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The Impact of College Campus Shooting Incidents: An Exploration of Student Perceptions

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by

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A Dissertation submitted to the Education Faculty of Lindenwood University in

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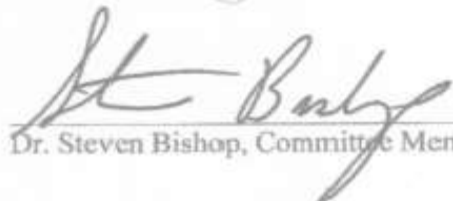
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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

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Abstract

Knowing the perceptions of college students regarding their safety on campus from an active school shooter can be valuable when campus police and security, college safety boards, and other members of the college community are designing policies and emergency plans to protect the college. However, few studies have been conducted to examine perceptions of students regarding fear of a school shooter on a university campus. To address this gap in the literature, this particular study was conducted to specifically inspect the perceptions of students regarding fear of a school shooter on a university campus in Missouri. This study resulted in a record of how the fear of a school shooter is perceived by college students from a variety of viewpoints. A qualitative, grounded theory design was selected for this study and was framed through the perspective of values theory and human and campus ecology theories. Interviews with 25 university students in Missouri were conducted. Data analysis resulted in the emergence of four major themes: (a) contentment, (b) partnership, (c) communication, and (d) maintenance. Overall, students in this study felt a great degree of contentment and desired to reduce their fear of an active shooter by creating a partnership with campus police, communicating better, and rejecting stricter gun laws.

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Chapter One: Introduction

Only 25% of college police departments are prepared for a school shooter (Kingkade, 2013). Several shootings occurred after the 2007 Virginia Tech shooting resulting in a presidential directive for colleges to have model emergency response plans (Kingkade, 2013). Perumean-Chaney and Sutton (2013) found few studies have been conducted to determine the effect emergency plans have on perceptions of students regarding fear of a school shooter. Researchers should seek to determine student perceptions of protection and how demographics, campus design, and contextual issues affect higher education students (Steinmetz & Austin, 2014). It is important researchers determine what makes people vulnerable for experiencing psychosocial resource loss after mass traumatic incidents (Littleton, Kumpula, & Orcutt, 2011).

In this chapter the background of the study, theoretical framework, and statement of the problem are explained. Purpose of the study, research questions, definitions of key terms, and limitations and assumptions are also offered. A summary of Chapter One components is presented.

Background of the Study

American public attention into school shootings began in 1966 when school shooter and former U.S. Marine, Charles Whitman, used a rifle at the University of Texas to kill 16 people in a short time (Shon, 2012). Many subsequent school shootings have occurred, even at close and personal range, such as when a PhD student attending a dissertation conference shot and killed his committee and another colleague (Shon, 2012). Between the time of Whitman's school shooting and 2007, there were at least 44 other incidents involving colleges and other schools in the United States (Shon, 2012).

Students' fear of incidents such as school shooters on school grounds is confirmed, and additional research is needed (Chekwa, Thomas, & Jones, 2013; King, 2009). There is no perfect answer to understanding and lessening fear of criminality on college soil, particularly when involving female students (King, 2009). Universities should implement programs such as community-oriented policing (COP) to facilitate an understanding of the issues that influence students' perceptions of school shootings and other crimes (King, 2009). Students are concerned for their safety while on campus (Chekwa et al., 2013). As the United States population increases, the perception of safety on university grounds is unquestionably a problem demanding further research (Chekwa et al., 2013).

A majority of college campuses have appropriate emergency procedures in place, but only a quarter of students agree they understand the emergency procedures of their campuses (Seo, Torabi, Sa, & Blair, 2012). Small schools are less prepared than those in the Northeast for a school shooting emergency (Seo et al., 2012). Colleges across the United States do not appreciate the necessity of emergency drills and fail to train and practice (Seo et al., 2012).

Theoretical Framework

A framework of values theory was used to guide this study. Values theory is the belief humans understand conflicts as emerging from the likelihood multiple, equally valid principles exist as a basis for personal choices and for evaluating the real or imagined consequences of those choices (MacKinnon, 1998). Participants should look at judgments as either descriptive or normative (MacKinnon, 1998). Values comprise the ideas and beliefs that account for the way people decide what is right or wrong

(MacKinnon, 1998). Descriptive judgments are empirical and rely on information or evidence as a method to decide which values are more or less valid in a given conflict (Schuh, Jones, & Harper, 2011). Under values theory, all judgments are evaluative (Schuh et al., 2011). Humans are evaluative beings (Schuh et al., 2011).

The framework of human and campus ecology theories was also used to guide this study. Human ecology model is used to explain development as an interaction between person and environment (Bronfenbrenner, 1979). This model includes interactions among process, person, context, and time (Bronfenbrenner, 1979). Processes take place between an individual and his or her proximal environment (Bronfenbrenner, 1979).

Campus ecology, which involves application of principles of human and developmental ecology to higher education settings, provides a framework for understanding, designing, and evaluating educational environments that promote learning and development (Moos, 1979, 1986; Strange & Banning, 2001). The focus is on the influence of environments on students and students on environments, as well as the design of campus environments for optimal student outcomes (Schuh et al., 2011). Perumean-Chaney and Sutton (2013) emphasized a safe college environment, whether real or perceived, is vital in improving students' scholastic performances and the probability they will come to be productive members of civilization.

Statement of the Problem

Shootings on campuses across the United States and throughout the world have generated fear and increasing concern about the safety of college and university campuses (Hankhouse, 2014). Investigation into fear of crime is a growing concern

(King, 2009; Steinmetz & Austin, 2014). Scholars have established crime and violence are widespread in higher education institutions (Chekwa et al., 2013; Hart & Colavito, 2011). The problem is, even though awareness of campus shootings is increasing, the perceptions, attitudes, and experiences of college students are largely unknown (Hankhouse, 2014). This lack of knowledge affects the college experience and causes a void in the responses of college administrators (Hankhouse, 2014). Furthermore, qualitative research on student fear of crime and perceived risk has been scarce (Brown & Benedict, 2012).

According to Schildkraut and Hernandez (2014), studies should focus on human perceptions of legislative responses to school shootings which target stricter gun laws. There are few studies which focus on gender differences in constrained behavior (Rader & Cossman, 2011). Likewise, several researchers have inspected the correlation between individual fear of crime and prior victimization, but not the association between prior victimization and fear of crime for others (Rader & Cossman, 2011). Rader and Cossman (2011) stressed the university environment facilitates a beginning point for studying fear of crime for others.

Other researchers suggested there is a significant need for seeking more knowledge on student crime perceptions and various attitudes of both males and females to determine themes and obtain quality data (King, 2009; Lambert, Smith, Geistman, Cluse-Tolar, & Jiang, 2013). Rader and Cossman (2011) asserted:

> Fear for others and personal fear of crime are connected and, given the impact of
> fear of crime on individuals' behaviors, activities, and anxiety levels, future

research should consider both fear of crime for others as well as personal fear of

crime. (p. 578)

Rader and Cossman (2011) revealed young college students' fear of crime for others is

still more significant than fearing crime for oneself.

Purpose of the Study

The purpose of this study was to inspect the perceptions of students regarding

fear of a school shooter on a university campus in Missouri. Most people are aware of

incidents involving school shooters. This study provided a record of how the fear of a

school shooter is perceived by college students from a variety of viewpoints.

Research questions. While the occurrence of an active shooter on Missouri

university campuses is minimal, the issue remains significant. Obtaining information

based on interview responses allowed conclusions to be drawn concerning the research

questions. The following research questions guided this study:

1. What are the perceptions of students regarding fear of a school shooter

on a university campus in Missouri?

2. In what ways do college students' perceptions vary regarding a school

shooter based on the number of campus police officers on campus?

3. What are the perceptions of students regarding campus safety?

4. What are the underlying factors that contribute to students' fear of a

school shooter?

Definition of Key Terms

For the purposes of this study, the following terms are defined:

Active shooter. An active shooter is someone who is currently armed and engaged in using deadly force against individuals (Cameron, 2014).

Barricaded gunman. A barricaded gunman is an armed person who is threatening harm to oneself in an isolated location with little access (Cameron, 2014).

Collective efficacy. According to Gabbidon and Greene (2013), collective efficacy is defined as **"**the tendency of members of a neighborhood or community to look out for one another's interest, including serving as surrogate parents" (p. 324).

Community-oriented policing (COP). Gabbidon and Greene (2013) defined community-oriented policing as follows:

A philosophy of policing that emphasizes identifying and solving a wide range of community problems that are thought to lead to crime and social disorder. In community-oriented policing, often simply termed *community policing*, the beat officer and community residents work together to exchange information, promote safety, and improve the overall quality of life in the neighborhood. (p. 324)

According to Schmalleger (2015), community policing is "a collaborative effort between the police and the community that identifies problems of crime and disorder and involves all elements of the community in the search for solutions to these problems" (p. 628).

Conditional effects. According to Schuh et al. (2011), conditional effects are **"**ways in which college environments—such as classroom climate, peer culture, or out-of-class involvement—might affect students differently on the basis of their race, class, gender, or other unique characteristic" (p. 500).

Constrained behaviors. According to Rader and Cossman (2011), constrained behaviors are defined as "behaviors people undertake to protect themselves from victimization—are also related to personal fear of crime" (p. 570).

Crime risk perception. Crime risk perception is the way in which a person's crime perception adjusts throughout prolonged existence as a function of victimization involvements (Russo, Roccato, & Vieno, 2013).

Fear of crime. Fear of crime varies from general cognitive risk assessment to an effective-laden perceived risk of victimization (Vuori, Oksanen, & Räsänen, 2013).

Hostage barricade. A hostage barricade involves an armed person who is barricaded and holding someone against his or her will and threatening to harm him or her (Cameron, 2014).

Problem-oriented policing (POP). Problem-oriented policing was defined by Schmalleger (2015) as follows:

> A type of policing that assumes that crimes can be controlled by uncovering and effectively addressing the underlying social problem that cause crime. Problem-solving policing makes use of community resources, such as counseling centers, welfare programs, and job-training facilities. It also attempts to involve citizens on crime prevention through education, negotiation, and conflict management. *Also called problem-oriented policing*. (p. 640)

According to Schmalleger (2015), "problem-oriented policing seeks to reduce chronic offending in a community" (p. 168).

Student identity. Student identity is the definition of self which is fostered by the way a student faces and uses his or her experiences and is vulnerable to the environment (Schuh et al., 2011).

Victimization. Victimization is unwarranted choosing of one person from others and subjecting him or her to unjust treatment or other wrongs (Lambert et al., 2013).

Vulnerable. A vulnerable person is susceptible of being easily hurt mentally or bodily (Littleton et al., 2011).

Limitations and Assumptions

The following limitations were identified in this study:

1. The interview portion of this study was voluntary; therefore, the level and amount of participation was unpredictable.

2. The participants' responses during the interview sessions were self-perceptions of fear of a school shooter on college property and may or may not reflect the entire student body they represent.

The following assumption was accepted:

1. The responses of the participants were offered honestly and without bias.

Summary

This study involved examination of the perceptions of students regarding fear of a school shooter on a university campus in Missouri. By using the framework of values theory and human and campus ecology theories, data and insight on students' fear of a school shooter on campus were gathered through an interview process. An interview was conducted with police who specialize in school safety and policy to ensure a safe campus environment. Information gathered is available to assist university campuses in

developing or revising policies and procedures concerning school shooters appropriate for their school and the community.

In Chapter Two, a review of literature is presented on the different perspectives of the perceptions of students regarding fear of an active shooter on university campuses. Main topics of discussion include the various viewpoints about active shooters on campus and pertinent college policies and procedures. Chapter Three contains a detailed description of the methodology used throughout this study. An analysis of data is included in Chapter Four. Summary of findings, implications for practice, and conclusions regarding students' perceptions of an active shooter on a university campus in Missouri are reported in Chapter Five.

Chapter Two: Review of Literature

The purpose of this study was to examine the perceptions of students regarding fear of an active shooter on a university campus in Missouri. Hankhouse (2014) indicated society in general is aware of incidents involving school shooters. This study provides a record of how fear of an active shooter is perceived from the unique viewpoint of each participant being studied.

Presented in this chapter are the following topics: theoretical framework, fear of crime and a school shooter on a college campus, major incidents of active shooters on college campuses, and an exploration of school shooter occurrences. Concealed weapons, victimization, and university administrative and police responses to school shooter matters are also addressed. Aspects of student and lawmakers' reaction to school shooters and their application to this study are explained. Community-oriented policing, problem-oriented policing, and preparations of students and campus facility and grounds are also explored.

Theoretical Framework

The framework of values theory served as a guide to direct this study. Values theory asserts people understand conflicts as emerging from the likelihood that multiple, equally valid principles exist as a basis for choices and for evaluating the real or imagined consequences of those choices (MacKinnon, 1998). For example, in a study about perceptions of the crime of stalking, researchers indicated it is important to make efforts to discover underlying factors and the level of fear a victim may have experienced (Lambert et al., 2013). Participants should look at judgments as either descriptive or normative (MacKinnon, 1998). Research efforts have been enhanced by using qualitative

methods to explore higher education students' judgments and perceptions (Cass, 2011).

Values comprise the ideas and beliefs that account for the ways people decide what is

right or wrong (MacKinnon, 1998). Studies have revealed college students use their

values to assign importance of personal space to an extent it may affect their perceptions

of crimes such as stalking (Cass, 2011).

Factual judgments are experiential and depend on evidence as a technique to

decide which values are more or less logical in a given encounter (Schuh et al., 2011). In

order to illustrate this link, researchers have determined when students identify

unambiguous evidence of intent exists on the part of the suspect, students are more prone

to perceive the conduct as lawless (Cass, 2011). Furthermore, values theory specifies all

judgments are evaluative (Schuh et al., 2011).

The framework of human and campus ecology theories was used to guide this

study. Human ecology model is used to explain development as an interaction between

person and environment (Bronfenbrenner, 1979). Cass (2011) suggested researchers

conduct studies applicable to quickly changing interaction. This model includes

interactions among process, person, context, and time (Bronfenbrenner, 1979). Some

crimes require personal encounters between the target and lawbreaker or encompass

relations between strangers (Cass, 2011). Processes take place between an individual and

his or her proximal environment (Bronfenbrenner, 1979).

Campus ecology, which involves application of principles of human and

developmental ecology to higher education settings, includes a framework for

understanding, designing, and evaluating educational environments that promote learning

and development (Moos, 1979, 1986; Strange & Banning, 2001). Campus ecology

focuses on the influences of environments on students and students on environments, as well as the design of campus environments for optimal student outcomes (Schuh et al., 2011). For instance, specific time of day, environment, available areas to hide, and whether it is day or night are factors correlated to the fear of crime (Lee & Hilinski-Rosick, 2012). College safety programs provide information persuading students to engage in avoidance behaviors which bring about less fear of crime (Lee & Hilinski-Rosick, 2012). Good student relations with campus police and security can lead to an exchange of information concerning placement of observation cameras and monitoring of areas at disadvantaged times, such as nighttime, when students stroll across campus (Chekwa et al., 2013).

Fear of Crime

Fear of crime is a target-rich topic that has produced hundreds of studies since 1990 (Pryor & Hughes, 2013). Chekwa et al. (2013) realized campus violence not only affects the target of the act, the assaulter, and those students connected with both victim and perpetrator, but it too affects the campus environment and the establishment. However, Elmes and Roedl (2012) determined only 7% of crimes committed against university students occurred on campus.

Gender contributes to a person's perception of danger in many situations and forms his or her fear of crime (King, 2009). Steinmetz and Austin (2014) indicated non-integrated people experience additional anxiety when meeting strangers, which provokes fear of crime. Steinmetz and Austin (2014) stated:

A student's perception of fear is based on a variety of factors. People move in and out of fear depending on the situation. The feelings of fear, that a student

who spends time on campus experiences, change with each situation. Being on

campus often, or just occasionally, during the day or at night, around spaces that

are familiar or not, will impact how safe they imagine they are. (p. 527)

Students' most feared physical characteristic of campus is an enclosed walkway

(Steinmetz & Austin, 2014).

There is abundant research supporting the perception females fear crime more

than males (Brown & Benedict, 2012; Cook & Fox, 2011; Pryor & Hughes, 2013;

Steinmetz & Austin, 2014). Pryor and Hughes (2013) determined the explanation for this

phenomenon could be women embrace altered perceptions regarding personal risks,

ability to defend oneself, and impending harm. Furthermore, studies have shown when

women feel fear, they are quick to classify suspicious incidents as misconduct

emphasizing psychological forces as well as acknowledgment (Englebrecht & Reyns,

2011). As a result, women tend to foster coping mechanisms consisting of avoiding

specified campus environments to develop constrained behaviors or restrictions of their

fun (Steinmetz & Austin, 2014). Lambert et al. (2013) revealed fear is the catalyst in

stalking cases, which causes women's perceptions of criminality to occur much sooner

than those of males.

The ages of women play an important factor in determining fear of crime for

others, as Rader and Cossman (2011) discovered:

In contrast, women who lived with a friend, engaged in constrained behaviors,

and had a personal fear of crime reported higher levels of fear for others, but

women who were older had lower levels of fear for others than younger female

students…women have close ties to other women. Given these findings, such ties

may be more important in college than when women are older, married, and have

children. Therefore, women, especially those who live with other women, may

feel a sense of responsibility for their same gender college friends that they do not

feel once they leave the college environment…the accomplishment of gender is

contextual. Although women learn to fear crime, fear of crime may have the side

benefit of teaching women to take care of others, including friends. It may be that

with the absence of a male protector in the household, women feel more

responsible for their own protection and the protection of other women. (p. 579)

Rader and Cossman (2011) also suggested men and women fear for others, but do so in

extremely dissimilar fashions.

Perceived risk is completely and considerably correlated with fear of crime (Cook

& Fox, 2011). A difference exists between fear and perceived risk (Brown & Benedict,

2012). Brown and Benedict (2012) indicated fear is responsive, and risk is perceptive.

However, males are significantly more likely to report being a direct target of crime, to

share concerns about their perceived risk about safety, and to consequently practice

evading behaviors (Brown & Benedict, 2012; Steinmetz & Austin, 2014). With this

knowledge, it is important to know women are more likely to contact police or seek

justice as an indirect victim (Steinmetz & Austin, 2014).

Association involving victimization and fear of criminality has been examined

(Rader, Cossman, & Allison, 2009; Steinmetz & Austin, 2014). However, few studies

have focused on the connection concerning victimization and fear of crime for others and

have concentrated more on gender socialization (Rader & Cossman, 2011). Rader and

Cossman (2011) also found there is a minute amount of information on fear of crime for others.

In the past, criminology and sociology of sex sources have been secluded from each other (Rader & Cossman, 2011). Considering these unclear findings, researchers were confused about how gender variations related with victimization could also impact fear of crime for others or fear of crime for oneself (Rader et al., 2009). For example, male students living on campus have less fear of crime than men residing off campus (Steinmetz & Austin, 2014). Rader and Cossman (2011) indicated men who reside with intimates are presumed accountable to others in order to demonstrate their masculinity. University students have intimate social groups in an isolated social setting (Rader & Cossman, 2011).

Even though individual fear of crime is distasteful for males, males' fear for others is an appropriate way to achieve masculinity (Rader & Cossman, 2011). Quite the opposite is true for women, where fear of crime is acceptable and fear for others appears contextualized (Rader & Cossman, 2011). Rader and Cossman (2011) implied women are much less probable to fear for others than to have concern for themselves, while the opposite is the case for men. More interestingly, women's fear for offspring and taking on the caregiver responsibility with female roommates is a suitable accomplishment of femaleness, whereas women's fear for men is particularly unnatural (Rader & Cossman, 2011).

Fear for others is discreetly entwined together with socialization where men live up to their perceived gender role of protector of women (Rader et al., 2009). White men fear for others at a higher degree than non-white men who are more probable to fear

crime for their own sake (Rader & Cossman, 2011). However, it is uncertain whether

Whites or racial minorities have a greater fear of crime (Cook & Fox, 2011). According

to Cook and Fox (2011), scholars continue to seek clarification on the connection

involving race and racial minorities and fear of crime. Although Rader and Cossman

(2011) collected some data to suggest Whites have a greater fear for others than do

African Americans, there are minute variations in fear of crime, danger of crime, and

constrained behaviors.

Nevertheless, research has revealed students' most-feared crime is having their

possessions stolen (Lee & Hilinski-Rosick, 2012; Steinmetz & Austin, 2014). Some

scholars have suggested fear of crime in men may represent a risk to manhood causing

them to deny expressions of fear (Vuori et al., 2013). Fear of crime relates with

educational attainment and gainful occupational standing (Vuori et al., 2013). Vuori et

al. (2013) also indicated people with small extents of income and knowledge have a

greater fear of crime than those with more education and lucrative employment (Vuori et

al., 2013). Furthermore, fear of crime is linked to anxiety, causing poorer physical health

and mental health issues (Lorenc et al., 2013). Even so, researchers have determined,

"Those students who are most concerned with their risk of crime have the greatest

amounts of fear" (Lee & Hilinski-Rosick, 2012, p. 664).

Fear of crime fluctuates from wide-ranging cognitive hazard assessment to an

actual burden of perceived threat of victimization (Vuori et al., 2013). This concept may

reflect vicarious assessments such as worrying about family members or friends, which is

more common than worrying about oneself (Vuori et al., 2013). Intensity in fear of crime

may become interpreted as an enduring trait, although fear is highly transitory and a

situational phenomenon (Vuori et al., 2013). Vuori et al. (2013) pointed out recent work

of British criminologists showed the frequency measures of episodes of worry, such as

recall of actual events of being fearful, provide a better way to distinguish everyday

experiences in fear of crime.

As this chapter was being written, fear of crime on university grounds affected

students at Florida State University (FSU)-Tallahassee, where three students were gunned

down by a school shooter in the school's library as many other students sought cover

between aisles before police slayed the school shooter (Botelho, Karimi, & Valencia,

2014; DeMarche, 2014). Florida State University student injuries ranged from critical to

minor (Botelho et al., 2014; DeMarche, 2014). Administrators indicated many students

will be recuperating physically and mentally (Botelho et al., 2014).

School Shooters

The goal of a school shooter is to shoot multiple human beings in a planned time

frame (Cameron, 2014). Potential for gun violence on campus is a real-life threat (Patten,

Thomas, & Wada, 2013). Subsequent to the shooting at Columbine, the term *active*

shooter has entered the lexicon of schools (Patten et al., 2013). Patten et al. (2013)

revealed the tragic shooting at Virginia Tech demonstrated how such an event could

occur in a university setting.

From 1966 to 2007, three of the 44 mass killing occurrences within universities

and academies in this country involved Asian school shooters residing in the United

States—a Chinese, a Taiwanese, and a Korean, who committed the single-most deadly

assault on a university property when he killed 32 people at Virginia Tech (Shon, 2012).

In such incidents, only 20% of active shooters engage targets while moving from location

to location (Cameron, 2014). Jurney and Cader (2013) asserted these incidents are not predictable and involve rapid changes. It is a very common characteristic for a school shooter to turn the gun on himself or herself upon the appearance of uniformed police (Cameron, 2014).

According to DeMarche (2014), recent school shooter Myron May, who opened fire on students during November 2014 at FSU, was a former student of the university and became an attorney after graduating from Texas Tech University. He had returned to the area of the university for three weeks in order to study for a test and seemed normal until he vanished following a meal with his grandmother six days before the shooting (DeMarche, 2014). Prior to the school shooting, he had been residing in a friend's guest house (DeMarche, 2014). The friend, David Taunton, who operates a foster home, revealed May was a good kid but had confided something which elevated Taunton's concern (DeMarche, 2014).

Cameron (2014) indicated there are three categories of shootings to be considered when police respond to an active shooter incident. Police must determine if the incident involves a barricaded gunman, hostage barricade, or active shooter, and appropriately respond using the correct tactics for the identified situation (Cameron, 2014). For example, during the FSU school shooting, police identified the incident as an active school shooter incident and responded by stopping the shooter, leaving those affected with a feeling it would have been much worse had police not responded as quickly (Botelho et al., 2014).

According to Shon (2012), school shooters are classified into three categories described as psychopathic, traumatized, and psychotic:

> Traumatized shooters come from backgrounds that parallel other juvenile delinquents: they have often been victims of physical and sexual abuse; they have grown up with parents who have criminal records, and parents who have abused alcohol and drugs. Psychotic shooters come from intact families, but suffer from mental illnesses such as schizophrenia, delusions of persecution and grandeur. Psychopathic shooters tend to be self-centered, narcissistic, and self-indulgent—antisocial. (p. 255)

It is important to recognize school shooters go through radical deviations in their social state of affairs and self-identities before their school shootings (Shon, 2012).

School shooters are fearful of confrontation, making quick entry/contact tactics by police a very important component to stop the incidents, as further explained under college administration and college police strategies (Shon, 2012). Prior to the Virginia Tech shooting, the killer had problems with faculty who recognized his disturbing and violent writings and had also requested he discontinue taking pictures of other students and wearing a hat and sunglasses during class (Shon, 2012). Before the shooting, the Virginia Tech killer expressed suicidal threats to his suitemate (Shon, 2012). Additionally, school shooters may feel cut off with nowhere to go and then seek out those viewed to be liable for their deprivation (Shon, 2012). Thus, finding record only of male school shooters in the literature, these killers follow behavior patterns of what previous shooters have done in their presentation of masculinity (Shon, 2012).

Higher Education Target

Mendoza (2014) asserted colleges and universities may offer the best landscape, buildings, technology, luxuries, and other amenities, but none of this matters if students do not feel secure on campus and are not safe. Colleges and universities have their own distinctive characters, environments, and landscapes (Griffith, Hueston, Wilson, Moyers, & Hart, 2004; Mendoza, 2014). When students assemble in a large crowd in and around buildings, it becomes a target-rich environment for school shooters (Jurney & Cader, 2013). In November 2014, at 12:30 a.m., FSU Strozier Library was filled with nearly 400 students preparing for finals when the gunshots from a school shooter injured three students (Botelho et al., 2014).

Shon (2012) explained higher education accessibility and target confinement are important to organized school shooters. In the Virginia Tech shooting, the killer chose a hall where he could chain all of the doors except for one and posted a note on each which indicated an explosive would detonate if the chains were removed (Shon, 2012). Therefore, some university buildings may represent a potential concrete-enclosed kill area providing minimal opportunity for escape (Shon, 2012).

Jurney and Cader (2013) identified nothing can be done to determine how to forecast or stop school shootings, but there are things schools can do to be more ready when they occur. Colleges should have in place protective measures, systems, personnel, and equipment to deal with this problem (Jurney & Cader, 2013). Smith (2012) asserted higher education institutions should be able to decide individual policies for their campuses instead of policies being imposed by the legislature. The composition of the

student bodies at colleges is best identified by persons who have contact with students on a daily basis (Smith, 2012).

Concealed Weapons

School shootings occurring on American college campuses since 2002 have reopened debates over concealed weapons on campus (Patten et al., 2013). One of the basic rationales supporting the need to arm school officials on university campuses is deterrence (Patten et al., 2013). The thought here is armed campuses will lack the target-rich environment for a potential active shooter looking for defenseless victims (Patten et al., 2013). According to LaPierre (2012), problems stemming from weapons can be solved by weapons. Considering firearms may be a solid deterrent to violence, the idea of guns on campus is becoming a popular means of defense for the university student (Chekwa et al., 2013).

According to Crews, Crews, and Burton (2013), the National Rifle Association (NRA) recommended an "education and training emergency response program" (p. 183) referred to as The National School Shield, placing armed security on school grounds. Property designated for schools could be marked with signs providing necessary information that anyone carrying firearms, except those carried by security personnel, is prohibited from doing so and subject to arrest (LaPierre, 2012). This program identified by Crews et al. (2013) is criticized for being costly regarding civil and/or criminal responsibility, implementation, and having policies requiring firearm-carrying security forces on school soil. According to Crews et al. (2013), preventing the development of school shooters by designing early recognition and intervention programs run by professionals trained in defusing potentially violent situations is a better solution.

Not everyone agrees firearms possessed by schools officials provide a solution to school shooters (Crews et al., 2013; Thompson, Price, Dake, & Teeple, 2013). The majority of faculty, students, and staff at Chico State, California, and Chadron College, Nebraska, said they would not feel safer with more concealed guns on campus nor when armed faculty, students, and staff arrive (Patten et al., 2013). Women also are not likely to support concealed weapons even though they, being vulnerable to sexual assault, may have much to gain from being armed (Patten et al., 2013).

In a similar study conducted by Cavanaugh, Bouffard, Wells, and Nobles (2012), students were also uncomfortable with concealed guns on college grounds. As Patten et al. (2013) asserted, 70% of participants in their study disagreed with the option of having concealed weapons on college grounds. Additionally, law enforcement administrators are concerned if concealed weapons are allowed and an active shooter incident occurs, then any armed school official not in police attire who attempts to stop the perpetrator will be in harm's way by possibly becoming a target once the police arrive (Patten et al., 2013).

Victimization

Higher education institutions strive to enroll students by providing a feeling of home and belonging in a family-type setting (Hart & Colavito, 2011). Much like other communities, colleges must deal with criminality and victimization (Hart & Colavito, 2011). College administrators should develop policies targeted at reducing crime, remain knowledgeable of all criminal behavior occurring on college grounds, and have a grasp of the scope of student victimization (Hart & Colavito, 2011). Furthermore, Hart and

Colavito (2011) indicated college administrators should know why students report crime and why they do not.

One study conducted by Brown and Benedict (2012) provided an analysis of information on fear of crime acquired from surveys given to graduate students. This study revealed students who have suffered criminal victimization are experienced in dealing with victimization, self-reliant in recuperating from a crime, and thus less concerned about victimization (Brown & Benedict, 2012). Persons who previously experienced and recovered from a burglary are more confident about their abilities to handle the experience of assault and burglary victimization than persons with no such victimization experiences (Brown & Benedict, 2012). Brown and Benedict (2012) also specified these individuals are further aware, more capable of handling, and not as concerned about victimization.

Males reported more perceived risk and avoidance behavior than did females (Brown & Benedict, 2012). People who do not identify themselves at risk are less fearful (Cook & Fox, 2011). In another study involving victimized women who had substantial psychological distress, only a partial number conceded their victimization (Englebrecht & Reyns, 2011). Nonetheless, affording women precise facts regarding their real risk of victimization may cause their perceptions of fear to be more accurately balanced to their real risk (Lee & Hilinski-Rosick, 2012).

In a study involving stalking victimization, it was determined perceptions are influenced by previous victim stalking experience which might provide an explanation for a gendered difference in stalking perceptions, since women are more likely than men to have been targeted (Lambert et al., 2013). Victimization significantly affected fear of

burglary, and gender greatly impacted concerns about safety during the day (Brown & Benedict, 2012). Brown and Benedict (2012) revealed these findings are indicative of the potential significance of gender and victimization in understanding threat perception including fear of crime.

According to Cook and Fox (2011), the relationship linking prior victimization and fear of crime continues to be largely unknown. However, researchers have attempted to answer how long victimization fosters fear of crime (Russo et al., 2013). Crime risk perception adjusts throughout prolonged existence as a function of victimization involvements (Russo et al., 2013). In studies which control contextual and individual features, crime risk perceptions are greater for those who have been outlaws (Russo et al., 2013).

Vuori et al. (2013) found responses to crime are not just about individual victimization. These responses are connected to criminal events and circulating information about crime, which is grounded in a certain time and place (Vuori et al., 2013). Different meanings are attached to externally similar tragedies (Vuori et al., 2013). Vuori et al. (2013) also articulated perceptions of collective crime are contextual and nuanced, which could associate with sense of place, but are likely to incorporate larger public fears.

College Administration and Campus Police Strategies

Higher education institutions offer varying degrees of safety and crime-associated community backing for pupils (Steinmetz & Austin, 2014). In order to avoid civil liability, college officials should administer policies which support adequate security and promote the reporting of criminal activity (Chekwa et al., 2013; Hart & Colavito, 2011).

King (2009) asserted, "Crime prevention policies should also be aimed at empowering women through their own negotiation of danger, as gendered power relations are integral to women's fear" (p. 90). Steinmetz and Austin (2014) suggested women identify their most trusted source of campus backing is familiar staff who assist in reducing fear of crime. Colleges provide different levels of safety and crime-correlated social support for scholars (Steinmetz & Austin, 2014).

Campus security is considered a proficient source of protection (Chekwa et al., 2013). With this comes a recent shift in campus policing where there is less reactive and more proactive application, making the community and police allies in crime prevention endeavors (Griffith et al., 2004; King, 2009). Mazerolle, Bennett, Davis, Sargeant, and Manning (2013) stated:

> Our analysis, therefore, suggests that the actual vehicle (or intervention mode) for police to engage with citizens is less important for fostering positive outcomes than is the substantive content of the dialog during the interaction itself. That is, the police have many and varied opportunities to positively influence citizen perceptions and there appears to be no downside for the police actively using the principles of procedural justice during any type of police intervention. Thus, building an understanding and capacity to engage with citizens in a procedurally just manner is clearly important for police across all types of engagement: from responding to calls for service to taking calls over the phone, to engaging with all sectors of society during problem solving and community policing activities. (p. 265)

Mazerolle et al. (2013) showed police can use an intervention such as community policing or problem-oriented policing as conduits for endorsing and augmenting civilian support of police and awareness of procedural justice.

Officers should become friends with students and make themselves approachable and available, accepting students' opinions for improved service (Griffith et al., 2004; King, 2009). Campus police should be involved in college orientation activities by making presentations which relate to students (Griffith et al., 2004). Chekwa et al. (2013) indicated strategies should include making all school personnel knowledgeable of the threatening signs of violent conduct.

Columbine unquestionably ended an era of police tactics in which police would respond, set up a perimeter, and summon a strategic weapons and tactics (SWAT) team, because this provided the shooters plenty of time to do as they wished (Cameron, 2014). Current police tactics are comprised of going to the school shooter as expeditiously as possible and stopping him or her (Cameron, 2014; Patten et al., 2013). Quick deployment tactics or running toward the shooters to stop them should only be used for a true active shooter incident (Cameron, 2014). Quick placement of FSU police within three to five minutes at the FSU library resulted in police quickly killing the school shooter (Botelho et al., 2014). Furthermore, nearly eight years after Columbine, the Virginia Tech school shooter immediately shot himself after police quickly entered the building, ending the largest mass-casualty school shooting in this country (Schildkraut & Hernandez, 2014).

College administrators should create a safe campus environment by employing what students perceive to be efficient safety measures (Chekwa et al., 2013).

Administrative decisions to keep or install call boxes on campus suggest to students the

locations are dangerous places to be feared (Ireland, 2011). University overseers should

remain responsive to students' perceptions of crime risk when strengthening the

institution's safety goals and objectives with the aim of lessening student fear of crime or

needless anxiety (Chekwa et al., 2013). Lee and Hilinski-Rosick (2012) stated:

> While increasing awareness of crime and victimization is important in the sense
>
> that awareness can and should lead to caution, colleges and universities should be
>
> concerned that awareness does not lead to exaggerated misperceptions about
>
> crime risk. Unreasonable perceptions of crime risk that lead to increased fear of
>
> crime could have debilitating effects. (p. 664)

Higher education institutions could take additional steps to provide information to

students about the truths of criminality and victimization (Lee & Hilinski-Rosick, 2012).

Good policy is composed when campus administrators discover what prompts

students' resolve to seek police assistance with crime (Hart & Colavito, 2011). Hart and

Colavito (2011) realized, "If campus officials rely on information about police

notification produced from studies of the general population to develop improved

notification strategies, then these approaches may be misguided" (p. 9). Students look

out for one another's interest, as Hart and Colavito (2011) stated:

> Not only does collective efficacy appear to have limited influence over reporting
>
> decisions among college students, but other factors that influence the general
>
> public's decision to report crime also appear to have little effect. These factors
>
> include the age, gender, race and Hispanic origin of a victim, the victim-offender
>
> relationship or other social factors such as whether a student is involved with

University-based groups, the number of semesters he/she has attended, or the

length of time that he/she has lived on campus while attending. (p. 9)

The underlying forces of police notification among university student victims are unlike

those existing for the general public (Hart & Colavito, 2011).

Subsequent to a 2014 school shooting at FSU in which three students were shot,

higher education leadership reacted by immediately sending students a text warning to

take cover and avoid windows (Botelho et al., 2014). This phone announcement

provided no explanation of what precipitated the warning (DeMarche, 2014). An

announcement was made over a loud speaker in the library, where the shooting occurred,

saying to call 9-1-1 with knowledge of anyone with a gun or to report a person shot

(Botelho et al., 2014). Additionally, students were directed to stay put or were placed in

lockdown, where a person shelters in place, and were told each floor would be cleared of

danger by authorities and that authorities would take care of anybody (Botelho et al.,

2014). Then again, other students reported school administration escorted students from

the library to another building where they heard gunshots (Botelho et al., 2014). Botelho

et al. (2014) determined students were later instructed to wait for a bus to remove them

from campus as police watched. Three and a half hours after the school shooting, FSU

college administration sounded an alarm throughout the university grounds followed by a

statement indicating the university was now safe (DeMarche, 2014).

College administrative decision to cancel FSU classes came after learning the

impact to students and the full extent of the situation (Botelho et al., 2014).

Subsequently, counseling services were also made available to anyone shaken by the

incident (Botelho et al., 2014). Still, in an effort to restore confidence, FSU President

John Thrasher declared all campus buildings open the next day and all planned events to continue (Botelho et al., 2014). Botelho et al. (2014) further revealed mayor-elect Andrew Gillum indicated one good thing taken from this incident was that the victim total was not higher.

Perhaps one of the best objectives for college administrators should be to reduce fear on campus by addressing and eradicating the things placing students at risk (Cook & Fox, 2011). However, any attempt to lessen human fear must be educated by study which identifies the multifaceted concept of fear (Cook & Fox, 2011). For example, Perumean-Chaney and Sutton (2013) recommended reducing class size, thus removing the target-rich multiple student target environment. Academic administrators should also take into consideration school-based programs directed at educating students concerning the actual and perceived risks of victimization and should encourage discussion about the resolve and rationale for the manner of safety measures utilized at that school (Perumean-Chaney & Sutton, 2013).

Student Reaction

Researchers revealed very few college students have been the object of a crime on campus and most students feel secure on campus (Elmes & Roedl, 2012; Hankhouse, 2014; Schmalleger, 2015; Tomisch, Gover, & Jennings, 2011). However, Chekwa et al. (2013) determined in their work on students' perceptions about campus safety that most students in their sample felt unsafe. Nonetheless, after a school shooting in Newtown, Connecticut, and a movie theater shooting in Aurora, Colorado, students were prompted to purchase bullet-proof backpacks for protection (Dewey, 2012). Hankhouse (2014) contended despite the fact there is limited literature regarding student reactions to school

shootings, research has shown students have made suggestions to researchers regarding increase of the following:

1. Lighting conditions.

2. Parking lot surveillance.

3. Campus security personnel.

As more people inhabit campus, concern for self-protection will intensify (Chekwa et al., 2013). Chekwa et al. (2013) indicated whether a person's preference is guns, self-defense tactics, or variations in behavior, the university pupil will be focused on self-protection. With this in mind, the firearm is the topmost choice (Chekwa et al., 2013). Rader and Cossman (2011) contended students engage in constrained behaviors which may consist of the following:

1. Carrying mace, pepper spray, a knife, or other weapon (not a firearm).

2. Carrying a firearm.

3. Taking a self-defense class.

4. Keeping lights on in your home, dorm room or apartment.

5. Lock doors in your residence or vehicle.

6. Ask someone of the same sex to walk or drive you to your destination (e.g., car, residence, library) after dark.

7. Ask someone of the opposite sex to walk or drive you to your destination (e.g., car, residence, library) after dark.

8. Attending any non-mandatory campus sponsored crime prevention or crime awareness seminars or programs.

9. Using any campus sponsored crime prevention services (e.g., campus escort service, etc.).

10. Avoid specific areas of campus during the day because you are afraid of crime.

11. Avoid specific areas of campus at night because you are afraid of crime.

12. Changing clothing because of fear of victimization.

13. Watch the amount of alcohol or drugs you consume because of fear of victimization. (p. 574)

These are activities which some students could incorporate in their daily lives to lessen the probability of victimization (Rader & Cossman, 2011).

According to Botelho et al. (2014), during the 2014 FSU school shooting incident, several students reacted by texting information about the active school shooter and final thoughts and messages to loved ones, all while running and yelling about the gunman and barricading themselves in a room by moving tables and bookcases against a door. One student said his first instinct was to stay calm, keep others calm, and cooperate (DeMarche, 2014). Similarly, in an attempt to protect themselves from a school shooter, students at Virginia Tech used chairs, desks, and their bodies to barricade themselves inside a room of a confined building (Shon, 2012).

On the other hand, an FSU student explained she felt astonishment and extreme fear because of being in a large place with an active school shooter (Botelho et al., 2014). She did not run immediately but ultimately grasped her phone and evacuated the area (Botelho et al., 2014). Additionally, this FSU student indicated 40,000 scholars lost their sense of safety (Botelho et al., 2014). One graduate student said he was heartbroken and

his heart went out to those affected (Botelho et al., 2014). Other students ran through the library's halls while several took cover and clustered fearfully in a private study room (DeMarche, 2014). Further student reaction was influenced by witnessing a bloody male student on the ground complaining of a gunshot wound (DeMarche, 2014).

Lawmakers' Reaction

No discussion regarding any legislation would be complete without considering American society is constructed upon a delicate equilibrium between the necessity for personal sovereignties and the demand for public safety (Schmalleger, 2015). Schmalleger (2015) stated:

> Yet the answer may not be as simple as gun control. Some say that the focus should be on violence rather than guns, and that Americans must ask themselves why ours is such a violent society, and what can be done to curb the many murderous acts on innocents that have been filling the media in recent years.
>
> (p. 4)

Even with all of the legislative arguments surrounding this issue, according to Chekwa et al. (2013), students are not familiar with legislation designed to protect university campuses or with safety material made available on campus.

In reaction to the murder of a student at Lehigh University, Pennsylvania, the Clery Act of 1990 was implemented (Chekwa et al., 2013). Amendments to Clery in 2003-2004, specifically Title II, are vitally significant to student affairs and campus police personnel, because the act demands higher educational institutions keep a day-to-day incident log and publish statistics once per year about criminal activity occurring on their campuses (Chekwa et al., 2013). Chekwa et al. (2013) indicated this annual report

must include at least three years of university grounds crime statistics, in addition to releasing campus safety procedures to current and potential students and personnel. Universities must notify the campus public regarding any crime or goings-on considered to be a danger to pupils or employees (Chekwa et al., 2013).

In the aftermath of school shootings such as Columbine, Virginia Tech, and Jonesboro, policymakers introduced a number of pieces of legislation targeting more efficient firearms regulation (Schildkraut & Hernandez, 2014). Over 1,000 pieces of legislation have been introduced following the recent school shooting events in the United States in an endeavor to thwart the next calamity (Schildkraut & Hernandez, 2014). Measures related to gun control were the primary focus of legislation, but it has also included bills related to mental health issues, improved reporting and tracking of gun sales, and criminal justice-related policy changes (Schildkraut & Hernandez, 2014).

Schildkraut and Hernandez (2014) revealed despite the plans already in place at the time of these events, including the National Firearms Act and The Brady Handgun Violence Prevention Act, these events have triggered a demand for new and better legislation. Even though public opinion drives this flurry of legislation, the main purpose of these legal responses is to comfort the minds of citizens who fear future incidences and to provide assurance something is being done to address gun violence (Schildkraut & Hernandez, 2014). For example, Senate hearings in 2013 focused on more gun control measures and were emphasized by a sequence of indiscriminate mass shootings which stunned the nation (Schmalleger, 2015). As a result, President Obama endorsed 23 executive orders on firearm safety and summoned Congress to focus on the problem of gun violence (Schmalleger, 2015).

Some argue if police officers who have undertaken months of pistol, shotgun, and rifle training and obtain regular recertification are continuing to shoot less accurately than criminals, the university student or faculty colleague with a firearm as a guard against a school shooter might be more of a hazard than a benefit to himself or herself and the university community (Chekwa et al., 2013). Even so, this has not discouraged states from taking into consideration legislation to permit pupils and faculty to possess guns (Chekwa et al., 2013). Nevertheless, there is a national plan by pro-gun groups to remove concealed carry handgun prohibitions on university campuses even though faculty disagree with concealed carry handguns on school property (Thompson et al., 2013).

Community-Oriented Policing (COP) and Problem-Oriented Policing (POP)

In an attempt to address a new direction from reactive policing to proactive policing, COP is encouraged especially on higher education campuses (Gabbidon & Greene, 2013; Griffith et al., 2004; King, 2009; Schmalleger, 2015). According to Schmalleger (2015), COP embraces the idea police agencies must employ a service role and take advice from the communities they protect. This model requires police to prevent and solve crime and to develop a partnership with members of the community to help citizens cope with other demanding social issues (Schmalleger, 2015). Additionally, COP also emphasizes partnering with the community to specifically address fear of crime (Schmalleger, 2015). Gabbidon and Greene (2013) stated:

Community policing (COP) has been utilized for more than two decades in numerous jurisdictions in the United States and abroad. It was touted as having benefits over the traditional policing strategy because it is a proactive approach

that provides opportunities for citizens and police to work together to solve

problems of crime and disorder. (p. 128)

However, some police administrators have embraced the opportunity to tailor COP to fit

their needs while others have rejected it because some police strategies are geared toward

addressing crime control, not disorder (Gabbidon & Greene, 2013).

There is contradicting evidence to suggest unsuccessful implementation of COP is

a direct result of no change in structural organizational transformation (Chang-Hun &

Jang, 2012). Chang-Hun and Jang (2012) contended organizational philosophy impacts

officers' behaviors through administrative structure and procedure. Some researchers

have warned police subculture is so devoted to a traditional vision of police work, which

is concentrated almost totally on crime fighting, efforts to foster COP can undermine an

entire department, making it ineffective at its basic responsibilities (Schmalleger, 2015).

Schmalleger (2015) cautioned many community members are not ready to take on a

greater immersion of law enforcement officers in their private lives.

Nonetheless, in the United States, officers who recognize their organization as

more flexible are further expected to perceive their COP accomplishments are recognized

(Chang-Hun & Jang, 2012). Chang-Hun and Jang (2012) indicated U.S. police officers

who recognize their departments investing funds and allowing flexible working hours to

support COP are more likely to feel comfortable making beneficial decisions which

positively affect their efforts. Police who feel comfortable making decisions for COP

events are more likely to perceive management as leaders who listen to them, suggesting

decentralizing authority (Chang-Hun & Jang, 2012).

Community-oriented policing strategy followed another approach referred to as POP (Schmalleger, 2015). Schmalleger (2015) asserted:

Problem-solving policing (sometimes called *problem-oriented policing*) takes the

view that many crimes are caused by existing social conditions in the

communities. To control crime, problem-oriented police managers attempt to

uncover and effectively address these underlying social problems. Problem-

solving policing makes thorough use of community resources, such as counseling

centers, welfare programs, and job-training facilities. It also attempts to involve

citizens in crime prevention through education negotiation, and conflict

management. For example, police may ask residents of poorly maintained

housing areas to clean up litter, install better lighting, and provide security devises

for their houses and apartments in belief that clean, well-lighted, secure areas are

a deterrent to criminal activity. (p. 175)

In other words, POP strives to lower chronic offending in a community (Schmalleger, 2015).

Nevertheless, police organizations throughout the United States continue to subscribe to the community policing trend (Schmalleger, 2015). According to King (2009), provided the variability of aspects and multifaceted interrelationships which impact crime frequencies and fear of crime, college grounds require COP. Campus police could provide escorts, foot patrol, crime victim and prevention programs, and post-victimization advising as an attempt to decrease crime and fear of crime (King, 2009). Even with these efforts, police responsibility for restricting behavior that disobeys the

law will continuously produce friction between police agencies and some portions of the community (Schmalleger, 2015).

Schmalleger (2015) advised there is evidence not all law enforcement officials are agreeable to accept non-traditional methods of police work. Even if officials do accept COP approaches and no matter how comprehensive the programs grow, it is unlikely the divide between police officers and community members will ever be completely linked (Schmalleger, 2015). Reeves (2012) stated:

> …Community policing and Department of Homeland Security (DHS) initiatives like the "See and Say Something" campaign are nurtured by certain "weakened" conditions of domestic sovereignty—"weakened," that is, in the sense that the governmentalized functions of sovereignty are often being expressed in and through the activities of citizens rather than by traditional sovereign institutions. (p. 244)

Reeves (2012) showed the accountability of crime prevention is now being assigned to an apprehensive and distrustful populous due to the state's failure to control crime and protect its citizens.

Preparation of Students

Jurney and Cader (2013) emphasized everyone on school grounds must have a plan and be prepared to react both mentally and physically. School administrators should develop a model emergency response plan and hire a security director (Jurney & Cader, 2013). This director will be responsible for implementing a response plan (Jurney & Cader, 2013). Jurney and Cader (2013) indicated a command and control center should be established to communicate with law enforcement. Associates familiar with school

grounds and facilities should be selected to serve as connections with persons responding to school shooting incidents (Jurney & Cader, 2013). Jurney and Cader (2013) revealed prior to any response by authorities, the police should be thoroughly familiar with campus grounds. Evacuation channels should be properly identified (Jurney & Cader, 2013). Active shooter kits should be fully equipped with radios, keys, and necessary first aid supplies (Jurney & Cader, 2013).

Chekwa et al. (2013) suggested students should become acquainted with campus security and police and the campus location of these resources. These relationships help prepare students to react appropriately to school shooting incidents (Jurney & Cader, 2013). Jurney and Cader (2013) indicated each student and school official should be comfortable and familiar with the school's emergency response plan. Regular drills should be conducted to ensure a level of comfort and familiarity is achieved (Jurney & Cader, 2013).

According to the website of the participating university in this current study, regarding emergency procedures for violent or criminal behavior, the following steps should be taken in a crisis situation:

1 – Everyone is asked to assist in making the campus a safe place by being alert to suspicious persons and reporting them as outlined below. 2 – If you are the victim or are involved in any on-campus violations of the law such as assault, robbery, theft, sexual assault, etc., follow the procedures below: 3 – Do not take any unnecessary chances! 4 – Notify the [Participating University] Police extension #### (###-###-#### off campus or cell phone) as soon as possible and supply the following information: Nature of the incident. Location of the

incident. Description and names of person(s) involved. Description of property involved. 1 – If you witness a criminal act or if you notice a person(s) acting suspiciously on campus, immediately notify the [Participating University] Police (Campus Police) and give them the information outlined in number "4" above. The University Police Officers will investigate the incident and possibly notify other police agencies for additional assistance. 2 – Assist the Officers when they arrive by supplying them with all pertinent information, and ask others to do the same. 3 – Should there be an "active shooter" on campus, persons in immediate proximity should lock the doors and take cover (shelter in place mode). If a violent person comes into a room during lockdown, people should defend themselves as well as possible as a group. If there is sufficient time and distance, persons should evacuate the area, going away from where the shooter is located. As soon as someone has access to a phone they should call ###-###-#### and /or 911. (See Active Shooter page for additional details.) 4 – In a robbery situation, persons should remain as calm as possible and cooperate fully with the person(s), giving them anything of monetary value that they request. If the person progresses to the point of demanding a sexual act or attempts to take someone as a hostage, it is recommended that he/she be resisted. 5 – If a person finds himself/herself being held in a confined area by a person with some type of weapon, they should remain calm and try not to provoke the subject. If an opportunity for escape arises, a person should take advantage of it, but not at the risk of putting themselves or others in danger. When the Campus Police Department (as well as other area officers) arrives everyone should do as directed

by the police officers. 6 – Potential hostage situations pose a unique problem to students and faculty/staff. Because the probability of survival is much greater if the person resists a hostage taker, and is successful in not being taken from the scene, it is suggested that victims make every effort to avoid being taken away in a vehicle. It is preferable to be injured where immediate medical attention is available than to risk being injured and left in a remote area. If all efforts to avoid being taken as a hostage fail, persons should make mental notes of what they see, feel, smell and hear along the route. They should also be aware of the subject's characteristics, habits, speech, etc., so that they may be able to give law enforcement officers a better description. After being taken from the scene it is recommended that victims attempt to establish some type of rapport with the captors.

According to the participating university's active shooter page, an active shooter booklet facilitated by the U.S. Department of Homeland Security (DHS) is provided outlining various aspects of active shooters. Offered also is a (DHS) condensed pocket card outlining details contained in the active shooter booklet. There is correspondingly a (DHS) poster outlining the same condensed details contained in the booklet. Lastly, there is a YouTube video provided and entitled, "Run. Hide. Fight: Surviving an Active Shooter Event."

Preparation of Campus Facilities and Grounds

On higher education grounds, it is possible fear of crime is provoked by the design of the campus, along with the demographics and prior occurrences of the student body (Steinmetz & Austin, 2014). School grounds in this country are mostly open and

offer essentially unrestricted admittance for vehicle and foot traffic (Jurney & Cader, 2013; Steinmetz & Austin, 2014). Rader and Cossman (2011) revealed living arrangements play a part in university students' fear for others, giving a sense of attachment that may be comparable to being wedded.

School officials can better control access to campus by implementing a plan to minimize admittance to buildings for vehicles and persons on foot (Jurney & Cader, 2013). Higher education institutions should maintain identification cards containing a current photograph (Jurney & Cader, 2013). Jurney and Cader (2013) recommended a system to view school grounds using video technology is essential. Persons entering school grounds, especially sensitive and critical areas, should be monitored, and any suspicious behavior should always be reported (Jurney & Cader, 2013). Lighting should be available in every area (Jurney & Cader, 2013).

Studies have shown women are fearful on urban and traditional higher education grounds and thus more likely to limit their endeavors (Steinmetz & Austin, 2014). Steinmetz and Austin (2014) stated:

> Attempts to make campuses seem safer need to address a number of factors ranging from individual demographics and experiences (i.e. age, residency, gender, victimization) to campus environmental design and varying impacts of participation in campus activities. Enclosed walkways, based on our results, are a fear inducing design structure that should be avoided, particularly if they have no apparent avenue of escape. (p. 572)

Those charged with campus design should consider factors of location along with project structures to provide students with a sense of protection (Steinmetz & Austin, 2014).

Summary

Presented in this chapter were sections on theoretical framework, fear of crime and a school shooter on a college campus, major incidents of active shooters on college campuses, and an exploration of school shooter occurrences. Concealed weapons, victimization, and university administrative and police responses to school shooter matters were also addressed. Aspects of students' and lawmakers' reactions to school shooters and their application to this study were explained. Community-oriented policing, problem-oriented policing, and preparations of students and campus facility and grounds were also explored.

Researchers, media, and lawmakers scrutinize crime on higher education grounds to a greater degree even though instances at these institutions seldom lead to school shootings (Patten et al., 2013). Nonetheless, colleges offer policies and protocol to deal with active shooter situations on campus (Smith, 2012). However, ascertaining if university policies pertaining to school shooting incidents are effective or otherwise appropriate is not the focus of this analysis.

In Chapter Three, the methodology used in this qualitative study is described. An overview of the problem and purpose of this study is presented, and the research questions and research design are introduced. Descriptions of the population and sample are provided, as well as the instrumentation, data collection, and analysis process. Ethical considerations are also provided.

Chapter Four includes a review of the sample and demographic data collected. Interviews were conducted to inspect the perceptions of students regarding fear of a school shooter on a university campus in Missouri. This study will provide a record on

how the fear of a school shooter is perceived by college students from a variety of

viewpoints. The findings, conclusions, responses to the research questions, implications

for practice, and recommendations for further research are contained in Chapter Five.

Chapter Three: Methodology

Qualitative methods were used in this study to analyze the perceptions of students regarding fear of a school shooter on a university campus in Missouri. If university administrators can improve their understanding of student perceptions, Hart and Colavito (2011) stated, "…Strategies designed to increase our awareness of campus safety and security issues can be developed: and corresponding policies, programs, and procedures can be improved and implemented in a more efficient and effective manner" (p. 2). Data were collected through interviews conducted with 25 college students who were representative of the participating university's demographics in order to gain insight on students' fear of school shooters. The selected students had an opportunity to give their personal opinions regarding fear of a school shooter and the effect it may have on constrained behaviors.

Presented in this chapter are the problem and purpose, research questions, research design, population and sample, instrumentation, data collection procedures, data analysis, ethical considerations, and summary.

Problem and Purpose Overview

Campus crime is an important issue (Elmes & Roedl, 2012; Hart & Colavito, 2011). Crimes committed by active shooters on college campuses across the United States and throughout the world have caused much fear and increasing concern about the safety of college and university campuses (Hankhouse, 2014). Even though mindfulness of campus shootings is emerging, the perceptions of college students are generally mysterious (Hankhouse, 2014). This lack of information affects the college experience and causes a gap in the responses of college managers (Hankhouse, 2014).

The purpose of this study was to examine the perceptions of students regarding fear of an active shooter on a university campus in Missouri. This study resulted in data on how the fear of a school shooter is perceived from a variety of student viewpoints.

Research questions. While the occurrence of a school shooter on Missouri university campuses is rare, the issue remains significant. Obtaining information based on the interview responses allowed conclusions to be drawn concerning the research questions.

The following research questions guided this study:

1. What are the perceptions of students regarding fear of a school shooter on a university campus in Missouri?

2. In what ways do college students' perceptions vary regarding a school shooter based on the number of campus police officers on campus?

3. What are the perceptions of students regarding campus safety?

4. What are the underlying factors that contribute to students' fear of a school shooter?

Research Design

A qualitative approach was employed to uncover themes predominate to this analysis. Insufficient research has been accomplished to qualitatively discover the important issues relevant here—students' opinions and perceptions of the effect security measures have on school safety (Griffith et al., 2004; King, 2009; Perumean-Chaney & Sutton, 2013). Even though awareness of campus shootings is increasing, the perceptions, attitudes, and experiences of college students are largely unknown

(Hankhouse, 2014). This lack of knowledge affects the college experience and causes delay in the responses of college leadership (Hankhouse, 2014).

Population and Sample

Twenty-five students were selected and described anonymously with pseudonyms (Bluman, 2013). Participants for this study were chosen from a pool of approximately 6,000 students enrolled at a university campus in Missouri. The participating university's Dean of Students assisted in contacting the registrar to obtain directory information for every student meeting selection criteria. The dean assisted in contacting students to inquire about their willingness to participate. At least five alternates were available. Student contact information was made available to the researcher for scheduling interviews and was destroyed following the interview. The following two selection criteria were used:

> (a) attend class on campus, and

> (b) have reached adult age in Missouri.

This criterion was chosen because students in these capacities are likely, for the purposes of this study, to have recurrent physical exposure to the campus environment and are of adult age. Included were domestic and international students as well as male and female students representing the university's demographics.

The available student demographics of the participating university at the time of the interviews are summarized in Tables 1 and 2. Included are the number and percentages of students. Table 1 describes race and ethnicity.

Table 1

Demographics of the Participating University by Race and Ethnicity

Race/Ethnicity	*N*	% Student Population
International	190	3%
Hispanic/Latino	215	4%
American Indian or Alaska Native	165	3%
Asian	120	2%
Black or African American	340	6%
Native Hawaiian or Other Pacific Islander	5	0%
White	4,270	77%
Two or more races	40	1%
Race and ethnicity unknown	210	4%
Total	5,555	100%

Note. Over three-fourths of the students at the participating university are White. Adapted from IPEDS

survey results via the participating institution's research department.

Gender is listed in Table 2. Table 2 shows there are 14% more female than male students

at the participating university.

Table 2

Demographics of the Participating University by Gender

Gender	*N*	% Student Population
Male	2,370	43%
Female	3,190	57%
Total	5,560	100%

Note. The majority of students at the participating university are female. Adapted from IPEDS survey

results via the participating institution's research department.

Instrumentation

        This research was conducted using an in-depth, semi-structured interview. Interview questions were developed utilizing colleagues, technology, and literature pertinent to information required for research. Questions were created by the researcher to gain factual insights from participants. A standardized open-ended approach to the interview questions allowed participants to explain their own perceptions and elaborate on answers with limited interjection from the interviewer (Bluman, 2013). When necessary, the interviewer probed for information to gain greater depth and understanding of perceptions provided by the participants (Bluman, 2013).

Data Collection

        Research began once approval was granted by Lindenwood University's Institutional Review Board (see Appendix A). This was an exploratory study of 25 students who attend a university in Missouri. The one-on-one interviewing process began during June 2015. Prior to each interview, participants were asked to read and sign an informed consent form (see Appendix B). Upon consent to participate, participants were provided an explanation of the study and how the topic and purpose of this study was to elicit perceptions of students regarding fear of an active shooter on a university campus in Missouri. All participants were at least 18 years of age and completed the informed consent form.

        Eight interview questions (see Appendix C) were posed via face-to-face interview in a private setting. Responses were audio-recorded and transcribed. Before each interview, each student was asked to provide a pseudonym and was acknowledged by the pseudonym throughout the interview, which also assured confidentiality during the

transcription process. Information obtained which could possibly identify any participant was not used. Before any questioning, participants were informed they were not obligated to answer every question and could choose to pass a question and move on to the next. Each interview took 15-30 minutes to complete.

At the end of each interview, participants were given the opportunity to ask questions or to add something not asked, addressed, or discussed during the interview. Participants were allowed to elaborate on any additional responses. Once participants indicated there was nothing more to say, the recorder was stopped.

All interviews were transcribed by the researcher and reviewed to ensure all questions were accounted for and the appropriate pseudonyms were applied to each transcription. Reviews of transcriptions to recordings for each participant to verify accuracy and to investigate discrepancies were conducted. Content of the transcripts was analyzed to establish categories relating to the research questions (Leedy & Ormrod, 2005). The purpose of the qualitative interviews was to provide data that could be utilized to determine perceptions of students regarding fear of an active shooter on a university campus in Missouri.

Student volunteers participated without coercion or penalty. Researcher bias was controlled by collaboration with colleagues in order to pilot the interview questions and avoid persuasion or leading while interviewing. Open coding analysis of the interview data was conducted by the researcher.

This analysis was limited geographically, because it only included participants from one university in Missouri. Therefore, generalizability is very limited and caution should be exercised when arguing results which apply in any other context (Bluman,

2013). Additionally, ages and experiences of participants varied, making results applicable to students of varying ages and experience levels. Furthermore, the researcher developed the interview instrument for the purpose of this study, which was not pilot tested with experts who may have been able to assist in survey improvement.

Data Analysis

A qualitative approach was employed to uncover themes predominate to this analysis (Leedy & Ormrod, 2005). The researcher created password-protected files for the data on a laptop computer to which only the researcher had access (Leedy & Ormrod, 2005). Through inductive reasoning and careful scrutiny, the data were sorted and organized using computer software programs and paper copies to discover underlying themes (Leedy & Ormrod, 2005). More specifically, themes were anticipated to emerge from the data describing student fear of an active shooter on a university campus in Missouri (Leedy & Ormrod, 2005). Data collected in this study are relevant and a viable source for continuing analysis (Leedy & Ormrod, 2005).

Ethical Considerations

Interview environment remained constant by conducting most interviews in the same private office setting. All participants in this study were described anonymously with pseudonyms. Notes were taken by the researcher during interviews to help to accurately represent what was shared by participants.

Summary

The methodology used in this study was described in this chapter. The focus of this research was to examine the perceptions of students regarding fear of a school shooter on a university campus in Missouri. This qualitative study, designed with a

grounded theory approach, was intended to allow for interpretation of the perceptions of students regarding fear of a school shooter on a university campus in Missouri. A common set of interview questions was used, and responses were coded and analyzed to determine emergent themes. The data analysis process and subsequent findings are described in Chapter Four, and discussion of these findings and suggestions for future research are then presented in Chapter Five.

Chapter Four: Analysis of Data

This study was designed to examine perceptions of students regarding fear of a school shooter on a university campus in Missouri. Another purpose of this study was to provide a record on how fear of a school shooter is perceived by college students from a variety of viewpoints. Despite the fact awareness of college campus shootings is increasing, the perceptions, attitudes, and underlying factors that contribute to higher education students' fear of a school shooter are largely a mystery (Hankhouse, 2014). Because literature on this subject revealed a void in and a need for research of student perceptions, an examination of student perceptions of their safety from and fear of a school shooter can be helpful to campus police and security, college safety boards, and other members of the college community. As stated in previous chapters, four research questions guided this study:

1. What are the perceptions of students regarding fear of a school shooter on a university campus in Missouri?

2. In what ways do college students' perceptions vary regarding a school shooter based on the number of campus police officers on campus?

3. What are the perceptions of students regarding campus safety?

4. What are the underlying factors that contribute to students' fear of a school shooter?

Justification for using these research questions to guide this study was based upon themes that emerged from the literature review of intractable fear of college students. The primary area of focus and concern was the anxiety students have for their safety while on campus (Chekwa et al., 2013). There was also a need to obtain quality data on

college students' crime perceptions and various attitudes of both males and females to determine themes (King, 2009; Lambert et al., 2013). Furthermore, according to Schildkraut and Hernandez (2014), studies should focus on student perceptions of legislative responses to school shootings which target stricter gun laws. The four research questions were designed to capture as much student perception as possible regarding these primary themes of existing literature.

In addition, research questions also focused on the theoretical parameter, values theory, used for this study. Values theory states people understand conflicts as emerging from the likelihood that multiple, equally valid principles exist as a basis for choices and for evaluating real or imagined consequences of those choices (MacKinnon, 1998). Under values theory, all judgments are evaluative (Schuh et al., 2011). Using this theory to inspect perceptions of students regarding fear of a school shooter on a university campus in Missouri covered a void in the narrow research on this subject. Research questions guiding this study were designed to gain factual insights and allow participants to explain their perceptions and elaborate on answers.

Another beneficial aspect of this research was discovering not only perceptions of students regarding fear of a school shooter on a university campus, but to discover underlying factors that contribute to students' fear of a school shooter and the level of fear students may have experienced. For this reason, research questions were designed to explore other theoretical parameters used for this study: human and campus ecology theories. Human ecology identifies development as an interaction between person and environment (Bronfenbrenner, 1979). Campus ecology, which involves application of principles of human and developmental ecology to higher education settings, addresses a

gap in understanding how design of the participating university's campus affects

students' feeling of safety (Moos, 1979, 1986; Strange & Banning, 2001). Applying

results of this study to this model is beneficial in aiding campus police and safety

committees in developing security protocols.

Results from interviews with higher education student participants are reported in

this chapter. To maintain confidentiality and anonymity, students were identified by

pseudonyms. All interview recordings were transcribed by the researcher to ensure

accuracy and greatest connectivity between participant responses and the data analysis.

Content analysis of data in a grounded theory study consists of three phases of coding:

open, axial, and selective (Leedy & Ormrod, 2005). Relying greatly on detailed

interview notes and word search navigation, key words and phrases were listed and

subsequently located, highlighted with specific colors, and bracketed within the printed

transcriptions. Once these key phrases and key words were revealed, emerging themes

and recurrent phrases were examined, categorized, and continuous reevaluation was

conducted. To guarantee data interpretation and generation of themes related to the

theoretical framework were aligned, colleague debriefing was used to advance the

rationality of this study. Outcomes of the three phases of coding are detailed, including

how those results permitted theoretical perspectives to materialize.

Demographic Analysis

Twenty-five higher education students from a university in Missouri were

interviewed. Demographic information was collected from each participant. A

description of demographic data provides an illustration of characteristics for this group.

In this sample, 14 participants were female and 11 were male. Fourteen reported being 18-22 years of age. Eleven were 23 years of age and older, 10 were 23-33, and one was 47. Twenty reported their race/ethnicity as White, including 12 females and eight males. Two were African-American, one male and one female, and two were international also consisting of one male and one female. One reported himself as Hispanic. Participants interviewed in this study reflected the participating university's demographics.

Responses to Interview Questions

As earlier explained, three phases of analysis were addressed on interview question responses. The first phase was open coding, the initial step in data exploration in a grounded theory study (Leedy & Ormrod, 2005). At this stage, data were divided into sections and then inspected for commonalities which reflect themes (Leedy & Ormrod, 2005).

As interview transcripts were being processed and analyzed, it was decided to code responses in four categories correlating with research questions which directed this study. This allowed for the formation of direct connections with focal areas of inquiry. This process guided the second stage of analysis. Here data moved on to axial coding, where categories and their interconnections are refined (Leedy & Ormrod, 2005). Each category was designated with a specific acronym, and interview responses were divided among those categories, which included the following:

- Student Fear (SF)
- Campus Police (CP)
- Campus Safety (CS)

- Underlying Factors (UF)

Interview question #1 (CP). On a scale of one to 10, one being the least and 10 being the most, how safe do you feel from an active school shooter while on campus, and how does the number of campus police officers affect your feeling?

Participants' responses reflected three main ideas regarding how safe they feel from an active school shooter while on campus based on the number of campus police officers. First, participants expressed confidence in campus police to deal with or deter an active school shooter. Participant 7 responded, "Ten…makes me feel a little bit safer especially knowing that campus police are actually city police and not just security." Participant 12 said:

> A seven…I see them around campus all of the time though like giving tickets in the parking lots or just driving around like surveying people or parking. I saw one when I was driving in today, and he was sitting and watching everything. I feel like I see at least two or three every day. If there were more officers I would feel safer, because I know they would all be there if something happened.

Participant 1 added:

> I would say about an eight. I feel safe here obviously. You're not going to feel 100 percent safe in any situation, but I see campus police around all the time. No one can be really prepared for it, but I feel safe. I think the number of police officers influences my feeling, because I see them all the time, but I don't know exactly how many there are. I see them when I walk outside of any building.

Participant 13 said, "I feel safe and confident that the police here on campus can handle it."

Second, other students conveyed their lack of confidence in campus police to appropriately respond to an active school shooter. Participant 3 said, "I feel about a two. If someone were to do something like that I don't feel that security would be a deterrent." Participant 24 stated:

Probably about a five. I don't think we have enough campus police officers around and circulating enough nor do we have enough posted emergency contact points. We had one at the tunnel, and they took it away when they were doing construction. So we have no way of contacting other than like cell phone or whatever, but if that dies you have no way of contacting anybody. Honestly I'm not too concerned about having an active shooter here just because of how small were are, but I think we could make some improvements.

Participant 2 added:

I would say I feel about a three. I'm not sure how many campus police there are, but I've seen two walking around since I've been here. I feel pretty safe. If there were more or less campus police, I don't think it would affect how I feel. I don't think if a shooter was to come they would go where the police officers were. Police may be all over the campus, but I think they would have some idea about where they normally are.

Participant 13 stated, "I don't know how many police there are. I have seen at any given time a handful driving around campus. I think more officers would be a waste of funds."

Still, many responses suggested police could not possibly be there in time to prevent an active shooter from causing harm. These responses ranged from students wanting more campus police to expressing it would not make a difference how many

police there are in making students feel safe. Participant 9 stated, "The number of campus police doesn't affect my feeling at all whether or not they have 20 or one. I feel like it's still going to happen just because it's like people's prerogative." Participant 14 said, "I would feel safer with a larger number of police." Participant 15 responded:

> I feel probably a three or four because the campus is so large. I don't know how many campus police officers there are. We see them driving around, but the odds of them being in the right place at the right time are not necessarily–I don't feel like they are as high. I don't feel as safe, because I don't feel that they can get where they need to be on time. I would probably lean more toward a three.

Participant 8 added:

> Eight, because I just don't have a lot of fear about it I think. I'm pretty confident about myself that I know what to do if something happens. To be honest, I always see campus police around and that makes me feel safe, but also pretty controlled. I don't know if having more campus police would affect my feeling at all. I think if somebody would come with a gun on campus I think the police would not be there on time to prevent it.

Participant 9 further stated, "We have had multiple incidences that the campus has been closed or shut down…by the time they respond it's 30 minutes later, 45 minutes later, and you should feel safer than having a 30-minute response time."

Third, most students (19 of 25) conveyed contentment regarding how safe they feel from an active school shooter while on campus. Participant 7 stated, "Ten because of complacency maybe." Participant 13 added, "I feel 10 very safe because of location.

It's a very safe environment. There's not very many activities in the area that would cause alarm for a shooting." Participant 18 agreed:

> I would say about a seven or an eight depending on where I'm located. I would lean more toward an eight, because I'm a student employee here on campus as well as a student, so I'm very well aware of the safety areas within the campus.

Participant 5 said:

> Probably a seven. I generally on a daily basis don't fret about an active shooter. That is generally not something I am thinking about. On this particular university during the summer time there are fewer people here, so I don't feel as concerned as during the school year itself.

Participant 4 stated, "I feel safe because there is campus police and it's not a huge university…I don't know how many police there are, but they are very nice and it's like they are here for us."

Of the six students indicating they fear for their safety, four were female. Specific reasons given by female students varied. Participant 2 said, "I don't think if a shooter was to come they would go where the police officers were." Participant 6 stated, "I feel about a five because…I'm not in my country. I'm in a different country. More officers would make me feel safer." Participant 15 added, "I feel probably a three or four because the campus is so large… I don't feel as safe, because I don't feel that they can get where they need to be on time." Participant 24 said, "I don't think we have enough campus police officers around and circulating enough nor do we have enough posted emergency contact points."

Interview question #2 (SF). What is the university's emergency active school shooter plan, and how does your knowledge about the plan affect your fear of an active shooter?

Knowledge about the university's emergency active shooter plan was reported in one of three categories. The first was no knowledge whatsoever. This was reported by nearly half of the participants. Answers provided by Participant 2, Participant 15, Participant 17, and Participant 19 were typical responses. Participant 2 said, "I know nothing about the plan." Participant 15 added, "It has a direct affect because I do not have any idea what the plan is." Another student, Participant 17, said she was unaware of the university's emergency active shooter plan and lack of knowledge about the plan increases her fear. She explained:

I actually do not know the emergency active shooter plan. Because I don't know what to do, it increases my fear because if I do the wrong thing I may be put in a situation where the shooter is directed towards me because I don't know where to go or what to do.

Participant 19 said:

I don't know this university's policy or plan for an active shooter. Now that you mention it, it is kind of troubling that I don't know that we have one or what it is if we do. It is kind of troubling, because I wonder how many other people don't know it. If something were to happen and somebody did come and start shooting people will overreact. If there's not a clear plan or a clear idea about what's going to happen, it's going to be more chaotic unless there is structure on how to

protect yourself and how to stay safe. Without having that knowledge, the

likelihood of more casualties or more injuries occurring are a lot higher.

Participant 3 summed up this category when he stated, "I don't know. I have no

knowledge about the plan."

The second category reported by students related to them having some knowledge

about the university's emergency active shooter plan. About half of participants

indicated they received their knowledge about the plan from a class taken at the

participating university or a similar class taken at a previous college. Participant 4

recounted:

> I learned this in one of my classes, and if a shooter comes in, we will throw
>
> books, because if you sit there and let them be in control they are more likely to
>
> shoot rather than defend themselves. Since they did give us a plan, it doesn't
>
> scare me as much. Since we know the plan, we will know how to get away from
>
> the shooter.

Participant 23 described some portions of the participating university's plan from a class

he took as a freshman:

> From what I remember we went over it in university experience about four years
>
> ago. We are supposed to do the typical hide in the classroom, lock the doors, and
>
> stay away from the windows. If the shooter comes into your room you are
>
> supposed to throw stuff at them because their typical target is normally like the
>
> professor or somebody. So throw stuff at them to throw off their aim. Try to
>
> tackle them, and disable them. I feel pretty good about hiding in the corner stuff.
>
> I'm not so sure that a room full of college freshman are going to know to throw

stuff at somebody and react in an appropriate manner. I think if somebody got in the room it would be a disaster, but as long as we can avoid getting somebody in the room we will be okay.

Participant 1 stated:

I think what I learned about it the most was in my university experience (UE) class, and we actually had a police officer come in and talk to us about what to do. It seems kind of silly, but with both my parents working for a school district, we know we're supposed to attack the shooter or throw objects at them or put obstacles in the way for them. I think if it came down to it, it would be tough to see people that bold and do that. I don't know if we would follow through with it as planned, but I think that definitely helped me learn and be knowledgeable about what to do here on campus. I like the system idea where the information comes over speakers. I don't know how they would feel about people leaving, but you know as well as I do that people will try to leave if that happened. I think students should be more informed if they have not had a UE class, because that is the only time I learned about it.

Participant 6 said, "I don't know, but when I came here as a freshman, they taught us how to protect ourselves. If someone comes into the room or class and attacks us all of the class can work together to defend themselves."

The third category related to participants having some knowledge about emergency active shooter plans obtained from the secondary educational environment, previous institution, or private employment. This type of knowledge was mentioned by

only three students. Participant 5 relies on active shooter response plans designed for private employment and a secondary educational institution:

> I'm not exactly sure what the plan is. I have no idea. I can think back to high school or my work, and I know those active shooter plans. I feel that if something were to happen at this university, I would follow the protocol learned previously such as turning lights off, go into a room, hiding in a dark corner, and trying to call the police if you can.

Participant 12 mentioned she knew the participating university's emergency active shooter plan is located on the university's website, but relies on previous knowledge obtained from a community college she once attended:

> Honestly, I don't even know the plan. I know it is on the university's website, but I honestly don't even remember what the plan is. I remember some of it. I used to go to a community college, and we had a seminar on that, but I don't remember having any seminar at this university. I would feel less fear if I knew more about the plan. I'm not sure what they want us to do. I know you're not supposed to run and scream.

Participant 25 said her only knowledge stems from plans designed for a secondary education institution:

> I'm not very educated on that. I do know we are supposed to go into a room, lock our door, and shut out the lights. I don't really know where I would go if I weren't in the dorms, so that scares me a little bit, but I would assume it would be like at high school: get in, shut out the lights, and lock the door in whatever room you are closest to or in.

Participant 1 stated, "We had a drill at my previous school, and we didn't know it was a drill."

Interview question #3 (CS). How does the design of this campus affect your feeling of safety, and what campus location are you most concerned about?

Students reported a good feeling of safety in campus design in one of four main categories. The first category was campus layout being "spread out." This was reported by most students as being positive and making them feel safe. Answers given by Participant 2, Participant 14, Participant 22, and Participant 23 were typical of these responses. Participant 2 replied, "I think the campus is designed well, because there are several buildings which are spread out and a lot of different floors and rooms off to the side." Participant 14 said, "I think it's a good campus design being that it's spread out, and you could just run from building to building and probably someone would find them faster. There's more open areas." Participant 22 responded, "I feel like this is a pretty safe campus. Most of the buildings are pretty spread out across the campus, but there are few that you have to walk quite a bit to get to." Another student, Participant 23, expressed, "The way it's built everybody is spread out really far. It would be really hard to go from building to building on like a rampage or anything like that. That makes me a little more comfortable."

The second category reported by students related to the participating university being small. Participant 4 recounted, "It's not as big as other universities, so that makes me feel safer." Participant 5 said, "I think this campus overall feels safe, because it's not like in a city. It has its own separate area and there's not houses or apartments or businesses touching the university." Participant 12 agreed about the size of the

university, but had a different view saying, "This university is small and tight knit, but there's not a lot of places to go and if something like that happened." Participant 16 stated, "Positively it's pretty small, and the campus police is not too far from anywhere on campus. It's like a 10-minute walk from one side of campus to the other."

The third category related to campus locations most concerning to students. An overwhelming majority agreed large crowds are concerning. Participant 2 said, "The place that is most concerning is where a lot of people go like the bookstore and cafeteria that are most highly populated. Those are the places I am most worried about." Participant 4 agreed, but she provided a different perception stating, "I think a shooter would want to go to a place with the most people, but I'm not going to avoid those places and live in fear. If it happens, I have no control over it." Participant 18 said:

I do not like large crowds. I think I have this fear that large crowds cause chaos, and people kind of flock like a sea of birds, and so it would be easy for someone to pinpoint a large area and be able to attack that large area rather than an area that doesn't seem so populated.

Participant 3 said, "The gym or recreational area concerns me most, because it is open and a lot less structure, and it's hard to identify anybody that's maybe not supposed to be there…"

The fourth category related to classrooms having only one door to escape from was also concerning to students. Participant 1 stated:

There are multiple outlets in any building, so I don't think that's a problem. I think what would be a problem was if you were targeted in a specific lab or down in the basement where there was only one door. I would not want to be stuck in

any building during a situation. I am most concerned about the top and bottom floors of the science building, and that's because there are labs and not as many exits. I would not want to be stuck on the top floor of any building, because the only way down is the stairs.

Participant 15 said:

The campus location I am most concerned about is probably any of the classrooms only because there's one way out. There's one doorway. I don't like in the situation of an active shooter you can go out the window, but it would be more comforting to have a second exit from the classroom. So any of the classrooms is where I don't feel comfortable. As far as the campus setup I think it's a good setup. The buildings are far enough away. There are big buildings, but they are small enough that if something happened in one of them we would know about it in another building and be able to get out of the building quick enough.

Participant 15 also added, "I would give multiple exits from classrooms and add windows to rooms. In certain situations, windows can be used as an exit. The chairs you can break through a window."

Finally, Participant 22 shared her perception about there being only one exit in classrooms and also recounted experiences related to fear on campus:

It makes me feel closed in when I'm in a classroom with absolutely no windows, and usually it's just like only one door. I know a lot of the basement area classes there's no windows. I do think about it happening. Not many students would, but I was in middle school, and we did have a school shooting, so ever since then it

kind of stuck with me what do you do in this kind of situation in an emergency.

It's not common, sorry.

Participant 18 said, "I think I would be more concerned about the student center. There's one entrance and one exit kind of situation, and it's very much a maze."

Interview question #4 (CS). What has been your involvement, or lack thereof, in an emergency active shooter drill on this campus?

Nineteen participants responded they had not participated in any emergency active shooter drills on the participating university's campus. Some typical responses were, "I have never participated in one on this campus" (Participant 5), and "I didn't know that they did drills. Do they?" (Participant 7). Participant 12 stated, "I have never been involved in a drill."

Six participants specified they participated in a university experience (UE) class in which a mock drill was conducted to include specific instruction from the participating university's emergency active shooter plan. Some standard responses included, "We really haven't had any. The only thing was with our university experience class them talking to us about what we can do, but that's really the only drills that we've had" (Participant 14). Participant 16 stated:

> Like I said, everyone who comes in as a freshman or transfer, unless they have a certain amount of credits, they have to take a UE class, and on one of those days they teach you what to do when a shooter comes into the classroom. They pretty much make every student that comes here take a day of safety training.

Participant 21 added, "Besides them coming into our university experience class, no."

Participant 1 echoed, "I haven't been involved in anything except for my UE class, and

we simulated it." Participant 23 appended, "We did a single drill in our university experience class when the actual chief of police came and did a little demonstration and showed us what he wanted us to do and stuff."

Participant 17 indicated she participated in high school emergency active shooter drills. She said, "I have not participated in one on this campus so far. I have participated in high school campuses, but not on this campus specifically." Participant 13 suggested students may need emergency active shooter drills:

I've actually never been part of a drill on this campus. I feel personally that I

wouldn't need it. I think other students may need it, because they have actually

never been around a situation where it causes panic and alarm.

Participant 4 said, "One of the classes I had to take my freshman year, a general education class, the police came in and showed us a certain procedure to do if there is a shooter."

Interview question #5 (UF). What is your view of stricter gun laws proposed by legislators, and would it have any effect on your feeling of safety?

This question prompted powerful perception and explanation from each participant. Responses to this question fell into two categories. First, the majority of students (18 of 25) indicated stricter gun laws proposed by legislators would not make them feel safer. Some representative responses for those opposing stricter gun laws included, "I am for less strict rules and with that I would feel much safer. I feel everybody's got an opportunity to protect themselves and not depend on somebody else" (Participant 3). Participant 4 said, "If someone is going to shoot, they are going to find a gun. I don't think that having stricter gun laws is going to affect it if they get a gun or

not." Participant 10 concurred and added, "I don't think stricter gun laws would make a difference. I think people can get a gun either way." Participant 15 replied:

> I am actually a proponent of carrying guns. I feel like it would be beneficial to allow guns to be carried on campus. I personally have a conceal carry. I feel like the best way to be prepared is to be able to in a way fight fire with fire. If you have someone who has a gun on campus, I don't feel like the appropriate resolution is to throw papers at them or blockade the door. I feel like having someone on campus that was prepared to react appropriately to that situation would make me feel more comfortable.

Participant 23 added, "I'm a Second Amendment kind of person. I think the gun laws, the way they're written, are perfect. They just need to be enforced more forcefully. They need to work with what they've got." Participant 14 said:

> I think gun laws should be less strict, because I feel that if they do a mass murder they are not going to worry about the laws to get the gun. If the laws were less strict where people could have the guns and possibly take that person out.

Participant 2 added, "I think if they restricted the bad people, they would still get the guns."

> Students also spoke about their knowledge of current gun laws and provided justification for their position. Participant 19 said:

> I personally feel like the gun laws are fine as they are, because nobody can just go out and get a gun. There are reasonable background checks, and there's a waiting period, and it's difficult to get a gun. Putting more restrictions on that would make me feel less safe, because if I know there's a crazy person who could, or not

a crazy person, but somebody who could potentially come and perform a school shooting, if somebody on campus or somebody around had another firearm to help deter them or to prevent that from happening it would make me feel a lot safer than if there were more stringent rules and if it was just some kid who grabbed a gun from their parent.

Participant 22 indicated:

I think the laws on gun control are fine the way they are. I don't think they need to be stricter. I think we do a pretty good job about it. I definitely don't agree with them wanting to make it harder for us to have guns. I understand the reasoning behind it, because they don't want the wrong people to get it, but I think it is a right for us to have them. As far as it coming to school, I don't want someone at school having a gun. It doesn't make me feel comfortable, because students get stressed out. They're kids here from 17 to 18 to up. The kids don't need to be bringing guns to school. I just don't think that's a good mix. I do think our laws are good allowing us to have guns.

Participant 17 added:

Personally on stricter gun laws I feel like it might make it worse for people who have guns. There's already a process that's enacted. You have to go through specific things before you can get a gun or you can have a license. I feel the stricter the government is on those policies there's going to be more people that already have a gun are going to be geared towards using that gun, because they have it, and they're not willing to give it up. So they might do something drastic.

Participant 7 stated:

> I feel they can place whatever laws they want, but the ones that are going to want
> it are going to find their way around those laws. So they can make it completely
> illegal for everybody to have a gun, but if they want one they are going to find a
> way to get it.

Participant 13 added, "Each state has its own requirements for concealing or keeping it in plain sight. I don't think we should put too strict of guns laws on our citizens except for felonies and what have you."

Second, seven students agreed they would feel safer on campus if stricter gun laws were passed by legislators. Participant 5 said:

> That is such a big issue I feel like—my personal perspective is I'm not about the
> gun thing. I totally understand people feeling strongly about their constitutional
> rights, but I also really feel strongly about the greater good that higher gun
> regulation would help all of us because of the violence. I grew up in St. Louis,
> and there's a lot more gun violence than here. People around here are trained
> generally to be hunters, and they know how to handle them properly, and there is
> always the people who don't. I feel like upping regulations would really be a
> good thing. Not that I think people shouldn't have guns, but if you can prove that
> you are competent in how to handle it in a proper and safe way, I feel like that
> would make me feel a lot more comfortable than just being able to go to the pawn
> shop and shooting up campus or whatever these people do.

Participant 8 indicated:

> Since I am from Europe I am not used to guns being around all the time. In
> Europe we are not allowed to have guns. Therefore, I think the guns should be
> more restricted. There should be more background checks and other people
> shouldn't be able to just go into the stores and buy guns.

Furthermore, Participant 20 expanded on specific reasons for his position and offered
suggestions:

> With stricter gun laws, I want to define it as not taking guns, because that is
> usually what everyone goes to. They will say they can't take my guns. I
> understand restricting. You don't need semi-automatic weapons. I don't know
> what they would use it for. Do you need a pistol to have like nine rounds in it if
> you are just going to try and detain someone? If someone only had three to four
> rounds in a gun or in the clip, because I know you can shorten it or put a lock in it,
> they wouldn't get very far in a shooting or if they only had a certain kind of
> rounds or something. Stricter gun laws would make me feel safer.

Participant 11 added, "In general, I don't like the idea of anybody being able to carry a
mini machine gun, assault rifle, or high powered weapon into anywhere that we normally
go."

Interview question #6 (CP). What is your involvement with campus police to
improve the overall quality of student life on campus?

While 24 participants indicated no involvement with campus police to improve
the overall quality of student life on campus, only one student provided specific
information of involvement. Participant 11 spoke of being a student worker "trying to

help with the electronic side as possible. Any of the sort of plans they do electronically, we usually go out there and help set them up and help them out in some sort of way."

However, students spoke of brief negative involvement with campus police. Participant 1 said, "I really haven't had much involvement. I think sometimes people are driven away from making a connection with them, because all they know is they have gotten tickets from campus police." Participant 23 added, "I try to stay away from the campus police. I park where I'm supposed to and do what I'm supposed to and stay out of trouble I guess." Participant 22 answered:

> I really don't have involvement with campus police. I have complained when they write a bunch of tickets, because they don't understand that they just took away a bunch of parking spots, and we need somewhere to park. They like to write tickets. Other than that, I really don't have any involvement other than paying a parking ticket.

Participant 5 added, "The more campus police there are generally the safer it would feel, but at the same time they group together and miss things at the edge of campus."

Moreover, students indicated seeing police around campus and some agree more involvement would be helpful with their feeling of safety. Participant 21 said:

> They're around, and you see them, but I don't think you really interact with each individual officer. You may see the chief come over. He's the one that instructs the classes, but for the most part that's about it. I don't think it would hurt if we had more involvement with campus police and being able to at least know and trust who he is and if you see them real quick you could alert them and even if he weren't in uniform. I think it would be helpful.

Some students suggested they had a feeling campus police were friendly, approachable, and police presence allowed a sense of comfort. Participant 20 said:

> They are all pretty friendly. You can go and talk to them about a situation that could make you uncomfortable. So they don't seem like they would just attack you and question you unless they really had a reason for it.

Furthermore, Participant 19 stated:

> I never really interact with campus police, because I never really see them. I know that they are around, and I see their cars, but I never see an officer just around hanging out. I always see them driving through in their car riding around on their bike. So I guess their presence makes me feel comfortable, but I don't notice very many of them.

Participant 2 added, "I think if I would communicate with them that would help."

Interview question #7 (SF). What personal steps or precautions have you taken to protect yourself from an active school shooter, and do you think prior victimization prepares someone?

In describing personal steps or precautions students take to protect themselves from an active shooter, all responses fell into one of six categories: 1) be aware of surroundings; 2) have a plan; 3) be around people; 4) carry mace; 5) take a self-defense class; and 6) avoid crowds. While nine students focused on having a plan or strategy, being aware of surroundings was cited by 13 of 25 as being the most important step or precaution.

In responding about being aware of surroundings, Participant 2 indicated, "I am cautious of my surroundings and I observe people around me." Participant 7 said, "I try

to be aware of my surroundings, but that doesn't do much to avoid or prevent."

Participant 15 stated, "But constantly just listening and watching and being mindful of what other people are doing around you and that's probably the best way to prepare."

Participant 22 explained:

> I always try to be aware of my surroundings. I'm really not paranoid in a sense, but always try to be aware of what's going on and where you are on campus. If you were needing to leave in an emergency and knowing where that would be.

Participant 4, "I stay aware of people around me. As long as people are aware of situations that go on…know whenever you are in a bad situation when you are around someone that can be dangerous."

Responses about having a plan varied, but it too was an important step or precaution revealed by students. Participant 1 said, "I do try to go through scenarios in my head. You can't be fully prepared, but you do want to have a plan in mind. If this was happening, what would I do?" One student indicated fear of an active shooter affects her focus in the classroom saying, "I am always looking in the room for planning an escape route and knowing where the doors are. I am thinking if I need to get out of here quickly where can I go?" (Participant 5). Participant 11 echoed this strategy, "I have taken to learning a lot of the exits and ins and outs of the colleges." Participant 21 added, "You think of scenarios in your head like something like that happened where would I go what would I do." Participant 24 not only divulged a plan and being aware of her surroundings, but expressed an exit strategy articulating, "I am usually very cautious of my surroundings. I try to make sure I have an exit strategy at all times. If it does end up happening, I will try to figure out how to get out…"

Some plans made by students were extensive conveying specific steps and precautions taken to protect themselves from an active school shooter. Participant 17 stated:

> If I was near the shooter and it occurred first I would try not to do anything and find out what's going on. If the shooter was demanding something, I would probably try and get away from them as fast as possible and try to get help. If I was able to I would get to my phone I would probably call the police, but if not I would try to be cooperative and try to calm the shooter down and get his focus off of me.

Furthermore, Participant 23 shared his personal preparedness stating:

> I don't really take any active steps or anything. The only thing that I think would give me an advantage over a normal person is I did a tour in the Army in Afghanistan and all that stuff, and I was infantry, so I mean that was like our job was to shoot people and stuff like that. So I mean just being able to deal with a crisis and stuff I feel like I have a little more preparedness than most people.

Participant 18 stated:

> I just know what my personal plan is in that I would find a space that didn't have many windows, and it would be a locked room that is out of the way and then have a mobile device with me to be able to keep track of things. In my office I have a space where I can keep the door closed and nobody can see you. I would keep my mobile device. It's something we have talked about various times. I know what I would do, but I don't know what the actual protocol is for the school.

Participant 2 added, "If I was to take any action I would go to a safe room…I would say I don't judge, but I can tell if someone was acting weird I would know."

Students plan not to be alone while on campus as a precaution to protect themselves from an active school shooter. Participant 1 shared, "I typically don't walk around by myself on campus especially at night when I've been to the library, but I do try to park close." Participant 3 added:

> I go to school during the day. I park where other people park. I don't stick around places where I shouldn't be, where there are no other people. I stay in the higher levels of the building where I find people congregate more. I don't go to unfamiliar places where I can't find my way out of somewhere in the event of a situation. I don't wander. I stay on my path, get in, and do what I need to do and go right back out.

Participant 5 repeated this idea:

> Generally I do feel safer in bigger crowds because there are more people, and I can blend in better. When I am isolated, I feel like if there were to be a shooter and I were alone, it would be easier for them to get me and then move on to the bigger crowd. When you are in a bigger crowd you can call for help and scatter.

Participant 6 said:

> I think the design is good, but I think the place that I most like is building with the store book and the court food. The place that I don't like and its scary is the one that is down and it is really far from the people. Especially if I have night classes, I'm too scared to go there.

Participant 5 stated:

> If I were to stay after class in a building at the edge of campus for a while and there were few people in the building, I would be much more nervous than if I were in the student center with a ton of people around in the middle of campus.

Participant 13 added, "For safety reasons only, I don't mind being in a very crowded room…I feel quite safe in a crowd."

Two students plan to have mace available in the event of an active school shooter. Participant 6 indicated she will purchase mace for a personal step or precaution to protect herself stating, "I don't have anything to protect myself, but I'm planning to buy the spray thing." Participant 25 reported, "I have mace on my keychain, but that's not really going to do much for the shooter."

Students take self-defense classes as a precaution to protect themselves from an active school shooter. Participant 14 stated, "I have taken a class at the rec center, it's a self-defense class, so I've taken that to help prepare if something was to happen." Participant 20 said:

> The steps I've taken is going through a self-defense class in the upward program I'm in. I know a little bit, but not enough to detain someone with a gun. I usually have heard if they want something and you have money your life is not worth the 50 bucks you have in your wallet. Just give them the money and then cancel your cards. I'm not a pacifist, but I'll go with you if you have a gun.

Participant 17 reiterated this precaution:

> I have taken courses in self-defense, gun safety, and I have informed myself on the different shootings to see what happened and what's the safest thing to do,

where should I go in that experience. I also have learned how to disarm someone

with a gun so they cannot harm me.

Participant 15 added, "I personally have taken classes and pursued my carry and conceal

license."

Participant 11 expressed constrained behavior of avoiding large crowds with the

purpose of protecting himself from an active school shooter. He also shared perception

as to what extent contemplation of an active school shooter affects his ability to focus and

learn while on the participating university's campus. He stated:

I try to stay away from large groups so that I am less of a target. I have

researched a little bit of this stuff just to know. I like to have knowledge of

something, because history can repeat itself...I don't think the thought of an active

shooter ever interrupts my train of thought. It is like a side thought of, oh, this

could happen if I'm like walking around or if I'm actually in a classroom it may

just cross my mind occasionally, but I don't think too much about it.

Participant 13 confirmed this concept by replying, "I don't really ever think about active

shooter on this campus. I would say there is always a possibility of that, but I don't think

that affects me."

In responding to the question about prior victimization, the majority of

participants (13 of 25) agreed it could help. Student perception varied as to how prior

victimization prepares someone. Participant 4 stated:

I think prior victimization prepares someone for another incident. I think that

people who have been in that situation are more fearful of different places on

campus. They are probably 100 percent aware of those around them and know

what to look for.

Participant 9 added:

I feel like prior victimization would help a lot. I'm not saying they should go

through that to help them prepare. They should definitely have a mindset of hey

this has happened to me so I need to take a precaution later on.

Participant 11 echoed this idea when he said:

I think it does prepare someone, because they tend to be a little bit more in the

mindset of this has happened once. I don't want it to happen again or know what

they did the first time, and if they did something wrong they will tend to try and

correct it. It can also be a hindrance at times, but I think it's more of a helping

thing.

Participant 7 added, "Prior victimization does prepare someone, they might have more of

an idea what to look for in somebody."

Participant 18 not only agreed prior victimization prepares someone, but

identified specific reasons why people without it are at a disadvantage:

I think once you've had experience with something your mindset is better focused

on it. I think with people who have dealt with natural disasters or with death or

any type of situation which is traumatizing and if they've been able to handle it in

a positive way. I think they are less affected and more focused on trying to figure

it out. They are more level headed compared to someone who has no prior

experience. I think people with no prior experience are going to freak out and cry

and try and run away, but I think people who had prior experience are more

focused.

Participant 22 added specific explanations and shared her prior victimization stemming

from an active school shooting incident stating:

I do think when you are exposed to it before it does make you a little bit more

aware of it, because I was in middle school when we did have a student that was a

school shooter. It does make you a little bit more aware if it were to happen. Be

aware of your surroundings, be smart, and have your phone on you. It

occasionally does cross my mind, especially when something comes on the news,

because you think what if something like that were to happen. Obviously the

students that went to school that day didn't think that would happen to them.

Participant 22 was the only student identified who had prior active school shooter

victimization.

In replying to the question about prior victimization, five participants agreed it

does not help. Specific support for their belief was particularly scarce. Participant 2 said,

"I don't think if a person was in a prior shooting they would be more prepared, because

they would be more traumatized by that." Participant 8 explained, "As far as prior

victimization it might make them more afraid of it." Participant 14 said, "Prior

victimization probably doesn't prepare someone more."

Some participants expressed uncertainty related to whether or not prior

victimization prepares someone to survive an active school shooter. Participant 12

stated:

I feel like it's kind of like when you have posttraumatic stress like if something like that happened again you might be well prepared, but then you might have a flashback to something that happened to you previously and not be able to handle the situation.

Participant 17 added:

I believe prior victimization in a way does prepare someone because they know what happened last time and they know what to do, but at the same time if that trauma affects the second experience it may cause them to underreact or overreact to the situation and end up getting someone hurt.

Participant 23 indicated prior victimization encourages a person to make a plan for surviving an active school shooter or causes someone to shut down:

As far as past victimizations it can go either way. It could encourage the person to get more prepared to do training to teach themselves the appropriate responses or it could freeze a person up. It depends on how the person decided to deal with their victimization before the current event.

These participants pointed out several different reasons for being undecided about whether prior victimization prepares someone.

Interview question #8 (CS). If you were a school administrator what do you believe would be the single most important policy or procedure to implement during a school shooting incident? Explain your answer.

Students identified four specific categories—sheltering in place, communication, escape, and fight—each believed to be the single most important policy or procedure to implement during a school shooting incident. Thirteen students were specific to only one

response category while 10 participants mentioned two or three, and no student revealed

all four categories. Two students could not decide and revealed no policy or procedure

category, but pointed out they would make sure everyone is trained beforehand. One of

the two students responded, "I would train students on what to do in a school shooting.

To me, that's the best policy. Instead of having them being scared ducks we would give

them some idea to be prepared if it does happen" (Participant 16). Participant 25 added:

> I would do more of those drills. This town makes sure to do the tornado drills,
> and I think all drills are just as important. Don't let hindsight be what makes you
> more prepared. Just be more prepared with the drills and stuff, because I don't
> know where I would go during a school shooting if I were in a class or what I'm
> supposed to do. I think they need to educate their students more on what to do,
> because I feel like I don't know what to do, and I should know what to do.

Even though Participant 1 revealed the single-most important procedure would be

sheltering in place, she too agreed about the importance of active shooter drills. She

explained:

> Anything that draws attention is going to make the shooter go there. I think
> limiting the noise has to be reinforced. We had a drill at my previous school, and
> we didn't know it was a drill, and people were just panicking. I was just sitting
> there and told a kid in my class to be quiet, because someone's going to come in
> here.

Participants pointing out the importance of drills indicated drills lead to a better

preparedness of those involved.

The first category, reported by most students, related to sheltering in place. Participant 3 said, "Lockdown and lock every opportunity for whomever is doing it to keep them from moving about or having access to whom he or she may target." Participant 9 revealed, "Stay where they are. Make sure not to go outside and reveal yourself. Just stay hidden. Do not draw attention to yourself." Participant 20 agreed sheltering in place is of paramount importance, but gave specific detail explaining why. He stated:

> Lock your doors, and get away from the windows, and don't talk and be quiet.
> I'm pretty sure that someone with a gun knows what they are getting into if they
> are going to shoot up a school. They probably know that there are people hiding
> inside the classrooms next to the wall. They are not stupid, but if you have the
> lights off people might think there's nobody in there. Every class can't be like
> that. Students should sit, and be quiet, and be calm, because panicking is the
> worst thing you can do in any situation.

Participant 1 added, "The ultimate goal is our safety. One tactic that we have found was to get as many people behind the door as possible and turn the lights out."

The second category reported by students related to communication. Participant 5 responded:

> Call the police and that sort of thing. I think what would facilitate and help would
> be some way to communicate to people across the campus. I know they do the
> text message systems, but sometimes that's not perfect and not sure if they do that
> here. because I haven't been told what to do, but I remember in high school we
> had these little intercom phone things where they could do a message over the

speakers, and it could call into certain rooms. If the school could come up with a way to facilitate communication like that to say, "Okay students in student center, the shooter is not in there, and you need to get out or go to this particular place." If they were able to communicate somehow effectively as say, "You in this hall this is where he is at or she's at, and you need to stay put or follow these rules." Just a way to facilitate that mass communication would be the most helpful that way people on the other side of campus are not freaking out when it's not where they are.

Participant 18 echoed:

Communication is a huge thing. This school has an emailing system and text messaging system that they implement when anything happens in the school. I think that is something that needs to be used. The school has a radio check that they do monthly or there is a time frame that they do it, and I've been involved in it. So I think communication is a huge thing that always has room for improvement. So if I were in administration, I would say communication hands down.

Participant 11 said the participating university's police chief came to his class and spoke, "Exactly what each person does and what our current standards are in the form of how they get information out. Basically our way of knowing what to do how to do it and stay informed."

The third category conveyed by students related to escape. Answers given by Participant 8 and Participant 10 were typical of these responses. Participant 8 said, "Get people to safety. Get out of buildings, and get them to a place where they could collect."

Participant 10 responded:

> Probably do ensure that the student body and the staff are safe and have an
> evacuation point kind of like you would do with a fire. Work in conjunction with
> the local police to set up some kind of safe place.

Participant 2 added, "I think we would probably get away pretty easily, because there are so many different exits and places you could go."

The fourth category conveyed by students related to fight. Participant 4 said, "I would make sure the students are safe and know the plan. I'm not sure what I would say. I have a Taser and pepper spray and it makes me feel a little bit safer." Participant 13 said:

> If someone has it in their head to shoot people at a school it's going to happen.
> When do you stop him or her? How far into to it do you stop them…I do think
> with my physical abilities I can get to somebody faster and subdue somebody a
> little easier than most.

Participant 15 added, "Attack him or to do to him or her whatever they need to do to keep themselves safe."

While students identified the single-most important policy or procedure, others combined categories in their answers revealing sheltering in place, communication, escape, and fight are contingent on each situation. Four students, Participant 12, Participant 14, Participant 22, and Participant 23, agreed communication and sheltering in place were most important. Participant 12 said:

> Total lockdown of the whole university…If you are in a room stay in, and lock
> the doors, and don't go near windows, the typical procedure. I guess a complete

lockdown would probably be the thing, and then call the police. Try to wait, and don't locate the shooter. Don't try to go find them because if you do you might end up getting hurt or others hurt.

Participant 14 added:

This is a tough one, because there are so many things people need to do. Definitely listen to the instructor. I guess with like the text messaging system we have to definitely pay attention to it and not ignore it and pay attention to what is going on. Do the best you can, and watch your surroundings to keep yourself safe. I would definitely have students shelter in place because then the cops don't have everyone running around where they don't know who the suspect is. Everyone is still inside except the suspect.

Participant 22 and Participant 23 concurred with communication and sheltering in place, but provided specifics about what to tell authorities and how to shelter in place.

Participant 22 said:

I think it would be to immediately stay put. Obviously lock the doors, and shut the windows. I would say barricade the door in some way, and obviously go to a corner of the room that's not visible to kind of shield yourselves, but also if you do hear something even if it's in the same building you try to get that information out, because that will be helpful to authorities when they are trying to narrow it down. Where are they? How many? What do they look like? But, definitely stay away from all danger. Don't be in the hall. You need to get with people. Don't be by yourself. Don't wander around. Don't go outside.

Participant 23 added:

> Getting in contact with other local authorities and police departments and stuff
> like that. Try to keep the media out of it for as long as possible, because I mean
> once they get involved it makes it a whole lot harder to get everything moving,
> because you have to move around them and through them. I would tell students
> don't be heroes, and hunker down in your class with your teacher, and stay out of
> the windows. People being heroes is how people get shot. It's not what we want.

These participants agreed students should avoid the danger and communicate.

Participant 7 and Participant 24 agreed communication, sheltering in place, and
escape are conditional. Participant 7 said:

> Contact authorities and police, and alert the students and find a way to lock the
> classrooms, or get someplace secure or as far away as they can from the shooter.
> It would depend on the location of the shooter, because if it's in that building,
> then obviously you can't run away.

Participant 24 added:

> Probably lines of communication for law enforcement or whatever is needed to
> actually secure the location instead of Columbine where they just stood outside
> and didn't infiltrate the building very fast which caused more death. Probably
> coming up with a strategy of securing buildings faster and hopefully track down
> the shooter faster. Students should be aware of their surroundings, and get to a
> location you think is safe, and try to stay out of the way. Don't try to be a
> superhero.

These participants indicated alerting students and law enforcement are crucial.

Two students, Participant 11 and Participant 21, agreed escape, sheltering in place, and fight are all equally important for student survival. Participant 11 said:

I would probably implement this colleges' university experience class plan and make it a mandatory training exercise because that would make it so that everybody would know basics of what to do. Students should know not to be a static target. If there is a shooter in a building, students should try to get in a room and barricade the door. If at all possible try to exit the building in a way that they know there is not a shooter there. If that is not possible and they're coming in the room probably charge at them and do something else to try and prevent whatever would happen.

Participant 21 enhanced this by stating:

Just overall stay calm and avoid the situation and have a bigger meeting and tell them all at once. What students should do all depends on where the situation is at. If you are in an open area, like our oval, I'd hope you wouldn't just stay there. I would rather them move and run away. If you're in a classroom you really can't do much running. So it depends on if you can run or fight. In the case of the classroom I'd rather if he's going to come in the classroom generally he's already going to do harm. He's already toting it and I'd rather them try and fight than ending it that way than letting it happen.

These students indicated fighting or charging at the shooter may become necessary in order to stay safe.

Only one student identified categories escape and communicate as the most important policy or procedure to implement during a school shooting incident.

Participant 17 stated, "I believe the best policy to implement would be to tell people stay calm, figure out the situation, and if possible get away or call the police. That would be my policy."

Finally, Participant 15 expressed a combination of suggestions which college leaders could share with students as an important procedure to implement during a school shooting incident. She stated:

Honestly, it would probably be to tell them that to do everything they can to keep themselves safe. If they feel being safe is to hide or to run or attack him or to do to him or her whatever they need to do to keep themselves safe. Keep safety as their number on priority, and let them interpret that however. If they were safe approaching someone, if they felt safer that way then to do that, but safety would be my main concern.

This participant indicated students should do whatever is necessary to keep safe.

Eight open-ended questions were posed via interviewing students in a private setting. Data results were presented to accurately represent perceptions of students regarding fear of a school shooter on a university campus in Missouri. This phase allowed for the next approach.

Emerging Themes

Finally, selective coding of all responses was analyzed, and emerging themes within each category and their interrelationships were identified. This information was organized into a theoretical model. This endeavor helped to form a "story line" describing "what happens" in the phenomenon being studied (Leedy & Ormrod, 2005, p. 141).

Contentment. Most participants interviewed spoke of a degree of contentment while being on the participating university campus. Nineteen participants indicated they feel safe on campus even though nearly half reported knowing nothing about the participating university's active school shooter plan. Of those students identifying fear as a result of not knowing the plan, over half revealed knowing nothing about the plan escalated their level of fear.

All students described personal steps and precautions taken to reduce their fear of an active shooter while on campus. Being aware of surroundings dominated participant answers. Having a personal plan to survive an active shooter was also significant to students. Being around people and avoiding crowds were some of the described constrained behaviors. Lastly, carrying mace and taking a self-defense class were described as remedies to lessen student fear.

Partnership. Most of those interviewed supported strengthening the student and campus police relationship. Many reasons were offered for this phenomenon. Students revealed campus police presence made them feel comfortable. Others said police are friendly, available, and enjoyable to speak with on a regular basis. Students want to know and trust campus police.

Students described various ways they reach out to build a partnership with police. Attempts include waving at officers when they pass by, watching police, and desire to receive active school shooter training from police. Some said the necessity to foster a partnership is important to help with communication in order to keep students informed in the event of an active school shooter situation.

Even though students conveyed many reasons for wanting a partnership, they also revealed receiving parking tickets from campus police was the foremost reason for disconnect. Parking tickets were seen as the catalyst of students being driven away from making a connection with campus police. Students also perceive campus police writing parking tickets as taking away from students and as a lack of understanding.

Communication. In terms of campus safety, students identified communication would be most helpful and a crucial factor in reducing their fear of an active school shooter. Other students said regardless of the steps or precautions taken to protect themselves from an active school shooter, such as sheltering in place, escape, or fighting the school shooter, communication is vital to reduce death and injury. Students also stated more and better communication will lead to a sense of reassurance and will help pinpoint the location of the shooter in the event of an active shooter event.

To facilitate communication, students suggested improving mass communication across campus utilizing intercoms, phones, email, and any other radio devices. They discussed the need to immediately "get the information out," whether it was their own or the university's. In short, the one thing students fear most is being caught on campus during an active school shooting and not knowing what is going on during an active school shooter incident.

Maintenance. Most students agreed stricter gun laws proposed by legislators are superfluous and would not make them feel safer. Students said regardless of gun laws, school shooters will not abide by these laws and will nevertheless get the guns. Others stated it would be better for people to be able to protect themselves than to take that option away.

Summary

A total of 25 students of the participating university were interviewed. As interview transcripts were being processed and analyzed, it was decided to code responses in four categories correlating with research questions which directed this study. This allowed for the formation of direct connections with focal areas of inquiry contained in the interview questions. This process guided the second stage of analysis. Here data moved on to axial coding, where categories and their interconnections are refined (Leedy & Ormrod, 2005). Each category was designated with a specific acronym, and interview responses were divided between those categories. Student Fear (SF) aligned with interview questions two and seven. Campus Police (CP) supported with questions one and six. Campus Safety (CS) associated with questions three, four, and eight. Underlying Factors (UF) affiliated with question five. The repeated phrases and key words revealing themes emerging from responses included the following: contentment, partnership, communication, and maintenance. Overall, students felt a great degree of contentment and attempt to reduce their fear of an active shooter by creating a partnership with campus police, communicating better, and rejecting stricter gun laws.

However, other themes emerged based on demographics and are addressed in Chapter Five. Findings in relationship to the literature, conclusions, implications for future practice, and recommendations for further research are also addressed.

Chapter Five: Summary and Conclusions

This qualitative study, designed with a grounded theory approach, was intended to allow for interpretation of the perceptions of students regarding fear of a school shooter on a university campus in Missouri. This research revealed an emergent theme: the contentment students feel on campus (Elmes & Roedl, 2012; Hankhouse, 2014; Schmalleger, 2015; Tomisch et el., 2011). Perceptions, attitudes, and underlying factors that contribute to higher education students' fear of a school shooter are an important dynamic, but these are rarely disclosed (Hankhouse, 2014).

Because most of the research on this topic has been conducted to determine if fear of an active school shooter is a growing concern on college campuses, there is little research on how these findings parallel the experiences of university students in Missouri. There is little focus on how university students attain their contentment. Furthermore, it is important to understand how to lessen fear on college campuses (King, 2009).

The intent of this study was to explore how fear of a school shooter is perceived by college students from a variety of viewpoints. It was also designed to determine the effect emergency plans have on perceptions of students regarding fear of a school shooter (Perumean-Chaney & Sutton, 2013). An understanding of how student perceptions of protection and how demographics, campus design, and contextual issues affect higher education students may help college boards of trustees and administrators better understand why students remain content (Steinmetz & Austin, 2014). Findings in relationship to literature, conclusions, implications for future practice, and recommendations for future research are discussed in this chapter.

Findings

      This section links interview results with the literature reviewed in Chapter Two. Interview questions were categorized based on their correlation with the research questions, which focused on student fear, campus police, campus safety, and underlying factors (Leedy & Ormrod, 2005). These research questions corresponded with the literature about uncovering perceptions of students' fear of an active shooter on a university campus (Chekwa et al., 2013; Hankhouse, 2014; Hart & Colavito, 2011; King, 2009; Lambert et al., 2013; Littleton et al., 2011; Perumean-Chaney & Sutton, 2013; Rader & Cossman, 2011; Schildkraut & Hernandez, 2014).

      The following questions are presented by category using the same acronyms provided in Chapter Four. Discussion includes the themes that emerged from the interviews and how these connect to the literature reviewed in Chapter Two. These findings are consistent with the existing research already conducted regarding students' fear of an active shooter on a university campus. These results also contribute a greater understanding of student fear, campus police, campus safety, and underlying factors contributing to students sustaining their contentment.

      Interview question #1 (CP). On a scale of one to 10, one being the least and 10 being the most, how safe do you feel from an active school shooter while on campus, and how does the number of campus police officers affect your feeling?

      Participant responses reflected three main thoughts: 1) confidence in campus police to deal with or deter an active school shooter; 2) lack of confidence in campus police to appropriately respond to an active school shooter; and 3) contentment regarding how safe students feel from an active school shooter while on campus. Nineteen

participants described feeling contentment while on campus. These findings are consistent with the literature which reports students feel secure while on campus (Elmes & Roedl, 2012; Hankhouse, 2014; Schmalleger, 2015; Tomisch et al., 2011).

Interview question #2 (SF). What is the university's emergency active school shooter plan, and how does your knowledge about the plan affect your fear of an active shooter?

Students reported no knowledge, some knowledge, or knowledge about emergency active shooter plans obtained from the secondary educational environment, previous institution, or private employment. Eleven students reported knowing nothing about the emergency active shooter plan. This finding is consisted with recent studies regarding college campuses having appropriate emergency procedures in place, but only a quarter of the students agreed they understand the emergency procedures of their campuses (Jurney & Cader, 2013; Perumean-Chaney & Sutton, 2013; Seo et al., 2012).

Interview question #3 (CS). How does the design of this campus affect your feeling of safety, and what campus location are you most concerned about?

Students reported a feeling of safety due to the campus layout being spread out and small. Locations containing large crowds were most concerning. Many of the students indicating this concern were cognizant the goal of a school shooter is to shoot multiple human beings in a planned time frame (Cameron, 2014). Thus, this finding is consistent with recent studies regarding campus design providing students with a sense of protection (Schuh et al., 2011; Shon, 2012; Steinmetz & Austin, 2014).

Interview question #4 (CS). What has been your involvement, or lack thereof, in an emergency active shooter drill on this campus?

Most students said they had not participated in any emergency active shooter drills on the participating university's campus. This finding mirrored recent studies which found colleges across this country do not appreciate the necessity of emergency drills and fail to train and practice (Jurney & Cader, 2013; Seo et al., 2012). Regular drills should be conducted to ensure a level of comfort and familiarity is achieved (Jurney & Cader, 2013; Seo et al., 2012).

Interview question #5 (UF). What is your view of stricter gun laws proposed by legislators, and would it have any effect on your feeling of safety?

A relatively new finding emerged as most students indicated stricter gun laws proposed by legislators would not make them feel safer. This finding rejects stricter gun legislation with purpose to "comfort the minds of citizens who fear future incidences to provide assurance that something is being done to address gun violence" (Schildkraut & Hernandez, 2014, p. 370). Students suggested working with and enforcing current laws such as the Clery Act (Chekwa et al., 2013).

Interview question #6 (CP). What is your involvement with campus police to improve the overall quality of student life on campus?

Literature has suggested officers should become friends with students, make themselves approachable and available, and accept students' opinions for improved service (Griffith et al., 2004; King, 2009). Most participants indicated they feel no involvement with campus police to improve the overall quality of student life on campus.

This finding also aligns with another recent study suggesting this partnership wanted by students will lead to valuable exchange of information (Chekwa et al., 2013).

Interview question #7 (SF). What personal steps or precautions have you taken to protect yourself from an active school shooter, and do you think prior victimization prepares someone?

The words "being aware of surroundings" and "having a plan" emerged most frequently in response to this question. Other evading, avoidance, or constrained behaviors described by students were to be around people, carry mace, take a self-defense class, and avoid crowds. These findings reflect recent studies which focus on students engaging in constrained behaviors (Brown & Benedict, 2012; Lee & Hilinski-Rosick, 2012; Rader & Cossman, 2011; Steinmetz & Austin, 2014).

Most students agreed prior victimization prepares someone. The words "being more aware" and "having a mindset" emerged most often. These findings agree with Brown and Benedict (2012) that these students are more aware, extra capable of handling, and not as concerned about victimization.

Interview question #8 (CS). If you were a school administrator what do you believe would be the single most important policy or procedure to implement during a school shooting incident? Explain your answer.

In describing the single-most important policy or procedure to implement during a school shooting incident, all responses fell into one of four categories: 1) communication; 2) sheltering in place; 3) escape; and 4) fight. The theme of importance of communicating with students during an emergency active school shooter incident aligns with studies by Jurney and Cader (2013) and Mendoza (2014) in which communication is

essential to increase reaction times and reduce chaos, panic, misinformation, and harm. Sheltering in place mirrors most university policies such as those at FSU where students were directed to stay put or were placed in lockdown (Botelho et al., 2014). Students also revealed an awareness of some university buildings which may represent a potential concrete-enclosed kill area providing marginal opportunity for escape (Shon, 2012). Equally important to some students was an option to fight their attacker if necessary as described in the participating university's emergency plan.

Conclusions

Conclusions in this study are centered upon answers to the research questions which guided this design. This section focuses on those answers and how conclusions were formed. Much of the data collected for this study directly addressed the research questions; however, because a grounded theory approach was used for this study, other meaningful information materialized which did not fit within the span of the research questions. This information is also discussed. Finally, the emergence of a new finding which expands values theory is considered.

Research question #1: What are the perceptions of students regarding fear of a school shooter on a university campus in Missouri?

Students feel contentment. Whether it is due to complacency, seeing campus police around, "spread out" campus design, or having a plan, most students in this sample revealed their perceptions of safety from an active school shooter on the participating university's campus as feeling contentment. This finding is consistent with earlier studies which found the greater part of students feel secure on college soil (Elmes & Roedl, 2012; Hankhouse, 2014; Schmalleger, 2015; Tomisch et al., 2011). However, as

Chekwa et al. (2013) determined in their work on students' perceptions about campus safety, most students in their sample felt unsafe. Only six of the 25 students in this sample revealed they feel unsafe on campus.

Knowledge of active school shooter plan. Results of this research clearly showed nearly half of the students in this sample had no knowledge whatsoever about the participating university's emergency active shooter plan. Those who indicated knowledge about the plan obtained their information from a required class for new students. Other students reported some knowledge from other venues such as secondary educational environment, previous institution, or private employment. Those with uncertainties about the participating university's plan reported some anxiety and concerns about what they would do to survive an active shooter. This insight into fear felt by some students who were not educated on the active shooter plan indicated a need for making sure students are knowledgeable about the plan. As Jurney and Cader (2013) indicated each student and school official should know the school's emergency response plan.

Constrained behaviors undertaken. Self-protection measures taken on campus were evident. Nearly every student who participated in this study shared some involvement with constrained behaviors. Most of them spoke about being cautious of surroundings and not walking alone, especially at night. Some were either planning escape from a classroom, carrying mace and/or a Taser, or avoiding large groups of people. Participants also reported not talking on cellular phones while walking, having a phone on their person, or taking a self-defense class. As Rader and Cossman (2011) determined in their work, fear of crime can lead to various student constrained behaviors.

Furthermore, as Jurney and Cader (2013) found in their work, constrained behaviors occur when students assemble in a large crowd in and around buildings.

Scope of victimization perception. Thirteen of the students interviewed felt prior victimization benefits a person. Responses to this were varied; however, the majority of affirmative responses centered on two main ideas: 1) prior victimization prepares a person for another event, and 2) it assists a person with mindset. As Brown and Benedict (2012) determined in their analysis of information on fear of crime, students who have suffered criminal victimization are experienced in dealing with victimization, self-reliant in recuperating from a crime, and thus less concerned about victimization.

Research question #2: In what ways do college students' perceptions vary regarding a school shooter based on the number of campus police officers on campus?

Partnership considered necessary. The results of this research showed most of those interviewed spoke of necessity to improve their relationship in some way with campus police. The majority of students revealed the presence of campus police made them feel contented. Others said they also welcome campus police, as King (2009) indicated, to provide escorts, foot patrol, crime victim and prevention programs, and post-victimization advising or similar curriculums as an attempt to decrease crime and fear of crime.

Police effect on students' fear. Results of this study clearly showed the number of campus police officers influenced most students' feeling of safety. Students' perceptions varied and many reported uncertainties about their feeling of safety based on the number of campus police officers. Though many students thought they would feel safer if the participating university had more police, others argued the number of officers

was sufficient. Some students said the number of officers made no difference in their feelings of safety, and too many campus police would make them feel controlled or suspicious of their safety. These responses lead to a conclusion that students are impacted by the number of campus police officers, which advance the scarce research on students' perceptions of the effect security measures have on school safety (Griffith et al., 2004; King, 2009; Perumean-Chaney & Sutton, 2013).

Research question #3: What are the perceptions of students regarding campus safety?

Student policy and communication. The results of this study clearly showed most students agree communication is the most important aspect of any campus safety policy. Students identified communication as a crucial factor in reducing their fear of an active school shooter. Students also agreed more and better communication with campus authorities during an active shooter incident would lead to a sense of reassurance. This result provided college administrators with a finding to create a safe campus environment by employing what students perceive to be efficient safety measures (Chekwa et al., 2013).

Drills. Most students had not participated in any emergency active shooter drills on the participating university's campus. Other students had taken a class at the participating university which facilitated a mock active shooter drill improving students' feeling of campus safety. As Seo et al. (2012) identified, colleges across this country do not appreciate the necessity of emergency drills and fail to train and practice.

Campus design. Some students reported a feeling of safety due to the campus design. Buildings being spread out and a smaller campus environment were design

features most liked by some students. Other students liked the location of campus not being in the middle of a town. Still other students were comfortable with the design which separates the dorms from campus academic buildings.

However, campus locations containing large crowds were concerning. Likewise, classrooms with only one door facilitating an exit were also of concern. As Steinmetz and Austin (2014) identified, those charged with campus design should consider factors of location along with project structures to provide students with a sense of protection.

Research question #4: What are the underlying factors that contribute to students' fear of a school shooter?

Student perception about stricter gun laws. Nearly every student indicated stricter gun laws proposed by legislators would not make them feel safer. Some participants reported they felt most school shooters are not going to follow any gun control laws, especially those designed to keep criminals from getting a gun. Most said individuals such as school shooters are going to find a gun regardless of any stricter gun laws. This finding did not interconnect with Schildkraut and Hernandez's (2014) research which indicated even though public opinion drives the flurry of legislation, the main purpose of legal responses is to comfort the minds of citizens who fear future incidences and to provide assurance that something is being done to address gun violence.

In addition, some students agreed the gun laws, as written, are sufficient. Many participants used the phrase, "They will get a gun anyway," to describe how stricter gun laws proposed by legislators would affect their feelings of safety. As Participant 14

stated, "I feel that if they do a mass murder they are not going to worry about the laws to get the gun."

What could also be concluded from this finding is most students at the participating university were familiar and accepted the current laws, instead of being unfamiliar with legislation designed to protect university campuses or any safety material made available on campus, as Chekwa et al. (2013) indicated. Some students are also concerned with having the opportunity to protect themselves and not depend on somebody else. This concern concurs with Chekwa et al. (2013), as their study indicated, states have considered legislation to permit pupils and faculty to possess guns (Chekwa et al., 2013).

Uncategorized occurrences. As interviews were conducted, the students divulged information that does not directly relate to the four research questions which guided this study's design. This information is significant and worthy of consideration. These findings, and their associated conclusions, are discussed.

Fear for others. This study did not focus questions around fear for others; however, in some cases, this significant topic revealed its importance as students brought it to the forefront. Rader and Cossman (2011) reported fear for others and individual fear of criminality are related, and these affect an individuals' behaviors and anxiety levels. Participant 18 revealed, "I would know where to go and where to lead other people into kind of a safe area." He further stated:

I feel more comfortable in less populated places, because I would want to help other people, but I would be scared I would be picked off of that little group. I would be more concerned for other people's safety, but at the end of the day I

would know that I'm putting myself in danger, so it's a conflict of interest of

trying to figure out how to save myself while helping others.

This students' struggle is between fear for others and self-preservation.

However, women fear for others very differently than men (Rader & Cossman,

2011). One female student, Participant 15, said:

I am going to fight or flee and in the process of fighting or fleeing I am going to

try to get as many people as I can to either work with me or come with me. But,

my main concern is going to be keeping myself safe and either getting myself out

or my natural instinct is to try and take care of everyone. I am in pre-nursing right

now, so I want to make sure that everyone is taken care of. I don't necessarily

want to leave people behind. So it's just instinct for me to try or want to keep

others safe as well as myself. But, if it came down to myself or someone else I

am going to help myself. I know that probably sounds selfish, but keeping other

people safe is a priority while keeping myself safe.

Another female, Participant 24, replied:

If it does end up happening, I will try to figure out how to get out and hopefully

help others too. Part of it is the criminal justice major in me, because I just want

to help everybody, which I know I can't. I worry about friends just because most

of my friends don't pay attention and they miss a lot of simple things that I think

can cause more harm than good. So I'm just more concerned for them, and I

don't want anything bad to happen to anybody. I try to watch out for people.

These students described their fear for others in more detail than men providing

reasoning and strategy to keep others safe.

Finally, Participant 13 not only expressed fear for others, but even went further conveying fear for the actual school shooter when he said:

Be wary at all times, watch out for your friends, fellow students, and faculty…I do know the signs if somebody is going to become very aggressive, but I do think it is very important to watch out for your friends, because not only can you stop that person from shooting if your friend is a shooter, you're also keeping them out of harm's way if they're actually in a situation that they are not really familiar with or aware that it's going to get serious.

This direct concept of fear for the shooter is not found in the literature. However, the theory of student and perpetrator effect is recognized as Chekwa et al. (2013) realized campus violence not only affects the target of the act, the assaulter, and those students connected with both victim and perpetrator, but it too affects the campus environment and the establishment. This finding has potential to impact future studies on fear for others, but also could provide additional insight into active school shooter prevention and reducing student fear.

Gender-related fear. Ten of the 14 female students and nine of the 11 male students in this study indicated they feel safe while on the participating university's campus. Reasons provided by the female students for not feeling safe on campus were mostly associated with campus police either not being able to respond soon enough, not having enough police on campus, or concern the shooter will not go where police are. Participant 6 indicated she sometimes avoids night classes stating, "I'm too scared to go there." Reasons provided by the two male students for not feeling safe on campus were attributed to world violence and security being no deterrent. This is consistent with

earlier studies supporting the perception females fear crime more than males (Brown &

Benedict, 2012; Cook & Fox, 2011; Pryor & Hughes, 2013; Steinmetz & Austin, 2014).

Likewise, this supports the concept gender contributes to a person's perception of danger

in many situations and forms his or her fear of crime (King, 2009).

Female students in this sample who reported not feeling safe on the participating

university's campus reported various perceptions regarding prior victimization. Three of

the four females believed prior victimization prepares someone for an active school

shooter situation. Participant 15 said, "I think being involved in a shooting situation

those people would definitely be more prepared to react, because they have already gone

through that." Participant 15 and Participant 24, both females who reported not feeling

safe on campus, indicated fear for others. Participant 24 indicated she is worried about

her friends because they are not attentive to their surroundings. Participant 15 mentioned

fighting her attacker and having instinct to fear for her friends. Their perceptions could

assist researchers who are confused about how gender variations relate with victimization

that impacts fear of crime for others or fear of crime for oneself (Rader et al., 2009).

Theoretical conclusion. This study employed a grounded theory methodology

within the parameters of values theory and human and campus ecology theories to inspect

the perceptions of students regarding fear of a school shooter on a university campus in

Missouri. The purpose of this approach was to determine if an expanded theoretical

perspective would emerge within the context of the research questions guiding this study.

Codes were assigned to each interview question which correlated with the research

questions. These codes were developed based upon the literature available concerning

the perceptions, attitudes, and experiences of college students related to fear of an active

school shooter. This method is consistent with Leedy and Ormrod (2005), who argued for approaching the research problem with focus on the phenomena that occur in natural settings and studying those phenomena in all their complexity.

Many of the perceptions reported by the participants regarding student fear, campus police, campus safety, and underlying factors were better explained using values theory (MacKinnon, 1998) and human and campus ecology theories (Bronfenbrenner, 1979). For example, as MacKinnon (1998) theorized, values conflicts can emerge when humans do not possess a common understanding of the kinds of values that may be unstated when dealing with issues. In this study, it was determined some participants apply how they view stricter gun laws based upon the understated influence of their geographic backgrounds. Because of values conflicts, some answers to the interview questions provided by the international students were extremely different than those from domestic students. Participant 6 indicated she did not feel safe on the participating university's campus because she was not in her country. When asked about stricter gun laws proposed by legislators and the effect they would have on her feeling of safety, she replied, "Yes, if there is a law for guns, I will feel safe, because people should follow the law. The most law there should be is no guns. Because people sometimes become mad, and they use the gun." The other international student, Participant 8, said:

> Since I am from Europe I am not used to guns being around all the time. In Europe we are not allowed to have guns. Therefore, I think the guns should be more restricted. There should be more background checks, and other people shouldn't be able to just go into the stores and buy guns.

These students supported and would feel safer with stricter gun laws proposed by legislators.

Human ecology model was used to explain development as an interaction between person and environment (Bronfenbrenner, 1979). For example, some students with similar characteristics expressed different constrained behaviors, depending on the extent to which they experienced gradually more complex processes. Most participants spoke about being cautious of surroundings and not walking alone, especially at night. Some were either planning escape from a classroom, carrying mace and/or a Taser, or avoiding large groups of people. Not talking on cellular phones while walking, having a phone on their person, or taking self-defenses class were also mentioned as constrained behaviors which engaged or disengaged participants from various opportunities at the participating university.

Equally important, campus ecology, which involves application of principles of human and developmental ecology to higher education settings, provided a framework for understanding, designing, and evaluating educational environments that promote learning and development (Moos, 1979, 1986; Strange & Banning, 2001). For example, most students feel contentment at the participating university. Design of the participating university promoted inclusion and safety, encouraged involvement, and built community. Some students referred to the participating university as "our university," describing their village or community. Participant 21 said, "If you are in an open area, like our oval…" Students reported a feeling of safety due to the campus layout being spread out and being small. Locations containing large crowds were most concerning.

Regardless of the reasons most students arrived at their feeling of contentment regarding student fear, campus police, campus safety, and underlying factors, it is clear the relationship between the student and the participating university's campus design and its influences seem to have an optimal outcome. As Perumean-Chaney and Sutton (2013) emphasized, a safe college environment, whether real or perceived, is vital in improving students' scholastic performances and the probability they will come to be fruitful members of society.

Implications for Practice

It is clear from these findings students overall feel a great deal of contentment at the participating university's campus. Even so, nearly half of the participants indicated they had no knowledge about the participating university's emergency active school shooter plan. All but one student said they had no involvement with campus police to improve the overall quality of student life on campus. Campus police and security, college safety boards, and other members of the college community should always respond to students' perceptions of crime risk when bolstering the college's safety goals and objectives with the intent of reducing student fear of crime and needless apprehension (Chekwa et al., 2013).

Based upon the findings of this study, there are two main recommendations for campus police and security, college safety boards, and other members of the college community with regard to student perceptions of safety from and fear of a school shooter:

Educate every student on the emergency plan. Ensuring all students are educated on the university's emergency active school shooter plan should be standard practice. Consider what Participant 19 stated when referring to the plan. He said, "It is

kind of troubling that I don't know that we have one or what it is if we do. It is kind of troubling, because I wonder how many other people don't know it." Participant 19 went on to say, "Without having that knowledge, the likelihood of more casualties or more injuries occurring are a lot higher."

Furthermore, the literature suggests each student and school official should be comfortable and familiar with the school's emergency response plan, and drills should be performed to ensure a level of comfort and familiarity is attained (Jurney & Cader, 2013). Recall what Participant 25 said, "Don't let hindsight be what makes you more prepared." Participant 20 said, "I don't know the plan, and that affects me a little bit."

Instead of relying on attrition of students not yet trained, campus police and security, college safety boards, and other members of the college community can navigate this task by making it standard practice to require every student to receive training on the college's emergency active school shooter plan. To obtain training compliance, colleges should require students to demonstrate their knowledge about the plan on a regular basis. For example, in order to receive grades students could go online and not only complete a short evaluation of the instructor, but also complete a short questionnaire related to the university's active shooter plan. Remember, Lee and Hilinski-Rosick (2012) indicated awareness does not lead to blown-up misperceptions about crime risk, but unreasonable perceptions of crime threat lead to fueled fear of crime which could have incapacitating effects. University police officers could then contact those individuals lacking in knowledge about the plan. This would help with the next recommendation of connecting and communicating with all students.

Connect and communicate with all students. Given the fact students relate

campus police officers to parking tickets, campus administrators should consider

separating the two responsibilities of service and protection and parking enforcement.

Instead of requiring campus police to write parking tickets, universities could designate

unarmed parking enforcement officers for campus parking services. Campus police then

should be utilized for service and protection of the campus community rather than

parking enforcement. Students should be made aware of this difference in order to help

build a student and campus police partnership desired by the students. In other words,

make certain students know the campus police officer responding to their active school

shooter is not the person responsible for, as Participant 12 said, "Giving tickets in the

parking lots." Remember, students revealed campus police presence made them feel

comfortable. Others said police are friendly, available, and students like to talk with

officers. This study revealed students want to know and trust campus police, and

receiving parking tickets from officers is very damaging as Participant 1 stated, "I think

sometimes people are driven away from making a connection with them, because all they

know is they have gotten tickets from campus police."

Inclusion of students in campus police activities should be standard practice.

Officers should be encouraged to regularly talk and mingle with students. Officers

should become friendly with students and make themselves approachable and available,

accepting students' thoughts for better-quality service and protection (Griffith et al.,

2004; King, 2009).

Campus police could also sponsor and set up enjoyable activities such as concerts,

basketball and soccer games, scavenger hunts, and giveaways of free pizza and T-shirts

during move-in and first week activities or during other weeks throughout the regular school year. Campus police should be involved in college orientation activities by making presentations which relate to students (Griffith et al., 2004). Opportunities for valuable exchange of active school shooter plans and other conversation regarding student safety could be accomplished in the course of partnership-building. Chekwa et al. (2013) indicated strategies should include making all school personnel knowledgeable of the threatening signs of violent conduct.

Recommendations for Future Research

While this study contributes to knowledge about perceptions of students' fear of a school shooter on a university campus in Missouri, it is by no means exhaustive. Several future studies should be considered to gain a more comprehensive view of some of the key issues relating to a greater understanding of student fear, campus police, campus safety, and underlying factors contributing to students' feeling of safety. Future studies could also contribute further to the application of values theory and human and campus ecology theories.

Because this study was conducted at one university in one state within the United States, there are limitations on the generalizations of its findings. Further research should be conducted in other areas of the country and in universities that may have different administrative or governance structures. Geographic and cultural differences may have an impact on how the perceptions of students' fear of a school shooter on a university campus in Missouri is viewed. College administrators, campus police and security, college safety boards, and other members of the college community's should consider these differences when making decisions on campus safety policies.

Similarly, future research could focus simultaneously on two specific categories of universities. One category could be a university that has had a recent active school shooting incident, with the second category being a university having no active school shooting incident on record. It would be valuable to collect perceptions of students from the two categories and compare how safe students feel from an active school shooter while on campus and how the number of campus police officers affects these feelings.

Limited demographic information was collected from the study participants, and these data were not heavily analyzed and correlated with the findings. A deeper exploration of some of these demographic categories might reveal differences in experiences. For example, future research could include a closer examination of perceptions of students based upon marital status or age. The findings of this study suggested the perceptions of male students differ from females, especially in terms of constrained behaviors, depending on the extent to which participants experienced gradually more complex processes. However, more research is needed to determine the extent of these variances.

Another finding of fear for the shooter could potentially be a valuable concept warranting further study. While studies have focused on fear for others, this concept could focus on the shooter's friends who potentially have the ability to stop the shooter from committing a mass killing, such as the friend mentioned in the recent FSU school shooting. Before the shooting, the shooter had resided in a friend's guest house (DeMarche, 2014). The friend revealed the shooter had confided something with him which elevated his concern (DeMarche, 2014). Participant 13 said:

> Watch out for your friends…not only can you stop that person from shooting if your friend is a shooter, you're also keeping them out of harm's way if they're actually in a situation that they are not really familiar with or aware that it's going to get serious.

Perhaps there is something campus police and security, college safety boards, and other members of the college community can do to stop school shootings rather than accepting Jurney and Cader's (2013) finding that nothing can be done to determine how to forecast or stop school shootings.

For example, a qualitative study could reveal student perceptions about the ways in which friends could fear for others who could be potential school shooters. Open-ended questions could be posed via interviews asking student participants what they believe would be the most important ways in which students could recognize and stop their friends from committing a college mass killing. Other questions could be designed to collect perceptions of participants explaining what influences make students fear for the shooter.

Summary

This qualitative study, designed with a grounded theory approach, was intended to discover the perceptions of students regarding fear of a school shooter on a university campus in Missouri. Using campus and human ecology and values theories, the study was guided by research questions intended to determine the perceptions of students regarding fear of a school shooter on a university campus in Missouri, ways in which college students' perceptions vary regarding a school shooter based on the number of campus police officers on campus, perceptions of students regarding campus safety, and

the underlying factors that contribute to students' fear of a school shooter. Grounded theory approach was used to determine if other findings emerged that would generate new theoretical perspectives or extend the current research on campus and human ecology and values theories.

Many of the findings reflect the literature review in Chapter Two. First, this study focused on the perceptions of students regarding fear of a school shooter on a university campus in Missouri. It was determined most students do indeed feel contentment on campus. This finding is consistent with the literature which reports students feel secure while on campus (Elmes & Roedl, 2012; Hankhouse, 2014; Schmalleger, 2015; Tomisch et al. 2011).

However, nearly half of the participants in this sample had no knowledge about the participating university's emergency active shooter plan. Those who indicated knowledge about the plan obtained their information from a required class for new students. Other students reported some knowledge from other venues such as secondary educational environment, previous institution, or private employment. As Jurney and Cader (2013) indicated each student and school official should know the school's emergency response plan.

Self-protection measures taken on campus were evident. Nearly every participant in this study reported some involvement with constrained behaviors. Most of them spoke about being cautious of surroundings and not walking alone especially at night. As Rader and Cossman (2011) determined in their work, fear of crime can lead to various student constrained behaviors.

Thirteen of the participants felt prior victimization benefits a person. Responses to this were varied; however, the majority of affirmative responses centered on two main ideas: 1) prior victimization prepares a person for another event, and 2) it assists a person with mindset. As Brown and Benedict (2012) determined in their study on fear of crime, students who have suffered criminal victimization are experienced in coping with victimization, self-reliant in recuperating from a crime, and not as apprehensive about victimization.

This study also involved examination of the ways in which college students' perceptions vary regarding a school shooter based on the number of campus police officers on campus. Most participants indicated the necessity to improve their relationship in some way with campus police. Some students said they welcome campus police, as King (2009) indicated, to provide escorts, foot patrol, crime victim and prevention programs, and post-victimization advising or similar curriculums as an attempt to decrease crime and fear of crime.

The number of campus police officers influenced most students' feelings of safety. Students' perceptions varied, and many reported uncertainties about their feelings of safety based on the number of campus police officers. Responses lead to a conclusion that students are impacted by the number of campus police officers, advancing the scarce research on students' perceptions of the effect security measures have on school safety (Griffith et al., 2004; King, 2009; Perumean-Chaney & Sutton, 2013).

Furthermore, the perceptions of students regarding campus safety were also examined. Most students agree communication is the most important aspect of any campus safety policy. Students identified communication as a crucial factor in lessening

their fear of an active school shooter. This result could present college administrators with a finding to create a safe campus environment by employing what students perceive to be efficient safety measures (Chekwa et al., 2013).

Most students had not participated in any emergency active shooter drills on the participating university's campus. Other students had taken a class at the participating university which facilitated a mock active shooter drill which improved students' feeling of campus safety. As Seo et al. (2012) revealed, colleges across this country do not appreciate the necessity of emergency active school shooter drills.

Furthermore, some students reported a feeling of safety due to the campus design. Buildings being spread out and a smaller campus environment were design features most liked by some students. However, campus locations containing large crowds were concerning. As Steinmetz and Austin (2014) identified, those charged with campus design should consider features of location along with project construction to provide students with a sense of protection.

Finally, the underlying factors that contribute to students' fear of a school shooter were examined. The grounded theory approach did allow for a new finding. Most students indicated stricter gun laws proposed by legislators would not make them feel safer nor comfort them. This finding did not concur with Schildkraut and Hernandez's (2014) research, which indicated even though public opinion drives the flurry of legislation, the main purpose of legal responses is to comfort the minds of citizens who fear future incidences and to provide assurance something is being done to address gun violence.

Although many factors contribute to the reasons most students arrive at their feeling of contentment regarding student fear, campus police, campus safety, and underlying factors, it is clear the connection between students and the participating university's campus design and other influences have a positive optimal conclusion. Participant 11 finalized her perceptions about the impact of college campus shootings by saying:

> I don't think the thought of an active shooter ever interrupts my train of thought. It is like a side thought of, oh, this could happen if I'm like walking around or if I'm actually in a classroom it may just cross my mind occasionally, but I don't think too much about it.

As Perumean-Chaney and Sutton (2013) emphasized, a secure college environment, whether real or perceived, is crucial to improving students' scholastic accomplishments to develop into responsible members of their communities.

Appendix A

Approval Letter
Institutional Review Board

LINDENWOOD

LINDENWOOD UNIVERSITY   ST. CHARLES, MISSOURI

DATE: April 29, 2015

TO: Gary Horton
FROM: Lindenwood University Institutional Review Board

STUDY TITLE: [742804-1] The Impact Of College Campus Shooting Incidents: An
                           Exploration of Student Perceptions
IRB REFERENCE #:
SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: April 29, 2015
EXPIRATION DATE: April 29, 2016
REVIEW TYPE: Expedited Review

Thank you for your submission of New Project materials for this research project.
Lindenwood University Institutional Review Board has APPROVED your submission.
This approval is based on an appropriate risk/benefit ratio and a study design wherein the
risks have been minimized. All research must be conducted in accordance with this
approved submission.
This submission has received Expedited Review based on the applicable federal
regulation.
Please remember that informed consent is a process beginning with a description of the
study and insurance of participant understanding followed by a signed consent form.
Informed consent must continue throughout the study via a dialogue between the
researcher and research participant. Federal regulations require each participant receive a
copy of the signed consent document.
Please note that any revision to previously approved materials must be approved by this
office prior to initiation. Please use the appropriate revision forms for this procedure.
All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please
use the appropriate adverse event forms for this procedure. All FDA and sponsor
reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the IRB.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the completion/amendment form for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of April 29, 2016.

Please note that all research records must be retained for a minimum of three years.

If you have any questions, please contact Megan Woods at (636) 485-9005 or mwoods1@lindenwood.edu. Please include your study title and reference number in all correspondence with this office.

If you have any questions, please send them to mwoods1@lindenwood.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Lindenwood University Institutional Review Board's records.

Appendix B

Informed Consent

Lindenwood University

School of Education

209 S. Kingshighway
St. Charles, Missouri 63301

Informed Consent for Participation in Research Activities

The Impact Of College Campus Shooting Incidents:
An Exploration of Student Perceptions

Principal Investigator <u>Gary Horton</u>

Telephone: ███████████ E-mail: GSH454@lindenwood.edu

Participant_____ Contact info _____

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1. You are invited to participate in a research study conducted by Gary Horton under the guidance of Dr. DeVore. The purpose of this research is to inspect the perceptions of students regarding fear of a school shooter on a university campus in Missouri. Most people are aware of incidents involving school shooters. This study will provide a record on how the fear of a school shooter is perceived by college students from a variety of viewpoints.
.

2. a) Your participation will involve a face-to-face, eight-question interview held at the university campus. <u>The interview will be audio taped.</u>

   b) You are not obligated to answer every question and may choose to pass a question and move on to the next.

   c) The amount of time involved in your participation will be 20 to 30 minutes.

   d) Approximately 18 to 25 participants from the university will be involved in this research.

3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will add to the limited research of college students' perceptions of campus shooting incidents and may aid campus police and safety committees in developing security protocols.

5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. **We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.**

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Gary Horton ▇▇▇▇▇▇▇▇ or the Supervising Faculty, Dr. Shelly Fransen, ▇▇▇▇▇▇▇▇. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Jann Weitzel, Vice President for Academic Affairs at 636-949-4846.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records, upon request. I consent to my participation in the research described above.

_____   _____
Participant's Signature   Date   Participant's Printed Name

_____   _____
Signature of Principal Investigator   Date   Investigator Printed Name

Appendix C

Interview Questions

1. On a scale of one to 10, one being the least and 10 being the most, how safe do you feel from an active school shooter while on campus, and how does the number of campus police officers affect your feeling?

2. What is the university's emergency active school shooter plan, and how does your knowledge about the plan affect your fear of an active shooter?

3. How does the design of this campus affect your feeling of safety, and what campus location are you most concerned about?

4. What has been your involvement, or lack thereof, in an emergency active shooter drill on this campus?

5. What is your view of stricter gun laws proposed by legislators, and would it have any effect on your feeling of safety?

6. What is your involvement with campus police to improve the overall quality of student life on campus?

7. What personal steps or precautions have you taken to protect yourself from an active school shooter, and do you think prior victimization prepares someone?

8. If you were a school administrator what do you believe would be the single most important policy or procedure to implement during a school shooting incident? Explain your answer.

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Vita

Gary Horton currently serves Missouri as a supervising sergeant for the Missouri State Highway Patrol. He has been with the Missouri State Highway Patrol for 27 years. Horton holds a Bachelor of Science degree in Criminal Justice Administration from Missouri Southern State University and a Master of Science degree in Criminal Justice from Southeast Missouri State University and Missouri Southern State University.

Horton currently serves as an adjunct faculty member with five years of academic teaching experience at Missouri Southern State University in the Criminal Justice Department. He also is an adjunct faculty member at Drury University in the Criminology Department.