8.80 | 8.80 | 5.88 | .02 | .006 |
| Role x Campus Size | 2 | 2.56 | 1.28 | .86 | .43 | .002 |
| Error | 1024 | 1531.19 | 1.50 | | | |
| | | 36_6 | | | | |
| Role | 2 | 49.22 | 24.61 | 16.22 | <.001 | .031 |
| Campus Size | 1 | .75 | .75 | .50 | .48 | <.001 |
| Role x Campus Size | 2 | 1.45 | .73 | .48 | .62 | .001 |
| Error | 1029 | 1561.41 | 1.52 | | | |

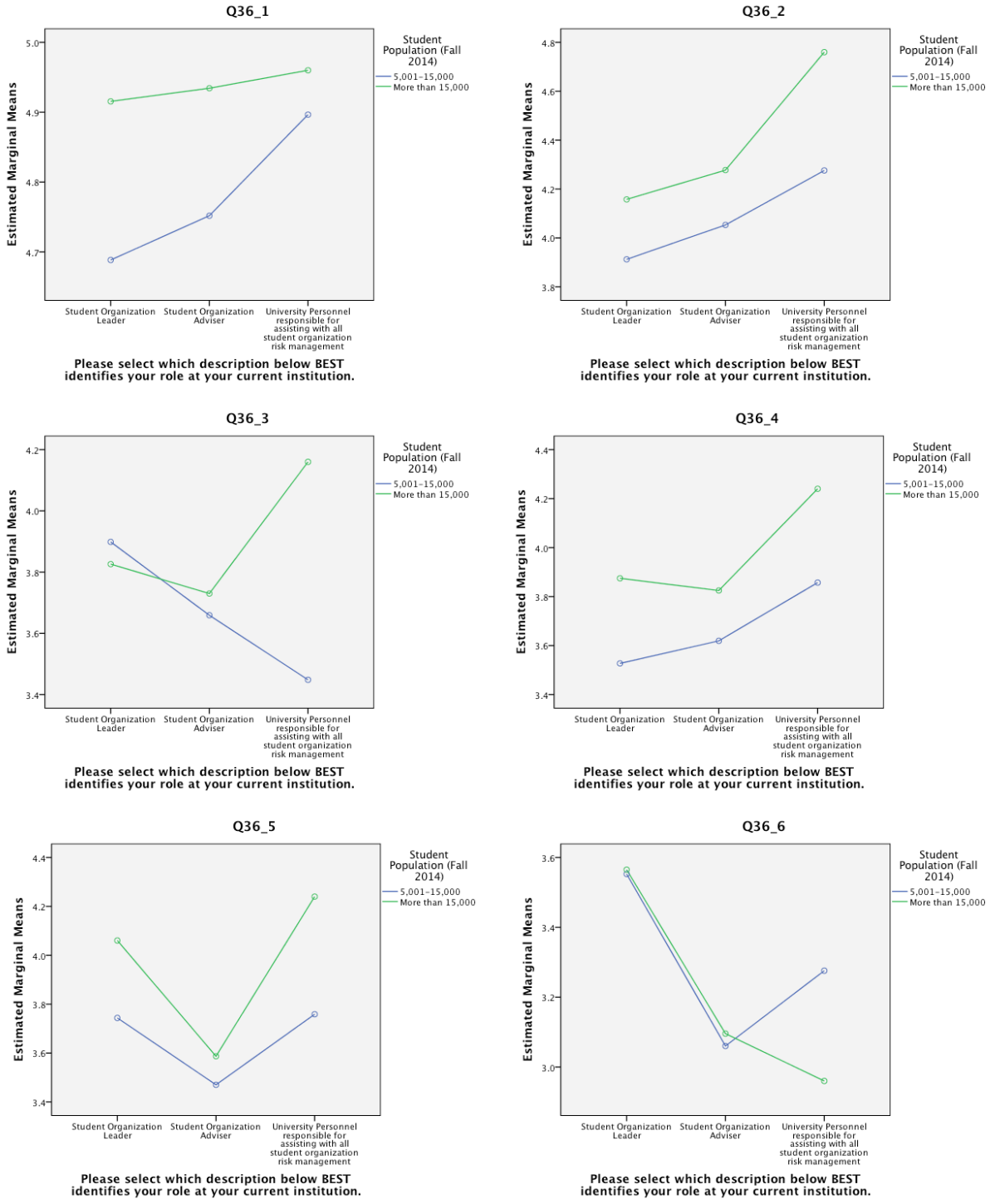


*Figure 25.* Estimated marginal means of Q36 as a function of Role and Campus Size

According to these analyses, there was a statistically significant main effect for university role in 36_2, 36_5 and 36_6. For 36_2, $F$ (2, 1029) = 4.77, $p$ = .009, indicating that at least two

setting groups differed significantly from one another. Based upon these initial results, *post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 4.06, $SD$ = 1.22) was significantly different from the university personnel group ($M$ = 4.50, $SD$ = 1.04). The adviser group ($M$ = 4.17, $SD$ = 1.13) did not differ significantly from either of the other groups. However, based upon the effect size (partial eta squared = .009), university role has no practical impact on risk perceptions (Pallant, 2010). For item 36_5, $F$ (2, 1024) = 9.73, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .019), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for advisers ($M$ = 3.53, $SD$ = 1.30) was significantly different from both the student leaders ($M$ = 3.94, $SD$ = 1.20) and university personnel ($M$ = 3.98, $SD$ = 1.17). For item 36_6, $F$ (2, 1029) = 16.22, $p$ = <.001, indicating that at least two setting groups differed significantly from one another. The effect size was small (partial eta squared = .031), meaning that university role does have a minor practical impact on risk perceptions (Pallant, 2010). *Post hoc* comparisons using the Tukey HSD test indicated that the mean score for student leaders ($M$ = 3.56, $SD$ = 1.26) was significantly different from both the adviser group ($M$ = 3.08, $SD$ = 1.17) and the university personnel group ($M$ = 3.13, $SD$ = 1.12). The main effect for university role in 36_1, 36_3, and 36_4, $F$ (2, 1036) = .62, $p$ = .54; $F$ (2, 1030) = 1.61, $p$ = .20; $F$ (2, 1032) = 1.93, $p$ = .15, did not reach statistical significance.

Additionally, there was a statistically significant main effect for campus size in 36_2, 36_4 and 36_5. For 36_2, $F$ (1, 1029) = 6.82, $p$ = 009, indicating that at least two setting groups differed significantly from one another. However, based upon the effect size (partial eta squared = .007), campus size has no practical impact on risk perceptions (Pallant, 2010). For item 36_4, $F$ (1, 1032) = 5.93, $p$ = .02, indicating that at least two setting groups differed significantly from

one another. However, based upon the effect size (partial eta squared = .006), campus setting has no practical impact on risk perceptions (Pallant, 2010). For item 36_5, $F$ (1, 1024) = 5.88, $p$ = .02, indicating that at least two setting groups differed significantly from one another. However, based upon the effect size (partial eta squared = .006), campus setting has no practical impact on risk perceptions (Pallant, 2010). The main effect for campus setting for 36_1, 36_3, and 36_6, $F$ (1, 1036) = 2.92, $p$ = .09; $F$ (1, 1030) = 3.15, $p$ = .08; and $F$ (1, 1029) = .50, $p$ = .48, did not reach statistical significance.

# CHAPTER V. CONCLUSIONS

The purpose of this study was to examine perceptions of risk in student organization management, including differing perceptions among student leaders, advisers, and university personnel, as well as, how factors such as institutional size and community setting influenced said perceptions.

In order to improve the process of how student leaders, advisers, and university personnel are assessing risk at an institution, how risk management is currently perceived between these groups needs to be considered. A basic understanding of the current perceptions is needed so tools and resources can be created to help assist student leaders in successfully accomplishing their roles and to lower the potential for student organization risk to occur. Unlike facts, perceptions can be based on many experiences and varies based on each individual's experience.

In identifying how these three individual groups articulate risk, the study sought to identify disconnect between the groups. The identification of this disconnect could lead to better resources to assist in the risk management processes. In order to achieve the purpose of this study, five research questions were developed.

## Summary of Results

This section provides a summary of the results for each of the five research questions identified. The first research question explored how student leaders, adviser, and university personnel identified different types of risk and barriers that occur in the risk management of student organizations. By reviewing the different open-ended responses, all three groups identified four of the five PREFF risks (Olvera, 2010). The least identified PREFF risk type was Facilities Risk. In addition to the PREFF risks, six other categories were identified. While these six had limited responses from each of the roles studied, advisers and university personnel had a higher percentage of responses that fell into these areas.

When it came to identifying barriers in event planning, university rules and polices was the most listed response followed by availability of resources for student organization management. Overall, the main theme that came out of this question was that for student organization management there are too many forms and procedures that groups need to follow to host an event. Once the student organizations have maneuvered through the rules and polices, the availability of resources also became a barrier that kept them from hosting successful events. These barriers focused on lack of funding resources and spaces on campus to host events for the campus community. For student leaders and advisers, seeing no barriers in managing an organization was listed. This was different for university personnel who stated timelines third most as a barrier.

The second research question explored if the university role and campus setting had an interaction on risk perceptions in the management of student organizations. If no interaction was identified, then investigating to see if the main effect of university role and campus setting had statistically significant differences. The results for this question provided no interaction between role and campus setting on risk perceptions in the management of student organizations. There were statistically significant differences in the main effects. For the main effect of university role, in most cases, the significance was small and using post-hoc testing the differences were between the student leader group and the adviser group. In these cases the student leaders mean score for level of risk was lower than that of the adviser group. In looking at the risk to the university, physical risk and reputational risk had significant differences between student leader mean scores and both advisers and university personnel. Again the student leaders identified a lower level of risk than the other two groups.

In exploring campus setting as a main effect, two statistically significant differences were identified. For physical risk to the student organization, city: large identified a higher mean score

than both city: small and city: midsize. For financial risk to the student organization, city: small identified a lower mean score than town: remote and city: large.

The final question in this section reflected on the level of discussion on risk mitigation. While there was a statistically significant difference between university personnel and both advisers and student leaders, the mean responses show that all of the groups listed yes they discuss risk mitigation. The differences were in the level of discussion.

The third research question explored if the university role and campus size had an interaction on risk perceptions in the management of student organizations. If no interaction was identified, then investigating to see if the main effect of university role and campus size had statistically significant differences.

When reviewing the results, no interaction was found between role and campus size on risk perceptions in the management of student organizations. There were statistically significant differences in the main effects. For the main effect of university role, in most cases, the significance was small and using post-hoc testing the differences were between the student leader group and the adviser group. In these cases the student leaders mean score for level of risk was lower than that of the adviser group. In looking at the risk to the university, physical risk had significant differences between student leaders mean scores and both advisers and university personnel. Again the student leaders identified a lower level of risk than the other two groups.

Financial risk to the student organization was the only risk area that campus size had a statistically significant difference between city: midsize and city: large. In this case, the city: midsize participants mean score for risk was higher than that of city: large.

The last question in this section reflected on the level of discussion on risk mitigation. While there was a statistically significant difference between university personnel and both

advisers and student leaders, the mean responses show that all of the groups listed yes they discuss risk mitigation. The differences were  in the level of discussion.

The university's role in risk management was what the next research question focused on. The question explored the interaction that role and campus setting have on perception of the university's role in risk management of student organizations. If no interaction was found, then it looked to see if there were statistically significant differences in the main effects of role and campus setting. In reviewing the results, role and campus setting did not have an interaction on perception of the university's role in risk management of student organizations. There were statistically significant differences in both role and campus setting. Student leaders had a lower level of agreement that the university provided support to student organizations than university personnel did. Advisers identified a lower level of agreement that they were provided adequate training than student leaders and university personnel identified. The last area that was statistically different in role was when it came to barriers. Students believed there were more barriers in place for student organizations than advisers and university personnel identified.

When it came to campus setting, individuals at institutions classified as city: small identified a lower level of support for student organizations than that of town: remote, city: midsize and city: large. City: small institutions also felt there were more barriers in student organization event planning than town: remote, city: midsize and city: large.

The last research question explores the interaction that role and campus size have on perception of the university's role in risk management of student organizations. If no interaction was found, then it looked to see if there were statistically significant differences in the main effects of role and campus size. In reviewing the results, role and campus size did not have an interaction on perception of the university's role in risk management of student organizations. There were statistically significant differences in both role and campus size. Student leaders had

a lower level of agreement that the university provided support to student organizations than university personnel did. Advisers identified a lower level of agreement that they were provided adequate training than student leaders and university personnel identified. The last area that was statistically different in role was when it came to barriers. Students believed there were more barriers in place for student organizations than advisers and university personnel identified.

When it came to campus size, individuals at institutions classified as midsize (5,001-15,000) identified statistically significant difference with city: large (15,001 or more) when it came to a perception of lower level for support for student organizations, lower level of training on potential risk and that more barriers in student organization event planning were present.

**Discussion**

This section will expand further on what the data collected means for risk management for student organizations. In exploring the first research question, student leaders, advisers, and university personnel were able to identify some of the five PREFF risks (Olvera, 2010). Of these, physical risk and emotional risk are the two most often stated. Physical risk was something I expected to see due to the amount of conversations most student activities offices have about topics such as travel, risk paperwork, and alcohol. Emotional risk is also important to identify, but I was overwhelmed by the amount of responses that mentioned bullying, lack of inclusion, and peer pressure. These types of risk are not addressed as often outside of the hazing prevention message that is sent. It was also interesting to see how many advisers and university personnel would provide vague statements or generalizations about what risk was. Without specifically identifying some of the types of risk present in student organizations, it can become more challenging for student leaders to grasp the scope of risk present to them.

This leads to the barriers that are present in risk management of student organizations. University forms and polices were identified most in the responses followed by access to

resources. For our student groups, the amount of "hoops" provided can become a deterrent. Without a greater understanding of why the forms are important, students lose the educational opportunity of why they are filling them out in the first place. It becomes more of a checklist item to host an event. Once the process of getting the forms complete and complying with university policy, the barriers continue with access.

Access to resources doesn't appear to be improving as states are continually reducing state appropriations to higher education while simultaneously requiring a tuition freeze. With less financial resources, student organizations will need to become more frugal with the financial resources they do have and look to other ways to raise funds. Space to host events is also a resources that is becoming more limited based on the responses listed. Finding ways to plan sooner, or collaborate with other entities to pool resources may be needed to help mitigate some of these barriers.

Both the perception of risk and the barriers identified provide a foundation to the rest of the study. The information gathered provides a base for how student leaders, advisers, and university personnel identify what types of risk and barriers are present in student organization management. While all three groups perceive similar types of risk and barriers present, the level of severity to the organization and university was addressed in the remaining research questions.

In looking at the second and third research questions, it was clear that student organization leaders and advisers do not always recognize the level of risk in the same manner. In most cases where a significant difference was identified, it was that the student leader identified a lower level of risk than the adviser or university personnel did. Even though the results were statistically significant, the role or campus setting tended to have a minor impact on those perceptions. The only question that had a moderate effect size was student travel using personal vehicles. This was only for the impact role had on risk perceptions. Again student

leaders saw this type of risk as lower than that of the advisers or university personnel. This difference has the ability to impede the risk mitigation process on campuses. When you add in the perceptions of inadequate training for both student leaders and advisers, along with limited resources and "too many" forms and polices, risk management at institutions have the potential to be unsuccessful. Dickerson reinforces this when she stated that for a risk management model to be effective it needs to be a comprehensive plan that isn't piecemealed together (Dickerson, 2007b). For our student leaders and advisers to be effective in these leadership roles, better training tools need to be identified.

In looking at campus setting and size, again most of the responses had a minor effect on perception. No moderate effects were identified. Astin (1993) describes the campus environment as the "characteristics of institutions, curriculum, faculty, residence and financial aid, and student peer groups" (p. 70), and when put together this environment creates an experience for each student. This study revealed that while the campus environment and size do create an experience for each student, it does not impact the perception of risk significantly.

The last two research questions focused on the role the university should play in the risk management process of student organizations. In this section, it was clear that student leaders perceive that the university should provide better support than university personnel did. Advisers also perceived that better training was needed to help them become more successful. Both student leaders and university personnel did not see the same level of need. The other area in this section that was significant was how barriers impacted student organizations. Student leaders perceived a higher level of barriers than advisers and university personnel did. From this, the level of training and support for student organizations was identified as a place where student activities offices can still work to improve. The communication and expectations for why risk mitigation is in place is still something that is being perceived as subpar.

In looking at the role the university should play in risk management based on the campus size, the institutions identified as City: Midsize perceived a lower level of agreement on support and training than those respondents from City: Large. The institutions that have a larger number of students, also have a larger number of staff members hired to assist the student groups. The resulting difference in perceived support could be due to this difference in number of staff members.

**Limitations**

This study had several limitations. The first limitation revolved around collecting participants. Initially, all of land grant institutions in the National Association of Campus Activities (NACA) Northern Plains Region were included. This included the University of Wisconsin – Madison. Through inclusion, another City: Midsize institution would have been utilized. While trying to obtain IRB approval, the university required a primary investigator of the study to be from the institution. Attempts at locating an individual to assist were unsuccessful. Due to this, the University of Wisconsin – Madison was eliminated from the study.

Another limitation with participants revolved around the University of Minnesota – Twin Cities. Several attempts were made to obtain participants. In the end, student leader and adviser emails were provided a week after the study had started, however university personnel emails were not. The study proceeded with the participants provided, however due to the timing the participants were given a shorter timeframe to complete the study. Each participant was given less than a week between initial email and reminder email. The final email was sent within a few days of the reminder email.

When attempting to validate the study, several experts in university risk management were identified and contacted for assistance. While a third expert was interested in participating

in the study, no evaluation of the study was returned. Due to this, the study went forward with the information provided by the two experts in the field.

**Implications for Theory**

The conceptual framework for this study focused on the impact that environment has on both risk management practices and the level of safety that students feel on a campus. According to Evans, Forney and Guido-DiBrito (1998), the ability to create a campus environment that foster a safe and inclusive learning objectives requires institutions to develop communities that both challenge and support student growth and development. The premise of this study was that student organizations create such an environment. It follows the challenge and support theory created by Nevitt Sanford (Evans, Forney & Guido-DiBrito, 1998). We challenge our students to utilize the risk management tools we provide for them and we then provide them with training and support.

Strange and Banning (2001) added that barriers could impact students in a way that keeps them from making connections with the campus environment. One type of barrier in specific could be the forms and processes in place to host events. Students who feel the challenges are larger than the benefits may become indifferent to the process and decline in both organizational membership and participation in groups could occur. From this study, we can conclude that barriers such as forms and university processes are present in current risk management perceptions. Students, advisers, and university personnel all made mention to them when identifying what risk was and what types of barriers kept them from being successful in the risk management process. In looking at risk perceptions specifically when it came to the different types of scenarios, role had a bigger impact on risk perceptions than environment. The data indicated that environment, identified by size and campus setting, had either no impact or a minor impact on how risk was perceived. To further develop this theory, changing the way

environment was defined to focus on different types of institutions, for instance public versus private or liberal arts versus research, could change the impact environment played on perceived risk.

**Implications for Research**

In looking to the future, the question still remains of how we can help student groups meet the event goals they are striving for, while still mitigating the risk involved. While this study doesn't completely answer the question, it does provide some insight as to what types of perceptions currently exist. It identified lack of training as a perception for our student leaders and advisers. It also provided several types of barriers that could keep student organizations from hosting events. Forms and policies provide protection to the university, but without the appropriate training that explains why those forms and polices are in place, the learning opportunity is lost. As Novak (2006) stated, getting past the perception of risk is the first step. The phrase *risk management* needs to mean more than just rule enforcement and polices. As student activities professionals, we need to provide better training tools for our advisers so they can become better resources and advocates for our student leaders. I believe that to better serve our students in risk management, adviser and university personnel need to do a better job of articulating what types of risk could actually occur at events. We also need to assist students by using a recommendation from Peter Lake (2004) and guiding them in the process of forming questions to reflect "how can we make this event work" rather than "can we have this event". The later will most like end in a no response from the campus. It's these types of questions and the perceptions gained from this study that provide the foundation to guide future research.

One future study is to conduct a focus group on campus to talk with students about the struggles they are having with event planning and from that information determine tools and training modules that address those needs. This type of study has the ability to reinforce some of

the perceptions found in this study, however, it also has the ability to gather more information about specific changes needed. These changes could relate to process, support, and training. The focus group could also provide information on how risk perceptions are created. It could identify where students and advisers are gathering risk management information. The information gathered would allow student activities offices to further train student leaders and advisers in proper event planning practices.

Communication is another topic to focus on for future research. How information is sent and received by student organization leaders and advisers may contribute to the misperceptions about risk management. Future studies can look at how we currently work with student leaders and advisers on the topic of risk. This will show whether student activities professional need to do a better job of explaining why risk management is used and how it can benefit not only a student organization, but also each of the leaders personally.

Lastly, looking at some of the delimitations listed earlier, changing the time of year and the institutions selected for the study could change the outcomes. It would be interesting to see if response rate would change if the study was done at the beginning of the year. Would perceptions be altered due to timing as well? With minimal risk management training occurring in the first few weeks of the semester, would newer student leaders see risk differently then those who have been in their role for a semester?

In looking at the institutions used, a participant from a liberal arts institution could view risk differently than a land grant institution. There could also be a difference between schools that are private versus public. All of these variables could change the perceptions of risk that student leaders, advisers, and university personnel have when it comes to risk management.

In utilizing this study and applying it to other types of institutions and potentially at a different time of the year may yield completely different results on the type of impact role, campus setting, and size play in risk perceptions.

**Implications for Practice**

In addition to future research, student activities professional also need to reevaluate the current processes being used in risk management. This study provided data that indicates the messages being shared are still being overlooked by some of the students and advisers. Furthermore, there needs to be better ways to streamline the process so student organizations can gain event approval without having to replicate forms and get physical signatures from multiple people at multiple locations on campus. There also needs to be ways to update event information without having to repeat the entire process each time. New types of technology may become available where forms could be done completely electronically allowing any stakeholder in the process to see in real time where the form is at in the process. It would also allow for annual events to make minor changes and resubmit forms each year.

For now, student activities professionals can use this study to support minor changes. The first is to create better resources that explain the process to student organization leadership. What all needs to be accomplished, what the timeline is for each step, where they can go for additional assistance, and the reason for risk management are all items that could be included on the resource. These are all things each institution should continuously be communicating to student organizations to better serve the student leaders and advisers on campus.

**Conclusion**

Student organizations provide many opportunities for student development. These groups can be active in both the campus community and the greater community the university is part of. Well-managed organizations can also be an effective marketing tool for universities. However,

despite the advantages, they can also raise questions of risk and liability to the institution (Broe, 2009). This study focused on the current perceptions in risk management of student organizations. These perceptions can be used to assist in the mitigation process. While this study identified that campus setting and size play a minor role in how risk perceptions are formed, it did identify that an individual's role at the institution does impact how risk is viewed, and particularly what level of risk is present. Most of the differences occurred between student leader's and adviser's perceptions in regards to the perception of risk severity. Student activities professionals can use these perceptions to support stronger training programs for student organization leaders and advisers. Based upon the results of this current study, such training should focus less on what types of risk are present in hosting events and instead focus more on how the level of severity could be increased or decreased due to certain factors. This level of support for student organizations has the potential to reduce the risk and liability to the institutions.

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## APPENDIX A. EMAILS TO PARTICIPANTS

**University of Nebraska - Lincoln Emails**
**Initial Email**
Dear Participant:
My name is Kim Bruemmer and I am a graduate student at North Dakota State University. For my dissertation, I am examining Risk Management Perceptions in Student Organizations. Because of your role in student organization management (student leader, adviser, or university personnel) I am inviting you to participate in this research study. The survey will only take approximately 10 minutes to complete and in return for participating, you have the opportunity to enter into drawing to win one of 12 - $25 Amazon gift cards. You must be at least 19 years old to participate in this study.

To access the survey, please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:
https://ndstate.co1.qualtrics.com/SE/?SID=SV_6zmBy5MsChmV9tj

If you have any questions or concerns about this study or your participation, please call me at 701-231-8242 or email me at kim.bruemmer@ndsu.edu.

Thank you for helping make the student organization experience better!

Kim Bruemmer

IRB Approval #HE16085

**Reminder Email**
Dear Participant:
My name is Kim Bruemmer and I am a graduate student at North Dakota State University. A week ago I sent out an email requesting your participation in a research study focusing on Risk Management Perceptions in Student Organizations. If you have already taken the survey thank you! If you haven't taken the survey there is still time. The survey will only take approximately 10 minutes to complete and in return for participating, you have the opportunity to enter into drawing to win one of 12 - $25 Amazon gift cards. Please remember you must be at least 19 years old to participate.

To access the survey, please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:
https://ndstate.co1.qualtrics.com/SE/?SID=SV_6zmBy5MsChmV9tj

If you have any questions or concerns about this study or your participation, please call me at 701-231-8242 or email me at kim.bruemmer@ndsu.edu.

Thank you for helping make the student organization experience better!

Kim Bruemmer

IRB Approval #HE16085

**Final Email**
Dear Participant:
My name is Kim Bruemmer and I am a graduate student at North Dakota State University. A few weeks ago I sent out an email requesting your participation in a research study focusing on Risk Management Perceptions in Student Organizations. If you have already taken the survey thank you! If you haven't taken the survey this email will serve as your final reminder. The survey will only take approximately 10 minutes to complete and in return for participating, you have the opportunity to enter into drawing to win one of 12 - $25 Amazon gift cards. Please remember you must be at least 19 years old to participate.

To access the survey, please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:
https://ndstate.co1.qualtrics.com/SE/?SID=SV_6zmBy5MsChmV9tj

If you have any questions or concerns about this study or your participation, please call me at 701-231-8242 or email me at kim.bruemmer@ndsu.edu.

Thank you for helping make the student organization experience better!

Kim Bruemmer

IRB Approval #HE16085

**Emails to Remaining Institutions**
**Initial Email**
Dear Participant:
My name is Kim Bruemmer and I am a graduate student at North Dakota State University. For my dissertation, I am examining Risk Management Perceptions in Student Organizations. Because of your role in student organization management (student leader, adviser, or university personnel) I am inviting you to participate in this research study. The survey will only take approximately 10 minutes to complete and in return for participating, you have the opportunity to enter into drawing to win one of 12 - $25 Amazon gift cards.

To access the survey, please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:
https://ndstate.co1.qualtrics.com/SE/?SID=SV_6zmBy5MsChmV9tj

If you have any questions or concerns about this study or your participation, please call me at 701-231-8242 or email me at kim.bruemmer@ndsu.edu.

Thank you for helping make the student organization experience better!

Kim Bruemmer

IRB Approval #HE16085

**Reminder Email**
Dear Participant:
My name is Kim Bruemmer and I am a graduate student at North Dakota State University. A week ago I sent out an email requesting your participation in a research study focusing on Risk Management Perceptions in Student Organizations. If you have already taken the survey thank you! If you haven't taken the survey there is still time. The survey will only take approximately 10 minutes to complete and in return for participating, you have the opportunity to enter into drawing to win one of 12 - $25 Amazon gift cards.

To access the survey, please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:
https://ndstate.co1.qualtrics.com/SE/?SID=SV_6zmBy5MsChmV9tj

If you have any questions or concerns about this study or your participation, please call me at 701-231-8242 or email me at kim.bruemmer@ndsu.edu.

Thank you for helping make the student organization experience better!

Kim Bruemmer

IRB Approval #HE16085

**Final Email**
Dear Participant:
My name is Kim Bruemmer and I am a graduate student at North Dakota State University. Last week I sent out an email requesting your participation in a research study focusing on Risk Management Perceptions in Student Organizations. If you have already taken the survey thank you! If you haven't taken the survey this email will serve as your **final** reminder. The survey will only take approximately 10 minutes to complete and in return for participating, you have the opportunity to enter into drawing to win one of 12 - $25 Amazon gift cards.

To access the survey, please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:
https://ndstate.co1.qualtrics.com/SE/?SID=SV_6zmBy5MsChmV9tj

If you have any questions or concerns about this study or your participation, please call me at 701-231-8242 or email me at kim.bruemmer@ndsu.edu.

Thank you for helping make the student organization experience better!

Kim Bruemmer

IRB Approval #HE16085

## APPENDIX B. SURVEY

RISK PERCEPTIONS IN THE MANAGEMENT OF STUDENT ORGANIZATIONS

Q1 NDSU North Dakota State University
School of Education
EML 216A
Fargo, ND 58108-6050
701-231-7417

**Title of Research Study: Risk Perceptions in the Management of Student Organizations**

**This study is being conducted by:** Kim Bruemmer, Assistant Director of Campus Activities
Kim.Bruemmer@ndsu.edu

Chris Ray, Assistant Professor, School of Education
Chris.Ray@ndsu.edu

**Why am I being asked to take part in this research study?** You are being asked to participate in this study due to your experience and role within student organizations management.

**What is the reason for doing the study?** The purpose of this study is to gather information on risk perceptions within student organization management.

**What will I be asked to do?** As a participant, you will be asked questions about student organizations management and the perceived risk associated with that participation. You will also be asked questions about the environment on your campus.

**Where is the study going to take place, and how long will it take?** The study will be completed online and the survey should take approximately 10 minutes.

**What are the risks and discomforts?** It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known risks to the participant.

**What are the benefits to me?** You are not expected to get any benefit from being in this research study.

**What are the benefits to other people?** This study has the ability to advance the area of risk management of student organizations across the country.

Q2 **Do I have to take part in the study?** Your participation in this research is your choice. If you decide to participate in the study, you may change your mind and stop participating at any time without penalty or loss of benefits to which you are already entitled.

**What are the alternatives to being in this research study?** Instead of being in this research study, you can choose not to participate.

**Who will see the information that I give?** This study is anonymous. That means that no one, not even members of the research team, will know that the information you give comes from you.

**Will I receive any compensation for taking part in this study?** At the end of the survey you may enter your name into a drawing for one of 12 $25 Amazon Gift Cards that will be given away randomly.

**What if I have questions?**

Before you decide whether to accept this invitation to take part in the research study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the researcher, Kim Bruemmer at kim.bruemmer@ndsu.edu or Chris Ray at chris.ray@ndsu.edu.

**What are my rights as a research participant?**

You have rights as a participant in research. If you have questions about your rights, or complaints about this research, you may talk to the researcher or contact the NDSU Human Research Protection Program by:

- Telephone: 701.231.8995 or toll-free 1.855.800.6717
- Email: ndsu.irb@ndsu.edu
- Mail: NDSU HRPP Office, NDSU Dept. 4000, PO Box 6050, Fargo, ND 58108-6050.

The role of the Human Research Protection Program is to see that your rights are protected in this research; more information about your rights can be found at: www.ndsu.edu/irb .

**Documentation of Informed Consent:**

You are freely making a decision whether to be in this research study. Clicking continue on this survey means that

1. you have read and understood this consent form
2. you have had your questions answered, and
3. you have decided to be in the study.

Q3 For the purpose of this study:

**University Personnel** are described as any faculty or staff member who has an official role in assisting student organizations on policies and procedures in higher education. This can include but is not limited to Student Activities Office staff, Legal Counsel, Safety Office Staff, Title IX Officers, Event Services Staff, Hall Directors, etc.

**Student Organization Adviser** is described as any faculty or staff member recognized by the university as providing guidance to an organization(s) outside of their official university role.

**Student Organization Leader** is described as any student leader for an organization.

Q4 Please select which description below BEST identifies your role at your current institution.
- ❍ University Personnel responsible for assisting with all student organization risk management
- ❍ Student Organization Adviser
- ❍ Student Organization Leader

Q5 Current Institution
- ❍ Iowa State University
- ❍ Montana State University
- ❍ North Dakota State University
- ❍ South Dakota State University
- ❍ University of Minnesota - Twin Cities
- ❍ University of Nebraska - Lincoln
- ❍ University of Wyoming

<If Student Leader is selected>

Q6 Age
- ❍ Under 18
- ❍ 18
- ❍ 19
- ❍ 20
- ❍ 21
- ❍ 22
- ❍ 23+

<If Student Organization Leader Is Selected>

Q7 Academic Standing
- ❍ Freshman
- ❍ Sophomore
- ❍ Junior
- ❍ Senior
- ❍ Graduate

Q8 Gender
- ❍ Man
- ❍ Woman
- ❍ Transgender

<If Under 18 Is Selected> Or <Age 18 Is Selected And Current Institution University of Nebraska – Lincoln is selected>

Q9 Thank you for willingness to take this survey. Unfortunately you do not meet the minimum requirements to participate.

If <If Q9 is displayed> Then Skip To End of Survey

<If University Personnel Is Selected>

Q10 University Personnel Role

- ❍ Student Activities Office Staff Working with Student Organizations
- ❍ Student Activities Office indirectly working with Student Organizations
- ❍ General Counsel
- ❍ Residence Life
- ❍ Safety Office
- ❍ Title IX Compliance
- ❍ Other _____

Q11 Are you currently, or have you ever been, a member of a Social Fraternity or Sorority?

- ❍ Yes
- ❍ No

Q12 What types of risks can occur in a student organization?

Q13 How do you identify these risks for your organization? Describe any instruments/tools and/or methods you use.

Q14 The next series of questions will be listed in two parts. The first part will ask you to list the level of risk for a student organization and the second part will give the same scenarios but as applied to the university. Please review the category at the top of each question prior to answering.

Q15 Please identify the level of risk present to the STUDENT ORGANIZATION in each of the scenarios listed below:

| | Risk to the Student Organization | | | | | | |
|---|---|---|---|---|---|---|---|
| | None | Negligible | Low | Moderate | Significant | Catastrophic | NA |
| A TV station interviews a member of your group about a controversial topic that most in your organization are against. The individual interviewed implies to the reporter the entire organization is in support of the issue. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| While setting up for an event, a member of your organization sprains an ankle while loading in equipment. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The organization you work with has just completed a huge philanthropic event where a large amount of cash was collected. Rather than ask the adviser to hold onto the money, a member of the group takes the cash home and will take it to the bank tomorrow. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A comedian you booked is doing a set and targets a member in the audience and you can tell it bothers that person. The crowd is laughing so you do not address it with the performer. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| A member of your organization is putting "fun" comments on a calendar you will give out. The phrase "Do Nothing Day" is placed on Martin Luther King, Jr. Day and the calendars are printed and distributed. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q16 Please identify the level of risk present to the UNIVERSITY in each of the scenarios listed below:

| | Risk to the University | | | | | | |
|---|---|---|---|---|---|---|---|
| | None | Negligible | Low | Moderate | Significant | Catastrophic | NA |
| A TV station interviews a member of your group about a controversial topic that most in your organization are against. The individual interviewed implies to the reporter the entire organization is in support of the issue. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| While setting up for an event, a member of your organization sprains an ankle while loading in equipment. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The organization you work with has just completed a huge philanthropic event where a large amount of cash was collected. Rather than ask the adviser to hold onto the money, a member of the group takes the cash home and will take it to the bank tomorrow. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A comedian you booked is doing a set and targets a member in the audience and you can tell it bothers that person. The crowd is laughing so you do not address it with the performer. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| A member of your organization is putting "fun" comments on a calendar you will give out. The phrase "Do Nothing Day" is placed on Martin Luther King, Jr. Day and the calendars are printed and distributed. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q17 Please identify the level of risk present to the STUDENT ORGANIZATION in each of the scenarios listed below:

| | Risk to the Student Organization | | | | | | |
|---|---|---|---|---|---|---|---|
| | None | Negligible | Low | Moderate | Significant | Catastrophic | NA |
| An event your organization is hosting will have alcohol present. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Your group is playing inside with a football and the sprinkler head is hit, causing water to spray out. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The organization you work with is traveling on official club business and everyone in the group is carpooling using personal vehicles. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Your organization hosted a "Cowboys and Indians" party and pictures of the event have surfaced on Facebook. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| A member of your organization is accused of funneling money through your bank account and then withdrawing it for cash. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q18 Please identify the level of risk present to the UNIVERSITY in each of the scenarios listed below:

| | Risk to the University | | | | | | |
|---|---|---|---|---|---|---|---|
| | None | Negligible | Low | Moderate | Significant | Catastrophic | NA |
| An event your organization is hosting will have alcohol present. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Your group is playing inside with a football and the sprinkler head is hit, causing water to spray out. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The organization you work with is traveling on official club business and everyone in the group is carpooling using personal vehicles. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Your organization hosted a "Cowboys and Indians" party and pictures of the event have surfaced on Facebook. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| A member of your organization is accused of funneling money through your bank account and then withdrawing it for cash. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q19 Please identify the level of risk present to the STUDENT ORGANIZATION in each of the scenarios listed below:

| | Risk to the Student Organization | | | | | | |
|---|---|---|---|---|---|---|---|
| | None | Negligible | Low | Moderate | Significant | Catastrophic | NA |
| While participating in an icebreaker activity, the group loses balance and a member falls over puncturing a small hole into the wall. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| You are planning a trip and a student comes to participate in a wheelchair, but your bus is not wheelchair accessible. You have to turn the student away. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Your organization wants to plan a concert to raise money for a charity. The total cost of the concert is $100,000. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The decorations that have been purchased for an event you are hosting include latex balloons. Several of your members have latex allergies and are unable to come into the event due to this. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| An event you are hosting is at a venue where the floor is not level and in some spots the tile is missing. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q20 Please identify the level of risk present to the UNIVERSITY in each of the scenarios listed below:

| | Risk to the University | | | | | | |
|---|---|---|---|---|---|---|---|
| | None | Negligible | Low | Moderate | Significant | Catastrophic | NA |
| While participating in an icebreaker activity, the group loses balance and a member falls over puncturing a small hole into the wall. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| You are planning a trip and a student comes to participate in a wheelchair, but your bus is not wheelchair accessible. You have to turn the student away. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Your organization wants to plan a concert to raise money for a charity. The total cost of the concert is $100,000. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The decorations that have been purchased for an event you are hosting include latex balloons. Several of your members have latex allergies and are unable to come into the event due to this. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| An event you are hosting is at a venue where the floor is not level and in some spots the tile is missing. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q21 When planning an event, is reducing risk a discussion?

- ❍ Yes: We talk through the potential risk and decide if the event is worth having
- ❍ Yes: We think about risk but it doesn't stop us from having an event if we really want to do it
- ❍ Sometimes: It depends on what event we are hosting
- ❍ Sometimes: If we are told we need to look at the risk
- ❍ No: None of our activities have risks
- ❍ No: What is risk?

<If Student Organization Leader Is Selected>

Q22 When planning an activity for your organization, how do you gather your information on what processes are required by the university? Check all that apply.

- ❑ I don't gather information, I just plan my event
- ❑ I talk to people currently in my organization to figure out what we should do
- ❑ I talk with my adviser
- ❑ I talk with the person responsible for clubs and organizations on my campus
- ❑ I look for resources online
- ❑ Other _____

<If Student Organization Adviser Is Selected>

Q23 When planning an activity for with your organization, how do you gather your information on what processes are required by the university? Check all that apply.

- ❑ I don't gather information, I just work with the student organization(s) to plan the event
- ❑ I talk to people currently in the organization to figure out what we should do
- ❑ I talk with other adviser
- ❑ I talk with the person responsible for clubs and organizations on my campus
- ❑ I look for resources online
- ❑ Other _____

Q24 For the purpose of this survey, Risk Management is defined as a way to effectively manage all potential risk that exists in a student organization.

Q25 When looking for assistance with risk management, who do you go to for assistance? Check all that apply.

- ❑ Other Student Leaders
- ❑ Adviser
- ❑ Other Advisers
- ❑ University Personnel
- ❑ University Personnel from another campus
- ❑ National Association(s)
- ❑ No one; I don't need help with risk management
- ❑ Other _____

Q26 Please answer the following questions to allow us to better understand your campus environment.

Q27 The Student Activities Office:

| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Is easy to locate on campus | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Is a welcoming environment | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Has hours that are convenient for my needs | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Provides useful resources for planning events | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Provides useful resources for managing my student organization | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Is appropriately staffed to assist student groups | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Has way to many procedures to follow for student organizations | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q28 The community where my institution is located:

| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Provides easy access to opportunities outside of events planned by the university | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Is welcoming to all students, faculty and staff | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Is pretty rural so I have to go to other towns to get what I need | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Makes me feel safe and secure | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q29 Institutional support for student organizations varies from campus to campus. This section will focus on your perceptions of how the institution you are currently at assist you with student organization management.

< If Student Organization Leader Is Selected>

Q30 How often do you communicate with your adviser?

- ❍ Never
- ❍ Less than Once a Month
- ❍ Once a Month
- ❍ 2-3 Times a Month
- ❍ Once a Week
- ❍ 2-3 Times a Week
- ❍ Daily

<If Student Organization Leader Is Selected>

Q31 What are some of the reasons you communicate this often?

< If Student Organization Adviser Is Selected>

Q32 How often do you communicate with your student leader?

- ❍ Never
- ❍ Less than Once a Month
- ❍ Once a Month
- ❍ 2-3 Times a Month
- ❍ Once a Week
- ❍ 2-3 Times a Week
- ❍ Daily

<If Student Organization Adviser Is Selected>

Q33 What are some of the reasons you communicate this often?

<If University Personnel Is Selected>

Q34 How often do you communicate with student organization leaders/advisers?

- ❍ Never
- ❍ Less than Once a Month
- ❍ Once a Month
- ❍ 2-3 Times a Month
- ❍ Once a Week
- ❍ 2-3 Times a Week
- ❍ Daily

<If University Personnel Is Selected>

Q35 What are some of the reasons you communicate this often?

Q36 The University:

| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Provides basic overall support for student organizations | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Provides specialized support for student organizations on risk management | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Provides financial support for organizations to provide the proper amount of risk management | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Provides student leaders adequate training on identifying potential risk | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Provides advisers with adequate training on identifying potential risk | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Creates barriers for groups to plan events | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q37 What types of barriers, if any, do student organizations face while planning events on your campus?

<Redirects to another survey>

Student Organization Gift Card Entries

Q1 Thank you for completing this survey. If you would like to be entered into a drawing for a $25 Amazon Gift Card, please enter your information below. The information provided will not be linked to your previous survey responses. Winners will be notified by email by January 2016.

Q2 First Name

Q3 Last Name

Q4 Email Address

Q5 Institution
- ❍ Iowa State University
- ❍ Montana State University
- ❍ North Dakota State University
- ❍ South Dakota State University
- ❍ University of Minnesota - Twin Cities
- ❍ University of Nebraska - Lincoln
- ❍ University of Wyoming

Q6 Age
- ❍ Under 18
- ❍ 18
- ❍ 19
- ❍ 20
- ❍ 21
- ❍ 22
- ❍ 23+

# APPENDIX C. IRB CERTIFICATION

NDSU NORTH DAKOTA STATE UNIVERSITY

November 12, 2015

Dr. Chris Ray
School of Education

Re: IRB Certification of Exempt Human Subjects Research:
Protocol #HE16085 , "Risk Perceptions in the Management of Student Organizations"

Co-investigator(s) and research team: Kim Bruemmer, Brent Hill

Certification Date: 11/12/2015 Expiration Date: 11/11/2018
Study site(s): varied
Sponsor: n/a

The above referenced human subjects research project has been certified as exempt (category # 2b) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, Protection of Human Subjects). This determination is based on the revised protocol submission (received 11/5/2015).

Please also note the following:
- If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
- The study must be conducted as described in the approved protocol. Changes to this protocol must be approved prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
- Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Report any significant new findings that may affect the risks and benefits to the participants and the IRB.

Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures. Best wishes for a successful study.
Sincerely,

Kristy Shirley
Digitally signed by Kristy Shirley
DN: cn=Kristy Shirley, o=NDSU, ou=Institutional Review Board, email=kristy.shirley@ndsu.edu, c=US
Date: 2015.11.12 09:10:09 -06'00'

Kristy Shirley, CIP, Research Compliance Administrator

For more information regarding IRB Office submissions and guidelines, please consult http://www.ndsu.edu/research/integrity_compliance/irb/. This Institution has an approved FederalWide Assurance with the Department of Health and Human Services: FWA00002439.

INSTITUTIONAL REVIEW BOARD
NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | ndsu.edu/irb
Shipping address: Research 1, 1735 NDSU Research Park Drive, Fargo ND 58102