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CAMPUS SAFETY AND THE IMPACT OF EMERGENCY ALERT SYSTEMS

by

Madelyn Elliott

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education

In partial fulfillment of the requirement

For the degree of

Master of Arts in Higher Education

at

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To the participants of this study, thank you for taking the time and thought to fill out my survey and provide an insight to how Rowan University community members view their safety on campus.

Finally, I would like to thank my thesis chair, Dr. Andrew Tinnin, for his guidance and words of encouragement throughout this process.

Abstract

Madelyn Elliott
CAMPUS SAFETY AND THE IMPACT OF EMERGENCY ALERT SYSTEMS
2022-2023

Andrew Tinnin, Ed.D.
Master of Arts in Higher Education

The purpose of this quantitative study is to understand the impact emergency alert systems have on campus safety for Rowan University members using a quantitative survey. With a need to examine how universities and campus communities react to emergency scenarios, this study will focus on the reactions of those at Rowan University in Glassboro, New Jersey and how they respond to emergency alerts. Through the research completed, we will look into how community members of Rowan University view their safety on the Glassboro campus, the effectiveness of Rowan's emergency alert systems, when Rowan sends out the emergency alerts, and how Rowan University community members react when the alerts are sent out.

This study will provide insight on how Rowan University views public safety issues and how safety is viewed on Rowan's Glassboro campus. The study also allows for a deeper understanding of what can be improved to allow for a safer campus community. Findings include the difference between how commuters and residential students view their safety on campus as well as the difference between how males and females view their safety on campus. Additional findings from the study also show the need for an increase in emergency preparedness lessons for campus community members and more detailed emergency alert notifications.

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Chapter I

Introduction

Overview of the Problem

An ongoing concern on college campuses is safety and how campuses react to emergency situations. “Multiple high-profile incidents of violent crimes on college campuses brought America’s attention to the issue of crime rates at institutions of higher education” (Holder, 2018, p. 7). With the increase in gun violence, temperamental weather, and sexual violence, college campuses struggle to keep their students safe and alert their students when there is a cause for concern (Kaplin et al., 2020). Along with needing to communicate with the campus community, I believe campus safety officials also need to worry about the reaction students, faculty, and staff will have towards the emergency notification. This study will investigate how colleges approach safety procedures and discover areas in which they can improve upon.

Statement of the Research Problem

There is a need to examine how university communities react to emergency scenarios. The key individuals involved include students, faculty, staff, emergency response teams, and safety officials at each college. Through the research conducted, it is my hope that I will be able to improve the way universities handle emergency situations and enhance the feelings students have in regards to safety on their college campuses.

Significance of the Research Problem

Traditionally, college students spend the majority of their higher educational experience on their college’s campus. Students should feel safe and protected regardless

of if they are in the classroom, in their residential hall, walking to and from class, or to and from their car. While measures have been put into place, there has still been speculation on whether or not these measures are effective.

Purpose of the Study

The purpose of this quantitative study is to understand the impact emergency alert systems have on campus safety for Rowan University community members using a quantitative survey.

Assumptions and Limitations

While the hope is that the research conducted will allow for a deeper understanding of what is considered effective in terms of emergency response and notification on college campuses, there will be some limitations faced. Unfortunately, by only focusing on one university's current emergency response protocols, we are limited in the variety that would come with researching several institutions. What may or may not work for one institution may not be the same case for another institution.

Definition of Important Terms

1. The Clery Act: "The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act mandates that institutions of higher education report crime statistics to the public and the Department of Education (DOE) in order to receive federal financial aid" (Holder, 2018, p.7). The Clery Act has allowed campus communities to remain aware of the crime statistics in their area.
2. Emergency Alert/Communication: Madden defines emergency communication as "an umbrella term to encompass the necessary elements of crisis and risk communication that campus communicators utilize when responding to potential

threats” (2017, p. 371). While this is a broad definition, we find throughout this study that there is a wide range of steps that must be taken in order to send out any form of emergency alert or communication.

3. Rowan Timely Warning: According to Rowan University’s Public Safety website, a Timely Warning will be released when an incident is reported to Public Safety that “represents a serious or continuing threat or danger to the students and employees.” (Rowan University Public Safety, 2023, n.p.) These can include, but are not limited to, murder, sex offense, robbery, or aggravated assault.
4. Rowan Alert: According to Rowan University’s Public Safety website, a Rowan Alert has a broader focus and addresses any “significant emergency or dangerous situation occurring on the campus” (Rowan University Public Safety, 2023, n.p.) including, but not limited to, a serious illness outbreak, extreme weather conditions, terrorist incident, or an active shooter.

Research Questions

Through this research, I hope to answer the following questions:

1. How do community members of Rowan University view their safety while on campus?
2. How effective are emergency alerts at Rowan University?
3. When does Rowan University send emergency alerts?
4. How do students, faculty, and staff react to campus emergencies and are they prepared to handle emergency situations when they occur?

Organization of Remaining Chapters of Study

In chapter II of this study, I will review literature which focuses on the topic at hand. This chapter will cover points such as the inception of campus emergency alerts, the perception students and faculty have regarding safety on college campuses, the use of emergency alerts and notifications, and finally how campus communities react to emergency scenarios. Chapter III will focus on the methodology utilized for the research and how I will go about collecting and analyzing data. In chapter IV I will go over the data collected and present my findings from the research completed. From here I will draw conclusions and offer recommendations for how the university should address emergency situations and enhance the emergency alert system, which I will elaborate on in the fifth and final chapter of this study.

Chapter II

Literature Review

Throughout this study, my goal is to bring a better understanding and awareness of the importance of emergency alert systems on college campuses. In this chapter, I will reflect on already established literature about campus safety concerns and the processes in which universities use to send out emergency alerts to their campus communities. First, I will explore the inception of campus emergency alerts and discuss the foundations in which these alert systems were built upon. Next, I will discuss perceptions of safety when it comes to students, faculty, and staff when they are on a university's campus. This section will also cover the importance of universities sharing their crime statistics with the wider campus community. Following the discussion on perceptions of safety, I will be looking into emergency alerts and notifications as a whole. This will explain the processes universities go through before sending out an alert to the campus community. Next, I will review literature which discusses how individuals in a campus community react to emergency alerts when they receive them. This will also reflect on the different characteristics that may impact how each individual reacts. Finally, I will look at literature published on Rowan University's campus regarding the use of emergency alerts throughout the academic year. By analyzing literature published at my research location, I will be able to gain an understanding of the concerns already in place while expanding on the research I am completing. Through this literature review, I hope to support the research and my findings which I will present later in this paper.

The Inception of Campus Emergency Alerts

The common theme in studies on campus safety is the relation to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (Clery, 2018). Patton and Gregory (2014) summarize that “in 1986, Jeanne Clery was accosted, assaulted, and murdered as she slept in her residence hall at Lehigh University” (p. 452). It was only after this incident that a light was shown on the need for campus safety measures and emergency alert procedures. Patton and Gregory (2014) continue “as her parents began a crusade to increase campus safety they discovered that there had been 38 violent crimes at the university in the 3 years prior to the incident, which had not been reported to students” (p. 452). After Ms. Clery’s tragic death, there was great outrage and a new legislation, the Clery Act, was put in place. In the years after her passing, campuses continue to work on their campus safety procedures, however there is still room for improvement. Providing campus crime statistics to the university community and potential students was not always a requirement. It was not until the start of the Clery Act that universities began to widely share this valuable information (Kaplin et al., 2020, p. 517). Holder (2018) states “the goal of the Clery’s and lawmakers when they advocated for campus crime reporting was for families to use this data to make decisions on where their children attend school” (p. 11). Without a positive perception of campus safety, universities run the risk of facing a decrease in enrollment due to students choosing safer schools.

Perceptions of Safety

When first looking into the topic of safety on college campuses, I came across a study that focused on how community college students perceived safety on their

campuses. This gave me the opportunity to ask the question, how do members of a college campus community view their safety while on campus? In a study conducted by Patton and Gregory (2014), “students’ perceptions of the likelihood they may be victim of certain crimes were high compared to the actual occurrences of those crimes” (p. 454). While this may be true, colleges should still look to validate concerns and be prepared accordingly. Patton and Gregory (2014) stated that “In order to alleviate initial concerns of on-campus crime, crime statistics should be presented to new students during orientation to the college” (p. 454). Universities are required to share their crime reports on a yearly basis, and providing this information to incoming students would allow for a sense of security for those newly entering the campus community. Patton and Gregory (2014) explain that “New student orientation also provides a good opportunity to inform students of the threat assessment team and emergency alert system at each college” (p. 454). These are valuable resources and emphasize the college’s desire to provide a safe and welcoming environment for students.

In addition to presenting crime statistics to the campus community, universities must acknowledge the surrounding community in which the university exists. Maier and DePrince (2020) state that “While this myth that college campuses are ‘safe havens’ has been debunked to some degree due to tragic campus incidents (i.e. Virginia Tech shooting) the possibility that criminal activity from neighboring high-crime areas could permeate the campus and influence students’ fear of crime both on and off campus has been ignored” (p. 64). While campus officials can do everything in their power to keep the campus safe, there are only so many measures they can implement to prevent external crime factors from entering the campus. Universities located in large cities do not have

gates that prevent non-campus affiliated individuals from walking through the university. Maier and DePrince (2020) acknowledge that “Despite the attempt to limit outsider access with increased security measures, such as stationed guards or ID access to buildings, it is difficult to monitor every individual on campus and secure all buildings at all times” (p. 65). A measure that should be taken is to make the presence of campus security officials more visible. Attending a university just across the river from Philadelphia has made me more aware of the fact that sometimes it isn’t the people in the campus community you need to feel safe around, it is the external individuals with ill intentions that may enter the campus community and leave without a trace.

A large factor in how students perceive their level of safety on campus is the presence of some form of campus security or campus police. In Patton and Gregory’s (2014) study of how community college students on Virginia Community College campuses, they found that “although such departments seemed to positively affect students’ perceptions of campus safety, the differences between the perceptions of students’ attending a campus with some type of security and those without were not found to be significant” (p. 455). If this is the case, then what can be done to increase the perceptions of students’ sense of security when on a campus that has campus safety provided for them?

A study completed by Maier and DePrince (2020) analyzed student reactions to safety measures implemented by their private college. After completing their quantitative study, Maier and DePrince (2020) found:

The correlation between fear of crime on campus and perceptions of campus safety and security measures, there was a statistically significant negative

relationship between fear of crime and all five of the perceptions of university safety measures (increased security patrols; ID access to buildings; and perception of adequate campus lighting, campus safety does a good job, and university has sufficient safety measures in place). The relationships were weak to moderate. Therefore, as there is increase in perceptions that there are sufficient safety measures to keep students safer, fear on campus is lower (p. 70).

By actively providing increased safety measures and receiving the feedback from the students at the university, the university was able to positively impact the way students perceived their safety on campus.

As colleges work to increase and improve safety measures, they must look into how they react to student concern and how they notify students of an ongoing campus emergency before answering the question of what safety concerns are seen as valid.

Emergency Alerts and Notifications

After an incident occurs on campus and safety officials are notified, there are a number of steps that need to be taken in order to evaluate the situation and then notify the campus community. Through research, we must ask, how effective are those emergency alerts and are they sent out in a timely manner? Madden (2017) found that “After the shooting at Virginia Tech, campus emergency notification systems became an essential part of campus security” (p. 370). In notifying students of emergency incidents, campuses hope to increase the level of safety students feel. Unfortunately, there is a question of what timely means. When laws and regulations were being put in place for campus emergency alert systems, “a provision that did not pass was the requirement for universities to launch a notification within 30 min. of an emergency” (Madden, 2017, p.

370). As a result, campus officials are not held to a specific standard of when an alert needs to be issued. This can prove to be detrimental, especially with the prominence of social media use on college campuses. “For the campus community, awareness of the incident begins with the alert. However, for public safety officials, it begins with the notification by the victim and confirmation of the incident” (Madden, 2017, p. 372). During this timeframe of public safety officials being notified and working to confirm the incident, a passerby could have also witnessed the incident and sent out a Tweet about what occurred. As a result, students are being notified of an emergency situation from a third party, and campus officials start receiving a plethora of questions from concerned individuals.

Other key factors that come into play when it comes to campus emergency alerts are how individuals respond to the alert and the method of communication used. Studies have been done that focus on how campus community members react to campus emergency alerts and who they share the information with. In Sheldon and Antony’s study on the topic, “Participants revealed that they were more likely to confirm warning messages with fellow students, friends, faculty, and staff than with their own friends” (2018, p. 169). Regardless of the method used to send out the alert, members of a college campus community will receive the information in some capacity. As a result, campus safety officials should work to streamline their decision-making processes of determining what is considered timely, in order to communicate emergency situations with the campus community.

Reactions to Campus Emergencies

Finally, a question to consider is how do students react to campus emergencies and are they prepared for when they happen? Lindstadt, Glowacki, Robertson, Wilcox, and Bernhardt (2020) suggest that “Gaining insight into early posts and reactions can have implications for the implementation of emergency action plans on college campuses” (p. 76). This could prove that college students’ reactions to a campus emergency on social media platforms can help improve campus safety procedures. Preparing the campus community for emergency situations can also help with how those in the community react to emergencies. “Although responsibility for these tragic events by no means lies with the students, faculty, and staff put at risk, informing individuals about appropriate responses to emergencies may minimize harm and casualties in the event of a campus crisis” (Skurka et al., 2018, p. 67). In providing these preparations, campuses can prepare for the case of a crisis situation and hopefully have a better outcome.

Campus Safety at Rowan University

The concern for campus safety at Rowan University in Glassboro, New Jersey has increased during the 2022-2023 academic year. In fact, between June 28, 2022, and February 26, 2023, there were 52 separate Rowan Alerts, Rowan Advisories, and Timely Warnings sent out to Rowan e-mails (Rowan Public Safety, personal communication, June 2022-February 2023). The number of notifications that students have received have prompted the student-run university newspaper, *The Whit*, to release two articles addressing the matter.

The first article, published on October 6, 2022, addressed that when Rowan Alerts are sent to the Rowan community, not enough information is included. The author also discussed that in the first few weeks of the academic year, there appeared to be an increase in crime on Rowan University's Glassboro campus. Andres writes that "In the first 25 days of the fall semester of classes at Rowan, the public safety department's crime log recorded 62 individual cases of crime occurring on campus" (2022, n.p.). This averages just over two reports per day. Now why is it that this seems like such a large number? Andres points on that "it is the first time Rowan has operated at total capacity since the COVID-19 pandemic began – for all students, professors and public safety employees. Therefore, campus crime rates have returned to normal but are being perceived as high in comparison" (Andres, 2022, n.p.). So, while the number of reports seems to be on par for that time of the school year, there is still the matter of making sure the university community is informed and prepared.

Reports are often followed by some form of alert being sent to the university community. While the alerts need to be sent in a timely manner, there often seems to be a lack of solid information included in them. "The Rowan Alert System needs to be reorganized so that the burden of these alerts isn't placed on a group of already overworked individuals" (Andres, 2022, n.p.). The individuals whom Andres is referring to are the dispatchers who receive the crime report and then are tasked with making sure that the university is informed of the situation. By improving the Rowan Alert System, then there will be a better chance of informing the campus community of an emergency situation, while also making sure everyone is prepared.

The second article to be written by The Whit regarding Rowan's alert system was published on January 25, 2023, and also addressed the lack of information included in Rowan Alerts. Malgieri argued that "While the messages serve to inform and keep those on campus safe, many feel the alerts are far too vague and lack a comfortable level of transparency" (2023, n.p.). Some of this confusion may also come from that fact that there are three separate alerts that can be sent out, but those who are not familiar with the system can be confused if they are not informed of what those differences mean. As mentioned previously, with Rowan back to operating at full capacity for the first time since COVID-19, it may seem alarming for students, faculty, and staff to be receiving the number of alerts they have been this school year. Malgieri writes "While there is only so much information available that the university can share, having to follow up alerts, even with repetitive details, can go a long way in making people feel they're being kept up to date with campus safety" (2023, n.p.). In addition to sending out these alerts in a timely manner to avoid the news being spread by word of mouth, universities should work to send follow up information when available in order to ease the minds of those receiving the alerts.

Conclusion

There is still much work to be done when it comes to the safety of the campus community on college campuses. From campus safety officials validating safety concerns of campus community members, to the timeframe used to send out emergency alerts, to how students react in the wake of a campus emergency, there is a wide range to continue research on the topic. There may not be a perfect plan, but through the implementation of

a streamlined communication and alert system, and an increase in security presence, universities can strive to remain a safe environment for campus members.

Chapter III

Methodology

Purpose Statement

The purpose of this study is to determine the effectiveness of emergency alert systems and safety measures in college communities. Throughout this study, I hope to answer the following questions:

1. How do community members of Rowan University view their safety while on campus?
2. How effective are emergency alerts at Rowan University?
3. When does Rowan University send emergency alerts?
4. How do students, faculty, and staff react to campus emergencies and are they prepared to handle emergency situations when they occur?

Methodological Approach

In order to come to a conclusion regarding Rowan's community's views on campus safety, I plan to use quantitative data collected through a survey. The survey will provide an "efficient way to obtain information on a wide range of research problems" (McMillan, 2016, p. 181). Ideally survey participants will be a fair mix of undergraduate and graduate students who are all over the age of 18, as well as residential and commuter students, in addition to faculty and staff on Rowan's Glassboro, New Jersey campus.

In addition to the data collected from Rowan community members, I would also utilize secondary data collected from sources which have similar research. This data would come from primary sources which describe the authors' research and results in relation to the topic of campus safety (McMillan, 2016, p. 87). This would allow me to

compare the experiences of the individuals who respond to the survey with individuals of differing college campuses. All data collected will be gathered without manipulation or control on my end. By not intervening in the data collection process, I will be able to view the raw data to draw solid conclusions. After the data has been collected, a series of t-tests will be performed to see what key indicators impact how survey participants react to campus emergencies. Tables will also be created to compare answers to several of the survey questions, specifically ones asking about Rowan's emergency alert systems. The anticipated duration of the study is four months. Two months will be utilized to collect data while the final two months will be used for data analysis and drawing conclusions on the questions posed. It will take approximately ten minutes for subjects to complete the distributed survey. Through this study, we hope to reach out to 100 participants above the age of 18 regardless of their gender identification. Participants will range from currently enrolled undergraduate and graduate students, commuter and residential students, and faculty, staff, and campus safety officials at Rowan University's Glassboro campus. A minimum of 60 participants will be needed in order to achieve statistical significance.

Rationale

By collecting data through a survey, I will be able to receive clear guidance on how respondents feel in regards to campus safety protocols on Rowan's campus. While investigating this topic, I have come across several pieces of literature which use surveys in order to further the research being conducted. "Sharing Campus Emergency Alerts on a College Campus: How Gender and Technology Matter" written by Pavica Sheldon and Mary Grace Antony (2018) was a study with 227 participants who filled out a questionnaire with their initial reactions when presented with two hypothetical crisis

situations on a college campus. Through ranking their reactions on a scale of 1-5, survey participants allowed the researchers to better understand the correlation between reaction to emergency situation and gender (Sheldon & Antony, 2018). Through distributing a survey, the data I collect will allow for a clear distinction on the reaction participants have to campus emergency alerts.

This study has been approved by Rowan University's Institutional Review Board. The approval letter can be found in Appendix A. In terms of ethical consideration, I must look into the amount of personal information that may be revealed in the responses collected. By utilizing a survey, I can ensure that as little personal information as possible is collected to allow the respondent to remain anonymous. Additionally, campus emergencies could cover a wide range of situations such as active shooters, weather emergencies, or mental health crises. These topics are sensitive and could be triggering for individuals who have lived through the experience. A disclaimer will be included in the introduction of the survey to provide advance warning to anyone who should choose to respond. All participants will be required to fill out a consent form before participating in the survey. The consent form has been included as Appendix B.

Methods of Data Collection

In order to gather survey responses, I will advertise the survey through Rowan Announcers and in e-mails which will be sent directly to students. Recruitment materials for this study are shown in Appendix C. Ideally, I will have access to email lists so I can also directly market to individuals who fall under the specific demographics I would like to hear from. I would like a large number of survey participants in order to capture all aspects of campus experiences. To select the existing data, I will look at studies that have

already been conducted that relate to the research questions I am exploring. In doing so, I will pull scholarly articles and compare the experiences of the study participants in the articles to the experiences of the study participants in my research.

Sample Selection

The sample of participants who will be selected to take part in this research will include a mixture of undergraduate and graduate students, residential and commuter students, faculty, staff, and campus safety officials at Rowan University. By including a wide variety of survey respondents, I will be able to gain a deeper understanding of the characteristics that impact how each individual reacts to a campus emergency alert and how effective the emergency alert system is in informing the campus community. The best way to select the sample of participants is through Stratified Random Sampling. Through the use of Stratified Random Sampling, I will be able to randomly select participants from the desired populations I would like to hear from (McMillan, 2016, p. 114). Recruitment for survey participants will be done through a digital flyer which will be emailed out to various email lists as well as posted in Rowan Announcers. Email lists will be directed to undergraduate and graduate students as well as residential and commuter students. The Rowan Announcers will target faculty and staff at Rowan's Glassboro campus. Recruitment materials are included in this application as Appendix B. The recruitment materials will explain the study and the consent form will provide detailed information on the survey should participants choose to answer the survey.

The target population for this study is Rowan University community members. This may range from undergraduate residential and commuter students and graduate residential and commuter students, to Rowan University faculty and staff members. All

study participants will be 18 years or older. Gender and race will not impact an individual's ability to participate in this study. The research completed in this study is specific to Rowan University in Glassboro, New Jersey. If survey participants are not part of the Rowan University campus community, then they will be excluded from this study.

Statistical Considerations

The ideal sample size for this study is 100 participants. In order to achieve statistical significance, we will need to reach a minimum of 60 people. While there are limited studies similar to the one being conducted, a similar study conducted in 2018 saw 227 survey participants which allowed them to gain an in-depth understanding of what impacts perceptions on campus emergency situations (Sheldon & Antony, 2018).

Variables which will be present in this study include, but are not limited to, age, gender, race, academic and employment standing at the university, as well as residential status with the university. Variables also include how survey participants inevitably react to the questions in the survey and if there are any statistical correlations between the independent variables and the responses received. Independent Variables in this study include age, gender, academic and employment standing at Rowan University. To compare these factors, the research team will look at charts and decipher how survey participants respond to each question based on these independent variables to draw conclusions on what independent variables have the most impact. The Dependent Variables featured in this study are based on how participants respond to the survey questions. Will undergraduate students react differently compared to faculty and staff? Will there be a difference in how residential and commuters respond to the scenarios presented? A confounding variable that may be present in this study is if survey

respondents have ever had a first-hand experience with an emergency situation on a college campus.

Methods of Data Analysis

To analyze the data that has been collected, I will utilize a t-test to compare survey participants' reactions based on gender and whether they are a student or employee. I will also use this method to compare responses between commuter and residential students. The t-test will allow me to determine if there is a direct correlation between those factors and the participants' reactions to campus emergency alerts (McMillan, 2016, p. 287).

Methodology Justification

While many pieces of literature on the topic lean towards mixed methods research, I believe that utilizing a quantitative survey for this particular study will allow me to not only reach a wider audience, but also directly gauge the effectiveness of Rowan's current campus emergency alert system. The survey will also allow me to come to a clear conclusion of what survey participants believe to be important when it comes to campus emergency alerts and also consider how campus safety measures can be utilized to create a safer campus environment.

Survey

As seen in Appendix D, the survey conducted will include a wide range of questions to gather all data needed to draw a conclusion on the impact of campus emergency alerts at Rowan. This is a minimal risk study. There is no risk of physical harm to participants and there will be no identifiable personal information recorded. All data collected will be stored in password protected files which only the research team will

have access to. There may be no direct benefit, however results of this study may help us understand how the Rowan University community responds to campus emergency alerts and allow for a better understanding on where changes can be made to strengthen the safety of Rowan University's campus. Results of this study will be published without using any personal identifiers of the survey participants.

Chapter IV

Findings

Overview of the Sample

The participants were recruited for this study through two methods. Participants either received an individual e-mail inviting them to participate in the study, or they received the anonymous survey link through the Rowan Announcer, Rowan's daily e-mail which is sent to all faculty, staff, and students. This survey, which can be viewed as Appendix D, received a total of 47 responses, and of those 47 responses, 34 surveys were completed in total. The total number of completed surveys was only 34% of the ideal maximum number of responses needed and 56.67% of the minimum number of responses needed. I will elaborate on this in Chapter V.

All participants in this study identified as a member of the Rowan University community and was 18 years of age or older. The goal of this study was to reach a mix of both commuter and residential undergraduate and graduate students as well as faculty and staff at Rowan University's Glassboro, New Jersey campus. Table 1 shows the final breakdown of respondents in relation to how they identified as a part of the Rowan University campus community. Of the respondents, 6 (15.0%) were residential undergraduate students, 3 (7.5%) were commuter undergraduate students, 3 (7.5%) were residential graduate students, 9 (22.5%) were commuter graduate students, and 19 (47.5%) were either faculty or staff members.

Table 1*Campus Identity*

Responses	<i>F</i>	%
Residential Undergraduate Student	6	15.0%
Commuter Undergraduate Student	3	7.5%
Residential Graduate Student	3	7.5%
Commuter Graduate Student	9	22.5%
Faculty/Staff	19	47.5%
Totals	40	100.0%

Note. n = 35

Table 2 breaks down the respondents by gender, showing that 9 (25.71%) participants identified as male, 24 (68.57%) participants identified as female, and 2 (5.71%) participants identified as non-binary/third gender.

Table 2*Gender*

Gender	<i>F</i>	%
Male	9	25.71%
Female	24	68.57%
Non-binary/third gender	2	5.71%
Prefer not to say	0	0.0%
Totals	35	100.0%

Note. n = 35

Table 3 provides an overview of participants' ages with a breakdown of 6 (17.14%) falling between 18-21, 5 (14.29%) falling between 22-24, 5 (14.29%) 25-28, 1 (2.86%) falling between 29-32, 1 (2.86%) falling between 33-35, 0 (0.00%) falling between 36-39, and the majority of the participants, 17 (48.75%), identifying their age as 40 years or older.

Table 3

Age

<i>Age</i>	<i>F</i>	<i>%</i>
18-21	6	17.14%
22-24	5	14.29%
25-28	5	14.29%
29-32	1	2.86%
33-35	1	2.86%
36-39	0	0.00%
40+	17	48.75%
Totals	35	100.0%

Note. n = 35

Table 4 gives an overview of how participants identify by race. The majority of the participants, 31 (86.11%), identified as White, 2 (5.56%) identified as Black or African American, 0 (0.00%) identified as American Indian or Alaskan Native, 2 (5.56%) identified as Asian, 0 (0.00%) identified as Native Hawaiian or Pacific Islander, and 1 (2.78%) identified as Other.

Table 4

Race

Race	<i>f</i>	%
White	31	86.11%
Black or African American	2	5.56%
American Indian or Alaska Native	0	0.00%
Asian	2	5.56%
Native Hawaiian or Pacific Islander	0	0.00%
Other	1	2.78%
Totals	35	100.0%

Note. n = 35

Data Analysis

Research Question One

The first research question this study wanted to answer was *how do community members view their safety while on campus?* Table 5 demonstrates the responses from all survey participants when asked if they felt safe walking around Rowan University's campus during the day. 82.86% of participants responded that they definitely felt safe while walking around campus during the day while the remaining 17.14% responded that they probably felt safe while walking around campus during the day.

Table 5

Feel Safe During the Day

Responses	<i>F</i>	%
Definitely Yes	29	82.86%
Probably Yes	6	17.14%
Might or Might Not	0	0.00%
Probably No	0	0.00%
Definitely No	0	0.00%
Totals	35	100.0%

Note. n = 35

Table 6 then looks at the responses received when participants were asked if they felt safe walking around campus at night. The responses resulted in a 0.99 variance in responses. Five participants agreed that they definitely felt safe walking on Rowan's campus, alternatively five other participants also shared that they probably did not feel safe walking on Rowan's campus at night. Only one participant responded that they definitely did not feel safe walking on campus at night. The closest responses were for those that shared they probably felt safe (13) and that they might or might not feel safe (11).

Table 6*Feel Safe at Night*

Responses	<i>F</i>	%
Definitely Yes	5	14.29%
Probably Yes	13	37.14%
Might or Might Not	11	31.43%
Probably No	5	14.29%
Definitely No	1	2.86%
Totals	35	100.0%

Note. n = 35

An additional question was asked to see if survey participants had ever received assistance from safety officials on Rowan’s campus such as Rowan Police or Public Safety. As seen in Table 7, a majority of survey participants responded that they had not (70.59%) while 29.41% of participants responded that they have indeed received assistance in some capacity.

Table 7*Assistance by Campus Safety Officials*

Responses	<i>F</i>	%
Yes	10	29.41%
No	24	70.59%
Totals	34	100.0%

Note. n = 34

Table 8

Faculty/Staff vs Student Views of Safety During the Day

Variable	Faculty/Staff	Student
Definitely Yes	18	17
Probably Yes	6	9
May or May Not	0	0
Probably Not	0	0
Definitely Not	0	0

Note. n=50

Table 8 provides a comparison of how faculty and staff and students responded when asked if they felt safe when on campus during the day. To evaluate if there was a statistical significance, a t-test was performed and resulted in a p-value of 0.587. Since this result was above the alpha value of 0.05, there was no statistical significance between how faculty and staff and students view how safe they feel while on campus.

Table 9*Faculty/Staff vs Student Views of Safety at Night*

Variable	Faculty/Staff	Student
Definitely Yes	4	4
Probably Yes	11	2
May or May Not	6	2
Probably Not	2	0
Definitely Not	1	0

Note. n=32

Like Table 8, Table 9 presents a comparison in how faculty, staff, and students responded when asked if they felt safe on campus at night. The t-test performed resulted in a p-value of 0.115. This also showed there was not a statistical significance between how participants responded as the p-value was greater than the established alpha of 0.05.

The next comparisons completed looked at how survey participants who are residential students responded versus commuter students when asked if they felt safe on campus during the day. Table 10 provides an overview, and after performing a t-test, a p-value of 0.195 was received. As this is greater than the alpha value of 0.05, it was determined there was no statistical significance.

Table 10

Residential vs Commuter Students Views of Safety During the Day

Variable	Residential	Commuter
Definitely Yes	7	10
Probably Yes	2	7
May or May Not	0	0
Probably Not	0	0
Definitely Not	0	0

Note. n=28

Table 11 provides an overview on the comparison completed between residential and commuter students on how they responded when asked if they felt safe on campus at night. The t-test resulted in a p-value of 0.347. With this result being larger than the alpha value of 0.05, it is determined that there is no statistical difference between how commuters and residential students view if they feel safe while on campus at night.

Table 11*Residential vs Commuter Students Views of Safety at Night*

Variable	Residential	Commuter
Definitely Yes	1	3
Probably Yes	1	7
May or May Not	4	7
Probably Not	3	0
Definitely Not	0	0

Note. n=28

The next two tables compare the responses collected based on if the participant was male or female. Table 12 compares how the two genders answered if they felt safe on campus during the day while Table 13 compares how the two genders answered if they felt safe on campus at night. The t-test that was run on Table 12 resulted in a p-value of 0.177 which proved the difference in responses to be insignificant when compared to the alpha value of 0.05. The t-test run on Table 13 resulted in a p-value of 0.148 which also proved to be insignificant when compared to the alpha value of 0.05, however this p-value was statistically closer to the alpha value compared to the result from Table 12.

Table 12*Male vs Female Participant Views of Safety During the Day*

Variable	Male	Female
Definitely Yes	10	19
Probably Yes	0	9
May or May Not	0	0
Probably Not	0	0
Definitely Not	0	0

*Note. n=48***Table 13***Male vs Female Participant Views of Safety at Night*

Variable	Male	Female
Definitely Yes	1	5
Probably Yes	8	6
May or May Not	1	11
Probably Not	0	5
Definitely Not	0	1

Note. n=48

Based on the data collected, we can determine that there is not a significant difference in how participants view their safety on campus when dependent variables are examined. An independent variable that may have unintentionally factored into how survey participants view their safety while on campus could be whether or not participants have ever received assistance from safety officials on Rowan's campus. We can pose this theory as a majority of participants responded that they have never received assistance from campus safety officials as seen in Table 7.

Research Question Two

The second research question in the study was *how effective are emergency alerts at Rowan University?* To answer this, the survey provided two sections for participants to explain if they believed that Timely Warnings and Rowan Alerts were helpful. Of the responses, 24 stated that yes, they found Timely Warnings helpful, 4 stated that they did not find Timely warnings to be helpful, and 1 participant explained that they found Timely Warnings to be sometimes helpful.

Many of the responses came with further explanation. One person who responded yes wrote, "Yes, but I wish there was a follow up to it. For example, if asked to avoid an area because of police activity, please tell me when it's ok to return to the area." A person who responded no elaborated, "No, because they are often not especially 'timely' and there is usually not enough context given to fully be able to comprehend the threat (if there is any)."

Finally, the participant that noted that the Timely Warnings were sometimes helpful wrote “Sometimes, I was not aware that there was a difference between a timely warning and a Rowan Alert. The names are confusing and the descriptions seem barely different.” This information was analyzed and showed that of the finished 34 surveys, 70.06% of participants found Timely Warnings to be helpful, however much of the feedback left for cause to need further analysis on how effective they are.

Of the responses collected when asked if they found Rowan Alerts helpful, 22 participants responded with yes while 6 responded with no. A response that elaborated on why the individual said no stated “No, they are not descriptive and do not give a lot of context. It tends to make me more nervous then make me feel better.” This data was then analyzed to show that of the 34 completed surveys, 64.71% of participants found Rowan Alerts helpful, however further analysis would be required to measure the effectiveness of the alert system based on feedback provided.

Research Question Three

The third question this study worked to answer was *when does Rowan University send emergency alerts?* To answer this, participants were asked if they felt that Rowan University notified the campus community of emergency situations in a timely manner. Table 14 provides a breakdown of initial responses received in the survey. Most participants stated they felt notifications were sent in a timely manner most of the time with 19 (55.88%) participants responding that way. 7 (20.59%) of participants said they felt alerts were always sent in a timely manner, 4 (11.76%) said about half the time, and 4 (11.76%) said sometimes, while none of the participants responded with never.

Table 14*Timely Notifications*

Responses	<i>F</i>	%
Always	7	20.59%
Most of the time	19	55.88%
About half the time	4	11.76%
Sometimes	4	11.76%
Never	0	0.00%
Totals	34	100.0%

Note. n = 34

Research Question Four

The final question this study answered was *how do students, faculty, and staff react to campus emergencies, and are they prepared to handle emergency situations when they occur?* Table 15 shows the responses from participants when asked if they have ever received a Timely Warning which are sent through both e-mail and text messaging platforms. Most participants, 31 (88.57%), responded that they have received a Timely Warning via both e-mail and text, while 2 (5.71%) responded they have received a Timely Warning through just text, 0 (0.0%) responded they have received a Timely Warning through just e-mail, and 2 (5.71%) responded that they have never received a Timely Warning.

Table 15*Received a Timely Warning*

Responses	<i>f</i>	%
Yes, via text	2	5.71%
Yes, via e-mail	0	0.00%
Yes, both via text and e-mail	31	88.57%
No	2	5.71%
Totals	35	100.0%

Note. n = 35

After being asked if they had ever received a Timely Warning, participants were asked to describe what actions, if any, they took after receiving the message. Most participants (10) responded that they did not do anything, however 4 participants responded that they read the message, 7 participants responded that they followed any directions or avoided the area in which the incident occurred, and 6 participants responded that they shared the information with either fellow classmates, friends, or family. One participant wrote specifically that they “wait for follow up” and another stated that they “remind myself to stay alert.”

Table 16 provides an overview of responses for when participants were asked if they had ever received a Rowan Alert which, like the Timely Warning, is sent out both via e-mail and text messaging. Like the responses for a Timely Warning, most participants, 30 (88.24%) responded that they have received a Rowan Alert via both text and e-mail, while 3 (8.82%) responded that they have received a Rowan Alert via text, 0

(0.0%) have received a Rowan Alert via just e-mail, and 1 (2.94%) participant stated they have never received a Rowan Alert.

Table 16

Received a Rowan Alert

Responses	<i>f</i>	%
Yes, via text	3	8.82%
Yes, via e-mail	0	0.00%
Yes, both via text and e-mail	30	88.24%
Totals	34	100.0%

*Note.*n=34

After responding if they had ever received a Rowan Alert, participants were asked to describe what actions, if any, they took after receiving the message. Most participants (9), responded that they did not do anything, 5 participants said they read the alert, 6 participants said they followed any instruction given in the alert, and 5 participants said they shared the information with others.

Table 17 provides an overview of responses from when participants were asked if they felt prepared to act in the case of an on-campus emergency. Only 6 (17.65%) participants responded that they felt very prepared, while 24 (70.59%) felt somewhat prepared and 4 (11.76%) did not feel prepared at all.

Table 17

Prepared to Act

Responses	<i>F</i>	%
Very Prepared	6	17.65%
Somewhat Prepared	24	70.59%
Not Prepared at All	4	11.76%
Totals	34	100.0%

Note. n = 34

Based on the data collected, we can see that many people on Rowan’s campus do not take initial action after receiving a Timely Warning or Rowan Alert despite receiving the alert in multiple methods. Another common answer was that participants in the survey explained that they followed any directions given in the alerts and few participants shared the information with others after receiving either a Timely Warning or Rowan Alert. From this we can determine that these alerts do not gain much of a reaction when they are initially received by members of Rowan’s community. Along with this, a majority of survey participants responded that they are only Somewhat Prepared to act in the case of an on-campus emergency. From this we can determine that there is room for growth when it comes to preparing students, faculty, and staff for emergency situations on Rowan’s campus. Since these situations can cover a wide range of scenarios, from an active shooter to a catastrophic weather event such as a tornado, Rowan should aim to offer guidance and preparation classes for everyone within the campus community.

Chapter V

Summary, Discussion, Conclusion, and Recommendations

Summary of the Study

The purpose of this study is to determine the effectiveness of emergency alert systems and safety measures in college communities. A qualitative survey was used to collect data from participants at Rowan University's Glassboro campus. The only requirement to participate was to be 18 years old or older and to be a part of the Rowan University campus community. Surveys were sent out via Rowan Announcer Daily Mail and targeted e-mails. A total of 47 surveys were started, with 34 surveys being completed in total. Survey questions gauged participants perspectives of their level of safety while on Rowan's campus, how they react to campus alert systems, and how prepared they felt to act in the case of a campus emergency.

Discussion of the Findings

To answer the first research question, how do community members of Rowan University view their safety on campus, participants were asked to share what level of comfortability they had when walking around the campus both during the day and at night. The responses showed that most participants definitely felt comfortable walking around the campus during the day, however there was a larger range of reactions to walking around the campus at night. When asked about their level of comfortability of walking around campus night, there was a close correlation between those that said they would probably feel safe and those who said they might or might not feel safe.

Participants in this study were asked about their views on how safe they felt while on campus to better understand how safety is perceived overall on Rowan's campus. Patton and Gregory completed a study in 2014 which sought "to improve community college students' safety and, thus, their perceptions of campus safety" (p. 452). Through this study, Patton and Gregory presented a number of scenarios in which participants shared how they perceived their safety on campus. As a result, they found that "Students' perceptions of the likelihood they may be a victim of certain crimes were high compared to the actual occurrences of those crimes" (Patton & Gregory, 2014, p. 454). This differs from the findings of this study as a majority of participants agreed that they felt safe while on campus as seen in Tables 5 and 6.

To answer research question two, how effective are emergency alerts at Rowan University, survey participants were asked if they felt that Rowan Alerts and Timely Warning messages were helpful. While most participants agreed that the messages were helpful, there was also feedback that there should be more information included. Participants also expressed a desire for some form of follow up after an alert is sent out in order to wrap up the situation.

Stephanie Madden completed a study in 2014 which looked into how effective and timely emergency alerts were constructed and sent to university populations. She found that "Participants noted that sending out alerts too frequently through text messages and emails devalued the urgency and credibility of the messages" (Madden, 2014, p. 373). The feedback received in the study conducted at Rowan showed participants expressing a desire for more information or additional alerts to be sent out. With differing responses between the two studies, it would be interesting to see how

responses at Rowan may change if more alerts were sent out. Would responses address that there are now too many alerts and therefore the alerts are not as effective?

Research question three asked when does Rowan University send emergency alerts. To measure this, the survey asked participants if they believed that the university sent out emergency alerts in a timely manner. With a majority answering that they felt alerts were sent out in a timely manner, there were still a number of participants who responded that alerts were only sometimes sent out in a timely manner or that alerts were sent out in a timely manner about half the time.

While this was mostly a question that was answered with opinions, participants should keep in mind the guidelines that campus safety officials must follow when sending out alerts. As Madden (2014) points out in her study, “Despite a focus on speed, information still needs to be verified to ensure the accuracy of the messages” (p. 373). Campus safety officials must confirm details of an incident in order to accurately report to the campus community. Unfortunately, that often impacts the timeline between the incident occurring and the notification being sent out.

The final research question asked how students, faculty, and staff react to campus emergencies and are they prepared to handle emergency situations when they occur. The survey asked for participants to share if they had ever received a Timely Warning or Rowan Alert and if so, in what messaging method. 88% of participants responded that they had received both a Timely Warning and a Rowan Alert via both a text message and an e-mail. Finally, the survey asked if participants were prepared to act in the case of a

campus emergency. 70.54% of participants responded that they felt somewhat prepared to act, should the occasion arise.

Skurka et. al. completed a study in 2018 on preparing campus community members for emergency situations which concluded that “The results of the current investigation provided overwhelming support for the effectiveness of a brief, 2-min video on relevant outcomes” (p. 70). As seen in the results of the study completed at Rowan, a majority of survey participants felt somewhat prepared to act in the case of an on-campus emergency. By implementing tools such as a two-minute video on how to respond to emergency scenarios, Rowan may also see an increase in preparedness in the campus community as already completed studies have seen a positive impact.

Conclusions

From the findings of this study, we can conclude the following: students, faculty, and staff view the campus as safer during the day compared to the night, however there is minimal difference between how students respond compared to how faculty and staff respond. Feedback provided in the survey stated included a participant sharing “I recognize this is an understaffed area on campus, but Rowan needs to have more officers doing rounds at night. When I walk back from class at 10:15pm, I am alone and have never seen a public safety officer walking around or in a parking lot.”

A second conclusion is that while alerts are helpful, they may not always be timely. With issues related to the amount of information that is readily available at the time of a crisis situation, participants shared that they are still looking for more information or some form of follow up when they receive an emergency alert. One

participant in particular shared “The only feedback I would provide to Public Safety/Rowan Police about their response to emergency situations is to ensure alerts/warnings are sent in a timely manner with clear instructions. The only time when I really had to be concerned with an alert/warning going out was when there was a bomb threat during a summer that I lived on-campus and barely any instructions came out on what I was supposed to do to ensure my safety.”

A final conclusion which we can draw is that there needs to be improvement in the way that students, faculty, and staff are prepared to handle an emergency situation. Feedback from a survey participant expressed the need for more opportunities for campus community members to gain knowledge on how to best prepare themselves.

I have attended an active shooter in-person training, but it was a few years ago. I’d like my newer office mates to attend one also, but I haven’t seen very many opportunities. I’d like to see more of these. I think it’s needed, and maybe should be mandatory for employees. I’ve had to deal with students in crisis situations (some dangers) on many occasions and have had to contact public safety. I have also attended suicide prevention training. I think Rowan faculty and staff need training to deal with this type of thing. Again, I see it offered sometimes, but wish it was offered more.

Recommendations for Practice

After completing this study, I have the following recommendations for practice:

1. More lights should be installed across campus, particularly in parking lots, in order to increase the level of safety campus community members feel when on campus at night.
2. An increase in Rowan Police and Public Safety patrol would also be beneficial in the sense that individuals will see the presence of safety officials, and officers can respond quickly, should the occasion arise.
3. When alerts and emergency notifications are sent out, some form of follow up should be conducted. This can simply be an all clear, or if the situation allows, notifying campus community members of the resolution of the situation that called for the alert to be sent out.
4. There should be an increase in the emergency preparedness outreach that the university conducts. This can consist of classes where students, faculty, and staff can learn hands on how to handle a situation or even something as simple as an email or webpage specifically outlining emergency response protocols so individuals can remain informed.

Recommendations for Future Studies

Continued research on the topic of campus safety and emergency alert systems will greatly benefit all college communities. I have several recommendations for future studies in order to better the data collected and draw conclusions in which will allow for improvement in campus safety and emergency alert programs. First, I would encourage the researcher to collect survey responses from a larger number of participants. While this study did not achieve the number of responses desired, a larger response collection would allow for more feedback to be provided and more demographics reached. A larger group

of survey participants would also allow for a more diverse participant pool which may provide a clearer statistical significance between dependent variables. I would also encourage the researchers to consider a mixed methods approach where follow up interviews are conducted after the surveys are completed. This would allow for a greater understanding in why individuals responded the way they did and elaborate on their own experiences.

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Appendix A

IRB Approval

[EXTERNAL] PRO-2022-377 - Initial: Approval Let... - Elliott, Madelyn Patricia

2/25/23, 1:21 PM

[EXTERNAL] PRO-2022-377 - Initial: Approval Letter - Exempt (Initial)

do-not-reply@cayuse.com

Fri 1/20/2023 9:10 AM

To: Elliott, Madelyn Patricia <elliottm2@rowan.edu>; Tinnin, Andrew <tinnin@rowan.edu>;



DHHS Federal Wide Assurance Identifier: FWA00007111

Rowan IORG/IRB: Glassboro/CMSRU

IRB Chair Person: Dr. Ane Johnson

IRB Director: Eric Gregory

Effective Date: January 20, 2023

Notice of Approval - Initial

Study ID: PRO-2022-377

Title: Campus Emergency Alerts

Principal Investigator: Drew Tinnin

Study Coordinator: Madelyn Elliott

Co-Investigator(s): Madelyn Elliott

Sponsor: Internal

Submission Type: Initial

Submission Status: Exempt

Approval Date: January 19, 2023

Review Type: Exempt

Exempt Category: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.

Pregnant Women, Human Fetus, and Neonates Code: N/A

Pediatric/Children Code: N/A

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

<https://exchange.rowan.edu/owa/#viewmodel=ReadMessageItem&ite...FQ6UUP2Te%2BIX9AAGJ1g0kAAA%3D&IsPrintView=1&wid=38&ispopout=1>

Page 1 of 2

Appendix B

Consent

PRO-2022-377 Elliott Consent & Instrument

https://rowan.co1.qualtrics.com/jfe/form/SV_2smYfujRETyIans

ONLINE SURVEY (ALTERNATE CONSENT)

You are invited to participate in this online research survey entitled Campus Emergency Alerts. You are included in this survey because you are either a student currently enrolled in an undergraduate or graduate program at Rowan University, or you are a faculty or staff member at Rowan University. The number of subjects to be enrolled in the study will be 100.

The survey may take approximately ten minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

The purpose of this research study is to understand the impact emergency alert systems have on campus safety for Rowan University community members. Please note that this survey may include questions regarding campus emergency scenarios. This study's purpose is solely to provide a look at how Rowan University community members react to campus emergency alerts.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand how the Rowan University community responds to campus emergency alerts and allow for a better understanding on where changes can be made to strengthen the safety of Rowan University's campus.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can e-mail the researchers at the address provided below, but you do not have to give your personal identification.

Dr. Andrew Tinnin & Madelyn Elliott elliotm2@rowan.edu

If you have any questions about your rights as a research subject, please contact the Office of Research Compliance at (856) 256-4078– Glassboro/CMSRU.

This study has been approved by the Rowan IRB, PRO-2022-377

Please complete the checkboxes below:

To participate in this survey, you must be 18 years or older and currently a Rowan student, faculty, or staff member.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey

1

Version #: 1
Version Date: 11/22/2022

Creation/Revision Date: 10-26-2020

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Appendix C

Recruitment Messages

PRO-2022-377 Elliott Recruitment Message

Faculty/Staff/Employee Recruitment

Participate in Research: Campus Safety and Emergency Alert Systems

Are you currently employed at Rowan University and interested in participating in research?

Our research team is looking for participants for a survey to learn more about reactions to campus safety and emergency alert systems on Rowan University's Glassboro campus. Participation in this survey is entirely voluntary. Participants must be at least 18 years of age or older and be currently employed at Rowan University's Glassboro Campus. While there is no direct benefit to you, participating in this survey will allow our team to have a better understanding of how members of Rowan's community view safety on campus. Your participation will require you to complete a 10-minute anonymous survey.

If you are interested in participating, please [fill out this online survey](https://rowan.co1.qualtrics.com/jfe/form/SV_2smYfujRETyIans)
https://rowan.co1.qualtrics.com/jfe/form/SV_2smYfujRETyIans

If you have any questions about the research survey, you can email the researchers at the address provided below, but you do not have to give your personal identification.

Dr. Andrew Tinnin & Madelyn Elliott elliottm2@rowan.edu

All data collected through this survey will be kept confidential and is solely for the purpose of research. This study has been approved by Rowan IRB PRO-2022-377.

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PRO-2022-377 Elliott Recruitment Messages

Undergraduate and Graduate Student Recruitment

Participate in Research: Campus Safety and Emergency Alert Systems

Are you a currently enrolled undergraduate or graduate student at Rowan University interested in participating in research?

Our research team is looking for participants for a survey to learn more about reactions to campus safety and emergency alert systems on Rowan University's Glassboro campus. Participation in this survey is entirely voluntary. Participants must be at least 18 years of age or older and be a currently enrolled undergraduate or graduate student at Rowan University's Glassboro Campus. While there is no direct benefit to you, participating in this survey will allow our team to have a better understanding of how members of Rowan's community view safety on campus. Your participation will require you to complete a 10-minute anonymous survey.

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PRO-2022-377 Elliott Recruitment Message

Undergraduate and Graduate Student Recruitment

Participate in Research: Campus Safety and Emergency Alert Systems

Hello-

I am reaching out to you about a current volunteer opportunity to participate in a research study regarding campus safety on Rowan University's Glassboro campus. The purpose of this research study is to understand the impact emergency alert systems have on campus safety for Rowan University community members. This study's purpose is solely to provide a look at how Rowan University community members react to campus emergency alerts.

There are no risks associated with this survey and there may not be a direct benefit to you, however, by participating in this study you may help us understand how the Rowan University community responds to campus emergency alerts and allow for a better understanding on where changes can be made to strengthen the safety of Rowan University's Glassboro campus.

Participation in this study is entirely voluntary and all data collected will be kept confidential. Participants must be at least 18 years of age or older and be a currently enrolled undergraduate or graduate student at Rowan University's Glassboro Campus. Your participation will require you to complete a 10-minute anonymous survey.

If you are interested in participating, please [fill out this online survey](https://rowan.co1.qualtrics.com/jfe/form/SV_2smYfujRETyIans)
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Dr. Andrew Tinnin & Madelyn Elliott elliottm2@rowan.edu

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Sincerely,
Madelyn Elliott

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PRO-2022-377 Elliott Recruitment Message

Faculty/Staff/Employee Recruitment

Participate in Research: Campus Safety and Emergency Alert Systems

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Dr. Andrew Tinnin & Madelyn Elliott elliottm2@rowan.edu

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Sincerely,

Madelyn Elliott

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Appendix D

Survey

Survey Questions

Demographics

How do you identify as a member of Rowan University's campus?

- Residential Undergraduate Student
- Commuter Undergraduate Student
- Residential Graduate Student
- Commuter Graduate Student
- Faculty/Staff

Gender

- Male
- Female
- Non-Binary
- Prefer Not to Answer

Age

- 18-21
- 22-24
- 25-28
- 29-32
- 33-35
- 36-39
- 40+

Race

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

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Campus Safety

Do you feel safe walking around campus during the day?

- Always
- Most of the time
- Sometimes
- Never

Do you feel safe walking around campus at night?

- Always
- Most of the time
- Sometimes
- Never

Paragraph explaining timely warning v. emergency alert?

The following questions will focus on Rowan's use of Timely Warnings and Rowan Alerts. Both types of alerts are required under the Clery Act. A Timely Warning will be released when an incident is reported to Public Safety that "represents a serious or continuing threat or danger to the students and employees." These can include, but are not limited to, murder, sex offense, robbery, or aggravated assault. A Rowan Alert has a broader focus and addresses any significant emergency or dangerous situation including, but not limited to, a serious illness outbreak, extreme weather conditions, terrorist incident, or an active shooter.

Have you received a timely warning from Rowan University?

- Yes, via text
- Yes, via email
- Yes, via both text and email
- No

What, if any, action(s) do you take when receiving a timely warning?

Do you find these warnings helpful?

Have you received an emergency alert from Rowan University?

- Yes, via text

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- Yes, via email
- Yes, via both text and email
- No

What, if any, action(s) do you take when receiving an emergency alert?

Do you find these alerts helpful?

Do you feel that Rowan University notifies the campus community of emergency situations in a timely manner?

- Always
- Most of the time
- Sometimes
- Never

Do you feel prepared to act in the case of an on-campus emergency? (Ex. Active Shooter, Severe Weather, Act of Violence)

- Very Prepared
- Somewhat Prepared
- Not Prepared at All

Have you ever needed to receive assistance from safety officials on Rowan's Campus? (Ex. Rowan Police or Public Safety)

- Yes
- No

Is there any feedback you would like to provide regarding Rowan University's response to emergency situations on their Glassboro campus?

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