

2020

Understanding Students' Perceptions of Campus Safety at a Florida University

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Walden University

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Walden University

College of Education

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Deborah Alexander

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Walden University
2020

Abstract

Understanding Students' Perceptions of Campus Safety at a Florida University

by

Deborah Alexander

MS, Walden University, 2011

BS, Florida Agricultural & Mechanical University, 1991

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2020

Abstract

There is a national problem with campus safety (CS) at universities and colleges in the United States. Research on this topic has primarily focused on the perceptions of faculty, staff, and administrators about CS, while the research including the perceptions of students is largely absent. It is important to investigate students' perceptions of CS because an emotionally and physically safe campus is a basic need. The purpose of this qualitative intrinsic case study was to explore university students' perceptions of CS and how safety procedures were documented in a southeastern U.S. state. Maslow's hierarchy of needs theory related to safety guided this study. A purposeful sample of 10 students, who were at least 18 years old and currently enrolled at the research site, volunteered and participated in semistructured interviews and provided documents related to CS. Data were analyzed through coding and theme development. Key results revealed that students felt safe on campus, but only when walking in groups. Students believed that CS could be increased if more lighting, safety poles, physical security, and rides to cars were provided. Documented safety procedures were restricted to press releases about student opinions, an increase in police presence on campus, and the research site having the highest crime rates in the county and state, and all colleges in the state. Based on the findings, it is recommended that the institution's stakeholders assess, implement, and manage the measures of CS for this institution. This endeavor may lead to positive social change if campus stakeholders discuss safety issues that continue on campus with students, faculty, and administrators and institute CS procedures that make students feel safer on campus, as well as the administration, staff, and faculty.

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Dedication

This dissertation is dedicated to my late father who passed away from a heart attack on October 21, 2009 and to my mother, Flora Alexander, sister, Charolette Alexander, daughter, Shakari Gilbert, cousins, aunts, & friends. One of my special friends, Zelda Colson, passed away on December 29, 2012. Both my family and friends are my guardian angels and have inspired me to complete my dissertation.

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I would like to acknowledge my family in this enduring process. My family has been my guiding light through all of the late nights and weekends. I must give them credit for hanging in there with me. This task has not been easy and has been very time consuming, but very rewarding.

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Chapter 1: Introduction to the Study

Introduction

There is a national problem with campus safety at universities and colleges in the United States. Active shootings seem to be occurring and covered in the media more frequently than ever before, sometimes being broadcast live in the media (Dibelka, 2019). From the Ohio shooting on August 4 in Dayton, Ohio, Texas shooting on August 3, 2019 in El Paso, Texas, to the California shooting on July 28, 2019 in Gilroy, California, active shooter events have shed light on campus safety now more than ever (Dibelka, 2019).

Considering several recent on-campus shootings, administrators are putting more focus and attention on understanding the local problem of campus safety at a Florida university. While there have been several studies focusing on the perceptions of faculty, staff, and administrators about campus safety (Schildkraut, Mckenna, & Elsass, 2017; Schweit, 2016; Wiles, 2016), the research including the perceptions of students is largely absent (Dibelka, 2019). Nonetheless, campus safety affects the entire campus community and needs further exploration (Dibelka, 2019). Therefore, the importance of investigating and researching students' perceptions of campus safety becomes critical not only for faculty, staff, administrators, and the university (Bennett, 2015), but to researchers of this academic line of inquiry as well.

In this study, I explored student perceptions of campus safety at a Florida university to find out more about university students' perceptions of campus safety specific to physical harm and how campus safety procedures are documented. My goal was to build on understanding student perceptions of campus safety to better understand

why campus safety is important. The potential positive social change implications of the study would include benefiting the students to feel safer on campus, as well as for the administration, staff, and faculty to better understand the student perceptions of threats of physical harm. The remainder of Chapter 1 includes the background of the study, the problem statement, the purpose of the study, the research questions, conceptual framework, nature of the study, definition of terms, assumptions, scope and delimitations, limitations, the significance of the study, and a summary and organization of the remainder of the study. Chapter 2 will include the literature reviewed as a basis for the proposed methods in Chapter 3. Chapter 4 will include the data analysis and chapter 5 will be a discussion of the results.

Background

While campus security originated at Yale University in the 1880s (Chekwa, Thomas, & Jones, 2013), the first study of campus safety at the Oklahoma Agricultural and Mechanical College was not until 1943. In this study, Naeter (1943) discussed campus safety with respect to physical harm in laboratories. There have been several major studies on campus safety in laboratories since then (Derr, 1950; Livingston, 1964; Maine Staff, 1950). In the 1960s, with the expansion of the community college system and growing campus enrollments campus security took on a new role by creating campus police departments (Gibin, et al., 2015). These campus police departments maintained close ties with the local police departments and continued to grow. The five campus murders on the University of Florida campus within a week largely ushered in a resurgence in contemporary literature about campus safety from a variety of perspectives

(Chekwa, Thomas, & Jones, 2013). These murders brought campus safety to the forefront. The campus safety research for higher education took several turns and parallel paths with the research in the later 21st century from several national events such as 9/11 and local campus shooter events. Some researchers focused on overall campus safety (Schildkraut, 2017; Schweitz, 2016; Wiles, 2016) some on perceptions of campus security, (Bennett, 2015; D'Allegro, 2016; Kanan, Nicoletti, Garrido, & Dvoskina , 2016), and, other research focused on implications of campus security (Hope, 2017; Nagourney & Turkewitz, 2015; Schildkraut, Jennings, Carr, et al., 2018).

Campus safety is a basic need for all students. Maslow's theory regarding education and learning is used to explain people are motivated when their needs are or are not met and is largely represented in campus safety research. Maslow's theory focuses on physiological, safety, sense of belonging, self-esteem, and self-actualization to describe the pattern in which human motivations move (Maslow, 1943). For students to maximize their full potential on campus, an emotionally and physically safe environment is necessary. I used Maslow's theory as the theoretical foundation for this study. With campus safety at risk with more and more on-campus violence, being able to understand student perceptions of campus safety and how campus safety procedures are documented is needed for administrators, staff, and faculty in educational institutions.

Problem Statement

The problem, while called for in recent studies such as Schaefer, Lee, Burruss, and Giblin (2018) as well as Maier and DePrince (2019), is a lack of needed research from the perspective of the university students' perceptions of campus safety specific to

physical harm instead of research on faculty and staff and how campus safety procedures are documented (Schildkraut, Mckenna, & Elsass, 2017; Schweit, 2016; Wiles, 2016). In this study, I investigated perceptions of students regarding campus safety at a Florida university to find out more about university students' perceptions of campus safety specific to physical harm and how campus safety procedures are documented. The research-based problem is connected to the local problem as colleges and universities are tasked with keeping their higher education institutions safe. Due to shootings at the research site in 2014 (a Florida University) and at other institutions of higher learning, there is a growing need for campus administrators to effectively address the problem of keeping their campuses safe, especially from the perspective of the students.

With the prevalence and increase in campus shootings, campus safety is still a major research and a practical issue for students, worthy of further study (Kyle, Schafer, & Burruss, 2017). The research on campus safety has tended to focus on gender differences in campus safety perception, whether or not to allow guns on campus, and overall campus safety perceptions from the perceptions of administration, faculty, staff, and students, either singly or between two or more groups.

Educational institutions are no longer guaranteed to be safe places (Miles, 2016), but having safe places is paramount for academic pursuits (Hope, 2017). With all of the research and practical implementations, women still usually perceive campuses to be less safe for them than for men on campuses (Barker, Yoder, & Mollie, 2012; Dobbs, Wade, & Shelley, 2009; Jordan, 2014; Lee & Hilinski-Rosick, 2012; Yang & Wyckoff, 2010), and women are more likely than their male counterparts to engage in self-protection or

precautionary behaviors (Jordan, 2014; Pritchard, Jordan, & Wilcox, 2012; Woolnough, 2009). The perceptions of safety by students is important, but still largely inconclusive.

There have been discussions and research about allowing adults to carry guns on campus, in contrast to current laws prohibiting any weapons on campus. The research for carrying guns, concealed or otherwise has been mixed. Some research shows students are in favor of carrying guns (Thompson, et al., 2013) and some show students will not feel safer with allowing carrying of guns on campus (Arrigo & Acheson, 2016; Eaves, Shoemaker, & Griego, 2016; Nagourney & Turkewitz, 2015; Patten, Thomas, & Wada, 2013). Thus, the research on allowing carrying guns on campus is inconclusive.

Over the past 5 years there have been several studies on campus safety in general. Some of this research has focused on either faculty and staff or research on students alone. For example, in the most recent study, Dibelka (2019) looked at perceptions of faculty and staff and whether or not they felt safe on campus. But Dibelka (2019) also builds on similar research to conclude the research from the perspectives of faculty and staff are scarce (Dahl, Bonham, & Reddington, 2016; Keener, 2017; Wade, 2018; Woolfolk, 2013). There also exists some research from the faculty and staff perceptions of general safety issues (Arney, 2019, De Angelis, Benz, and Gillham, 2017; Schaefer, Lee, Burruss, & Giblin, 2018). Similarly, research from the perspectives of students is also scarce. Maier and DePrince (2019) examined perceptions of campus safety from the perception of students on how they may change their routines with respect to physical campus settings and whether they feel safe. For example, going through a wooded area in broad daylight may feel safe for the student; however, going through the same dark-

wooded area at night may not be viewed as safe. Maier and DePrince (2019) also suggested building from the research of Hignite et al. (2018) to suggest more studies on campus safety from the perception of student fear since the line of research is largely inadequate. With this study, I hoped to add to the body of research by building on the most current work of Maier and DePrince (2019) and Hignite et al. (2018) to better understand campus safety in order to find out more about student perceptions of campus safety and perceived threats to physical harm while on campus as well as to access the documentation of campus safety procedures.

Purpose of the Study

I studied student perceptions of campus safety at a Florida university to find out more about university students' perceptions of campus safety specific to physical harm and how campus safety procedures are documented. The focus of the study was to build on understanding student perceptions of campus safety to better understand why campus safety is important from the perspective of the student and how safety procedures are documented to include student perspectives. In this study, I addressed the gap in practice concerning student perceptions of campus safety regarding physical harm at the participating university and adding to the academic body of knowledge on campus safety studies.

There are four research paradigms for consideration for use in this study: positivism, post-positivism, pragmatism, and interpretivism (Neesham, McCormick, and Greenwood, 2017). The positivism paradigm follows a more empirical and deductive approach usually used in quantitative studies with the goal of being able to measure

changes between variables and is not appropriate for this study (Neesham, McCormick, and Greenwood, 2017). Positivism is largely rooted in the 19th century works of Comte (Neesham, McCormick, and Greenwood, 2017). Post-positivism is similar to positivism and emerged from positivism, but post-positivism favors nonexperimental manipulation of the variables, instead allowing natural manipulation of variables by chance (Kankam, 2019; Phoenix, et al., 2013). Pragmatism is a view whereby observations can be broken down into theories and can be appropriate either for a quantitative or qualitative study (Tran, 2016). A pragmatic paradigm was not appropriate because I did not intend to deduce theories from the research. Interpretivism is predominantly a qualitative research paradigm which cannot be predetermined by probabilistic models (Kankam, 2019). Interpretivism is used in phenomenology, ethnography, and grounded studies to look for deeper meaning from observations and interviews (Humphrey, 2013). I used the interpretivism paradigm to better understand and explore the phenomena of perceptions of student safety and perceived threats.

Research Questions

In accordance with both the research problem and the purpose of the proposed study, here are the two questions posed:

Research Question 1 (RQ1): What are university students' perceptions of campus safety specific to physical harm?

Research Question 2 (RQ2): How are campus safety procedures documented at the participating university?

The two research questions align with and were in accordance with both interview and document data. Both questions were broad and open-ended and posed this way to gain focus of the study. I did not modify the questions once I collected the data.

Conceptual Framework

The theoretical framework that grounds this study was Maslow's (1943) theory regarding the hierarchy of needs. Maslow's theory regarding education and learning was used by Maslow to explain that people are motivated when their needs are met. Maslow's theory focused on physiological, safety, sense of belonging, self-esteem, and self-actualization to describe the pattern in which human motivations move. For students to maximize their full potential on campus, an emotionally and physically safe environment is necessary. Therefore, the need to feel safe was applicable to this study. The logical connection among key elements of the framework was safety. The framework was related to the study approach and key research questions, as well as to the instrument development and data analysis.

Nature of the Study

This section includes what school, district, community, state, nation, and/or international data indicated about campus safety. I chose a qualitative design for this study. For this study, I examined over 50 primary references from within the past 5 years. The key concept/and or phenomenon that I investigated was campus safety. The methodology was aligned with comprehending students' perceptions of campus safety in terms of physical harm, which guided the focus for this study.

There was a lack of understanding regarding student perceptions about campus safety regarding physical harm at this Florida university. I addressed this gap in practice by gaining an understanding of campus safety from the perspective of university students. The school in Florida where I conducted this study had adopted policies regarding campus safety without considering students' perceptions of campus safety.

According to a campus law enforcement administrator, students were sought out for input on certain policies regarding organizations on campus; however, the policies concerning campus safety had been established without consulting the students. Therefore, this administrator said a study to explore students' perceptions would be welcomed. In this study, I interviewed students to gain an understanding about their perceptions of campus safety in terms of physical harm.

A summary from an executive summary of a campus safety survey conducted in 2013 showed that students in general did not feel safe on campus. A total of 825 students responded to the survey, representing 27.5% of the student population. According to this survey, 35.8% of the men responding to the survey and 28.1% of the women felt safe during the day in the community or area surrounding the campus. This evidence was related to the central phenomenon of campus safety because it applied to physical harm, which can determine how safe physical harm makes them feel due to potential threats to their well-being. Overall, this survey showed that approximately one-quarter of the men and women student population at this Florida campus did not feel safe during the day.

Another school survey showed how safe men and women felt at night on campus. Of the students, 27.4% of the men and 9.1% of the women felt safe at night on the main campus. These combined data showed that 20% of students felt safe, especially at night. This evidence was related to the central phenomenon of campus safety because it applied to physical harm. The survey showed how many men and women did not feel safe at night due to rising campus safety issues.

In the context of this project, criminal activity such as murders constituted a threat of physical harm. At the subject campus in Florida in 2010, 2011, and 2012, data revealed zero murders. This evidence was related to the central phenomenon, which was campus safety. The Prevention Guide (detailing criminal activity at the university) provided data on criminal offenses that affect the physical harm aspect of campus safety. The guide also showed that from 2010–2012 there was a continuous pattern of criminal activity for forcible and non-forcible offenses.

Whenever forcible and nonforcible offenses occur on campus, it puts students' physical safety in jeopardy because of potential threats to their well-being. The 2,991 forcible offenses, non-forcible sex offenses, and aggravated assaults for 2010 and 2011 support the indication of criminal activity in regard to physical harm (National Center for Education Statistics, 2013). Forcible and nonforcible offenses affect campus safety.

There were additional criminal activities at the university, such as rapes, robberies, burglaries, and stalking, which constituted a threat of physical harm. At the subject campus in 2013 and 2014, some of the criminal activities reported were 12 rapes, six robberies, 83 burglaries, and 18 stalking. Rapes, robberies, burglaries, and

stalking affected campus safety. The purpose of this study was to gain an understanding about the physical harm aspect of campus safety by exploring the perceptions of students and the how campus safety is documented. Key definitions of campus safety will be discussed in the next section.

Definitions

Campus safety: An overall protection of persons and property of students, faculty, and staff, including all areas of campus along with ensuring a safe learning environment (Chekwa, Thomas, & Jones, 2013). For purposes of this study, the focus will be on physical harm.

Student Perceptions: An outlook viewed by people based on what they believe or see (Chekwa, Thomas & Jones, 2013). These two definitions were the key concepts or constructs. These terms were used in the study that gave meaning to college administrators regarding campus safety. Both terms are unique to campus safety. Both terms are also supported in the professional literature and include a citation to support that fact.

Assumptions

In this qualitative study, I held beliefs and assumptions which underlined the importance of campus safety. These beliefs and theories informed my research regarding campus safety. I assumed that students always had input in campus safety policies; however, that assumption was demonstrated not to be true.

Scope and Delimitations

The scope of the study was student perceptions of campus safety being analyzed. I addressed the research problem of students' perceptions regarding campus safety in this study. I chose this focus because campus safety is significant among colleges and universities. I only interacted with students over the age of 18. Students under the age of 18 were excluded from participating in the study. I investigated all conceptual frameworks related to campus safety. Regarding potential transferability, there could be evidence that the findings could be relevant to other contexts and populations.

Limitations

Characteristics of the qualitative design impacted the interpretation of the findings from my research, with data analysis failing to yield adequate findings to design a project. Limitations of the study related to design and/or methodological weaknesses, including issues related to limitations of transferability and dependability. As mentioned in the scope and delimitations, transferability to other contexts was possible through a detailed description of the context of the setting and transcript excerpts to support the findings. I addressed biases that could have influenced study outcomes by assuring the confidentiality of the participants. The participants were given numbers instead of their names for participation in the study.

Significance

This dissertation was vital because its overall purpose was to gain an understanding about students' perceptions of campus safety on a university campus. I gathered and analyzed documents from the students and the university to better

understand the data. I determined how students perceived campus safety at this Florida campus as it related to physical harm. Referenced in the campus Executive Summary of campus safety (2013a), which was based on data retrieved from a campus safety survey, students in general did not feel safe. The executive summary focused on the results of the survey. Based on the 2013 executive summary, students benefited by being able to walk around campus at night without fear of being harmed. Potential contributions of the study that advanced knowledge in campus safety are hopefully that future research will promote a safe environment.

Potential contributions of the study that advance practice and or policy as applicable, are that the students will have been given a voice once the study is published. Potential implications for positive social change that are consistent with and bounded by the scope of the study are the results of this study could benefit students at the local university by providing administrators with insights about students' perceptions of campus safety.

Summary

Chapter 1 included the introduction to the study, background, problem statement, purpose of the study, research questions, conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, and the significance of the study. Evidence of the problem from the professional literature is the next topic of discussion. The literature review will be discussed in Chapter 2.

Chapter 2: Literature Review

In this chapter, I will introduce the significant literature pertinent to campus safety. I will also outline the latter sections that are coming such as the methodology section, reflections and conclusions and discussion, conclusions, and recommendations. In this chapter, I will also give a concise synopsis of the current literature that establishes the relevance of the problem. The major themes in the chapters are perceptions of campus safety, perceptions of campus security and implications of campus security. This chapter includes the literature search strategy, conceptual framework/theoretical foundation, literature review related to key concepts and variables, summary, and conclusions.

The problem is that there has not been enough student input on campus safety, although campus administrators have addressed the problem of keeping their campuses safe (Dibelka, 2019). The purpose of the study was to address the gap in practice by gaining an understanding about students' perceptions of campus safety by exploring the perceptions of students at the participating university.

The literature review in the study was divided into two parts, a conceptual framework and the literature review related to key variables and concepts. The literature review includes the central phenomenon, which is campus safety. The literature review related to key variables and concepts was divided into three parts: (a) students' perceptions of campus safety, (b) perceptions of campus security, and (c) implications of campus security. The main objective in this section was to provide evidence to support the overall idea of this dissertation. The topics covered in the literature review were

significant in understanding the perceptions of campus safety as it related to physical harm on college campuses and universities.

Literature Search Strategy

Literature primarily from scholarly sources was used to learn about this topic. I used databases of convenience from the university library including Google Scholar and ProQuest to form the basis of the literature search. Key search terms and combinations of search terms included *campus safety* and *campus security*. The iterative search process explained all applicable key search terms in the database. Over 80 peer-reviewed journal articles have been included in the literature review. Considerably, more sources than 80 were reviewed; however, some were not included. In total, over 85 sources were reviewed.

Conceptual Framework/Theoretical Foundation

The theoretical framework for this study was Abraham Maslow's (1943) theory regarding the hierarchy of needs. Maslow's theory regarding education and learning was used to explain that people are motivated when their needs are met. Researchers used Maslow's theory to describe human motivations based on their physiological, safety, human motivations based on their physiological, safety, sense of belonging, self-esteem and self-actualization. For students to maximize their full potential on campus, an emotionally and physically safe environment was necessary. Therefore, the need to feel safe was applicable to this study. The key element of the framework for this study was safety. I used the framework to guide the study approach, key research questions, as well as instrument development and data analysis. Maslow's theory is structured based on

safety. Maslow's theory was a key concept that related to the phenomenon, which was campus safety. Safety on campus is pertinent to the educational experience students want in this type of learning environment. Students expect an orderly, predictable, and controlled experience while on school grounds. Included in this experience, students believe they should attend classes and school functions free of fear for their property, wellbeing, and/or welfare (Dibelka, 2019).

Literature Review Related to Key Concepts and Variables

In this review, I present an overview of topics on campus safety important for both local and national institutions of higher learning. The literature review in this study was divided into two parts, a conceptual framework and the literature review related to key variables and concepts. I included the following key variables and concepts in this literature review: (a) students' perceptions of campus safety, (b) perceptions of campus security, and (c) implications of campus security. I detailed the problems with campus safety in terms of physical harm. Students' perceptions of campus safety were the topic of discussion. There were over 80 sources reviewed of the current literature within the past 5 years drawn from acceptable peer-reviewed journals. Some additional journals used in the study were older than 5 years. Several studies related to the constructs of campus safety and the methodology and methods were consistent with the scope of the study. Researchers in the discipline of campus safety have described and approached the problem of campus safety and the strengths and weaknesses inherent in their research approaches. I provided the rationale for selection of the concepts that were justified from the literature. I included studies

related to the key concepts of campus safety were synthesized and investigated to produce a description of what is known about them, what is controversial, and what remains to be studied. I ensured that studies related to the research questions and why the approach was selected were reviewed and synthesized.

Students' Perceptions of Campus Safety

Student perceptions of campus safety were collected as the result of mass shootings and the promotion of a safe environment. In the following subsection, I will analyze and discuss students' perceptions of campus safety at both the local and national levels. This focus enlightened faculty, students, staff, and administrators of campus shootings on American university colleges and campuses.

The impact of campus shootings. The occurrence of violent crimes such as campus shootings has raised concerns about campus safety and physical harm. A limited amount of research acknowledges the perceptions of students pertaining to campus administrators and campus community leaders regarding strict gun control (Schildkraut, Jennings, Carr, & Terranova, 2018). Schildkraut et al (2018) presented students' opinions about gun legislation and its implementation.

In 2013, new guidelines by the U.S. Department of Education established emergency response planning for universities and colleges based on the rise of shooting incidents (Padilla, 2018). A community college research study focused on training and support for personnel and staff to highlight better campus safety protocol (Kurtinitis, 2019). Since the Virginia Tech shooting in 2007, in which a student shot and killed 27 students, five faculty members, and injured many others before committing suicide, many

more shooting incidents have occurred on college campuses in the United States (Wiles, 2016). In a community college campus safety study, Virginia community college campuses were measured regarding the highest and lowest degrees of students' perceived safety and this information was further studied with case studies. College administrators could use the results to improve campus safety on community college campuses (Strickland, 2020). Even though there have been only a few studies of this type, they did involve students. In a study at some Historically Black Colleges and Universities, students' attitudes and views were measured based on victimization and crime prevention measures (Webb, Frame, & Marshall, 2018).

Schildkraut et al (2016) conducted a study on the impact of campus shootings at the University of South Carolina using a student survey. Results indicated that students were impacted by these campus shootings due to fear of harm (Schildkraut et al., 2016). Additional studies specifically have addressed university students' trepidation of crime regarding the consequences of campus shootings (Schildkraut et al., 2016). There were recommendations made to institutions regarding campus safety and security policies following the aftermath of several campus shootings (Kyle, et al., 2017). Additionally, Schildkraut et al. (2016) found students felt moderate levels of fear before and after the shootings at Virginia Tech and Northern Illinois University. Gunter and Gunter (2017) said there is a need to explore campus shootings.

A review of 2014 and 2015 data identified 20 active shooter incidents nationally. Information provided to federal, state, and local authorities by local governments in 2015 help advance research on how to respond to active shooter events (Schweit, 2016).

However, there is still a lack of research regarding campus safety, despite the trend of campus shootings becoming more frequent (Gunter & Gunter, 2017). Previous research in studies regarding students' perceptions of gun control omitted students' perceptions of current legislation that measured students' attitudes toward gun control (Krui, Wentling, & Heirigs, 2019). Previous research states that most mass shooters are attention seekers and directly reach out to media outlets to receive the fame they are looking for (Lankford & Madfis, 2018). However, mass shooters are particularly dangerous because their goal is to kill or wound as many victims as possible solely for attention (Lankford & Madfis, 2018). Another deadly incident occurred 10 months after the Virginia Tech shooting. The second deadliest shooting in campus history to date also occurred in the United States (Krui et al., 2019).

On February 14, 2008, the second worst shooting on a college campus to date occurred at Northern Illinois University. The shooter was Steven Kazmierczak, who killed five students and injured 18 others. This shooting was considered the second deadliest shooting in the United States in the last 30 years (Muschert & Schildkraut, 2017). These campus shootings have continued to resonate in the minds of students on college campuses (Muschert & Schildkraut, 2017). A survey at the University of South Carolina administered to convenience samples of students before and after the shootings of Virginia Tech and Northern Illinois University raised awareness of campus safety. There is a need for ongoing research that examines students' perceptions of campus

safety other than fear, policies and actions (Schaefer, et al., 2017). In addition to this violence on college campuses, high schools also are subject to deadly mass shootings.

The Columbine shooting, which occurred on April 20, 1999 in Littleton, Colorado, resulted in the death of 15 people and injury to 21 people. It was the deadliest high school shooting to date in American history. There were two Columbine High School students involved in the shooting, 18-year-old Eric Harris and 17-year-old Dylan Klebold. Since the 1990s, these are the type of crimes that society has become most concerned about (Brach, 2019). There is existing literature where researchers examined the effect of the 1999 Columbine shooting on fear among secondary schools' students (Brach, 2019), but the Columbine study did not address the impact of campus shootings on fear among university students (Brach, 2019).

On November 4, 2015, at University of California Merced, four students were stabbed, and the suspect was killed by police. On October 31, 2015, at Winston-Salem University, one person died, and another was injured on the campus. Another shooting occurred on October 22, 2015, at Tennessee State University, where one man was killed, and three women were injured. According to Lowe and Galea (2015), campus shootings receive a variety of attention.

The research regarding these shootings showed an association between psychological outcomes such as increasing one's fear and reducing perceived safety (Lowe & Galea, 2015). In the following paragraphs, other campus shootings are discussed to further support the notion that these shootings are becoming common on college campuses.

On January 15, 2013 at Hazard Community Technical College, two people were shot and killed, and a third person was wounded in the parking lot.

On October 31, 2012 at University of Southern California, Brandon Spencer shot a student seven times with a handgun, critically wounding him. He also shot and wounded three other people, who were not students at the university. On April, 2, 2012, at Oikos University, a student shot 10 people, seven of whom died and another three who were injured. A shooting occurred twice at Virginia Tech University within four years (McGinty, Webster, & Barry, 2013). On February 12, 2010, at the University of Alabama, three members were killed and three were injured. On January 16, 2002, at Appalachian School of Law, three people were killed and three were injured. Peter Odighizuwa, a 43-year-old law student from Nigeria, shot and killed the dean, a professor, a student, and injured three others. On October 28, 2002, at the University of Arizona Nursing College, four people were killed, including the gunman. A 40-year old failing student shot and killed three instructors before killing himself. On August 28, 2000, in Fayetteville, Arkansas, two people were killed at the University of Arkansas. Due to dismissal because of poor performance, James E. Kelly, a 36-year-old PhD candidate shot and killed the director of his program, Dr. John E. Locke (NPR timeline, 2007).

Campus shootings continue to be a topic of research regarding campus safety in terms of physical harm. This discussion about campus shootings supports the fact that campus shootings are common at university campuses. However, due to the many

campus shootings in the U.S. it would be important to hear the voice of students in this discussion. This is why I sought to legitimize that voice.

Promoting a safe environment. Campus safety is a major issue and an area of increasing concern for educational institutions in the United States. Many years ago, universities and colleges were regarded as safe havens for students when it came to their safety; however, these institutions are no longer considered as the safe havens they have been in the past (Miles, 2016). On these campuses, students are free to come and go as they please (Wade, 2018). However, a safe campus is paramount to faculty, students, and staff regarding academic pursuits (Hope, 2017). There have been few empirical studies conducted, whether qualitative or quantitative that have explored fearfulness among university students (Boateng & Adjekum-Boateng, 2017). According to Sullivan (2017), female students usually feel more victimized on college campuses than male students in regard to campus safety and physical harm (Sullivan, 2017), and women often try to engage in precautionary behaviors to protect themselves against stalking (Sullivan, 2017). Women at universities or colleges with a minimum of 10,000 female students could average at least 350 rapes per year (Goldin, et al, 2017). Gun violence on college and university campuses has sparked the debate on whether concealed weapons should be permitted. A study on carrying concealed weapons was examined by two colleges students and faculty on whether concealed weapons should be a viable option on campus for protection (Goldin, et al., 2017). Despite gun safety progress being made during legislation last year, advocates are adamant that clear gaps remain to be filled (Andone, 2019). A study was conducted on the current effectiveness of bystander education

programs aimed at preventing harmful situations in university communities (Hayes, 2018). Another study was conducted in a Gender and Women's course at a Midwestern university campus regarding students' safety in residence halls and overall campus safety (Shape, Hammerschmidt, Anderson, & Feldman, 2016). A multisite study was conducted on 15 public midwestern campuses regarding student's perceptions on carrying concealed weapons on campus (Shape, et al., 2017). Little is known regarding ongoing efforts to eliminate stalking from college campuses (Shape et al., 2016). There is a connection between stalkers and mass shooters because oftentimes mass shooters stalk their victims. Measures taken by campus administrators to eliminate stalking may assist in reducing campus shootings and increasing campus safety. Stalking relates to campus safety because it threatens a person's well-being.

Campus safety initiatives were mentioned in some major findings in a 2009-2010 Northern Illinois University campus safety survey that was conducted to determine whether the campus was viewed as a safe environment. A security provision such as CPTED was used to prevent crime on college campuses; however, empirical research has begun to assess whether it will improve students' perceptions of campus safety (Shariati & Guerette, 2019). There have been several recommendations to colleges and universities regarding safety and security measures after several high-profile shootings on campuses (Kyle, et al., 2017). Colleges and universities nationally sought ways to implement new emergency notification systems following the campus shootings at Virginia Tech University (Schildkraut et al., 2017). According to Burruss et al. (2017), fear levels were higher during the night than daytime, and students engaged in behaviors to protect

themselves from being victimized, and the fear level was higher in women than in men. These findings suggested that student perceptions are important in determining whether Northern Illinois University is promoting a safe environment regarding campus safety initiatives.

Undergraduate students from 15 public midwestern universities were surveyed to determine if it would be feasible for them to be able to carry concealed weapons on campus. One specific reason for carrying concealed weapons is that students do not feel safe on college campuses. According to Arrigo and Acheson (2016), should faculty, students, and staff on American college campuses be allowed to carry concealed weapons? This policy is currently being challenged with competing demands (Arrigo & Acheson, 2016). If given the opportunity to obtain a permit, the students would view carrying a concealed weapon as a viable option (Arrigo & Acheson, 2016). In Texas, Senate Bill 11 was passed on August 2016 allowing anyone with a concealed permit to be able to carry a firearm on college campuses (Eaves, Shoemaker, & Griego, 2016). When the governor of California, Jerry Brown opposed legislation banning concealed weapons on campus, the nation's colleges and universities encountered the worst gun violence in recent years (Nagourney & Turkewitz, 2015). The overall concern would be the advantages and disadvantages to carrying a concealed weapon on college campuses. In this next section, the topic of discussion will be perceptions of campus security.

Perceptions of Campus Security

Information in the current conversation of the literature regarding perceptions of campus security as it related to physical harm focused on: (a) the Virginia Tech campus

shooting, (b) measures used to lessen or remove violence from college campuses, (c) leading goals for security systems, and (d) practices related to campus security. The following subsection included analyses/discussions about perceptions of campus security at both the local and national levels. This leads to the discussion of the Virginia Tech campus shooting.

The Virginia Tech campus shooting. In 2007, the shooting at Virginia Tech was a high-profile shooting which involved multiple victims of gun violence. This high-profile shooting inundated the news. Campus safety has been a high priority since the 1990s; however, the Virginia Tech shooting resonated throughout higher institutions. Following the Virginia Tech shooting, colleges and universities nationwide began evaluating and questioning their campus safety practices (Doss, 2018). The events at Virginia Tech gave rise to inquiries regarding student perceptions of campus security (Doss, 2018). To further clarify campus threats, the Federal Bureau of Investigation (FBI) initiated a study of active shooter events in 2017. Their goal was to provide a better way for state, local, and law officials to deal with active shooter events (Doss, 2018). Findings disclosed a failure of crisis recognition and inadequate crisis management. Additionally, the Virginia Tech campus shooting had administrators looking into their emergency procedures on campus.

In 2018, Doss published a study outlining college emergency procedures in the wake of the Virginia Tech shooting. According to Doss (2018), there was a cross-sectional online survey in 2008-2009, which represented 161 US colleges regarding emergency procedures on university campuses. Data indicated a substantial amount of

colleges and universities across the nation were not aware of mandatory practice drills. Measures used to diminish violence from college campuses are important to campus safety.

Measures used to lessen or remove violence from college campuses. There are measures used on college campuses that can lessen violence from college campuses. According to Bennett (2015), administrators, faculty, students, staff, and the community have a responsibility for solving the problem of criminal incidents regarding physical harm on university campuses. The purpose of one study regarding student enrollment was to determine if students' perceptions of campus safety and security were taken into consideration when choosing a college (Carrico, 2016). National attention has shined a spotlight on sexual violence and the issues it has raised among college and campus communities (D'Allegro, 2016). Strategic policies on campus security are important. School security is a critical public concern today; however, most schools have minimum security regarding implementing and managing a security program (Fennell, Perry, & Ramsey-Hamilton, 2020). More research needs to be conducted to assess the benefits and costs of police presence on college campuses. Principal goals regarding security systems are also important for campus safety.

Leading goals for security systems. Essential security goals are important to university colleges and campuses across the United States. Devlin and Gottfredson (2018) conducted research regarding the leading goals for security systems among security staff and administrators at nearly 1,000 two- and four-year American universities. Some of the goals included preventing unauthorized people in the buildings,

providing real time notification for existing problems, and locking down the campus when there is an emergency. To get a better understanding of how security systems are essential to the university is to gather the views from faculty and staff members (Devlin & Gottfredson, 2018). For the past two decades, increased on-campus criminal activity has risen. There have been many different tools available to manage criminal violence on campus and view how institutions look at their responsibilities for campus safety (Dibelka, 2018). It is important that faculty and staff members are aware of how security procedures work regarding campus safety. In addition to campus security systems, colleges, and universities are installing and using emergency alert systems.

University campuses across the country and Canada have implemented emergency alert systems to warn college students about threats on campus. Since the 2007 campus shooting at Virginia Tech, emergency notification systems have been front and center based on their implementation and effectiveness despite gaps (Schildkraut et al., 2015). Researchers involved in a graduate student campus safety study used focus groups to determine how these students living on campus would respond to emergency alerts (Sheldon, 2017). After analyzing the data from the focus groups, there was still uncertainty about the outcome of such emergency alert systems, which warranted investigation. The conclusions were that more research needed to be conducted regarding the effectiveness of emergency alert systems. The next topic of discussion leads to safety measures for campus safety.

Security practices. For the past two decades, criminal incidents have been a concern regarding public schools, and changes have been initiated regarding security

practices to enhance student safety. Evidence suggests that school safety and how school safety is monitored are both necessary in terms of learning (Kanan, Nicoletti, Garrido, & Dvoskina, 2016). Kanan et al. (2016) reviewed key elements in a study based on issues in gaps in school safety and threat assessments in Colorado schools that would improve the safety of students in the United States. This study is significant because a higher number of students enrolled due to this institution being high in security. Findings showed that increasing and assessing safety programs, creating fresh solutions and interventions, abiding by new legislation, and introducing realistic steps while following guidelines are what establishes best practices of campus safety. Campus safety at Virginia Tech University was a significant landmark in focusing on safety in higher education.

The Virginia Tech University shooting in 2007 was a critical landmark in higher education because it brought awareness to campus safety. While threats may be less severe in K-12 schools, “The scope of the shooting at higher education institutions and the international media attention it garnered, resulted in an intense focus on the issue of campus security and the question of what could be done to prevent such a shooting from happening in the future” (Potter, 2020, p. 381). There should be a campus safety threat assessment standard in place among higher education institutions in which recommendations can provide future insight for any threat to campus safety (Hollister & Scalora, 2015). Programs which enhance campus safety are important at institutions.

Programs which can improve campus safety and reduce physical harm are essential in security practices. Rinaldi (2016) introduced a number of programs that would be instrumental in security practices for campus safety. According to Lessne,

Cidade, Gerke, Roland, and Sinclair (2016), there has been a decrease in secondary school violence; however, concerns over campus safety still persist. Since there are still concerns over campus safety at the university level, programs focused on security and safety are essential. Implementation of metal detectors, cameras, and security policies have been suggested by administrators as a means to reduce violence on school campuses; yet there has been little research on how current security measures in place affects student perceptions (Lessne, et al., 2016).

University campuses nationwide are implementing safety programs, effective strategies, and increased technology, which should create a safe environment for administrators, professors, and students on campuses. There were several high profile tragedies such as Virginia Tech, Columbine High School and Sandy Hook Elementary school that brought national awareness for some measures to be implemented to protect faculty, staff, and students (Jonson, 2017). In the aftermath of highly publicized school shootings, policymakers in some states continue to propose legislation for the carrying of concealed firearms on university campuses although students' opinions regarding the matter have been given little attention (Jonson, 2017). Many schools hired armed security officers, installed metal detectors and implemented training individuals (Jonson, 2017). However, the effectiveness of the implementation of some of these measures require more empirical research to determine their benefit (Jonson, 2017). In this new digital age, applications for smartphones have been significant in campus safety.

Applications (Apps) have become an important necessity for smartphones. Apps used for campus safety have become essential to colleges and universities (Maxwell,

Sanders, Skues, & Wise, 2020). In many institutions, the enterprise of mobility regarding current campus safety has proven to be efficient and accessible to most college students. The mobile crowdsourcing system will allow the university community to be able to report campus-related incidents to police personnel and be able to share information with other users (Huang, White, Xia, & Wang, 2015). This informs my study that governing bodies at the university and college levels are interested in the effectiveness of safety apps on university campuses because today's apps are targeting safety, which makes campuses and college students more conscious about campus safety.

Review of best practices. Assessments of best practices are essential for campus safety. One best practice is overhauling a security plan due to the concerns of parents and the public (Mazer et al., 2015). However, schools and college communities experience huge challenges when implementing such complex aspects pertaining to comprehensive approaches to school safety (Kingston, Mattson, & Dymnicki, 2018). According to Kenny (2019), within the past 20 years, there have been amendments to the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics, which have made it mandatory for campus administrators to report criminal acts on campus. According to Sutton, (2016), the goal for college students on campus is for them to feel safe. The Clery Act increases awareness of criminal statistics, but the question remains on how effective the outcome is on crime reporting (Kenny, 2019). According to Banyard and Potter (2018), there has been an increased awareness of violence against women among college campuses and this has led to some best practices in intervention and prevention of violence against women on college campuses. Comprehensive prevention regarding

sexual violence on college campuses warrant training initiatives for best practices (Brown & Alexander, 2015). Making higher education officials remain in compliance with the Clery Act is a best practice in campus safety.

There are different ways in which researchers suggest criminal activity can be reduced regarding physical harm of campus safety. Reducing criminal activity is relevant to campus safety because preventing violence will make campuses safer. After several tragic campus-based shootings, there has been common discussions regarding safety measures that institutions should be adhering to in order to prevent future occurrences (Schafer, Lee, Burruss, & Giblin, 2016). The media has an influence on the perceptions of campus shootings as it relate to fear of crime (Elsass, Schildkraut, & Stafford, 2016). How these campus shootings are presented in the media can impact audiences (Elsass, et al., 2016). There was a study conducted from six Illinois universities and colleges which examined the degree of student support regarding campus safety practices (Schafer, Lee, Burruss, & Giblin, 2016). Researchers suggest school violence can be reduced by reviewing important issues regarding the prevention of school violence and looking at ways to inform campus policies and practice (Benbenishty & Astor, 2019).

Implications of Campus Security

Implications of campus security were a vital part of the literature review related to key concepts and variables. Information mentioned in the current conversation of the literature showed that some implications of campus security as it related to physical harm were a review of best practices, school-based crime prevention strategies, and national

security measures. The following subsection included analyses/discussions about implications of campus security at both the local and national levels.

Several states such as Utah, Missouri, South Dakota, Indiana, Oklahoma, and Montana are reviewing legislation regarding handgun control; faculty at universities such as Virginia Tech and Northern Illinois University would like to expand gun control to where staff can carry concealed weapons on college campuses (Verrecchia, & Hendrix, 2018). After the 2007 Virginia Tech shooting, policymakers sought to improve campus safety nationwide by proposing concealed permits to carry guns on campus (Schildkraut et al., 2018). To date, there are nine states including Texas that have implemented concealed permits to carry guns on campus (Schildkraut et al., 2018). A study at some universities in the Great Lakes area assessed the perceptions of faculty regarding carrying concealed handguns on their campuses (Schildkraut et al., 2018). Texas law passed some legislation giving public universities the right to carry concealed weapons on campus for their safety, but there are designated areas to keep the concealed weapons (Moyer, 2016). California law opposed giving public universities the right to carry concealed weapons on campus despite a debate of nearly two years and nearly 15 other states debating the issue to make legislation easier for faculty, students, staff, and administrators (Nagourney & Turkewitz, 2015). 900 college and university presidents were assessed their perceptions regarding their support for carrying concealed weapons on college campuses (Verrecchia, & Hendrix, 2018). Another study assessed faculty who taught in community colleges from 18 states regarding their perceptions toward concealed gun policies that would allow handguns on college campuses (Dahl, Bonham Jr., & Reddington, 2016). There are

several deterrents, which are a best practice that have been put in place to reduce criminal activity.

School-based crime prevention strategies. Avoidance strategies for campus safety are aimed at limiting criminal activity regarding physical harm. Hierarchical logistic models (models used for individual risks), prevention practices, and metal detectors are crime prevention strategies used on college campuses (Jonson, 2017). Prevention strategies compatible with best practices which include multiple based skilled sessions have the best chance at reducing rates of violence (Centers for Disease Control, 2017). According to a campus safety officer at Cairn University, one of the most important campus safety strategies is forming close ties with law enforcement agencies within the jurisdiction (Hope, 2017). For the past 6 years, a university in Denver, Colorado extended their library hours to 24 hours per day, 5 days per week. Extending these hours made students feel safe while studying in the library by providing longer studying hours (Hope, 2017). According to Zinzow et al. (2018), emphasis should be put on rigorous evaluation measures that could potentially enhance prevention strategies. Providing prevention-based strategies may reduce criminal activity on campuses. Learning from the past helps to implement school-based crime prevention strategies that strengthens campus safety.

Tim Kaine, the governor of Virginia amassed a panel to explore the events which led up to the Virginia Tech shooting. The panel discussed the incidents, the aftereffects, and having a plan of action in the future (Keener, 2017). The outcome of the plan of action could save lives. According to regulations for the Clery Act (released Oct. 20,

2017), a relationship between campus law enforcement and public safety officers should exist in order to address how college and universities handle critical campus safety incidents (Bennett & Tejada, 2015). According to Hope (2015), a campus safety unit should maintain a comprehensive emergency plan and administrators throughout the campus should plan ahead so the campus is prepared should an emergency arise. This point is relevant to Virginia Tech because even though a plan of action has been implemented, there is no sure way to predict if a mass shooting like the Virginia Tech shooting will happen again. However, having a plan of action may lessen the chance that another one will occur.

National security measures. The September 11, 2001 attacks inspired awareness about national security and the anxieties brought along with it. The September 11, 2001 attacks educated the nation on national security and the United States answered back by implementing extensive security measures (Gonzalez, Jetelina & Jennings, 2016). Hate crimes of this sort come with social characteristics that make them more likely to occur in certain areas than others (Gonzalez, et al., 2016). Campus police departments should do whatever they can to keep students, faculty, administrators and staff safe at the universities; however, campus police departments can be more effective if they work collaboratively toward a holistic approach regarding campus safety (Hope, 2016). Campus security has been a major issue and an area of increasing concern for educational institutions (Williams, LePere-Schloop, Silk, & Hebdon, 2015). National security measures have covered a broad area of safety for college campuses. Zugazaga, Werner, Clifford, Weaver, and Ware (2016) explored the idea of security for students regarding

personal security systems and enhancing safety. The research was needed to explore possible reasons behind increased violence on university campuses.

Authors such as Zugazaga et al. (2016), stated that the aspect of physical harm makes campus safety a subject of utmost importance. Literature reviewed for this dissertation covered students' perceptions of campus safety, perceptions of campus security, and implications of campus safety as they related to physical harm. According to Zugazaga et al., (2016), campus safety is a problem among college campuses and warrants further research. This topic leads to a discussion about why campus safety is important.

Understanding students' perceptions about campus safety by exploring the perceptions of students was needed to create an effective campus safety environment. According to Zugazaga et al. (2016), campus safety is important to college students because of heightened media coverage highlighting violence on college campuses. Over the course of 10 years, there has been an increase in campus violence on college campuses (Zugazaga, et al., 2016). Student perceptions were an important focus because of physical harm. The study addressed the issues raised in the current conversation in the literature.

The number of mass shootings on college campuses has increased over the past 10 years. According to McMahon-Howard, Scherer, and McCafferty (2020), there has been little empirical research on mass shootings. Such high-profile mass shootings put a lot of pressure on campus, police, and sheriff officials to handle these shootings effectively; however, there is more research needed in order for administrators to develop

successful policies and procedures regarding high profile shootings (McMahon-Howard et al., 2020). Further studies are needed to address mass shootings in relation to the effect these events have on students' perceptions of campus safety. The next discussion shifts in approach to stalking on campuses because stalking contributes to the physical harm aspect of campus safety.

Stalking is a safety issue that exists at university college campuses nationwide. According to Logan and Walker (2017), university campuses are viewed as peaceful communities even though safety issues such as stalking exist. Further research on fear regarding stalking is warranted because fear is a factor that affects the physical harm aspect of campus safety. Fear is a factor that affects physical harm because it causes the body to work in survival mode (Linder & Lacy, 2020). A local manual such as the Education, Awareness, and Prevention Guide is useful in providing data on criminal offenses that affect the physical harm aspect of campus safety. One of the by-products of stalking is fear. Fear and stalking contribute to campus safety and physical harm because of the psychological and potential physical harm to the victim. Survival mode is relevant to campus safety/physical harm because the safety of the students is top priority.

The Prevention Guide (2017) was essential to the local institution because it detailed any criminal activity at the institution. This guide divided criminal activity into categories: murder, manslaughter, forcible sex offenses, non-forcible sex offenses, robbery, aggravated assault, burglary, arson, motor vehicle theft, domestic violence, dating violence, and stalking. Linder and Lacy (2020) stated that any form of unlawful activity at an institution undermines campus safety. Of the list of criminal activity listed

in the Prevention Guide, forcible sex offenses, robberies, and burglaries are three of the categories which are perpetrated at the research site. In 2015, there were nine forcible sex offenses, zero robberies, and 25 burglaries. In 2014, there were four forcible sex offenses, two robberies, and 45 burglaries. In 2013, there were eight forcible sex offenses, four robberies, and 38 burglaries. Over a 3-year period, the forcible sex offenses slightly increased, robberies decreased, and burglaries decreased.

The national bulletin which depicts all national criminal statistics on college campuses is called the National Center for Education Statistics (NCES). According to the NCES (2013), in 2011, the data show 30,400 acts of criminal activity on US-based campuses. These data depict private two-year and four-year higher education institutions that reported incidents to police departments and campus security agencies.

The information from the NCES provided a guide if data are to be collected from students regarding physical harm as it related to campus safety. In the next portion of this standard, authors such as Linder and Lacy; Logan and Walker; and McMahon-Howard, Scherer, and McCafferty from the professional literature share a common theme regarding the physical harm aspect of campus safety.

Various authors from the professional literature maintain that further empirical evidence suggests a problem exists in campus safety in terms of a physical harm aspect. Understanding is needed to create an environment free from physical harm related to campus safety (Linder & Lacy, 2020; Logan & Walker, 2017; McMahon-Howard, Scherer, & McCafferty, 2020). This understanding can be achieved if students' perceptions are considered in developing this environment.

Summary and Conclusions

Chapter 2 of the dissertation included the literature review, conceptual framework, literature review related to key concepts and variables (which included students' perceptions of campus safety, perceptions of campus security, and implications of campus security), literature search strategies, a summary, and conclusions. The major themes in the literature: perceptions of campus safety, perceptions of campus security, and implications of campus security were summarized. As stated in the literature reviewed, there exists a discontinuity in student perceptions on the university and college campuses. What is known in the discipline of campus safety was summarized in the literature review. How the present study fills at least one of the gaps on campus safety in the literature will extend knowledge related to practice in the discipline. Next, Chapter 3 provided the material to connect the gap in the literature to the methods.

Chapter 3: Research Method

In this study, I examined the perceptions of campus safety at a Florida university in order to find out more about university students' perceptions of campus safety specific to physical harm and how campus safety procedures are documented. The purpose of this study was to gain an understanding of university students' perceptions of campus safety by exploring the perceptions of students. This chapter builds upon the literature reviewed in Chapter 2 to propose the methodology for this study. In doing so, the reader will be reminded of the problem statement and research questions proposed for this study. This chapter contains methodologies to logically deduce all relevant aspects for this study, including the research design and rationale, role of the researcher, methodology, participant selection, instrumentation, procedures for recruitment, participation, data collection methods, data analysis (typological, inductive, and content), trustworthiness, ethical procedures, population, sample, validity, reliability, assumptions, limitations and delimitations of the study and a summary.

Research Design and Rationale

In this qualitative study, I considered a variety of research designs. According to Lodico, Spaulding, and Voegtle (2010), qualitative research is the understanding of individuals, groups, or situations (Patton, 2002; Stake, 2005; Yin, 2012); therefore, this method was appropriate for understanding student perceptions of campus safety. A case study entails a series of steps in which a person, a particular situation, or group is detailed for a length of time. Types of case studies include intrinsic, instrumental, and collective. An intrinsic case study denotes a specific group in which the case in and of itself entails

the essential interest when explored (Stake, 2005). Further, the intrinsic case study often has an exploratory nature (Stake, 2005). Instrumental case studies involve recapturing generalizations and can become a helpful tool to understand a bigger picture (Stake, 2005). A collective case study includes a compilation of several instrumental case studies (Stake, 2005). Stake (2005) noted that case studies can sometimes take on intrinsic and instrumental qualities and that it may be difficult to classify a case study as either intrinsic or instrumental. A collective case study would have been less effective to use in this dissertation.

Grounded theory designs result in a new theory (Lodico, Spaulding, & Voegtle, 2010). Since my goal was not to create a new theory, a grounded theory design would not have been appropriate for this study. Ethnography research designs describe and interpret a social group (Lodico et al, 2010). Ethnography designs require patterns of culture sharing (Lodico et al, 2010). An ethnography research design would not be appropriate because it involves in-depth descriptions of cultural patterns (Lodico et al, 2010). The main emphasis of an ethnography study focuses on groups and is not interested in individuals and their responses (Lodico et al, 2010). A phenomenological research design would have been appropriate because the goal is to understand the essence of the phenomenon, which in this case was campus safety (Lodico et al, 2010). A characteristic of the phenomenological design is long interviews (Lodico et al, 2010). The purpose of the phenomenological study was to describe the experiences of the participants with regard to a phenomenon, such as campus safety (Lodico et al. 2010). A phenomenological design was not chosen in this study because the essence of the central

phenomenon was not the focus of the study; rather, students' perceptions of that phenomenon was the focus.

In intrinsic case designs the focus of the research is upon the case itself. Since the overall purpose was to gain an understanding about the phenomena of students' perceptions of campus safety on a university campus, an intrinsic case design was selected.

The research questions for this study were:

RQ1: What are university students' perceptions of campus safety specific to physical harm?

RQ2: How are campus safety procedures documented at the participating university?

I chose an intrinsic case study because it gave the study an in-depth description of people or events. The central phenomenon under examination was student perceptions about campus safety. I believe these research questions are sufficient to address both the problem and purpose of this study.

Role of the Researcher

My role as the researcher was separate from my position as an administrator at the research site. I had no supervisory role with any of the participants, and there were no conflicts of interest regarding the collection of data because they were collected in an open and objective way. I had no past/current professional relationships with the participants. Therefore, these roles and relationships did not affect data collection. My experiences related to the topic of campus safety were unbiased and did not influence the

participants in any way. The interview questions were neutral, which reduced question bias. I defined and explained my role as researcher, at the beginning of the research process, and there was no conflict of interest. No ethical problems existed because I did not know the participants prior to the commencement of my research.

Methodology

There are two predominant approaches in research: qualitative and quantitative methodologies. Quantitative methodology seeks to explore relationships between two or more variables while qualitative methodology is used to explore the perceptions surrounding one variable or phenomena (Lodico et al., 2010). Since I sought to better understand the perceptions of students about campus safety, a qualitative methodology is more appropriate. I used a qualitative intrinsic case study to research the problem. Data were collected using interviews of students' perceptions of campus safety as the data collection tool. The interviews provided students' perceptions into the problem.

Participant Selection

The general population for this study was college students attending classes on campuses. The target population was the student body at the study site. From the target population, the criteria were limited to those currently enrolled students over 18 years of age. From the target population, a sample of students was identified during the recruitment process for this study.

There are a variety of sampling methods which could be employed. Some of the most common sampling methods in social science research are random sampling, snowball sampling, and purposive sampling. Random sampling is used with a large

sample and a predetermined random number of observations or participants are selected for participation in a study. Snowball sampling is used to build a sample by adding more and more participants by asking them if they know others who would be interested. Finally, purposive sampling, also known as judgmental sampling, is left up to the researcher to build a sample at their own will (Etikan & Bala, 2017). In this study, a purposeful sampling was the preferred sampling that was used.

By using purposeful sampling, the data collected by me represented what the students' perceptions were regarding campus safety. I sought conditional approval from Walden University and full approval from the research site before participants were contacted. After IRB approval was given, potential participants were identified, contacted, and recruited after I posted signs around campus with my contact information regarding their participation in the study. The volunteer students had to be currently enrolled at the subject campus and at least 18 years old.

I selected 10 students from the university. As recommended by Ray (1994), 10 students were selected because most often fewer participants provide richer, more in-depth descriptions. It was expected that saturation occurred around seven or eight interviews: therefore, recruitment of 10 participants was sufficient.

Instrumentation

Interviews were the primary data collection instrument used in this study. The questions in the interview align with research question one about student perceptions of campus safety. An interview protocol (Appendix B) was followed for the interviews. No probing questions were developed for the protocol. Several of the questions did not

derive from literature but were intended to act as a bridge or segue between topics. The data collection instrument was self-generated and was not published. According to Patton (2002), interviews increase the salience and relevance of questions and can be matched to individuals and circumstances. Archival documents were used to study research question 2 regarding campus safety events, instances, and press releases from the university.

Content Validity of the Interview Protocol

The content validity of an instrument refers to whether or not the instrument is gathering the information for which it is intended (Bolarinwa, 2015). This is often done by using a peer review or expert panel but was not done in this case. However, a post hoc review of the interview questions and how they align to the literature was conducted (see appendix A). The interview protocol was also peer reviewed after the study was finished by Dr. Barbara Moyer, PhD and Dr. Dale F. Campbell, PhD, and deemed sufficient for this study. Dr. Moyer has a PhD from the University of Florida and more than a decade of experience working on qualitative dissertations. Dr. Campbell is Professor Emeritus from the University of Florida with more than 30 years of experience in the Institute of Higher Education working with students on their dissertations. He received his doctorate from North Carolina State University.

Procedures for Recruitment, Participation, and Data Collection

Recruiting procedures involved recruiting potential participants from a Florida university who were over the age of 18 and currently enrolled at the subject campus between January 1, 2017-February 21, 2017. A proposed sequential timeline of

recruitment and data collection is shown in Figure 1. I posted signs around campus with my contact information asking for participation in the study. Once I was contacted, the students were informed about the details of the study, the intent of the study, the possible outcomes, their time commitment required and asked whether they were interested. I requested students' contact information. Once I received their contact information, participants were contacted via email to participate in the study. Upon receiving participants' consent to participate, I sent them an informed consent form via e-mail. The informed consent form covered all aspects of keeping their identity confidential and protected them from possible harm as well as explaining every aspect and purpose of the study so they could decide if they desired to participate or not. The participants' information would be kept confidential. Their names would not be used for this study and numbers would be assigned to each participant to ensure confidentiality. After recruiting 10 students who desired to continue with the study, the data collection phase would begin in March 2017. Please see Appendix B for the interview questions.

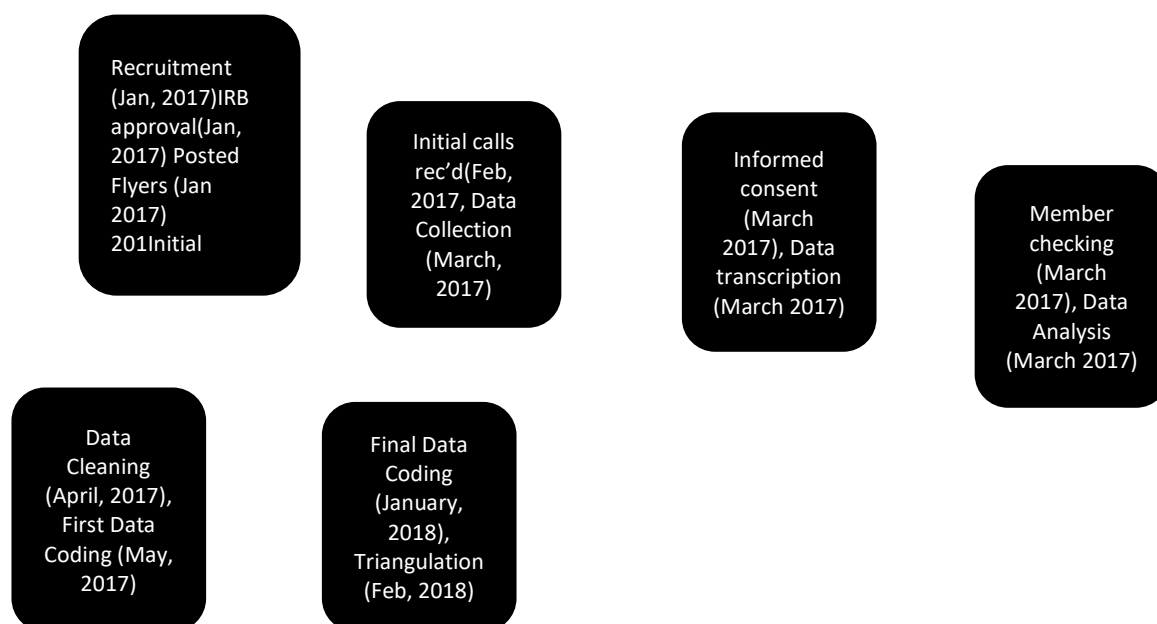


Figure 1. Proposed timeline of events for this study.

There were two primary modes of data collection for this study. First, interviews of the 10 students were conducted for the first research question. Second, the examination of documents was completed to respond to the second research question. All 10 interviews were conducted in a conference room in the local campus library. Interviews were expected to be about 60 minutes in length, no more than 90 minutes long, and no less than 45 minutes.

The participants were excused from the interview after being told they would later be sent the transcript for review and a follow up interview or phone call may be held in case of any issues arose with the data review. The data collection would be recorded via Rev.com and transcribed by the program. After transcription, the participants would be sent the transcripts to check for errors and help to verify the accuracy of the transcripts by following member checking procedures. If necessary, a follow up interview or phone call would be held to clarify any issues.

Data Analysis Plan

After an interview would be completed, a transcript would be created from the Rev software and sent to each participant for member checking. The member checked data were first examined for errors and accuracy. Any spelling errors were sent to the interviewee to verify these were indeed spelling errors and not anything else. Follow up interviews were to be held as needed, but none was needed. Lincoln and Guba (1985) stated that analysis of these data can begin alongside data collection to determine when saturation has been reached. After 10 interviews, saturation was determined to have

reached with the concurrence of the chair. Press releases related to student safety were collected from 2017 to present.

Data analysis overview. Inductive, content analysis, and typological analysis were the processes used for data analysis and were deemed appropriate for analyzing these types of data (Creswell, 2009). Inductive analysis followed Braun and Clarke's (June 5th, 2020) six-step process of inductive analysis. First, I familiarized with the data, then generated initial codes, then generated initial themes, reviewed, refined, and generated additional themes, defined thematic mappings and sub-codes in a hierarchical framework, and then produced findings based on the entire data set. I used these data to examine findings of 10 respondents. Content analysis within the overall data set and the themes were conducted through visual representation of word maps to assist in reliability and validity of the inductive analysis findings. Hatch (2002) stated that inductive analysis' relevance is essential for interviews because it condenses data into a summary format. Typological analysis is classification based on predetermined codes to the data generated from the study (Hatch, 2002). The typologies in this study were perceptions of campus safety, perceptions of campus security, and implications of campus security. The typological analysis was used between the interview questions to examine commonalities and differences and add a depth of knowledge and understanding for use in reliability and validity in triangulating all three analysis results.

Data analysis steps. Before any data were examined, I made notes of any preconceptions and bracketing. I began by reading and printing all transcripts and inserting memos with post-it notes as needed throughout as well as to gain overall

insights into the data from the interviews and documents. I then used optical character recognition software (OCR) from Adobe Acrobat Professional to import the documents as machine readable onto the computer and then imported them into MAXQDA as needed, although most were *.PDF files and easily imported into MAXQDA. The demographics were calculated first. Then I started coding phrases and words using inserted codes or in vivo codes (the actual phrase). The second round started to group those codes into commonalities and themes through patterns. I created an inductive hierarchical framework of the initial codes to guide analysis. At this round, the codes were examined for duplicates or similarities and regrouping into one common theme. The third round was grouping codes further by sub-codes into commonalities (Saldaña, 2016) by continuing to develop the hierarchical framework with several levels. During this round care was taken to ensure dichotomies were accounted for in the framework. For example, “I feel safe” was found, so a sub-code of “I do not feel safe” was created in the hierarchical framework. The codebook, word clouds, creative maps, sample coding pages, and tables will be produced for chapter 4, 5, and appendices.

Saturation. In this study, during the manual coding, saturation was determined when there were no new data to include in one of the three themes that emerged from the analysis. Once the saturation was determined, then analysis of the data in those three categories and the other category began. Procedures for dealing with discrepant cases are discussed in depth in Chapter 4 of the dissertation.

Trustworthiness

Appropriate strategies in the research method, such as member checks were used to establish credibility (internal validity). There was no transferability (external validity) applicable in variation in participant participation. Triangulation was used to establish dependability. Triangulation is measuring features on data collected for correlation of method or frames of reference. Confirmability (the qualitative counterpart to objectivity) was also applicable to this study. Intra-and intercoder reliability were not applicable to this study. There would be evidence of triangulation because there are multiple sources of data, interviews, and documents. “Qualitative inquirers triangulate among different data sources to enhance the accuracy of the study” (Creswell, 2012, p. 259). In this study, there were two sources of data: interviews and documents. The triangulation process provided evidence of the trustworthiness and quality of the study. This process should yield different information that provided data sets that will complement both interview and document data. Member checks involved returning the interpretation of the findings to the participants, so they could determine the accuracy of their data. The validity of the analysis of the interviews was guided by the member checking process (Creswell, 2012). I triangulated the interview and document data by corroborating the document review with the interview findings

Ethical Procedures

The treatment of human participants included the following: description of the proposed procedures, community research stakeholders and partners, potential risks and benefits, and data integrity and confidentiality. I had researcher/ethical training in 2017

and hold a certificate with CITIprogram.org. Institutional permissions were obtained by Walden University and the subject campus. IRB approval (02-02-17-0161081) was granted prior to conducting the research for the proposal. The IRB approval number was included in the final dissertation. There were no ethical concerns related to recruitment materials and processes. Any ethical concerns (participants refusing participation or early withdrawal from the study and responses to any predictable adverse events) would have been addressed. There were no issues with confidential data because the participants' information was confidential. The protection of confidential data was stored in a password protected smartphone and will be stored for a minimum of 5 years beyond completion of this study and will be destroyed afterwards. No back-ups of the data were created on computers or other smartphones. Only my committee and I had access to my data. As a researcher, I established a working relationship with the participants. Prior to conducting my research, I met with the participants on campus in a quiet setting to establish this relationship one-on-one. Each participant was e-mailed a time, date, and place of where the interview was to be conducted. I had the opportunity to formally introduce myself to the participant. In this meeting, I explained why I was conducting the study as well as the process in which the interview was to be conducted. I assured the participant that any information given would be for the study and would not be shared. It was important for the participants to trust me as the researcher.

Summary

The overall purpose of the study was to gain an understanding about student perceptions of campus safety by exploring the perceptions of students. The research

method section of the dissertation included the research design and rationale, participants, role of the researcher, methodology, participant selection, instrumentation, procedures for recruitment, participation and data collection, data analysis plan including typological, inductive, and content analysis, procedures for dealing with discrepant cases, data analysis results, trustworthiness, ethical procedures, and a summary. The outcomes were logically and systematically related to the problem and research question(s) and to the larger body of literature on the topic of campus safety including the conceptual/theoretical framework. These factors were essential in Chapter 3 of the dissertation which included the research method. Chapter 4 includes reflections and conclusions.

Chapter 4: Reflections and Conclusions

In this study, I explored student perceptions of campus safety at a Florida university to find out more about university students' perceptions of campus safety specific to physical harm and how campus safety procedures are documented. There have been recent studies from the perspectives of faculty, staff, and administrators about campus safety (Bennet, 2015; Patton & Gregory, 2014, Schweit, 2016; Schildkraut, Mckenna, & Elsass, 2017; Wiles, 2016); however, the problem is that research from the perceptions of students is largely absent (Dibelka, 2019).

In this chapter, I present the data analysis, including the discussion, conclusions and recommendations are the interpretation of the findings, limitations of the study, recommendations, implications, and the conclusions. Interpretations of the findings will come next in Chapter 5.

Setting

There were no known personal or organizational conditions that could have influenced participants or their experience that may have affected the interpretation of the study results. There were no significant campus safety or traumatic events which may have biased or had any known effects to the participants at the time of the interviews in 2017.

There were participant demographics and characteristics relevant to the study that made it unique. I conducted this study at a large, urban university in Florida. At the time of this study, enrollment was more than 40,000 students. There were 10 students

interviewed, their ages ranged from 18-25, were predominantly African American and equal amounts of men and woman (see Table 1).

Table 1

Demographics of Participants

Participant	Gender	Age	Ethnicity	Interview duration
1	Male	18	African American	48 min.
2	Female	19	African American	37 min.
3	Female	19	Caucasian	40 min.
4	Female	20	Caucasian	35 min.
5	Male	20	Caucasian	46 min.
6	Male	25	African American	40 min.
7	Female	21	African American	55 min.
8	Male	22	African American	50 min.
9	Female	23	African American	45 min.
10	Male	22	Caucasian	53 min.

Data Collection

Individual interviews and documents were used to answer the research questions. I used inductive, content analysis, and typological analyses to analyze the interviews (research question one) and document review (research question two). No variations in data collection from the plan presented in Chapter 3 were noted. However, discrepant data were found not in alignment with the research questions.

Interviews

I used semistructured interviews as one data set for data collection. Ten students were interviewed individually for approximately 1 hour in a library over several weeks. When participants were interviewed, I collected document data along with audiotaped/recorded notes and later were transcribed by me. When participants were interviewed, I collected document data along with audiotaped/recorded notes, and later

were transcribed by me. Please see Appendix B for the interview protocol sheet. Please see Appendix C for a sample coding of one of the interviews.

Documents

I asked the students to bring documents related to campus safety with them to the interview. I ensured these documents were credible by examining them for details pertaining to the research site, then I scanned and entered the documents in MAXQDA, the qualitative data analysis tool. I experienced no variations in the original data collection plan as approved by the Walden University IRB and the dissertation committee. Please see Appendix D for a sample coding of one of the documents. Simple content analysis was used to analyze the data for RQ2.

Data Analysis

I used a three-step method of data analyses for RQ1: inductive analysis, content analysis, and typological analysis for research question one and triangulated to ensure reliability, validity, and evidence of trustworthiness. I used inductive analysis and content analysis for research question two.

Bracketing

Before data analysis could proceed, I made some notes about my preconceived ideas and notions of what I thought I would find, based on my research and presence on the data collection site as an employee of the institution. I fully expected students to say they felt safe on the campus, since I talked to the participants every day and had not heard anyone mention anything related to safety on campus or going to events at night. I was familiar with the campus safety events at a nearby major university about 20 years prior

and felt those experiences led to my location being made much safer. The events at that other university led most universities to install blue safety poles with panic buttons, communicate to campus security police departments, lead campus programs for assistance to travel at night on campus, and make general overall lighting improvements.

Data Preparation

I inspected the data for accuracy before analysis began. Each interview was recorded and transcribed using Rev software and sent to each participant for member checking. No adjustments or follow-up interviews were needed, except for some spelling errors made with the Rev software. For example, “wear” was transcribed instead of “we’re.” There were only a few of these in the transcripts, in my opinion and were mainly caused by southern accents and I did not feel these edits affected the validity or reliability of the data set. Filler words such as “um” and other inaudible phrases were left in the initial data analysis but later redacted in final analysis.

Interviews

The data analysis of the interviews proceeded in three steps: inductive analysis, content analysis and topological analysis. Then, I used triangulation of the three results to ensure reliability, validity, and provide evidence of trustworthiness.

Inductive analysis. I loaded the data from the 10 interviews into MAXQDA for analysis. The Rev software included the questions and were numbered. I removed the text of the questions and the interview demographic data for analysis, but the question numbers were retained. I read each interview thoroughly twice, codes were assigned to certain phrases relevant to the study. During coding, I added memos throughout the

transcription. I applied in vivo coding on all 10 interviews, yielding 320 codes overall. I employed axial coding to sort categories into commonalities into three levels of mutually exclusive and exhaustive categories as possible. After the first round of coding, there were 12 coded phrases that did not fit neatly into any category. I revisited and examined the categories, deleted six categories, examined the other six categories for more details about their context, then I recoded the categories. In the hierarchical coding structure, I created six overall codes at the highest level: suggestions for improvement, what to do in an emergency, what makes me feel safe, campus safety communications, campus safety features, and safety on campus perception. Each code had a different number of sub-codes (see Appendix E for the complete codes and code book). Subsequent rounds of coding, reductions, and organization continued until a final hierarchical framework was developed for research question one (see figure 2).

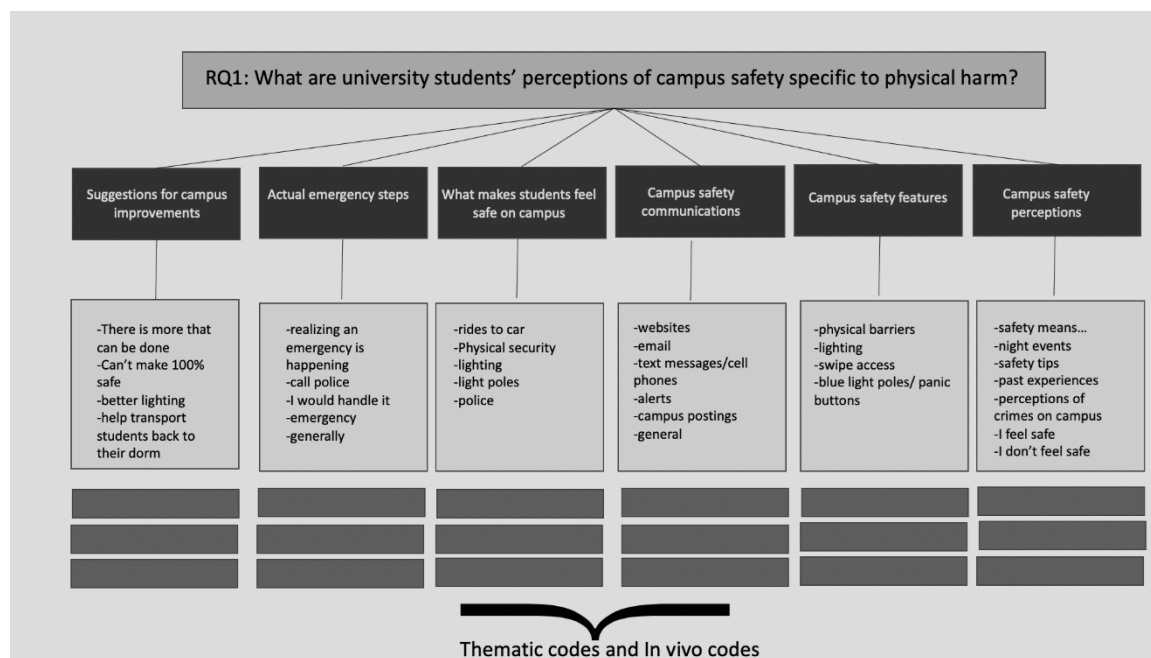


Figure 2. Final hierarchical framework for inductive coding for RQ1.

Category 1: Suggestions for campus improvements. Suggestions for campus improvement broke down into four more subcategories: improvements needed; campuses not 100% safe; better lighting; and transportation for students back to their dorms (see Table 2). For example, Respondent J said “Hmm, no just that [the school] can maybe do a little bit more with ensuring the safety of their students outside of what they already are...,” with respondent I adding “you can’t make it entirely, an environment that’s entirely free of crime or harm.” Moreover, two respondents (D, E) felt the lighting could be better, especially respondent E who added “lighting seems to be kind of sparse around the outskirts of campus.”

Table 2

Suggestions for Campus Improvements

Category	In Vivo Coding
There is more that can be done	We do need to stay vigilant when it comes to safety on [campus] (C) There’s always room for improvement (C) There could be a little more done to make it better (F) Could do more for safety (J) [campus] could do more (J)
Making campuses 100% safe	Can’t make a 100% safe place (I)
Better lighting	Lighting seems to be kind of sparse around the outskirts of campus (E) If lighting could be better... (D)
Help transporting students to their dorms	Help transport students to their dorms (C)

Note. Campus name redacted

Category 2: Actual emergency steps. The next category that emerged from inductive analysis was codes for what students said they would do or steps they would take in an actual emergency. Participants agreed that emergency steps include (a) realizing an emergency was taking place, (b) calling the authorities, (c) responding and

confronting the situation, and (d) making general comments about what to do in an emergency (see Table 3). For example, respondent H said: “I would probably report it to the [campus] police first and foremost. And then, from there, I would just take whatever personal measures I need to take in order to ensure my further safety.”

With regard to calling the police in an emergency, six respondents (A, B, D, E, G, H, and J) would call or go to the police in an emergency, and one respondent (C) would simply “scream” for help. This represents seven out of 10 of the respondents or 70%. It should be noted that only one of the 10 said anything resembling that they would personally take charge to stop an emergency, such as respondent C who said:

I mean I would take charge myself. I would go out and try to stop an altercation and if I couldn't, if it was like someone that had a weapon on them, you know, I would—guess I'd (inaudible) scream for help, I don't know, and try to get, you know, TPD involves as fast as possible. But definitely wouldn't be a bystander, just stand around and do anything. I'd try to do something.

There were a few general comments on how students would handle an emergency such as always being on watch (respondent F), walking quicker at night (respondent F), and trying to walk with other people (respondent B).

Table 3

What to do in an Emergency

Category	In Vivo Coding
Realizing an emergency is happening	Quickly get in touch with the [campus] police (E) Go to my department in an emergency (G) Closed all of my windows (I) Call my parents first (I) I locked all of my doors (I) I know I stayed in my room (I) Hear the intercom (I) Hear the sirens (I) Being prepared (J)
Calling Police/Authorities	I would probably report it to the [campus] police first (H) I would definitely call 9-1-1 first (D) I would definitely quickly get in touch with the [campus] police (D) Then definitely call the [campus] police (D) The police department will be there as fast as they can (C) Call 9-1-1 first (E) 9-1-1 first (D) Report to campus police (G) Go to police station to report (J) Definitely would report a safety violation (J) I would—guess I'd (inaudible) scream for help (C) Try to get [campus] police involved as quick as possible (C)
Handling altercations	I'd try to do something (C) I would go out and try to stop an altercation (C) I would take charge myself (C)
General comments	Walk quicker at night for safety (F) Always be on the watch (F) No sure how to report safety issues (J) I try to walk another person (B)

Note. campus name redacted

Category 3: What makes students feel safe on campus. The third category contained codes for what students said made them feel safe on campus. These included five subcategories of getting rides to their car, installing physical security items, dealing with lighting issues, dealing with lighting poles, and dealing with police presence (see Table 4). This does not include perceptions of campus safety. Lighting, alarm poles, and presence of security figured prominently in this section. For example, Respondent E said, “the lighting will help but I don’t really like to walk home alone on campus.” Respondent B added “I feel like having the different safety, telephone poles and stuff around really help.” It should be noted that only two respondents (A and G) mentioned police presence would make them feel safe.

Table 4

Suggestions for Campus Improvements

Category	In Vivo Coding
Riding to campus car	Call someone to escort me to my car (E) Give me a ride to my car (D, E)
Gaining Physical security	Call someone to escort me to my car (D) Can easily assess my surroundings (H) Gateway devices (F) Physical safety (F) Just knowing that not anyone could get into the room you are in (A)
Lighting	Pretty well lit (E) Can see everything well (G) Lit areas (G) Walk on, like a lighted path (F) Lighting (E) The lighting will help (D) It's pretty well-lit (D) Not a lot of places being in the dark...you really feel safe (B) Having lit pathways (B)
Alarming stations/poles	Having the different, um, telephone poles (B) Telephone poles that are there if you need to call 9-1-1 (B) What does make me feel safe if all of the stations where you can call the police (A)
Accessing Police	I can see security when I am around (G) If it's a really late at night, you can call the police station (A) Campus police all over the place (A)

Note. campus name redacted

Category 4: Campus safety communications. The fourth category contained codes for how campus safety is communicated or received by students. These included items such as websites, emails, text alerts on their cell phones, campus alerts, campus postings and other general items (see Table 5). Students do seem to receive information about campus safety through a variety of methods; however, there are a couple of this group who largely ignore the “white noise” of this information (C, D, H, J). Three respondents recalled information on websites (B, F, H), five from emails (B, F, G, I, J), four from text messages on cellular phones (F, G, I, J), six from alerts (B, D, E, F, I, J), and only one from campus postings (A). These numbers are largely supported from the general statements of individuals of this group not looking for safety data (C, D, J), and not feeling the need to find information on safety (J).

Table 5

Campus Safety Communications

Category	In Vivo Coding
Websites	Online website (H) School websites (F) My.[campus].edu portal (F) [campus] website (B) The police website (B)
Emails	Safety news from mail (J) Send emails (I, J) Email alerts (G) Emails (B, F)
Text messages/cell phones	Phone accessibility to call the police (J) Updates by phone (text) (I) Text messages (F, G) Phone alert (G)
Alerts	campus does a good job as so far as alerting people whenever there are safety incidents (F) I get safety alerts (I, J) [campus] alerts (D, E) Alerting us (B)
Campus Postings	I kind of go with whatever is posted around campus (A) We have a lot of things posted about campus safety (A)
General	The school provides resources (A) Police department number (J) Notify students (J) Safety plan sent to me (unspecified manner) (J) I don't look for safety data (J) I've never felt the need to acquire any information (H) I would start by either asking professors (H) I seem to get a lot of information (F) I need more lead time on notifications and more details (F) I don't really go out seeking that kind of information (D) I don't really look for uh, that kind of information (C) I think that [campus] tries to put out information on campus (C) I don't look for information on that (C) They give us safety tips at the beginning of school (B) I think we've been provided the resources and the right -the correct information- if we have a problem (A) Through professors or professionals coming in (B)

Note. campus name redacted

Category 5: Campus safety features The fifth category reflected actual physical campus safety features the students have seen around the campus such as lighting, swipe access, blue light poles, and other physical barriers (see Table 6). Four respondents (A, F, I, J) mentioned physical barriers, three respondents mentioned lighting (D, E, H), two respondents mentioned swipe access (A, G), and six respondents mentioned the blue light/panic button poles (A, C, D, E, H, J).

Table 6

Campus Safety Features

Category	In Vivo Coding
Physical	Security cameras (F)
Barriers	Know we have the locked doors (A) Placing signs (F) Physical safety barriers (I) boundaries (J) alarm (J) gate (J)
Lighting	Well-lit (H) Lot of lighting (D, E)
Swipe access	You have to have an ID (G) You need card access (A) Swipe access to get in (A)
Blue Light Poles/Panic Buttons	Easy accessibility to maybe like police officers (A) Poles (J) Safety poles (H) You can always see at least two other ones from one pole (H) Safe buttons (D, E) Blue lights (C, D, E) Lights all around campus (C) You can like press a button if you need any help (A) I could always go to that little station and press the button (A) The safety thing where you can push the button (A)

Note. campus name redacted

Category 6: Safety on campus perceptions. The final category directly involves the perceptions students hold of campus safety. This does not include the physical safety items, but experiences on what safety means to students, if they feel safe attending night events, any safety tips they follow, perceptions of crimes on campus and, finally, a simple whether or not they feel safe on campus (see Table 7).

There does seem to exist some congruence in nine of ten respondents that safety means you are basically free from harm and feel comfortable. Two respondents (D, E) said they have not attended night events on campus and four respondents (A, G, I, J) said they have attended night events on campus or walked home at night on campus,. One said they would go to night events (G), which is misleading because the respondent also said they have attended night events. Respondent A also said they feel comfortable walking at night on campus.

As far as safety procedures the respondents currently follow, the most often mentioned safety tip was there is safety in numbers (D, E, F, G, I, J), especially at night (F). Respondents also mentioned letting people know where they were going and when they would be back (C, F), not wearing headphones while walking at night (F) but walking and talking to someone on the phone when they did walk at night (F). Three respondents also mentioned personal protection devices such as mace (J) or pepper spray (F, J).

Half of the respondents had something to share about their experiences with campus safety, especially at night. Physical altercations such as shootings (I) or robberies (C, I) or being verbally attacked by fraternity guys (J) were mentioned by four

respondents. One respondent (F) mentioned they had to walk a lot at night on campus and the campus has a different vibe at night and anyone could walk on campus at night. Another respondent (H) added “a lot of my classmates have never felt threatened on campus,” so the results are mixed.

Looking deeper into these mixed results of whether students feel safe or not, we can see 46 instances where students said they felt safe and 19 where they did not. Again, these results are mixed.

Table 7

Campus Safety Perceptions

Category	In Vivo Coding
Safety means	Whenever you are walking around you feel completely safe (B) No one's likely going to harm you (B) You're not in harm (B) I don't live on campus, so I really don't have an opinion (C) I guess no one really trying to attack you (C) Physically, I guess, if you are free from harm (C) Where you can walk around and feel comfortable (C) Where you trust the people that are around you (C) Somewhere where I know that I won't encounter any harm (D) I don't really think about safety really on a daily basis (F) Safety means not having a hostile environment (F) Safety means not having any danger (F) Never thought about safety (G)
Night events	I typically don't like to attend some of those at night (D) I don't really like to walk home alone on campus (E) I don't go to stuff at night (E) I would go to an evening event (G) Attend evening campus event (I, J) When I walk home at night, I have never had any issues (A) I feel completely comfortable attending events that are at night (A)
Safety tips	I think people have to be a little more careful (C) I definitely feel better when I'm around in numbers (D, E) Physical harm from people (I) You can't control things (J) Facetime my dad (F) Unless the door's propped open, which most of the time it is not (A) You should always let someone know where you are at and going (C) A group of people (D) No headphones on while walking at night (F) I always try to walk with someone (F) Walk while talking on the phone for safety (F) I don't think anybody should be walking alone at night (F) Take precautions when needed (F) Let people know when I would be back (F) Let people know more often, like where I was going (F) I carry pepper spray (F) Taking those precautions (F) Making sure the people are taking the right steps for safety (F) Safety in numbers (F, G) Take whatever personal measures I need to take in order to be safe (H) Wait until you hear more information (I) Followed the safety procedures (I) Safety in numbers (I) Mace or pepper spray (J) Self-protection tools (J) Walk at own risk (J) Group does not mean safe (J) Walking with somebody (J)

(table continues)

Category	In Vivo Coding
Past experiences	<p>I have not attended an evening event (G)</p> <p>Shooting (I)</p> <p>Robbery (C, I)</p> <p>The campus kind of has a different vibe at night (F)</p> <p>There are a lot of times that I do have to walk at night (F)</p> <p>Anybody can walk on campus (F)</p> <p>I know a lot of my classmates have never felt threatened on campus (H)</p> <p>Verbally attacked by frat guys (J)</p>
Safe feelings (46)	<p>makes you feel safe (E)</p> <p>Non-threatening environment (J)</p> <p>Safety is human error (I)</p> <p>I think it's pretty well (E)</p> <p>I believe I am in a safe environment (A)</p> <p>We have the safest environment possible (B)</p> <p>I think my university does a good job of keeping us safe (B)</p> <p>For the most part, walking home at night is safe (B)</p> <p>I feel pretty safe (B, F)</p> <p>I feel safe walking at night (B)</p> <p>I get this feeling that I don't have anything to fear or worry (E)</p> <p>I would say this institution is pretty safe for the most part (B)</p> <p>I think safety is pretty good (C)</p> <p>I think this campus has a pretty good form of safety (C)</p> <p>I definitely feel pretty safe being at this college (D)</p> <p>[campus] does a pretty good job at keeping students safe (D)</p> <p>I feel safe (E, I, J)</p> <p>I feel comfortable (D)</p> <p>[campus] does a pretty good job (E)</p> <p>I think the school does the best that they can (F)</p> <p>Just because we're on campus we will be safe (F)</p> <p>I feel fairly safe here (F)</p> <p>I walk in to just feel comfortable (F)</p> <p>Not immediately threatening to me (G)</p> <p>Pretty good safety here (G, H)</p> <p>[certain campus] building is pretty safe (H)</p> <p>I don't feel like anybody here is at risk (H)</p> <p>I've never felt unsafe (H)</p> <p>I've never felt endangered myself walking home (H)</p> <p>I don't really have any concerns (H)</p> <p>No threats, I feel safe (H)</p> <p>I don't worry about my safety (I)</p> <p>I live near PD station (I)</p> <p>I can't say campus is unsafe at night (I)</p> <p>Environment free of danger (I)</p> <p>Overall campus safety perception (I)</p> <p>Doing good on safety (J)</p> <p>I normally spend all of my time in my major [subject specific] building (A)</p> <p>There's nothing that's given me a reason to believe otherwise (A)</p> <p>I always feel safe in the interior design building (A)</p> <p>I've never felt threatened (H)</p> <p>Safety is something I was in my upbringing (I)</p>

(table continues)

Category	In Vivo Coding
Safe feelings (19)	<p>It doesn't sound safe at night to be by yourself walking (J)</p> <p>I feel a little unsafe (B)</p> <p>I know there's people that are concerned about their safety (C)</p> <p>It's just the outer skirts of campus I try to stay away from (D)</p> <p>I still don't feel safe doing it alone on campus (D)</p> <p>I don't really like to walk home alone on campus (D)</p> <p>Dorms that are on the outer sides of campus are not safe, especially at night (D)</p> <p>Outer skirts of campus are not safe (D, E)</p> <p>I don't really feel safe (E)</p> <p>I don't really feel safe maybe around the outer skirts of campus (E)</p> <p>Walking to dorms at night is not safe (E)</p> <p>I don't necessarily feel like the most safe physically walking (F)</p> <p>I don't feel safe walking at night by myself (F)</p> <p>A little concerned about safety (F)</p> <p>I kind of get concerned about walking by myself (F)</p> <p>It's a little uncomfortable if I have to walk alone (G)</p> <p>Anywhere at night is unsafe (I)</p> <p>Not safe by yourself at night (J)</p>

Note. campus name redacted

Content analysis. This is a content analysis using the Word Cloud feature of MAXQDA. Before this happened, the documents were re-examined to ensure the questions, interviewer data, and any other non-respondent information. A Word Cloud was produced (see Figure 3). The frequencies table was examined for non-essential and extraneous information from the Word Cloud and removed. Five items were removed from the frequencies table: “t” “re” “ve” “...” “I...” “the...” and the Word Cloud was refreshed and reproduced (see Figure 4).



Figure 3. Raw word cloud output of student interview data.



Figure 4. Final word cloud output of student interview data.

A frequencies table was also produced for the final word cloud output (see Table 8). The phrases “think,” “around,” “people,” “night,” “environment,” and “walking” were among the most used phrases.

Table 8

Final Word Cloud Frequencies for Content Analysis

Count	In Vivo Code
57	think
39	around
33	people
31	night
30	environment
25	walking
22	guess
20	police
19	always, physically
17	call, things
16	information
15	definitely, good, someone
14	little, time, unsafe
13	being, most
12	building, students
11	harm, young
10	access, alerts, different, first, help, here, lighting
9	anything
8	home, perceptions, physical, take, thing
7	car, defiantly, evening, feeling, group, pd, terms, through, worry
6	attend, called, comfortable, doing, even, events, far, job, least, lit, live, look, personally, poles, probably
5	will, within
4	anybody, back, behind, believe, blue, button, case, class, classmates, come, day, department, don, done, ensure, event, everything, Florida, generally, how, institution, into, keeping, numbers, officers, online, outside, overall, perception, place, places, press, report, right, sent, sighs, skirts, still, talking, though, which
3	affirmative, area, assume, away, before, buildings, certain, chance, comes, completely, concerned, design, emergency, escort, fell, further, happen, hear, important, instead, keep, kinda, knowing, light, lights, location, locked, major, multiple, needed, neighborhood, nighttime, normally, nothing, open, possible, possibly, posted, push, reason, resources, room, safest, side, situation, student, surroundings, tell, uncomfortable, university, way, website, year
2	accessibility, across, actively, again, aggressive, alerting, already, anyone, anywhere, ask, attending, battery, beginning, boyfriend, buttons, came, campuses, charge, classroom, college, coming, consists, controlled, crime, culture, dangers, differs, doors, emails, entirely, escorts, expect, experienced, exterior, fact, faculty, fast, fear, form, friend, getting, girlfriend, goes, ground, guys, happens, immediately, increase, less, likely, long, man, material, measures, messages, midnight, might, mostly, movie, nearby, needs, notice, number, occurred, opinion, parents, particularly, past, pepper, person, personal, pipes, populated, potholes, prepared, product, professors, provided, random, regarding, result, ride, risk, robberies, seconds, security, seeking, sexual, shooting, signs, specific, spend, spray, spreading, stations, stop, street, supposed, Tallahassee, target, taught, telephone, tend, text, thought, threatened, till, touch, tried, wait, walked, ways, whatnot, wise, wrong

Table 9

Final Word Cloud Frequencies for Question 1

Count	In Vivo Code
24	safe
18	environment
17	feel
16	campus
13	physically
11	around
10	people, safety
9	we
7	harm
6	walk
5	comfortable, interior, me, think
4	access, building, feeling, physical
3	design, knowing, laughs, student, swipe, within
2	anybody, behind, blue, buttons, called, escort, expect, exterior, far, lighting, lights, lit, location, night, open, pd, police, precautions, push, seconds, signs, surroundings, uncomfortable, unsafe, walking, wise, women, young

Question 2: What are your perceptions of what a physically safe-safe

environment is? A word cloud was created and edited first (see figure 6). The frequencies for the word cloud appear in Table 10. The words “I,” “safe,” “campus,” “around” and “think” were among the most used words.



Figure 6. Word cloud for Question 2.

Table 10

Final Word Cloud Frequencies for Question 2

Count	In Vivo Code
35	I
10	safe
9	campus
8	around
7	think
4	environment, me, try, walking
3	areas, here, neighborhood, often, out, physically, pretty, swipe
2	aggressive, back, boyfriend, definitely, everything, girlfriend, guess, harm, issue, kinda, let, lighting, maybe, mean, myself, nearby, outer, people, places, possibly, see, skirts, someone, something, stop, there, time, too, well

Question 3: Tell me about your perceptions of campus safety at this institution.

A word cloud was created and edited first (see figure 7). The frequencies for the word cloud appear in Table 11. The words “I,” “campus,” “think,” “safety,” and “pretty” were among the most used words.

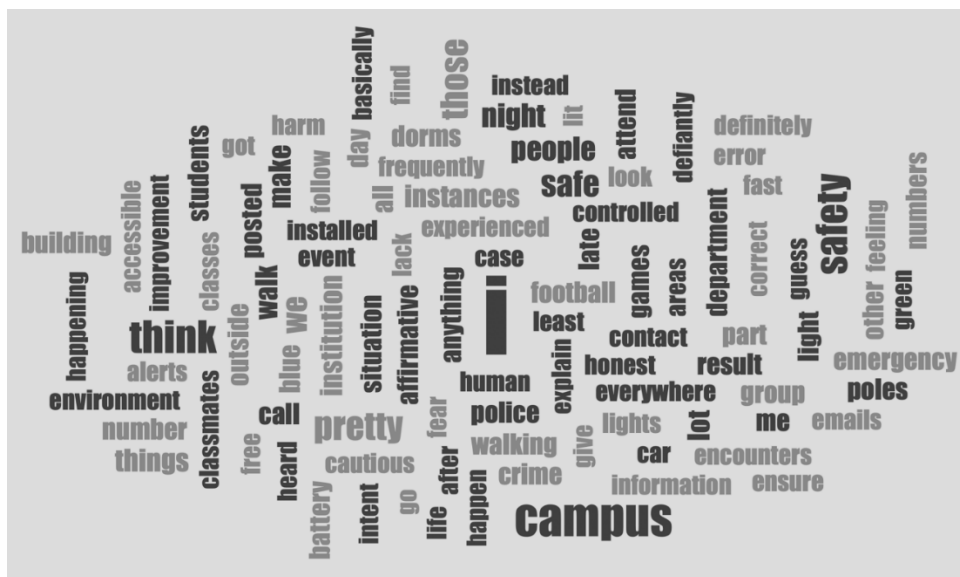


Figure 7. Word cloud for Question 3.

Table 11

Final Word Cloud Frequencies for Question 3

Count	In Vivo Code
50	I
16	campus
12	think
11	safety
8	pretty
7	those
6	safe
5	we
4	night, people
3	instances, lot, make, things, walk
2	affirmative, all, anything, attend, battery, blue, building, call, crime, day, department, dorms, emergency, football, games, group, late, light, me, number, numbers, other, outside, part, poles, police, posted, result, situation, students, walking

Question 4: What are your perceptions about attending evening class- evening-evening campus events, in terms of safety? A word cloud was created and edited first (see Figure 8). The frequencies for the word cloud appear in Table 12. The words “I,” “night,” “campus,” “feel,” and “out” were among the most used words.



Figure 8. Word cloud for Question 4.

Table 12

Final Word Count Frequencies for Question 4

Count	In Vivo Code
67	I
16	night
14	campus
12	feel
9	out
8	safe, walking
7	people, safety
6	around, late, little, police, someone, events
5	things
4	about, attend, evening, guess, help, my, myself, need, unsafe, walk
3	all, been, button, classes, definitely, different, even, event, female, football, games, laughs, officers, press, time
2	alerts, alone, anywhere, believe, better, call, concerned, dorms, going, group, information, live, movie, necessarily, nothing, numbers, place, poles, robberies, side, sighs, telephone, terms, typically

Question 5: How do you obtain information on campus safety? A word cloud was created and edited first (see figure 9). The frequencies for the word cloud appear in Table 13. The words “I,” “my,” “campus,” “safety,” and “information” were among the most used words.



Figure 9. Word cloud for Question 5.

Table 13

Final Word Cloud Frequencies for Question 5

Count	In Vivo Code
69	I
20	my
19	campus
17	safety
12	information
8	police
7	call, out
6	issue
5	alerts, safe
4	email, online, report
3	definitely, guess, hear, help, need, pd, people, personally, phone, school, send, website, year
2	actively, alone, assume, before, beginning, car, defiantly, different, further, happen, important, laughs, make, messages, parents, professors, right, station, street, text, wait, ways

Question 6: What are your perceptions about physical safety when walking home at night on campus? A word cloud was created and edited first (see figure 10).

The frequencies for the word cloud appear in Table 14. The words “I,” “campus,” “walk,” “safety,” and “walking” were among the most used words.

used words. In the typological analysis the frequency tables and word clouds showed these common themes across the responses to the interview questions: “safe,” “campus,” “I,” “safety.” Between content and typological analysis commonalities existed at the macro level for “think,” “environment” and “walking.” I felt the results are solidly triangulated between these three analysis methods.

Summary of RQ 1 results. The combination of these three methods of inductive, content, and topological analysis showed congruence between and within the data for RQ1 examining perceptions of campus safety specific to physical harm by students. In summary, the student respondents feel lighting could be better...especially around outskirts of campus. They would also like rides to their cars. In an actual emergency, six of 10 would call the police, one would scream, and one would “handle it themselves.” Two of 10 would not seemingly do anything. Lighting, safety poles, rides to cars, physical security, and “police presence” do make the students feel better. It should be noted only two of 10 mentioned police presence. Results here are generally mixed about communications about safety and where students best receive their information. A couple of respondents even see the communication attempts more like white noise and ignore the communication the other students see in emails, texts, websites, and campus postings. Moreover, even though 80% said they see communications about safety most did not use any swipe access (80%), four mentioned any physical barriers, three lighting, and six blue poles/panic buttons. No other physical safety items, buildings, or devices were mentioned. Finally, as far as the overall perception of safety on campus, half of the students said they feel safe and try to walk in groups as much as possible. When digging

deeper, the results are mixed. While students say they feel comfortable, digging deeper reveals they feel comfortable but only in certain circumstances, and there are instances when they are not comfortable.

RQ 2: Document Analysis

There were 81 press releases between 2016 and 2019 used for document analysis for research question 2 investigating how safety procedures were documented at the participating university. Before data analysis began, I documented bracketing in the logbook about my preconceived notions. I only noted those notions related to research question one findings. The *.pdf files for 81 press releases were imported into MAXQDA for inductive analysis. Each press release was read twice and then coded in rounds of inductive coding. I added memos as needed during coding. Forty-six press releases were not directly relevant to campus safety or the target university and not coded, leaving 31 to code. I applied In vivo coding to all documents yielding 95 codes overall. I employed axial coding to sort categories into commonalities into three to five levels of mutually exclusive and exhaustive categories as possible. All codes fit into categories after the first round of coding. In the hierarchical coding structure, four overall codes were created at the highest level: quotes directly from the president, crime statistics, feelings of safety on campus, and safety procedures. Each code had a different number of sub-codes (see Appendix E for the complete codes and code book). Subsequent rounds of coding, reductions, and organization continued until a final hierarchical framework was developed for research question one (see Figure 12).

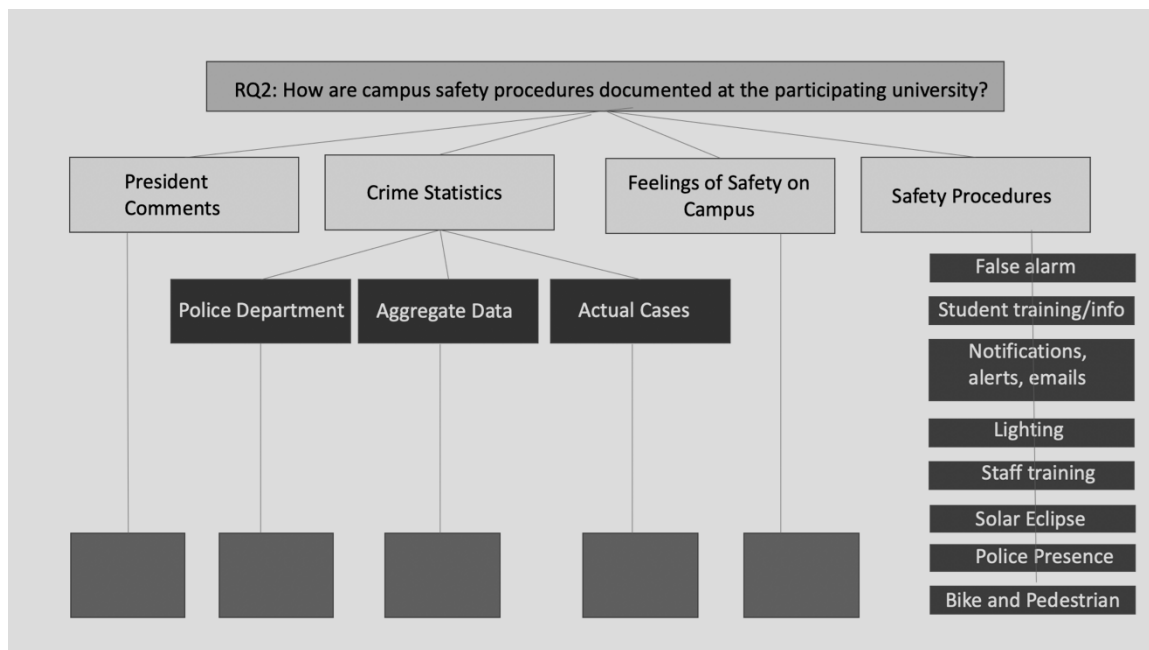


Figure 12. Final hierarchical framework for RQ2.

Category 1: President’s comments. There were eleven comments from the president noted in the press releases with respect to campus safety. These were comments on carrying guns on campus, how the school provides a safe environment and reactions to recent crime events. See Table 17 for the In Vivo coding. For example, the president after a recent crime said, “the unfortunate reality is that crime can happen anytime, anywhere,” he said. “It is also true that criminals may view college students and other members of the campus community as easy victims. That’s why (the school) has been completely transparent regarding incidents such as those we experienced recently.” (Anonymous, 2019). President’s Comments:

- (school) “PD will continue to provide (school) with a safe environment conducive to the goals of education and research.”

- “People have a right to feel safe in their schools, in their places of worship, anywhere they gather, including a yoga studio.”
- “I’m angry... And now gun violence has struck our community once again, as it did in 2014,” said (president)
- “Our investigators are examining the case to determine if this suspect is connected to the other crimes this semester.”
- “The unfortunate reality is that crime can happen anytime, anywhere,” he said. “It is also true that criminals may view college students and other members of the campus community as easy victims. That’s why (the school) has been completely transparent regarding incidents such as those we experienced recently.”
- “It’s always about campus safety for us —what we can do to make it better. But this is campus safety on steroids,” (the president) told the (newspaper). “It’s not only for us. It’s for everybody.”

The president also said in recent years, (the school) has invested in improving safety throughout campus, including new crosswalks, bike lanes, and signage. He said the recent tragedies reinforce the need to be more vigilant. The president in recent years has helped to block bills to allow gun carry on campus. And he recently pledged at a candlelight vigil for victims of a (local site) mass shooting to continue to fight to keep guns off the (school) campus. (Campus) police have beefed up patrols near residence halls following a rash of personal crimes on campus, (president) said Tuesday in a

campus-wide email. (The president) pointed out (the school) has added 15 new officers and made several other safety enhancements over the past few years.

Category 2: Crime statistics. The next category which emerged from inductive analysis was codes for mentions of crime statistics (see Table 16). From subsequent rounds of coding, I produced three overall subcategories for crime statistics: police department, aggregate data, and actual cases. The first sub-category for crime statistics relates to the police department: training, mission, and awards. There were seven In Vivo codes for training, two for the mission, and one for awards. The second sub-category for the crime statistics relates to aggregate data: campus crime statistics, general, and bike/pedestrian codes. There were two In Vivo codes for campus crime statistics, seven for general statistics, and two for bike/pedestrian codes. The third sub-category for crime statistics relates to actual cases involving murder, robbery, the Greek system, and bike/pedestrians. There was one In Vivo code for murder, eight for robbery, one for Greeks, and four for bike/pedestrian codes. It should be noted the statistics show the highest crime in the state, the county with the highest crimes in the state, and the campus with the highest crime rate in the state are all on this campus.

Table 16

Crime Statistics

Category	In Vivo Coding
Police Department: Training	{safety training is a} valuable investment in the professional development of standout members of your leadership team. Organizational management (category of training) Accountability Effective communications Managing staff Principles of leadership
Police Department: Mission	The (school) Police Department is a fully accredited law enforcement agency employing approximately 80 sworn officers and is responsible for law enforcement, campus access and security services, and emergency management on campus properties. The mission of the (school) is to promote a safe and secure higher education environment while providing proactive police and customer-related services aimed at reducing crime.
Police Department: Awards	The (school PD dept) earned the commission's Excelsior Recognition, the highest level of achievement in (state) accreditation a criminal justice agency can receive. The Excelsior Recognition program distinguishes some of the finest criminal justice agencies in (state) that have demonstrated a level of commitment to the (state) Accreditation process unparalleled in the criminal justice profession.
Aggregate Data: Campus Crime Statistics	More violent crimes —20— were reported on (schools) campus last year than at any other State University System school. But that's no reason to ring the alarm bells say campus police, administrators, and students. The data, which showed there were 10 reported sexual assaults, six robberies, and four aggravated assaults, was released last month in the FBI's annual tally of offenses around the country.
Aggregate Data: General	The year 2019 has witnessed no shortage of violent crime, with 55 shootings leaving 15 dead and more than twice that injured. (The city of the school) location has the highest crime in (the state). (The school) is also situated in the county with the highest crime in the (state). (Quote about schools with crimes.) (school) topped all schools in the state for every type of crime except burglary. Over the past four years crime on campus has decreased while crime in the city has increased. The four-year average crime rate —per 100,000 people— has dropped from 27 from 2009 to 2012 to 19.25 from 2013 to 2016.
Aggregate Data: Bike/Pedestrian	Campus PD responded to eight bike/pedestrian accidents in 2016. (state) continues to rank among the highest places in the country for bicycle and pedestrian fatalities
Actual Cases: Murder Actual Cases: Robbery	(female student killed in Yoga studio) (Student robbed of cellphone) (Robber used a handgun) (Student robbed while walking on campus near Einstein Bagels) (Robbery reported on campus) (Student robbed at knifepoint for cellphone) (student stabbed in back of head in robbery) (arrest made in robbery on campus) (student robbed on campus)
Actual Cases: Greek Actual Cases: Bike/Pedestrian	(incident at Greek house sparked discussions for more need for higher safety on campus) (bike/pedestrian accident on campus) (student death on campus sparks conversation for pedestrian walking bridge on campus over high traffic area) (Student struck by car while walking on campus) (different student struck by car while walking on campus) I would go out and try to stop an altercation

Note. campus name redacted

Category 3: Feelings of safety on campus. There were only four In Vivo codes created with respect to the feelings of safety on campus by students (see Table 7). These add substance to the discussion for RQ1 as well. For example, one student said, “living on campus, I feel pretty safe living in the dorm because you have to swipe to get in, so to come in the front door you have to have someone come and get you. So, I don’t feel in harm’s way.” These were my feelings of safety on campus according to the participants in the study.

- The line between (school) campus and the rest of (city) has always been thin and extremely permeable. The conditions across (city), from rampant poverty to unending inner-city violence, can often be seen from the university’s grounds. However, when it comes to violent crime, (school) has been rather lucky in avoiding the full, brunt force of the state’s most violent city.
- For several of the 7,000 students who live in dorms in the heart of (school), campus feels safe.
- Freshman (student) is from (city). He is familiar with the city’s high crime rate in recent years and feels like some of those incidents could spill onto campus. But the 18-year-old does not live with the fear of campus crime. “I do know that (city) in general has a pretty high crime rate that’s reflective in the campus because it’s part of (city),” Hall said. “Living on campus, I feel pretty safe living in the dorm because you have to swipe to get in, so to come in the front door you have to have someone come and get you. So I don’t feel in harm’s way.”

- (Student) started her first year of college over the summer. She too lives in a dorm on campus. It took time for the (city) native to get used to it, but she feels secure on campus.

Category 4: Campus safety procedures. In the fourth category, I created eight subcategories: false alarm, student training and materials for students, notifications/alerts/emails, lighting, staff training, solar eclipse, police presence, and bike/pedestrian (see Table 17). Ten In Vivo codes related to any false alarms, five on student training and materials, one on notifications, alerts and emails, two on lighting, four on staff training, two on solar eclipse, one on police presence, and 15 on bike and pedestrian safety (see Table 17). For example, “at night the blue light trail illuminates the (schools) campus with a with a series of over 400 light poles, fully equipped with emergency phones and topped with a blue strobe light. Each of these light poles is connected to (the school police) dispatch network, therefore providing students with the means to reach emergency services even without a phone.” (Anonymus, 2019).

Table 17

Safety Procedures

Category	In Vivo Coding
False Alarm-related	To gain admittance, visitors must call the main office using the telephone at the main entrance. Visitors are met at the main entrance by their host Residence hall exterior doors are locked at all times. “I just got locked in a room because the system is in full glitch mode.” “Despite today’s error, (the school) remains confident in the alert system.” “The false alarm happened after a representative (from company) accidentally activated the alert system.” “Especially if it is a real event happening and there’s a glitch happens and it prevents a real alert from coming out.” Other cadets and officers helped a few students into the building. “Shout out to (school) alert for making everyone on campus for think there is a shooter on campus.” “There was no actual threat.” “we went into full lock-down mode. Closed all the windows, shut the blinds and everything” said a (student.)
Student training and materials	(school) has made investments in student resources, starting with new student orientation that focuses on how to not become a victim, technology and training. Awareness matters—if you see something, then say something. The (school) PD has produced a video for students. The video describes what to do in an active shooter event.
Notifications-general	“Whenever a crime occurs on campus, we send out a notification in an effort to raise awareness and prevent future incidents.”
Alerts-Phone or E-mails	None
Lighting	“At night the blue light trail illuminates the (schools) campus with a with a series of over 400 light poles, fully equipped with an emergency phones and topped with a blue strobe light. Each of these light poles is connected to (the school police) dispatch network, therefore providing students with the means to reach emergency services even without a phone.” Those efforts include better lighting, installation of additional cameras, body cameras, the addition of vehicles and new safety technology.
Staff training	Student staff who work in the residence halls make periodic checks of floors and exterior doors, and report security-related matters to Facilities staff or to the police. Resident assistants receive training in safeguarding security and monitor building safety on an on-going basis. Pedestrian and bike safety training MRU-Medical Response Unit: The unit provides a safety net on the (school) campus in case of medical emergencies in addition to the normal response already provided by the (school).
Solar eclipse	The (school) has ordered about 4,000 pairs of safety glasses for students to view the solar eclipse. (school) administrators are reminding students not to look directly at the solar eclipse without approved safety glasses.
Police presence	The (president) has ordered (the police chief) to increase police presence in and around the campus.

(table continues)

Category	In Vivo Coding
Bike and pedestrian	<p>“We did not focus too much on the design of the (pedestrian) bridge until we got (state) approval first.”</p> <p>“While citations are written when warranted, a major focus is educating pedestrians and cyclists about safety.”</p> <p>“we’ve got (police) people coming in on their days off to target unsafe intersections and educate as possible.”</p> <p>Police have stepped up their presence to help keep cyclists and pedestrians safer on campus. “This is about keeping people safe on campus, pure and simple.” Said (chief). (campus) is offering a (recycle) bike program to encourage physical activity and environmental sustainability.</p> <p>“Officers will be stationed around campus at select locations and will stop anyone in violation of pedestrian, cycling and motor vehicle laws. While most may expect to receive educational materials, some may receive citations for more egregious errors.”</p> <p>“Not only does that mean we must address the potential for serious crashes through enforcement, it also means we have a great opportunity to educate our community about good traffic safety practices.”</p> <p>“There is nowhere else in the city that you will find a greater mix of cyclists, walkers and drivers than (school)”</p> <p>To promote safe travel on campus</p>
Improving pedestrian safety	<p>Signage</p> <p>Bike lanes</p> <p>New crosswalks</p>

RQ2 Discrepant data. For RQ2 there was no discrepant data; however, there were a couple of codes that could have been in more than one category. For example, one code on police stepping up police presence for bike and pedestrian safety could have gone in either police presence or bike and pedestrian safety. This code was put in bike and pedestrian safety since it was more accurate.

Summary of RQ2 results. In general, there was not much information regarding how the safety procedures are documented using press releases. There did seem to be some corroboration for RQ1 with the perceptions of students on campus safety and overall campus safety features, including alerts, light poles, increasing police presence. For example, in one press release student opinions on campus safety was summarized for them: “For several of the 7,000 students who live in dorms in the heart of FSU, campus feels safe.” There was not much mention of increasing police presence in the interviews for RQ1, but there is much more evidence of increasing police presence from the data

analyzed for RQ2 with the press releases. In addition, the press releases showed the campus is in the heart of the highest crime rates in the county and state as well as the campus itself having the highest crime rates amongst all colleges in the state. There seems to be work needing to be done.

Evidence of Trustworthiness

Appropriate strategies such as member checks and triangulation were used to establish implementation and/or adjustments to credibility strategies as evidence of trustworthiness in this study. This study sought to investigate perceptions of campus safety by students and how the safety is documented through press releases.

Member checks involved returning the interpretation of the findings to the participants, so they could determine the accuracy of their data. The validity of the analysis of the interviews was guided by the member checking process (Creswell, 2012). The participants were asked about the study in terms of the description, themes, and interpretations by the researcher after the verbatim transcript was produced by Rev.com. I sent the participants a summary of findings to member check. The participant was instructed what to do to complete the member checking. Participant checks were to make changes to the findings in case my interpretation of their data was not what they intended. Therefore, member checking occurred once all data analyses were complete.

Triangulation is measuring features on data collected for correlation of method or frames of reference. There were no transferability strategies (external validity) implemented in Chapter 3. Triangulation was used to establish dependability. Therefore, implementation and adjustment strategies were consistent to the triangulation methods

described in Chapter 3. Confirmability (the qualitative counterpart to objectivity) was implemented in Chapter 3 and was applicable to this study. There was evidence of triangulation because there were multiple sources of data, interviews, and documents. “Qualitative inquirers triangulate among different data sources to enhance the accuracy of the study” (Creswell, 2012, p. 259). In this study, there were two sources of data: interviews and documents. The two sources of data provided evidence of the trustworthiness and quality of the study. The interview and document data were triangulated by combining the two data sets. This process yielded different information that provided data sets that will complement both interview and document data. Similarities were noted on perceptions of campus safety, campus safety features, and events which substantiate some degree of triangulation between the two data sets; however, the researcher cannot firmly agree the goals of triangulation may be definitely met for this study.

Summary

In summary, the answer to RQ1, what are university students’ perceptions of campus safety specific to physical harm was answered this way: the 10 participants described their experiences of campus safety specific to physical harm and answered open ended questions pertaining to anything additional they would like to add to the interview regarding campus safety. The answer to RQ2, how are campus safety procedures documented at the participating university was answered this way: the 10 participants described in the interviews how they obtained campus safety information and how campus safety procedures were documented at the university through campus alerts,

e-mails, and campus awareness safety guides. The results section of the dissertation (Chapter 4) included the data collection from interviews and documents; typological, inductive, and content data analysis for RQ1; content analysis for RQ2; discrepant data analysis for trustworthiness, procedures for dealing with discrepant cases, results, discrepant data, data analysis results, findings (perceptions of campus safety, perceptions of campus security, implications of campus security), discrepant data, data analysis results, and evidence of trustworthiness. The outcomes were logically and systematically related to the problem and research question(s) and to the larger body of literature on the topic of campus safety including the conceptual/theoretical framework. All these factors were essential in the reflections and conclusions section of the dissertation. Discussion, conclusions, and recommendations will be discussed in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

In this study, I explored student perceptions of campus safety at a Florida university to find out more about university students' perceptions of campus safety specific to physical harm and how campus safety procedures are documented. The major themes in the dissertation are perceptions of campus safety, perceptions of campus security, and implications of campus security. This chapter includes the interpretation of the findings, limitations of the study, recommendations, implications, and the conclusion.

The purpose of the study was to gain an understanding about students' perceptions of campus safety because there was a lack of understanding regarding physical harm at the study site. Understanding campus safety from the perspective of university students addressed this gap in practice since campus safety is often the sole responsibility of university administrators. The key findings confirmed and extended knowledge in the discipline of campus safety by substantiating what had been found in the peer-reviewed literature described in Chapter 2. The findings were analyzed and interpreted in the context of Maslow's hierarchy of needs theory. I ensured that the interpretations did not exceed the data, findings, and scope of the study. It was necessary that I conduct this study because the school where this study was conducted had adopted policies regarding campus safety without considering students' perceptions of campus safety.

Interpretation of the Findings

The findings of the study were mixed. At some point in the interview, most students said "they felt safe" on or about the campus. This aligns with all five points of

Maslow's hierarchy of needs for physiological, safety, sense of belonging, self-esteem, and self-actualization. For example, "I feel safe" was said by most participants, and this aligns to the need for physical safety and sense of self-belonging components of Maslow's Theory. However, it should be noted that as much as the students said they felt safe, there were times they were uncomfortable or described situations they specifically avoided because they felt unsafe, including walking at night. Twenty percent—or two of 10 students—said they would "handle a safety situation themselves." This should be very concerning to administrators and should be addressed. I was not able to find support for research question two on how safety procedures are documented through the press. However, some of the In Vivo codes in those press releases do substantiate findings for research question one that students feel safe on campus as noted in quotes from those press releases.

Limitations of the Study

There were no limitations to trustworthiness that emerged from the execution of this study.

Recommendations

Based on the findings in the study, I recommend further research grounded in the strengths and limitations for campus safety. Based on the findings, I recommend that the institution's stakeholders should plan to assess, implement, and manage the measures of campus safety for this institution.

There are several recommendations for further study. First, the results showed students feel safe most of the time but not always, or they take precautions, which implies

they do not feel fully safe. Future studies should include investigation with deeper probing questions about those instances where they do not feel safe or take precautions. Because I did not ask probing questions does not mean that I was trying to avoid some issue. Second, this study should be replicated to include more students, different campuses, and different educational institutions to find out if these results are local or global. Third, future studies could use more campus-based data from the public safety office or even crime statistics to augment press releases and media perceptions. Fourth, future studies could include quantitative or mixed methods investigations of campus safety. The results here showed some commonalities between students with a limited sample, and a future quantitative study could investigate a wider audience of students about their perceptions and feelings of being safe on campus, including what events they try to avoid and why.

Implications

The institution in the study could promote positive social change by engaging the faculty, students, and administrators in further dialogue to address safety issues that continue on campus. The results show the school administrators are doing a good job on a campus with the highest crime rate in the state. Future studies should look at the best practices of pro-active campus safety designs, trainings, and notifications to replicate on other campuses to promote more social change globally. However, future studies could also include what the local police and city administration are doing to promote safety as well since the school and the community are tightly intertwined. As the results showed, there are concerns around the edges of campus. This research crosses several disciplines,

including criminal justice, sociology, social work, criminology, and government. The methodological, theoretical, and/or empirical implications aligned with the study. The implications did not exceed the boundaries of the study. This study added to the current discussion in the literature because the findings predicted what changes needed to be made regarding campus safety in terms of students' perceptions.

Conclusion

The purpose of the study was to gain an understanding about students' perceptions of camp safety on a university campus in the Southeast U. S. by exploring the perceptions of students. There was a lack of understanding regarding student perceptions about campus safety regarding physical harm at the study site. I conducted this study because understanding campus safety from the perspective of university students addressed a gap in practice since campus safety is often the sole responsibility of university administrators. This study was based on Maslow's hierarchy of needs theory, which explains that people are motivated when their needs to survive are met. Maslow's theory focuses on physiological, safety, belonging, self-esteem, and self-actualization to describe the pattern in which human motivations move. For students to maximize their full potential on campus, an emotionally and physically safe environment is necessary. The major finding of this study is that students do feel safe on campus, but only under certain circumstances.

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Appendix A: Linkages to Literature

- What are your perceptions of what a physically safe environment is? (Miles, 2016).
- Tell me more about what you believe a physically safe environment is? (Wade, 2018)
- What would need to be done to have a physically safe environment at this university? (Hope 2017)
- Tell me about your perceptions of campus safety at this institution. (Carrico, 2016)
- Tell me more about your perceptions? (D'Allegro, 2016)
- What suggestions would you share to safeguard campus safety at this institution? (Schaefer, Lee, Burruss, & Giblin, 2016)
- What are your perceptions about attending evening campus events in terms of safety? (Dahl, Bonham, Jr., & Reddington, 2016)
- What did you do to make yourself feel safe? (Boateng & Adjekum-Boateng, 2017)
- What did you do to ensure your safety when attending evening campus events? (Boateng & Adjekum-Boateng, 2017)
- How do you obtain information on campus safety? Zugazaga, Werner, Clifford, Weaver, and Ware (2016)
- What did you do to retrieve this information? Arrigo and Acheson (2016)
- What changes might need to occur to ensure safety on campus? Arrigo and Acheson (2016)
- What would you do if an issue regarding physical safety occurs on this campus? (Jonson, 2017)
- What did you do to protect yourself? (Shariati & Guerette, 2019)
- Would you attend a campus safety awareness class? (Shariati & Guerette, 2019)
- What are your perceptions about physical safety when walking home at night on campus? What did you do to when you left the campus? (Wade, 2018)
- What did you do you to ensure your safety when walking home from evening classes? (Boateng & Adjekum-Boateng, 2017)
- Do you have anything else to add to the interview?
- What did you learn pertaining to campus safety? Zugazaga, Werner, Clifford, Weaver, and Ware (2016)
- Do you feel this campus provides a safe campus environment? (Shape, Hammerschmidt, Anderson, & Feldman, 2016)

Appendix B: Interview Questions

1. What are your perceptions of what a physically safe environment is?
2. Tell me more about what you believe a physically safe environment is?
3. What would need to be done to have a physically safe environment at this university?
4. Tell me about your perceptions of campus safety at this institution.
5. Tell me more about your perceptions?
6. What suggestions would you share to safeguard campus safety at this institution?
7. What are your perceptions about attending evening campus events in terms of safety?
8. What did you do to make yourself feel safe?
9. What did you do to ensure your safety when attending evening campus events?
10. How do you obtain information on campus safety?
11. What did you do to retrieve this information?
12. What changes might need to occur to ensure safety on campus?
13. What would you do if an issue regarding physical safety occurs on this campus?
14. What did you do to protect yourself?
15. Would you attend a campus safety awareness class?
16. What are your perceptions about physical safety when walking home at night on campus? What did you do to when you left the campus?
17. What did you do you to ensure your safety when walking home from evening classes?
18. Do you have anything else to add to the interview?
19. What did you learn pertaining to campus safety?
20. Do you feel this campus provides a safe campus environment?

Appendix C: Sample Coding

<p>..poles ..police departme ..dont know much ..send emails ..notify student ..could do more ..doing good or</p>	<p>3) Tell me about your perceptions of campus safety at this institution.</p> <p>Well, like I said, I know that they have those poles that are up, and they make the number to the police department that's here on campus kind of accessible as well, but outside of that I don't know very much about [redacted] safety policy. I know that they send emails pretty frequently when there's things going on, on campus to kind of notify students, but I mean outside of that the school could do maybe a little bit more to ensure that the students were safe, but they're doing now I guess that does to work.</p>
<p>..attend evening cam ..walking with s ..phone access ..feel safe ..feel safe if...</p>	<p>4) What are your perceptions about attending evening class- evening-evening campus events, in terms of safety?</p> <p>Hmm, I have in the past, which I attend the evening campus event like I'm going to at a meeting that's usually held around 7:00, and a lot of times we get out of class at 6:45 so it's late, so I do those things. In terms of feeling safe, I make sure that I'm walking with somebody or have like my phone accessibility to call the police, or the campus police if needed. So I guess I feel safe, as long as I know that I have access to different things that can ensure that safety.</p>
<p>..safety plan sent ..dont look for sa ..safety news from er ..safety news from m</p>	<p>5) How do you obtain information on campus safety?</p> <p>Um, it's usually sent to me, like I don't actively search for information about campus safety. It usually comes to my email, or I might see, receive something um, in my mailbox but that's really just about it.</p>
<p>..definitely would re ..not sure how to re ..go to police station</p>	<p>6) What would you do if an issue regarding physical safety occurs on this campus?</p> <p>Hmm, I would definitely report that and in terms of how, I don't actively know um, what the police is but I guess just doing some online research to find out what [redacted] their status and the protocol that you go about doing to find out information on how to report such instances. But that would just be a matter of reaching out to the [redacted] police safety station that's kind of right up the street, so I would go there.</p>

Appendix D: Sample Document Coding

..o promote safe trav
.. continues to
.. responded t
.."There is nowhere e
.."Not only does that
..Officers will be stati
..This is about keepin

FULL TEXT

██████████ April 14 – ██████████ issued the following news release:
The ██████████ Police Department will be launching intensive enforcement and educational operations at key intersections around campus April 17-21 in an effort to promote safe travel on campus.
██████████ continues to rank among the highest places in the country for bicycle and pedestrian fatalities, and in 2016, FSUPD responded to eight bike/pedestrian involved crashes, according to preliminary figures.
"There is nowhere else in the city that you will find a greater mix of cyclists, walkers and drivers than ██████████," said Maj. ██████████. "Not only does that mean we must address the potential for serious crashes through enforcement, it also means we have a great opportunity to educate our community about good traffic safety practices."
Officers will be stationed around campus at select locations and will stop anyone in violation of pedestrian, cycling and motor vehicle laws. While most may expect to receive educational materials, some may receive citations for more egregious errors.
"This is about keeping people safe on campus, pure and simple," said ██████████ assistant vice president for Safety and Chief of Police. "Students and staff come to ██████████ to experience the best education in the world. Nobody wants to end up hurt because of poor judgment when it comes to traffic safety."
The operations are being conducted in partnership with the ██████████ Department of Transportation State Bicycle and Pedestrian Safety Program as part of long-term efforts to reduce injuries and fatalities on Florida's roadways. For any query with respect to this article or any other content requirement, please contact Editor at ██████████

Appendix E

Complete Codes and Codebook

RQ1 Code System

(note redactions added)

1 Suggestions for improvement

1.1 There is more that can be done

1.1.1 we do need to stay vigilant when it comes to safety on [REDACTED]

1.1.2 they're always room for improvement.

1.1.3 there could be a little bit more done that could made it better

1.1.4 could do more for safety

1.1.5 [REDACTED] can do more

1.2 Can't make 100% Safe

1.2.1 can't make a 100% safe place

1.3 Better lighting

1.3.1 lighting seems to be kind of sparse around the outskirts of campus

1.3.2 if lighting could be um ... better lighting

1.3.3 better lighting

1.4 Help transport students back to their dorms

2 What to do in an emergency

2.1 Realizing an emergency is happening

2.1.1 quickly get in touch with the [REDACTED] pd

2.1.2 go to my department in an emergency

2.1.3 closed all of my windows

2.1.4 call my parents first

2.1.5 I locked all of my doors

2.1.6 I know stayed in my room.

2.1.7 hear the intercom

2.1.8 hear the sirens

2.1.9 being prepared

- 2.2 Call Police
 - 2.2.1 I would probably report it to the [redacted] police first
 - 2.2.2 I would defiantly call 911 first
 - 2.2.3 I would defiantly quickly get in touch with the [redacted] pd
 - 2.2.4 then definitely call [redacted] pd
 - 2.2.5 The police department will be there as fast as they can
 - 2.2.6 call 911 first
 - 2.2.7 911 first
 - 2.2.8 report to campus police
 - 2.2.9 go to police station to report
 - 2.2.10 definitely would report a safety violation
 - 2.2.11 I would—guess I'd (inaudible) scream for help
 - 2.2.12 try to get, you know, [redacted] involves as fast as possible.
- 2.3 I would handle it
 - 2.3.1 I'd try to do something.
 - 2.3.2 I would go out and try to stop an altercation
 - 2.3.3 I would take charge myself.
- 2.4 Generally
 - 2.4.1 walk quicker at night for safety
 - 2.4.2 always be on the watch
 - 2.4.3 not sure how to report safety issue
 - 2.4.4 I try to walk another person
- 2.5 Emergency
 - 2.5.1 call campus safety
 - 2.5.2 If it's an emergency, 9-1-1.
 - 2.5.3 I would've called the Campus Police
 - 2.5.4 call um the phone number's like posted up everywhere,
 - 2.5.5 9-1-1
 - 2.5.6 Call Campus Police
- 3 What makes me feel safe
 - 3.1 rides to car
 - 3.1.1 walked classmates out to their car
 - 3.1.2 call someone to escorts me to my car,
 - 3.1.3 give me a ride to my car.
 - 3.1.4 call someone to escorts me to my car
 - 3.1.5 give me a ride to my car
 - 3.2 physical security
 - 3.2.1 can easily assess my surroundings
 - 3.2.2 gateway devices
 - 3.2.3 physical safety
 - 3.2.4 just knowing that not anyone could just get into the room you'r
 - 3.3 lighting
 - 3.3.1 pretty well lit
 - 3.3.2 can see everything well

- 3.3.3 lit areas
- 3.3.4 walk on, like, a lighted path
- 3.3.5 lighting
- 3.3.6 the lighting will help
- 3.3.7 it's pretty well-lit
- 3.3.8 got a lot of places not in the dark really help you feel safe
- 3.3.9 having lit pathways
- 3.4 Light poles
 - 3.4.1 having the different safety, um, telephone poles
 - 3.4.2 telephone poles that are there that you can press 911 if you ne
 - 3.4.3 what does make me feel safe is all of the stations where you can
- 3.5 Police
 - 3.5.1 I see security when I am around
 - 3.5.2 if it's a really late at night, you can call the Police Station
 - 3.5.3 campus police all over the place
- 4 Campus Safety Communications
 - 4.1 general
 - 4.1.1 don't know much
 - 4.1.2 [REDACTED] provides resources
 - 4.1.3 police department number
 - 4.1.4 notify students
 - 4.1.5 safety plan sent to me
 - 4.1.6 don't look for safety data
 - 4.1.7 safety news from mail
 - 4.1.8 I've never felt the need to acquire any information
 - 4.1.9 I would start by either asking professors
 - 4.1.10 I seem to get a lot of information
 - 4.1.11 need more lead time on notifications and more details
 - 4.1.12 I don't really go out seeking that kind of information
 - 4.1.13 I don't really look for uh, information on campus safety
 - 4.1.14 I think that [REDACTED] tries to put out information on camp
 - 4.1.15 I don't look for information on that
 - 4.1.16 Green Dot
 - 4.1.17 through different professors or professionals coming in
 - 4.1.18 They give us safety tips at the beginning of the school year
 - 4.1.19 I think we've been provided the resources and the right- the co
 - 4.2 websites
 - 4.2.1 online website?
 - 4.2.2 school websites
 - 4.2.3 [REDACTED] portal
 - 4.2.4 [REDACTED] website
 - 4.2.5 the police website,
 - 4.3 Emails
 - 4.3.1 send emails

- 4.3.2 safety news from email
- 4.3.3 email alerts
- 4.3.4 e-mails
- 4.3.5 emails,
- 4.4 Text messages/Phone
 - 4.4.1 phone accessibility to call the police
 - 4.4.2 updates by phone (text)
 - 4.4.3 text messages
 - 4.4.4 phone alert
- 4.5 Alerts
 - 4.5.1 campus does a really good job as far as alerting people whenever
 - 4.5.2 alerts
 - 4.5.3 I get safety alerts
 - 4.5.4 ■ alerts
 - 4.5.5 alerting us
- 4.6 Campus Postings
 - 4.6.1 I kind of go with whatever is posted around campus.
 - 4.6.2 we have a lot of things posted about campus safety
- 5 Campus Safety Features
 - 5.1 Physical Barriers
 - 5.1.1 security cameras
 - 5.1.2 know we have the locked doors
 - 5.1.3 placing signs
 - 5.1.4 physical safety barriers
 - 5.1.5 boundaries
 - 5.1.6 alarm
 - 5.1.7 gate
 - 5.2 Lighting
 - 5.2.1 well-lit
 - 5.2.2 everything's well-lit
 - 5.2.3 lot of lighting
 - 5.2.4 a lot of lighting
 - 5.3 swipe access
 - 5.3.1 you have to have an ID
 - 5.3.2 you need car access
 - 5.3.3 swipe access to get in
 - 5.3.4 swipe access to get in,
 - 5.4 Blue Light Poles/Panic Buttons
 - 5.4.1 easy accessibility to maybe like police officers
 - 5.4.2 poles
 - 5.4.3 safety poles
 - 5.4.4 you can always see at least two other ones from each pole
 - 5.4.5 safe buttons
 - 5.4.6 blue lights

- 5.4.7 blue light
- 5.4.8 lights all around campus
- 5.4.9 you can like press a button if you need any help
- 5.4.10 I could always go to that little station and press the button.
- 5.4.11 the safety thing where you can push the button, um those are al

6 Safety on Campus Perception

6.1 Safety means...

- 6.1.1 whenever you're walking around you feel completely safe
- 6.1.2 no one's likely going to harm you
- 6.1.3 you're not in harm
- 6.1.4 I don't live on campus, so I really don't have an opinion about
- 6.1.5 I guess no-one really trying to attack you,
- 6.1.6 physically, I guess, if you're free from harm,
- 6.1.7 where you can walk around and feel comfortable.
- 6.1.8 where you trust the people that are around you.
- 6.1.9 somewhere where I know that I won't encounter any harm
- 6.1.10 I don't really think about safety really on a daily basis
- 6.1.11 safety means not having a hostile environment
- 6.1.12 safety means not having any danger
- 6.1.13 Never thought about safety

6.2 Night events

- 6.2.1 I typically don't like to attend some of those at night.
- 6.2.2 I don't really like to walk home alone on campus
- 6.2.3 I don't go to stuff at night
- 6.2.4 would go to evening event
- 6.2.5 attend evening campus event
- 6.2.6 when I walk home at night, um I never had any issues
- 6.2.7 I feel completely comfortable um attending events that are at night

6.3 Safety Tips

- 6.3.1 I think people have to be a little bit more careful when they a
- 6.3.2 I definitely feel better when I'm around in numbers
- 6.3.3 physical harm from people
- 6.3.4 can't control things
- 6.3.5 Facetime my dad
- 6.3.6 unless the door's propped open, which most of the time it's not
- 6.3.7 Self Defense Tools
- 6.3.8 Safety in Numbers
- 6.3.9 Let someone know where you are or talk to
- 6.3.10 someone—you should always let someone know where you're at all
- 6.3.11 a group of people
- 6.3.12 no headphones on while walking at night
- 6.3.13 I always try to walk with someone
- 6.3.14 walk while talking on the phone for safety
- 6.3.15 I don't think anybody should be walking alone at night by thems

- 6.3.16 take precautions when needed
- 6.3.17 let people know when I would be back
- 6.3.18 let people know more often, like where I was going
- 6.3.19 I carry pepper spray
- 6.3.20 taking those precautions
- 6.3.21 making sure that people are taking the right steps for safety
- 6.3.22 safety in numbers
- 6.3.23 take whatever personal measures I need to take in order to ensure
- 6.3.24 wait until you hear more information.
- 6.3.25 followed the safety procedures
- 6.3.26 safety in numbers
- 6.3.27 mace or pepper spray
- 6.3.28 self-protection tools
- 6.3.29 walk at own risk
- 6.3.30 group does not mean safe
- 6.3.31 walking with somebody
- 6.4 I feel safe
 - 6.4.1 makes you feel really safe
 - 6.4.2 nonthreatening environment
 - 6.4.3 safety is human error
 - 6.4.4 I think it's pretty well.
 - 6.4.5 I believe I'm in-in a safe environment
 - 6.4.6 we have the safest environment possible.
 - 6.4.7 I think my university does a very good job of keeping us safe a
 - 6.4.8 for most part, um, walking home at night I'd say is pretty safe
 - 6.4.9 I feel pretty safe,
 - 6.4.10 I feel safe walking at night
 - 6.4.11 I get this feeling that I don't have anything to fear or worry
 - 6.4.12 I would say this institution is pretty safe for the most part
 - 6.4.13 I think safety is pretty good
 - 6.4.14 I think this campus has a pretty good form of safety
 - 6.4.15 I defiantly feel pretty safe being at this college
 - 6.4.16 ■ does a pretty good job at keeping students safe on campus.
 - 6.4.17 i feel safe
 - 6.4.18 I feel comfortable
 - 6.4.19 ■ does a pretty good job
 - 6.4.20 I think the school does the best that they can
 - 6.4.21 just because we're on campus we will be safe
 - 6.4.22 I feel pretty safe
 - 6.4.23 generally, I feel safe.
 - 6.4.24 I feel fairly safe here
 - 6.4.25 I walk in to just feel comfortable
 - 6.4.26 not immediately threatening to me
 - 6.4.27 pretty good safety here

- 6.4.28 [REDACTED] Building is particularly safe
- 6.4.29 I don't feel like anybody here is at risk
- 6.4.30 I've never felt unsafe
- 6.4.31 I've never felt endangered myself walking home
- 6.4.32 I don't really have any concerns
- 6.4.33 no threats I feel safe
- 6.4.34 I don't worry about my safety
- 6.4.35 i live near PD station
- 6.4.36 can't say campus is unsafe at night
- 6.4.37 environment free of danger
- 6.4.38 overall campus safety perception
- 6.4.39 doing good on safety
- 6.4.40 I normally spend all of my time in my major, um in the building
- 6.4.41 there's nothing that's given me a reason to believe that I need
- 6.4.42 I always feel safe in the interior design building
- 6.4.43 I've never felt unsafe on this campus.
- 6.4.44 I've never felt threatened
- 6.4.45 safety is something I was taught in my upbringing
- 6.4.46 feel safe if...
- 6.4.47 I feel safe
- 6.5 I don't feel safe
 - 6.5.1 it doesn't sound safe at night to be by yourself walking
 - 6.5.2 I feel a little unsafe but for some reason when I walk on [REDACTED]
 - 6.5.3 I know that there's people that are concerned about their safety
 - 6.5.4 It's just the outer skirts of campus I try to stay away from.
 - 6.5.5 I still don't feel safe doing it alone on campus
 - 6.5.6 I don't really like to walk home alone on campus
 - 6.5.7 dorms that are on the outer sides of campus. Then it's really
 - 6.5.8 outer skirts of campus are not safe
 - 6.5.9 I don't really feel safe.
 - 6.5.10 I don't really feel safe maybe around the outer skirts of campus
 - 6.5.11 walking to dorms at night is not safe
 - 6.5.12 I don't necessarily feel like the most safe physically walking
 - 6.5.13 i dont feel safe walking at night by myself
 - 6.5.14 a little concerned about safety
 - 6.5.15 I kind of get concerned about walking by myself
 - 6.5.16 it's a little uncomfortable if I have to walk alone
 - 6.5.17 a little uncomfortable if I have to walk alone,
 - 6.5.18 anywhere at night is unsafe
 - 6.5.19 not safe by yourself at night
- 6.6 Past experiences
 - 6.6.1 not attended evening event
 - 6.6.2 shooting,
 - 6.6.3 robbery

- 6.6.4 the campus kinda has a different vibe late at night
- 6.6.5 here are a lot of times that I do have to walk at night
- 6.6.6 anybody can walk on campus.
- 6.6.7 I know a lot of my classmates have never felt threatened
- 6.6.8 verbally attacked by frat guys
- 6.7 perceptions of crimes on campus
 - 6.7.1 robberies
- 6.8 I-I feel pretty safe on this campus

RQ2 Code System

(note redactions added)

1 Thrasher comments

- 1.1 [REDACTED] will continue to provide [REDACTED] University with a
- 1.2 in recent years, he said, [REDACTED] has invested in improving safety t
- 1.3 [REDACTED] University President, [REDACTED] helped block
- 1.4 “People have a right to feel safe in their schools, in their pl
- 1.5 “I’m angry... And now gun violence has struck our community once
- 1.6 And he recently pledged at a candlelight vigil for victims of a
- 1.7 [REDACTED] University police have beefed up patrols near res
- 1.8 “Our investigators are examining the case to determine if this
- 1.9 [REDACTED] pointed out [REDACTED] has added 15 new officers and made seven
- 1.10 “The unfortunate reality is that crime can happen anytime, anywhere
- 1.11 “It’s always about campus safety for us —what we can do to make

2 Crime Statistics

2.1 Police Department

2.1.1 Training

- 2.1.1.1 valuable investment in the professional development of standout
- 2.1.1.2 organizational management
- 2.1.1.3 accountability
- 2.1.1.4 effective communications
- 2.1.1.5 managing staff,
- 2.1.1.6 principles of leadership,
- 2.1.1.7 The 2019 curriculum will include principles of leadership, mana

2.1.2 Mission

- 2.1.2.1 The [REDACTED] Police Department is a fully accredited law enforcement
- 2.1.2.2 the mission of the [REDACTED] University by promoting a safe

2.1.3 Awards

- 2.1.3.1 The [REDACTED] earned the commission’s Excelsior Recognition, the hi

2.2 Aggregate Data

2.2.1 Campus Crime Statistics

- 2.2.1.1 More violent crimes —20 —were reported on [REDACTED] University
- 2.2.1.2 The data, which showed there were 10 reported sexual assaults,

2.2.2 General

- 2.2.2.1 The year 2019 has witnessed no shortage of violent crime, with
- 2.2.2.2 Burdened with the weight of being among ██████ most dangerous
- 2.2.2.3 ██████ also is situated in the county that for the past three years
- 2.2.2.4 ██████ is followed by ██████ University which had 1
- 2.2.2.5 among the ██████ State University System schools, ██████ topped each category
- 2.2.2.6 Over the past four years, he said, violent crime has dropped
- 2.2.2.7 The four-year average crime rate –per 100,000 people –has dropped

2.2.3 Bike and Pedestrian

- 2.2.3.1 ██████ PD responded to eight bike/pedestrian involved crashes, according
- 2.2.3.2 ██████ continues to rank among the highest places in the county

2.3 Actual Cases

2.3.1 murder death kill

- 2.3.1.1 Maura, who was killed Nov. 2 when a gunman opened fire at a ██████

2.3.2 Robbery

- 2.3.2.1 In recent weeks, a student reported being robbed of a cellphone
- 2.3.2.2 The robber is believed to have been armed with a handgun.
- 2.3.2.3 In that incident, a student was robbed while walking along a sidewalk
- 2.3.2.4 ██████ police are still investigating a robbery reported at 11:30
- 2.3.2.5 ██████ police reported Monday morning's suspect, later identified
- 2.3.2.6 The student was stabbed in the back of the head during the robbery
- 2.3.2.7 ██████ PD investigators charged Rodney Jermaine Joyner, 36, with robbery
- 2.3.2.8 The email comes on the heels of an incident at 6:45 a.m. Monday

2.3.3 Greeks

- 2.3.3.1 their proposal for action sparked a vital dialogue about the urgency

2.3.4 Bike and Pedestrian

- 2.3.4.1 both accidents occurred near and not on campus
- 2.3.4.2 ██████ death has sparked a movement by students seeking the
- 2.3.4.3 A week later, a second still-unidentified 19-year-old ██████ student
- 2.3.4.4 On Jan. 30, 19-year-old psychology student ██████ was

3 Feelings of Safety on Campus

- 3.1 The line between ██████ campus and the rest of ██████ has a
- 3.2 For several of the 7,000 students who live in dorms in the hear
- 3.3 Freshman ██████ is from ██████. He is familiar wit
- 3.4 ██████ started her first year of college over the summer

4 Safety Procedures

4.1 False alarm

- 4.1.1 To gain admittance, visitors must call the main office using t
- 4.1.2 Residence Hall Safety Residence hall exterior doors are locked
- 4.1.3 “Just got locked in a room in ██████ cause @ ██████ Alert is in full
- 4.1.4 “Despite today’s error, ██████ remains confident in the ██████ Alert
- 4.1.5 The false alarms happened after a representative from Siemens a
- 4.1.6 “Especially if a real event happens and there’s a glitch...”

- 4.1.7 Other cadets and officers helped a few students into the building
- 4.1.8 “Shout out to @█████ Alert for making everyone on campus think the
- 4.1.9 There was no actual threat. But the messages, which went out...
- 4.1.10 “We went full lockdown mode. Closed all the windows, shut the doors...
- 4.2 Student training and materials for students
 - 4.2.1 █████ has made investments in student resources, starting with new...
 - 4.2.2 “Awareness matters - If you see something, say something...
 - 4.2.3 “Limit your distractions, use technology as an ally and not an
 - 4.2.4 The video describes what to do in an active shooting event, how
 - 4.2.5 The █████ University Police Department has produced an
- 4.3 Notifications, alerts, emails
 - 4.3.1 emails
 - 4.3.2 Alerts-phone
 - 4.3.3 Notifications-general
 - 4.3.3.1 Whenever a crime occurs on or near one of our campuses, we not
- 4.4 Lighting
 - 4.4.1 At night, the Blue Light Trail illuminates █████ campus with a
 - 4.4.2 Those efforts include better lighting, installation of addition
- 4.5 Staff Training
 - 4.5.1 Student staff who work in the residence hall make periodic checks...
 - 4.5.2 Resident assistants receive training in safeguarding security,
 - 4.5.3 Pedestrian and Bike Safety Training
 - 4.5.3.1 The operations are being conducted in partnership with the █████
 - 4.5.4 MRU
 - 4.5.4.1 The Medical Response Unit offers support to existing emergency
 - 4.5.4.2 The unit provides a safety net on the █████ campus in case of medical
 - 4.5.4.3 “Practicing scenarios is one of the core techniques MRU uses to
 - 4.5.4.4 “We are thrilled to have this win reflect MRU’s overall commitment
- 4.6 Solar Eclipse
 - 4.6.1 the █████ Student Activities Center has ordered about
 - 4.6.2 FSU administrators are reminding students that it is not safe
- 4.7 Police Presence
 - 4.7.1 s. He’s also directed █████ Police Chief █████ to increase
- 4.8 Bike and Pedestrian
 - 4.8.1 “We didn’t focus too much on the bridge design as that won’t be
 - 4.8.2 While citations are written when warranted, a major focus is di
 - 4.8.3 We’ve got people coming in on their days off to target intersections
 - 4.8.4 █████ University police on motorcycles and in patrol cars
 - 4.8.5 This is about keeping people safe on campus, pure and simple,”
 - 4.8.6 Offering the █████ reCycle Bike program on campus
 - 4.8.7 Officers will be stationed around campus at select locations an
 - 4.8.8 “Not only does that mean we must address the potential for serious crimes
 - 4.8.9 “There is nowhere else in the city that you will find a greater
 - 4.8.10 to promote safe travel on campus

- 4.8.11 signage
- 4.8.12 bike lanes
- 4.8.13 new crosswalks
- 4.8.14 [REDACTED] University police will be stepping up enforcement
- 4.8.15 improving pedestrian safety