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The Effects of Students' Perceptions of Campus Safety and Security on Student Enrollment

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THE EFFECTS OF STUDENTS' PERCEPTIONS OF CAMPUS SAFETY AND SECURITY

ON STUDENT ENROLLMENT

A dissertation submitted to
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by
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Approved by
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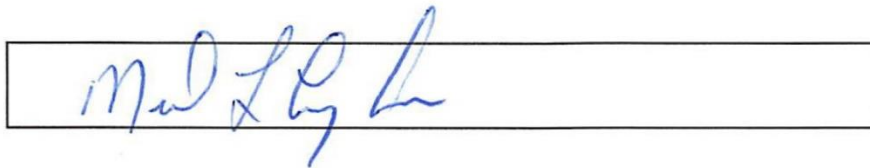
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Marshall University. With my signature, I approve the manuscript for publication.

Project Title: The Effects of Student Perceptions on Campus Safety and Security on Student Enrollment

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DEDICATION

God has truly blessed me with a wonderful family which has given me their never-ending support throughout my educational journey. I would like to dedicate this dissertation to my wife Jessica and our four children, Lauren, Andrew, Ellen and Gwinn for their support and understanding while I spent many evenings and weekends consumed in assignments. I would also like to thank Jessica for encouraging me to return to college several years after the completion of my bachelor's degree.

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ABSTRACT

The purpose of this research was to determine whether student enrollment is affected by the student perception of campus safety and security when choosing a college. As the competition for students increases among higher education institutions, it is important for higher education administrators to know how to effectively present their respective institution and all of its attributes to prospective students. The targeted sample for this study was freshmen from a regional university in the mid-eastern states who are enrolled in new student seminar classes. The research questions were designed to provide information regarding the extent to which the perceptions of safety and security on a college campus affect the decision(s) of an incoming student.

CHAPTER 1

INTRODUCTION

Recent events of campus violence illuminate the ever-growing awareness of the risks and threats present on a college campus. All of the nation's higher education campuses have either been directly or indirectly affected by the recent, man-made tragic events such as the shootings at Virginia Tech, Northern Illinois University, Purdue University, and the University of Texas-Austin. Non-violent events such as alcohol-related deaths, date rape, dormitory fires, and drug-related deaths are also further affecting the overall perception of campus safety. These types of events continue to increase and gather massive amounts of media attention which is affecting the image of a safe college campus where students could live and learn.

These tragic events which have been occurring on the nation's higher education campuses in recent years have influenced the decision-making process for many prospective students and their parents. The factors involved in the college decision-making process historically consisted of academics, athletics, location, cost, and social activity offerings, but this increase in the perceived risk has caused safety and security to receive much more attention. The matter of choosing a college to attend is not quite as simple as it once was as prospective students and their parents are considering more closely the variables of safety and security.

Today's colleges and universities are faced with many challenges in the attempt to provide a campus which is safe and secure. The college campus has traditionally been known as a safe haven for students, but recent tragic events have left the leaders of higher education with the challenges of preparing for tragedies that could happen on their campuses. Mental health issues have also continued to become more prevalent in society and are often displayed in the

students on today's college campuses. Research from those with strong student-life

administration backgrounds indicate many students are dealing with family issues, returning

from active duty, dealing with relationship issues, or peer pressure which is causing them to seek

violence as a solution (Hemphill & LaBanc, 2010).

Parents play an important role in their children's college decisions. Parental perceptions

and the interrelated roles of parents, students, high school counselors, and admissions

representatives have also been identified as influencing factors in the final decision of which

higher education institution to attend. A recent study found the five main factors which

influenced parental perceptions were location, area of emphasis, campus safety, campus

environment, and campus size. The level of parental involvement was found to be contingent

upon the parents' amount of education or cultural capital and the extent to which they provided

encouragement and motivation to the children early in their lives. Parents were found to rely

heavily upon the institutions' websites for information regarding the safety of the institutions.

This research shows parents are involved in the overall decision for many different reasons, but

ultimately for their children's safety (Lord Thomas, 2003).

Background

Our nation's college campuses have historically been places where parents will send their

teenagers to gain educational and social experiences which will help them develop into self-

sufficient adults. Parents expect their children to experience social differences, cultural

differences, peer pressures, academic challenges, and relationship issues, but no parent wants to

send their children to a campus where they will be exposed to an act of violence. Attributes of a

college campus such as sports programs, academic programs, campus activities, or student

groups are generally easy to find, but it has not always been as easy to find information regarding criminal and violent activity on campus.

The extensive news coverage these tragic events receive makes them well-publicized and serves as a warning sign to prospective students. Violent content in the media can lead those who are in a relatively safe and healthy population to perceive life as dangerous and scary (Altheide & Michalowski, 1999). The results of this research will certainly be beneficial to higher education institution leaders as they attempt to present and provide a safe campus to prospective students.

A particular event in which a female Lehigh University student, Jeanne Clery, was accosted in her sleep, assaulted and murdered in her residence hall brought attention to colleges and universities minimizing and failing to report crimes on their campuses. As a result of this tragic and horrifying event, her parents became deeply committed to increasing campus safety and found there had been 38 violent crimes committed on the campus of Lehigh University in the three previous years. Yet none of them had been reported to the students. The lawsuit filed by Jeanne Clery's parents forced the university to invest over $1,000,000 toward the extensive improvements of campus safety, including the installation of emergency call boxes, student transportation services after dark, and increased lighting improvement. As a result of the Clery's efforts, one of the most substantial pieces of legislation related to higher education campus safety was introduced. The Clery Act of 1990 was established, which would require most public and private colleges and universities to publicly disclose information about criminal activity.

The enactment of this legislation created a mechanism of reporting which would place the responsibility on the higher education institution to accurately report criminally-related activity which occurred on or near their campuses. This legislation has been amended since its inception in order to more accurately portray how safe the campus really is. The Clery Act

requires colleges and universities to publish an annual report which documents the latest three years of campus crime statistics, including security policies and procedures as well as the basic rights of victims of sexual assault. This annual report must be made available to all current students and employees, and all prospective students and employees must be made aware of the existence of the report and be given a copy upon request. Higher education institutions which have a police or security department are further required to maintain a public crime log and a campus-housing fire log in which criminal events and fires in on-campus residential facilities must be entered within two days of the occurrence. The types of crimes which must be reported are criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, hate crimes, and arson. Institutions are also required to report statistics regarding any arrests or referrals for campus discipline related to liquor law violations, drug law violations, or illegal weapons possession (Clery Center, 2012).

Higher education institutions are also required to issue timely warnings regarding any Clery Act crimes which are considered as a serious threat to the campus community of students and employees. The U.S. Department of Education reserves the right to monetarily penalize any college or university which does not notify its students in a timely manner and employees of an emergency as defined by the Clery Act. Higher education institutions are also required to test the emergency notification system annually, and the procedures which allow individuals to enroll in an emergency notification plan must be made readily available to all students and employees.

Internal and external communication has been shown as an essential part of how safe a student feels on campus. This required reporting through the Clery Act has generated research which has shown that news media reports and excessive e-mails regarding crime on campus contribute to a decreased feeling of safety. There is a fine line between giving the campus

community too much information and controlling the release of information. The controlled release of information in order to portray a safe campus community could result in a decreased level of awareness for campus crime (Hollis, 2010). Many higher education administrators may have a fear of creating a less marketable image of their institutions by reporting all criminal activity as defined by the Clery Act and would therefore present a false image of their institutions. The failure of Pennsylvania State University leadership to report multiple occurrences of sexual misconduct performed on campus by defensive line coach Jerry Sandusky was one of the largest scandals our nation's higher education institutions have experienced. The leaders were covering up this coach's crimes in fear of the negative impact the university would receive if this information were revealed. This longtime cover-up was revealed as victims came forward to tell of their sexual abuse. The university's image and longtime heralded football program were severely affected as Sandusky was convicted of 45 counts of sexual abuse (Padilla and Thoroughgood, 2013).

Students sometimes feel reluctant to report crimes on campus because they are uncertain of how the campus security personnel will handle the information. In order to prevent any negativity regarding the handling of a crime, some will choose not to report the information. The reluctance to report crimes or dangerous situations on campus is oftentimes an indicator of a lack of a supportive safety culture. An open and proactive approach to identifying and mitigating risks is crucial to building a safety culture in which members' perceptions are positive (Beard, 2010).

Many higher education leaders have recognized the importance of implementing campus safety policy and activities in order to improve the safety of their campus communities. The Virginia Polytechnic Institute and State University (Virginia Tech) tragedy caused nearly all

institutions to develop or revise an emergency management plan and train their faculty, staff and students on the protocol for each emergency situation. Campuses recognized the need for improved safety and security measures in order to prevent and prepare for emergency situations. Institutions have taken action to provide better resident housing security, provide more police presence on campus, provide more security information available to students, offer self-defense classes to students, provide more safety phones on campus, and offer police escorts to students on campus after dark. These colleges and universities were found to be shifting their emphasis of safety from a reactive and insular approach to more of a proactive and collaborative approach (Jackson, 2009).

In addition to administration-based initiatives, students should also take an active role in the participation and promotion of the safety of their communities. Many higher education leaders believe college campuses should encourage their students to become more community-oriented in order to promote and foster a safer society as well as becoming more involved in celebrating the dignity of each fellow individual person. Administrators should create more programs which involve the engagement of students with one another to help foster relationships and social acceptance. A campus culture that has been shown to promote the overall good in the community can be a contributing factor to the safety climate of a university campus (Zuckerman, 2010).

There are certain identified variables that contribute to the overall student perception of safety on a college campus. A research study performed within the Virginia Community College system explored the student perception of safety by identifying the type of crime students most feared and the areas in which they felt the least safe. The variables studied included student demographics, the presence and type of security personnel, and the rural setting of the campus.

Part-time students were found to have a higher fear level on the community college campus than the full-time student. This level of fear identified in part-time students was associated with the contributing factors of an older age student because they are generally attending class at night. Community colleges should strive to design their campuses with crime prevention strategies in mind. Campus security should be a visible presence on well-lighted campuses (Patton, 2010).

The negative effects of certain campus or community crises have also been identified as influencers in the college enrollment choice made by students. Many students have reported that the timing of the actual crisis during the enrollment year likely played a key role in the outcome. Prospective students and parents also have expressed the importance of the institution having a campus crisis management plan in place in the event of an emergency. Research has indicated prospective students were more comfortable with an institution which openly shared their information regarding safety and security (Kelsay, 2007).

This rapid growing electronic era in which information is easily accessible makes the college decision process more manageable for prospective students and their parents. Questions which used to require a trip to the campus and meetings with different departments can now be answered simply by logging onto the university website. There are also websites which are independent from any higher education affiliation providing valuable information about the safety of college and university campuses. *The Daily Beast* is a website which provides information in relation to the criminal activity reported publicly as required by the Jeanne Clery Act and also has provided detailed information on America's 25 most crime-rattled colleges (Daily Beast, 2014). Similarly, *Campus Firewatch*, which has been operational since 2000, is another independent website which provides information about fires that have occurred on or near any college campus (Comeau, 2014).

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The variables that have been identified herein have the potential to affect the decision made by prospective students and their parents in regard to which college or university they will attend. The noticeable trend of progression displayed in the development of legislation, increased media attention, and the increasing popularity of websites to monitor the safety of our nation's college campuses indicates that safety and security are ever-increasing components in the college decision-making process. Higher education institutions are competing with each other for the interest of prospective students. The results of this study will provide beneficial information to higher education administrators as they determine how they can best provide increased confidence about the safety and security of their campus to prospective students and parents.

Problem Statement

Colleges and universities are faced with the challenges of providing a campus environment which is safe and secure. The Virginia Tech shootings of 2007 and the 2008 Northern Illinois University shootings have forever affected how higher education institutions will strive to provide an environment which will be a safe haven for its students, faculty, and staff. The college campus has traditionally been known as a safe haven for students, but these tragic events have left the leaders of higher education with the challenges of preparing for tragedies that could happen on their own campuses. The purpose of this research was to determine whether student enrollment is affected by the student perception of campus safety and security when choosing a college.

Research Questions

1. What effect, if any, does the urban /rural nature of the campus have on students' perceptions of campus safety?

2. What effect, if any, does the demographic make-up of the student body have on the student perceptions of campus safety?

3. What role, if any, does the student perception of campus security have in the student's choice of college?

4. What effect, if any, does the level of security/police presence on the university campus have on the student perceptions of campus safety?

Methods

The variables in this research study were the student perception of campus safety and security and student enrollment. The variables have been measured by developing a survey to be delivered to college freshmen analyzing the particular variables involved in their decision-making process in choosing a college or university. The study has utilized a quantitative research method to analyze whether student enrollment was affected by the students' perceptions of safety. Freshman students were given a survey which was designed to identify whether and/or how their perceptions of safety influenced their overall decision to attend the college of choice. These surveys were administered in cooperation with a required freshman seminar for better participation.

Operational Definitions

The urban/rural nature of the campus will be determined by the population per capita of the town in which the campus is located in.

The student perceptions of campus safety will be defined as responses to items on the survey which will describe different levels of comfort or discomfort in relationship to safety.

The demographic make-up of the student will be defined as results from the survey which will describe the demographic characteristics of the students.

The student perception of campus security will be defined as responses to items which will describe the different levels of comfort or discomfort in relationship to security.

CHAPTER 2

REVIEW OF LITERATURE

One of the most exciting yet intimidating times for a young adult is to leave home to live and study on a college campus. Every year many young men and women leave the comforts of a home where their parents have supplied things to meet their essential needs and governed every day of their lives to go live on a college campus with the ultimate responsibility for their own survival and success. These new college students are finally granted the freedom they have been waiting for their whole lives, but many are not disciplined enough to accept the responsibility which comes along with the freedom. Many new college students struggle with how to effectively manage their time as they are faced with a new level of major academic challenges along with challenges of adapting to a whole new society.

Although the college campus has traditionally been recognized as a safe haven for young adults obtaining an education, the occurrence of violence on or near a college campus is definitely not a new development. Violence has displayed itself in many different fashions on college campuses since the beginning of higher education. Many college students residing on campuses are in the stage of their lives when they are away from the direct authority of their parents and are vulnerable to the consequences of their own poor decisions. Some will make the adjustment sooner than others to the college environment and find a way to become responsible and successful academically and socially. It may take others a little longer to part from their new-found freedom from parental accountability as they try to adapt to the college environment. The college experience is not a success for all students as they may become victims of poor experimentation.

Crimes on the College Campus

College campuses are most often portrayed as safe havens for students, but have played host to students who have experienced some sort of criminal activity. Our nation's college campuses are primarily comprised of teens and young adult students ranging in ages of 18-24. Most of these students in this age group are experiencing freedom from their parents and have their own sense of responsibility for the first time in their lives. This transition period from youth to adulthood can be difficult for some students and can ultimately result in experimenting in criminal activity which affects not only themselves, but others around them.

Alcohol has historically been one of the main contributors to crime and violent activity on the college campus. Although there have been decades of research, thousands of campus task force initiatives formed, and millions of dollars spent on the prevention of college drinking, it still remains a prevalent problem on the college campus today. According to the National Institute on Alcohol Abuse and Alcoholism, more than 1,800 students die each year from alcohol-related causes. There are an additional 600,000 who are injured each year and another 100,000 who have become victims of alcohol-related assaults (National Institute on Alcohol Abuse and Alcoholism, 2014).

There are clear and direct connections among alcohol, drugs and crime. Research indicates 95% of all violent crime on college campuses involves the use of alcohol by the assailant, victim or both (National Council on Alcoholism and Drug Dependence 2015). Even though a college student may not be a drug or alcohol user, one can certainly become a victim of an alcohol- or drug-related crime. Historically, heavy drinking is not new to college campuses, but has been a problem on campuses for over 30 years (Ashburn and Lipka, 2011).

Aside from the actual time spent studying outside of class, alcohol consumption is the most significant predictor of a student's grade point average (Grasgreen, 2011). Students often get involved with alcohol use in the social arena as they experiment with ways to become accepted and make new friends. Although many young college students consider college drinking to be normal and just a temporary part of their lives, many often fail to recognize there are associated risks which may affect their academic success and ultimately affect the rest of their lives. Ultimately, the effects of alcohol use have many more negative outcomes, such as students experiencing higher levels of antisocial behavior, lower academic performance and GPAs, and simply drinking to get drunk rather than experiencing enhanced social relationships (Porter & Pryor, 2007). A recent study which involved nearly 42,000 college students who engaged in drinking three to four times in a two-week period had lower GPAs than those students who did not. The results showed the more one drinks, the less time is spent on academics (Porter & Pryor, 2007).

Sexual assaults on campus have been a problem which has plagued campuses for many years. The use of alcohol is a very common contributing factor in over 90% of acquaintance rapes and sexual assaults on campus by the assailant, victim or both (Cantalupo, 2009). High numbers of sexual assaults on campus are mainly attributed to student populations comprised primarily of young singles who are engaged in regular occurrences of underage drinking. Although many campus sexual assaults go unreported due to the victims' fear they will not be believed or will experience a lack of support, summaries of many accounts indicate one out of every five female college students will be sexually assaulted (Cantalupo, 2009).

Crime is a reality on the college campus which students will have to deal with. Other crimes on campus include, but are not limited to, burglary, vehicle theft, vandalism, battery,

harassment, fraud, possession of a weapon and disorderly conduct. Although these types of

criminal activities exist on the college campus, there have been other significant events which

have occurred on our nation's college campuses which have gathered attention around the world

and have prompted many different sorts of responses.

Events Which Have Threatened the Safe Image of our College Campuses

At least three events have occurred since 2005 to increase concerns for campus safety.

These were the massacre at Virginia Tech University, the shooting at Northern Illinois

University in 2008, and the effects of Hurricane Katrina in 2005.

The Virginia Tech Massacre of 2007

The deadliest shooting incident by a single gunman in United States history occurred on

the campus of Virginia Tech University on April 16, 2007. This shooting was executed by a

senior student, Seung-Hui Cho, who killed 32 people and wounded 17 others in two separate

attacks before committing suicide by a self-inflicted gunshot (Virginia Tech University, 2011).

The violent activity began around 7:15 am when Cho, a 23-year-old senior majoring in

English at Virginia Tech, entered a campus university dormitory and shot a female freshman and

a male resident and then fled the building. Campus police arrived soon on the scene and their

initial investigations led them to pursue the boyfriend of the murdered female freshman as it

appeared to be an isolated domestic violence incident. It was just a short time after the initial

shootings when the campus police received word at 9:45 a.m. that Cho had entered a campus

classroom building and initiated an attack. Cho was armed with a 9-millimeter handgun, a 22-

caliber handgun and hundreds of rounds of ammunition when he entered the classroom building,

chained and locked the main entrance doors and moved from classroom to classroom shooting

people. His 10-minute classroom building assault on these students and faculty resulted in the

killing of 30 people and the wounding of 17 others before he killed himself. All actions in total, Cho was responsible for the killing of 27 students, five faculty members, and the injuring of 17 others (Virginia Tech University, 2011).

It did not take the police force long to link these two isolated shooting incidents together which the campus of Virginia Tech had experienced on this day. The investigations revealed none of the victims had actually been targeted by Cho, but that Cho had suffered with mental illness for quite some time. Several professors revealed they had been somewhat concerned and troubled by some of his writings in his classes which indicated he harbored a lot of anger and aggression toward others who seemed to be more fortunate than him. He did not have any close friends, but many students who were acquainted with him made mention of his classroom silence and classroom work which was very dark and negative.

A couple of days after the shootings on April 18, NBC News received a package of materials which Cho had actually taken the time to mail from a local post office between his first and second shooting attacks. Cho wanted the world to know he had planned these attacks by providing photos of himself modelling with his handguns along with 27 videos which contained his rants on many things such as his hatred for "rich kids" and "wealthy brats." He stated in this video, "You forced me into a corner and gave me only one option." "You loved inducing cancer into my head, terror in my heart and ripping my soul all this time" (Virginia Tech University, 2011). These videos and pictures supported Cho's impaired mental reasoning which led to his actions on the campus that day.

Higher education institutions across the world took notice of this horrific event and realized the image of the college campus had been forever tarnished. The administration of Virginia Tech University received criticism regarding their lack of notification to their campus

community throughout the incident. It wasn't until 9:26 a.m. that a vague message went out about the dormitory shooting which did not provide any information regarding whether there were any deaths or if the suspect was still at large (Virginia Tech University, 2011). Students and parents voiced their opinions concerning the lack of communication and the need for a better system of communication for campus emergencies directly to the administration and through the press.

Northern Illinois University Shootings of 2008

The campus of Northern Illinois University located in DeKalb, Illinois, suffered the tragedy of a campus shooting on February 14, 2008. This university, which has a student population of 25,000, had heard of the recent tragic shootings at Virginia Tech and had even implemented some response plans as many institutions did, but they were unsuspecting of the event which occurred there that day. In the middle of the afternoon on that cold February day, a former student, Steven Kazmierczak, age 27, entered a large auditorium lecture hall where approximately 120 students were in an oceanography class, and began firing into the crowd of students. He began by shooting six rounds from a shotgun and then by shooting 48 rounds from a 9mm pistol. There were six people killed including the shooter, who killed himself and injured another 19 people with gunshot wounds (Northern Illinois University, 2008).

Steven Kazmierczak's motives can only be speculated since he did not leave a suicide note, but his life had a history of mental illness documented back into his high school days. He had battled mental illness which had become very evident in his mid-teen years. He had attempted to commit suicide nine different times before his eighteenth birthday and continued with failed attempts after his high school graduation, compelling his parents to commit him to a mental health institution for some professional assistance. His mental illness was affecting his

family relationships, especially with his mother and sister as he became more hateful and aggressive with them. He had several failed attempts at holding down jobs as he struggled with drug, alcohol, and marijuana abuse while attempting to establish a life.

It would have appeared he was attempting to straighten out his life when he enlisted in the United States Army in September 2001, but he was discharged a few short months later for lying on his application about his mental illness. He then enrolled in Northern Illinois University and was recognized as a stand-out student who had received the Dean's award for his academic performance in his senior year in 2006. He had even served as a teaching assistant in the Sociology Department. Expert psychologists' assessments state that the college experience for Kazmierczak was rewarding in the sense that people actually valued his contributions and people were caring for him in a way he had never experienced before. His four-year undergraduate experience was one in which he began to experience acceptance and get beyond his emotional disturbances (Northern Illinois University, 2008).

Kazmierczak decided to continue forward with his higher education success as he enrolled in the graduate program in sociology. Things were going well, but he began to struggle with the death of his mother and the unresolved issues he had with her. Soon after the loss of his mother, his graduate program of study had been eliminated due to academic cuts at Northern Illinois University, there was a breakup with his girlfriend, the loss of a job, and he was also suffering from the loss of companionship with the fellow students he had bonded with in his undergraduate program.

Experts believe the combination of losses pushed Kazmierczak to walk into that classroom auditorium on Valentine's Day to commit the tragic actions. He came back to the place where he had spent most of his treasured time of success as a student to commit his final

act of remembrance. Experts speculate the commitment of this terrible act may have been specially designed to ensure that his actions would not be easily forgotten and would always be remembered on that day every year (Northern Illinois University, 2008). Whatever his intentions may have been will never be known, but what is known is that the safety and security of all college campuses have been challenged to prevent these kinds of occurrences as a result of this horrible day for Northern Illinois University.

Hurricane Katrina

Most often when one thinks about events which have had an impact on the public image of a college or university, the most prevalent events are usually those associated with criminal activity. Although criminal activity has left some deep scars on the public images of several higher education institutions and ultimately affected how all institutions protect their campuses, natural disasters have also affected many colleges and universities. One particular natural disaster, Hurricane Katrina, affected the lives of many as it is recorded as one of the worst natural disasters in United States history.

Hurricane Katrina brought record-breaking destruction to the southeastern United States just as many colleges and universities were beginning their fall semester in August 2005.

This hurricane, which resulted in nearly 1,900 deaths, was the deadliest on record since the 1928 Okeechobee Hurricane. This hurricane particularly affected New Orleans, Louisiana, as the flood waters were too great for the levee to hold, resulting in major destruction to the city. Tulane University, Xavier University, Brown University and Dillard University were among the higher education institutions that experienced major damages that left them all nearly non-operational as the flood waters flowed through their campuses. Tulane University was forced to

close its doors for a period of four months. This was only the second closure in the school's history since it was closed for four years during the American Civil War (Gravenberg, 2008).

The campus and surrounding infrastructure of Tulane University were significantly affected and ultimately had to cancel classes for the entire fall semester of 2005. Many students' lives were left in disarray as they were faced with the uncertain future of the university. The enrollment for the following year fell short of their goal by nearly 500 students. Tulane's president, Scott Cowen, reported university leaders discovered through a series of focus group discussions the decrease in the number of new students to enroll was largely related to the perception, mainly among parents, of New Orleans being largely uninhabitable. As a result of the interrupted university schedule, the university reported an initial $100 million shortfall which resulted in layoffs of 233 faculty members. Included in these faculty reductions were 180 members from the medical school and 53 from academic departments.   The university also restructured its course offerings, which resulted in the reduction of doctoral programs offered from 45 to 18 (Selingo, 2005).

Tulane decided to continue to compete in the National Collegiate Athletic Association (NCAA) with all of their varsity sports teams, but this required the university to utilize the athletic facilities of four other universities for competition. The university decided to suspend eight of their athletic teams (i.e., men's and women's golf and tennis, women's swimming and diving, women's soccer, and men's track and field) while maintaining 16 others. Tulane continued to honor the scholarships of the athletes whose programs were eliminated, and the university was permitted to compete at the Division I-A level by keeping the minimum requirement of 16 athletic teams (Selingo, 2005).

Xavier University, an historically black Catholic university in New Orleans, also suffered major devastation from Hurricane Katrina. Approximately three-quarters of the 1600 students at Xavier evacuated before the storm, but about 350 students remained on the campus to ride out the storm in the upper floors of two campus high-rise housing facilities. Most of these students remained on the campus because they had no automobiles, had no money to pay for any transportation, or had no safe location to temporarily relocate (Selingo, 2005). The students soon exhausted their low supply of potable water and food and remained stranded as a result of the flood waters in these buildings for three days before they were rescued by the National Guard. Xavier was able to make the necessary repairs to reopen the university in January 2006, but renovations would continue to restore the university to its original condition.

Hurricane Katrina brought many challenges to the Gulf Coast universities and colleges as they tried to rebuild, recover, and restore their operations. Students who were attending these institutions which were forced to be inoperative for a semester were now faced with either transferring to another university with a similar course of study or taking a semester off, delaying their graduation. Many universities and colleges opened their doors to students displaced by Hurricane Katrina, while the affected universities were honoring transferred credits earned by a student elsewhere. Tulane University offered an extra semester consisting of 12 weeks in the following summer which allowed students to make up some coursework (Gravenberg, 2008).

The students displaced by Hurricane Katrina faced many challenges as they looked to continue their educational pursuits despite the fact these institutions were forced to shut down due to the fact they simply could no longer operate. The students could not easily communicate with the administration to gather needed information to make necessary decisions on how they would be able to complete their pursuit of obtaining their degrees. Students who wished to

continue rather than sitting out for a semester were forced to move away to another institution for a semester. These necessary moves created stressful situations for most of these students as they were dealing with uncertainty, loss, and further separation from family and friends. Many students did not only have to move away to continue their education, but they had to forfeit their summer break in order to attend a summer semester to complete any course which was missed due to the non-operational fall semester. Many students also returned to the affected Gulf Coast universities to find their programs had been eliminated in the academic restructuring process (Gravenberg, 2008).

This great natural disaster had a long lasting effect on many students and their families. The enrollment numbers of these affected institutions show a decline following Hurricane Katrina, but have shown improvement more recently (Sacerdote, 2008). The students and their families who had directly experienced this tragedy and all of its associated issues were left with some apprehension as they had a greater sense of the vulnerability that occurs when a natural disaster affects their lives and educational future.

Federal Actions Concerning Campus Safety

Events of tragedy and crisis have seen our nation's college campuses depend upon the government for their support to aid in their time of need. Government aid has come in many different forms, ranging from emergency funding to military support. One of the most memorable moments in which the government provided aid was when the National Guard was deployed by President Kennedy to help control rioters on the campus of the University of Alabama in 1962 as segregation ended with the admittance of two African- American students. The government has also aided higher education institutions with the support, approval and enforcement of legislation to help improve the higher education industry.

The Jeanne Clery Act

Howard and Constance Clery chose to enroll their daughter, Jeanne, in Lehigh University in Bethlehem, Pennsylvania, just 60 miles from their home. Jeanne was set to follow in the footsteps of her older two brothers who had graduated from Tulane University, but the Clerys chose to send their daughter to Lehigh after they heard of the murder of a Tulane coed which occurred off campus. The family immediately fell in love with the beautiful campus conveniently located near home where everyone was so welcoming and friendly. Things were going well for the freshman until a tragedy occurred on April 15, 1986 which would forever affect the family. (Clery Center, 2012).

Just a few days after returning to campus from spring break, Jeanne was sleeping in her Stoughton Hall dorm when a student she did not know entered into her room intending to steal her belongings. He managed to enter the dorm with ease as he came through three automatic locking doors which had been propped open with boxes by students. This student, who lived off-campus, had been on an all-night drinking binge and became aggressive, raping and murdering Jeanne when she awoke during the robbery. He was soon convicted of murder and sentenced to death (Peterson, 2011).

The Clerys were devastated and had unresolved issues with the university in regard to their safety and security. Investigations after this incident revealed Lehigh University, a small university with only 5,400 students, had been victim to 38 violent offenses including rape, robbery, and assault in a three-year period (Gross & Fine, 1990). Through the murder trial, they learned that the university had some lapses in security, and subsequently the Clerys filed a $25,000,000 negligence suit against the university. This tragic loss of their daughter stirred a passion within the Clerys to improve the safety and security of the nation's college campuses.

The Clery family quickly learned there was a great need for college administrators to become more transparent in the reporting of campus crime as they witnessed the trial of their daughter's convicted killer. The vast majority of the public's knowledge of the safety of a college campus relied primarily upon promotional material designed solely for the enrollment of students. There were no requirements for higher education institutions to disclose any information regarding crimes which occurred on or near college campuses. The Clery family, committed to improving campus safety, devoted the proceeds of their court settlement to launching a non-profit organization, Security on Campus, Inc. (Clery Center, 2014). This organization quickly became involved in the lobbying of state lawmakers for statutes which required colleges to publicly report campus crime statistics. The visibility of crimes which have occurred on college campuses has become more transparent as a result of the commitment of the Clery family.

A major accomplishment for the Clery family came shortly thereafter when The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act was signed into law by President George H. W. Bush on November 8, 1990. The Clery Act mandates that all colleges and universities participating in federal financial aid programs keep and disclose information about crime occurring on and near their respective campuses. Compliance with these federal requirements is monitored by the United States Department of Education, which possesses the authority to impose civil penalties up to $35,000 per violation and can also suspend institutions from participating in federal student financial aid programs (Clery Center, 2012).

The Clery Act requires higher education institutions to publish and distribute their annual campus security reports to current and prospective students, as well as to employees. The report is to contain crime statistics for the prior three years, along with policy statements containing

various safety and security measures with details containing campus crime prevention program descriptions. This Act also requires the institution's security department to maintain a public log of all crimes reported for the most recent 60 days. The Clery Act has improved the communication of crime occurrences to the community by requiring institutions to give timely warnings of crimes which pose a potential threat to the safety of the students or employees. Higher education institutions are also required to have emergency response and evacuation procedures and disclose them publicly in their annual reports. Institutions with on-campus housing are required to provide an annual fire safety report detailing any fire-related events along with fire prevention details. Lastly, institutions are required to enact policies and procedures to handle the reporting of missing students. This requirement is primarily to reduce delays and confusion in the early stages of missing student investigations.

These requirements set forth by the Jeanne Clery Act have aided in the improvement of the safety cultures on our college campuses through the public disclosure of crime-related events. Higher education institutions are now compelled to be proactive against campus violence in order to remain attractive in the eyes of prospective students and their parents.

How College Administrators Have Responded

These mentioned acts of violence have forced colleges and universities to respond to the alarming events which have sent shockwaves throughout many campuses, threatening the health and safety of the students and employees. Hate crimes, campus shootings, homicides, murder-suicides, assaults, hazing and arson have prompted the development of effective prevention measures on all college campuses (Carr, 2005). In order to establish the most appropriate prevention measures, one must first have accurate data in regard to the types of violence occurring on college campuses. The enactment of the Jeanne Clery Disclosure of Campus

Security Policy and Campus Crime Statistics Act in 1990 was certainly a great step forward in making crime statistics known to the public. Although there will most always be some varying degree of non-reporting of sexual crimes due to embarrassment and the fear of the publicity, at least there is now a standard format through which all higher education institutions must make this information available to the public.

Historically, police have not always been a part of the college campus, but most colleges and universities now have their own police departments which provide primary protection to their campuses. Campus policing originated in 1894 with the establishment of The Yale Campus Police Department, which actually began with an agreement between the university and the New Haven Police Department to have two of their officers assigned exclusively to the campus (Yale, 2015). Most states have passed laws which have empowered colleges and universities to have their own police departments separate from their community police departments. Campus police officers fulfill the same training requirements as any other public police officer, and they possess an authority to arrest individuals in their jurisdictions. The majority of college campuses are similar to small towns which are composed primarily of young adults. Campus police departments are an essential part of preserving law and order on campuses full of young adults and supporting the missions of the institutions to deliver a well-rounded education in a safe atmosphere.

Colleges and universities have taken a proactive approach in the prevention of crimes on their campuses. The messages of crime prevention and awareness are delivered in many forms to the students as early as the orientation, and many colleges and universities have actually taken measures to help prepare students for responses to personal attacks by providing self-defense courses on their campuses. The majority of campuses now offer a rape aggression defense

course to help train women to defend themselves through providing realistic tactics to aid in their ability to fend off an attacker. The rape aggression defense system is a course designed specifically for women which teaches awareness, prevention, risk avoidance, and hands-on defense training (Nadeau, 2015).

Higher education institutions have not only been providing aggression defense training, but they have also been taking measures to limit alcohol consumption on campus for many years. The control of alcohol consumption within the college student population has been greatly influenced by the legal drinking age requirements over the years. In the early 1970s, college students were directly affected by the 26th Amendment which lowered the voting age from 21 to 18. Many had been away fighting wars and sacrificing their lives for the country, and the government saw fit to give them more rights as adults as they had been serving in that role for the country. As a result of the lowering of the voting age, many states lowered their drinking age to 18 as well. It was not until 1984 that the National Minimum Drinking Age Act was passed by Congress, which required states to raise their ages for purchase and public possession of alcohol to 21 (Grasgreen, 2011). This legislation was passed primarily to prevent the rising number of fatalities related to drunk driving. State governments were motivated because they were in jeopardy of losing at least 10 percent of their federal funding for highways if they did not increase their legal drinking ages. The first step many institutions took to limit alcohol was to ban alcohol sales, possession, and student consumption within campus residence halls, a move that was prompted by the Drug-Free Schools and Communities Act of 1986. This act required institutions to enact policies to prevent the unlawful use, possession, sale, or distribution of alcohol and illicit drugs by students and employees. Institutions are also required to inform

students of their standards of conduct prohibiting unlawful drug and alcohol behavior and the applicable legal and disciplinary actions.

Many institutions have adopted policies similar to that of Texas A&M's Parental Notification Policy. This policy requires the institution to notify the parents of a student under the age of 21 in situations where drug or alcohol offenses have been committed. This policy has seen a reduced number of student violations and parents have been very receptive and supportive of this practice. More than 25 other colleges across the state of Texas have adopted similar parental notification policies based upon the success of this concept (U.S. Department of Justice, 2011).

Although many institutions have taken steps to reduce the exposure to alcohol on campus, retailers of alcohol and bar owners find colleges students to be a great market and therefore place their businesses as close to the college campuses as they can. A study performed by the U.S. Department of Justice indicates that over 75% of college administrators had not had any discussions with any authorities in their surrounding communities to restrict the number of retail alcohol stores, increase the price of alcohol, or provide training to servers to aid in intoxication recognition and reducing impaired driving (U.S. Department of Justice, 2011). Campus administrators must take an active role in controlling the promotion of alcohol on or near campuses whether it is in the form of advertising, sales or events. It will become less difficult to control the temptation of students to drink often when the powerful social influences are effectively controlled.

Fraternities and sororities have always had the reputation of frequent parties and alcohol consumption. According to the Harvard School of Public Health Alcohol Study of 2001, 75% of fraternity members partake in heavy drinking compared to 49% of other male students, while

62% of sorority members engage in binge drinking versus 41% of non-sorority members (Wechsler & Nelson, 2008). Many universities are taking a hard look at becoming involved as the controlling authorities in off-campus Greek housing with regard to alcohol control. Although most of Greek housing is not on school property, the institution can impose policies which would improve the safety and security of its students while in these organizations. Dartmouth College President Phillip Hanlon just recently announced that hard liquor will be banned from Greek organizations and all students will be required to participate in a four-year sexual violence prevention program (Rochleau, 2015).

College administrations have responded with many safety measures over the years to add layers to the protection level of the students on our nation's campuses. As time progresses, there will undoubtedly be more initiatives implemented to enhance the safety culture, but it is important that prospective students and their parents be able to recognize which of their prospective college choices is actively supporting prevention measures to sustain a safe and secure environment.

College Choice

Higher education institution leaders are actively pursuing prospective students and they are working hard in a competitive market to present their institution as the best. This college market progression is most visibly displayed in sports programs, buildings, endowments and successful graduate placement, but to portray a safe campus actually can be a little difficult. College leaders have recognized this and have devoted focused efforts to prevent tragedies and reduce crime frequencies on their campuses. Unfortunately, once tragedy strikes it will forever leave its scars and the image of the institution will be affected for many years to follow.

The development of legislation, increased media attention and the increasing popularity of websites which report the safety of our nation's college campuses indicate safety and security are ever-increasing factors in the college decision-making process. As mentioned previously, many variables have been identified which have the potential to affect the decisions made by prospective students and their parents in regard to which college or university they will attend. Higher education institutions are competing to gain the interest of prospective students and win the confidence of their parents, marketing the popular attributes of campus location, disciplines of study, campus size, sports programs, and campus environment. Campus safety, however, is a key marketing attribute which could greatly enhance student enrollment if managed effectively.

Although the perceptions of campus safety a student or parent may have are not necessarily an indicator of the level of danger which is present, it is imperative that campus administrators realize the importance of students feeling safe as well as actually being safe. Fear or the perceived threat of danger can ultimately have an adverse effect on students' emotional health which will limit their personal and educational success (Trust, 2013).

The overall appearance of a campus can speak volumes about how safe a campus really is. The perception of safety may not always be accurately displayed in public reports which are made available to all for viewing due to the fear of reporting or the fear of publicity, but there are many other ways beyond public reporting to assess the campus of choice. Similar to the 'broken window' technique that helped New York City increase the sense of safety in the 1990s, the same can apply to the campus. The sight of one broken window can ultimately lead to others breaking windows because it appears to be an acceptable practice to not care for the facilities (Trust, 2013).

The administration must be continually striving to equip its campus with the latest upgrades in video surveillance, swipe entry card systems, electronic notification systems, integrated alarm systems, and advanced communication messaging systems. Campuses which contain buildings that appear dated and behind the times portray the message of desolation and there is a sense of a lack of protection.

The media have been a key influence as the news of a tragic event on a college campus bounds across the world only minutes after it has occurred. College leaders must be proactive and take every opportunity to deliver the message to the public regarding facility security upgrades, emergency messaging systems, campus police events, emergency management plans, campus crime prevention programs, and residence hall safety programs. One reported negative event will outweigh several positive reported events; therefore it is important keep the good news flowing as often as possible.

Summary

The overwhelming majority of the literature reviewed accepts a consistent level of violent and non-violent crimes occurring on our nation's college campuses, which has given cause for more attention to be directed to overall safety and security efforts. The culture of safety will vary from campus to campus dependent upon how different college administrators choose to address contributing issues.

College leaders have recognized that it is just as important to market toward the parents of a prospective student as it is toward a prospective student. The choice of a college is most times a joint decision. There is limited information as to how the perception of safety and security affects the decision. The results of this study will provide beneficial information to

higher education administrators as they determine how they can best increase confidence about

the safety and security of their campuses to prospective students and parents.

CHAPTER 3

METHODS

The purpose of this research was to determine whether student enrollment is affected by the student perception of campus safety and security when choosing a college. Through the use of survey research, results were gathered from the "Survey of Student Perceptions of Campus Safety" which was distributed to college freshmen attending Marshall University located in Huntington, West Virginia. All methods used in this study adhere to the Human Research Subject Regulations and have been approved by the Marshall University Institutional Review Board (Appendix A).

This is a descriptive case study reporting information gathered through a survey delivered to college freshmen analyzing the particular factors involved in the decision-making process of choosing a college or university. Demographic data were also gathered indicating the sex, age, and marital status of students, as well as whether each student is international or domestic.

Research Questions

The research questions for this study included the following.

1. What effect, if any, does the urban/rural nature of the campus have on students' perceptions of campus safety?

2. What effect, if any, does the demographic make-up of the student body have on the student perceptions of campus safety?

3. What role, if any, does the student perception of campus security have in the student's choice of college?

4. What effect, if any, does the level of security/police presence on the university campus have on the student perceptions of campus safety?

Research Design

The study utilized descriptive statistics to analyze whether students' enrollment was affected by their perceptions of campus safety. Freshmen students participating in a university-required new student introductory course, which is designed to help orient freshmen to their new educational experience, were given a survey which was designed to identify whether their perceptions of safety influenced their overall decision to attend the college of choice. The survey instrument was designed to gather information to answer the research questions.

Data Collection

The collection of data was completed using the "Survey of Student Perceptions of Campus Safety." Permission was granted from the instructors of the new student introductory courses to administer the survey to the freshmen students during class. The university is a mid-size university with an enrollment of approximately 15, 000 students which has approximately 2300 resident students living in 10 resident halls. Two of these halls are dedicated solely for freshmen and house approximately 800 students. Freshmen students were chosen as opposed to any level of student simply because they were the students who had most recently made the decision to choose a college to attend.

A mid-size university with a student population near 14,000 of whom approximately 2,500 live on campus, was chosen as the institution for this research primarily because of some characteristics which make this campus very similar to many other of our nation's campuses. The campus has not experienced any significant events which would create any bias in one's college decision, but it is located in a typical college town which experiences an average rate of crime. These characteristics indicate a representative sample which will provide relevant information to many of our nation's colleges and universities.

Data Analysis

Quantitative analysis using SPSS 19.0 was completed for each question in the survey. Likert scale responses were measured using frequencies, modes, medians, means, and standard deviations. Additional findings related to demographic information were analyzed with one-way ANOVA procedures to ascertain significance. Data analyses were reported and displayed in figures, tables, and narrative descriptions. Additional data regarding campus crime statistics and campus security were analyzed using Kruskal-Wallis tests for yes/no answers.

Summary

A review of the existing literature revealed the research is limited regarding the influence of student perceptions of campus safety and security and how, if at all, the choice of a college is influenced by those perceptions. There is, however, a noticeable trend within today's society focusing upon the safety and security of our nation's college campuses which is being displayed in the form of increased media attention and legislative mandates requiring more rigid reporting and notification of incidents. This rising awareness of potential threats on campus calls for higher education institution leaders to seek proactive measures which will help ensure the safety and security of their campuses.

As the leaders of higher education institutions seek to gain the interest of prospective students, the results of this study will provide beneficial information to help determine how they can best provide increased confidence about the safety and security of their campus to prospective students and parents. Furthermore, the results of this research will be helpful to college administrators as they attempt to further develop their higher education institutions into highly marketable candidates for student choice.

CHAPTER 4

RESULTS

The purpose of this research was to determine whether student enrollment is affected by the student perception of campus safety and security when choosing a college. The preservation of safety and security continues to be an ever-increasing challenge in a world where acts of violence are becoming more random and unpredictable. Tragic events which have occurred on our nation's college campuses have not only initiated reaction, but have prompted proactive actions from the leaders of our colleges and universities in attempts to preserve a safe and secure environment. Findings from this survey will provide useful information to higher education institution leaders as they strive to attract and retain students on their campuses.

Data for the study were gathered through the administration of a researcher-created survey instrument titled "Survey of Student Perceptions of Campus Safety." The survey development involved discussion with those directly involved in the student enrollment process at the university. The survey consisted of 23 items which gathered information about student perceptions related to the safety and security measures in place at a regional university in the mid-eastern states. Eight of the 23 items dealt with the perceptions of safety and security on the campus and were constructed using a Likert-type scale.

This survey was approved by the Marshall University Institutional Research Board and was delivered by e-mail to the instructors of new student introductory courses. After the initial e-mail, there was a reminder e-mail sent to the instructors a couple of weeks later. These introductory courses are designed to give new freshmen students an in-depth introduction to college life particularly related to academic expectations and social issues. The surveys were delivered in paper format to the students during regularly scheduled class times at the discretion

and control of the instructors. These introductory courses contained a total of 471 students and a total of 164 students responded to the survey. These numbers resulted in a response rate of 35%. Two of those students did not fully complete the survey. Data were analyzed using IBM SPSS Statistics 19.

Sample

The first 15 items of the survey were constructed to establish a demographic background for the participants involved in this research. There were 164 respondents to the survey and of those respondents, 163 answered the question regarding sex. As illustrated in the table below, there were 43% male respondents and 57% female respondents. All of the 164 respondents were unmarried and their average age was 18.5 years.

Table 1

Demographics: Sex

	N	Percent
Females	93	57%
Males	70	43%
Total	163	100%

When asked to compare their hometowns to the university community area, 22% responded their communities were considerably smaller, 27% said their communities were smaller, 27% reported they are very similar in size, while 24% felt their hometowns were considerably larger.

Table 2

Demographics: Hometown Community Size vs. University
Community Size

	N	Percent
Hometown considerably smaller	36	22%
Hometown smaller	45	27%
Hometown similar	44	27%
Hometown considerably larger	39	24%
Total	164	100%

A vast majority of the students attended public school (91%) as 8% attended an independent school system, and 1% were homeschooled. Many respondents (60%) had a high school GPA of 4.0-3.5, 27% had a GPA of 3.49-3.0, 10% a GPA of 2.99-2.5, and 2% a GPA below 2.49.

Table 3

Demographics: High School GPA

	N	Percent
3.50 to 4.00	99	61%
3.00 to 3.49	45	27%
2.00 to 2.99	17	10%
Below 2.00	3	2%
Total	164	100%

There were 22% of the respondents who responded neither of their parents had attended college. Most all (99%) of the respondents indicated they were enrolled as a full-time student.

Just over half of the respondents (51%) indicated they lived in university housing while 49% indicated they were commuting daily to campus.

Table 4

Demographics: Selected

Enrollment Status	Percent	*Parents' College*	Percent
Full-time	99%	Attended college	78%
Part-time	1%	Did not attend college	22%
Housing		*Marital Status*	
University residence housing	51%	Married	0%
Commuting	49%	Unmarried	100%

Findings

The survey instrument (see Appendix B) was designed to address the following research questions focusing on student perception of campus safety and security when choosing a college:

1. What effect, if any, does the urban/rural nature of the campus have on students' perceptions of campus safety?

2. What effect, if any, does the demographic make-up of the student body have on the student perceptions of campus safety?

3. What role, if any, does the student perception of campus security have in the student's choice of college?

4. What effect, if any, does the level of security/police presence on the university campus have on the student perceptions of campus safety?

Survey items intended to answer these questions used a Likert-type scale where the number one indicated low agreement and 10 indicated high agreement.

Research Question 1: What effect, if any, does the urban/rural nature of the campus have

on students' perceptions of campus safety?

These results from the students' perspective indicate the location of the campus, with a

rating of 7.35, had the most influence on their decision to choose this university over other

higher education institutions. The appearance of the campus with a rating of 6.57 and the layout

of the campus with a rating of 6.35 were also shown to have influence on the decision of the

campus for the students.

Table 5

Factors Influencing College Campus Choice

Influencing Factors	*N*	**Mean**
Location of Campus	164	7.35
Campus Appearance	164	6.57
Layout of Campus	164	6.35
Security of Campus	164	6.20
Campus Size	164	5.88
City Medical Resources	164	5.64
Student Health Resources	164	5.63
Emergency Procedures	164	5.61
University Website	164	5.23
Community	164	5.13
Campus Crime Stats	164	4.73
City Crime	164	4.49
Campus Alcohol Policy	163	4.43
Residence Hall Fire Stats	162	4.32
Campus Weapon Policy	164	4.31

Research Question 2: What effect, if any, does the demographic make-up of the student body have on the student perceptions of campus safety?

The survey contained three items which dealt directly with the level of fear the student feels while on the campus. The answers to these questions were ranked on a Likert scale with one being the lowest level of fear and 10 the highest. The first of these series of questions asked the respondents to rate how afraid they were of becoming victims of crime on campus. The overall average of the respondents' level of fear of becoming a victim of crime on the campus was measured at 3.91.

The second question dealing with the perception of fear on the campus asked the respondents to rate on the Likert scale from low to high how they felt media reports influenced their personal perception of fear on campus. The overall average of how the respondents' felt the media had influenced their perception of fear on the campus was measured at 4.34.

The third question in this series asked the respondents to rate from low to high how past events such as the Virginia Tech shootings influenced their decision in choosing a college. This overall rating of how the respondents felt past violent significant events had affected their level of fear was measured at 5.14.

The students were asked another question dealing with their level of fear in which they were asked to rate their perception of safety and security on the campus at the time their college decision was made. This question was also measured using the Likert scale system with a one representing "not safe" while ten represented "very safe." The overall average rating of their perceived level of safety within the campus was a 6.55. These results may be seen in Table 6 below.

Table 6

Student Perceptions of Campus Safety

	Mean
Fear level of becoming a victim of crime	3.91
Level at which media influences fear	4.34
Level at which past tragic events influence fear	5.14
Perception of campus safety at time of enrollment	6.55

Because the sample was so homogeneous (i.e., dominated by 18-year-old, unmarried, domestic, full-time students), the only viable variable for discerning differences between or among groups was sex, where there were 70 males and 93 females. Table 7 below shows the differences in means for males and females.

Table 7

Sex and Students' Perceptions of Safety

Fear of Becoming a Victim	Mean	Media Influence on Fear	Mean
Males	2.79	Males	3.34
Females	4.66	Females	5.00
Influence of Past Events	Mean	Perception of Safety	Mean
Males	1.79	Males	6.20
Females	3.15	Females	6.69

The responses to the four questions in Table 6 were analyzed further by investigating potential relationships between and among the questions and respondents' sex. While females reported a higher mean level of fear than males on all questions, neither an ANOVA nor a *t*-Test for Equality of Means returned a statistically significant difference between the groups' means.

To further explore the relationship between sex and the four questions, however, a correlational analysis was conducted that revealed a statistically significant relationship between sex and the levels of fear reported on three of the four items. That result can be seen in Table 8 below.

Table 8			
Bivariate Correlation Between Sex and Levels of Fear			
	Fear of Becoming a Victim	Media Influence on Fear	Influence of Past Events on Fear
Sex	.364**	.310**	.296**
** Correlation is significant at the $p < 0.01$ level (two-tailed)			

Research Question 3: What role, if any, does the student perception of campus security have in the student's choice of college?

The respondents were asked to rate on a Likert scale, with one representing low and 10 representing high, how their sense of safety was influenced by certain features or services provided by the university. Table 9 below represents the mean scores of the students' perceptions. These safety features received Likert-scale ratings which ranged from 7.19 to 5.51. These ratings indicate the security alert notices contribute the most to the sense of safety a student feels on campus. With a 7.09 rating, students also indicated a sense of security is directly related to controlled-access card swipe features to access the residence halls. Students did indicate other features such as campus lighting, campus camera surveillance, and campus orientation programs were contributors to their sense of security. Students indicated fire drills

and fire prevention with a rating of 5.70 and drug and alcohol education rated at 5.51, however, were considered to be lesser contributors to the sense of safety on the campus.

The results indicate the students' choice of college was less influenced by the campus crime statistics, with a Likert scale rating of 4.73, and the city's crime statistics with a rating of 4.49. The campus weapon policy with a rating of 4.31 along with the campus alcohol policy rated 4.43 were not significant influences in the students' choice. The demographic finding that 49% of the students were commuting could have had an influence on the lower rating of 4.32 for the influence of the residence hall fire statistics.

Table 9

Students' Perceptions of Safety Features

Safety Feature	N	Mean
Security Alert Notice	162	7.19
ID Access to Student Housing	162	7.09
Mass Notification System	162	7.04
Campus Lighting	161	6.83
Building Maintenance	162	6.81
Parking Lot Lighting	162	6.64
Campus Camera Surveillance	162	6.49
Blue Phones	162	6.46
Orientation Programs	160	6.05
Crime Reporting	162	5.95
Fire Drills/Fire Prevention	161	5.70
Drug/Alcohol Education	162	5.51

The students were also asked to report what they thought their parents' perceptions may be to a list of factors in relationship to choice of a college. Table 10 below indicates the results of the question.

Table 10

Students' Perceptions of Parents' Thoughts on Safety Features

Influencing Factors	*N*	**Mean**
Location of Campus	160	6.92
Security of Campus	160	6.09
Student Health Resources	157	5.80
Emergency Procedures	160	5.79
Campus Appearance	160	5.78
City Medical Resources	160	5.77
Layout of Campus	160	5.76
Campus Size	160	5.64
Community	160	5.51
Campus Alcohol Policy	160	5.36
University Website	160	5.25
Campus Crime Stats	160	5.21
City Crime	160	5.00
Residence Hall Fire Stats	162	4.90
Campus Weapon Policy	164	4.29

The students indicated they believe their parents' influencing factors were somewhat different from their own. The respondents indicated they believed their parents' top concerns were the location of the campus with a mean of 6.92 and the security of the campus with a Likert rating of 6.09. The respondents also indicated student health resources and emergency procedures were influential contributors to the parents' sense of safety. The residence hall fire statistics were again shown to be a low influencer with a Likert scale rating of 4.9.

Research Question 4: What effect, if any, does the level of security/police presence on a university campus have on the student perceptions of campus safety?

The students were asked to rate how certain safety features affect their perception of safety on the campus on a scale from 1 to 10. As displayed in Table 11 below, the students gave a ranking of a 6.4 mean to the visibility of local police, and the campus police visibility received a slightly lower mean of 5.98. This indicates the students had a slightly higher perception of safety on the campus with the visibility of local police around the campus. This campus police department has established good working relationships with the city, county and state police departments which has increased police presence and visibility throughout the campus community. The campus police department also participates with their local counterparts in community emergency preparedness and planning. With a mean of 6.64, the university police escort service is recognized by the students as a valued service. The campus police escort service is free upon request to any students who do not feel safe walking alone on campus.

Security/police presence is displayed in many different forms on campus. Police patrols can be seen in distinctive uniforms walking, on bicycle, and in visibly marked patrol cars. The campus police are also involved in speaking to different classes on campus, speaking at orientations, are always very visible in many public offerings held on campus such as athletic and performing arts events. A strong police presence is very beneficial to providing a strong sense of security and safety within the campus community.

Table 11

Students' Perceptions of Campus Safety

Safety Feature	N	Mean
University Police Escort	162	6.64
Visibility of Local Police	162	6.41
Campus Police Visibility	162	5.98

Chapter Summary

The surveys completed by these 164 students provided information regarding the issue of how student enrollment is affected by the student perception of campus safety and security when choosing a college. The demographics of the respondents provided evidence the sample was very similar in regard to age, marital status, student status, and the type of high school education received.

The survey results indicate there are some factors which are more important to the student as well as the parents in the process of choosing a college to attend. It was common between the students and the parents the fire statistics for the residence halls were of the less significant variables. The service of providing security alert notices was important in the students' eyes, while the overall security of the campus was a more prominent feature for the parents. Survey results indicated campus police visibility and crime reporting were less valued, while drug and alcohol education programs were of the least significance to the student.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

The purpose of this research was to determine whether student recruitment is affected by the student perception of campus safety and security when choosing a college. Campus safety and security have had their challenges during recent years, and this study was conducted to see how these challenges are affecting the decision-making process in choosing a college. The preservation of safety and security continues to be an ever-increasing challenge in a world where violent crimes are becoming more random and unpredictable. Tragic events which have occurred on our nation's college campuses have not only initiated reaction, but have prompted proactive actions from the leaders of our colleges and universities in attempts to preserve a safe and secure environment. Findings from this survey will provide helpful information to higher education institution leaders as they strive to attract and retain students on their campuses.

Summary of the Procedures

Through the use of survey research, data were gathered from the "Survey of Student Perceptions of Campus Safety," which was distributed to college freshmen on the campus of Marshall University, a regional university in the mid-eastern states. All methods utilized in this study adhered to the Human Research Subject Regulations and were approved by the Marshall University Institutional Review Board.

This is a non-experimental, descriptive study based upon the information gathered via a survey designed to gather data related to particular factors involved in students' college decision-making process. Demographic data were also gathered indicating the sex, age, marital status, and whether the student is international or domestic. The study applied descriptive statistics to analyze the effects of the students' perceptions of safety on college campus choice. The sample

for this study was freshmen students participating in a university-required introductory course for new students.

Summary of the Findings

The results of this study provide insight as to what the students involved in this particular study and their parents perceived as the most visible and important safety and security features on a college campus. Higher education leaders can confidently focus their campus initiative plans to ensure the reduction of risk of a violent crime on campus through providing valuable safety and security measures throughout their campuses.

Discussion

There were four primary findings that emerged from this study. Each is discussed below.

Security Alert Notices

The survey results indicate the Clery Act requirement to issue a timely warning notice when any significant emergency or dangerous situation poses an immediate threat to the safety and health of the students or the employees on campus has had a positive influence on how the students perceive their safety on campus. Advancing technology is allowing campus officials to deliver controlled information to a selected audience in a quick and efficient manner, and the proper management of the messages delivered to the campus community is critical to the effectiveness of a timely warning notice system. This system should not be used for any type of messaging other than those messages which deliver information related to a campus threat or emergency. The use of the emergency messaging system for any type of advertising or social messages will weaken the effectiveness of the message in an actual emergency situation. Campus leaders must ensure their campus is equipped with an effective messaging software system which can deliver the message in those crucial times of threat or emergency.

Controlled Access to Student Housing

The survey indicated that students value the security provided by controlled access to the residence halls. Many of the academic, administrative, sports and social facilities within a campus are open to public access, but the residence halls are considered to be the inner core of the campus which must remain safe and secure. There are various types of security measures which can be used solely or in different combinations, ranging from a manned check-in desk in the lobby and picture identification cards to electronic access locks on the main lobby and each dorm room. The electronic access lock systems are capable of many functions and can be used to control access for only authorized people at certain times. This particular university utilizes a double-layered security system for the residence halls, which consists of a card access system for all main lobby entrances and then a keyed entrance for all living quarters' doors. The students indicated a controlled access community is certainly one of the desired attributes which contributes to their perception of safety on campus.

Females Report a Higher Level of Fear

The survey results indicated females feel a higher level of fear than do males. These results are aligned with the fact that women are more likely to become victims of sexual violence than are men. College women are more at risk for rape and sexual assault than women the same age that are not in college (Cantalupo, 2009). Many colleges and universities have been successful in establishing programs to help young women with sexual crime awareness and aggression defense. This university offers a rape aggression defense course which is primarily designed to teach young women situational awareness and basic self-defense tactics. These types of courses not only provide valuable information and techniques which can be applied to avoid and minimize the risk of attack, but they also provide the student with an assurance of

awareness and preparedness. Parents also share in the benefits of these types of programs in knowing their children are in in an environment which is providing proactive measures to help keep them from becoming victims of a crime.

Security of Campus Perceived as a Primary Influence for Parents

The results of the survey show the students' primary influencer of their college decision was the location of the campus, although the students indicated one of their parents' main influencers was the security of the campus. These results support the responsibility parents have to provide a safe and healthy environment for their children. Naturally, these findings show that college promotion and marketing strategies should be aligned differently for parents as opposed to students. Top college administrators must ensure the prospective parents are receiving information which will properly inform them of the safety features the campus has to offer. An informed parent will be better equipped to make a more confident decision.

Recommendations for Further Research

This research has shown there are many different variables to consider when determining the perception a student or parent may have in regard to campus safety and security. More research could be performed to determine how educated the students are in regard to the safety and security services provided by the university. Ensuring the campus community is aware of offerings such as the rape aggression defense class and university-provided police walking escorts are certainly great services which would help enhance the safety culture.

The literature researched clearly reveals alcohol use is a common element in both poor student performance and campus crime. It would be worthwhile to perform a comparative study between or among campuses which permit alcohol and those which do not to determine whether there is a variance in student perceptions of campus safety. This research could provide

information which could help campus administrators and community leaders improve the safety culture on and near the campus.

Furthermore, additional research should be performed which concentrates solely on the parents of students and their involvement in the college decision process with regard to their perceptions of campus safety. The survey results indicated the students felt their parents were very concerned with the security of the campus. It would be worthwhile for higher education leaders to know just how educated prospective parents are about the security of the campus prior to sending their children.

Conclusion

This study determined there are some common factors which influenced students' perceptions of campus safety. Among them were the layout of the campus, the overall appearance of the campus, adequate lighting, and the security of the campus. The results also showed females were more fearful of becoming victims of crime than males.

The study indicated those who carried self-defense pepper spray or an air-horn are in fear of a personal attack on campus. Those who have chosen to carry a self-protection device have more than likely given some thought as to what they would do in the event of an attack, but pepper spray may very well be the last line of defense in an attack situation. Students must be aware of their vulnerability in all situations in order to reduce their individual risk to becoming victims of assault. Campus leaders need to be vigilant in reminding students to avoid walking alone at night, avoid desolate areas, and be aware of their surroundings. This perception of fear could potentially be reduced if the students are consistently practicing all of these preventive measures in addition to carrying pepper spray or an air horn.

The study also showed students indicated their parents were concerned with the security of the campus, student health resources, and emergency procedures. These are all qualities which any college or university should be striving to provide not only for their students, but for their employees as well. Given the results of this study, the significant factors which affected the perception of safety and security and the college decision give higher education leaders helpful information as they market their campus to prospective students and their parents.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD - MARSHALL UNIVERSITY

IRB APPROVAL LETTER

MARSHALL UNIVERSITY
www.marshall.edu

Office of Research Integrity	FWA 00002704
Institutional Review Board	
One John Marshall Drive	IRB1 #00002205
Huntington, WV 25755	IRB2 #00003206

September 29, 2015

Michael Cunningham, EdD
Leadership Studies, MUGC

RE: IRBNet ID# 810355-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Cunningham:

Protocol Title:	[810355-1] The Effects of Student Perceptions of Campus Safety and Security on Student Recruitment
Expiration Date:	September 29, 2016
Site Location:	MUGC
Submission Type:	New Project APPROVED
Review Type:	Exempt Review

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire September 29, 2016. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Brian Carrico.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Generated on IRBNet

APPENDIX B

SAMPLE SURVEY INSTRUMENT

Student Perceptions of Campus Safety

Thank you for taking a few minutes to complete this questionnaire regarding your perceptions of campus safety. Please note this survey is anonymous and there will be no identifying information required. If you have any questions regarding this survey or would like a copy of the results, please contact Brian Carrico at carrico8@marshall.edu. Thanks again for your participation in this research.

Please answer the following questions that will provide us demographic data to aid with understanding the results. No individuals will be identified and only aggregated information will be reported.

1. **Sex:** ☐Male ☐Female

2. **Age** _____

3. **International Student:** ☐Yes ☐No

4. **Marital Status:** ☐Single ☐Married ☐Widowed ☐Divorced

5. **Student Status:** ☐Freshman ☐Sophomore ☐Junior ☐Senior

6. **Approximately how many miles is the university from your home? _____**

7. **Your Major** (Please specify): _____

8. **Where are you residing while a student?**

    ☐Freshmen First Year Residence Housing ☐Other university housing ☐Commuter

9. **How would you best describe the size of community you grew up in?**
    ☐Rural ☐ Suburban Area ☐ Small town ☐ Large city

10. **How would you compare the size of your home town area to the university area?**
    ☐Considerably smaller ☐ smaller ☐ about the same ☐Considerably larger

11. **Which of the following best describes the type of high school you attended?**
    ☐Public ☐Independent, religiously affiliated ☐ Independent, not religiously affiliated ☐ Home-schooled

12. **Did either of your parents attend college?** ☐Yes ☐No

13. What was your un-weighted overall high school GPA? □4.0-3.5 □3.49-3.0 □2.99-2.5 □
2.49 or below

14. What is your current student status? □Full-time □Part-time

15. Do you carry any personal self-defense devices such as pepper spray or an air horn?
□Yes □No

16. Please circle the number that best rates the significance of the following factors in your decision to attend this university.

FACTOR	Low	→	→	High
a. Size of campus	1	2	3	4	5	6	7	8	9	10
b. Appearance of campus	1	2	3	4	5	6	7	8	9	10
c. Location of campus	1	2	3	4	5	6	7	8	9	10
d. Campus crime statistics	1	2	3	4	5	6	7	8	9	10
e. City crime statistics	1	2	3	4	5	6	7	8	9	10
f. Campus weapon ban policy	1	2	3	4	5	6	7	8	9	10
g. Physical layout of campus	1	2	3	4	5	6	7	8	9	10
h. Safety and security of campus	1	2	3	4	5	6	7	8	9	10
i. Appearance of surrounding community	1	2	3	4	5	6	7	8	9	10
j. University provided Student Health resources	1	2	3	4	5	6	7	8	9	10
k. Campus alcohol policy	1	2	3	4	5	6	7	8	9	10
l. University website (safety & security info)	1	2	3	4	5	6	7	8	9	10
m. Campus emergency preparedness	1	2	3	4	5	6	7	8	9	10
n. City medical resources	1	2	3	4	5	6	7	8	9	10
o. Residence Hall Fire Statistics	1	2	3	4	5	6	7	8	9	10

17. On a scale of 1-10 with 1 being not at all and 10 being very, please rate the significance of the following factors in <u>your parents'</u> decision for you to apply to this university?

	FACTOR	Low			→			→			High
a.	Size of campus	1	2	3	4	5	6	7	8	9	10
b.	Appearance of campus	1	2	3	4	5	6	7	8	9	10
c.	Location of campus	1	2	3	4	5	6	7	8	9	10
d.	Campus crime statistics	1	2	3	4	5	6	7	8	9	10
e.	City crime statistics	1	2	3	4	5	6	7	8	9	10
f.	Campus weapon ban policy	1	2	3	4	5	6	7	8	9	10
g.	Physical layout of campus	1	2	3	4	5	6	7	8	9	10
h.	Safety and security of campus	1	2	3	4	5	6	7	8	9	10
i.	Appearance of surrounding community	1	2	3	4	5	6	7	8	9	10
j.	University provided Student Health resources	1	2	3	4	5	6	7	8	9	10
k.	Campus alcohol policy	1	2	3	4	5	6	7	8	9	10
l.	University website (safety & security info)	1	2	3	4	5	6	7	8	9	10
m.	Campus emergency preparedness	1	2	3	4	5	6	7	8	9	10
n.	City medical resources	1	2	3	4	5	6	7	8	9	10
o.	Residence Hall Fire Statistics	1	2	3	4	5	6	7	8	9	10

18. Please circle the number that best matches your feelings as to the significance of the following factors on campus as they contribute to your sense of safety?

	FACTOR	Low			→			→			High
a.	Visibility of university police on campus	1	2	3	4	5	6	7	8	9	10
b.	Visibility of emergency "blue" phones on	1	2	3	4	5	6	7	8	9	10
c.	Lighting of campus walkways and grounds	1	2	3	4	5	6	7	8	9	10
d.	Lighting of university parking lots	1	2	3	4	5	6	7	8	9	10

		1	2	3	4	5	6	7	8	9	10
e.	Campus buildings well maintained	1	2	3	4	5	6	7	8	9	10
f.	Requirement of campus ID for access to student	1	2	3	4	5	6	7	8	9	10
g.	Visibility of local police in the surrounding	1	2	3	4	5	6	7	8	9	10
h.	University police escort service	1	2	3	4	5	6	7	8	9	10
i.	Student/Parent orientation programs	1	2	3	4	5	6	7	8	9	10
j.	Drug/alcohol education programs	1	2	3	4	5	6	7	8	9	10
k.	Crime reporting	1	2	3	4	5	6	7	8	9	10
l.	Fire drills/fire prevention	1	2	3	4	5	6	7	8	9	10
m.	Campus camera surveillance	1	2	3	4	5	6	7	8	9	10
n.	Mass notification system	1	2	3	4	5	6	7	8	9	10
o.	Security alert notices	1	2	3	4	5	6	7	8	9	10

19. Please indicate how afraid you are of becoming a victim of crime on campus.
Circle the number that best describes your feelings (1 low – 10 High)

Not at all afraid				→					Very Afraid
1	2	3	4	5	6	7	8	9	10

20. Please indicate how media reports affect your perception of fear of crime on campus
Circle the number that best describes your perceptions (1 low – 10 High)

Not at all afraid				→					Not at all afraid
1	2	3	4	5	6	7	8	9	10

21. Did past events such as the Virginia Tech Shootings influence your decision in choosing a college?
Circle the number that best describes your perceptions (1 not at all – 10 Very Much)

Not much		→		Very Much

1	2	3	4	5	6	7	8	9	10

22. Rate your perception of safety and security on the campus at the time you made your college decision
Circle the number that best describes your perceptions (1 not safe – 10 Very Safe)

Not safe				→					Very Safe
1	2	3	4	5	6	7	8	9	10

23. On a scale of 1-10 with 1 being not at all and 10 being very, how involved were your parents in your college decision? _____ (1 low →10 high)
Circle the number that best describes the involvement (1 not at all – 10 Very involved)

Not involved				→					Very Involved
1	2	3	4	5	6	7	8	9	10

VITA

Brian A. Carrico

EDUCATION

Marshall University, May 2016
Ed.D., Educational Leadership (4.0 GPA)
Area of Emphasis: Safety

Marshall University, May 2003
M.S., Safety (3.82 GPA)

Marshall University, May 1989
B.A., Business Administration

PROFESSIONAL EXPERIENCE

May 2013 to present, Diamond Offshore Drilling, Inc.
Corporate Health, Safety, and Environmental Manager
- Manage environmental health and safety compliance for offshore drilling operations in the UK, West Africa, Australia, Asia, and Romania.
- Perform comprehensive safety management system audits and provide effective solutions.
- Oversee and review incident investigations to ensure root causes are identified and proper corrective actions are achieved.
- Provide support to area HSE teams to optimize the efficiency of operations in regards to delivering a maximum level of safety to all employees.
- Analyze trends in order to identify and mitigate behaviors and conditions which lead to incidents.

July 2005 to May 2013, Marshall University
Director of Environmental Health and Safety
January 2006 to May 2013
Adjunct Professor, Safety Technology
- Manage environmental health and safety compliance for the university.
- Collaborate with all University departments, the Medical School, and the Research Corporation to develop, implement and promote health and safety monitoring and training.
- Oversee receipt, storage, distribution, inventory management and disposal of hazardous chemicals including medical waste and radioactive materials in accordance with state and federal regulations.

- Perform ergonomic evaluations of employee work stations.
- Perform industrial hygiene monitoring for noise, asbestos, mold and carbon dioxide. Performed ventilation evaluations.
- Ensure contractor environmental health and safety compliance for all major construction projects.
- Cooperatively work with the West Virginia Board of Risk and Insurance Management to manage the insurance of the university.
- Develop and implement online training and academic courses utilizing Blackboard software.
- Serve as the primary contact with OSHA, EPA, West Virginia Department of Environmental Protection, and other federal/state environmental health and safety regulators.
- Serve as the chair for the Emergency Management Committee and also serve on the Radiation Safety Committee, the College of Science Safety Committee, the School of Medicine Safety Committee, and the University Safety Committee.
- Investigate any work-related illness or injury to determine contributing factors in order to prevent incidents and maintain a healthy and active workforce.
- Assume the role of Incident Commander for the university in the event of an emergency situation.
- Serve as an adjunct professor for the Safety Technology Program since 2006, teaching undergraduate and graduate level safety courses.
- Cooperatively work with the State Fire Marshal's Office and the local fire departments to ensure fire and life safety for the university.
- Successfully lowered experience modification rates through extensive safety awareness program and safety training to university employees not limited to; OSHA 10 & 30 Hour Courses, Blood-borne Pathogens, Hazard Communications, Forklift Training, Lab Safety, Fire Prevention, and Chemical and Biosafety Training.
- Manage department staff and budget to provide maximum environmental health and safety services to the university community

March 2000 to July 2005, Onyx Industrial Services
Environmental Health and Safety Manager
- Maintained safety and health compliance in chemical plants, power plants, refineries, steel mills, and coke plants.
- Managed DOT department in transportation of hazardous and non-hazardous material to disposal sites, compliance with Federal DOT regulations, and driver qualification files.
- Successfully lowered Workers' Compensation costs through implementing and auditing safe work practices.
- Planned, implemented and coordinated programs to successfully lower OSHA Recordable Rates and eliminate occupational injuries, illnesses, deaths and financial losses.
- Performed thorough accident investigations to determine the root cause and implement preventive measures to eliminate further accidents.
- Conducted personal and area monitoring for noise, benzene, H2S, lead, arsenic,

toluene, and various other hazardous materials.

October 1999 to March 2000, Williams Union Boiler
Safety Coordinator
- Managed safety and health functions for a large group of employees through large shutdowns at Marathon Ashland Petroleum Refinery.
- Coordinated safety activities of supervisors to ensure implementation throughout the organization.

April 1999 to October 1999, Ross Brothers Construction
Safety Coordinator
- Managed safety and health functions for large groups of employees through plant shutdowns and new construction.
- Performed facility job audits and procedure audits to ensure safe work conditions and habits.

September 1990 to March 2000, Cartime Audio
Owner
- Owned, operated and managed automobile service specialty and product retail business for ten years.

AWARDS

- President's Safety Award for Division of the Year 2004 – 0.0 OSHA Recordable Rate - Onyx Industrial Services
- Governor's Safety and Health Award – State of Kentucky-No Lost Time for 2003, 2004
- National Petrochemical & Refiners Association – Contractor's Safety Award 2004 - 0.0 Recordable Rate
- National Petrochemical & Refiners Association – Contractor's Safety Award 2003
- Star Safety Performer – Marathon Ashland Petroleum 2003, 2004
- President's Rig of the Year Award for Outstanding Safety Performance 2014

SKILLS AND ADDITIONAL TRAINING

- Certified Safety Professional status achieved with the Board of Certified Safety Professionals
- Associate Safety Professional status achieved with the Board of Certified Safety Professionals
- OSHA 500 Train the Trainer – OSHA Certified Instructor Program – OSHA Resource Center
- Texas A&M Business Development Program
- Texas A&M Oil Spill Control Course
- Helicopter Underwater Escape Training (HUET), Basic Firefighting, First Aid/CPR

- Basic Offshore Safety Induction and Emergency Training (BOSIET)
- IADC Rig Pass Training
- 40-Hour Hazardous Waste Operations Training