Theses and Dissertations

2018

Public perception of campus security issues at institutions of higher education in United States

Ray Arasteh

Follow this and additional works at: https://digitalcommons.pepperdine.edu/etd

Pepperdine University

Graduate School of Education and Psychology

PUBLIC PERCEPTION OF CAMPUS SAFETY ISSUES AT INSTITUTIONS OF HIGHER

EDUCATION IN UNITED STATES

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Ray Arasteh

April, 2018

Leo Mallette, Ed.D. – Dissertation Chairperson

This dissertation, written by

Ray Arasteh

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Leo Mallette, Ed.D., Chairperson

Paul Sparks, Ph.D.

Ron Stephens, Ed.D.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

DEDICATION

I dedicate this doctoral dissertation to Ira Kucheck and to those who helped in my life journey and always stood by my side. Your perpetual support and presence in my life have been a great source of inspiration.

ACKNOWLEDGEMENTS

VITA

Technical Solutions Architect with extensive industry experience enabling, growing and supporting distribution, channel and direct sales. Pre-sales experience includes Unified Communications, Collaboration, Networking, Wireless, Security, Data Center, and Cloud.

Summary of Qualifications

- Consultative solution selling, seeking customer strategy, architecture, business processes, pain points.
- Articulate complex technical topics to audience with various backgrounds.
- Solution demonstrations and proof of concept.
- Support sales teams to uncover/enrich new and existing sales opportunities.

Raylabs Consulting Group, Irvine, California.   1/2012- Present
Founder

Hewlett Packard Enterprise, Irvine, California.   6/2015-12/2015
Sr. Solutions Architect

EarthLink Business, Irvine, California.   2/2014-6/2015
Sr. Sales Engineer

Ingram Micro, Irvine, California.   5/2008-1/2014
Technology Consultant

inhouseIT, Irvine, California.   4/2007-3/2008
Sr. Solutions Architect

3Com Corporation, Costa Mesa, California.   10/1998-12/2006
Sr. Solutions Architect

EDUCATION

Doctor of Education - Pepperdine University - Organizational Leadership 2018
Master of Business Administration - Keller Graduate School of Management 2002
Bachelor of Science - DeVry University - Telecommunications Management 1998

ABSTRACT

Campus safety issues have become a growing epidemic in United States. Several factors for instance active shooter incidents across United States may have created a negative correlation between parental/public perception and campus safety. Social amplification or attenuation of risk (SAAR), the theoretical framework for this research study, may play an influential role in swaying public opinion about campus safety and institutional selection process. This dissertation utilized the SPELIT Power Matrix needs assessment model, SAAR theoretical framework, and servant leadership model to determine which sources of information and what factors are influential in the decision-making process for selecting an IHE. This study used social media to reach out to millions of people anonymously to seek individual opinions and collect data to further analyze which factors and influences can affect decision making outcomes. The researcher offers one potential researched-based solution, the security awareness foundation etiquette (SAFE) card, which can guide college bound prospective students elevate their awareness and make more informed decisions. The researcher used Wilcoxon matched pairs tests to compare the mean score of college decision factors to determine which college decision factors were most significant. The following college decisions factors were significant sorted by highest mean score: campus safety ($M = 4.43$), Major ($M = 4.41$), program ($M = 4.39$), and cost ($M = 4.27$). The following information sources were significant, sorted by highest mean score: campus visit ($M = 4.33$), opinion of graduates ($M = 3.92$), ratings given by impartial organizations such as US News and World Report ($M = 3.68$), and counselor recommendation ($M = 3.54$). When college decision factors and information sources were compared, a significant relationship was discovered between social media as an information source and campus safety as a college decision factor, with a correlation coefficient of $r = .29$. IHEs generally avoid

displaying campus safety issues or negative news, therefore most and perhaps not all IHEs

appear to have a safe campus. The theoretical framework for this study suggests that by omitting

such facts as campus safety, social attenuation of risk may be affecting college bound

prospective students' and respective parents' decision-making outcomes.

Chapter 1: Introduction

Background

   This quantitative research study was designed to gain a better understanding of public perception on campus safety issues and its effect on student enrollment in the United States. Although there are many forms of learning institutions in America, this study primarily focused on institutions of higher education (IHEs): public or private 4-year and 2-year degree granting institutions. This chapter provides background information, historical data points, the statement of problem, and the purpose of this study. Research questions are discussed in detail, in addition to the significance of the topic. Key definitions, key assumptions, and limitations of this study are also presented in this chapter.

   In the recent years campus safety related incidents at IHEs has become an emergent problem in the United States. These issues include carrying deadly weapons on campus such as knives and guns, as well as small to large-scale violent rampages, resulting in bodily injury and or loss of life.

   In 2007, the mass-shooting incident at Virginia Polytechnic Institute also known as Virginia Tech is the most devastating campus violence in the history of United States, it left 33 students dead including the active shooter and 23 students injured (New York Times, 2007).

   To better understand the specific elements that contributed to campus safety, it was necessary to employ a framework to assess the social, political, economic, legal, intercultural, and technological environments (SPELIT) of IHEs. The SPELIT power matrix framework was designed to untangle the organizational environment by analyzing factors that affect the organization as a whole (Schmieder-Ramirez & Mallette, 2007)

The SPELIT power matrix framework was employed to better assess the influential factors that affect organizational outcomes. Considering that the outcomes are made publicly available via news and or media, the interpretation of the outcomes can lead to individually perceived notions and values of an organization.

The SPELIT Power Matrix

Social environment. The social environment evaluates the human side of the organization, human interactions and reporting structures, and cultural norms (Schmieder-Ramirez & Mallette, 2007). The student population has been constantly growing at IHEs, and it has become increasingly challenging for faculty and staff to keep up with the growth (Woolfolk, 2013). Faculty and staff have always valued training and development in the areas of campus safety; however, as the student population has grown over the years, faculty and staff have become more responsible for teaching and administrative tasks and not enough resources have been dedicated to campus safety programs (Woolfolk, 2013). Faculty and staff demand more campus security personnel to patrol the campus grounds; they claim it makes them feel safer (Reeves, 2014). Not having the right support structure, process, personnel, training, and effective communication practices in place can force the faculty and the staff to operate in an inefficient and subpar manner.

It is important to establish, adopt, and improve social structures in perpetuity by ensuring everyone involved is empowered and feels genuinely part of the community where relationship and trust hold a high standard, the personnel need to be part of the decision-making process. More importantly, they need to be welcomed, helped, and appreciated by peers and organizational leaders and administrators. If the faculty and staff do not have the appropriate tools for maintaining open lines of communication, it further can complicate social interaction

and community development. The absence of adequate training, development, and access to tools may force them to work alone in isolation and under pressure, which may hinder productivity and operational efficiency. This may lead to suboptimal and unsafe working conditions for the staff and faculty members. Not having the right tools and training, faculty and staff may opt to carry out the absolute minimal job requirements. Another facet of the social environment assessment is to determine if faculty and staff are isolated from each other and do not have open lines of communication to share ideas and consult each other openly on work related topics. Lack of training, social networking tools, and community gathering events can push the staff to work in partial isolation, in addition to making the faculty and staff unwilling to socialize, build communities, develop relationships, and cultivate trust.

Political environment. The political environment examines how an organization reacts to internal and externals interests, relationships, behaviors, and values (Schmieder-Ramirez & Mallette, 2007). Depending on the state, either the local or the federal government can wield great influence in protecting its citizens from safety issues and more specifically from campus safety issues. The state government must adhere to federally mandated rules and regulations; however, the state government can only further restrict those rules and regulations but not modify or eliminate them.

Gun violence has been a growing issue in the United States; some states believe guns can kill people and others believe guns can provide personal protection against life threating situations. This creates a major challenge to bring everyone involved together to share ideas and collectively make decisions that protect the interests of the United States and its citizens.

There are two major schools of thought in United States with regards to firearms. One school of thought is firearm advocacy; they believe that concealed firearms or firearms in general

support overall campus safety and could save lives. In contrast, anti-firearms proponents believe academic freedom would be deterred if concealed firearms were allowed on campus grounds (Hosking, 2014).

To understand better the inner workings of a political organization, one must study the psychodynamics of the organization, which focuses on social and political interactions (Schmieder-Ramirez & Mallette, 2007). Referent power on campus plays a minimal role whereas legitimate power is exercised at city, state, and federal government levels. According to Bolman and Deal (2011), "position[s] of power" (p. 203) describe particular degrees of legitimate or legal authority. This means laws are created, passed, and enforced based on a pre-determined legal process.

Economic environment. The economic environment considers the financial stability of an organization by taking a snapshot of internal and external sources such as financial reports and the organization's annual report to determine the organization's current financial status (Schmieder-Ramirez & Mallette, 2007). This is particularly important at IHEs because it will determine the strength of its human capital in terms of training, development, and access to resources.

Legal environment. The legal environmental assessment of the organization is critical in order to understand how procedures re enforced, how policies re created, and how agreements re made among reasonable, equal, and free people (Schmieder-Ramirez & Mallette, 2007). This is particularly helpful because it provided an alternative perspective of the institution's internal cultural norms. It is important to note that cultural norms of an organization is established and rooted in its legal system. For instance, some states in the United States such as Alaska, Arizona, Vermont, Idaho, and Kansas allow unrestricted concealed carry of firearms. In contrast, in other

countries like Germany, owning a pellet gun requires restrict and rigorous training, testing and licensing.

The legal environment further examined factors that internally and externally can affect IHEs' day-to-day operations. These factors include the interpretation of accountability, responsibility, and commitment to protect the interests of the city, state, and local community. The legal environment also examines the greater environment of the law and theories that explain the source of and authority for the law (Schmieder-Ramirez & Mallette, 2007).

Intercultural environment. The intercultural environment examined the ability to react to cultural variances, which is essential to being an effective global leader (Schmieder-Ramirez & Mallette, 2007). The intercultural assessment examines the inner workings of culture that affect people, groups, organizations, and communities. It takes thousands of years, sometimes more, to change culture in a country; however, it might take only a few years to change a cultural norm at an institution. Culture applies to one level of structural stability that defines a particular group (Schein, 2010).

Institutional intercultural environmental assessment determines cultural development future success and failure. Human capital plays a big factor in establishing and practicing cultural norms, as culture is a system of shared meanings and interpretations. Culture is the structure of communal connotations and encompassed engagements, values, and beliefs that develop within an organization and guide the behavior of its human enterprise (Schmieder-Ramirez & Mallette, 2007). For instance, Ethnography, a qualitative research methodology signifies the extended observations of a group, most often through participatory observation and or immersion in which the researcher is engrossed in daily lives of the people and observes and interviews the group participants (Creswell, 2013).

Technological environment. The technological environment is based on a cyclical process that examines technical resources for enabling individuals undertaking tasks in a given point in time (Schmieder-Ramirez & Mallette, 2007). Many factors need to be taken into consideration when examining the technological environment of an institution, such as training and development procedures, open access to social networks and communication streams, and facilitating and supporting learning via information technology online applications.

The technological environment of IHEs involves the following four elements (Schmieder-Ramirez & Mallette, 2007):

1. Considering the current and future needs of the institution.

2. Offering general guidance for better aligning the institution's technology resources.

3. Utilizing a cyclical process, assessing needs in a given point in time in order to remain relevant.

4. Working toward a goal of aligning technology resources with current and future market trends.

The SPELIT power matrix was designed to better understand the organizational environment; this leadership tool provides an opportunity to deeply examine and analyze the current state and interworking of an organization. The SPELIT power matrix helps to better understand the IHE organizational structure and factors that affect campus safety.

Trust

Low trust environments take a toll on progress; however, high trust environments pay dividends and speed up the rate of progress (Covey & Merrill, 2008). Relationships and trust work together to create strong bonds among people in any organization. According to Covey and Merrill (2008), once trust is developed and leveraged, it has the potential to create unmatched

success and prosperity in every aspect of life. Covey and Merrill indicate that the simplest method to gain someone's trust is simply to extend trust first.

The servant leadership model offers a whole new approach for inspiring change. Greenleaf and Spears's (2002) 10 principles of servant leadership such as listening, empathy, and healing share a common purpose: serve to be served. Greenleaf and Spears believe that to become a leader of a group, one must learn to serve the group's needs first. Trust is unspoken and a person will only become aware of its presence when trust presents itself. It cannot be forced; it is only earned (Covey & Merrill, 2008). As part of a relationship building practice, trust plays a critical role. High trust relationship pays a dividend or better known as it speeds up the transaction progress and low trust relationships tend to tax and slow down the transaction progress (Covey & Merrill, 2006). Covey and Merrill's (2006) speed of trust study found the following:

> When trust is high, the dividend you receive is like a performance multiplier, elevating and improving every dimension of your organization and your life. High trust is like the leaven in bread, which lifts everything around it. In a company, high trust materially improves communication, collaboration, execution, innovation, strategy, engagement, partnering, and relationships with all stakeholders. In your personal life, high trust significantly improves your excitement, energy, passion, creativity, and joy in your relationships with family, friends, and community. Obviously, the dividends are not just in increased speed and improved economic; they are also in greater enjoyment and better quality of life. (p. 19)

Statement of the Problem

The problem is that there is insufficient research to determine if there is a positive or negative correlation between parental/student/public perception of campus safety and enrollment. There have been independent studies on student perception on local campus safety but not on parental or public perception in the continental United States. The target population for this study was adult parents with 12th grade children in high school, however any person over the age of 18 year and living the United States can participate.

Statement of Purpose

The purpose of this quantitative research study was to determine if the parental, public, and student perception of campus safety has a positive or a negative correlation with IHE selection process. This study's findings could lead to leadership theories, training, and development that may have an impact on campus safety.

Recent Statistics on the Issue

The first school massacre occurred in Colonial America in Green Castle, Pennsylvania in 1764 (Egle, 1883); nine children were killed at Enoch Brown. Campus safety has been a growing problem since then. On June 1, 2016 at the University of California Los Angeles (UCLA) Henry Samueli School of Engineering and Applied Sciences building, an active shooter killed his professor and then took his own life (Voice of America, 2016). The most devastating campus shooting and extreme rampage occurred on April 16 2007 at Virginia Polytechnic Institute; this incident left took 32 lives and injured 23 people. The active shooter, Cho Seung-Hi, a Chinese immigrant, was subject to bullying on-campus and off-campus, which ultimately led to the mass shooting (Burt, 2013). He was not fitting in and those around him that noticed some behavioral anomalies in him and did not reach out to help him. In chapter 2, the servant leadership model is

discussed in detail, providing a basic understanding of what it takes to ensure every student feel welcomed, helped, appreciated, and included. This leadership model leaves no person behind and its purpose is to serve the needs of others.

The Columbine High School massacre occurred on April 20, 1999, leaving people dead and 24 people injured. Eric Harris and Dylan Klebold, two American murderers. were victims of bullying for 4 years. In addition to bullying, they were emotionally under served, ignored, and left behind (Gust, 2009).

Research Questions

To establish the basis for this research study, the following research questions were investigated.

1. Which factors, if any are significantly more important than campus safety as a selection factor?

2. What is the relative importance of various information sources in making a college selection decision?

3. Are any of the selection factors related to any of the information source ratings?

4. Are any of the selection factors related to any of the information source ratings after controlling for respondent demographics (gender, age, own education)?

Significance of Topic

As is the case with most quantitative and or statistical based research approach, this study was interested in a large group of participants and the results may be inferred to the population to which the sample data is part of the same population.

Organizational leadership in IHEs where leadership, needs assessment, change management, adult learning, evaluation and communication can contribute to a positive

correlation between public opinion and IHE selection process. Social amplification or attenuation of risk (SAAR) is also critical for information communication. Serving as the framework and basis for this study, SAAR helps to form perceptions and communicate opinions that may or may not be true. It is an element that is very difficult to control, however it exists, and it must be taken in to consideration when facts of a subject are being evaluated. This study obtained public opinion about college selection factors. SAAR was used to determine how perceptions were created and communicated to the public domain.

Key Definitions

- *Ethnography.* A qualitative research approach based on immersion. For instance, if the researcher would like to study Japanese culture, he or she would live in Japan to study culture by way of immersion (Creswell, 2013)

- *Human Capital.* The economic value of an employee's experience, talent, and skillset (https://www.investopedia.com/terms/h/humancapital.asp).

- *Institution of Higher Education (IHE).* Any 4-year or 2-year public or private degree granting institution, whether it is accredited or not (U.S. Department of Education, 2017).

- *Legitimate Power.* Power exercised by a legal authority, someone that is authorized to exercise power legally (Bolman & Deal, 2011).

- *Position of Power.* Different degrees of legitimate power, also known as authoritative power (Bolman & Deal, 2011).

- *Psychodynamics.* A leadership model that constantly changes to serve the greater good of an organization (Northouse, 1997).

- *Public Opinion or Perception.* Collective opinion of a large group of people that guides action and decision-making processes (http://www.dictionary.com/browse/public-opinion)

- *Referent Power.* Power is exercised via a third party as a reference; the person employing and demonstrating power does not have legal authority (Bolman & Deal, 2011).

Key Assumptions

The public perception of campus safety at IHEs has negatively impacted student enrollment. The IHEs in the United States are in need of suggestions, recommendations, and guidance for improving leadership methodologies that articulate and promote more effective campus safety structures, process and procedures. The current leadership model utilized by IHEs needs a new assessment regarding what can be done to improve operational efficiencies while increasing student enrollment. The servant leadership model has proven to be effective in certain circumstances, particularly situations where people need to rely on trust and relationship to promote change or progress. Greenleaf and Spears's (2002) servant leader writings in the 1970s originated the servant leadership model. "A mark of leaders, an attribute that puts them in a position to show the way for others, is that they are better than most at pointing the direction" (p. 29). *The Journey to the East* (Hesse, 1956) inspired Greenleaf to study and develop the servant leadership model. There are 10 tenets of the servant leadership model:

1. Serving others first, assuming the position of servants in order to develop trust, relationships, and followership.

2. Supporting the notion of community, no one is alone; rely on the community as the support structure. The value of unity and how it is important to rely on each other,

one person maybe strong however two or more people working in harmony are far more capable and effective than just one person working alone.

3. Everyone feels included, the followers are just as important as leaders, encouraging group dynamics, and collaborative decision-making process.

According to Quinn (2000), ordinary people within the organization can become transformational change agents even though they are not in the top positions, yet they can effect change. Empowering people to serve the needs of others can create a new dynamic within the organization, enabling everyone to feel like they are part of a bigger cause. This alone can help promote personal and professional growth.

Limitations of the Study

While leading a research study, the researcher faced many challenges and obstacles. From designing and validating a survey questionnaire to obtaining the appropriate population and sample size, there are fundamental limitations to quantitative research approach (Creswell, 2013).

This study greatly relied on candid survey results from well-qualified participants. The survey was based on given criteria that will be discussed in detail in chapter 3. The anonymous survey was distributed via LinkedIn social media across United States. The demographic for this study included adults over the age of 18 living in the United States.

Summary

Chapter 1 defined the problem for this research study. Campus safety has become a growing issue in the United States. This study attempted to determine if there a correlation between public perception of campus safety and student enrollment? This study determined if the research questions were significant and why. Many leadership improvement opportunities can be

deployed to create the basis of and foundation for public perception to positively impact student enrollment.

In the next chapter, a review of existing literature further guides this study by evaluating and understanding other studies. Historical background, theoretical framework, leadership styles, research questions, and other related topics are discussed in detail.

Chapter 2: Review of the Literature

In this chapter relevant literature to IHEs' safety issues and selection process is reviewed and how social structures such as social media may or may not affect decision outcomes. The theoretical framework discussed in this chapter is SAAR, which examines how social structures, media, and networks may ultimately influence parental decision-making process and or outcomes. A great example of a popular social media platform is Facebook where more than 1 billion members actively participate, learn, and follow various topics such as cars, places, people, and universities (Statista, 2017). Some people use social media as a learning tool as well. Facebook and other social media applications are discussed in detail in this chapter.

The servant leadership model was best matched with the needs of this study, and this model maybe able to address the root cause of IHEs' safety related matters. This chapter discusses factors leading to the student selection process for IHEs, 4-year and 2-year public and private degree-granting universities and colleges.

The historical background on campus safety issues dates back to July 26, 1764, at Enoch Brown School (Mongan, 2013).

The U.S. Department of Education publishes all reported incidents on a yearly basis and has made it mandatory for IHEs to report any and all incidents that occur on campus or in student dormitories (Mitchell, 2008). However, this published information is often overlooked and ignored, and may never be discussed in social media. Parents may use various sources to decide where to send their children to college (Walton, 2014), relying on the opinions of family members, social media, and news, in addition to other factors such as IHE prestige, location, and cost.

In this chapter other studies are examined to explain the importance of the theoretical framework selected for this study. No academic research has been conducted in relation to the IHE selection process and SAAR. This study sought to determine which information sources and what factors influence parental decision-making outcomes.

Theoretical Framework

The theoretical framework for this study is discussed in this section: SAAR, also known as the social amplification of risk framework (SARF). In 1988, researchers at Clark University Roger Kasperson and Jeanne Kasperson began research on SAAR, defined as risks are collaborative experiences that involve both people and nature (Kasperson et al., 1988). Risk is not limited to personal harm or loss of personal property; risk also has social, political, and economic implications. This conceptual model provides a framework for perceived characteristics of risk events, risk communication (amplified or attenuated), how information spreads, and its associated impacts. For example, a shooting incident at a university is the risk event; if the event published in newspapers and people talk about via social media Facebook, the amplification of risk is communicated and spread rapidly, and it may have negative impact on parents, the public, and prospective students. SAAR applies to this research because social media may influence behavioral patterns, and this study attempted to understands how people make decisions based on social influences (Kasperson, Pidgeon, & Slovic, 2003).

This theoretical framework examines how, when used as source of information, social media may ultimately influence parental decision outcomes or public opinion. Facebook and other social media applications are discussed in detail in this chapter. This section examines various social media sources of information that can affect change.

Social Media Applications

In this section Facebook is discussed in greater detail, as this platform has more than 2 billion active members and growing numbers use it daily worldwide (Statista, 2017). YouTube, Instagram, LinkedIn, and Twitter are also discussed due to their current popularity, rapid adoption, social influence, and number of active subscribers. The social media platform known as Snapchat is used to exchange pictures and videos, also known as *snaps*, in chronological order of events where a recipient can view and relive through the moments; once the snap is seen it disappears. Snapchat was deliberately excluded from this study for no specific reason.

Facebook. Facebook dominates the era of social media worldwide. As of June 2, 2017, Facebook had a reported 2 billion (Statista, 2017) users that interact and share information with friends, family, businesses on any device such smart phones, tablets, and personal computers (Abu Hasan Sazalli, 2015). As an eLearning platform and information sharing resource tool (Holder-Ellis, 2015), Facebook is utilized by educators, teachers, and students alike. Facebook has been one of the key drivers for information gathering and distribution from universities to elementary school (Acquaro, 2017). Based on extensive research evidence, Facebook has the potential to become an important eLearning platform for instructors and students at all levels of the K-12 education system (Cunningham, 2016), as well as for professors and students at the higher level in the universities and graduate schools.

Despite these tremendous opportunities and advantages evident from using Facebook as a prospective learning platform in the education systems (Conmy, 2016), there are clear risks and disadvantages of this approach. For example, an issue emerging among public sector and private sector employers entails requiring employees and prospective employees to provide user names and passwords for review their Facebook profile and make decisions based on person's

Facebook account (Mitchell, 2016). This section addressed the nature of Facebook, its intended

use, the possibilities of Facebook as an eLearning platform, and the ways it can be used to create

educational communities (Bryant, 2014), and then shift to discussing how Facebook can be used

for online advertising, for profit, and, non-profit organizations.

Facebook is a social media leader in terms of followership; it is intended to connect

friends, family, and businesses in an online setting where individuals can learn more about

various interests and topics. It was created in 2004, originally called *thefacebook* by Mark

Zuckerberg, a Harvard undergraduate student; the purpose was to facilitate an online community

for Harvard college students to interact socially and follow each other (Lilly, 2015). The

popularity increased dramatically and thefacebook soon began to spread to other campuses,

which prompted Zuckerberg to enlist assistance in managing it. In August 2005 the name was

changed to Facebook, and the domain was purchased for $200,000. After this was accomplished,

Facebook began to expand first nationally and then globally because of its ease of use and appeal

to many people regardless of gender or age. The basic framework for Facebook has remained the

same. Any person or organization can create a Facebook profile page and display interests,

photographs, videos, and music so that interested parties can observe this material as well as

interact with the information, either learn from the shared material, add to it, or pass it on to

friends and family (Sikes, 2015).

Educators have acknowledged the potential use of Facebook for eLearning opportunities

due to its immense popularity, availability, and reliability (Smith, 2016). Early on, eLearning

advocate Tony Karrer (2007) recognized the eLearning potential of Facebook and was able to

articulate its functional benefits. He explained that Facebook could indeed be employed by

teachers in the classroom as a learning platform to engage students in eLearning opportunities

apart from the ordinary lecture material and ordinary classroom interactions (Holder-Ellis, 2015).

He perceived that Facebook could be an eLearning platform for students who enjoyed the social

networking site anyway and that teachers could allow students to utilize it for interactions

involving class materials, such as books, group projects, and any other learning materials that

could be shared in an online context (Karrer, 2007).

Other educators and teachers have also agreed that Facebook can be an effective learning

platform for today's tech-savvy students (Schein, 2014). Wayan Vota (2014) emphasizes the

possibilities of encouraging students in language development, improving their interpersonal

communications, advancing group collaboration opportunities, and expanding their information

technology (IT) skills. As educators and teachers became more aware of and familiar with the

Facebook phenomenon, many other ways that Facebook can be useful for eLearning have

emerged. For example, a recent article posted specifically for teachers and educators, "100 Ways

You Should Be Using Facebook in Your Classroom," reviews the many different possibilities

(Online College 2017). This article cites that teachers can have students use Facebook as a

platform to share book reviews, follow news feeds, practice a foreign language, participate in a

class challenge, create learning groups, send messages about class material, share multimedia

options to enhance class material and class content, facilitate classroom connections between

instructors and students, post homework assignments, access guest speakers online, and create a

class blog to promote feedback from students.

What are some of the potential applications that can enhance Facebook as an eLearning

platform for students and teachers? Christopher Pappas (2018) detailed these different

applications, suggesting that the first objective is to create a Facebook page for the particular

class or group of students to use as their specific eLearning platform. This page can then add

links, videos, discussion threads, photos, events, and messages (Mcnabb, 2016). To create

specific interactions between learner and content, Pappas describes some different useful

applications, including SlideShare (2018), WorldCat (2018), Zoho Online Office (2018), and

Newsrack. Slideshare allows one to create and share a presentation on Facebook as well as add

documents, portable document format (PDFs), and MPEG-1 audio layer-3, the standard audio

format for compressing sound (MP3) audio. Newsrack is a fully featured rich site summary

(RSS) reader that can be used as a stand-alone client with Google readers via which one can

share relevant information to the course with learners (Mcnabb, 2016). Zoho Online Office is an

application that allows the sharing of documents, spreadsheets, and presentations with learners

(Zoho, 2018). WorldCat (2018) is an application that allows the sharing of one's library

collection with other learners. To facilitate interactions between learner and instructor, Pappas

described various applications useful for this purpose (Mcnabb, 2016). SurveyGizmo (2018), for

instance, allows one to create surveys, polls, and quizzes and send them to Facebook classmates.

Udutu (2017) is a learning management system that hosts courses and enables learners to

subscribe, learn, and manage learning progress from a personalized control online control panel.

This service is very flexible; learners can take online courses at any time, anywhere, and on any

device.

There are other additional applications that can be integrated with Facebook. Some of

these applications include:

- Books iRead, BookTag, StudyGroups, PeerPong, and NeatChat.

- Books iRead allows one to share books that one is reading at any given time with

  classmates and prompts them to provide feedback.

- BookTag allows one to create arbitrary book lists, label them, and share them with classmates.

- StudyGroups allows quick, easy collaboration with classmate.

- PeerPong is an application that classifies everyone's expertise so that one can connect to the best person to find an answer to any question.

- NeatChat is an exclusive chat application that allows learners to share files and exchange messages exclusively (Mcnabb, 2016; Pappas, 2018).

When considering all these various applications that can be used on Facebook as an eLearning and community sharing platform, it becomes evident that educational communities can be created and shaped from the Facebook interface. When weighing the value and usefulness of all these different applications, the students and instructors can fully and actively engage in learning experiences through this social networking site. For example, the StudyGroups application allows students to engage in a study group context online and do everything that a person would do in a classroom study group in terms of sending messages, collaborating, and exchanging ideas for the group project. The NeatChat application permits an exclusive chat room for the students and their instructor to exchange information, messages, and feedback without having to worry about others viewing it or engaging in it with them. One of the most interesting and advantageous applications is WorldCat (2018), which permits the use of each other's library collections to engage in research. For instance, if the students were working on a research project together, then they could be much more efficient in locating and finding information by having the capability to share whole library collections with each other actively and simultaneously. Zoho Online Office (Zoho, 2018) permits the instructor to share and exchange vital information to students about the course content and material through this enhanced

capacity to share documents and other relevant material online both efficiently and effectively. These various applications lend support to the idea that Facebook can become an eLearning platform of special value for instructors and students if and when they are able to integrate all these various applications and make use of them in comprehensive ways. These applications transform the Facebook experience into an eLearning community, affording students and instructors access to an incredible array of content, learning opportunities, and feedback opportunities that provide a learning experience that different from but equally as valued as in the classroom.

It is also important to consider how online advertising can be done on Facebook, how Facebook compares with Google, and the risks and disadvantages associated with the use of Facebook as evident by the emerging issue of public sector and private sector employers requiring individuals to provide user names and passwords to scrutinize their profiles and Facebook activities (Schloss, 2017). One of the great opportunities that Facebook presents to businesses is an incredible possible source of advertising, which Facebook encourages businesses to do. The business only has to log on, create a free Facebook page, and then create ads to target customers based on location, demographics, and interests (Brown-Peterson, 2017). The key to success in advertising on Facebook is to engage one's audience as *friends* and to appeal to them with updated information and special discounts or other product offers that regular walk-in customers do not receive at the location. The online advertising industry on Facebook is growing rapidly because social media sites boast over a billion users worldwide. Businesses are learning how to make appealing and attractive Facebook pages that are more inviting to potential customers compared to other media advertising means. Since Facebook has many members already, it is easy for a prospective customer view and request to follow a

business of his/her interest. Facebook provides opportunities for new customers to examine

product or service specifications, review features and qualities, and compare and contrast

different products and services. Facebook enables consumers to learn more about a business or

IHE to see if it meets their individual personal needs (Brown-Peterson, 2017).

     In summary, Facebook originally started as an online personal space page where college

students interacted with each other, shared music, photos, and sent messages at Harvard

University, and later at other universities worldwide. This led to the transformation of how

people socialize, interact, learn, and potentially make decisions. Facebook has been increasingly

recognized as an influential information gathering, information sharing, supporting news and

media, eLearning platform, and advertising and marketing organization. Facebook's main source

of revenue comes from its advertising business services.

     YouTube. With over 1.5 billion (Statista, 2017) active daily users worldwide, YouTube

is the second most popular social media application after Facebook. YouTube was developed in

2005 and was acquired by Google in October of 2006. YouTube has gained a tremendous

popularity because it allows users to express themselves personally by sharing video content.

Much like Facebook, YouTube is also used as a learning platform, but it also serves as an

information-sharing platform. YouTube plays a large role in social amplification of risk by

allowing users to express individual opinions freely, which may or may not affect a group or

population at large. YouTube, Facebook and many other social media applications are blocked in

some Asian and Middle Eastern countries where journalism, freedom of assembly, and freedom

of speech are not practiced freely. However, that has not stopped people to leak political news

via other means, such as virtual private networking (VPN), where a user will establish a private

network on a smart phone and then start a social media application. VPN hides the connection and allows users to access any website including any social media application.

Video content shared on YouTube could be real or fake; the content on YouTube tends to create a followership where followers of a particular channel subscribe and actively participate by viewing and leaving comments. Content and comments on YouTube can lead to SAAR. YouTube provides television content that could be viewed at any time, unlike live television where a report is typically broadcasted a few times, after which it goes away. YouTube has created a way for any individual to rebroadcast current events and television news to any of its followers. In the comments section of most YouTube channels the news is discussed and interpreted; this is where the viewers leave comments expressing personal points of view. This type of content sharing and followership may lead to learning, peace, or violence. Video content and comments may contain the notion of violence, fear, uncertainty, political views, religious views, or a general tactic for diversion of opinion; these are examples of social amplification of risk, regardless of content authenticity, integrity, and reliability.

Instagram. With over 700 million followers worldwide (Statista, 2017), Instagram is the third largest social media platform. It enables its members to create and indefinitely host pictures, videos, and business content, creating a unique culture of learning and a personal content sharing platform whereby people can post items of interest and give friends, family and the general public to view and comment instantly. People and businesses use Instagram to share personal interest items, opinions, and news, regardless of content authenticity, integrity, or reliability. Instagram facilitates the spread of news and information with accompanying pictures and videos that may amplify or attenuate the facts about a topic; it enables anyone to post facts or

fictions about various topics including social, economic, political, religious, and technological affairs. Instagram was originally launched in October of 2010 and now it is part of Facebook.

LinkedIn. With 467 million members worldwide (Statista, 2017), this social media platform was designed to support business relationships. Founded in 2003 as a social networking service available in over 200 countries with majority of its members, over 141 million active members reside in the United States. LinkedIn has attempted to create a community for employees, employers, influential people, job seekers, and professional learners. As a community, this platform enables users and businesses to share news and various topics as a matter of opinion. LinkedIn occasionally from Facebook-like posts, showing pictures and videos of personal adventures that may not offer business, learning, or growth value for LinkedIn members. Microsoft Corporation acquired LinkedIn in June of 2016 in an effort to host its own social media network and reach millions of people and businesses to help grow its advertising business.

Twitter. Twitter was created 2006 as a news and social network platform; it currently boasts over 328 million users (Statista, 2017). The intended use for this service was to share news, personal, and business topics using 140 characters or fewer. Posting a message on Twitter is known as a *tweet*. Social, political, economic, and technological news spread widely via Twitter. Much like other social media platforms, Twitter lacks information reliability and integrity. Any person can create an account and begin tweeting about a person, place, and any topic. Twitter facilitates communication of risk by amplifying or attenuating facts or fiction depending on personal schemas.

In the next section, social media and culture are discussed in detail. This portion of the literature review investigates what culture is, how it affects followership, and how it affects a high performing organization.

Social Media and Organizational Culture

Several factors contribute to organizational culture. Over time, every organization will develop a culture based on shared beliefs and values. The concept of culture helps organizations to gain a better understanding of group dynamics and functional attributes. Ultimately, culture helps to get a better understanding of a group of people and how a person fits in a community (Schein, 2010). Employees will get to learn who they want to associate with within the organization and who they would like to socialize with. The underlying foundation of organizational culture are beliefs and values that dictate, what is right and what is wrong, what is acceptable and what is not. One of the key drivers for high performing organizations is the ability to adapt to change and new ideas. Being open to ideas, open communication model and be able to share different points of view without creating organizational conflicts.

According to Schein (2010), "All group learning ultimately reflects someone's original beliefs and values, his or her sense of what ought to be, as distinct from what is" (p. 25). One can explore this further by what and who starts an idea that creates nearly instant followers. The classic definition of leadership is to be able to create followers. The proof of leadership is its ability to acquire followers. High performing organizations promote clear and concise communication habits throughout the organization, as communication is considered key for the success of the organization. At a large scale, social media has organizational structures with underlying common beliefs and values.

Schein's (2012) beliefs start at a shared level of perception and later mature to share values and beliefs. It is important that once change within the organization is accepted, and in this case is a change in the belief and value system, the organization will start adopting the new set of belief and values. The proof of this phenomenon is in the evaluation of culture change that originally started as an individual belief. Individual beliefs typically start out with no followers, and then the individual beliefs turn into shared perceptions, which mature to shared beliefs and values. It is evident that organizational culture forms its characteristics over time, and it is difficult to change the culture within an organization. High performing organizations are more open to change, communications, and changing their leadership team to get a fresh start.

According to Schein (2012):

Culture as a concept has had a long and checkered history. Laymen have used it as a word to indicate sophistication, as when we say that someone is very "cultured." Anthropologists have used it to refer to the customs and rituals that societies develop over the course of their history. In the past several decades, some organizational researchers and managers have used it to describe the norms and practices that organizations develop around their handling of people or as the espoused value and credo of an organization. This sometimes confuses the concept of culture with the concept of climate and confuses culture as what *is* with culture as *what ought to be.* (p.13)

In an effort to further explore beliefs and how they affect an individual or an organization, it is important to gain a better understanding of what contributes to the formation of beliefs and how it can transform a person or an organization, paving a new path and providing an alternate approach to dealing with oneself and or an organization. One can view belief as a self-propelled or self-administered miracle; once a person or organization sets their mind to change,

they will achieve objectives they once may have viewed as a distant reality. It is suggested that if we set our minds to whatever it is that we want to achieve, it quickly becomes achievable (Cashman, 2008).

After George Foreman's loss to Jimmy Young in 1977, he completely changed his life. Some argue that he may have received a spiritual message, but it's more likely that his life changed because he decided to change his beliefs, which was the key contributor to the life changes he made after his last fight. There is no magic behind this phenomenon; George Foreman created a self-awareness avenue for himself, which empowered him to act on his beliefs and change his life forever. Believing in something regardless of its material fact can change and shape the future of a person or organization. The belief does not have to be completely true; it just needs to be accepted and adopted. George Forman himself believed he had a spiritual transformation, and that's all it took to change his life (Cashman, 2008). What we believe, we become (Byrne, 2006). Think about it, thank about it, and bring it about; the most fundamentally important element is to have an attitude of gratitude (Cashman, 2008). Beliefs manifest into actions once they become part of the conscious awareness. However, this manifestation of beliefs into conscious awareness is not as easy at one would think. Beliefs that are present but not at their full potential lack conscious awareness. It is not an easy task to bring conscious awareness to its full potential; once it is in place, it will apply itself to everyday life automatically.

The difference about what we believe and what others think about us creates a shadow belief (Cashman, 2008). For instance, if a person is viewed as an expert in an industry but the person himself or herself shares a different view, this creates a shadow belief. When decision-making becomes consistently difficult, a shadow belief is blocking the path. When strength is

counterproductive, some hidden or missing element needs to surface. When learning and openness to new ideas are not available and encouraged, an alternate agenda is limiting this factor. If emotions take over conscious awareness in an argument and inhibits proper communications, this is viewed as a form of a shadow belief. When reacting to the limitations of others in a critical manner, this is viewed as projecting a shadow of oneself onto others. If pain, trauma, and discomfort are experienced, a shadow may attempt to rise to the surface to seek correction. Shadow beliefs make us weak and distant from achieving personal and organizational goals. It is important to know facts about people and organizations and identify self-awareness steps to overcome organizational cultural challenges.

Social Media and Journalism

Social media has helped expose social, economic, and political attributes of some countries that have limited access to journalism or do not have the rights to journalism. Social media has also served some foreign communities with news distribution, especially countries that lack have the right to assembly, freedom of speech, and journalism. In some cases, while the news and media may have attenuated or omitted a news topic, social media may have amplified the topic by exposing facts, pictures, and videos, or if news and media has amplified a topic, social media may have attenuated the topic by exposing facts, pictures, and videos. Social media has helped expose some countries in terms of the way the government treats its citizens. Russia has banned the use of LinkedIn (Lunden, 2016). Although Facebook is banned in many continental Asian countries, some countries have found ways around this restriction. The reasons for these types of restrictions found in some countries is because of the influential attributes of SAAR, which is the theoretical framework for this paper.

A New Culture of Learning

When people think about traditional learning, they usually think about books and schools (Thomas & Brown, 2011). The dawn of the Internet and Internet of things has facilitated access to information and online social communities of practice, enabling the learner to research learning topics from anywhere, on any device, and at any time.

Social media facilitates mobile learning and information sharing. It can influence decision making process and learning development. Mobile devices are readily available and most people in different regions of the world have access, limited access or no access to social media. Many people seek answers by visiting social media sites such as Facebook, Twitter, or YouTube. Social media has transformed traditional information sharing, training, and learning models to a ubiquitous online access models. Similar to organizations and communities of practice, social media platforms have been shown to be effective and practical supplemental training and learning tools (Bozarth, 2010).

These five primary social media applications—Facebook, YouTube, LinkedIn, Instagram, and Twitter—are self-driven because they use people's emotions to create action; this form of leadership is known as transformational leadership. Transformational leadership and other leadership theories will be discussed in the next section.

Learning via Gamification

Perhaps gamification is a new term; however, the idea of engaging the audience to learn something new or motivate someone to solve a problem is not a new concept (Zichermann & Cunningham, 2011). The basic foundation that supports gamification is that it is fun, educational, and entertaining all at once (Werbach & Johnson, 2012). For instance, a famous game called "Where in the World is Carmen San Diego?" geography learning game that was an instant

success in educational games (Zichermann & Cunningham, 2011) helped students learn geography because it was fun and engaging. Games are meant to stimulate the mind whereby a learner can engage and stay engaged during the entire learning process. One of the elements of gamification is to provide smart incentives to ensure the learner stays on track during the entire learning process. Another important attribute of learning and gamification is that players are playing the game willingly and are not forced to do so. Gamification can be used as a tool to learn a specific subject or a complete desired leaning outcome. Gamification serves as an alternate approach to learning and accelerated the learning outcome. Any age group can take advantage of this learning technique as long as it is fun and students play the game willingly. The key point is to make the game attractive to the learner by providing specific and incremental incentives leading to progressive mental stimulation. Gamification can also offer the learner the ability to learn subjects in the comfort of their home, where they feel safe and comfortable (Werbach & Johnson, 2012).

For instance, designing a game that helps students prepare for the SAT exam is a viable example of gamification facilitating learning for a specific outcome. Learning usually offers a benefit for the learner and will serve as the motivating factor to keep the learner engaged during the learning period. Learning is an evolution of knowledge transfer where the learner understands its full use in a real-world application.

Learning without purpose is hard to retain after the initial learning process is complete. Motivation is connected directly to brain stimulation (Thomas & Brown, 2011). Games take the learner into a fantasy world where anything may be possible. Currently, gamification within the education system has a fragmented value proposition. For example, certain are sites and resources such as Sim City and the Tycoon series that use game stimulation as a foundation of

learning are not structured to provide a guaranteed and viable curriculum (Renaud & Wagoner, 2011).

Gamification and group learning can further accelerate learning outcomes by defining a learning process that is based on group learning, also known as a collective learning process (Thomas & Brown, 2011). The collective learning process provides the basic foundation for group learning, where any learner can reach out to a member of his or her team to further facilitate the learning process. Students are more comfortable seeking help amongst their peers than from a figure of authority.

Leadership Theories

In this section various leadership models are discussed; the servant leadership model was selected as the core leadership model for this study. The servant leadership model may be able to address the root cause of IHEs' general safety concerns. When people feel, welcomed, helped, and appreciated they are likely to make themselves better in many aspects of life. Campus safety issues starts with negligence, ignorance, and carelessness.

Servant leadership theory. Greenleaf and Spears's (2002) 10 principles of servant leadership were deemed the most applicable for addressing IHE safety related issues. In order to become a servant leader, one must become a servant first. Greenleaf and Spears's servant leader writings in the 1970s originated the servant leadership model. "A mark of leaders, an attribute that puts them in a position to show the way for others, is that they are better than most at pointing the direction" (p. 29). *The Journey to the East* (Hesse, 1956). inspired Greenleaf to study and develop the servant leadership model. There are 10 principles of servant leadership that can help create a community where everyone is included and no one is left behind (Greenleaf & Spears, 2002):

1. Listening: Listening embraces getting in touch with one's own inner expression and seeking to understand what one's body, spirit, and mind are communicating. Listening is essential for the growth of the servant leader. The servant leader seeks to identify the intent of the group and helps to guide that intent. The servant leader listens sympathetically and seeks to listen to verbal and non-verbal cues. To help create a safer campus environment, IHE leaders should actively listen to student demands and complaints via verbal and nonverbal cues.

2. Empathy: People need to be accepted and recognized for their special and unique attributes. The servant leader attempts to embrace alternate points of view and empathize with the people involved. The key assumption is not to reject a person, while refusing to accept poor attitude and performance.

3. Healing: Understanding the importance and practicing self-healing is a vital trait for the servant leader. Learning to heal is a significant factor for adaptation. One of the innate traits of servant leadership is the ability to self-heal, seeking completeness. Many people have altered spirits and suffer various emotional pains. Servant leaders acknowledge that they have an opportunity for themselves to become whole and help make whole those surrounding them.

4. Awareness: Consciousness and mindfulness empower the servant leader to become more attentive. The servant leader becomes aware of what needs to be served. Awareness also helps one understand issues involving beliefs and standards. An active awareness approach, enables a person to view most situations from a more unified, universal position.

5. Persuasion: A servant leader inspires action without enforcing tasks. The servant leader seeks to influence others, rather than force agreement. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership. The servant leader is effective at building consensus within groups.

6. Conceptualization: Servant leaders seek to recognize the big picture and the greater good for everyone involved. The servant leader has the ability to view problems as challenges from creative, imaginative, and holistic points of view. The traditional manager is focused on short-term goals. Servant leadership requires the type of thinking that embodies wider-based theoretical rationales.

7. Foresight: Foresight is a triangular approach to problem solving that enables the servant leader to understand the lessons from the past, the pragmatisms of the present-day, and the likely effect of a decision for the future. One can conjecture that foresight is the one servant leader feature that a person may naturally poses from cradle to grave.

8. Stewardship: Greenleaf and Spears's (2002) view of all institutions was one in which CEOs, staffs, and trustees all played momentous roles in holding their organizations in trust for the greater good of society. Stewardship assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and encouragement rather than force.

9. Commitment to the growth of people: Servant leaders believe that people have an inherent value beyond their tangible inputs as laborers. In practice, this can include facilitating action for personal and professional development, becoming an extension

of the personnel, taking suggestions from everyone involved, encouraging worker

involvement in the decision-making process, and actively helping internal job seekers

find other employment.

10. Building community: This awareness attribute of a servant leader seeks to identify the

means for building a common group and communities among those who work within

a given organization. Servant leadership suggests that true community can be created

among those who work in businesses and other associations with common beliefs and

values.

Northouse's (2013) study found the following:

Servant leadership is a paradox, an approach to leadership that runs counter to common

sense. Our everyday images of leadership do not coincide with leaders being servants.

Leaders influence, and servants follow. How can leadership be both service and

influence? How can a person be a leader and a servant at the same time? Although

servant leadership seems contradictory and challenges our traditional beliefs about

leadership, it is an approach that offers a unique perspective. (p. 219)

Transformational leadership. Northouse (2013) emphasized inspiration, innovation,

and individual concern in relation to transformational leadership. Northouse identified four

elements of transformational leadership: idealized influence, inspirational motivation, intellectual

stimulation, and individual consideration. This form of leadership works best in organized and

structured organizations at employee and management levels. This study suggests the use of

servant leadership model, which inspires everyone act to from within. When students, and

teachers feel welcomed, helped, and appreciated, they tend to do more an at will. This ensures

everyone is accounted for and everyone is served equally.

Transactional leadership. Transactional leaders do not focus on the individual desires of subordinates for progress and growth (Northouse, 2013). In the transactional leadership model, authority is consolidated, and decision-making is hierarchical (Robbins & Judge, 2010). Decisions are made at the executive level and pushed down to mid and low-level managers to enforce. Staff is rewarded according to how well they follow the rules. This leadership model does not necessary focus on inspiring people; rather it focuses on results and therefore it is not an appropriate leadership model for this study.

Leader member exchange (LMX) theory. Leadership-member exchange (LMX) theory based on unique two-way relationships also known as dyadic relationships between leader and follower. This study necessitated a leadership model that serves the needs of everyone involved and the greater good for everyone. There are simply too many students at any given institutions to create dyadic relationship between the leadership team and the student body. The leader creates mutual working relationships with his or her subordinates. This dyad means a unique two-way and one-on-one relationship with exclusive characteristics (Northouse, 2013).

There are generally two types of relationships within workgroups: the in-group and the out-group. The in-group is based on expanded and negotiated roles and responsibilities, and the out-group is based on formally defined roles. The in-group typically looks at the organizational structure as a whole and takes on responsibilities beyond the job description. The out-group follows strict working rules (Northouse,2013).

LMX theory looks at how the quality of these relationships affects organizational performance. High-quality leader-member relationships tend to result in less employee turnover and enhanced performance evaluations, as well as support for employee confidence. These exchanges are shown to be positive for the organization. LMX leadership theory is directly

related to organizational advancement and change management. LMX leadership model focuses on a one-to-one type of working relationship. This LMX model does not address the greater good of the community; servant leadership model is more appropriate for this study.

Section summary. In this section servant leadership was selected as the principal leadership model to address the root cause of IHEs' safety issues. In the next section higher education systems will be discussed and their role in providing statistical analysis to students and parents, enabling them to make informed decisions about considering a particular an IHE. In the next section IHEs is defined by U.S. Department of Education (2017) with statistical data indicating number and types of institutions in the United States.

Institutions of Higher Education (IHEs)

This section discusses factors leading to selection process for IHEs, 4-year and 2-year public and private degree granting universities and colleges located in United States.

Community colleges. In United States there are many types of postsecondary education options. One unique to the United States is the community college, also known as a junior college (American Association of Community Colleges, 2017). A community college is a 2-year institution that provides affordable postsecondary education, preparing students for 4-year degree granting institutions. Community colleges dates back to the early 1900s, with the oldest community college being founded in 1901 in the city of Joliet, Illinois. There are currently 1,685 community colleges that offer a 2-year associate degree in the United States (National Center for Education Statistics, 2016).

Four-year degree granting institutions. There are 3,039 community colleges that offer a 4-year bachelor's degree in United States (National Center for Education Statistics, 2016). These colleges include public, private, for-profit, and non-profit schools. Additionally, there are

and 107 historically Black institutions in the United States. Historically Black colleges and universities (HBCUs) were created in the mid-1800s, with the main purpose to educate Black students. Since that time, these colleges have transformed to become part of the progressive advancing IHEs, offering regionally accredited graduate, postgraduate, and doctoral degrees in specialized areas of studies for the greater good of the communities of all races (Dorn, 2013). HBCUs are academically and socially cooperative for Black students; Black students feel welcomed, helped, and appreciated, enabling them to focus more on their academic progress. In recent decades enrollment has declined at HBCUs, partly due to cost, prestige and importance of academic reputation of other IHEs (Scott, 2014).

Universities. A university is an IHE that offers undergraduate, graduate, and doctoral degrees both in public and private institutional settings. These institutions may have medical, dental, and or law school for students wishing to pursue professional degrees. Some universities offer accelerated programs in which students can earn both an undergraduate degree and a graduate degree in less time. Generally, a university has more diverse offering of classes and programs than a college. Some universities are church sponsored; practicing and discussing religious topics are welcomed, respected, and appreciated.

Non-profit university. A non-profit university is an IHE that offers a learning environment dedicated to serving the learning interests of its students, advising and helping students with academic and career endeavors. Student success is the utmost value of the institution (Franklin University, 2017). These institutions include but are not limited to: Harvard University, the California Institute of Technology, the Massachusetts Institute of Technology, and Stanford University.

For-profit university. A for-profit university is an IHE that offers a learning environment for its students; however, students' academic progress and success are not as important as they are at a non-profit organization. These institutions must generate a financial gain for their shareholders and stakeholders. Generating profit for stakeholders is the utmost value of the institution (Franklin University, 2017). These institutions include but are not limited to: ITT Technical Institute, DeVry University, National University, and Phoenix University.

In the next section historical background of campus safety in the United States will be discussed in detail. This section examines literature related to campus safety issues.

Historical Background Campus Safety Incidents

The historical background on campus safety dates back to July 26, 1764: the Enoch Brown incident, which was the first recorded school massacre. Although Enoch Brown was not a 4-year degree granting university it is worth mentioning since it was the first recorded school incident in American history. Campus safety issues started in the 18th century in the United States. Based on historical data, campus violence and shootings are growing at an alarming and concerning rate. In the 21st century, 194 mass shooting incidents were reported in 17 years, compared to the 20th century, when 228 mass shooting indecent were reported over 100 years. Table 1 shows Laura Finley's (2014) research on campus crime and violence by century.

Table 1

Campus Mass Shooting Incidents by Century

Century	Incidents of on-Campus Gun Violence
18th century	1 incident
19th century	37 incidents
20th century	228 incidents
21st century	194 incidents

The purpose of this literature review is to indicate that campus safety issues do exist, and they are prominent. Safety issues maybe underreported, amplified, or attenuated depending on social, economic, and political agenda of a community or a society as a whole. An examination of police officers' school response to an active shooter revealed that the IHE located in Texas didn't have a working relationship between administration and campus safety personnel. The administration personnel often refused to attend the required active shooter training administrated by campus police. The administration refused to talk about and or acknowledge campus safety related issues; this is an act of attenuation of risk when the risks are very real and prominent. They refused to address the safety issues and would rather call Special Weapons And Tactics (SWAT) team to come to the rescue. SWAT is an extension of public safety service that deals with riot response and violent confrontations with offenders. The administration's perception is not to get involved and let someone else to deal with the problem (Adkins, 2015). The fact the administration and campus safety did not share the same values created a risky proposition for the students. These inter departmental conflicts are typically attenuated because no one person is willing to accept its responsibility. This type of information is sometimes revealed through research and will never make it to social media.

The servant leadership model suggests listening to and serving the needs of others. A study of 15 colleges in Mississippi revealed that there is a need to create better relationships and trust between administration and students. Students need to feel welcomed, helped, appreciated, and most importantly safe. This is a known technique to demonstrate that every student's well-being is important to the administration. Security issues arise because of a root cause, lack of financial support to provide consistent campus safety training, development, and resources to administration and students (Boggs, 2012).

Crime Reporting Framework

      Reported crime. A type of crime reporting paradigm created as a result of FBI uniform crime reports and security incident reports. For instance, over 21 million major crimes were reported in 2008. Most of these crimes are against property; however, this type of crime negatively affects public perception of crime and spreads fear and distress in the public domain (Fennelly & Crowe, 2013).

      Unreported crime. This type of crime data is collected via national crime surveys. The national crime victimization survey (NCVS, is a data collection survey piloted by the U.S. Census Bureau for the Bureau of Justice Statistics (bjs.gov, 2016). It seeks to collect and compile victims of unreported crime. It surveyed 224,520 people located in the United States in the year 2016. About 21 out of 1,000 people living in the United States age 12 or older experienced 5.7 million forceful victimizations (Fennelly & Crowe, 2013).

      Unacknowledged crime. Unacknowledged crimes have not yet been identified as criminal events. Shoplifting and employees' thievery greatly contributes to this type of crime. The value loss due to this type of crime amounts to more than $37+ billion annually, costing the public another $100-200 billion (Fennelly & Crowe, 2013).

      Undetected crime. Undetected crimes are a type of crime that has been committed but not yet detected. For example, a person gets caught when he or she applies for a certain job that requires a complete background check. Internal Revenue Service (IRS) estimates annual losses of $100 billion due to income-tax fraud, insurance claim abuse, and theft of time. Theft of time costs the U.S. industry $125 billion yearly. The perceived community value and its economic outlook are blemished as a result of undetected crimes (Fennelly & Crowe, 2013).

U.S. Department of Education

The U.S. Department of Education publishes facts about campus safety incidents on a yearly basis and has made it mandatory for IHEs to report any and all incidents that occur on camps or at student dormitories. However, this published information is often overlooked, ignored, and hardly discussed in social media; this is a function of social attenuation of risk. According to the U.S. Department of Education, in 2015, 6,701 institutions with 1,1306 campuses reported 36,248 criminal offenses in the United States. Campus safety is a valid and prominent social problem in the United States.

Campus Safety Trend Data by U.S. Department of Education

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime statistics Act (Clery Act, 1990, was signed November 8th 1990. This act is also referred to as the Title I, student right to know and campus security act. The Clery Act necessitates all colleges and universities located in the United States that participate in receiving federal funding to collect data about all security incidents and publicize an annual security report (ASR) to employees, current or prospective students, or any other interested party. This ASR must include statistical information about campus crime for at least the previous 3 years. This report must also include planning guidelines as to what actions are being considered to improve campus safety.

ASRs must also include specific schema about declarations regarding crime reporting, campus security, law enforcement authority, and occurrence of alcohol and drug use, as well as a prevention plan for response to sexual assault, dating violence, and stalking (Clery Act, 1990). The U.S Department of Education has collected and published the following safety incidents as of year 2015. More granular data is available on campus safety and security trends.

Criminal offenses. In 2015, 36,248 criminal offenses were reported; this is based on 6,701 institutions with 11,306 campuses. A criminal offense is any act of conduct considered unlawful and dangerous to a person, community, and society as a whole. For example, murder is a criminal offense. Figure 1 indicates the number of murders reported by U.S. Department of Education in 2015. Figures 1-8 illustrate that campus safety issues are a prominent and growing epidemic problem in the United States. The U.S. Department of Education collects incident data only if they are reported; many incidents are not properly reported. The threats are real, and the campus safety related matters are growing year over year.

Hate crimes. In 2015, 1029 hate crime incidents were reported; this is based on 6,701 institutions with 11,306 campuses. For example, intimidation is a hate crime that involves a person threatening another person or group in exchange for something of value or an unlawful act. Figure 2 shows the number of intimidation acts in 2015, reported by U.S. Department of Education under the Clery Act.

Violence Against Women Act (VAWA). In 2015, 14,726 incidents were reported; this is based on 6,701 institutions with 11,306 campuses in the United States. According to the U.S. Department of Education, in the same year in the state of California with 680 intuitions and 1,050 campuses, 1041 offenses were reported. Dating violence on or off campus is becoming a growing epidemic in the United States. Figure 3 indicates the growing dating violence reported in 2014 and 2015 to the U.S. Department of Education. Dating violence grew from 3,593 incidents in 2014 to 4,336 incidents in 2015.

Location	SECTOR	2015
Reporting Location	Sector of Institution	
On Campus		
	Public, 4-year or above	13
	Private nonprofit, 4-year or above	2
	Private for-profit, 4-year or above	0
	Public, 2-year	13
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	0
	Total	28
Residence Halls (included in on-campus)		
	Public, 4-year or above	3
	Private nonprofit, 4-year or above	1
	Private for-profit, 4-year or above	0
	Public, 2-year	0
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	
	Private for-profit, less-than 2-year	0
	Total	4
Non-Campus		
	Public, 4-year or above	9
	Private nonprofit, 4-year or above	2
	Private for-profit, 4-year or above	0
	Public, 2-year	1
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	0
	Total	12
Public Property		
	Public, 4-year or above	2
	Private nonprofit, 4-year or above	5
	Private for-profit, 4-year or above	2
	Public, 2-year	0
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	0
	Total	9
Total		
	Public, 4-year or above	24
	Private nonprofit, 4-year or above	9
	Private for-profit, 4-year or above	2
	Public, 2-year	14
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	0
	Total	49

Figure 1. Murder statistics in 2015, U.S. Department of Education.

Location	SECTOR	2015
Reporting Location	Sector of Institution	
On Campus		
	Public, 4-year or above	143
	Private nonprofit, 4-year or above	145
	Private for-profit, 4-year or above	7
	Public, 2-year	60
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	4
	Public, less-than 2-year	4
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	5
	Total	368
Residence Halls (included in on-campus)		
	Public, 4-year or above	39
	Private nonprofit, 4-year or above	70
	Private for-profit, 4-year or above	3
	Public, 2-year	11
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	0
	Total	123
Non-Campus		
	Public, 4-year or above	11
	Private nonprofit, 4-year or above	8
	Private for-profit, 4-year or above	0
	Public, 2-year	0
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	0
	Total	19
Public Property		
	Public, 4-year or above	11
	Private nonprofit, 4-year or above	19
	Private for-profit, 4-year or above	0
	Public, 2-year	6
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	1
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	9
	Total	46
Total		
	Public, 4-year or above	165
	Private nonprofit, 4-year or above	172
	Private for profit, 4-year or above	7
	Public, 2-year	66
	Private nonprofit, 2-year	0
	Private for profit, 2-year	5
	Public, less-than-2-year	4
	Private nonprofit, less-than-2-year	0
	Private for profit, less-than-2-year	14
	Total	433

Figure 2. Intimidation acts in 2015, U.S. Department of Education.

Location	SECTOR	2014	2015
Reporting Location	Sector of Institution		
On Campus			
	Public, 4-year or above	1763	2224
	Private nonprofit, 4-year or above	1096	1333
	Private for-profit, 4-year or above	46	25
	Public, 2-year	307	396
	Private nonprofit, 2-year	9	4
	Private for-profit, 2-year	12	9
	Public, less-than 2-year	3	2
	Private nonprofit, less-than 2-year	0	1
	Private for-profit, less-than 2-year	1	7
	Total	3237	4001
Residence Halls (included in on-campus)			
	Public, 4-year or above	1147	1521
	Private nonprofit, 4-year or above	737	958
	Private for-profit, 4-year or above	23	16
	Public, 2-year	88	144
	Private nonprofit, 2-year	5	3
	Private for-profit, 2-year	0	0
	Public, less-than 2-year	0	0
	Private nonprofit, less-than 2-year		
	Private for-profit, less-than 2-year	0	1
	Total	2000	2643
Non-Campus			
	Public, 4-year or above	57	72
	Private nonprofit, 4-year or above	66	42
	Private for-profit, 4-year or above	3	3
	Public, 2-year	17	23
	Private nonprofit, 2-year	4	0
	Private for-profit, 2-year	0	0
	Public, less-than 2-year	0	0
	Private nonprofit, less-than 2-year	0	0
	Private for-profit, less-than 2-year	0	1
	Total	147	141
Public Property			
	Public, 4-year or above	93	81
	Private nonprofit, 4-year or above	69	74
	Private for-profit, 4-year or above	4	2
	Public, 2-year	25	28
	Private nonprofit, 2-year	7	0
	Private for-profit, 2-year	8	2
	Public, less-than 2-year	2	1
	Private nonprofit, less-than 2-year	0	1
	Private for-profit, less-than 2-year	1	5
	Total	209	194
Total			
	Public, 4-year or above	1913	2377
	Private nonprofit, 4-year or above	1231	1449
	Private for-profit, 4-year or above	53	30
	Public, 2-year	349	447
	Private nonprofit, 2-year	20	4
	Private for-profit, 2-year	20	11
	Public, less-than 2-year	5	3
	Private nonprofit, less-than 2-year	0	2
	Private for-profit, less-than 2-year	2	13
	Total	3593	4336

Figure 3. Dating violence in 2014 and 2015 reported by U.S. Department of Education.

Arrests. In 2015, 56,987 arrests were reported for various reasons; this is based on 6,701 institutions with 11,306 campuses. Student drug use and distribution is a legitimate reason for arresting the acting person or group involved. Drug use is a growing epidemic in IHEs. In 2014,

19,742 incidents were reported; in 2015 this number grew to 19,865 incidents, U.S. Department

of Education. Figure 4 shows on-campus drug related arrests and growing trends in this area.

Location	SECTOR	2014	2015
Reporting Location	Sector of Institution		
On Campus			
	Public, 4-year or above	15188	15493
	Private nonprofit, 4-year or above	2466	2440
	Private for-profit, 4-year or above	69	95
	Public, 2-year	1742	1569
	Private nonprofit, 2-year	67	59
	Private for-profit, 2-year	40	29
	Public, less-than 2-year	154	166
	Private nonprofit, less-than 2-year	1	1
	Private for-profit, less-than 2-year	15	13
	Total	19742	19865
Residence Halls (included in on-campus)			
	Public, 4-year or above	8419	8205
	Private nonprofit, 4-year or above	1481	1322
	Private for-profit, 4-year or above	43	34
	Public, 2-year	436	439
	Private nonprofit, 2-year	22	10
	Private for-profit, 2-year	2	9
	Public, less-than 2-year	2	5
	Private nonprofit, less-than 2-year		
	Private for-profit, less-than 2-year	2	1
	Total	10407	10025
Non-Campus			
	Public, 4-year or above	627	548
	Private nonprofit, 4-year or above	217	262
	Private for-profit, 4-year or above	38	51
	Public, 2-year	304	309
	Private nonprofit, 2-year	11	0
	Private for-profit, 2-year	1	3
	Public, less-than 2-year	0	1
	Private nonprofit, less-than 2-year	0	4
	Private for-profit, less-than 2-year	3	1
	Total	1201	1179
Public Property			
	Public, 4-year or above	4026	4012
	Private nonprofit, 4-year or above	1160	1202
	Private for-profit, 4-year or above	105	214
	Public, 2-year	726	722
	Private nonprofit, 2-year	31	46
	Private for-profit, 2-year	137	86
	Public, less-than 2-year	35	25
	Private nonprofit, less-than 2-year	3	15
	Private for-profit, less-than 2-year	193	197
	Total	6416	6519
Total			
	Public, 4-year or above	19841	20053
	Private nonprofit, 4-year or above	3843	3904
	Private for-profit, 4-year or above	212	360
	Public, 2-year	2772	2600
	Private nonprofit, 2-year	109	105
	Private for-profit, 2-year	178	118
	Public, less-than 2-year	189	192
	Private nonprofit, less-than 2-year	4	20
	Private for-profit, less-than 2-year	211	211
	Total	27359	27563

Figure 4. Drug related arrests in 2014 and 2015, U.S. Department of Education.

Disciplinary actions. In 2015, 252,775 incidents were reported; this is based on 6,701

institutions with 11,306 campuses. According to the U.S. Department of Education, possession

of alcohol, drugs, and weapons on campus may constitute a disciplinary action. As shown in

Figure 5, 192,206 total alcohol disciplinary actions were recorded by the U.S. Department of

Education.

Location	SECTOR	2015
Reporting Location	Sector of Institution	
On Campus		
	Public, 4-year or above	96420
	Private nonprofit, 4-year or above	84510
	Private for-profit, 4-year or above	519
	Public, 2-year	4473
	Private nonprofit, 2-year	357
	Private for-profit, 2-year	77
	Public, less-than 2-year	142
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	80
	Total	186578
Residence Halls (included in on-campus)		
	Public, 4-year or above	90374
	Private nonprofit, 4-year or above	76364
	Private for-profit, 4-year or above	488
	Public, 2-year	4009
	Private nonprofit, 2-year	346
	Private for-profit, 2-year	69
	Public, less-than 2-year	22
	Private nonprofit, less-than 2-year	
	Private for-profit, less-than 2-year	73
	Total	171745
Non-Campus		
	Public, 4-year or above	1206
	Private nonprofit, 4-year or above	2219
	Private for-profit, 4-year or above	124
	Public, 2-year	179
	Private nonprofit, 2-year	7
	Private for-profit, 2-year	55
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	75
	Total	3865
Public Property		
	Public, 4-year or above	955
	Private nonprofit, 4-year or above	770
	Private for-profit, 4-year or above	6
	Public, 2-year	24
	Private nonprofit, 2-year	0
	Private for-profit, 2-year	0
	Public, less-than 2-year	0
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	8
	Total	1763
Total		
	Public, 4-year or above	98581
	Private nonprofit, 4-year or above	87499
	Private for-profit, 4-year or above	649
	Public, 2-year	4676
	Private nonprofit, 2-year	364
	Private for-profit, 2-year	132
	Public, less-than 2-year	142
	Private nonprofit, less-than 2-year	0
	Private for-profit, less-than 2-year	163
	Total	192206

Figure 5. Alcohol disciplinary actions in 2015, 192,206 incidents, U.S. Department of Education

Unfound crimes. Unfound crimes are considered crimes that may or may not have

occurred. An unfound crime is a claim based on a false pretense. In 2015, 1,118 incidents were

reported; this is based on 6,701 institutions with 11,306 campuses. These crimes include false

accusations and crimes that were dismissed. Figure 6 shows data points from 2014 and 2015. In addition to unfound crimes, there are reported, unreported, unacknowledged, and undetected crimes.

Location	SECTOR	2014	2015
Reporting Location	Sector of Institution		
All locations combined			
	Public, 4-year or above	813	662
	Private nonprofit, 4-year or above	257	227
	Private for-profit, 4-year or above	7	6
	Public, 2-year	250	196
	Private nonprofit, 2-year	12	4
	Private for-profit, 2-year	8	6
	Public, less-than 2-year	12	6
	Private nonprofit, less-than 2-year	1	2
	Private for-profit, less-than 2-year	5	9
	Total	1365	1118

Figure 6. Unfound crimes in 2014 and 2015, U.S. Department of Education.

Student on-campus housing fires. In 2015, 1926 incidents were reported; this is based on 687 institutions with 701 campuses in addition to 55 injuries or deaths. Figure 7 shows on-campus fire trends based on incidents in 2014 and 2015.

Location	SECTOR	2014	2015
Reporting Location	Sector of Institution		
Fires			
	Public, 4-year or above	958	825
	Private nonprofit, 4-year or above	1058	987
	Private for-profit, 4-year or above	19	18
	Public, 2-year	54	89
	Private nonprofit, 2-year	3	6
	Private for-profit, 2-year	2	1
	Public, less-than 2-year	1	0
	Private nonprofit, less-than 2-year		
	Private for-profit, less-than 2-year	1	0
	Total	2096	1926

Figure 7. On-campus fire incidents in 2014 and 2015, U.S. Department of Education

Illegal weapon possessions. Research has indicated a growing problem with students carrying weapons on campus. Figure 8 indicates this growing problem in the United States. With regard to SAAR this type of data may or may not be important to prospective students, parents, or any interested people. This research study utilized a specific survey that may provide clarity as

to what factors are important and what factors are not important. The dataset in Figure 8 indicates that for the year of 2015, the U.S. Department of Education reported that an increasing number of students have opted to carry weapons. This trend may have led to gun violence, violent confrontations, and undesirable outcomes.

Parental Concerns

Parents use various sources of information when deciding where to send their children to college, such as family members, current students, social media, and news. They may consider a variety of factors including but not limited to reputation, prestige, location, educational outcomes, likelihood of starting a career after graduation, and cost. Sometimes the information sources and factors are interrelated, such as a discussion or a story about an IHE's reputation on Facebook. Social media is a medium to get a message across to thousands if not millions of people. Such messaging includes comments, pictures, and videos that could potentially amplify or attenuate ideas, events, and thoughts regardless of the integrity of the message. Social, political, educational, and economic background of individuals on social media plays a large part in formation of information and distribution.

Campus safety risks in the news are typically socially attenuated so that all universities can be taken into consideration equally as long as they meets child's field of study or specific program requirements. Figure 8 shows publicly available and actual on-campus gun violence incident reports for year 2015; the threats are real, but this type of risk is heavily attenuated on popular social media such as Facebook, Instagram, and Twitter.

Location	SECTOR	Year 2014	Year 2015
Reporting Location	**Sector of Institution**		
On Campus			
	Public, 4-year or above	622	723
	Private nonprofit, 4-year or above	154	189
	Private for-profit, 4-year or above	10	15
	Public, 2-year	228	273
	Private nonprofit, 2-year	7	15
	Private for-profit, 2-year	10	6
	Public, less-than 2-year	24	23
	Private nonprofit, less-than 2-year	0	1
	Private for-profit, less-than 2-year	3	4
	Total	1058	1249
Residence Halls			
	Public, 4-year or above	167	212
	Private nonprofit, 4-year or above	36	54
	Private for-profit, 4-year or above	1	5
	Public, 2-year	23	35
	Private nonprofit, 2-year	0	4
	Private for-profit, 2-year	3	1
	Public, less-than 2-year	1	0
	Private nonprofit, less-than 2-year		
	Private for-profit, less-than 2-year	0	0
	Total	231	311
Non-Campus			
	Public, 4-year or above	69	50
	Private nonprofit, 4-year or above	31	33
	Private for-profit, 4-year or above	15	6
	Public, 2-year	46	44
	Private nonprofit, 2-year	0	0
	Private for-profit, 2-year	0	0
	Public, less-than 2-year	0	0
	Private nonprofit, less-than 2-year	0	2
	Private for-profit, less-than 2-year	0	1
	Total	161	136
Public Property			
	Public, 4-year or above	275	307
	Private nonprofit, 4-year or above	158	163
	Private for-profit, 4-year or above	7	78
	Public, 2-year	59	92
	Private nonprofit, 2-year	7	4
	Private for-profit, 2-year	61	20
	Public, less-than 2-year	20	3
	Private nonprofit, less-than 2-year	0	2
	Private for-profit, less-than 2-year	24	24
	Total	611	693
Total			
	Public, 4-year or above	966	1080
	Private nonprofit, 4-year or above	343	385
	Private for-profit, 4-year or above	32	99
	Public, 2-year	333	409
	Private nonprofit, 2-year	14	19
	Private for-profit, 2-year	71	26
	Public, less-than 2-year	44	26
	Private nonprofit, less-than 2-year	0	5
	Private for-profit, less-than 2-year	27	29
	Total	**1830**	**2078**

Figure 8. Illegal weapon possessions in 2015.

The basis of parental concerns is socially acceptable; all parents want their children to be safe and attend a reputable intuition with great career outcomes. However, this may not be easily attainable SAAR may influence parental decision outcomes. The purpose of this study was to determine if social media plays an influential role in the parental decision-making process.

Gap Analysis

No U.S.-wide study has been conducted on this topic; individual universities have been studies from a campus safety standpoint, but not from a public perception point of view. The current literature does not provide parental or public opinion about how campus safety is viewed at a national level; this study attempted to seek public opinion on campus safety across United States. No academic research has been conducted in relation to the IHE perception and selection process on a national level, and the SAAR theoretical framework has not been used as the basis for campus safety issues and selection process. This study strove to determine which information sources and what factors influence parental decision-making outcomes. This research study, outlined in chapter 3, strove to determine factors that influence public opinion about campus safety issues in the United States.

The research questions attempted to identify what considerations matter most about selecting an IHE, and what sources may influence public opinion and or parental decision-making processes. Research questions, which factors, if any are significantly more important than public safety as a selection factor? What is the relative importance of various information sources in making a college selection decision? Are any of the selection factors related to any of the information source ratings? Are any of the selection factors related to any of the information source ratings after controlling for respondent demographics (gender, age, education, etc.)?

Summary

This chapter reviewed existing literature about the historical background of the problem, theoretical framework, leadership styles, and IHEs. This chapter also discussed social media in detail, including the most popular social media applications such as Facebook, Instagram, and Twitter. The theoretical framework discussed in this chapter is SAAR. The effects of social

media on organizational culture and how social media has fundamentally changed the way people share, distribute, follow, and learn. Social media has introduced a new culture of learning that is borderless; information and learning opportunities are available at any time, on any device, and from anywhere.

Various leadership styles are discussed in this chapter. The servant leadership model was deemed the most suitable model for this study, as its intent is to serve the need of the student.

The U.S. Department of Education collects, organizes, and publishes data on safety and criminal campus incidents. This type of information, which is readily available to any interested person, may help parents evaluate various factors for institutional selection considerations. Based on data from the U.S Department of Education, safety factors and concerns are considered facts; however, actual risk factors may have been attenuated in social media. This study sought to determine how social media affects the parental decision-making process and what factors affect the parental decision-making process.

The next chapter presents the research methodology, research questions, and survey in detail. Chapter 3 includes a detailed discussion of the research questions, survey questions, protection of human subjects, and institutional review board process.

Chapter 3: Research Methodology

This chapter defines the research methodology for this study, addressing the research design and approach of the study, and providing the research questions used to support the basis of the study. This chapter offers a detailed description of data source, data collection methodology, and parameters used for data analysis in addition to protection of human subjects.

Restatement of Problem Statement

The problem is that there is currently insufficient research to determine if there is a correlation between public perception of campus safety among other factors and student/parent IHE selection process. There are no independent studies about what factors influence student/parent IHE selection process. The target population for this study was parents, professional working adults over 18 years of age living in the United States. Influential people have a track record to influence others to make decisions. Social media may be influential with amplification or attenuation of risk in relation to factors that can influence the IHE selection process.

Restatement of Research Questions

The purpose of these research questions was to determine which factors, if any are significantly more important than campus safety as a selection factor, as well as the relative importance of various information sources in making a college selection decision. This study was designed to address the following research questions:

1. Which factors, if any are significantly more important than campus safety as a selection factor?

2. What is the relative importance of various information sources in making a college selection decision?

3. Are any of the selection factors related to any of the information source ratings?

4. Are any of the selection factors related to any of the information source ratings after controlling for respondent demographics (gender, age, own education)?

Research Methodology

This study was based on a quantitative research methodology. There were four questions addressing demographics and two Likert scale questions seeking to observe 20 questions for this study. The primary objective was to evaluate the relationship between variables, particularly comparing campus safety to all other factors and information sources. Creswell (2013) indicated that quantitative research is the ideal instrument for testing neutral theories by observing the relationship between variables. These variables can be measured in terms of numbers that can be analyzed using inferential statics to infer a sample a population.

This study was centered on convenience sampling research methodology; survey participants were self-selected and sourced from anywhere that was easily, readily available, and convenient. Specifically, this study sought subjects from LinkedIn, which provided instant access to 141 million possible subjects that live in the United States (see Appendix A). Members of LinkedIn social media application are generally working professionals and parents with adequate work and educational backgrounds. Permission to use LinkedIn population as part of this study was not required; according to LinkedIn advertising guidelines, surveys are not prohibited (see Appendix B). The researcher called LinkedIn support line and spoke with a customer service professional to confirm that permission is not required for any survey as long as the survey is not fraudulent, deceiving, and malicious. If LinkedIn feels any posting was fraudulent, deceiving or malicious, they will remove it without notice. The researcher also obtained explicit permission to post a survey on LinkedIn (see Appendix C).

LinkedIn Connection Levels

LinkedIn has different levels of connections, or better known as relationships: first-degree, second-degree, and third-degree. A first-degree contact is a person that has direct access to other first-degree contacts. A second-degree contact is a person that will gain access to first-degree contact via mutual contacts. A third-degree contact is a person that does not have direct contact to first-degree contacts and is in a completely a different industry. The researcher for this study posted the survey on LinkedIn, which offered access to more than 141 million active members in the United States. The researcher's first and second-degree connections include over 2.4 million members located in the United States. The survey for this study was posted as a public post visible to every LinkedIn member worldwide.

Parental Sources and Factors

In Table 2, a list of complete information of sources and factors have been identified and selected collaboratively with a panel of doctoral experts in the field of data collection and data analysis to ensure the sources and factors selected for this study were statistically feasible and that the study could render useful results.

Table 2

Factors Observed in This Study

Source of Information	Factors For Selecting a Suitable IHE
Counselor recommendation	Major
Social Media influence	Program
Opinion of graduates	Student/Professor Ratio
Blog posts	Student Life
Online discussion forums	Athletics
Opinion of family members	Prestige
IHE website	Location
Current student feedback	Cost
Campus Visit	Value of IHE align with family values
US News and World Report ratings	Campus Safety

Sources of Information

  Counselor recommendation. Students and parents sometimes seek counselor recommendations and expert advice. This complimentary resource is available to prospective and existing students. Since counselors have the best interest in the institution, they may or may not share any derogatory information about the institution's safety matters with parents and or prospective students. Counselors focus on new prospective and existing students' individual educational needs. Counselors help students to define educational goals and timelines for on-time graduation or transfer to another IHE.

  Social media. Social media has enabled almost everyone to share their personal views, seek advice and information, socialize, and shop. Information moves through social media fast, reaching thousands of people if not millions. News and media also use social media to extend their reach. Information shared on social media is not necessary factual. Facebook, Instagram, and Twitter are great examples of social media applications that can be run on smart phones, tablets, and personal computers and are accessible to most people located in the United States.

  Opinion of graduates. Parents sometimes seek opinions of graduates of a given institution via their friends, family, community members, and coworkers. The objective is to seek specific information in first person about thoughts and experiences of graduates.

  Blog posts. Much like social media, a blog post is a good way to post and share information to any interested people. Any interested person can share an idea or a thought, and others can comment and ask related questions to create a full discussion on a particular topic. For example, a student can create a blog post asking about institutions' current or past issues with campus safety, active shooters, or gun violence. Any interested person may share their opinion, fact or fiction, which could influence the reader's decision-making process. Blogs are meant to

serve the needs of people at a personal level. Blog posts may amplify or attenuate certain topics from a first person point of view; they may also affect the decision making process of those that read and participate in those blog posts.

Population

This study explored public opinion to compare the importance of campus safety against other variables and its relationship to students' IHE selection process and enrollment. Social media has a significant role and influence in structuring the collection and distribution of information and public opinion. The population for this study was working adults on a well-established social media network called LinkedIn. According to LinkedIn, it is the largest professional social media network with millions of active members. This member population covers the general public, parents, students, and professionals: a wide range of individuals with various social, economic, and political backgrounds (LinkedIn, 2018).

Sampling Method

This study did not use sample data; instead it used new data via a self-selected population, a sample of convenience. Once this survey was posted publicly on LinkedIn social media (LinkedIn, 2018), it become visible and accessible to potentially 141 million people that lived in the United States. The population was based on sample of convenience and subjects voluntarily self-selected to take the survey.

To determine the needed sample size for partial correlations, the G*Power 3.1 software program was used (Faul, Erdfelder, Buchner, & Lang, 2009). With four predictors (information sources, age, gender, and education) based on a medium effect size ($f2 = .15$) and an alpha level of $\alpha = .05$, the needed sample size to achieve sufficient power (.80) was 85 respondents.

Data Gathering Instrument

An Internet-based anonymous survey questionnaire was used for data collection. The collection instrument was Qualtrics (Qualtrics.com, 2018), an online survey management system. The survey was open for 47 days. Ninety qualified results were collected.

Survey instrument. The instrument for this research was a Likert scale survey (see Appendix D). The survey included four demographic questions, two multi-part Likert scale questions observing 10 common factors and 10 information sources, and two questions about campus security concerns seeking subjects' personal or family member experience. The four demographic questions sought participants' age, gender, own education, and location. The survey instrument asked subjects to acknowledge and give informed consent prior to participating or looking at the survey questions. Table 2 illustrates the questions in terms of factors and information sources.

Data Gathering Procedure

The data gathering procedure was subject to complete privacy and anonymity. This study sought a sample size relative to its population. The survey was posted on LinkedIn with a population of 141 million active members located in the United States. The survey was posted for 47 days, from November 1, 2017 to December 17, 2017 (see Appendix E). In order to begin the survey, subjects were instructed to click on the survey link to be redirected to Qualtrics, a survey management system, at which point they were presented with survey information and informed consent. If subjects wished to continue they first had to accept the terms of the informed consent and then they were allowed to take the survey. If subjects did not wish to take the survey, they were given the option to stop and close the survey. Personal identifying

information such as name, phone number, or email address was never collected before, during, or after the survey.

The data gathering procedure, which includes steps and expected duration for each step, is outlined in Table 3. The outline provides a detailed explanation as to how long each of the steps took to complete.

Table 3

Steps Used, and Expected Duration, in the Data-Gathering Phase

Data Gathering Steps	Expected Duration
Step 1. Focus Group	1 Week – Actual
Step 2. Corrections To Survey	1 Week – Actual
Step 3. Survey Final Revision	1 Week – Actual
Step 4. Post Survey Online	47 Days – Actual
Step 5. Post Survey Reminder	1 Week – Actual
Step 6. Close Survey Procedure	1 Week – Actual

Step 1. Focus group. A focus group was formed to ensure that the survey questions could successfully answer the research questions in this study. A focus group was assembled online and invitations (see Appendix F) were sent only to three qualified individuals that had earned a doctoral degree from a regionally accredited IHE. The three qualified individuals have extensive experience assessing, identifying, creating, and validating surveys for students' research projects at IHEs. An online survey was created for the focus group to review and validate the survey questions via Qualtrics.com (2018), a survey management system. The focus group was emailed requesting to participate in the survey (see Appendix G). The focus group assembly and data collection phase was completed in 7 days. The researcher received six results from the focus group survey; some respondents provided detailed explanations. This process validated that the survey questions were able to answer the research questions. The results were mostly positive except for one response suggesting that the collection of demographics was

essential to address research question four. This particular reviewer did not review the survey questions completely and concisely. The researcher designed the survey with collection of demographics in mind. Demographics for this study included age, gender, and education level.

Step 2. Corrections to survey. Once the focus group survey results were gathered, the results were examined and corrected per the focus group's collective recommendations. If no update was required, then the survey was deemed ready for data collection phase. The survey questions were aligned with the research questions. If corrections were deemed necessary, then the survey instrument was updated and moved to the next step, which was the survey's final revision phase. The survey review correction phase duration was 7 days and no corrections were required.

Step 3. Survey final revisions. A final revision of the survey was loaded in Qualtrics.com and ready for data collection. be updated and prepared for data collection phase. The survey final revision phase took 7 days.

Step 4. Post survey online. It was mandatory for participants to acknowledge and accept the terms of informed consent (see Appendix H) prior to completing the survey. The informed consent form indicated that the participant was about to take the survey at will. The identity of people taking the survey was not collected and the participants remained completely anonymous at all times.

The survey was posted on social media as a public post, which means anyone had access to the survey on LinkedIn during the data collection phase, which in this case took 47 days to obtain the required number of participants for this study. Once a minimum of 85 valid results was collected, the researcher executed step 6 in the process and closed the survey. Seven survey reminders were posted on LinkedIn, including the nature, description, and purpose of the survey.

The data collection phase took 47 days with seven reminders sent. A total of 90 qualified results were collected and ready for statistical analysis.

Step 5. Post survey reminder. Survey reminders were sent via social media every week over 7 weeks. The survey was extended several times to reach the minimum sample size ($N = 85$). The post survey reminder phase was managed and monitored over a period of 7 weeks.

Step 6. Close survey procedure. The data collection phases collected adequate results, which were tallied to ensure they met the all requirements. After determining that it was statistically feasible to commence the data analysis step of this research study, the survey was closed by posting a message on social media thanking those that participated along with a message that indicated the survey was now closed. The closed survey procedure took 1 week to implement.

Data Analysis

In this section statistical methods are discussed for each of the research questions. The researcher used inferential statistics and observed multiple variables to draw inferences from the sample to a population (Creswell, 2013). To address research question 1 (Which factors, if any are significantly more important than campus safety as a selection factor?) statistically, the importance ratings was ranked ordered by the highest importance rating. To determine which items were significantly more important than campus safety, a series of Wilcoxon matched pairs tests were calculated (Faul et al., 2009). To address research question 2 (What is the relative importance of various information sources in making a college selection decision?) statistically, the importance rating was a test for differences between groups. Since the dependent variable being measured was ordinal, a series of Freedman non-repeated measures test was conducted. To address research question 3 (Are any of the selection factors related to any of the information

source ratings?) statistically, the importance ratings was ranked ordered by the strength and direction of association between two variables measured on at least an ordinal scale. A series of Spearman's rank-order correlation coefficients (aka Spearman's correlation tests) were calculated. To address research question 4 (Are any of the selection factors related to any of the information source ratings after controlling for respondent demographics (gender, age, own education)?), statistically, the importance rating was to the test for strength and direction of a linear relationship between two continuous variables while simultaneously controlling for the effect of one or more other continuous better known as covariates. For this analysis, a series of partial correlation tests were calculated.

Survey results evaluation procedure.

- *Completed surveys.* Surveys were completed and ready for analysis (N = 90). Furthermore, every applicable question on the completed surveys was addressed.

- *Incomplete surveys.* These survey results were discarded and not used for this research study. If a participant missed a question or refused to address any survey entry, that survey was considered incomplete and was not used in the data analysis phase of this study.

- *Incorrectly completed surveys.* These surveys were discarded and not used for this study. The survey must have been correctly filled out. The survey instrument provided support to ensure participant did not leave any questions blank.

- *Sample figure.* See Appendix I for a sample figure of the survey, which illustrates what a completed survey looks like. All questions were answered completely, and, in such case, the results were viable for data analysis.

Validity of data gathering instrument. Content validity was based on focus group survey results. The research study survey questions were validated by a panel of individuals that have earned a doctoral degree from a regionally accredited institution with extensive survey creation, validation, and analysis experience. This was done to ensure that the survey questions could answer the research questions.

Reliability of data gathering instrument. Since this survey became available to 141 million social media LinkedIn members, it was expected to receive an adequate number of results. The number of qualified results used in this study was 90; however, only 85 were required.

Protection of Human Subjects

The purpose of meeting Institutional Review Board (IRB) requirements was to protect the human subjects in this research study. The highest form of ethical practices was applied during the entire research study period. IRB is an organization that requires and guides graduate students to become aware of and adhere to the protection of individuals' rights, confidentiality, and anonymity as human subjects in a research study. The main objective of the IRB process was to protect human subject from harm while conducting research.

IRB exempt application. Pepperdine University's policy required that all research involving human subjects must be guided in agreement with generally accepted practices and ethical considerations. The research study was approved by Pepperdine University's IRB. According to Pepperdine University Graduate School of Psychology (GPS) IRB policy,

> The primary goal of the GPS IRB is to protect the rights and welfare of human subjects participating in research activities conducted under the auspices of Pepperdine University. Applications submitted to the GPS IRB generally encompass social,

behavioral, and educational research and are usually considered medically non-invasive. (Pepperdine University Institutional Review Board, 2018, para. 1)

This research study was exempt from Federal Regulation 45CFR 46.101b. An exemption application was submitted to IRB requesting exempt status for the following reasons:

1. The survey was based on complete anonymity; personal information such as names, numbers, addresses, or any other personal identifying data was not collected in any form or at any time before, during, or after the survey.

2. This research study did not include minors, pregnant women, terminally ill people, wards of the state, fetuses, or prisoners.

3. This research did not present any known risks to participants.

4. The survey for this study was based on self-selection and voluntary participation. No people were forced to take the survey.

5. This research describes the purpose and intent of the study and did not diverge from its original purpose and intent.

6. This research study did not pose more than minimal risk to participants.

Table 4 illustrates this research study in relation to IRB exempt status. There were eight considerations. Based on IRB's exempt guidelines and the results of this table, this research study qualified for exemption status.

Survey anonymity. The survey was based on complete anonymity. Participant identity was never collected, saved, stored, or transferred. Since the population was self-selected the researcher was not aware of the identity of the survey participants.

Table 4

IRB Exempt Status Requirements in Relation to This Research Study

Question	Answer
Does this study involve human subjects?	YES
Does this study subjects under the age of 18?	NO
Does this study involve the direct participation of minors or interaction with the researcher?	NO
Does this study pose more than "minimal risk" to participants?	NO
Does this study involve collection of identifiable information from participants?	NO
Does this study include secondary or coded data that is sensitive?	NO
Does this study involve pregnant women, terminally ill, wards of the state, fetuses, or prisoners?	NO
Does this study involve quasi-protected population?	NO

IRB recommended procedures. At Pepperdine University, all applicable students, faculty and staff are required to receive IRB endorsement that the research study meets the federal guidelines. The researcher successfully completed the Collaborative Institutional Training Initiative (CITI, 2018) training and certification required by Pepperdine (see Appendix J).

The researcher studied the Belmont Report during the training. The Belmont Report is a basic guideline for ethnical consideration with regard to the protection of human subject in a research study. The Belmont Report (1979):

Defines and delineates between "Practice" and "Research", describes the concept of

"Respect for Person" and provides formulations for the ethical distribution of research

benefits and risks (Principle of Justice). The Belmont report does not describe the

necessity to effectively manage conflicts of interest. (p. 1)

Summary

In chapter 3, research methodology, research problem, research questions, data gathering instrument validity, and data collection procedures were outlined. The data gathering procedure

ensured the survey was valid and could answer the research questions. The reliability of the data-gathering instrument was also discussed. The data analysis procedure ensured that only completed survey results were used for this study. The mandatory IRB procedure and the protection of human subjects were defined and described.

Chapter 4: Data Collection and Analysis

The purpose of this study was to determine if the public perception of campus safety had

a positive or a negative correlation with the process for choosing IHEs. Survey data were

gathered from 90 participants by way of the LinkedIn social media network. The data collection

duration was 47 days, from November 1, 2017 to December 17, 2017. Frequent reminders were

posted on LinkedIn social media to ensure at least 85 people would participate. A total of six

reminders was posted on LinkedIn about 7 days apart. Incorrectly completed survey results were

discarded. For those participants that did not correctly fill in the age demographics, the mean

score for age was used to create a continuum in order to perform correlation statistics.

Table 5 has the frequency counts for the demographic variables in the study. Table 6 has

the ratings of common factors for college decisions to address Research Question One. Table 7

has the ratings of sources of information for the selection process for college decisions to address

Research Question Two. As additional findings, Table 18 has the frequency counts for level of

endorsement of campus security concerns. Table 19 has the frequency counts for qualitative

responses to campus security concerns.

Description of the Sample

Table 5 has the frequency counts for the demographic variables in the study. All 90 of

the participants lived in the United States. Ages ranged from 20-29 (4.4%) to 70-79 (3.3%) with

a mean age of $M = 47.74$ years ($SD = 11.79$). Most of the respondents were male (75.6%).

Education levels ranged from high school diploma (11.1%) to doctoral degree (12.2%); the most

frequent was a bachelor's degree with $n = 40$ (44.4%). Defining education as a continuous

variable enabled the researcher to compute education as a demographic correlation by

maintaining a continuum of variable data, which is required for proper correlation computation.

Table 5

Frequency Counts for Selected Variables (N = 90)

Variable	Category	*n*	%
Live in USA			
	Yes	90	100.0
Age [a]			
	20-29	4	4.4
	30-39	20	22.3
	40-49	26	28.9
	50-59	26	28.9
	60-69	11	12.3
	70-79	3	3.3
Gender			
	Male	68	75.6
	Female	22	24.4
Education Level			
	High School Diploma	10	11.1
	Bachelor's Degree	40	44.4
	Other Education [b]	6	6.7
	Master's Degree	23	25.6
	Doctoral Degree	11	12.2

[a] Age: *M* = 47.74 years, *SD* = 11.79.
[b] Those six respondents with other but unknown levels of education were placed in the center of the distribution so that education could be used as a continuous variable.

Answering the Research Questions

Research Question One was, *Which factors, if any are significantly more important than campus safety as a selection factor?* To answer this question, Table 6 has the ratings of common factors for college decisions sorted by highest mean. Ratings were given using a 5-point metric: 1 = *Not at all important* to 5 = *An extremely important factor*. The most important rated common factors were campus safety (*M* = 4.43, *SD* = 0.67), major (*M* = 4.41, *SD* = 0.60), and program (*M* = 4.39, *SD* = 0.65). The least important rated common factors were athletics (*M* = 2.82, *SD* = 1.14) and prestige (*M* = 3.29, *SD* = 1.14).

Table 6

Ratings of Common Factors for College Decision Sorted by Highest Mean with Wilcoxon Tests Comparing Campus Safety to Other Factor Ratings (N = 90)

			Wilcoxon Test [a]	
Item	*M*	*SD*	*z*	*p*
Campus Safety	4.43	0.67	n/a	n/a
Major	4.41	0.60	0.30	.76
Program	4.39	0.65	0.55	.58
Cost	4.27	0.96	1.26	.21
Student Life	4.01	0.71	4.24	.001
Student/Professor Ratio	3.89	0.81	4.70	.001
Location	3.69	0.97	5.57	.001
Values of University Align with Family Values	3.58	1.04	5.76	.001
Prestige	3.29	1.14	6.34	.001
Athletics	2.82	1.14	7.36	.001

Note. Ratings based on a five-point metric: 1 = *Not at all important* to 5 = *An extremely important factor.* Friedman repeated measures test result: χ^2 (9, *N* = 90) = 249.14, *p* = .001.
[a] Wilcoxon Test comparing campus safety (*M* = 4.43, *SD* = 0.67) against each of the other nine factor ratings.

The ratings for the 10 factors were compared using a Friedman nonparametric repeated measures test. The overall test was significant (*p* = .001). As a follow-up, the mean rating for campus safety (*M* = 4.43, *SD* = 0.67) was compared against each of the other nine factor ratings in a series of Wilcoxon matched pairs tests. Inspection of Table 6 revealed that the importance of campus safety was not significantly different from three of the other factors (major, program, and cost). However, campus safety was given a significantly higher importance rating (*p* = .001) from each of the remaining six factors (student life, student/professor ratio, location, values of university align with family values, prestige, and athletics).

Wilcoxon matched pairs tests compared the mean ratings of common factors for college decision. By comparing the mean of a given dataset, the researcher was able to compare the importance of campus safety factor to other factors such as major, program, and cost. In Table 6

common factors are compared using Wilcoxon matched pairs with highest to lowest mean. Campus safety factor has a z-score or standard deviation of n/a because campus safety cannot be compared against itself. The P value is the calculated probability and in case of campus safety value of n/a is because the P value cannot be determined by comparing it to itself. Table 6 indicates that campus safety is an important factor in addition to major, program, cost and student life.

Research Question Two was, *What is the relative importance of various information sources in making a college selection decision?* To answer this question, Table 7 has the ratings of sources of information for college decisions sorted by highest mean. The ratings for the ten information sources were compared using a Friedman nonparametric repeated measures test. Freedman repeated measures tests aim to determine differences between groups when the dependent variable measured is ordinal. For instance, satisfaction scores are based on ordinal numbers, such as not satisfied, satisfied, neutral, very satisfied and extremely satisfied.

The overall test was significant ($p = .001$). Ratings were given using a 5-point metric: 1 = *Not at all important* to 5 = *A significant factor*. The most important rated sources of information were campus visits ($M = 4.33$, $SD = 0.73$), graduates' opinions ($M = 3.92$, $SD = 0.94$), and ratings from U.S. News and World Report (and those of similar organizations; $M = 3.68$, $SD = 1.08$). The least important rated sources of information were social media ($M = 2.49$, $SD = 1.10$) and Facebook comments by parents of current students ($M = 2.49$, $SD = 1.06$).

Table 7

Ratings of Sources of Information for College Decision Sorted by Highest Mean (N = 90)

Item	M	SD
Campus visit	4.33	0.73
Opinion of graduates	3.92	0.94

Item	M	SD
Ratings given by impartial organizations such as US News and World Report	3.6	1.08
Counselor recommendation	3.54	0.98
University website	3.13	1.10
Online discussion forums	2.88	1.07
Opinions of family members	2.83	1.16
Blog posts	2.73	0.99
Social Media (Facebook, Twitter, Instagram)	2.49	1.10
Facebook comments by parents of current students	2.49	1.06

Note. Ratings based on a five-point metric: 1 = *Not at all important* to 5 = *A significant factor.* Friedman repeated measures test result: χ^2 (9, $N = 90$) = 292.88, $p = .001$.

Research Question Three was, *Are any of the selection factors related to any of the information source ratings?* To answer this question, 100 Spearman correlations were used to test the relationships between the importance rating for each of the 10 sources of information for college decisions and the importance ratings for each of the 10 common factors influencing college decisions (Tables 8 to 12).

Cohen (1988) provides a set of strategies for understanding the strength of linear correlations. According to Cohen, a weak correlation usually has an absolute value of $r = .10$ which explains about 1% of the variance, a moderate correlation normally has an absolute value of $r = .30$, which explains about 9% of the variance, and a strong correlation typically has an absolute value of $r = .50$, which explains about 25% of the variance. This chapter will primarily highlight those correlations that were at least moderate strength to decrease the chances of Type I error, also known as a false positive, stemming from inferring and drawing conclusions based on the possibility of spurious correlations.

Table 8 displays the Spearman correlations for the 10 sources of information with the selection factors of prestige and location. For the resulting 20 correlations, eight were significant at the $p < .05$ level, with three correlations being of moderate strength using the Cohen (1988) criteria. Specifically, the moderate strength correlations were the importance rating for the

opinions of family members source with the importance rating for the prestige factor ($r_s = .34$, $p = .001$), ratings given by impartial organizations such as US News and World Report source with location factor ($r_s = .47$, $p = .001$), and social media source with location factor ($r_s = .37$, $p = .001$).

Table 8

Spearman Correlations for Sources of Information for College Decision Variables with Prestige and Location (N = 90)

Source of Information Variable	Prestige		Location	
Opinions of family members	.34	****	.25	*
University website	.18		.17	
Facebook comments by parents of current students	.12		.09	
Campus visit	.06		.05	
Ratings given by impartial organizations such as US News and World Report	.12		.47	****
Counselor recommendation	.10		.12	
Social Media (Facebook, Twitter, Instagram)	.06		.37	****
Opinion of graduates	.23	*	.20	
Blog posts	.18		.24	*
Online discussion forums	.29	**	.26	*

$* p < .05.$ $** p < .01.$ $*** p < .005.$ $**** p < .001.$

Table 9 displays the Spearman correlations for the 10 sources of information with the selection factors of cost and values. For the resulting 20 correlations, none were significant at the $p < .05$ level or of moderate strength using the Cohen (1988) criteria.

Table 9

Spearman Correlations for Sources of Information for College Decision Variables with Cost and Values of University Align with Family Values (N = 90)

Source of Information Variable	Cost	Values
Opinions of family members	.17	.12
University website	.02	-.11
Facebook comments by parents of current students	.04	.03

(continued)

Source of Information Variable	Cost	Values
Campus visit	.13	.18
Ratings given by impartial organizations such as US News and World Report	.07	.02
Counselor recommendation	.05	.10
Social Media (Facebook, Twitter, Instagram)	.13	.06
Opinion of graduates	.03	.04
Blog posts	.03	.06
Online discussion forums	.03	.07

*p < .05. **p < .01. ***p < .005. ****p < .001.

Table 10 displays the Spearman correlations for the 10 sources of information with the selection factors of campus safety and major. For the resulting 20 correlations, five were significant at the $p < .05$ level with two correlations being of moderate strength using the Cohen (1988) criteria: specifically, the moderate strength correlations were the importance rating for the campus visit source with school major factor ($r_s = .30$, $p = .005$) and opinion of graduates' source with school major factor ($r_s = .44$, $p = .001$).

Table 11 displays the Spearman correlations for the 10 sources of information with the selection factors of program and ratio. For the resulting 20 correlations, eight were significant at the $p < .05$ level with four correlations being of moderate strength using the Cohen (1988) criteria. Specifically, the moderate strength correlations were the importance rating for the campus visit source with program factor ($r_s = .31$, $p = .003$), counselor recommendation source with program factor ($r_s = .34$, $p = .001$) opinion of graduates' source with program factor ($r_s = .43$, $p = .001$), and blog posts source with program factor ($r_s = .31$, $p = .003$).

Table 10

Spearman Correlations for Sources of Information for College Decision Variables with Campus Safety and Major (N = 90)

Source of Information Variable	Campus Safety	Major

(continued)

Source of Information Variable	Campus Safety		Major	
Opinions of family members	.05		.05	
University website	.06		.07	
Facebook comments by parents of current students	.24	*	.14	
Campus visit	.19		.30	***
Ratings given by impartial organizations such as US News and World Report	.08		.18	
Counselor recommendation	.10		.20	
Social Media (Facebook, Twitter, Instagram)	.29	**	.14	
Opinion of graduates	.23	*	.44	****
Blog posts	.12		.13	
Online discussion forums	.09		.20	

* $p < .05$. ** $p < .01$. *** $p < .005$. **** $p < .001$.

Table 11

Spearman Correlations for Sources of Information for College Decision Variables with Program

and Student/Professor Ratio (N = 90)

Source of Information Variable	Program		Ratio	
Opinions of family members	.06		.00	
University website	.01		-.12	
Facebook comments by parents of current students	.11		.08	
Campus visit	.31	***	.04	
Ratings given by impartial organizations such as US News and World Report	.19		.22	*
Counselor recommendation	.34	****	.11	
Social Media (Facebook, Twitter, Instagram)	.23	*	.11	
Opinion of graduates	.43	****	.19	
Blog posts	.31	***	.26	**
Online discussion forums	.27	**	.21	

* $p < .05$. ** $p < .01$. *** $p < .005$. **** $p < .001$.

Table 12 displays the Spearman correlations for the 10 sources of information with the

selection factors of student life and athletics. For the resulting 20 correlations, four were

significant at the $p < .05$ level with one correlation being of moderate strength using the Cohen

(1988) criteria. Specifically, the moderate strength correlation was the importance rating for the

counselor recommendation source with athletics factor ($r_s = .30$, $p = .004$).

Table 12

Spearman Correlations for Sources of Information for College Decision Variables with Student

Life and Athletics (N = 90)

Source of Information Variable	Student Life		Athletics	
Opinions of family members	-.08		.01	
University website	.07		.07	
Facebook comments by parents of current students	-.09		.11	
Campus visit	.20		.05	
Ratings given by impartial organizations such as US News & World Report	-.12		.02	
Counselor recommendation	.19		.30	***
Social Media (Facebook, Twitter, Instagram)	-.17		.22	*
Opinion of graduates	.17		.13	
Blog posts	-.23	*	.11	
Online discussion forums	-.27	**	.17	

$* p < .05.$ $** p < .01.$ $*** p < .005.$ $**** p < .001.$

Of the 100 Spearman correlations, 25 were significant at $p < .05$. Ten were moderate

strength positive correlations using the Cohen (1988) criteria. Specifically, these correlations

were: the importance rating for the opinions of family members source with the importance

rating for the prestige factor ($r_s = .34, p = .001$), campus visit source with school major factor

($r_s = .30, p = .005$) and program factor ($r_s = .31, p = .003$), ratings given by impartial

organizations such as US News and World Report source with location factor ($r_s = .47, p = .001$),

counselor recommendation source with program factor ($r_s = .34, p = .001$) and athletics ($r_s = .30$,

$p = .004$), social media source with location factor ($r_s = .37, p = .001$), opinion of graduates

source with school major factor ($r_s = .44, p = .001$) and program factor ($r_s = .43, p = .001$), and

blog posts source with program factor ($r_s = .31, p = .003$).

Research Question Four was, *Are any of the selection factors related to any of the*

information source ratings after controlling for respondent demographics (gender, age, own

education)? To answer this question, 100 partial correlations were calculated testing the

relationships between the importance ratings of the 10 sources of information for college

decisions and the importance ratings of the 10 common factors influencing college decisions, while controlling for age, gender, and education (Tables 13 to 17).

Table 13 displays the partial correlations for the 10 sources of information with the selection factors of prestige and location controlling for age, gender, and education. For the resulting 20 correlations, five were significant at the $p < .05$ level with three partial correlations of moderate strength using the Cohen (1988) criteria: specifically, the importance of the opinions of family members source with the importance of the prestige factor ($r_{ab.cde} = .31$, $p = .005$), the importance of online discussion forums with the importance of the prestige factor ($r_{ab.cde} = .31$, $p = .003$), ratings given by impartial organizations such as US News and World Report source with location factor ($r_{ab.cde} = .36$, $p = .001$), and social media source with location factor ($r_{ab.cde} = .34$, $p = .001$).

Table 13

Partial Correlations for Sources of Information for College Decision Variables with Prestige and Location Controlling for Age, Gender, and Education (N = 90)

Source of Information Variable	Prestige		Location	
Opinions of family members	.31	***	.19	
University website	.12		.09	
Facebook comments by parents of current students	.15		.11	
Campus visit	-.06		-.04	
Ratings given by impartial organizations such as US News & World Report	.01		.36	***
Counselor recommendation	.05		.05	
Social Media (Facebook, Twitter, Instagram)	.08		.34	***
Opinion of graduates	.18		.07	
Blog posts	.21	*	.18	
Online discussion forums	.31	***	.20	

* $p < .05$. ** $p < .01$. *** $p < .005$. **** $p < .001$.

Table 14 displays the partial correlations for the 10 sources of information with the selection factors of cost and values controlling for age, gender, and education. For the resulting 20 correlations, none were significant at the $p < .05$ level and no partial correlations were of moderate strength using the Cohen (1988) criteria.

Table 14

Partial Correlations for Sources of Information for College Decision Variables with Cost and Values of University Align with Family Values Controlling for Age, Gender, and Education (N = 90)

Source of Information Variable	Cost	Values
Opinions of family members	.17	.10
University website	-.08	-.13
Facebook comments by parents of current students	.05	.04
Campus visit	.03	.12
Ratings given by impartial organizations such as US News and World Report	-.06	.05
Counselor recommendation	-.01	.10
Social Media (Facebook, Twitter, Instagram)	.10	.12
Opinion of graduates	-.13	.10
Blog posts	.02	.18
Online discussion forums	.02	.12

* $p < .05$. ** $p < .01$. *** $p < .005$. **** $p < .001$.

Table 15 displays the partial correlations for the 10 sources of information with the selection factors of campus safety and student major controlling for age, gender, and education. For the resulting 20 correlations, six were significant at the $p < .05$ level with two partial correlations being of moderate strength using the Cohen (1988) criteria. Specifically, the importance of the opinions of graduates' source with campus safety factor ($r_{ab.cde} = .31, p = .004$), and the school major factor ($r_{ab.cde} = .40, p = .001$).

Table 15

Partial Correlations for Sources of Information for College Decision Variables with Campus Safety and Major Controlling for Age, Gender and Education (N = 90)

Source of Information Variable	Campus Safety	Major
Opinions of family members	.09	.01

(continued)

Source of Information Variable	Campus Safety		Major	
University website	.01		.04	
Facebook comments by parents of current students	.23	*	.10	
Campus visit	.21	*	.23	*
Ratings given by impartial organizations such as US News and World Report	.03		.15	
Counselor recommendation	.14		.19	
Social Media (Facebook, Twitter, Instagram)	.28	**	.11	
Opinion of graduates	.31	***	.40	****
Blog posts	.10		.12	
Online discussion forums	.12		.21	

$* \ p < .05. \ ** \ p < .01. \ *** \ p < .005. \ **** \ p < .001.$

Table 16 displays the partial correlations for the 10 sources of information with the selection factors of prestige and location controlling for age, gender, and education. For the resulting 20 correlations, seven were significant at the $p < .05$ level, with two partial correlations being of moderate strength using the Cohen (1988) criteria: specifically, the importance of the opinions of graduates source with program factor ($r_{ab.cde} = .36$, $p = .001$) and blog posts source with program factor ($r_{ab.cde} = .32$, $p = .003$).

Table 17 displays the partial correlations for the 10 sources of information with the selection factors of prestige and location, controlling for age, gender, and education. For the resulting 20 correlations, six were significant at the $p < .05$ level with one partial correlation being of moderate strength using the Cohen (1988) criteria. Specifically, the moderate strength partial correlation was the importance of the counselor recommendation source with athletics factor ($r_{ab.cde} = .32$, $p = .003$).

Table 16

Partial Correlations for Sources of Information for College Decision Variables with Program and Student/Professor Ratio Controlling for Age, Gender, and Education (N = 90)

(continued)

Source of Information Variable	Program		Ratio	
Opinions of family members	.07		.06	
University website	-.02		-.14	
Facebook comments by parents of current students	.14		.12	
Campus visit	.24	*	.03	
Ratings given by impartial organizations such as US News and World Report	.17		.21	
Counselor recommendation	.29	**	.08	
Social Media (Facebook, Twitter, Instagram)	.23	*	.10	
Opinion of graduates	.36	****	.11	
Blog posts	.32	***	.28	**
Online discussion forums	.28	*	.19	

$* p < .05.$ $** p < .01.$ $*** p < .005.$ $**** p < .001.$

Table 17

Partial Correlations for Sources of Information for College Decision Variables with Student Life and Athletics Controlling for Age, Gender and Education (N = 90)

Source of Information Variable	Student Life		Athletics	
Opinions of family members	-.08		.00	
University website	.04		.10	
Facebook comments by parents of current students	-.12		.10	
Campus visit	.12		.07	
Ratings given by impartial organizations such as US News and World Report	-.15		.05	
Counselor recommendation	.27	*	.32	***
Social Media (Facebook, Twitter, Instagram)	-.23	*	.24	*
Opinion of graduates	.15		.11	
Blog posts	-.23	*	.13	
Online discussion forums	-.27	*	.19	

$* p < .05.$ $** p < .01.$ $*** p < .005.$ $**** p < .001.$

Of the 100 partial correlations, 25 were significant at $p < .05$. Nine were of moderate strength positive correlations using the Cohen (1988) criteria. Specifically, the moderate strength correlations were: importance of the opinions of family members source with the importance of the prestige factor ($r_{ab.cde} = .34$, $p = .003$), ratings given by impartial organizations such as US News and World Report source with location factor ($r_{ab.cde} = .36$, $p = .001$), counselor

recommendation source with athletics factor ($r_{ab.cde}$ = .32, p = .003), social media source with

location factor ($r_{ab.cde}$ = .34, p = .001), opinions of graduates source with campus safety factor

($r_{ab.cde}$ = .31, p = .004), school major factor ($r_{ab.cde}$ = .40, p = .001), and program factor ($r_{ab.cde}$ =

.36, p = .001), blog posts source with program factor ($r_{ab.cde}$ = .32, p = .003), and online

discussion forums source with prestige factor ($r_{ab.cde}$ = .31, p = .004).

Additional Findings

Table 18 presents the frequency counts for level of endorsement of campus security

concerns sorted by highest frequency. The most frequently chosen concerns were sexual harm

(87.8%), physical harm (83.3%), and gun violence (70.0%). The least frequently chosen

concerns were religious discrimination (42.2%) and gender discrimination (40.0%).

Table 18

Frequency Counts for Level of Endorsement of Campus Security Concerns Sorted by Highest

Frequency (N = 90)

Rating	*n*	%
Sexual Harm	79	87.8
Physical Harm	75	83.3
Gun Violence	63	70.0
Active Shooter	61	67.8
Bullying	58	64.4
Cultural Discrimination	49	54.4
Gang Violence	46	51.1
Kidnapping	46	51.1
Religious Discrimination	38	42.2
Gender Discrimination	36	40.0

Table 19 has the frequency counts for the qualitative responses to the question, "Please

comment on two or three campus security concerns you or family members have personally

experienced in the past." The most frequent themes were those involving discrimination

($n = 14$), bullying ($n = 9$), violent crime ($n = 9$), and theft ($n = 7$). An example of a typical

response for discrimination was, "I had a family member face cultural discrimination in the past.

Also, with all of the activism going on within the colleges, there seems there could be a higher

propensity for violence and discrimination."

Table 19

Frequency Counts for Open-Ended Response Categories to Campus Security Concerns (N = 90)

Rating	*n*	%
Discrimination	14	15.6
Bullying	9	10
Violent crime	9	10
Theft	7	7.8
Community	5	5.6
Building safety	3	3.3
Campus police	3	3.3
Transportation	3	3.3
Alcohol/drug abuse	2	2.2
Sexual assault	2	2.2
Health safety	1	1.1

An example of a typical response for theft was, "Car break-ins, well-lit parking

structures, transportation from the parking structures to the campus." An example of a typical

response for bullying was, "Intruder break in student's room, frat/sorority bullying and

discrimination and 1st amendment rights suppression." An example of a typical response for

violent crime was, "Safety walking through dark campus late at night; location of emergency

phones or alarm sounds in case of physical attack." Some comments addressed multiple themes,

such as "Dorm room was broken into, friends were sexually assaulted, family member wasn't

exposed to cultural diversity and as a result acts like a bigot".

Summary

In summary, the purpose of this study was to determine if the parental, public, and student perception of campus safety had a positive or a negative correlation with the selection process for choosing IHEs for a sample of 90 respondents. This research study may suggest that sexual harm, physical harm, and gun violence are the most endorsed campus safety concerns, and campus safety, major, program, and cost were among the most common factors for college selection criteria. In the discussion chapter, these findings will be compared to the literature, conclusions and implications will be drawn, and a series of recommendations will be suggested.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to determine if the parental, public, and student opinion or perception of campus safety had a positive or a negative correlation with the selection process for choosing IHEs. The findings in this study revealed the most endorsed college selection factors and information source ratings that are influential in the IHE selection process. Information sources help strengthen or weaken selection criteria factors. The information sources have an influential position in shaping weak and strong college decision factors. The information sources may or may not openly share facts; sometimes they are based on propaganda and or hidden agenda. Information sources have the capacity to weaken a true topic or conversely strengthen a false topic. This chapter provides a comprehensive discussion about demographics, results, similar studies, researchers' observations, conclusions, implications, proposed solutions, and recommendations for future study. The theoretical framework for this study is explained in detail in the next section.

Social Amplification or Attenuation of Risk

The theoretical framework for this study supports the notion that public opinions maybe formed in one of several ways. Public opinions are formed relative to associated perceived risk level of an event. Public opinions are formed with influential factors and information sources that may affect future decision-making outcomes.

SAAR is a conceptual framework that provides the basis for identifying how social institutions and structures process risk and its effects on institutions and people (Kasperson et al., 1988). As described by Kasperson et al. (1988), SAAR may have undesirable outcome for a person, group of people, a country, or a society at large.

Generally speaking, public and private colleges and universities do not communicate risk widely, openly, freely and socially, to existing or new prospective students. For example, most IHEs do not share negative news on social media, as this could impact student perception of risk and decrease the probability of student enrollment. This type of communication is known as the attenuation of risk. When a college or university claims to offer the best academic programs and be among the safest institutions in the United States, this type of communication could be viewed as attenuation of risk; in either case the intent of such communication is not based on facts. The intent is to protect the social, political, and economic state of the institution.

Risk is communicated in three different ways. The first type of risk communication is when a risk is attenuated, not widely advertised, or omitted from the public domain; this condition is better known as the attenuation of risk factor. For example, cities with high safety ratings are reluctant to openly report criminal activities within the public domain. The notion of negative news, although true, could negatively affect the city's future social, political, and economic outlook. The second type of risk communication occurs when a true risk is socially, widely, and overly amplified, emphasized and communicated with a purpose of creating fear, uncertainly, and doubt in the public eye to indirectly support a social, political and economic movement. The third type of risk communication is when false risk is amplified and communicated. Although it will eventually become public knowledge, amplification of risk based on fact or fiction truth may have damaging consequences when it is first publicly communicated.

The term *fake news* (Fake News, 2018) gained popularity following the 45th presidential United States presidential election. Similar to SAAR, fake news is used to express the amplified

or attenuated state of risk supported by facts or fictions. As a result, it may be possible that fake news could have a positive or negative outcome on a society at large.

Discussion of Demographics

Out of 102 respondents, only 90 were considered for this study. Twelve participants did not completely fill out the Likert scale questionnaire, and as a result their surveys were discarded. All survey participants were self-selected on LinkedIn, a professional networking social media platform that enables people to connect with other professionals seeking employment, business opportunities, or general knowledge sharing. It helps its members stay in contact with millions of users worldwide. The respondents' educational background varied from having earned a high school diploma to a doctor of philosophy. All 90 of the participants lived in the United States. Ages ranged from 20-29 (4.4%) to 70-79 (3.3%) with a mean age of $M = 47.74$ years ($SD = 11.79$). Most of the respondents were male (75.6%). Education levels ranged from high school diploma (11.1%) to doctoral degree (12.2%); the most frequent was a bachelor's degree with $n = 40$ (44.4%). Six respondents with other but unknown levels of education were placed in the center of the distribution so that education could be used as a continuous variable.

Defining education as a continuous variable enabled the researcher to compute education by maintaining a continuum of variable data that is required in correlation statistics; please view Table 5 for details. This study was intended for those that live in the United States, which was true of all 90 participants. The respondents that were located outside of United States also shared their perspectives; it appeared that at some point lived in the states. The two respondents located outside of the states were omitted from this study. The reason they were omitted from the study is to ensure the utility of this study for those that reside in the United States.

Discussion of Results

The results of this study support the notion that social networks may influence public perception and opinion. Fear, uncertainty, and doubt are human weaknesses that prompt people to start controversial discussions, and people participate in the conversation without prior experience or knowledge on the topic, tending to share personal perspectives that can later turn into a social, economic, or political movement. Social networks help distribute facts; unfortunately, they can also distribute fiction and false information. Statistical evidence revealed that there is a relationship between college decision factors and social networks and furthermore social networks may affect public opinion and decision-making outcomes.

Research question one. Research question one was, *Which factors, if any are significantly more important than campus safety as a selection factor?* The findings for this research question suggest that campus safety is equally important as major, program, and cost as a selection factor for considering an IHE. The mean score for campus safety ($M = 4.43$, $SD = 0.67$) was compared against each of the other nine factor ratings in a series of Wilcoxon matched pairs tests. Inspection of Table 6 revealed that the importance of campus safety was not significantly different from three of the other factors (major, program, and cost). However, campus safety was given a significantly higher importance rating ($p = .001$) than each of the remaining six factors (student life, student/professor ratio, location, values of university align with family values, prestige, and athletics). Campus safety is important to prospective students because that is one less issue that they have to worry about, enabling them to better focus on their studies. Major is also important because it usually pairs with a student's passion or a field known to yield a high return. Programs focus on professional development and some students may elect a program over a degree. For instance, business administration is a major that yields a

degree, and x-ray technician or dental assistant is a program that yields a certificate. Cost is also a factor in IHE selection process, as prospective students are becoming more financially savvy and wish to graduate with the lowest amount of debt.

Research question two. Research questions two was, *What is the relative importance of various information sources in making a college selection decision?* Information sources mostly endorsed in this study were campus visit, opinion of graduates, ratings given by impartial organizations such as US News and World Report, and counselor recommendation. US News and World Report is an organization that provides IHE rankings based on closed and propriety attributes. The reports generated by this organization reveal a third-party point of view. Social, political, and economic priorities may impact the results.

Campus visit as an information source claimed the highest mean score among information sources ($M = 4.33$, $SD = 0.73$). Campus visit means the college bound prospective student wishes to physically see the campus as part of college selection criteria. A campus visit maybe very important to some, although realistically one or two scheduled campus visits does not quantify the quality or safety of any given IHE located in the United States. Campus visits are typically scheduled in small groups where IHEs display strength, fame, and awards received, not weakness, shame, or number of past safety incidents. Campus visits are meant to encourage and inspire prospective students for the sole purpose of promoting enrollment. During a campus visit, the IHE strives to impress, encourage, and inspire prospective students to enroll. The IHE will not necessary discuss any gun violence that occurred in the previous year; this is an example of attenuation of risk. Omitting facts is not illegal; it is simply the attenuation of risk. At this point the student has many options in terms of finding facts, should they desire.

Opinion of graduates claimed the second highest information source ranking. Obtaining a graduate's point of view involves asking a graduate to share his or her personal view and experience. Seeking multiple opinions of graduates is more data driven and may provide more useful insight, even though this information source is a personal perspective that is extremely subjective. More points of view help create a theme that may help facilitate the IHE selection process. Graduates may intentionally or unintentionally amplify or attenuate risk factors associated with a given IHE.

Ratings given by impartial organizations such as US News and World Report claimed the third highest information source ranking. This impartial organization claims to know the best IHEs based on program, major, reputation, and history. It is unclear as to how they arrive at their decisions, as they use proprietary attributes for ranking IHEs. Impartial organizations such as US New and World Report do not collect nor compile campus safety related data, US News (2017), and are primarily advertising agencies that happen to provide rankings of various institutions based on self-selected social, political, and economic agenda items. As an advertising company that gets millions of views daily, their number one objective is to sell ads to be viewed by prospective students and any and all interested parties, including parents of college-bound students. Impartial organizations such as US News and World Report have a tremendous opportunity to amplify or attenuate factors that supports their social, economic, and political agenda and protect the interest of shareholder value.

Counselor recommendation claimed the fourth highest information source ranking. The mean score for counselor recommendation was $M = 3.54$; this is significant, and it suggests that parents and students generally seek out and trust counselor recommendations. This is a complimentary service provided at most IHEs. Although a counselor recommendation is

ultimately a point of view with knowledge and experience, it is also largely subjective.

Counselor recommendation may intentionally or unintentionally amplify or attenuate certain risk

factors that may potentially affect the student/parent decision making process. For instance,

counselors generally are more concerned about program/major/transfer topics and not as

concerned with about disclosing the previous year's murder rate or safety incidents. Omitting

such risk factors is an example of attenuation of risk.

Research question three. The research question three was, *Are any of the selection*

factors related to any of the information source ratings? Spearman correlations revealed a

slightly different outcome when comparing information sources with college decision factors.

There was a significant relationship between opinion of family members, opinion of graduates,

and online discussion forums and prestige, with a correlation coefficient of $r = .20$, suggesting

that the variable relationship is significant. For instance, family members ranked prestige as a

significant college decision factor (please refer to Table 8 for details). For example, Harvard

University would be a favorable choice from a prestige point of view. There was also a

significant relationship between opinion of family members, US News and World Report, social

media, blog posts, and online discussion forums and location. For instance, social media as

information source and location as college decision factor revealed a significant correlation

coefficient ($r = .37$, $p = .001$), meaning that social media may influence college decision factor

location. It is also significant to mention that impartial ratings such as U.S. News and World

Report, social media, blog posts, and discussion forums are neither reliable nor credible sources

of information as they are highly subjective; however, these variables were significant. These

findings may affect decision making outcomes. For instance, social media rarely endorses risk

factors pertaining to IHE location or incidents, and this is an example of social attenuation of risk.

Cost and value as college decision factors was compared with all 10 information sources, such as opinion of family members, campus visits, opinion of graduates, etc. Correlation statistics suggested no significant relationship present between those factors and information sources.

Campus safety and major as college decision factors were compared with 10 information sources, such as opinion of family members, campus visits, opinion of graduates, etc. Social media Facebook ($r_{ab.cde} = .28$, $p = .01$), Facebook comments by parents of current students ($r_{ab.cde} = .23$, $p = .05$), and opinion of graduates ($r_{ab.cde} = .31$, $p = .005$) as information sources revealed a significant relationship with campus safety as a college decision factor. As discussed in the previous section, IHEs generally do not discuss negative news on their social media pages. Instead, they tend to convey positive messaging to attract new prospective students. It is important to note that the statistical evidence suggests that campus safety as a college decision factor is researched via social media. Since IHEs do not generally share negative news on social media sites, prospective students and parents will never become aware of any campus safety related issues; this is an example of social attenuation of risk. There was also a significant relationship between major as a college decision factor and campus visit and opinion of graduates.

Program and student/professor ratios as a college decision factor was compared with information sources. Campus visit, counselor recommendation, social media, opinion of graduates, blog posts, and online discussion forum revealed a significant relationship with program, with a correlation coefficient of $r > .23$. Social media, blog posts, and online discussion

forums are generally not credible sources of information as they are subjective. There is a

tremendous opportunity to socially amplify or attenuate these risk factors that may affect

decision making outcomes. Ratio of student/professor as a college decision factor revealed a

significant relationship with the information sources US News and World Report and blog posts

with a correlation coefficient of ($r > .22$). This observation suggests student/professor ratio as a

college decision factor may use information source blog posts and or ratings given by impartial

organizations such as US News and World Report. Both blog posts and ratings given by

impartial organizations are subjective and not based on facts; rather, they are based on personal

or organizational points of view.

Student life and athletics as college decision factors were compared to the information

sources of blog posts and online discussion forums, revealing a significant relationship with the

college decision factor of student life. The information sources of counselor recommendation

and social media revealed a significant relationship with athletics ($r > .22$, $p < .05$). This finding

suggests that counselor recommendation and social media may influence the college decision

factor of athletics. Student life and athletics are discussed socially and compared among

prospective students and parents. SAAR may impact the decision-making outcomes because

social media may only share positive aspects of a college. A risk factor, amplified or attenuated,

can impact student/parent decision making outcomes, regardless of information reliability,

integrity, and authenticity; the messaging could still be damaging when it is first shared with the

public domain. Research question three offered additional insight regarding the relationship

between college decision factors and information sources.

Research question four. Research question four was, *Are any of the selection factors*

related to any of the information source ratings after controlling for respondent demographics

(gender, age, own education)? Prestige, blog posts, and online discussion forums as a college decision factor were compared with all 10 information sources. The correlation coefficient of the following information sources was $r > .20$, representing a significant relationship between college decision factors and opinions of family member (Table 13). The correlation coefficient for prestige, blog posts, and online discussion forums as college decision factors revealed a significant relationship with opinions of family members ($r_{ab.cde} = .31$, $p = 005$). The researcher concluded that prestige, blog posts, and online discussion forums as a college decision factor was family driven regardless of age, gender and education. Location as a college decision factor was compared with all 10 information sources, revealing a significant relationship with social media and ratings given by impartial organizations such as US News and World Report.

Cost and value as college decision factor did not reveal a significant relationship with any of the 10 information sources. Campus safety as a college decision factor revealed a significant relationship with Facebook comments by parents of current students, campus visit, social media, and opinion of graduates as information sources. Major as a college decision factor revealed a significant relationship with opinions of graduates and campus visit as information sources.

Program as a college decision factor revealed a significant relationship with campus visit, counselor recommendation, social media, opinion of graduates, blog posts, and online discussion forums as information sources. Radio as a college decision factor revealed a significant relationship with blog posts.

Student life as a college decision factor revealed a significant relationship with counselor recommendation, social media, blog posts, and online discussion forums as information sources. Athletics as a college decision factor revealed a significant relationship with counselor recommendation and social media, such as Facebook, Twitter, Instagram, and LinkedIn.

Additional Findings

The researcher collected campus safety concerns and participants' personal campus safety experiences to create a theme. The top four endorsed campus safety concerns from highest to lowest were sexual harm, physical harm, gun violence, and active shooter. Please refer to Table 18 for a complete list of campus safety concern rankings. Open-ended responses to personal campus safety personal experience revealed instances of discrimination, bullying, violent crime, and theft. For a complete list of categories and rankings please review Table 19.

Discussion of Key Findings

The key findings suggest that sexual harm, physical harm, and gun violence as most endorsed campus safety concerns, and campus safety, major, program, and cost were among the most common college selection criteria. The most endorsed information sources selected by the respondents were campus visits, opinion of graduates, ratings given by impartial organizations such as US News and World Report, and counselor recommendations. The researcher concluded that there is a significant relationship between college decision factors and information sources. Information sources are subjective and not necessarily reliable. SAAR can sway public opinion and ultimately decision-making outcomes.

Comparison to Earlier Studies

Earlier studies indicate that the college selection process has been based on college decision factors and very limited social networks (Hockett, 2015). The previous studies had a greater focus on finite geography and a single IHE and were not conducted at the national level seeking public opinion (Walton, 2014). The researcher found two studies with similar college decision factors to this study but dissimilar information sources. These studies used a different

theoretical framework and neither study used SAAR as the theoretical framework. It is important to note that these studies focused on factors and not information sources.

Study 1. Hockett's (2015) study of high school senior college choice factors included a similar but different set of college decision factors. The common factors were cost, program, major, safety, class size, counselor recommendations, athletics, and sources such as campus visit. This literature included the following college decision factors: quality of program, quality of faculty, availability of special programs, living at home, living away from home, commutability on weekends, friends attended school there, school traditions, activities or social scene, availability of sororities and fraternities and other related clubs and organizations, athletics programs offered, cost of tuition, receiving a scholarship, ease in obtaining financial aid and loans, part time work, availability of desired major and programs, private or public institution, availability of housing, variety of course offering times, safety, availability of graduate programs, size of institution, class size, matriculation program, parents attended college there, impressions form campus visit, or other personal contacts, relatives and friends attended school there, parent felt it was the best choice, knew more about it than other schools, counselor recommendations, and religious considerations. Hockett's study included the following information sources and influences: representative visiting high school to talk to prospective students, a campus visit, direct mailings to your home, college guide books, publications available at your high school, the college's website or publications available online, special events, advertisements in professional journals, college catalog or schedule, college night fair held at college, advertisement on local radio and television, offering scholarships, personal contact with faculty and teacher, and availability of financial aid.

These factors and information sources support a different dimension of college selection criteria and focus on local opinions and viewpoints; the viewpoints expressed are not socially driven. This study did not mention to how college decision factors were formed, and related information sources. The college decision factors in this study re cited from a previous study. Hockett's (2015) study did not discuss structures and influences that affect decision making outcomes.

Study 2. Walton (2014) conducted a study of factors that influence a high school student's college choice in a rural area in Mississippi. This literature included similar and different factors and information sources influences as college selection criteria. The factors included in this literature were a mixture of influences and factors, including: cost, financial aid, academic reputation, size of reputation, opportunity to play sports, recommended from family, geographic setting, campus appearance, and personalized attention prior to enrollment. This study provided a mixture of factors and influences that are different from Hockett's (2015). There are some similarities in terms of college decision factors and information sources. However, these factors and information sources do not allude to any social structures. Factors and information sources cited in this literature were extracted from previous research on this topic.

The literature review suggested that many studies do exist, but none of the studies used SAAR as a theoretical framework. The researcher was not able to locate other literature pertaining to this study where social structures, for instance social media was an influential source to sway public opinion and impact public perception. For this research study, the researcher placed great emphasis on the notion that SAAR can and will change decision making outcomes in any industry, including the education industry.

Researcher's Observations

A few months after the election of the 45ᵗʰ president of the United States, media adopted

a new term, *fake news,* alluding to social amplification of risk in the public domain. This notion

can be compared directly with the theoretical framework for this study, SAAR, which is based

on the premise that distribution of false information may create fear, doubt, and uncertainly, and

as a result may render chaos and undesirable outcomes. News and social media play a critical

role in influencing the pubic by the way of information distribution that may result in a negative

outcome to a person, organization, or nation.

Security Awareness Foundation Etiquette (SAFE) Card

SAAR will always exist as long as there is news, media, and social media that can

distribute facts and fictions at a moment's notice. Little can be done about that; no particular

person or organization can change the underlying forces of SAAR. However, the researcher has

proposed a solution to help mitigate the SAAR forces for college bound prospective students by

increasing awareness in their decision-making process.

SAFE provides guidelines for what college decision factors to consider and what

information sources to use. SAFE is essentially a rubric that helps college bound prospective

students to ask pertinent questions and conduct appropriate research to find answers. Table 20

provides lists of factors and sources for student consideration. The SAFE card suggests that

prospective students should trust what they are told in reference to college selection, but they

should verify the information for themselves.

Table 20

Security Awareness Foundation Etiquette (SAFE) Card

Factors	Most Important	Very Important	Medium Important	Important
Campus Safety	Seek free incident report from US Department of Education website*	Ask for last year's security incident report (Clery Act)*	Seek local police reports*	Ask opinion of at least 10 current students or graduates
Major	Ask opinion of at least three current students	Ask opinion of at least three graduates	Counselor recommendation	Does it meet your career goals?
Program	Ask opinion of at least three current students	Ask opinion of at least three graduates	Counselor recommendation	Does it meet your career goals?
Cost	University Website	Scholarship available?	Talk to your parents	Student loan available?
Student Life	Ask opinion of at least three current students	Ask opinion of at least three graduates	University Website*	Visit campus three times, observe, and ask questions.
Athletics	Ask opinion of at least three current students	Ask opinion of at least three graduates	University Website*	Visit campus three times, observe, and ask questions.

Note. Items with * are suggested by the results of this dissertation study. * Indicates that fact finding is evidence based and not subjective. The intent for this card is to provide a means for students to conduct own research and make more informed decisions. Please see Appendix L.

Conclusion Summary

This section provides an overview of the research findings and conclusions. All four

research questions are restated and answered. The goal of this study was to determine the current

state of public perception on campus safety issues in the United States, and how social structures

may sway public opinion. The following are the research questions and answers based on the

research findings.

1. Which factors, if any are significantly more important than campus safety as a

    selection factor?

    a. Campus safety ($M = 4.43$): The mean score of campus safety factor was

        among the highest and most significant selection factors for college decision

        selection. A mean score of 4 or greater is considered significant.

2. What is the relative importance of various information sources in making a college selection decision?

    a. Campus visit ($M = 4.33$): The mean score for campus visit was among highest and most significant information sources for college decision selection. A mean score of 4 or greater is considered significant.

    b. Opinion of graduates ($M = 3.92$)

    c. Ratings given by impartial organizations such as US News and World Report ($M = 3.68$)

    d. Counselor recommendation ($M = 3.54$)

3. Are any of the selection factors related to any of the information source ratings? This question applies to all variable pairs, from most significant to least significant coefficient correlation. The study revealed a variable degree of relationship among all factors and all information sources. A correlation coefficients greater than .30 is significant.

    a. US News and World Report source with location factor ($r_s = .47, p = .001$): The correlation coefficient among factors and information sources revealed a significant relationship. For instance, those respondents that ranked US News and World Reports as important also ranked location as important.

    b. Major and opinion of graduates ($r_s = .44, p = .001$)

    c. Program and opinions of graduates ($r_s = .43, p = .001$)

    d. Location and Social Media ($r_s = .37, p = .001$)

    e. Prestige and opinions of family members ($r_s = .34, p = .001$)

    f. Program and counselor recommendation ($r_s = .34, p = .001$)

    g. Program and campus visit ($r_s = .31$, $p = .003$)

    h. Program and blog posts ($r_s = .31$, $p = .003$)

    i. Major and campus visit ($r_s = .30$, $p = .005$)

    j. Athletics and counselor recommendation ($r_s = .30$, $p = .004$)

    k. Campus safety and social media ($r_s = .29$, $p = .01$)

4. Are any of the selection factors related to any of the information source ratings after controlling for respondent demographics (gender, age, own education)? This question applies to all variable pairs, from most significant to least significant coefficient correlation.

    a. Major and opinion of graduates ($r_{ab.cde} = .40$, $p = .001$): The correlation coefficient among major and opinion of graduates revealed a significant relationship. Those respondents that ranked major as important also ranked opinion of graduates as important. This research question controlled for demographics: age, gender, and education level.

    b. Location and ratings given by impartial organization ($r_{ab.cde} = .36$, $p = .001$)

    c. Program and opinion of graduates ($r_{ab.cde} = .36$, $p = .001$)

    d. Location and Social Media ($r_{ab.cde} = .34$, $p = .001$)

    e. Program and blog posts ($r_{ab.cde} = .32$, $p = .003$)

    f. Athletics and counselor recommendation ($r_{ab.cde} = .32$, $p = .003$)

    g. Campus safety and opinion of graduates ($r_{ab.cde} = .31$, $p = .004$)

    h. Prestige and opinions of family members ($r_{ab.cde} = .31$, $p = .003$)

    i. Prestige and online discussion forms ($r_{ab.cde} = .31$, $p = .003$)

    j. Campus safety and social media ($r_{ab.cde} = .28$, $p = .01$)

Recommendations for Future Research

Inferential statistics offer the benefit of extrapolating the results of a sample size to a greater population. A larger sample size may render more accurate results but not always. This research study used a small sample size to extrapolate findings to a much larger population: the population of the United States. This quantitative study was based on sample of convenience where participants were instructed to self-select to take a short anonymous survey. As a recommended future research on this topic, a qualitative research methodology may render more accurate results. The researcher experienced a degree of difficulty in getting participants to volunteer for the study. Because participants self-selected there was no incentive to take the survey, which made it more difficult to collect a greater sample size.

Suggested Future Research

A qualitative research methodology based on a personal approach and face-to-face interviews in every metropolitan area in the United States may help create a greater sample data. The researcher would visit at least five metropolitan areas in every state starting with California. The metropolitan cities in California include but not limited to Los Angeles, San Francisco, San Diego, Irvine, San Jose, Palo Alto, and Oakland. The researcher would conduct personal interviews with about 25 people from each city. The second state that researcher should consider is Arizona, specifically Phoenix, Tucson, Mesa, Chandler, and Scottsdale. This qualitative research approach may take 3-5 years to complete. The possible sample size for this study is 6,250. Inferential statics would be used to extrapolate findings from a sample size of 6,250 to a population size of 323 million people, the population of the United States.

Summary

This chapter provided a comprehensive discussion of the results, including conclusions, implications, and recommendations for future study. This chapter also provided a summary of demographics, comparison of previous studies, the researcher's observations, and possible solutions for college bound prospective students. The purpose of the solutions is to increase awareness and serve as a guideline for college bound students to make more informed decisions about choosing an IHE. The theoretical framework for this research study, SAAR, provided insight as to how information is created, perceived, and distributed among the masses and how it may affect the decision-making process of a person, organization, or a society as a whole. The results of this quantitative study support the notion that SAAR is influential in many industries, including education. SAAR can blemish a society by amplifying its negative traits or it can embarrass its own society by distorting its own social norms as a result of omitting facts from the public view.

The researcher proposed one possible solution to help prospective students make more informed decisions. This solution was created as a result of this research study. The SAFE card will help college bound prospective senior high school students to consider a subset of college decision factors and information sources that will help them in the college selection process. The SAFE card simply helps students evaluate a set of criteria prior to selecting an IHE. The researcher's ultimate purpose is to create a safer, more connected and meaningful world for humankind.

REFERENCES

Abu Hasan Sazalli, N. (2015). *Affordances of smartphones and Facebook tools to enhance the teaching and learning of English for "English as a second language" learners* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1827601917)

Acquaro, P. E. (2017). *Investigation of the selection, implementation, and support of online learning tools in higher education* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1906670138)

Adkins, F. E. (2015). *An examination of police officers' perceptions of effective school responses to active shooter scenarios: A phenomenological narrative study* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global, ProQuest Dissertations and Theses A&I: The Humanities and Social Sciences Collection. (UMI No. 1797446311)

American Association of Community Colleges. (2017). An online educational information center. Retrieved from https://www.aacc.nche.edu/

Belmont Report. (1979). Ethical principles and guidelines for the protection of human subjects of research. Retrieved from https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html

Boggs, B. D. (2012). *An assessment of campus police departments across Mississippi's public community and junior colleges* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global, ProQuest Dissertations and Theses A&I: The Humanities and Social Sciences Collection. (UMI No. 1266823756)

Bolman, L. G., & Deal, T. E. (2011). *Reframing organizations: Artistry, choice and leadership* New York, NY: Wiley.

Bozarth, J., (2010). *Social media for trainers: Techniques for enhancing and extending learning*. San Francisco, CA: Pfeiffer.

Brown-Peterson, A. J. (2017). *Successful facebook marketing strategies by missouri small businesses: A qualitative case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1914685882)

Byrne, R. (2006). *The secret*. Hillsboro, OR: Beyond Words Publishing.

Bryant, W. L. (2014). *Education and technology in the 21st century experiences of adult online learners using web 2.0* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1524003159)

Burt, E. (2013). *Components that affect the personal motivation to implement campus safety protocols* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global, ProQuest Dissertations and Theses A&I: The Humanities and Social Sciences Collection. (UMI No. 1466302365)

Cashman, K. (2008). *Leadership from the inside out*. San Francisco, CA: Berrett-Koehler Publisher, Inc.

CITI. (2018). Collaborative institutional training initiative. Retrieved from https://about.citiprogram.org/en/homepage/

Clery Act. (1990). The Clery Act is a consumer protection law that aims to provide transparency around campus crime policy and statistics. Retrieved from https://clerycenter.org/policy-resources/the-clery-act/

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Upper Saddle River, NJ: Lawrence Erlbaum.

Conmy, K. (2016). *Distance-learning students' preferred interaction tools and how they relate to sense of community and learning* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1848156205)

Covey, S. M. R. & Merrill, R.R. (2008). *The SPEED of trust: The one thing that changes everything.* New York, NY: Free Press.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). San Francisco, CA: Sage Publications.

Cunningham, D. M. (2016). *Implementation of social networking in K - 12 education as an instructional tool* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1833159748)

Dorn, R. F. (2013). *The relevance of historically black colleges and universities* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1426825650)

Egle, W. H. (1883). *The massacre of Enoch Brown and School. Its relation to provincial history.* Retrieved from https://archive.org/details/illustratedhisto02egle

Fake News. (2018). *Fake news: What exactly is it – and how can you spot it?* Retrieved from http://www.telegraph.co.uk/technology/0/fake-news-exactly-has-really-had-influence/

Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2009). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods, 41*(4), 1149-1160. https://doi.org/10.3758/BRM.41.4.1149

Federal Regulations 45 CFR 46 .101b (2017). Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html

Fennelly, L., & Crowe, T. (2013) *Crime prevention through environmental design*. New York, NY: Elsevier Science.

Finley, L. (2014). School Violence: A Reference Handbook, 2nd Edition (2nd ed.). Santa Barbara, CA: ABC-CLIO.

Franklin University (2017). Non-profit vs. for-profit colleges. Retrieved from https://www.franklin.edu/blog/non-profit-vs-for-profit-colleges-what-you-need-to-know

Greenleaf, R. K., & Spears, L. C. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness* (25th anniversary ed.). New York, NY: Paulist Press.

Gust, J. (2009). *Safety changes in blue ribbon schools since the attack on columbine high school* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 54513501).

Hesse, H. (1956). *A Novel: The journey to the east.* New York, NY: Picador Publishing.

Hockett, A. B. (2015). *High school senior college choice factors and influences* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1727124409)

Holder-Ellis, M. (2015). *The role of social media technology tools in higher education instruction* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1734046205)

Hosking, J. (2014). *Campus security director perceptions concerning the influence of concealed carry firearms on safety at wyoming public community colleges: A phenomenological study* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1552969437).

Karrer, T. (2007). eLearning 2.0 [Slide presentation]. Retrieved from

    https://www.slideshare.net/akarrer/elearning-20-karrer-astd-oc-2007

Kasperson, R. E., Renn, O., Slovic, P., Brown, H. S., Emel, J., Goble, R., . . . Ratick, S. (1988).

    The social amplification of risk: A conceptual framework. *Risk analysis, 8*, 177–187.

    https://doi.org/10.1111/j.1539-6924.1988.tb01168.x

Kasperson, R. E., Pidgeon, N., Slovic, P. (2003). *The social amplification of risk*. Cambridge,

    UK: Cambridge University Press.

Lilly, A. (2015). *Facebook and sense of self in emerging adulthood.* (Doctoral dissertation).

    Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1909333596)

LinkedIn. (2018). A professional social network. Retrieved from

    https://www.linkedin.com/help/linkedin/answer/45/how-linkedin-can-help-you?lang=en

Lunden, I. (2016, November 17). LinkedIn is now officially blocked in Russia.

    https://techcrunch.com/2016/11/17/linkedin-is-now-officially-blocked-in-russia/

Mcnabb, M. E. (2016). *Introducing mobile technologies to strengthen the national continuing*

    medical education program in Vietnam (Doctoral dissertation). Retrieved from ProQuest

    Dissertations & Theses Global. (UMI No. 1800279275).

Mitchell, E. (2016). *Alcohol-related information on Facebook and perceptions of hiring*

    managers (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses

    Global. (UMI No. 1809114910)

Mitchell, S. L. M. (2008). *An historical analysis of the creation of a cabinet -level united states*

    department of education (Doctoral dissertation). Retrieved from ProQuest Dissertations

    & Theses Global. (UMI No. 89134530)

Mongan, P. C. (2013). *Rampage school shootings: A content analysis of media and scholarly accounts of perpetration factors associated with the phenomenon* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1566489358)

National Center For Education Statistics. (2016). Fast facts: Educational institutions. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=84

New York Times (2007). Virginia Tech shooting leaves 33 dead. Retrieved from https://www.nytimes.com/2007/04/16/us/16cnd-shooting.html

Northouse, P. G. (1997). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.

Online College. (2017). *100 ways you should be using Facebook in your classroom.* Retrieved from http://www.onlinecollege.org/2009/10/20/100-ways-you-should-be-using-facebook-in-your-classroom/

Pappas, C. (2018). *Facebook for eLearning*. Retrieved from http://blog.efrontlearning.net

Pepperdine University Institutional Review Board. (2018). *Protection of human subjects.* Retrieved from https://community.pepperdine.edu/irb/graduate/

Qualtrics. (2018). *An online survey management system*. Retrieved from https://www.qualtrics.com/

Quinn, R. E. (2000). *Change the world: How ordinary people can accomplish extraordinary things.* New York, NY: Wiley.

Reeves, M. M. (2014). *College campus violence and faculty safety* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1613273104)

Renaud, C., Wagoner, B. (2011). Principal Leadership: The gamification of learning. *Principal Leadership, 11*(6), 57-59. Retrieved from http://www.nassp.org

Robbins, S. P., & Judge, T. (2010). *Essentials of organizational behavior* (10th ed.). Upper
    Saddle River, NJ: Prentice Hall.

Schein, C. (2014). *The value of integrating social media tools into organizational learning
    processes* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses
    Global. (UMI No. 1504640311)

Schein, E. H. (2010). *Organizational culture and leadership.* New York, NY: John Wiley &
    Sons.

Schloss, K. E. (2017). *Social networking profile reviews in the employee selection process: A
    multiple case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations &
    Theses Global. (UMI No. 1894102448)

Schmieder-Ramirez, J., & Mallette, L. A. (2007). *The SPELIT power matrix.* Charleston, SC:
    Booksurge.

Scott, L. M. (2014). *The black college experience: What does it mean to African American
    teens? A descriptive case study investigating student perceptions and its influence on
    college choice and HBCU student enrollment* (Doctoral dissertation). Retrieved from
    ProQuest Dissertations & Theses Global. (UMI No. 1615442036)

Sikes, S. M. (2015). *"Facebook is my extracurricular life!": A phenomenological examination of
    undergraduate Facebook usage and student involvement* (Doctoral dissertation).
    Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1687803107)

SlideShare, (2018). *Create and share online presentations on Facebook.* Retrieved from
    https://www.slideshare.net/

Smith, W. S. (2016). *Community college recruiting through Facebook* (Doctoral dissertation).
    Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1784269860)

Statista. (2017). *The portal for statistics*. Retrieved from https://www.statista.com/

Statista. (2017). *YouTube members worldwide*. Retrieved from

      https://www.statista.com/topics/2019/youtube/

SurveyGizmo. (2018). *Survey management systems*. Retrieved from

      https://www.surveygizmo.com/

Thomas, D., & Seely, J. (2011). *A new culture of learning: Cultivating the imagination for a*

      world of constant change. Charleston, SC: CreateSpace.

Udutu. (2017). *Learning Management Systems*. Retrieved from http://www.udutu.com/

U.S. Department of Education. (2017). *Crime statistics*. Retrieved from

      https://ope.ed.gov/campussafety/#/

U.S. News and World Report. (2017). *Ranking Criteria*. Retrieved from

      https://www.usnews.com/education/best-colleges/articles/ranking-criteria-and-weights

Voice of America. (2016). *UCLA gunman linked to other killing across US*. Lanham, MD:

      Federal Information & News Dispatch, Inc.

Vota, W. (2014). Libraries are powering economic development in the Philippines. Retrieved

      from https://isif.asia/author/wayan/page/4/

Walton, A. L. (2014). *Factors that influence a high school student's college choice in a rural*

      area in Mississippi (Doctoral dissertation). Retrieved from ProQuest Dissertations &

      Theses Global. (UMI No. 1640912733)

Werbach, K., & Johnson, S. (2012). Gamification: How to gamify smart. *BizEd*, *11*(6), 53.

      Retrieved from http://www.aacsb.edu

Woolfolk, W. A. (2013). *Indicators of faculty and staff perceptions of campus safety: A case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1443902886)

WordCat. (2018). *An online book library*. Retrieved from https://www.worldcat.org/

Zichermann, G., & Cunningham, C. (2011). *Gamification by Design: Implementing game mechanics in web and mobile apps*. Sebastopol, CA: O'Reilly Media, Inc.

Zoho Office. (2018). *Online office suite, business productivity software*. Retrieved from https://www.zoho.com/docs/office-suite.html

APPENDIX A

Access to Participants via LinkedIn
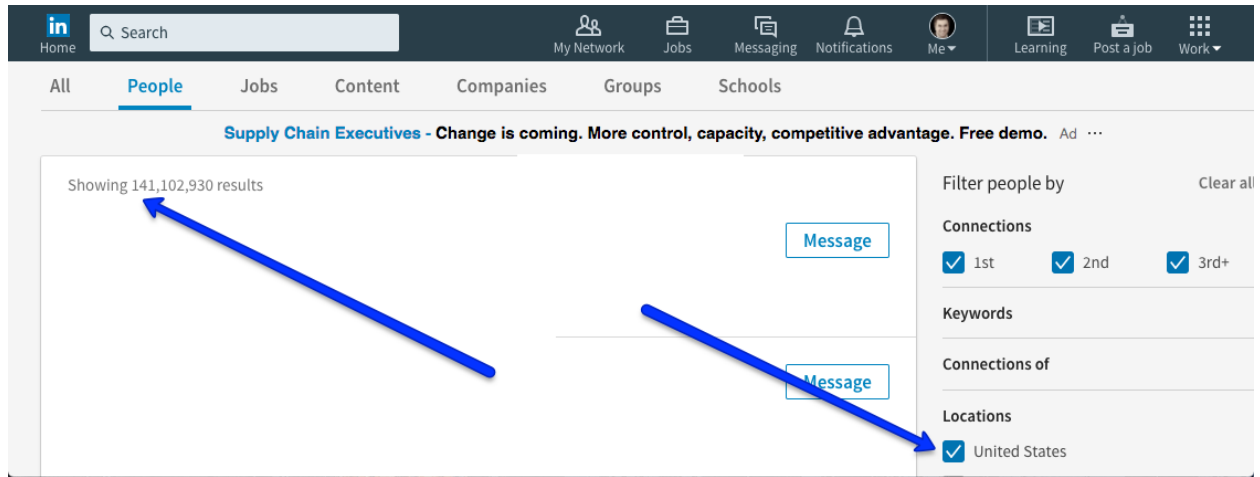
APPENDIX B

LinkedIn Advertising Guidelines

Please note that the following LinkedIn advertising guideline was retrieved from: https://www.linkedin.com/legal/sas-guidelines#content

LinkedIn is an online service that aspires to make people more successful and productive in their careers, and we believe that Ads delivered through the Ad Services should be relevant and useful to our members. LinkedIn determines the professionalism and appropriateness of any Ad, and reserves the right to refuse and to take appropriate action against any Ad it believes is unsuitable.

These Advertising Guidelines will help you to determine whether your Ad is appropriate for LinkedIn. Any Ad that violates any of the guidelines below may be removed from LinkedIn and in some cases further action may be taken. If you are unsure whether your Ad is acceptable, you may contact us. Notwithstanding these Advertising Guidelines, legal compliance is the sole responsibility of the advertiser (including its representatives and agents).

1. Overview

Acceptable Ads advertise legal products and services that are suitable for professionals and aspiring professionals without deceiving, or endangering the safety of, our members while meeting our technical requirements.

Content

Safety and Privacy

Technical Requirements

Violations

2. Content

Honesty and Fairness

No Fraud or Deception

Standard Text and Contact Information

Trademarks and Use of "LinkedIn"

Fair and Legal Billing Practices

Provoking, Offensive or Discriminatory

Discrimination in Hiring and Education

Hate, Violence, Discrimination a *f* hrnd Opposition

Language

Offensive to Good Taste

Political

Sensitive Content

Restricted Products and Services

2.1 Honesty and Fairness

No Fraud or Deception. Your Ads should not be fraudulent, deceptive or include misleading titles, statements or illustrations. Your product or service must accurately match the text of your ad - don't lie, don't exaggerate and don't make false claims. The photos and images in your ad should have a reasonable relationship to the product or service being advertised. The claims you make in your ad should have factual support. Do not make deceptive or inaccurate claims about competitive products or services. Do not imply you or your product are affiliated with or endorsed by others without their permission. Do not advertise prices or offers that are inaccurate - any advertised discount, offer, or price must be easily discoverable from the URL in your ad. All fees and taxes that are legally required to be disclosed should be included. Do not show LinkedIn one version of your website (e.g. during the purchase process) and users another (Cloaking).

Standard Text and Contact Information. Please use correct spelling and grammar in the text of your ad. Do not use non-standard spelling, grammar, capitalization, punctuation, or repetition in your ad. Do not use excessive capitalization in your ad. With the exception of valid acronyms, words should never be fully capitalized in your ad. Do not use excessive or inappropriate punctuation in your ad. Do not repeat punctuation and do not use more than a single exclamation point in your ad. Do not use any symbols (i.e. *, @) in a manner that differs from its standard meaning. Do not use a symbol in replacement of a letter ('cl!ck'). Do not repeat words or phrases in your ad. You may include a single link and either a single email address or phone number in your ad.

Trademarks and Use of "LinkedIn". Please use only trademarks that you have a legal right to use in your ad. Your ad must not include any text that may be deemed as infringing upon the trademarks of other parties unless express permission has been granted by the trademark owner. Any ad found to be infringing on the trademark of a complainant will be removed from LinkedIn. You should not use trademarks, logos, service marks or company names in a way that would be confusing to the user, or imply an affiliation or endorsement when there is none. Trademark owners can send concerns about the use of their trademarks to https://www.docusign.net/MEMBER/PowerFormSigning.aspx?PowerFormId=c6fe80f8-8ab1-4e09-a4e7-a663bb08fa5f.

You may use "find me" on LinkedIn in accordance with our trademark guidelines, but otherwise please do not use "LinkedIn" or refer to LinkedIn (the corporation, brand, or site) in your ad. Do not imply affiliation with or an endorsement by LinkedIn.

Fair and Legal Billing Practices. The products and services advertised in your ad should have fair and legal billing practices. Pricing, fees and payment terms should be clear and easily findable

and understandable by your customers prior to their purchase or completion of the transaction, including explaining the rights to refunds, termination and any applicable interest.

2.2 Provoking, Offensive or Discriminatory

Discrimination in Hiring and Education. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads that advocate, promote or contain discriminatory hiring practices or denial of education or economic opportunity based on age, gender, religion, ethnicity, race or sexual preference. Ads that seek to promote the denial or restriction of fair and equal access to education and career opportunities are prohibited.

Hate, Violence, Discrimination and Opposition. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads that include hate speech or show or promote violence or discrimination against others or damage to their property or are personal attacks on any individual, group, company or organization or otherwise advocating against or targeting any individual, group, company or organization. LinkedIn also does not allow harassing or threatening ads.

Language. Please use appropriate and acceptable language in your ad. Do not use language that could be considered offensive by any reasonable viewer of your ad. LinkedIn is the sole judge of the appropriateness of any words or phrases in your ads on LinkedIn.

Offensive to Good Taste. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads that are indecent, vulgar, suggestive or that, in the opinion of LinkedIn, may be offensive to good taste. In special circumstances, LinkedIn may determine that an ad that was acceptable, is no longer appropriate given current events. Ads that depict violent or degrading behavior are not acceptable. Provocative speech is prohibited in ads on LinkedIn and that includes provocative speech related to political or religious topics.

Political. All political advertising must clearly identify the person or entity that paid for the message. Ads not financed by a candidate or campaign must indicate whether the content is authorized by a candidate and, if not, include contact information for the person or entity that paid for the message. Political ads must comply with applicable laws, including with respect to identifying the paid sponsor or observing blackout or quiet periods prior to election.

Sensitive Content. LinkedIn does not allow ad targeting based on sensitive categories such as inferred or actual information regarding financial status, alleged/actual commission of a crime, health, political affiliation/beliefs, racial or ethnic origin, religious or philosophical affiliation/beliefs, sexual behavior or orientation, or trade union membership.

2.3 Restricted Products and Services

LinkedIn does not allow advertising related to any of the following:

Illegal Products and Services

Fake Documents and Related Services

Offensive Products and Services

Alcoholic Beverages

Tobacco Products or Cigarettes

Drugs, Illegal Substances and Related Products

Weapons, Firearms, Ammunition, Fireworks or any Other Violent Products or Services

Sexual or Adult Content

Sexual or Adult Products or Services

Dating Services

Ringtones and Video Games

Illegal Downloads of Software, Media or Other Copyrighted Content

Gambling, Sweepstakes and Virtual Currency

Scams

Occult Pursuits

Endangered Species and Fur

Health Matters

Harmful to LinkedIn or its Members

Affiliate Advertising

Soliciting Funds

Financial Products

Illegal Products and Services. Products and services that are subject of the ads, should be legal to purchase and use in the jurisdiction in which they are being marketed. Ads themselves should comply with applicable laws regarding advertising, including age and content restrictions. Countries and states may have different laws that set different advertising requirements on the same or similar products. Examples of products and services that might be illegal: Resale of event tickets, products designed to interfere with the enforcement of traffic laws (radar detectors), counterfeit goods, replica goods, live animals, animal products, surveillance products, encryption products/services, de-encryption devices and services, and health supplements.

Fake Documents and Related Services. LinkedIn does not allow ads for fake documents that could be used to trick or defraud or services that assist with obtaining documents in violation of applicable rules. Examples of prohibited fake documents are: (1) academic degrees, (2) professional licenses or certifications, (3) national IDs, (4) working permits (immigration status), (5) business licenses, (6) birth certificates, (7) passports, (8) invoices or receipts, (9) medical records, and (10) noble titles/ status. Examples of prohibited services are those that will take tests or write papers on a person's behalf.

Offensive Products and Services. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads for products or memorabilia promoting offensive, violent or hateful groups or actions, such as Nazi, Klu Klux Klan, or criminal acts such as bombings, shootings or rapes.

Alcoholic Beverages. Ads for alcoholic beverages such as wine, beer and spirits are restricted on LinkedIn and may not be placed through our self-service tool, but may be available for placement through our Ad sales team for targeting in certain countries. If you are interested in placing an ad that is related to alcoholic beverages please contact our Ad Sales team here.

All Ads related to alcohol must comply with applicable law for the locations that the ad is being shown. Ads that target people under the legal drinking age are forbidden. The following are prohibited: (1) Ads that suggest that drinking alcohol has health benefits, (2) Ads that imply that your life (home, health, work or performance) would improve with the use of alcoholic beverages, (3) Ads that portray drinking competitions or games as positive, (4) Ads that promote excessive or binge drinking, (5) Ads for alcoholic beverages targeted to people under 25, (6) Ads that show people drinking/being drunk, (7) Ads that portray irresponsible drinking in any form (e.g., drinking and driving).

Tobacco Products or Cigarettes. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads related to cigarettes, pipes, cigars, tobacco and related products. Lawful products and services which promote quitting tobacco related products are permitted.

Drugs, Illegal Substances and Related Products. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads related to prescription pharmaceuticals, drugs or any related products or services.. Ads that promote illegal drugs, highs, herbal medicines and treatments, psychoactive effects of substances, or aids to pass drug tests are all prohibited.

Weapons, Firearms, Ammunition, Fireworks or any Other Violent Products or Services. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads related to weapons, firearms, ammunition, fireworks, stun guns, air rifles, pyrotechnical devices or other violent products or services.

Sexual or Adult Content. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads related to sexual or adult content, including escort services, massage and pornography.

Sexual or Adult Products or Services. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads related to adult products or services such as sex toys, personal sexual services, escort services, prostitution, sexual services, strip clubs, erotic dancing, erotic massage, or international bride services.

Dating Services. Even if legal in the applicable jurisdiction, LinkedIn restricts ad for dating services. LinkedIn does not allow targeting dating services to people who are under 18. The dating services must be legal in the applicable jurisdiction, and must not engage in "escort type" services where any person is compensated to participate in the date. LinkedIn reserves discretion to determine the appropriateness of the service.

Ringtones and Video Games. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads for downloadable ring tones and may restrict or limit advertising for violent or adult content video games.

Illegal Downloads of Software, Media or Other Copyrighted Content. LinkedIn does not allow ads that products and services marketed for the purpose of (or that are primarily used for) the distribution of software, media and other content in violation of the intellectual property rights of others.

Gambling, Sweepstakes and Virtual Currency. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads related to gambling and sweepstakes or the sale of virtual currency (e.g., gaming). Ads related to the following are prohibited: sports betting, bingo, lotteries, gambling tours and tutoring, tools and software for gambling, scratch games.

Scams. LinkedIn does not permit ads related to scams, financial schemes, pyramid schemes or other fraudulent or illegal financial arrangements or investment opportunities.

Occult Pursuits. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads for fortune telling, dream interpretations and individual horoscopes except when the emphasis is on amusement rather than serious interpretation.

Endangered Species and Furs. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads for furs or products made from the furs, hides or body parts of animals included on any government endangered species lists.

Health Matters. Even if legal in the applicable jurisdiction, LinkedIn does not allow ads that promote or endorse actions that are likely to harm one's health, such as bulimia, anorexia, binge drinking, misuse of legal drugs. In many jurisdictions, LinkedIn may limit or restrict advertising related to health matters because it would be inappropriately age targeted or deemed offensive.

Harm to LinkedIn or its Members. Even if legal in the applicable jurisdiction, LinkedIn may not allow ads that promote or endorse products, services or actions that would result in a breach of LinkedIn's User Agreement or Privacy Policy, or that LinkedIn believes are intended to, or may result in, harm to LinkedIn or its members.

Affiliate Advertising. LinkedIn does not allow Affiliate ads. Related programs are not allowed to advertise using LinkedIn Ads.

Soliciting Funds. LinkedIn allows ads that solicit funds only if they comply with applicable law and would qualify as tax deductible or charitable in the applicable jurisdiction or contribute directly to official political candidates or organizations.

Financial Products. LinkedIn does not allow ads for payday loans, paycheck advances or any other short-term loan intended to cover someone's expenses until their next payday.

3. Safety and Privacy

Links. Link Behavior: Do not deceive, confuse, or otherwise degrade the experience of members who click on your ad. The domain of your Display URL must match the domain of your Destination URL. All members must be sent to the same destination URL and landing page from a click on your ad. Do not send members to a landing page that generates a pop-up. The landing page must allow users to be able to navigate away from the page, including to use the browser's 'Back' button and return to the page that the ad was displayed on.

Malicious Software/Browser: Do not use an ad to promote, install or distribute viruses, worms, spyware, malware or other malicious software, whether through the ad creative or landing page. Software should only be installed with the permission of the user and should be readily removable by the user. Software features should be made apparent to the user, with no undisclosed features or functions that could harm the user or data, software or devices of the user. Do not use any browser flaws/exploits to install software or bypass standard browser security restrictions.

Phishing: Do not use an ad to promote a website that tricks a user into providing personal or other information that can be used to exploit or cause harm to the users.

Https Support: All ads must support https throughout the call flow. If you collect sensitive information on your site linked to the ad, we ask that you use HTTPs.

Privacy. Advertisers remain responsible for ensuring that they are compliant with local laws and regulations on the subject of privacy and data protection. Do not use tracking cookies to track users across sites without full disclosure and consent of the users (e.g. do not use an "ever cookie" or "zombie" cookie).

Hacking. Ads that promote products or services for hacking are prohibited. The following ads are prohibited: instructions on how to illegally alter with electronic equipment, or by pass digital content management systems or otherwise illegally tamper with software, servers, cell phones, or websites, or listen in or record conversations or information without proper consent.

4. Technical Requirements

See http://adspecs.liasset.com

5. Violations

If LinkedIn believes that you or your Ad is in violation of these guidelines we may disapprove the Ad for display on LinkedIn or we may deny you the right to display any Ad on LinkedIn until LinkedIn believes you, your Ads, Destinations and Advertised Goods are in compliance with these guidelines. In some rare cases, we may decide to ban Ads from you or relating to your Destinations or Advertised Goods. If you have questions regarding this, you may contact us.

APPENDIX C

Permission to Post a Survey on LinkedIn

Permission to post a survey for a research study

Email: : xxxx@xxxx.xxx

Alternate Email: :

Issue Type : Other

In Which App or Site? : LinkedIn (Website)

On What Device? : Apple Laptop/Desktop

Your Question : Dear LinkedIn, I am working on my dissertation and would like to post a survey link on LinkedIn so people that are interested will click on the link and take the survey. May I freely post a link that leads to my survey on LinkedIn? Regards, Ray Arasteh

You asked this question 2 hours ago

Greetings!

My name is Patrick, and I am a fellow LinkedIn member and certified, expert user. We are here to provide 1st level technical support for the members of the LinkedIn community. I would be happy to assist you today with your issues by guiding you within the system to a resolution, or even a work around.

If I am reading this correctly, you are creating a survery on another site and you would like to post the link on your account.

There is nothing preventing you from doing so.

******* PLEASE READ ******

Thank you for contacting us today about this issue.

Please note: email addresss and phone numbers are masked, and attachments have been removed. The only infomation i have about you is your first name.

Since there are many reasons why something might not be working, this solution may not be the correct one, even though it is the most likely one based on your description of the problem. If this does help, please let me know so that we can proceed with a different possible solution.

Also, please note that this is not a real-time conversation, and that responses could be significantly delayed. You can use this system to send back an email to let me know if I can be of further assistance!

Patrick C.
Directly Expert Network Consultant (not an employee of LinkedIn)
My Profile: http://bit.ly/DNLpatcii

APPENDIX D

Qualtrics Survey

Do you live in the United States?

○ YES

○ NO

https://az1.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview   1/3

0/26/2017   **Qualtrics Survey Software**

Please indicate your age.

[   ]

Please indicate you are.

○ Male

○ Female

○ Other

○ Do not wish to disclose

Education Level

○ High School Diploma

○ Bachelor's Degree

○ Master's Degree

○ Doctoral Degree

○ Other

There are many different concerns that people could potentially have related to campus security. Please checkmark any of the potential concerns listed below that are of concern to you.

Please select all that apply.

- ☐ Physical Harm
- ☐ Sexual Harm
- ☐ Gun violence
- ☐ Kidnapping
- ☐ Active Shooter
- ☐ Bullying
- ☐ Gang Violence
- ☐ Religious Discrimination
- ☐ Cultural Discrimination
- ☐ Gender Discrimination

Please comment on two or three campus security concerns you or family members have personally experienced in the past.

[_____]

Parents often use various sources of information when deciding where to send their child to college. For each of the following sources of information, please rate each information source in its importance to you if you had a son/daughter who was a high school junior and about to begin selecting a suitable university on a 5-point scale: 1= Not at all important to 5 = an extremely important factor.

	not at all important	somewhat important	neutral	important	extremely important
Opinions of family members	○	○	○	○	○
University website	○	○	○	○	○
Facebook comments by parents of current students	○	○	○	○	○
Campus visit	○	○	○	○	○
Ratings given by impartial organizations such as US News and World Report	○	○	○	○	○
Counselor recommendation	○	○	○	○	○
Social Media (Facebook, Twitter, Instagram)	○	○	○	○	○
Opinion of graduates	○	○	○	○	○
Online blog posts	○	○	○	○	○
Online discussion forums	○	○	○	○	○

The following are common factors that parents use in selecting a suitable university for their child to attend. If you had a son/daughter who was a high school junior and about to begin selecting a suitable university, please rate the importance of the following factors to you personally on a 5-point scale: 1= Not at all important to 5 = An extremely important factor.

	not at all important	somewhat important	neutral	importnat	extremely important
Prestige	○	○	○	○	○
Location	○	○	○	○	○
Cost	○	○	○	○	○
Values of university align with family values	○	○	○	○	○
Campus safety	○	○	○	○	○
Major	○	○	○	○	○
Program	○	○	○	○	○
Student/Professor radio	○	○	○	○	○
Student life	○	○	○	○	○
Athletics	○	○	○	○	○

There are many different concerns that people could potentially have related to campus security. Please checkmark any of the potential concerns listed below that are of concern to you.

Please select all that apply.

- ☐ Physical Harm
- ☐ Sexual Harm
- ☐ Gun violence
- ☐ Kidnapping
- ☐ Active Shooter
- ☐ Bullying
- ☐ Gang Violence
- ☐ Religious Discrimination
- ☐ Cultural Discrimination
- ☐ Gender Discrimination

Please comment on two or three campus security concerns you or family members have personally experienced in the past.

[   ]

APPENDIX E

Invitation to Participate in the Survey

Dear Colleague,

I am a doctoral candidate in the field of Organizational Leadership at Pepperdine University. I am collecting data for my research study to seek public/parental perception of campus safety issues in the United States. The purpose of this research study is to determine how important campus safety is as a factor in college and university selection process for you. Your participation will greatly help me and it is much appreciated.

This is an anonymous survey and your personal information will not be collected at anytime before, during, or after the survey. This survey should take about 5 minutes to complete.

Please click on the link below to take the survey:

https://pepperdinegsep.az1.qualtrics.com/jfe/form/SV_aUYCUbuGB3zHkDb

Thank you for your participation.

Regards,

Ray Arasteh

APPENDIX F

Focus Group Invitation Letter

Dear Doctoral Colleague,

I am a doctoral student getting ready for the data collection phase of my research study. Would

you kindly please help me confirm that the survey questions in my research study can answer the

research questions? Please see the link below to take the survey. Your support is much

appreciated.

Regards,

Ray Arasteh

APPENDIX G

Email Request to Focus Group to Participate in the Survey

Does the following survey questions help answer the research questions.

Dear Doctoral Colleague,

I am a doctoral student getting ready for the data collection phase of my research study. Would you please kindly help me confirm that the survey questions can help answer the research questions?

Your support is much appreciated. Thank you.

Does the survey questions below help answer the research questions below?, Please indicate YES or NO. If NO please provide a brief explanation in the text box. In addition to this Likert scale question, subjects are asked to provide demographics: age, own education level, and gender.

Survey Question 1:
Parents often use various sources of information when deciding where to send their child to college. For each of the following sources of information, please rate each information source in its importance to you if you had a son/daughter who was a high school junior and about to begin selecting a suitable university on a 5-point scale: 1= Not at all important to 5 = an extremely important factor.

1. Opinions of family members
2. University website
3. Facebook comments by parents of current students
4. Campus visit
5. Ratings are given by impartial organizations such as US News and World Report
6. Counselor recommendation
7. Social Media (Facebook, Twitter, Instagram)
8. Opinion of graduates
9. Online blog posts
10. Online discussion forums

Survey Question 2:
The following are common factors that parents use in selecting a suitable university for their child to attend. If you had a son/daughter who was a high school junior and about to begin selecting a suitable university, please rate the importance of the following factors to you personally on a 5-point scale: 1= Not at all important to 5 = An extremely important factor.

1. Prestige
2. Location
3. Cost
4. Values of University align with family values
5. Campus Safety
6. Major
7. Program
8. Student/Professor Ratio
9. Student Life
10. Athletics

RQ Which factors, if any are significantly more important than campus safety as a selection factor?

○ YES

○ NO

RQ What is the relative importance of various information sources in making a college selection decision?

○ YES

○ NO

RQ Are any of the selection factors related to any of the information source ratings?

○ YES

○ NO

RQ Are any of the selection factors related to any of the information source ratings after controlling for respondent demographics (gender, age, own education.)

○ YES

○ NO

APPENDIX H

Informed Consent

PEPPERDINE UNIVERSITY

Doctoral Research Student

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

(PUBLIC PERCEPTION OF CAMPUS SAFETY ISSUES AT INSTITUTIONS OF HIGHER

EDUCATION IN UNITED STATES.)

You are invited to participate in a research study conducted by **(principal investigator: Ray Arasteh M.B.A, and faculty advisor: Dr. Leo Mallette, Ed.D.** at Pepperdine University, because you are **(survey participant).** Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to accept this informed consent by indicating, "Yes, I accept". If you do not wish to participate in this survey, please close this window now. Thank you.

PURPOSE OF THE STUDY

The purpose of this quantitative research study is to determine if the general public, parental and student perception of campus safety has a positive, negative or no correlation on College or University selection process and decision outcomes. This study's findings could lead to leadership theories, training, development that may have an impact on campus safety in the United States.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to take a short anonymous survey. Your name or personal information will not be asked before, during or after the survey.

POTENTIAL RISKS AND DISCOMFORTS

This study poses no more than minimal risk to subjects. There is a risk of potential breach of confidentiality. No more than minimal risk may include discomforts, inconveniences and the time needed to complete the survey.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

There are no potential benefits to be gained by the subject.

CONFIDENTIALITY

The survey results data will be kept *(anonymously)* as far as permitted by law.
Your personally identifying information will not be collected before, during or after the survey.

The data will be stored on a password-protected computer in the principal investigators place of *(office)*. The data will be stored for a minimum of three years. The data collected is based on complete anonymity and your identity will not be collected or stored.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty.

RIGHTS OF RESEARCH PARTICIPANT – Ray Arasteh

If you have questions, concerns about your rights as a research participant or research in general please contact me, Ray Arasteh, ████████████████████████████

APPENDIX I

Sample Figure of the Survey

Parents often use various sources of information when deciding where to send their child to college. For each of the following sources of information, please rate each information source in its importance to you if you had a son/daughter who was a high school junior and about to begin selecting a suitable university on a 5-point scale: 1= Not at all important to 5 = a significant factor.

	not at all important	somewhat important	neutral	important	extremely important
Opinions of family members	○	○	●	○	○
University website	○	○	○	●	○
Facebook comments by parents of current students	○	○	○	●	○
Campus visit	○	●	○	○	○
Ratings given by impartial organizations such as US News and World Report	○	○	○	●	○
Counselor recommendation	○	○	○	●	○
Social Media (Facebook, Twitter, Instagram)	○	○	○	○	●
Opinion of graduates	○	○	●	○	○
Online blog posts	○	●	○	○	○
Online discussion forums	●	○	○	○	○

The following are common factors that parents use in selecting a suitable university for their child to attend. If you had a son/daughter who was a high school junior and about to begin selecting a suitable university, please rate the importance of the following factors to you personally on a 5-point scale: 1= Not at all important to 5 = An extremely important factor.

	not at all important	somewhat important	neutral	importnat	extremely important
Prestige	○	○	○	○	●
Location	○	○	○	●	○
Cost	○	○	○	○	●
Values of university align with family values	○	○	○	●	○
Campus safety	○	○	○	○	●
Major	○	○	○	●	○
Program	○	○	○	○	●
Student/Professor radio	○	○	●	○	○
Student life	○	○	○	○	●
Athletics	○	○	○	○	●

▼ Campus Security Concerns   Block Options ⌄

Q7   There are many different concerns that people could potentially have related to campus
⚙   security. Please checkmark any of the potential concerns listed below that are of concern
      to you.

⁂   Please select all that apply.

☑ Physical Harm   ☐ Bullying

☐ Sexual Harm   ☑ Gang Violence

☑ Gun violence   ☐ Religious Discrimination

☐ Kidnapping   ☑ Cultural Discrimination

☐ Active Shooter   ☐ Gender Discrimination

☑ Q8   Please comment on two or three campus security concerns you or family members have
⚙   personally experienced in the past.

I experienced gang and gun violence when I went to college, I was really concerned about my younger sisters.

APPENDIX J

CITI Certificate

Completion Date 20-Sep-2017
Expiration Date 19-Sep-2022
Record ID   19309233

This is to certify that:

Ray Arasteh

Has completed the following CITI Program course:

GSEP Education Division   (Curriculum Group)
GSEP Education Division - Social-Behavioral-Educational (SBE) (Course Learner Group)
1 - Basic Course   (Stage)

Under requirements set by:

Pepperdine University

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wc1a0d4e5-eb89-455e-bdb4-b5c2f63fc748-19309233

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Ray Arasteh (ID: 5511193)
- **Institution Affiliation:** Pepperdine University (ID: 1729)
- **Institution Email:** ▮▮▮▮▮▮▮▮▮▮▮▮
- **Institution Unit:** GSEP
- **Phone:** 9493362551

- **Curriculum Group:** GSEP Education Division
- **Course Learner Group:** GSEP Education Division - Social-Behavioral-Educational (SBE)
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 19309233
- **Report Date:** 20-Sep-2017
- **Current Score**:** 97

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 490)	20-Sep-2017	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	20-Sep-2017	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	20-Sep-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	20-Sep-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	20-Sep-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	20-Sep-2017	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k761cce38-75ce-45f8-a469-532ea15715d9-19309233

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Ray Arasteh (ID: 5511193)
- **Institution Affiliation:** Pepperdine University (ID: 1729)
- **Institution Email:**
- **Institution Unit:**
- **Phone:**

- **Curriculum Group:** GSEP Education Division
- **Course Learner Group:** GSEP Education Division - Social-Behavioral-Educational (SBE)
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 19309233
- **Completion Date:** 20-Sep-2017
- **Expiration Date:** 19-Sep-2022
- **Minimum Passing:** 80
- **Reported Score*:** 97

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
History and Ethical Principles - SBE (ID: 490)	20-Sep-2017	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	20-Sep-2017	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	20-Sep-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	20-Sep-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	20-Sep-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	20-Sep-2017	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k761cce38-75ce-45f8-a469-532ea15715d9-19309233

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

APPENDIX K

IRB Approval

This approval enabled the researcher to start the data collection process.

November 1, 2017

Protocol #: 17-10-627

Project Title: A STUDY OF PUBLIC PERCEPTION ON CAMPUS SAFETY ISSUES AT INSTITUTIONS OF HIGHER EDUCATION IN UNITED STATES

Dear Ray:

Thank you for submitting your application, *A STUDY OF PUBLIC PERCEPTION ON CAMPUS SAFETY ISSUES AT INSTITUTIONS OF HIGHER EDUCATION IN UNITED STATES* for exempt review to Pepperdine University's Institutional Review Board (IRB). The IRB has reviewed your submitted IRB application and all ancillary materials which was a study original submitted an approved by the **IRB**. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html) that govern the protections of human subjects. It is Pepperdine University's IRB belief because there is little to no risk to the subjects and children are not being recruited to participate, therefore, this study qualifies under section **45 CFR 46.101(b)(2)** which states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of informed consent has been **approved**.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from **45 CFR 46.101** and require submission of a new IRB application or other materials to the Institutional Review Board.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events

must be reported to the IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval.

On behalf of the IRB, we wish you success in this scholarly pursuit.

Sincerely,

Institutional Review Board (IRB)
Pepperdine University

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
         Mr. Brett Leach, Regulatory Affairs Specialist
         Dr. Judy Ho, Graduate School of Education and Psychology IRB Chair

APPENDIX L

Security Awareness Foundation Etiquette

Security Awareness Foundation Etiquette

Factors	Most Important	Very Important	Medium Important	Important
Campus Safety	Seek free incident report from US Department of Education website	Ask for last year's security incident report	Seek local police opinion/reports	Ask opinion of at least 10 current students or graduates
Major	Ask opinion of at least 3 current students	Ask opinion of at least 3 graduates	Counselor recommendation	Does it meet your career goals?
Program	Ask opinion of at least 3 current students	Ask opinion of at least 3 graduates	Counselor recommendation	Does it meet your career goals?
Cost	University Website	Scholarship available?	Talk to your parents	Student loan available?
Student Life	Ask opinion of at least 3 current students	Ask opinion of at least 3 graduates	University Website	Visit campus 3 times, observe and ask questions
Athletics	Ask opinion of at least 3 current students	Ask opinion of at least 3 graduates	University Website	Visit campus 3 times, observe and ask questions

SAFE CARD – A guideline for college bound students.