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AN EXAMINATION OF CLERY CRIME STATISTICS AT FOUR YEAR PUBLIC  
INSTITUTIONS OF HIGHER EDUCATION SERVED BY OR WITHOUT  
DEDICATED UNIVERSITY POLICE DEPARTMENTS

BY

BRYAN G. MAKINEN

DISSERTATION APPROVED:



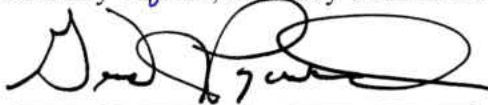
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AN EXAMINATION OF CLERY CRIME STATISTICS AT FOUR YEAR PUBLIC  
INSTITUTIONS OF HIGHER EDUCATION SERVED BY OR WITHOUT  
DEDICATED UNIVERSITY POLICE DEPARTMENTS

BY

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DOCTOR OF EDUCATION

2019

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## DEDICATION

This dissertation is dedicated to my amazing wife, Cara Paige, who has supported and sacrificed for me as I endeavored to complete this milestone in my life. She has been with me every step of my college career, providing love, motivation, and the gentle nudge to complete. She has always been an inspiration to me and an example of a loving Christian. She is the strongest person I know. Cara and I met at college and we were married the day after finals our sophomore year. Twenty-four short years later, we have achieved this goal together for our family.

This is also dedicated to my three children, Jonathan, Camden and Lillian, who have sacrificed time and provided support and loving affection. It would not have been possible for me to complete this journey without my family supporting me every step of the way. Cara and the kids have only known me to be a college student who has pursued life-long learning.

There are no adequate words to describe the love I have for each of you.

## ABSTRACT

### **An Examination of Clery Crime Statistics at Four Year Public Institutions of Higher Education Served By or Without Dedicated University Police Departments**

**Bryan G. Makinen**

**December 2019**

This paper was written to examine the impact of dedicated university police departments relative to reporting Clery statistics, fundamental information that prospective students and their parents can use in selecting an institution of higher education. The prospect of gaining knowledge and bettering one's life occurs best when taking place in a safe and transparent environment. While college and university campuses are not immune to crime, similar to society as a whole, they are statistically safer places by which learning can occur.

The college years are instrumental in shaping the lives and mindset of America's youth by exposing them to a variety of cultural experiences and divergent beliefs. The higher education marketplace has become an exceedingly competitive environment wherein students, parents and society have an expectation of a safe environment. Campus administrators can best evaluate, control and mitigate issues if they are reported and data is analyzed to prevent similar instances in the future. Reporting and data acquisition is best accomplished by dedicated, trained and honorable administrators who desire to truly understand criminal activities occurring at their establishments.

An in-depth examination of literature concerning Clery statistics reveals the significant impact reported crime has on campuses of institutions of higher education

(IHE's). This data can be utilized to influence and affect change in preventing crime on college and university campuses. This paper specifically focuses on the difference in reported data from IHE's with dedicated university police departments versus IHE's without dedicated university police departments. This study revealed that the most prevalent reported crimes were disciplinary actions followed by arrests and criminal offenses. Paired samples t tests were conducted and determined that there was a statistical difference in the amount of crimes reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department for the crime categories of criminal offenses, VAWA offenses, arrests, disciplinary actions and fires. Hate crimes was the singular crime category analyzed that did not reveal a difference in the crime reporting for IHE's with or without a dedicated university police department.

**Keywords:** Campus Safety, Clery Act, Gun Violence, Institutions of Higher Education, University Police Department



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## **CHAPTER ONE:**

### **INTRODUCTION**

#### **Introduction and Scope**

##### *Statement of the Problem*

Many students enter a university with the expectation of being provided a safe environment. Given the increasing nature of violence on college campuses, student safety is a topic of concern for various campus community stakeholders to include students, families, faculty, staff, visitors, and local community, state and national policymakers (Baker, 2011). The subject of student safety has gained increased attention nationally but the research in this area is limited.

Students have the right to know about crime on Institution of Higher Education (IHE) campuses so they can make informed decisions relative to their safety. The purpose of the Clery Act is to increase awareness of specific crimes that occur on or near college and university campuses. One of the goals of the Clery Act was to encourage IHE's to implement programs and take action to reduce crime and become safer facilities for students (Fisher, Hartman, Cullen and Turner, 2002). Clery statistics compare specific reportable crimes in categories such as criminal offenses, hate crimes, violence against women, and arrests, and referrals for disciplinary actions in a national database. The database of Clery statistics can be used to assess the safety of public four-year institutions of higher education with dedicated university police departments when compared with public four-year IHE's without dedicated university police departments to determine the relative level of reporting crime data. Information concerning patterns of

crime can be used by higher education administrators to make informed decisions relative to improving safety on public university campuses.

Research has been conducted relative to the use of Clery statistics to gauge undergraduate student perceptions of safety (Aliabadi, 2007 & Miller, 2011). Research has also been conducted that suggests there are institutions of higher education who are not compliant with the provisions of the Clery Act (Gregory, 2016). This study can add value to the existing literature by comparing and contrasting public four-year institutions of higher education with the presence of dedicated university police departments when compared with public four-year IHE's without dedicated university police departments. Expansion of this study can be used by IHE's in marketing strategies to attract students by providing safe campus environments to live and learn. This study can also be used by public policy developers to determine if changes are needed in the IHE reporting environment.

### *Purpose of the Study*

The purpose of this study is to determine the safety of public four-year postsecondary institutions of higher education with the presence of dedicated university police departments when compared with public four-year postsecondary IHE's without dedicated university police departments and compare these results using Clery reportable data on crimes for reporting year 2018. The reported crime categories include criminal offenses, hate crimes, violence against women, arrests and referrals for disciplinary actions. Participants include twenty public four-year IHE's that have a dedicated university police department and twenty public four-year IHE's without a dedicated police department. Institutions were selected based on categorized student population

sizes of 10,000-14,999 students, 15,000 – 19,999 students, 20,000 – 29,999 students and 30,000 or more students. Each institution receives federal funding from the Department of Education and is required to annually report Clery crimes.

Research reveals that Clery statistics have not been examined through quantitative analysis to compare and contrast IHE's with a dedicated university police department and IHE's without a dedicated university police department to gauge safety. Three research questions guide this study: 1) What are the most prevalent Clery reportable crimes that occur at four-year public institutions of higher education with 10,000 or more students? 2) Is there a difference between institutions of higher education with dedicated university police departments reporting incidents of Clery reportable crimes compared to universities of similar student populations without dedicated university police departments? 3) What are the national averages of Clery reportable crimes?

The current study will offer a micro-analysis of campus crime within a theoretical framework utilizing Clery data of reported crimes at public four-year IHE's with 10,000 or more students for the reporting year 2018. A quantitative analysis of data will be conducted as the reported Clery data provide a consistent platform by which to compare institutions of higher education nationally and is not subject to the individual laws of each state or territory. There has been a call to develop rigorous research using Clery data to examine violence of all types on college and university campuses (Aronowitz, 2013).

Specifically, the Clery reportable statistics of twenty public four-year IHE's with dedicated university police departments will be compared and contrasted with twenty public four-year IHE's without dedicated university police departments. Institutions were selected based on categorized student population sizes of 10,000-14,999 students,



15,000 – 19,999 students, 20,000 – 29,999 students and 30,000 or more students. The Annual Security Reports from each institution will be examined to determine differences in police structures at each institution to ascertain trends relative to safe practices and their potential impact on the number of reported crimes.

### *Background of the Issue*

Studies reveal that violence on campus can lead to poor academic performance and other associated problems thus indicating that campus safety needs to increase in prioritization among institutions of higher education (Cannon, 2016). Violence affecting Institutions of Higher Education (IHE) is a topic that has received increased attention in college campus communities and the larger United States society (Pezza & Bellotti, 1995; LaVant, 2001). This attention has grown relative to campus violence since the campus shooting at Virginia Polytechnic Institute and State University on April 16, 2007 that resulted in 33 total fatalities, including the shooter, and 17 additional wounded (Winn, 2017). In the period between the 2001-2002 academic school year and the 2015-2016 school year, there were reported to be 190 shooting incidents that resulted in 167 killed and 270 individuals who were wounded (Cannon, 2016).

The U.S. Department of Justice Federal Bureau of Investigation (FBI) compiled statistics on active shooter incidents that have occurred in the United States from 2000 – 2017 (see figure 1.1). The FBI defines an active shooter as “one or more individuals actively engaged in killing or attempting to kill people in a populated area” (US Department of Justice Federal Bureau of Investigation, 2018). Of the 250 active shooter incidents, 15 (6 percent) of these occurred at institutions of higher education.

**Quick Look: 250 Active Shooter Incidents in the United States From 2000 to 2017**  
**Location Categories**

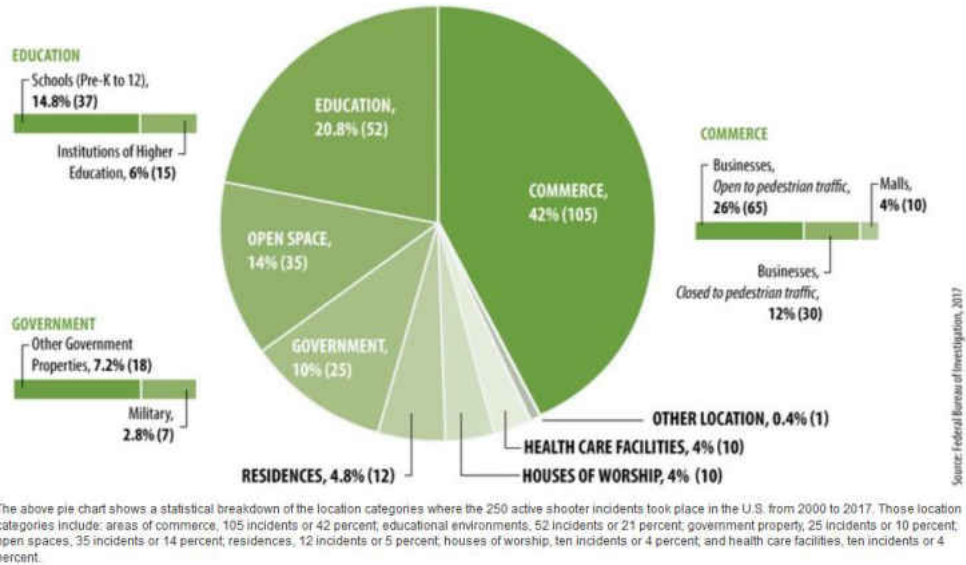


Figure 1.1 Active Shooter Incidents in the United States From 2000 to 2017.

Source: Federal Bureau of Investigation (2017). Quick Look: 250 Active Shooter

Incidents in the United States from 2000 to 2017. Retrieved from:

<https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-incidents-graphics>

The following is a list of active shooter incidents that occurred at IHE from 2000 – 2017 and includes:

- “Appalachian School of Law - On January 16, 2002, at 1:15 p.m., Peter Odighizuma, 43, armed with a handgun, began shooting in the Appalachian School of Law located in Grundy, Virginia. Three people were killed; three were wounded. Three students—two of whom were off-duty police officers—tackled and restrained the shooter until police arrived and took him into custody.
- Case Western Reserve University, Weatherhead School of Management - On May 9, 2003, at 3:55 p.m., Biswanath A. Halder, 62, armed with a rifle and a handgun,

began shooting in the Weatherhead School of Management building at Case Western Reserve University in Cleveland, Ohio. One person was killed; two were wounded. The shooter was wounded during an exchange of gunfire with police.

- Virginia Polytechnic Institute and State University - On April 16, 2007, at 7:15 a.m., Seung Hui Cho, 23, armed with two handguns, began shooting in a dormitory at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. Two-and-a-half hours later, he chained the doors shut in a classroom building and began shooting at the students and faculty inside. Thirty-two people were killed; 17 were wounded. In addition, six students were injured jumping from a second floor classroom and were not included in other reported injury totals. The shooter committed suicide as police entered the building.
- Louisiana Technical College - On February 8, 2008, at 8:35 a.m., Latina Williams (female), 23, armed with a handgun, began shooting in a second-floor classroom at Louisiana Technical College in Baton Rouge, Louisiana. She fired six rounds, then reloaded and committed suicide before police arrived. Two people were killed; no one was wounded.
- Northern Illinois University, Cole Hall Auditorium - On February 14, 2008, at 3:00 p.m., Steven Phillip Kazmierczak, 27, armed with a shotgun and three handguns, began shooting in the Cole Hall Auditorium at Northern Illinois University in DeKalb, Illinois. He had attended graduate school at the university. Five people were killed; 16 were wounded, including three who were injured as they fled. The shooter committed suicide before police arrived.

- Hampton University, Harkness Hall - On April 26, 2009, at 12:57 a.m., Odane Greg Maye, 18, armed with three handguns, began shooting in Harkness Hall, a residence hall at Hampton University in Hampton, Virginia, and then shot himself before police arrived. The shooter had briefly attended the university. A dormitory manager pulled the fire alarm when the shooting began, emptying the building. No one was killed; two were wounded. He was apprehended by police.
- University of Alabama, Shelby Center - On February 12, 2010, at 4:00 p.m., Amy Bishop Anderson (female), 44, armed with a handgun, began shooting during a biology department meeting in the Shelby Center at the University of Alabama in Huntsville, Alabama. She sat in the meeting for 30 minutes, then stood up and began firing. Three people were killed; three were wounded. The shooter surrendered to responding police.
- The Ohio State University, Maintenance Building - On March 9, 2010, at 3:30 a.m., Nathaniel Alvin Brown, 50, armed with two handguns, began shooting in the maintenance building at The Ohio State University in Columbus, Ohio. He had just been fired for allegedly lying on his job application. One person was killed; one was wounded. The shooter committed suicide before police arrived.
- University of Pittsburgh Medical Center, Western Psychiatric Institute and Clinic - On March 8, 2012, at 1:40 p.m., John Schick, 30, armed with two handguns, began shooting inside the lobby of the Western Psychiatric Institute and Clinic at the University of Pittsburgh Medical Center in Pittsburgh, Pennsylvania. One person was killed; seven were wounded, including one police officer. The shooter was killed by University of Pittsburgh police.

- Oikos University - On April 2, 2012, at 10:30 a.m., Su Nam Ko, aka One L. Goh, 43, armed with a handgun, began shooting inside Oikos University in Oakland, California. He then killed a woman to steal her car. Seven people were killed; three were wounded. The shooter was arrested by police later that day.
- New River Community College, Satellite Campus - On April 12, 2013, at 1:55 p.m., Neil Allen MacInnis, 22, armed with a shotgun, began shooting in the New River Community College satellite campus in the New River Valley Mall in Christiansburg, Virginia. No one was killed; two were wounded. The shooter was apprehended by police after being detained by an off-duty mall security officer as he attempted to flee.
- Santa Monica College and Residence - On June 7, 2013, at 11:52 a.m., John Zawahri, 23, armed with a handgun, fatally shot his father and brother in their home in Santa Monica, California. He then carjacked a vehicle and forced the driver to take him to the Santa Monica College campus. He allowed the driver to leave her vehicle unharmed but continued shooting until he was killed in an exchange of gunfire with police. Five people were killed; four were wounded.
- Seattle Pacific University - On June 5, 2014, at 3:25 p.m., Aaron Rey Ybarra, 26, armed with a shotgun, allegedly began shooting in Otto Miller Hall at Seattle Pacific University in Seattle, Washington. He was confronted and pepper sprayed by a student as he was reloading. One person was killed; 3 were wounded. Students restrained the shooter until law enforcement arrived.
- Florida State University - On November 20, 2014, at 12:00 a.m., Myron May, 31, armed with a handgun, began shooting in Strozier Library at Florida State

University in Tallahassee, Florida. He was an alumnus of the university. No one was killed; 3 were wounded. The shooter was killed during an exchange of gunfire with campus law enforcement.

- Umpqua Community College - On October 1, 2015, at 10:38 a.m., Christopher Sean Harper-Mercer, 26, armed with several handguns and a rifle, began shooting classmates in a classroom on the campus of Umpqua Community College in Roseburg, Oregon. Nine people were killed; 7 were wounded. The shooter committed suicide after being wounded during an exchange of gunfire with law enforcement.” (US Department of Justice Federal Bureau of Investigation, 2018, pp. 1-28)

### *Clery Act History*

The Higher Education Act (HEA) of 1965 (P.L. 89-329) is the foundation by which the Clery Act would be established as an amendment. The HEA established a federal funding mechanism to provide financial assistance for students attending institutions of higher education.

The Clery Act was built from the 1988 College and University Security Act that required institutions of higher education in Pennsylvania to report crime statistics, provide information relative to security policies and maintain an open and accessible crime log (Clery Center, 2017). Given that campus crime and related issues are a social problem that needed federal intervention, federal policy was developed (Fisher et al., 2002). The national Act was first known as Title II of the Student Right-to-Know and Campus Security Act of 1990 (P.L. 101-542) and was an amendment to the HEA of 1965 (McCallion, 2014). It became law in 1990 during the George H. W. Bush presidency and

required American institutions of higher education that receive federal financial assistance under HEA Title IV programs to publically report campus crime statistics and provide information about campus safety policies (Alibadi, 2007).

The Act began to change in 1991. The Higher Education Technical Amendments of 1991 (P.L. 102-26) changed the reporting timeframe from a calendar year to an academic year (McCallion, 2014).

The Buckley Amendments and the Campus Sexual Assault Bill of Rights were instituted in 1992 (P.L. 102-325). The Buckley amendments clarified that police reports are not protected as educational records under the Family Educational and Privacy Act (FERPA). The Campus Sexual Assault Victims' Bill of Rights required college and university campuses to have campus sexual assault policies as well as established rights for victims of sexual assaults (Clery Center, 2017).

The Clery Act was renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in 1998 (Clery Act, 20 U.S.C. 1092, P.L. 105-244). In the amendment renaming the Clery Act, certain provisions were added to include the requirement for establishing daily crime logs, eliminating loopholes, and expanding the geographical reporting area (Clery Center, 2017). The Campus Courts Disclosure Provision was another change which occurred in 1998 which no longer protected from disclosure the results of student's disciplinary cases involving violent crimes or non-forcible sex offenses with the exception of the victim.

The Campus Sex Crimes Prevention Act was established to require the listing of state resources for locating the list of registered sex offender information in the Annual Security Report (ASR). The Higher Education Opportunity Act of 2008 (P.L. 110-315)

required institutions of higher education to develop and disseminate campus emergency response and evacuation procedures, responding to missing students, and to implement fire safety reporting (McCallion, 2014).

The latest changes to the Clery Act are the result of adopting language from the Violence Against Women Act (VAWA) (P.L. 113-4) which added reporting requirements for incidences of domestic violence, dating violence, and stalking (McCallion, 2014). The VAWA amendments to the Clery Act also require the ASR to include statements on prevention of sexual assault, domestic violence, dating violence, and stalking.

### *Types of Crime*

Crime data have been collected for institutions of higher education since the passage of the Crime Awareness and Campus Safety Act in 1990. The name of this Act was changed to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act (Clery Act). Clery statistics compare specific reportable crimes in categories such as criminal offenses, hate crimes, violence against women, arrests and referrals for disciplinary actions. Crime data can be used to compare and contrast safety performance of IHE's to determine the relative safety of college campuses.

Specific definitions exist for clarity of reporting data as Clery mandates that consistent definitions are used. Criminal offenses, hate crime, arrest, and disciplinary referral statistics are defined by the Federal Bureau of Investigation (FBI) Uniform Crime Reporting (UCR) Program. Murder, rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, weapons carrying/possessing/etc., law violations, drug abuse violations, and liquor law violations are defined as referenced by the Summary Reporting System User Manual under the FBI UCR. Hate crimes are defined by the FBI UCR Hate



Crime Data Collection Guidelines and Training Manual. Domestic violence, dating violence and stalking are defined by the Violence Against Women Act of 1994 (US Department of Education, 2016). These common definitions serve as a platform by which measurements can be taken and evaluation can be made relative to an institutions performance as compared with other institutions to gauge relative safety.

### *Crimes Defined*

The Clery Act references the definitions of several crimes by the Summary Reporting System User Manual under the FBI UCR (United States Department of Justice, 2017) to include:

**“Criminal homicide—**a.) Murder and nonnegligent manslaughter: the willful (nonnegligent) killing of one human being by another. Deaths caused by negligence, attempts to kill, assaults to kill, suicides, and accidental deaths are excluded. The program classifies justifiable homicides separately and limits the definition to: (1) the killing of a felon by a law enforcement officer in the line of duty; or (2) the killing of a felon, during the commission of a felony, by a private citizen. b.) Manslaughter by negligence: the killing of another person through gross negligence. Deaths of persons due to their own negligence, accidental deaths not resulting from gross negligence, and traffic fatalities are not included in the category Manslaughter by Negligence.

**Forcible rape/legacy rape—**The carnal knowledge of a female forcibly and against her will. Rapes by force and attempts or assaults to rape, regardless of the age of the victim, are included. Statutory offenses (no force used—victim under age of consent) are excluded.

**Revised rape**— penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. Attempts or assaults to commit rape are also included; however, statutory rape and incest are excluded. In December 2011, the UCR program changed its definition of SRS rape to this revised definition. This change can be seen in the UCR data starting in 2013. Any data reported under the older definition of rape will be called "legacy rape."

Note: In December 2011, the UCR Program changed its SRS definition of rape: "Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim." Starting in 2013, rape data may be reported under either the historical definition, known as "legacy rape" or the updated definition, referred to as "revised".

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

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

**Burglary (breaking or entering)**—The unlawful entry of a structure to commit a felony or a theft. Attempted forcible entry is included.

**Larceny-theft (except motor vehicle theft)**—The unlawful taking, carrying,

leading, or riding away of property from the possession or constructive possession of another. Examples are thefts of bicycles, motor vehicle parts and accessories, shoplifting, pocketpicking, or the stealing of any property or article that is not taken by force and violence or by fraud. Attempted larcenies are included.

Embezzlement, confidence games, forgery, check fraud, etc., are excluded.

**Motor vehicle theft**—The theft or attempted theft of a motor vehicle. A motor vehicle is self-propelled and runs on land surface and not on rails. Motorboats, construction equipment, airplanes, and farming equipment are specifically excluded from this category.

**Arson**—Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc. Arson statistics are not included in this table-building tool.” (United States Department of Justice, 2017, para 1-8).

The United States Department of Justice (2015) defines a hate crime as a “bias crime” (p.9). They further define a bias crime as “A committed criminal offense that is motivated, in whole or in part, by the offender’s bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity; also known as Hate Crime.” (p.9).

The definitions for fondling, incest and statutory rape come from the FBI’s National Incident-Based Reporting System (NIBRS) Data Collection Guidelines edition of the Uniform Crime Report (UCR). The US DOJ FBI Criminal Justice Information Services Division (CJIS) (2018) defines fondling as “the touching of the private body

parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity” (p. 42). Incest is defined by the US DOJ FBI CJIS (2018) as the “sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law” (p.42). Lastly, the US DOJ FBI CJIS (2018) defines statutory Rape as the “sexual intercourse with a person who is under the statutory age of consent” (p.42).

The Clery Act references definitions from the Violence Against Women Act of 1994 which include domestic violence, dating violence and stalking. The Office on Violence Against Women under the United States Department of Justice (2016) defines domestic violence as “a pattern of abusive behavior in a relationship that is used by one partner to maintain power and control over another current or former intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behavior that intimidates, manipulates, humiliates, isolates, frightens, terrorizes, coerces, threatens, hurts, injures, or wounds someone” (p.2).

Dating violence is defined by the United States Department of Justice (2016) as “violence and abuse committed by a person to exert power and control over a current or former dating partner. Dating violence often involves a pattern of escalating violence and abuse over a period of time. Dating violence covers a variety of actions, and can include physical abuse, physiological and emotional abuse, and sexual abuse. It can also include “digital abuse”, the use of technology, such as smartphones, the internet, or social media, to intimate, harass, threaten, or isolate a victim” (p. 2).

Lastly, stalking is defined by the United States Department of Justice (2016) as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear. Stalking is dangerous and can often cause severe and long-lasting emotional and psychological harm to victims. Stalking often escalates over time and can lead to domestic violence, sexual assault, and even homicide. Stalking can include frightening communications, direct or indirect threats, and harassing a victim through the internet” (p.2).

### *Institutional Impact*

The Handbook for Campus Safety and Security Reporting 2016 Edition outlines the requirements IHE’s must follow to be compliant with the Clery Act under the federal Higher Education Act (HEA). This 265-page interpretation and guidance document serves to provide specific information for compliance administrators to use in meeting individual institutional obligations.

According to the handbook, once a determination is made that an institution is required to comply with the Act, they are required to collect, classify and count crime reports and statistics to inform the public about reportable crimes that occur (U.S. Department of Education, 2016). Further provisions outlined in the handbook include issuing campus alerts for timely warnings and emergency notifications; provide educational programs and campaigns; have procedures for institutional disciplinary action in cases of dating violence, sexual assault and stalking; publish an annual security report; submit crime statistics to the Department of Education; and keep and publish a daily crime log (for institutions that have a campus police or security department) (U.S.

Department of Education, 2016). If an institution has any on-campus student housing facilities, they must additionally disclose missing student notification procedures, keep a fire log, publish an annual fire safety report, and submit fire statistics to the Department of Education.

### *Organization of the Study*

Chapter 1 addresses the Clery Act and how these data can be used to compare and contrast safety at four-year public institutions of higher education with 10,000 or more students. Chapter 2 consists of a review of existing literature relative to Clery data use, the theoretical framework, provisions of the Clery Act, and studies of use of Clery data in comparing and contrasting colleges and universities. Chapter 3 is a presentation of the methodology, data collection, data analysis and the limitations of the study. Chapter 4 is a presentation of the analysis of data. Chapter 5 includes a summary of the findings and recommendations for future research.

## **CHAPTER TWO:**

### **REVIEW OF LITERATURE**

The purpose of this study is to determine if there is a difference in Clery crime reporting of public four-year institutions of higher education with the presence of dedicated university police departments when compared with public four-year IHE's without dedicated university police departments and compare these results using Clery reportable data on crimes for reporting year 2018. Literature relative to violent crimes on college and university campuses in the United States was reviewed in order to understand the importance of the Clery Act. The provisions of the Clery Act are included in this section to provide the reader with an understanding of IHE reporting requirements. Previous studies of the Clery Act were reviewed and a gap in the literature was identified thus determining the need for this study.

#### **Clery Act Provisions**

IHE's that receive federal funding must comply with the provisions within the Clery Act. Some of these provisions include the dissemination of an annual security report (ASR) to employees and students by October 1<sup>st</sup> of each year. This report includes crime information for the preceding three calendar years along with information relative to efforts being taken to improve campus safety. This annual ASR also includes various policy statements of each institution for crime reporting; security and access control; the law enforcement authority; incidence of alcohol and drug use; the prevention of and response actions to sexual assaults, domestic and/or dating violence and stalking; among other voluntary policy statements.

According to the Handbook for Campus Safety and Security Reporting (2016) the ASR will include four distinct categories of crime to include criminal offenses, hate crimes, Violence Against Women Act (VAWA) offenses, and arrests and referrals for disciplinary action. Criminal offenses include criminal homicide (murder, non-negligent manslaughter, manslaughter by negligence), sexual assault (rape, fondling, incest, statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, and arson. Hate crimes include larceny-theft, simple assault, intimidation, and destruction/damage/vandalism of property. VAWA offenses include domestic violence, dating violence and stalking. The last category is arrests and referrals for disciplinary action which include weapons law violations, drug abuse violations, and liquor law violations (p.3-2).

Understanding the geography by which reporting must occur is essential in accurately reporting statistics in a nationally consistent manner. The Handbook for Campus Safety and Security Reporting (2016) describes the mandatory geography reporting requirements as anywhere on-campus property, on-campus student housing, public property within campus bounds, public property immediately adjacent to campus, non-campus buildings and property owned or controlled by the IHE that are used for educational purposes and frequently used by students (but not a part of the core campus), and non-campus buildings and property owned or controlled by a student organization officially registered by the institution (pp. 2-1 - 2-27).

IHE's that have a police department or a security department must keep a daily crime log for all reported crimes that are within their jurisdiction and make this available to the public. The purpose is to make a public record of specific information about



criminal incidents in a timely manner (within two business days of reporting) so that community members may be informed about crimes. If IHE's have on-campus residential facilities, they must also keep a daily fire log.

In order to keep students, faculty and staff informed about threats to their safety and health, IHE's are required to issue emergency alerts and timely warnings to present information for individuals to protect themselves. According to the Handbook for Campus Safety and Security Reporting (2016), an emergency alert is required when the IHE needs to "immediately notify the campus community, upon confirmation of a significant emergency or dangerous situation occurring on the campus, that involves an immediate threat to the health or safety of students or employees" (p.6-2). Timely warnings are required when there is a serious or continuing threat to the campus community in order to provide information in order to prevent similar crimes. Along with emergency alerts and timely warnings, IHE's are also required to create and disseminate emergency response and evacuation procedures.

### **Review of Existing Literature**

In order to determine the extent of existing literature relative to Clery Act data, the Eastern Kentucky University online library was used to access the EBSCOhost database. Keywords and phrases were used to narrow the search parameters. These included how safe are university campuses, keyword university, title Clery, and peer reviewed. The ProQuest Dissertations & Thesis Global database was searched to locate research relative to Clery data on college and university campuses. The following websites were accessed: Campus Security, CleryCenter.org, FBI.gov, and the United States Department of Education.

Research specific to campus safety and Clery reportable crimes is limited. Most literature focuses narrowly on violence against women, compliance tips, perception of safety, racial concerns and specific community concerns such as the lesbian, gay, bisexual, transgender, questioning, and intersex (LGBTQI) communities. Literature is also available on perceptions of safety and victimization reporting on college campuses, compliance research, and community knowledge. There is very limited research on the specific impact of the Clery Act on reported crimes and how this information is compared and contrasted within public four-year IHE's.

*Perceptions of Safety and Victimization Reporting on College Campuses*

Research has been conducted relative to the use of Clery statistics to gauge undergraduate student perceptions of safety. Aliabadi (2007) focused on the use of Clery data to shape the practice of student affairs professionals to improve safety on college campuses by conducting a mixed methods study of three major Southern California Universities. The research revealed that 89.6 percent of students had no knowledge about the existence of the Clery Act, 85.7 percent of students did not look up crime reports when making a decision to attend an IHE, and 85.1 percent indicated that the crime statistics did not impact their decision to attend a particular IHE.

Miller (2011) focused her study on the exposure of high school and college students' exposure to campus violence and subsequent behavior intentions and precautionary behaviors between genders. The study revealed that 81 percent of students were not worried about crime or victimization on campus at any time, day or night. Miller found that the majority of students engaged in some precautionary behaviors such as locking their residence hall room doors (90 percent), keeping windows locked (83

percent), closing propped doors (72 percent), and notifying campus security (75 percent) if they saw a suspicious person on campus. The majority of students who participated in the survey (67 percent) indicated that they would not or probably would not ask a friend to walk with them across campus after dark. Overall, this study revealed that “high school and college violence exposure did not significantly predict safety behavior intentions” (Miller, 2011, p. 53).

Carrico (2016) conducted a study of 164 students to determine whether university enrollment was affected by students’ perception of safety and security. The study concluded that the location of a campus was the primary reason for selecting an IHE. The layout of campus, overall appearance, adequate lighting, and the overall security of campus were other factors valued by students. Notably, security alert notices contributed the most to the sense of safety a student feels while on campus and parents valued the overall security features, student health resources and emergency procedures of a campus.

Other studies have focused on the relationships among victimization, demographic characteristics, and activity choices in relations to determining potential factors as to why various groups experienced violence. The impacts of these relationships relative to campus safety are important to understand in the overall context of perceptions of safety in the on-campus environment.

Gardella, Nichols-Hadeed, Mastrocinque, Stone, Coates, Sly, and Cerulli (2015) performed a study that examined the relationships among victimization, demographic characteristics and activity choices of 481 participating undergraduate students at a private university. They found that gender, grade point average, membership in student

organizations, and membership in Greek-letter organizations influenced the potential for students to be victimized. Within the confines of this study, it was determined that alcohol and household income did not have a statistically significant relationship with the types of victimization that were discovered. The goal of the study was to understand an accurate picture of victimization in order to determine appropriate resource allocation and services for students who are at greater risk of being victimized on college and university campuses.

Further research focused on how victimization experiences coincided with campus risk assessments, worry and use of precautionary behaviors of women on a Kentucky college campus (Wilcox, 2007). They examined “the objective and subjective experiences with sexual assault or coercion, physical assault, and stalking among college women, paying particular attention to whether actual victimization experiences while in college coincide with cognitive assessments of campus risk, emotionally based worry about crime, and fear related precautionary behavior” (Wilcox, 2007, p. 219). The telephone study of 1,010 women at one southeastern state university revealed that there was a weak connection between actual victimization and crime experiences. The study revealed that 15.5 percent of women did not feel safe on-campus while 35.6 had experienced some form of victimization. Wilcox (2007) also found that, save issues with fear experiences and worry, “it appears as if college women’s worries are not entirely well placed in the sense that they appear to be most worried about stranger-perpetrated crime, whereas they are less worried about the acquaintance-perpetrated crime for which they experience higher objective risk” (p. 244).

Bromley (1995) conducted a study that, in part, focused on the crime rates of universities in comparison to their local host communities. He found that 98 percent of crimes committed on college campuses were non-violent, property crimes as compared to 82 percent of the corresponding communities. Two percent of the crimes committed on college campuses were categorized as violent crimes whereas the corresponding communities had an experience of 18 percent violent crimes. The overall crime rate, compared as crimes committed per 1,000 students on-campus and crimes per 1,000 residents in the local community revealed that the crime rates on campus were significantly lower overall than the rates experienced in the corresponding local community. Most notably, the violent crime rates reported were always lower on-campus as compared with the local host community, and the property crime rates were significantly higher than the host city for 4 of the 80 schools.

Sloan (1994) reported that the majority of crime on college and university campuses were either burglary or theft (64%), vandalism (18.8%), drinking- and drug related offenses (11.3%), violent crime (5.9%), and serious violent crime (2%) (p.55). These results indicate that the majority of crime at IHE's is opportunistic, non-violent crime. Bromley (1992) affirmed this finding in his study which compared violent- and property-crime rates of state public IHE's in Florida with their respective local cities. He determined that students are safer on-campus versus off-campus (Bromley, 1992).

Fisher, Sloan, Cullen and Lu (1998) conducted a qualitative study where 3,472 randomly selected students from 12 IHE's were asked questions relative to the level and source of victimization. Their findings revealed that 37 percent of students experienced at least one type of victimization, 23.7 percent of the respondents' victimization occurred

on-campus, and 19 percent had been victimized at least once off-campus. Of the crimes reported, personal larceny without contact, a non-violent crime, was the most prevalent victimization of the crimes studied at a rate of 109.5 per 1,000 students. There was a low rate of violent crimes to include simple assault (12.1 per 1,000 students), 1 robbery (0.3 per 1,000 students) and 9 reports of aggravated assault (2.6 per 1,000 students).

Volkwein, Szelest, and Lizotte (1995) conducted a study on campus crime from 1974-1990 using national databases of federal crime statistics, community demographic data and campus characteristic information to determine if students on-campus are safer compared to off-campus environments. When comparing general, overall crime numbers, they reveal that college and university campuses are over 10 times safer than the nation when focusing on crimes per 100,000 students. Notably, the rates would be even lower statistically if the faculty, staff and visitor numbers were to be included in the overall data set. There was an average of 64 violent crimes per 100,000 students on-campus while the nation experienced 750 violent crimes per 100,000 people. Non-violent crimes accounted for 80% of crimes on-campus compared to 55% for the nation indicating that non-violent property crimes are statistically more prevalent for students in the on-campus environment. For the time period studied, violent and non-violent property crimes decreased for students on-campus when compared to national statistics which were experiencing an increase revealing that while the country was becoming more dangerous, campuses were becoming safer.

These studies indicate that the perception of safety is an important research topic to better understand how crime impacts decisions and belief structures of students on college and university campuses. Of the crimes reported, non-violent property crimes are

the most prevalent type of crime and victimization experienced in the on-campus student environment. Overall, research indicates that campus environments are safer than their surrounding communities as well as compared to the nation as a whole.

### *Compliance Research*

Research has been conducted that suggests there are institutions of higher education who are not compliant with the provisions of the Clery Act (Gregory, 2016). This previous literature is important in understanding the limitations of the data collected for analysis. The fidelity of data is critical to ensure that students have accurate and complete facts to make informed decisions relative to their safety. IHE's have a duty to accurately inform their consumers.

Lu (1996) conducted a research study to determine if campuses were collecting data and generating compliant annual security reports. He sent requests to 785 IHE's and measured compliance based on the institutions responses. Lu found that 38.4 percent of the schools solicited, responded with the requested admissions materials and an annual security report that contained both campus crime statistics and campus security measures. When analyzing the data for full compliance with all provisions of the Clery Act, the overall average compliance was 10.2 percent. Interestingly, there were eight schools (1 percent) who stated that crime was not a problem on their campus which demonstrates a complete disregard for the Clery Act.

Fowler (1996) surveyed twenty-two universities relative to Clery Act compliance. He found that 64 percent of the institutions were fully compliant with all logistical aspects of the Act and that the remaining 36 percent did not achieve full compliance by

missing either one or two logistical requirements of the law. Over 90 percent of institutions were compliant in publishing an annual crime report. The data revealed that religious-affiliated liberal arts colleges were more inconsistent in publication than other IHE's.

Literature exists that reveals varying reasons for potential non-compliance at IHE's. Clery Act knowledge by key administrators such as Clery compliance administrators, campus security and/or law enforcement, student conduct officials, student life personnel, human resources, etc. is essential in accurately representing crime that occurs on campus. These campus compliance officers, known as campus security authorities (CSA's), are an essential part of the crime data collection and reporting for IHEs. Their knowledge, ethics and understanding of key legislative mandates is paramount in the accurate representation of Clery crime data.

Gregory (2016) conducted a study on the efficacy of Clery Compliance Officers and fines associated with failure to comply. This research study involved sending a questionnaire to American institutions who were members of the International Association of Campus Law Enforcement Administrators (IACLEA) and was comprised of 451 respondents. The results of this survey revealed that 24.5 percent of institutions that responded did not have a designated Clery Compliance Officer. Of the institutions that had a Clery Compliance Officer (CCO), 8.9 percent revealed that the annual Clery reporting requirements are a primary function of the CCO position. Methods by which data were gathered to complete the annual report varied among the responding institutions to include reading all incident reports (49.8 percent), just incident reports for Clery Crime Categories (22.6 percent), using an automated report writing system (17.8



percent), and reading all reports to determine reporting requirements under the federal UCR guidelines (9.9 percent). Of the institutions who answered the questionnaire, 20.6 percent do not keep audit trails. Campuses have a mandatory requirement to obtain crime data from local law enforcement entities, but the results indicate that 11.9 percent of institutions did not receive any reports from local law enforcement. Reports from student conduct offices occurred 94.6 percent of the time with the remaining 5.4 percent not responding to the question. These results reveal that the varying methods for analyzing and collecting data, along with questionable data preservation techniques, leaves room for error in reporting and may lead to difficulties in defending a position if the Department of Education were to perform an audit.

Janosik and Gregory (2002) surveyed 944 senior campus law enforcement officials who were members of the International Association of Campus Law Enforcement Administrators (IACLEA) who worked at IHE's that were affected by the Clery Act. This survey focused on how the Clery Act changed the nature of law enforcement on IHE campuses, distribution of the annual report, impact of the Clery Act on reducing campus crime, law enforcement official perceptions of student behavior being influenced by the Clery Act, and possible hiding reported incidents of campus crime. The study revealed that 43 percent of respondents felt the Clery Act served as a stimulus for improving law enforcement policies and procedures on college and university campuses. Notably, 70 percent reported that crime rates have remained the same since the passage of the Clery Act, 15 percent indicated an increase in crime and 15 percent reported a decrease in crime. The data revealed that 9.5 percent of campus law enforcement officers believe that their institution administration hid crime on their

campus from public disclosure by student affairs, judicial officers and others on their campuses. Overall, these law enforcement officials reported that there was not a significant decrease in crime on campus as a result of the Clery Act.

Fisher, Hartman, Cullen, and Turner (2002) performed research that indicated compliance is an issue with some IHE's. Non-reporting/under-reporting by victims of crime and failure to require reporting of larceny theft are two notable findings of their research. Their research also indicated that "it is not clear that campuses are particularly dangerous social domains. Although campuses are not immune from violent victimizations, with the exception of rape, violence is a rare event" (p.79).

DeBowes (2014) performed a study to determine the level of knowledge of members of the Association for Student Conduct Administration (ASCA). He found that 99.3 percent of the 405 valid respondent student conduct professionals at IHEs are not fully aware of the reporting provisions of the Clery Act. The data revealed that the level of knowledge among ASCA members was very low given that less than 1 percent of respondents were able to accurately classify Clery crime statistics. While overall awareness of the Act was found, this did not translate to a working knowledge of the requirements of the Act.

McNeal (2007) surveyed members of the International Association of Campus Law Enforcement Administrators (IACLEA) to determine issues surrounding non-compliance with the Clery Act requirements. Her study focused on campus law enforcement administrators and sought information on institutional resistance, ambiguity in the Act, lack of funding, lack of support, and inaccurate reporting. The goal was to

improve the performance of campus law enforcement administrators in achieving compliance with the Act.

### *Community Knowledge*

Janosik and Gehring (2001) examined student knowledge of the Clery Act through the use of a survey. Janosik and Gehring (2003) presented the findings of this study in the *Journal of College Student Development*. This study revealed that 27 percent of the respondents had knowledge of the Clery Act (mostly men and students who were victims of crime), and 8 percent used this information to modify their behavior based on reading the annual published report. Twenty-four percent of respondents in this study recalled receiving a copy or access to the annual published report, the majority of whom were from private or smaller IHE's. Sixty percent of respondents used other crime-related reports, periodicals, etc. to gather information relative to awareness of crime.

Janosik (2004) found that "parents' knowledge of the Clery Act and their use of the information contained in the federally mandated report to be low" (p. 43). Fifteen percent of the parents interviewed reported reading the annual crime report for the institution their child was attending, and 54 percent believed that the report would produce change in their student's protective behaviors.

Shannon Jacobson (2014) conducted a study using interviews and focus groups to understand college students' perceptions of the legitimacy of campus police officers and their roles and responsibilities. While this was a relatively small survey population of 24-students, and a narrow focus of inquiry, the study provides value in understanding students' desires relative to wanting protection while maintaining freedom. Jacobson

(2014) concluded that “that although students expect the campus police to protect them from harm, they believe that officers should fulfill this function while not interfering with their lives as college students” (p. 1).

Campus Law Enforcement Officers are an integral part of the campus public safety infrastructure. Janosik (2002) found that 57 percent of campus law enforcement officer respondents believed that the Clery Act helped improve the quality of campus crime reporting with 100 percent maintaining a daily crime log.

Campus judicial affairs officers are impacted by the provisions of the Clery Act. Gregory (2003) interviewed campus judicial affairs officers who indicated that 4 percent believed the Clery Act has impacted student’s decision to attend an IHE, and only 18 percent indicated that the law was either effective or very effective in increasing the number of crimes reported.

### **Conclusion**

Reviewing the literature on perceptions of safety and victimization reporting on college campuses, compliance research, and community knowledge show gaps in research. Specifically, research reveals that underreporting is possible especially when IHE’s are completely reliant on data from local law enforcement who are not specifically dedicated to campus. This study can add value to the existing literature by comparing and contrasting public four-year postsecondary IHE’s with dedicated university police departments with public four-year IHE’s without dedicated university police departments to determine the relative level of reporting Clery crime data.

Consumers should have accurate data to make meaningful decisions relative to their selection of an institution of higher education.

Clery Act reportable crime statistics can be a valuable tool for students and parents to evaluate institutions of higher education when making a college selection. Accurate and complete reporting of crime data also provides necessary information for IHE's to make changes and implement strategies to mitigate crimes in a focused manner based on their individual institutional experiences when considering patterns of crime. Clery data can only be effectively analyzed if data are accurately and completely recorded.

The literature reveals the importance of Clery Compliance Officers, dedicated campus law enforcement and knowledgeable Campus Security Authorities to accurately report crime data. The literature further reveals that not all IHE's are reporting crime statistics accurately thus creating gaps in the data. The gaps in reporting can be used by policy developers to enhance the fidelity of data reporting. IHE's can use the existing literature and data to evaluate their current allocation of resources to determine if their resources are adequate to meet the existing Clery compliance requirements.

This study can be expanded in several ways. IHE's can use crime data in marketing strategies to attract students by providing safe campus environments to live and learn.

## **CHAPTER THREE:**

### **METHODOLOGY**

This quantitative research study utilizes secondary data analysis to evaluate Clery Act crimes of public four-year postsecondary institutions of higher education (IHE's) with the presence of dedicated university police departments when compared with public four-year postsecondary IHE's without dedicated university police departments and compare these results using Clery reportable data on crimes for reporting year 2018 to determine if there is a difference in the total number of crimes reported for each crime category. The reported crime categories include criminal offenses, hate crimes, violence against women, arrests, referrals for disciplinary actions, and on-campus fires. Participants include twenty public four-year IHE's that have a dedicated university police department and twenty public four-year IHE's without a dedicated police department. Institutions were selected based on categorized student population sizes of 10,000-14,999 students, 15,000 – 19,999 students, 20,000 – 29,999 students and 30,000 or more students. Each institution receives federal funding from the Department of Education and is required to annually report Clery crimes.

The purpose of the study is to determine if the number of campus crimes differs significantly for public four-year IHE's, who had approximately the same size student population, with a dedicated university police department versus IHE's that did not have a dedicated university police department. The objective of the study was to provide insight into the possible campus safety benefits of a dedicated university police department versus not having a dedicated university police department. This chapter describes the methodology of the study, including the research design, the independent

and dependent variables, research questions and hypotheses, population, data collection, and data analysis.

### **Research Design**

This study was framed according to a quantitative, nonexperimental, causal comparative research design using analysis of secondary data for the purpose of presenting comparative data on campus crime statistics from selected public four-year IHE's. The primary descriptive data were collected from the Department of Education's national survey of colleges and universities. Each year, a letter and registration certificate is sent to the institution's Chief Executive Officer for completion of the web-based survey to collect statistical data from the annual security report and fire safety report. The letter outlines the uniform reporting requirements of the Clery Act regulations and compliance rules. Statistics are uploaded by each IHE via a web-based form that provided a cost-efficient method for data entry and compilation. The aggregated data from the most recent 3 years are posted on a publically-available website at <http://ope.ed.gov/campussafety> (U.S. Department of Education, 2016, p. 9-11).

This research is based on surveys conducted by the Department of Education.

Sage (2011) defines survey as:

“a research method used by social scientists (e.g., economists, political scientists, psychologists, and sociologists) to empirically and scientifically study and provide information about people and social phenomena. A survey is scientific because there is an established process that can be followed, documented, and replicated. This process is rigorous and systematic...The documentation that accompanies a survey provides the information necessary to evaluate the survey results and to expand the understanding and analysis of the information provided from the survey. (p. 860)

Creswell (2009) further defines survey research as “a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection—with the intent of generalizing from a sample to a population” (p.12). The survey is an essential part of this research given that the data are current and collected on a common platform in a consistent manner by a government agency who can impose fines should a university be found in noncompliance. Using these data allows the researcher to compare and contrast universities with one another thus providing a platform from which further research can grow in a relevant manner.

The survey data were collected in a cross-sectional manner as crime statistics are logged by the participating institutions on an on-going basis throughout a calendar year and are submitted one time a year to the Department of Education. The final data were gathered longitudinally across each submitting institution. This study is retrospective in that comparative data were analyzed from the reporting year 2018, which covers calendar years 2015-2017. Data used in this study were intact data for each institution analyzed.

Secondary data analysis has been defined by Dale, Arber, & Procter (1988) as “an empirical exercise carried out on data that has already been gathered or compiled in some way” (p. 3). Original research and data collection rarely uses all of the available data collected and this unused data can provide meaningful answers to current issues and trends (Johnston, 2014). Secondary analysis was chosen for several reasons. First, there are vast amounts of data that have been collected for research and archival purposes that have not been fully analyzed (Andrews, Higgins, Andrews, and Lalor, 2012). Second, the advantage of using secondary analysis for Clery Act reportable data is that there is a



national consistency in definition of terms, there is a requirement of consistent annual reporting, and there is a lack of studies using these data. Third, there is a significant time-savings in the data collection phase of this research project wherein the federal government has already collected these data and there are no privacy issues with collecting data involving individual subjects (Smith, 2008). Lastly, the modern data has been collected in a manner by which analysis can be conducted to compare and contrast IHE's.

The dependent variable in this study was the occurrence of reportable crime in six categories at public four-year IHE's with 10,000 or more students, and all submitting colleges and universities throughout the United States. There is variability within each of the six categories relative to the types of reported crimes in each category. Criminal offenses include murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson. Arrests include weapons (carrying, possession, etc.), drug abuse violations, and liquor law violations. Hate crimes are a singular category. VAWA offenses include domestic violence, dating violence, and stalking. On-campus fires includes injuries and fatalities. Disciplinary actions include weapons (carrying, possession, etc.), drug abuse violations, and liquor law violations. Criminal offenses, VAWA offenses, arrests and disciplinary actions were each reported as on-campus, on-campus student housing facilities, or public property.

The independent variable in this study was the presence or absence of a dedicated university police department. Reporting IHE's are categorized by the Clery Center based on student population size. Institutions were selected based on categorized student

population sizes of 10,000-14,999 students, 15,000 – 19,999 students, 20,000 – 29,999 students and 30,000 or more students. The goal was to achieve a sample size of at least twenty IHE's with a dedicated university police department and twenty IHE's without a dedicated university police department.

### **Conceptual Framework**

The Mazmanian and Sabatier implementation of public policy model was used as the conceptual framework for this study. Mazmanian and Sabatier (1979) stated that this model focused on “traditional regulatory policies in which governmental agencies seek to alter the behavior of private target groups” making this an ideal fit for a study of mandated Clery reporting to the federal Department of Education (p. 539). Their framework focused on four factors which include available resources, economic capacities, technological expertise, and prescribed political rules. These factors can affect social change. This model has been used in several studies relative to the Clery Act and serves as a consistent base for research and study on various issues surrounding this topic.

The implementation of public policy model highlights three key aspects of social difficulties that affect the ability of governmental institutions to accomplish mandatory objectives include tractability, legislative structuring, and a group of non-statutory variables as outlined in Figure 3.1 below. These difficulties helped frame the success and failure of reporting, based on the provisions of the Clery Act, of the number of campus crimes at IHE's with a dedicated police department versus IHE's without a dedicated university police department who had approximately the same size student population.

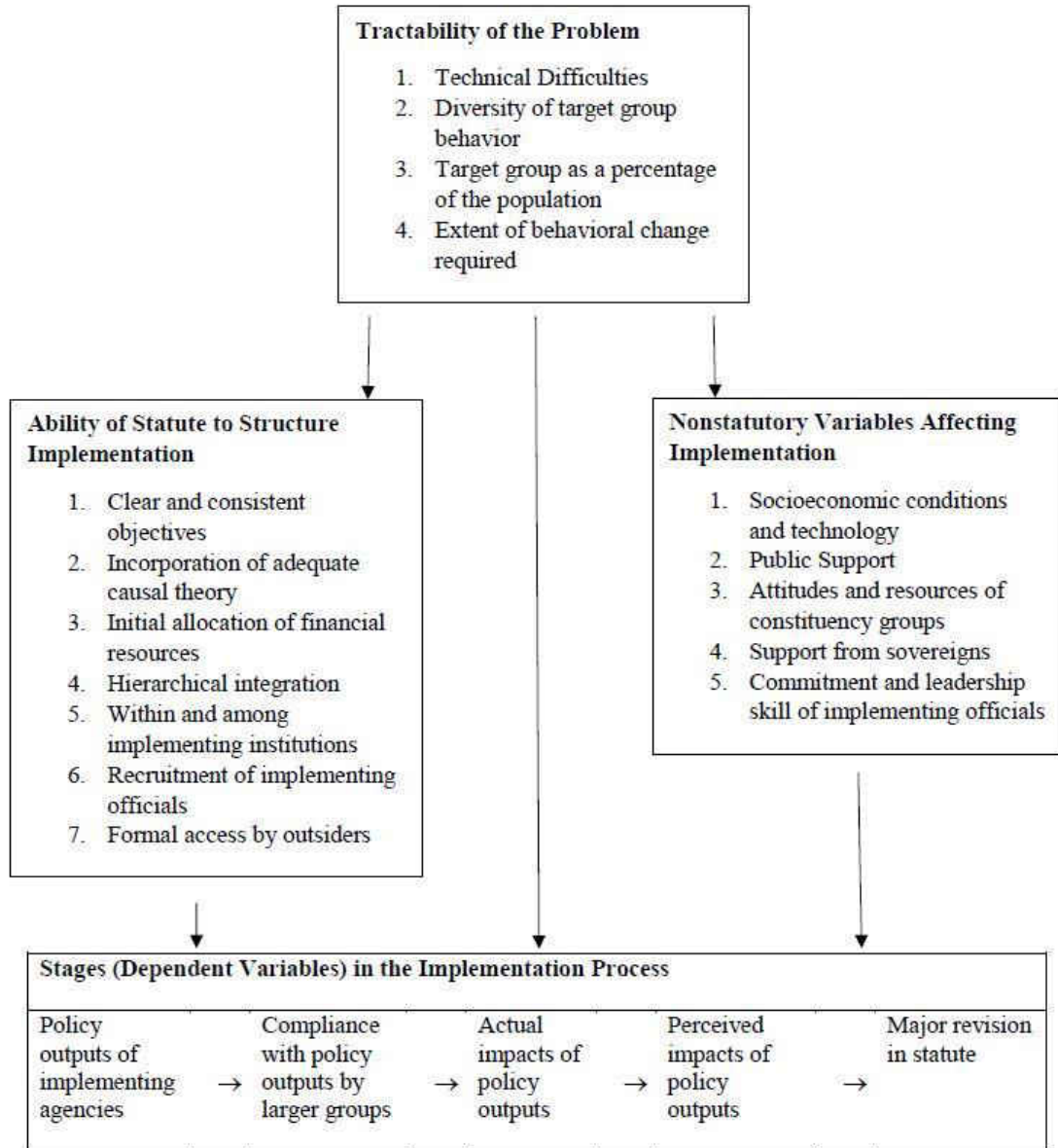


Figure 3.1 Conceptual Framework Variables Involved in the Implementation Process

Source: Mazmanian, D. A., & Sabatier, P. A. (1989). *Implementation and public policy:*

*With a new postscript.* Lanham, MD: University Press of America.

This model begins with determining the tractability of a problem. Tractability includes factors such as technical difficulties, diversity of target group behavior, target group as a percentage of the population, and extent of behavioral change required. One of these factors that impacted the ease by which the requirements of the Clery Act are worked, shaped or otherwise handled by IHE's was determined to be the presence or absence of a dedicated university police department at IHE's. McCallion (2014) stated that "the Clery Act was enacted to increase the accountability and transparency of Institutions of Higher Education (IHEs) in meeting certain responsibilities with regard to the safety and security of students on their campuses. It required IHEs participating in HEA Title IV financial assistance programs to disclose campus crime statistics and security information" (p.2). The Clery Center has addressed some of the tractable issues by creating and distributing updated compliance handbooks, online access to Clery reportable statistics from IHE's, and implementing a checklist, to name a few.

Once tractable issues are considered, the model's second factor is the ability of a policy decision to structure implementation. Mazmanian & Sabatier (1989) state that

"in principle, any statute, appellate court decision, or executive order can structure the implementation process through its delineation of legal objectives, through its selection of implementing institutions, through the provision of legal and financial resources to those institutions, through biasing the probable policy orientations of agency officials, and through regulation of the opportunities for participation by nonagency actors in the implementation process. In general, legislatures have more potential capacity to coherently structure the process than to appellate courts, although they have considerable difficulty in actually doing so. Nevertheless, our basic argument is that original policymakers can substantially affect their disposal to coherently structure the implementation process (p.24).

The US Department of Education relies on IHE's to properly implement the requirements of the Clery Act with few checks and balances in place to ensure accuracy of reporting. Legislative structuring has seven key components which includes clear and consistent

objectives, incorporation of adequate casual theory, initial allocation of financial resources, hierarchical integration within and among implementing institutions, decision rules of implementing agencies, recruitment of implementing officials, and formal access by outsiders.

The U.S. Department of Education administers the Clery Act. The Clery Compliance Handbook provides a clear listing of specific objectives for IHE's to follow in reporting crime statistics, among other requirements. Agency decisions and rulings are publically available through the U.S. Department of Education Federal Student Aid website at <https://studentaid.ed.gov/sa/about/data-center/school/clery-act-reports>. Other Clery Act resources can be found at the Clery Center online. While not a comprehensive listing, the U.S. Department of Education has addressed many of the problems of structuring the effective implementation of the Clery Act requirements for IHE's to follow.

The last factor in Mazmanian & Sabatier's model addresses other non-statutory variables affecting implementation. These variables include socioeconomic conditions and technology, public support, attitudes and resources of constituency groups, and commitment and leadership skill of implementing officials. This study focused on the allocation of IHE resources and the commitment and leadership skill of implementing officials as evidenced by the presence or absence of a dedicated university police department to determine if there was a statistical difference in reporting crimes.

### **Research Questions**

A primary research question was devised to guide this study. Specifically, the question seeks to determine if the presence or absence of a dedicated university police

department has a significant impact on reported campus crime. To provide focus, the following overarching question was formulated:

Is there a difference between institutions of higher education with dedicated university police departments reporting incidents of Clery reportable crimes compared to universities of similar student populations without dedicated university police departments?

The following specific research question was used in the statistical analyses for this study:

Research Question 1: What are the most prevalent Clery reportable crimes that occur at four-year public institutions of higher education with 10,000 or more students?

### **Population Selection and Variable Definition**

Crime statistics for postsecondary institutions of higher education (IHE's) that receive federal financial aid funding were reported to the United States Department of Education and were collected for the 2018 reporting year. The data used in this study were specifically for incidents that occurred in the 2017 calendar year. The number of enrolled students was reported by each institution to the Department of Education. The study was narrowed in focus to include public four-year IHE's with student populations of 10,000 or more students. A search of Clery statistics and individual college and university annual Clery Act security and fire safety reports revealed that there were two hundred eighty-five institutions that met this criteria. Of these two hundred eighty-five institutions, two hundred fifty nine had a dedicated university police department and

twenty-six did not have a dedicated university police department. In order to achieve an adequately powerful sampling size, twenty IHE's were randomly selected that do not have a dedicated university police department, and twenty IHE's of comparable student population size were randomly selected that have a dedicated university police department on campus. The Clery Center categorizes institutions by the reported student population size. The institutions with a dedicated university police departments were pair matched based on the student population with IHE's without dedicated university police departments.

Institutions with student populations between 10,000 and 14,999 without a dedicated university police department include Clark College (10,000 enrolled students), Daytona State College (13,970 enrolled students), Polk State College (10,659 enrolled students), State College of Florida-Manatee-Sarasota (10,886 enrolled students), and Thomas Edison State University (11,945 enrolled students). Institutions with student populations between 10,000 and 14,999 with a dedicated university police department include Angelo State University (10,417 enrolled students), Indiana State University (13,763 enrolled students), South Dakota State University (12,516 enrolled students), The University of Tennessee-Chattanooga (11,587 enrolled students), and Valdosta State University (11,341 enrolled students).

Institutions with student populations between 15,000 and 19,999 without a dedicated university police department include Eastern Florida State College (15,769 enrolled students), Indian River State College (17,598 enrolled students), Madison Area Technical College (15,410 enrolled students), Seminole State College of Florida (17,550 enrolled students), and the University of Hawaii at Manoa (17,612 enrolled students).

Institutions with student populations between 15,000 and 19,999 with a dedicated university police department include Montana State University (16,613 enrolled students), Oakland University (19,333 enrolled students), Rowan University (18,484 enrolled students), University of Nebraska at Omaha (15,731 enrolled students), and the University of North Florida (16,309 enrolled students).

Institutions with student populations between 20,000 and 29,999 without a dedicated university police department include Auburn University (29,776 enrolled students), Boise State University (24,121 enrolled students), Florida State College at Jacksonville (21,121 enrolled students), Missouri State University-Springfield (23,697 enrolled students), and St. Petersburg College (29,548 enrolled students). Institutions with student populations between 20,000 and 29,999 with a dedicated university police department include Georgia Southern University (20,418 enrolled students), University of Arkansas (27,558 enrolled students), University of Delaware (23,774 enrolled students), University of Kentucky (29,465 enrolled students), and the University of Toledo (20,579 enrolled students).

Institutions with student populations over 30,000 without a dedicated university police department include Broward College (40,754 enrolled students), Miami Dade College (56,001 enrolled students), Palm Beach State College (30,052 enrolled students), University of Maryland-University College (59,379 enrolled students), and Valencia College (44,834 enrolled students). Institutions with student populations over 30,000 with a dedicated university police department include California State University-Sacramento (31,255 enrolled students), Purdue University-Main Campus (42,699 enrolled students), Rutgers University-New Brunswick (49,577 enrolled students), The



University of Texas at Arlington (46,497 enrolled students) and the University of Florida (52,669 enrolled students).

### **Instrumentation and Data Collection**

Data were collected from the United States Department of Education Campus Safety and Security Data Analysis Cutting Tool. These data are publically available and the responsibility to report data was mandatory for schools that receive federal funding through the United States Department of Education. Each institution was entered into the website search feature, and data were entered into a Microsoft Excel spreadsheet, which was converted to the International Business Machines Statistical Package for Social Sciences for Windows version 24 (IBM SPSS 24) for analysis.

### **Accuracy of Data**

Pierce (2008) states that reliability is “the extent to which we can rely on the source of the data and, therefore, the data itself. Reliable data is dependable, trustworthy, unflinching, sure, authentic, genuine, reputable. Consistency is the main measure of reliability. So, in literary accounts, the reputation of the source is critical” (p. 83). The secondary data gathered from the United States Department of Education is consistent in that the data have a common set of definitions, and the reporting is mandatory for any IHE receiving federal funding. The Handbook for Campus Safety and Security Reporting (2016) states that “every eligible postsecondary institution that participates in any Title IV federal student financial assistance program must publish an annual security report” (p. 186). This gives a proverbial carrot and stick. IHE’s risk fines or jeopardize their funding if they fail to make accurate reports according to the law.

It is incumbent on each individual institution to submit accurate and precise data in a trustworthy and dependable manner. Fowler (2009) states that “the accuracy of any particular estimate from a survey depends on who provides an answer to a particular question” (p.55). Each institution is required to have trained campus security authorities (CSA’s) who collect crime report information. Guffey (2013) stated that

“An important feature of the Act is the requirement that schools poll a wide range of campus security authorities when gathering data. This requirement includes a broad array of campus programs, departments, and centers such as *student health centers, women’s centers, and even counseling centers*. The polling and inquiry also applies to officials who supervise students—deans, coaches, housing directors, and judicial affairs officials. Broad interpretation of the law implies that any center or program set up by an educational institution to respond to crime victims and to serve their needs should be designated a campus crime authority and require reporting under the Clery Act” (pp. 1-2).

The data reported are only as good as the level of training and thoroughness of processes for CSA’s at each institution.

The United States Department of Education (2019) Office of Postsecondary Education places the following statement on their website when retrieving data relative to individual schools: “The crime data reported by the institutions have not been subjected to independent verification by the U.S. Department of Education. Therefore, the Department cannot vouch for the accuracy of the data reported” (U.S. Department of Education, 2019, retrieved from <https://ope.ed.gov/campussafety/#/institution/details>).

### **Ethical Considerations**

This research was conducted to provide an understanding of the differences in crime statistics of IHE’s with a dedicated police department and IHE’s that do not have a dedicated police department. There were no intentions to criticize, deride or disparage

any college or university. This study intended to look creatively at one aspect of campus structure as one possible correlate with campus crime reporting relative to the Clery Act.

### **Hypotheses and Data Analysis**

The overarching research question that defined the parameters of this study was: Is there a difference in the mean number of reported crime statistics between public four-year IHE's, of a similar student population, with dedicated university police departments versus IHE's without dedicated university police departments based on the crime categories reported to the U.S. Department of Education for 2018? The following hypotheses served as the structure for the data analysis:

Hypothesis 1: There is a difference in the mean number of criminal offenses reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 2: There is a difference in the mean number of hate crimes reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 3: There is a difference in the mean number of VAWA offenses reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 4: There is a difference in the mean number of arrests reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 5: There is a difference in the mean number of disciplinary actions reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 6: There is a difference in the mean number of on-campus fires reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

HO: The presence of a dedicated university police department leads to a higher incidence of reporting Clery crime data.

The differences in the mean number of reported crimes in six categories for 40 IHE's were analyzed using an independent-samples *t* tests within a matched-subjects design. *T* tests were utilized to test the reporting effectiveness of IHE's with police departments versus those without police departments to test for significant differences between conditions. Jackson (2012) identified that the

“independent-groups *t* test is a parametric statistical test that compares the means of two different samples of participants. It indicates whether the two samples perform so similarly that we conclude they are likely from the same population or whether they perform so differently that we conclude they represent two different populations” (p. 250).

Jackson (2012) stated that the matched-subjects design is “a type of correlated-groups design in which subjects are matched between conditions on variable(s) that the researcher believes is (are) relevant to the study” (p. 242). The dependent variable of *campus crime* measured the differences in the total amount of reportable crime within six categories as defined by the Clery Act. The randomly selected public four-year IHE’s were placed into two groups serving as the independent variable, one *with dedicated university police departments* and one *without dedicated university police departments*.

Effect size was considered in addition to testing the hypothesis. Jackson (2012) defined effect size as “the proportion of variance in the dependent variable that is accounted for by the manipulation of the independent variable. Effect size indicates how large a role the conditions of the independent variable play in determining scores on the dependent variable” (p. 255). Ultimately, effect size was a measure of the magnitude of the statistically significant data. Cohen’s *d*, an inferential statistic used for measuring effect size, was used to denote the obtained effect size versus the hypothesized effect size (Jackson, 2012). According to Cohen’s *d*, at least 0.20 indicates a small effect size, at least 0.50 indicates a medium effect size, and at least 0.80 indicates a large effect size (Jackson, 2012).

This study involved two distinct groups each comprised of twenty public four-year postsecondary IHE’s. This sample size was selected to have power to find statistically significant results.

Confidence intervals were considered in the data analysis. Jackson (2012) defined confidence intervals as “an interval of certain width, which we feel “confident”

will contain m"... and will be "wide enough that we feel fairly certain it contains the population mean" (p.208). This occurs at a confidence interval of 95% or more.

All data for this research will be input into the International Business Machines Statistical Package for Social Sciences for Windows version 24 (IBM SPSS 24). The data were retrieved from the United States Department of Education annual Clery reports for the calendar year 2017 within the reporting year 2018. These data were publically available through the Clery data cutting tool at <http://ope.ed.gov/campussafety>. Crime data were submitted by participating institutions and neither victims or perpetrators were identified. IHE's were identified as either having or not having a dedicated university police department through their individual annual safety and security reports which were publically available on each IHE's website. All data for this research study were collected from secondary sources.

## **CHAPTER FOUR:**

### **DATA ANALYSIS AND RESULTS**

This chapter presents the results of the study. Relationships among variables are identified relative to key variables to test the hypotheses of this study. Data were collected from the United States Department of Education Campus Safety and Security Data Analysis Cutting Tool. These data are publically available and the responsibility to report data was mandatory for schools that receive federal funding through the United States Department of Education. Each institution was entered into the website search feature, crime data were recorded, and data were entered into a Microsoft Excel spreadsheet, which was converted to the International Business Machines Statistical Package for Social Sciences for Windows version 24 (IBM SPSS 24) for analysis.

The purpose of this study was to determine if the number of campus crimes differs significantly for public four-year IHE's, who had approximately the same size student population, with a dedicated university police department versus IHE's that did not have a dedicated university police department. The dependent variable (test variable) in this study was the occurrence of reportable crime in six categories at public four-year IHE's with 10,000 or more students, and all submitting colleges and universities throughout the United States. There is variability within each of the six categories relative to the types of reported crimes in each category. Criminal offenses include murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson.

Arrests include weapons (carrying, possession, etc.), drug abuse violations, and

liquor law violations. Hate crimes are a singular category. VAWA offenses include domestic violence, dating violence, and stalking. On-campus fires includes injuries and fatalities. Disciplinary actions include weapons (carrying, possession, etc.), drug abuse violations, and liquor law violations. Criminal offenses, VAWA offenses, arrests and disciplinary actions were each reported as on-campus, on-campus student housing facilities, or public property.

The independent variable (grouping variable) in this study was the presence or absence of a dedicated university police department. Reporting IHE's are categorized by the Clery Center based on student population size. Institutions were selected based on categorized student population sizes of 10,000-14,999 students, 15,000 – 19,999 students, 20,000 – 29,999 students and 30,000 or more students. The goal was to achieve a sample size of at least twenty IHE's with a dedicated university police department and twenty IHE's without a dedicated university police department.

Independent samples two-tailed  $t$  tests were conducted using a 0.05 level of significance. Critical values were derived from the  $t$  distribution table based on the degrees of freedom from the SPSS data output.

Independent samples  $t$  tests were conducted, within a matched-subjects design, to compare the means of the two independent groups for this study to determine whether there is statistical evidence that the means are significantly different. Levene's test for equality of variances and a  $t$  test for equality of means results were analyzed. Equal variances assumed (pooled variances) data were used when the results of the Levene's test were not significant. When results indicated a rejection of the null of the Levene's tests, it was concluded that the variance in data is significantly different and



the equal variances not assumed (un-pooled variances and a correction to the degrees of freedom) results were used.

### Summary of the Results

#### *Categories*

IHE's were separated into two categories; those with dedicated university police departments and those without dedicated university police departments (see tables 4.1 and 4.2).

Table 4.1 IHE's Without Dedicated Police Departments

	Frequency
Valid Auburn University (29,776)	1
Boise State University (24,121)	1
Broward College (40,754)	1
Clark College (10,000)	1
Daytona State College (13,970)	1
Eastern Florida State College (15,769)	1
Florida State College at Jacksonville (21,092)	1
Indian River State College (17,598)	1
Madison Area Technical College (15,410)	1
Miami Dade College (56,001)	1
Missouri State University-Springfield (23,697)	1
Palm Beach State College (30,052)	1
Polk State College (10,659)	1

Table 4.1 (continued)

	Frequency
Seminole State College of Florida (17,550)	1
St Petersburg College (29,548)	1
State College of Florida-Manatee-Sarasota (10,886)	1
Thomas Edison State University (11,945)	1
University of Hawaii at Manoa (17,612)	1
University of Maryland-University College (59,379)	1
Valencia College (44,834)	1
Total	20

Table 4.2 IHE's With Dedicated Police Departments

	Frequency
Valid Angelo State University (10,417)	1
California State University-Sacramento (31,255)	1
Georgia Southern University (20,418)	1
Indiana State University (13,763)	1
Montana State University (16,613)	1
Oakland University (19,333)	1
Purdue University-Main Campus (42,699)	1
Rowan University (18,484)	1
Rutgers University-New Brunswick (49,577)	1
South Dakota State University (12,516)	1
The University of Tennessee-Chattanooga (11,587)	1
The University of Texas at Arlington (46,497)	1

Table 4.2 (continued)

	Frequency
University of Arkansas (27,558)	1
University of Delaware (23,774)	1
University of Florida (52,669)	1
University of Kentucky (29,465)	1
University of Nebraska at Omaha (15,731)	1
University of North Florida (16,309)	1
University of Toledo (20,579)	1
Valdosta State University (11,341)	1
Total	20

### *Most Prevalent Crimes Reported*

According to the Campus Safety and Security survey, there were 6,339 institutions with 11,201 campuses who reported crime statistics for 2017. Of these institutions, there were 38,079 criminal offenses, 1,143 hate crimes, 16,965 VAWA offenses, 52,069 arrests, 223,537 disciplinary actions, 1,125 unfounded crimes, and 1,916 on-campus student housing facility fires of which there were 32 injuries (0 fatalities) due to these fires (U.S. Department of Education, 2019). These numbers reveal that disciplinary actions are the most prevalent Clery reportable crimes at IHE's. Arrests and criminal offenses are the second and third most prevalent reportable crimes.

For the IHE's with 10,000 or more students included in this study there were reported to have been 1,744 criminal offenses, 22 hate crimes, 1,161 VAWA offenses, 4,270 arrests, 18,497 disciplinary actions, and 57 fires. These data reveal that disciplinary actions ( $M = 462.42$ ,  $SD = 570.571$ ), arrests ( $M = 106.75$ ,  $SD =$

135.397) and criminal offenses ( $M = 43.60$ ,  $SD = 44.887$ ) are most prevalent crimes which is consistent with the overall Clery reportable crime data stated for all IHE's in 2017 (see table 4.3).

Table 4.3 Mean Number of Reported Offenses

Police Force Type		Criminal Offenses	Hate Crimes	VAWA Offenses	Arrests	Disciplinary Actions	Fires
IHE's without a Dedicated Police Department	Mean	24.25	.40	13.35	21.25	236.55	.40
	N	20	20	20	20	20	20
	Std. Deviation	41.196	.883	26.222	56.143	508.518	1.353
IHE's with a Dedicated Police Department	Mean	62.95	.70	44.70	192.25	688.30	2.45
	N	20	20	20	20	20	20
	Std. Deviation	40.623	1.261	44.563	138.158	549.761	2.502
Total	Mean	43.60	.55	29.03	106.75	462.42	1.43
	N	40	40	40	40	40	40
	Std. Deviation	44.887	1.085	39.427	135.397	570.571	2.241

### *Criminal Offenses*

An independent samples *t* test was conducted to evaluate the difference in reported incidences of criminal offenses for IHE's with a dedicated university police department and for IHE's without a dedicated university police department. The results

indicated that the mean number of reported criminal offenses for IHE's with a dedicated university police department ( $M = 62.95$ ,  $SD = 40.623$ ) was greater than the mean for IHE's without a dedicated university police department ( $M = 24.25$ ,  $SD = 41.196$ ). The null hypothesis that there would not be a difference in the mean number of reported criminal offenses for the two groups was tested at the 0.05 level of significance. The critical value for a 0.05 level of significance is 2.0244 for 38 degrees of freedom. The  $t$  test of 2.991 is greater than 2.0244 rejecting the null hypothesis with at least 95% confidence thus concluding that more criminal offenses are reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department (see table 4.4).

Table 4.4 T-Test Criminal Offenses by Police Force Type

Group Statistics					
	Police Force Type	N	Mean	Std. Deviation	Std. Error Mean
Criminal Offenses	IHE's without a Dedicated Police Department	20	24.25	41.196	9.212
	IHE's with a Dedicated Police Department	20	62.95	40.623	9.084

Table 4.4 (continued)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Criminal Offenses	Equal variances assumed	.530	.471	-2.991	38

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Criminal Offenses	Equal variances assumed	.005	-38.700	12.937

*Hate Crimes*

An independent samples *t* test was conducted to evaluate the difference in reported incidences of hate crimes for IHE's with a dedicated university police department and for IHE's without a dedicated university police department. The results indicated that the mean number of reported hate crimes for IHE's with a dedicated university police department ( $M = 0.70$ ,  $SD = 1.261$ ) was not greater than the mean for IHE's without a dedicated university police department ( $M = 0.40$ ,  $SD = 0.883$ ). There was no statistically significant difference between the means. The null hypothesis that there would not be a difference in the mean number of reported hate crimes for the two groups was tested at the 0.05 level of significance. The critical value for a 0.05 level of

significance is 2.0244 for 38 degrees of freedom. The  $t$  test of 0.872 is less than 2.0244 revealing the null hypothesis is not rejected with at least 95% confidence thus concluding that there are not more hate crimes reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department (see table 4.5).

Table 4.5 T-Test Hate Crimes by Police Force Type

Group Statistics					
	Police Force Type	N	Mean	Std. Deviation	Std. Error Mean
Hate Crimes	IHE's without a Dedicated Police Department	20	.40	.883	.197
	IHE's with a Dedicated Police Department	20	.70	1.261	.282

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Hate Crimes	Equal variances assumed	1.368	.249	-.872	38

Table 4.5 (continued)

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Hate Crimes	Equal variances assumed	.389	-.300	.344

*VAWA Offenses*

An independent samples *t* test was conducted to evaluate the difference in reported incidences of VAWA offenses for IHE's with a dedicated university police department and for IHE's without a dedicated university police department. The results indicated that the mean number of reported VAWA offenses for IHE's with a dedicated university police department ( $M = 44.70$ ,  $SD = 44.563$ ) was greater than the mean for IHE's without a dedicated university police department ( $M = 13.35$ ,  $SD = 26.222$ ). The null hypothesis that there would not be a difference in the mean number of reported VAWA offenses for the two groups was tested at the 0.05 level of significance. The critical value for a 0.05 level of significance is 2.0395 for 31 degrees of freedom. The *t* test of 2.712 is greater than 2.0395 rejecting the null hypothesis with at least 95% confidence thus concluding that more VAWA offenses are reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department (see table 4.6).



Table 4.6 T-Test VAWA Offenses by Police Force Type

Group Statistics

Police Force Type		N	Mean	Std. Deviation	Std. Error Mean
VAWA Offenses	IHE's without a Dedicated Police Department	20	13.35	26.222	5.863
	IHE's with a Dedicated Police Department	20	44.70	44.563	9.965

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
VAWA Offenses	Equal variances assumed	4.517	.040		
	Equal variances not assumed			-2.712	30.749

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
VAWA Offenses	Equal variances assumed			
	Equal variances not assumed	.011	-31.350	11.562

## Arrests

An independent samples *t* test was conducted to evaluate the difference in reported incidences of arrests for IHE's with a dedicated university police department and for IHE's without a dedicated university police department. The results indicated that the mean number of reported arrests for IHE's with a dedicated university police department ( $M = 192.25$ ,  $SD = 138.158$ ) was greater than the mean for IHE's without a dedicated university police department ( $M = 21.25$ ,  $SD = 56.143$ ). The null hypothesis that there would not be a difference in the mean number of reported arrests for the two groups was tested at the 0.05 level of significance. The critical value for a 0.05 level of significance is 2.0555 for 26 degrees of freedom. The *t* test of 5.128 is greater than 2.0555 rejecting the null hypothesis with at least 95% confidence thus concluding that more arrests are reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department (see table 4.7).

Table 4.7 T-Test Arrests by Police Force Type

Group Statistics					
	Police Force Type	N	Mean	Std. Deviation	Std. Error Mean
Arrests	IHE's without a Dedicated Police Department	20	21.25	56.143	12.554
	IHE's with a Dedicated Police Department	20	192.25	138.158	30.893

Table 4.7 (continued)

		Independent Samples Test			
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Arrests	Equal variances assumed	19.630	.000		
	Equal variances not assumed			-5.128	25.109

		Independent Samples Test		
		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Arrests	Equal variances assumed			
	Equal variances not assumed	.000	-171.000	33.346

*Disciplinary Actions*

An independent samples *t* test was conducted to evaluate the difference in reported incidences of disciplinary actions for IHE's with a dedicated university police department and for IHE's without a dedicated university police department. The results indicated that the mean number of reported disciplinary actions for IHE's with a dedicated university police department ( $M = 688.30, SD = 549.761$ ) was greater than the mean for IHE's without a dedicated university police department ( $M = 236.55, SD = 508.518$ ). The null hypothesis that there would not be a difference in the mean number

of reported disciplinary actions for the two groups was tested at the 0.05 level of significance. The critical value for a 0.05 level of significance is 2.0244 for 38 degrees of freedom. The  $t$  test of 2.698 is greater than 2.0244 rejecting the null hypothesis with at least 95% confidence thus concluding that there are more disciplinary actions reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department (see table 4.8).

Table 4.8 T-Test Disciplinary Actions by Police Force Type

Group Statistics					
	Police Force Type	N	Mean	Std. Deviation	Std. Error Mean
Disciplinary Actions	IHE's without a Dedicated Police Department	20	236.55	508.518	113.708
	IHE's with a Dedicated Police Department	20	688.30	549.761	122.930

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Disciplinary Actions	Equal variances assumed	.194	.662	-2.698	38

Table 4.8 (continued)

		Independent Samples Test		
		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Disciplinary Actions	Equal variances assumed	.010	-451.750	167.456

### *Fires*

An independent samples *t* test was conducted to evaluate the difference in reported incidences of fires for IHE's with a dedicated university police department and for IHE's without a dedicated university police department. The results indicated that the mean number of reported fires for IHE's with a dedicated university police department ( $M = 2.45$ ,  $SD = 2.502$ ) was greater than the mean for IHE's without a dedicated university police department ( $M = 0.40$ ,  $SD = 1.353$ ). The null hypothesis that there would not be a difference in the mean number of reported fires for the two groups was tested at the 0.05 level of significance. The critical value for a 0.05 level of significance is 2.0423 for 30 degrees of freedom. The *t* test of 3.223 is greater than 2.0423 rejecting the null hypothesis with at least 95% confidence thus concluding that more fires are reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department (see table 4.9).

Table 4.9 T-Test Fires by Police Force Type

Group Statistics

Police Force Type		N	Mean	Std. Deviation	Std. Error Mean
Fires	IHE's without a Dedicated Police Department	20	.40	1.353	.303
	IHE's with a Dedicated Police Department	20	2.45	2.502	.559

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Fires	Equal variances assumed	6.659	.014		
	Equal variances not assumed			-3.223	29.241

Independent Samples Test

t-test for Equality of Means

		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Fires	Equal variances assumed			
	Equal variances not assumed	.003	-2.050	.636

## **Conclusion**

There are a number of findings that result from this study relative to campus crime. At a descriptive level, one can appreciate the unique nature of each campus to include ranges in student body demographics, surrounding community make-up, organizational structure, housing environment, recreational activities, and available public safety resources to name a few. The results of this study are consistent with national-level data in that disciplinary actions are the most prevalent Clery reportable crimes at IHE's. Arrests and criminal offenses are the second and third most prevalent reportable crimes. With the exception of hate crimes, IHE's with dedicated university police departments report a higher amount of crime than do IHE's without dedicated university police departments.

A review of these findings will be presented in Chapter Five. A summary of the study, discussion and interpretation of findings, limitations of the study, discussion of the results in relation to the literature, relationship between the results and the theoretical framework and recommendations for future research will be presented.

## **CHAPTER FIVE:**

### **DISCUSSION**

The preceding chapters provide an introduction and describe the purpose of the study, provide an overview of known existing literature germane to the Clery Act, present the research methodology with accompanying research questions, and report the results. This chapter provides a discussion of the findings and offers recommendations for further research and implications for institutions of higher education (IHE's). The purpose of this chapter is to provide an in-depth comprehensive analysis of the information presented in this study.

#### **Summary of the Study**

There has been a variety of research in relation to the Clery Act as evidenced in the literature review. However, research is limited relative to the specific impact of the Clery Act on reported crimes and how this information is compared and contrasted within public four-year institutions of higher education (IHE's). The purpose of this study is to determine if there is a difference in Clery crime reporting of public four-year IHE's with the presence of dedicated university police departments when compared with public four-year IHE's without dedicated university police departments and compare these results using Clery reportable data on crimes for reporting year 2018.

This seminal study was framed according to a quantitative, nonexperimental, causal comparative research design using analysis of secondary data for the purpose of presenting comparative data on campus crime statistics from selected public four-year IHE's. The primary descriptive data were collected from the Department of Education's



national survey of colleges and universities. This study involves twenty public four-year IHE's that have a dedicated university police department and twenty public four-year IHE's without a dedicated police department. Institutions were selected based on categorized student population sizes of 10,000-14,999 students, 15,000 – 19,999 students, 20,000 – 29,999 students and 30,000 or more students. Each institution receives federal funding from the Department of Education and is required to annually report Clery crimes.

Reported crimes were categorized by criminal offenses, hate crimes, VAWA offenses, arrests, disciplinary actions, and fires. Criminal offenses include murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson. Hate crimes are a singular category. VAWA offenses include domestic violence, dating violence, and stalking. Arrests include weapons (carrying, possession, etc.), drug abuse violations, and liquor law violations. Disciplinary actions include weapons (carrying, possession, etc.), drug abuse violations, and liquor law violations. On-campus fires includes injuries and fatalities. Criminal offenses, VAWA offenses, arrests and disciplinary actions were each reported as on-campus, on-campus student housing facilities, or public property.

A primary research question was devised to guide this study. Specifically, the question seeks to determine if the presence or absence of a dedicated university police department has a significant impact on reported campus crime. To provide focus, the following overarching question was formulated:

Is there a difference between institutions of higher education with dedicated university police departments reporting incidents of Clery reportable crimes

compared to universities of similar student populations without dedicated university police departments?

The following specific research question was used in the statistical analyses for this study:

Research Question 1: What are the most prevalent Clery reportable crimes that occur at four-year public institutions of higher education with 10,000 or more students?

The overarching research question that defined the parameters of this study was: Is there a difference in the mean number of reported crime statistics between public four- year IHE's, of a similar student population, with dedicated university police departments versus IHE's without dedicated university police departments based on the crime categories reported to the U.S. Department of Education for 2018? The following hypotheses served as the structure for the data analysis:

Hypothesis 1: There is a difference in the mean number of criminal offenses reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 2: There is a difference in the mean number of hate crimes reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 3: There is a difference in the mean number of VAWA offenses reported between public four-year IHE's with a dedicated university police

department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 4: There is a difference in the mean number of arrests reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 5: There is a difference in the mean number of disciplinary actions reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

Hypothesis 6: There is a difference in the mean number of on-campus fires reported between public four-year IHE's with a dedicated university police department and public four-year IHE's without a dedicated university police department for the 2017 calendar year.

HO: The presence of a dedicated university police department leads to no difference in incidences of reporting Clery crime data.

### **Discussion and Interpretation of Findings**

The data in this study revealed that there was a statistical difference in the reporting of Clery crimes for IHE's with dedicated university police departments versus IHE's without dedicated university police departments for all categories of crime except hate crimes. The first null hypothesis was rejected for all reported crimes in the category of criminal offenses. The second null hypothesis for reported hate crimes was

not rejected as there was not a statistically significant difference in the relative amount of reporting hate crimes between IHE's with a dedicated university police department and IHE's without a dedicated university police department. The third null hypothesis was rejected for all reported VAWA offenses. The fourth null hypothesis was rejected for all reported crimes in the category of arrests. The fifth null hypothesis was rejected for all reports in the category of disciplinary actions. The sixth null hypothesis was rejected for all reports within the category of fires.

In this researcher's opinion, the spirit of the Clery Act is for IHE's to accurately report data with fidelity so that campus administrators can focus on reducing the occurrence and severity of crime on campus. Data is necessary to accurately depict the types, amount and severity of crime. The data reveal that, with the exception of hate crimes, IHE's without dedicated police departments have lower reporting of crimes. This does not mean that the crime is not occurring on campuses without dedicated police departments. This researcher suggests that IHE's with a dedicated law enforcement presence, in the form of a dedicated university police department, provide an environment that is conducive to compliance and is welcoming to relationship-building with students. A dedicated police force, as enforcers of law, are held to a higher standard and therefore lend to an environment more favorable to compliance with legal requirements. Having positive relationships may produce better crime reporting by community members.

With the premise that budgets are a reflection of a business's values, providing the human and capital resources of a dedicated police department shows an investment in the safety of a university community on behalf of the institutions leadership. Most

notably, Regents or Trustees are charged as being fiduciaries of the institution with arguably the primary fiduciary responsibility being the assurance of a safe campus environment. This researcher believes that this study was valuable and meaningful in that it reveals the importance of campus safety, through the reporting of crime statistics, and the priority of IHE's place in carrying out their fiduciary responsibility in dedicating resources to ensure public safety. Ultimately, police departments are charged with the enforcement of laws and assisting victims of crime. Having police department personnel embedded in the IHE environment provides an opportunity for relationship building between law enforcement and the community thus reducing barriers to accurate reporting. Having an active and dedicated police presence also serves to deter crime by adding a layer of additional security to the campus environment.

In an environment where public IHE's are competing for limited dollars, student and community stakeholders rely on lawmakers and policymakers to appropriately fund mandates. This funding is even more critical as the landscape of higher education is evolving and competing interests exist such as accreditation, pressures to improve graduation rates, revitalization of campus infrastructure, and meeting the requirements of various other laws and regulations. Strategic and continuous investment in campus safety is needed as the prevalence of targeted violence attacks continues in our current climate and campus crime is present. The Department of Education remains the most favorable resting place for the Clery Act as they understand the landscape of higher education and can control funding in a meaningful manner to showcase the value placed on campus safety in the form of compliance.

## **Limitations of the Study**

Upon completion of this study, several limitations were found. The primary limitation was the relatively small sample size of IHE's. This is primarily due to the small number of public four-year IHE's without dedicated university police departments within each defined student population size for comparison. Of the 285 public four-year IHE's with 10,000 or more students, 259 (91%) had a dedicated university police department, and only 26 (9%) did not have a dedicated university police department.

The nature of the data as used in this study categorized crimes into six main categories. Some offenses are more severe than other offenses, and the sub category of crime may be masked. There is variability within each of the six categories relative to the types of reported crimes in each category.

This study was not intended to prove that campuses are safer or have less crime based on the presence or absence of a dedicated university police department. Safety is largely a perception; it is not a direct result of the presence or absence of crime data. The decision for an IHE to invest in a dedicated university police department says something about their commitment to safety.

This study focused on crime reporting. Even though the data largely revealed higher crime reporting at IHE's with a dedicated university police department, it does not reveal whether there is actually more crime occurring at IHE's with a dedicated university police department. Future study is needed to determine the level of accurate reporting of crime at IHE's to determine if public policy needs to change.

This study assumed that data were reported with fidelity by each participating IHE. While there was no guarantee that each IHE reported the data in a dependable, trustworthy, unflinching, sure, authentic, genuine and/or reputable manner, each reporting IHE's risks fines or jeopardizing their funding if they fail to make accurate reports according to the law.

The United States Department of Education established a common set of definitions and each institution is required to have trained campus security authorities (CSA's) who collect crime report information. The data reported were only as good as the level of training and thoroughness of processes for CSA's at each institution.

### **Discussion of the Results in Relation to the Literature**

Literature revealed that non-violent crimes were the most prevalent types of crime reported on college and university campuses (Bromley (1992, 1995), Sloan (1994), Fisher, Sloan, Cullen and Lu (1998), and Volkwein, Szelest, and Lizotte (1995)). This study revealed consistent findings in that disciplinary actions are the most prevalent Clery reportable crimes at IHE's. Arrests and criminal offenses are the second and third most prevalent reportable crimes.

Literature revealed that Campus Security Authorities (CSA's) are an essential part of crime data collection and reporting for IHE's (Gregory (2016), Janosik and Gregory (2002), DeBowes (2014), and McNeal (2007) and that Campus Law Enforcement Officers are an integral part of the campus public safety infrastructure (Janosik (2002)).

While crime was reported for all IHE's in this study, the data revealed that there is a statistical difference in the amount of crime reporting for IHE's with dedicated university police departments versus IHE's without dedicated university police departments.

### **Relationship between the Results and the Theoretical Framework**

The Mazmanian and Sabatier implementation of public policy model was used as the conceptual framework for this study. Mazmanian and Sabatier (1979) stated that this model focused on "traditional regulatory policies in which governmental agencies seek to alter the behavior of private target groups" making this an ideal fit for a study of mandated Clery reporting to the federal Department of Education (p. 539). Their framework focused on four factors which include available resources, economic capacities, technological expertise, and prescribed political rules. The implementation of public policy model highlights three key aspects of social difficulties that affect the ability of governmental institutions to accomplish mandatory objectives include tractability, legislative structuring, and a group of non-statutory variables.

The results of this study reveal that crimes are being reported by IHE's, but it does not address the fidelity of the data reported. To address other non-statutory variables affecting implementation, this study focused on the allocation of IHE resources and the commitment and leadership skill of implementing officials as evidenced by the presence or absence of a dedicated university police department to determine if there was a statistical difference in reporting crimes. This study revealed that the presence of a dedicated university police department resulted in higher crime reporting than IHE's without a dedicated university police department.



## Recommendations for Future Research

This study examined the differences in crime reporting between IHE's with and without dedicated university police departments. Student safety is a topic of concern for various campus community stakeholders to include students, families, faculty, staff, visitors, and local community, state and national policymakers (Baker, 2011). Given the transformative nature of the Clery Act, the following are suggested recommendations for future research:

- A study that focuses on the sub categories of crime in more detail to determine key differences.
- A study to determine if IHE's using crime data to make meaningful changes on their campuses relative to safety.
- A national-level study to determine if there is a difference in crime reporting for IHE's with campus-controlled housing versus 3<sup>rd</sup> party controlled housing and IHE's with no campus housing.
- A study to determine if there is a difference in reported crimes at IHE's based on gender demographics.
- A study to determine if campus safety programming impacts Clery reportable crime statistics.
- A study to determine if the presence of a dedicated Clery Compliance Officer impacts data reporting.
- A qualitative study to determine if the presence of a dedicated university police department lends to an environment that encourages reporting of crime

on campus. If there is no dedicated university police department, do stakeholders know how to report crime?

### **Conclusions**

The purpose of this study was to determine if the number of campus crimes differs significantly for public four-year IHE's, who had approximately the same size student population, with a dedicated university police department versus IHE's that did not have a dedicated university police department. The results of this study revealed that the most prevalent reported crimes were disciplinary actions followed by arrests and criminal offenses. Independent samples t tests were conducted and determined that there was a statistical difference in the amount of crimes reported by IHE's with a dedicated university police department versus IHE's without a dedicated university police department for the crime categories of criminal offenses, VAWA offenses, arrests, disciplinary actions and fires. Hate crimes was the singular crime category analyzed that did not reveal a difference in the crime reporting for IHE's with or without a dedicated university police department. McNeal (2007) concluded that

“despite the need for institutions to fully comply with safety mandates, it is important for the academic community to recognize that the Clery Act statute does not represent a one stop solution to ending campus crime, but rather a symbolic representation of the importance of promoting a safe campus environment through safety programs, public disclosure of crime statistics, adequate security, and a heightened sense of awareness. This symbolic legislation can have a substantive impact on improving campus safety, but it will

only occur through increased commitment by campus law administrators and greater clarity for college safety personnel regarding the procedural requirements of the Clery Act” (pp 112-113).

With this sentiment in mind, IHE’s need to continually evaluate crime on their individual campuses and determine strategies to combat violent crimes. Accurate, reliable data reporting is a catalyst to enact change.

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## **ABBREVIATIONS**

Act: Clery Act (see Clery Act)

ASR: Annual Security Report

Clery Act: Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

CJIS: Criminal Justice Information Services Division

DOE The United States Department of Education

DOJ: Department of Justice

EKU: Eastern Kentucky University

FERPA: Family Educational Rights and Privacy Act

FBI: Federal Bureau of Investigation

HEA: Higher Education Act of 1965

IHE: Institution(s) of Higher Education

LGBTQI: Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex

NIBRS: Uniform Crime Reporting National Incident-Based Reporting System

UCR: Uniform Crime Reporting

VAWA: Violence Against Women Act