Response to Reviewers

Reviewer 1 Suggestion Topics	Responses to Reviewer 1
APA Style Revisions	Reviewer 1 stated that there was no need for first initials or names in in-text citations. They also said that there should be page numbers for any quotes that I use. Based on the response I got regarding my in-text citations and reference page from Dr. Bossaller who said "both in-text and references are correctly formatted using APA style", I chose to disregard changing my in-text citations. Second, I not add any page numbers to any quotes as my online sources did not always have page numbers for me to cite.
Research Questions	Reviewer 1 suggested adding in qualifiers, such as RQ1:, RQ2:, etc. to label any question or hypothesis my research will seek to answer. I did not incorporate this into my paper as I only had one research question and the labeling of RQ1 would break the flow for the reader. This is a good suggestion if I had multiple questions I was planning on researching.
Choice of Methods	Reviewer 1 suggested citing literature to support my choice of using a mixed method research style. Although the citations may help readers understand why I chose using a mixed method approach, I do not want to throw in citations just for the sake of extending the section.
Discretionary Revisions	Reviewer 1 had a few revisions they felt could useful but were not heavily important. 1. The reviewer suggested adding in a manslaughter charge in the definitions page to touch on unintentional homicide. As there have not been unintentional homicides at the University of Missouri-Columbia, I did not add this in. 2. A concern about adding in the statement "news stations rarely cover crime that is not active shooters or other physically violent crimes." The reviewer said that not adding in some data regarding that could be viewed as bias by the researcher. I did not add in any specific data, but I did add a clarifying statement.

	3. A generic editing for punctuation and other grammatical issues. This was addressed and many grammatical changes have been made.
Recommendations	Multiple smaller recommendations made by Reviewer 1: 1. No need for dean's permission to conduct any research. Wording was changed in the proposal so the permission of the Deans was changed to informing the Deans of the research. 2. A few recommendations regarding terminology to the survey. These recommendations were good and the changes were made.
Reviewer 2 Suggestion Topics	Responses to Reviewer 2
Center the title page	Reviewer 2 recommended moving the title to the center of the page. This was a good catch and the change was made. It looks much better this way.
Differentiating the problem from the purpose	Reviewer 2 stated they had an issue differentiating the problem from the purpose of the research. That is exactly what I was going for. I wanted the problem and the purpose to flow together.
Small editing changes	There were a few small editing changes suggested for the survey. The changes recommended were good and were implemented.

Safety on College Campuses and the Connection Between Fear,

Perception, Reality and Location on the University of Missouri-

Columbia Campus

Alex Robinson

Research Proposal

Research Methods in Information Science and Learning Technologies, Fall 2019

Abstract

Perception of safety comes from individual experiences and the value of safety that has been instilled in each person through their entire lives. The perceived safety of students on college campuses was shaken on April 16th, 2007 at Virginia Polytechnic Institute where thirty-two individuals were shot and killed while on campus grounds. The importance of safety can never be overstated, and through this research, the perceptions of safety and concerns of the students at the University of Missouri-Columbia will be brought to light. Specifically, this study will determine the locations, events, time frames and greatest fears students have while on living on or studying on campus. This research will also include data and analysis dedicated to having students give personal testimony of their experiences with (or lack of) fear while on campus grounds.

Background and Significance of the Research

When thinking of safety on college campuses, one often thinks of high-profile incidents such as the Virginia Tech shooting on April 16th, 2007. Another incident that may come to mind is the Brock Turner case involving a Stanford University student who was sexually assaulted by Turner while she was unconscious.

Many other crimes occur on campus such as larceny, physical assault, vandalism or stalking. These incidents do not always get addressed with such public scrutiny, as most of them are not incidents of much media interest. Clery reports, prepared by the University of Missouri annually,

give full statistics of crimes that occur on campus grounds that may not have been addressed publicly through news agencies. How safe an institution reports itself to be, and how often crimes occur on a campus shapes the way students perceive their safety.

This research will inform the University of Missouri-Columbia of how their students feel about their safety in multiple locations on campus during different times of the day and at various events. Understanding how students view their safety and security is paramount to keeping the students safe. In addition to the Clery report, an annual federally mandated requirement for institutions receiving federal monies, this research will add to that knowledge base by correlating the data to student perceptions of safety. This will allow those in the safety community a richer and more complete representation of the security found on their campus.

Terms listed below will be used in this paper and need understood definitions for the sake of clarity.

1. Clery Act: a disclosure of campus crime and fire statistics produced yearly by every institution of higher education. Completion of this report is required for institutions to receive federal funding from the United States government.
2. Crime: an infringement of the law by a person(s) against another
3. Violent crime: these crimes are listed as:
   a. Murder – the killing of another with forethought
   b. Physical Assault – striking another individual with an item or their fists
   c. Rape – forced intercourse with an unwilling partner

       d.   Robbery – taking items from another person while they are present with coercion by threat of force or use of force

4. Larceny: the act of stealing.

5. Vandalism: deliberate destruction or damage to public or private property

6. Stalking: a pattern of harassment, threating or installing fear into an individual

The Problem and the Purpose of this Study

Safety can never be addressed often enough, yet safety at the University where many of us study never crosses our minds. Although news outlets rarely cover crime that is not active shooters or other physically violent crimes, there are multitudes of "smaller crimes" that occur every day. It is not often that we see into the minds of others, experience their lives and see what they see. This study is designed to enlighten the University of Missouri-Columbia of the fears, perceptions and concerns of those that live within its walls and traverse through the campus every day. Identifying the locations, time frames and events that arouse the most concerns for students will allow for the University to create a plan of action to quell the fears and concerns of those who have put their trust in the college's hands.

Literature Review

Introduction

Safety is important. This is taught to us at an early age and ingrained into our everyday behaviors. We look both ways when we cross the street, we look at the dietary requirements for

the food we eat, and we know that we must look out for our own wellbeing. When thinking about the safety of our workplace or institution of learning, why should contemplations about our safety be any different? The following literature review will delve into the concepts of how safety is defined, how it is viewed in legal legislation, how safety is perceived on campus by students, and the effects these topics have had on college institutions.

Understanding and Defining Safety on Campus

Defining safety on campus is both deceptively difficult and multifaceted. Some people define safety as the ability of a campus to mitigate fears people have. In their study, Fisher, B. S., & May, D. (2009) investigated the reasons as to why different scenarios and situations arouse fear in people. A point made early in their paper explains how most of the research on this topic was based around "why women are fearful." The specifics they focused on are fears based on crimes occurring on college campuses. The authors' most important finding was that there was no one specific "cue" that would trigger fear in someone, but rather a culmination of cues happening at once or in quick succession. Those cues include (but are not limited to) lighting/visibility, foliage, groups loitering, and visibility of police. Fisher and May's concepts of cues were taken further by Archer, R. (2014) who focused on three points of interest: the fear of a crime, self-protective behavior and prevention of crime in specific situations. The results have followed the common findings of non-white students fear victimization more than white students, and that female students fear being victimized more than their male counterparts. Further findings from Archer were that students who fear being victimized will be more likely to have self-protective behaviors or seek out ways to better protect themselves. When thinking about crime on campus and in the wake of cases such as the Stanford University Brock Turner case, sexual and physical assaults are in the forefront of people's concerns. Kren, C. A. (2017) sought to define and

"understand perceptions of students on physical/sexual assault at The Ohio State University, and their attitudes towards administration in regard to campus safety, prevention, and response to violent occurrences." Despite having a small number of respondents in Kren's research, the findings were that students felt that their campus created a safe atmosphere. Research shows time and again that women are more fearful for their safety than men. Because of this, policies and techniques have been introduced by colleges to try and make campuses a safer place for women. Day, K. (1995) sought to explore the strategies that institutions and individual women use to enhance safety without infringing upon the freedom of women to use public spaces. Day stated that safety strategies often "compromise women's free and independent use of the campus environment" and wishes to find a way to reduce this impediment. Day's findings were societal strategies such as police/security presence, making the assaults public and prohibiting large groups of people to solicit (thinking gang activity). These solutions were more prominent and pronounced where women felt their freedom and independence on campuses were not infringed upon. Personal strategies that students mentioned were in-line with a 1990 study mentioned earlier in Day's article, showing not much change has happened since then regarding personal safety.

The Clery Act

All institutions of higher education that receive federal funding must complete a Clery report regarding all crimes, safety concerns, and situations that occurred on campus grounds each year. Gregory, D. E. (2009) strives to define the Clery Act, campus safety and the perceptions of both by "senior student affair officers." The findings proved no statistical differences between multiple institutions' senior student affair officers' knowledge regarding the Clery Act and campus safety. The only difference noted was that 4-year institutions were more "optimistic"

about the effects of the Clery Act and "effectiveness of administrative practice" regarding the

safety of the campus. Similar to Gregory's study, Janosik looked at how the Clery Act has

influenced the perceived safety of campus. Janosik, S. M. (2004) assessed how parents viewed

the Clery Act and its effect on campus safety. Janosik found that parents and students have the

same level of knowledge about the Clery Act. It was also noted that families who have

experienced crime in their family, and/or those who have sent a child to college already were no

more likely to ask questions about campus safety than other groups of parents.

Students' Perceptions

When we think of safety and the policies/regulations that have been enacted, those official safety

procedures may not be reflected in the eyes of students, faculty and staff at colleges/universities.

Jennings, W. G., & Gover, A. R., & Pudrzynska, D. (2007) looked into students' perceptions of

fear and perceived crime while on college campuses. The authors' findings were based on

campus victimization, fear of crime, safety, and perceived risk of crime. The major finding was

that men and women have statistically different opinions on every category addressed in the

research. Females were found to be more concerned about each category. The article explained

that it was in the best interest of campus communities to increase safety awareness of faculty,

staff and students in helping prevent campus victimization. When thinking of who on college

campuses provide for the safety of all students and help mitigate victimization, one thinks of the

police. Stidd, M. D. (2018) attempted to "explore potential differences in perceptions between

students involved in Greek Life organizations and students not involved in Greek Life

organizations [regarding campus safety]" and the perceived legitimacy of police on campus.

Four research questions were posed regarding perceptions of campus law enforcement:

differences between the perceptions of police by Greek and non-Greek Life students, how ratings

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of "procedural justice" by the police differ between Greek and non-Greek Life students, and is there distrust between law enforcement officers and students? Stidd found a positive perception of the campus police. The paper states "females, non-Greek students, upperclassmen and whites tended to have more positive perceptions of campus police legitimacy than did their counterparts." Outside of police, there are other departments at a college that deal with safety and concerns of students during crises such as fire departments or medical assistance. Muscat, K. (2011) attempted "to explore students' perceptions of campus safety, including use of campus safety services and the professionalism of the Department of Public Safety Officials." Muscat found that most students agreed and strongly agreed of feeling safe on their campus. There were no major differences between perceptions based on race, demographic variable and semester standing, although there was a difference based on gender, where females felt less safe on campus. Over 80% of the students felt the faculty and staff of the University acted professionally regarding safety, while only 56% where actually satisfied with the department of safety on campus. Lastly, Muscat found that despite a generally positive review of the campus, there were many suggestions given from the survey respondents to help improve campus safety. These findings lead one to pose two important questions which are: what are students' biggest fears and when is it most likely to be encountered? Schafer, J. A., Lee, C., Burruss, G. W., & Giblin, M. J. (2018) evaluate how students feel about campus safety on Illinois campuses. The authors stated that their findings will "provide researchers and policy makers a baseline measure of attitudes and behaviors about campus safety among Illinois college students." The authors' findings showed that during the daytime, across all campuses, students most feared their electronics being stolen. Other than this larceny, most other crimes listed in the survey were not found to be something the student really feared. The same questions were posed about crimes happening

during nighttime. Every type of crime listed showed increased student fear. The highest rated

nighttime fear was "being robbed or mugged."

The literature thus far has addressed what students fear and when, but not where. Steinmetz, N.

M., & Austin, D. M. (2014) were very specific in regard to what spaces students deem as unsafe

on campus and the perception of students about those given spaces. The data was collected by

showing students twelve photographs of places on campus and a "control" photo of Steinmetz's

backyard. The participants were told to look at each photograph, and then select if they had been

to that location at night. If they answered in the positive, they would be directed to another page

to describe how the location made them feel regarding safety. Respondents who answered in the

negative would go to a page to select what fear they think they would feel the most at that

location. The authors' findings were students feared having their possessions taken from them

while at any specific location whether or not they had been at that location. This finding was

identical for all locations except for one photo of a stadium where the highest-ranking fear was

being attacked by someone with a weapon.

When thinking about safety on campus grounds, policies that are in place to help protect students

should be evaluated with great scrutiny. Chekwa, C., & Thomas, E. Jr., & Jones, V. J. (2013)

focused on understanding college students' perceptions of campus safety. The findings from the

authors were that college students do have concerns when they are on campus, primarily the

"walkways and alleys of their campus." Another finding described by the authors as "disturbing"

was that most of the students surveyed had no knowledge of legislation regarding student safety

and security, or knowledge of safety information provided by the university. Safety matters, and

if protocols are not enacted or rumors are spread of inept policies, the perception/reality of

someone's safety can affect the outcome of a business, or in this case, enrollment at a college.

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Carrico, B. A. (2016) attempted "to determine whether student enrollment is affected by the student perception of campus safety and security when choosing a college." The major findings of Carrico showed that colleges with security alert notices or timely warning notices of emergencies were an important factor in students' choice to attend a specific institution. Carrico also noted that controlled access to student housing was a point of interest in perceived safety. Females reported a higher level of fear and concern for their safety when choosing which campus to attend. The final point Carrico made was that security of the campus was a primary focus of the parental influence on where prospective students should attend.

Other Thoughts to Explore

With all the knowledge proposed concerning students' perceived safety, there are still more questions to pose. Roberts, E. (2012) sought to understand student perceptions of safety and how that impacts the prevention, response and risk reduction strategies needed at college universities. Roberts' primary finding was that more study should be developed concerning the "hook up" culture. Other areas of interest were to study the role of alcohol, motivation of potential assaults and the definition of consent. It was also noted that an expanse of the bystander intervention programs could help mitigate issues on campuses. The lack of a large population for data collection was a detriment in this research. After reviewing the literature about how safety issues have been categorized, implemented, perceived and realized on college campuses, we know that safety is an urgent topic on campuses. Taking the knowledge that women tend to be more fearful than men, nighttime creates fear more than daytime, and that safety is generally seen in a positive light on most campuses, we can plan our next point of research which may include topics listed by Roberts such as the hook up culture, the role of alcohol, intervention programs, self-defense courses and increased knowledge of current campus safety programs.

Methodology

To complete this study research will implement a mixed-method approach with a heavy focus on

quantitative data from surveys and analysis of the Clery reports and will have qualitative data

necessary to enrich the study. The survey will allow for mass data collection from a diverse

population of students regarding ethnicity, gender, age, year of study and experiences on

campus. The data received from the surveys will accurately provide to the researcher the campus

locations of highest safety concerns for students. Focus groups will allow students and the

researcher opportunities to listen to one another regarding those experiences. This data will have

significant input from those who live and study on campus who have seen or experienced fear or

safety issues

The proposal question, "what are students' perceptions of their safety on the University of

Missouri-Columbia campus" will be thoroughly examined by the researcher. The hypothesis for

this study is whether or not specific locations, such as parking garages, locations of large-scale

events and buildings, will foster more fear for personal safety by most students. A further

hypothesis is whether or not the belief that if it is nighttime, the apprehension of personal safety

will be increased across any location on campus. A follow up hypothesis is whether or not

women will be more fearful than men regarding their personal safety.

Locations on campus become the independent variables in this study. Research participants will

be given a large variety of locations, both generic locations (parking lots, parking garages) and

some specific locations unique to the University of Missouri-Columbia campus to be assessed as

to their perceived safety. The time of day or event that is happening at each specific location on campus will provide the dependent variables. Only students of the University of Missouri-Columbia campus taking classes on campus will be allowed to partake in this study whether they are undergraduate, masters, or doctoral students.

Research participants asked to complete the survey and become participants in focus groups will be recruited through multiple departments of study at the University. Permission will be obtained from the University of Missouri Institutional Review Board. Upon acceptance by the IRB, the Dean of each college will be contacted regarding the dissemination of the survey to their students. This survey will be created using the online tool Survey Monkey. The survey information is updated as soon as surveys are complete, and the data is presented to the researcher once the surveys are completed. The students in the focus groups will be recruited from those who completed the survey. Students will be sent emails requesting their participation. The researcher will also seek participants from common areas of the campus to obtain further information from those not enrolled in participating classes. All concerns regarding confidentiality and importance of their participation will be provided to all subjects upon the request for their participation. Because some participants may wish to disclose sensitive personal information, the highest confidentiality will be given. Information about campus counseling services will be provided for all students in the focus groups. Focus groups will include group discussion, personal stories from students, and prompted questions from the researcher.

Ethical considerations regarding this study will be to ensure that a diverse of a population as possible will be included. To bring the most encompassing data to the study the researcher will take measures not to single out one specific age, ethnicity, gender, or year of study for participation. The common criteria for all participants is that they are students taking classes on the University of Missouri-Columbia campus. A final concern is that the focus group will have people speaking of very intimate situations. Their information will be of the held with the highest confidentiality by the researcher and other participants of the focus groups.

The timeline for this study will begin with a proposal submission to the Institutional Review Board of the University of Missouri by its September deadline for their October meeting date. This study will be classified as exempt as it "presents minimal risks to subjects and data collection is anonymous or collected and stored in a manner where the identity of the human subject is not easy to determine…" (University of Missouri Office of Research and Economic Development, 2019) By mid-October, Deans of different colleges will be notified of the research requirements and surveys will be disseminated around early November. This will allow those that are new to campus to have a feel for the campus climate and become familiar with the campus, learning which areas they feel comfortable or uncomfortable visiting. This timeline will also present students with the survey before the fall break. A reminder email will be sent to students after the fall break. The survey will close in early December before finals begin. Data will be analyzed through January. Findings from this data will be the basis to develop the most effective questions for focus group discussions. In late January or early February, the Deans of each college shall be reminded that an email will be sent to students requesting involvement in focus groups. The researcher will also begin campaigning for more students in the common areas

of the campus to be participants in the focus groups to ensure broader diversity. The focus

groups will be completed by the fourteenth of March. The most current Clery report will provide

the raw data from the University of Missouri regarding the actual number of crimes on campus

the past year. By the end of the spring semester data will be compiled, analyzed and a report will

be complete.

Safety on College Campuses and the Connection Between Fear, Perception, Reality and

Location on the University of Missouri-Columbia Campus will provide information regarding

students' perceptions of their safety on campus that is not currently available. The mixed method

research in this study focuses heavily on quantitative data found in reports required of the

University and student surveys but will be enriched through in-depth student focus groups. This

research study and analysis will span both semesters of the academic year to ensure proper

procedures of the University are followed and quality findings discovered. A diverse population

of students based on age, gender, ethnicity, and year of study will be surveyed and included in

focus groups. Based on the data analysis and subsequent research report, the University of

Missouri-Columbia and its campus safety liaisons will have a better understanding of their

campus and the perceived safety of those that live, study and visit their campus community.

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Appendix

Survey from SurveyMonkey:

Perception of Safety on the University of Missouri-Columbia Campus

The purpose of this survey is to gather data about students' perceptions of safety while on The University of Missouri-Columbia campus. The information gathered will help security personnel, police departments, and others in the security community to better serve the needs of the student population in regards to their safety.

Question Title
1. What is your gender?

○ Male

○ Female

○ Other

○ Prefer not to say

Question Title
2. What is your age?

○ 18-21

○ 22-29

○ 30-39

○ 40-49

○ 50-59

○ 60+

Question Title
3. Year of study (by credit hours)

○ Freshman

○ Sophomore

○ Junior

○ Senior

○ Masters

○ Doctoral

Question Title
4. What is your ethnicity?

○ White

○ Black or African American

○ Hispanic or Latino

○ Asian/Pacific Islander

○ Native American or American Indian

○ Other

Question Title
5. What is your living situation?

○ Dormitory

○ Greek housing

○ Other on campus housing

○ Off campus housing

Question Title

6. When you are on campus, how safe do you feel when you are by yourself in the following areas during DAYLIGHT hours?

	Very Unsafe	Unsafe	Unsure	Safe	Very Safe
Walking through campus	○	○	●	○	○
In a parking garage	○	○	●	○	○
In a parking lot	○	○	●	○	○
In a study area	○	○	●	○	○
Cutting through buildings	○	○	●	○	○
In a cafeteria or food service area	○	○	●	○	○
At work on campus	○	○	●	○	○
During classes	○	○	●	○	○
At a sporting event	○	○	●	○	○

Question Title

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7. When you are on campus, how safe do you feel when you are by yourself in the following areas during NIGHTTIME hours?

	Very Unsafe	Unsafe	Unsure	Safe	Very Safe
Walking through campus	○	○	◉	○	○
In a parking garage	○	○	◉	○	○
In a parking lot	○	○	◉	○	○
In a study area	○	○	◉	○	○
Cutting through buildings	○	○	◉	○	○
In a cafeteria or food service area	○	○	◉	○	○
At work on campus	○	○	◉	○	○
During classes	○	○	◉	○	○
At a sporting event	○	○	◉	○	○

Question Title
8. Have you been in a situation where a crime has been committed against you while on the University of Missouri-Columbia campus? If yes, please answer questions 9 and 10.

○ Yes

○ No

Question Title
9. What type of crime(s) have been committed against you?

<div style="border:1px solid #999; width:50%; height:30px;"></div>

Question Title
10. Where on campus did this crime occur?

<div style="border:1px solid #999; width:50%; height:30px;"></div>

Potential focus group questions:

(to be further determined by survey responses)

1. Have you ever been in a situation on campus where crime has been committed against you? What were the circumstances?

2. Where on campus do you feel the safest and why?

3. Where on campus do you feel the least safe and why?

4. What did you know about the climate of safety on the University of Missouri-Columbia before enrolling?

5. Explain what you know about safety procedures on campus.

6. How would you seek help when necessary?

7. What emergency numbers would you contact in a crisis?