

A STUDY TO ADDRESS THE
EFFECTIVENESS OF UNIVERSITY POLICE PROGRAMS
AT MONTANA STATE UNIVERSITY – BOZEMAN

by
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Partial fulfillment

of
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in
Business Education

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ABSTRACT

The major purpose of this study was to determine the perceived effectiveness of the Montana State University-Bozeman Police Department at meeting the goals of "Community-Oriented Policing" and the needs of the university community.

Achievement of this purpose was accomplished through the methodology of stratified sampling. The survey instrument was crafted in such a manner that it targeted five subgroups of the campus population, which were students, faculty, professional or administrative employees, classified employees, and residents of the family and graduate housing areas on the university. Measures were taken to promote a representative sampling of these population subgroups in order to achieve proportions similar to that, which exist in the population. Additional efforts were made in an attempt to ensure a representative sampling with respect to gender and ethnicity.

Preparation of the survey instrument was based upon a substantial review of literature as well as the stated goals and objectives of the Montana State University-Bozeman Police Department. The survey instrument was hand delivered to the respondents with a purpose to obtain quantitative data, which was bias neutral. Reliability and validity were factors that influenced the use of an anonymous survey approach; an approach, which received a return rate of 75%.

The main conclusions of this study are: (1) The current use of the *community-oriented policing model* presents an opportunity for the University to further expand its programs and services based on needs that were identified in the survey. (2) There should be a concerted effort to increase parking patron satisfaction with this service by providing more effective consumer information about the service and its costs. (3) There is an extremely high level of confidence in University to maintain a safe and secure environment. (4) A majority of the respondents were unaware of what measures the University might employ to effectively respond to a wide range of potential disasters; population awareness is critical to disaster preparedness and emergency management. (5) Although the University has not achieved recognized staffing levels for police services based on population size and density, the University Police Department has been very effective in projecting a higher level of uniform police activity and resource allocation than they actually possess. (6) While current literature indicates that there is a significant correlation between alcohol consumption on campus and crime on campus, there is a disparity between the perceived high levels of safety and those of high levels of underage drinking. (7) Of sixteen police services functions surveyed, crime prevention, medical and alarm responses, law enforcement, security patrols, and the investigation of criminal incidents were ranked of highest concern.

The recommendations based upon this study are: (1) Continued efforts should be made to more effectively market and emphasize the services to the University Police Department in order to form the partnerships which are key to the *community-policing model*. (2) Begin long range planning for continued growth of the University and the need to expand the size of the police department to meet realistic staffing levels for a 24-hour emergency service. (3) Develop a market strategy that effectively provides consumer information and the range of services available to the parking patron. (4) Conduct follow-up surveys that include a qualitative component.

CHAPTER I

INTRODUCTION

The current dominant model of policing in the United States, at least as measured by its central place in the literature and in discussions of policing, is community-oriented policing, or community policing. (Dietz, 1997)

By the mid-1600's, American colleges made long lists of rules and relied on common law to govern student lives, but the schools had not yet identified a position responsible for enforcement. College presidents, faculty members, and even janitors performed security or "policing" functions. Eventually, colleges like Princeton created the position of "proctor" to assist in handling discipline and policing. In the late 1800's, frequent, bloody confrontations between Yale University students and Connecticut towns-people led to a more formalized policing response to campus crime. An ad hoc committee of university members and city residents recommended that two New Haven police officers be stationed on the Yale campus. Thus, the first official campus police force was formed in 1894 at Yale. (Powell, 1981) Dramatic changes in campus policing resulted from the increased number of college students after World War II. During the turbulent years of the 1960's and 70's, legal, social, and international events changed the role of campus police. The 1961 landmark case of *Dickson v. Alabama Board of Education* brought full adult rights and responsibilities for students, replacing the legal concept of "in loco parentis" historically followed by colleges and universities. During the social upheavals of the period, the duties of campus agencies began to mirror more closely those of traditional law enforcement. Many campuses developed their own police departments, and by the early 1970's officers at State institutions typically had full arrest

powers granted by statute or through deputization. Vehicles on campus also create the need for parking-related functions, and in many cases these are the responsibility of campus law enforcement. Today, nearly all state universities and colleges maintain law enforcement agencies. All of the larger universities (25,000 students or more) have had full-service police departments for almost a decade. Like more traditional law enforcement agencies, campus police departments have embraced the “Community-Oriented Policing”, also known as the COP’s model. Community policing is a philosophy, management style, and organizational strategy that promotes pro-active problem-solving and police-community partnerships to address the causes of crime and fear as well as other community issues. This is the model adopted by the Montana State University – Bozeman Police Department, but like any such program it must be continuously monitored and evaluated to determine its effectiveness.

Statement of the Purpose

The major purpose of this study was to determine the perceived effectiveness of the Montana State University Police Department at meeting both the goals of “Community-Oriented Policing” and the needs of the university community.

Questions to be answered

1. What services does the University population expect from the University Police Department? What is the ranking of those services based on expectation and need?

2. What barriers exist with respect to implementation of full-service community oriented policing on the University?
3. What are the greatest concerns and fears with respect to an individual's perception of personal safety and risk?
4. What are the perceptions and concerns, as they relate to personal safety, of the full time residents of the University campus?
5. Overall, what has been the effectiveness of the Montana State University Police Department based upon a campus survey and comparison to peer group colleges and universities?

Need for the Study

The researcher believed that Community Policing is a re-emergence of the founding philosophy on which Sir Robert Peel built his public police in 1829. The philosophy of what is referred to as Community Policing today can be found in item seven of Peel's original principles:

To maintain at all times a relationship with the public that gives reality to the historic tradition that the police are the public and that the public are the police: the police being only the members of the public that are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence. (Gaines, Kappler, & Vaughn, 1999)

The need for this particular study is based upon a number of factors, not the least of which is the need to assess whether the University Police Department has adopted Community Policing as its core philosophy. There is also a need to assess the

department's ability to provide a full service response to a myriad of jurisdictional and increasingly complex challenges. This study is needed both to provide feedback regarding current perceptions of campus safety and security and to learn whether these perceptions differ among different sectors of the population. This study would also facilitate future planning considerations to meet the growing needs of the University and doing so with limited resources. One of the most important products of the study might be a customer assessment of just how effective the university police function is at this point in time and what are the current role expectations of those served.

In addition, there are a number of non-traditional roles of the University Police Department that are significant with respect to the interest and concerns of the University community. The study will provide important feedback as to the level of customer satisfaction with respect to parking resources and services on campus. Since this study is being conducted by the newly appointed Director of the University Police Department, it will serve as both a snap-shot of the current level of the department's effectiveness and as an organizational agenda as to goals and objectives to meet community needs.

Terminology

The following terminology has been given to aid the reader of this study: (Jiao, 1997)

Professional model: A contemporary model of policing based on the assumption that the police can effectively control crime and that the best means of doing so is through improvement of police personnel and strengthening the police organization.

Security model: A contemporary model of policing based on a crime-prevention strategy of deploying officers as security guards to reduce the chances of crime, analyzing the security risks of different people and places, and reducing the opportunity for crime through changing the environment.

Problem-oriented model: A contemporary model of policing based on an assumption that the police can best control crime by identifying the underlying causes of problems they are called upon to handle and attacking those causes. The emphasis of the organization and officers is placed on research, evaluation, and analysis.

Community-policing model: A contemporary model of policing based on an assumption that the community exists and is the true source of power for social control. The emphasis of the organization and officers is on mobilizing and involving the community in efforts to prevent crime and disorder.

Limitations of the Study

The researcher limited the survey research to the staff, faculty, and students of Montana State University – Bozeman, as well as the families of students residing on the campus. Data was gathered from a representative group based on the known demographics of the University. The data gathering process took place over a period of time to ensure representation from the population during both a standard school semester and also during the unique period during the summer months. Will findings of the survey be slightly different for the full-time residents of the campus as compared to the full-time employees based on this relationship? The population of this survey was focused at a representative measure based upon seasonal percentages of gender, ethnicity, and in the case of the staff, the staff-faculty ratio. In addition, the researcher attempted to gain a representative ratio within each housing area on the campus. The survey was designed to provide quantitative data on the population's attitudes, perceptions, and needs of those surveyed. Both the weather and the timeframe in which the respondent was surveyed may contaminate attitudes regarding the survey questions regarding parking issues.

Organization of the Study

This research project is organized into five chapters. Chapter I presents the problem statement, additional questions to be answered, the need for the study, the definitions of terminology used, the limitation of the study, and the organization of the report.

Chapter II presents a review of literature relating to this study. Chapter II is divided into the following areas:

1. Evolution of Standards Within University Policing
2. Traditional and Non-Traditional Policing Models and Theories
3. Standards of Performance and Customer Satisfaction

Chapter III is a review of the procedures used in completing this paper. This chapter describes the population used and how the sample size was determined. It also describes the survey design, time line, and survey procedures.

Chapter IV contains the results of the study. Findings of the survey are presented and analyzed.

Chapter V summarizes the study. Study conclusions are drawn and author recommendations made in this section.

Summary

Issues regarding the organizational strategy of university police departments and the changing needs of a diverse university population are routinely debated by both police professionals and university administrators. In Montana, the challenges are compounded by either stagnate or reduced operating resources and high personnel

turnover. The very standards by which police and parking services are measured are worthy of debate from the viewpoint of which policing and services model is adopted. Theories and models of contemporary policing incorporate important dimensions to include philosophical, strategic, and programmatic factors. The diversity within the university community is phenomenal. Solutions to both the aforementioned challenges and population concerns must be explored, evaluated, and developed in partnership with those effected. As with any dynamic challenge, research and investigation are on going and constant.

CHAPTER II

RELATED LITERATURE

Introduction

Mind-set influences everything in our lives; politics, religion, life-style, the clothes we wear, even our hairstyles. Mind-sets, in turn, are fashioned by our perceptions of life. But perceptions can become self-fulfilling prophecies. As one very bright person commented, "We're not what we think we are, but what we think- we are". And so it is with policing. (Braiden, 1990)

The basic question behind this research is derived from a need to both control and measure what it is that the Montana State University Police Department does. It has been said, "Effectiveness is doing the right things. Efficiency is doing things right." No matter how well things are done, if they are the wrong things, institutions are only spinning their wheels. No amount of efficiency replaces effectiveness. Institutions may be very efficient at the routine things but never even question whether they should be done. The university police, like any police agency, needs a vision that suggests the right things to do. One such vision is encompassed in the philosophy known as Community Policing. But community policing is only one of four currently recognized major models of policing. In this case a model is defined as a widely accepted concept that provides a way of understanding things. According to Allan Jiao (1997), four contemporary models of policing include: professional model; security model; problem-oriented model; and the community-policing model.

Models of Policing

Research of contemporary literature as it relates to the university policing environment must begin with the premise that the police effort on the university campus fits some recognized model. At the very least policing on the campus will adopt or embrace some methodology or concept that may have been recognized by the social scholars. Historically, even though there have been sporadic variations in the underpinnings for American law enforcement, it substantively has remained a legal-bureaucratic organization focusing on professional law enforcement. Allen Jiao (1997) refers to *professional model* policing as one based on the assumption that the police can control crime provided they are given sufficient resources. The *security model* of policing might best describe policing on campus in the 70's and it is based upon crime prevention. This model relies on security officers to reduce the opportunity for crime by analyzing security risks and taking preventive measures. Another widely recognized model of contemporary policing is referred to as the *problem-oriented* model. With this model it is believed that effective policing can best be achieved by analyzing the underlying cause of problems and tailoring the police response to solve them. Herman Goldstein (1990) refers to *problem-oriented* policing as a type of police-community relationship that is constantly changing as old problems are solved and new ones are identified. Like the *community-policing* model, this model is dependent on a partnership approach to solving problems with the community forming a more positive opinion of the policing effort. The fourth model that is currently recognized is the *community-policing* model based on an assumption that the community exists and is the true source of power for social control. Most contemporary commentators on the police would suggest that the current movement

to community policing represent a shift from the professional model to the *community-policing* model. The current dominant model of policing in the United States, at least as measured by its central place in the literature is *community-oriented* policing (Diets, 1997).

Evolution of Campus Community Policing

Although campus policing has been a recognized form of specialized policing for over a 100 years, research indicates that there have been a number of benchmark events that had led to today's campus community policing model. First, the special type of policing needed a professional organization to provide needed credibility and establish both a strategic plan and a set of standards. Just such an organization was formed on November 6, 1958, when eleven directors of police agencies from different colleges met at Arizona State University for the purpose of providing a forum for problem solving. From this, the current organization, the International Association of Campus Law Enforcement Administrators has grown to a current membership of 1506. Today, these campus law enforcement agencies can range from small operations to operations that are as large and complex as most urban police departments. The most recent data indicates that today there are 680 campus police agencies serving 4-year colleges and universities with 2,500 or more students. These 680 campus police agencies employ 20,067 persons, of which, 10,651 are full-time sworn peace officers (Reaves, 1996). The cost of operating a campus police department ranges from about \$500,000 to \$4.3 million per year.

The second most significant factor in the evolution of campus policing may be the enactment of the Student Right-to-Know and Campus Security Act (Public Law 101-542)

which was signed into law in November 1990. This act has been amended several times in subsequent years. Prior to this legislation, it was recognized that the doctrine of “in loco parentis” was slowly dissipating as a result of both lowering the voting age of young adults and the demand of these young adults (students) to be accorded the rights of adults. These Acts required all institutions participating in the student financial aid programs under Title IV of the Higher Education Act of 1965 to disclose information about campus safety policies and procedures. More importantly, it requires colleges and universities to provide statistics concerning certain crimes both on and off campus. In addition, the Act required the Secretary of Education to make a one-time report to Congress on campus crime statistics. This survey was the first attempt to gather such information from a nationally representative sample of postsecondary institutions. The results of this survey provide the first national estimates about campus crime and security and allow comparisons to be made between various kinds of institutions. The survey collected information from institutions about campus crime statistics for 1992, 1993, and 1994. It is worth noting that the crime statistics of any policing entity reflect only those crimes that were reported. During each of the 3 years, institutions reported a total of about 10,000 violent crimes and almost 40,000 property crimes (Lewis and Farris, 1997). Results tended to vary substantially by institutional type, whether the institution had campus housing, and the size of the institution. In general, public 4-year institutions, those with campus housing and larger institutions were likely to show similar patterns of results, since these analysis variables are related to each other.

The third significant factor in this evolution is more recent and is the result of anti-crime legislation which created the Community Oriented Policing-Services (COPS)

financial grants. Initially, the Department of Justice administration of these grants excluded campus law enforcement agencies from the COPS FAST hiring grant program. This hiring program was the result of the Public Safety Partnership and Community Policing Act of 1994. These grants provided for up to 75% of the total salary and benefits of each officer, with the remainder to be paid by state or local funds. Through subsequent pressure from the International Association of Campus Law Enforcement Administrators, Joe Brann, Director of the COPS program for the U.S. Department of Justice reversed this policy in the spring of 1995 and included campus police agencies in the eligibility criteria. The COPS grant provided substantial resources to campus law enforcement administrators provided they certified that their agencies would adopt those recognized tenants of community policing.

Development of Community Policing on Campus

Research failed to identify a single event or collection of events that accurately portray the evolution of crime prevention on the college campuses. The actual act of crime prevention goes to the core of policing which subscribes to both the task of preventing crimes through both security and deterrence. Deterrence alone would encompass both the risk of penalty and the risk of being caught through successful investigations. Until 1986 there was a scarcity of accurate data regarding crimes aboard college campuses and therefore it was unusually difficult to measure the effectiveness of crime preventive activities. Then too, the professional development of policing in the municipal sector has had a direct impact on those changes that have been quite visible in university policing. In 1986 a Lehigh University freshman named Jeanne Cleary was brutally raped and murdered in her own dorm room by a fellow student. According to her

parents, their daughter was unaware of numerous other crimes that had occurred at the university prior to her murder. Soon after, the Clery family launched a nationwide campaign aimed at making colleges and universities disclose campus crime statistics. The success of this effort led to the Campus Security Act of 1990 which has been strengthened several times since with tough amendments. This public law has been the catalyst that has spurred not only more accurate crime reporting, but also the need for universities to provide a more effective security and law enforcement service to the campus community. The majority of the literature clearly indicates that campus law enforcement will be called upon in the future for greater accountability. Minimal research attention has been devoted to the operation of policing in a campus environment. Striegel and Cox (1994) discovered similar patterns that support this contention. They argue that much of what is known about campus policing has not resulted from scholarly analysis, but from personal experiences and observations of the authors. As Striegel and Cox summarize, "...much of the existing literature on campus police may be generally characterized as highly descriptive and particularistic, concerned with specific issues and statements of opinion, and lacking in substantive research evidence."

As a result of the Campus Security Act of 1990, statistical data is becoming more readily available. In December 1996, the Office of Justice Programs for the U.S. Department of Justice published a 44 page report titled "Campus Law Enforcement Agencies, 1995". This publication underscored the development of crime prevention on campuses by statistical analysis. Over 90% of students at 4-year institutions with 2,500 or more students participated in some general crime prevention program administered by the police. Of the 6.3 million students enrolled on campuses served by survey respondents

(including MSU), similar percentages of those attending public (91%) or private (89%) campuses were served by a law enforcement agency operating a general crime prevention program. It was interesting to note that nearly all (95%) of the agencies responding to the 1995 Survey of Campus Law Enforcement Agencies reported they had responsibility for their institution's compliance with the Campus Security Act. The mid 1990's were fast paced with respect to the development of statistical data for crimes on campuses and for the implementation of a community oriented policing and problem solving approach to university policing. One qualitative work of this period was a compilation of community policing articles by the California Department of Justice. This particular publication provided substantial information on how to implement these programs; it was not a coincidence that this work came out shortly after the U.S. congress provided large sums of money (grants) for agencies to fast track hire more police officers provided they adopt the community policing model. College campuses took advantage of this program and were willing participants in this transition, from the professional model of policing to one of community policing. Montana State University – Bozeman filled three vacancies, which had remained vacant due to funding problems, through the resources provided by a COPS grant in 1995. These grants remain a viable source of monetary support for augmenting understaffed police departments on campus provided the institution is willing to assume this financial obligation after the grant is phased out which is normally 3 to 4 years.

But even the U.S. government does not give money away without expecting something in return. That return is the challenge of adopting a community policing model for the agency and the institution. The reason that the U.S. Department of Justice

supported this approach was due in part to the 1967 President's Commission on Crime and Administration of Justice. Responding to concerns about rising crime rates and civil disturbances related to the civil rights movement, President Lyndon Johnson appointed a blue-ribbon committee to study crime and criminal justice in the United States. The crime commission discovered that most crimes were not reported to the police, and that often the reason for non-reporting was citizen mistrust of the police. It was this crime commission that first used victimization surveys to assess the incidence of crime. These surveys revealed both that the police were unaware of much crime and that the fear of crime among citizens was a problem. Further, fear of crime was different from the actual level of crime. Many of those most afraid of crime had not been victims and were at low risk of becoming victims. The U.S. Congress eventually allocated money for the improvement of police education and for research into police practices.

Perhaps the most direct forerunner to community policing was a number of studies on the impact of foot patrol on crime and citizen fear of crime. What citizens most wanted from the police was services and order maintenance. Police agencies mounted efforts to develop community crime-prevention programs, including neighborhood watch programs and efforts to improve police and community relations that included both team policing and the establishment of foot patrols (Toch, 1997). As a result, the stage was set for the development of partnerships between the community and the police that are core to community policing.

Literature and research both provide strong evidence that the tenants of crime prevention are an integrated part of the community-policing model. While community policing underscores the need for police to form alliances or partnerships with the

citizens of their particular jurisdiction, the crime prevention approach underscores a stronger reliance on the community. As Wesley Skogan (1996:31) wrote, "It is also widely assumed that crime prevention is probably more dependent on the community than on the police." At the same time that research was indicating the limited ability of police to influence rates of crime both in the community and on campus, there was an increasing emphasis on physical crime prevention. Citizens, often with the encouragement of the police, were asked to take steps to reduce the chances of crime. As community policing developed, the role of the police in crime prevention was highlighted and the literature still treats physical crime prevention as a separate phenomenon. And yet, crime prevention through environmental design has been firmly linked to community policing (Trojanowicz and Bucqueroux, 1990). A growing emphasis on the prevention of crime, coupled with the recognition that the police are not well positioned to prevent crime without the support and cooperation of the university population, defined the need for a partnership between the campus police and the university community to control crime. The police role has been redefined from that of crime control to a broader charge that includes community well being. As Dietz (1997:83) noted, with community policing, the police role involves not just the reduction in crime, but also a reduction in fear of crime and an improvement in the quality of life in the community.

Summary

The adoption and implementation of community policing in America's police departments varies from agency to agency and Montana State University is no exception. But this revolutionary concept of community policing is lost on the diverse yet small and somewhat rural communities of Montana, to include its colleges and universities. In fact,

it can be argued that the 'community policing' to which many urban departments aspire has been a long-standing practice in rural areas and with campus police departments in Montana. The literature and research suggests a great variety in community policing across the country and that this variety is related to differences in communities, organizations, and people. There is perhaps no more diverse a community than that found on a university campus.

CHAPTER III

PROCEDURES

Introduction

The major purpose of this study was to determine how the community-oriented policing model has affected the attitudes and perceptions of the Montana State University – Bozeman population. An ancillary purpose of the study was to measure the effectiveness of the Montana State University – Bozeman Police Department in meeting the needs of this population.

Chapter III will examine the following areas: 1) sources of data, 2) construction of the survey instrument, 3) time line for data collection, and 4) participant selection.

Sources of Data

A number of strategies were used to collect data for this research paper. First, journal articles and government publications were obtained from the Montana State University-Bozeman Police Department professional library. Second, books and published professional research papers were either obtained or accessed from Montana State University-Bozeman, Renne Library. Third, background data and program comparisons with other institutions were available from a myriad of sources on the Internet. There was a tendency for scholars, authors, and practitioners alike to treat community-oriented policing and problem-oriented policing as synonymous.

The fourth source of data was collected through a survey instrument. This instrument was designed to measure attitudes, levels of satisfaction, and the needs of the Montana State University-Bozeman population as it related to police, parking, and security functions. The instrument was designed to determine if population groups had congruent needs and levels of satisfaction as well as the police department's effectiveness in implementing the key tenants of community-oriented policing.

Data Instrument

A survey instrument was used for this study (see appendix A). Survey content was based on the readings from the literature review and documents that set forth the services provided by the Montana State University- Bozeman Police Department.

The researcher personally delivered the survey form to members of the University population. Although respondents were chosen at random, the researcher made an effort to target a representative group based on the known demographics of the institution. The researcher told potential respondents that their identity would remain anonymous. Respondents were provided a self-addressed stamped envelope so that they could return the survey instrument by postal services at a time convenient for them. The instrument contained questions related to the following areas:

1. The demographic status of the respondent within the university population and optional questions regarding ethnicity, age, and gender.
2. The respondent's driving and parking habits as well as levels of satisfaction with parking resources and pricing.

3. Overall sense of security felt by the respondent while the person was on campus, as well as their perceptions regarding the university police department's ability to respond to certain types of emergencies such as medical and fire incidents.
4. The respondent's perception of the level or magnitude of specific infractions such as underage drinking, illegal drugs, and traffic law violations.
5. A ranking of community-oriented policing services, some of which may be unique to the campus environment, in order to measure what is most important to the respondent and the five identified population groupings.

The researcher's advisor, Dr. Norman Millikin, College of Business, Montana State University-Bozeman reviewed the initial draft of the survey instrument. The survey instrument was reviewed by the Assistant Vice President for Administration and Finance as well as key members of the University Police Department. Final revisions were made with the approval of Dr. Norman Millikin.

Time Line

January 2000	Design research of instrument
February 2000	Completion of instrument
March 2000	Final Approval
April 2000	Distribution of the survey

May 2000

Data analysis

June 2000

Final report completed

Participant Selection

The hierarchy of the population demography first grouped the respondents into five groups based on their relationship to the institution. The researcher personally distributed the survey instrument in an attempt to match these representative groups with a corresponding percentage of the university population. These university population numbers were obtained from both the Registrar and Personnel offices of the institution. Approximately 118 surveys were hand delivered by the researcher over a period of 60+ days, which encompassed the last half of the spring semester for the 1999-2000 academic year. The researcher planned for a return rate of 85 percent based on the delivery approach, which emphasized the importance of the survey. A return rate of 75% was realized and deemed adequate for the project.

Summary

Chapter III addresses the issue of the attitudes, perceptions, and needs of the Montana State University-Bozeman population on safety, security, and parking issues. The survey instrument, reviewed by Dr. Norman Millikin, professional employees of the University, and members of the University Police Department, contains questions relating to all these issues. Both the return rate of 75% and the unsolicited comments noted on a number of the survey instruments underscored the interest shown by the respondents.

CHAPTER IV

RESEARCH FINDINGS

Introduction

Questionnaires were delivered to approximately 110 persons on the Montana State University – Bozeman campus during the spring 2000 semester. The population included students, faculty, staff, residents of the family housing segment, and administration or professional employees. There was further information gathered on the demographics of the population as well as their perceptions regarding security, safety, law enforcement, and parking issues on the campus.

Eighty-eight survey responses were received from those mailed, a return rate of eighty (80%) percent. Survey forms were delivered in person and each person surveyed was told the reason for the survey and that it was voluntary and anonymous. Those surveyed were provided with a self-addressed, stamped envelope for the return of the questionnaire.

Data

Initial survey questions provided background information to be used both for sorting and classifying the responses as well as ensuring that a representative response was received. The researcher found that classifying respondents by either the employment or affiliation status the most logical and informative separation as to perspective. The researcher does not discount the value of all the demographic and population data since their perceived needs and values must serve each category.

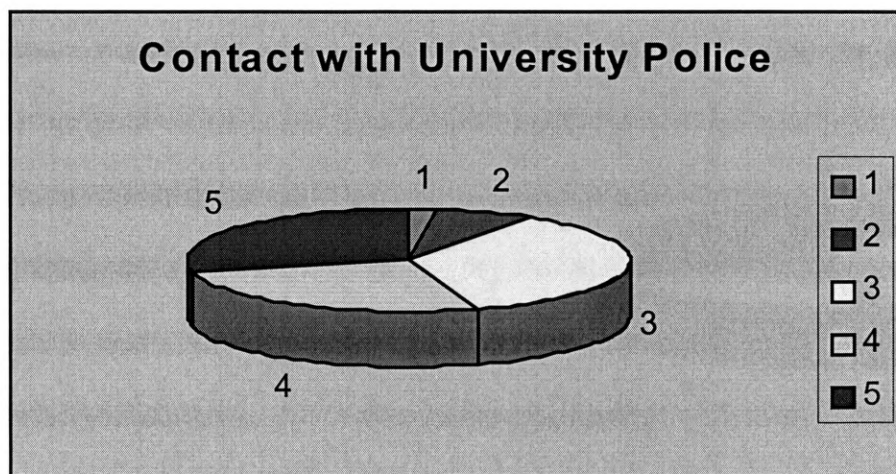
Table 1				
<u>The University Status of the Population Surveyed as to Length of Association</u>				
STATUS	LESS THAN 1 YEAR	1 TO 3 YEARS	4 TO 10 YEARS	MORE THAN 10 YEARS
STUDENT	5	24	13	1
FACULTY	1	2	2	3
ADMINISTRATION	1	1	3	1
CLASSIFIED EMPLOYEE	2	7	7	6
HOUSING RESIDENT	1	6	2	0
TOTALS	10	40	27	11

Table 1 depicts the affiliation status of the respondents and this table shows that a fairly representative population responded to the survey. The remainder of the part 1 of the survey and the optional age, gender, and ethnicity portion of the survey were included by the researcher in an attempt to validate the responses. Of the 43 student respondents, the survey showed that approximately 37% have had no official contact with either the university police or parking enforcement personnel. The same percentage (37%) of the students surveyed had received a parking citation while at MSU and 27% had requested university police assistance for some purpose. Of those students surveyed, 4% (2) stated that they had been the victims of a crime while attending MSU; the survey failed to ascertain whether the crime occurred on or off campus.

Although the research provided key information regarding the age, gender, and ethnicity of the respondent, the researcher did not attempt to correlate these population factors to data which was used to measure either the effectiveness of the university police department or the perceived concerns of the respondents. The ratio of male to female respondents was 4 to 6. All but 4 of the student respondents indicated they were white

with the exception of 4 who were Asian. There was a gender imbalance with the classified employees where 76% of the respondents were female. The faculty respondents were 62% male.

In the first part of the survey, the researcher attempted to establish what level of contact the respondent might have had with the university police. It was initially thought that a trend might exist with respect to length of time at MSU or the status of the respondent since a staff or faculty member might be more familiar with the rules and regulations governing the campus. But this premise simply did not materialize in the survey data. Some respondents had more than one type of contact with the university police while some had none. Of those surveyed: (1) 2 persons stated that they were victims of a crime; (2) 7 persons stated that they were either the reporting party or witness to a crime or incident; (3) 35 persons stated that they had received a parking citation; (4) 26 stated that they had been the requestor of a law enforcement service; and (5) 28 persons indicated that they had not had any contact with police in one of the aforementioned categories.



The second part of the surveyed addressed parking and commuting issues, which asked the respondent to provide facts regarding their driving and parking habits, as well as their perceived level of satisfaction with the parking resources.

Table 2

Parking Survey as to the Number of Days the Respondent Drives to Campus

STATUS	5 – 7 DAYS	4 – 5 DAYS	3 – 4 DAYS	1 – 3 DAYS	0 DAYS
STUDENT	14	5	2	10	13
FACULTY	7				1
ADMIN	4	2			
CLASSIFIED	20	1			1
HOUSING	1	1		1	6

This portion of the survey dealing with the frequency that the respondent drives to campus was in line with reasonable expectations base on the category of the respondent. The fact that over 52% of the respondents drove to campus on a daily basis might be more indicative of the distance involved coupled with the availability of fuel for their vehicles.

Table 3 is a chart that depicts who the respondent believes pays for parking lot construction and maintenance. The results were partially contaminated by a small percentage of respondents who picked more than one funding source. The researcher did

not include multiple sources, but elected to pick the largest funding entity among the choices. For example, if a person picked the state and the patron, the chart reflects that the person picked the state. Multiple answers were found in less than 10% of responses.

Table 3

Funding Source for Parking Lot Construction & Maintenance

PERSONAL STATUS	<u>STATE</u>	<u>REGENTS</u>	<u>MSU</u>	<u>DOT</u>	<u>PATRON</u>
<u>STUDENT</u>	10	1	14		18
<u>FACULTY</u>	1		1		6
<u>ADMIN</u>			1		5
<u>CLASSIFIED</u>	2		4		16
<u>HOUSING RESIDENT</u>			3		6

Table 4

Parking Space Adequacy

Personal Status	Adequate	> than Adequate	< than Adequate
Student	21	2	20
Faculty	6	1	1
Administration	4	2	
Classified	12		10
Housing Resident	4	1	4

Table 4 shows the responses of the question of parking space adequacy. This has been one of the contentious issues in the past and the responses were evenly divided

between adequate and less than adequate. The researcher was aware of several articles in the campus newspaper during the spring of 2000 in which the authors argued the adequacy and location of parking resources in light of what might be encountered elsewhere. These articles alone might have influenced the results of this particular survey question. The other population group that was evenly split was the classified employees where 12 respondents thought parking was adequate compared to 10 who were of the opinion that parking was less than adequate. The survey instrument did not attempt to determine the reasons behind these opinions. Among faculty and professional/administrative employees, the majority felt that the parking lots were either adequate or more than adequate. But the mean result of this portion of the survey would indicate that the respondents were fairly evenly split on this issue.

Table 5

Frequency of Parking Violations

Personal Status	Often	<u>Infrequently</u>	<u>Occasionally</u>	Never
Student	2	4	17	17
Faculty		3	2	3
Administration		2	1	3
Classified	1	5	6	9
Housing Resident		3	2	4

Table 5 charts how frequently the survey population was cited for a parking violation on the campus. It was interesting to note that there did not appear to be a correlation between this frequency and the respondents' opinion regarding the adequacy of parking. Results to this portion of the survey indicated that this segment of the population rarely was cited for a parking violation.

Table 6

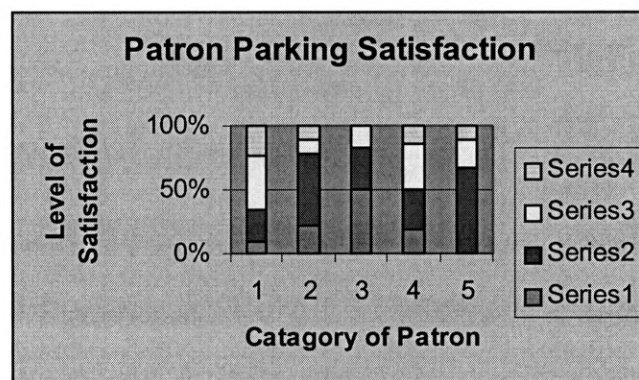
Cost of Parking

Personal Status	Too Expensive	<u>Reasonably Expensive</u>	<u>Well Priced</u>	Under Priced
Student	18	14	11	
Faculty	2	6		
Administration	1	3	1	1
Classified	9	10	2	
Housing	2	4	2	1

Table 6 was a survey of the respondents' opinion of the price of parking on campus without consideration of which type of decal the respondent may have purchased. The price difference between a 24-hour reserved parking space and a parking spot in an unpaved lot may reach several hundred dollars per year. The results show that 78% of the respondents thought it was either too expensive or reasonably expensive. It is noted that university parking lots in Montana require a fee, which in itself is distinct.

Table 7Level of Satisfaction with Parking

Personal Status	Completely	<u>Somewhat Satisfied</u>	<u>Marginally Satisfied</u>	Dissatisfied
Student	4	11	18	10
Faculty	2	5		1
Administration	3	2	1	
Classified	4	7	8	3
Housing		6	2	1

Figure 2**Chart of Table 7****Series Legend**

- 1 – Completely Satisfied**
- 2 – Somewhat Satisfied**
- 3 – Marginally Satisfied**
- 4 – Dissatisfied**

Category of Patron Legend

- 1 – Student**
- 2 – Faculty**
- 3 – Professional/ Administrative**
- 4 – Classified employee**
- 5 – Housing Resident/Student**

Table 7 shows that those surveyed were for the most part satisfied with the parking facilities on campus. Each category of respondent other than the professionals had a small number of dissatisfied respondents. When the results of Table 7 were compared with the level of satisfaction with the cost (Table 6), it was interesting to note that in spite of the respondents' opinion on cost, the majority were somewhat or marginally satisfied with parking services in general.

The second section of the survey focused on the respondent's perception and attitudes toward safety issues on campus.

Table 8
Personal Sense of the Level of Security

STATUS	Very Safe	Reasonably Safe	Not Safe
Student	12	30	1
Faculty	6	2	
Administrative	3	3	
Classified Employee	12	10	
Housing Resident	3	6	

Table 8 shows with only one exception that all groups felt to some degree of safety while on campus. Of the 98% of the respondents, who felt safe on campus, it was interesting to note that in this day and age over 40% indicated that they felt very safe. The one respondent who indicated they felt unsafe was a white, female student, age 40 to 49, who had attended MSU for less than a year and had had no contact with University

Police. This respondent had indicated that she had seen a police officer once a day on the average.

Table 9
Security of Personal Property

STATUS	Very Safe	Reasonably Safe	Not Safe
Student	8	33	2
Faculty	4	4	
Administrative	2	4	
Classified Employee	7	15	
Housing Resident	1	7	1

Table 9 shows that the majority (97%) of the respondents felt that their personal property was secure on campus and this was congruent with the survey regarding their perceptions of their personal safety while on campus. Of the two student respondents who indicated that they had felt unsafe with respect to their personal property, neither had indicated that they had been a victim of a crime.

Table 10
Confidence in Response to Fires and Fire Alarms

STATUS	Yes	No	Don't Know
Student	30	4	9
Faculty	7	1	
Administrative	6		
Classified Employee	16	2	4
Housing Resident	7		2

Table 10 shows that 75% of the respondents stated that they had confidence in the University Police Department's response to both fires and fire alarms. Since the Department's mission includes that of first responder to fire alarms and fires, these responses are significant. The survey also revealed that 17% were uncertain of the Department's ability or effectiveness in this critical emergency service.

Table 11

Confidence in Response to Medical Emergencies

STATUS	Yes	No	Don't Know
Student	26	5	12
Faculty	6		2
Administrative	4	1	1
Classified Employee	15	2	5
Housing Resident	7		2

Table 11 provided the responses regarding whether the survey population felt confident in the university police response to medical emergencies. Table 11 shows similar patterns to Table 10 in all categories. There was a slight difference in the number of respondents who felt that they did not know how they felt; from 17% in the case of fire emergencies to 25% in the case of medical emergencies.

Table 12**Confidence in Response to Hazardous Material Emergencies**

STATUS	Yes	No	Don't Know
Student	9	3	31
Faculty	1	1	6
Administrative	4		2
Classified Employee	3	2	17
Housing Resident	4		5

Table 12 shows that the majority of the respondents did not know whether the university police response to a hazardous material incident would be effective. Almost 70% of the respondents were uncertain with their level of confidence in this particular area.

Table 13**Confidence in Response to a Natural Disaster**

STATUS	Yes	No	Don't Know
Student	9	6	28
Faculty		2	6
Administrative	2	2	2
Classified Employee	3	2	17
Housing Resident	3		6

Table 13 shows similar patterns of confidence levels to that of Table 12. The majority of the respondents were uncertain or simply did not know about how they felt about the university police's effectiveness with respect to natural disasters.

Table 14

Confidence to Response to a Crime in Progress

STATUS	Yes	No	Don't Know
Student	16	7	20
Faculty	4		4
Administrative	2		4
Classified Employee	11	3	8
Housing Resident	6		3

Table 14 shows that the number of respondents who had confidence in the university police response to crimes in progress was the same as those who either were uncertain or did not know. Only 11% of the respondents indicated that they were not confident and this number did not include any housing residents, faculty, or professional/administrative staff. It was equally interesting to note that over 44% of those surveyed stated that they did not know. These results closely paralleled those results in tables 12 and 13 with respect to the large percentage of the population surveyed who did not know how they felt with respect to their confidence in response to a potentially serious situation.

Table 15
Frequency the Respondent Saw Police on Campus

Personal Status	> Once Day	Once a Day	Several Times/Week	Infrequently
Student	8	19	12	4
Faculty		2	5	1
Administration		4	2	
Classified	9	6	3	4
Housing	3	4	2	

Table 15 reflects either the respondents' perception of how frequently they thought they saw a police officer on campus. Only 10% responded that they saw a police officer very infrequently. There is no correlation suggested between where the respondent either worked on campus or how they were on campus in any given week.

The next segment of the survey dealt with both the perceptions of crime issues at Montana State University – Bozeman and the respondents' opinion of which law enforcement and safety functions were most important.

Table 16
Perceived Incidence of Criminal Activity on Campus

STATUS	High # of Unreported	High # of Reported	Same Rate As City	Low # of Unreported	Low # of Reported
Student	9	2	17	7	8
Faculty			3	3	2
Admin			3	2	1
Classified	2		11	7	2
Housing			4	3	2

According to Table 16, 12% of the respondents thought there was a high level of unreported crime on campus. This percentage was relatively low when it was compared with a combined percentage of 42% of all respondents who thought that reported and unreported crime rates were low. It was of particular interest, that 43% of respondents thought that the crime rate on campus was the same as that found in surrounding city.

Table 17

Level of Underage Drinking on Campus

Personal Status	High	<u>Moderate</u>	<u>Low</u>	Don't Know
Student	14	18	4	7
Faculty	1	4		3
Administration		4	2	
Classified	7	9	1	5
Housing	4	2		3

Table 17 shows that a combined 72% of the respondents believed that the level on underage alcohol consumption on campus was moderate to high. The researcher was surprised to note that only 8% of the respondents believed that the underage consumption of alcohol was low. The 20% of the respondents who had stated that they did not know appeared to be in line with the results noted in other tables with the exception of table 19 where the vast majority of the respondents had an opinion on the level of traffic infractions.

Table 18
Perceived Level of Drug Usage on Campus

Personal Status	High	<u>Moderate</u>	<u>Low</u>	Don't Know
Student	6	17	7	13
Faculty		3	3	2
Administration		1	3	2
Classified	2	8	4	8
Housing	2	4		3

Table 18 shows survey results as to what level the respondents felt that the use of illegal drugs in all forms, was prevalent on campus. It was thought-provoking that clearly 32% of all respondents either did not have opinion or simply did not know what levels of drug use might be encountered on campus. This was the largest category for either uncertainty or lack of knowledge.

Table 19 showed a higher trend for students and faculty of their concerns regarding the level or perceived number of traffic violations or infractions on campus. Several respondents underscored the word high on the survey instrument, which in itself was unusual. Clearly the majority of respondents thought that the number of traffic violations on campus ranged from moderate to high. It was informative that only 9% of the total respondents elected the category of 'don't know' on this particular question; this was low compared to other tables in this research.

Table 19

Level of Traffic Law Violations on Campus

Personal Status	High	<u>Moderate</u>	<u>Low</u>	Don't Know
Student	14	21	2	6
Faculty	2	5	1	
Administration		4	2	
Classified	5	10	5	2
Housing	2	6		1

Table 20

Effectiveness at Deterring Crime

Personal Status	Highly	<u>Moderately</u>	<u>Less than Effective</u>	Don't Know
Student	4	21	2	16
Faculty	2	5		1
Administration	1	4		1
Classified	3	16		3
Housing	1	4	1	3

Table 20 provides survey data regarding the perceived level of effectiveness the university enjoyed with respect to deterring crime on campus. Clearly the majority of

felt the effort had been moderately effective, while 13% believed it had been highly effective.

Table 21

How Many University Police Are on Duty at Any Given Time

STATUS	Five	Four	Three	Two	One
Student	1	15	16	10	1
Faculty		4	3	1	
Admin			3	3	
Classified	2	1	13	6	
Housing		3	2	4	

Table 21 shows the perceived number of police officers on duty at any given time. Clearly the respondents thought there were more officers on-duty than there actually were for any given time. A majority of the time, there were two officers on duty. This fact would indicate that the police have been effective in projecting a higher level of activity and resource allocation than they actually possess.

This next part of the survey provided the respondent with a list of 16 police services or responsibilities and asked the respondent to label each in terms of its importance. Levels of importance ranged from 'very important' to 'could be eliminated'. Tables 22 through 26 provide data with respect to the level of importance that any one-population group placed on a police service.

The following table, table 22, provides the researcher significant insight as to the concerns of students on the MSU- Bozeman campus. It was noted that this population group placed a greater emphasis on crime prevention, medical responses, alarm

group placed a greater emphasis on crime prevention, medical responses, alarm responses, and the investigation of crimes than the other more traditional services. It was equally interesting that 100% of the survey population of students thought that law enforcement was either very important or important.

Table 22
Student's Ranking of Police Services

STATUS	Very Important	Important	Not Important	Eliminate
Crime Prevention	70%	27%	3%	
Motorist Assists	10%	60%	30%	
Courtesy Escorts	33%	50%	10%	7%
Accident Investigation	33%	60%	7%	
Investigate Crimes	60%	33%	7%	
Control loud noise	17%	50%	33%	
School Bus Safety	30%	33%	23%	14%
Enforce Parking	10%	60%	27%	3%
Courtesy Fingerprints	7%	26%	33%	34%
Security Patrols	50%	50%		
Traffic Enforcement	27%	67%	6%	
Medical Responses	70%	27%	3%	
Alarm Responses	73%	27%		
Unlocking Buildings	7%	40%	40%	13%
Law Enforcement	50%	50%		
Event Security	27%	67%	6%	

Table 23

Faculty Ranking of Police Services

STATUS	Very Important	Important	Not Important	Eliminate
Crime Prevention	25%	63%	12%	
Motorist Assists	12%	38%	38%	12%
Courtesy Escorts		50%	38%	12%
Accident Investigation	12%	76%		12%
Investigate Crimes	63%	25%	12%	
Control loud noise		88%	12%	
School Bus Safety	24%	50%	26%	
Enforce Parking	12%	76%	12%	
Courtesy Fingerprints		12%	76%	12%
Security Patrols	38%	62%		
Traffic Enforcement	38%	50%		12%
Medical Responses	38%	62%		
Alarm Responses	76%	24%		
Unlocking Buildings	12%	50%	38%	
Law Enforcement	50%	25%	25%	
Event Security	25%	63%	12%	

Table 23 showed that of the faculty population group that was surveyed, their strongest category of interest was with alarm responses and 25% thought law enforcement was not important. Those results were significantly different from those of all other groups.

Table 24
Professional Employees Ranking of Police Services

STATUS	Very Important	Important	Not Important	Eliminate
Crime Prevention	60%	40%		
Motorist Assists	20%	40%	40%	
Courtesy Escorts	40%	40%	20%	
Accident Investigation		100%		
Investigate Crimes	80%	20%		
Control loud noise		100%		
School Bus Safety	60%	20%		20%
Enforce Parking	20%	80%		
Courtesy Fingerprints		20%	60%	20%
Security Patrols	40%	60%		
Traffic Enforcement	60%	40%		12%
Medical Responses	60%	40%		
Alarm Responses	100%			
Unlocking Buildings	12%	100%		
Law Enforcement	80%	20%		
Event Security	40%	60%		

Table 24 shows that the professional employees had yet another set of priorities as compared with other population groups surveyed. The professional/administrative group placed a high value on law enforcement.

Table 25
Classified Employees Ranking of Police Services

STATUS	Very Important	Important	Not Important	Eliminate
Crime Prevention	64%	36%		
Motorist Assists	21%	72%	7%	
Courtesy Escorts	14%	86%		
Accident Investigation	43%	57%		
Investigate Crimes	57%	43%		
Control loud noise	21%	72%	7%	
School Bus Safety	14%	43%	43%	
Enforce Parking	36%	50%	14%	
Courtesy Fingerprints		36%	43%	21%
Security Patrols	57%	43%		
Traffic Enforcement	57%	36%	7%	
Medical Responses	93%	7%		
Alarm Responses	79%	21%		
Unlocking Buildings	14%	57%	22%	7%
Law Enforcement	64%	36%		
Event Security	64%	36%		

Table 25 provided survey data from the classified employees on the value that placed on various police services. Medical and alarm responses ranked quite high.

Table 26

Housing Residents Ranking of Police Services

STATUS	Very Important	Important	Not Important	Eliminate
Crime Prevention	88%	12%		
Motorist Assists	12%	63%	25%	
Courtesy Escorts	38%	50%	12%	
Accident Investigation	63%	37%		
Investigate Crimes	75%	25%		
Control loud noise		88%	12%	
School Bus Safety	38%	50%	12%	
Enforce Parking	25%	50%	25%	
Courtesy Fingerprints	12%	25%	38%	25%
Security Patrols	50%	50%		
Traffic Enforcement	63%	25%	12%	
Medical Responses	88%	12%		
Alarm Responses	75%	25%		
Unlocking Buildings	12%	38%	50%	
Law Enforcement	100%			
Event Security	63%	37%		

Table 26 provided some interesting insight as to the value the housing residents of the campus placed on various police services. Most notables were that 100% stated that law enforcement was very important. This is the highest ranking for the law enforcement function among all the population groups surveyed. The housing residents placed a correspondingly high value on crime prevention with 88% of those surveyed indicating that they thought it was very important. Overall, those who resided on campus in one capacity or another placed a much higher value on those services that might be collectively called the 'maintenance of law and order' than those groups who only work on the campus and reside elsewhere.

When comparing tables 22 through 26, there were only two categories of police service that all groups of respondents thought was either very important or important without exception, and these were security patrols and alarm responses. Medical responses were also rated very high with only the students casting a 3% 'not important' vote to an otherwise unanimous response from all groups that this service was either very important or important.

The researcher found a notable disparity among the population groups regarding their views of the importance of crime prevention as a police service. While 70% of the students and 88% of the students and families residing in family housing found crime prevention very important, only 25% of the faculty surveyed thought crime prevention very important.

Summary

Respondents came from various backgrounds with different types of exposure to the university environment. The researcher had anticipated uniquely different values and

expectations among the survey population. The researcher took great care to avoid sampling bias and ensure that the target population provided responses that represented a good sample based on sample size. The researcher recognized that there were issues among the survey questions that were subject to bias and emotion based upon recent media attention. The issue of parking lots, parking services, and the cost of parking on campus were sure to be influenced by strong opinions within the population base. In addition the researcher found that over 35% of the respondents had had a negative experience with the parking program in the form of a parking citation and fine.

The researcher's objective in measuring the current effectiveness of the university police department was certainly influenced by the premise that perception is reality when addressing the opinions of the university population. The researcher was not aware of any prediction studies that would correlate the survey results with the target population. The researcher considered that the mean level of education within the target population was high, but the results were never the less quite varied and relatively unpredictable.

The research revealed that the vast majority of the 680 university police departments that serve 4-year institutions with student enrollment of 2500 or more are by their very nature oriented toward the concept of community policing. Very few of the departments had the resources to provide all types to typical community police services at the same level or intensity. Survey results did provide some insight into which of these varied services that the target population felt were most critical to their needs. A number of the respondents felt so strongly about an issue that they would write specific comments in the margins of the survey instrument in order to emphasis their opinion.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine both the effectiveness of the University Police Department in meeting the expectations of the campus community at Montana State University – Bozeman and obtain a representative measure of the needs of this population. An inherent objective of the research was to determine which of the recognized contemporary models of policing presents the greatest potential in meeting the needs of this University.

To achieve this purpose, questionnaires were personally given to 118 members of the campus population. These were strictly anonymous quantitative questionnaires. The respondents were provided self-addressed stamped envelopes in which to return their questionnaires. A return rate of 75% was attained. Responses from these questionnaires were tabulated and analyzed in Chapter IV.

Conclusions

1. Community-oriented policing programs and philosophies that were identified in the current literature are particularly suited for the campus environment. The majority of the community-oriented approaches to university issues are not resource intensive, but a partnership with the community is critical to the program. Results from the research clearly indicate that Montana State

University-Bozeman is positioned to further expand its programs and services based on needs that were identified in the survey.

2. Respondents stated that they thought that the parking service on campus was either too expensive or reasonably expensive, but only 57% knew that the parking service was fully funded by the user. While only 17% of the respondents stated they were dissatisfied with the parking on campus, there should be a concerted effort to increase patron satisfaction levels. The need to provide more effective consumer information and market the service is a reasonable conclusion of the research.
3. With 98% of the respondents stating that they either felt very safe or reasonably safe, the security environment at Montana State University-Bozeman currently reflects an extremely high level of confidence based on the research.
4. The survey instrument was designed to elicit perceptions from the population regarding specialized emergency services such as the university's ability to effectively manage medical, hazardous materials exposure, and natural disasters. Survey results indicate that a majority of the respondents actually did not know how effective the university might be in dealing with these critical safety issues. Population awareness is critical to disaster preparedness and emergency management because community involvement is a key component to disaster recovery plans.
5. Current literature suggests that minimum manning levels for a university police department is 1.5 sworn officers per 1,000 students. Montana State University-Bozeman is currently understaffed with 11 officers based on a student population

of 11,000 students. The survey indicates that the Montana State University-Bozeman Police Department has compensated by increased officer visibility and accessibility. The vast majority of respondents stated that they saw a police officer frequently on campus, which is a basic tenant of the community-oriented policing model.

6. The current literature indicates that there is a significant correlation between alcohol consumption on campus and crime on campus. With only 5% of the respondents stating that the level of underage drinking on campus was low, there appears to be a disparity between the perceived high levels of safety and those of high levels of underage drinking. Respondents' perception of the levels of illegal drug usage on campus reflect that approximately one-third (32%) did not know, while 49% felt it was from moderate to high; this seems to suggests that usage remains relatively obscure.
7. The results from the survey did seem to suggest that there were relatively few differences in what various segments of the target population perceived as important. Of the 16 functional areas surveyed, crime prevention, medical and alarm responses, law enforcement, security patrols and the investigation of criminal incidents were ranked of highest concern.

Recommendations

Based on the previous conclusions and the review of literature, the writer makes the following recommendations:

1. While significant progress has been made by the Montana State University

-Bozeman Police Department to implement the community-oriented policing model on campus, there remains a need to cement partnerships within the community and more effectively market the concepts.

2. Levels of concern over the cost of parking and the satisfaction with the service provided are incongruent with the amount of time and money expended in providing the services. The University Police Department should develop a marketing strategy that emphasizes consumer information and availability of services.

3. Consideration should be given to the eventual need to expand the size of the University Police Department to those levels identified in both the literature and research of similar resources at peer institutions.

4. Further implementation of the principles of community-oriented policing would be well received within the campus community. A recommended course of action would include expansion of existing partnerships and improving the accessibility of uniformed sworn officers to the student population.

5. Since many of the respondents elected to provide unsolicited comments in the margins of the survey instrument, a qualitative component might be considered in any future surveys. Although this was the first known survey of police, safety, and parking services at Montana State University-Bozeman, periodic surveys are warranted and recommended.

6. Future surveys of this population should allow for an increased sample size. Although the sample size for this research was relatively small, random sampling enhanced the validity of the study and the effort expended to reduce sample bias. The University Police Department in partnership with others would be well served by

adopting both short and long range goals and objectives that address issues identified by the respondents to this study.

7. Since the community-policing model is dependent on police officer acceptance and organizational implementation, in-service training programs should include opportunities for department members to discuss concepts and principles.

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APPENDIX A

**STUDENT, STAFF, FACULTY, AND RESIDENT SURVEY
OF POLICE AND PARKING SERVICES**

DATE COMPLETED _____

BACKGROUND INFORMATION

PLEASE CIRCLE YOUR BEST ANSWER

1. My University status is: Student Faculty Administration
Classified Employee Family Housing Resident
2. My length of association with the University: ___ Less than 1 year
___ 1 to 3 years ___ 4 to 10 years ___ More than 10 years
3. My length of experience with other Universities: ___ Less than 1 year ___ 1 to 3 years
___ 4 to 10 years ___ More than 10 years
4. Have you had one of the following experiences while at MSU-Bozeman:
___ Victim of a crime ___ Reporting party or witness to a crime or incident
___ Recipient of a parking citation ___ Requestor of law enforcement, safety, or related function

OPTIONAL INFORMATION

5. Current age: ___ Less than 21 ___ 21 to 29 ___ 30 to 39 ___ 40 to 49
___ More than 50
6. Race/Ethnicity: ___ American Indian/Alaskan Native ___ White
___ Asian/Pacific Islander ___ Black ___ Hispanic
7. Gender: ___ Female ___ Male

FUNCTIONAL AREAS

PARKING

8. How often do you drive to the campus? ___ 5 to 7 days a week ___ 4 to 5 days a week
___ 3 to 4 days a week ___ 1 to 3 days a week
___ Do not drive to campus
9. Who do you think pays for parking lots? ___ State ___ Regents ___ MSU
___ Dept. of Transportation ___ Parking patrons/users

19. What do you think is the level of underage drinking on University property?
___High ___Moderate ___Low ___Don't know
20. What is the perceived level of all forms of drug usage on campus? ___High
___Moderate ___Low ___Don't know
21. What is the level of all traffic (including bicycles) violations or infractions on campus (such as speeding, running stop signs, etc)? ___High ___Moderate
___Low ___Don't know
22. How effective do you believe the University has been with respect to deterring crime on campus? ___Highly effective ___Moderately effective ___Less than effective ___Don't know
23. How many University police officers do you think are on duty at any given time?
___Five ___Four ___Three ___Two ___One
24. Rank the following services as to its importance to you:
1 = Very Important
2 = Important
3 = Not Important
4 = Could Be Eliminated

Crime prevention ___
Law enforcement ___
Motorist assistance (unlocking doors & jump-starting cars) ___
Courtesy escorts ___
Security at events ___
Motor vehicle accident investigation ___
Criminal investigation ___
Response to complaints of loud noise & parties ___
Monitor school bus safety ___
Enforce parking regulations ___
Courtesy fingerprinting for passports etc. ___
Security patrols ___
Traffic law enforcement (including bicycle traffic laws) ___
First Responder to medical emergencies ___
Response to fire & burglar alarms ___
Courtesy unlocking of academic buildings & offices ___