

Students Perception of Safety in Campus VIS A VIS Crime and Violence – A Case

Study of ECU

by

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The issue of student's perception of safety on their college campus has been a recurring problem. Students have been concerned about their safety on campuses because of the crime and violence that have been occurring on college grounds and in surrounding areas. Some of these crimes include the following: rape, robbery, burglary, dating violence, stalking, sexual assault, and gun violence. Some examples of tragedies that have occurred on college grounds include the Virginia Tech tragedy and the rape of Jeanne Clery at Lehigh University. Lawmakers showed their concern of campus safety by creating and enforcing the Jeanne Clery Act.

This research employed the use of a survey and face-to-face semi-structured interviews to determine East Carolina University students' perceptions of safety in campus in relation to crime and violence. The classes where the survey was distributed include ART 1910-Art Appreciation and ITEC 3292-Industrial Safety.

The objective of this research work was to identify campus safety issues that were of concern to ECU students as well as students' perceptions of campus security services vis a vis the impact of its presence in the campus. It was understood from the results that students generally believe that ECU is a safe campus. Also, the survey and interview results show that few students use the campus security services. The results also show that females view the campus as

less safe when compared to males. Freshmen view the campus as less safe when compared to upperclassmen.

Students Perception of Safety in Campus VIS A VIS Crime and Violence – A Case
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DEDICATION

I would like to dedicate this thesis to two unique people who have always been there to support me. My parents, Mr., and Mrs. Oluwajana, they have been the biggest influences for me and always push me to be better than my current self. I am grateful to them for all they have done for me thus far.

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CHAPTER 1

INTRODUCTION

There are growing concerns about safety on campuses among students and stakeholders. These stakeholders include, but are not limited to: parents, school authorities, and governments. Some parents are afraid of sending their children to universities in the developed world, especially the United States of America, out of fear due to safety concerns reported on campuses. Most of these children have not previously been exposed to violence of these sorts. The safety of students on university campuses has become an issue of high priority among school authorities (Joyce Lau et al., 2013). It is the responsibility of institutions to ensure that campuses are conducive environments where knowledge can be acquired without any fear of harm to the student.

Although universities and colleges are relatively safer than the cities they are located in (Joyce Lau et al., 2013), some are faced with challenges unique to their surroundings. For example, the University of Illinois in Chicago was adjudged as having the highest crime rates in U.S. This school is affected by socio-economic issues and other factors affecting the city of Chicago (Joyce Lau et al., 2013). The prevalence of crime and violence on American campuses has resulted in wide ranging research attempting to determine how it can be eliminated or reduced to a tolerable level (Chekwa & Thomas, 2013). However, in recent times, the focus of research has been on how students perceive safety on their various campuses (Ratti, 2010).

A concern about student safety worldwide has been tracked by various education committees. For example, the research arm of The British Council called the Education Intelligence is tracking student safety concerns globally. In 2007,

according to their research, out of nineteen categories of safety concerns, “safe country to live in” was ranked as 17th. However, in 2012, student safety rose to become the fifth most important concern in surveys of 160,000 students that was carried out over five years. In the survey of “safest places to live in when studying Overseas”, the U.S. was rated third while Britain and Canada came first and second respectively (Rizzo, 2015).

The number of foreign students schooling in the U.S. is more than any other country in the world. Safety issues in American schools have not diminished the rate at which international students come to the U.S. for academics (Rizzo, 2015). A survey carried out in 2012 by i-Graduate of over 18,000 international students in U.S. universities and colleges concluded that eighty-two percent of the polled students felt “safe and secure” studying in the country (Rizzo, 2015). There are many studies on safety issues on American colleges, these include but are not limited to: perception of safety relating to incidents such as theft, sexual assault, physical violence and abuse, harassment, physical structures and also students’ precautions to safety and other security services on campuses (Chekwa & Thomas, 2013).

East Carolina University (ECU) was founded on March 8, 1907. It is a public institution located in Greenville, North Carolina which is situated 80 miles from state capital of Raleigh. ECU’s size has increased from 43 acres when it first started to about 1,401 acres now with a total enrollment of 29,000. It is considered a relatively large school. The University offers over 100 undergraduate degrees and more than 75 masters programs including a variety of doctorates degrees (U.S. News & World Report L.P. 2016).

The ECU police department collaborates with community law enforcement and university departments to ensure safety and security throughout the school

community. Supportive services are provided to crime victims by school security department in conjunction with campus departments. Between 2013 and 2015, ECU main campus crime statistics included in the Annual Security Report was 252. These include: sexual assaults, robbery, burglary, dating violence and stalking etc. (Annual Security and Fire Safety Report, 2016). During consultation with Jason Sugg, the police chief, it was discovered that most students on campus were afraid they were going to be exposed to robbery. He also said that the police department would put more lights on campus to illuminate the campus at night.

This study focused on the perceptions of safety among students at East Carolina University in relation to crime and violence. The aim of this research work was to identify safety issues that were of concern to ECU students, as well as to gather information on students' perceptions of campus security services vis a vis the impact of its presence in the campus. The results of this study will help East Carolina University administrators to understand and address students' concerns over issues of campus safety.

CHAPTER 2

Literature Review

The perception of safety on campus is not a novel topic; it is an issue that has always been thought of by many people. Institutions of higher learning are places where individuals develop skills to be used for the betterment of the society making it necessary to really pay attention to the campus safety perception of students, faculty and staff.

Violent acts such as burglary, theft, murders, and sexual assault have resulted in institutions of higher learning creating and enforcing safety procedures for their faculty, staff and students. These safety procedures shift resources (such as money and time) from educational purposes to be used for the all-round safety and protection of the university (Carr, 2005; Fox, 2008). Most people believe that it is important for universities to spend money to ensure that there is safety on their campuses, but in truth resources for other important projects on campus are usually being transferred to tackle safety issue on campuses; this means that many campuses do not necessarily have safety budgets (Rasmussen & Johnson, 2008). Due to the increasing violence in universities, many people have said the cause of this violence is the fact that the academic system, unfortunately, encourages peer groups and social ranking therefore, making some students to be seen as castaways (Farmer et al., 2007). Other people believe that colleges recently have encountered a huge expansion in admission. This includes bringing students from foreign countries into the United States; all this has led to university communities witnessing similar crime problems as cities or surrounding communities. This, in turn, has wide ground in which individuals pass from edifice to edifice (Border & Petersen, 1993 as cited in Bromley, 2005; Rasmussen & Johnson, 2008). Still another group of people

believe the causes of increasing violence in universities include the fact that the current generation is selfish and believe that they are naturally worthy of privileges and superior treatment (Benton, 2007). There is also diminishing regard for professors, some students say this is due to mental health problems, and there is the burden on people to gain admission to graduate school in order to advance their education and to acquire good jobs (Benton, 2007).

Irrespective of the primary causes of heightened violence on institutions of higher learning in the United States, universities have fought against violence and unruly attitude of students since 1979 (Carmody,1990). This shows that there is no perfect solution to the increasing danger against educational life (Carmody, 1990). Violence in universities has extensive consequences. Victims could drop-out of university because of concern for his or her safety. Staff and faculty could feel intimidated by belligerent and unruly students both inside and outside of the lecture hall. The danger that a violent student poses, could gravely affect a class and the teaching atmosphere. Scholars that are not part of the unruly activities could find the educational atmosphere disrupted by violent acts (Carmody, 1990; Carr, 2005; Morrissette, 2001).

The issue of insolence by students has greatly risen to level that caused the “American College Health Association” to release a document on the matter. This document on college violence explained plan statement that was focused on the issue of violence, prejudice, and other acts against civil liberties of students. This document tackled the issue of violence in institutions of higher learning and presented ways in which universities can diminish crime and enhance campus safety (Carr, 2005).

Referring to the article “Crime and Fear on Campus,” the 1866 court case of “People versus Wheaton College” where the court accepted Wheaton College’s stance of preventing student from joining secret clubs led to a principle named “in loco parentis,” which means “in the place of parents” (Fisher, 1995). Also, this principle allowed colleges to be in charge of caring for students that are enrolled and to ensure the safety of students even when their parents are not around. This principle has made institutions of higher learning more accountable and therefore made universities responsible for criminal victimizations. The law court made it compulsory for institutions of higher learning to caution its students on recognized threats and make available sufficient security protection for its students (Fisher, 1995). The following court cases highlight this trend.

Institutions of higher learning are seen as more accountable for taking steps or accountable for lack of taking steps to promote safety and update students on how their safety is being taken care of. As proof of violating the Clery Act, the United States Department of Education penalized Miami University of Ohio with a fine of almost \$28,000 because the school did not give a rape victim updated notices of the result of disciplinary actions from the court case (Hoover, 2005).

The article “The Emergence of American Crime and Violence on the College and University Campus” stated that the Morrill Acts influenced the populace of students and seriously affected crime on universities (Bennett-Johnson, 1997). President Abraham Lincoln enacted the Morrill Act in 1862 which enabled the creation of land grant universities. Afterwards, the second Morrill Act, which was made around the same period the first Morrill Act was enacted, enabled the enlargement in enrollment of blacks and women in institutions of higher learning (Bennett-Johnson, 1997). Furthermore, institutions of higher learning, because they

wanted to increase their number of students, unfortunately caused the increase in criminal acts on campus this was as a result of their laid-back acceptance procedures. Currently, some of the historically black colleges and universities (HBCU) encourage an open-door means of accepting students; this means if you graduated high school you are easily accepted into the university (Bennett-Johnson, 1997). From 1992, as noted by Lederman (as cited in Bennett-Johnson, 1997), every university in the United States is mandated by the federal government to document crime that occur on their grounds. The Clery Act was created to update students, faculty and staff on the crime occurring on campuses (Bennett-Johnson, 1997).

The United States Census of March 2004 predicted that the United States populace would enlarge to eighteen million in the age group 20-44; this age group represents university students and continuing education scholars (Gerald & Hussar, 2000). Then, as the populace increases, the need for self-preservation would grow. The university student would want to defend themselves from danger on the campus and may employ the use of guns, martial arts, and constrained behavior. The most likely means of self-protection to be used is guns (Chekwa et al., 2013). Due to the fact that guns can hamper violence, guns may be used by university students to defend themselves. Also, instead of using guns, some college students defend themselves from crime on college campus by using martial arts (Chekwa et al., 2013).

An official means of protection that should be used is the university police. To guarantee their safety, scholars should familiarize themselves with the university police officers and should know where the security officers are located on university grounds. As students familiarize themselves with university police they can get to know where cameras have been put and places that are under observation so they

would be able to locate paths to take at the nighttime when security is not as high. Security cameras help to prevent university crime (Fischman & Foster, 2007).

Crime in Institutions of Higher Learning

The use of alcohol by college students leads to violence on college campuses such as fights, theft, vandalism and sexual assault because the individual who consumed too much alcohol has lost control of themselves and feels bold to carry out such acts. College students want to have fun and party, potentially leading to binge drinking resulting in rash behavior. Drinking is part of the college culture and is not going to go away any time soon. The bottom line is that the use of alcohol is related to violence on campus. The National Institute on Alcohol Abuse and Alcoholism says that drinking has negative consequences for campus safety as it has an adverse effect on college students and the college family as a whole. The statistics are that almost 1,825 students attending a higher institution and within the age range of 18 and 25 lose their lives from alcohol associated incidents, such as car crashes. Drinking in an irresponsible manner could lead to assault as almost 696,000 college students within the age range of 18 and 25 are attacked by a fellow student involved in drinking alcohol (National Institute on Alcohol abuse and Alcoholism, 2015). Additionally, almost 97,000 college students within the age range of 18 and 25 experienced alcohol connected sexual assault or date rape (National Institute on Alcohol Abuse and Alcoholism, 2015).

The link between alcohol and crime cannot be denied. The National Council on Alcoholism and Drug Dependence says that almost 95% of misdemeanors in institutions of higher learning is associated with alcohol use by perpetrators, victims or both (National Council on Alcoholism and Drug Dependence, 2015). Bystanders can also be subjects of alcohol related misdemeanors. A student's grades are very

significant to life and the consumption of alcohol can greatly damage ones grades (Grasgreen, 2011).

An issue that has troubled institutions of higher learning since its inception is sexual assault. Carr and VanDeusen (2002) explain that sexual assaults that take place in higher institutions of learning are more pronounced than what campus crime data indicates. Carr and VanDeusen (2002) report that most campus sex offenders are never caught and arrested. Baum and Klaus (2005) say that sexual assault include misdemeanors that result in undesired sexual interaction among victim and perpetrator. It encompasses acts such as unwanted touching and caressing.

The intake of beer and other alcoholic beverages in excess is a major cause of almost 90% of forced sexual encounters and sexual assaults in higher education institutions by the perpetrator, victim or both (Cantalupo, 2009). Sexual assaults in higher institutions are linked to college aged youths which drink without caution. Many people who experience sexual assault do not speak openly about it because of the associated shame. Twenty percent of college females will experience sexual assault of some sort (Cantalupo, 2009).

Occurrences on campuses that have affected safety

Events that affect campus safety have been occurring for a long period of time. Different occurrences on college campuses have affected the public's perception of safety. One of the earliest reported events of tragedy involving violence in an institution of higher learning, took place on the grounds of the University of Texas at Austin In the early hours of August 1, 1966. A mentally troubled full time student, Charles Joseph Whitman, who was a member of the engineering department, proceeded to the apex of a library tower and started shooting

passersby. At the time of this act, Charles was 25 years of age and was an ex-marine who had served in the army ("Deranged", 2001). At the end of the shooting rampage, he had slayed 15 and injured 31 people as well as his wife and mother before he was shot and slain by police officer Ramon Martinez. Whitman shot at innocent people for approximately 80 minutes and was carrying weapons such as a shot gun, a pistol, and two high powered rifles. Whitman was a smart person, good looking, and known for his good behavior before that incident. He had not gone through treatment for mental illness. It was believed that he hid his mental state well from others ("Deranged", 2001).

On an early Monday morning, July 12, 1976, Orange County's worst shooting occurred. On the grounds of California State University, located in Fullerton, a janitor by the name of Edward Charles Allaway randomly shot people at the university library thereby murdering seven people and seriously injuring two people. He used a 22-caliber rifle to carry out his atrocious act. The court where he underwent trial for his action found him not guilty due to the fact that he was suffering from a mental illness called paranoid schizophrenia. Paranoid schizophrenia is characterized by hallucinations and whoever has this kind of illness experiences delusion and separation from reality. These hallucinations led to the terrible act which was performed by Mr. Edwards Allaway (Smith, 2006).

On a Friday evening, November, 1, 1991 students at the University of Iowa were about to go on a restful weekend from the working stress. Gang Lu, a Chinese student who was in the physics department and who was regarded as a genius by his colleagues, killed six people on campus. He used a .38 caliber revolver to shoot and kill these people before committing suicide. One of his reasons for doing this bad act was that he felt like that he was not well acknowledged by the university and

a highly-recognized award for academic achievement which also benefited its recipient with \$1,000 was given to a fellow student (Linhua Shan) instead of him. He also killed Linhua Shan the student that received the award (Marriott, 1991).

On January 16, 2002, a troubled student who had already been suspended by the Appalachian School of Law aggressively approached the university and murdered three people which comprised of a dean, a professor, and a student by using a handgun. He also critically hurt three more students. The student who was responsible for such grievous attack was Peter Odighizuwa, a 42-year-old man. It was discovered that he was suffering from a mental disability (Clines, 2002).

All these events show that campuses are not as safe as they once were; to further illustrate this point, the Virginia Tech tragedy can be used. In the early hours of April 16, 2007, the Virginia Polytechnic Institute located in Blacksburg, Virginia was the spot of a terrible deed of brutality. A student of Virginia Tech, Cho Seung-Hui, a full-time student in his early 20's, started shooting indiscriminately at peers, faculty and staff. The savage shooting started in the students' hostels and stopped in the Polytechnic lecture halls. At the end of this incident, Cho Seung-Hui had taken the lives of 32 students and faculty and injured 25 more before committing suicide (Fallahi et. al, 2009). The initial murder event occurred at 7:15 a.m. at West Ambler Johnston Hall (VTPR, 2007). Emily Hilscher went to her room in the dorm after her boyfriend leaves her. Cho entered West Ambler Johnston Hall and takes the life of Emily Hilscher with a gun as she is by herself in her room (4040) at West Ambler Johnston Hall. Cho also murders, Ryan Christopher Clark, who is a Resident Assistant in the dorm. It is believed that Ryan Clark must have wanted to find out what caused the ruckus in Emily Hilscher's apartment which is neighboring to his own room (VTPR, 2007). After these incidents, Cho uses his access card to go to his

own dorm (Harper Hall) in order to clean himself from the blood stains from the murder he just committed. The Virginia Tech Police Department received a call from a resident at West Ambler Johnston Hall that a female resident of the dorm in room 4040 may have dropped from her bed. The person who called had heard a strange sound from the room. A Virginia Tech Police Department officer is sent to room 4040. He arrived there at 7:24 a.m. and discovers the dead bodies of Emily Hilscher and Ryan Clark, the officer then request for backup which arrives later (VTPR, 2007). At 7:30 a.m. the officers barricaded the murder scene and began their investigation. They questioned the residents of the dorm to determine if the residents had seen someone vacate Emily Hilscher's room when the strange sound from the room was heard. Unfortunately, nobody had seen anyone leave Hilschers' room. Some minutes later, one of Hilscher's close friends came to West Ambler Johnston Hall to escort Emily Hilscher to Chemistry class. The police officers interview her and she tells them that on that day Emily Hilschers' boyfriend had dropped Emily at her dorm and had returned to his own college. She furthermore explains to the officers that Emily Hilschers' boyfriend loves guns and uses them a lot; this makes the officers think he is a suspect to the murder. The officers began to look for Hilschers boyfriend and have no success finding him (VTPR, 2007). At 9:01 a.m. Cho goes to the Blacksburg post office and sends a mail to NBC News located in New York. This mail comprises of photos of himself with guns and also a video footage of him showing anger and his inclination to hurt people whom he calls oppressors. He admitted that he would commit murder. At 9:05 a.m., lectures continue in Norris Hall. Between 9:15 a.m. and 9:30 a.m., Cho entered Norris Hall which is part of the engineering building. He then locked the entry doors to the building using a chain (VTPR, 2007). During this period, around 9:26 a.m., the Virginia Tech Authorities

forwarded emails to the students and faculty letting them know of the murders that had taken place earlier in the dorm. A few minutes later, Cho started killing students and faculty members in lecture room 206 in Norris Hall in which an engineering course was being taught. He then proceeded to other lecture rooms murdering people randomly. He then committed suicide by taking a bullet to the head (VTPR, 2007). This horrific incident that took place in Norris Hall occurred for 11 minutes. Cho had carried out his evil intent successfully and had taken the lives of 30 people and injured more than a dozen others. While the incident took place at the university, authorities sent an email to students and faculty telling them of the murderous event taking place at Norris Hall. By 4:01 pm. President George W. Bush addressed the United States from the White House concerning the killings by comforting the minds of the people, especially the students of Virginia Tech. He also encouraged the minds of the people and wishes them solace in a time of trouble (VTPR, 2007).

On February 14, 2008, a Thursday, in the afternoon a Geology class, Ocean Sciences lecture, was taught in Cole Lecture Hall situated in the Dekalb Campus at Northern Illinois University. The lecture hall could only accommodate 464 students at once. During registration for the semester, only 165 students were admitted to the class. Just 120 students were present for lecture that terrible day. That afternoon, Steven Philip Kazmierczak violently came into the lecture hall and started killing students attending the lecture using a gun. After he had finished this act, he had murdered five people and critically hurt 21 more people. He then committed suicide by shooting himself. He used a shot gun and also fired 50 rounds from his pistol to carry out his attack (Northern Illinois University, 2008). When he was alive, Steven Kazmierczak was explained in varying ways which was based on the bond he developed with the individuals explaining his behavior. His lecturers at Northern

Illinois University said he was an agreeable, kind and nice person. His student colleagues on the other hand said he was a shy, skeptical, unconfident, suspicious, silent, and mysterious person. His high school instructors said he was a below average student who was imprudent and easily angered. His sibling called him a physically abusive and rude person to her and his mom, and also that he always instigated confusion at home. A psychologist said he was a nervous, unhappy, irrational, annoyed, fearful, miserable, and schizophrenic person. The bottom line is that he was a troubled person. As a grown-up, Kazmierczak could cover up his real identity and character. Kazmierczak purposely hid details about his past and also his mental history (Northern Illinois University, 2008). Kazmierczak regularly showed character problems and had challenges concentrating during majority of his juvenile and early teenage years. His mental health problems became worsened when he was 16 years old. Around this period Kazmierczak continually went through prolonged fretfulness, hopelessness, and difficulty sleeping. He tried to kill himself seven different times either by taking an overdose of pills or through other means; this occurred within the period of December 1996 to February 1998. He was taken to the hospital for nine separate occasions before he turned eighteen. Due to all these incidence, he was taken to a psychiatric home and treated for his schizophrenia with different prescribed drugs (Northern Illinois University, 2008). After a while, he was released from the psychiatric home. He then decided to get a job which he later lost due to character issues. His frequent use of alcohol and marijuana affected his stay at his job. When he turned 21 years of age, he decided to join the army; he was accepted into the army and liked his work but one of the army personnel found out that Kazmierczak did not state about his poor mental history and suicidal inclination when he applied to the army. He was then relieved of his duties unceremoniously

(Northern Illinois University, 2008). After this incident, he decided to pursue academics; he was admitted to Northern Illinois University in the 2002. Initially he had problems in his academic career at Northern Illinois University but things stabilized. He paid crucial attention to his school work and created little time for social activities and when less busy, he viewed ferocious movies and played vicious video games. Gradually, Kazmierczak became good at his academic work; he also became a teaching assistant. After four years, he graduated with honors and a Bachelor of Arts degree with a major in Sociology. He was also granted a deans award in recognition of academic work. His professors viewed him as an outstanding student and as an important person (Northern Illinois University, 2008). He decided to advance his academic career by pursuing a Masters in Sociology. He was accepted into the program at Northern Illinois University and he was doing well. Unfortunately, tragedy struck as he lost his mother. Then as if his bad luck would not end, he also was fired from his workplace and he was discarded by his girlfriend. To worsen things, he eventually lost his place in the graduate program. All these events pushed him to the edge and created a reoccurrence of the psychiatric illness he had tried so much to hide and pushed him to the point of no return where he took the lives of other students and also his own (Northern Illinois University, 2008). These acts done by Kazmierczak challenged the safety of college campuses all over the United States. The fact that students from all walks of life especially those with mental illnesses are in colleges and might carry out violent deeds really affects the safety of campuses. The Northern Illinois University incident shook the whole world and really questioned the perception of safety on campuses.

The discussion has been about killings in universities and campuses that have wrestled with violence. Universities are not as safe as they once were. Carr and

Ward (2006) state in their campus violence paper, deeds of violence have resulted in higher institutions of learning in the U.S. to tackle the evil and distressing violent occurrences that cause fear in our institutions and negatively affect faculty and scholar health and safety. Campus killings, suicides, murder, hate crimes, assaults, torching school property, and hazing affect a lot of our campuses today.

Violence in Higher Institutions

Students in higher institution go through violence that affects their safety; this violence comprises of sexual abuse, rape, hazing, vandalism, theft, aggravated assault, stalking, murder, and prejudice based on the color of one's skin (Carr, 2005). The following paragraphs summarize and define the most common types of crimes on college campuses.

Assault: Simple assault is an "Attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than two days of hospitalization. Also includes attempted assault without a weapon" (U.S. Department of Education, 2015). Aggravated assault is an "Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results" (U.S. Department of Education, 2015).

Vandalism: "The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking" (U.S. Department of Education, 2015).

Theft: "Completed or attempted theft of property or cash without personal contact" (U.S. Department of Education, 2015).

Sexual assault is “A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats” (U.S. Department of Education, 2015).

Sexual harassment is “Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal” (U.S. Department of Education, 2015). In colleges, stalking can affect the security and wellbeing of women. Hazing is the act of carrying out nasty tricks on an individual or making a person about to be initiated into a group to perform terrible deeds that can affect their safety or the safety of others around him or her (Merriam-Webster Online).

Racial prejudice is an illogical act of violence towards a person based on their race or color (Merriam-Webster Online).

Campus violence can affect students in various ways; it affects not only the attacker but also the victim and passerby. It affects the overall health and safety of students; it affects the psychology of the students and causes fear for the student. When the student is afraid he or she would not be able to perform well in school both socially and academically and this can affect his or her future. Campus violence affects the school community and creates a lack of trust between the students, and faculty and staff. This is really bad for the school community as there would not be a bond of

respect in the campus. Students are not meant to just pass through the campus, but also the campus should pass through them. The university campus location really matters because if it is located in an area of high crime, the crime could spill over to the university and affect safety of students. Also, it is important in colleges that there is adequate lighting to prevent fear at night.

The Jeanne Clery Act

Lawmakers in the United States displayed their attention to campus safety matters by enacting the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Jeanne Clery Act makes it necessary for both public and private institutions of higher learning that partake in federal scholar aid programs to make accessible and release university safety data. The Clery Act also enforces necessary details for dealing with occurrences of sexual assault and emergency circumstances. Campus crime data and information of security rules are created once on an annual basis in an Annual Security Report. Also details on particular crimes and emergencies is revealed to the public regularly during the year (Carter, 2016).

The Jeanne Clery Act, initially created by Congress and enacted by President George Bush in the 1990, named the Crime Awareness and Campus Security Act of 1990, was brought about by Connie and Howard Clery (the parents of Jeanne Clery) due to the fact that their child Jeanne Clery was raped and killed at her college (Lehigh University) in 1986 by a fellow student. Connie and Howard Clery also started the Security on Campus Inc. organization later. A modification in 1998 retitled the act in remembrance of Jeanne Clery (Security On Campus, Inc. 2004)

The United States Department of Education is accountable for enforcing the Jeanne Clery Act. The Department of Education's compliance department is accountable for carrying out inquiries and noting discoveries of violation. Colleges that violate the Jeanne Clery Act could have to make payments of up to \$34,000 per offense, the reduction or deferral of federal support, or may lose ability to take part in federal scholar support plans (Carter, 2016).

Annually, by October 1st, universities must provide an Annual Security Report to the public, the current and potential students, and also faculty and staff. Most colleges abide with this necessity by creating a notification through email that the Annual Security Report can be retrieved on the Colleges' webpage. The Annual Security Report needs to contain three years of campus crime data and summaries of particular security rules (Carter, 2016).

The University must reveal crime details for the campus, public sites close and neighboring to the campus, across the campus, and also fraternity and sorority housing. The data should be verified from college police officers or security and campus authority who are accountable for student and college undertakings. Crimes are stated in seven classes: 1) Criminal Murder, 2) Sex Offences, 3) Robbery, 4) Assault, 5) Burglary, 6) Car Theft, and 7) Burning school property (Security On Campus, Inc. 2004).

Colleges are mandated to report these occurrences if they lead to apprehension or suspension: 1) Alcohol law violations, 2) Substance use and abuse, and 3) Unlawful custody of weapons (Security On Campus, Inc. 2004). Colleges are mandated to reveal ongoing dangers on campus to faculty, staff and students (Security On Campus, Inc. 2004). This would enable students take caution and help save lives in case there is an emergency on campus like an active shooter. The

Jeanne Clery Act as been praised because it enables prospective students and their parents view campus crime statistics when considering what school to attend.

Drug Use

Marijuana, also called cannabis, has been legalized in Colorado and Washington, and is a drug that make people feel high. Due to the argument about authorizing cannabis use in many regions in the United States of America, and marijuana being legitimate in two states (Colorado and Washington), there has been developing investigation about the influence of the drug on human cognition. The demography trend usage of cannabis as widened in today's world seeing extended use for leisure purpose. Marijuana is the world most used illegal drug with more than 200 million predicted users ("World drug report" 2012).

As stated by a report from the United Nations Office on Drug and Crime, that New Zealand and Australia have almost 11% of estimated two hundred million users, making these two countries the highest users of cannabis in the world followed by North America with 10.8% of the total world users, while Central Europe and Western Europe is about 7% of the world total ("World drug report" 2012).

The only matter responsible for mood altering in cannabis is delta-9-tetrahydrocannabinol (THC) (Ferraro, 1980) out of about 80 varying types of cannabinoid Marijuana consist. (Bossong et al., 2013). Delta-9-tetrahydrocannabinol majorly applies its unusual properties on the cannabinoid 1 (CB 1) receptor (Bossong et al., 2013). It was discovered that when cannabis is used by humans, tetrahydrocannabinol causes a psychotic and anxiogenic effect, (Morgan et al., 2010). Cannabis can either be smoked or ingested into human body; however, smoking gets THC into human brain quicker. When smoked, the effects of cannabis

are mentally sensed in the brain within a short period (“Marijuana as Medicine”, 2004).

Marijuana is being used a lot by young people in colleges today. Marijuana causes a high in its users; due to this high its users do not think clearly and begin to act absurdly. Its users can go to the extent of committing dangerous crimes. Due to the fact that marijuana use has been legalized in some states in the USA its consumption in universities has increased. Due to the high that marijuana causes its users feel bold and fearless and can do even the most unspeakable things that can affect the safety of the campus community.

There are other drugs used by students on campus such as methamphetamine and hallucinogens. These drugs are consumed at parties. College students who utilize methamphetamine suffer its effects such as nervousness, misperception, lack of sleep, variation in mood and exhibition of violent character. College students who use methamphetamine also show signs of delirium like fear and suspicion, they seem to see and hear things that are not real and also experience delusion (National Institute on Drug Abuse, 2014). Methamphetamine use also causes emotional disturbance in the college students that use it (National Institute on Drug Abuse, 2014). All this signs and symptoms can lead to exhibition of violent character by the college student using this drug and can affect the safety of other students and the campus community due to the fact that user of the this drug could be violent. Hallucinogens which are commonly used by college students are drugs that change and affect the senses, judgements, and moods of their users. They result in hallucinations as the name suggests. Hallucinogens cause fright and depression, and messy thought processes in users. All these leads to strange behaviors in the college students that use them (National Institute on Drug Abuse,

2016). The use of drugs on college campuses is an ongoing problem and it is affecting the safety of campuses all over the USA as not only the drug users are affected but also other people around them.

Victimization in University

Fox and Hellman (1985) and McPheters (1978) are early researchers to study college safety matters and discover details connected with its existence. McPheters (1978) while studying information from seventy-five colleges discovered that the amount of undergraduates staying in hostels and the closeness of the college to metropolitan regions with great joblessness are important forecasters of college criminality. Also, Fox and Hellman (1985) widened the range of their analysis by involving 200 colleges; they discovered that college area and university value are greatly connected to increasing number of college crime.

Studies done after these two mentioned above have concentrated their attention on different college properties not previously studied. Morriss (1993) discovered major association among the amount of constraints, extent of public transit, and college crime level. In accordance with Fox and Hellman (1985) and McPheters (1978) research, Morriss (1993) reported that although there is no association between where colleges are situated and delinquency level, no university can boast of its campus as invulnerable to crime.

Some newer studies have explained that the University surroundings could in fact be less dangerous than the location (rural or urban) where it has been built. According to Volkwein et al. (1995) despite the fact that violent criminality level in the country was rising in the 1990s, such type of criminality levels in institutions of higher learning were going down. This pattern was also the same for property crime level.

Volkwein et al. (1995) discovered that although property crime levels in the country were on the rise, property crime levels in higher institutions started going down after the year 1985. According to Sloan (1994), crimes in Universities include burglaries, robberies and violence. Also, crimes that take place in the university are conveyed to the authorities at lesser amounts than what really occurs on college campuses (Sloan 1994).

Sloan et al. (2000) explain that amount of violence affecting females in colleges could be more than violence that does not take place on university grounds. Sloan et al. 2000 acknowledge that alcohol and drug abuse are linked to violent occurrences against women and sexual assault crimes which take place in college. Also Sloan et al. (2000) state that college students who party are more likely to be perpetrators and victims of crime on campus.

Perception of safety and dread of crime in University

Views of safety and dread of criminality are affected by different components. A university student typically views the college campus as unsafe due to the fact that there are people from varying backgrounds, lot of strangers on campus and the bad events that have been occurring on campus. According to Brantingham and Brantingham (1994) the dread of criminality on university grounds are major issues for institutions of higher learning as the real crimes that take place on university grounds. When there is a lot of anxiety and dread of crime on campus a lot of good students, faculty and staff leave and go elsewhere where there is a perceived higher level of safety (Brantingham and Brantingham, 1994). According to McCreedy and Dennis (1996) about 87% of people attending higher institutions stated they were very scared that they would encounter violence in their higher institution; also 96% of the subset of people who have undergone sexual abuse of some sort stating they

were very scared. Sloan et al. (2000) discovered that degrees of fright in an institution of higher learning differ due to gender, age, race, and also if a person had undergone bad occurrences on campus before.

College freshmen are more likely to be victimized and also scared of crime on campus because they are younger, also have no guardian or parents on campus, and due to this they are more careless. Gender is the greatest factor that affects dread of being a victim of some type of criminal activity on campus (Fisher and Sloan 2003), even though males are more susceptible to all kinds of criminal activity, excluding sexual abuse (Jennings et al. 2007). It was discovered by McCormick et al. (1996) that males stated they had little or no fear when they were by themselves and saw unfamiliar faces on the university grounds; females on the other hand were very scared when they were by themselves and saw unfamiliar faces on the university grounds. Turner and Torres (2006) discovered that women that were students said that their gender caused panic for them when they were on university grounds. The fact that they were women made them afraid that in case something bad happened to them on campus and they were reported they would not be taken seriously. It was discovered by Brantingham and Brantingham (1994) that female students were more scared after dark than male students.

The surroundings of a college campus affect the degree of fright of its students. Fisher and Nasar (1992) discovered fear in college students; these college students stated they were afraid of criminal activity in places with protection in which attackers could take refuge and that these places lacked wide, exposed ground and this makes it hard for prey to avoid victimization. Example of such a place is the parking garage. Day (1994) stated in his study that college students are afraid of locations that shelter attackers; he also says that campus lighting affects the

perception of safety on campuses. According to Sloan et al. (2000) college students were more afraid at night than in the morning or afternoon. Tseng et al. (2004) found that parking garages are locations where criminal activity take place in colleges, and when students are around parking garages they tend to exhibit fear because they think that a person that can hurt them may be concealed in the college parking garage.

Definition of the Problem

Higher institutions of learning need to create environments that are conducive to learning and free from violence. The mass killings that have occurred on colleges in the United States, the sexual assaults like that of Jeanne Clery at Lehigh University, and other issues of violence on college campus have influenced the perception of safety in campus. Institutions of higher learning are assumed to be benign and a harmless environment for students. The purpose of this research is to describe campus safety issues that college student face at East Carolina University.

Research Questions

- 1) What are college students at East Carolina University individual views on the institution's safety?
- 2) What kind of crime do East Carolina university students fear they are more susceptible to when on the colleges' grounds?
- 3) What impact does the East Carolina University security and safety services have on the student's perception of safety in campus?

Objectives

The objective of this research is to determine student perceptions of campus safety using East Carolina University as a case study, discover what type of crime is fear most by the students of the school, and therefore positively impact the perception of safety at East Carolina University. The students were asked to fill a survey that determined these three issues:

- 1) Their perception of safety on the East Carolina University campus.
- 2) What type of crime is most fear in the campus?
- 3) The views of East Carolina University students towards campus security and campus safety services.

Hypotheses

- 1) There will be a difference in survey responses between males and females.
- 2) There will be a difference in the survey responses between freshman and upper classman.
- 3) There will be a difference in the survey responses between white and non-white students
- 4) There is an association between gender, class, housing, race, and their perception of campus security services.
- 5) There is an association between gender, class, housing, race, and their perception of crimes they are afraid of exposure.

CHAPTER 3

Methodology

This research employed the use of a survey and interview methods to determine East Carolina University student perception of safety on the campus. There is need to combine these two methods in other to determine in real terms how student of the institution feel and perceive campus safety. The survey being the first phase was given to students in a diverse class and levels for a convenient sampling of East Carolina University students. This was followed up with the second phase which was a one on one interview with those students who show willingness to be interviewed on the survey distributed in the first phase. Gillham (2002) states that using a purely qualitative or quantitative methodology can be limiting.

Human subjects were used in the survey and interview process. The methodology and survey were approved by the University and Medical Center Institutional Review Board (see Appendix A). The purpose of the parts of the survey was to discover the views of students towards campus safety at East Carolina University. The survey is in Appendix B. The initial section is comprised of different statements about individual views on campus safety and students were required to pick one of the options between the following: strongly agree, agree, neutral, disagree and strongly disagree. The initial section was ranged on a Likert scale from 1 to 5 with the following: strongly agree (1), agree (2), neutral (3), disagree (4) and strongly disagree (5). The second part of the survey was comprised of yes and no questions finding out if students have used campus safety features and provision such as the Campus security officers. The third part of the survey dealt with the students giving a ranking to their satisfaction of the campus security officers and their availability on campus; the students were required to pick one of the options

between the following: extremely satisfied, satisfied, neutral, dissatisfied, extremely dissatisfied. The third part was ranged on a Likert scale from 1 to 5 with the following: extremely satisfied (1), satisfied (2), neutral (3), dissatisfied (4), and extremely dissatisfied (5). The fourth section asked students what crime they were afraid they were going to be exposed to when on campus. The survey is very similar to that done in the Ratti thesis, in which surveys were distributed in the University of Mary Washington in a range of classes. There were about 301 surveys that were completed in that study on “Students Perception of Campus Safety at the University of Mary Washington” (Ratti, 2010).

Independent t-tests were used in the analysis to determine if there were differences on Likert scale variables. Fischer’s exact test was used to analyze the Yes/No questions of the survey. An alpha of 0.05 was the cutoff for significance.

The next phase after the survey process which includes compilation of results from the surveys was a one on one personal interview. The interview questions were developed before the survey results, and can be found in Appendix C. The personal interview for the research investigated further the trends in the survey results and ensured clarification of some of the responses identified by survey analysis.

ECU professors were approached and approval was received from them to distribute the survey in their classes. The classes where the survey was distributed include ART 1910-Art Appreciation, and ITEC 3292-Industrial Safety. The survey took 10 minutes to fill out and was filled before the class session. The sample is a convenience sample. The East Carolina University IRB limits the total number of students surveyed to 200. These two classes were chosen due to their varying student populations. ART 1910 is a general education class composing of a variety

of major and largely freshmen and sophomores, and a few juniors. ITEC 3292 is a required class for most students majoring in the programs in the Department of Technology Systems. It is composed of mostly juniors and seniors with some sophomores.

The findings from phase one and phase two methods after completion, were harnessed together to show a complete picture of perceptions of safety by East Carolina Students. One-hundred and eighty-eight (188) students responded to the survey. The total number of the two classes was 260 students. Due to absences and non-responsiveness, the overall response was 72.3%.

CHAPTER 4

Results

Of the 188 students surveyed, 56 percent were male and 44 percent were female. In terms of class year, 44.7 percent of students surveyed were freshman, 26.6 percent were sophomore, 15.4 percent were junior and 13.3 percent were senior. The sophomores, juniors and seniors were re-categorized as upperclassman for analysis. Most (93.1%) of the students were between 18-22 years of age. Most (78.2%) of the students were white. When asked their housing, 52.1 percent stayed on campus and 45.7 stayed off campus. Demographics are shown in Table 1.

Table 1: Demographics

Respondents	Frequency	Percent
Male	105	55.9
Female	83	44.1
Total	188	100.0
Class Year		
Freshman	84	44.7
Sophomore	50	26.6
Junior	29	15.4
Senior	25	13.3
Total	188	100.0
Race	Frequency	Percent
White	147	78.2
African American	17	9.0
Hispanic	9	4.8
Mexican American	4	2.1
Asian	6	3.2
Native American	2	1.1
Other	3	1.6
Total	188	100.0

Housing	Frequency	Percent
On Campus Housing	98	52.1
Off Campus Housing	86	45.7
Total	184	97.9

The results of the survey depict that most of the students surveyed have not used most of the campus security services that were on the survey (Table 2). Campus police had the greatest number of students surveyed that had used its services. Campus police had 19.1 percent of students who had used its services. Other campus security services had lower number of students that had used its services.

Table2: Utilization of Campus Security Services (as a percentage of student surveyed)

Which of the following campus security services have you utilized?	Yes	No
Campus Police	19.1	80.3
Livesafe Mobile Application	11.2	87.8
Emergency Phone Service	2.7	95.7
Blue light system	2.1	96.3

The results of the survey depict that most of the students surveyed are afraid they are going to be exposed to robbery (Table 3). 71 percent of students surveyed were

afraid they were going to be exposed to robbery. The next crime the students were afraid they were going to be exposed to is burglary, at 59.6 percent, followed by rape, stalking and dating violence.

Table 3: Crimes students are afraid they are going to be exposed to (as percentage of students surveyed)

Which of the following crimes you are afraid of exposure	Yes	No
Robbery	70.7	28.7
Burglary	59.6	39.9
Rape	39.4	60.6
Stalking	33.5	66.5
Dating Violence	20.2	79.3

Hypothesis 1: There is be a difference in survey responses between males and females.

An independent samples t-test was conducted to compare campus safety perceptions in males and females. There was a significant difference in the scores for males (M= 1.93, SD= 0.64) and females (M= 2.19, SD = 0.63); $t(186) = -2.77, p = 0.006$ ($p < 0.05$). These results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that males were more likely to agree than females that the ECU campus is safe (Question 1).

There was a significant difference in the scores for males (M= 2.27, SD= 0.88) and females (M= 3.19, SD = 0.86); $t(185) = -7.18, p = 0.000$ ($p < 0.05$). These

results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that males were more likely to agree than females that they feel safe being alone on the ECU campus after dark (Question 3).

There was a significant difference in the scores for males ($M= 2.73$, $SD= 1.24$) and females ($M= 1.95$, $SD = 0.99$); $t(186) = 4.68$, $p = 0.000$ ($p < 0.05$). These results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that females were more likely to agree than males that they avoid being alone in certain areas of the ECU campus due to safety concerns after dark (Question 5).

There was a significant difference in the scores for males ($M= 3.15$, $SD= 1.39$) and females ($M= 4.11$, $SD = 1.04$); $t(186) = -5.19$, $p = 0.000$ ($p < 0.05$). These results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that females disagree more than males that the ECU campus will be safer if students were allowed to carry guns (Question 6).

There was a significant difference in the scores for males ($M= 2.21$, $SD= 0.76$) and females ($M= 2.70$, $SD = 0.84$); $t(185) = -4.17$, $p = 0.000$ ($p < 0.05$). These results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that males were more satisfied than females with the lighting on the ECU campus (Question 8).

There was a significant difference in the scores for males ($M= 1.86$, $SD= 0.69$) and females ($M= 2.19$, $SD = 0.85$); $t(185) = -3.00$, $p = 0.003$ ($p < 0.05$). These results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that males were more satisfied than females with the visibility of blue lights on the ECU campus (Question 9).

There was a significant difference in the scores for males (M= 1.98, SD= 0.71) and females (M= 2.36, SD = 0.92); $t(185) = -3.19, p = 0.002 (p < 0.05)$. These results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that males were more satisfied than females with the location of blue lights on the ECU campus (Question 10).

There was a significant difference in the scores for males (M= 2.41, SD= 0.90) and females (M= 2.80, SD = 1.01); $t(184) = -2.76, p = 0.006 (p < 0.05)$. These results suggest that there is a difference in survey responses between males and females. Specifically, the results suggest that males were more satisfied than females with the presence of police officers on the ECU campus (Question 11).

Table 4a. Question means by gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q1Scale	Male	105	1.93	.640	.062
	Female	83	2.19	.634	.070
Q2Scale	Male	104	1.44	.572	.056
	Female	83	1.43	.567	.062
Q3Scale	Male	104	2.27	.884	.087
	Female	83	3.19	.862	.095
Q4Scale	Male	104	3.92	1.068	.105
	Female	82	3.80	1.048	.116
Q5Scale	Male	105	2.73	1.242	.121
	Female	83	1.95	.987	.108
Q6Scale	Male	105	3.15	1.399	.137
	Female	83	4.11	1.036	.114
Q8Scale	Male	104	2.21	.759	.074
	Female	83	2.70	.837	.092
Q9Scale	Male	104	1.86	.689	.068
	Female	83	2.19	.848	.093
Q10Scale	Male	104	1.98	.710	.070
	Female	83	2.36	.918	.101
Q11Scale	Male	103	2.41	.901	.089
	Female	83	2.80	1.009	.111

Table 4b. t-tests for gender

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1Scale	Equal variances assumed	1.018	.314	-	186	.006	-.259	.094	-.444	-.075
	Equal variances not assumed			2.773						
Q2Scale	Equal variances assumed	.013	.911	.102	185	.919	.009	.084	-.157	.174
	Equal variances not assumed			.102						
Q3Scale	Equal variances assumed	.129	.719	-	185	.000	-.924	.129	-1.177	-.670
	Equal variances not assumed			7.178						
Q4Scale	Equal variances assumed	.031	.860	.756	184	.451	.118	.156	-.190	.427
	Equal variances not assumed			.758						
Q5Scale	Equal variances assumed	10.312	.002	4.681	186	.000	.782	.167	.452	1.111
	Equal variances not assumed			4.808						

Q6Scale	Equal variances assumed	12.577	.000	5.199	186	.000	-.956	.184	-1.319	-.593
	Equal variances not assumed			5.380	185.266	.000	-.956	.178	-1.307	-.605
Q8Scale	Equal variances assumed	5.319	.022	4.166	185	.000	-.487	.117	-.718	-.257
	Equal variances not assumed			4.120	167.498	.000	-.487	.118	-.721	-.254
Q9Scale	Equal variances assumed	2.451	.119	3.000	185	.003	-.337	.112	-.559	-.115
	Equal variances not assumed			2.932	156.548	.004	-.337	.115	-.564	-.110
Q10Scale	Equal variances assumed	14.311	.000	3.196	185	.002	-.381	.119	-.616	-.146
	Equal variances not assumed			3.107	151.493	.002	-.381	.123	-.623	-.139
Q11Scale	Equal variances assumed	.633	.427	2.762	184	.006	-.387	.140	-.664	-.111
	Equal variances not assumed			2.729	166.122	.007	-.387	.142	-.668	-.107

Hypothesis 2: There is a difference in survey responses between freshman and upperclassman

An independent samples t-test was conducted to compare campus safety perceptions in freshman and upperclassman. There was a significant difference in the scores for freshman (M= 3.67, SD= 1.20) and upperclassman (M= 4.03, SD = 0.90); $t(184) = -2.29$, $p = 0.023$ ($p < 0.05$). These results suggest that there is a

difference in survey responses between freshman and upperclassman. Specifically, the results suggest that upperclassman were more likely to disagree than freshman that they avoid being alone in certain areas of the ECU campus due to safety concerns during daylight hours (Question 4).

An independent samples t-test was conducted to compare campus safety perceptions in freshman and upperclassman. There was a significant difference in the scores for freshman (M= 3.85, SD= 1.30) and upperclassman (M= 3.36, SD = 1.33); $t(186) = 2.53, p = 0.012 (p < 0.05)$. These results suggest that there is a difference in survey responses between freshman and upperclassman. Specifically, the results suggest that freshman were more likely to disagree than upperclassman that the ECU campus would be more safe if students were allowed to carry guns (Question 6).

Table 5a: Questions means by class

Group Statistics					
	ClassRecoded	N	Mean	Std. Deviation	Std. Error Mean
Q1Scale	Freshman	84	2.08	.715	.078
	Upper Classman	104	2.02	.591	.058
Q2Scale	Freshman	84	1.40	.583	.064
	Upper Classman	103	1.47	.557	.055
Q3Scale	Freshman	84	2.79	1.054	.115
	Upper Classman	103	2.59	.923	.091
Q4Scale	Freshman	83	3.67	1.201	.132
	Upper Classman	103	4.03	.902	.089
Q5Scale	Freshman	84	2.33	1.235	.135
	Upper Classman	104	2.43	1.172	.115
Q6Scale	Freshman	84	3.85	1.303	.142
	Upper Classman	104	3.36	1.329	.130
Q8Scale	Freshman	84	2.43	.896	.098
	Upper Classman	103	2.43	.775	.076
Q9Scale	Freshman	84	1.96	.870	.095

	Upper Classman	103	2.04	.699	.069
Q10Scale	Freshman	84	2.04	.898	.098
	Upper Classman	103	2.24	.760	.075
Q11Scale	Freshman	83	2.52	1.130	.124
	Upper Classman	103	2.63	.816	.080

Table 5b. t-tests for class status

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1Scale	Equal variances assumed	3.675	.057	.673	186	.502	.064	.095	-.124	.252
	Equal variances not assumed			.660	160.493	.510	.064	.097	-.128	.256
Q2Scale	Equal variances assumed	.177	.675	-.732	185	.465	-.061	.084	-.226	.104
	Equal variances not assumed			-.729	174.016	.467	-.061	.084	-.227	.105
Q3Scale	Equal variances assumed	.214	.644	1.338	185	.183	.193	.145	-.092	.479
	Equal variances not assumed			1.320	166.360	.189	.193	.147	-.096	.483
Q4Scale	Equal variances assumed	15.854	.000	- 2.298	184	.023	-.354	.154	-.659	-.050

	Equal variances not assumed			- 2.230	148.755	.027	-.354	.159	-.668	-.040
Q5Scale	Equal variances assumed	.176	.675	-.564	186	.573	-.099	.176	-.447	.248
	Equal variances not assumed			-.561	173.623	.576	-.099	.177	-.449	.250
Q6Scale	Equal variances assumed	.704	.402	2.533	186	.012	.489	.193	.108	.871
	Equal variances not assumed			2.538	179.122	.012	.489	.193	.109	.870
Q8Scale	Equal variances assumed	3.122	.079	.011	185	.991	.001	.122	-.240	.242
	Equal variances not assumed			.011	165.151	.991	.001	.124	-.243	.246
Q9Scale	Equal variances assumed	4.138	.043	-.650	185	.517	-.075	.115	-.301	.152
	Equal variances not assumed			-.635	157.756	.526	-.075	.117	-.306	.157
Q10Scale	Equal variances assumed	.360	.549	- 1.707	185	.089	-.207	.121	-.446	.032
	Equal variances not assumed			- 1.679	163.066	.095	-.207	.123	-.450	.036
Q11Scale	Equal variances assumed	9.895	.002	-.791	184	.430	-.113	.143	-.395	.169
	Equal variances not assumed			-.764	144.872	.446	-.113	.148	-.405	.179

Hypothesis 3: There is a difference in survey responses between white and non-white students.

An independent samples t-test was conducted to compare campus safety perceptions in white and non-white students. There was a significant difference in the scores for white (M= 2.52, SD= 1.24) and non-white students (M= 1.93, SD = 0.91); $t(186) = 2.84, p = 0.005 (p < 0.05)$. These results suggest that there is a difference in survey responses between white and non-white students. Specifically, the results suggest that non-white students were more likely to agree than white students that they avoid being alone in certain areas of the ECU campus due to safety concerns after dark (Question 5).

An independent samples t-test was conducted to compare campus safety perceptions in white and non-white students. There was a significant difference in the scores for white (M= 3.37, SD= 1.35) and non-white students (M= 4.29, SD = 1.03); $t(186) = -4.05, p = 0.000 (p < 0.05)$. These results suggest that there is a difference in survey responses between white and non-white students. Specifically, the results suggest that white students were more likely to agree than non-white students that they feel the ECU campus would be safer if students were allowed to carry guns (Question 6).

Table 6a. Means for whites and non-whites

Group Statistics					
	RaceRecoded	N	Mean	Std. Deviation	Std. Error Mean
Q1Scale	White	147	2.03	.619	.051
	Non White	41	2.12	.748	.117
Q2Scale	White	146	1.48	.578	.048
	Non White	41	1.29	.512	.080
Q3Scale	White	146	2.66	1.020	.084
	Non White	41	2.76	.860	.134
Q4Scale	White	146	3.88	1.056	.087
	Non White	40	3.85	1.075	.170
Q5Scale	White	147	2.52	1.241	.102
	Non White	41	1.93	.905	.141
Q6Scale	White	147	3.37	1.346	.111
	Non White	41	4.29	1.031	.161
Q8Scale	White	146	2.37	.839	.069
	Non White	41	2.63	.767	.120
Q9Scale	White	146	1.96	.713	.059
	Non White	41	2.17	.972	.152
Q10Scale	White	146	2.10	.794	.066
	Non White	41	2.32	.934	.146
Q11Scale	White	145	2.52	.980	.081
	Non White	41	2.80	.901	.141

Table 6b. t-tests, white and non-whites

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1Scale	Equal variances assumed	3.924	.049	-0.827	186	.409	-.095	.115	-.321	.131
	Equal variances not assumed			-.743	56.155	.461	-.095	.128	-.350	.161
Q2Scale	Equal variances assumed	6.313	.013	1.872	185	.063	.187	.100	-.010	.384
	Equal variances not assumed			2.004	71.228	.049	.187	.093	.001	.373
Q3Scale	Equal variances assumed	3.631	.058	-.565	185	.573	-.099	.175	-.443	.246
	Equal variances not assumed			-.621	74.665	.536	-.099	.159	-.415	.217
Q4Scale	Equal variances assumed	.032	.858	.141	184	.888	.027	.189	-.347	.400
	Equal variances not assumed			.140	61.193	.889	.027	.191	-.356	.409
Q5Scale	Equal variances assumed	10.456	.001	2.840	186	.005	.590	.208	.180	1.000
	Equal variances not assumed			3.382	86.386	.001	.590	.175	.243	.937
Q6Scale	Equal variances assumed	9.071	.003	-4.049	186	.000	-.919	.227	-1.366	-.471

	Equal variances not assumed			- 4.698	82.010	.000	-.919	.196	-1.307	-.530
Q8Scale	Equal variances assumed	.126	.723	- 1.815	185	.071	-.264	.146	-.552	.023
	Equal variances not assumed			- 1.909	69.254	.060	-.264	.138	-.540	.012
Q9Scale	Equal variances assumed	12.760	.000	- 1.543	185	.124	-.212	.137	-.483	.059
	Equal variances not assumed			- 1.300	52.672	.199	-.212	.163	-.539	.115
Q10Scale	Equal variances assumed	4.717	.031	- 1.467	185	.144	-.214	.146	-.502	.074
	Equal variances not assumed			- 1.340	57.250	.186	-.214	.160	-.535	.106
Q11Scale	Equal variances assumed	1.236	.268	- 1.689	184	.093	-.288	.170	-.624	.048
	Equal variances not assumed			- 1.770	69.101	.081	-.288	.162	-.612	.036

Hypothesis 4: There is an association between gender, class, housing, race, and their perception of campus security services.

As shown in Table 7 the p value from Fishers exact test was equal to 0.04 meaning it was significant ($p < 0.05$). The females (17.1 %) used the Livesafe mobile application more than the males (6.7 %).

As shown in Table 7 the p value from Fishers exact test was equal to 0.04 meaning it was significant ($p < 0.05$). Freshman (16.9%) used Livesafe mobile application more than the upper classman (6.8%).

Hypothesis 5: There is an association between gender, class, housing, race, and their perceptions of crime they are afraid of exposure.

Females (80.7%) are more afraid of exposure to rape than males (6.7%). The p value from Fishers exact test was equal to 0.00 meaning it was significant ($p < 0.05$).

Females (81.7%) are more afraid of exposure to robbery than males (62.9%). The p value from Fishers exact test was equal to 0.006 meaning it was significant ($p < 0.05$).

Females (39%) are more afraid of exposure to dating violence than males (5.7%). The p value from Fishers exact test was equal to 0.00 meaning it was significant ($p < 0.05$).

Females (61.5%) are more afraid of exposure to stalking than males (11.4%). The p value from Fishers exact test was equal to 0.00 meaning it was significant ($p < 0.05$).

Freshman (55%) are more afraid of exposure to rape than upper classman (27%). The p value from Fishers exact test was equal to 0.00 meaning it was significant ($p < 0.05$).

Freshman (46%) are more afraid of exposure to stalking than upper classman (23%). The p value from Fishers exact test was equal to 0.001 meaning it was significant ($p < 0.05$).

Non-whites (51%) are more afraid of exposure to stalking than whites (29%).

The p value from Fishers exact test was equal to 0.01 meaning it was significant (p<0.05).

On campus housing students (49%) are more afraid of exposure to rape than off campus housing students (28%). The p value from Fishers exact test was equal to 0.004 meaning it was significant (p<0.05).

On campus housing students (41%) are more afraid of exposure to stalking than off campus housing students (24%). The p value from Fishers exact test was equal to 0.02 meaning it was significant (p<0.05).

Table 7: p values from Fishers exact test.

Measures	Gender				p	Class				p	Housing				p
	Females		Males			Freshman		Upper class			On campus		Off campus		
	N	%	N	%		N	%	N	%		N	%	N	%	
Experiences of security services															
Livesafe mobile application	14	17.1	7	6.7	.04	14	16.9	7	6.8	0.04					
Fear of crimes															
Rape	67	80.7	7	6.7	.00	46	55	28	27	.00	48	49	24	28	.004
Robbery	67	81.7	66	62.9	.006										
Dating violence	32	39	6	5.7	0.00										
Stalking	51	61.5	12	11.4	0.00	39	46	24	23	.001	40	41	21	24	0.02

Note: N is frequency for the Yes group; % is for the Yes group

The values in table 7 were shown in a graph. Figure 1 below displays for gender the fear of crime- % that responded Yes. Looking at the graph it is observed that females view the campus as less safe when compared to males

Figure 1: Fear of crime for gender- % that responded YES

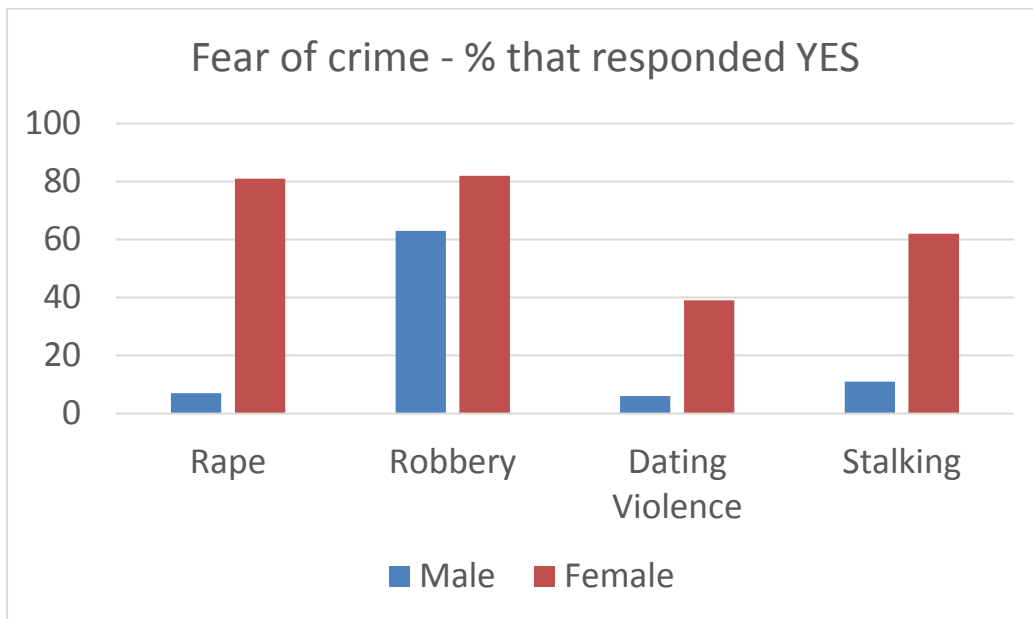


Figure 2 below displays for class the fear of crime- % that responded Yes. Looking at the graph it is observed that freshmen view the campus as less safe when compared to upperclassmen.

Figure 2: Fear of crime for class- % that responded Yes

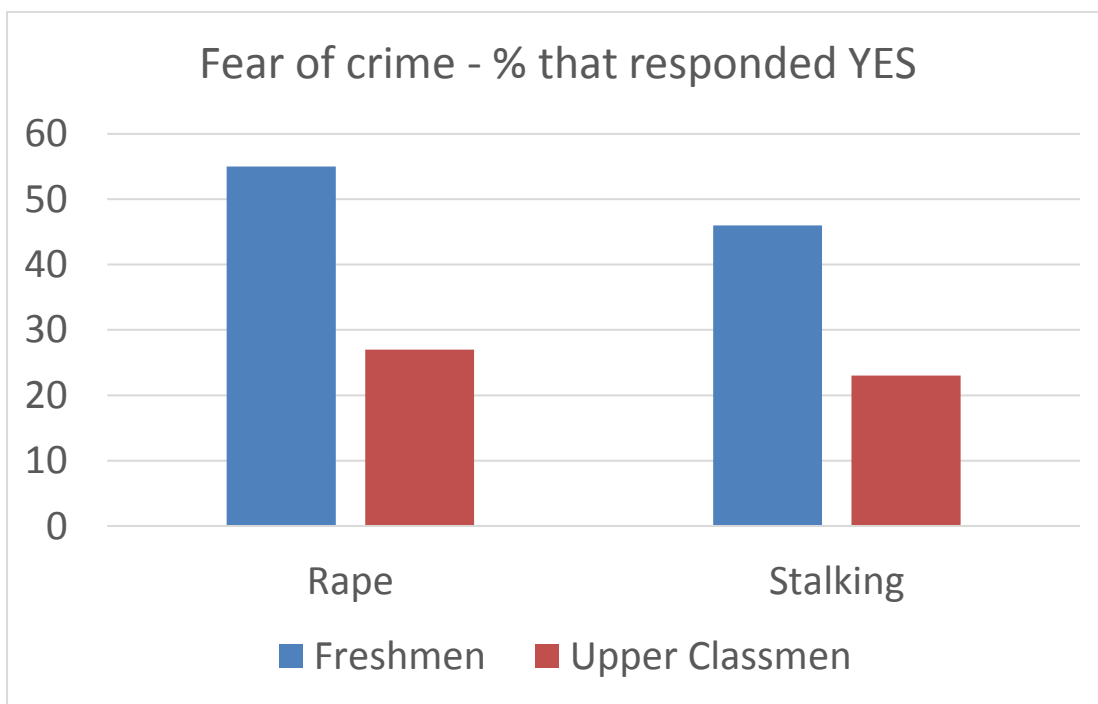
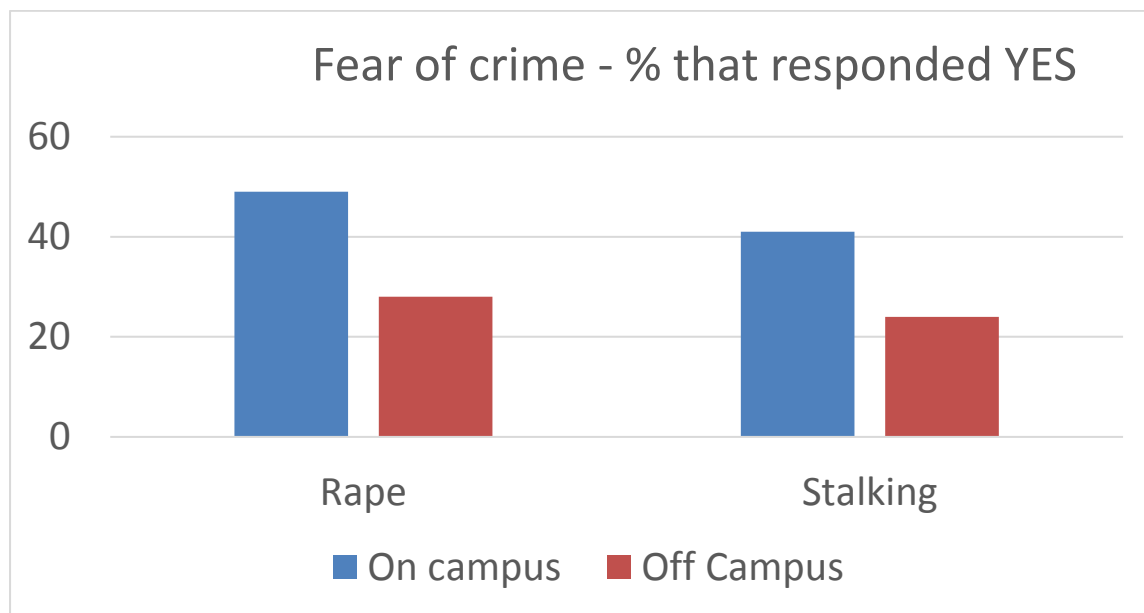


Figure 3 below displays for housing the fear of crime- % that responded Yes. Looking at the graph it is observed that on campus housing students view the campus as less safe when compared to off campus housing students. This result is related to the one for figure 2 above because freshmen mostly live on campus.

Figure 3: Fear of crime for Housing- % that responded Yes.



Interview Results

After finishing the survey phase, the interviewing phase was started. Participants self-selected themselves from the paper survey to be interviewed. A total of 2 interviews were completed, both with females. One of those interviewed was a freshman and the other a senior. One stayed in an ECU apartment while the other was a commuter student.

The interview results support the survey responses. The two interviews were short and concise, each interview was about 15 minutes. Participants interviewed said they believe that the ECU campus is a safe campus. One of the females interviewed said she feels safer on the ECU campus during the day than at night because there is poor lighting at night. None of the people interviewed had ever used

the campus security services although they were aware of the services offered. The students interviewed said that the campus security services meet the needs of students because there is a range of services offered and the services are always available. The female that lived in the ECU apartments said she had an experience on campus in which she felt unsafe. This experience occurred during the fall semester 2016. What happened was that there was a stalker following her around her dorm. She managed to escape the stalker by using her wits. The two students interviewed were asked if they noticed any changes or trends in campus safety or security services throughout their time at ECU. One of them said that she had noticed more interaction of students with the ECU police and that there needs to be more police on campus. The other had not noticed any changes but suggested that there needs to be more blue lights on campus.

CHAPTER 5

Conclusions

It can be understood from the results that students generally believe that ECU is a safe campus. The perception of the students that the ECU campus is safe may be because of the low number of reported cases. According to the ECU 2016 Annual Security Report on main campus crime statistics, in 2015, there were 17 incidents of rape, 3 incidents of robbery, 12 incidents of burglary, 13 incidents of dating violence, and 3 incidents of stalking on campus (Annual Security and Fire Safety Report, 2016). The results of the survey and interview show that few students use the campus security services, such as the campus police, blue light system, emergency phone service and livesafe mobile application. It can be understood from the interview that students are aware of the services offered. The fact that the campus is perceived as being safe shows that students do not use the campus security services. This is similar to the study done by Ratti in which students of the University of Mary Washington viewed their campus as being safe and therefore few students used the campus security services (Ratti, 2010). The Ratti study simply described the percentages and results of the survey. This study went beyond the Ratti study by using statistics to analyze the difference in perceptions about campus safety among the various group (i.e., gender, class standing, etc.).

Although, students perceive the ECU campus as a safe campus and there were low number of crime. It is important that the ECU administration should invest more in campus safety in other for the campus to be safer. The people interviewed suggested that there should be more police on campus, more blue lights and also that the police should be more vigilant. The school administration should always

adhere to the stipulation of the Jeanne Clery Act. Students should be responsible and should not participate in crime or violence on campus. Further research should be done to determine faculty and staffs' perception of safety in campus especially at ECU. This is important because ECU should not lose its faculty and staff due to safety concerns.

Limitations

Although the study was completed and there were great results, there were limitations of the experiment. If the limitations were tackled before starting the experiment the results would have been more outstanding. It is important to learn from the limitations so that future studies could be improved.

One of the limitations is that only 188 students were surveyed, and this is so because the Institutional Review Board allowed for a maximum of 200 students to be surveyed. Also, majority (93.1%) of the students surveyed were between 18-22 years of age. This showed the results in relation to younger adults and not older adults. Another limitation was that most (78.2%) of the students surveyed were white, this means that other people of different racial origins were not as involved in the research. Another issue was that only two people agreed to be interviewed even though it was expected that more people would give their approval for interview.

It is important for the limitations of this study to be considered to avoid repeating them in future studies. To ensure more accurate results, more people should be surveyed and interviewed. Also, more students older than the age group of 18-22 years should be surveyed and there should be other people of different racial origins more involved in future studies.

Future Research

This study describes current undergraduate students' views of campus safety at East Carolina University. Future research should seek to explore and describe other stakeholder's perception of campus safety. This would include focusing on faculty and staff, parents of prospective and current students, and visitor's to campus such as those considering ECU for school or here for University sponsored functions. An intervention or longitudinal study could also be performed by measuring freshmen perceptions and then again in four years as they graduate to determine if their perceptions have changed and/or if major safety improvements made in their four-year experience has impacted their view.

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Appendices

Appendix A. IRB Approval Form



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building- Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office 252-744-2914 · Fax 252-744-2284 · www.ecu.edu/irb

Notification of Exempt Certification

From: Social/Behavioral IRB
To: [Temitope Oluwajana](#)
CC: [Michael Behm](#)
Date: 1/12/2017
[UMCIRB 16-002148](#)
Re: STUDENTS PERCEPTION OF SAFETY IN CAMPUS VIS A VIS CRIME AND VIOLENCE – A CASE STUDY OF ECU.

I am pleased to inform you that your research submission has been certified as exempt on 1/12/2017. This study is eligible for Exempt Certification under category #2 .

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The UMCIRB office will hold your exemption application for a period of five years from the date of this letter. If you wish to continue this protocol beyond this period, you will need to submit an Exemption Certification request at least 30 days before the end of the five year period.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

Study.PI Name:
Study.Co-Investigators:

Appendix B: Survey Questions

SURVEY OF STUDENT SAFETY PERCEPTION

You are being invited to participate in a **research** study titled “Students Perception Of Safety In Campus Vis A Vis Crime And Violence – A Case Study Of ECU”. being conducted by Temitope Oluwajana A., a student at East Carolina University in the Technology Systems department. The goal is to survey 200 East Carolina University Student individuals aged 18 or older in/at the East Carolina University Campus. The survey will take approximately 10 minutes to complete. It is hoped that this information will assist us to better understand safety issues that college student face. The survey is anonymous, so please do not write your name. Your participation in the research is **voluntary**. You may choose not to answer any or all questions, and you may stop at any time. There is **no penalty for not taking part** in this research study. Please email Temitope Oluwajana at oluwanat15@students.ecu.edu for any research related questions or call the Office of Research Integrity & Compliance (ORIC) at 252-744-2914 for questions about your rights as a research participant.

Please read each statement and answer by selecting the appropriate option.

Section A. Student Demographic Characteristics

- 1. Gender Female..... (2) Male..... (1)
- 2. Class year Freshman(1) Sophomore..... (2) Junior.....(3)
Senior.....(4)
- 3. Age 18 – 22 (1) 23 - 27..... (2) 28+..... (3)
- 4. Racial Origin White..... (1) African-American..... (2) Hispanic..... (3)
Mexican American..... (4) Asian..... (5) Native American..... (6)
Other..... (7)
- 5. Current housing location On campus housing..... (1) Off campus
housing..... (2)

Question 1 – 6 ask about your personal believes concerning safety on ECU campus. Please fill in the circle which corresponds with your response.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In general, I believe that this campus is safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe being alone on campus during daylight hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe being alone on campus after dark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoid being alone in certain areas of campus due to safety concerns during daylight hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I avoid being alone in certain areas of campus due to safety concerns after dark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the campus will be more safe if students were allowed to carry guns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 7 ask about your experiences concerning ECU security services. Please fill in the circle which corresponds with your response.

Which of the following campus security services have you utilized?

	Yes	No
Campus Police	<input type="radio"/>	<input type="radio"/>
Blue light system	<input type="radio"/>	<input type="radio"/>
Emergence Phone Service	<input type="radio"/>	<input type="radio"/>
Livesafe Mobile Application	<input type="radio"/>	<input type="radio"/>

For question 8 – 11, please rate the following security service by filling the circle which corresponds with your response.

	Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisfied
Lighting on Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visibility of blue lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location of blue lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presence of Police officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 12 ask about what crime you are afraid you were going to be exposed to. Please fill in the circle which corresponds with your response.

12. Which of the following crimes you are afraid of exposure?

	Yes	No
Rape	<input type="radio"/>	<input type="radio"/>
Robbery	<input type="radio"/>	<input type="radio"/>
Burglary	<input type="radio"/>	<input type="radio"/>
Dating Violence	<input type="radio"/>	<input type="radio"/>
Stalking	<input type="radio"/>	<input type="radio"/>

NAME: Tope Oluwajana, E-Mail Oluwajanat15@students.ecu.edu. If you feel comfortable at end of survey to take a 10 min interview contact me.

Appendix C: Interview Questions

Interview Questions

Section A. Student Demographic Characteristics

1. Gender Female..... (2) Male..... (1)
2. Class year Freshman (1) Sophomore..... (2) Junior..... (3)
Senior..... (4)
3. Age 18 - 22..... (1) 23 - 27..... (2) 28+..... (3)
4. Racial Origin White..... (1) African-American..... (2) Hispanic..... (3)
Mexican American..... (4) Asian..... (5) Native American..... (6)
Other.....(7)
5. Current housing location on campus housing..... (1) Off campus
housing.....(2)

1. Have you ever had an experience on campus in which you felt unsafe?
When? Where? What happened?
What about the experience made you feel unsafe?

2. Are there specific locations on campus where you feel unsafe or uncomfortable?
What factors contribute to you feeling unsafe? Physical features?

3. Have you ever used any campus security services?
Are you aware of the services offered?
Did you find the service to be effective?
Did you feel safer or more comfortable after using the service?
Do you believe that the service offered meets the needs of students? Why?
How could these be improved?

4. Do you feel a difference in your level of safety during daylight hours versus after dark?
Do you behave differently during daylight hours versus after dark?
Do you avoid areas of campus or travel differently after dark?

5. Do you believe that this is a safe campus?

6. Have you noticed any changes or trends in campus safety or security services throughout
your
time here?

7. Are you a ECU Apartments or commuter student?

Commuters:

Do you believe commuting to campus poses any additional safety concerns?
Have you always lived off campus?
Have your perceptions of safety changed at all since moving off campus?

Residential – ECU Apartments:

Have you ever used the services of the campus police?

Did this incident occur at or in the vicinity of the ECU Apartments?

Have you ever noticed any strange activity around the ECU Apartments?

Has anything about living in the ECU Apartments ever made you feel unsafe?