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**EXPLORING STUDENT USE OF SOCIAL NETWORKING SERVICES (SNS)
SURROUNDING MORAL DEVELOPMENT, GENDER, CAMPUS CRIME,
SAFETY, & THE CLERY ACT: A MIXED METHODS STUDY**

by

Haley Baum

A Dissertation

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Doctor of Education
at
Rowan University
July 31, 2017

Dissertation Chair: Monica Reid Kerrigan, Ed.D.

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Dedications

I would like to dedicate this dissertation in the memory of Jeanne Clery and her unwavering parents, Howard and Connie Clery. Furthermore, I dedicate this work to the students who have yet to find their voice; to those who struggle with campus violence and unsafe situations; to those who are different; those who are othered, and questioned in every sense of their humanity simply because of those they are; and to those who persevere, each day, through it all. Finally, this study is dedicated to my grandmother, Ursula Peckerman, my hero, biggest supporter, and inspiration in all that I do. You are my favorite person.

Acknowledgements

I am extremely lucky and grateful for the support of so many incredible people throughout this journey. No words could ever adequately express the appreciation I feel for those who stuck by me through the peaks and valleys of it all. Infinite thanks to my committee: Dr. Perry, Dr. Johnson and especially to my chair, Dr. Kerrigan, who is an amazing scholar and person. My time spent with Dr. Kerrigan has forever changed me, her passion for research and education inspire me to work harder and be better, and her commitment to students is immeasurable. Thank you for your time!

Thank you to my immediate family: my parents Stanley and Rosalee who taught me about persistence and the value of hard work, my brother Evan and sister in law Beth, two of the most intelligent people I have ever met. In the memory of my grandfather Mel who was a true example of doing the right thing, grandmother Arlene, Aunt Jenny, and great Oma who survived two wars so I could write this. Finally, to my grandmother Ursula, to whom this dissertation is dedicated. Your love and support carried me through. Special thanks to my partner Colleen, my rock, the one who experienced the sacrifice and joy behind every word of this document more than anyone. Col, thank you for being the best part of me and for treating this process as a goal, for both of us and especially for making me laugh at life and at myself. Thank you for loving me as I am, every day.

Thank you to my Stockton colleagues and Rowan cohort. To the mentors, student affairs professionals, and leaders from whom I have the distinct pleasure of learning. To the students who teach me every day how to be a better leader and person. You have become my family and that is the greatest gift. May my gratitude continue in how I live my life.

Abstract

Haley Baum

EXPLORING STUDENT USE OF SOCIAL NETWORKING SERVICES (SNS)
SURROUNDING MORAL DEVELOPMENT, GENDER, CAMPUS CRIME, SAFETY,
& THE CLERY ACT: A MIXED METHODS STUDY

2016-2017

Monica Reid Kerrigan, Ed.D.

Doctor of Education

The purpose of this explanatory sequential mixed methods study was to explore college students' use of social networking services (SNS); examining how and why they communicate about campus safety information. This study took place at Stockton University, a regional state institution in NJ. Undergraduate students took part in an online quantitative questionnaire and then follow up face-to-face qualitative interviews with a section of the questionnaire participants. Focus was placed on how and why students communicate crime and safety information to discuss how this may relate to their moral development and decision-making. Using Kohlberg and Gilligan as a guide to understand choices made about safety, and in what ways these choices reflect progression of moral development. Gregory and Janosik's (2003) seven purposes of the Clery Act were used in order to understand if the preventative goals that the Clery Act mandate are being actualized with respect to how current college students communicate and make decisions about safety. Four main themes were identified from this study: students were unaware of the Clery Act, SNS was widely used and impacts information access and sharing, face-to-face communication is preferred for important topics, and students perceived that women use SNS differently and are impacted by crime and safety differently as well.

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Chapter 1

Introduction

Today, in 2017, the way that college students communicate is exceptionally different from just five to 10 years ago (Streeter, 2015). Millennial students are using social media and technology in ways that no other generation has before them, and they are becoming less mindful of the impact of their free sharing mobile paradigms (Barnes & Lescault, 2011; Prinstein, 2015, as cited in Streeter, 2015). This same generation, has been noted to disregard the need for a landline phone, but flock to Facebook and Twitter, and engage in the sending and receiving of upwards of 50 text messages every day (Barnes & Lescault, 2011). There have been major advancements surrounding how information is accessed and understood, many of which pertain to technology and mobile platforms that allow users instant access to a wide variety of both content and means of communicating (Boyd & Ellison, 2008). This has transformed the way that students interact on campus, and beyond. In addition, higher education leaders have made changes to the way they engage with students that reflect modern use of technology and social media (McIntire, 2015). As these innovations have transpired, little has been done to explore the impact and influence that these significant changes have on how students communicate and make decisions about safety on campus. I suggest that the shift from face-to-face communication to social networking services (SNS) has affected both student decision-making and behavior surrounding campus crime and safety.

The Clery Act, named for Jeanne Clery, a victim of a violent campus crime that occurred in the spring of 1987, dictates how institutions of higher education report and communicate campus crime and safety information. A fundamental component of the

Clery Act is communication and access to preventative information that serves to inform students about their safety (Gregory & Janosik, 2003). There is a considerable gap present in the current research surrounding the effectiveness of the Clery Act in proactively protecting college students and its intended goals as they relate to student communication and moral development. As the Clery Act mandates why, when, and how students receive information about campus crime, a parallel can be drawn between the way that current college students communicate and make decisions about safety and the dramatic shift in communication style from face-to-face to SNS.

Wilcox, Jordan, and Pritchard (2007) discussed deficiencies seen with the Clery Act, citing that the Act exists to inform and warn individuals on college campuses but does not accomplish these objectives. In many cases the Clery Act, and the documentation made by campuses to comply, serves as nothing more than a symbol of what the campus should be doing to protect its community (Wilcox, Jordan, & Pritchard, 2007). In order to make a shift to actualizing what the Clery Act was designed to be and to do, information needs to be gathered on how students are accessing and understanding the important information contained in the Act's annual security report and various other warning and prevention notices. To understand how higher education leaders can keep our campuses safe, how and why students are making decisions about their own safety, and if these decisions relate to changes in contemporary means of communication must be examined.

Through the study, I sought to understand how and why students receive campus crime information to know if SNS is influencing student behavior and moral development

around campus crime. As we have shifted the way we communicate and access information, crimes have changed as well. This can be seen through the rise in sexual assault and sexual violence incidents being reported and recent campus shootings, which have radically increased over the last five years (White House Not Alone Report, 2014). Conversations about campus crime have resulted in a better understanding of what is, and is not acceptable, as well as what should be reported, and how. Data suggest that one in five women have become victims of sexual violence while in college (National Center for Injury Prevention and Control, 2012; White House Not Alone Report, 2014). The nature and frequency of violent crimes committed on campus has changed (Edwards, Bradshaw, & Hinsz, 2014). The fundamental principle in compiling and examining campus crime information is to prevent future crimes and unsafe situations from happening (Gregory & Janosik, 2003). I explored how students engage with SNS around campus crime and safety, focusing on when, why, and how students talk about what they learn about campus crime and safety at Stockton University. This data has implications for how higher education professionals and campus law enforcement officials can work to keep our campuses, and themselves, safe.

Further, the study sought to explore students' behavior and decision making around campus crime, safety, and the Clery Act. I have placed emphasis on understanding the relationship between how and why students communicate and make decisions about campus crime and safety as it relates to moral development. In doing so, I used theory to guide the research design and data analysis. Kohlberg's theory of moral development (1970; 1971; 1976; 1977) serves as a theoretical framework to understand how students make decisions and choices from a moral perspective as it relates to crime

and safety. Kohlberg's theory outlines the stages an individual goes through when progressing morally based on the choices they make and how they see the world. Carol Gilligan, a student of Kohlberg's, provides a theory that introduces the voice of women into the discussion of moral development. Whereas Kohlberg found that men were able to progress further along in their moral development because men were assumed to be the measure of humanity and autonomy, Gilligan introduced the idea that women's voices were omitted and dismissed from Kohlberg's theory all together (Gilligan, 2011).

Under Kohlberg's theory, women were simply not considered to be as able to make moral decisions because they did not hold the same place in society as men (Gilligan, 2011). Gilligan (2011) found that care and caring are not women's issues, but human issues. Additionally, neither men nor women noticed the omission of the voice of women from the conversation on moral development, so Gilligan called for a shift in perspective to ensure that all voices are heard (Gilligan, 2011). In order to include all student voices and experiences in the study, as Gilligan's theory outlines, I intentionally included men, women, and transgender/other gendered students, to not take for granted these important perspectives as I explore the moral development of students.

Zimmerman and Messner (2010) found gender to be one of the most proven and powerful correlates of criminal offending.

Lanier and Beer's (2000) study on campus crime discussed that violence against women on campus may actually be greater than off-campus rates. Through their research, Turner and Torres (2006) explained that women were afraid of crime due to their gender and felt that, "being a woman meant thinking about personal safety on a

daily basis” (np). Moreover, Pascarella, White, Edison, Nora, Hagedorn, and Yeager (1997) wrote that “women’s self-esteem apparently continues to decline during their time in college” (p. 109). Women are often experiencing a different climate than men and this impacts the way they view themselves and their safety (Currie, 1994; Fisher, Cullen, & Turner, 2000; Janz & Pyke, 2000). Turner and Torres (2006) demonstrated the need for further research to be conducted in the area of women students’ safety, particularly in terms of qualitative student voices, exploring the individual student experience related to gender and safety. Finally, because women are more often the victims of violent campus crimes, or perceive themselves to be at greater risk to be victims, it is important to ensure that their experience and voice shines through when conducting a study with regards to crime, safety, and communication (Currie, 1994; Gilligan, 2011; Gross, Winslett, Roberts, & Gohm, 2006; Janz & Pyke, 2000).

Far less research exists regarding the experience of transgender students as it relates to campus crime, safety, communication, and moral development. Transgender students face elevated levels of risk on college campuses; recently The Human Rights Campaign issued a call to action in response to anti-transgender hate crimes (HRC staff, 2014). A report published by the National Coalition of Anti-Violence Programs noted that 72 percent of LGBTQ homicide victims in 2013 in the US were transgender women. Transgender students often experience extreme marginalization and are subject to unsafe campus climates due to their perceived gender or gender identity (Beemyn, Curtis, Davis, & Tubbs, 2005). Gender must be noted as an important factor when discussing behavior and moral development around campus crime and communication.

The study used both Kohlberg and Gilligan's theories to explore how and why students make decisions about their Clery related behavior and how those choices relate to moral development. Further still is a final perspective offered by Gregory and Janosik (2003) regarding the intended purposes and goals of the Clery Act. Gregory and Janosik (2003) outline the intended goals and purposes of the Clery Act, which focus on education, prevention, communication, and the lessening of campus crime in general. Adding Gregory and Janosik's research to Kohlberg and Gilligan's theories of moral development aids me in fully exploring how and why students communicate about campus crime and safety and how their choices relate to moral development and to the intended goals and purposes of the Clery Act. The unique combination of Kohlberg, Gilligan, and Gregory and Janosik's contributions serves as the foundation for understanding how and why students communicate about campus safety and if their moral development is impacted by SNS.

Purpose Statement

The purpose of this explanatory sequential mixed methods study was to explore college students' use of social networking services (SNS); examining how and why they communicate about campus safety information. Furthermore, focus was placed on how and why students communicate crime and safety information to discuss how this may relate to their moral development and decision-making. Using Kohlberg and Gilligan as a guide, I sought to understand how student communication relates to the choices they make about safety and in what ways these choices reflect the progression of their moral development. In the first quantitative phase of the study, questionnaire data was collected from students at Stockton University to test moral development and assess

whether SNS use relates to campus crime and safety. The second, qualitative phase was conducted as a follow up to the quantitative results to help explain the quantitative results. The rich detail of the qualitative phase aims to give voice to the unique experiences of each student, serving to highlight the possible relationship between SNS and moral decision making around campus crime. In this exploratory follow up, the plan was to discover how students use Clery Act data to inform their decision-making and behavior around campus crime, safety, and the Clery Act at Stockton University (Creswell & Plano Clark, 2011).

Contemporary information must be provided in the area of campus crime and campus safety that addresses the changes in student culture and communication surrounding SNS. Understanding how and why students make decisions about their own safety and if there is a relationship with their gender or their communication behavior, is an important part of exploring the safety of college campuses in 2016. This study will contribute to the current conversations in higher education regarding how to address the needs of student safety and campus crime prevention in contemporary times. In addition, I hoped to provide a knowledge base to practitioners and law enforcement personnel struggling to comply with Clery Act requirements and engage students in accessing the Clery Annual Security Report and other vital campus crime statistics (Davis, Deil-Amen, Rios-Aguilar & Gonzalez Canche, 2011).

Examining the relationship between moral development around campus crime and safety is a main purpose of this study. My intention was to understand how and why students make decisions about their behavior and safety, and the safety of others, and

how that relates to moral development (Gilligan, 1982; 2011, Kohlberg, 1970; 1971; 1976; 1977). This study used the following main research questions and sub-questions:

1. How do students communicate about campus crime and safety?
 - a. How do students access information regarding campus crime and safety?
 - b. How do students share information regarding campus crime and safety?
 - c. How do students use information regarding campus crime and safety?
2. How do students use Clery Act data to inform their decision-making and behavior around campus crime and safety?
 - a. How does gender influence student behavior or decision-making surrounding campus crime?
3. How do students engage with social networking services (SNS) around campus crime, safety, and the Clery Act?
 - a. How do students communicate what they learn about campus crime, safety, and the Clery Act?
 - b. When are students using SNS relating to campus crime and safety?
 - c. Why do students use SNS relating to campus crime and safety?

Problem Statement

The broad category of social networking services (SNS), or social media, encompasses many different forms of technology and applications; an overwhelming majority of these activities are categorized as social networking (Junco, Heiberger, &

Loken, 2011). College students have become so attached to their mobile devices that they have separation anxiety from putting them down; Heiberger and Harper (2008) noted that students even sleep with their cell phones ready to receive social media updates at all hours. In 2011, Davis, Deil-Amen, Rios-Aguilar and Gonzalez Canche found that there were 750 million Facebook users and 100 million Twitter users worldwide. “Facebook puts a massive amount of information and communication power at a student’s fingertips, making it possibly the ultimate synthesis of student-relevant data” (Heiberger & Harper, 2008, p. 20). A Harvard study found that 90% of college students have profiles on Facebook, millennials and those deemed as generation Y digital natives, who are now traditional college-aged adults, have never known a world without the Internet (Davis, Deil-Amen, Rios-Aguilar & Gonzalez Canche, 2011; Harvard Institution on Politics, Jones, Ramananu, Cross, & Healing, 2010; Palfrey & Grasser, 2008). Simply put, students today use SNS as their primary forms of communication, using technology as much as, if not more than, face-to-face communication (Davis et al., 2011; Heiberger & Harper, 2008).

This shift in the way that students access information has not only changed the way they interact with each other, but also how they form and maintain relationships (Davis et al., 2011). “Over the last decade, and particularly in the last five or six years, social media and technology has transformed our thinking about relationships, our connections with and affinity to others, and the influence and persuasive power of online communities on how we thinking, organize and act” (Davis et al., 2011, p. 3). In the past, students would have walked across campus to speak to a peer; now they send a text, post a comment, or compose a tweet. With this, a rise in online stalking, bullying, and

harassment has been seen at all levels of the educational system (Marcum & Higgins, 2014). College administrators have been driven to SNS to try and engage students on their turf. 100% of four year accredited U.S. institutions of higher education reported using some form of SNS to interact with students (Barnes & Lescault, 2011). Overall, communication has changed; this shift has caused students to hold different types of conversations and form varying kinds of relationships (Davis, et al., 2011). There are implications for how these changes impact the behavior and decision making of students.

It has been over 25 years since the Clery Act was enacted, and colleges and universities, as well as students, are still struggling to make sense of their responsibilities and compliance requirements therein (Gregory & Janosik, 2003; Janosik & Gregory, 2009; McNeal, 2007; Wood & Janosik, 2012). Much research, a majority of which Janosik and Gregory have conducted, has been undertaken during this time. As a result, educators have learned a lot about campus crime and safety. In general, the literature demonstrates that the Clery Act has improved the quality of campus crime reporting (Wood & Janosik, 2012). However, current research has not kept pace with societal changes and confusion is still rampant (Wood & Janosik, 2012). The existing knowledge base has not been updated to reflect contemporary trends in higher education, campus crime, and changes in communication.

Little research exists that explores how students access and understand campus safety information, and the way that may relate to SNS use and moral development. Colleges and universities are still struggling to make sense of their responsibilities as dictated by the Clery Act, many of which pertain to communicating with students (Wood & Janosik, 2012). It is essential that research be conducted to understand how SNS

impacts students' perceptions of campus crime and the Clery Act, so that the impact of SNS can be understood in this context. Doing so will make it possible to examine how and why students communicate about campus crime and safety in the present day and if there is any relationship between moral development and gender. Researchers who have previously examined campus crime, perceptions of women's safety on campus, and the Clery Act recommended that further research be conducted. Highlighted was the clear need to look at how information is communicated to students and why. (Davis et al., 2011; Janosik & Gregory, 2009; McNeal, 2007; Wood & Janosik, 2012). In brief, SNS has been shown to play a primary role in modern higher education communication and relationship-building (Davis et al., 2011). Notably, the influence of SNS on campus crime and safety, and student behavior and moral development is still to be identified.

The major outcome of this study will be to show what role SNS plays in the achievement of Clery goals, and the behavior and moral development of students, as well as its impact on the purposes of the Clery Act as defined by Gregory and Janosik (2003). Student affairs professionals and campus law enforcement officials might use the information gained from this study to make changes to their training or programming models. If SNS plays a positive role in how students access campus safety information, then this can be used to impact how campus leaders are disseminating information to students and training their staff on the Clery Act. If it is shown that SNS has negative impacts, changes can be made to combat these concerns or address how crimes are being discussed within the campus community. Uncovering these issues would shed light on the larger conversation of campus crime and crime reporting, and communication in higher education overall.

Significance of the Study

A gap exists pertaining to how college students access campus crime and safety information in the modern era of SNS. A mandatory requirement of the Clery Act is to communicate the potential for threats to the campus community; however, little research exists that looks at the effect of SNS on campus crime and safety (Wood & Janosik, 2012). In a study that did not focus on SNS, Wood and Janosik (2012) found that despite the mandatory communication requirements of Clery, “the intended audience frequently does not use the information provided” (p.11). Moreover, “a study involving more than 300 institutions found that only 22 percent of students read the annual report, and only eight percent used the report in college selection” (Wood & Janosik, 2012, p.11). This results in a lack of awareness, which directly opposes the intended purposes of the Clery Act (Gregory & Janosik, 2003). In order to proactively address campus safety concerns today, we first must understand how students access and interact with the important data that the Clery Act contains (Wood & Janosik, 2012). In this exploration, it is imperative to include how and why students communicate about campus crime and safety, because the significant impact of SNS on communication is undeniable (Barnes & Lescault, 2011; Davis et al., 2011; Heiberger & Harper, 2008).

The introduction of SNS changed how students communicate; SNS brings immediacy and accuracy that is unmatched to previous means of communication (Davis, et al., 2011; Heiberger & Harper, 2008). When looking at U.S. institutions, campus crime dates back to the 1600s (Fisher & Sloane, 2011). Wood and Janosik (2012) posit, “Campus crime is not a new phenomenon and should be placed in a contemporary context” (p. 11). This is precisely the aim of the study; to place the challenges of campus

crime and safety into a modern context by exploring how and why students use contemporary means of communication that are widely accepted today. If we are compiling a wealth of vital campus safety and crime information, as the Clery Act mandates, but failing to understand how and why our students communicate about this information, or if they are using this information to inform their decision making, are we actually doing our campus communities a disservice? Research has yet to be undertaken that specifically looks at the way students communicate about Clery Act data and how this relates to their moral development. In the past, researchers have looked at how students understand the campus environment and how crimes have affected their successes on campus; however, little has been done to examine the way that students communicate with each other and college officials and how this may impact their use of Clery data and subsequent decision making.

Davis et al. (2011) suggest that SNS transformed our thinking about communication and how we form and maintain relationships, and that the power of social media and technology is massive and has direct implications on our exchange of feelings, ideas, and actions. In the review of the literature, I have not found a study or article that examines Clery Act data and college student communication. However, there is a clear connection between the intended purposes of the Clery Act, to inform and protect campus communities, and how and why students are communicating. Barnes and Lescault (2011) found that colleges and universities continue to embrace SNS with enthusiasm and eagerness to connect with students in new ways. Citing that “100% of US colleges and universities use at least one form of social media, a 34% growth from 2007 and 98% of those institutions reported having a Facebook page, 84% a Twitter presence, and 19%

reported using SNS to recruit and evaluate potential students” (Barnes & Lescault, 2011, p. 2). It is clear that as communication and technology trends have changed (Barnes & Lescault, 2011, Davis, et al., 2011; Heiberger & Harper, 2008), campus crime has changed as well (Fisher & Sloane, 2011; Marcum & Higgins, 2014; White House Not Alone Report, 2014; Wood & Janosik, 2012), with a significant challenge being highlighted by the rise in sexual assault cases being reported and discussed. However, the way in which crime information is communicated has not been examined, which creates a significant gap because research has not been conducted to understand the impact of SNS on college students and how they understand and interact with campus crime information.

Furthermore, there is a distinct gap as to the transgender voice both in the current research and literature surrounding campus crime and safety. Transgender students are a marginalized group, who are often misunderstood and placed in unsafe situations, and because of this, they are frequently victims of campus crime (Beemyn, 2003; McKinney, 2005). The current body of research leaves the experiences of transgender college students void from the discussion on campus crime and communication (Gilligan, 2011; Gross, Winslett, Roberts, & Gohm, 2006; Janz & Pyke, 2000; McKinney, 2005). The study intentionally includes the experience of transgender students surrounding communication, moral development, campus crime, and safety.

Indeed, examining the impact of contemporary communication on behavior and moral development will illuminate the experiences of college students to better understand how and why they make decisions about safety. The Clerys strongly believed that if they were given information about crime on campus, they would have had

different discussions with Jeanne about safety. At the heart of the matter is information; how to get it to those who need it, and how to ensure that those who are affected by crime on campus know and understand how to keep themselves as safe as possible.

In order to do this, we must look at communication. How and why students communicate about what is important to them will help uncover why students make decisions about their own safety and if there is a relationship with their moral development or gender. Understanding how student behavior and decision-making is affected by these factors will further the conversation the Clerys started about reducing campus crime and keeping students aware, informed, and safe (Gregory & Janosik, 2003). A hope is that this study will inform the way that student affairs professionals, campus law enforcement officers, and the campus community view campus safety, and how to disseminate Clery data and begin important educational and prevention conversations with the campus community.

Chapter 2

Literature Review

This study explored the way in which students communicate about crime and safety on campus and how that relates to their interaction with Clery Act data. Further, this study focused on how students communicate about campus crime and safety to understand if they use Clery Act data to inform their behavior and decision-making around campus crime and safety. Understanding how and why students communicate about campus crime and safety, and how these decisions relate to moral development is a key aim of this study. The literature review for this study draws upon a wealth of previous Clery Act research conducted over the last 25 years, since the legislation has been in existence. Clery Act research has been conducted in a variety of areas, each with a specific focus; however, few studies have focused on communication as it relates to moral development and student decision-making. None have focused on the Clery Act and SNS usage relating to moral development.

In addition, literature that explores how college students communicate in the present day will be used to highlight the shift in societal communication. The decrease of face-to-face communication and the rise in use of SNS will be investigated from multiple perspectives, drawing upon the importance of understanding how and why college students communicate about campus crime and safety to draw connections to the intended purposes of the Clery Act, as defined by Gregory and Janosik (2003), and stages of moral development, as discussed by Kohlberg (1970; 1971; 1976; 1977) and Gilligan (1982; 2011). Changes in communication and changes in campus crime will be studied to understand how or why connections may be formed. An overview of the rise of SNS

will be used to reinforce the dramatic shift in communication and decision-making due to mobile platforms and communication changes. The impact of these changes on young adult development will be examined using Kohlberg's theory of moral development and Gilligan's theory of moral development, and looked at comparatively as they relate to the intended purposes of the Clery Act, as defined by Gregory and Janosik (2003).

The literature review that follows is structured in 3 parts. First, I will outline and explain Kohlberg's and Gilligan's theories of moral development, which serve as the theoretical perspective for this study. These theories serve as a guide to understanding how and why students communicate about campus crime and safety and what implications those choices may have in actualizing the preventative nature of the intended Clery Act goals per Gregory and Janosik (2003). In addition to these theories, Gregory and Janosik's (2003) intended purposes of the Clery Act will be summarized. In doing so, I will explain the Clery Act and its intended purposes and goals (Gregory & Janosik, 2003). Second, I will present an overview and history of SNS and its impact on present day communication and connections to crime and higher education. A summary of the three main forms of SNS used in this study will be given. Lastly, I will examine how communication and the Clery Act align and why it is imperative that this study be done, reinforcing the distinct changes presented by the influence of SNS, as well as the changes made by the Clery Act and current campus crime trends. I will outline the Clery Act, and the confusion and changes brought about in the years since the legislation was implemented. Communication has changed, and the nature and awareness of campus crimes have changed, so I will examine the way that students develop morally around these areas and how they connect throughout the review of literature.

Theoretical Framework

I will use Kohlberg's theory of moral development (1970; 1971; 1976; 1977) as a benchmark and guide in understanding how students are making decisions about communication, crime, and safety to make connections to the intended purposes of the Clery Act as outlined by Gregory and Janosik (2003). Kohlberg's theory of moral development will allow me to understand how and why students make decisions about their own safety and behavior, as well as how and why they communicate. Utilizing both Kohlberg's theory, and Gregory & Janosik's research and understanding of Clery, will serve as the foundation for uncovering how and why students communicate about campus safety and if their decision-making is impacted by SNS.

Kohlberg (1970; 1971; 1976; 1977) found that men developed differently and to a further extent than women, in so much that during the time of Kohlberg's research men were seen as the measure of humanity, autonomy, rationality, and maturity. This patriarchal framework failed to see women as individuals who could also speak for themselves, as men could. Therefore, Kohlberg's findings favored the perspective of men and the voice of women was not heard to the same degree (Gilligan, 2011). Kohlberg (1970; 1971; 1976; 1977) found that care was a feminine ethic, in which women were not developing to the same moral heights as men because they did not have the same capacity to be mature, rationale, and autonomous (Gilligan, 2011). Conversely, Gilligan (1982; 2011) found that care and caring were not female in nature, but human characteristics conveyed by all genders.

After having been a student of Kohlberg's, Carol Gilligan conducted her own research, which identified the gap she saw in marking women as less capable of moral

development in comparison to men. This was due to what Gilligan saw as a dismissal of the voice of women and evidence that women were simply omitted from the conversation of moral development, which at the time of Kohlberg's theory went unnoticed by both men and women (Gilligan 1982; 2011). Gilligan (2011) called for a new way of thinking about the human condition, a new way of speaking, and a change in the conversation about us as people, our morality, and what is uniquely male or female about such aspects of our lives. Whereas Kohlberg's work gives us a strong basis for understanding moral development, Gilligan's subsequent work fills in the spaces that before served as perhaps "a single story, taken as though it is the only one" (Berger, as cited in Gilligan, 2011).

Campus crime, specifically sexual assault, can have different effects on women than men. Women may develop differently or make different decisions with respect to campus crime and safety based on their experiences and understanding of the world around them (Gilligan, 1982; 2011). To understand this and incorporate the voice of women and experience as expressed by Gilligan (1982; 2011), I will use Gilligan's theory to help fully understand Kohlberg's theory of moral development in the present day. This will allow me to incorporate the influence of women on the research questions for this study. Using only Kohlberg's theory of moral development to understand how students' moral development could dismiss the experience of women on campus.

Further yet is the distinct experience of transgender students, which is lacking in current research and literature (Beemyn, 2005; McKinney, 2005). Gilligan (2011) discussed the need to ensure that women's voices were an equal part of the conversation about moral development, resulting in a shift in the overall way we approach humanity. Aside from the need for the woman's voices, the transgender perspective is even more

scant and underrepresented from research on campus crime (Beemyn, 2003; 2005; McKinney, 2005). “Much needs to be done if transgender students are to feel welcomed and included on college campuses. While the task may seem daunting, student affairs administrators can begin by educating themselves about the diverse range of issues and problems faced daily by transgender students” (McKinney, 2005, p. 74). I will ensure that the men, women, and transgender/other gender voice are all represented in the research design. The aim will be to ensure that the experience of men, women, and transgender college students is acknowledged when seeking to understand how and why students communicate about campus crime.

Effrig, Bieschele, and Locke (2011) examined victimization and psychological distress in transgender college students. In their article they summarized a recent large-scale study that found ($N = 515$) that 62% of transgender respondents experienced gender discrimination (Clements-Noelle et al., 2006, as cited in Effrig, Bieschele, & Locke, 2011). In the same study, 83% of participants reported experiencing verbal gender victimization and 36% reported experiencing physical gender victimization (Effrig, et al., 2011). Additionally, estimates of the percentage of transgender people who have experienced rape or forced sex range from 53.8% (Kenagy, 2005) to 59% (Clements-Noelle et al., 2006, as cited in Effrig, et al., 2011). Transgender college students face an overwhelming number of challenges and potential for violence. Including this demographic in the study is vital to the conversation on communication, SNS and the preventative intention of Clery Act goals (Effrig, et al., Beeymn, 2003; Gillian, 1982; 2011; Gregory & Janosik, 2003).

There is a gap present in the current literature and data surrounding transgender college students in all areas. The study sought to fill the gap with regard to transgender student communication and experience around campus crime and safety. This is of particular importance when looking at statistics showing that women and transgender college students are the majority who have been victims of violent campus crime (Beemyn, 2003; Effig, et al., 2011; Fisher et al, 2000). How students communicate about their safety and decision making is imperative to understanding how our students can keep themselves as safe as possible on campus. Examining how and why students make decisions about their own safety and how they communicate with peers about these important issues has bearing on many prevention measures and student engagement initiatives surrounding safety and well-being.

Interestingly, with regard to women who are victims of sexual assault on college campuses, nine out of ten victims report knowing the person who assaulted them (Fisher, Cullen, & Turner, 2000). The relationships that women build on campus are closely related to how they communicate and with whom. Furthermore, there may be a relationship between women's use of SNS around campus crime and safety that can shed light on how the issues of safety that women face on campus can be addressed. Lastly, the literature surrounding this topical area strongly suggest that there is a need to examine how we can best help women college students in current times (Fisher, et al, 2000; Gilligan, 2011; VAWA checklist, 2015; White House Not Alone Report, 2014). Gilligan's (2011) concern over the lack of the voice of women being present when discussing moral development is a resounding factor as to why this research is of

particular importance when looking at the data on campus crime and safety over the last five years.

This intentional inclusion of men, women, and transgender/ other gender perspectives will aid me in the exploration of both moral development and how it relates to communication as well as, a possible connection to the intended educational and preventative purposes of the Clery Act (Gregory & Janosik, 2003). This combination of theory and perspective will make for a strong theoretical framework that will allow me to embark on a study that adds to the current body of research, as well as seeks to understand campus crime and safety, communication, and moral development in the present day context of higher education.

Kohlberg's Theory of Moral Development

I use Kohlberg's (1976) theory of moral development in my daily practice as a student affairs professional. This theory of moral and student development is applicable to the study, as it will help me to understand how students are making decisions about how and why they use SNS and if what they read on SNS affects their moral decision-making. Kohlberg (1971) outlined the stages of moral development to understand how individuals progress through their understanding of right and wrong, good and bad, and also how these interpretations then impact how people make choices about actions, rewards, and punishments. Kohlberg's (1976) theory is concerned with the process individuals go through when making decisions that affect themselves and others. Moreover, I will use the work of Gilligan (1982; 2011), a student of Kohlberg's, to round out the male-focused findings of Kohlberg to ensure the voice and experience of women

is examined through the study. This is of particular importance when discussing campus crime and safety, as women are often the victims of violent campus crime (Mangan, 2015).

Kohlberg and Hersh (1977) posited that we must understand how our institutions are impacting students' moral and ethical values and social development, which is what he sought to do with his research. With respect to moral education, Kohlberg and Hersh (1977) stated:

We must face the issue of choice as to whether the outcome of the growth and education process is the creation of a storm trooper, a Buddhist monk, or a civil rights activist. All are equally "socialized" in terms of their social group. To consider "socialization" or the acquisition of values" as moral education, is to consider the moral principles children are developing (or are not developing). It is also to consider the adequacy of these principles in the light of an examined concept of the good and right (the province of moral philosophy) and in the light of knowledge of the moral processes of human development which is the province of psychology (p. 53-54).

With this, Kohlberg and Hersh (1977) pursued the understanding of moral development in the cognitive development frame, "toward an increased sense of moral autonomy and a more adequate conception of justice" (p. 54). These ideals directly relate to a discussion about campus crime and safety in that students are making moral and ethical judgments about how to treat each other and the

potential for threats on campus. Each decision they make about themselves and how they are or are not communicating said decision, has the potential to impact an entire campus community. Such is the case when we see an unfortunate and traumatic campus shooting that affects the entire campus and, through SNS, the rest of the world, as witnessed with the Virginia Tech shooting.

Furthermore, when utilizing SNS, students make decisions about why, what, and how to communicate with the world about their feelings surrounding campus crime and safety. When a student shares a post about a sexual assault on another campus and makes comments about the alleged victim or accused, it is possible that they are making statements about their own morals, values, and ideas of justice. Coupled together, this has implications for how a student is progressing through the stages of moral development as explained by Kohlberg (1971) in so much that students who are at a more progressive stage may make different decisions about how, what, and why they communicate about crime and safety. An interesting question to explore would be if students are thinking about how what they post on SNS will impact the lives of those involved in the campus crime and if they feel that is morally just to do.

Kohlberg (1970) found that an individual's moral development happens over time, in stages. Kohlberg and Hersh (1977) broke down the stages of moral development into three levels; level one: preconventional, which consists of stages one and two; level two: conventional, which consists of stages three four; and level three: postconventional, autonomous or principled level, which consists of stages five and six. This can be related to how a college student moves through

their development while at an institution, making decisions about their future and what is right and wrong, fair, or just in their daily lives. The faculty, staff, and administrators on their campus influence students, but perhaps left out of this conversation is the influence of SNS. Further still is the potential for what may be happening at other institutions around the U.S. and how this may also influence a student's perception of safety.

A student's daily decisions ultimately change and shape who they are (Astin, 1984; Kohlberg & Hersh, 1977). One's morals and values, and ethical judgments have the ability to fundamentally alter the course of one's life (Gilligan, 1986, 2011; Kohlberg, 1971; Kohlberg & Hersh, 1977). Nowhere is this more evident than in the case of campus crime, when a student makes one decision or choice that has the potential to completely change their future. SNS has augmented this fact with respect to students making threats or statements that have resulted in their expulsion from campus, taking them from a promising college student one day to someone who is no longer able to attend that institution, with a dark mark on their transcripts, the next day. With the rise of SNS-related crimes, it can be observed that individuals' morals and values may have also shifted due to posts, comments, and statements made on SNS that may otherwise never have been made in person. It is this lack of accountability and moral reasoning that impacts today's college students in distinct ways (Boyd & Ellison, 2008).

Another focus of this theory is moral reasoning and the cognitive component of moral behavior, which both directly relate to the research (Schuh, Jones, Harper &

Associates, 2011). Kohlberg (1976) developed a six-stage model based on the idea of justice, which he defines as “the primary regard for the value and equality of all human beings, and for reciprocity in human relations” (Kohlberg, 1972, p.14, as cited in Schuh, Jones, Harper & Associates, 2011). Since the study is concerned with campus crime and decision-making as it relates to behavior, Kohlberg’s (1976) definition of justice fits directly into the research design, as well as my own personal theoretical perspective. It must be noted that Kohlberg (1972) found that men were able to progress further morally because they were the measure of humanity, autonomy, rationality, and maturity (Gilligan, 2011). This patriarchal framework left the voices of women completely out of the conversation, and did not allow Kohlberg to fully understand the experience of women with regard to morality (Gilligan, 2011). The transgender experience was also completely omitted from Kohlberg’s theory of moral development.

The omission of the perspective and voice of women “compromises the psychological health and viability of a democratic society” (Gilligan, 2011, np). The democratic framework views care as a human ethic, where care and caring are not women’s issues, but are human concerns. This contemporary way of thinking is more in line with a realistic study of how students communicate about campus crime and safety, because it does not assume that men are able to progress further in their moral development, and allows for women to be seen beyond the outdated realm of the feminine ethic of care (Gilligan, 2011; Noddings, 1986).

I plan to use Kohlberg (1970; 1971; 1976; 1977), coupled with Gilligan (1982; 2011), as a guiding focus in the research to help define how students view their decision-making, behavior, choices, and well-being around campus crime and safety. Kohlberg

(1971) wrote that he would “like to see people advance to the highest possible stage of moral thought. The best possible society would contain individuals who not only understand the need for social order (stage 4) but can entertain versions of universal principles, such as justice and liberty” (stage 6) (Kohlberg 1970, as cited in Kohlberg 1971, p. 6). Many institutions of higher education espouse to align themselves with these ideals, striving to create positive, productive citizens who leave their campuses with a solid understanding of right and wrong. In conducting the research, I related these concepts to how and why students are communicating about campus crime and safety, as well as how and why students used Clery Act data to inform their decision-making.

The literature I examine will be focused on these concepts, moving toward the exploration of moral thought, reasoning, and behavior. Kohlberg’s moral development scale centers on moral thinking, not moral action; however, there are likely some unique links between moral judgment and moral action (Kohlberg, 1971). Kohlberg (1971) posits that there should be some relationship between moral judgment and moral action. I plan to connect these findings in answering the research questions and relating data back to Kohlberg’s stages of moral development as I also explore their linkage to the idea of moral behavior.

Definition of moral development stages. Stages one and two fall under the preconventional level. Throughout this level, children are concerned with the concept of right and wrong, and good and bad, but see these labels in terms of physical consequences to action such as reward and punishment, or exchange of favors (Kohlberg & Hersh, 1977). Stage one is known to Kohlberg & Hersh (1977) as the “punishment and obedience orientation” (p. 54). During this stage, a child would be focused on seeing

right and wrong or good and bad via the physical consequences associated with those actions, regardless of the meaning or value of those consequences (Kohlberg & Hersh, 1977). In this respect, when a child does something to avoid punishment, they are doing so strictly because of their physical understanding of the consequences, not because they have any moral reason to follow authority or evade punishment (Kohlberg, 1977).

Stage two as described by Kohlberg and Hersh (1977) is the instrumental-relativist orientation. In this stage, when someone carries out the right action, they are doing so to satisfy their own needs and in some cases the needs of others (Kohlberg & Hersh, 1977). Interactions between people during this stage are seen in terms of business, and, “elements of fairness, of reciprocity, and of equal sharing are present, but they are always interpreted in a physical, pragmatic way” (Kohlberg & Hersh, 1977, p. 55). So, when someone sets out to do the right thing for another during this stage they are doing so because they want that person to return the favor, not because they are motivated by loyalty, gratitude, or justice (Kohlberg & Hersh, 1977).

This stage relates to the use of friending on Facebook in that a student would friend another student, even if they are not really friends, but because they want to form a connection, and perhaps convey the perception that they are popular on campus. These decisions can then snowball into larger ones, opening ones’ social circle into unrealistic connections because relationships are not grounded in the reality of getting to know another person. However, students may think they know someone because of their online profile or posts. This has the potential to impact campus crime and safety in many ways, especially if students are operating from this stage of moral development and only thinking about what they will receive based on their actions, not what is right or just.

Stages three and four fall under the conventional level. Throughout this level, the focus is on following through with the expectations of the individual's family, group, or country (Kohlberg & Hersh, 1977). These actions are seen as valuable despite any consequences that may be incurred. "The attitude is not only one of conformity to personal expectations and social order, but of loyalty to it, or actively maintaining, supporting, and justifying the order, and of identifying with the persons or group in it" (Kohlberg & Hersh, 1977, p. 55). Stage three as described by Kohlberg and Hersh (1977) is the interpersonal concordance or good boy – nice girl orientation. In this stage, individuals behave in ways that are pleasing or helpful to others and in ways generally approved by those individuals (Kohlberg & Hersh, 1977).

During this stage individuals conform to social norms and stereotypical "natural" (p. 55) or normal behavior (Kohlberg & Hersh, 1977). For the first time, the idea of meaning well to others is discussed and one's behavior begins to be judged by the intention of what is meant by action (Kohlberg & Hersh, 1977). In stage three, people earn approval by being nice to others (Kohlberg & Hersh, 1977), and this stage leads one to believe that thought is being put behind action. In regard to SNS, use it noteworthy to examine student responses to why or what they post on SNS or how they interact with Clery Act data in connection to the idea of intentionality of action (Kohlberg & Hersh, 1977).

Stage four as described by Kohlberg and Hersh (1977) is the law and order orientation; here, focus is placed on authority, rules, and maintaining social order. In this way, acting in accordance with correct behavior surrounds doing one's duty, showing respect for authority, and maintain the social order for one's own individual progression

(Kohlberg & Hersh, 1977). Stage five and six round out the stages of moral development per Kohlberg and Hersh (1977), and fall under the postconventional, autonomous, or principled level. Throughout this level, individuals make a distinct effort to define their own moral values and ideals, doing so in a different way than the principles and values that have been defined by the authorities or the groups around them. Now, people begin to think for themselves about what is right because it is what they believe, not for any other reason (Kohlberg & Hersh, 1997). Hence, this is where we see the strength of SNS exemplified, in a person's ability to express their own morals, values, and ideals in a very public way. Doing so no matter what others may think because it is their own distinct understanding of what is right, wrong, or just. Use of SNS creates an immediate and far reaching audience for others' thoughts and feelings about any given topic, and a medium to carry on these conversations with others who may be likeminded.

Stage five, as described by Kohlberg and Hersh (1977), is the social contract, legalistic orientation. During this stage, right or correct action is determined by individuals and their own standards, this is because at this point people have already "critically examined and agreed upon these rights and standards as a whole society" (Kohlberg & Hersh, 1977, p. 55). Procedural rules are used to reach a consensus decision, and aside from what is democratically agreed upon, what is right is a matter of one's own opinion (Kohlberg & Hersh, 1977). Due to this way of thinking, there is an emphasis on "the legal point of view", with the understanding that this may change based on rational points of social utility (Kohlberg & Hersh, 1977, p. 55). This relates to the legality and mandatory crime reporting seen with regulatory compliance such as the Clery Act. The standards set by society are determined by the state and federal laws that

each individual must follow to not violate the law and get in trouble. The difference here is that, under stage four, individuals would simply accept the law and order focus of what is right and wrong, and in stage five, they are open to the possibility of challenging this. Of this stage, Kohlberg and Hersh (1977) states, “outside the legal realm, free agreement and contract is the binding element of obligation. This is the official morality of the American government and constitution” (p. 55). SNS provides the possibility of an environment in which challenging of ideals and concepts, and connecting with people who may otherwise never had the opportunity to discuss these points in person is feasible.

Stage six, as described by Kohlberg and Hersh (1977) is the universal-ethical-principle orientation. During this stage, the right action or thing is defined individually by one’s own conscience in accordance with self-chosen ethical principles, which appeal to logic and consistency (Kohlberg & Hersh, 1977). Rules are thought of as abstract, such as the golden rule because they are not moral rules such as the Ten Commandments (Kohlberg & Hersh, 1977). “At heart, these are universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons” (Kohlberg & Hersh, 1977, p. 55). This final stage is relevant to the research in that human rights and respect for the dignity of others are often cited as violations during Clery Act investigations; specifically related to sexual assault, hate crimes, or any crime where individuals are targeted because of who they are as people. In addition, examples of breaches in human rights or dignity have been seen through SNS use, most recently through how people share their stance on open investigations, allegations, or noncompliance cases. With Yik Yak, this idea is confounded by the fact

that people are able to say what they want about any given topic anonymously, which is a breeding ground for harassment and unique human rights violations (Schmidt, 2015).

Overall, Kohlberg's (1971; 1977) stages of moral development can be used as a guide to understand how and why students make decisions about their own behavior as it relates to campus crime, safety, and the Clery Act. In addition, the way that students interpret and make sense of what they post or read on SNS can be understood by looking at how students view their own morals and what they believe is right or wrong. Kohlberg saw the need for education to be challenged and for one's moral education to be stretched beyond the current understanding of an individual's morals and ethics at any given point. "Given that people have the psychological capacity to progress to higher stages of moral reasoning, the aim of education ought to be the personal development of students toward more complex reasoning" (Kohlberg & Hersh, 1977, p.55). Placing Kohlberg's (1971; 1977) theory in a contemporary higher education environment, and focusing on the progression of what students now believe to be right, wrong, or just, is an interesting concept to ponder.

I used Kohlberg to explore how students communicate about safety, looking at where they are in their moral development to make connections about moral reasoning and justice as define by Kohlberg and Hersh (1977). This allowed me to fully connect Gregory and Janosik's seven purposes of the Clery Act to the analysis and to exploring to what degree students make decisions about their safety and well-being, as it relates to SNS and communication. Building upon Kohlberg's research, Carol Gilligan conducted her own study surrounding moral development that expanded upon the ideas of morality

and justice, specifically focusing on the addition of the voice of women to Kohlberg's previous theory.

Gilligan's Theory of Moral Development

Carol Gilligan began her dissertation research at Harvard as a student of Kohlberg's. Her research differed from Kohlberg's in many respects and aimed to augment some his findings. Kohlberg assumed that men were the measure of humanity and rationality; as men at this time were the markers of maturity, and culture was such that women were not counted on to speak for themselves (Gilligan, 2011). So, when studying moral development, Kohlberg in essence omitted the voice of women from the start, using men and masculine markers as a basis for moral development. This produced, as Gilligan wrote, a single story, where the perspective of women was lacking (Gilligan, 2011). With her theory, Gilligan sought to update the conversation on moral development to include the voice of women, focusing not on male or female traits as markers for maturity, but seeing development as a human condition (Gilligan, 1982; 2011; Larrabee, 1993). Gilligan did not feel that Kohlberg's theory was incorrect, just incomplete (Larrabee, 1993). Gilligan's theory aligned with the study because it highlights the idea that care and caring are not women's issues, but are human concerns (Gilligan, 2011). The study sought to examine communication and student decision-making around campus crime through Kohlberg and Gilligan, observing if students communicate information due to their concern for others and themselves, in the moral sense.

Moreover, a main difference between Kohlberg and Gilligan is seen through Gilligan's research plan. She set out to speak to people who had actually dealt with

moral and ethical dilemmas to get firsthand accounts of how and why they made their choices, whereas Kohlberg relied on hypothetical situations in his research (Larrabee, 1993). In relation to the study, Gilligan's approach highlighted the need to speak to students about their unique experiences and understanding of campus crime and safety, to make connections regarding how and why students communicate. Furthermore, the need to include the voice and experience of all students is a foundation of Gilligan's theory, citing that women are just as capable of progressing morally as men (Gilligan, 1982). "For Gilligan, Kohlberg's results were sex-biased against a moral orientation based on care, in contrast to his positing of a justice orientation as the goal for mature moral development" (Larrabee, 1993, p. 4). Kohlberg (1971) assumed in part that men were able to progress further in their moral development due to the fact that he was using men as the measure of humanity, rationality, and maturity, leaving women completely out of the conversation (Gilligan, 1982, 2011).

According to Gilligan (1982, 2011) Kohlberg consistently omitted the voice of care and responsibility, of concern and connection to other people, which is not necessarily a trait of women, although it is heavily connected to women in many cases as care and concern are noted as primarily traits of women (Noddings, 1986). Kohlberg then limited his view to the voice of justice, which by default looked only at men as morally capable. This was because of Kohlberg's understanding of justice, which required an autonomous person capable of abstract reasoning (1970). This is a serious oversight as noted by Gilligan (1982) in Kohlberg's paradigm of humanity. The failure to examine a moral lens based on care as just as important as a moral understanding based on justice devalues the voice of many. It is important to note that Gilligan did not

seek out to dismiss Kohlberg's theory, but to augment it, in her assessment to round it out to ensure that we look at moral development in a holistic way (Larrabee, 1993).

Gilligan's theory is grounded in the idea that people care about others and that impacts their moral decision-making, understanding that men are part of this, but not the measure of morality. Placing more value on any one genders' ability to make moral decisions assumes that morality and care may be actualized by some (Larrabee 1993; Gilligan, 2011).

Gilligan's theory intended to update Kohlberg's, which was male-focused and driven. Gilligan (1982) wrote, "A truly moral person would always consider another person as their equal" (p.64). She specifically looked at concern for others and the concept of hurting others as it relates to morality, which relates nicely to campus crime and safety. Gilligan (1982) commented that a major theme of her research was the concern women had for the idea of hurting others, "The wish not to hurt others and the hope that in morality lies a way of solving conflicts so that no one will be hurt" (p. 65). Women clearly were asserting their own voice and moral decision-making based on Gilligan's theory; they were not simply "deferring to the judgment of men" (Gilligan, p.96 1982; 2011). Gilligan wrote, "The essence of moral decision is the exercise of choice and the willingness to accept responsibility for that choice" (Gilligan, 1982, p. 67), a choice that she found was a human one, and could not be tied to any gender.

The study aimed to understand the experiences of students with regard to their moral development, while using an updated understanding of how and why students communicate. As Gilligan's theory served to inform and balance Kohlberg's theory, the study is designed to examine communication today and how it relates to student's moral

development around campus crime and safety. Gregory and Janosik (2003) offered insight on the intended purposes of the Clery Act, which center on the idea of educating and informing college communities about campus crime. These seven purposes will be used in combination with Kohlberg and Gilligan to decipher the student experience around communication and moral development.

Gregory and Janosik's Seven Purposes of the Clery Act

I used Gregory and Janosik's seven purposes of the Clery Act (2003) to understand if the intended functions of the Act are impacted by student use of SNS. These seven purposes) allowed me to make connections to participant responses as they relate to campus crime and safety. Furthermore, I used Kohlberg and Gilligan as a guide in analyzing to what degree students' moral development may factor into their decision-making as to how and why they communicate about campus crime and safety. A fundamental purpose of the Clery Act is to ensure that campus communities are informed and aware of campus crime incidents so that they are able to make decisions that will keep them safe (Gregory & Janosik, 2003). Using Gregory and Janosik's seven purposes to compare and contrast participant responses helped me to answer the research questions and contribute to a larger conversation about the function of the Clery Act.

In a 2002 Stetson Law Review article, Gregory and Janosik appraised much of the Clery Act literature available at the time; in doing so, they outlined seven primary purposes of the Clery Act. Again, in a 2003 *Journal of College and Student Development* article, Gregory and Janosik again identified the following seven purposes:

(1) allowing prospective students and their parents to make informed decisions about the relative safety institutions to which they are considering applying for admission (2) improving campus crime reporting by forcing college and universities to report campus crime data in a more consistent manner (3) improving campus safety programs (4) improving campus police policies and procedures (5) raising student awareness and thus changing their safety related behaviors (6) eliminating the perceived hiding of campus crime by institutional officials and (7) reducing campus crime (Gregory & Janosik, 2002; 2003).

I used Gregory & Janosik's identified purposes as a benchmark to understand if the intended purposes of the Clery Act are being carried out as they relate to communication, informed decision-making, campus crime data, raising student awareness and changing their safety related behaviors, and reducing campus crime in general. Each of these purposes was framed through the lens of student communication and the impact of SNS on such. Particular emphasis was placed on how students use Clery Act data to inform their decision-making and behavior around campus crime and safety, as well as how students engage with SNS around campus crime, safety and the Clery Act.

Understanding how and why students talk about what they learn about campus crime, safety, and the Clery Act was helpful in circling back to see if those intended purposes as laid out by Gregory & Janosik (2002; 2003) are successfully being carried out in contemporary times.

The Clerys Changed Campus Crime Reporting Forever

One crime that occurred in the spring of 1986 changed the way that colleges and universities report and handle crime forever. Jeanne Clery attended Lehigh University in Pennsylvania. She was a 19-year-old, vibrant college freshman. The last time her parents saw her alive was when she visited them during spring break in 1986. Five days later, in her campus residence hall, Jeanne was tragically murdered, violently raped, brutally abused, and mutilated by a fellow Lehigh student. “This event, and Jeanne Clery’s parents’ response to it, has made lasting impressions on campus safety” (Gregory & Janosik, 2002, p. 7).

Howard and Constance Clery were utterly devastated by Jeanne’s death, so much so, that they were unable to attend her viewing. Mr. and Mrs. Clery have fought tirelessly since that horrible April day in 1986, working toward the goal of never having to see other parents go through the heartbreak of losing a child as they did with Jeanne. The Clerys maintain that if the University had done something to warn the campus community about crimes leading up to their daughter’s death, they would have been able to make different choices to protect and inform Jeanne. Had she known that there was the potential of danger around her, Jeanne may have been able to be proactive in protecting herself from possible harm. These facts propelled the Clerys to fight for what they felt their daughter could not. The Clery family fought to change the legal obligation of colleges and universities to report crimes and provide campus safety statistics in a transparent and proactive manner. “Whether one agrees with the necessity or effectiveness of this legislation, or whether it has positively impacted campus safety or not, everyone can agree that the Clery Act has increased awareness of crime on American

college campuses” (Gregory & Janosik, 2002, p 8). Wood and Janosik (2011) summarized that the Clery Act has helped to achieve the goal of making people more aware that campus crime exists, as well as improving the quality of campus crime reporting. Gregory and Janosik (2009) found that 57 percent of college administrators believe the Clery Act improves the quality of crime reporting. These improvements to the overall nature of campus crime reporting and awareness are noteworthy, however there are additional purposes outlined by the Clery Act and Gregory and Janosik (2003) that still need to be reviewed and addressed. The study will aim to comment on these areas.

Primarily in response to Jeanne’s murder and the work of her parents, President George H.W. Bush signed the initially named Student Right-to-Know and Campus Security Act (Public Law 101-542) into law in 1990. In 1998, after several amendments of the Act, its title was officially changed to honor Jeanne’s memory and the tireless work of her parents. Colleges and universities are mandated to report campus crime under the Clery Act. In addition, the Clery Act dictates how students and their families should hear about crime and which crimes are important for communities to be aware of to make informed decisions about safety. The Office of Civil Rights and the U.S. Department of Education is responsible for enforcing the Clery Act. Aside from the issues the Clery death brought to light, there are several other factors as to why reporting campus crime is vital to the success of a campus community. Dennis E. Gregory and Steven M. Janosik have done a great deal of research on the Clery Act and campus crime; they are foundational researchers in this respect.

Overview of Clery Reportable Crimes

The Clery Act is a preparatory means to educate campus communities about crimes and the potential or threat of crimes on and around their campuses. The Clery Act is heavily tied to the geography of an institution, mandating that colleges and universities produce a geographical Clery map that indicates exactly where the responsible areas for reporting crimes would be. The Act dictates that colleges and universities provide educational programs and initiatives to inform the campus community about crime prevention and bystander intervention strategies (Jeanne Clery Act Text, 2015). In addition, the Clery Act states that institutions must have policies and procedures concerning safety and campus crime. Policies must also promote the collaborative nature of campus law enforcement to work with state and local agencies to maintain safe and secure campus environments. The actual reporting and compliance section of the Clery Act describes which major crimes are deemed Clery Act reportable and must be outlined in each institution's annual security report (Jeanne Clery Act Text, 2015). The annual security report must be published and turned into the Department of Education, as well as made readily available to the campus community, once per year prior to October first.

The Clery Act names the following major crimes as reportable, and they must be noted in an institution's Annual Security Report: (I) murder; (II) sex offenses, forcible or non-forcible; (III) robbery; (IV) aggravated assault; (V) burglary; (VI) motor vehicle theft; (VII) manslaughter; (VIII) arson; and (IX) arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession (Jeanne Clery Act Text, 2015). Since outlining these major crimes as reportable, there have also been several updates and changes, many of which have

reflected the trends in SNS use, examples being online bullying and harassment, as well as increased concerns with sexual violence cases on campus as cited in the Violence Against Women Act (VAWA). VAWA draws detailed attention to the growing epidemic of violent crimes against women. Increasingly, women have been the majority population impacted by campus violence; it is imperative to understand the experience of women with regard to safety and decision-making on campus (Gilligan, 2011). The way in which students communicate about their behavior and decision making around Clery Act reportable crimes is an important piece in seeking this clarity.

Clery Updates and Amendments

There have been many updates and changes to the Clery Act and the laws that seek to make institutions of higher education safer, but we have not yet begun to peel back the layers to see the impact of communication and SNS use on these updates. When a crime occurs on campus, students often post and communicate through SNS before reporting said crime to the appropriate campus officials. Since the Clery Act mandates students and their campus community receive timely warnings about campus crime, when institutions fail to do so, it can be presumed that students are not able to make informed decisions about safety as the Clery Act proposes (Gregory & Janosik, 2003). This is one of the primary reasons that Howard and Constance Clery fought for the Act's creation. I examined these ideas to see if there is a deficiency present in higher education that has direct effect on how students are accessing and making sense of Clery Act data. My research addresses the gap created by student use of SNS as a primary form of communication.

Congress passed the Violence Against Women Act (VAWA) in 2013, which added mandates relating to incidents of sexual violence and harassment that institutions will be required to track, report, and offer prevention programs under the Clery Act (Wilson, 2014). “Those rules would require more oversight not only of sexual assault but also of dating violence, domestic violence, and stalking. The flood of information about sexual violence and harassment has presented significant challenges to colleges” (Wilson, 2014, p.5). On July 22, 2015 the U.S. Department of Education (DOE) issued a Dear Colleague letter detailing updates to the Clery Act that were released in October 2014 (Clery Center VAWA Checklist, 2015). “The Violence Against Women Reauthorization Act amended the Jeanne Clery Act to afford additional rights to campus victims of sexual assault, domestic violence, dating violence, and stalking” (Clery Center VAWA Checklist, 2015, p. 1). Communication, moral development, and relationship building are closely related to these VAWA related crimes.

The Clery Center provided a VAWA checklist that outlines the amendments to the Clery Act and offered definitions and terms to help colleges and universities make sense of the new requirements. These Clery Act updates speak specifically to violence and the experience of women on campus, so delineation must be made with respect to how women navigate crime and violence in modern times (Gilligan, 2011). Shifting perspective to understand communication and culture as it relates to female victims of campus crime allows a more specific answer to these increasing and important questions as to how students communicate and make decisions about their safety and their campus communities (Gilligan, 2011). As each of these Clery Act amendments and updates have taken place, confusion as to how to interpret and carry out the requirements has

snowballed (Carter, 2002; Gregory & Janosik, 2003; McNeal, 2007; Wood & Janosik, 2011).

Clery Confusion

An important point with regard to Clery Act confusion is over which crimes to report and how. “Despite a better effort to report and inform, campus officials continue to struggle with which crimes to report” (Wood & Janosik, 2011, p. 12). Changes have been made to Clery over the years to try and minimize the confusion; however, Gregory and Janosik (2003) cite that overall, colleges and universities are still struggling with many of the intended goals and purposes of the federally mandated legislation. An additional purpose as defined by Gregory & Janosik (2003) relates to how effective the Clery Act has been in informing prospective students and their families about the safety level of their campuses during the time they are making their decisions as to what institution to attend (Gregory & Janosik, 2003). Next is the notion of whether the Clery Act and its requirements and reports have impacted the behavior of students and employees on college campuses (Gregory & Janosik, 2003). There can be instances in which colleges and universities may be hiding or underreporting crimes that have occurred on or around their campus to appear safer than they are. This is an important unintended consequence as noted by Gregory & Janosik (2003) and alleged by several victims’ rights campus-safety advocacy groups.

Finally, one must consider the idea that college and universities and their employees, as well as the U.S. Department of Education, may not be clear or confident about what the Act requires of them (Gregory & Janosik, 2003). This idea speaks to the confusing and extensive nature of Clery Act requirements and the issues that have been

related to institutional compliance, not to mention the many changes and amendments that have taken place with regard to the legislation over the last 30 years (Wood & Janosik, 2011). All of these issues must be considered to understand if the intended goals and purposes of the Clery Act are being achieved. To date, emphasis has not been placed specifically on understanding how students communicate with respect to campus crime and safety and if the rise in use of SNS versus face-to-face communication has had a significant impact on campus crime and safety.

In August 2014, the Department of Education released a list of institutions currently under investigation for how they handled sexual assaults on their campus. There were 76 institutions (U.S. Department of Education, 2014) on that list, and it appears to be increasing.

“In recent years, advocates for increased safety and security on campus have voiced their concerns about institutional compliance with Clery Act guidelines regarding inaccurate reporting of crime statistics, institutional failure to distribute the annual crime report, and a lack of clarity in the Act’s guidelines” (McNeal, 2007, p. 106).

Carter (2002) found that there were problems linked with the implementation and institutional compliance with the Clery Act, specifically institutional reluctance to publish negative statistics. Carter (2002) wrote, “Many schools have been reluctant to embrace the Act, viewing it as a burden rather than an opportunity” (p.7). Gregory and Janosik, (2002) noted that many articles were published in which scholars pointed out the fact that colleges and universities were confused as to how they should be reporting their annual crime statistics.

Howard Clery often spoke about his feeling that institutions were more interested in keeping their image pristine than the safety of their students (Gregory & Janosik, 2002). There have been many articles published which have highlighted the confusion and difficulties seen in attempting to carry out Clery Act requirements for compliance. During the first part of 2002, when Gregory and Janosik did their major review of literature for a special edition of the *Stetson Law Review*, they noted that “commentary about the Clery Act in education and other media suggests that the Clery Act has not created a uniform, easily understood process of reporting campus crime, and that disagreements over the Act’s implementation still exists (Gregory & Janosik, 2002, p. 15). Due to the fact that safety is a focal point for institutional leaders, these disagreements and challenges have sparked debates, conferences, articles, presentations, papers, and research studies (Gregory & Janosik, 2002).

In January of 2001, Terry Hartle, Senior Vice President of the American Council on Education (ACE) published a widely cited article in *The Chronicle of Higher Education* in which he made reference to the fact that we need simpler law and regulations than what currently is in the Clery Act. Hartle (2001) suggested that the focus of the law is swayed, “Rather than focus on essential information, the crime regulations mandate that colleges report everything that anyone might conceivably like to know – be it an arrest for underage drinking away from the campus or a violent crime on campus”. Hartle (2001) provided ways in which the Clery Act could be improved, noting that focus should be on violent crimes, not all crimes, and the responsibilities for collecting Clery data to be outlined and limited. He also called for more support from the Department of Education to better inform institutions about compliance and finally called

for overall training, both internal and external (Gregory & Janosik, 2002). Hartle (2001) commented, “The law does little to improve safety on campuses or to influence student behavior”, stimulating much response from the Clery family and many others (Gregory & Janosik, 2002).

Numerous critics have commented on the confusion and inconsistencies that the Clery Act contains (Gregory & Janosik, 2002). Logan (2011) explained, “It’s not (colleges) intention to hold back information...the way the law is set up now, it’s almost always going to create inaccurate data” (n.p.) . Gregory and Janosik (2002) offered that the Clery Act, as it relates to education, may not have created a uniform, easily understandable process of reporting campus crime, and that confusion over the implementation of the Act still exists. Interestingly, this discussion is particularly void of the student voice and experience as it relates to the Clery Act. A main point of the confusion is seen in gathering crime information and communicating this information to the campus. The study aimed to examine both student communication and interaction with Clery Act data from a moral lens in to make connections to the intended purposes of the Clery Act and updates in communication (Gregory & Janosik, 2002).

Implications of Clery Noncompliance

Confusion with Clery Act responsibilities and mandates leads to noncompliance fines and negative media attention for the institution, which can have severe implications for enrollment and other important campus factors. While research on the topic suggests that failure to comply with Clery mandates are associated solely with the institutions’ intentions to maintain a safe image (Janoski & Gregory, 2003), I assert that few are about how students become aware of campus crimes and how their behavior and

communication choices impact their safety. “Researchers have remained skeptical of the statistics offered by institutions of higher education in compliance with the Clery Act (Nobles, Fox, Khey, & Lizotte, 2012, p. 4). Moving forward, this has implications for both students and staff. One of the most notable Clery Act violations was found in April 2004 at Salem International University (McNeal, 2007). SIU was fined \$385,000 for failure to report incidents, miscoding specific incidents, failure to coordinate information from all sources, failure to comply with timely warning requirements, omitted hate crime statistics, failure to distribute Annual Crime Report, and failures related to required policy statements that were either omitted or incomplete (U.S. Department of Education, 2005). Higher education leaders should seek to keep up with Clery Act requirements, community changes, and communication trends to begin to tackle the issues presented by campus crime.

As time goes on, more students named in sexual assault cases are beginning to file counter claims against their institutions for the way that they handled the investigation, and they are winning (New, 2015e). In fact, there are over 50 current pending suits, which students have filed against their former institutions citing that they were unfairly removed from campus after being accused of sexual assault (New, 2015e). In 2015, Brandon Austin, a former basketball player at the University of Oregon filed a lawsuit against his former institution for \$7.5 million (New, 2015e). In the suit, Austin claimed that administrators at the University of Oregon violated his rights when they suspended him over his alleged involvement in a gang rape (New, 2015e). This was not the first time Austin was involved in a legal case because of being accused of sexual assault at an institution. This sentiment exactly echo’s the Clerys’ desire for campus communities to

be aware of the potential for harm or crime to occur on or around their campus (Gregory & Janosik, 2002). “If filed last year, Austin’s lawsuit would have seemed like a long shot, especially as the athlete had been accused of sexual assault at another institution before he enrolled at Oregon. But accused students are suing the institutions that suspended or expelled them are now increasingly winning those lawsuits” (New, 2015e).

Not only have campus crime numbers increased at many institutions, but also cases have doubled with the accused also filing against administrations for how they are handling the investigations. SNS is a viral environment where students are able to plead their case in front of millions of people by posting comments online; this has severe implications for institutions of higher education, from the standpoints of both the victim and the accused. The combination of these factors, and the idea that regulatory compliance mandates such as the Clery Act are calling for institutions to overhaul the way they are handling these cases, is the perfect storm of confusion and pressure for educational leaders. “The increased success of these lawsuits adds another wrinkle to college’s attempts to address the problem of sexual assault. Institutions are under intense pressure to crack down on sexual assault, the stakes are high if they respond by cutting corners” (New, 2015e).

The policies that administrators are working to uphold are in place to protect all students; in fact, they are written to be gender neutral, even though as New (2105e) writes, “sexual assault policies do affect male students more than female, the policies themselves are not to blame, as they are written to be gender neutral” (np). Examining this point from Gilligan’s (2011) perspective underscores the fact that previously neither men nor women noticed the omission of the voices of women, or identified this omission

as a problem. Previous society, as Kohlberg (1971) highlights, assumed that men were the measure of rationality and maturity, making it common for it to be assumed that women would not speak for themselves or their concerns (Gilligan, 2011).

The way that students communicate during a campus crime incident or conduct hearing on campus is extremely important. If they take to SNS and make comments about the way an institution is handling the case it has the potential to cast a negative light on the institution. In 2015, the University of Michigan conducted a study that found that more than 22% of women undergraduate students who responded to their survey stated that they have experienced some type of sexual assault (New, 2015c). This survey was conducted online, and had a 67% response rate. Of the survey, Mark Schlissel, the President of the University of Michigan stated, “Having good data is important, the more we know about our own community, the more we can spread awareness of the issues we face and the better we are able to focus on programs to be successful” (New, 2015c). When an institution is found to be non-compliant with Clery Act mandates, these failures become public and are shared through SNS, making them, in many cases, viral news stories that have the potential to significantly impact the reputation of an institution. Being that this survey asked for the experience of women with regard to sexual assault, it should be understood how women use Clery Act data to inform their decision-making and behavior around campus crime and safety (Gilligan, 2011). Often, women are the majority of people victimized, yet little is known about how the shift in communication to SNS impacts their safety and knowledge of how to protect themselves (Gilligan, 2011; Mangan, 2015).

Gilligan (1982) wrote about the wish to not cause harm to others as a measure of

morality, which is the same intended function of the Clery Act. Staying true to what Kohlberg (1971) describes as right and just, as well as the intended goals of the Clery Act per Gregory and Janosik (2003) and the definition of a true moral person per Gillian (1982), we must be transparent with these statistics as well as take proactive steps to educate, inform, and prevent crimes from occurring. One distinct way to do this is through understanding how and why our students are communicating about such crimes and if SNS has an impact on the frequency or knowledge of these crimes.

Defining and Understanding Social Networking Services (SNS)

Social media, social networking, and the technology associated therein have a greater impact on the thought process of a student than any other factor present in today's society (Gross, 2004). Access to various social and mobile technologies has implications for how young adults develop and socialize within a given environment (Schlegel & Barry, 1991). In many cases, the shift from face-to-face communication to social networking services (SNS) has had significant impact on peoples' moral development, as things are conveyed on SNS that may never be said in person (Turkle, 2015). Furthermore, choices made by those using SNS are perhaps made more challenging by the sense of moral and ethical ambiguity seen in online. What is said face-to-face is often different from what people are willing to say online (Mango, Taylor, & Greenfield, 2012; Turkle, 2015).

Continuing to act in this manner, or to stand by as this behavior takes place, has implications for how people understand their own moral development when actually faced with a real life situation or choice. At any point throughout the day, students have

entrée to millions of articles, websites, and applications that bombard them with information and ideas. In 2014, the Pew Internet Research Project found that 74% of adults online report using social networking sites (Pew Research Center, 2014). College students are instantly connected to countless communication technologies that help that manage their social agendas (Manago, Taylor & Greenfield, 2012).

Boyd and Ellison (2008) defined social networking sites as “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system” (p. 211). While specific details vary from SNS to SNS, the uniqueness lies in the fact that they allow strangers to meet in connect in new and unprecedented ways (Boyd & Ellison, 2008). Again, this allows for different types of interactions and decisions to be made because of SNS that may not occur in face-to-face situations. One must consider if people are safer or more at risk due to the shift in communication and rise in use of SNS as a primary means of interaction.

Raacke and Bonds-Raacke (2008) cited how the Internet has changed the way that we communicate as a society, focusing specifically on its impact on relationship building, noting that there may be a difference in motivation and use based on gender. Women may be more likely to use online means of communication to make and maintain personal connections with already established family and friends, whereas men may use the same online means for exploring sexual interests and romantic notions (Gilligan, 2011; Raacke & Bonds-Raacke, 2008). In their discussion on social technology and relationship building, Raacke and Bonds-Raacke (2008) suggest that there is a lack of peer-reviewed,

published research that looks at the impact of online social networks. One study conducted by Valkenburg, Peter, and Shouten (2006) examined the relationship building of young adults on SNS and how it impacted their social self-esteem. Findings from this study indicated that greater use of SNS was connected to greater likelihood that social well-being was affected by information retrieved from said site (Valkenburg, Perter, & Shouten, 2006). This idea will be further examined in a more intentional way to assess the scope of how student perceptions of relationships and communication impact moral decisions about safety.

SNS enable users to explain and showcase their unique likes and dislikes on a platform that instantly connects them to others who may share the same thoughts or questions. To this end, use of SNS allow people to describe and create themselves in any way they deem fit, opening up the possibility that individuals can connect and interact with others in new ways and in some cases without boundaries (Ellison, Steinfield, & Lampe, 2007). This concept has implications to generate unparalleled connections between people who would have otherwise never have met each other (Boyd & Ellison, 2008). Along these same lines, SNS have ability to bring about negative interactions or connections as well, uniting radical thinkers and allowing people to speak to each other without boundaries or in many cases, consequences.

The way in which students make decisions about their values, their safety, and well-being; come from the same potentially biased SNS outlets that they use to see what reality star is in the headlines. Students read about campus crime, and form opinions about these important issues in the same way that they are checking the weather or reading an article about the most popular pizza place at the Jersey shore. All of this is

happening continuously throughout the day, making it nearly impossible to ever be up-to-date. Simply stated, the way that students learn about campus crime and then communicate with each other about safety-related topics has shifted dramatically from times when face-to-face communication was the norm (Boyd & Ellison, 2008; Mango, Taylor, & Greenfield, 2012).

Now, when students hear that one of their friends has been victimized, there is already a Facebook, Instagram, Twitter, or Yik Yak thread, complete with numerous comments about what allegedly occurred. This scenario has the potential to happen before any proper campus authorities have been notified. This may be impacting the way that students make decisions about their safety and behavior on campus (Raposa, 2015). Student affairs professionals and campus law enforcement officials are also impacted by these new trends and must acknowledge the need to reassess how they are interacting with students (Logue, 2015; Raposa, 2015; Schmidt, 2015; Thomason, 2015).

The way that students make their personal choices about safety on campus after reading or commenting about campus safety on SNS is important to anyone who cares about the safety of campus communities. The inherent danger present in taking what is written on SNS and deeming it fact is potentially catastrophic. Again, this circles back to an individual's moral development and how they view right, wrong, fairness, and justice. These factors are present as they are making decisions about what they read and write on SNS (Gilligan 1982; Kohlberg, 1971). The aftermath of these concepts is of particular importance when thinking about campus crime and how students have the ability to report, disclose, or stop horrible incidents from taking place because of what they may

see on SNS. This is consistent with what Gregory and Janosik (2003) inferred when they wrote that the Clery Act was intended to prevent and lessen campus crime in general.

Summary of SNS Referenced in this Study

There have been many different SNS, combined with mobile technology and online communication forums that have significantly impacted society over the last 20 years. As shown in the history and evolution of SNS portion of this literature review, since the rise of SNS and the first networking services became available, we have witnessed ebbs and flows. However, several SNS made a lasting and important impression on the way that we communicate, and subsequently how individuals communicate about crime, safety, and their own decision-making around these topics. For the purpose of this study, I will focus on three main SNS: Facebook, Yik Yak, and Twitter. When answering the research questions, these three SNS will be referenced and discussed.

Behold, Facebook

A blaring example of connectivity can be seen through the most popular SNS in the United States, Facebook (Comscore, 2010). Facebook was created in 2004, and by 2007 reported having more than 21 million registered members, generating 1.8-billion-page view each day (Needham & Company, 2007). Facebook describes their mission, “To give people the power to share and make the world more open and connected. People use Facebook to stay connected with friends and family, to discover what’s going on in the world, and to share and express what matters to them” (newsroom.fb.com, 2016).

Whereas safety is typically a concern of most people, Facebook can be seen as a way to

stay connected and informed about new ideas, events, and any topic of interest to the user.

An overwhelming percentage of students are utilizing Facebook to connect with others and create an online network and profile for themselves (Pews Research Center, 2014). User estimates are 90% of undergraduates on the majority of college campuses use some form of social media site (College Board and Art & Sciences Group, 2009). Facebook and other social media sites have replaced face-to-face forms of communication at alarming rates. Students no longer rely on in-person contact as a typical way to speak to their peers (Heiberger & Harper, 2008).

Facebook is unique in its structure and content abilities; when using this application, people are able to connect in multiple ways and network with limitless groups, events, live news updates, forums, and businesses all from one service. Over time, Facebook has grown into a one-stop shop for individuals connected to social media and mobile technology. “Facebook puts a massive amount of information and communication power at a student’s fingertips, making it possibly the ultimate synthesis of student-relevant data” (Heiberger & Harper, 2008, p. 20). Facebook has changed culture and individuals’ daily routines in a substantial way. According to the Facebook statistics page (2008), Facebook now has two times the photos of all the other photo sites combined; it surpassed eBay in traffic counts and will soon overcome Google.

This point is strengthened by Facebook’s growth in many other countries outside the U.S. Facebook is available in over twenty languages; the events application hosts three times the invitations of the largest event-based site on the Web, evite.com (Heiberger & Harper, 2008). In 2007, Mark Zuckerberg stated, “fifty percent of

Facebook users log in every day, and no one other social network can claim over 15 percent daily log-ins by its users” (Zuckerberg, 2007). In 2008, Heiberger and Harper wrote that Facebook has the 4th most traffic in the world and the most traffic of any social network. This too has bearing on crime and safety, especially in respect to the way people comment and share their thoughts about crimes discussed in the news. The connective power of Facebook has allowed for crimes that have taken place on college campuses all over the U.S. to be known and talked about widely. This likely would not be the case without Facebook; face-to-face communication may not create this same knowledge base and information sharing.

The enormous growth and impact of Facebook can be seen when looking at the data from 2008 and comparing it to the recent March 2016 statistics available on the Facebook newsroom site, which provides information about the company. In March 2016, Facebook boasts an average of 1.09 billion daily active users, 989 million mobile daily active users, 1.65 billion monthly active users, 1.51 billion mobile monthly active users, and approximately 84.2% daily active users that are outside the US and Canada (newsroom.fb.com, 2016). Facebook is a mainstay on college campuses, in that just about every student has an account; because of this, many offices and departments on campus use Facebook to connect and interact with students.

The extremely public way in which Facebook allows people to post and comment, tag, video post, and now even live update directly relates to one’s ability to stay safe on campus as well as to their path of moral development as defined by Kohlberg and Hersh (1977), being that an individual would make decisions as to what they post or comment on based on what they feel is right, or wrong. This exact idea connects to that of

committing or reporting a crime, as students may see posts on Facebook about crime and safety and then, based on their understanding of justice, right or wrong, form their own idea of how to keep themselves safe on their own campuses. There is no doubt that Facebook has utterly transformed the way the world communicates and shares information.

Twitter

The birth of Twitter is an interesting concept, noting that it actually began as another micro-blogging platform created by software programmers who worked at the podcasting company Odeo Inc. in San Francisco, California (Johnson, 2013). These programmers, Jack Dorsey known on Twitter as @Jack, Evan Williams known on Twitter as @Ev, and Biz Stone known as @Biz, likely did not understand how popular Twitter would become when first laying the ground work for the SNS platform that millions use today (Johnson, 2013). Johnson (2013) explained that when the three were first working on Twitter, they were simply looking for a way to send text messages on their cell phones while trying to revamp a somewhat failing company. The first tweet ever was sent out by @Jack on March 21, 2006, the message was, “just setting up my twttr” (Johnson, 2013, np). This simple message would be the beginning of a transformation in communication, language, and access.

Twitter is a distinctive SNS in that it restricts the amount of characters’ users are able to use when composing tweets. Each tweet can contain only 140 characters; this difference was one of the reasons why twitter became a popular form of communication as fast as it did. It offered a streamlined way of interacting and viewing information that other SNS did not. There is a specific reason for limiting the character use to 140 for

each tweet. Because wireless cellphone companies set a limit of 160 characters for SMS messages, and Twitter wanted to leave room for the usernames, the 140-message revolution was born (Johnson, 2013). The way that people use Twitter as an SNS is different due to the 140-character limit.

Specifically relating to campus crime and safety, Twitter is used to send updates regarding the status of campus emergency incidents and well as to educate campuses about events, programs, and initiatives. One of the mandates of the Clery Act are timely warning notices that institutions must send out if there is a crime or a threat that poses significant harm to the campus community. Twitter is an ideal SNS for reaching many people, quickly, with brief messages. Thus, Twitter has been used to warn and inform campus communities and update large groups of people with facts or comments.

Each day millions of people use Twitter to communicate and stay up to date on many different aspects of their lives. In fact, Twitter has distinct impact on political campaigns and the ability for candidates to directly communicate and stay in contact with their followers and opponents. “In the past, political news and commentary was only reported by a select group of those in the know. But today, we see both politicians and the Average Joe on Twitter sharing their political banter and opinions. It is a new era of citizen journalists and we see people speaking up and speaking out about the things that are important to them” (Johnson, 2013, np). Again, this point is closely related to the information sharing and public opinion that forms around campus crime incidents or alleged crime reports that are shared in on SNS. Many times, a crime that may otherwise only be known by the institution is broadly shared on Twitter and then it becomes national news due to Twitter’s viral capabilities.

Junco, Heiberger, and Loken (2011) found that Twitter was a more amenable form of SNS in respect to creating an open public dialogue in comparison to Facebook, because Twitter is primarily a microblogging platform. Although Facebook is more popular when you look at number of college student users, when looking at how educators use Twitter and Facebook, Twitter wins the battle being that educators are more willing to integrate Twitter into the learning process (Grosbeck & Holotescu 2009; Rankin, 2009; Ebner, Lienhardt, Rohs, & Meyer, 2010; Schroeder, Minocha, & Schneider, 2010), as cited in Junco, Heiberger & Loken, (2011). Interestingly, Junco, Heiberger, and Loken (2011) found evidence that suggested that students and faculty were both highly engaged in the learning process through communication, interaction, and connections made on Twitter. While the context may vary, it is important to note use of Twitter has been proven to engage both students and staff, making it a useful tool when discussing how students communicate about campus crime and safety.

Yik Yak

A SNS called Yik Yak, cofounded by Brooks Buffington and Tyler Droll in March of 2014 adds a unique layer to the discussion surrounding how students communicate (Shontell, 2015). Yik Yak is unlike Facebook and Twitter because it is designed for users to post anonymously. The potential for harm, bullying, and confusion is infinite when combining the instant and widespread nature of SNS with the ability to post anonymously. Yik Yak is unique in another aspect: it works off the user's location, showing posts or yaks of those using the app within a one-and-a-half-mile radius. For college campuses this is the draw: the ability to communicate with your peers, within a fixed area, but not have your posts be tied to who you are. Shontell (2015) wrote, "Yik

Yik Yak had a knack for taking over schools – even college campuses – in a single day. Students liked the app because it let users speak freely without social status tainting their posts. But anonymity also encourages people to become the worst versions of themselves” (np). The possibilities are limitless for instant and true feedback on what is occurring on campus; however, this same fact also opens the door for crimes to transpire.

Crimes have been linked to Yik Yak from its birth; high schools have been affected and have seen bullying and threats as a result of their students using Yik Yak (Logue, 2015; Schmidt, 2015; Shontell, 2015). Droll and Buffington realized that they had a major problem on their hands, specifically as to high school students and the issues that Yik Yak was creating around the country. On March 15, 2014, Droll and Buffington held a meeting to try and come up with a solution to this issue; they wanted to prevent high school students from using Yik Yak (Shontell, 2015). The solution was found by using the applications own location services against itself (Shontell, 2015). Yik Yak access would be blocked in certain locations making it impossible for students at high schools to use the app within a marked geographic location. “Users who open the app in the blocked area would see an error message telling them to relocate and try again. This act of erecting virtual walls around an area is called geofencing” (Shontell, 2015, np). Geofencing is specifically of interest when discussing crimes committed on SNS and the Clery Act. Clery mandates that institutions define their geography and create a map of where their institution would be responsible for reporting if a crime occurred in that location.

There seems to be a strong connection between the way that students are communicating on Yik Yak and crime and safety, being that “colleges are beginning to

experience the same bullying issues and violent threats on Yik Yak that plagued high schools. Some professors are pleading with their universities to shut the app down. Other colleges have banned it” (Shontell, 2015, np). Remarkably, Shontell (2015) found that while some students are reporting that they are using Yik Yak, some point out that it is against their morals and values to read what is posted on the app. One student, Samantha Fulgham, from University of Alabama, pointed out that although she uses Yik Yak as does a majority of the campus, she actually deleted and reinstalled the app several times because she stated that she felt it was “morally wrong” after she read what was posted (Shontell, 2015). Gilligan (2011) would point out the advanced and progressive nature of women’s ability to see the moral dilemma posed by what is being seen on Yik Yak. Whereas Kohlberg (1972) may attribute this to surface level feminine ethic of care, a human being’s ability to acknowledge these posts as morally wrong is being communicated by all genders. Yik Yak and student’s reaction to what is posted there can be used as a way to check and determine one’s place along their journey to moral development as per Kohlberg & Hersh (1977) and Gilligan (1982). The notion that students are using SNS to communicate not only about campus crime, but also in some cases committing crimes on the SNS, and then acknowledging that this behavior is not in line with their morals, is remarkable.

Yik Yak has created an immense amount of pressure for higher education administrators. Institutions have been called upon to deal with what is being said on Yik Yak, and it has created quite a problem for many campuses (Logue, 2015; Schmidt, 2015). Seventy-two women’s and civil rights focused groups announced a campaign in October of 2015 to muster up support from the federal government in putting pressure on

institutions to protect students from harassment from anonymous SNS apps, such as Yik Yak (Schmidt, 2015). These groups banded together and sent a letter to the U.S. Department of Education asking that they look at colleges' "failure to monitor anonymous social media and to pursue online harassers as a violation of federal civil-rights laws guaranteeing equal educational access" (Schmidt, 2015, np).

Schmidt (2015) went on to comment that the letter, "calls on the department's Office of Civil Rights to require colleges to fight such online abuse by taking steps like identifying and disciplining perpetrators and creating technological barriers to the use of social media applications that harassers favor" (Schmidt, 2015, np). Although, Droll and Buffington have taken steps to work on combatting crimes taking place because of Yik Yak, the letter notes that users have found ways to circumvent these steps, such as intentionally misspelling a word to be able to continue to make threats (Schmidt, 2015). An example of a Yak was given, noting that a user altered the word rape to grape and was still able to make a repulsive threat of sexual violence. "Yik Yak's use of community monitoring, which theoretically lets students down-vote harassing comments out of existence, does not prevent the posting of comments that offend, bully, or threaten, and offers little protection to students from minority groups" (Schmidt, 2015, np). One student may read a comment and not feel that it is causing harm to others. This poses a problem and a larger question of who is looking out for the students being threatened, harassed, or offended by such comments, especially in minority groups, as Schmidt (2015) suggests.

When looking at the scope, scale, and feasibility of monitoring Yik Yak, it is almost impossible given the current conditions on our campuses. Additionally, one must

also consider how this task affects students' first amendment rights. "Universities are in a very difficult place. They are interested in being sure their campus is a safe place to women and minorities, but they are being asked to control things out of their control" (Schmidt, 2015, np). Both positives and negatives exist when looking at Yik Yak. The revolutionary nature and newness of this SNS adds to the challenges institutions are facing as they try to address what students' say or read on Yik Yak. It is clear that Yik Yak plays a role in the conversation about communication, campus crime, and individual moral development.

After a two and a half year reign as a prominent and challenging SNS platform, Yik Yak shut down its operation and sold its intellectual property to a mobile payment company for one million dollars (Safronova, 2017). Several court cases that stem from comments or incidents created on Yik Yak are still pending. Kelli Musick, a plaintiff in one of these cases sums up the rise and fall of Yik Yak and the ultimate power of SNS:

There were days when I felt like I couldn't look away from my phone because a friend or someone I knew would send me a screenshot of a threatening or harassing Yak. We don't blame the app in and of itself. It was a tool. Tools can be used in any way that a person decides to use them (Safronova, 2017, n.p.)

Yik Yak created many issues and concerns on college campuses, and also started dialogue about the responsibility and morality of commenting anonymously within a fixed area.

SNS's Impact on Development and Decision-Making

The way that individuals make decisions about their own behavior, as well as interpret the choices of those around them, can be understood through Kohlberg's (1971) and Gilligan's (1982) theories of moral development. Looking at how SNS has played a role in recent crimes and the communication of these crimes, we can attempt to understand how SNS impacts a young adult's development and decision-making.

Furthermore, after crimes are committed, young adults are taking to SNS to plead their case as well as to bring awareness to their cause. This can also be categorized as cyber bullying, in that massive amounts of people have access to the potentially biased and damaging information posted about a crime in which they are involved or accused. Each of these cases is individual, and the choices made by those involved can be dissected through looking at their understanding of their own moral development, as well as what they deem right, wrong, or just (Gilligan 1982, 2011; Kohlberg & Hersh, 1977). Examining how and why an individual determined what to do when they were faced with an important decision about a crime they were involved with or heard about through SNS gives insight into what is important moving forward in addressing these issues on campus.

Another recent example of this is seen at the Ivy League campus of Columbia University, where Paul Nungesser is accused of raping Emma Sulkowicz. Nungesser is suing Columbia University for not stepping in when Sulkowicz began an online campaign against him that included taking her mattress with her everywhere she went on campus, as well as making a video which re-enacted the alleged rape (Fox News, 2015). This is an example of the power of SNS and mobile technology, as this case became

national news. Sulkowicz was pictured on many different online news outlets and her story was widely covered, so much so that many institutions made statements about their own student's ability to carry large objects from their residence halls with them, and even specifically across the stage at graduation.

Interestingly, Nungesser was cleared of all charges in the rape case, yet his federal case cites the fact that Columbia did nothing to stop the harassment against him. Sulkowicz's mattress project was sanctioned by one of her professors and she was allowed to use it as a senior project in her visual arts course (Fox News, 2015). The national coverage of this alleged campus crime serves as an example of the power and influence of SNS on present day campus crime investigations. Noticeably, in the Nungesser case, SNS played a distinctive role in how the case was portrayed, and ultimately how many people became aware of what was occurring at Columbia. Faculty members are an important part of any campus community and have impact on campus crime investigations, as seen through the Nungesser case. Faculty have begun to make changes to their teaching practice based on use of SNS. Faculty members can have impact on students' moral development based on what and how they choose to discuss with their students (Gilligan, 2011; Kohlberg, 1971).

Faculty Updates Reflect Student Use of SNS

In some cases, faculty members have begun to transform their classrooms to better reflect how students are accessing information and communicating. McIntire (2015) describes a course at University of Maryland at College Park, where Professor Ronald A. Yaro is implementing a new app specifically designed for his course. To this end, Yaro is not only encouraging students to use their smartphones and tablets, it is a

requirement of the course. All course information is contained within the app, which also allows students to write blog posts, send tweets, and compile video interviews (McIntire, 2015). The app is called Nearpod and it models the way that students use technology and SNS to communicate in their daily lives. This is a revolutionary instructional tool, meeting students where they are at and taking a smart phone from a distraction to a positive learning tool (McIntire, 2015). Furthermore, using Nearpod allows students to complete assignments at their own pace, when it is convenient to them, which is more in line with the needs of the present day college student (McIntire, 2015).

A challenge noted by McIntire (2015) involves the idea that students have become so accustomed to using their mobile devices for things other than educational purposes that it is hard for some students to adapt to using this technology for learning purposes. Overall, the positives seem to overwhelm the few negatives faculty have noted. Regena L. Scott, an assistant professor at the Purdue Polytechnic Institute stated, “Mobile technology is here, and it’s here to stay, and it’s the way that student engage. Because they communicate so much through technology, it’s a logical step for us as faculty to step up to the plate and meet them where they’re at” (as cited in McIntire, 2015). This attitude and acknowledgement of the impact of SNS and technology is imperative in moving forward and being able to not only understand our students, but also be able to serve them in the finest way possible. The Clery Act intends to keep students safe and educate them crime and safety prevention (Gregory & Janosik, 2003). Faculty and educational leaders have the ability to incorporate learning about moral development, and how this can relate to SNS use and personal behavior and decision-making.

Summary

Over the last 30 years, research has been conducted to explore a variety of topics surrounding the Clery Act, including its impact on campus safety practices, campus police procedures, Chief Student Affairs Officers (CSAOs) role, parent and family understanding of safety on campus, and other topics. However, little research exists that explores how social media, technology, and SNS impacts students' understanding and perception of campus crime and safety. "The intention of the Act's drafters was to force educational institutions to acknowledge campus safety issues and to promote a safe learning environment" (Janosik, 2001; Rund, 2002; Sloan et al., 1997). It is now approximately 30 years since the Clery Act was passed, and looking at the current state of campus crime reporting and compliance at many institutions, I assert that little has changed surrounding crime and communication.

There are unique challenges present when looking at campus crime trends, coupled with use of SNS and decline of face-to-face communication. How people treat each other and where they are in their journey of moral development has implications for how they make decisions regarding their safety (Gilligan 2011; Kohlberg 1971). At its heart, the Clery Act is the product of two devoted and determined, grieving parents who never want to see their pain on the face of another family, because they lost their child to campus crime. The Clery Act is in place to inform, and educate campus communities, but also to prevent crimes from occurring, on and around campus (Gregory & Janosik, 2003). The crux of this starts with how institutions communicate about campus crime and the education and outreach components undertaken to ensure that this information is used and understood.

Colleges and universities are still struggling to make sense of the Clery Act and engage students in accessing campus crime statistics in a manner that reflects the Clery family's intention (Gregory & Janosik, 2003; Wood & Janosik, 2011). To create positive change, we must look at how and why our students are communicating about campus crime, safety, and their own behavior, and begin to understand in what ways this relates to their moral development (Gilligan, 1982; 2011; Kohlberg, 1971). This will help educational leaders and those charged with regulatory compliance to better align their work with the intended goals of the Clery Act, to prevent, educate, inform, and overall reduce campus crime in general (Gregory & Janosik, 2003). Particular attention should be placed on the experience of women and transgender people in making decisions about their own safety and behavior and communication, noting that they are among the majority group to be victims of violent crimes on campus (Gilligan, 2011).

It is imperative to try to uncover how and why students are using SNS as it relates to campus crime, because there is such a connection to SNS and all other aspects of daily information gathering and decision-making. This study will seek to bridge the gap between these concepts, examining how and why students are using SNS surrounding campus crime and their own behavior and development. To this end, I will be able to examine these concepts from the Gilligan perspective, that "a truly moral person would always consider another person as their equal" to draw connections to campus crime and morality (Gilligan, 1982). This may allow me to understand if seeing another person as an equal can mean they make different choices around their safety and the safety of others on campus. Gathering this data will permit me to delve deeper into these issues in hopes of providing timely information to be used as Gregory and Janosik (2003) echo, to

allow people to make informed decisions about safety, raising awareness about campus crime, and finally reducing campus crime in general.

Chapter 3

Methodology

This explanatory sequential mixed methods study explored how and why students communicate surrounding campus crime and safety, and how that relates to their interaction with SNS and Clery Act data. The purpose of this study was to understand how and why college students use SNS as a primary form of communication as it relates to campus crime, safety, and their own behavior and decision-making around crime, focusing on how and why students make choices about their safety as it relates to their moral development and understanding of right and wrong. The Clery Act is intended to prevent, inform, and lessen campus crime as a whole. A hallmark of this legislation is in communicating crime data, statistics, early warnings, and preventative measures to students and the surrounding campus community. In order to address if the Clery Act is indeed addressing its intended purposes as outlined by Gregory and Janosik (2003), one must understand the way in which students communicate about crime, safety, and what is important to them.

Furthermore, the way that students make decisions about their own safety and the presumed understanding of crime has implications for how they will treat others and make subsequent decisions based on their own moral and ethical development (Gilligan 2011; Kohlberg, 1971). The research questions sought to uncover how and why students communicate about campus crime, safety, and the Clery Act, and serve as a guide to understanding how SNS impacts student safety, behavior, and moral development. This

chapter will explain and outline the methodological approach in great depth, examining the reasoning behind and purpose of the study, as well as the research questions.

Research Design

While many research methodologies exist, I used an explanatory sequential mixed methods design for this study, because the benefits of connecting both quantitative and qualitative data served me best in answering the research questions (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). In an explanatory sequential mixed methods design two separate data collection phases are used to deepen understanding beyond any one stand-alone method (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). I conducted the quantitative data collection phase first and then used themes found from the first round of data analysis to augment understanding in the second qualitative data phase. Mixed methods was the strongest methodology for the study because it is innovative and collaborative in nature, which speaks specifically to the research questions. At its core, mixed methods research seeks to shake off the dust and silos created by the previous 20 years of research tradition (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). The study was intended to mirror these goals, in updating the current body of research on college student communication, campus crime, and safety. Mixed methods inquiries have been noted as being able to “help us make the murky, tragic facts of history visible” (Denzin, 2012). In relation to the topical area, this was a primary goal of the research.

The value seen in the mixed methods research paradigm is noted as serving “transformative social justice projects” (Denzin, 2012). In this way, I planned to use the

data I collected in hopes of creating change in the field of higher education. I examined if the intentions of the Clery Act are failing due to the lack of research and understanding pertaining to how college students communicate, access, and understand vital campus safety information. Denzin (2012) likened the mixed methods research paradigm to a call to action, explaining that its goal should be to provoke change and involve the reader and audience in the passion of the researcher – moving them to action. This was my sincere hope in utilizing a mixed methods design for the study.

The powerful combination the volume of qualitative data and expressive, vivid in-depth qualitative data is the crux of mixed methods research (Creswell & Plano Clark, 2011). Whereas either a qualitative or quantitative study can be viewed in a silo with data seeking to understand only certain questions, a mixed methods study can break silos, opening opportunities for new ways of thinking. It is the way the researcher ultimately intertwines both strands of data and how they are able to fully realize the goal of this intentional research design, that make it unique and distinctive from other research methods (Tashakkori & Teddlie, 1998). Both data strands come together to illuminate the richest parts of data collection, to address the research question(s) in the fullest way possible.

Mixed methods research has been explained as being the third methodological movement, with potential to update the solely quantitative and qualitative paradigms of the past (Ridenour & Newman, 2008; Teddlie & Tashakkori, 2003, 2009, as cited in Venkatesh, Brown, & Bala, 2013). Choosing to employ this innovative methodology to assess the contemporary nature of SNS used by today's college students aligns with the goals of the study. A hallmark of rigorous research is the idea of triangulation, creating a

rich and robust understanding of all the moving pieces of your study (Denzin 1978; Jick 1979; Mingers 1997, 2001; Reichardt and Rallis 1994, as cited in Venkatesh, Brown, & Bala, 2013). Combining both qualitative and quantitative data in this intentional way yields a product unlike any stand-alone method (Datta 1994; House 1994; Ridenour and Newman 2008; Rossi 1994, as cited in Venkatesh, Brown, & Bala, 2013).

Denzin (2012) wrote that mixed methods allows the researcher to strengthen their study by intentional triangulation, or the use of multiple methods. This calculated design indicates a clear attempt to produce a study that yields further understanding of a particular phenomenon, or research question. Furthermore, Flick (2007) explained that triangulation should not be looked at simply as a strategy for validation, but an alternative to validation. And so, this combination of data collection methods leaves the researcher the potential to make the most impact in a single study, to be able to understand their participants and their journey in the fullest way possible. Mixed methods gave me the opportunity to “add a rigor, breadth complexity, richness, and depth to any inquiry” (Flick, 2002; 2007), which is particularly important when noting that little research exists surrounding the specific area of inquiry.

The opportunity to capture the experience of college students surrounding campus crime and safety, with particular focus on gender, may, as Gilligan suggests, refocus the conversation about morality and the human condition (Gilligan, 2011). Whereas there may have been only a single story heard in past surrounding communication, campus crime, and morality, shifting the focus to capturing the experience of students with the understanding that the voices of women may need special attention, lends nicely to a mixed methods design (Flick, 2002; 2007; Gilligan, 2011). The blending of two data

strands illuminates more clearly the student voice and experience.

A goal in collecting both quantitative and qualitative data was to be able to give voice to the student experience beyond numeric, quantitative data (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). The hope was to be able to make connections between both data strands that allow me to fully answer the research questions. Strand one of quantitative data will be collected via a self-composed questionnaire. Teddlie and Tashakkori (2009), Denzin (2012), and Creswell and Plano Clark (2011) were used as guides for the process and organization; Poole (2014) was used for subject matter inspiration. Strand two of qualitative data will be collected by semi-structured interviews, for which I have crafted the instrument using Teddlie and Tashakkori (2009), Denzin (2012), and Creswell and Plano Clark (2011) as guides. Figure 2.0 provides a visual outline for the mixed methods sequential explanatory design procedures.

Pilot studies. Reinforcing the idea that the student voice and experience is paramount in this study, I conducted a pilot study with a small test sample of students before doing the actual data collection. Teddlie and Tashakkori (2009) describe a pilot study as a “test drive” in which the researcher is about to collect a small amount of data and check all their procedures to identify any possible problems in your data collection strategy, before you get to the actual study (p.203). Van Teijlingen and Hundley (2001) acknowledged 16 points for utilizing pilot studies when conducting research, which further supports the decision to conduct this practice test. I intended to use this strategy to ensure that the language and structure of the study makes sense to students and that the questions I pose are ultimately allowing me to collect the data needed to answer the research questions. From my pilot studies I was able to make small changes to the

number of questions for the online questionnaire and shorten the face-to-face interview questions, making the study more user friendly and sensitive to participant's time. Overall, the pilot studies were very helpful in ensuring that all questions asked made sense to students and were in line with the research design of the study and would help to me ultimately answer the research questions.

Creswell and Plano Clark (2011) pointed out the importance of preparing fully for both kinds of data collection, being intentional about each component of data collection, and understanding the unique aspects combine in a mixed methods design. Focusing on these aspects is imperative during the data collection stage. Bryman (2007) and Jang, McDougall, Pollon, Herbert, and Russell (2008) offered researchers guidelines to better integrate their data strands and findings in mixed methods studies. Utilizing these suggestions enabled me to intentionally find connections among the data. Integrating data occurred after the quantitative strand was complete and the qualitative strand started. Data was explored throughout the entire qualitative phase until data collection was concluded. The mixing of the strands, or the point of interface (Morse & Niehaus, 2009 as cited in Creswell & Plano Clark, 2011) gave me the opportunity to fully address my research questions and draw important correlations between the two groups of participants. I will discuss the plan in detail below.

Research Questions

A hallmark of the mixed methods research design is intentional involvement of both qualitative and quantitative data strands. In all cases, this design is guided by research questions (Creswell & Plano Clark, 2011). I have crafted research questions that will allow me to gather the richest data pertaining to the problem I have identified in

higher education today. This study was guided by the following main research questions and sub-questions:

1. How do students communicate about campus crime and safety?
 - a. How do students access information regarding campus crime and safety?
 - b. How do students share information regarding campus crime and safety?
 - c. How do students use information regarding campus crime and safety?
2. How do students use Clery Act data to inform their decision-making and behavior around campus crime and safety?
 - a. How does gender influence student behavior or decision-making surrounding campus crime?
3. How do students engage with social networking services (SNS) around campus crime, safety, and the Clery Act?
 - a. How do students communicate what they learn about campus crime, safety, and the Clery Act?
 - b. When are students using SNS relating to campus crime and safety?
 - c. Why do students use SNS relating to campus crime and safety?

Setting

The study took place at Stockton University. Both strands were conducted at this location. Stockton's main campus is in Galloway, New Jersey, with satellite locations in

Manhawkin New Jersey; Woodbine New Jersey; Atlantic City, New Jersey; and Hammonton, New Jersey. When referring to Stockton as the setting, it will include students who take classes at any one of these campuses, as long as they are full time students. I serve as an educational leader at Stockton University, both as Assistant Director of Student Development and as an Adjunct Faculty Member. These roles on campus aided me in accessing students to participate in the study. Additionally, Stockton has several campus safety prevention programs in place, an active social media presence both from students and administrators, an accredited police force, and a diverse population of students who fit all categories I was interested in sampling. Being that I work at Stockton, I have a relationship with both students and staff that allowed me access to conduct this study. I received a letter of support from the Vice President of Student Affairs office who noted the value of this research being done at Stockton. I understand that by selecting only one campus, I am unable to describe the experiences of students at other institutions. It is important to point out that because I understand that this study will not be able to be generalized to a larger population, making external validity an issue for data analysis (Tashakkori & Teddlie, 1998).

I completed all necessary paperwork for the IRB and ensured that all of my training on research procedures are up to date before starting any data collection. It should be noted that I work full time at the University where I am conducting the research, so I will explain how I ensured that this did not impact the study, both ethically and with regard to validity. Johnson and Turner (2003) cited cost and time as a weakness of interviews as data collection strategies; however, using my home institution as the site will combat both of these potential weaknesses and serve to work in my favor instead.

Instrumentation

The focus of this study is unique. The specific research questions and issues examined are not widely researched topics. For this reason, instrumentation for both rounds of data collection had to be created for the purpose of this study. Process, organization, and procedure vision was taken from Teddlie and Tashakkori (2009), Denzin (2012), and Creswell and Plano Clark (2011). Using this literature and example as a guide, I crafted the quantitative and qualitative instruments, for this study (see appendices for full instrumentation). Inspiration for several lines of questioning were taken from Poole (2014), who undertook a mixed methods study for her dissertation, which focused on campus crime statistics. In order to ensure that questions were crafted in a way that addresses all aspects of the research questions Kohlberg (1970; 1971; 1976; 1977), Gilligan (1982; 2011) and Gregory and Janosik (2003) were used as a guiding framework in understanding how the questions posed relate back to the literature and the ultimate focus of the study.

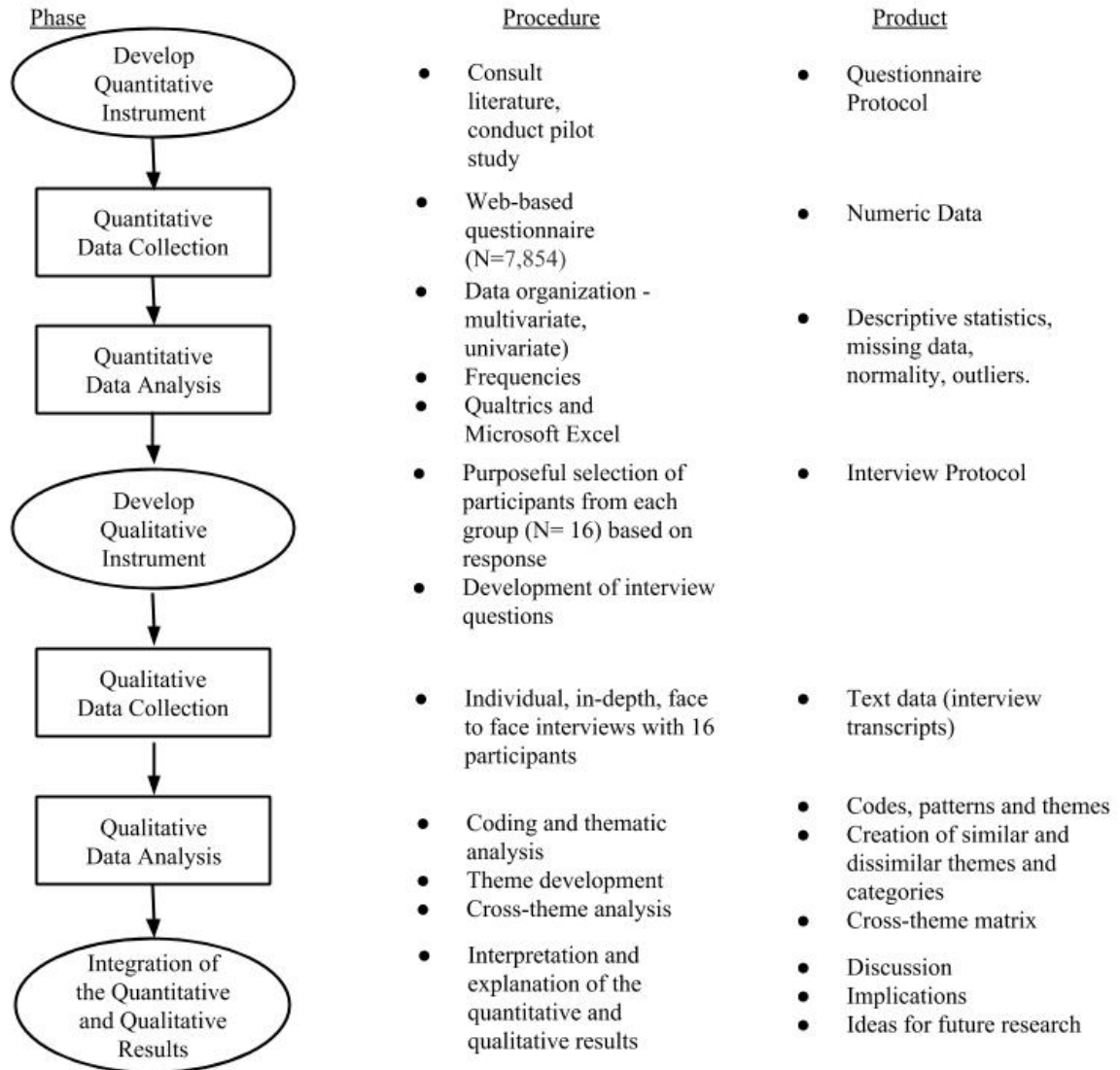


Figure 1. Visual model for mixed methods sequential explanatory design procedures. (adapted from Ivankova & Stick, 2006).

Quantitative Strand

Sampling and participants. The quantitative data were gathered through a questionnaire, which was sent to the entire full time student population at Stockton in an email from the Stockton Vice President of Student Affairs office. The leadership within the Stockton VPSA provided a letter of support for the study and helped in sending the quantitative instrument out to the study body. Graduate students and alumni were not

asked to participate in this research. One follow-up email was sent a week after the initial participation request as a reminder. Currently, the full time student population is 7,854. The entire population, not a sample of the population, as all enrolled students was used for the quantitative data strand. "Population refers to the totality of all elements, individuals, or entities with an identifiable boundary consisting of specific and well-defined characteristics" (Teddlie & Tasakkori, 2009, p. 341). The entire population was sent the questionnaire for the quantitative data strand to cast the widest net for this data strand, which is designed for a whole population.

Data collection. The plan for quantitative data collection was grounded in the ability to holistically answer the research questions that I crafted for this study. Each decision with regard to data collection will be outlined to explain how it served in answering the research questions. In the first, quantitative strand of the study, data was collected from students at Stockton to explore student use of SNS as it relates to the Clery Act and campus crime and safety knowledge. This was done to assess whether use of SNS relates to how and why students communicate and make decisions regarding their safety. Through this questionnaire, I sought to understand how and why students use SNS in their daily lives to make decisions about their own safety and behavior on campus. I asked students if they read about campus crime on SNS and how this relates to their own moral development surrounding crime prevention. Further, I explored how this relates to students' moral development and understanding of right and wrong per Kohlberg (1971) and Gilligan (1982; 2011). I hoped to understand if students use SNS to become informed about campus crime and safety, and if they make decisions about their behavior or communicate based on what they have seen on SNS. This allowed me to

build a knowledge base of how students are using SNS to communicate about campus crime and safety. To this end, the quantitative strand informed the qualitative strand in that the common themes and trends noted by the questionnaire were further examined by specific interview questions during the second strand of data collection.

I conducted the questionnaire with 7,854 full time Stockton University students. The questionnaire contained 36 questions with multiple choice and several write in answer options. The questionnaire was created via online software, Qualtrics, and sent to students through their Stockton email accounts. Informed consent and confidentiality statements were included at the start of the questionnaire. Students were able to read the purpose and intent of the study before they choose to take part in the questionnaire. To impact criterion-related validity in the quantitative sense, I measured the questionnaire instrument against others that have similar goals (Creswell & Plano Clark, 2011). I understand this will be difficult in some respects because I am undertaking research that has not been done by many before me. I organized the data via the online survey tool and as I began explore the data I will move into using Microsoft Excel to analyze the data that I collected during this quantitative phase. I am the only person to have access to the data collected. All data was kept on a secure, password projected drive. Names of participants are not used in order to keep the data confidential (Teddlie & Tashakkori, 2009).

Qualitative Strand

Sampling and participants. When using explanatory mixed methods designs, Creswell and Plano Clark (2011) recommend that researchers follow up qualitatively with a much smaller sample than the quantitative data collection. Having sample sizes

that are unequal is not an issue for this type of research design (Creswell & Plano Clark, 2011). The importance, however, is placed on collecting enough qualitative data to be able to consider meaningful themes from participant responses (Creswell & Plano Clark, 2011). For these reasons, in the qualitative phase of the mixed methods design, I used an intense purposeful sample for semi-structured interviews which were conducted individually with select Stockton University students who took part in the first quantitative phase of data collection (Patton, 1990; Thogersen-Ntoumani and Fox, 2005). “Purposeful sampling in qualitative research means that researchers intentionally select, or recruit, participants who have experienced the central phenomenon or the key concept being explored in the study” (Creswell & Plano Clark, 2011, p. 173).

The focus of this study was centered on undergraduate college students at Stockton University, a mid-sized regional state campus in New Jersey. Full time students from sophomore to senior year of study were used for the second data strand. Graduate students and alumni were not asked to participate in this research. I designed the participant sample in such a way that echoes the sentiments of both Kohlberg (1970; 1971; 1976; 1977) and Gilligan (1982; 2011) by including men, women, and transgender students. In order to examine how students communicate with regard to campus crime and safety and how that communication impacts their morale development, I intentionally included participants across gender markers. This line of reasoning is based on the literature that students’ understanding in other contexts is different with regard to gender (Gilligan 1982; 2011). The majority of victims of violent crimes, specifically sexual assault on college campuses, are women, with one in five women, as compared to one in

16 men, being sexually assaulted while in college (Krebs, Lindquist, Warner, Fisher, & Martin, 2007).

Next, I made a clear effort to engage students who hold leadership positions that may have an impact on conversations of campus crime and safety, such as RAs and Greek Life leaders, and those who do not hold leadership positions, to draw connections from the information shared with both groups of students. I assessed if this information, and the way it is shared, impacts students' understanding of campus safety or their moral development in that respect. Residential Assistants (RAs) were included because of their role in engaging others in safety policies and protocols, as well as disseminating information to their housing areas should there be an emergency or safety update (Astin 1984; Pascarella & Terenzini, 2005).

Student leaders who are active in clubs and organizations, such as Greek life, were studied because of their impact on the campus community and connection to various student stakeholders (Astin 1984; Pascarella & Terenzini, 2005). General Stockton students, Sophomore to Senior in classification, who do not report as being in one of the categorized groups (RA, Greek Life) were included as well to see if they access or understand information in a different way than students categorized as previously mentioned. First year students were not used due to their newness on campus and the need to understand communication and information that would best be witnessed by students who have been a part of the Stockton community for at least one year (Astin 1984; Pascarella & Terenzini, 2005).

This sampling technique aided me in considering the holistic experience and voice of college students at Stockton, while paying particular attention to how gender

may influence communication and moral development around campus crime and safety per Gilligan (1982; 2011). Rubin and Rubin (2012) pointed out the importance and strength of qualitative interviewing, “qualitative interviews let us see that which is not ordinarily on view and examine that which is often looked at but seldom seen” (xv). Participants were chosen based on their specific responses from the categories outlined, due to their response in first round of data collection that they would be willing to take part in the second round. I ensured that participants answered all the questionnaire questions. Then, I confirmed that among those who indicated they would be willing to take part in an interview there was diversity in the participants based on all categories in this study as well as how they answered the questionnaire. For example, I attempted to select participants that indicated that they used SNS as well as those who did not, those who knew of Clery and those who did not. Interviews sought to expand upon and clarify data seen in the quantitative data strand. Data were kept confidential. I kept a secure file with participant’s names and interview protocols for my notes, should I need to follow up or reach out to any specific interviewee. To protect the identity of the interview participants, pseudonyms were created so that their name was not used at all.

Table 1 displays the participants by category along with their pseudonyms by which they will be referred throughout the remainder of the study.

Table 1

Qualitative Interview Participants by Category and Pseudonym

Participant	Gender	Sophomore-Senior	RA	Greek Life
Alex	Male		x	
Jeff	Male		x	
Jamie	Female		x	
Amy	Female		x	
James	Male	x		
David	Male	x		
Allison	Female	x		
Julie	Female	x		
Laurie	Transgender/Other	x		
Pat	Transgender/Other	x		
Chris	Transgender/Other	x		
Matt	Male			x
Nate	Male			x
Nicole	Female			x
Jen	Female			x
Rose	Female			x
Total	16	7	4	5

Teddlie and Tashakkori (2009) discussed purposeful sampling as a way for researchers to choose specific units based on the particular purposes associated with answering their research questions. Maxwell (1997) defined purposeful sampling as a

sample in which, “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices” (p. 87). Gilligan (2011) makes a strong argument for specifically including women given the dismissal of women’s voices given Kohlberg’s (1971) moral development theory, in respect to the study. I intentionally planned to interview a combination of students from three main categories: Male, Female, and Transgender students, to ensure that all genders and voices would be included. Participants were contacted based on their willingness to participate in the second phase of data collection, which was asked at the end of the quantitative questionnaire. Participants who were interested in taking part in the qualitative interviews were asked to enter their contact information so that I could follow-up with them. Qualtrics was used to randomize responses as to separate the questionnaire data from the student email address identifier. Creswell & Plano Clark (2011) suggest that researchers should continue into the point of theoretical data saturation. I was able to reach all intended data collection goals, aside from transgender/other, as discussed, giving intentional voice to the participant categories in this study. Table 1 outlines the number of students from each student category and how many students were interviewed for the purposeful sample.

As Gilligan (2011) points out, we must consider the voice of women when discussing issues of human moral development. The purposeful sample noted in Table 1 ensured that I was able to compare and contrast between three genders, as well as leadership position on campus that may receive different information and communication about crime and safety due to their roles at Stockton. I reached out to the entire subgroup of participants who identified themselves as RAs in the quantitative strand and sought to

interview 6 participants who are RAs, two per each category listed in the table above. I followed this same protocol for Greek Life participants and for sophomore – senior students. I aspired to include two voices from each of the categories per gender, however in the case of the transgender category there were not participants that identified into all of the subgroups that took the first round questionnaire. So, I did not get to interview any transgender RAs or Greek Life members because there were no students who participated in the study that identified in these categories. I did interview each student who identified as transgendered or other gendered to include as many students as possible for genders other than men or women, however all these students were from the sophomore to senior category. This was done to bolster the transgender/other category, regardless of what subcategory they identified with as far as class year or involvement on campus.

In order to ensure that enough respondents were available and willing to follow through with qualitative interviews, I emailed every one of the respondents from the quantitative phase that indicated they would be interviewed. I scheduled interviews with those who responded to the emails in order of the time they responded, until I had all interview spots filled and scheduled. This allowed me to fill each interview spot as I had intended, with the exception of the transgender/other, RA, and Greek life spots because there were no participants from the quantitative portion that filled these categories. Three Greek life women were used due to the fact that these students fit into several of the other subcategories. As data was collected, there were times when I only was aware of the answers the participants gave on the quantitative questionnaire, but after speaking to the

students face-to-face during the interview phase, they expressed involvement in other groups on campus, and thus fit into multiple subcategories for this study.

It made sense to include all three interviews in the Greek life women category and not discard the extra interview from the study for several reasons. Women are often victims of violent campus crime and Greek life programs have been used to help spread the message about campus crime and safety prevention in many cases, because these organizations sometimes unfortunately are the product of unsafe situations or choices by students (Hevel, Martin, Weeden, 2015 & Pascarella, 2015). Once the spots were filled and interviews were completed, I explained this to other participants and thanked them for their willingness to participate, noting that I had reached capacity for the qualitative data collection phase.

Data collection. A semi-structured open-ended interview format was used to allow for consistency in questioning and freedom of participants to answer in a full and rich way (Teddlie & Tashakkori, 2009). The interview contained 10 open-ended questions that allowed the participant to share their story and perspective relating to the subject matter. All data was kept in a secure location, with accessible only by the researcher. I echoed the strategies used for the quantitative phase to ensure that all data is secure. This was imperative when seeking to gather somewhat sensitive information in regard to how students make personal choices about their safety, as well as SNS usage. The common findings of the quantitative strand were expanded upon with specific questions in the qualitative strand.

All interviews took place in person, in my office in the campus center at Stockton University. Interviews were recorded using a mobile device application and then

transcribed by myself. Participants were reminded that their participation in the study was voluntary and that no extra credit or special circumstances would be afforded to them for taking part in the interview. Notes were taken during each interview to help draw connections and ensure consistency and trustworthiness of the interview process. I transcribed all the interviews myself from the files on the mobile recording application into Microsoft Word. After interview transcripts were complete, participants were emailed copies and asked if they had any questions, concerns, or any pieces of the conversation were left out. Zero participants responded that any changes needed to be made to the transcripts. All participants responded that they were comfortable with the interview transcripts and did not see any issues with how the conversation was outlined.

I wanted to understand how students communicate with each other about campus crime and if they access the information contained in the Clery Act annual security report to make decisions about their safety. I questioned students as to how the information they post or read impacts their decision making in respect to their moral development. I aspired to draw connections to students who read posts about crimes or threats and how this makes them feel as moral individuals. This allowed me to make connections to the intended goals of the Clery Act and to understanding how and why student's communication about campus crime and safety, and to what degree this impacts their moral development.

Data Analysis

In considering Onwuegbuzie and Teddlie's (2003) 12 pre-analysis considerations for mixed methods researchers, I noted several important aspects to prepare for data analysis. I knew that I needed to focus on the intended outcome and product of the study

as I analyzed the data. The entire data analysis process should be ultimately focused on answering the research questions in the fullest and richest way possible (Teddlie & Tashakkori, 2009; Onwuegbuzie & Teddlie, 2003). I used one of the most common combinations of mixed methods data collection strategies, quantitative questionnaires with qualitative interviews (Teddlie & Tashakkori, 2009). Utilizing this proven combination adds strength and depth to the study, as well as allowed for the richest potential comingling of data during the analysis phase (Teddlie & Tashakkori, 2009). Johnson and Turner (2003) discuss the fundamental principle of mixed methods research, positing that, “methods should be mixed in a way that has complementary strengths and non-overlapping weaknesses” (p. 299). It is imperative to know and acknowledge the positive and negative points seen in both strands of data collection, so that data analysis can be as productive and pure as possible.

I began by transcribing the audio recordings of my interviews into text. The plan for data analysis started with ensuring that the data are complete and prepared to be explored. This consisted of checking the data collected in both strands and identifying any errors present. I then explored the data to certify that the data is in fact what I have collected and saved. I read through the document, scanning for errors, in doing so I also used reflecting journaling to note “any possible categories or potential phenomena for relationships among such categories” (LeCompte & Preissle, 1993, p. 254, as cited in Teddlie & Tashakkori, 2009). I developed a codebook during this analysis by examining the categories and noting preliminary code ideas (Saldana, 2013). I coded the data, assigning final labels to codes; I then grouped codes into themes or categories. I used In Vivo Coding, where the code “is taken directly from what the participant says and is

placed in quotation marks” (Saldana, 2013, p. 4). Furthermore, in capturing the essence of participant responses, “a broad brush stroke representation called holistic coding” will also be used (Saldana, 2013, p.23). I moved from codes to categories, using one layer of possible subcategory per category. I used an electronic Microsoft Excel spreadsheet to organize and code my data (Saldana, 2013). I then represented my findings in a discussion of the themes and categories, possibly using visual models or tables depending on what is seen in participant responses. I compared the findings of both data collection phases with the literature in answering my research questions in the fifth chapter.

Byrman (2007) explained several obstacles researchers have seen when analyzing their data in an integrative way. When analyzing your data and combining data and findings, you should produce something that is greater than the sum of its parts (Byrman, 2007). Mixed methods data analysis can be more complicated than the traditional solely quantitative or qualitative analysis. The researcher must focus on the integration of data and ensuring that there are distinct and significant reasons for connections made and themes identified. In doing so, the researcher is able to yield a product that is heartier and possibly more impactful than data, which is only either quantitative or qualitative in nature. I stated new questions based on the findings once the data was integrated (Teddlie & Tashakkori, 2009).

Representing and Interpreting Quantitative Data

I used descriptive statistical methods to analyze the data found through the quantitative strand. This strategy allowed me to summarize the data to find emerging themes and trends from participant responses (Teddlie & Tashakkori, 2009). A strength seen in descriptive methods is the ability to locate patterns in the data; this will enable me

to tailor the qualitative phase to the best of my ability (Teddlie & Tashakkori, 2009). I began by converting the raw data into a format useful for data analysis, in this phase; I did so using Qualtrics software. I then exported the raw data from Qualtrics into Microsoft Excel to organize and analyze the quantitative data. I explored the data by visually inspecting it and conducting a descriptive analysis (Creswell & Plano Clark, 2011). The product of this analysis was results such as frequency tables, means, and correlations (Teddlie & Tashakkori, 2009). Univariate and multivariate statistics are used to assess the effect of single variables as well as the relationship of several variables to each other (Teddlie & Tashakkori, 2009). Tables were used to visually represent the data analyzed through these means. It was my intention to question participants about patterns and emerging themes during the second round of data collection. As per the explanatory sequential mixed methods design, the quantitative data was used to inform the qualitative data in this study (Creswell & Plano Clark, 2011; Teddlie & Tashakkori).

As Teddlie and Tashakkori (2009) describe first the researcher quantitatively analyzes the data from the quantitative strand, then using an interactive strategy of merging, the researcher intentionally brings the two sets of results together through combined analysis. This mixing of both data strands allowed me to formulate themes which resulted in four main findings. Connecting both strands of data was done by using the quantitative data to build upon the collection of the qualitative data (Teddlie & Tashakkori, 2009). “The mixing occurs in the way that the two strands are connected” (Teddlie & Taskakkori, 2009, p. 67). I used the quantitative responses of participants in selection of possible interview participants for the second data collection strand. I

compared the results to literature as I analyzed the data to find major themes, in the next chapter (Teddlie & Tashakkori, 2009).

Representing and Interpreting Qualitative Data

I began by following an inductive qualitative data model when representing this phase of data, focusing on general themes seen throughout the participant responses (Patton, 2002). I then used the identified major themes to form “theoretical criteria” that are backed by the data collected throughout the qualitative strand and during the first quantitative strand (Lincoln & Guba, 1985, p. 344). As I completed the qualitative interviews, I analyzed the data in action during this phase, building upon themes and emerging trends seen in participant responses (Patton, 2002). Categorical strategies were implored to deconstruct and organize the responses and facilitate productive thematic comparisons (Teddlie & Tashakkori, 2009). This strategy will be used to address research questions in the best manner (Teddlie & Tashakkori, 2009). Qualitative data displays were used to visually represent emerging themes and neatly encapsulate categorical strategies (Teddlie & Tashakkori, 2009).

Validating the Data and Results

The researcher must be intimately aware of the potential risk when combining their data sets. One way this is done is by following a strong plan that has been tested and proven by other mixed methods researchers. To ensure the plan for the study is as successful as possible, I used Teddlie and Tashakkori’s (2009) Integrative Framework for Inference Quality, as well as Lincoln and Guba’s (1985) work Naturalistic Inquiry, as a guide. This approach allowed me to look for potential holes in the research design, data

collection and analysis methods before doing the study. The integrative nature of mixed methods research inherently opens itself up for increased issues regarding research inference (Teddlie & Tashakkori, 2009). While I understand that I cannot foresee every possible issue that may arise, it was an intentional goal to proactively address as many as possible.

A main focus was ensuring that when the quantitative and qualitative data are integrated, that there are no issues of credibility, and that the participant's story remains valid (Lincoln & Guba, 1985). Specific strategies for addressing this threat were to implement a clear data collection protocol for both strands, as well as pilot testing for both the protocol and the instruments (Teddlie & Tashakkori, 2009). This helped me with consistency and dependability, knowing if the participants are taking away from the questions what I intended. Debriefing both the protocol and the instrument with a pilot group of participants from a similar population gave me great insight into the research design and help me in integrating and discussing the data later (Teddlie & Tashakkori, 2009). I was able to show that I did all that I could to safeguard that participant's responses were valid and consistent. Furthermore, this was of extra importance being that I used a self-made instrument for data collection, because one does not exist that uses to ask similar lines of inquiry to the research questions (Creswell & Plano Clark, 2011; Denzin, 2012; Teddlie & Tashakkori, 2009).

As discussed in the description of the mixed methods approach, I used triangulation to add quality, trustworthiness, and vigor to this study (Denzin, 2012). This was done in several ways, through the participants themselves being involved in the process and checking for consistency, with the use of varied methods, as well as theories

that support the findings. I also applied peer debriefing as means to understand if other professionals in the field come to the same conclusions as I did when they read the information. This combination of strategies helped to increase the prospect of inference in the study (Creswell & Plano Clark, 2011; Denzin, 2012; Teddlie & Tashakkori, 2009).

I had to consider that the topical area maybe sensitive to some participants who have been victims of violent crime or know someone that has. It is possible that participants may not have been willing to fully disclose some information, or may not want to answer wholly due to fear of being judged by their SNS usage (Creswell & Plano Clark, 2011; Denzin, 2012). I paid close attention to the responses and reactions of participants during the qualitative phase to ensure that the data is consistent (Lincoln & Guba, 1985; Teddlie & Tashakkori, 2009). I tried to ensure that participants responded with the same themes or stories across multiple methods. To address the area of confirmability, I kept a reflective journal to record my own thoughts and role in the research (Lincoln & Guba, 1985). During the qualitative strand, this helped me to combat the sensitive nature of the topical area and the passion I have for this research (Flick, 2007; Lincoln & Guba, 1985; Maxwell, 2005). I was able to assess my own biases in this regard and do my very best to ensure that they are not negatively effecting data collection or influencing the participants in any way.

Ethical Issues

As the researcher, I must intentionally think through how my role and choices will impact the study, participants, and data. Being that I work full time at Stockton University, as well as an adjunct faculty member, there are ethical issues that must be considered in how I approached this research. I gave great thought to how my role and

job responsibilities on campus may affect the study. I made every effort to separate my roles on campus from the research, making it clear that I asked students to participate in the study as volunteers and this had nothing to do with my work on campus. I have certain authority over students due to my roles on campus, so I made sure that it was expressed fully that the research had nothing to do with this and my authority in this regard will not interfere with my role as the researcher in this study (Teddlie & Tashakkori, 2009). This was explained very clearly to students in writing before they participated in the quantitative questionnaire and was reiterated again verbally before they take part in the qualitative interview.

Furthermore, no extra credit or additional opportunities of any kind were given for choosing to take part in the research study. I do not believe my roles on campus hindered or influenced students in any way from freely choosing to participate in the study. I did recognize that students might have taken part in the study because they know who I am and in what ways I serve the Stockton community; however, these factors did not deter or encourage any student to participate. Students may have taken part in the study simply because they are interested in seeing the work I am doing outside of my primary roles on campus. I did not discuss the nature or function of the research with students I work with so that if these students chose to take part in the study they were not biased.

I asked students to disclose some information that is personal in nature, regarding their use of SNS and understanding of campus crime and safety. I have not used any student names in the study or in writing the findings. I made sure all participants knew that their responses will be used in the research, however they will not be linked to their

names at any time. I also explained both verbally and in writing that the research questions and the nature of this study has nothing to do with my role at Stockton and will in no way influence how I do my job or the decisions I make when working with students.

I was prepared for the possibility that participants may raise sensitive or difficult subject matter due to the nature of campus crime and safety. I know and understand my role and responsibility in this respect, and was fully prepared to refer students to the proper support and resources on campus. This may mean speaking to the counseling center or the dean of student's office. However, I did not share personal student information or names, just report the necessary information, per the Clery Act. During the qualitative interview portion, one student did discuss being sexually assaulted on campus, and I followed up with this student to ensure that this assault was already reported and that the student had access to all the resources they needed or wanted. The student affirmed that the assault was reported and that they she was comfortable with the follow up process.

I made sure to discuss these ethical concerns with all students who chose to take part in this study. Thinking through these ethical areas before conducting the data collection portion of this study strengthened the data I collected and ensured that the data were not swayed in any way by my involvement as the researcher (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Researcher's Role

Keeping with the spirit in which Howard and Constance Clery championed the Clery Act into existence, I am extremely passionate about preventing crime on college and university campuses. I believe that all educational leaders should strive to put our students first, in all ways. In doing so, it is our moral responsibility to focus on creating well-rounded, freethinking, human beings who leave our institutions equipped with the skills to be positive and productive members our society. Our students need equal chances to succeed on campus, and feeling safe and welcome in their own community has a direct link to the success and retention of students. My role as researcher in this respect was to conduct this study with passion, but with intentional caution in ensuring that the data and results are as secure and valid as possible, noting that my passion and potential bias exist.

I made every effort to control my own personal bias by not expressing my own feelings and thoughts about campus crime, safety, SNS use, or the Clery Act to any participants in this study. In addition, I framed the questions in an unbiased way to gather valid and rigorous data that is not tainted by passion or bias, surrounding this topical area. My passion surrounding this topic helped me to create a study that is meaningful and free from researcher bias, because I understand the importance of not imposing my own thoughts and feelings on students. I recognized that to create any kind of change on our campuses in regards to campus crime and safety, we must do so by listening to how and why our students make the choices they make. Our students are the key to creating change and understanding if the intended goals of the Clery Act are actually being met; to do so, we must gather data without injection from the researcher.

Closing Summary

As proven by the review of literature, there is a gap that exists in higher education with regard to the effectiveness of the Clery Act and how it relates to student communication trends and social media impact. I have summarized the reasoning I used a mixed methods research design for the study. The innovative and integrative nature of a mixed methods design allowed me to gather the richest data possible. Choosing a sequential explanatory design allowed me to use the phase one of quantitative data to inform phase two of qualitative data, building upon themes and commonalities to unearth data that is needed to both answer the research questions and engage the larger field of higher education in a much-needed conversation (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). I do not feel this would have been fully accomplished by a solely quantitative or qualitative study. The literature calls out for a study that is multifaceted. To this end, I was able to uncover both the hardline quantitative numerical facts about the impact of social networking of college student communication and decision-making, while also giving voice to the lesser-known personal stories that will be realized by the qualitative phase of data collection (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). This combination addressed the research questions in the richest way possible.

Chapter 4

Findings

The focus of the study was to explore student use of social networking services (SNS) surrounding moral development, gender, campus crime, safety, and the Clery Act, utilizing an explanatory sequential mixed methods research design. The study explored how and why students communicate about campus crime and safety to discuss how this may relate to students' moral development and the intended purposes of the Clery Act (Gregory & Janosik, 2003). This chapter presents findings on how and why students communicate about campus crime and safety. The aim of this chapter will be to move toward a summary of the major themes of the study. Initial data preparation and analysis of both quantitative and qualitative data will be discussed in detail along with the findings of the study. This will permit readers to examine the decision-making and thought process behind research decisions, decreasing the chance of researcher bias being present in the research design (Creswell & Plano Clark, 2011; Teddlie, & Tashakkori, 2009).

This study addressed the following questions:

1. How do students communicate about campus crime and safety?
 - a. How do students access information regarding campus crime and safety?
 - b. How do students share information regarding campus crime and safety?
 - c. How do students use information regarding campus crime and safety?

2. How do students use Clery Act data to inform their decision-making and behavior around campus crime and safety?
 - a. How does gender influence student behavior or decision-making surrounding campus crime?
3. How do students engage with social networking services (SNS) around campus crime, safety, and the Clery Act?
 - a. How do students communicate what they learn about campus crime, safety, and the Clery Act?
 - b. When are students using SNS relating to campus crime and safety?
 - c. Why do students use SNS relating to campus crime and safety?

This chapter provides general findings from the study that include (a) demographic background information about questionnaire respondents; (b) communication, campus crime, and safety choices; (c) discussion of the themes that emerged from dialogue on SNS, campus crime, and safety, as well as perceptions around moral development and gender; and (d) a summary of the major themes found in quantitative and qualitative data.

Questionnaire Data Preparation and Analysis

Quantitative data collection took place first in the form of an online questionnaire containing 37 questions using Qualtrics. In total, 684 participants completed the questionnaire over a two-week span, which is a response rate of approximately 11.5%. I exported raw data from Qualtrics into Microsoft Excel to clean and organize the data. At this time, I was able to determine whether there was any missing data, and clean several questions that allowed for write-in responses, to make sense of the verbal responses given

by participants. I created a data spreadsheet was created using Microsoft Excel to calculate basic descriptive statistics and ensure that the data was usable. I created tables to easily depict the findings seen in participant background data responses, as well as a summary of other related lines of questioning, to make it easier for the reader to view the data in summary form.

Interview Data Preparation and Analysis

Qualitative data collection took place after the quantitative data analysis. Questionnaire participants indicated whether they would be willing to take part in the qualitative second phase by entering their contact information into the online quantitative questionnaire. Participants for the qualitative strand were then selected based on predetermined subcategories of interest and significance to the study, as discussed in Chapter 3. Categories were gender, RA, Greek life, and class year (see Table 1, page 88). All interviews were conducted face-to-face, on campus at Stockton in a location of the student's choice. Pseudonyms were assigned to the 16 interview participants to protect their names from being known in the study. I transcribed all interviews into Microsoft Word and then created a coding matrix in Microsoft Excel that enabled me to visualize common phrases used by participants. In vivo coding was used to maximize inclusion of students own words and experiences into the study (Saldana, 2013). Sections of student comments were selected that best represented the findings identified in the study and will be presented below.

Quantitative Participant Background Information

Table 2

Questionnaire Participant Background Information

Variable		n	%
Gender	Male	183	26.91
	Female	489	71.91
	Transgender/Other	8	1.17
Age	18-21	455	66.52
	22-25	158	23.09
	26+	62	9.06
Classification	Freshman	96	14.14
	Sophomore	137	20.18
	Junior	214	31.52
	Senior	232	34.17
Campus Housing	Yes	336	49.48
	No	343	50.52
Greek Life	Yes	156	23.01
RA	Yes	30	4.41
	No	650	95.59
Leadership	Yes	220	32.35
	No	460	67.65

Table 2 depicts the responses of participants with respect to their background information. The maximum age of respondents was 59 and the minimum was 18. The average age of participants was 22. The majority of respondents, 66.52% (455) were in the 18 to 21-year-old category. Twenty three percent (158) were in the next age category of 22 to 25 years of age. The distribution of participant's gender, which is a distinct component of this study, is also highlighted in Table 2. Of the 684 respondents, 26.91% (183) identified as male, 71.91% (489) identified as female, and 1.17% (8) participants identified in the transgender or other gendered category. Of these eight, two specifically indicated transgender and six selected other for their gender marker, so transgender and other were combined into one category to make 1.17% (8) of the total respondents for the study. Four respondents chose not to identify their gender. Due to the low response rate for transgender/other students, all participants to respond that they would be willing to take part in the qualitative interview phase were contacted to have the strongest representation possible for these students in this study. Stockton enrollment data shows that, in 2016, men accounted for 35% of the student population, while women represented 65% of the overall student population (Stockton University, 2017).

Gender. For the purpose of this study, all transgender and other gender responses will be combined into one category named transgender/other. It should be noted that there are intentional reasons as to why participants may identify with the gender marker of transgender instead of other gender, which may mean gender fluid or gender nonconforming for some participants. In some cases, people may never feel they align with any gender marker or category, which is a reason why other gender may be selected. On the other hand, certain individuals strongly identify with certain titles or markers that

signify who they are, with transgender being one example (Beemyn, 2005; McKinney, 2005). Conversely, due to the sometimes fluid and progressive nature of gender and understanding ones' gender identity, distinct categories do not align or represent how an individual may feel at any given time with respect to their gender classification (Beemyn, 2005; McKinney, 2005). Gender is an important factor in this study due to the lack of research around transgender students, communication, and campus crime, as well as the rates at which women are victims of violent campus crime (Mangan, 2015). Furthermore, Gilligan (1982; 2011) highlights the need for moral development to be looked at from all perspectives and not from the assumption that men are the measure of humanity, which from the start skews the understanding of the data.

This study sought to examine students' experience around communication and campus crime, looking at gender as a factor in their decision-making, moral development and feelings about safety. The overwhelming majority of respondents in this study were women, making some of the findings more heavily seen through the lens of women, due to the number of women perspectives being compared against men or other genders. This is of particular importance when looking at questions which specifically asked about women and campus crime, gender, and SNS (Gilligan, 2011). One way of understanding the response rate distribution with respect to gender is that women may care more about issues of campus crime and safety, and thus opted to participate at a far higher rate than men (Noddings, 1986). Additionally, since women are often the majority of victims of violent campus crime (Mangan, 2015), perhaps they have more reason or responsibility to take part in conversations or opportunities around campus crime and safety (Gilligan,

2011). Alternatively, it is possible that more women took part in the study simply because there are more women students, than men who are students at Stockton.

Classification. The background information in Table 2 also shows the distribution of students' classification within the sample. When asked their class year, 14.14% (489) of respondents reported their class year as Freshman, 10.18% (137) of respondents reported that they were Sophomores, 31.52% (214) of respondents reported their class year to be Junior, and 34.17% (232) of respondents were Senior class members. Five respondents did not report their class year standing. The majority of students who took part in the quantitative data collection phase were junior or senior-level students. This means that it is possible that these respondents were at Stockton for a longer period of time and may have had more experiences or relatable incidents on campus due to duration (Astin, 1984; Pascarella & Terenzini, 2005). Some students may have transferred to Stockton from another institution, lessening their time at Stockton while still maintaining a higher class standing. First-year students or freshman were the smallest represented group, and this subgroup of the population was intentionally not asked to take part in the second phase of data collection due to their shortened exposure to campus (Astin, 1984; Heiberger & Harper, 2008; Pascarella & Terenzini, 2005).

It may also be inferred that newer students may not have as strong of a tie or relationship to the campus and to its people, making it less likely for them to read and respond to inquiries such as this study (Astin, 1984; Pascarella & Terenzini, 2005). It is for this reason that first year students were not asked to take part in the second round of qualitative data collection, in the form of face-to-face interviews. As Table 2 shows, the number of respondents increased per class year, moving from Freshman to Senior,

perhaps explaining that the longer students are connected to an institution, the more likely they are to want to voice their opinion about campus-related topics, as well as form relationships with staff members that may encourage them to take part in research projects undertaken by those individuals (Pascarella & Terenzini, 2005). It is also possible that the student response rate by classification had little to do with the amount of time students have been connected to Stockton. Students may have selected to take part in this study or to not for any number of reasons that does not relate directly to their class standing.

Campus involvement. Background information regarding students' involvement on campus and housing choice was requested to understand if these factors might relate to how they communicate about campus topics and whether any training or leadership-related facets of their involvement changed the way they view their safety or understanding of crime and safety. A total of 48.48% (336) of respondents live in on-campus housing and 50.52% (343) of respondents do not live in on-campus housing. Five respondents chose not to identify if they lived in on-or off-campus housing. As seen in Table 2, the difference of response rate between students who live on-campus and who live off-campus is very low. This makes it difficult to compare certain factors around whether student communication and safety is related to housing choice, particularly the impact of on-campus communication and benefits, such as the relationship to Residence Life staff like Resident Assistants (RAs) and live-in staff members, who are responsible for overseeing the safety and well-being of on campus living (Schuh, J., et al, 2011; Pascarella & Terenzini, 2005; Astin, 1984). However, after combining the qualitative data and posing more detailed questions individual student feelings about housing choice

or how communication is shared on-campus or off-campus will be discussed (Creswell & Plano Clark, 2011; Teddlie, & Tashakkori, 2009). This will be one way of giving voice to the on-campus student experience and attempting to discern if there is a relationship between living on-campus, moral development, and understanding of safety at Stockton.

Understanding if SNS has a relationship to student's feelings of safety on campus is explored through how students communicate on campus and how information about campus crime and safety is shared. Students who do not live on campus and arguably do not have as much access to staff and resources, may indicate different feelings about safety. These students may also discuss alternate situations they have experienced on campus, because they do not live on campus and perhaps spend less time at the institution. The choices that these students make about care and concern for themselves and those around them may be different from those who live on campus and place different value or emphasis on their understanding of campus safety and their responsibility to inform others about safety concerns (Gilligan, 2011; Noddings 1986).

Resident Assistants (RAs). Resident Assistants (RAs) are integral to campus life since they are tasked with creating a sense of community within the residence halls (Astin, 1984; Pascarella & Terenzini, 2005; Schuh, J., et al, 2011). RAs are often the first line of defense for lesser incidents of campus crime and are responsible for a majority of the incident reports written in residential buildings (Schuh, J., et al 2011). Table 2 shows that 4.41% (30) of respondents indicated they are RAs on campus working for the Office of Residential Life, and 95.59% (650) of respondents indicated they are not RAs, while four respondents did not identify whether they were RAs or not. Stockton

employed 95 RAs in the Spring 2017 semester when data was collected, making the response rate for RAs approximately 31%.

RAs are often the first people to whom crimes are reported when students are involved in residential facilities on campus (Schuh, et al, 2011). This places live-in Residence Life staff in a fundamental role when it comes to campus safety and communication. Furthermore, RAs receive extensive training and information about campus crime and safety, as well as how and why they should communicate such information to the students they work for (Pascarella & Terenzini, 2005; Schuh, et al, 2011). Arguably, these students should have a different understanding of the Clery Act and a greater awareness about campus safety prevention and the resources and information contained in reports such as the Clery Act campus crime summary (Gregory & Janosik, 2003; Kuh, 2003). Conversely, not all RA students may have a deeper understanding of campus crime and safety or place a higher responsibility on communication safety information to others, due to their training for their RA role. About one-third of the entire RA staff at Stockton chose to participate in the quantitative data phase, which allows me to discuss this important piece of the campus community and culture. Connections to RA participants, and safety information and training seen in the second round of qualitative data collection, and gave the RA students the opportunity to express their experience beyond the quantitative questions posed (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Greek life. Table 2 shows that 23.01% (156) of respondents are members of the Greek community, or Fraternity and Sorority Life, at Stockton. The responses show that 76.99% (522) of respondents are not members of the Greek community at Stockton, with

six respondents not identifying whether they are members of the Greek community.

Overall, Stockton had approximately 895 students in the Greek community in Spring 2017 semester, when this data was collected, yielding a response rate of approximately 17% for the Greek community. Six respondents choose not to identify whether they were members of the Greek community.

Stockton does not have Greek housing for students involved in fraternities and sororities. Many students who are involved in Greek like select to live on campus with other members of their organizations, but there is are no traditional Greek houses in which Greek life members are the only students living in a designated area. Students who participate in Greek life organizations live on and off campus. Greek life organizations are founded and maintained on specific values and traditions that impact how students interact and communicate (Astin, 1984; Hevel, Martin, Weeden, & Pascarella, 2015; Pascarella & Terenzini, 2005; Shontell, 2015). In addition, students involved in Greek organizations undergo specified training and are exposed to the national standards of their groups to become members. These factors may contribute to how students develop morally and make decisions about communication and safety (Kohlberg, 1970).

Furthermore, students who are involved with fraternities and sororities have an extra layer of support on campus in the form of Greek advisors, intentional relationships with chapter members, and campus resources that are directly linked to their involvement in these organizations (Astin, 1984; Pascarella & Terenzini, 2005). The relationships formed as a result of being in the Greek community may influence how students make decisions about communication and safety, as well as their behavior on campus (Astin,

1984; Hevel, Martin, Weeden, 2015 & Pascarella, 2015). Equally, students who are involved in Greek life may not place a higher value on communicating campus crime and safety information because of their membership in a fraternity or sorority. Greek life students may not feel a deeper sense of moral responsibility to protect others simply because of the values of their organizations. Not all students may truly connect with these ideals and live them in their daily lives, so some may simply espouse to connect with the responsibility and values of their fraternity or sorority (Argyris & Schon, 1974).

Leadership position. When asked whether they held a leadership position in one of the 136 clubs or organizations on campus, 32.35% (220) of respondents indicated yes and 67.65% (460) indicated no. Four respondents chose not to answer whether they held a leadership position in a club or organization at Stockton. When students are involved in leadership positions on campus, they receive training and build relationships in a different way with students and with staff. Students who act as leaders of their clubs or organizations have a different responsibility to those around them than students who do not act as leaders of their peers (Astin, 1984; Kohlberg & Hersh, 1977). For this reason, students who are leaders on campus may act in different ways or communicate their feelings about safety or crime alternatively.

Furthermore, students form and maintain different levels of relationships on campus that impact their feelings of safety and how they communicate with peers and campus staff due to their involvement in leadership roles (Astin, 1984; Junco, Heiberger & Loken, 2011; Kuh, 2003). It is possible that students may not change as a result of their involvement on campus, and they may not use the leadership skills and responsibilities discussed in their clubs and organizations when it comes to campus crime

and safety. Students were asked about this in the second, qualitative data collection phase (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009), to see if students who hold leadership positions and have a different level of commitment and responsibility to Stockton and to their peers.

Qualitative Participant Background Information

In total, 16 students took part in the qualitative interview phase.

Transgender/other students were not represented from the RA and Greek life categories because no students that took part in the first round quantitative data collection identified into these areas. However, three transgender/other gender students took part in the qualitative interviews that identified as sophomore to senior class students. A table was created to organize participants into categories with codes for their subgroups and participant pseudonym as to not disclose their identity. Two participants were male RAs, two participants were female RAs, and no participants were transgender/other gender RAs. Two participants were male sophomore to senior class students, two participants were female sophomore to senior class students, and three participants were sophomore to senior class students. First year students were not asked to participate in the qualitative data collection phase due to the small amount of time they would have had to experience Stockton and communicate about campus crime and safety. Two participants were male Greek life students, three participants were female Greek life students, and zero participants were transgender/other Greek life participants.

The main purpose of the qualitative interviews was to deepen the understanding of the numeric data seen in the first round of quantitative interviews (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). The three major findings identified from the

quantitative phase will be expanded upon below using students' own words and experiences. A fourth finding was identified after the qualitative data collection phase and will be discussed. In some cases, the qualitative interviews augmented the understanding of the numeric data; however, students provided some comments that were not completely in line with responses seen in the questionnaire data (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). These instances will be explained using the literature and framework from chapter two as a guide.

Introduction of Findings

Consistent with the mixed methods explanatory sequential design, the quantitative data informed the qualitative data to ultimately yield four main findings for this study. The quantitative findings will be discussed below first in order to show how the numeric data laid the groundwork, then allowing the qualitative student interviews to deepen the understanding of the student experience through their own words to finally produce four main findings. Summary Table 3 depicts the major findings from data collection and compares the findings between the quantitative and qualitative results, highlighting the commonalities and differences seen between the data strands. The qualitative interviews provided data that was consistent with what students expressed in the quantitative questionnaire and in others cases the themes differed from qualitative to quantitative once students were asked to further describe their perspective (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). The qualitative data is used to further understand what was seen in the quantitative data, deepening the exploration of the student voice in this study (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009)

Table 3

Quantitative and Qualitative Findings and Results

FINDINGS	QUANTITATIVE RESULTS Online Questionnaire	QUALITATIVE RESULTS Face-to-Face Interviews
1. Students are unaware of the Clery Act	<ul style="list-style-type: none"> • 72.51% (322) of students did not know of the Clery Act or were unsure if they knew. • 0.19% (86) female and 0.74% (33) male students indicated they knew of the Clery Act. • Clery not being used to prevent, educate, inform (Gregory & Janosik, 2002), 85.20% (380) did not read Clery data before choosing Stockton. 	<ul style="list-style-type: none"> • Stockton described as safe, no need to seek out crime and safety information. • No participants reported feeling unsafe on campus. • 62.5% (10) of participants stated they do not know how to access Clery data and have not looked for it. • 100% (16) students interviewed spoke about not accessing Clery information to proactively inform their decision-making. • 37.5 % (6) of students mentioned going to campus police for crime data or safety concerns. Students perceived data to just be there if they need it, no sense of urgency.
2. SNS used widely, impacts information access and safety	<ul style="list-style-type: none"> • 93.09% (606) of respondent use SNS • Majority use – staying in touch with family and friends. • SNS increases confidence in knowing what is happening on campus. • Concerning comments on SNS did not decrease usage. • No direct correlation between SNS use and campus crime and safety. 	<ul style="list-style-type: none"> • SNS perceived to be used by all, an easy and convenient way to share mass information. • Eliminates social stress for transgender/other students, ability to share valuable perspective about their lives for students in this study. • Sharing of location and personal information negatively impacts safety for some, positively impacts students who believe it is meaningful for friends to

Table 3 (continued).

FINDINGS	QUANTITATIVE RESULTS Online Questionnaire	QUALITATIVE RESULTS Face-to-Face Interviews
<p>3. Face-to-Face communication for important topics and safety concerns</p>	<ul style="list-style-type: none"> • Important to speak directly to someone about new information regarding campus crime and safety. • Face-to-face communication for knowledge of crime or something to keep others safe. • Face-to-face for serious questions about campus crime and safety. 	<p>know where they are and what they are doing, for safety reasons.</p> <ul style="list-style-type: none"> • Reading about crimes on SNS does not impact use of SNS or own personal feelings about safety in this study. • 75.0% (12) students stated they would have a face-to-face conversation with their friends if they felt unsafe or had a question about their safety on campus. • Students (3) who gave specific examples of staff members or supervisors they would speak to were involved in leadership activities on campus, majority were RAs. • RAs had a better understanding of process and information sharing. • Students described women as caring differently, looking out for others in different ways, and placing different value on their safety and safety of others. Described as motherly and cautious, making different choices about their safety on campus and are impacted by SNS differently than men. • Students interviewed had perception that men are stronger or could handle unsafe situations better than women.
<p>4. Students perceive that women use SNS differently, and are impacted by campus crime and SNS use differently</p>		

Li et al, 2000, Table 2, pp. 124-125, as cited in Creswell and Plano Clark, 2011.

Questionnaire Responses Around SNS

How and why students communicate about campus crime and safety is a focus of this study. Participants were asked about their most commonly used forms of communication, focusing on whether using SNS has an impact on how they make choices about their safety on campus, as well as whether using SNS changes the way they see or handle campus crime and safety situations. Participants were also broadly asked how they most commonly communicate with their peers and stay up to date on current events or news that interest them, and the more common response was SNS, with Facebook and Twitter being the most frequent forms of SNS used. The primary reason for using SNS was seen to be staying up-to-date with family and friends, and had little connection to campus crime and safety. Students were able to write in other responses to this question; however, answers were not relevant based on the research being conducted. I did look at all write-in answers, but because there are thousands of different SNS platforms, and the reliability of some of these sources are questionable and not being studied at this time, I chose not to include each write-in answer to this question (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Use of SNS. Students were asked why they use SNS to communicate, as this is a primary part of the research questions for this study. The aim was to understand how participants viewed their SNS usage in relation to how safe they felt on campus, and gain an understanding of whether there was a relationship between how students communicate their feelings and the choices they make surrounding crime and safety. This line of questioning also attempted to gain insight into how and why students communicate about campus crime and safety, whether they used SNS to do so, and whether using SNS had an

impact on them. Table 4 illustrates the frequencies for questions of this nature. From Table 4, it is clear that respondents felt that using SNS did have an impact on their level of confidence in knowing what occurs on campus, or that using SNS helped them stay connected to what is going on around them. Table 4 shows that, 41.57% (185) of students indicated that they strongly agree or somewhat agree that they report a crime that they heard about through SNS, compared to 29.21% (130) of students who stated that they strongly disagree or somewhat disagree that they would report a crime that they heard about through SNS.

Table 4
Use of SNS and Crime

Question	Strongly Disagree n (%)	Somewhat Disagree n (%)	Neither Agree or Disagree n (%)	Somewhat Agree n (%)	Strongly Agree n (%)	M
SNS increases level of confidence knowing what occurs	34 (7.62)	47 (10.54)	107 (24.22)	181 (40.58)	76 (17.04)	3.49
Would report crime heard about on SNS	53 (11.91)	77 (17.30)	130 (29.21)	112 (25.17)	73 (16.40)	3.17
After reading about crime on SNS use of SNS changed	105 (23.70)	68 (15.35)	216 (48.46)	46 (10.38)	8 (1.81)	2.51

Note. Strongly disagree = 1, Strongly agree = 5

This is a promising finding given the level of threats and questionable comments seen on SNS, and the rise in crimes committed on or because of SNS (Heiberger & Harper, 2008; Schmidt, 2015), although the majority of students did indicate that they neither agreed nor disagreed on this question. This has implications to students' moral development and the level of responsibility they feel after using SNS and seeing something questionable that may impact other people's safety (Gilligan, 1982; Kohlberg, 1976). Moreover, this strengthens the idea that students may not take what they read on SNS seriously, placing a different value on threats or comments seen on SNS. These specific factors will be discussed in detail in the qualitative data collection round to see if students respond differently when asked directly about their own SNS use and how or why they would communicate crime and safety information to others.

SNS and crime. Likewise, respondents were asked if their use of SNS would change after they read about crime and safety on SNS. The majority of respondents, 48.46% (216), remained neutral about this question, showing perhaps that students do not put much thought into how SNS impacts their safety and whether reading about crime and safety on SNS makes them more or less safe as a student at Stockton. These responses also shed light on a students' understanding of moral responsibility both with respect to SNS usage and campus crime and safety. The answers to questions regarding changes in use of SNS after reading about a crime on SNS were split to some extent, with 23.70% (105) of students selecting that they strongly disagree that they would change their SNS usage and 1.81% (8) of students indicated they strongly agree that their SNS use would change. This is a substantial amount of students who felt strongly that they should not alter their SNS usage as compared to those who would. From Table 4, it is

evident that respondents use SNS in large numbers, but for various reasons may not make connections to SNS and its impact on their own safety or the safety of their peers. This point will become clearer in the qualitative interview portion, when I was able to directly ask participants about their SNS use and their choices around campus crime and safety (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Table 5 illustrates the frequencies of yes/no responses of participants around crime, safety, and SNS questions. Participants were asked a series of yes/no questions that focused on their knowledge of the Clery Act, campus crime and safety information, and how and why they would communicate about these topics. Overwhelmingly, participants use SNS, as Table 5 shows that 93.09% (606) of students responded that they do communicate using SNS. A very small number of students did indicate that they do not use SNS, with 6.91% (45) of respondents selecting “no.” This was the only question for which zero students chose “unsure,” making a statement about the power of SNS as a whole. The majority of students, 63.51% (282), indicated that they did not know about the Clery Act. Even a larger majority, 85.20% (380), indicated that they did not read the Clery Act campus crime summary report. One way of explaining this is that some students may know the Clery Act by name from the news or reading an email, but students may not actually know that what they Clery Act is and that it pertains to campus crime and safety.

Table 5

Crime and Safety and SNS

Question	Yes n (%)	No n (%)	Unsure n (%)
Do you use SNS?	606 (93.09)	45 (6.91)	
Have you used SNS to read about crimes that occurred at Stockton?	174 (39.10)	226 (50.79)	45 (10.11)
Have you used SNS to read about crimes that occurred at other colleges?	331 (74.11)	94 (21.08)	21 (4.71)
Do you know of the Clery Act?	122 (27.48)	282 (63.51)	40 (9.01)
Read the Clery Act report before choosing Stockton?	44 (9.87)	380 (85.20)	22 (4.93)
Saw concerning comments on SNS decrease your SNS use?	107 (24.04)	238 (53.48)	100 (22.47)
Friend was involved in a crime use SNS to communicate about it?	118 (26.07)	181 (40.95)	143 (32.35)
If you were involved in a crime on campus would you post about it on SNS?	105 (23.76)	209 (47.29)	128 (28.96)

Only a small portion of participants used Clery data before choosing to come to Stockton. One of the intended goals of the Clery Act is to proactively educate and inform to lessen campus crime (Gregory & Janosik, 2003). It appears as though this is not happening when you look at the number of students who were completely unaware of the Clery Act or the data contained therein. With 85.20% (380), of respondents reporting

that they did not access the Clery Act annual security report summary before choosing Stockton, it can be said that the preventative, educational, awareness information contained in the report was not used by an overwhelming majority of participants in the study (Gregory & Janosik, 2003).

Use of Clery. When asked how useful the information in the Clery Act annual security report was, the majority of respondents indicated “not applicable” or that they did not read the Clery Act report, with a total of 83.76% (306) of participants. Additionally, when asked about the extent to which the Clery Act campus crime summary report changed the way they protect themselves, the majority reported “no effect” or “not applicable” with a combined 71.23% (317) of respondents. Again, the preventative and educational components of the Clery Act may not be fulfilling their intended goals based on participant responses to these questions (Gregory & Janosik, 2003). However, in small amounts, respondents did report that elements of the Clery Act had an effect on them, with 4.72% (21) of respondents stating that Clery did have a major effect on the way that they protect themselves. Within these 21 students there was a strong difference with respect to gender; 18 were women but only three were men. There are small pockets of students, the majority of which are women, who seem to be utilizing Clery Act data and information, but the overall majority did not use Clery or believe it had an effect on their decision-making with respect to campus safety decisions (Gregory & Janosik, 2003).

The qualitative interview phase of data collection was particularly useful in uncovering why students may not know about the Clery Act and how Clery information could be better communicated to them to inform their safety. Additionally, the majority

of students stated that they have used SNS to read about crimes that occurred on other colleges. Only 39.10% (174) students used SNS to read about crimes that occurred at Stockton, while 74.11% (331) used SNS to read about crimes that occurred at other colleges. Again, the qualitative interviews were able to shed light on why this may be: whether students feel that Stockton is safe and no crimes occur, whether they are more interested in hearing about other institutions, and why (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Since the majority of students who participated in the quantitative questionnaire were women that were upper-class students, and the findings show that 63.51% (282) of respondents were not aware of the Clery Act and 9.01% (40) were unsure, it was important to discuss this in the qualitative interviews to draw connections to gender as a factor in campus crime and safety. I asked qualitative questions about gender to determine whether students feel that campus crime and safety information should be shared differently with women and if women make difference choices on campus about their safety (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). Individual stories and experiences were used as examples to help explain why few students report knowing about the Clery Act, and whether this is a factor in how safe they are or feel at Stockton (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Clery and SNS. The majority of students indicated that they would not decrease their SNS usage if they saw harassing or concerning comments online, with 53.48% (238) of respondents selecting this choice. Table 5 shows that 22.47% (100) students indicated that they were unsure whether they would decrease their SNS usage after reading concerning or harassing comments on SNS. This data seems to be in line with

the notion that individuals may not make connections to real-life situations or feelings when they read and post things online.

The questionnaire asked participants about how they communicate, specifically which forms and methods of communication they would use surrounding campus crime and safety. Table 6 shows the percentage of participants who used certain types and methods of communication to convey information or feelings about crime and safety. The interview data show how students communicate in different contexts. These questions further expanded upon how and why students communicate and in what ways, to see whether there is a relationship between these choices and how safe a person feels, or whether or not they share campus safety information with peers to keep them safe as well (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Table 6 illustrates that while students do use SNS, the majority of respondents, 55.41% (246) of students indicated that they would use face-to-face communication to share new information with respect to campus crime and safety. Email and face-to-face communication were the top methods for communicating questions about crime and safety information. Text messaging and face-to-face communication were the majority choice of participants for communicating with friends that a major crime had occurred. Table 6 depicts the frequency of participant communication choices, specifically what method of communication would be used in situations surrounding crime and safety information.

Table 6

Questionnaire Participant Communication Choices

Question	Email n (%)	SNS n (%)	Texting n (%)	Face to Face n (%)	Other
Sharing new information about campus crime?	40 (9.01)	110 (24.77)	205 (46.17)	246 (55.41)	4 (.90)
Communicate question about crime or safety?	178 (43.52)	54 (13.20)	97 (23.72)	212 (51.83)	32 (7.62)
Aware crime occurred how would you communicate?	46 (10.43)	156 (35.37)	348 (78.91)	325 (73.70)	12 (2.72)
Communicate something to keep others safe?	126 (28.90)	252 (57.80)	280 (64.22)	313 (71.79)	10 (2.29)

Participants were asked why they use SNS to communicate. The majority of respondents indicated that they use SNS to stay in touch with family and friends, with 68.51% (433) of participants selecting this option. Comparatively, only 3.96% (25) participants reported that they use SNS to stay informed about Stockton updates. Participants were also asked about the impact of using SNS to communicate on how safe they feel on campus.

A total of 24.32% (108) of respondents reported that SNS had no effect or impact on how safe they feel on campus, while 13.96% (62) of respondents reported a minor

effect. The majority response to this question was “neutral” with 33.11% (147) of respondents, meaning nearly one-third of the participants reported that they remained neutral when asked whether using SNS to communicate impacts how safe they feel on campus. From the responses to this question, it is clear that participants did not feel that using SNS to communicate had a major effect on how safe they feel on campus.

Face-to-face communication. Remarkably, face-to-face communication was seen as the number one method of communication for participants to share new information about crime and safety, with SNS being the fourth-ranked means of communication. Face-to-face communication was also the number one choice for communication when participants were asked how they communicated when they had a question about crime or safety. It is clear that, while the vast majority of participants use SNS in their daily lives, face-to-face communication is the go-to choice when it comes to campus crime and safety, based on response rate. Email was the next most popular choice of participants to communicate about questions they may have had about their safety on campus.

When asked how they would communicate if they were aware that a major crime occurred, text messaging was the majority answer with 78.91% (348) of participants responding that they would choose to text. Face-to-face communication was the next communication choice with 73.70% (325) of participants responding that they would communicate in person if they were aware that a major crime occurred and they were going to tell their friends about it.

Participants were asked to discuss these choices in detail during the qualitative interview phase of data collection (Creswell & Plano Clark, 2011; Teddlie & Tashakkori,

2009), see Table 3. It was noteworthy to see whether participants discussed campus crime and safety in the same way when asked to speak about specific incidents they experienced or their own personal thoughts about crime and safety (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). When specific details are applied or a situation becomes more real to students, their sense of responsibility or moral obligation may change (Gilligan, 1982; 2011).

The number one method of communication the qualitative participants selected to use if they learned something that would keep others safe was face-to-face communication. This was surprising given the 93.09% response rate of participants using SNS and the immediacy that SNS offers, but also has the potential to send a strong message about how students may feel about speaking directly to another human being when the topic is something that may keep them safe (Gilligan, 2011). Qualitative interviews shed further light on this finding and offered students own words and experience to deepen understanding of SNS verses face-to-face communication choice.

Furthermore, face-to-face communication was chosen overall as the go-to means of communication by the majority of respondents for the four questions listed in Table 6. SNS was a factor in two of the questions, with the highest and second highest response rate for questions about communicating something to keep others safe, and how to communicate if you were aware that a crime occurred. From this, SNS can be seen as a way to inform or alert a large number of people about something of value, but the interview participants still felt they would use face-to-face means of communication for discussions about crime and safety when possible. These questions were expanded upon in the qualitative data collection phase to deepen the understanding of numeric data and

the reasoning behind why participants may choose different forms of communication in different situations on campus (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Clery and gender. Table 7 depicts a cross tabulation of gender and participants' Clery Act awareness. The questions asked were: What is your gender?, and Are you aware of the Clery Act? A total of 444 students responded to the question about Clery Act awareness. The majority to respond were female students, making up 75.23% (334) of respondents to this question, 23.42% (10) being male and 1.36% (6), being transgender/other. A Chi-square test indicated no significant association between gender and Clery Act awareness ($\chi^2 = 4.97$, $df = 6$, $p = 0.55$). However, from this cross tabulation, we can infer thought-provoking information for the study, focusing on gender as a factor of campus crime and safety knowledge to understand how gender may influence student behavior or decision-making around campus crime and safety (Gilligan, 2011). From Table 7, we see that the majority of respondents were not aware of the Clery Act. More students responded that they did not know of the Clery Act than responded that they were aware of the Clery Act. The majority of women, 64.37% (216), responded that they were not aware of the Clery Act, but, a lesser amount of women responded that they did know of the Clery Act, 25.75% (86) students.

Table 7

Gender and Clery Act Awareness

		Gender			n (%)	n
		Male	Female	Transgender/Other	Total	
Do you know of the Clery Act?	Yes	33 (31.73)	86 (25.75)	3 (50)	122 (27.48)	
	No	63 (60.58)	216 (64.67)	3 (50)	282 (63.51)	
	Unsure	8 (7.69)	32 (9.58)	0 (0)	40 (9.01)	
	Total	104	334	6	444	

$$\chi^2 = 4.97, df = 6, p = 0.55$$

Transgender/other gender students responded equally to knowing and not knowing about the Clery Act, with three respondents stating yes, three respondents stating no, and no transgender or other gender students responding that they were unsure in this category. The transgender/other gender perspective is so small that it is hard to say how this category's gender marker influenced their knowledge of Clery. Since women are the majority victims of violent campus crime, one reason why women seem to be more knowledgeable about the Clery Act overall could be campus crime and safety pertains more to their gender than others (Mangan, 2015). It is also possible that the preventative and educational means of Clery is more tailored to women, which could be why they seem to be more aware of the Act (Gregory & Janosik, 2003). In any case,

gender was not a significant factor among Clery Act awareness of students; students of all genders studied were unaware of the Clery Act.

Table 8 illustrates the use of SNS by gender, highlighting why participants from different gender groups chose to communicate via SNS. Participants were asked to pick between several different categories as to why they primarily communicate using SNS. A total of 632 participants answered these questions. A Chi-square test indicated a significant association between SNS use and gender ($\chi^2 = 27.87$, $df = 12$, $p = 0.01$). About three times as many female respondents, 75.56% (34) reported that they use SNS to share thoughts and feelings than male students 22.22% (10). The quantitative data showed that females use SNS to stay in touch with others in significantly greater numbers than men. Very few respondents use SNS to stay informed about Stockton updates: only 44% (11) male students, and 52% (13) female students, and 0.04% (1) transgender/other gender student chose this option. The resounding majority answer as to why students communicate using SNS was to stay in touch with family and friends.

Table 8 shows that SNS is being used fairly commonly across all genders to stay in touch with family and friends, and for some news and pop culture updates, but not primarily to share thoughts and feelings or to stay informed about Stockton updates. This is surprising given the amount of feelings-based comments and posts seen on SNS (Rainie & Zickuhr, 2015; Turkle, 2015), as well as the comments from students about wanting institutions to communicate updates in platforms other than email. Perhaps the SNS categories listed in this study did not reflect the growing trends in SNS usage among Stockton students.

Table 8

Gender and SNS Use

		Gender		n (%)	
		Male	Female	Trans/Other	Total
Why do you use SNS to communicate?	Stay in touch	105 (24.25)	324 (74.83)	4 (0.009)	433
	News updates	24 (39.34)	37 (60.66)	0 (0)	61
	Pop culture	16 (23.53)	51 (75)	1 (0.014)	68
	Share feelings	10 (22.22)	34 (75.56)	1 (0.022)	45
	Stockton updates	11 (44)	13 (52)	1 (0.04)	25
	Total	166	459	7	632

$$\chi^2 = 27.87, df = 12, p = 0.01$$

Gender was seen as a determining factor with respect to the reasoning for using SNS to communicate. Women reported using SNS to share feelings, updates, and to stay connected, while men do not use SNS as strongly for these purposes. These findings echo the notion that women may interact and communicate differently than men, with women placing a higher value on sharing feelings and caring about staying in touch (Gilligan, 2011; Noddings, 1986). Specific questions were asked to students about these topics in the qualitative interviews to gain further insight into understanding gender and

SNS use around campus crime and safety (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Table 9 depicts a cross tabulation of students' Greek Life involvement and Clery Act awareness. This illustration helps to understand whether the different experiences students have because they are a part of a Greek organization impacts or influences their knowledge of the Clery Act, as well as how the values and meaning behind their affiliation with Greek organizations may coincide with their decision-making on campus surrounding safety. There were 444 respondents to these questions. As seen in Table 9, 25.41% (31) of respondents stated that they were aware of the Clery Act and a member fraternity or sorority; 24.11% (68) of respondents stated that they were a member of a fraternity or sorority, but were not aware of the Clery Act; and 20% (8) stated that they were unsure of the Clery Act.

A Chi-square test indicated no significant association between Greek life involvement and Clery Act awareness ($\chi^2 = 0.48$, $df = 2$, $p = 0.79$). Overall, the majority of students were not aware of the Clery Act, regardless of their affiliation with a fraternity or sorority. Being a member of Greek life did not seem to impact students' knowledge of the Clery Act. Additionally, the values that fraternities and sororities are founded upon may not have an impact on how students communicate campus crime and safety knowledge or information.

Table 9

Greek Life and Clery Act Awareness

		Are you a member of a fraternity or sorority?		
		Yes	No	Total
Do you know of the Clery Act?	Yes	31 (25.41)	91 (74.59)	122
	No	68 (24.11)	214 (75.89)	282
	Unsure	8 (20)	32 (80)	444
	Total	107 (24.10)	337 (75.90)	444 (100)

$$\chi^2 = 0.48, df = 2, p = 0.79$$

Students were asked about their involvement on campus and their responsibility to others as part of the qualitative interview phase to understand whether participants in Greek life or clubs or organizations in general have an impact on students' decision making or knowledge of campus safety and security practices or legislation. Students may be aware that there are federal laws that protect and inform them about campus safety, but they may not be aware that one is called the Clery Act, or that some of the warning notices they receive as students are part of something called the Clery Act. Furthermore, students may not be putting these two things together, although they may still be aware that campus safety information is communicated to them to some extent.

This idea was explored further in the qualitative data collection phase when respondents were able to put their experiences and thoughts into their own words (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Participants were asked how influential SNS has been on their decision-making surrounding their own safety on campus. Table 10 is a cross tabulation of this question with gender as the second factor. There were 443 respondents to these questions. A Chi-square test indicated no significant association between SNS and decision-making around campus safety ($\chi^2 = 0.48$, $df = 2$, $p = 0.79$). SNS was not at all influential for the majority of participants in all gender categories. Very few respondents indicated that SNS was extremely influential to their decision-making around safety on campus (10 respondents across all gender groups, with two being men, seven being women, and one being transgender or other).

Women seemed to place a higher emphasis on the influence of SNS to their decision-making around safety on campus, with 80% (80) female students responding that SNS was slightly influential and 78.51% (95) female students responding that SNS was somewhat influential. This is understandable, given the previous finding that that most participants conveyed that they would prefer to use face-to-face communication to talk about campus crime and safety.

Table 10

Gender and SNS Influence on Safety Decisions

		Gender			
		Male	Female	Transgender/Other	Total
Influence of SNS on decision making about safety?	Not at all	52 (28.57)	126 (69.23)	4 (2.22)	182
	Slightly	19 (19)	80 (80)	1 (1)	100
	Somewhat	26 (21.49)	95 (78.51)	0 (0)	121
	Very	5 (16.67)	25 (83.33)	0 (0)	30
	Extremely	2 (20)	7 (70)	1 (10)	10
	Total	104 (23.48)	333 (75.17)	6 (1.36)	443

$$\chi^2 = 15.92, df = 12, p = 0.19$$

In comparison, male students did not report as much influence, as 19% (19) males specified SNS to be slightly influential and 21.49% (26) males selected somewhat influential. Only 10% (1) transgender/other respondent picked slightly influential and one picked extremely influential. Largely, respondents appeared to recognize little influence in the role of SNS on their decision-making around safety on campus. From this, we can gather that students mostly overlook their SNS use as it relates to their safety, as many have stated that it is a go-to form of communication, but may not be part

of their thought processes with respect to safety or crime prevention, or the sharing of such information. Participants were asked to expand upon their responses to this question in the qualitative interview phase, strengthening the understanding of these numeric responses (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Table 11 outlines a cross tabulation of participant's gender and their SNS, safety, and communication choices. Participants were asked how they would communicate information that they knew might keep others safe, and Table 11 looks at the answers with gender as a defining characteristic. From Table 11, we see that 436 participants responded to these questions. A Chi-square test indicated no significant association between gender, SNS use, and safety and communication choices ($\chi^2 = 15.92$, $df = 12$, $p = 0.19$). Face-to-face communication was the majority choice by all genders, with texting being the next highest-ranked option. Female students responded that they use email more frequently to communicate than men, by almost half. Female respondents 72.73% (72) also chose telephone as an option about 50% more than male students 27.27% (27), as a form of communication to inform others of something that may keep them safe. SNS was the third most popular communication means by all genders. Again, we see the idea that students are using other forms of communication, such as face-to-face and telephone, for concerns of safety, whereas SNS is used for news, updates, and continued connections with friends and family.

Table 11

Gender, Safety, and SNS Communication Choice

		Gender			
		Male	Female	Transgender/ Other	Total
Something that could keep others safe, how would you communicate?	Email	33 (26.19)	93 (73.81)	0 (0)	126
	SNS	56 (22.22)	193 (76.59)	3 (1.19)	252
	Face-to-face	77 (24.60)	233 (74.44)	3 (0.96)	313
	Texting	62 (22.14)	215 (76.79)	3 (1.07)	280
	Phone	27 (27.27)	72 (72.73)	0 (0)	99
	Other	3 (30)	5 (50)	2 (20)	10
	Total	101 (23.17)	329 (75.46)	6 (1.38)	436

$$\chi^2 = 4.97, df = 6, p = 0.55$$

Quantitative Data Summary

The quantitative data collection phase was an important and foundational part of the study. The qualitative data collection phase is grounded in themes and ideas brought about by the first round of data collection (Creswell & Plano Clark, 2011; Teddlie &

Tashakkori, 2009). From the quantitative findings, four main findings emerged. First, students were widely unaware of the Clery Act did not access it or use the informative and preventive information contained in the Clery campus crime summary report to inform their decision-making (Gregory & Janosik, 2003). Second, while SNS is undoubtedly used actively and consistently among students, SNS is not necessarily used for campus crime and safety communication or sharing. The main use of SNS reported by students was to stay in touch with family and friends. Third, the female students at Stockton who took part in this study were found to use SNS differently than male students with a significant relationship seen in the data between gender and why SNS is being used. Finally, face-to-face communication is the most preferred method for students when communicating about safety concerns or questions about campus crime.

While SNS was described as a way to share mass information quickly, students indicated that they would rather speak in person with someone when it pertained to their safety and well-being. This study was designed to provide a holistic understanding of the student experience with respect to SNS (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). The qualitative findings that follow allow for a richer conversation, further explaining the themes found in the quantitative data (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). The intention of the qualitative data phase was to further illuminate students' experiences with campus crime, safety, gender, moral development and SNS; strengthening the understanding of the data seen through the quantitative numbers (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Quantitative Finding 1 Expanded: Students are unaware of the Clery Act

Overall experience with safety at Stockton. Participants were asked their overall experience with crime and safety at Stockton to begin each interview. This question is open ended and was designed to ease the student into thinking about this topical area as well as interpreting their own experiences and understanding of crime and safety at their institution. There were no major differences across males, females, or transgender/other gender students, classification, or involvement level of participants in this regard. A common theme was that Stockton is perceived to be a safe school with nine of the participants describing Stockton as a “pretty safe school” with respect to crime and safety. Stockton was described as a safe school by 14 of the 16 participants who stated that they have had a good experience overall with no major incidents or safety concerns.

As a follow up, participants were asked to think of a time that they felt unsafe at Stockton and describe that feeling, and perhaps who they talked to and how they communicated their feelings. All of the 16 participants clearly stated that they did not think they have ever felt unsafe on campus; however, some of the women participants went on to describe questioning their safety. Nicole described feeling unsafe walking around campus at night, in parking lots and on the dark parts of campus where lighting is not plentiful. Five participants commented on feeling unsafe when they heard about a shooting at a school in Philadelphia, which is approximately an hour from Stockton’s campus. Alex stated that this shooting in Philadelphia left him feeling “on high alert” and noticing that unsafe things could occur close to campus. The transgender/other gender participants described feeling unsafe generally, no matter where they were or

what the context, due to “social stress of transitioning.” Pat stated, “I just kind of inherently feel that sense of unsafety if it’s dark and if I don’t know what is going on around me” (March, 23, 2017). Pat attributed these feelings to their gender and others questioning their gender since they are “biologically female” and they have to think about that as they go about campus (March 23, 2017).

Many of the comments about students’ overall experience with safety on campus had to do with lighting on campus and walking through parking lots at night. Still, the majority of participants used the words “don’t think I have felt unsafe” even those who commented about their gender or about a shooting about an hour from campus in Philadelphia making them question their safety. From this, we can understand that Stockton is thought of as a safe campus and that students perceive that no real unsafe situations have occurred based on their feelings and experiences. This is key to consider when studying student responses to questions about campus crime and safety, being that since the campus is perceived to be very safe, students operate from this general perspective, despite their gender, class year, or involvement on campus.

Accessing crime and safety information. Exploring whether students felt they knew how to access crime and safety data to inform themselves before making decisions that directly affect their safety is an important aspect of this study. Participants were asked about this and the responses differed based on involvement on campus and gender. Overall, the majority of interview participants (10), stated that they do not know how to access campus crime and safety data, using language such as “not really” or “no” and that they “haven’t looked”. A collective theme mentioned by six students was that they would just “ask the police.” This showed that there was a disconnect between going to

the police because you have a specific question or feel unsafe, and preventatively accessing crime and safety data, such as what is contained in the Clery Act, to inform, making decisions about safety.

A shared theme seen from nine participants in this line of questioning was that they felt that the information was there if they wanted it and that they “think” they could find it. These students commented that they had not sought out Clery or crime and safety information but they believed it was there for them if they needed it, although they could not explain specifically how they would find it. Each of the 16 students spoke about not having accessed the Clery or campus safety data to inform themselves before making decisions that directly affect their safety. A summary of student comments expressed during these lines of questioning is best seen through Julie’s response, “No, not really. But I also never really thought about it before” (March 27, 2017). The participants in this study expressed little sense of urgency about accessing crime and safety information about Stockton.

RA respondents stated that they received training on how to access or where to access crime data, but that they had not done so themselves. For example, Nicole commented, “Never actually even tried. Like, if it’s available that would be really awesome as a resource...but I didn’t even know that was a resource available to us” (March 22, 2017). This shows that perhaps involvement in Greek life does little to connect students to campus resources around safety and security. Interestingly, the transgender/other students all stated that they had not accessed crime and safety data and had not looked, even though they previously stated that they needed to be aware of their surroundings and environment because of their gender or perceived gender. This again

echoes the theme that Stockton is perceived to be a safe campus where little crime or safety concerns take place, as described by students. None of the participants stated that they had looked at the Clery Act crime data to inform themselves before making decisions about their safety.

Clery act awareness and use. Students were asked if they accessed the yearly Clery Act crime report summary and, if they had not, whether they would now that they were aware that it exists. Fifteen of the 16 students stated that they had not accessed the report, and many went on to point out that they were not aware of it, had never heard of it before, and would not know how to access it. The one student who stated that they had accessed the report was Amy, who also serves as an admission ambassador on campus. She spoke to the idea that the Office of Admissions expects their student staff to be able to answer questions asked by parents and prospective students regarding the safety of the campus, and because of this expectation, admissions ambassadors need to read the report. Amy described,

I have, I just think it's interesting especially being one of the first people that parents meet on campus they're always questioning is my kid going to be safe here? And I have that information and some people are like oh I want statistics to know that they will be safe so I can throw some their way, I didn't study it, I don't know them all, but I have looked at it. They sent it out in an email (March 27, 2017).

All other participants had not viewed the report and were confused as to how they could find it or access it. Although Stockton sends out the report each year via email, it was very clear that this email was widely overlooked by students in this study. Several

students commented that my quantitative research was the first time that they had heard of the Clery report and they asked me during the interview portion, specifically during this line of questioning, to show them how to access the report. This was a notable and unintended outcome of this study. Several students left the interview knowing how to find Clery data about Stockton and with new information to potentially share.

Responsibility and crime and safety information. It is clear that Stockton students who participated in the study have little knowledge of the Clery Act and do not seem to be using Clery data to inform and protect themselves on campus. To gain understanding and clarification as to whether students felt that it was their responsibility to seek out information as a student about campus crime and safety, or if it was the responsibility of Stockton to provide them with this information, students were asked to comment on this during the interview process. Both RA men stated that it was Stockton's responsibility to provide crime and safety information to students. Both RA women said that it was half the student's responsibility and half Stockton's responsibility. Both Greek men said that it was their own responsibility as students to seek out this information, that they are responsible for their own safety. Matt said, "I think it's my own responsibility because again it's my life and I'm an adult so I should be able to you know look up these things on my own" (April 2, 2017). All three transgender/other gender students were mixed in their comments on responsibility. Students who take responsibility in their own hands could have a greater likelihood to share information about campus crime and safety that may impact the safety of those around them.

Along these same lines, students were asked if there ever was a time when they had information about an unsafe situation on campus, if they shared it with others and in

what ways. This mimics the intended goals of Clery, to proactively inform and protect, educating the campus community about crime and safety, with hopes of lessening campus crime in general (Gregory & Janosik, 2002). Furthermore, through student responses as to whether they would share information about an unsafe situation on campus, we gain insight into their moral development and what value they place on caring for others safety. The four RA students spoke about the fact that, in their roles, they do have different access to information and are the ones who deal with student safety concerns in the residence hall, so this question was interpreted differently for them. In most cases, they are unable to share the information about the unsafe situations they are involved in as an RA because of confidentiality rules. Jamie stated,

Well as an RA, there was a situation that they sent out an email to just the RAs and they were like just so you know, keep an eye out for this but don't tell your residents because it might send them in an unnecessary state of panic (April 1, 2017).

The majority of other students (10) did not have any specific examples to share, and repeated that they believe that Stockton is a pretty safe school and not many things happen on campus.

Quantitative Finding 2 Expanded: SNS Used Widely, Impacts Information Access and Safety

Many of the questions about communication had to do with SNS, being that the shift from face-to-face communication to online forms is a factor being considered in this study. Almost 94% (606) of respondents in the quantitative questionnaire indicated that

they use SNS to communicate. Based on questions asked in the first round of data collection, SNS was seen as a primary means of communication by students at Stockton, in certain contexts. Through students' own words, we are able to further examine why they use SNS to communicate and how students feel SNS has impacted their safety on campus. Overall, the majority of students (12) in the interview phase discussed the ease of using SNS to communicate, stating that it is "easier" than most forms of communication and provides "convenience" not seen with traditional forms of communication. The notion of not being able to see all of their friends in one day or at one time was discussed by several participants (8); however, SNS allows them to reach all of these friends at once and connect instantly. Nate spoke specifically about the generational differences seen between the ways he communicates and the face-to-face nature of communication his parents used,

I think it's a trend, whether it's a good or a bad trend I think it's a trend and I think that that's just the way the world is turning. When I think back to when my parents were my age they didn't sit there and text each other all day, they would meet up and they would have to call each other's house phones and then go meet each other. I think times have definitely changed and that's when social media has come into play. It's affected our habits so that we now don't say oh let's meet up face to face or I'll talk to you face to face with the times it's turned to oh like shoot me a message, shoot me a DM or whatever it is. And I think that is why I feel a little more comfortable reaching out to people you know...over social media. There is just such an array of information coming at you so I know everything about everyone because they post it and it's just a gathering spot.

Every one of my friends is together at any given time because of social media so it's kind of amazing but at the same time I don't know if it's the best thing. I think that it kind of leads me to be comfortable and always reach out to people with social media and I think there are some people who lose the ability to talk in person because they are always just messaging and messaging, so I think it hurts us in some respects but at the same time that's why I am more comfortable with it. If I had to choose personally between emailing someone or calling them on the phone I would choose emailing them just because I guess it's just habit at this point and I know that that's easier for me. I am hating myself as I am speaking right now (March 26, 2017).

Pat commented about a positive aspect of communicating with SNS, in that it eliminates the stress caused by transitioning and others questioning their gender at a given time, because they do not have to deal with people staring at them this helps these students express their feelings and concerns which perhaps they may otherwise not be able to share,

I have a lot of social anxiety so like face to face conversations usually make me like really, really nervous so...social media gives you like the anonymous approach to not having to physically look at someone while saying something but at the same time conveying a message (March 23, 2017).

From the discussion on why students use SNS, it was clear that each had a personal reason, coupled with the fact that to keep up with what everyone else around them was saying or doing, they need to be on SNS. For some, this could be linked to news or popular culture, and for others, the fact that their friends or family are spread out over the

state or the country. In any case, the power of SNS was highlighted in the shift from traditional means of communication, speaking to the idea that students found SNS to be the “best way” to reach their peers, and the reach is undoubtedly sizeable.

SNS’s impact on perceptions of safety. To gain insight into how SNS plays into students’ feelings about campus crime and safety, participants were asked, how do you believe SNS has changed the way that college students view their own safety and campus crime? The idea of people over sharing, specifically about their location, was discussed as a negative impact of SNS on safety. Jeff stated,

I think it has made them a little more loose about it, a lot of people check in places often and share their location often, that feature of social media definitely impacts crime anywhere because you are putting yourself in a vulnerable position, so I think social media has made a lot of people to be more fluid and confident in letting everyone know where they are (March 26, 2017).

Women RAs had a contrasting view, showing how the ease of access to crime and safety information has positively impacted the way that students view their own safety and campus crime. Jamie said,

I feel like people feel more informed and more safe because it’s so easy to just like go on to Facebook or go on to Twitter and see what’s going on and so people are always just aware of what’s going on around campus or like even in a different state, it’s crazy. We are so connected that it’s really easy (April 1, 2017).

Amy commented on positive and negative aspects of SNS, but did highlight the same ease of access to information as Jamie, and spoke about her involvement on campus as a significant factor in how she feels and thinks about safety,

We have more resources to look at safety and to look at different things to do and to reach different people so there are some benefits and some negatives to it, so it depends on the student and how they are involved I think. If I wasn't involved in the things, I am involved in I wouldn't honestly I probably wouldn't be thinking that much about the safety I would be coming to class and going home (March 27, 2017).

As an out transgender other student, Laurie spoke about ease of access and the ability for people to become more informed about what happens around them. This stemmed again from feelings of wanting and needing to know more about safety and surroundings due to gender status. When describing how SNS can spread news that may be relevant to other Stockton students, Laurie commented,

But now it's on their newsfeed or wherever they are looking so it's just in your face more. I think it makes people feel...well I don't really know, I am kind of always stressed about my safety because I have the privilege of being a transperson...so I guess my feelings are not really an accurate representation of the population (March 23, 2017).

There was consistency seen in the transgender/other comments on this topic, with the idea that feelings of safety do not change for some that may always feel unsafe because of factors beyond their control. Laurie remarked: "Not really, my take on crime

and safety is kind of solid and it's been so throughout my life, through my own experiences with crime and safety. It's kind of hard to shake me" (March 23, 2017). Again, we see the theme of transgender/other gender students having different life experiences and feelings about campus crime and safety because of the idea of always being misunderstood or targets of harassment, so reading about crime may not change the steady feeling of being unsafe in any case. Pat added to this, and spoke specifically about wanting to prevent crimes from happening to others,

I feel more inclined to talk about campus safety when it becomes a pressing issue like when there was the bias crime back in November it was more something I thought of and I kind of felt less comfortable about it so I wanted to talk about it more because I felt like it needed to be addressed if it was happening. And with schools like shootings, especially if it was like close by, I would probably be more inclined to talk about how maybe there is something we need to do in order prevent it (March 23, 2017).

This theme is apparent with the transgender/other interviews, that being transgender or other gendered made safety concerns look and feel different than men or women.

Questioning your own safety. Students were asked when they read something that makes them question their safety (for example news of a sexual assault or campus shooting), does this information make you change the way you communicate your feelings about campus crime and safety? This has ties back to an individual's moral development and how they choose to communicate when they see things that may help prevent future crime or inform others about the potential of unsafe situations (Gilligan, 2011; Kohlberg, 1971). Ten students were generally unsure if reading something that

made them question their own safety would change the way that they would then communicate their feelings about campus crime and safety. A theme seen here was that it may not impact their own personal feelings about safety, but it might if it was a crime or situation that they could see directly impacting them. Perhaps reading about other crimes on SNS does not change students' use of SNS, unless the crime they read about personally affected them. It is meaningful to think that reading about violent crime on other campuses might not impact even the way that students communicate their feelings about safety. The out of sight, out of mind notion of SNS may have an impact on this point. Nate highlights how reading about crimes on other campuses can affect personal feelings of safety,

I think that any time you hear of a crime you are a little more on edge but it's one of those out of sight out of mind things. For instance the other day, I am in a fraternity here and the other day someone posted in our page and was like the headline was like someone drives car through fraternity house and shoots up fraternity house so when I saw that I had never thought about that before it had never crossed my mind before and that was an online social media reference article, and now I know the next time I am with brothers or even if we are just getting lunch in the campus center I am going to be a little on edge just because I have heard that and it's the back of my head now and I know that in other places people have hunted for fraternity brothers for whatever reason and they have been in danger and it would be the same way if I heard that that someone is out to kill all of a certain group of students on campus I am going to be watching the entire time just because I heard about it and I am kind of afraid of it and I am sure I

would kind of talk to other people about that and say hey are you afraid? (April 2, 2017).

The women seemed to have a different opinion on this question, speaking more to the idea that reading something about another campus would not necessarily change how they communicate their feelings about safety, because it would not change their actual level of safety. One of the most profound examples of this was seen through Jamie's words,

Not really. I have been sexually assaulted on campus also in the past as well so...it's like it's something that doesn't necessarily make me feel unsafe because it's people that I know it's like people that I have known and so I know that it's not just like a stranger that can come on to my floor with them. It makes me comfortable because I know like where I live is really hard to access, you need a certain swipe to get on to my floor and then a key into my room. I always have my friends around so it's not bad, I don't feel unsafe. If something like that came up I wouldn't feel unsafe because of those things (April 1, 2017).

Through this perspective, we can understand that even when someone has been the victim of violent crime on campus and elsewhere, the level of safety felt may not have any correlation to how they choose to communicate or how they feel in the future about their safety. It was clear that reading or having lived through crime makes students think differently in some ways, but it was not a factor that was discussed in changing or altering any behavior or choices made by the students. Jeff made a summary comment on this topic: "If it wasn't personal, I would actually not think that I would pay attention really. If it wasn't a personal situation I probably wouldn't even pay it any thought"

(March 26, 2017). These comments show the disconnect between this student's feelings on safety and the need to discuss unsafe situations and crimes to prevent them in the future, and to educate others to lessen campus crime in general. The attitude that, if something does not affect someone personally, they would not pay attention to it, is an example of bystander behavior. The role of an RA is to educate and look out for the students that are under their care in their residence hall, so this is even more of a reason to discuss unsafe situations with others and start conversations about how campus crime affects the community.

Impact on campus safety. Students were generally unclear as to whether communicating primarily via SNS has impacted their safety on campus. The majority of students (12) spoke about not knowing whether this was occurring or commented that SNS has not really impacted their safety on campus. However, in specific cases, certain participants did give explanations of both positive and negative ways that SNS affects their safety on campus. Jamie explained a negative understanding of this fact,

Sometimes, because I feel like people over share. Just sharing your location constantly, you can put yourself in a bad situation if you're constantly showing people where you are and geotags are really fun but if someone who doesn't like you, or has something against you wants to find you they would be able to. People just over share a little too much (April 1, 2017).

Whereas, Jeff felt that this location feature was a positive and made him feel safer on campus,

I have used social media to let my friends know where I am so they kind of know what area I am at so if something where to happen to me they would be aware, but no. In this way I think it impacts my safety in a positive way, it impacts my feelings in a positive way because my friends know where I am so I feel more safe anywhere I am on campus because as you're going to places you're probably still texting people and letting them know where you are at, so someone knows that a few hours ago you were at the arts and sciences building (March 26, 2017).

All three of the transgender/other students felt that SNS has not impacted their safety on campus and were neutral about this idea. Again, the idea that transgender/other students feel unsafe regardless of what they see on SNS or even if they use SNS is one way to understand these comments.

Quantitative Finding 3 Expanded: Face-to-Face Communication for Safety

Concerns

If you feel unsafe. Participants were asked who they would go to if they feel unsafe, what they would talk about, and in what specific ways they would communicate. The majority of participants (12) spoke to the idea that they would primarily have a face-to-face conversation with their friends if they felt unsafe, had a question about their safety, or were worried about something. Several of these students also gave examples of staff members or supervisors they would speak to at Stockton with respect to their question or questions about safety. These students were categorized as RAs, Greek life students, or leaders in clubs or organizations. These roles on campus seemed to have allowed students to give more specific examples of individuals or offices they should go to if they felt unsafe or had questions about their safety. Campus police was mentioned

as another place to go to ask questions, but specific officers were not named. None of the transgender/other students (3) named specific people they would speak to, but instead spoke in generalized terms of asking questions on campus. Laurie stated, “I would go to the most appropriate office for that” (March 23, 2017), and Pat commented, “I don’t really know. If I was concerned with general safety on campus, I would probably try to find a way to contact the police” (March 23, 2017). Email was a preferred means of communication for these students, with face-to-face discussion being next.

Communicating safety information. Students were asked about specific ways they would communicate how they felt about violent campus crime, such as sexual assault or campus shootings, that they read about on SNS. Overwhelmingly, the majority of students (12) responded that they would talk to people or talk to their friends about it. The majority of students interviewed (11) stated that they would speak face-to-face with others about what they read. This highlights the significance students place on speaking to others in person about issues or concerns that are important or have the potential to teach others how to prevent these violent crimes from occurring on their campus. Other than face-to-face, several students (4) also discussed the idea of posting or sharing an article or the article, or the specific article in which they read about the violent crime, in a group or on a page that many students have access to, to spread the information that was helpful to them.

The difference here was seen with the majority of transgender/other students (2) who were less clear about sharing what they learned and with who. Laurie stated that they, “probably wouldn’t share it” (March, 23, 2017), and Pat stated, “I would probably initially discuss it on social media and be like this is an issue that we need to talk about

because it should not be happening” (March, 23, 2017). This may again point out the difference in relationship to the institution and to peers felt by transgender and other gender students.

The RA difference. The RAs were able to speak more about the process on campus for getting answers about safety concerns, describing how they could speak to their supervisors in the residence halls, individuals from the office on campus that deals with student conduct concerns, campus police, or even other RAs. Jeff stated, “In regards to my own safety I would probably reach out to the police and then I would also reach out to the student rights and responsibilities office just because they handle kind of student issues so I would hope they would be able to help me” (March 26, 2017). These students seem to feel more comfortable asking about their safety and sharing concerns, and then passing on what they learned to others. RAs (4), regardless of gender, all stated that they would absolutely share the information they learned about campus safety and security from questions they posed. Amy stated,

Oh yeah, absolutely. If I think something is unsafe, and I am a very cautious person I would definitely tell everyone. I know we have our unrecognized groups so as an RA for a freshman floor especially I always tell them at the beginning of the year, you have options, you have choices to make, make sure you are making the right choices and the ones that are going to keep you safe and again there are people that can help you make those choices and can lead you in the right direction and there is plenty to do besides go to those parties. I would usually talk to them face to face, but if I see an article that pertains to something that may have happened, I know at another University there was a binge drinking incident

where the student died and I shared that with my floor because again they are Freshman, I actually shared it on social media and I also passed them the link too. So any way that I could get the word out, I would (March 27, 2016).

Perhaps this links the RA role with a greater sense of moral responsibility and progression along the journey of moral development in terms of care and concern for others and right and wrong (Kohlberg, 1977; Noddings, 1986). Greek life students (3), both men and women, discussed sharing information with their friends, but not necessarily in a way that would impact the larger campus community, as seen with the majority (4) of RA students. Transgender/other students (2) commented that they would share it but were unsure or unable to describe how and who they would talk to. This perhaps speaks to the “chilly climate” often experienced by transgender or gender nonconforming students, who have a harder time forming and maintaining relationships on campus and creating meaningful connections with the institution (Beemyn, et al., 2005; Pascarella, et al., 1997). Generally, the majority of all students interviewed when asked about campus crime and safety concerns or questions discussed face-to-face communication. For students who use SNS for ease, convenience, and popularity, the idea of placing value on speaking with another person face-to-face about something challenging is a unique finding in this study. Jamie highlights, “I’d definitely want to talk to them in person, especially if it was something confidential” (April 1, 2017). Perhaps this data implies that students will use traditional means of communication when the topic is of grave importance to them.

Finding 4: Students perceive that women use SNS differently, and are impacted by campus crime and SNS use differently.

SNS use and gender. Students were asked to think about whether SNS affects women different than men. The majority (12) of the responses were that use of SNS does affect women differently than men, however men (2) had a bit of a different perspective. Students in the study used experiences of men and behaviors witnessed as the norm, referencing other behaviors to that norm. For example, Jamie commented,

“Men do not think about the consequences and impact of what they say and do, women have to think about everything more and I think a lot about what people post about me online, especially about my friends and if it could impact our safety. My male friends walk around on campus at night, even on the dark path, and don’t think twice, and that’s something I would never do as a women, and I don’t think any of my female friends would either” (April 1, 2017).

This finding is consistent with Kohlberg, in that Kohlberg’s work highlighted the notion that men were the measure of morality, rationality and autonomy, and used men as a baseline to measure moral development. This point also provides clear evidence for the need of the Gilligan perspective to include the voice of women, and not assume that care is linked to gender (Gilligan, 1982; 2011).

Jeff felt that there was not difference based on gender, “No, I believe we all have social standards and whatever it is that we see on social media both male and female, so I believe we are both affected” (March 26, 2017). Alex also spoke about there being little difference, “I mean it can because there are people that could post things on social

networking sites about crimes that are going on and that could influence their decisions but I think that could be said the same for men too” (March 25, 2017).

Finally, students were asked if they feel that women make different choices than men about their safety on campus and in what ways. Each and every student (16) spoke to the idea that they do believe that women make different choices about their safety on campus than men. Many students provided specific examples of how women on campus do not walk on certain paths or attending certain events at night, things that men commented they felt they did not need to worry about. This speaks to the concept that women perceive certain situations or locations to be unsafe, even when describing the campus as a safe place with little crime.

Women and violent campus crime. Based on the data that women are the majority victims of violent campus crime (Mangan, 2015) students were asked if they believe that information should be communicated or shared differently with women. While all the students (16) who took part in the interview phase acknowledged that they agreed that violent crime did in fact affect women and other gendered people more frequently, not everyone felt that information should be communicated or shared differently with women. Jeff felt that information should not be shared differently based on gender, “No. Not differently with women, but I do think we all should be given up to date information. If something were to happen obviously no names or anything like that, but something should be said” (March 26, 2017). Jamie felt similarly that information should not be shared differently based on gender and that, in fact, this could be harmful to men,

I don't really think so. In the way that I'm thinking about it is how we do welcome week and we do like the sexual assault thing where it's like men in one room and then women in the other and I don't, I am very against that just because I feel like it's like, it's just because it's just information that you're giving and you don't know. I feel like it makes the men feel like they are the assaulters like they are going to be guilty and so like I don't know what information that they tell them and they don't know what they are telling us so I feel like it's just like something that we should talk about together rather than separate us based on gender (April 1, 2017).

Both men felt that information should be communicated or shared differently with women. This is an important insight into how men perceive campus crimes where women are the majority of victims. James stated,

I feel it should be communicated and shared different with them. I noticed a lot of my friends who were female they were the ones having the issue no one who was male was having it so I feel there should be a different talk. It seems like it's happening to them more so a safety talk with them to make sure that they are safe and what to do in certain times because it feels like they are more like the targeted ones with crime and everything so make sure that they are safe and maybe like a stern and strict presentation on a more formal presentation on how to be safe on campus for females (April 1, 2017).

David commented,

I think it should be shared differently with women. Women are the ones who are the most affected by campus crimes and sexual assault mainly. I know we did a Title IX seminar for Orientation last year and we split up the guys and the girls for separate things and I think that was very helpful because the instructors can talk to the women on a more personal level and teach them like this is what has happened and how to protect yourself from that, whereas, if a guy was going through that they wouldn't get anything from it. In their seminar they were pretty much told you need to know your limits, do not make women feel uncomfortable and things like that, so I think personalizing a certain talk or seminar to women is very beneficial to them (April 2, 2017).

This view contrasts what Jamie said about speaking to men about sexual assault in a different way than women, in a way that could negatively impact men and make them feel like they are guilty from the start. Allison also felt that it would be unequal to share information differently with different genders and that everyone should have access to the same information about safety to have the same chance to protect themselves,

I don't think so, I feel it would be like unequal to do that, I feel like everybody should be able to access the same information. How would it be shared differently? That's what I don't understand. I feel like it should draw more towards women since they are more so the victims they should be more aware of, that they have more potential to be a victim but at the same time I think that everybody should have the same information on how to protect themselves (March 25, 2017).

The experiences of students on campus help us to understand how we might restructure programs or lectures about these topics to provide the information in ways that will ultimately keep students safe. If providing educational information or programs in different ways will make an impact as to how the information is processed or understood, students may connect with crime and safety data in a more personal way.

Transgender/other communication and violent crime. The transgender/other student voice on this topic provides particular insight about the perception of societally induced gender roles and how students could relate these thoughts to their own safety and campus crime. When asked whether information should be communicated or shared differently with women, Laurie commented, “I think so. The social roles that men and women have are distinctly different from each other and the way that they portray in a social environment are different so having a different context or presentation is sure to help” (March 23, 2017). This distinct view about gender roles sheds light on the fact that students may benefit from specific campus crime and safety programs or educational outreach based on gender or their own experiences around gender. James explained,

I feel it should be communicated and shared different with women. I noticed a lot of my friends who were female, they were the ones having the issue no one who was male was having, so I feel there should be a different talk. It seems like it's happening to them more, so a safety talk with them to make sure that they are safe and know what to do in certain situations because it feels like women are more the targeted ones with crime and everything so make sure that they are safe.

Maybe like a stern and strict presentation, a more formal presentation on how to be safe on campus with females since it seems like, well my counterparts for my

undergrad career, that most of the stuff has happened to them, so make sure that they know that they are safe on campus and what to do (April 1, 2017).

The fluid nature of gender roles and the ever-evolving category of genders present in 2017 may impact the way students see all the different roles that their environment demands of them, many of which relate to safety and campus crime. The gender roles defined by society have the potential to be drastically different from the gender roles one defines for themselves, which can ultimately lead to a very unsafe situation for students when it comes to campus safety. How students navigate these boundaries and roles for themselves and for their peers may help to understand how they view care and concern, right and wrong, and their responsibility to share their views to increase safety for others.

Women perceived to care differently. Expanding on the question above, students were asked do you believe that women look out of the wellbeing of other students in a different way than men? Each of the students (15) responded yes, regardless of gender, classification, or involvement on campus, with the exception of Allison, who felt it would be unequal to share information differently by gender, but that the information should still be more so directed or tailored to women. This is very telling of students' thoughts about the care and concern of women as well as perceptions of how men may not have the same level of care and concern or the same morals (Gilligan, 2011; Kohlberg, 1971; Noddings, 1986). This study cannot determine whether women look out for the wellbeing of others in a different way than men, but what is noteworthy is that students strongly believe that they do. This perception of the care and concern of others being more heavily weighted by women could relate to the fact that women are more often victims of violent campus crime, and so they look out for others differently. It

could also relate to the aspect that many participants commented on, that women place a greater value on concern for others than men do, but also because students feel that women have to be more cautious about their choices around safety. Jeff talked about this,

I do believe so and I believe that this may be because women are more motherly and instinctive and I feel like women have a better grasp on that sense so they kind of live their lives more consciously thinking about others than males might be but I do agree with that statement. A lot of the secretaries in the office are very nice and not only are they really nice to student staff but I have seen them be nice and down to earth to all students, I mean you see it in the halls or downstairs and I say that because most of those secretaries are women (March 26, 2017).

Amy also used the words motherly and cautious, when asking this question to describe herself,

I think so for sure. I think personally, I am very motherly, especially to other students, especially as a senior living on a freshman floor so I am always cautious of what they are doing. I know we had, we didn't have a lock down but there was like a bank robbery a few, like the town over and I remember just telling my residents make sure your door is locked make sure your windows are locked, be cautious of what's around you. Whereas like a male might be like well if they come here I am just going to fight them and I will take care of it myself. Again if I was talking to a man I would be like well you might be able to do that, if I was talking to my female residents I would probably be like just call the police, don't get hurt (March 27, 2017).

Here we see that Amy feels that men would be able to handle campus safety situations differently than women based on size and stature. The idea that women only have the option of calling the police, whereas men could handle unsafe situations for themselves, adds to the notion that men are strong and women are weak. Outdated gender roles and ideas of masculinity and maturity come through from this perspective. When looking at the comments of both RA students, it is clear that the female RA places a different level of care and concern for her residents than the male RA speaks to; however, their jobs and responsibilities to educate and protect residents is exactly the same. Women RAs have to deal with the same unsafe campus crime incidents that the men RAs potentially do, but the way they approach those situations may be drastically different due to gender.

Laurie commented, “I do because...the social context is different, women I feel are a lot more at risk for violence and especially sexual assault on college campuses” (March 23, 2017). Again we see the perspective that because women are more at risk they should have different protection, different information, and perhaps a different level of prevention education. Pat stated,

I think that women should be more directly contacted about crime that is more likely to affect them so I feel the campus should be like you need to remain aware that these things are very possible because since it doesn't seem like our culture is shifting then we need to educate people into not committing crimes. I think at the very least we need to educate women that there are things going on that you need make sure you watch out about (March 23, 2017).

Jen spoke about gender roles, how women have to navigate different roles and challenges, and how this has an impact on how women look out for each other,

Yes. I think that girls are more aware of like, oh you could get into this situation or I know a friend that had this happen to them so they are going to express that more. I don't want to say all guys are like this but I know that in one of my business classes they were like, girls should always wear short skirts to work because you know that makes them look hot. And I know not all guys are like that but you do have that. So I think there is just like a difference. You just kind of look out for one another women I think look out for each other's safety more. But women are more serious about it because it does happen to women more (March 25, 2017).

Rose shared the idea that she felt women would be more likely to step in and help another woman in crisis where as a man would not do that, depending on the type of man he was,

Yeah because I feel like women are more likely to be victims of sexual assault usually by men so I know as a woman if I saw something happening anywhere I would step in and do think that a man would step in too but it depends on the type of man because there are types of men who do sexual crimes you know so I guess I feel as woman that some would step in more differently than a man would (March 26, 2017).

This emphasizes gender and societal roles, the idea that it would depend on the type of man a person had to be to step in and help someone in need, but that a woman would just

step in and help because she was a woman. Rose's perspective on this is very interesting when you relate it to David's comments about women and men,

I think women definitely do look out for each other because I've definitely seen situations where there were intoxicated women and they were complete strangers but as soon as they thought one was in an unsafe situation they would come up the other one and just like pretend like they were best friends just to get them out of that situation. So I think that is something that women do different than guys, like if a guy sees another guy they don't really know in a situation where they might be unsafe or something they're just going to be like oh well like he can get out of it himself. Whereas women I feel are more comfortable helping each other out of a situation.

From this, we can understand the overall ethic of care women are presumed to have for others and how students in this study perceive that men do not have the same moral obligation to help others out of unsafe situations (Noddings, 1986). It is clear that men interviewed in this study believed that other men would be less likely to help them if they were in an unsafe situation; however, women have a need and a desire to help other women and people in general. One way of understanding this perspective is that women are more often victims of campus crime and so they may have a better understanding of what it feels like to need help, thus enabling them to place greater value on caring for others. It can also be proposed that, in general, women have a deeper sense of moral responsibility around issues of care and concern than men (Gillian 2011; Noddings, 1986).

Qualitative Data Summary

The qualitative, face-to-face interview data further explain the three quantitative findings from the first phase of the study. A fourth finding emerged from mixing the quantitative data with the qualitative data around gender: the idea that women are perceived to be impacted differently by campus crime and SNS, and are perceived to care differently than men about these areas. Students' own words explain the reasoning behind these concepts. Transgender/other students shared similar distinctions; however, they warrant their own discussion based on safety and the differences seen in navigating the world as neither male nor female. The combination of both strands of findings will be used in answering the research questions for this study in the next chapter. The major themes will be used as a basis for explaining the student experience and answering questions posed in this study as discussed in chapter five.

Chapter 5

Discussion and Implications

This chapter provides a summary of the study, discusses conclusions from the findings, and examines the implications and recommendations for policy, practice, and research. The summary reviews the purpose, research questions, and significance of the study. The discussion section will review each research question and provide major themes that draw conclusions and inferences for each question based on the findings and the literature review seen in chapter two. Recommendations for policy, practice, and research around campus crime and safety and communication will be provided based on the themes and conclusions drawn within the study.

Study Summary

The purpose of this explanatory sequential mixed methods study was to explore college students' use of social networking services (SNS); examining how and why they communicate about campus safety information. Furthermore, the study focused on how and why students communicate crime and safety information to discuss how this may relate to their moral development and decision-making. Using Kohlberg (1970; 1971; 1976; 1977) and Gilligan (1982; 2011) as a guide, I sought to understand how student communication relates to the choices they make about safety, and in what ways these choices reflect the progression of their moral development.

Contemporary information is needed in the area of campus crime and campus safety that addresses the changes in student culture and communication surrounding SNS.

Understanding how and why students make decisions about their own safety, and

whether there is a relationship with their gender or their communication behavior, is an important part of exploring the safety of college campuses in 2016/2017.

Examining the relationship between moral development around campus crime and safety was a main purpose of this study. My intention was to understand how and why students make decisions about their behavior and safety, and the safety of others, and how that relates to moral development (Gilligan, 1982; 2011; Kohlberg, 1970; 1971; 1976; 1977). This study used the following main research questions and sub-questions:

1. How do students communicate about campus crime and safety?
 - a. How do students access information regarding campus crime and safety?
 - b. How do students share information regarding campus crime and safety?
 - c. How do students use information regarding campus crime and safety?
2. How do students use Clery Act data to inform their decision-making and behavior around campus crime and safety?
 - a. How does gender influence student behavior or decision-making surrounding campus crime?
3. How do students engage with social networking services (SNS) around campus crime, safety, and the Clery Act?
 - a. How do students communicate what they learn about campus crime, safety, and the Clery Act?
 - b. When are students using SNS relating to campus crime and safety?

- c. Why do students use SNS relating to campus crime and safety?

Discussion of Themes by Research Question

Major themes were drawn from the findings of this study, as outlined in chapter four, as well as the literature reviewed in chapter two. These themes will be used partly in answering the research questions for this study, along with the literature reviewed and with the theoretical framework of Kohlberg and Gilligan as a guide in understanding the moral development of students around campus crime and safety. Furthermore, the perspective of Gregory & Janosik (2002) will be discussed to comment on the intended purposes of the Clery Act as they relate to the present day and contemporary means of communication. Each of the three main research questions and sub questions will be answered in this chapter, moving toward discussion of implications for policy, practice, and research.

Research Question One

How do students communicate about campus crime and safety?

Face-to-face communication was the go-to means of communication reported by students for conversations of a serious nature, such as campus crime and safety. Choices made around discussing campus crime and safety directly relate to students own personal experiences and biases, often linked to their understanding of right and wrong as well as their morals (Kohlberg, 1971; Kohlberg & Hersh, 1977). As the data show, the majority of students are utilizing SNS, with 93.09% (606) of students in the quantitative phase and 15 of the 16 qualitative participants discussing using SNS. However, SNS was not directly linked to how students communicate about campus crime and safety. The

majority of SNS use was discussed as a means to remain informed about what is going on with family and friends.

The majority of students, 55.41% (246) in the quantitative data collection phase, indicated that they would prefer face-to-face communication to share new information about crime and safety. The next most popular option for students was text messaging with 46.71% (205) of participants. Students spoke about the power of SNS in that everyone is using it, it is easy to use, it is convenient, and it allows for reaching a mass audience instantly. As seen in both rounds of data collection, students use SNS primarily for updates and staying connected, and the importance of seeing another human being face-to-face and speaking directly to them was paramount for conversations about campus crime and safety. This idea was seen most strongly when students were asked how they would share information about crime and safety related topics.

Texting was discussed during the qualitative interviews as a primary way to share information quickly and as a secondary means to discuss crime and safety, next to face-to-face communication. Texting was seen as the number one way to communicate that a crime occurred on campus, with 78.91% (348) of students indicating this choice. Face-to-face communication was next after texting. Lastly, when asked how they would communicate if they learned something that could keep others safe, face-to-face communication was again the first choice of students, with 71.79% (313) selecting this option. Text messaging was the next choice with 64.22% (280) of respondents picking this option. A clear theme emerges from these responses: students' first choice in communicating about campus crime and safety is face-to-face conversation. SNS was seen as a third choice in most question categories.

The idea that face-to-face conversations place more emphasis on the importance of the information conveyed was a finding from this study. Using SNS is great for staying connected, news, and updates, but when the topic actually impacts the student to the point where they become at risk, they are more likely to reach out to another person directly. Students also express wanting to ensure that their question be answered properly and by the right person. With respect to SNS, students could not be certain who was actually answering a question and that it even had been read, so many comments and questions are posed every minute online and answered by a variety of people, sometimes anonymously.

No sense of urgency came through in either round of data collection with respect to students communicating campus crime and safety information, perhaps explaining, in part, why the immediacy and grand stage of SNS may not be connected to these topics. In some cases, students provided specific examples of staff members and offices they would go to in order to speak directly with someone about a safety question or concern. This deepens the understanding of the relationships students build with staff members at Stockton due to their involvement on campus with different clubs and organizations, employment, or programs (Gilligan, 2011). When students feel a connection to the campus community and its people, they are more likely to follow up and ask a question about campus crime and safety (Astin, 1984; Junco, Heiberger, & Loken, 2011; Kuh, 2003). In any case, students' primary choice was face-to-face communication with respect to campus crime and safety.

Research question 1a. *How do students access information regarding campus crime and safety?*

The overwhelming majority of students in both rounds of data collection indicated that they have not accessed information regarding campus crime and safety. The idea that students were not aware of crime information or statistics and did not have knowledge of ways to specifically access this information was seen in both data collection phases. In several cases, during the qualitative interview phase, students discussed hypothetically speaking to campus police, both face-to-face and via email, if they wanted or needed campus crime and safety information. When asked if they used SNS to read about crimes that occurred at Stockton, 50.79% (226) of students indicated no. When asked if they used SNS to read about crimes that occurred at other colleges, 74.11% (331) of students indicated yes. This is in line with the notion that students are using SNS to receive updates about what is happening with family and friends or news, but are not necessarily using SNS as a go-to means of communicating about campus crime and safety concerns that directly affect them at Stockton.

Furthermore, going directly to campus police to access information regarding campus crime and safety at Stockton was a common theme identified by the qualitative data. Students did not provide specifics on how they could or would access campus crime and safety information, such as the Clery Act annual crime summary, but they did comment about going to campus police for this information. This is not a realistic idea or understanding of the role and expectation of campus police. A hallmark of the Clery Act is to prevent crimes and educate students, families, and campus communities about crime trends and reducing occurrences of crimes on campus (Gregory & Janosik, 2003). Police

certainty play a role in this, but for students, going to the police to access Clery data on an individual basis may not be the most effective means of informing and protecting students, since Clery data is public, published, and sent directly to all students (Gregory & Janosik, 2003).

Campus police is no doubt a resource to all on campus with respect to safety, but they are not necessarily able to provide up-to-date campus crime statistics, nor do they have the time to do so when tasked with many other important functions. Further yet is the idea that there are thousands of students on campus and less than 25 campus police officers, which makes it impossible for them to speak face-to-face with all students. Largely, going to campus police in a face-to-face manner was discussed, as well as emailing questions to the appropriate office or department. In total, it was apparent that students in the qualitative phase had not or do not accessed information about campus crime and safety. Only one student indicated that they had read any kind of specific information and even then, they could not recall which report and where they accessed it.

Gregory and Janosik (2003) outlined the intended goals of the Clery Act, many of which center on the idea of informing and educating students about campus crime and safety information in order for people to make informed decisions about their safety and lessen campus crime in general. The data from this study suggests that these intended goals of Clery per Gregory and Janosik (2003) are not being actualized. Students reported not knowing about the Clery Act, being aware of Stockton campus crime statistics, communicating about Stockton campus crime and safety, or knowing where to find data on campus crime and safety at Stockton. Speaking to the police when needed is not a proactive means of informing and educating students prior to crime occurring

(Gregory & Janosik, 2003). This is reactionary, and does not fall in line with the intended preventative goals of the Clery Act (Gregory & Janosik, 2002).

Gregory and Janosik (2003) posited that two main goals of the Clery Act are to “allow prospective students and their parents to make informed decisions about the relative safety of institutions to which they are considering applying for admission” and “raise student awareness, thus changing their safety related behaviors”. The intended goals of the Clery Act, per Gregory and Janosik (2003) are not being realized by students at Stockton as seen in the findings of this study. However, students did report reading about campus crime and safety incidents on other campuses, and perhaps using this information as guide in making decisions about their own safety should they be placed in an unsafe situation.

Students described wanting to use the information they read about other campuses to make choices for themselves that would keep them safer, in essence learning from the mistakes of other students (Gilligan, 2011). This relates to students’ moral development and is linked to Kohlberg’s stage two of moral progression. Stage two as described by Kohlberg and Hersh (1977) is the instrumental-relativist orientation. In this stage, when someone carries out the right action, they are doing so to satisfy their own needs and, in some cases, also the needs of others (Kohlberg & Hersh, 1977). Interactions between people during this stage are seen in terms of business, “elements of fairness, of reciprocity, and of equal sharing are present, but they are always interpreted in a physical, pragmatic way” (Kohlberg & Hersh, 1977, p. 55). When someone sets out to do the right thing for another during this stage, they are doing so because they want that

something good to happen to them, not because they are motivated by loyalty, gratitude, or justice (Kohlberg & Hersh, 1977).

Research question 1b. *How do students share information regarding campus crime and safety?*

How students share information about campus crime and safety was discussed in this study, although during data collection, students did not widely discuss sharing information regarding campus crime and safety. This could be because students described Stockton as a safe school where little occurs relating to crime and unsafe situations. Students indicated face-to-face communication as a go-to means for discussing important topics or topics that had the ability to keep others safe. The idea of wanting to be clear in communicating was brought up as one reason to choose face-to-face communication, the other being the ability to look at someone and see their reaction. If shared only on SNS there would be the potential for misunderstanding or the information being overlooked completely because of the barrage of information on SNS at any given moment. Secondly, SNS provides no feedback about how information is received in a quality manner, such as being able to look into the eyes of someone else or be able to read their body language and perhaps comfort them if they are upset by any safety incident.

The impact of SNS was discussed in that sharing campus crime and safety through SNS would be the best way to reach a mass audience in a quick way, to alert the campus community to harm, such as an active shooter situation. Several students mentioned Twitter as an SNS platform that could be particularly helpful in this way. Students mentioned using Twitter to receive updates about what was occurring on

campus, but was not expressly outlined as a means for sharing, but for updates and informative reading. In the examples given by students, they would check Twitter to see what was going on, but would not necessarily share information on Twitter. This is perhaps the difference between one's understanding of their moral obligation to share information that may keep those around them safe. This is relatable to Kohlberg's stage two of moral development where people do things because they are looking to gain something, not because of a sense of loyalty, gratitude, or justice (Kohlberg & Hersh, 1977).

Generally, the data showed differences in students' feeling as to how women shared information and made decisions about campus crime and safety, in comparison to men on campus. Women were discussed as having a higher sense of responsibility to share information that may protect others because they are more caring, cautious, and motherly (Gilligan, 2011; Noddings, 1986). This was students' own perceptions and words about the women around them on campus. The idea that women would place a higher sense of responsibility on keeping others safe echoes Gilligan's (1982; 2011) notion that women are just as capable as men in progressing morally and making decisions that are in line with Kohlberg's description of men as the measure of humanity and rationality.

Further, this relates to Kohlberg's stage three, throughout this level of moral development; the focus is on following through with the expectations of the individuals' family, group, or country (Kohlberg & Hersh, 1977). Students, regardless of their own gender, described women on campus as making different choices than men and being more cautious, caring, and protective because they are women (Gilligan, 1982; 2011),

Kohlberg's stage three echoes, "The attitude is not only one of conformity to personal expectations and social order, but of loyalty to it, or actively maintaining, supporting, and justifying the order, and of identifying with the persons or group in it" (Kohlberg & Hersh, 1977, p. 55). Stage three as described by Kohlberg and Hersh (1977) is the interpersonal concordance or good boy – nice girl orientation. In this stage, individuals behave in ways that are pleasing or helpful to others and in ways generally approved by those individuals (Kohlberg & Hersh, 1977). During this stage, individuals operate in a way that is conforming to social norms and stereotypical "natural" (p. 55) or normal behavior (Kohlberg & Hersh, 1977). For the first time, the idea of meaning well to others is discussed (Kohlberg & Hersh, 1977). In stage three, people earn approval by being nice to others (Kohlberg & Hersh, 1977), and this stage leads one to believe that thought is being put behind action.

The notion that women care more about others may not be directly linked to approval or being nice, but women were described as motherly and caring simply because they are women and they have difference experiences, or that this was assumed to be their natural behavior (Gilligan, 1982, 2011; Noddings, 1986). This perhaps says more about the students who are describing women in this way than the actual women who may be acting out the caring behavior for any number of reasons (Gilligan, 2011). Nonetheless, the data showed that in general, students are not sharing information about campus crime and safety unless something directly affects them and they can see a clear need to discuss it with others. Students were not sharing campus crime and safety information because they felt they needed to protect and inform people around them, being that students described their campus as safe and a place where little crime takes

place, even though they read about campus crimes that have taken place at other institutions close to campus. To this end, students were not seen to be accessing campus crime and safety data, and when they did read about crimes at other institutions, were not communicating this information to possibly protect other students by sharing the knowledge.

Research question 1c. *How do students use information regarding campus crime and safety?*

Students indicated they were not aware of campus crime and safety information and, in fact, had not accessed it at all. In essence, students were not using information about campus crime and safety and had little understanding that information was even available to them. From this, we can see that the intention or goals of the Clery Act as defined by Janosik & Gregory (2003) are not being actualized at Stockton, with zero participants in the qualitative data collection phase stating that they had accessed this important safety data. Neither round of data collection yielded results that showed that students were actively using information about campus crime and safety. This is in direct opposition to Gregory and Janosik's (2003) intended goals of the Clery Act, which are geared toward proactively educating and informing students about campus crime in safety in the hopes of lessening incidents of campus crime. In certain instances, during the qualitative data collection strand, when students were asked about specific situations, such as whether they had information that could possibly keep others safe, students did comment that they would share the information. However, this was only when they could see themselves or their friends being in that unsafe situation, which seem to motivate them to want to use information. Again, not in a proactive way, as Gregory and

Janosik (2003) discuss, but students' motivations seemed to be fear with respect to themselves or those they love, not universally wanting campus crime to diminish for all (Gilligan, 2011; Kohlberg, 1971).

Some students indicated that they would pass on information they learned to help others, similar to a Clery timely warning notice that would be sent on behalf of the institution to inform the campus community about the potential for harm based on an incident of crime. Students also spoke about learning from unsafe situations on others campuses and using some of this information to help keep them safe at Stockton. For example, if students read about a shooting at another campus, they might take details from that incident and apply them to the decisions they make at Stockton, or they may discuss this shooting incident with others on campus, and have a conversation on how they would proceed if there were to be an active shooter on their own campus. None of this information is tied directly to the Clery Act; instead, it was designated by students more as common sense and personal connection to incidents that would empower them to actually use information about campus crime and safety (Gilligan, 2011).

Students seemed to be generally unaware of campus crime and safety information, stating that they had not accessed it, read it, or used it. No participants in this study spoke to using any of the campus crime and safety data available to them to make decisions or have conversations with others about safety and safety education. Only one student commented on reading any of the specific campus crime data. Even after crimes took place on campus that required a Clery timely warning notice to inform the campus community, such as thefts, which were referenced by several students in this study, students still did not access campus crime and safety data. The conclusion from this data

is that students do not use campus crime and safety information to inform their decision making on campus (Gregory & Janosik, 2003). This is in direct opposition to the preventative and educational nature for which the Clery Act was designed, as well as the goals outlined by Gregory and Janosik (2003) and the notion of being concerned with the safety of others on campus (Gilligan, 2011; Kohlberg, 1971).

Research Question Two

How do students use Clery Act data to inform their decision-making and behavior around campus crime and safety?

The data in this study showed that students are not using Clery Act data to inform their decision-making and behavior about campus crime and safety. Students reported being unaware of the Clery Act, campus crime data and information, and where to find and access this information. When asked whether they might use the information contained in the Clery Act campus crime summary report after I had explained it to them, students were mixed in their responses. However, differences were seen here with respect to gender. Transgender/other students expressed needing to be aware of their surroundings and remained skeptical due to their gender or perceived gender, and said they always felt unsafe regardless of campus crime data. Interestingly, these students did not report having accessed campus crime and safety data to proactively educate themselves, but instead they expressed always feeling unsafe and the fact that data would not help or change that (Gilligan, 1982; 2011). The data in this study suggests that transgender/other students' decision-making and behavior is not influenced by campus crime data but more so by life experiences, how they see the world, and the way the

world interacts with them (Beemyn, Curtis, Davis, & Tubbs, 2005; Gilligan, 2011; McKinney, 2005).

Women, who expressed making different choices on campus about their safety and the safety of others because of their gender, also did not report using Clery Act data to inform their behavior or decisions around campus crime and safety. Instead, women expressed making choices because of their understanding of how people treat each other and what they need to watch out for, which they learned not from Clery Act data, but from their environment (Gilligan, 2011; Noddings, 1986). Students in this study assumed that since women are the majority of victims of violent campus crime, women must act differently and make different choices about their safety (Mangan, 2015). This had little to do with the actual campus crime statistics and information and more to do with the way that students felt about themselves and their friends. From this, we can understand that campus crime and safety data had little to do with students' decision-making or behavior, but that choices were made due to students' ability to express concern for themselves and others based off feelings and experiences (Gilligan, 2011; Noddings 1986).

Those who are further developed along the moral development journey could have a different understanding of what it means to care and look out for themselves to help and protect others as an outcome of keeping themselves safe (Gilligan, 2011; Kohlberg, 1971). Lack of connection to others and the institution would be a factor in deterring students from sharing information and especially discussing sensitive topics, like sexual assault, with others. This also has implications as well to moral development and how students see themselves and others, what is right and wrong, and how and why

they should make it a point to share useful preventative or educational information with others, in the hopes of lessening violent campus crime (Gilligan, 2011; Gregory & Janosik, 2002; Kohlberg, 1971). The data in this study suggests that students' decision-making and behavior is not informed by Clery Act campus crime data. I did not specifically ask students to comment about their understanding of right and wrong or their progression along the continuum of moral development (Gilligan, 2011; Kohlberg 1970). This makes it difficult to fully answer this research question, but is an opportunity for future research and understanding about student decision-making and behavior around campus crime and safety.

Research question 2a. *How does gender influence student behavior or decision-making surrounding campus crime?*

This study was not able to provide substantive claims about gender; this makes it difficult to fully answer this research question. However, men, women, and transgender or other gendered students did highlight dissimilarities with respect to perceptions about gender differences. Gender was discussed as a main factor in how students perceive that others make decisions on campus about campus crime and safety (Gilligan, 1982; 2011). Women on campus were said to make different choices with respect to their safety than men on campus. This notion was implied by all gender categories in this study. The findings in this study were crafted directly from students' own words and experiences; students discussed their perceptions of the difference in gender related choices and behaviors around campus crime and safety. The data suggest that men, women, and transgender or other gendered students discuss and make decisions differently, which

reinforces Gilligan's (1982, 2011) call for the inclusion of the voice of women, or all genders, and the notion that care and morality are not tied to any gender.

Women were described by interview participants as caring, motherly, and cautious, which seem to impact how interviewees perceived women's decision makings about their safety and the safety of others (Gilligan, 2011; Noddings 1986). While men in this study described not having to worry about walking late at night in dark parts of campus, women were described as never walking alone at night, regardless of lighting. Participants assumed that women would not be able to handle themselves in unsafe situations in dark areas, so they must not put themselves in those types of situations. This was the understanding of both men and women in this study, while men were described as not having to worry about dark areas, walking alone, or possible threats because they would be able to handle them differently, simply because they were men. These comments echo Kohlberg's research, in that men were thought to be the measure of strength and rationality (Kohlberg, 1970; Larrabee, 1993). The context is different, in that campus crime was the subject, and not morality; however, the connection as to how students perceive gender roles and capabilities is similar. Gender is undoubtedly seen by students as a deciding factor in how students would be able to handle safety concerns, and the assumption that men would be better equipped to deal with campus crime was apparent (Gilligan, 2011; Kohlberg, 1970; Larrabee, 1993).

Transgender/other students generally expressed that their feelings of heightened awareness and questionable safety remained the same at all times. Thus, gender or perceived gender had direct influence on their feelings, behavior and decision-making (Beemyn, Curtis, Davis, & Tubbs, 2005). Men did not seem to be impacted by their

gender in a negative way, since they were described as unfazed by having to make decisions about safety and because men were thought of as strong and capable of dealing with danger. This echoes Kohlberg's understanding of men and morality, that men were able to develop further morally because they were the measure of maturity and rationality (Kohlberg & Hersh, 1977) and is different from the Gilligan (1982; 2011) perspective that gender is not a determining factor is capability and humanity. Participants in this study viewed men as not having to think about unsafe situations or circumstances as much as women, and spoke to the idea that women should take more care in protecting themselves, Kohlberg's perspective that men were better equipped to make moral decisions is in line with these comments. In this context students did not speak about morals, but capability to protect themselves from unsafe situations. Women and transgender/other gender people seem to be thought of as weaker in this sense, as the majority of victims who must alter their decision-making and behavior on campus to stay safe (Beemyn et al, 2005).

The idea of care for themselves and care for others remains a theme for women, and perhaps the ethic of care through moral development connects to the same care and concern for personal safety and safety of others on campus (Gilligan, 2011; Kohlberg, 1970; Larrabee, 1993). Those who progress further morally might make different choices to keep themselves and others safe, because they place different value on thinking about how safety can and may impact them (Gilligan, 2011; Larrabee, 1993). Since men are less likely to be the victims of violent campus crime, they may remain unaware of their actions and safety choices until something occurs that directly affects them (Kohlberg & Hersh 1977; Mangan, 2015), whereas women think about others from the start because

they inherently can see why it would be important to place a higher value on safety, when their safety is threatened more often than men (Gilligan, 1982; 2011; Noddings, 1986).

Research Question Three

How do students engage with social networking services (SNS) around campus crime, safety, and the Clery Act?

Discussing crime and safety on SNS was not reported to be a main factor in utilizing SNS to communicate. However, SNS was seen to impact information access and sharing across multiple topical areas, such as news updates, information about what is occurring on other college campuses, and what friends and family are doing. SNS was discussed as a factor that increases student confidence in knowing what is happening on campus. As seen through quantitative data collection, the main reported use of SNS was to stay connected to family and friends. All of these areas have the potential to impact both students' understanding or feelings about moral development, as well as understanding and feelings of safety on campus, in the sense that what they read about or post on SNS may change their future decision-making around safety (Heiberger & Harper, 2008; Kohlberg & Hersh, 1977).

In this way, we see the impact of SNS around campus crime and safety, the increase of student confidence in knowing what is happening on campus, speaks to the preventative and informative goal Gregory and Janosik (2003) outlined as a fundamental piece of the Clery Act. However, the idea of knowing what is happening on campus could mean many things to students. It is possible that students interpreted this to mean what is going on with their friends or clubs and events, not necessarily campus crime and

safety incidents. From this, we can assert that SNS is understood as a way to give and receive information that augments students' level of understanding of what is going on at Stockton. However, this may not necessarily be linked to campus crime and safety. Students could be using SNS to talk about what events and programs are occurring, or even what movies are being shown, on campus, which can be said to increase their knowledge of what is happening on campus.

Students may not draw connections to real-life crimes and unsafe situations occurring, or deem the concerning or harassing comments they read online as actual crimes that impact others (Gilligan, 1982; 2011). Gilligan (1982; 2011) highlights the value of speaking directly to someone about their story and what makes them uniquely human, the idea of real-life connections and the impact of what is posted on SNS is needed in order for students to draw connections to the consequences of what transpires online and how it may impact their own moral development. These factors can all relate to an individual's understanding of right and wrong, or their definition of care or justice (Kohlberg & Hersh, 1977). They can also speak to the unique nature of the online world, where it may be challenging for people to see what they read in comparable terms to someone making a comment to them face-to-face (Kohlberg, 1971; Kohlberg & Hersh 1977; Noddings, 1986). The accountability or value of SNS comments and posts seems to be different from face-to-face interactions. SNS helps to share and spread information quickly, about any number of topics that are important to students. This study showed that perhaps campus crime and safety are not topics that students discuss frequently on SNS, unless personally affected or impacted in some way.

Research question 3a. *How do students communicate what they learn about campus crime, safety, and the Clery Act?*

Both the online questionnaire and the face-to-face interviews yielded results that show that students place different value on communicating important topics or questions that may directly impact their personal safety. When asked how they would communicate new information learned about campus crime or safety, the majority of respondents 55.41% (246) in the quantitative questionnaire, indicated they would use face-to-face communication. This same sentiment was echoed in the qualitative interviews, when students widely discussed face-to-face communication as their go-to means if they should feel unsafe or had questions about their safety. This reinforces the idea that students place different value on communicating with an actual human being, in person, when they have questions that could ultimately impact them personally (Gilligan, 1982; 2011). These findings relate to the Gilligan perspective of highlighting peoples' unique experiences by speaking directly to them about topics that matter, whereas Kohlberg relied on hypothetical situations to discuss moral developed with others.

Students were asked whether, if they learned something from these conversations, they share it with others, and how they would share it. Face-to-face communication was again the preferred means of communication seen in this respect, with the majority of respondents in both strands indicating that they would choose face-to-face communication when they had knowledge of crime or something that may keep others safe. The same was said for serious questions about campus crime or safety that may personally affect the students. Both of these answers have direct connections to how students view the safety of others and what level of responsibility is placed on sharing

information that could potentially protect other students (Gilligan, 1982; 2011; Kohlberg, 1971). The fact that face-to-face communication was the majority selected is interesting, due to the comments made about SNS being the easiest form of communication and a means to contact as many people as possible, as fast as possible. However, when students talked through actual situations in which they had information that could keep others safe or they had learned something from asking a question about campus crime or safety, face-to-face communication was the first means of communication students discussed.

Research question 3b. *When are students using SNS relating to campus crime and safety?*

The findings in this study provide evidence that SNS is used during or following campus crime or safety events. One student explained that there was a small fire on one side of campus, and within minutes, the fire was explained on Twitter and students went about their day unfazed. SNS was indicated as a factor in increasing student's confidence in knowing what is happening on campus. Students discussed this in the qualitative follow up, and noted that students use SNS, such as Twitter, when they want to know what is happening on campus. Students did not express using SNS specifically relating to campus crime and safety, other than when an incident, such as the fire on campus, took place. Students interviewed commented that SNS is useful to find out the nature of what is happening when an incident, such as fire, occurs, but this was one of the only examples given specifically relating to campus crime and safety. This makes it difficult to fully address this research question, but highlights an area of possible future

research and further understanding about student SNS use relating to campus crime and safety.

Students recognized the fact that if they read an article or a comment about campus crime at another institution, they could share this information on SNS so others could benefit from reading it (Kohlberg & Hersh, 1977; Noddings 1986). This could also speak to a person's understanding of morals and their place among the stages of moral development (Kohlberg, 1971). The choices a person makes when they know something that can protect others is indicative of how much they care about the wellbeing of their peers (Gilligan 2011; Kohlberg, 1971; Kohlberg & Hersh 1977; Noddings, 1986). This thinking was present when students were asked about major campus crimes that they read about in the news, such as a campus shooting. Students commented about reading about these incidents that affected entire campus communities, how they may learn from where students chose to hide during an active shooter situation, and this would be a reason to share this article on their own social media pages. The notion of seeking out information about campus crime and safety on SNS was not seen in this study. Students again seemed to use SNS in a reactionary way to read about incidents or crimes after the fact, but not to share or learn about incidents because they hoped to inform and educate prior to something happening, as the Clery Act mimics (Gregory & Janosik, 2003).

Research question 3c. *Why do students use SNS relating to campus crime and safety?*

Students do not use SNS relating to campus crime and safety in a strong and intentional way, based on the data collected in this study. SNS is used by an overwhelming majority of students in this study, but using SNS relating to campus crime

and safety was only discussed when prompted by the questions asked in the interview portion of this study. Students did not outwardly indicate that they used SNS relating to campus crime and safety; in fact, in many cases, students did not indicate using SNS for discussing serious topics or things that were important to them. Due to the fact that SNS is often used for personal relationships, staying connected with family and friends, and for personal interests and hobbies, students do not seem to connect SNS with something that could help keep them safe.

Again, this may be impacted by the fact that students described Stockton as a safe place with few safety or crime concerns. It was clear that students expressed using SNS for reasons other than those that directly relate to campus crime and safety and perhaps had not thought about the fact that SNS might be a tool to help inform and keep them safe in the future. Perhaps this has to do with the fact that Clery Act data is not often communicated with students using SNS as a tool. Thus, students may not think of using SNS in this way because campus crime and safety information is not being shared with them on these platforms. SNS was not found to be an active component that students relate to campus crime and safety at Stockton, however this may be based on the SNSs mentioned in this study or the experiences of students who took part in this research.

Implications

Policy. The findings of this study suggest policy changes both at the Stockton campus level and perhaps upwards to the state and federal levels as well. As outlined, students are not using Clery Act data, are not aware of Clery Act data and resources, and do not know how to access Clery Act information. This means that the Clery Act is failing to achieve its intended goals (Gregory & Janosik, 2003). A primary purpose of

the Clery Act is to ensure that students have the information they need to help keep them safe (Gregory & Janosik, 2003). Clery Act mandates should be reevaluated, placing particular emphasis on the changes seen in campus crime trends and communication in more than 25 years since the mandates have been in place. Additionally, the Clery Act does not provide specifics as to who and what office should be responsible to collect and share the information mandated by Clery. The location of posting for Clery Act materials, as well as how they should be posted should be standardized by the Office of Civil Rights and the U.S. Department of Education, so that institutions can focus on complying with the mandates instead of how to do so. This is an example of the confusion that the Clery Act may create for campus leaders, and shows that energy and effort is sometimes used in places other than what the mandates were originally intended (Gregory & Janosik, 2003).

One area that was not able to be discussed in this study was the mandated educational programs required under Clery, since no students discussed having been a part of these programs or knowing that they exist. This implies that these programs could be improved and that policy should be created that specifies how these programs are to be carried out on campus. Educational programs can be used as a means for sharing Clery crime statistics and information in a way that also links students to the appropriate offices and departments they should contact if they had questions about their safety. These training initiatives could be connected to other New Jersey state institutions to share best practices and create a universal structure for keeping students safe. If staff at one state campus had a question regarding the Clery Act, they could connect and build relationships with other institutions that may be struggling with similar questions. The

Office of Civil Rights and the U.S. Department of Education should help to provide guidelines as to how training and programs should be offered. Incentives could be given to institutions that host conferences or meetings with the goal of strengthening their Clery Act programs, training, and initiatives.

The way that the Clery Act is set up currently, institutions spend considerable time outlining their Clery geography to understand when they must report a crime. This is a confusing process that takes a lot of time and does not align with a majority of the goals of the Clery Act as defined by Gregory and Janosik (2003). The Office of Civil Rights and the U.S. Department of Education should be charged with providing more detailed instructions and guidelines to campus leaders who are struggling to make sense of how to define their Clery geography and responsibilities, so that greater focus can be placed on working directly with students to ensure their safety. The Clery Act gives no direction or specifics are given as to how this information should be shared, other than annually.

The Clery Act has evolved in some respects, and changes have been made about crime reporting structure and the nature of crimes reported, which impact certain Clery goals such as “improving campus crime reporting by forcing college and universities to report campus crime data in a more consistent manner” and “eliminating the perceived hiding of campus crime by institutional officials” (Gregory & Janosik, 2003). This does little to address the other goals of Clery to lessen campus crime in general and proactively educate and inform students and their families. Staff who are charged with keeping institutions in compliance with Clery may spend so much time understanding their requirements within Clery that they do not have much time to provide educational

communication to students that has the potential to impact their behavior and decision-making. Resources need to be adjusted to allow for more staff to help fulfill the educational and preventative mandates of Clery, which will ultimately aid in lessening campus crime and safety. Staff cannot simply compile Clery data and file it away in hopes that students might access it, as the data from this study proves this is not happening. Policy should be created that encourages institutions to think of creative and educational ways to share campus crime and safety information beyond solely publishing the Clery annual crime report yearly.

Practice. A hope was that this study would inform the way that Stockton student affairs professionals, campus law enforcement officers, and the Stockton campus community view campus safety, disseminate Clery data, and begin important educational and prevention conversations with the campus community. Students were shown to not use Clery Act data to inform their behavior and decision-making around campus crime and safety at Stockton. This can be for any number of reasons, but offers the opportunity for campus leadership to try to communicate crime and safety information to students in alternate ways. Although students did acknowledge that email would be a primary way to disseminate Clery Act crime information, students did not report reading or using the information emailed to them. Students in this study commented that the report could be listed on Stockton's homepage to draw attention to the important information contained in the report. Additionally, since students in this student only described feeling safe on campus, this limited the interview scope. This underscores the idea that Stockton students may not be thinking about their own safety because they do not report feeling unsafe and in many cases, may not have had to think about safety related topics.

Stockton should consider doing more than send an email with the Clery annual security report that may be overlooked by many students. An email is the minimum, and while Stockton is thought of a safe campus with little campus crime, to maintain this status, they should consider proactive, educational, and creative ways to engage the campus community in conversations about campus crime and safety before incidents occur. Since an overwhelming majority of students discussed using SNS on a daily basis, Stockton might consider using SNS to share campus crime and safety information with students. If campus crime and safety information became a fixture on the same SNS platforms that students access to learn about campus activities and programs, perhaps they would be more likely to use this educational and preventative data. Moreover, it may help students to see the connection between the power of SNS and the importance of proactively thinking about campus crime and safety.

An opportunity also exists to tie in the role of faculty members, McIntire (2015) described how faculty members have begun to transform their classrooms to better reflect the online world of SNS, therefore Stockton should assess the current use of technology and SNS in the classroom and connections to students perceived safety. This would be a chance for faculty to discuss campus crime and safety with students, even emphasizing the email sent about Clery to demonstrate the importance of faculty in helping students make decisions about safety on campus. Further, this provides Stockton with an opportunity to intentionally collaborate with faculty members in planning and promoting campus programs and initiatives around crime and safety. This only further strengthens Stockton's ability to maintain the current level of safety felt by students in this study, while incorporating faculty to make connections inside and outside the classroom.

A major theme from this study was that students are unaware of the Clery Act and do not use the campus crime and safety data required by the Act to inform and protect themselves. These are hallmark goals of the Clery Act, which was put into place to lessen campus crime in general, while providing students and families campus crime data to help inform decision-making around campus crime and safety (Gregory & Janosik, 2003). From this study, it is clear that students are not benefiting from the mandates of the Clery Act, and are in many cases they are completely unaware that these policies are in place. From this, we can gather that the time and energy spent on compiling Clery Act data and campus crime statistics may be better spent on creating educational programs and activities that directly impact students. It may take proposed changes to the actual Clery Act to actualize changing the focus from being on where crimes occur to why they occur.

As suggested by the participants in this study, Stockton should develop a campaign to share and disseminate campus crime statistics that incorporates the structures already in place such as new student orientation and welcome week programs, but extend them throughout the year. Stockton can be more proactive and upfront with its Clery statistics, making them better known and used by the campus. Printing crime statistics in campus documents that are handed out at new student orientation and programming can accomplish this goal. Many free give-away items are handed out on campus during major programs, but few items focus on educational means that protect the campus.

Stockton has a vibrant Facebook community for new and prospective parents and families. This page hosts many different questions about what to expect on campus and

where to go to find answers to questions about campus life. This Facebook page should be used to share campus crime information and inform parents and families how to access Clery Act data. Additionally, Stockton can highlight their low crime occurrences as a factor for why prospective students and families should pick their campus. Statistics and safety information should be easier to find on Stockton website and highlighted on main pages to encourage others to access this information more frequently. Stockton can be more proactive with their goal to protect and inform the campus community by sending home Clery Act data with documents for incoming students. This information should be echoed on SNS and in any other way that the institution communicates with new and prospective students. The original intention of the Clery Act, as discussed by Howard Clery, was to help inform parents and prospective students about the safety of a campus before making their decision to attend (Walton, 2002).

Stockton should use the power and reach of SNS to connect with prospective students before they arrive on campus, to help share information regarding campus crime and safety. Training could be offered prior to arrival on campus that explains policies and procedures to incoming students and their families. This could be done so that if an unsafe situation were to occur, students and their families would have already had discussions on what to do and how they feel about these situations. Additionally, this would give parents and families the opportunity to speak to their students about the responsibility to keep themselves and others safe through the choices that they make on campus. Perhaps this would impact the way that students protect themselves and look out for the wellbeing of others campus as well. Reinforcing these topics at home before a

student even begins their college experience has the potential to create a greater sense of urgency for students to want to know about campus crime and safety.

Currently, Stockton provides information to incoming students about campus crime and safety, specifically sexual assault and violent crime-related incidents, during new student orientation and welcome week programming. Students in this study brought up the fact that students are separated by gender for these discussions. Positive and negative aspects of gender separation were discussed; however, it is noteworthy to highlight the concept that, while students understood why women may want or need different information than men about sexual assault or violent campus crime, that separating students to share this information may cause further misalignment in the way that students care and perceive their safety on campus. Students discussed the need and desire for educational sessions to continue throughout their time at Stockton, and not to end after new student orientation and welcome week. This is an opportunity for Stockton to augment programs to provide specific campus safety information based on students sustained time at Stockton, acknowledging that a first year student, new to the campus would need different information than a senior level student, but that the senior level student still may need further information than what is provided when they arrive on campus.

A missed opportunity as seen through the data in this study is with respect to training about campus crime and safety for students. Students did not report knowing how to access data or reports with valuable campus crime statistics. Moreover, students did not express understanding where to go to report crimes if needed, other than to the police department. Campus procedures should be created that augment the way that

students and staff are trained in campus crime reporting. This training should be ongoing and linked with educational programs that are mandated under the Clery Act. After the qualitative interviews, many students asked me to show them how to find Clery data and how to access campus crime and safety information. These students commented that this study was the first time they had heard about the Clery Act or the idea that preventative information about campus safety was available to them. These interactions with students lead me to consider that interviews in this study raised consciousness and allowed for students to reflect and discuss campus crime and safety and moral development. Although this was an unintentional outcome, it seems to be a positive one.

Students may begin to think in alternate ways once they reflect about how campus crime impacts people. Additionally, this reflection could further raise consciousness by allowing students to think about the choices they make with respect to personal safety and how their choices may differ for students who are of a different gender (Gilligan, 2011; Kohlberg, 1971). Kohlberg and Hersh (1977), asserted that people progress through stages of moral development, becoming more rational and autonomous as they evolve to think about others' needs and not just their own. These important reflections around campus crime and safety relate to how students may make choices about what they read or post online and how that impacts themselves and others.

Additionally, these student comments call into question the usefulness of the current programs and initiatives geared toward informing the campus community about crime and safety information in order to proactively benefit their decision making and safety (Gregory & Janosik, 2003). Furthermore, I assert that there may be a disconnect between the intention of the Clery Act education programs and initiatives with respect to

what students are actually taking away from these programs and how they are working to proactively inform students and raise awareness about campus crime and safety in general (Gregory & Janosik, 2003). Students in this study had little knowledge of crime and safety information or resources, this suggests that the preventative and educational programs offered in compliance with Clery mandates may not be fulfilling the intended goals (Gregory & Janosik, 2003).

Additionally, the findings from this study suggest that student leaders at Stockton had more information and understanding about campus crime and safety than students who were not involved on campus. Training should be created that capitalizes on this finding, placing specific emphasis on using the connections built with involved student leaders to provide more training and programs around campus crime and safety. Stockton already holds many popular training sessions about leadership for student involved on campus, adding campus crime and safety topics to the topic rotation would be useful.

Furthermore, this study contributes to the current conversations in higher education regarding how to address the needs of student safety and campus crime prevention in contemporary times. I hoped to provide a knowledge base to practitioners and law enforcement personnel struggling to comply with Clery Act requirements and engage students in accessing the Clery Annual Security Report and other vital campus crime statistics (Davis, Deil-Amen, Rios-Aguilar & Gonzalez Canche, 2011). Stockton was described as a safe school where little crime takes place. This is a positive finding in this study for leadership at Stockton who are responsible for ensuring the safety the campus community. Though, crimes do occur on campus and students can still benefit

from an understanding of how to access campus crime and safety information.

Leadership at Stockton can capitalize on the notion that students perceive the campus to be safe and conduct hypothetical safety incidents and training sessions that will help students to see how to handle themselves if unsafe situations should occur. Campus leadership should offer students, faculty, and staff the opportunity to continue to express their feelings about campus crime and safety to maintain the feeling that the institution is safe.

Research. This research is just the start of a larger conversation about the power of SNS in contemporary times and the growing need to protect campus communities from unsafe situations. The data in this study suggests that students' decision-making and behavior are not informed by Clery Act campus crime data. This made it difficult to fully address the research question pertaining to this area, but provides an opportunity for future research and understanding about student decision-making and behavior around campus crime and safety. Next, students did not express using SNS specifically relating to campus crime and safety, other than when an incident, such as the fire on campus, took place. This makes it difficult to fully address the research question about when students use SNS around campus crime and safety, but highlights an area of possible future research and further understanding about student SNS use relating to campus crime and safety. One of Gregory and Janosik's (2002; 2003) seven purposes of the Clery Act, as discussed in earlier chapters, is that students and their families have the information needed to make informed decisions about the safety of the campuses they are considering. Research should be conducted with parents and families that examines how

and why they are utilizing this Clery data and if the way it is communicated, or not communicated impacts their awareness of the Clery Act.

A second purpose as discussed by Gregory and Janosik (2002; 2003) is to improve campus safety programs. Research should be considered that focuses on the programs an institution is offering and how they may relate to the way students, faculty, and staff understand and use Clery data in order to examine if the programs are contributing to sustained and proactive conversations about campus crime and safety. This is a distinct opportunity to use the faculty voice in future research about campus crime and safety. Faculty members are often void from campus programs and initiatives run by student affairs professionals. Research should be conducted that examines the role faculty play in campus programs about safety, highlighting what opportunities may be present on campus to augment faculty collaboration, as well as understanding how safe faculty feel on campus and if they use Clery data.

This study was not meant to be generalizable; however there may be lessons and educational opportunities for other institutions that could benefit as a result of the findings of the study. Stockton is a predominantly white liberal arts state institution, in a rural location, with approximately 9,000 students. These factors should be considered by others when assessing the findings of this study. It is likely that large urban institutions, for example, may have an alternate set of challenges and could have very different findings from what was reflected by the students in this study. However, this study can prompt discussions on campuses of all types about how much students know about campus crime and safety, what assumptions institutions are making about the

effectiveness of existing communication plans, and opportunities to leverage SNS and traditional face-to-face conversations to reach new generations of students.

From this study, we see that, while students are involved in many different organizations and activities on campus, this may impact the relationships they are building with the institution and its staff, but may not impact their understanding of keeping themselves and others safe. Research should be conducted that focuses primarily on student leaders and Greek life students, to more clearly define the values their organizations are founded upon and how they relate to day-to-day decision making, specially, Greek organizations that espouse to build lifelong relationships and place brotherhood and sisterhood in the highest regard. Members of these organizations should arguably be looking out for the wellbeing of others in different ways than students who are not members of these organizations. Research should be considered that studies the values of these organizations with respect to campus crime, perhaps among multiple institutions with the same Greek organizations.

The same can be said for RAs who are charged with the safety of their residential communities and are employed to report campus crime and safety incidents. RAs in this study did have a slightly different understanding of campus policies and procedures, but further research could be done that studies RAs at multiple institutions to see what factors helped them to understand their responsibilities with respect to campus crime and safety. Finally, it would be quite interesting to study students who were convicted or found responsible for campus crime incidents and understand their feelings about mandatory reporting and campus educational programs and initiatives. Exploring campus crime and safety from all angles, included the perspective of students who have been involved as

victims and accused, could help add to the discussion on campus crime and safety and communication.

Furthermore, crafting a study that uses faculty and staff at Stockton as respondents in place of students would add to the understanding of the campus environment at Stockton. Often times, faculty and staff are the ones who students go to report and discuss unsafe situations, so studying their understanding of the both the reporting structure and their responsibility therein would be vital information in exploring the safety of the campus as a whole. Focus should be placed on bridging the gap between campus police and faculty and staff. This provides opportunity to capitalize on the importance of relationships with campus staff as seen with students in this study, and further these relationships with the staff who are charged with preparing and organizing Clery Act data and reports. Faculty and staff should also have the opportunity to comment on their most frequently used forms of communication and whether their safety is impacted by SNS and to what extent.

An action research study in which campus crime and safety information is introduced to students as a change mechanism would be able to help understand if SNS could be helpful in raising awareness and insight on campus crime and safety, thus lessening campus crime in general. Conversely, a study could be done that focuses on the smaller community of students who do not use SNS to communicate to see if their experience or understanding of safety is significantly different in any way from students who do use SNS. Furthermore, much can be learned as higher education leaders study the evolution of Yik Yak, which closed down its service in April of 2017. An inherent challenge seen by any SNS researcher is the evolution of technology and purpose. Yik

Yak closed down citing several ongoing lawsuits and court cases, which stemmed from comments or incidents due to the app. While Yik Yak only lasted two and a half years, it had an impact on higher education and institutional policy. Research should be undertaken that examines the reasoning behind why Yik Yak was so difficult to monitor and control at colleges and universities, focusing on the anonymity of the app and its relation to morality and student decision-making.

Furthermore, research should be conducted at other New Jersey State institutions to see if the findings of this study can be replicated. Since Stockton is a state institution in New Jersey, it is recommended that similar research be undertaken at other state institutions that receive similar funding and are federally mandated under the Clery Act to provide educational resources and information to students. Research should be conducted while students are still in high school to understand the crime and safety factors they consider when selecting a college or university.

Finally, students expressed that women make different decisions on campus with respect to campus crime and safety because of their gender. Understanding this perception and exploring whether there is evidence to support it is needed and may also shed light on how institutions can better protect women, who are the majority of victims of violent campus crime. This study suggests that women are impacted differently based on their use of SNS, so a study that directly focuses on women and SNS use would be noteworthy. Furthermore, future research needs to be conducted with focus on the role of SNS in violent campus crime and the effectiveness of communication in the process. As noted by Turner and Torres's (2006) previous research, women were afraid of crime due to their gender and felt that being a women meant thinking about their personal safety,

daily. Therefore, specific research on gender differences is needed (Currie, 1994; Fisher, Cullen, & Turner, 2000; Gilligan, 2011; Janz & Pyke, 2000; Pascarella, White, Edison, Nora, Hagedorn, and Yeager, 1997).

Research is needed to understand transgender students and their experience with campus crime and safety. Women were discussed in this study as placing more value on care and concern and looking out for the safety of others, however how transgender/other gender students fit into this idea is yet to be determined. Understanding how transgender/other gender student see the world and how the world interacts with them has the potential to help campus leaders and law enforcement officials best serve this student population. Uncovering these issues shed light on the larger conversation of campus crime and crime reporting, and communication in higher education overall.

Limitations

Due to the design and nature of the study there are inherent limitations present. By acknowledging those that I see and understand at this point in time, I was able to strengthen the focus of my work and possibly offer areas of future research for others or myself in the field. I studied what we can learn about how college students use social media as a means of communication in regards to their behavior and decision making about safety and campus crime. I did not study the effect of social media on higher educational officials or campus law enforcement in this respect, although I do believe this may be an area for future research. I did not look at the relationships students build online and how they relate to incidences of crime. Lastly, I did not look at whether institutions are Clery Act compliant. This was not a factor in the study; nevertheless, I do

feel that the study may yield data that could have implications and connections to an institutions' Clery compliance status. Again, this is an area of possible future research.

Conclusion

The data in this study showed that students were generally unaware of the Clery Act and had not used campus crime and safety data to inform and protect themselves. While Stockton was described as a safe place with little crime taking place, there are still crimes that were discussed and reported at Stockton. All colleges and universities have crimes and unsafe situations, regardless of the perceived safety students feel. The Clery Act was designed to proactively educate and protect students and their families so that their decision-making with respect to safety was intentional (Gregory & Janosik, 2003). A resounding reason why institutions should have a vested stake in staying compliant with the Clery Act is remaining in good standing in the public view and not risking decreased enrollment. This same point can be argued conversely, citing that publishing a clear picture of campus crime and inform students, families, and potential campus community members of the crime statistics also has the potential to decrease enrollment. The power and popularity of SNS was also highlighted in this study. No clear connection was drawn between unachieved Clery Act goals, per Gregory and Janosik (2003) and use of SNS as a primary form of communication. However, opportunities to use SNS and technology to expand understanding of campus crime and safety were present.

Although students use SNS in large numbers and for specific reasons, face-to-face communication was seen as a strong way to convey problems or questions with respect to crime and safety. Higher education leaders should provide multiple means to discuss campus crime and safety with students, including online and face-to-face options.

Overwhelmingly, students need to become more aware of campus resources and data available to them to actualize the intended goals of the Clery Act (Gregory & Janosik, 2003). To do so, SNS may be used in some cases to provide up-to-date details about campus life. Training and clarity are needed with respect to Clery Act mandates so that time and energy may be spent on outreach and personal discussions with students in the future.

Particular attention should be paid to women and transgender students who navigate the campus differently due to their gender or perceived gender (Gilligan, 1982; 2011). Further research and understanding is needed in order to fully address the experience of women and transgender/other students with respect to campus crime and safety and moral decision making (Gilligan, 1982; 2011). The majority victims of campus crime should have access to data to help inform their decision-making and aid in proactive safety measures. Information sharing should take place with all campus students, faculty, and staff in hopes of creating a safe learning environment for the whole community. The Clery Act should be reconsidered to be useful in contemporary times, and place focus on safety and prevention as primary goals. Where crimes occur is important, but is not the sole reason the Clery Act was created. Students will not use campus resources when they are not aware of them. Relationships built with campus staff due to involvement or campus employment impact student use and knowledge of campus resources.

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Appendix A

Quantitative Questionnaire Email Protocol

Dear Stockton Student,

This email is an invitation to participate in a study I am conducting for my dissertation in the Educational Leadership doctoral program at Rowan University. You have been identified as a potential participant in this study based on your enrollment as a full time student at Stockton University. Below is more information about this project and what your involvement would entail should you decide to participate. The project will help me learn more about the ways that students communicate about campus crime and safety. As a leader in higher education, who values student safety and well-being, I am passionate about this topical area and eager to begin this exciting study.

Your involvement in this study is voluntary. It will involve participating in a brief questionnaire, which you will complete, online. The link for this questionnaire is contained at the end of this email message. You may decline to answer any of the questions contained in the questionnaire if you so choose. Further, you may decide to withdraw from this study at any time by informing me. All information you provide is considered completely confidential. Your name or any other personal identifying information will not appear in my final dissertation resulting from this study. Even though I may present the study findings to colleagues for their feedback, only my committee chair and I will have access to that data from this project. There are no known or anticipated risks to you as you participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at baumh0@students.rowan.edu. You can also reach my dissertation chair, Dr. Monica Reid Kerrigan, at kerriganm@rowan.edu. I would like to ensure you that this study has been reviewed and received ethics clearance through the Institutional Review Board at Stockton University. However, the final decision about participation is yours. If you have any comments or concerns resulting from your participation in this study, please contact me at 609-626-6098 or baumh0@students.rowan.edu.

I very much look forward to hearing your voice regarding this important topic and thank you in advance for your assistance with this project.

Respectfully,

Haley Baum
Doctoral Candidate, Rowan University

Appendix B

Quantitative Instrument

Background

1. What is your gender?
 - a. Male
 - b. Female
 - c. Transgender
 - d. Other
2. How old are you?
3. What is your class year?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
4. Do you live in on campus housing?
 - a. Yes
 - b. No
5. Are you a member of a fraternity or sorority?
 - a. Yes
 - b. No
6. Are you a Resident Assistant (RA)?
 - a. Yes
 - b. No
7. Do you hold a leadership position in a club or organization on campus?
 - a. Yes
 - b. No

Communication/SNS

8. Where do you go to learn about current events or news that interests you?
 - a. Facebook
 - b. Twitter
 - c. Yik Yak
 - d. Newspapers
 - e. Magazines
 - f. Other: _____
9. How do you most commonly communicate with your friends?
 - a. Phone
 - b. Email
 - c. Text messaging

- d. Social Networking Services (SNS) such as Facebook, Twitter, and Yik Yak
 - e. In person
10. Do you use Social Networking Services (SNS) such as Facebook, Twitter, and Yik Yak?
- a. Yes
 - b. No
11. Why do you use SNS to communicate?
- a. Stay in touch with family/friends
 - b. News updates
 - c. Pop culture updates
 - d. Share your thoughts or feelings
 - e. Stay informed about Stockton updates

Crime & Safety

12. Do you use any of the following to communicate about campus crime and safety? Please check all that apply.
- a. Email
 - b. Facebook, Twitter, Yik Yak
 - c. Text Messaging
 - d. Face to Face, in person
 - e. Telephone
13. SNS increases my level of confidence in knowing what occurs on or around my campus.
- a. Strongly Disagree
 - b. Somewhat Disagree
 - c. Neither Disagree or Agree
 - d. Somewhat Agree
 - e. Strongly Agree
14. In the last month, when using SNS's such as Facebook, Twitter, and Yik Yak, have you read about potential incidents of campus crime or safety (such as harassment, bullying or threats)?
- a. Yes
 - b. No
 - c. Unsure
15. I would report a crime that I heard about through of SNS.
- a. Strongly Disagree
 - b. Somewhat Disagree
 - c. Neither Disagree or Agree
 - d. Somewhat Agree
 - e. Strongly Agree
16. Have you ever used SNS to read about crimes that occurred at Stockton?
- a. Yes
 - b. No
 - c. Unsure
17. Have you ever used SNS to read about crimes that occurred at other colleges?

- a. Yes
 - b. No
 - c. Unsure
18. After reading about crime and safety incidents on SNS my use of SNS changed.
- a. Strongly Disagree
 - b. Somewhat Disagree
 - c. Neither Disagree or Agree
 - d. Somewhat Agree
 - e. Strongly Agree
19. How does using SNS to communicate impact how safe you feel on campus?
- a. No effect
 - b. Minor effect
 - c. Neutral
 - d. Moderate effect
 - e. Major effect
20. Do you know of the Clery Act? (Poole, 2014)
- a. Yes
 - b. No
 - c. Unsure
21. Did you read the Clery Act annual security report crime summary report before choosing Stockton?
- a. Yes
 - b. No
 - c. Unsure
22. How useful was the information in the campus crime summary report?
- a. Not at all important
 - b. Low importance
 - c. Slightly important
 - d. Not applicable (did not read the campus crime summary report)
 - e. Moderately important
 - f. Very important
 - g. Extremely important
23. To what extent did the Clery Act annual security report change the way that you protect yourself?
- a. No effect
 - b. Minor effect
 - c. Moderate effect
 - d. Major effect
 - e. Not applicable
24. After learning new information about campus crime or safety, how do you share this information with your peers?
- a. Email
 - b. Facebook, Twitter, Yik Yak
 - c. Text Messaging
 - d. Face to face, in person
 - e. Telephone

- f. Other: _____
 - g. I don't share information about campus crime or safety.
25. How important is it to be informed about campus crime and safety?
- a. Not at all important
 - b. Low importance
 - c. Slightly important
 - d. Neutral
 - e. Moderately important
 - f. Extremely important
26. How have you communicated when you had a question about campus crime or safety?
- a. Email
 - b. Facebook, Twitter, Yik Yak
 - c. Text Messaging
 - d. Face to face, in person
 - e. Telephone
 - f. Other: _____
27. If you were aware that a major crime occurred on or around Stockton's campus, how would you communicate this information to your friends?
- a. Email
 - b. Facebook, Twitter, Yik Yak
 - c. Text Messaging
 - d. Face to face, in person
 - e. Other: _____
28. If you learned about something that could keep other students safer, how would you communicate it?
- a. Email
 - b. Facebook, Twitter, Yik Yak
 - c. Face to Face, in person
 - d. Text messaging
 - e. Telephone
 - f. Other: _____
29. What level of responsibility do you feel to communicate information that may keep others safe on campus? (Gilligan, 2011)
- a. Not at all responsible
 - b. Somewhat responsible
 - c. Mostly responsible
 - d. Completely responsible
30. Would you comment or post your own thoughts/opinions about campus crime or safety incidents on SNS?
- a. Yes
 - b. No
 - c. Unsure
31. If you saw harassment, bullying, or concerning comments on SNS do you feel this would cause you to decrease your use or SNS?
- a. Yes

- b. No
 - c. Unsure
32. If one of your friends was involved in a crime or safety incident on campus would you use SNS to communicate about it?
- a. Yes
 - b. No
 - c. Unsure
33. If you were involved in a crime or safety incident on campus would you post or comment about it on SNS?
- a. Yes
 - b. No
 - c. Unsure
34. How influential has SNS been to your decision making surrounding your own safety on campus?
- a. Not at all influential
 - b. Slightly influential
 - c. Somewhat influential
 - d. Very influential
 - e. Extremely influential
35. Has communicating via SNS affected your behavior & decision making on campus?
- a. No affect
 - b. Minor affect
 - c. Neutral
 - d. Moderate affect
 - e. Major affect
36. How likely are you to post or comment about something on SNS that you would not say face to face, in person?
- a. Very untrue of me
 - b. Untrue of me
 - c. Somewhat untrue of me
 - d. Neutral
 - e. Somewhat true of me
 - f. True of me
 - g. Very true of me
37. May I follow up with you if I have any additional questions?
- a. Yes
 - b. No

Enter contact information to take part in second round, face-to-face interview:

Appendix C

Qualitative Interview Protocol

Dear (insert participant's name),

This email is a follow up invitation to participate in a study I am conducting for my dissertation in the Educational Leadership doctoral program at Rowan University. You have been identified as a potential participant in this study based on your participation in the first round questionnaire for this project. Below is more information about this project and what your involvement would entail should you decide to participate. The project will help me learn more about the ways that students communicate about campus crime and safety. As a leader in higher education, who values student safety and well-being, I am passionate about this topical area and to eager to begin this exciting study.

Your involvement in this study is voluntary. It will involve participating in an interview of approximately 30 minutes in length to take place at a mutually agreed upon location and time. You may decline to answer any of the interview questions if you so choose. Further, you may decide to withdraw from this study at any time by informing me. With your permission, the interview will be audio-recorded to facilitate collection of information, and later transcribed for analysis. You will have the ability to review the interview transcripts should you choose to. All information you provide is considered completely confidential. Your name or any other personal identifying information will not appear in my final dissertation resulting from this study. Even though I may present the study findings to colleagues for their feedback, only my committee chair and I will

have access to that data from this project. There are no known or anticipated risks to you as you participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at baumh0@students.rowan.edu. You can also reach my dissertation chair, Dr. Monica Reid Kerrigan, at kerriganm@rowan.edu. I would like to ensure you that this study has been reviewed and received ethics clearance through the Institutional Review Board at Stockton University. However, the final decision about participation is yours. If you have any comments or concerns resulting from your participation in this study, please contact me at 609-626-6098 or baumh0@students.rowan.edu.

I very much look forward speaking with you about this important topic and thank you in advance for your assistance with this project.

Respectfully,

Haley Baum
Doctoral Candidate, Rowan University

Appendix D

Quantitative Research Study Informed Consent Form

Study Title: Exploring Student Use of Social Networking Services (SNS) Surrounding Moral Development, Gender, Campus Crime, Safety, and the Clery Act: A Mixed Methods Study

Researcher: Haley Baum, Doctoral Candidate, Rowan University Educational Leadership, baumh0@students.rowan.edu or 609-626-6098.

You are being asked to take part in a research study carried out by Haley Baum. This form explains the research study and your part in it if you decide to join the project. Please read the form carefully, taking as much time as you need and ask me to clarify anything you do not understand. You can decide not to join the study. If you do join the study, you can change your mind later or quit at any time. There will be no consequences if you decide not to take part in the study or quit at a later time. This study has been approved for human subject participation by the Stockton University Institutional Review Board.

What is this study about?

This study explores the way in which students communicate about crime and safety on campus and how that relates to their interaction with Clery Act data. The purpose of this study is to collect information about how students communicate about campus crime and safety, while seeking to understanding the impact of communication on how students making decisions about their own behavior around campus crime. Specifically, this study hopes to uncover your beliefs and experiences with social networking services (SNS) and how use of these forms of communication may inform your choices about campus crime and safety, and the Clery Act.

What will I be asked to do if I take part in this study?

If you take part in this study, you will be asked to:

- Complete online questionnaire that will be emailed to you via your Stockton email account.
- You will not be required to answer any question that you do not feel comfortable with.
- Your responses will be kept anonymous.
- Input your contact information if you wish to take part in the second round of this research, will be in the form of face-to-face interviews.

Are there benefits to me if I am in this study?

The potential benefits to you for taking part in this study include sharing your story and experiences, providing useful information for higher education professionals who are working to create safer campus communities, lower campus crime statistics, provide educational opportunities for students around safety, and best serve students. Sharing your experiences is an opportunity to impact future generations of college students and their safety.

Are there any risks to me if I am in this study?

The potential risks from taking part in this study are quite limited. The nature of the questions asked pertains only to your own personal experiences, story, and decision-making. You will not be asked to answer any questions that you do not feel comfortable with.

Will my information be kept private?

The data for this study will be kept confidential to the extent allowed by federal and state law. No published results will identify you in anyway, and your name will not be associated with the findings from this study. Under certain circumstances, information that identifies you may be released for internal or external review of this project.

- Only I will have access to the actual interview data.
- The results of this study may be published or presented at professional meetings, but the identities of all research participants will remain anonymous.

Are there any costs or payments for being in this study?

There will be no costs to you for taking part in this study. You will not receive money or any other form of compensation for taking part in this study.

Who can I talk to if I have questions?

If you have questions about this study or the information in this form, please contact Haley Baum, doctoral candidate, Educational Leadership, 609-626-6098 and at baumh0@students.rowan.edu or my dissertation chair, Dr. Monica Reid Kerrigan, at kerriganm@rowan.edu. If you have questions about your rights as a research participant, or would like to report a concern or complaint about this study, please contact the Stockton University Institutional Review Board at 609-652-4844.

What are my rights as a research study volunteer?

Your participation in this research study is completely voluntary. You may choose not to be a part of this study. There will be no penalty to you if you choose not to take part. You may choose not to answer specific questions or to stop participating at any time.

What does my signature on this consent form mean?

Your signature on this form means that:

- You understand the information given to you in this form.

- You have been able to ask the researcher questions and state any concerns.
- The researcher has responded to your questions and concerns.
- You believe you understand the research study and the potential benefits and risks that are involved.

Statement of Consent

I give my voluntary consent to take part in this study. I will be given a copy of this consent document for my records.

Signature of Participant Date

Printed Name of Participant

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in they can expect.

I certify that when this person signs this forms, to the best of my knowledge, they understand the purposes, procedures, potential benefits, and potential risks of participation.

I also certify that they:

- Speak the language used to explain this research.
- Read well enough to understand this form or, if not this person is able to hear and understand when the form is read to them.
- Does not have any problems that could make it hard to understand what it means to take part in this research.

Signature of Person Obtaining Consent

Date

Printed Name of Person Obtaining Consent Role in the Research Study

Appendix E

Qualitative Research Study Informed Consent Form

Study Title: Exploring Student Use of Social Networking Services (SNS) Surrounding Moral Development, Gender, Campus Crime, Safety, and the Clery Act: A Mixed Methods Study

Researcher: Haley Baum, Doctoral Candidate, Rowan University Educational Leadership, baumh0@students.rowan.edu or 609-626-6098

You are being asked to take part in a research study carried out by Haley Baum. This form explains the research study and your part in it if you decide to join the project. Please read the form carefully, taking as much time as you need and ask me to clarify anything you do not understand. You can decide not to join the study. If you do join the study, you can change your mind later or quit at any time. There will be no consequences if you decide not to take part in the study or quit at a later time. This study has been approved for human subject participation by the Stockton University Institutional Review Board.

What is this study about?

This study explores the way in which students communicate about crime and safety on campus and how that relates to their interaction with Clery Act data. The purpose of this study is to collect information about how students communicate about campus crime and safety, while seeking to understanding the impact of communication on how students making decisions about their own behavior around campus crime. Specifically, this study hopes to uncover your beliefs and experiences with social networking services (SNS) and how use of these forms of communication may inform your choices about campus crime and safety, and the Clery Act.

What will I be asked to do if I take part in this study?

If you take part in this study, you will be asked to:

- Arrange a mutually convenient interview time.
- Participate in an audio-recorded interview for approximately 30 minutes regarding your experiences with communication, campus crime & safety, and social networking. The questions will pertain only to my research questions:
 - How do students communicate about campus crime and safety?
 - How do students use Clery Act data to inform their decision-making and behavior around campus crime and safety?
 - How do students engage with social networking services (SNS) around campus crime, safety, and the Clery Act?
- You will not be required to answer any question that you do not feel comfortable with.

- Review the transcription of the interviews which may take up to 30 minutes.

Are there benefits to me if I am in this study?

The potential benefits to you for taking part in this study include sharing your story and experiences, providing useful information for higher education professionals who are working to create safer campus communities, lower campus crime statistics, provide educational opportunities for students around safety, and best serve students. Sharing your experiences is an opportunity to impact future generations of college students and their safety.

Are there any risks to me if I am in this study?

The potential risks from taking part in this study are quite limited. The nature of the questions asked pertains only to your own personal experiences, story, and decision-making. You will not be asked to share anything that you do not feel comfortable talking about.

Will my information be kept private?

The data for this study will be kept confidential to the extent allowed by federal and state law. No published results will identify you in anyway, and your name will not be associated with the findings from this study. Under certain circumstances, information that identifies you may be released for internal or external review of this project.

- We will engage in a private conversation at a mutually pre-determined location (such as an office or small conference room).
- Only I will have access to the actual interview data. All other data will be coded and be pseudonyms assigned to protect your identity.
- Our conversation will be recorded, as a transcript of the data is necessary for this project.
- The results of this study may be published or presented at professional meetings, but the identities of all research participants will remain anonymous.

Are there any costs or payments for being in this study?

There will be no costs to you for taking part in this study. You will not receive money or any other form of compensation for taking part in this study.

Who can I talk to if I have questions?

If you have questions about this study or the information in this form, please contact Haley Baum, doctoral candidate, Educational Leadership, 609-626-6098 and at baumh0@students.rowan.edu or my dissertation chair, Dr. Monica Reid Kerrigan, at kerriganm@rowan.edu. If you have questions about your rights as a research participant, or would like to report a concern or complaint about this study, please contact the Stockton University Institutional Review Board at 856-256-4844.

What are my rights as a research study volunteer?

Your participation in this research study is completely voluntary. You may choose not to be a part of this study. There will be no penalty to you if you choose not to take part. You may choose not to answer specific questions or to stop participating at any time.

What does my signature on this consent form mean?

Your signature on this form means that:

- You understand the information given to you in this form.
- You have been able to ask the researcher questions and state any concerns.
- The researcher has responded to your questions and concerns.
- You believe you understand the research study and the potential benefits and risks that are involved.

Statement of Consent

I give my voluntary consent to take part in this study. I will be given a copy of this consent document for my records.

Signature of Participant Date

Printed Name of Participant

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in they can expect.

I certify that when this person signs this forms, to the best of my knowledge, they understand the purposes, procedures, potential benefits, and potential risks of participation.

I also certify that they:

- Speak the language used to explain this research.
- Read well enough to understand this form or, if not, this person is able to hear and understand when the form is read to them.
- Does not have any problems that could make it hard to understand what it means to take part in this research.

Signature of Person Obtaining Consent

Date

Printed Name of Person Obtaining Consent Role in the Research Study

Appendix F

Qualitative Instrument

Interview Questions

The following questions expand upon themes that you were asked in the questionnaire portion of my research study. In some cases, I may make reference to questions asked in the questionnaire in order to continue with a line of questioning, please stop me at any point if you would like me to reread you the question I am expanding upon.

1. What has been your overall experience with campus crime and safety at Stockton?
 - a. Can you think of a time when you felt unsafe on campus? Talk to me about how you felt and who you talked to about these feelings.
 - b. Do you feel as though you know how access campus crime and safety data to inform yourself before making decisions that directly affect your safety?
2. Should you feel unsafe, or have a question in respect to your own safety, who do you talk to?
 - a. How would you communicate (SNS or face to face)?
 - b. If you learn something from this conversation that you feel could impact others on campus, do you share it? How?
3. Why do you choose to communicate via SNS?
 - a. How do you believe that SNS has changed the way that college students view their own safety and campus crime?
4. When you read something that makes you question your own safety, for example news of a sexual assault on campus, does this information change the way you communicated your feelings about campus crime and safety?
 - a. How would you use this new information in deciding what is best to keep you safe?
 - b. In what specific ways would you communicate how you feel about the sexual assault you read about?
5. Do you feel that communicating primarily via SNS has impacted your safety on campus? Please explain.
6. Each year the Clery Act Campus Crime Report statistics are published, this report provides the Stockton community with data about campus crime and safety. Have you accessed this report? If not, would you now that you are aware it exists?
 - a. How can Stockton best communicate the findings of this report to students in order to impact student's safety and well-being?
 - b. Would you use the information in this report in making daily decisions about safety? How/why?

7. Is it your own responsibility as a student to seek out information about campus crime and safety or is it the responsibility of Stockton to provide you this information?
8. Has there ever been a time when you had information about an unsafe situation on campus? Did you share it with others, and in what way(s)?
9. The majority of victims of violent campus crimes are women. Based on your own experiences, do you believe that information should be communicated or shared differently with women?
 - a. Do you believe women look out for the well-being of other students in a different way than men? How/why?
 - b. Does use of SNS impact women differently in this respect?
 - c. Do you feel that women make different choices around their safety on campus than men? In what ways?
10. In respect to campus crime and safety and communication, is there anything else that you feel is important to discuss that we have not yet talked about?
11. May I follow up with you if I have any other questions?