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The Clery Act: Student Awareness and Perceptions of Effectiveness at a Public
University and a Private College in East Tennessee

A dissertation

presented to

the faculty of the department of Education Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

by

Jeffrey Mark Jee

May 2016

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Keywords: Clery Act, Effectiveness, Crime Statistics, Fire Statistics, Timely Warnings

ABSTRACT

The Clery Act: Student Awareness and Perceptions of Effectiveness at a Public
University and a Private College in East Tennessee

by

Jeffrey Mark Jee

The U.S. Congress has recognized that safety is essential on our college and university campuses. Incidents such as the Virginia Tech massacre and the death of Jeanne Clery have emphasized the need for legislation that assists students in selecting a safe college and improves their safety by reducing the incidence of crimes and fires. The Clery Act is a federal law that requires colleges and universities to provide annual information on the number and type of crimes on campus as well as the number and cause of fires occurring in the residence halls. The purpose of this study was to determine the perceived effectiveness of the Clery Act by students at two higher educational institutions in East Tennessee.

This study determined that students are not aware of the Clery Act as it relates to the crime and fire statistics to a significant extent. However, students are aware of the Clery Act as it relates to the issuance of safety notices, emergency notifications, or timely warnings by their institution. Students do not tend to use the Clery Act crime and fire statistics in their decisions as to what college to attend, indicating the limited effectiveness of the Clery Act. Lack of use of the Clery Act crime and fire statistics may be related to a lack of awareness of their existence. Students perceive to a significant extent that the reporting of the Clery Act crime and fire statistics as well as the use of safety notices, emergency notifications, or timely warnings, improved their safety

and security while on campus. The Clery Act mandated use of safety notices, emergency notifications, or timely warnings issued by the institution results in students changing their behavior to protect themselves and their property. Students perceive that the reporting of crime and fire statistics as well as the use of safety notices, emergency notifications, or timely warnings, has reduced crime and fires on campus.

DEDICATION

I would like to dedicate this study to my wife Alisa, who put up with my long nights studying, doing homework, and writing papers. Thank you for your patience and understanding.

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CHAPTER 1

INTRODUCTION

Jeanne Clery, a student at Lehigh University located in Bethlehem, Pennsylvania, was beaten, raped, and murdered in her dormitory room on April 5, 1986 (Fine & Gross, 1990). An investigation by local authorities culminated in the arrest of another Lehigh University student who was eventually convicted of murder and sentenced to death. As a result of intense lobbying by her parents, Connie and Howard Clery, and the media scrutiny that followed, the U.S. Congress passed the Student Right-to-Know and Campus Security Act of 1990. This piece of legislation would later become known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, requiring all public and private higher education institutions that receive federal Title IV funding to report their crime data to the Department of Education and publish an annual crime report for the purpose of advancing campus safety and security (McNeal, 2007). The Clery Act requires colleges and universities to report their crime statistics and security policies for the main purpose of (1) providing information to potential students so they can factor campus security into their decision as to what college or university to attend, (2) providing safety notices, emergency notifications, and timely warnings to students so they can alter their behavior to protect themselves and their property, and (3) reducing the incidence of campus crime (Janosik, 2004). Colleges and universities must also report various crime occurrences and disciplinary offenses such as murder, robbery, forcible sex offenses, non-forcible sex offenses, burglary, aggravated assault, manslaughter, arson, motor vehicle theft, weapons possession, drug related violations, and liquor law violations (Mann & Ward, 2011). College and university officials are also required to collect and report information on hate crimes

that result in bodily injury when the victim was selected based on gender, race, religion, disability, sexual orientation, or ethnicity (Mann & Ward, 2011). Then in 2008 Congress added an amendment to the Clery Act requiring colleges and universities to give emergency notifications, in addition to timely warnings already required since the law was first enacted, by immediately notifying the campus community of any emergency situation that represents a threat to the safety of students (Fossey, 2010). Timely warnings are issued due to a Clery Act crime that presents an on-going threat to campus employees and students, while emergency notifications are issued due to a broad range of events such as an armed intruder, natural disaster, and chemical spill (Carter, 2013). Timely warnings and emergency notifications are usually transmitted to students via texts, emails, web alerts, and outdoor sirens, giving students an opportunity to change their behavior or activities to protect themselves and their property. Adding the campus police telephone number to their cell phone contacts, parking in well-lit areas, and using police escorts to parked vehicles are examples of changes in behavior that strive to protect the well-being of students and their property (Aliabadi, 2007). Additionally, the Clery Act was revised in 2008 to require the reporting of fire statistics, including fire protection systems in the residence halls, such as sprinklers, standpipes, and fire alarm systems, and the use of fire drills, fire evacuation training, and fire safety training (Manning & Ward, 2011). Similarly, the fire statistics and the fire safety reports, which are included in the overall campus security reports and published on every institution's website, also provide information to potential students so they can include campus fire safety into their decisions as to what college or university to attend.

Statement of the Problem

Because the goals of the Clery Act center around the use of crime and fire statistics as well as the associated policies in making college selection decisions, it was determined that the research questions should begin with the student's knowledge or lack of knowledge regarding the Clery Act. Knowledge of the existence and purpose of the Clery Act and the information that it provides is a prerequisite to its effective use. The next logical question was whether students are using either the crime or fire information in deciding what college to attend. This study then asked whether students perceived that the reporting of crime and fire statistics and the use of safety notices, emergency notifications, or timely warnings improved their safety and security. This study ascertained whether students were aware of their institutions' provision of safety notices, emergency notifications, or timely warnings, and whether they used these notifications to change their behavior in protecting themselves or their property. This study was used to investigate whether students perceive that the incidence of crimes and fires have diminished as a result of the Clery Act. To date a limited amount of research has been conducted as to the efficacy of the Clery Act concerning crime statistics and the incidence of crime (Fisher & Sloan, 2013). Therefore, this study seeks to determine the perceived efficacy of the Clery Act at two higher educational institutions in East Tennessee, one a regional public institution and the other a small private Christian college.

During the 2013-14 academic year, four robberies, seven aggravated assaults, 27 burglaries, two arsons, two accidental fires, four vehicle thefts, 39 liquor law violations, 83 drug-related violations, and 14 weapons possession violations were reported at a particular regional public university in East Tennessee. During the same time period, nine liquor law violations were reported at the small private Christian college in the same area. These types of crimes can

negatively affect students in many ways, both physically and mentally, distracting many students from focusing on their studies and academic goals. The goal of the Clery Act was to provide crime and fire statistics, including the institution's security and safety policies, in an effort to provide students and parents with important information by which to make their college selection decision. Additionally, the Clery Act mandates the provision of emergency notifications and timely warnings to students so they can alter their behavior to protect themselves and their property, potentially reducing the incidence of campus crimes and fires. The purpose of this study was to determine the perceived effectiveness of the Clery Act by students at two higher educational institutions in East Tennessee. The factors which were used to determine perceived effectiveness consist of:

1. The students' awareness of the Clery Act, including the crime statistics (campus security report), fire statistics (fire safety report), and safety notices, emergency notifications, or timely warnings issued by their institution.
2. The students' use of the crime statistics (campus security report) and fire statistics (fire safety report) in choosing what college to attend.
3. The students' perception as to whether the crime information (campus security report) and fire information (fire safety report) have improved their safety and security.
4. The students' use of safety notices, emergency notifications, or timely warnings and subsequent behavioral changes to protect themselves or their property.
5. The students' perception as to whether the reporting of the crime statistics (campus security report) and fire statistics (fire safety report) has reduced the incidence of crime and fires on their campus.

Research Questions

The research questions addressed in this study can be categorized into five dimensions as listed in Table 1 below:

Table 1

Dimensions of the Research Questions

Dimension #	Description	Research Question #
1	Awareness of the security report, fire safety report, safety notices, emergency notifications, or timely warnings	1, 2, 3, 4, 5, 6
2	Use of the security or fire safety report when selecting a college	7
3	Improvement in student safety and security due to the security report, fire safety report, safety notices, emergency notifications, or timely warnings	8, 10
4	Change in behavior due to safety notices, emergency notifications, or timely warnings	9
5	Reduction in crime and fires due to the security report, fire safety report, safety notices, emergency notifications, or timely warnings	11, 12

The following research questions were addressed by this study:

Research Question 1: Are student's scores significantly different from the test value of 4 as it relates to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

Research Question 2: Is there a significant difference of awareness scores between males and females they relate to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or

timely warnings by their institution?

Research Question 3: Is there a significant difference between the responses of students who experienced a crime or fire prior to attending college and those who did not experience a crime or fire prior to attending college as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

Research Question 4: Is there a significant difference between responses of campus residents and non-campus residents as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

Research Question 5: Is there a significant difference between responses of public and private institution students as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

Research Question 6: For students who are aware of the Clery Act campus security and fire safety report, how were they made aware of the institution's provision of crime and fire statistics?

Research Question 7: Do students use the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) to a significant extent in their decisions as to what college to attend?

Research Question 8: Do students perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) improves their safety from crimes and fires while on campus to a significant extent?

Research Question 9: Do students change their behavior to protect their property or personal well-being due to the use of safety notices, emergency notifications, or timely warnings issued by their institution to a significant extent?

Research Question 10: Do students perceive that the use of safety notices, emergency notifications, or timely warnings by their institution has improved their security while on campus to a significant extent?

Research Question 11: Do students perceive that the reporting of crime statistics (campus security report) and fire statistics (fire safety report) reduces crime and fires on their campus to a significant extent?

Research Question 12: Do students perceive that the use of safety notices, emergency notifications, or timely warnings reduces crime on their campus to a significant extent?

Significance of the Study

The regional public institution has established a Clery Act committee, composed of the Dean of Students, the Director of Environmental Health and Safety, the Director of Housing and Residence Life, the Associate Vice-President of Administrative Services, the Vice-President for Student Affairs, a lieutenant with Public Safety, and the Special Assistant to the President. A recent survey by Campus Safety Magazine indicated that 77% of colleges and universities have a designated Clery Compliance Officer to study the Clery Act reporting requirements and coordinate the university's compliance efforts (Gray, 2015). A significant amount of time and effort was dedicated to collecting the correct information and presenting it in a report format that was compliant with the federal Department of Education's guidelines. If the Department of Education finds that a college or university has misrepresented crimes such as robbery, sex

offenses, or homicides, a \$35,000 fine can be levied against the institution for each violation. Additionally, failure to issue a timely warning can also subject an institution to the \$35,000 fine (Campus Safety Staff, 2012). This study regarding the perceived effectiveness of the Clery Act was significant because resources for higher education have become more and more constrained in today's economy. For example, the State of Tennessee provides only about 26% of ETSU's operating budget, placing an increasing financial burden on our students and other sources of revenue (M. Pate, personal communication, June 3, 2015). Institutions must insure that these limited resources, which have been expended in providing Clery Act compliance, are producing effective results.

Gregory and Janosik (2002) stated that one of the purposes of the Clery Act was to reduce the incidence of crime. Safety of students is paramount as murders and fire deaths on-campus can ruin the reputation of a college, adversely affecting enrollment. This factor highlighted the significance of this study, as it attempted to ascertain the effectiveness of the Clery Act at two higher educational institutions in East Tennessee, which is directly related to the reduction of crime and fires, potentially improving the safety and security of students while on-campus and protecting the reputation of the institution.

Aliabadi (2007) conducted a study using a survey of 511 students from Pepperdine University, University of Southern California, and the University of California Riverside. Almost 90% of the respondents indicated that they had no knowledge of the Clery Act. Emphasizing the ineffectiveness of the act as it relates to student familiarity, only 0.4% of respondents were very knowledgeable about the Clery requirements and 2% were somewhat knowledgeable about the Clery requirements. Students must be aware of the Clery Act so that they can use this information to their benefit. Colleges and universities are required by the Clery

Act to make the campus security report available to students. The regional public university uses student applications, parent handbooks, undergraduate catalogs, graduate catalogs, orientations, and the university website to notify students of the availability of the campus security and fire safety report that contains the crime and fire statistics. This study ascertained how students became aware of the campus security report and provides a basis for evaluating how to better notify students of the availability of the campus security and fire safety report and the useful information contained therein. Making students aware of the crime and fire information should benefit students by enhancing their safety and security while on campus.

All potential benefits associated with this study, such as better use of financial resources due to effectiveness of the Clery Act, reduction in crime and fires, improvement of student safety and security, and better awareness of the campus security report, can be extrapolated to similar situations in other higher education institutions throughout the country (Patton, 2002). A review of the studies currently available indicates that the effectiveness of the Clery Act has not been studied in-depth, providing an important motivation and reason for conducting a study of this magnitude (Fisher & Sloan, 2013).

Definitions of Terms

The following terms have been defined in order to bring greater clarity to the use of language describing legal and fire protection issues discussed in this study.

Emergency notification: Notification of any emergency situation that constitutes a threat to the safety of faculty, staff, and students on campus (Carter, 2013).

Standpipe system: “an arrangement of piping, valves, and hose connections, installed in a building with the hose connections located in such a manner that water can be discharged through attached hoses for the purpose of extinguishing a fire” (Bryan, 1997, p. 2).

Timely warning: A notification by the college or university, advising students and campus employees that there has been a criminal incident that represents an on-going threat to campus occupants (Fossey, 2010).

Delimitations and Limitations of the Study

The subjects of this study are delimited to students at two higher education institutions in East Tennessee. Included in this population are undergraduate, graduate, campus resident and non-resident students. The perceived effectiveness of the Clery Act was measured using a Likert-type scale survey specifically designed for this study. This study was delimited to students at two East Tennessee higher education institutions who voluntarily completed and returned the questionnaire.

Generalization of the results of this study to comparable subjects was not possible as a non-random convenience sampling was utilized for this quantitative study. This limitation was due to the potential that the sampling does not sufficiently represent the population and therefore represents a unique sample (McMillan & Schumacher, 2010).

Overview of Study

This study was presented as follows: Chapter 1 introduced the topic with a brief history of the inception of the Clery Act, a statement of the problem caused by crime and fires, 12 research questions regarding the perception of the Clery Act, the significance of this study,

definitions of various terms used in this presentation, and several delimitations/limitations of this study.

Chapter 2 presented a literature review of other studies conducted concerning the effectiveness of the Clery Act at various institutions of higher education. The literature review focused on the history of the Clery Act, requirements of the Clery Act, the annual fire safety report, awareness of the Clery Act by university officials, parents, and students, the use of the Clery Act information in selecting a college or university, whether students change their behavior due to the Clery Act to protect themselves and their property, the impact of the Clery Act on crime frequency, and how the effectiveness of the Clery Act should be improved.

Chapter 3 presented the methodology used in this study, including the research questions and null hypothesis, population and sample, survey instrument, data collection procedure, and data analysis. Chapter 4 presented the findings of each research question, and Chapter 5 presented the summary, conclusions, and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

The Clery Act, passed by Congress in 1990, required colleges and universities to report their crime statistics and security policies for the main purpose of (1) providing information to potential students so they can factor campus security into their decision as to what college or university to attend, (2) providing safety notices, crime alerts, and timely warnings to students so they can alter their behavior to protect themselves and their property, and (3) reducing the incidence of campus crime (Janosik, 2004). Colleges and universities must also report various crime occurrences and disciplinary offenses such as murder, robbery, forcible sex offenses, non-forcible sex offenses, burglary, aggravated assault, manslaughter, arson, motor vehicle theft, weapons possession, drug related violations, and liquor law violations (Mann & Ward, 2011). In 2008 the Clery Act was amended by requiring colleges and universities to issue emergency notifications, in addition to timely warnings already required since the law was first enacted, by notifying campus occupants of any emergency situation that constitutes a threat to the safety of faculty, staff, and students. Additionally, the 2008 amendment required reporting of fire statistics through the use of a fire incident logbook, documenting every fire occurrence in the residential facilities for a period of three years. This amendment also required the publication of an annual fire safety report that described the fire protection systems that have been installed in the residence halls, such as sprinklers, standpipes, and fire alarm systems. The annual fire safety report must also include the university's fire safety programs such as the use of fire drills, fire evacuation training, fire code inspections, and fire safety training (Mann & Ward, 2011). Numerous studies (e.g. Gregory & Janosik, 2002b; Janosik, 2004; Janosik & Plummer, 2005)

have been conducted with students, parents, college administrators, senior student affairs officers, assault victim advocates, judicial officers, senior housing administrators, law enforcement officials, and women's center directors in an effort to determine the effectiveness of the Clery Act by measuring awareness of the act, student use of crime statistics in their college selection decisions, student change in behavior due to the crime report, and the frequency of the incidence of crimes. The findings of these studies indicate that the Clery Act has not significantly reduced the incidence of crimes or changed student behavior to protect themselves or their property, and that most students and parents are unaware of the Clery Act and do not use the crime report to select a college (Aliabadi, 2007). For instance, Gregory and Janosik (2002) conducted a study in which 70% of senior university police official respondents believed that crime was not reduced as a result of the Clery Act, while Aliabadi (2007) established that only 18% of student respondents from three California universities changed their behaviors to protect themselves or their property. Additionally, Bush (2011) conducted a study of 1,000 Northern Michigan University students, revealing that only 25% of respondents were familiar with the Clery Act and its requirements. Gehring and Janosik (2003) also surveyed 9,150 undergraduate students in which only 8% of respondents used the Clery Act crime information in making their college selection.

History of the Clery Act

Jeanne Clery was murdered by another Lehigh University student who managed to enter her residence hall through entry doors left propped open by students for convenience (Fine & Gross, 1990). He was convicted in April 1987 of murder, rape, robbery, and burglary and was sentenced to death by electrocution (Elwell, 1988). His death sentence was overturned in 2002,

and he forfeited all appeal rights in exchange for a life sentence without the possibility of parole (Braden, 2002). Public outcry, coverage by the media, congressional hearings, and a relentless campaign by her parents resulted in the adoption by Congress of a piece of legislation called The Student Right-to-Know and Campus Security Act of 1990, which amends the Higher Education Act of 1965. On September 1, 1991, this legislation was signed into law by President Bush (Cullen, Fisher, & Sloan, 1997). The Student Right-to-Know and Campus Security Act required that public and private colleges and universities that receive federal Title IV funding, report their crime data to the Department of Education and publish an annual crime report for the purpose of advancing campus safety and security by requiring public disclosure of incidents of crime (McNeal, 2007). This Act also required disclosure of the institution's security policies, as well as the issuance of timely warnings when there has been a criminal incident that represents an on-going threat to campus occupants (Cullen et al., 1997).

In 1992 Congress passed the Campus Sexual Assault Victim's Bill of Rights, amending the Student Right to Know and Campus Security Act by giving certain basic rights to sexual assault victims on campus. Additionally, this amendment required institutions to develop and disseminate a policy outlining their campus sexual assault programs that target the prevention of sexual offenses including the procedure that must be followed when a sex offense occurs on campus (Bahr, 2014).

In an effort to improve this legislation Congress enacted the Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act as a portion of the Higher Education Amendments of 1998. The major accomplishments of the amendments were to change the classification of crime categories to include manslaughter and arson, mandate the use of daily

crime logs, and require colleges and universities to collect crime statistics from off-campus facilities such as fraternity and sorority houses as well as on-campus statistics (McNeal, 2007).

In October of 2000 the Clery Act was amended by the Campus Sex Crimes Prevention Act, which required institutions to notify campus occupants when registered sex offenders are on campus. The Campus Sex Crimes Prevention Act modified the Family Educational Rights and Privacy Act of 1974 to allow colleges and universities the ability to disclose information they receive from state community notification and sex offender registration programs. Additionally, the Campus Crimes Prevention Act supplemented the Jacob Wetterling Crimes Against Children and Sexually Violent Offenders Registration Act by specifically ensuring that states obtain information regarding the enrollment or employment of registered sex offenders at institutions of higher education and provide this information to appropriate campus police or law enforcement authorities (U.S. Department of Education, 2002).

The Clery Act was amended again in 2008 to include a requirement for university officials to issue emergency notifications when a broad range of potential threats could negatively affect the health and safety of employees and students on campus (Janosik & Wood, 2012). Additionally, any crime involving hatred toward people based on race, gender, or sexual preference was added to the reporting mandate. Also, universities that provide housing facilities for students must implement and disclose their policy regarding missing student procedures. The Department of Education required university officials to follow “three guidelines with respect to crime reporting policy: (a) disclose policies, (b) maintain crime records, and (c) provide the campus community with timely and accurate information” (Janosik & Wood, 2012, p. 10). So, for the first time fire statistics and fire safety information regarding on-campus housing were

required to be reported on an annual basis through a document called the annual fire safety report.

In its present form the Clery Act is composed of a myriad of requirements that necessitate careful thought and planning to adequately comply with the law. Mann and Ward (2011) wrote a guide to assist university officials in preparing the campus security and fire safety report, called *The Handbook for Campus Safety and Security Reporting*, which is a step-by-step compendium on how to comply with the Clery Act. Violations of the Clery Act are currently \$35,000, requiring university officials to read and study the entire document to adequately adhere to the Clery Act and avoid nuisance fines (Campus Safety Staff, 2012).

Clery Act Requirements

The Clery Act was officially renamed in 1998 as the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics* and required colleges and universities to provide specific information regarding university crimes and fires, including immediate notifications to students, faculty, and staff to protect their lives and property. *The Handbook for Campus Safety and Security Reporting* (Mann & Ward, 2011), published by the U.S. Department of Education, required colleges and universities that receive Title IV funding to collect and classify crime statistics providing the past three years of crime incidents to students, faculty, and staff. These crime statistics must be published in an annual campus security report that contains three years of crime statistics including the university's policies and programs involving safety and security. This report must be disseminated to current students, faculty, and staff. Prospective students and employees must be notified that the university's campus and security report is available. The annual crime statistics must also be electronically submitted by location, type, and date to the

U.S. Department of Education every year by October 1st. Additionally, the university must maintain a daily crime log documenting criminal incidents if the institution provides a campus security or police department for the protection of the campus community. The daily crime log must be made available for inspection by the general public during normal business hours (Mann & Ward, 2011).

Stafford's 2012 guide for complying with the Clery Act entitled "A President's Guide to the Clery Act" stated that the Clery Act required colleges and universities that receive Title IV funding to collect and classify fire incidents that occur in residential facilities owned or leased by the institution. These fire incidents must be published in an annual fire safety report outlining the number of fires and their causes, fire related injuries and deaths, and property losses due to fires. Additionally, the university must maintain a fire incident logbook documenting any incidents of fire that occur in the university's residential facilities. The fire incident logbook must contain the (1) date the fire was reported, (2) date and time of the fire, (3) address of the facility where the fire occurred, (4) cause of the fire, (5) dollar loss due to the fire, and (6) whether any injuries or fatalities occurred due to the fire. In addition to publishing the occurrence of fire incidents in the annual fire safety report, the institution must electronically submit the institution's fire statistics by location, cause, and date to the U.S. Department of Education every year by October 1st (Mann & Ward, 2011).

In addition to collecting, classifying, and reporting crimes and fires to the U.S. Department of Education and the general public, universities and colleges that receive Title IV funding must issue timely warnings and emergency notifications to protect students, faculty, and staff from ongoing threats to the campus community. These notifications must be made to students, faculty, and staff as soon as the institution becomes aware of the potential for an

ongoing threat due to criminal activity or an emergency condition such as dangerous weather or a hazardous material release (Mann & Ward, 2011). Another notification required by the Clery Act involves the university's missing student notification procedure, which must be disclosed by the institution in the annual campus security report if residential facilities are provided for students (Stafford, 2012).

Collect and Classify Crime Statistics

The Clery Act mandated that higher education institutions report three general types of statistics involving crime: 1) criminal offenses including murder, negligent manslaughter, non-negligent manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson, 2) hate crimes including any of the crimes mentioned above, as well as larceny-theft, intimidation, simple assault, vandalism of property resulting from bias, and 3) arrests and disciplinary action referrals due to carrying or possessing weapons, liquor law violations, and drug abuse violations (Stafford, 2012).

Crime reports must be collected from campus security authorities (CSA's) as well as the local law enforcement agency. CSA's are those individuals and organizations that are associated with the institution and with whom students may be more inclined to report a crime. For instance, a student living in a dormitory may be likely to report a sexual offense to a resident advisor rather to the campus police department. Other examples of CSA's are a physician working in a campus health clinic, a Greek affairs coordinator, an athletic director, and a student affairs official (Mann & Ward, 2011).

Issue Timely Warnings and Emergency Notifications

The Clery Act required that higher education institutions issue emergency response and evacuation procedures when a dangerous situation presents “an immediate threat to the health or safety of students or employees occurring on the campus” (Mann & Ward, 2011, p. 97). This section of the Clery Act requirements ensured that the institution has an emergency plan, periodically tested the plan, evaluated the results of the test, and then published the plan to the campus community. A statement of policy concerning the institution’s emergency response and evacuation procedures must be included in the campus security report (Stafford, 2012).

The Clery Act also required that higher education institutions issue timely warnings (Carter, 2013). Timely warnings alert the campus community when certain crimes occur that constitute an on-going threat to students, faculty, and staff, potentially preventing the occurrence of similar crimes by aiding campus occupants in changing their behavior to protect their property and themselves. An example of a timely warning issued by the regional public institution has been included as Appendix F. Timely warnings must be issued as soon as the relevant information becomes available and are usually transmitted by text messaging and emails. A policy statement regarding the institution’s issuance of timely warnings must be submitted in the campus security report.

Security Policies That Must be Published in the Campus Security Report

Stafford’s (2012) guide to complying with the Clery Act listed the following policies to be included in the annual campus security report:

1. A policy for preparing the annual campus security report.

2. A policy that addresses how to report criminal offenses, including a listing of the campus security authorities, detailing the titles of each person designated as a CSA.
3. A policy concerning the issuance of timely warnings.
4. A policy concerning security and access to college facilities during business and non-business hours.
5. A policy concerning the campus law enforcement authority.
6. A policy outlining the working relationship between the campus law enforcement authority and local and state law enforcement agencies.
7. A policy that encourages the prompt and accurate reporting of all crimes.
8. A policy that addresses security awareness and crime prevention programs for students, faculty, and staff.
9. A policy concerning how the university addresses criminal activities in off-campus facilities.
10. A policy concerning the use, possession, and sale of alcoholic beverages and illegal drugs.

The Annual Fire Safety Report

The Handbook for Campus Safety and Security Reporting (Mann & Ward, 2011), provided instructions and examples on how to prepare the annual fire safety report. Four of the 14 chapters in this publication were dedicated to explaining the type of fire safety information that must be included in the annual fire safety report. This report was required to contain the most recent three years of fire data, including every incident of fire that has occurred in each

residential on-campus building. Each student housing facility must be listed with the type of fire protection systems installed, such as sprinkler, standpipe, and fire alarm systems. The number of fire drills conducted, the university's student housing evacuation procedures, and the policies on open flames, smoking, and portable electrical appliances in the residence halls must be reported. Another reporting requirement necessitates the listing of the university's policy regarding the provision of fire safety training and education programs for students and employees. Lastly, any planned future improvements to fire safety must be listed in the annual fire safety report.

These new fire safety reporting requirements were included as part of the annual fire safety report, which may be published together with the campus security report as long as the document title clearly states that both reports are contained within the overall document (Stafford, 2012). If the reports were published separately, each report must provide information as to how to access the other report. But, the importance of the information contained within the fire safety and campus security reports is minimized if university officials, students, and parent are not aware of the existence and potential use of these reports.

Awareness of Clery Act Requirements by University Officials

University officials must be aware of the Clery Act requirements in order to comply with the act, promote crime prevention, and encourage campus safety (Gregory & Janosik, 2009). The Department of Education was responsible for notifying higher education institutions of their responsibilities under the act by providing guidelines as to how to comply with the act and auditing submitted reports as an enforcement mechanism. Gregory and Janosik (2006) reported that approximately 98% of the respondents affirmed they were cognizant of the Clery Act and the provisions of this legislation. They concluded that the frequency of crimes occurring within

the residential facilities, including the financial and human cost associated with crime incidents, requires housing officials, as campus leaders, to be familiar with the Clery Act requirements in an effort to limit the liability of the university. In another study by Gregory and Janosik (2009) approximately 98% of senior student affairs officers reported being cognizant of the Clery Act, with officials at 4-year institutions being significantly more likely to be familiar with the Clery Act than their 2-year counterparts. Other relevant studies (e.g. Gregory & Janosik, 2009; Janosik, 2004) indicated that university officials who were responsible for complying with the Clery Act, assisting students in becoming familiar with its requirements, and improving the safety of students and their property were cognizant of the act and its provisions.

Student and Parent Awareness of the Clery Act and Their Use of the Annual Crime Statistics in Choosing Their College

Students and parents must be aware of the provisions of the Clery Act regarding the annual campus security and fire safety reports and review the available crime and fire data in order to make informed decisions about which college or university to attend (Bush, 2011). The Clery Act mandated the publication of the annual fire safety report to make students and parents aware of the incidence of fires and whether residential facilities have been installed with sprinkler and fire alarm systems to protect students from fire injuries and death. The Clery Act also required publication of the annual campus security report to make students and parents aware of the incidence of crimes on campus (Stafford, 2012). Several studies have been conducted to determine whether students and parents were actually aware of these federally required provisions. For example, Bush (2011) found that 75% of respondents were not familiar with the Clery Act, while 25% had some knowledge of the act and its requirements. Of the

respondents who were aware of the act, only 4% indicated that they used the crime statistics in choosing their college, indicating that this legislation was not accomplishing one of its main purposes of informing students of campus crime and the incidence of fires to assist them in choosing a college.

Gregory and Janosik (2006) found that approximately 11% of senior housing administrators perceived that students were aware of the Clery Act, while 13% did not. Regarding students' use of the crime statistics in making their college decisions, only 9% of respondents indicated that students were influenced by the Clery Act crime statistics when considering where to attend college. Almost 75% of respondents did not know whether students used the crime statistics in making their college decisions and 16% of respondents indicated that the crime statistics had no impact on student decision making regarding college selection.

Aliabadi (2007) reported that 90% of students indicated they had no knowledge of the Clery Act. Emphasizing the ineffectiveness of the act as it related to student familiarity, only 0.4% of respondents knew a lot about the Clery Act requirements and only 2% were somewhat knowledgeable about the Clery Act requirements. Regarding the use of crime statistics in making the college choice, almost 86% of responding students did not look up the crime statistics before selecting their college, indicating that students were not aware of the availability of crime statistics or that the incidence of crime was not important to students when choosing an educational institution.

Janosik (2004) surveyed parents from a large research university and reported that approximately 26% of the respondents were cognizant of the Clery Act and approximately 25% remembered reading the crime data summary sheet in their student's admissions envelope. Approximately 15% of respondents read the institution's annual crime report before attending

summer orientation with their child. Only 6% of parents remembered the crime summary when making their enrollment decisions. Janosik commented that parent and student responses to questions regarding knowledge of the Clery Act and use of the crime statistics in their college selection have been strikingly similar. The results of this study indicated the ineffectiveness of Clery Act, as students and parents are not using the crime data in their college selection, which is one of the primary purposes of the Clery Act legislation.

Gehring and Janosik's 2003 results were consistent with other study results (e.g. Bush, 2011; Gehring & Janosik, 2006), in that only 27% of students were cognizant of the Clery Act. Women were significantly less aware of the act than men, while students who were previous crime victims were significantly more aware of the act than students who had no previous experience with crime. Consistent with other studies reviewed, only 8% of respondents were influenced by crime data in choosing their college. Gehring and Janosik (2003) noted that 60% of respondents used formats other than the Clery annual report, such as news articles and flyers, to keep themselves informed about the incidence of crime on their campus.

In a 2005 study by Janosik and Plummer involving assault victim advocates, approximately 8% of respondents indicated that students attending private institutions were aware of the Clery Act. Only 2% of respondents indicated that students attending public institutions were aware of the Clery Act. Fifteen percent of respondents indicated the crime statistics provided by the Clery Act influenced the college choice decisions of students attending private institutions. Only 3% of respondents indicated that the Clery Act influenced the college choice decision of students attending public institutions.

As the aforementioned studies indicated students and parents are mostly unaware of the provisions of the Clery Act. This lack of awareness precludes students and parents from using

the crime data to accomplish one of the main goals of the act - assistance in choosing a safe college. Therefore, Janosik (2004) concludes that the Clery Act has been ineffective.

Clery Act Crime Data and Student Behavior

One of the main purposes of the Clery Act was to furnish crime data for students to use in protecting themselves and their property, increasing campus security in general, and decreasing the incidence of crime. In a 2006 study by Gregory and Janosik in which senior housing administrators were surveyed, approximately 16% of the respondents indicated that the Clery Act changed student behavior concerning how they protected themselves from crime. Only 14% of respondents indicated that students altered the way they moved about campus as a result of the crime data. In contrast, 53% of respondents indicated that students changed their behavior and 45% perceived that students altered the way they moved about campus as a result of campus crime prevention programs.

In Aliabadi's 2007 study only 18% of respondents indicated that they changed their behavior after being given Clery Act crime reports. Examples of how students changed their behavior included being more aware of their surroundings, programming the telephone number of public safety in their cell phones, and being more proactive about crime prevention.

In Janosik's 2004 study involving parents approximately 58% of respondents indicated their children would change the way they protected their property as an outcome of the information contained in the Clery crime report. Only 13% indicated their children would not change the way they protected their property and 29% did not know whether their children would change their behaviors due to Clery crime report information. Approximately 53% of respondents indicated that their children would change the way they protected themselves in

response to reading the institution's annual crime report, while 17% indicated they did not believe their children would change the way they protected themselves. Thirty percent of parents responded they were unaware how their children would respond. Approximately 52% of parents indicated their children would change the way they moved about campus due to reading the crime report information, while 17% did not, and 31% responded they did not know (Janosik, 2004). In regard to the percentage of students altering their behavior due to the annual crime statistics, parents' responses about their children's potential behavior represented the highest percentages of all the studies reviewed.

Janosik (2001) and Woodhams (1999) ascertained that student awareness as well as students' use of the crime information in changing their behaviors to protect themselves and their property was low. These two factors, low awareness and low use of the crime information, prompted Hartle (2001) to deduce that the Clery Act itself has minimal effect on student behavior. While these studies show that the Clery Act does little to convey crime information to students, Gehring and Janosik (2003) found that 60% of respondents learned about campus crime from sources other than the Clery Act crime report, such as news articles and campus flyers. Of these students 41% reported that they changed the manner in which they protected themselves, 37% changed the manner in which they protected their property, and 25% changed the manner in which they moved about campus due to crime information from other sources. Gehring and Janosik concluded that crime information from sources other than the Clery Act crime report appeared to produce higher percentages of student awareness as it relates to crime as well as higher changes in student behavior to protect themselves and their property.

Gregory and Janosik (2002) surveyed senior campus police officials to gauge the effectiveness of the Clery Act and how it has influenced the behavior of students. Only 10% of

respondents indicated that students altered how they protect themselves and their property due to the Clery Act crime report. Consistent with Gehring and Janosik (2003), approximately 36% of respondents indicated that students changed the manner in which they protected property as a result of information obtained from non-Clery Act sources. Approximately 30% of respondents indicated that non-Clery Act crime related information changed the manner in which students moved about campus.

Gregory and Janosik (2009) studied senior student affairs officers to measure their perception of the effectiveness of the Clery Act. Approximately 22% of respondents indicated that students altered their behaviors to protect themselves due to the annual crime report. Additionally, 20% indicated that students altered their conduct to protect their property and 18% indicated that students altered the way they moved about campus as a result of the annual crime report.

As reported in the literature, most students are unaware of the Clery Act and its mandate to publish annual crime data, which makes it impossible for the majority of students to use this information in making their college decision. This lack of awareness regarding the annual crime data may also prevent students from using the annual crime report to modify their behavior on campus to enhance the protection of themselves and their property. Another reason why students and the campus community may not modify their behavior on campus involves their perception of whether the campus and the surrounding community are safe (Gregory & Janosik, 2006).

Student Perception of Campus Safety

Gregory and Janosik (2006) found that approximately 41% of responding housing officers indicated their campus community was very safe, while 56% indicated their campus was

safe. Only 3% considered their campus community to be unsafe or very unsafe. Additionally, 91% of respondents indicated the community around the campus was either safe or very safe, while only 8% thought the community around the campus was very unsafe or unsafe. It is obvious that the majority of university housing professionals believe their campuses and the surrounding community are safe or very safe, confirming previous results of Gregory and Janosik (2003), who indicated that the incidences of almost every type of crime are higher in society at large than on U.S. campuses.

The Impact of the Clery Act on Campus Crime

Janosik (2004) contended that the reduction of campus crime should be considered the primary goal of the Clery Act. Reductions of crimes and fires will reduce the number of victims, injuries, and deaths, improving the quality of life for campus residents. Gregory and Janosik (2002b) examined whether the Clery Act had any effect on decreasing campus crime by surveying senior university police officials. Approximately 83% of the respondents were chief officials, while 17% were campus police officers. Fifteen percent of respondents indicated that campus crime had decreased since the implementation of the Clery Act, while 15% reported that crime had increased. The remaining 70% of respondents indicated there was no change in the frequency of crime due to the Clery Act.

Janosik and Plummer (2005) conducted a study using a survey of 344 assault victim advocates. Only 3% of respondents indicated that campus crime decreased due to the implementation of the Clery Act.

In a 2009 study by Gregory and Janosik involving senior student affairs officers, approximately 47% of respondents indicated that campus crime did not decrease due to the

implementation of the Clery Act. Only 5% of senior student affairs officers reported that the Clery Act had somehow reduced crime. Approximately 48% of respondents did not know or lacked knowledge as to whether the Clery Act reduced campus crime.

According to the literature cited here the act has not decreased the incidence of campus crime or accomplished the purposes of the act outlined in this review. The relevant research regarding the efficacy of the Clery Act indicated that this legislation, other than improving the reporting of crime and fire statistics, has not accomplished its designated purposes and requires university administrators as well as the United States Department of Education to make changes in implementation to improve its effectiveness (Gregory & Janosik, 2002a).

Improving the Effectiveness of the Clery Act

The literature provided consistent evidence that most students and parents were not aware of the Clery Act and its provisions. The intended recipients of the Clery Act information need to be cognizant of the campus crime and fire demographics if they are to use this information in making their college selection decision and any behavioral changes on campus that lessens the probability of becoming a victim of crime. Bush (2011) suggested that the way in which the Clery crime information is provided to students should be changed in an effort to get them to recognize and use the information. Bush speculated that it may be more effective to include information regarding crime and fire data on the university website at the application page for prospective students or in the admissions packet for new students upon registration.

Aliabadi (2007) suggested that the federal government should initiate a media campaign, coordinated through the United States Department of Education, to increase student and parent awareness of the provisions and goals of the Clery Act. Aliabadi speculated that such a

campaign could dramatically improve the familiarity of students and parents with the Clery Act and its designated purposes.

Additionally, Aliabadi (2007) argued that students remember what they are told by their resident advisors in their residence halls, suggesting that residence life staff play a larger role in disseminating Clery Act information to students. In his survey of undergraduate students, 23% of respondents learned about crime safety from a resident assistant and 21% from campus police.

Gregory and Janosik (2002a) suggested that the federal government fund various aspects of the Clery Act such as gathering of the crime data and compiling reports for publication. The provision of government funding would motivate college administrators to provide high quality information in the annual crime and fire safety reports. Additionally, Gregory and Janosik suggested the creation of an Office of Clery Act Compliance, as an agency of the United States Department of Education, to handle all matters relating to the Clery Act including the provision of expert advice to institutions to assist in reducing confusion in how to comply with the act.

Also, Gregory and Janosik (2002a) recommended a moratorium on any additional amendments or changes to the Clery Act. There have been many changes to the Clery Act since its inception in 1990, creating confusion as to how to comply with the act. This recommendation would allow college administrators to become knowledgeable about Clery requirements, improving institutional crime and fire reporting and compliance with the act. Janosik (2004) contends that continual redefining of the act's reporting requirements through federal amendments is counterproductive and ineffective due to the need for college administrators to familiarize themselves with the changes and how to effectively comply with the act. He recommended that universities concentrate their efforts on the transmission of criminal incidents through timely warnings, enabling students to change their behavior to increase their safety.

Janosik and Wood (2012) recommended that college administrators anticipate Clery Act violations by evaluating their crime reporting practices and correcting potential weaknesses. Another suggestion required the collaboration between campus police, student affairs professionals, university counsel, and administrators to foster interest in complying with the act and raise crime awareness. Janosik and Wood also recommended that college administrators continue to educate students, faculty, and staff about the incidence of crime on campus and how to adhere with the Clery Act reporting mandate using the Department of Education's *Handbook for Campus Safety and Security Reporting* (2011).

Chapter Summary

Since the inception of the Clery Act researchers have studied responses from college administrators, law enforcement officials, senior student affairs officers, judicial officers, senior housing administrators, women's center directors, assault victim advocates, parents, and students to determine the effectiveness of the Clery Act. The effectiveness of the act was gauged by determining students' awareness of the requirements, the impact to students' college selection decisions, changes in student behavior to protect themselves and their property, and the extent by which crime has diminished.

With the adoption of the amendments to the Clery Act in 2008, fire statistics and fire safety are now an integral component of the act. University officials are required to be aware of the act and its fire safety reporting requirements in order to comply with the act and accomplish its goals. Additionally, students and parents should be cognizant of and familiar with the annual fire safety report, using the fire data in choosing their college and changing their behavior to protect themselves and their property from fire. Several studies (e.g. Gregory & Janosik, 2002b,

2009; Janosik & Plummer, 2005) have been conducted to determine if the Clery Act requirements have decreased campus crime, yet none were found that determined if the Clery Act has reduced campus fires.

If students and their parents were unaware of the Clery Act and its provisions, which clearly was the case as shown in numerous aforementioned studies, then students are unable to use this information in their college selection decisions or to change their behavior in protecting themselves or their property since they are unaware of the incidence of crime or fires on their campus (Janosik, 2004). Considering most students and their parents were unaware of the act and do not use the information to change their behavior on campus or make their college selection decisions, it would seem highly unlikely that crime or fires would decrease as a result of the act. Studies have shown that only a small percentage of respondents perceive that crime has been reduced due to the Clery Act. As such, an analysis of the relevant research indicates that the purposes of the act have not been realized, other than the annual reporting of crime and fire statistics, and therefore college administrators and the United States Department of Education need to make changes in implementation to improve the effectiveness of the Clery Act (Gregory & Janosik, 2002a).

CHAPTER 3

RESEARCH METHOD

This researcher employed the nonexperimental quantitative research design, based on the premise that the research did not manipulate any conditions that were experienced. The nonexperimental research designed was defined by McMillan and Schumacher (2010) as a research design that "describes phenomena and examines relationships between different phenomena without any direct manipulation of conditions that are experienced" (p. 22). This study used the survey type nonexperimental research design by using a 28-item survey instrument to obtain raw data that were analyzed using Statistical Package for the Social Sciences (SPSS) programming to present readers with comparative descriptive data. McMillan and Schumacher (2010) described the survey research design as one in which "the investigator selects a sample of subjects and administers a questionnaire or conducts interviews to collect data" (p. 22).

Research Questions and Null Hypotheses

The research questions were constructed to assess key components of the Clery Act in an effort to determine the effectiveness of the Clery Act at two higher educational institutions in East Tennessee. The following research questions and corresponding null hypotheses guided the study.

Research Question 1: Are students' scores significantly different from the test value of 4 as it relates to awareness of the Clery Act crime statistics (campus security report), fire statistics

(fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀1: Student's scores are not significantly different from the test value of 4 as it relates to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

Research Question 2: Is there a significant difference of awareness scores between males and females as they relate to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀2: There is no significant difference of awareness scores between males and females as they relate to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

Research Question 3: Is there a significant difference between the responses of students who experienced a crime or fire prior to attending college and those who did not experience a crime or fire prior to attending college as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀3: There is no significant difference between the responses of students who experienced a crime or fire prior to attending a college and those who did not experience a crime or fire prior to attending college as related to awareness of the Clery Act crime

statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

Research Question 4: Is there a significant difference between responses of campus residents and non-campus residents as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀₄: There is no significant difference between responses of campus residents and non-campus residents as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

Research Question 5: Is there a significant difference between responses of public and private institution students as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀₅: There is no significant difference between responses of public and private institution students as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

Research Question 6: For students who are aware of the Clery Act campus security and fire safety report, how were they made aware of the institution's provision of crime and fire statistics?

Research Question 7: Do students use the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) to a significant extent in their decisions as to what

college to attend?

H₀7: Students do not use the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) to a significant extent in their decision as to what college to attend.

Research Question 8: Do students perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) improves their safety from crimes and fires while on campus to a significant extent?

H₀8: Students do not perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) improves their safety from crimes and fires while on campus to a significant extent.

Research Question 9: Do students change their behavior to protect their property or personal well-being due to the use of safety notices, emergency notifications, or timely warnings issued by their institution to a significant extent?

H₀9: Students do not change their behavior to protect their property or personal well-being due to the use of safety notices, emergency notifications, or timely warnings issued by their institution to a significant extent.

Research Question 10: Do students perceive that the use of safety notices, emergency notifications, or timely warnings by their institution has improved their security while on campus to a significant extent?

H₀10: Students do not perceive that the use of safety notices, emergency notifications, or timely warnings by their institution has improved their security while on campus to a significant extent.

Research Question 11: Do students perceive that the reporting of crime statistics (campus security report) and fire statistics (fire safety report) reduces crime and fires on their campus to a significant extent?

H₀11: Students do not perceive that the reporting of crime statistics (campus security report) and fire statistics (fire safety report) reduces crime and fires on their campus to a significant extent.

Research Question 12: Do students perceive that the use of safety notices, emergency notifications, or timely warnings reduces crime on their campus to a significant extent?

H₀12: Students do not perceive that the use of safety notices, emergency notifications, or timely warnings reduces crime on their campus to a significant extent.

Population and Sample

The population used in this study was composed of 16,200 students attending two higher education institutions in East Tennessee and included undergraduate, graduate, campus residents, and commuters, including specialty college students such as medical and pharmacy residents. One of the institutions was a public university attended by approximately 15,000 students, composed of 12,500 undergraduate, 2,500 graduate students. The other institution was a private Christian College attended by approximately 1,200 students, composed of 950 undergraduate and 250 graduate students. The sample was composed of 1,361 students who voluntarily agreed to complete and submit the survey. This strategy represented a nonprobability design sampling approach (McMillan & Schumacher, 2010). McMillan and Schumacher described the nonprobability design as a sampling that "does not include any type of random selection from a population" and "uses subjects who happen to be accessible or who may represent certain types

of characteristics" (p. 136). The nonprobability design using the convenience sample approach provides a pool of self-selected subjects based on their voluntary participation in the study where subjects have characteristics that match the population. Use of this approach is widely used in quantitative studies due to accessibility to subjects and practical constraints. The major advantage of this sampling method is that it is less time-consuming and costly (McMillan & Schumacher, 2010).

Instrumentation

A survey was determined to be the best means to obtain the appropriate data due to the nature of the research questions. These questions favor numerical answers that can be constructed into statistical models and figures. This study lends itself to collecting numerical data by assessing how many students in the sample meet the criteria identified in the research questions, employing statistical aggregation and comparison of the data obtained from the survey instrument. A 28-item survey (See Appendix E) was developed using questions that solicited data to address the research questions and accomplish the purpose of this study. Using average completion times experienced during the implementation of the survey pilot, it was estimated that respondents would need approximately 8 minutes to complete the survey. The risks associated with the use of the survey and participation in this study were assessed and found to be minimal, amounting to no greater risk than would be encountered in everyday life while receiving or sending information over the internet.

In an effort to assess content and face validity, the survey was reviewed by the author's dissertation committee, and recommendations for modification were incorporated into the final draft. Afterwards, a pilot study was conducted using 11 students from the public East Tennessee

higher education institution. Feedback from these two groups indicated that the survey questions generally measured what they were expected to measure, although several questions were identified that needed to be modified in order to improve clarity and accuracy. Additionally, some items were found to be redundant and were eliminated. The reliability of the survey instrument was addressed by creating a data file from the pilot study that was used to calculate the Cronbach alpha coefficient. A coefficient factor of .72 was obtained, indicating a satisfactory level of reliability.

The first 11 items were demographic in nature, enabling cross-tabulation and comparison of subgroups to ascertain the variance of responses between these groups. The next two items asked respondents whether they had read their institution's campus security report and fire safety report. The next 13 items consisted of Likert-type statements to measure degrees of awareness, decision, improvement, and perception. Each item had seven possible responses: Strongly Disagree -1, Disagree -2, Somewhat Disagree -3, Neither Agree or Disagree -4, Somewhat Agree -5, Agree-6, and Strongly Agree -7. The last two items asked respondents to identify where they observed their institution's crime and fire statistics.

Data Collection

Approval to conduct this study at the regional public institution was requested through appropriate collegiate officials within the Office of Academic Affairs (See Appendix A). Permission to collect data was given by the private institution (See Appendix B). Approval of the Institutional Review Board at the home (public) institution was subsequently obtained (See Appendix C). The Offices of Academic Affairs at both institutions distributed an email (See Appendix D) to all students inviting them to participate in the survey. Students who completed

the survey were invited to participate in a prize drawing where six students would be randomly selected for a Visa gift card of \$25.00, to be distributed at the end of the semester. The use of gift cards as prizes for participation was used in an effort to increase the number of responding students. The email provided a hyperlink that connected students with [SurveyMonkey.com](https://www.surveymonkey.com), where they were asked to complete and submit the survey. Also, the email advised students of the nature and purpose of the research, the name of the study, direct and indirect benefits of the study, participant confidentiality, and the voluntary nature of the participant's involvement. The email advised respondents that the approximate time commitment for completing the survey was approximately 5-10 minutes and asked them to respond within two weeks. Respondents were also advised that the risks associated with participation in this study were minimal, amounting to no greater risk than would be encountered in everyday life while receiving or sending information over the internet. The email included a statement advising respondents that their participation in the survey indicated their informed consent in providing information for use in this study.

Data Analysis

The collected data from participating students at the two higher education institutions in East Tennessee were organized into data files for statistical analysis using IBM-SPSS. The primary statistical tests that were used to analyze the data for the purpose of answering the research questions were the one-sample *t*-test and the independent samples *t*-test. A series of directional, upper tail critical, one-sample *t*-tests was used to analyze Research Questions 1, 7, 8, 9, 10, 11, and 12 that measured degrees of awareness, decision, improvement, and perceptions. Means were compared with a test value of 4 that indicated neutrality on the Likert scale. A

series of independent samples *t*-tests was used to analyze Research Question 2, 3, 4, and 5 that compared responses of two groups, which were male and female, resident and non-resident, victim and non-victim, and public and private institution students. These data were analyzed at the .05 level of significance. Research Question 6 was addressed by listing the means of awareness and notification in rank order as indicated by the respondents.

Chapter Summary

Chapter 3 presents the methodology used in this study including the type of research design, research questions and the corresponding null hypothesis, characteristics of the population and sample, a description of the survey instrument, data collection methodology, and description of the data analysis design. Chapter 4 contains the findings. The summary, conclusions, and recommendations are presented in Chapter 5.

CHAPTER 4

FINDINGS

The purpose of this study was to determine the perceived effectiveness of the Clery Act by students at two higher educational institutions in East Tennessee. The factors that were used to determine perceived effectiveness consisted of:

1. The students' awareness of the Clery Act, including the crime statistics (campus security report), fire statistics (fire safety report), and safety notices, emergency notifications, or timely warnings issued by their institution.
2. The students' use of the crime statistics (campus security report) and fire statistics (fire safety report) in choosing what college to attend.
3. The students' perception as to whether the crime information (campus security report) and fire information (fire safety report) has improved their safety and security.
4. The students' use of safety notices, emergency notifications, or timely warnings in changing their behavior to protect themselves or their property.
5. The students' perception as to whether the reporting of the crime statistics (campus security report) and fire statistics (fire safety report) has reduced the incidence of crime and fires on their campus.

A survey composed of 16 demographic items and 12 Likert-type scale items was used to acquire the data used for this study. All students attending two higher education institutions in East Tennessee were requested to complete an on-line survey during the spring semester of 2016. Of the approximately 16,000 students asked to participate in this study, 1,361 students completed

the survey, for a response rate of 8.5%. Demographics of students who participated in this study are provided in Table 2.

Table 2

Demographics of the Respondents (N=1,361)

Demographics	<i>N</i>	%
Gender		
Male	405	29.76
Female	956	70.24
Current Academic Classification		
Freshman	213	15.72
Sophomore	191	14.10
Junior	255	18.82
Senior	297	21.92
Graduate Student	362	26.72
Other	37	2.73
Age		
18	148	10.95
19	197	14.58
20	158	11.70
21	149	11.03
22	122	9.03
Over 22	577	42.71
Type of Institution		
Regional Public Institution	1,158	85.71
Small Private Christian Institution	193	14.29
Location of Residency		
On-campus	404	29.93
Off-campus	946	70.07

Table 2 (continued)

Victim of a Crime Before College		
Yes	188	13.94
No	1,161	86.06
Victim of a Fire Before College		
Yes	76	5.65
No	1,270	94.35
Signed Up for Emergency Messaging (Regional public institution)		
Yes	977	82.87
No	202	17.13
Signed Up for Emergency Messaging (Small private Christian institution)		
Yes	137	37.57
No	226	62.43

This chapter presents the study findings by addressing 12 research questions regarding the perceived effectiveness of the Clery Act by students at two higher educational institutions in East Tennessee. Statistical Package for the Social Sciences for Windows (SPSS) computer software was used to analyze the data, providing statistical significance test results in support of the study findings.

Research Question 1

Are student's scores significantly different from the test value of 4 as it relates to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀1: Student's scores are not significantly different from the test value of 4 as it relates to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

A directional, upper tail critical, single sample t test was conducted to evaluate whether responding students were aware of crime statistics, fire statistics, and the issuance of safety notices, emergency notifications, or timely warnings by their institution to a significant extent. This variable was entitled "overall awareness" (Mean = 4.37, SD = 1.34) and was composed of the average scores resulting from three separate Likert-type scale survey statements as follows:

- 1) I am aware of the Clery Act as it relates to the provision of crime statistics (Campus Security Report) for the college I am attending,
- 2) I am aware of the Clery Act as it relates to the provision of fire statistics (Fire Safety Report) for the college I am attending, and
- 3) I read safety notices, crime alerts, emergency notifications, or timely warnings which are sent out by Public Safety or Campus Security.

A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,303) = 10.12, p < .001$. Therefore, H_0 was rejected. Therefore, students are aware of crime statistics, fire statistics, and the issuance of safety notices, emergency notifications, or timely warnings by their institution to a significant extent. A histogram of student responses regarding "overall awareness" of the Clery Act is displayed in Figure 1.

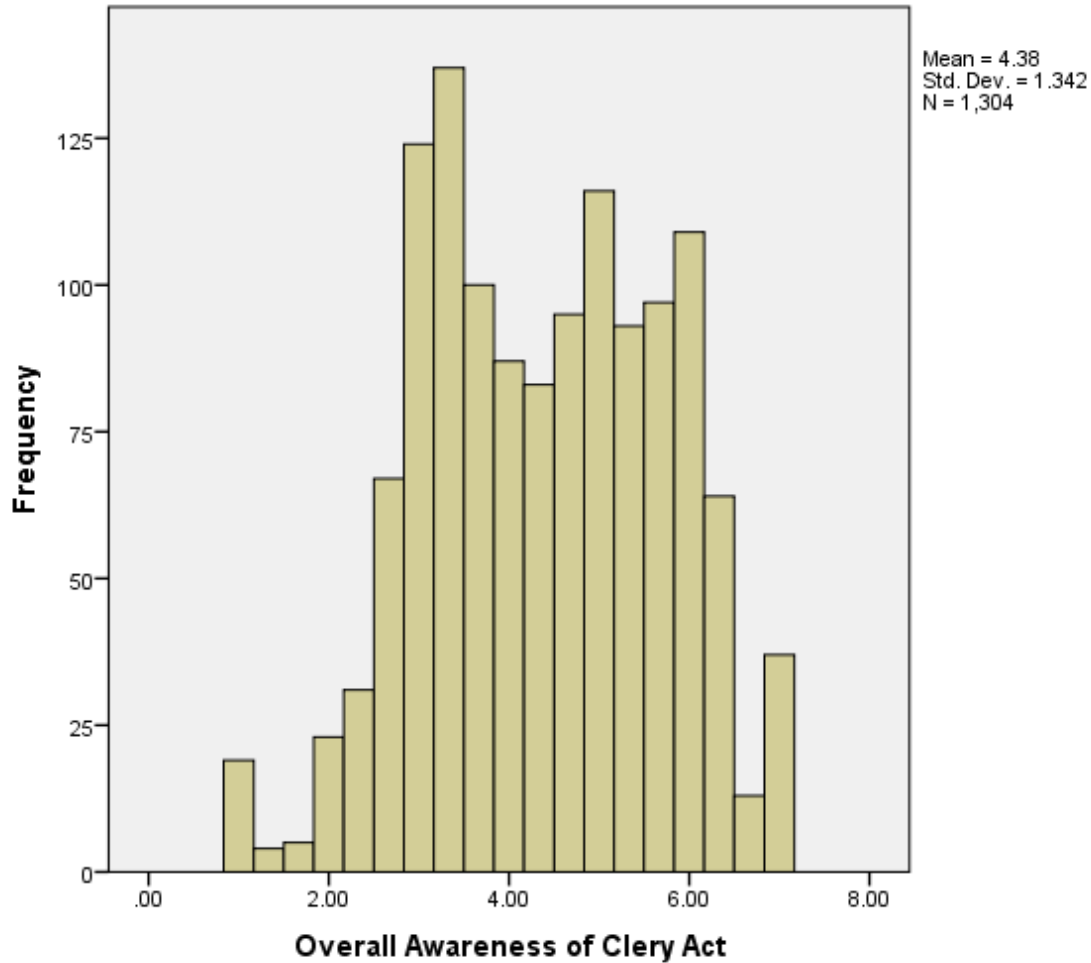


Figure 1. Student responses regarding overall awareness of the Clery Act as it relates to crime statistics, fire statistics, and the issuance of safety notices, emergency notifications, or timely warnings by their institution. The test value of 4 represents neutrality on the Likert scale.

In an effort to provide more useful and specific information regarding each component of "overall awareness" of the Clery Act additional mean comparisons were conducted regarding awareness of crime statistics, fire statistics, and the issuance of safety notices, emergency notifications, or timely warnings. A similar single sample *t* test was conducted to evaluate whether responding students were significantly aware of crime statistics provided by their institution. The variable was specifically awareness of the Clery Act crime statistics, (Mean = 3.82, SD = 1.89) and a test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The analysis revealed that the mean is significantly lower than the test value

$t(1,325) = -3.43, p = .001$. Therefore, students are not aware of the Clery Act crime statistics to a significant extent. A histogram of student responses regarding Clery Act crime statistics is displayed in Figure 2.

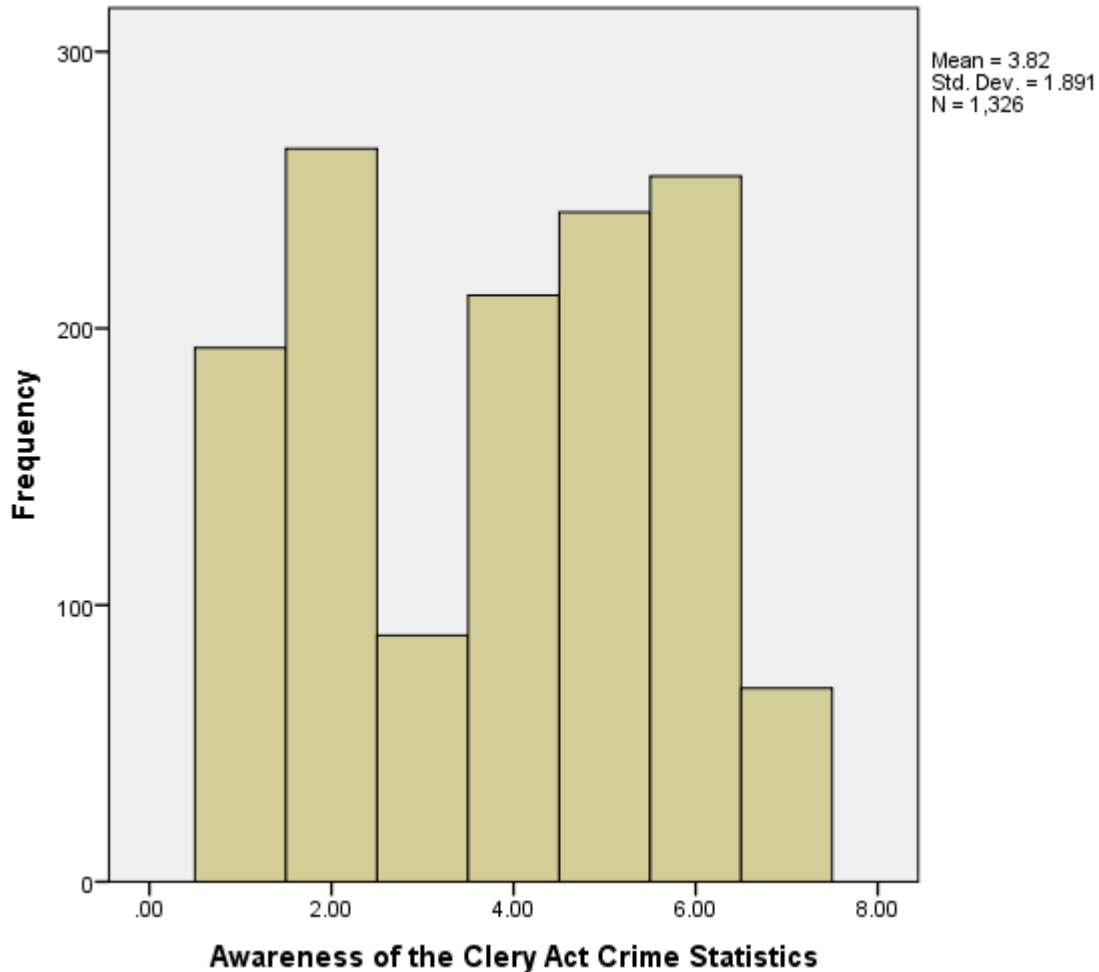


Figure 2. Student responses regarding awareness of Clery Act crime statistics issued by their institution. The test value of 4 represents neutrality on the Likert scale.

A similar single sample t test was conducted to evaluate whether responding students were significantly aware of fire statistics provided by their institution. The variable was specifically awareness of the Clery Act fire statistics (Mean = 3.49, SD = 1.84), and a test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The analysis indicated that the mean is significantly lower than the test value $t(1,315) = -10.04, p < .001$.

Therefore, students are not aware of the Clery Act fire statistics to a significant extent. A histogram of student responses regarding Clery Act fire statistics is displayed in Figure 3.

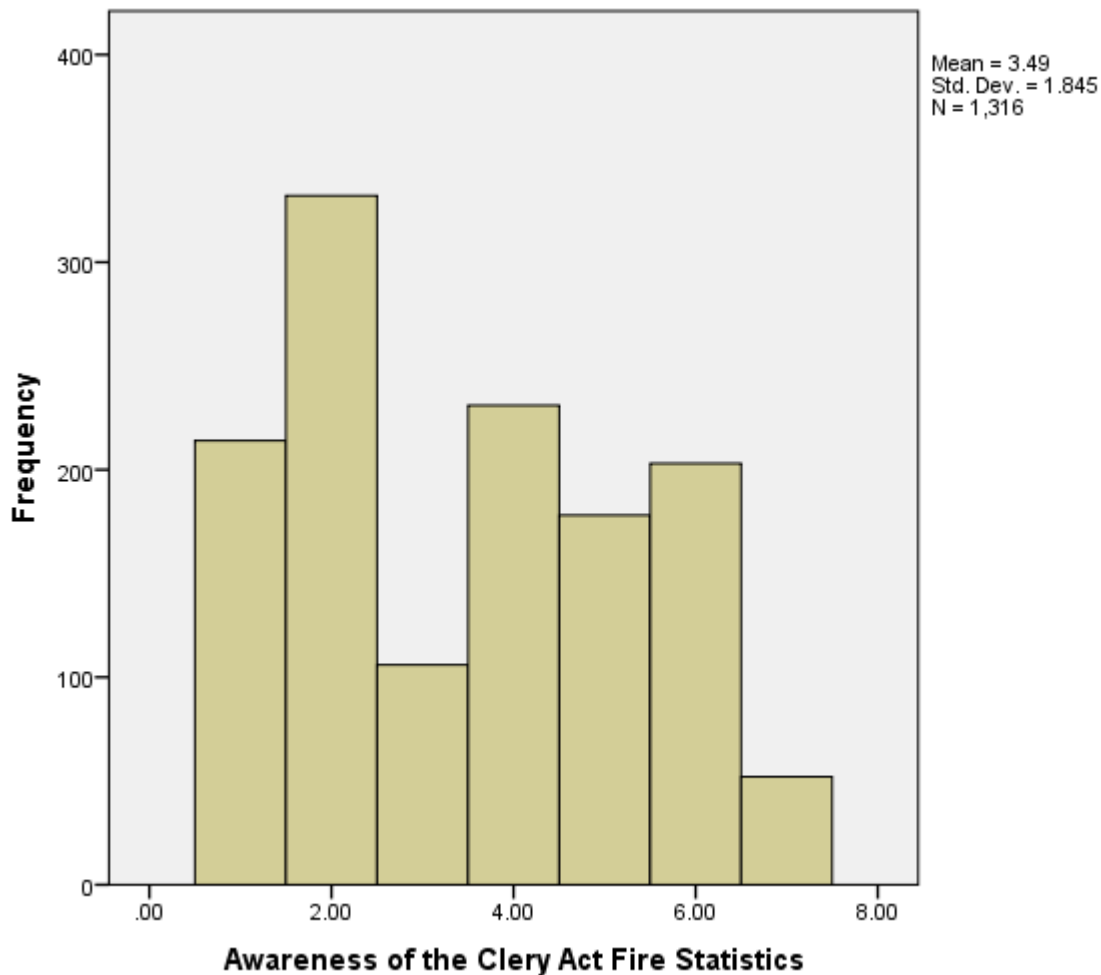


Figure 3. Student responses regarding awareness of Clery Act fire statistics issued by their institution. The test value of 4 represents neutrality on the Likert scale.

A similar single sample t test was conducted to evaluate whether responding students were significantly aware of safety notices, crime alerts, emergency notifications, or timely warnings that are sent out by Public Safety or Campus Security. The variable was specifically awareness of the Clery Act safety notices, crime alerts, emergency notifications, or timely warnings (Mean = 5.82, SD = 1.37), and a test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The analysis indicated that the mean is significantly

higher than the test value $t(1,303) = 48.18$, $p < .001$. Therefore, students are aware of the Clery Act safety notices, crime alerts, emergency notifications, or timely warnings to a significant extent. A histogram of student responses regarding Clery Act safety notices, crime alerts, emergency notifications, or timely warnings is displayed in Figure 4.

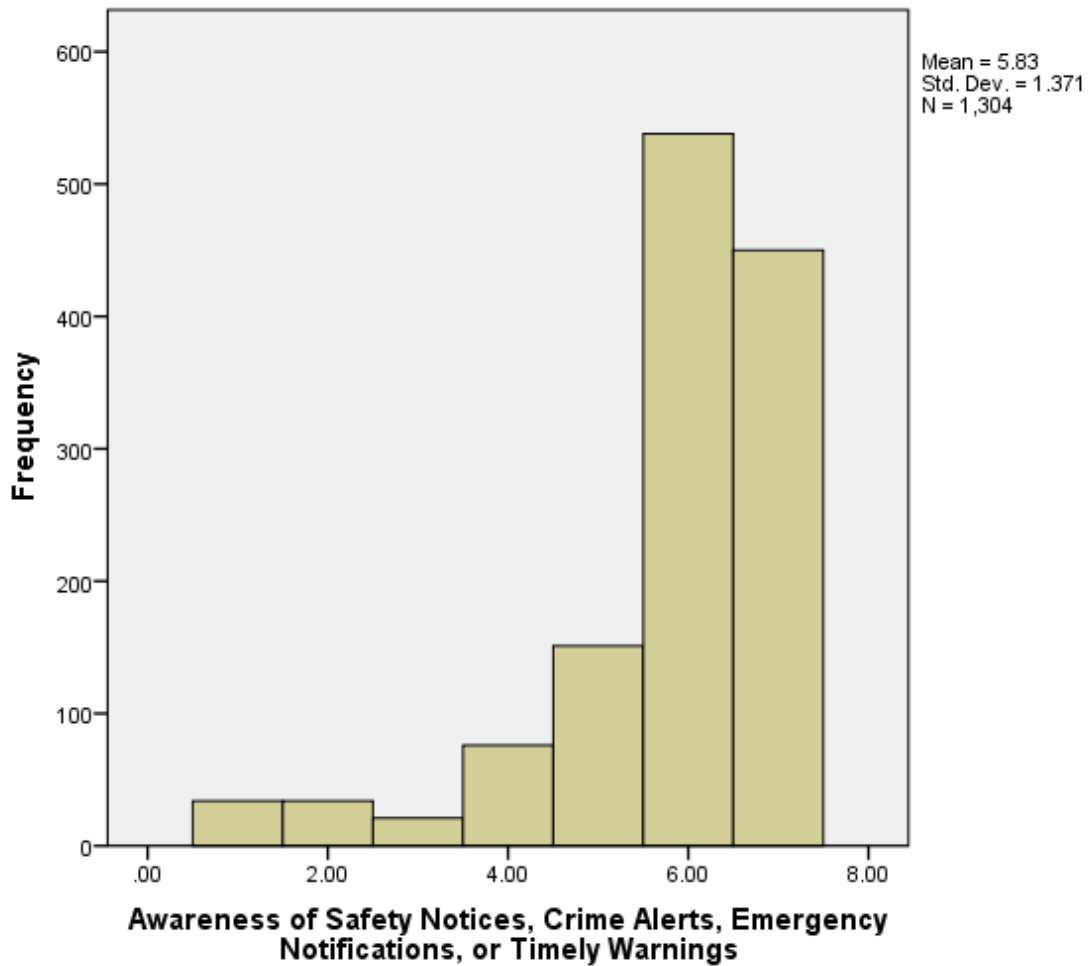


Figure 4. Student responses regarding awareness of Clery Act safety notices, crime alerts, emergency notifications, or timely warnings issued by their institution. The test value of 4 represents neutrality on the Likert scale.

Research Question 2

Is there a significant difference of awareness scores between males and females as they relate to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀2: There is no significant difference of awareness between males and females as they relate to the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

An independent-samples *t* test was conducted to evaluate whether the mean score of the overall awareness of the Clery Act by students was different between females and males.

"Overall awareness" of the Clery Act by students was composed of the average scores resulting from three separate Likert scale survey statements as follows: 1) I am aware of the Clery Act as it relates to the provision of crime statistics (Campus Security Report) for the college I am attending, 2) I am aware of the Clery Act as it relates to the provision of fire statistics (Fire Safety Report) for the college I am attending, and 3) I read safety notices, crime alerts, emergency notifications, or timely warnings which are sent out by Public Safety or Campus Security. The overall awareness of the Clery Act by students was the variable and the grouping variable was females or males. The test was significant, $t(1,302) = 2.85, p = .004$. Therefore, H₀2 was rejected. The "overall awareness" mean for females was 4.44, with a standard deviation of 1.31, while the "overall awareness" mean for males was 4.21, with a standard deviation of 1.40, indicating that females were significantly more aware of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices,

emergency notifications, or timely warnings by their institution. The distributions of scores for the two groups are displayed in Figure 5.

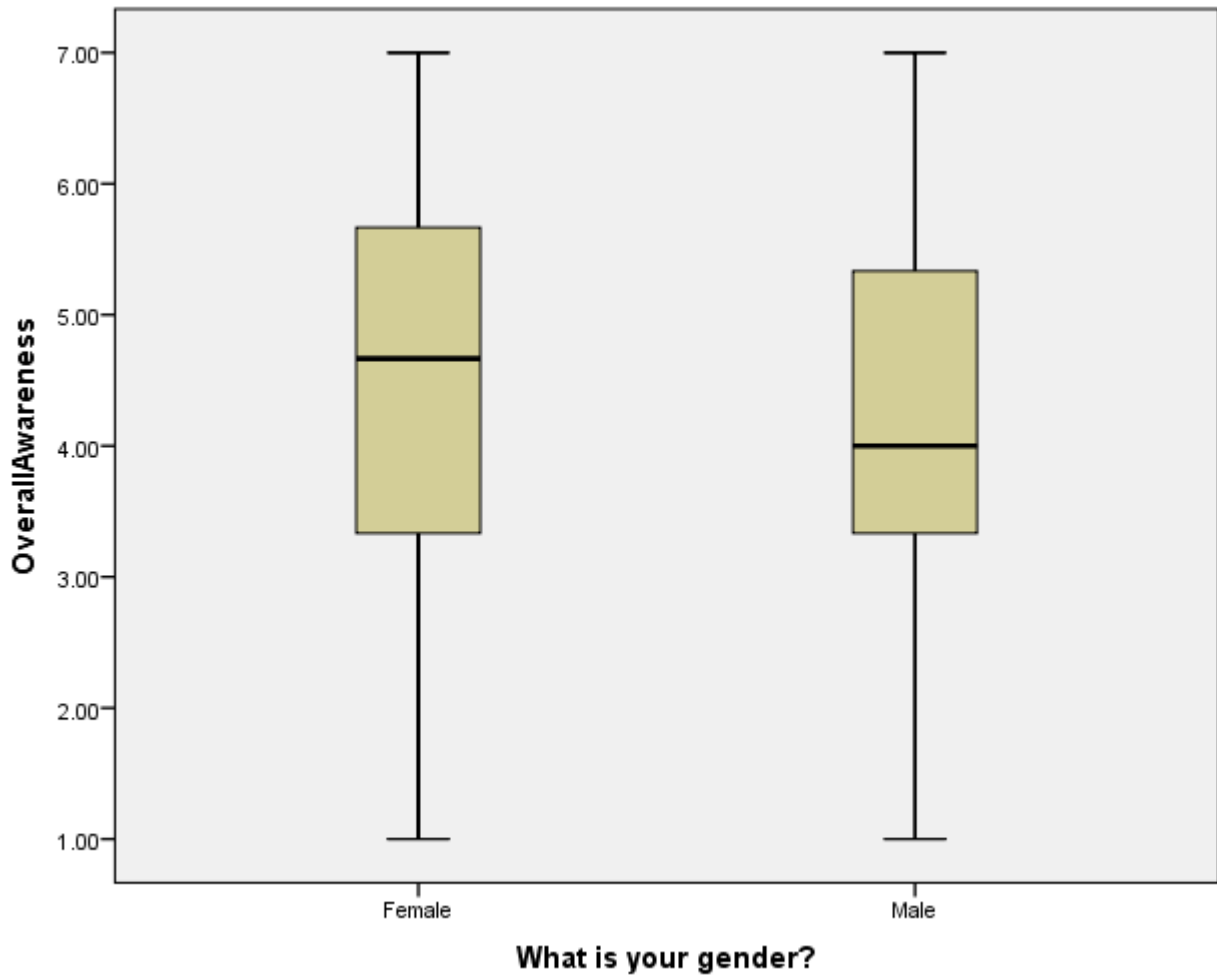


Figure 5. Female and male "overall awareness" of the Clery Act. The median of each sample is reported for each category.

In an effort to provide more useful and specific information regarding differences in male and female self-reported awareness of the Clery Act, additional mean comparisons were conducted for each separate component of overall awareness: 1) awareness of crime statistics, (2) awareness of fire statistics, and (3) awareness of safety notices, emergency notifications, or timely warnings issued by the institution.

An independent-samples *t* test was conducted to evaluate whether the mean score of awareness of Clery Act crime statistics was different between females and males. The awareness of the Clery Act crime statistics was the variable and the grouping variable was females or males. The test was not significant, $t(1,324) = .931, p = .352$. The awareness of Clery Act crime statistics mean for females was 3.85, with a standard deviation of 1.86, while the awareness of Clery Act crime statistics mean for males was 3.75, with a standard deviation of 1.95, indicating that there was no significant difference between males and females as it relates to awareness of the Clery Act crime statistics (campus security report) by students. The distributions of scores for the two groups are displayed in Figure 6.

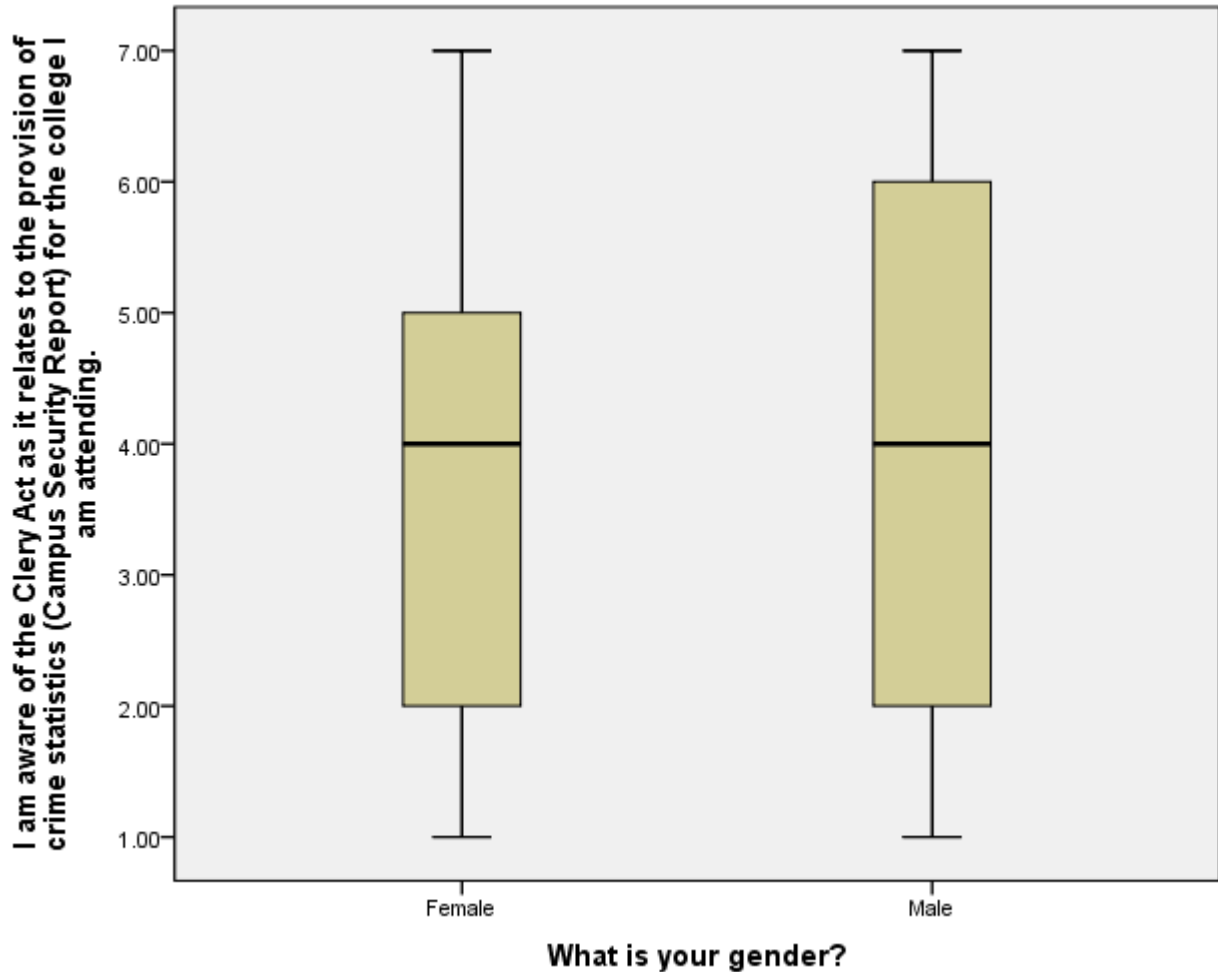


Figure 6. Female and male awareness of the Clery Act crime statistics. The median of each sample is reported for each category.

An independent-samples *t* test was conducted to evaluate whether the mean score of awareness of Clery Act fire statistics was different between females and males. The awareness of the Clery Act fire statistics was the variable and the grouping variable was females or males. The test was not significant, $t(1,314) = 1.55, p = .122$. The awareness of Clery Act fire statistics mean for females was 3.54, with a standard deviation of 1.83, while the awareness of Clery Act fire statistics mean for males was 3.37, with a standard deviation of 1.87, indicating that there was no significant difference between males and females as it relates to awareness of the Clery

Act fire statistics (fire safety report) by students. The distributions of scores for the two groups are displayed in Figure 7.

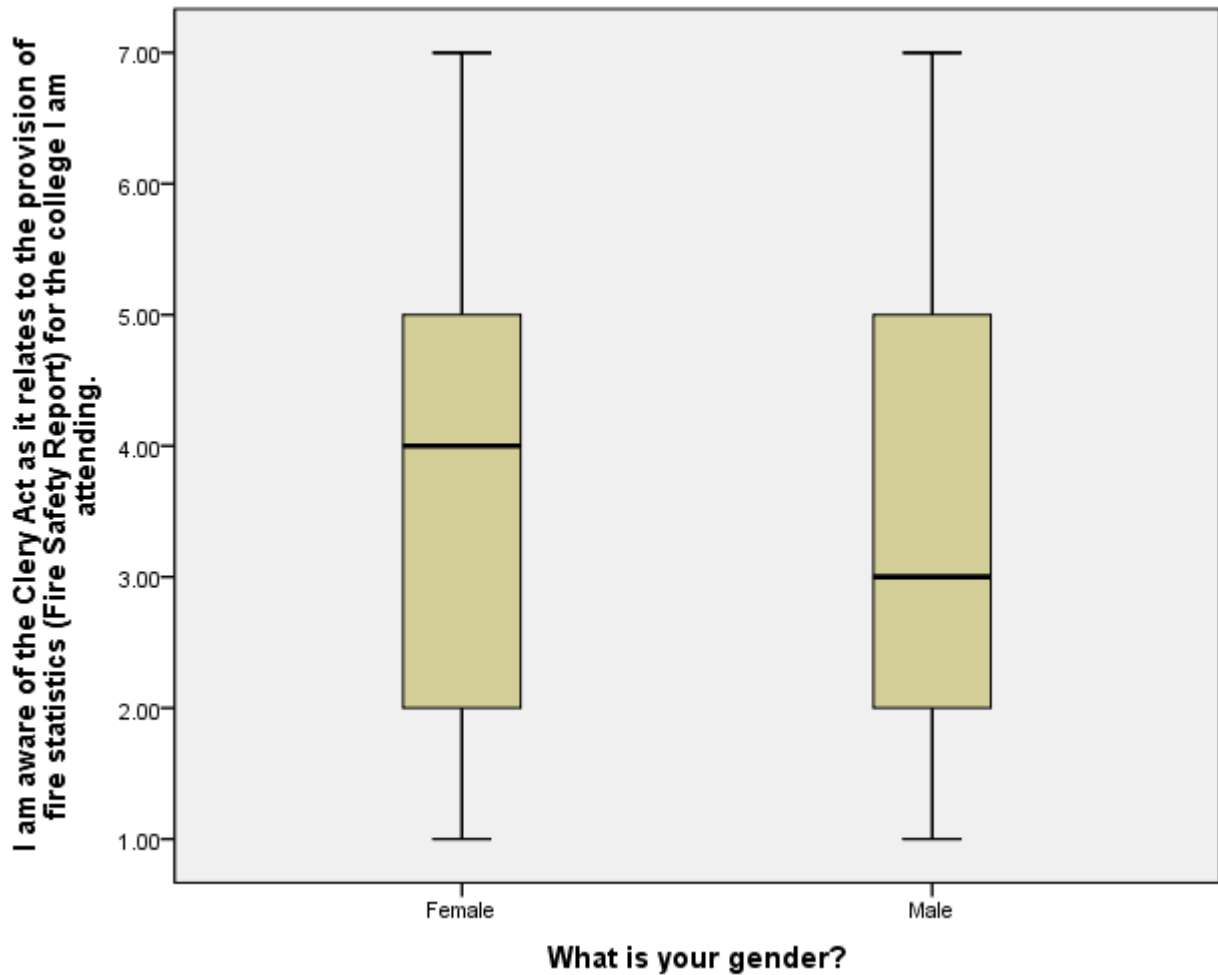
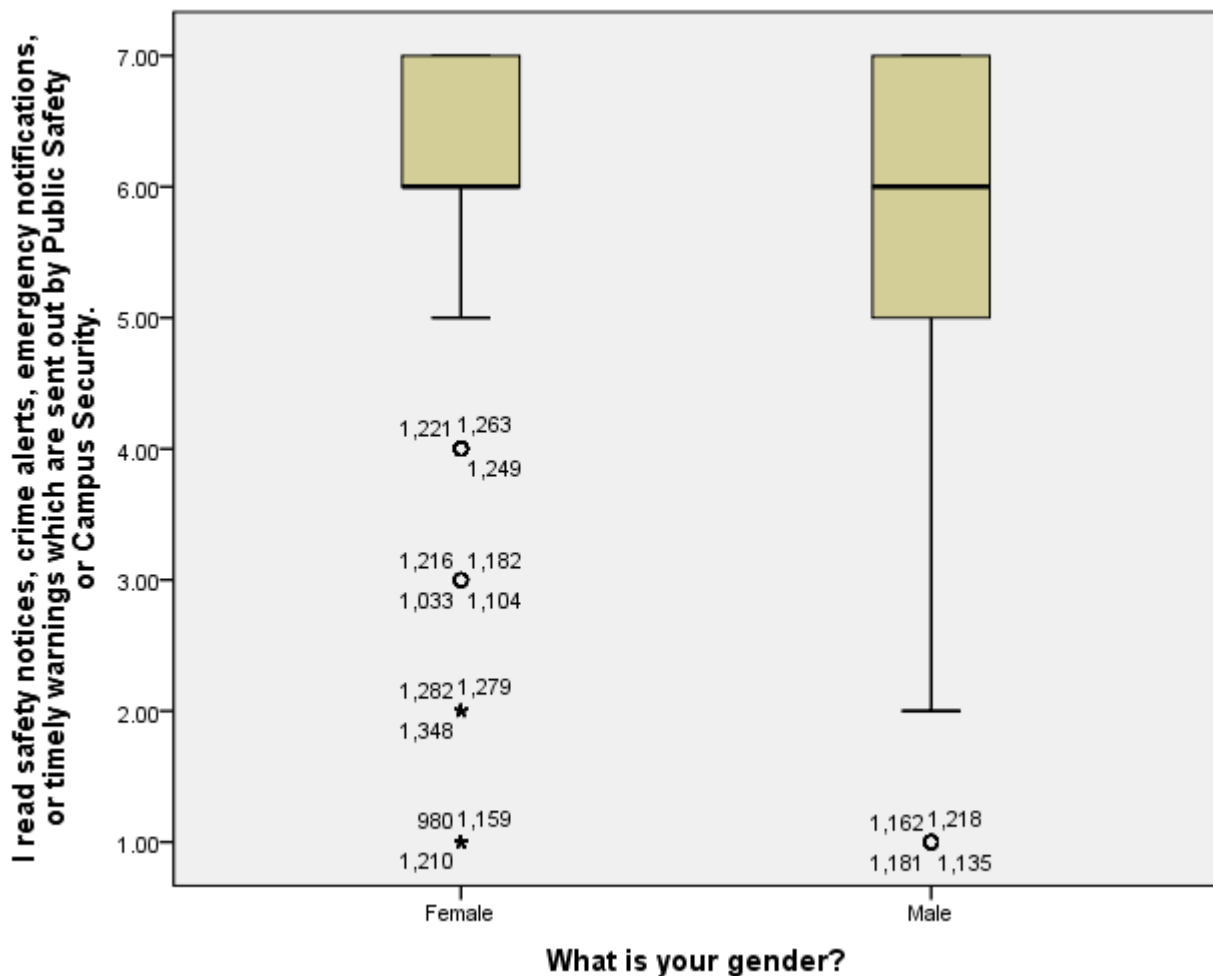


Figure 7. Female and male awareness of the Clery Act fire statistics. The median of each sample is reported for each category.

An independent-samples *t* test was conducted to evaluate whether the mean score of awareness of Clery Act safety notices, emergency notifications, or timely warnings issued by the institution was different between females and males. The awareness of the Clery Act safety notices, emergency notifications, or timely warnings issued by the institution was the variable and the grouping variable was females or males. The test was significant, $t(1,302) = 4.41, p < .001$. Therefore, H_0 was rejected. The mean of the awareness of Clery Act safety notices,

emergency notifications, or timely warnings by females was 5.94, with a standard deviation of 1.28, while the mean awareness of Clery Act safety notices, emergency notifications, or timely warnings by males was 5.57, with a standard deviation of 1.54, indicating that females were significantly more aware than males of Clery Act safety notices, emergency notifications, or timely warnings issued by the institution. The distributions of scores for the two groups are displayed in Figure 8.



o= an outlier observation greater than 1.5 times the interquartile range
 * = an outlier observation greater than 3 times the interquartile range

Figure 8. Female and male awareness of the Clery Act safety notices/emergency notifications/timely warnings issued by the institution. The median of each sample is reported for each category.

Research Question 3

Is there a significant difference between the responses of students who experienced a crime or fire prior to attending college and those who did not experience a crime or fire prior to attending college as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀₃: There is no significant difference between the responses of students who experienced a crime or fire prior to attending a college and those who did not experience a crime or fire prior to attending college as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

An independent-samples *t* test was conducted to evaluate whether the mean score of the overall awareness of the Clery Act was different between those students who experienced a crime or fire prior to attending college and those who did not experience a crime or fire prior to attending college. "Overall awareness" of the Clery Act by students was composed of the average scores resulting from three separate Likert scale survey statements as follows: 1) I am aware of the Clery Act as it relates to the provision of crime statistics (Campus Security Report) for the college I am attending, 2) I am aware of the Clery Act as it relates to the provision of fire statistics (Fire Safety Report) for the college I am attending, and 3) I read safety notices, crime alerts, emergency notifications, or timely warnings which are sent out by Public Safety or Campus Security. In an effort to effectively address this research question, two separate tests were conducted: 1) a comparison of the overall awareness of the Clery Act with students who experienced a crime prior to attending college and those who did not, and 2) a comparison of the

overall awareness of the Clery Act with students who experienced a fire prior to attending college and those who did not. In the first test the overall awareness of the Clery Act by students was the variable and the grouping variable was those students who experienced a crime prior to attending college and those who did not. The test was significant, $t(1,302) = 2.15, p = .031$. Therefore, H_{03} was rejected. The "overall awareness" mean for students who experienced a crime before attending college was 4.57, with a standard deviation of 1.42, while the "overall awareness" mean for students who did not experience a crime before attending college was 4.34, with a standard deviation of 1.33, indicating that students who experienced a crime before attending college were significantly more aware of the Clery Act than students who did not experience a crime before attending college. The distributions of scores for the two groups are displayed in Figure 9.



Figure 9. Overall awareness of the Clery Act by students who were a victim of a crime prior to attending college and those who were not a victim of a crime prior to attending college. The median of each sample is reported for each category.

In a follow-up test the overall awareness of the Clery Act by students was the variable and the grouping variable was those students who experienced a fire prior to attending college and those who did not. The test was not significant, $t(1,302) = 1.83, p = .068$. The "overall awareness" mean for students who experienced a fire before attending college was 4.65, with a standard deviation of 1.35, while the "overall awareness" mean for students who did not experience a fire before attending college was 4.36, with a standard deviation of 1.34, indicating that students who experienced a fire before attending college were not more significantly aware

of the Clery Act than students who did not experience a fire before attending college. The distributions of scores for the two groups are displayed in Figure 10.



Figure 10. Overall awareness of the Clery Act by students who were a victim of a fire prior to attending college and those who were not a victim of a fire prior to attending college. The median of each sample is reported for each category.

Three additional tests were performed to provide more specific information as to whether student crime or fire experiences prior to college impacted knowledge of the Clery Act crime and fire statistics. In the first test the awareness of the Clery Act crime statistics was the variable and the grouping variable was those students who experienced a crime prior to attending college and those who did not. The test was significant, $t(1,324) = 2.14, p = .032$. The awareness of

Clery Act crime statistics mean for students who experienced a crime before attending college was 4.09, with a standard deviation of 2.00, while the awareness of Clery Act crime statistics mean for students who did not experience a crime before attending college was 3.77, with a standard deviation of 1.86, indicating that students who experienced a crime before attending college were significantly more aware of the Clery Act crime statistics than students who did not experience a crime before attending college. The distributions of scores for the two groups are displayed in Figure 11.

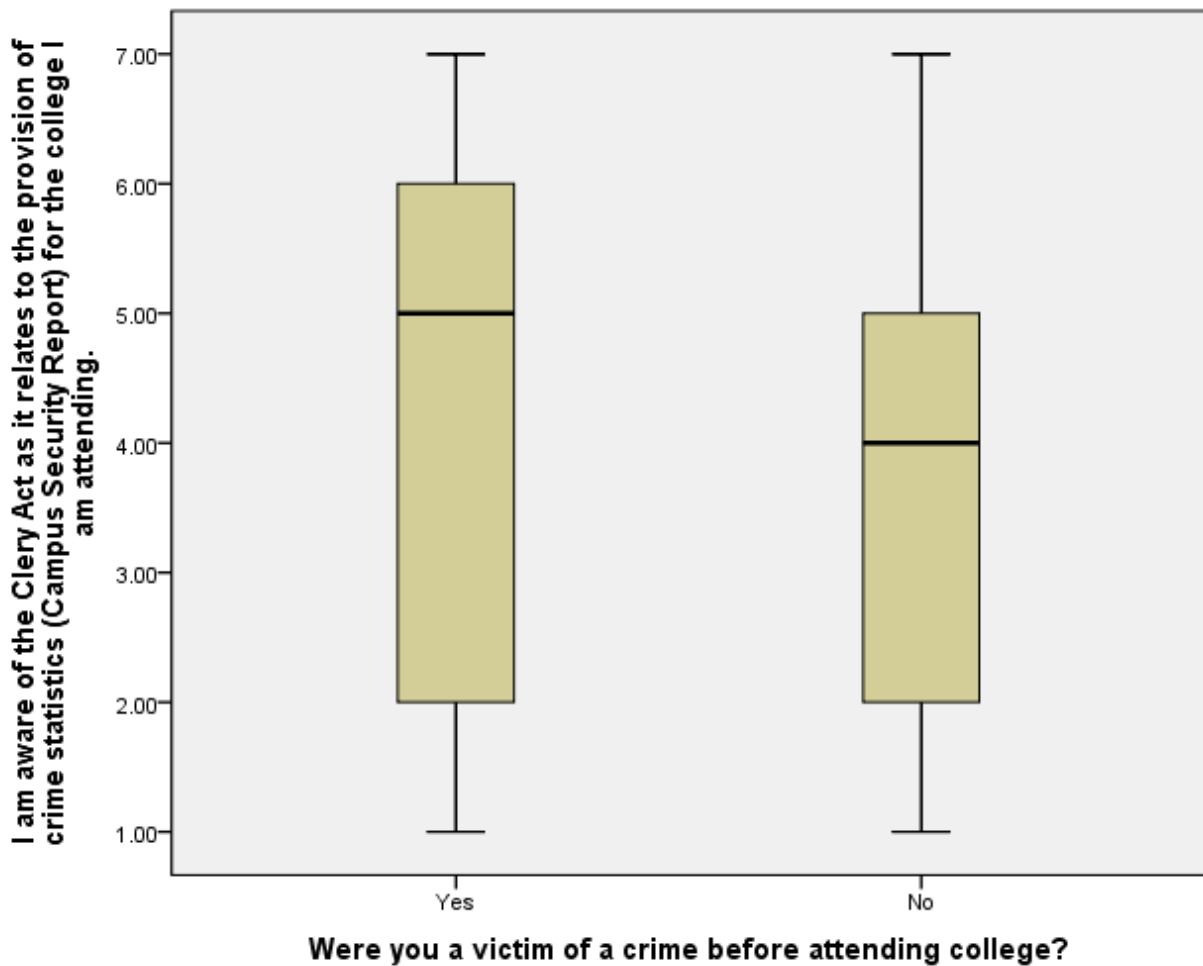
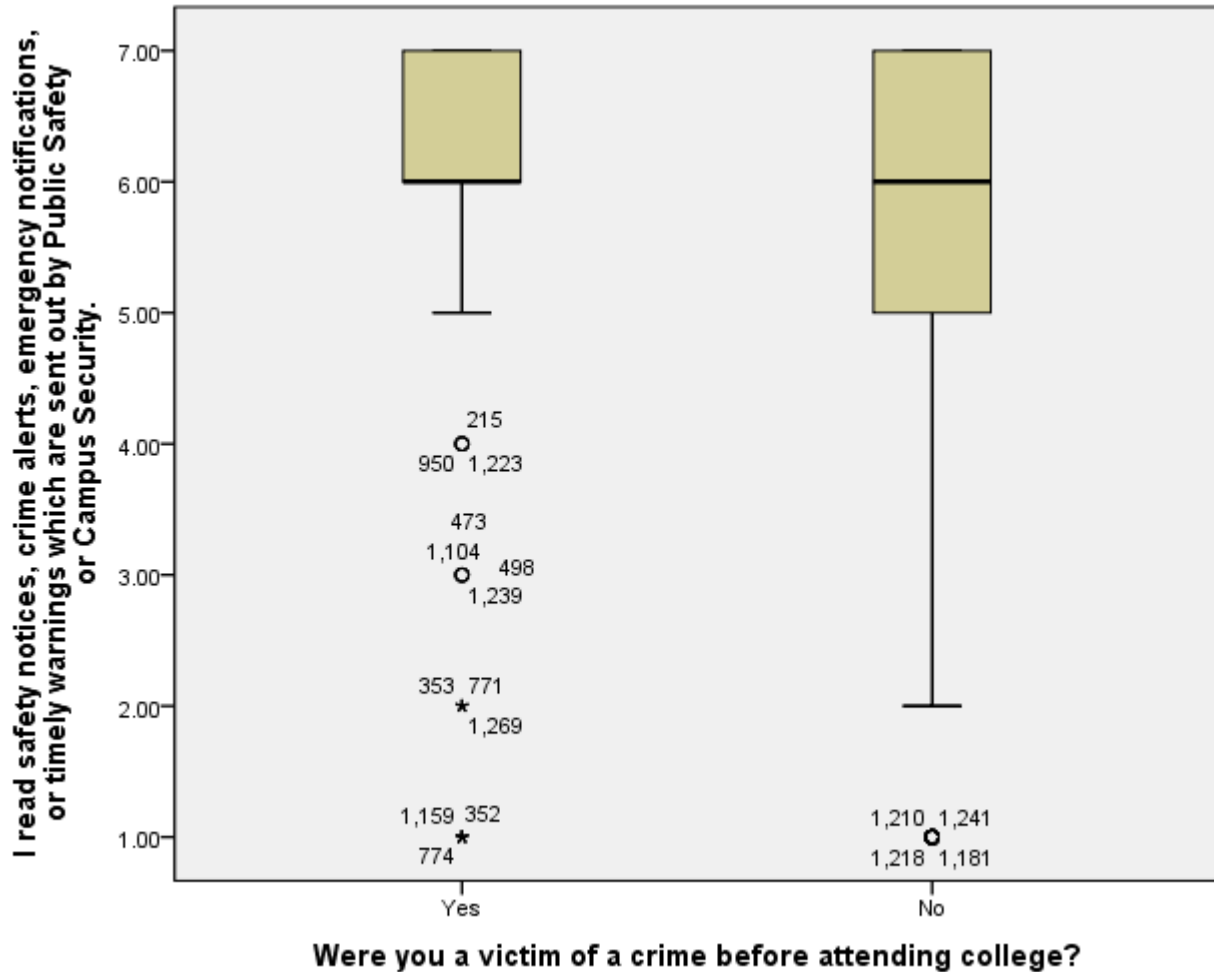


Figure 11. Awareness of the Clery Act crime statistics by students who were a victim of a crime prior to attending college and those who were not a victim of a crime prior to attending college. The median of each sample is reported for each category.

In the next follow-up test the awareness of safety notices, emergency notifications, or timely warnings was the variable and the grouping variable was those students who experienced a crime prior to attending college and those who did not. The test was significant, $t(1,302) = 2.52, p = .012$. The awareness of safety notices, emergency notifications, or timely warnings mean for students who experienced a crime before attending college was 6.06, with a standard deviation of 1.33, while the awareness of safety notices, emergency notifications, or timely warnings mean for students who did not experience a crime before attending college was 5.79, with a standard deviation of 1.37, indicating that students who experienced a crime before attending college were significantly more aware of safety notices, emergency notifications, or timely warnings than students who did not experience a crime before attending college. The distributions of scores for the two groups are displayed in Figure 12.



o = an outlier observation greater than 1.5 times the interquartile range
 * = an outlier observation greater than 3 times the interquartile range

Figure 12. Awareness of safety notices, crime alerts, emergency notifications, or timely warnings by students who were a victim of a crime before attending college and those who were not a victim of a crime before attending college. The median of each sample is reported for each category.

In the third follow-up test the awareness of the Clery Act fire statistics was the test variable and the grouping variable was those students who experienced a fire prior to attending college and those who did not experience a fire prior to attending college. The test was significant, $t(1,314) = 1.74, p = .082$. The awareness of Clery Act fire statistics mean for students who experienced a fire before attending college was 3.85, with a standard deviation of

1.93, while the awareness of Clery Act fire statistics mean for students who did not experience a fire before attending college was 3.86, with a standard deviation of 1.83, indicating that students who experienced a fire before attending college were not significantly more aware of Clery Act fire statistics than students who did not experience a fire before attending college. The distributions of scores for the two groups are displayed in Figure 13.

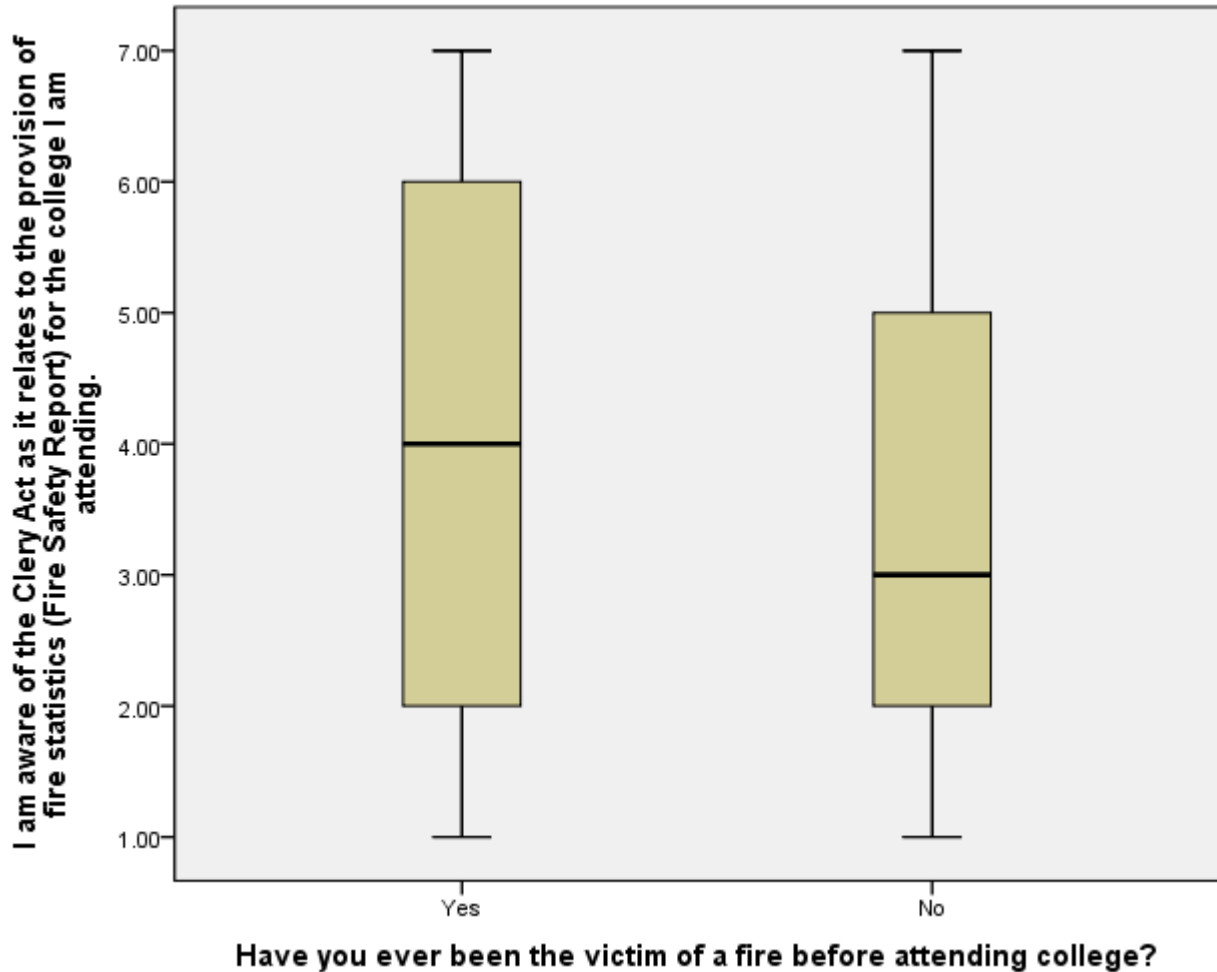


Figure 13. Awareness of the Clery Act fire statistics by students who were a victim of a fire prior to attending college and those who were not a victim of a fire prior to attending college. The median of each sample is reported for each category.

Research Question 4

Is there a significant difference between responses of campus residents and non-campus residents as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H₀₄: There is no significant difference between responses of campus residents and non-campus residents as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

An independent-samples *t* test was conducted to evaluate whether the mean score of the overall awareness of the Clery Act was different between those students who reside on-campus and those who do not. "Overall awareness" of the Clery Act by students was composed of the average scores resulting from three separate Likert scale survey statements as follows: 1) I am aware of the Clery Act as it relates to the provision of crime statistics (Campus Security Report) for the college I am attending, 2) I am aware of the Clery Act as it relates to the provision of fire statistics (Fire Safety Report) for the college I am attending, and 3) I read safety notices, crime alerts, emergency notifications, or timely warnings which are sent out by Public Safety or Campus Security. The overall awareness of the Clery Act by students was the variable and the grouping variable was those students who reside on-campus and those who do not. The test was significant, $t(1,302) = 2.77, p = .006$. Therefore, H₀₄ was rejected. The "overall awareness" mean for students who reside on-campus was 4.53, with a standard deviation of 1.30, while the "overall awareness" mean for students who reside off-campus was 4.30, with a standard deviation of 1.35, indicating that students who reside on-campus were significantly more aware

of the Clery Act than students who reside off-campus. The distributions of scores for the two groups are displayed in Figure 14.

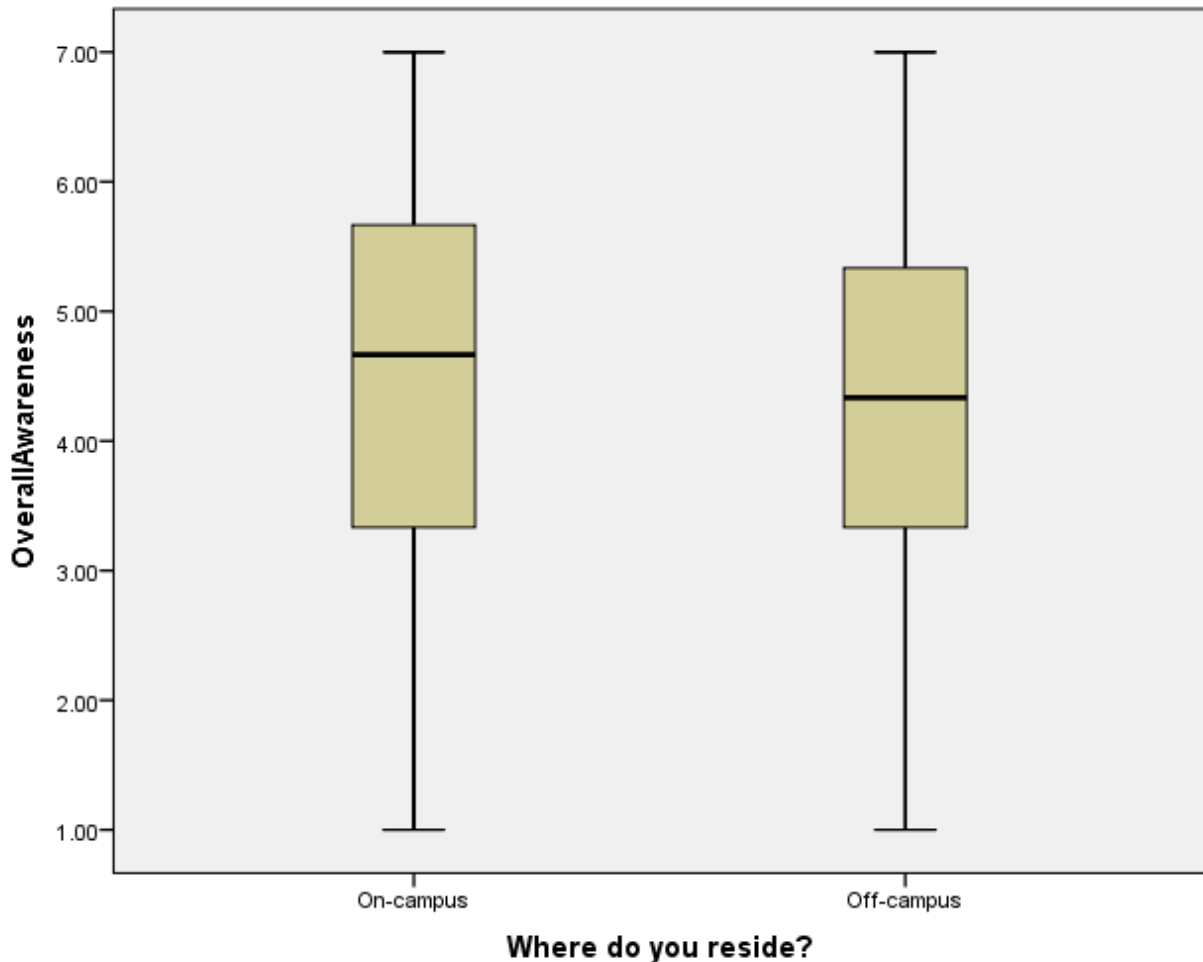


Figure 14. Overall awareness of the Clery Act by students who reside on-campus and off-campus. The median of each sample is reported for each category.

Research Question 5

Is there a significant difference between responses of public and private institution students as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution?

H05: There is no significant difference between responses of public and private institution students as related to awareness of the Clery Act crime statistics (campus security report), fire statistics (fire safety report), and the issuance of safety notices, emergency notifications, or timely warnings by their institution.

An independent-samples *t* test was conducted to evaluate whether the mean score of the overall awareness of the Clery Act was different between students who attend the regional public institution and students who attend the small private Christian college. "Overall awareness" of the Clery Act by students was composed of the average scores resulting from three separate Likert scale survey statements as follows: 1) I am aware of the Clery Act as it relates to the provision of crime statistics (Campus Security Report) for the college I am attending, 2) I am aware of the Clery Act as it relates to the provision of fire statistics (Fire Safety Report) for the college I am attending, and 3) I read safety notices, crime alerts, emergency notifications, or timely warnings which are sent out by Public Safety or Campus Security. The overall awareness of the Clery Act by students was the variable and the grouping variable was students who attend the regional public institution and students who attend the small private Christian college. The test was significant, $t(1,302) = 2.44, p = .015$. Therefore, H05 was rejected. The "overall awareness" mean for regional public institution students was 4.41, with a standard deviation of 1.33, while the "overall awareness" mean for private Christian college students was 4.15, with a standard deviation of 1.35, indicating that students who attend the regional public institution are significantly more aware of the Clery Act than students who attend the private Christian college. The distributions of scores for the two groups are displayed in Figure 15.

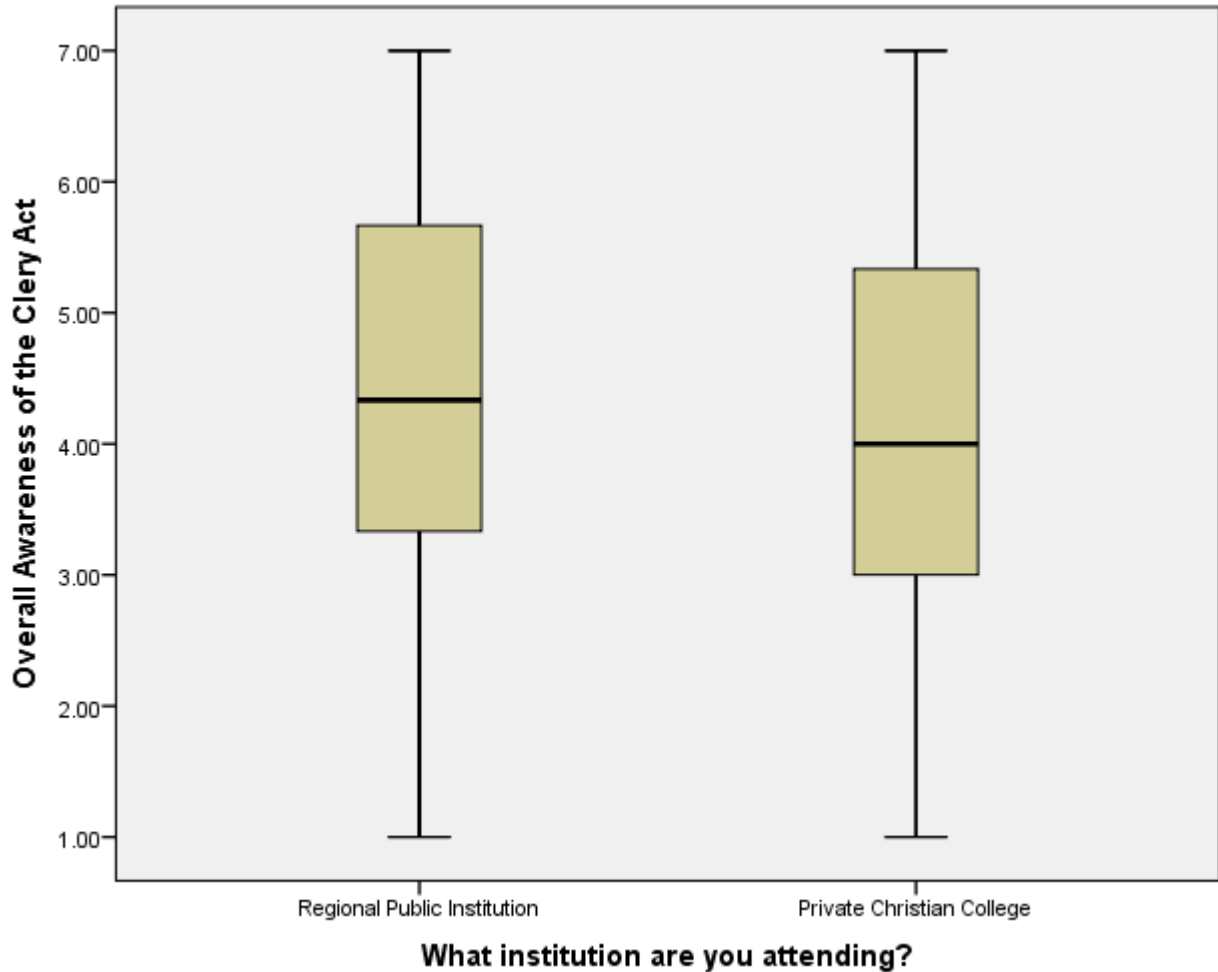


Figure 15. Overall awareness of the Clery Act by students who attend the regional public institution and students who attend the private Christian college. The median of each sample is reported for each category.

In an effort to provide more useful and specific information regarding differences in regional public institution and private Christian college student awareness of the Clery Act, additional mean comparisons were conducted for each separate component of overall awareness: 1) awareness of crime statistics, (2) awareness of fire statistics, and (3) awareness of safety notices, emergency notifications, or timely warnings issued by the institution.

An independent-samples *t* test was conducted to evaluate whether the mean score of awareness of Clery Act crime statistics was different between regional public institution students

and private Christian college students. Awareness of the Clery Act crime statistics was the variable and the grouping variable was regional public institution students and private Christian college students. The test was not significant, $t(1,324) = .69, p = .491$. The awareness of Clery Act crime statistics mean for regional public students was 3.84, with a standard deviation of 1.90, while the awareness of Clery Act crime statistics mean for private Christian college students was 3.73, with a standard deviation of 1.84, indicating that there was no significant difference between regional public institution students and private Christian college students as it relates to awareness of the Clery Act crime statistics (campus security report). The distributions of scores for the two groups are displayed in Figure 16.

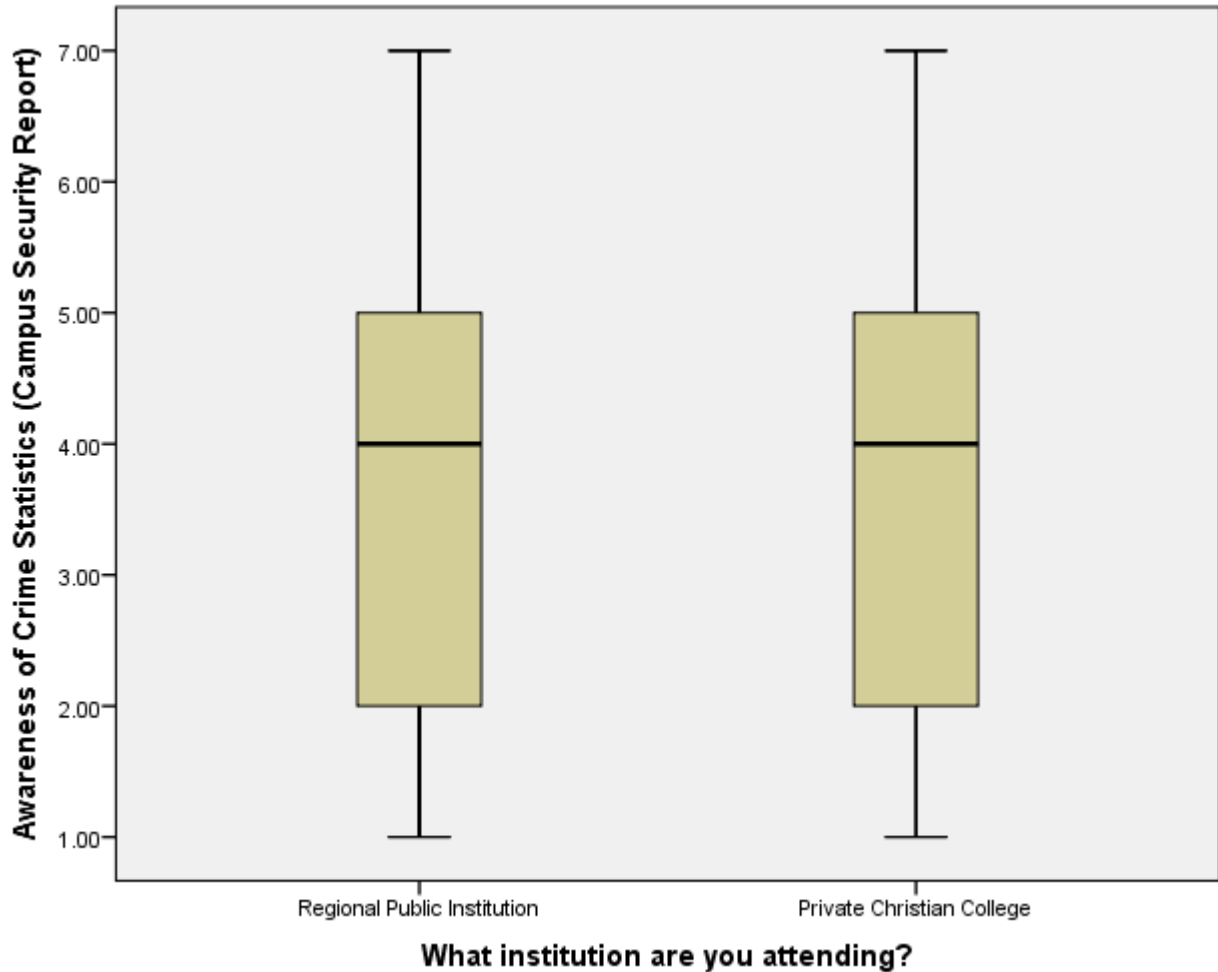


Figure 16. Awareness of the Clery Act crime statistics by students who attend the regional public institution and students who attend the private Christian college. The median of each sample is reported for each category.

An independent-samples *t* test was conducted to evaluate whether the mean score of awareness of Clery Act fire statistics was different between regional public institution students and private Christian college students. The awareness of the Clery Act fire statistics was the variable and the grouping variable was regional public institution students and private Christian college students. The test was not significant, $t(1,314) = .45, p = .653$. The awareness of Clery Act fire statistics mean for regional public institution students was 3.49, with a standard deviation of 1.85, while the awareness of Clery Act fire statistics mean for private Christian

college students was 3.43, with a standard deviation of 1.81, indicating that there was no significant difference between regional public institution students and private Christian college students as it relates to awareness of the Clery Act fire statistics (fire safety report). The distributions of scores for the two groups are displayed in Figure 17.

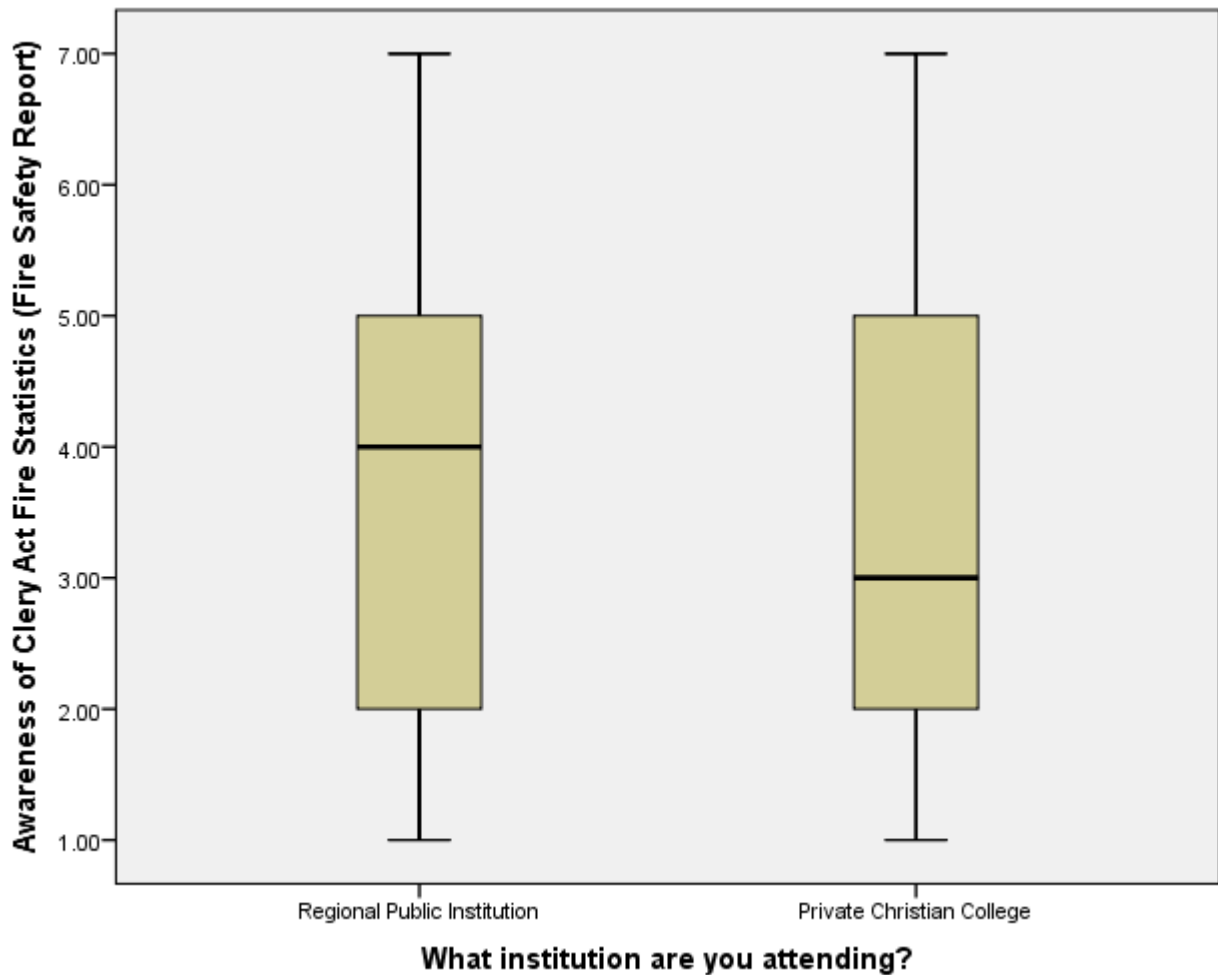
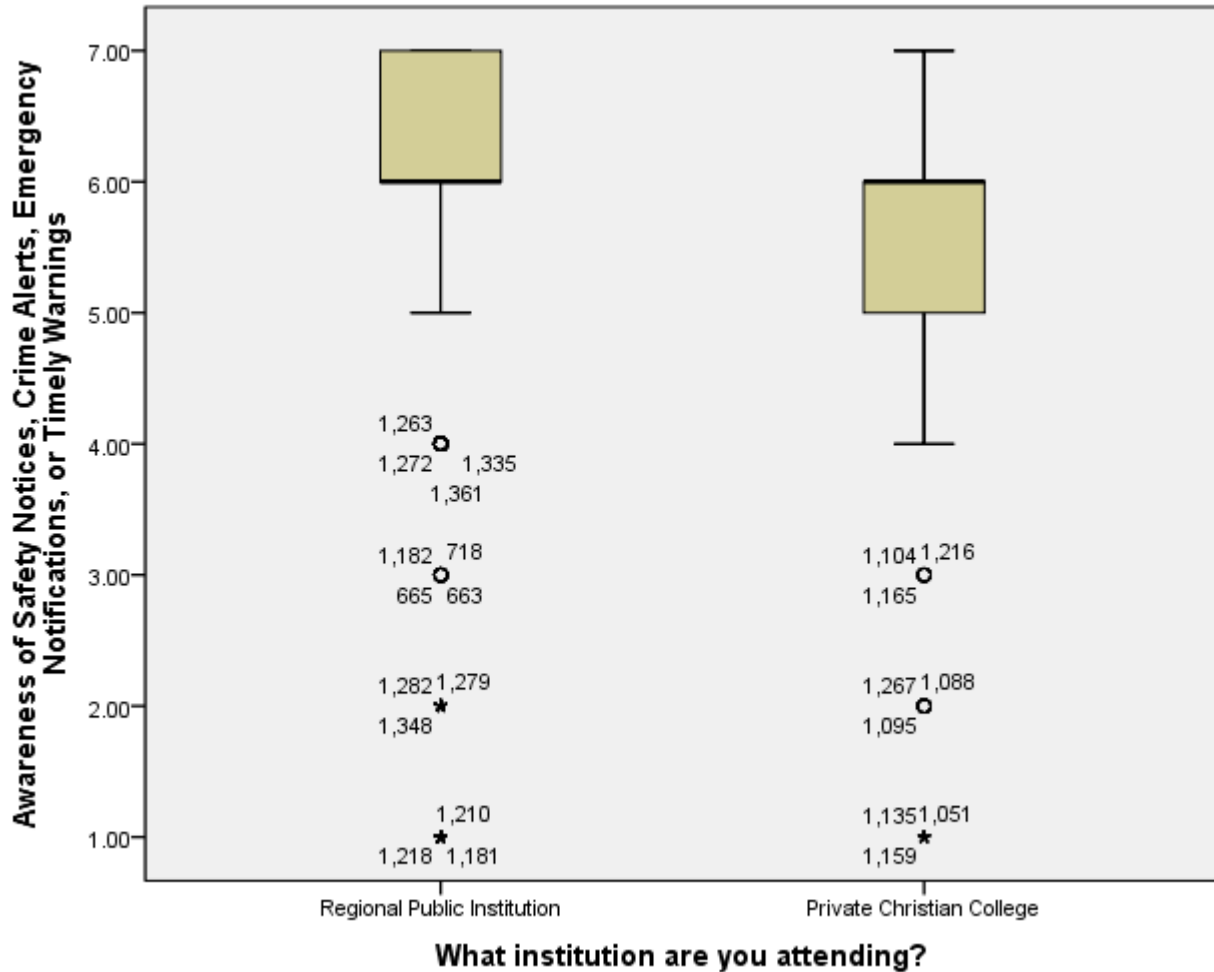


Figure 17. Awareness of the Clery Act fire statistics by students who attend the regional public institution and students who attend the private Christian college. The median of each sample is reported for each category.

An independent-samples *t* test was conducted to evaluate whether the mean score of awareness of Clery Act safety notices, emergency notifications, or timely warnings issued by the institution was different between regional public institution students and private Christian

college students. The awareness of the Clery Act safety notices, emergency notifications, or timely warnings issued by the institution was the variable and the grouping variable was regional public institution students and private Christian college students. The test was significant, $t(1,302) = 5.39, p < .001$. Therefore, H_05 was rejected. The mean of the awareness of Clery Act safety notices, emergency notifications, or timely warnings by regional public institution students was 5.91, with a standard deviation of 1.32, while the mean awareness of Clery Act safety notices, emergency notifications, or timely warnings by private Christian college students was 5.33, with a standard deviation of 1.57, indicating that regional public institution students were significantly more aware than private Christian college students of Clery Act safety notices, emergency notifications, or timely warnings issued by the institution. The distributions of scores for the two groups are displayed in Figure 18.



o = an outlier observation greater than 1.5 times the interquartile range
 * = an outlier observation greater than 3 times the interquartile range

Figure 18. Awareness of safety notices, crime alerts, emergency notifications, or timely warnings by regional public institution students and private Christian college students. The median of each sample is reported for each category.

Research Question 6

For students who are aware of the Clery Act campus security and fire safety report, how were they made aware of the institution's provision of crime and fire statistics?

SurveyMonkey was used to collect the raw data as to how students were made aware of the institution's crime and fire statistics. The survey used two separate items to collect this data, one for crime statistics and the other for fire statistics. The types of notification methods and the

corresponding percentage of students who were notified by these methods are listed in Tables 3 and 4 listed below.

Table 3

Methods by Which Respondents Were Made Aware of the Clery Act Crime Statistics (N = 1,361)

Notification Method	n	%
Observed notification of crime statistics on college website	359	28.58
Notified of crime statistics in orientation session	262	20.86
Notified of crime statistics by a Residence Life Official	187	14.89
Notified of crime statistics by a Student Affairs Official	177	14.09
Observed notification of crime statistics in catalog	164	13.06
Observed notification of crime statistics on student application	139	11.07
Observed notification of crime statistics in Parent Handbook	97	7.72
Other notification method	93	7.4

Note: Approximately 550 respondents, or 43.79% of survey participants, did not see any notifications of crime statistics.

Table 4

Methods by Which Respondents Were Made Aware of the Clery Act Fire Statistics (N = 1,361)

Notification Method	n	%
Observed notification of fire statistics on college website	168	13.47
Observed notification of fire statistics in catalog	153	12.27
Notified of fire statistics in orientation session	128	10.26
Notified of fire statistics by a Residence Life Official	120	9.62
Notified of fire statistics by a Student Affairs Official	86	6.9

Table 4 (continued)

Observed notification of fire statistics on student application	69	5.53
Observed notification of fire statistics in Parent Handbook	69	5.53
Other notification method	42	3.37

Note: Approximately 863 respondents, or 69.21% of survey participants, did not see any notifications of fire statistics.

Research Question 7

Do students use the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) to a significant extent in their decisions as to what college to attend?

H₀₇: Students do not use the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) to a significant extent in their decisions as to what college to attend.

A directional, upper tail critical, single sample *t* test was conducted to evaluate whether responding students use the Clery Act crime and fire statistics to a significant extent in their decisions as to what college to attend. The variable was entitled "Use of Crime and Fire Stats in College Decision" (Mean = 2.52, SD = 1.60) and was composed of the average scores resulting from two separate Likert scale survey statements as follows: 1) I considered the Clery Act crime statistics (Campus Security Report) in my decision as to what college to attend, and 2) I considered the Clery Act fire statistics (Fire Safety Report) as to what college to attend. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,309) = -33.36, p < .001$. However, while the *p* value indicates significance, because the *t* value is negative, H₀₇ was retained. Therefore, students do not use the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) to a significant extent in their decisions as to what college to attend. A histogram of

student use of the Clery Act crime and fire statistics as to what college to attend is displayed in Figure 19.

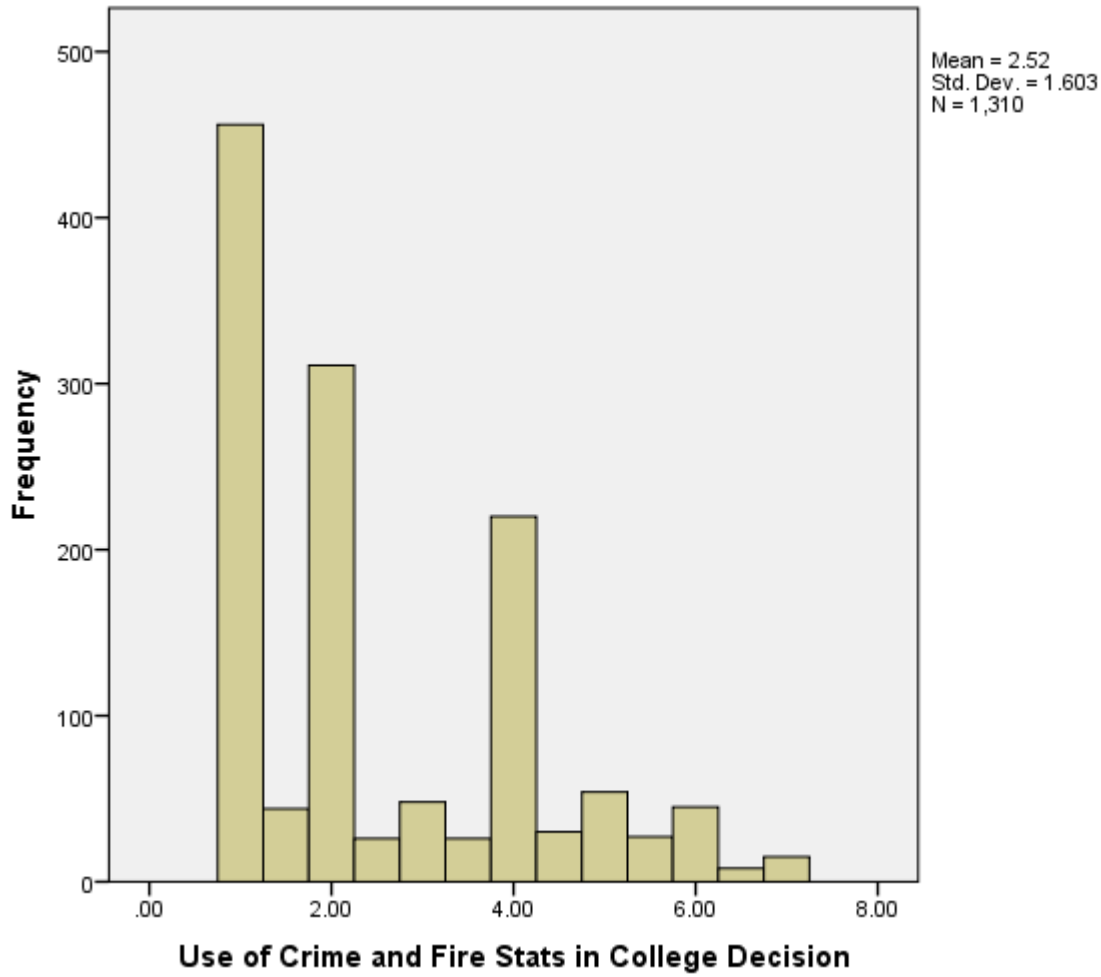


Figure 19. Student use of the Clery Act crime and fire statistics in their decision as to what college to attend. The test value of 4 represents neutrality on the Likert scale.

In an effort to provide more useful and specific information regarding each component of the "Use of Crime and Fire Stats in College Decision" variable, additional mean comparisons were conducted regarding the use of crime statistics and fire statistics in the students' decisions as to what college to attend. These additional two tests analyzed crime statistics and fire statistics separately and are directly related to the nature of the research question, providing additional information that will be used to infer and support conclusions

provided in Chapter 5.

The first follow-up similar single sample t test was conducted to evaluate whether responding students use the Clery Act crime statistics to a significant extent in their decisions as to what college to attend. The variable was "Use of Crime Stats in College Decision" (Mean = 2.65, SD = 1.73) and was composed of the Likert scale survey statement: I considered the Clery Act crime statistics (campus security report) in my decision as to what college to attend. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,311) = -28.28, p < .001$. However, while the p value indicates significance, because the t value is negative, students do not use the Clery Act crime statistics (campus security report) to a significant extent in their decisions as to what college to attend. A histogram of student use of the Clery Act crime statistics as to what college to attend is displayed in Figure 20.

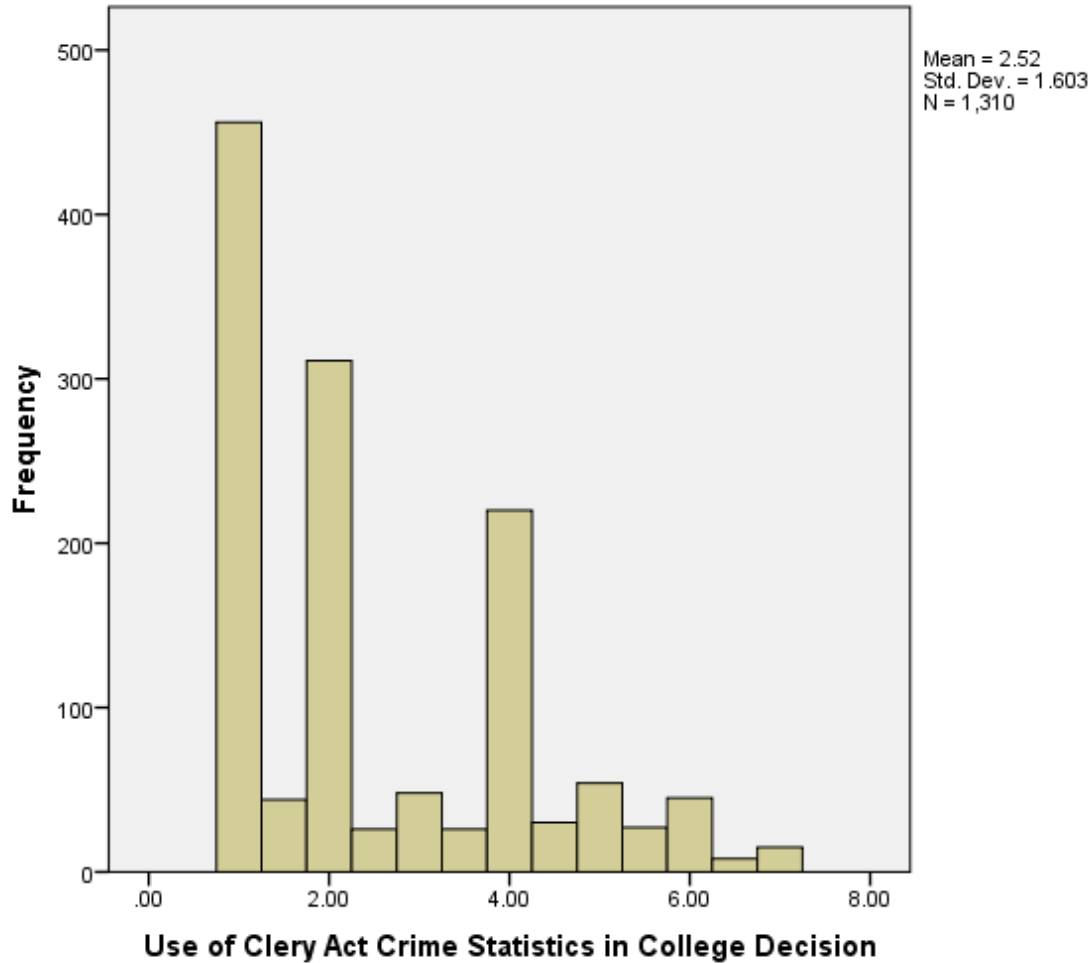


Figure 20. Student use of the Clery Act crime statistics in their decision as to what college to attend. The test value of 4 represents neutrality on the Likert scale.

The second follow-up similar single sample *t* test was conducted to evaluate whether responding students use the Clery Act fire statistics to a significant extent in their decisions as to what college to attend. The variable was "Use of Fire Stats in College Decision" (Mean = 2.40, SD = 1.58) and was composed of the Likert scale survey statement: I considered the Clery Act fire statistics (fire safety report) in my decision as to what college to attend. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,309) = -36.65, p < .001$. However, while the *p* value indicates significance, because the *t* value is negative, students do not use the Clery Act fire statistics (Fire Safety

Report) to a significant extent in their decisions as to what college to attend. A histogram of student use of the Clery Act fire statistics as to what college to attend is displayed in Figure 21.

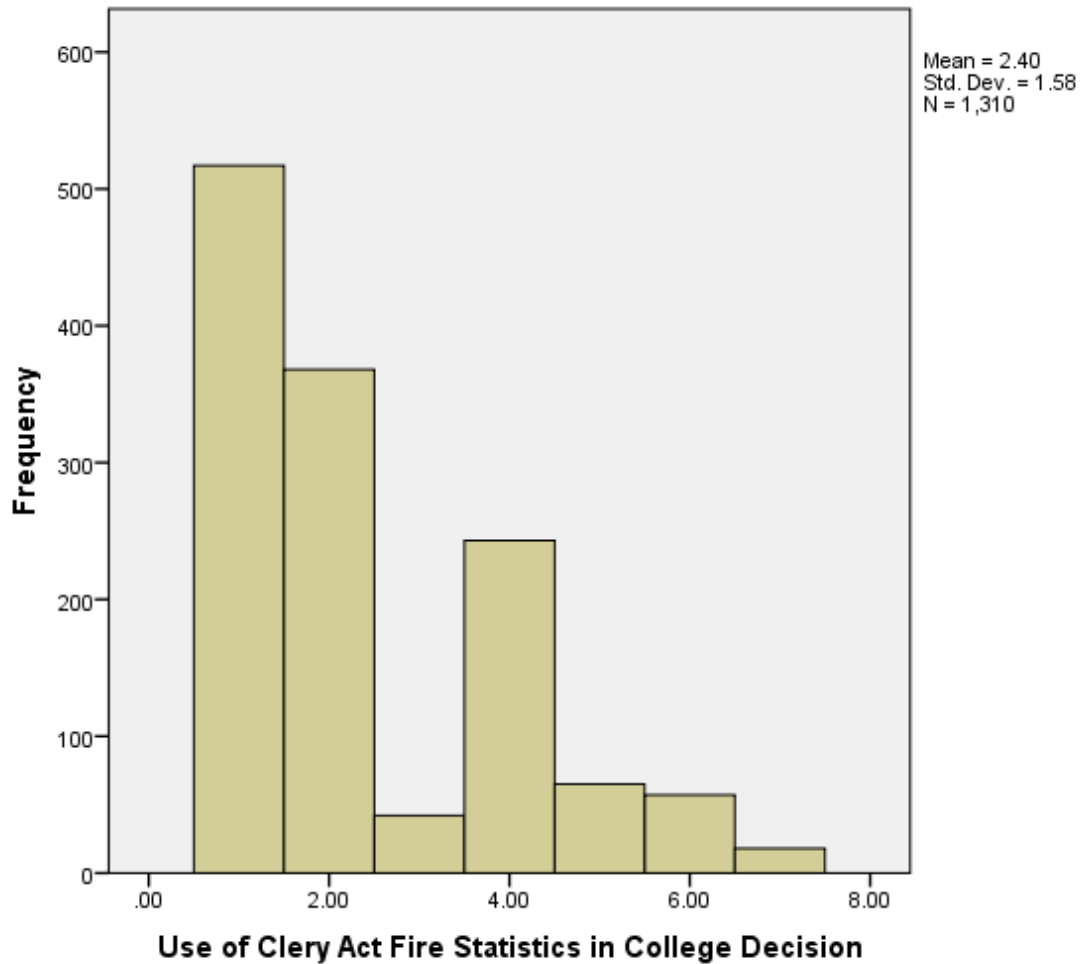


Figure 21. Student use of the Clery Act fire statistics in their decision as to what college to attend. The test value of 4 represents neutrality on the Likert scale.

Research Question 8

Do students perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) improves their safety from crimes and fires while on campus to a significant extent?

H₀₈: Students do not perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) improves their safety from crimes and fires while on campus to a significant extent.

A directional, upper tail critical, single sample *t* test was conducted to evaluate whether responding students perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) improves their safety from crimes and fires while on campus to a significant extent. The variable was entitled "Reporting of Crime and Fire Statistics" (Mean = 4.25, SD = 1.35) and was composed of the average scores resulting from two separate Likert scale survey statements as follows: 1) In my opinion, the reporting of crime statistics (campus security report) has improved my security on campus, and 2) In my opinion, the reporting of fire statistics (fire safety report) has improved my safety from fire while on campus. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,304) = 6.60, p < .001$. Therefore, H₀₈ was rejected. Therefore, students perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) improves their safety from crimes and fires while on campus to a significant extent. A histogram of student perception involving safety from crimes and fires due to the reporting of Clery Act crime and fire statistics is displayed in Figure 22.

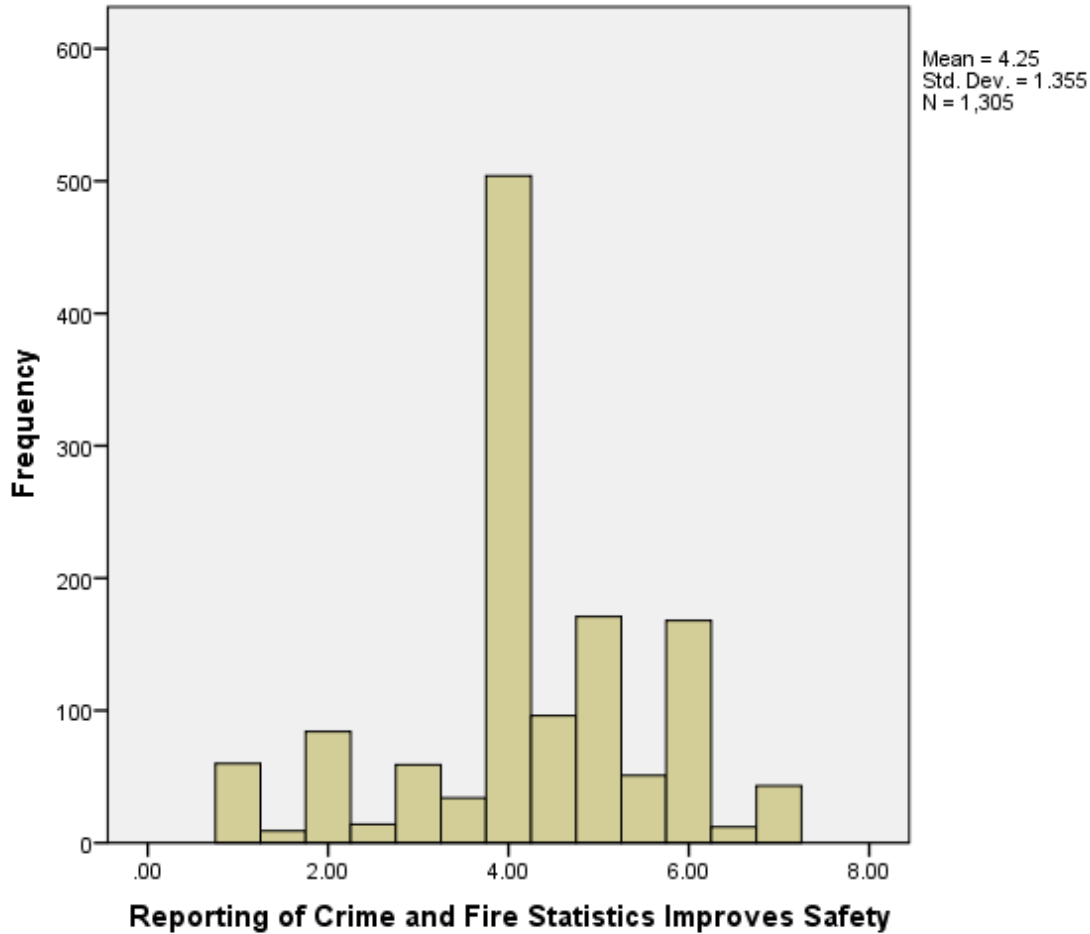


Figure 22. Student perception involving improvement of their safety from crimes and fires due to the reporting of Clery Act crime and fire statistics. The test value of 4 represents neutrality on the Likert scale.

In an effort to provide more useful and specific information regarding each component of the "Reporting of Crime and Fire Statistics " variable, additional mean comparisons were conducted regarding student perception of their safety from crimes and fires due to the reporting of Clery Act crime and fire statistics. These additional two tests analyzed the reporting of crime and fire statistics separately and are directly related to the nature of the research question, providing additional information that will be used to infer and support conclusions provided in Chapter 5.

The first follow-up similar single sample t test was conducted to evaluate whether responding students perceive that the reporting of crime statistics (campus security report) improves their safety from crimes while on campus to a significant extent. The variable was "Reporting of Crime Statistics" (Mean = 4.36, SD = 1.48) and was composed of the Likert scale survey statement: In my opinion, the reporting of crime statistics (campus security report) has improved my security while on campus. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,307) = 8.79, p < .001$. Therefore, students perceive that the reporting of the Clery Act crime statistics (campus security report) improves their safety from crimes while on campus to a significant extent. A histogram of student perception regarding the reporting of crime statistics and improved safety from crime is displayed in Figure 23.

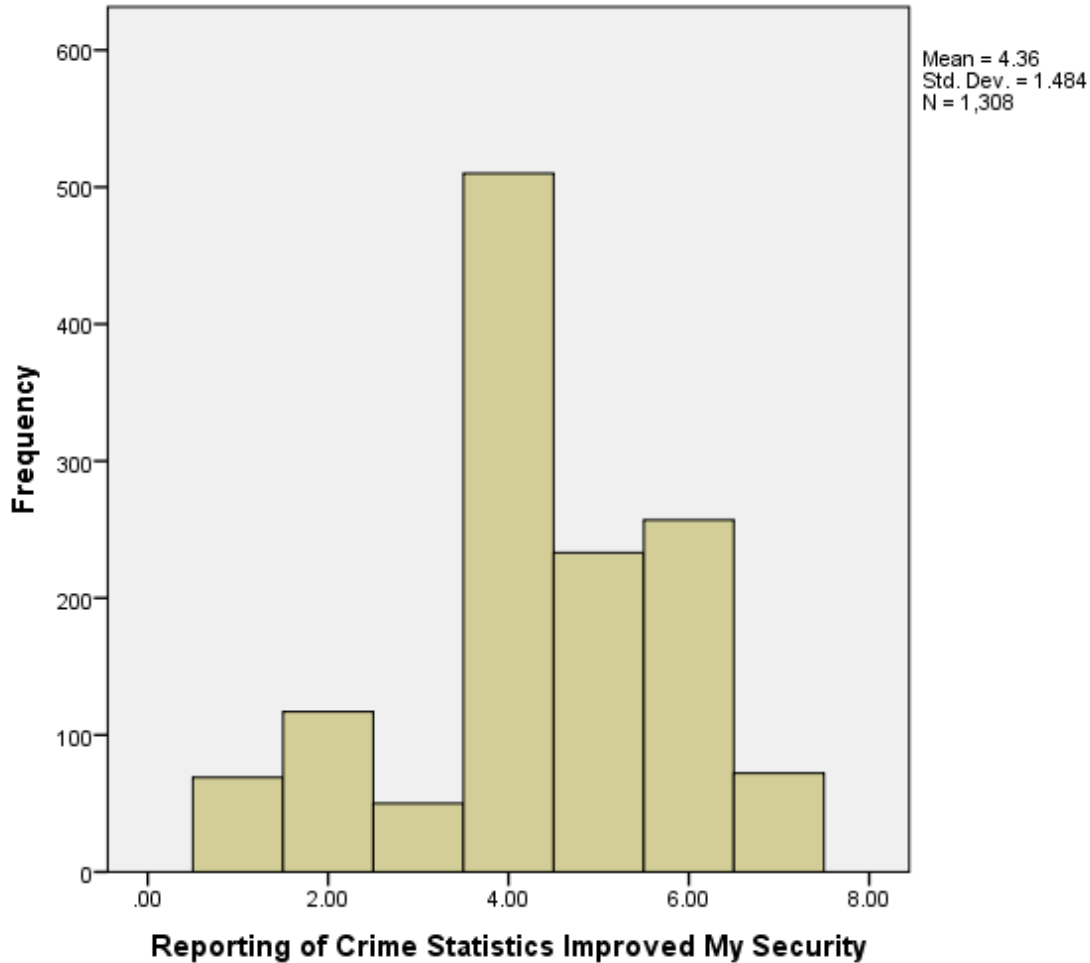


Figure 23. Student perception involving improvement of their safety from crimes due to the reporting of Clery Act crime statistics. The test value of 4 represents neutrality on the Likert scale.

The second follow-up similar single sample *t* test was conducted to evaluate whether responding students perceive that the reporting of fire statistics (fire safety report) has improved their safety from fires while on campus. The variable was "Reporting of Fire Statistics" (Mean = 4.13, SD = 1.42) and was composed of the Likert scale survey statement: In my opinion, the reporting of fire statistics (fire safety report) has improved my safety from fire while on campus. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,304) = 3.39, p < .001$. Therefore, students perceive that the reporting of the Clery Act fire statistics (fire safety report) improves their safety from fires while on campus

to a significant extent. A histogram of student perception regarding the reporting of fire statistics and improved safety from fires on campus is displayed in Figure 24.

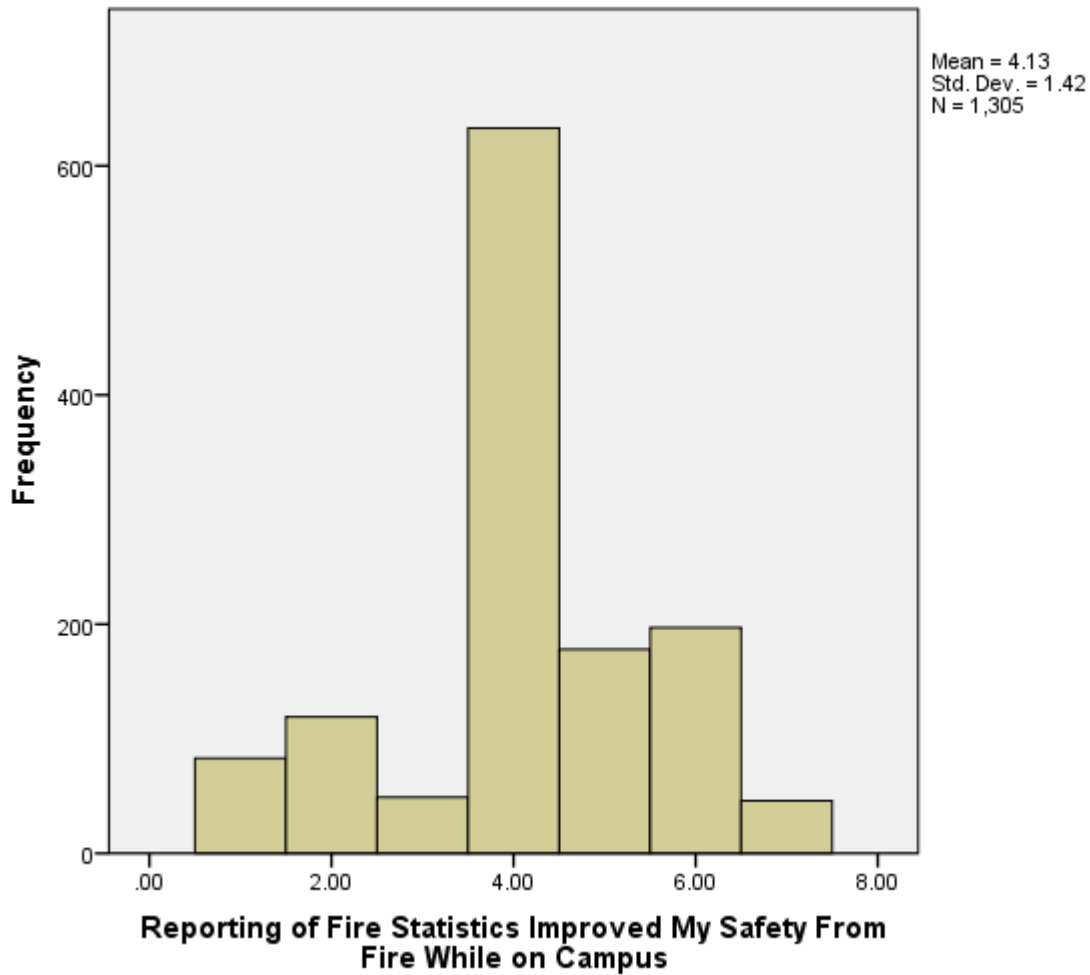


Figure 24. Student perception involving improvement of their safety from fires due to the reporting of Clery Act fire statistics. The test value of 4 represents neutrality on the Likert scale.

Research Question 9

Do students change their behavior to protect their property or personal well-being due to the use of safety notices, emergency notifications, or timely warnings issued by their institution to a significant extent?

H₀9: Students do not change their behavior to protect their property or personal well-being due to the use of safety notices, emergency notifications, or timely warnings issued by their institution to a significant extent.

A directional, upper tail critical, single sample *t* test was conducted to evaluate whether students change their behavior to protect their property or personal well-being due to the use of safety notices, emergency notifications, or timely warnings issued by their institution to a significant extent. The variable was student behavioral change due to timely warnings (Mean = 4.83, SD = 1.66), and a test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The analysis indicated that the mean is significantly higher than the test value $t(1,295) = 18.11, p < .001$. Therefore, students do change their behavior to protect their property or personal well-being due to the use of safety notices, emergency notifications, or timely warnings issued by their institution to a significant extent. A histogram of student behavioral change due to safety notices, emergency notifications, or timely warnings is displayed in Figure 25.

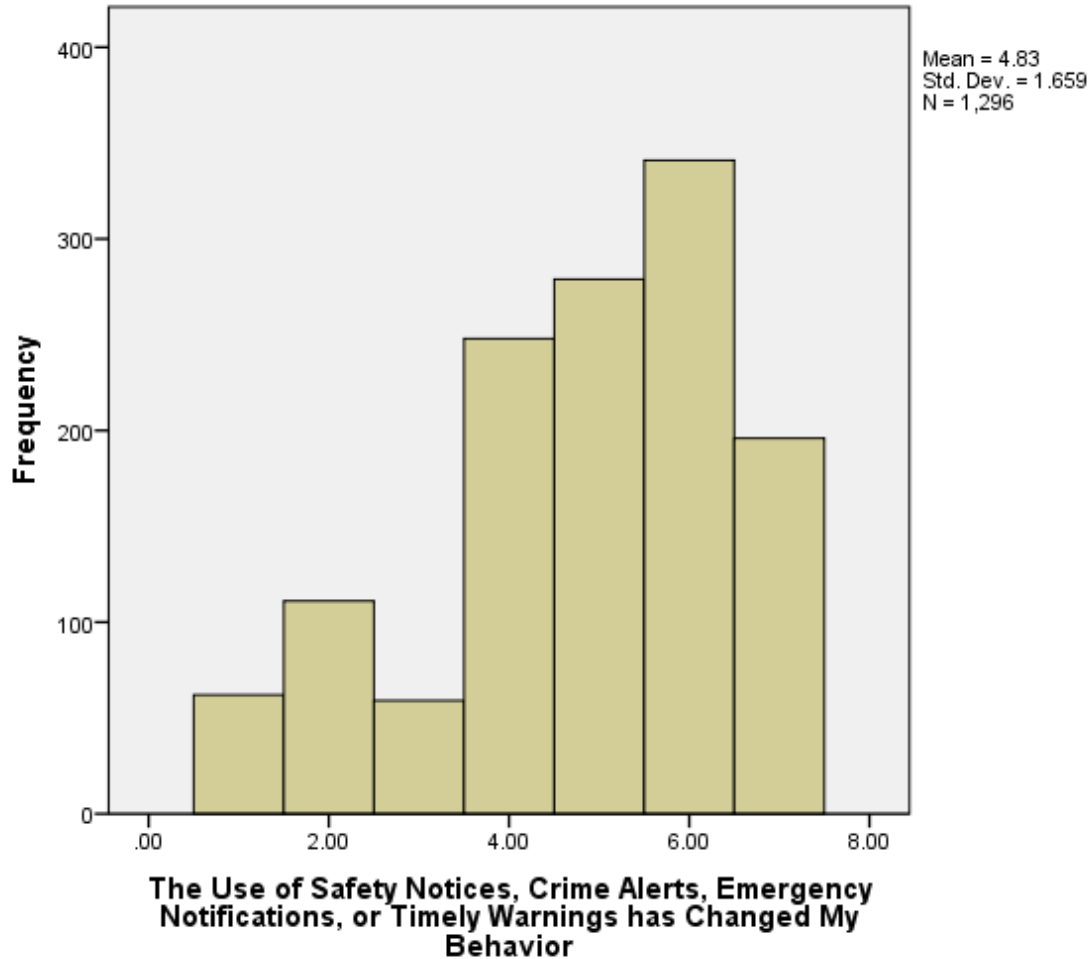


Figure 25. Student behavioral change due to the use of safety notices, crime alerts, emergency notifications, or timely warnings. The test value of 4 represents neutrality on the Likert scale.

Research Question 10

Do students perceive that the use of safety notices, emergency notifications, or timely warnings by their institution has improved their security while on campus to a significant extent?

H₀10: Students do not perceive that the use of safety notices, emergency notifications, or timely warnings by their institution has improved their security while on campus to a significant extent.

A directional, upper tail critical, single sample *t* test was conducted to evaluate whether students perceive that the use of safety notices, emergency notifications, or timely warnings by

their institution has improved their security while on campus to a significant extent. The variable was student perception of improved security due to timely warnings (Mean = 5.26, SD = 1.44), and a test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The analysis indicated that the mean is significantly higher than the test value $t(1,300) = 31.52$, $p < .001$. Therefore, students do perceive that the use of safety notices, emergency notifications, or timely warnings by their institution has improved their security while on campus to a significant extent. A histogram of student perception of improved security due to safety notices, crime alerts, emergency notifications, or timely warnings is displayed in Figure 26.

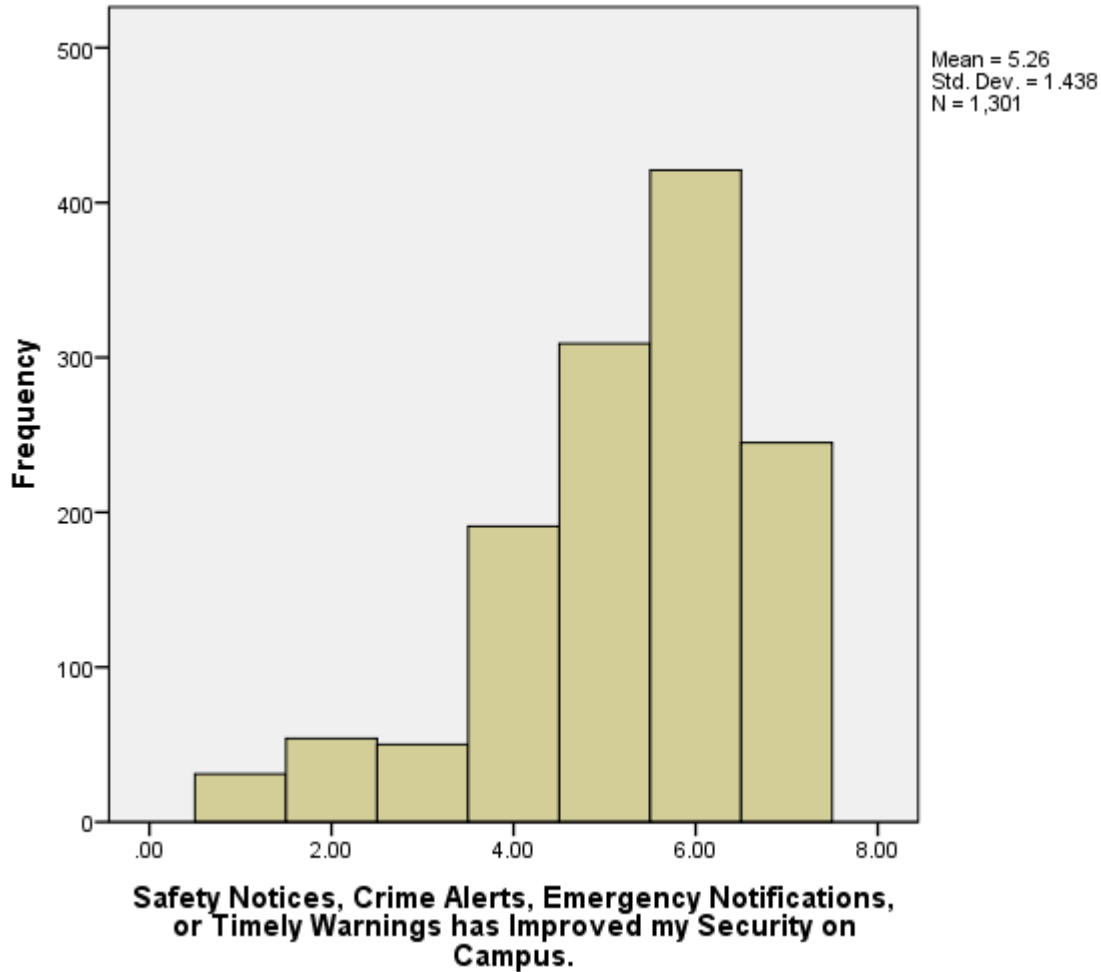


Figure 26. Student perception of improved security due to safety notices, crime alerts, emergency notifications, or timely warnings. The test value of 4 represents neutrality on the Likert scale.

Research Question 11

Do students perceive that the reporting of crime statistics (campus security report) and fire statistics (fire safety report) reduces crime and fires on their campus to a significant extent?

H₀11: Students do not perceive that the reporting of crime statistics (campus security report) and fire statistics (fire safety report) reduces crime and fires on their campus to a significant extent.

A directional, upper tail critical, single sample t test was conducted to evaluate whether responding students perceive that the reporting of crime statistics (campus security report) and fire statistics (fire safety report) reduces crime and fires on their campus to a significant extent. The variable was entitled "Reporting Reduces Crimes and Fires" (Mean = 4.15, SD = 1.20) and was composed of the average scores resulting from two separate Likert scale survey statements as follows: 1) In my opinion, the reporting of crime statistics (campus security report) has reduced crime on my campus, and 2) In my opinion, the reporting of fire statistics (fire safety report) has reduced fires on my campus. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,279) = 4.51, p < .001$. Therefore, H_0 was rejected. Therefore, students perceive that the reporting of the Clery Act crime statistics (campus security report) and fire statistics (fire safety report) reduces crime and fires on their campus to a significant extent. A histogram of student perception involving reduction of crimes and fires due to the reporting of Clery Act crime and fire statistics is displayed in Figure 27.

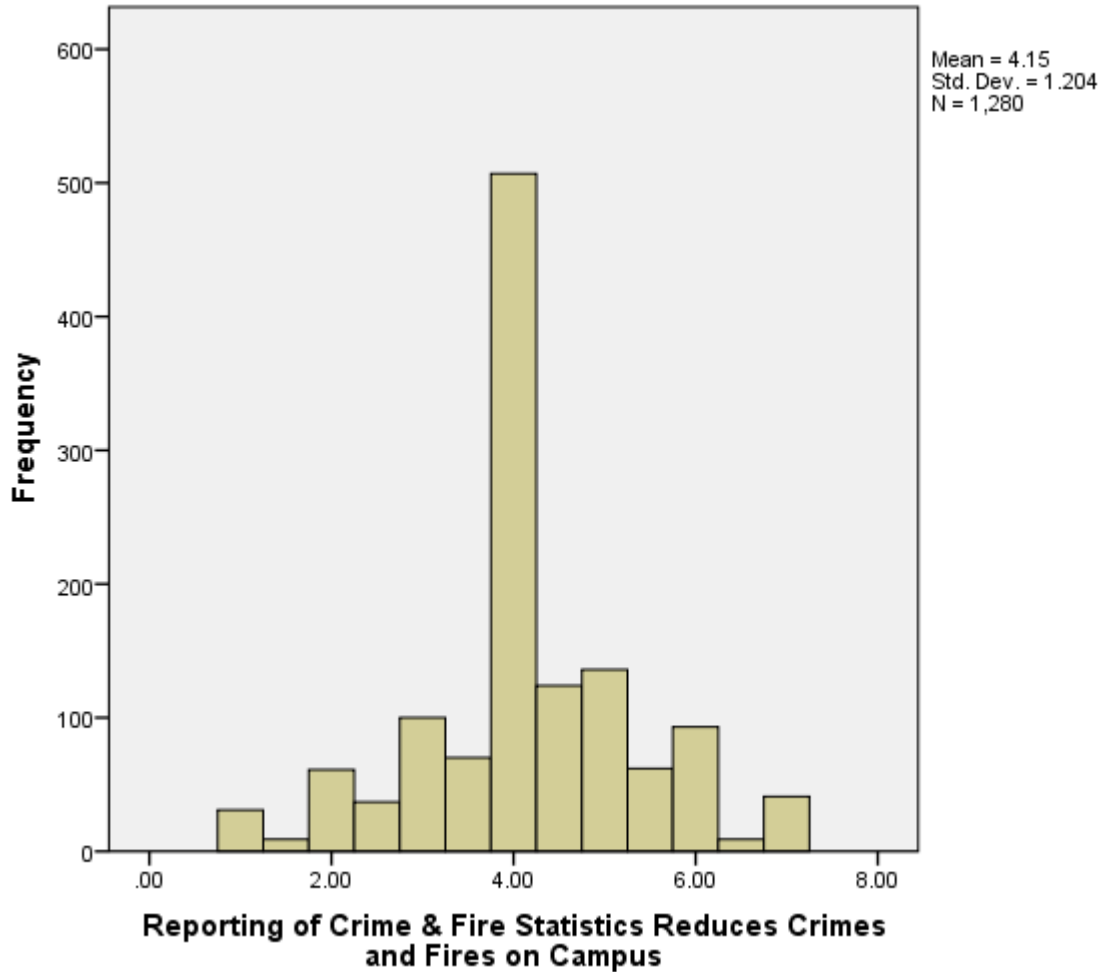


Figure 27. Student perception involving reduction of crimes and fires due to the reporting of Clery Act crime and fire statistics. The test value of 4 represents neutrality on the Likert scale.

In an effort to provide more useful and specific information regarding each component of the "Reporting Reduces Crimes and Fires" variable, additional mean comparisons were conducted regarding student perception of reduction of crimes and fires due to the reporting of Clery Act crime and fire statistics. These additional two tests analyzed the reduction of crime and fires separately and are directly related to the nature of the research question, providing additional information that will be used to infer and support conclusions provided in Chapter 5.

The first follow-up similar, single sample *t* test was conducted to evaluate whether responding students perceive that the reporting of crime statistics (campus security report) has

reduced crime on campus to a significant extent. The variable was "Reporting of Crime Statistics" (Mean = 4.22, SD = 1.38) and was composed of the Likert-type scale survey statement: In my opinion, the reporting of crime statistics (campus security report) has reduced crime on my campus. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,282) = 5.64, p < .001$. Therefore, students perceive that the reporting of the Clery Act crime statistics (campus security report) reduced crime on campus to a significant extent. A histogram of student perception regarding the reporting of crime statistics and reduced crime is displayed in Figure 28.

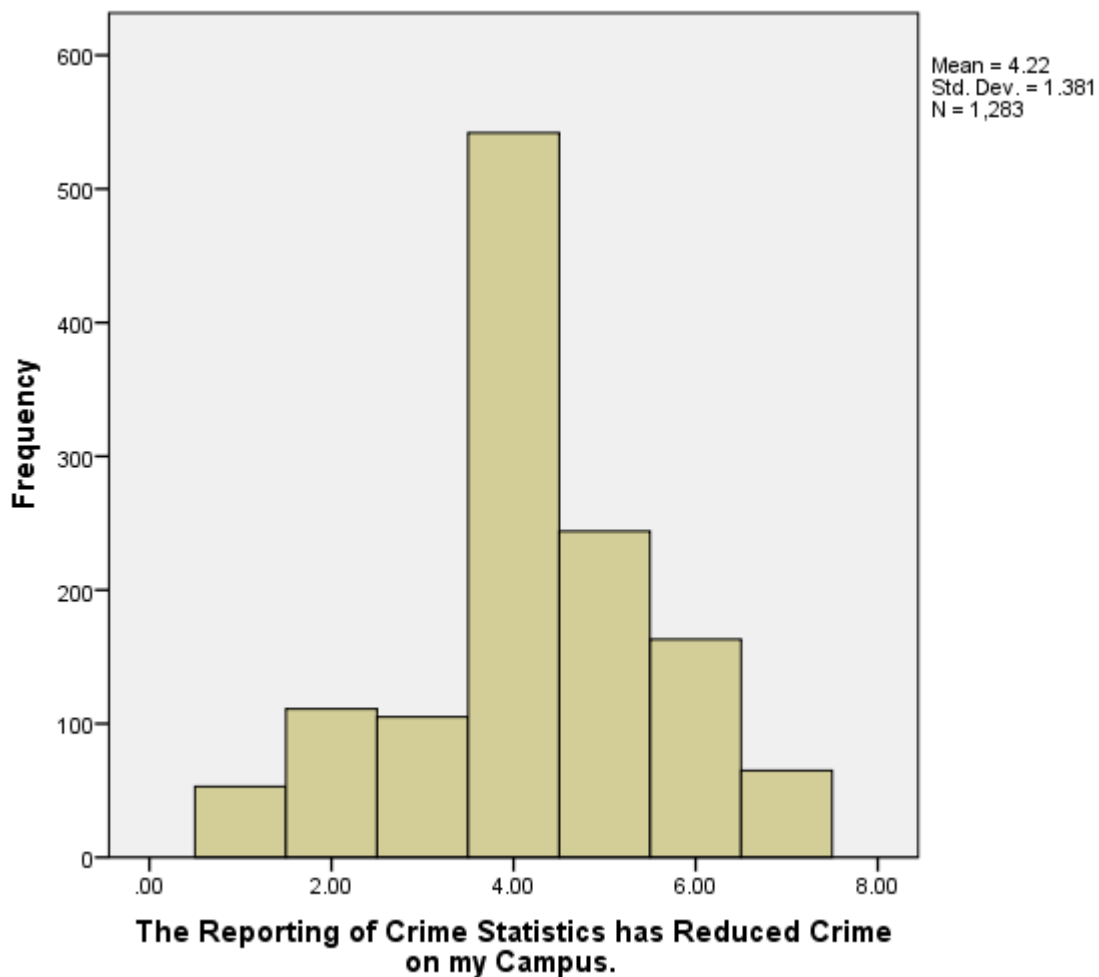


Figure 28. Student perception involving reduction of crimes on campus due to the reporting of Clery Act crime statistics. The test value of 4 represents neutrality on the Likert scale.

The second follow-up similar single sample t test was conducted to evaluate whether responding students perceive that the reporting of fire statistics (fire safety report) has reduced fires on campus. The variable was "Reporting of Fire Statistics" (Mean = 4.08, SD = 1.28) and was composed of the Likert scale survey statement: In my opinion, the reporting of fire statistics (fire safety report) has reduced fires on my campus. A test value of 4, which indicated neutrality on the Likert scale, was used for this analysis. The test was significant, $t(1,279) = 2.36, p = .018$. Therefore, students perceive that the reporting of the Clery Act fire statistics (fire safety report) has reduced fires on campus to a significant extent. A histogram of student perception regarding the reporting of fire statistics and reduced fires on campus is displayed in Figure 29.

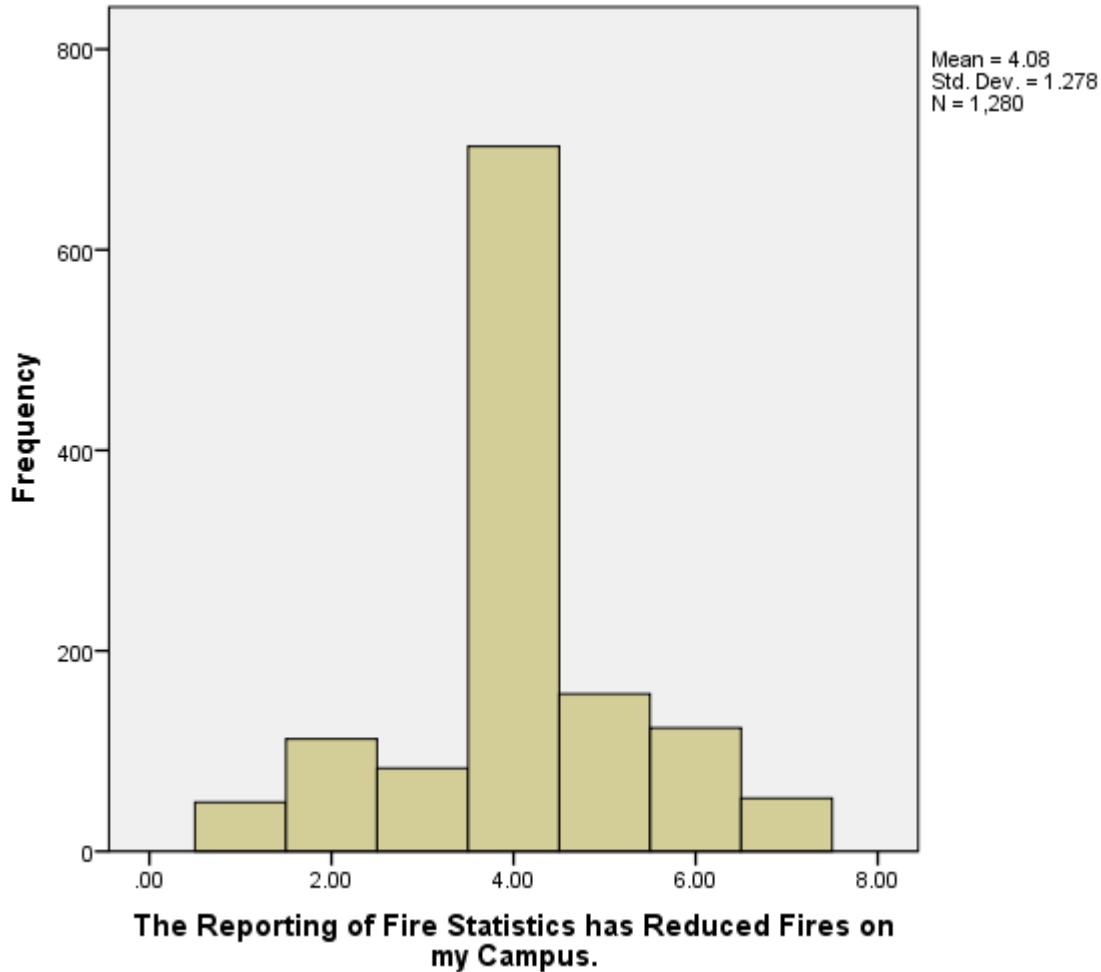


Figure 29. Student perception involving reduction of fires on campus due to the reporting of Clery Act fire statistics. The test value of 4 represents neutrality on the Likert scale.

Research Question 12

Do students perceive that the use of safety notices, emergency notifications, or timely warnings reduces crime on their campus to a significant extent?

H₀12: Students do not perceive that the use of safety notices, emergency notifications, or timely warnings reduces crime on their campus to a significant extent.

A directional, upper tail critical, single sample *t* test was conducted to evaluate whether students perceive that the use of safety notices, emergency notifications, or timely warnings reduces crime on their campus to a significant extent. The variable was student perception of

reduced crime due to timely warnings (Mean = 4.33, SD = 1.38), and a test value of 4, which indicated neutrality on the Likert-type scale, was used for this analysis. The analysis indicated that the mean is significantly higher than the test value $t(1,287) = 8.62, p < .001$. Therefore, students do perceive that the use of safety notices, emergency notifications, or timely warnings reduces crime on their campus to a significant extent. A histogram of student perception of reduced crime due to safety notices, crime alerts, emergency notifications, or timely warnings is displayed in Figure 30.

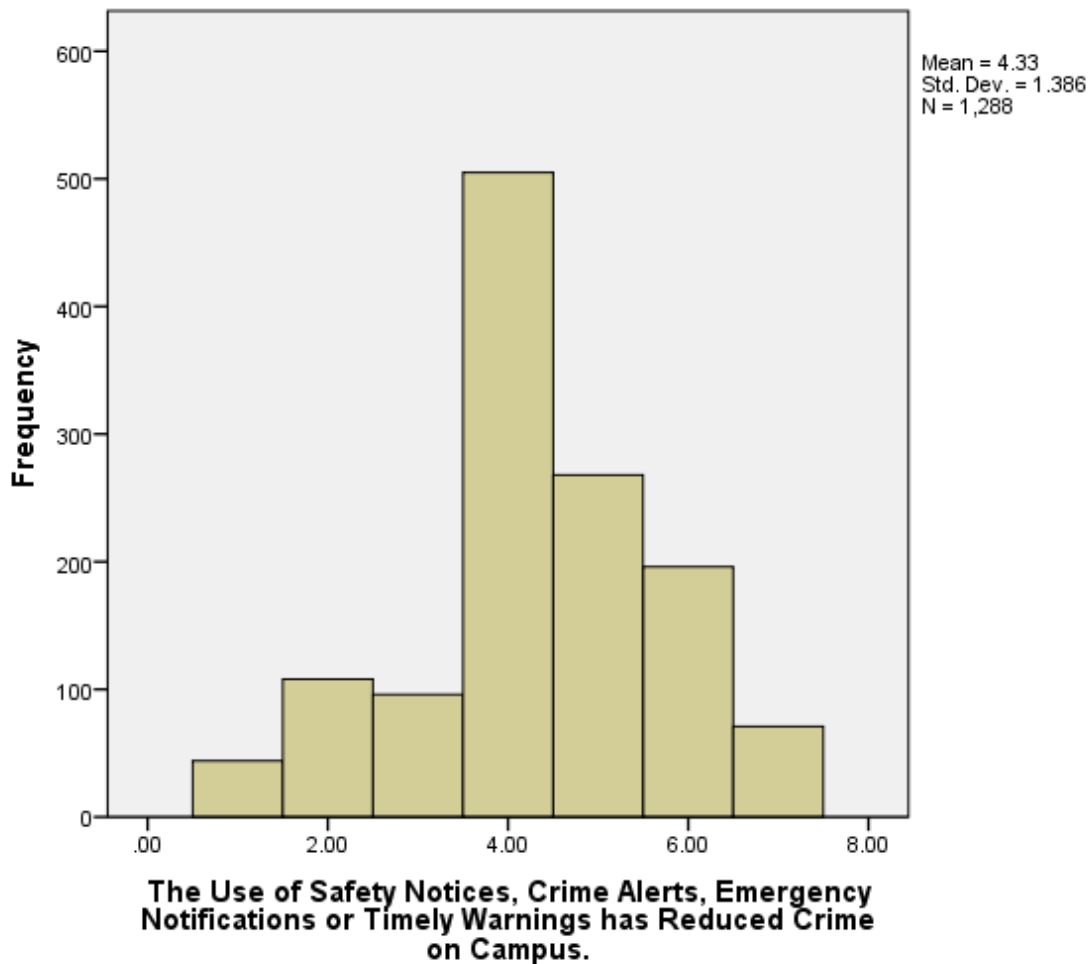


Figure 30. Student perception of reduced crime due to safety notices, crime alerts, emergency notifications, or timely warnings. The test value of 4 represents neutrality on the Likert scale.

Chapter Summary

The study findings were presented in Chapter 4. The study sample consisted of students who were attending a regional public institution and a small private Christian college in East Tennessee and responded to an email request to participate in an on-line survey using [SurveyMonkey.com](https://www.surveymonkey.com). A total of 1,361 students responded, of which 1,168 were attending the regional public institution and 193 were attending the small private Christian college.

The on-line survey consisted of 10 demographic items, four items asking for information as to whether they had read their institution's Clery Act statistics, and if so, what source was utilized, and the remaining items consisted of Likert-type statements to measure degrees of awareness, decision, improvement, and perception.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the perceived effectiveness of the Clery Act by students at two higher educational institutions in East Tennessee. The factors that were used to determine perceived effectiveness consisted of:

1. The students' awareness of the Clery Act, including the crime statistics (campus security report), fire statistics (fire safety report), and safety notices, emergency notifications, or timely warnings issued by their institution.
2. The students' use of the crime statistics (campus security report) and fire statistics (fire safety report) in choosing what college to attend.
3. The students' perception as to whether the crime information (campus security report) and fire information (fire safety report) has improved their safety and security.
4. The students' use of safety notices, emergency notifications, or timely warnings in changing their behavior to protect themselves or their property.
5. The students' perception as to whether the reporting of the crime statistics (campus security report) and fire statistics (fire safety report) has reduced the incidence of crime and fires on their campus.

This chapter contains the findings of this study, drawing conclusions as to the current state of the effectiveness of the Clery Act at two higher educational institutions in East Tennessee. These conclusions were used to make recommendations that, if implemented, may potentially improve the effectiveness of the Clery Act. Additionally, recommendations for practice and further study were presented.

Summary

Awareness

One of the primary purposes of this study was to determine student awareness of the Clery Act requirements as it relates to the crime statistics, fire statistics, and timely warnings. Students must be aware of the information required by the Clery Act in order to use it in their college selection decisions, as well as change their behavior after receiving timely warnings, in an effort to enhance their personal and property protection from crime and fires. Awareness of the Clery Act is directly related to the effectiveness of the Act as students must be aware of the Clery Act information in order to use it. A single sample *t* test was conducted to evaluate whether responding students were aware of crime statistics, fire statistics, and the issuance of safety notices, emergency notifications, or timely warnings by their institution to a significant extent. This variable was entitled "overall awareness" (Mean = 4.37, SD = 1.34) and was composed of the average scores resulting from three separate Likert scale survey statements as follows: 1) I am aware of the Clery Act as it relates to the provision of crime statistics (Campus Security Report) for the college I am attending, 2) I am aware of the Clery Act as it relates to the provision of fire statistics (Fire Safety Report) for the college I am attending, and 3) I read safety notices, crime alerts, emergency notifications, or timely warnings which are sent out by Public Safety or Campus Security. Considering only the results of the "overall awareness" mean comparison is misleading and would lead to an assumption that students are significantly aware of all three components of "overall awareness." Further analysis of each component revealed that students were not significantly aware of the Clery Act crime statistics (Mean = 3.82, SD = 1.89) and were even less aware of the Clery Act fire statistics (Mean = 3.49, SD = 1.84). Safety

notices, emergency notifications, or timely warnings (Mean = 5.83, SD = 1.37) was the only component of “overall awareness” of which students were significantly aware.

There was not a significant difference in the awareness of the Clery Act crime and fire statistics between males and females. But females, when compared with males, were significantly more aware of safety notices, emergency notifications, or timely warnings issued by their institution. Females may sense that they are more frequent targets of crime or are more susceptible to crime than males, increasing their motivation to be aware of safety notices, emergency notifications, or timely warnings, in an effort to protect their safety and security.

Students who were victims of a crime prior to attending college were significantly more aware of the Clery Act crime statistics as well as safety notices, emergency notifications, or timely warnings issued by their institution than students who were not a victim of a crime prior to attending college. It is apparent that experiencing a crime prior to attending college sensitizes students to campus crime rates and the potential to experience a crime on campus. Surprisingly, those students who were victims of a fire prior to attending college were not significantly more aware of the Clery Act fire statistics than non-fire victims prior to attending college. This would seem to indicate that students are more concerned about their safety when it comes to being the victim of a crime rather than the victim of a fire. Students may perceive that they have a greater risk of being a crime victim than a fire victim while on campus.

Students who reside on-campus (M = 4.53, SD = 1.30) were significantly more aware of the Clery Act crime and fire statistics as well as safety notices, emergency notifications, or timely warnings than students who reside off-campus. Obviously, students who live on-campus have a greater interest in campus crimes and fires as they spend more time on the campus grounds and have greater exposure to the potential for crime and fires.

Students who attended the regional public institution were not significantly more aware of Clery Act crime and fire statistics than students who attended the private Christian college. Regional public institution students, though, were significantly more aware of safety notices, emergency notifications, or timely warnings issued by their institution than students attending the private Christian college. This may be attributed to the low crime and fire rates experienced at the private Christian college as demonstrated by the 2015 Campus Security Report that indicated zero incidences of fires and violent crimes.

Students became aware of Clery Act crime statistics at their institution as the result of the college or university website (28.58%), an orientation session (20.86%), a residence life official (14.89%), a student affairs official (14.09%), a student catalog (13.06%), a student application (11.07%), or a parent handbook (7.72%). Students became aware of the Clery Act fire statistics at their institution as the result of the college or university website (13.47%), a student catalog (12.27%), an orientation session (10.26%), a residence life official (9.62%), a student affairs official (6.9%), a student application (5.53%), or a parent handbook (5.53%). Students are most frequently using their college or university website to learn about Clery Act crime and fire statistics, emphasizing the need for university officials to continue using this medium to inform students of Clery Act information.

Use of Clery Act Information in Selecting a College or University

A single sample *t*-test revealed that students do not use the Clery Act crime statistics to a significant extent in their decisions as to what college to attend ($M = 2.65$, $SD = 1.73$). Further, a single sample *t*-test revealed that students do not use the Clery Act fire statistics to a significant extent in their decisions as to what college to attend ($M = 2.4$, $SD = 1.58$). Students simply are

not using the crime and fire statistics in their college selection decisions, indicating that the Clery Act has not fulfilled its intended mandate and thereby has limited effectiveness.

The Clery Act's Impact on Safety and Security

Students perceive, to a significant extent, that the reporting of crime statistics improved their security on campus ($M = 4.36$, $SD = 1.48$). Students also perceive, to a significant extent, that the reporting of fire statistics improved their safety from fire while on campus ($M = 4.13$, $SD = 1.42$). Additionally, students perceive that the use of safety notices, emergency notifications, or timely warnings has made them feel more secure on campus to a significant extent ($M = 5.26$, $SD = 1.44$). These t -test results seem to indicate that the Clery Act is effective in the improvement of student safety and security while on campus, at least in terms of student perception.

Change in Student Behavior

This study revealed that students changed their behavior to a significant extent ($M = 4.83$, $SD = 1.66$) to protect themselves and their property due to use of safety notices, emergency notifications, or timely warnings issued by their institution. Examples of the way students change their behavior to protect themselves include using a campus police escort to their vehicle, programming the telephone number of campus police in their cell phone, or being more aware of their surroundings.

Reduction of Crimes and Fires Due to the Clery Act

Students perceive, to a significant extent, that the reporting of crime statistics has reduced crime on their campus ($M = 4.21$, $SD = 1.38$). Students also perceive, to a significant extent, that the reporting of fire statistics has reduced fires on their campus ($M = 4.08$, $SD = 1.28$).

Additionally, students perceive, to a significant extent, that the use of safety notices, emergency notifications, or timely warnings has reduced crime on their campus to a significant extent ($M = 4.33$, $SD = 1.38$). These *t*-test results seem to indicate that the Clery Act is effective in the reduction of crime and fires on campus, at least in terms of student perception.

Conclusions

Consistent with the results of a study by Gehring and Janosik (2003), students were not significantly aware of the Clery Act as it relates to the crime and fire statistics. Only 29.47% of respondents indicated that they read the campus security report, while only 14.19% of respondents indicated that they read the fire safety report. Students were aware of the Clery Act as it relates to the issuance of safety notices, emergency notifications, or timely warnings by their institution. The two educational institutions under study use different notification methods for crime statistics, fire statistics, and timely warnings. Awareness of the crime and fire statistics is accomplished by website postings, student applications, parent handbooks, catalogs, orientation sessions, student affairs personnel, and residence life officials, while safety notices, emergency notifications, or timely warnings are sent directly to students using text messages and emails. Increased awareness of safety notices, emergency notifications, or timely warnings can be attributed to the use of text messages and emails as this means of communication is more direct and reliable.

Students who were previous crime victims were more aware of the Clery Act crime statistics as well as safety notices, emergency notifications, or timely warnings. Also, campus residents were more aware of Clery Act crime statistics, fire statistics, and safety notices, emergency notifications, or timely warnings.

Students most often use their college or university website to learn of Clery Act crime and fire statistics. Approximately 29% of respondents indicated that they observed a notification of the crime statistics on the college or university website, while 13.47% of respondents indicated they observed a notification of the fire statistics in the same manner. With more students using internet resources to meet their information needs, university administrators should continue to use their website to communicate Clery Act information to students and potential students alike.

Consistent with the results of a study by Aliabadi (2007), students are not using the Clery Act crime and fire statistics in their decision as to what college to attend, indicating the limited effectiveness of the Clery Act. Lack of use of the Clery Act crime and fire statistics may be related to a lack of awareness of their existence.

Students perceive, to a significant extent, that the reporting of the Clery Act crime and fire statistics, as well as the use of safety notices, emergency notifications, or timely warnings, improved their safety and security while on campus. This student perception would tend to indicate that the Clery Act is effective in making students feel like their campus is more secure from crime and safer from fires.

Consistent with the results of a study by Janosik (2004), the use of safety notices, emergency notifications, or timely warnings issued by the institution results in students changing their behavior to protect themselves and their property. The use of text messages and emails on

student cell phones is a reliable means of communication and students' response to safety notices, emergency notifications, or timely warnings indicates that the Clery Act is effective in the potential of increasing safety and security.

Students perceive that the reporting of crime and fire statistics, as well as the use of safety notices, emergency notifications, and timely warnings, has reduced crime and fires on campus. This is in contrast to studies conducted by Gregory and Janosik (2002b) and Janosik and Plummer (2005) that indicated only a small percentage of respondents believed that campus crime decreased due to the implementation of the Clery Act. Whether or not the reporting of crime and fire statistics actually reduced crime and fires over some period of time was not part of this study and is a viable topic for future study.

Overall, the findings of this study indicate that students perceive that the Clery Act is effective. Students are aware of timely warnings and change their behavior due to these warnings. Students perceive that the Clery Act has improved their safety and security. Additionally, students perceive that the Clery Act has reduced the incidence of crime and fires. There are, though, two areas in which the Clery Act has very limited effectiveness: awareness of the crime and fire statistics and use of the crime and fire statistics in making their selection as to what college to attend.

Recommendations for Practice

This study reveals that website postings, student applications, parent handbooks, catalogs, orientation sessions, student affairs personnel, and residence life officials are making students aware of the Clery Act crime and fire statistics, but not to a significant extent. Students should be aware of the existence of Clery Act statistics prior to attending college so that they can use

them in making their college selection decisions. The Department of Education should devote resources to advertise the Clery Act and its intended purpose to the general public, increasing awareness of the Clery Act mandates and the usefulness of the information provided by these mandates. College students should be aware of the Clery Act requirements prior to their decision as to what college to attend, making their high school years an appropriate target for disseminating Clery Act information.

Text messages and emails should be used to notify students of the institution's Clery Act crime and fire statistics as well as policies regarding crime reporting, crime prevention, and fire safety. Use of text messages and emails should improve student awareness of the Clery Act as this form of communication has been effective in notifying students of the issuance of safety notices, emergency notifications, or timely warnings by their institution.

Due to the frequent use of the college or university website by students in obtaining Clery Act crime and fire statistics, university administrators should continue to post the Campus Security Report and Fire Safety Report on the school website. University administrators may want to focus on improving the accessibility of the Campus Security Report on their website by posting hyperlinks at various website pages not greater than three clicks from the home page. Accessibility to the Campus Security Report and Fire Safety Report via website searches should be tested and maintained. Operability of hyperlinks should be periodically tested both on and off campus to ensure functionality.

The use of safety notices, emergency notifications, or timely warnings is effective in changing student behavior to protect themselves and their property, having the potential to increase safety and security. Therefore, colleges and universities should continue to advertise

and promote the use of an emergency alert system that uses text messaging and email to reach students by cell phone.

Recommendations for Further Study

Students tend to be unaware of the Clery Act crime and fire statistics. Only 29.47% of respondents in this study had read their institution's campus security report. Colleges and universities currently use several means to communicate the existence of these statistics, such as the school website, student application, undergraduate catalog, and parent handbook. It would be valuable to ascertain what means of communication are most effective in making students aware of the Clery Act information.

Parents and students must be aware of the existence and purpose of the Clery Act prior to enrolling at a college or university to effectively use the crime and fire statistics in their college selection decisions. Increasing awareness of the Clery Act by the general public will require use of an advertising medium. It would be beneficial to undertake a study to develop a strategic plan that includes the composition of a public awareness program to reach the target group, including the financial resources necessary to conduct such a public awareness program.

As students tend not to use the Clery Act crime and fire statistics in their decisions as to what college to attend, it would be advantageous to conduct a study as to why students are not using this valuable information as part of their college selection decisions. Some have hypothesized that students do not consider their safety and security when considering a potential college but may be focusing on other aspects they consider more important, such as the quality of sports programs, student amenities, and student housing. It could be that students are simply

unaware of the Clery Act and therefore cannot use this information in their decisions as to what college to attend.

This study indicated that the reporting of Clery Act crime and fire statistics made students feel like their campus was more secure from crime and safer from fires. But does the reporting of Clery Act crime and fire statistics actually reduce the incidence of crime and fires on campus, making students safer and more secure? A study of this nature would definitively ascertain whether the Clery Act has been effective by reducing the incidence of crime and fires, thereby increasing student safety and security.

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APPENDICES

Appendix A

Request Letter to Regional Public Institution

Approval to Survey ETSU Students

To: Alford, Darla K. <ALFORDD@mail.etsu.edu>;

Dear Ms. Alford:

My name is Mark Jee and I am a graduate student at ETSU, working on my dissertation, entitled "The Clery Act: Student Awareness and Perceptions of Effectiveness at a Public University and a Private College in East Tennessee". As part of my study, I would like to survey ETSU students regarding their awareness of the Clery Act. Would you please distribute an email to all ETSU students requesting participation in this study? I have prepared an email message that contains the essential information, including the informed consent requirements by the IRB. Here's the message:

Dear Student:

I am an ETSU doctoral candidate working on my dissertation, which is entitled The Clery Act: Student Awareness and Perceptions of Effectiveness at a Public University and a Private College in East Tennessee.

Please take a few minutes (approx. 5-10) to complete this electronic survey. A Visa Gift Card in the amount of \$25.00 will be randomly awarded to six respondents. Participating in this survey will also provide information that may enhance your safety and security while on campus. Here is the link that will take you to the survey: <https://www.surveymonkey.com/r/cleryactsurvey>

Please note that by completing this survey you are giving consent to participate in this study.

You must be at least 18 years of age to participate in this study. Participation in this study is voluntary and you may refuse to participate or discontinue participation at any point during the survey. Your name and email address will be collected via a hyperlink at the end of the survey only for the purpose of distributing the six Visa Gift Certificates and will not be associated with the survey information collected. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the internet by third parties, as is the case with emails. In other words, we will make every effort to ensure that your name is not connected with your

responses. Specifically, Survey Monkey has security features that will be enabled, such as the use of SSL encryption software and the absence of IP address collection.

If you have any research-related questions or problems, you may contact me at (423) 741-5272. I am working on this project together under the supervision of Dr. Donald Good. You may reach him at (423) 439-4430. Also, the chairperson of the Institutional Review Board at East Tennessee State University is available at (423) 439-6054 if you have questions about your rights as a research subject.

Thank you for participating in this survey.

Sincerely,

Mark Jee, Doctoral Candidate
ELPA, East Tennessee State University
Email: jee@etsu.edu

I would like to survey the students as soon as possible at the beginning of the Spring 2016 semester. Please let me know if you have any questions. Thank you so much for helping me with this project.

With kindest regards,
Mark Jee, MBA
Fire Protection Manager
Environment Health & Safety
East Tennessee State University

Appendix B

Study Approval Letter from Private Institution

FW: Approval to Survey Milligan College Students

-----Original Message-----

From: Young, Garland [<mailto:RGYoung@milligan.edu>]
Sent: Friday, December 11, 2015 2:47 PM
To: Jee, Jeffrey Mark
Cc: Snodgrass, Jeff; Dugger, Tara
Subject: RE: Approval to Survey Milligan College Students

Dear Mr. Jee:

We have considered this request internally, and it is approved. When the survey is ready, please send the link with appropriate explanation to my assistant Tara Dugger at tldugger@milligan.edu. She will work with me to distribute it to Milligan students.

Sincerely,

Garland Young

R. Garland Young
Vice President for Academic Affairs and Dean Professor of the Practice of Greek and Religion
Milligan College P.O. Box 52 Milligan College, TN 37682
423-461-8720
rgyoung@milligan.edu

-----Original Message-----

From: Jee, Jeffrey Mark [<mailto:JEE@mail.etsu.edu>]
Sent: Thursday, December 10, 2015 10:21 PM
To: Young, Garland <RGYoung@milligan.edu>
Subject: FW: Approval to Survey Milligan College Students

Dear Dr. Young:

I am a doctoral candidate in the Education Department at ETSU. I am working on my dissertation, entitled The Clery Act: Student Awareness and Perceptions of Effectiveness at a Public University and a Private College in East Tennessee. I am currently seeking approval from the IRB at ETSU and will need your approval to distribute my survey to Milligan students (during Spring 2016 semester). I have attached the survey for your perusal. Of course, their participation would be voluntary and no identifying information will be collected from respondents. I am respectfully requesting approval for Academic Affairs to distribute my survey

link.

With regards,

Mark Jee

Doctoral Candidate & Fire Protection Manager East Tennessee State University Tel #741-5272

From: IRB [IRB@milligan.edu]

Sent: Monday, November 30, 2015 9:02 AM

To: Jee, Jeffrey Mark

Cc: Young, Garland

Subject: RE: Approval to Survey Milligan College Students

Appendix C

IRB Approval Letter from Public Institution

Office for the Protection of Human Research Subjects Box 70565 Johnson City, Tennessee
37614-1707 Phone: (423) 439-6053 Fax: (423) 439-6060

Accredited since December 2005

IRB APPROVAL – Initial Exempt

December 15, 2015

Mark Jee

RE: The Clery Act: Student Awareness and Perceptions of Effectiveness at a Public University
and a Private College in East Tennessee IRB#: c1215.8e ORSPA#: ,

On December 15, 2015, an exempt approval was granted in accordance with 45 CFR 46.
101(b)(2). It is understood this project will be conducted in full accordance with all applicable
sections of the IRB Policies. No continuing review is required. The exempt approval will be
reported to the convened board on the next agenda.

new protocol submissionxForm, References, PI CV, Informed Consent, Survey

Projects involving Mountain States Health Alliance must also be approved by MSHA following
IRB approval prior to initiating the study.

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and
VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval.
The only exception to this rule is that a change can be made prior to IRB approval when
necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108
(a)(4)]. In such a case, the IRB must be promptly informed of the change following its
implementation (within 10 working days) on Form 109 (www.etsu.edu/irb). The IRB will
review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,

Stacey Williams

Chair ETSU Campus IRB

Appendix D

Email Request to Participate in Study

Re: Request Student Participation in Survey

On Thu, Jan 14, 2016 at 2:43 PM, Office of the Provost and VPAA <VPAA@mail.etsu.edu>

wrote:

Dear Student:

I am an ETSU doctoral candidate working on my dissertation, which is entitled The Clery Act: Student Awareness and Perceptions of Effectiveness at a Public University and a Private College in East Tennessee.

Please take a few minutes (approx. 5-10) to complete this electronic survey. A Visa Gift Card in the amount of \$25.00 will be randomly awarded to six respondents. Participating in this survey will also provide information that may enhance your safety and security while on campus. Here is the link that will take you to the survey: <https://www.surveymonkey.com/r/cleryactsurvey>

Please note that by completing this survey you are giving consent to participate in this study.

You must be at least 18 years of age to participate in this study. Participation in this study is voluntary and you may refuse to participate or discontinue participation at any point during the survey. Your name and email address will be collected via a hyperlink at the end of the survey only for the purpose of distributing the six Visa Gift Certificates and will not be associated with the survey information collected. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the internet by third parties, as is the case with emails. In other words, we will make every effort to ensure that your name is not connected with your responses. Specifically, Survey Monkey has security features that will be enabled, such as the use of SSL encryption software and the absence of IP address collection.

If you have any research-related questions or problems, you may contact me at [\(423\) 741-5272](tel:4237415272). I am working on this project together under the supervision of Dr. Donald Good. You may reach

him at [\(423\) 439-4430](tel:(423)439-4430). Also, the chairperson of the Institutional Review Board at East Tennessee State University is available at [\(423\) 439-6054](tel:(423)439-6054) if you have questions about your rights as a research subject.

Thank you for participating in this survey.

Sincerely,

Mark Jee, Doctoral Candidate

ELPA, East Tennessee State University

Email: jee@etsu.edu

Appendix E

Clery Act Survey

I understand that my participation in this study is voluntary, and that completion of this survey indicates my informed consent.

Please answer the following questions:

1. What is your gender?
Male _____ Female _____

2. What is your ethnicity?
_____ Hispanic or Latino
_____ Non Hispanic or Latino

3. Please indicate one or more races that apply to you.
_____ American Indian or Alaska Native
_____ Asian
_____ Black or African American
_____ Native Hawaiian or Other Pacific Islander
_____ White
_____ Unknown

4. What is your current academic classification?
_____ Freshman
_____ Sophomore
_____ Junior
_____ Senior
_____ Graduate student
_____ Other

5. What is your age?
_____ years old

6. What institution are you attending?
_____ Regional Public Institution
_____ Small Private Christian College

7. Where do you reside?
 On-campus
 Off-campus
8. Were you a victim of crime before attending college?
 Yes
 No
9. If so, what type of crime?
 Property crime
 Personal crime
10. Have you ever been the victim of a fire before attending college?
 Yes
 No
11. If you are a student at the regional public institution, have you signed up for the Gold Alert Emergency Messaging System, located at <https://www.getrave.com/login/etsu>, to receive emergency communications via text message and email?
 Yes
 No

The Clery Act is a federal law that requires colleges and universities to provide annual information on the number and type of crimes on campus, as well as the number and cause of fires occurring in the residence halls. The crime information required by the Clery Act is provided by your school in a document which is usually called the *Campus Security Report*, while the fire information is provided in a document which is usually called the *Fire Safety Report*.

12. Have you read your institution's annual Campus Security Report?
 Yes
 No
13. Have you read you institution's annual Fire Safety Report?
 Yes
 No

Please select the option that indicates the extent of your agreement or disagreement with the following statements.

14. I am aware of the Clery Act as it relates to the provision of crime statistics (Campus Security Report) for the college I am attending.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

15. I am aware of the Clery Act as it relates to the provision of fire statistics (Fire Safety Report) for the college I am attending.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

16. I considered the Clery Act crime statistics (Campus Security Report) in my decision as to what college to attend.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

17. I considered the Clery Act fire statistics (Fire Safety Report) as to what college to attend.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

18. In my opinion, the reporting of crime statistics (Campus Security Report) has improved my security while on campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

19. In my opinion, the reporting of fire statistics (Fire Safety Report) has improved my safety from fire while on campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

20. I read safety notices, crime alerts, emergency notifications, or timely warnings which are sent out by Public Safety (campus police).

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

21. The use of safety notices, crime alerts, emergency notifications, or timely warnings has made me feel more secure on campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

22. The use of safety notices, crime alerts, emergency notifications, or timely warnings has changed my behavior (used a campus police escort to your vehicle, was more aware of my surroundings, programmed the telephone number of public safety in my cell phone, or was more proactive about crime prevention) in order to protect my property or personal well-being.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

23. The use of safety notices, crime alerts, emergency notifications, or timely warnings has changed the way I move about campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

24. In my opinion, the use of safety notices, crime alerts, emergency notifications or timely warnings has reduced crime on my campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

25. In my opinion, the reporting of crime statistics (Campus Security Report) has reduced crime on my campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree

- Agree
- Strongly agree

26. In my opinion, the reporting of fire statistics (Fire Safety Report) has reduced fires on my campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

27. Please check all that apply regarding your institution's provision of crime statistics (Campus Security Report) for the student.

- Did not see any notifications of crime statistics
- Observed notification on student application to attend
- Observed notification in Parent Handbook
- Observed notification in Undergraduate or Graduate Catalog
- Observed notification on college website
- Notified in orientation session
- Notified by a Student Affairs official
- Notified by a Resident Director, Resident Advisor, or Residence Life Official
- Other (Please specify): _____

28. Please check all that apply regarding your institution's provision of fire statistics (Fire Safety Report) for the student.

- Did not see any notifications of fire statistics
- Observed notification on application to attend
- Observed notification in Parent Handbook
- Observed notification in Undergraduate Catalog
- Observed notification in Graduate Catalog
- Observed notification on college website
- Notified in orientation session
- Notified by Student Affairs official
- Notified by Resident Director, Resident Advisor, or Residence Life Official
- Other (Please specify): _____

Appendix F

Example of a Timely Warning

SAFETY NOTICE

Department of Public Safety

Incident Type Armed Robbery (Campus)

Date of Report October 16, 2015

Location* ETSU Baseball Stadium Parking Area

Description: An armed robbery was reported as occurring between 3:35 - 3:40 a.m. this morning at the baseball stadium parking area. The suspects are three black males who left the scene in an early 2000s gold/silver Toyota Corolla or Camry headed toward Lamont/ W. Market Streets. ETSU Public Safety is investigating.

*Exact location may be withheld to protect complainant's identity.

SAFETY TIPS and RESOURCES:

*Always keep your car doors locked and if a stranger approaches your vehicle you should roll up your windows and leave the area.

*Park in well-lit and high traffic areas. If you are traveling late at night try to do so in groups.

*Familiarize yourself with the location of on campus emergency/blue phones.

*Be an active bystander. See Buccaneer Bystander Intervention resources. When you observe conflict or unacceptable behavior, take steps to make a difference: assess the situation, evaluate options, and select a strategy for response. That could include reporting suspicious persons or behavior to Public Safety or the local police.

ANYONE WITH INFORMATION ABOUT THIS INCIDENT SHOULD CONTACT

ETSU Public Safety * 423-439-4480 * <http://www.etsu.edu/dps/>

FREQUENTLY ASKED QUESTIONS:

What is a safety notice? The purpose of an ETSU safety notice is to increase awareness of criminal activity, to provide safety tips that might prevent similar crimes, and to assist you in making informed decisions about personal safety.

What is the Clery Act? The Jeanne Clery Disclosure of Campus Security Policy and Campus

Crime Statistics Acts require ETSU and all universities to notify the campus community of certain criminal activity that occurs on ETSU owned or controlled properties. For more information on the Clery Act visit <http://clerycenter.org/summary-jeanne-clery-act>

Where can I find campus crime statistics and the annual Campus Security Report? The full report and statistics are available at <http://www.etsu.edu/dps/default.aspx>

What is a Campus Security Authority (CSA)? The term CSA is used in the Clery Act to describe someone who has significant responsibility for student and campus activities including but not limited to the campus police department, campus security, housing, conduct, club advisors, and more.

Are there other resources about campus emergencies or personal safety? The ETSU Safety website contains additional resources and can be accessed at: www.etsu.edu/safety/

What if I am concerned about a student's behavior or a student who has been impacted by an incident? You should submit an Incident or

CARE report online at: <http://www.etsu.edu/students/conduct/> The Dean of Students Office will follow up with the student about the situation.

VITA

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