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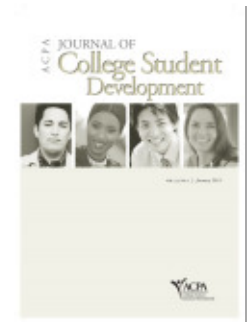
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## The Impact of the Clery Campus Crime Disclosure Act on Student Behavior

Steven M. Janosik    Donald D. Gehring

*In this national study on the impact of the Clery Campus Crime Disclosure and Reporting Act, 305 college administrators distributed questionnaires to 9,150 undergraduate students. Student knowledge of the Act and changes in student behavior were minimal and varied by gender, victim status, institution type, and institution size.*

The Student Right-to-Know and Campus Security Act (Public Law 101-542) was passed in 1990 and was signed into law by President George Bush. Title II of this act is known as the Crime Awareness and Campus Security Act of 1990. Since then, it has been amended several times (National Center of Educational Statistics, 1997). The most recent version of this law was passed by Congress as part of the Higher Education Amendments Act of 1998; its official title under this act is the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Public Law 105-244). This legislation grew out of an incident at Lehigh University involving the rape and murder of a young woman living in university housing. Since their daughter's death, the Clerys have lobbied tirelessly to force colleges and universities to be more forthcoming about the criminal activity on their campuses.

Current regulations call for institutions to annually distribute a security report defined by the act to all current students and

employees and provide a summary of the report to any applicant for enrollment or employment upon request (Campus Crime Act, 1992). The purpose of the legislation is twofold. First, by requiring institutions to report specific crime statistics, open their criminal activity logs, and share information about their crime prevention programs, prospective students and their parents can factor campus safety information into their decisions when making a college choice. Second, by notifying students, faculty, staff, and others of criminal activity occurring on campus, individuals can be made aware of the potential risks and make active choices about their personal behavior.

In a three-school study Janosik (2001) found that student knowledge of the act and their use of the information contained in the mandated reports was low. On the other hand, students were reading the supplemental materials posted or printed in various other formats, and a few students changed the way they protected their property and themselves from harm based on this information.

The purpose of this study was to collect similar information on a national scale and to examine the differences by victim status, institution type, and institution size, as well as to reexamine differences by gender. This research was guided by the following research questions:

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1. Are students aware of the Campus Crime Awareness Act?
2. Are students using the information mandated by the act in making decisions about college choice?
3. Are students using other forms of crime information, programs and services to inform themselves about campus crime?
4. Does having access to other information change the way students protect themselves, their property, or move about the campus?
5. Does having other information increase the likelihood that students will report crimes?

## METHOD

### Participants

To analyze the effect of this federal policy on student behavior, the researchers chose to contact the voting delegates of the National Association of Student Personnel Administrators (NASPA). These individuals represent a wide range of institutions across the United States and are likely to be the senior most student affairs administrator at the institution.

NASPA provided a set of mailing labels that included 1,024 voting delegates. Because we were interested in examining the knowledge and behavior of undergraduates affected by the act, voting delegates at professional schools, specialty proprietary schools, and institutions in other countries were eliminated from the sample; a total of 998 voting delegates were left. These professionals were contacted by mail and asked if they would be willing to participate in the study. Those who did not respond immediately were sent a reminder card and encouraged to respond. Three hundred and

five administrators (30.6%) agreed to participate. The sample included the following types of institutions: 3 two-year private institutions (1%), 30 two-year public institutions (10%), 137 four-year private institutions (45%), and 135 four-year public institutions (44%).

### Procedures

Administrators at each of these institutions were asked draw a stratified random sample of 30 students for inclusion in the study. Each of these samples included men and women proportionate to their number on each campus. No other requests were made for selecting the sample; thus, the student sample totaled 9,150. Data received from respondents were tabulated using the cross-tabulation procedure. Because the data are categorical, chi-squares were calculated to test for significance differences between groups.

## INSTRUMENT

The researchers used the questionnaire developed by Janosik (2001). Thirteen questions addressed the student's knowledge of the act's existence, and asked if specific changes in behavior occurred as a result of attending crime prevention programs or reading about the information mandated in the institution's annual report. The reliability coefficient for these items was .73 in the study by Janosik. We added five other questions to collect a variety of demographic data including gender, victim status, place of residence (on or off campus), institution type (public or private), and institution size (fewer than 5,000 undergraduate students or more than 5,000 undergraduate students). Two additional questions asked respondents to indicate how safe they felt on campus and

in areas immediately adjacent to their respective campuses.

## RESULTS

Of the 9,150 questionnaires, 3,866 (42%) were returned in useable condition. The respondents consisted of 2,286 (59%) women and 1,575 (41%) men, with 5 (<1%) who did not report gender. Five hundred sixty-two (15%) reported that they had been victims of crime while enrolled at their respective institutions. Thirty-three hundred (85%) students reported not being victims of crime while enrolled. Four persons (<1%) did not respond to this question. Two thousand two hundred nineteen (58%) respondents lived on campus, 1,643 (42%) lived off campus, and 4 (<1%) did not respond to this item. At the time of the study, 2,176 respondents (56%) reported that they were attending public colleges or universities and 1,690 (44%) respondents were attending private institutions. Four hundred eighty-seven (13%) respondents were attending community colleges, 3,372 (87%) attended four-year institutions, and 7 (<1%) chose not respond to this item. Finally, 3,430 (89%) respondents reported feeling safe or very safe on their campuses and 3,054 (79%) reported feeling safe or very safe off campus. The remainder (436) felt unsafe or very unsafe (11%) on campus and 812 (21%) off campus).

The reliability for the 13 items addressing student awareness of and use of the information related to the act using this respondent group was calculated using the Cronbach's alpha model. The reliability coefficient was .72 and confirmed the internal consistency of the instrument as described by Janosik (2001). Responses were analyzed by gender, victim status,

institution type, and size of institution.

### Are Students Aware of the Clery Disclosure Act?

Students were by and large unaware of the act with slightly more than one quarter (27%) of the respondents indicating that they knew of the act's existence. Men as a group and students who had been victims of crime while enrolled at their present institutions were significantly more likely to be aware of the act than other groups of students (see Table 1).

Even fewer respondents (24%) recalled receiving the summary of their institution's security report in their admissions materials. The same low number (24%) reported reading this summary. Of those students who read this abbreviated report, those at private institutions and students attending smaller institutions were more likely to read the security report than their counterparts.

### Are Students Using Information Mandated by the Act in Making College Choices?

A very small proportion of respondents (8%) were actually influenced by the summary data mandated by the law in selecting the college or university they attend. Students at private institutions (10%) and students attending smaller institutions (10%) were significantly more likely to use this summary to make college choice decisions than their counterparts.

### Are Students Using Other Forms of Crime Information, Programs, or Services?

Overall, students appear to more often use other types of information to inform themselves about crime on campus. A total of 60% of the respondents stated that they read

TABLE 1.  
Chi-Square Results on Awareness of the Clery Act and Use of Mandated Reports  
by Student and Institution Characteristics

Item		Yes	No	$\chi^2$	df	p
<i>1. Were students aware of the Act?</i>						
Gender	Women	589 (26%)	1,694 (74%)	4.920	1	.027
	Men	456 (29%)	1,115 (71%)			
	Total	1,045 (27%)	2,809 (73%)			
Victim Status	Victim	178 (32%)	384 (68%)	6.930	1	.008
	Nonvictim	867 (26%)	2,426 (74%)			
	Total	1,045 (27%)	2,810 (73%)			
Institution Type	Public	589 (27%)	1,565 (73%)	0.100	1	.751
	Private	451 (28%)	1,237 (72%)			
	Total	1,035 (27%)	2,802 (73%)			
Institution Size	Less than 5,000	575 (27%)	1,572 (73%)	0.646	1	.646
	More than 5,000	466 (27%)	1,232 (73%)			
	Total	1,041 (27%)	2,804 (73%)			
<i>2. Did they remember receiving the summary in an admission packet?</i>						
Gender	Women	527 (23%)	1,756 (77%)	1.140	1	.285
	Men	387 (25%)	1,188 (75%)			
	Total	914 (24%)	2,944 (76%)			
Victim Status	Victim	141 (25%)	421 (75%)	0.717	1	.397
	Nonvictim	773 (23%)	2,524 (77%)			
	Total	914 (24%)	2,945 (76%)			
Institution Type	Public	456 (21%)	1,696 (79%)	16.940	1	.001
	Private	454 (27%)	1,235 (73%)			
	Total	910 (24%)	2,931 (76%)			
Institution Size	Less than 5,000	555 (26%)	1,595 (74%)	12.410	1	.001
	More than 5,000	356 (21%)	1,343 (79%)			
	Total	911 (24%)	2,938 (76%)			
<i>3. Did students read the summary?</i>						
Gender	Women	515 (23%)	1,770 (77%)	0.077	1	.781
	Men	349 (22%)	1,226 (77%)			
	Total	864 (24%)	2,996 (76%)			
Victim Status	Victim	134 (24%)	428 (76%)	0.814	1	.367
	Nonvictim	730 (22%)	2,569 (78%)			
	Total	864 (24%)	2,996 (77%)			
Institution Type	Public	420 (20%)	1,734 (80%)	23.380	1	.001
	Private	440 (26%)	1,249 (74%)			
	Total	860 (22%)	2,983 (78%)			
Institution Size	Less than 5,000	532 (25%)	1,618 (75%)	14.900	1	.001
	More than 5,000	332 (20%)	1,369 (80%)			
	Total	864 (22%)	2,987 (78%)			

*table continues*

TABLE 1. *continued*  
 Chi-Square Results on Awareness of the Clery Act and Use of Mandated Reports  
 by Student and Institution Characteristics

Item		Yes	No	$\chi^2$	df	p
<i>4. Did the summary influence students' enrollment decisions?</i>						
Gender	Women	200 ( 9%)	2,080 (91%)	3.430	1	.064
	Men	112 ( 7%)	1,462 (93%)			
	Total	312 ( 8%)	3,542 (92%)			
Victim Status	Victim	52 ( 9%)	510 (91%)	1.180	1	.276
	Nonvictim	260 ( 8%)	3,033 (92%)			
	Total	312 ( 8%)	3,293 (92%)			
Institution Type	Public	135 ( 6%)	2,014 (94%)	20.150	1	.001
	Private	173 (10%)	1,515 (90%)			
	Total	308 ( 8%)	3,592 (92%)			
Institution Size	Less than 5,000	219 (10%)	1,930 (90%)	28.170	1	.001
	More than 5,000	93 ( 6%)	1,603 (94%)			
	Total	312 ( 8%)	3,533 (92%)			
<i>5. Did students remember receiving the annual report?</i>						
Gender	Women	487 (21%)	1,799 (79%)	2.740	1	.098
	Men	371 (23%)	1,204 (77%)			
	Total	858 (22%)	3,003 (78%)			
Victim Status	Victim	128 (23%)	434 (77%)	0.119	1	.730
	Nonvictim	730 (21%)	2,570 (79%)			
	Total	858 (22%)	3,004 (78%)			
Institution Type	Public	404 (19%)	1,750 (81%)	34.430	1	.001
	Private	451 (27%)	1,239 (73%)			
	Total	855 (22%)	2,989 (78%)			
Institution Size	Less than 5,000	517 (24%)	1,634 (76%)	8.990	1	.003
	More than 5,000	340 (20%)	1,361 (80%)			
	Total	857 (22%)	2,995 (78%)			
<i>6. Did students read the annual report?</i>						
Gender	Women	464 (20%)	1,822 (80%)	7.490	1	.006
	Men	378 (24%)	1,197 (76%)			
	Total	842 (22%)	3,019 (78%)			
Victim Status	Victim	135 (24%)	427 (76%)	1.900	1	.168
	Nonvictim	707 (21%)	2,593 (79%)			
	Total	842 (22%)	3,020 (78%)			
Institution Type	Public	419 (20%)	1,735 (80%)	16.180	1	.001
	Private	420 (25%)	1,270 (75%)			
	Total	839 (22%)	3,005 (78%)			
Institution Size	Less than 5,000	481 (22%)	1,670 (78%)	0.879	1	.348
	More than 5,000	359 (21%)	1,342 (78%)			
	Total	840 (22%)	3,012 (78%)			

TABLE 2.  
Chi-Square Results on Use of Other Information, Programs, and Services  
by Student and Institution Characteristics

Item		Yes	No	$\chi^2$	df	p
<i>7. Have students read any other crime related reports, news articles, or flyers?</i>						
Gender	Women	1,434 (63%)	851 (37%)	14.41	1	.001
	Men	892 (57%)	682 (43%)			
	Total	2,326 (60%)	1,533 (40%)			
Victim Status	Victim	391 (70%)	171 (30%)	23.70	1	.001
	Nonvictim	1,936 (59%)	1,362 (41%)			
	Total	2,327 (60%)	1,533 (40%)			
Institution Type	Public	1,246 (58%)	906 (42%)	11.08	1	.001
	Private	1,068 (63%)	622 (37%)			
	Total	2,314 (60%)	1,528 (40%)			
Institution Size	Less than 5,000	1,225 (57%)	925 (42%)	22.27	1	.001
	More than 5,000	1,096 (65%)	604 (35%)			
	Total	2,321 (60%)	1,529 (40%)			
<i>8. Have students attended a crime prevention or awareness program?</i>						
Gender	Women	716 (31%)	1,567 (69%)	44.79	1	.001
	Men	340 (22%)	1,235 (78%)			
	Total	1,056 (27%)	2,802 (73%)			
Victim Status	Victim	220 (39%)	342 (61%)	45.93	1	.001
	Nonvictim	836 (25%)	2,461 (75%)			
	Total	1,056 (27%)	2,803 (73%)			
Institution Type	Public	500 (23%)	1,652 (77%)	40.96	1	.001
	Private	549 (32%)	1,140 (68%)			
	Total	1,049 (27%)	2,792 (73%)			
Institution Size	Less than 5,000	633 (29%)	1,517 (71%)	10.38	1	.001
	More than 5,000	421 (25%)	1,278 (75%)			
	Total	1,054 (27%)	2,795 (73%)			
<i>9. Did the related information or programs change how students protect their personal property?</i>						
Gender	Women	992 (44%)	1,285 (56%)	31.21	1	.001
	Men	438 (28%)	1,135 (72%)			
	Total	1,430 (37%)	2,420 (63%)			
Victim Status	Victim	275 (49%)	286 (51%)	39.56	1	.001
	Nonvictim	1,156 (35%)	2,134 (65%)			
	Total	1,431 (37%)	2,420 (63%)			
Institution Type	Public	800 (37%)	1,350 (63%)	0.01	1	.933
	Private	624 (37%)	1,059 (63%)			
	Total	1,424 (37%)	2,409 (63%)			
Institution Size	Less than 5,000	773 (36%)	1,370 (64%)	2.19	1	.138
	More than 5,000	652 (38%)	1,046 (62%)			
	Total	1,425 (37%)	2,416 (63%)			

*table continues*

TABLE 2. *continued*  
 Chi-Square Results on Use of Other Information, Programs, and Services  
 by Student and Institution Characteristics

Item		Yes	No	$\chi^2$	df	p
10. <i>Did the related information or programs change how students protect themselves from harm?</i>						
Gender	Women	1,176 (52%)	1,102 (48%)	75.76	1	.001
	Men	397 (25%)	1,178 (75%)			
	Total	1,575 (41%)	2,280 (60%)			
Victim Status	Victim	252 (45%)	308 (55%)	4.62	1	.032
	Nonvictim	1,324 (40%)	1,972 (60%)			
	Total	1,576 (41%)	2,280 (60%)			
Institution Type	Public	858 (40%)	1,294 (60%)	2.07	1	.150
	Private	711 (42%)	975 (58%)			
	Total	1,569 (41%)	2,269 (60%)			
Institution Size	Less than 5,000	853 (40%)	1,293 (60%)	2.21	1	.138
	More than 5,000	716 (42%)	984 (58%)			
	Total	1,569 (41%)	2,277 (60%)			
11. <i>Did the related information or programs change how students move around campus?</i>						
Gender	Women	757 (33%)	1,524 (67%)	195.46	1	.001
	Men	210 (13%)	1,365 (87%)			
	Total	967 (25%)	2,889 (75%)			
Victim Status	Victim	163 (29%)	399 (71%)	5.34	1	.021
	Nonvictim	805 (24%)	2,490 (86%)			
	Total	968 (25%)	2,889 (75%)			
Institution Type	Public	556 (26%)	1,596 (74%)	1.57	1	.209
	Private	406 (24%)	1,365 (76%)			
	Total	962 (25%)	2,877 (75%)			
Institution Size	Less than 5,000	502 (23%)	1,646 (77%)	7.83	1	.005
	More than 5,000	464 (27%)	1,235 (73%)			
	Total	966 (25%)	2,881 (75%)			

other crime-related reports, news articles, or flyers produced by their institutions, but only 27% attended crime prevention or awareness programs mandated by the act.

Women, victims, students enrolled at private institutions, and students attending smaller institutions were significantly more likely to read this type of information than their counterparts. Similarly, these same groups were significantly more likely to attend crime prevention or awareness programs (see Table 2).

#### Does Having Access to Other Information Change the Way Students Protect Themselves, Their Property, or Move Around the Campus?

Some students reported changing their behavior as a result of receiving crime prevention information developed and distributed by campus officials. Women and victims were significantly more likely than their counterparts to change: (a) the way they protect their personal property; (b) the way they protect themselves from harm; and



(c) how they move around campus. Respondents at larger institutions were also more likely to change the way they moved around campus.

### Does Having Access to Other Information Increase the Likelihood that Students Will Report Crime?

Approximately one quarter (25%) of respondents reported that the programs and services provided by campus officials led to an increased confidence in the campus police. More than half (51%) of the students reported that access to other information increased the likelihood that they would report crimes (see Table 3). No differences were found among the respondent groups studied in this project.

### LIMITATIONS

Although the sample size is quite large, the respondent group does not reflect the demographic characteristics of all Title IV institutions covered by the Clery Campus Crime Disclosure and Reporting Act. Students attending community colleges comprised 13% of the respondent group and are underrepresented considering these represent 38% of students in Title IV institutions. Students attending four-year schools (87% of the respondents) are over represented considering these represent only 59% of the Title IV population. We depended upon institutional representatives of NASPA to volunteer their institutions for this study. Self-selection may have affected responses in some indiscernible way. In addition, these volunteers developed their own sampling plans and these plans may have varied from institution to institution. These factors, along with the infeasibility to follow up with the student respondents, undoubtedly influenced

the results. These limitations notwithstanding, the study yields some important findings.

### DISCUSSION

#### Awareness of the Act and Use of Mandated Reports

Despite a ten-year effort to increase the usefulness of the annual crime report and to distribute it more widely, only 27% of student respondents were aware of the Clery Campus Crime Disclosure and Reporting Act and only 22% report reading the federally mandated annual security report. The majority of students remain unaware of the act and do not use the information contained in the summary or annual report. It is interesting to note that men were significantly more likely to be aware of the act and to read the annual report. In this study, more men (17%) reported that they had been victims of crime on their campuses than women (12%). This factor may have affected their interest in this material and their responses as a group. It also may be that men are more receptive to receiving information displayed in the form of an annual report.

Only 8% of respondents report using crime statistics as part of their college choice decision-making. Slightly larger percentages of respondents attending private institutions (10%) and institutions with enrollments of fewer than 5,000 (10%) were significantly more likely to incorporate crime information into their college choice.

Despite these low numbers across all demographic variables in this study, respondents at private institutions and smaller colleges were significantly more likely to remember receiving these reports and to read them. It may be that these institutions have more effective communication and distribu-

tion mechanisms. It may also be that since these institutions have lower crime rates (Nicklin, 2001), they may be more likely to use this comparatively good news as part of their recruitment and public relations strategies. These differences merit further study.

Janosik (2001), Woodhams (1999), and others have found student awareness and the use of the data found in these required crime reports to be low. This lack of awareness and low use, coupled with the confusing nature of the law's reporting requirements, has led Hartle (2001) to conclude that the law itself does little to influence student behavior; there are other factors to consider, however.

### **Use of Other Crime Prevention Information and Programs**

The Clery Act's primary focus is to have colleges and universities report crime statistics in a consistent manner on an annual basis. But the statute also encourages institutions to summarize their crime prevention programs and strategies for increasing awareness in their campus security reports. These programs and strategies appear to result in higher rates of awareness and behavioral change particularly for women students. The percentages of women (63%), men (57%), and those reporting becoming a crime victim while enrolled (70%) read other campus crime awareness or crime prevention reports, flyers, or newspaper articles at dramatically higher rates than do students (24%) who read the crime report summary or annual report. Women students generally, crime victims, and students at larger schools were significantly more likely to read this campus crime-related material than their corresponding counterparts. Although only 22% of male respondents reported having attend-

ed crime prevention or crime awareness programs, 33% of female respondents report doing so; the percentage for crime victims was only slightly higher (39%). Interestingly, respondents at private institutions and smaller colleges were also more likely to attend crime prevention or awareness programs.

These written materials and programs designed by campus officials to remind students about current crime prevention activities or inform students about crime awareness issues appear to result in changed behavior among women. In this study, women who attended these programs or read this material were significantly more likely to change how they protected their personal property (44%), how they protected themselves from harm (52%), and how they moved around the campus (33%). Crime victims, too, were significantly more likely to change their behavior. Forty-nine percent reported changing how they protected their property, 45% reported changing how they protected themselves, and 29% reported changing how they moved around the campus. Respondents at larger institutions were also likely to change how they moved around campus when compared to their smaller school peers. Nicklin (2001) and the U.S. Department of Education (2001) reported that smaller colleges and private institutions as groups report fewer incidents of crime, which may help explain this finding.

### **Student Relationship with Campus Police**

Twenty-five percent of students reported that crime-related materials, programs, and services increased their confidence in their campus police departments. Comparisons of these response rates based on gender, victim

TABLE 3.  
Chi-Square Results on Confidence and Willingness to Report  
by Student and Institution Characteristics

Item		Yes	No	$\chi^2$	df	p
<i>12. Did the related information or programs increase students' level of confidence in campus police?</i>						
Gender	Women	589 (26%)	1,692 (74%)	1.167	1	.280
	Men	382 (24%)	1,191 (76%)			
	Total	971 (25%)	2,883 (75%)			
Victim Status	Victim	133 (24%)	428 (76%)	0.764	1	.382
	Nonvictim	838 (25%)	2,456 (75%)			
	Total	971 (25%)	2,884 (75%)			
Institution Type	Public	560 (26%)	1,589 (74%)	2.270	1	.132
	Private	404 (24%)	1,284 (76%)			
	Total	964 (25%)	2,873 (75%)			
Institution Size	Less than 5,000	522 (24%)	1,627 (76%)	2.030	1	.155
	More than 5,000	446 (26%)	1,250 (74%)			
	Total	968 (25%)	2,877 (75%)			
<i>13. Did the related information or programs increase the likelihood that students would report crime?</i>						
Gender	Women	1,263 (56%)	1,005 (44%)	58.130	1	.001
	Men	675 (44%)	889 (56%)			
	Total	1,938 (51%)	1,894 (49%)			
Victim Status	Victim	292 (52%)	267 (44%)	0.758	1	.384
	Nonvictim	1,645 (50%)	1,629 (50%)			
	Total	1,937 (51%)	1,896 (49%)			
Institution Type	Public	1,074 (50%)	1,068 (50%)	0.395	1	.530
	Private	856 (51%)	817 (49%)			
	Total	1,930 (51%)	1,885 (49%)			
Institution Size	Less than 5,000	1,059 (50%)	1,072 (50%)	1.080	1	.298
	More than 5,000	870 (51%)	823 (49%)			
	Total	1,929 (51%)	1,895 (49%)			

status, institution type, and institution size were not significant. While this is not a large percentage, it is noteworthy. In addition, female respondents (56%) were significantly more likely to report campus crime than their male counterparts (44%). Comparisons of these response rates based on institution type and institution size were not significant; however, creating increased confidence and a climate where crime is more likely to be reported are important residual effects of the

Clery Act's implementation by those institutions that make crime prevention a serious priority.

## CONCLUSION

Among respondents, 89% reported feeling safe or very safe on their respective campuses, 75% reported feeling safe or very safe off campus, and only 15% reported having been victimized by a criminal act while

enrolled. These perceptions correspond to the conclusion drawn by the U.S. Department of Education (2001) that the incidents of crime on college campuses, in most cases, are much lower than the nation as a whole. These factors may color how students respond to issues of campus safety. Motivating students to read crime reports or to request information about campus crime in such an environment will remain a difficult task. While crime victims seem to be more aware of the Clery Act, even they fail to use the information contained in the requisite annual reports.

Today, most of the debate regarding the Clery Act continues to revolve around what categories of criminal activity, which school properties and geographically close areas, and which academic and cocurricular programs are or should be covered by this federal statute (Hartle, 2001; Janosik, 2001; Nicklin, 2001; Woodhams, 1999). The National Center for Educational Statistics (1997) also reports that the Clery Act was intended, in part, to encourage colleges and universities to put more emphasis on campus safety and on crime prevention services and programs. The findings of this research suggest that the energy and emphasis devoted to the reporting requirements of the act may be misplaced. If the purpose of the

Clery Act is to educate, change behavior, and protect college students, policy makers and college administrators might be better served by focusing their attention on the development of those services and programs that seem to make a difference.

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