FINAL REPORT

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AN INVESTIGATION INTO THE STUDENT-MANNED

CAMPUS SECURITY FORCE

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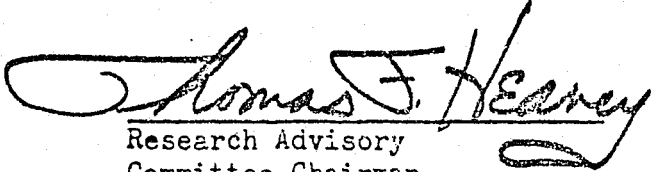
Mankato State College

Mankato, Minnesota 56001

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FOREWORD

This study is designed to answer questions of feasibility with regard to the Student-Manned Campus Security Force of Mankato State College. As a result of the study, change has taken place in the attitudes of the security personnel, methods of selecting personnel and organization of the force. More important, this study has provided a base upon which other data can be collected and compared. It is then a starting-point from which we can evaluate and eventually modify our actions and expectations.

Research Advisory
Committee Chairman

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I. INTRODUCTION

The question of law and order in the nation's college and university campuses became a major national issue following the Kent State and Jackson State confrontations. The force used to maintain security became the force which was frequently at the heart of the disturbance. How to use campus organizations (i.e., Security Forces) effectively in times of disturbance was at the crux of the problem. What should constitute a campus law enforcement system and who should maintain such a force? Many points of view have developed in trying to answer this question. One delivery system style is to provide highly proficient, professional police staffed by professionals and backed up by a high degree of police technology. The second delivery system developed as a reaction to the extremely elite professional police forces found on some campuses. This second system consists of the combination of private police or protection services (night watchmen or privately contracted protective services) and auxiliary units from local metropolitan areas. Both delivery systems are designed for one purpose: to put a professional traditional police force in the role of campus security. The sophistication of these units, and their delivery systems, are directly proportional to the size of the colleges or universities which they serve. Smaller four-year institutions with smaller enrollments tailor their security operations to fit their student bodies and the urban area in which the college was situated. In some situations the adaptation and the environment in which the college or university is situated has resulted in an extremely proficient, well-organized small police force. In some cases this security force is more efficient than the local metropolitan or urban police forces available in that area.

A prime example is the police force maintained by Wayne State University in Detroit, Michigan.[1] This force has become so efficient that it is frequently called to handle disturbances and crimes outside the actual physical limits of the college. In the instances of colleges in the midwest, frequently the police services become special sections of metropolitan police forces such as state college system police forces in the state of Illinois.

The adaptation to a particular delivery system is frequently dependent on the institution's past experience with crime and its prediction of its continued crime rate. The higher the crime rate the more sophisticated the delivery system then becomes. The more sophisticated the delivery system becomes the more expense to the college or university, and ultimately to the tax-payer. In some schools the budgetary allotment for campus security frequently surpasses the budgetary allotments for smaller departments within the college. The question is: is this expense necessary? Smaller schools with low crime rates can afford to take a less sophisticated approach to the question of security. Even short-term contracts with private protection services become somewhat expensive. With the reduction of school enrollment and the corresponding reduction of college faculty, expenditures for campus security are frequently scrutinized very carefully within small college systems. The result is frequently a step backwards. The physical plant director may then be designated as the individual responsible for security of campus buildings. Campus security is accomplished by a night watchman system. Frequently, ill-trained personnel are hired for short-term employment or part-time employment to patrol and check campus buildings and to notify proper authorities should a crime be detected.

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[1] U.S. News and World Report, November 22, 1971.

Mankato State College, in addressing itself to the question of campus security, has developed a compromise delivery system, a system which meets the following criteria: (1) provides a low cost security force capable of responding to campus emergency situations, (2) has made available by contract, a sufficiently sophisticated police unit to provide investigation and detection after crimes have been committed, (3) has provided a sufficiently "low key" security organization by keeping professional police security forces from the campus, (4) and has provided a fairly significant number of security positions to alleviate some of the financial distress encountered by students on the Mankato State College campus.

In April, 1970, Mankato State (enrolling approximately 14,000) and the city of Mankato (population of 30,968) reached an agreement for establishing and operating a unique security system at Mankato State College. The system details a cooperative effort between the city of Mankato Police Department and the Campus Security Force (C.S.F.). Article Seven in the agreement states:

> The city of Mankato will assist the college in establishing
> a security patrol force consisting of students who will be
> hired and paid by the college. The screening, testing, and
> qualifying of candidates for the positions shall remain under
> the control of the Chief of Police of the city of Mankato.
> The city will establish a training program and will provide
> personnel and materials for such training. The college will
> provide a uniform consisting of two blazers, a hat, and cold
> weather outer garment. The patrol force shall not be armed
> but shall be supplied by the college with an FM transmitter
> linked into the college communications system.

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Purpose of the Security Force will be to provide internal security for building and grounds, initial theft and vandalism investigations, initial investigation of complaints on drug abuse and shoplifting. The Security Force shall also provide manpower for operation of the Service Center as needed.

In addition, the college required shift supervisory personnel to be hired by the college and to be screened by the Mankato Police Department. The Campus Security Director, a full-time police officer, and the Assistant Security Director, a part-time police officer, served as co-directors of the program. Supervisory and shift supervisory personnel are responsible directly to the Campus Security Director. Campus Security Force Director and the Assistant Director were chosen from the ranks of the already existing Mankato Police Force. The shift supervisory personnel were selected from the initial group of 25 security force members. The Campus Security Force members were chosen with only one criterion in mind: that they were full-time students at Mankato State College. Screening of new applicants was carried on cooperatively with the college Counseling Center and the Mankato Police Force.

The primary responsibility of the Campus Security Force is to provide initial security in and around the physical grounds of Mankato State College. Although the original agreement stated that each member of the Security Force was to be equipped with an FM transceivor and uniform, this agreement modified to include only equipping the Campus Security Force member with a transceivor. The purpose of this action was to keep the force as low key as possible.

Walking posts were manned from four P.M. to seven A.M. daily by the Campus Security Force members. Each member was given a specific walking area to circulate, check doors, intervene in disturbances, notify central security offices of any irregular occurance on campus. In addition, each Security Force member was cautioned that attempting to apprehend any suspect, remove any identification card from a student, or enter directly into any use of force was forbidden. Should a disturbance occur or a crime be committed, Campus Security Force members were instructed to contact, by radio, the Central Security Force Radio Room. A regular police cruiser of the Mankato Police Force would be dispatched directly by the Police Dispatcher after being contacted by the Security Force radio. Parking violations are policed by the Mankato Police Department's Meter Maids. All college parking lots are provided with regular service by this department. No Campus Security Force member is to be empowered with the right to apprehend or arrest any suspect for any reason.

Statement of Problem

The problems investigated by this study were: (1) assessing student attitudes toward a Campus Security Force composed of students, (2) the type of student most effective in the role of security officer, (3) the type of training techniques effective in developing a Security Force which can act effectively, and (4) to evaluate the on-going program using the current combination of city police and student volunteer Campus Security Force members.

Specifically, the research questions asked in this study are (1) what are the personality characteristics and self attitudes of existing Campus Security Force members, (2) is there a difference in personality characteristics and self attitudes between those students who volunteer for Campus Security Force duty and those students who definitely would not volunteer for Campus Security Force duty, (3) what are the attitudes of the student body toward the existing Campus Security Force, (4) does training effect the attitudes of Campus Security Force members toward pre-selected groups (black, veterans, women, native American, etc.), (5) does contact with the Campus Security Force (pre- and post-training) effect student attitudes about the Campus Security Force, (6) what is the relationship between personality characteristics and self attitude scores of the Campus Security Force and Campus Security Force rated performances on the job.

II. REVIEW OF RELATED LITERATURE AND RESEARCH

Since the introduction of the Campus Student-Manned Campus Security
Force in April of 1970, Mankato State College, through the auspeces of the
college Counseling Center and the Campus Security Force headquarters, has
contacted most of the Campus Security Force offices in the region (Minnesota,
North and South Dakota, Iowa, Illinois, Indiana, Michigan, and Wisconsin).
The purpose of this contact was to ascertain whether similar studies were
being done on student-manned security forces. These contacts provided little
data about student-manned security forces. The perception developed was
that Mankato State College's Campus Security Force is somewhat unique. At
the time of this report, no related research is available to support or de-
limit the scope of this research investigation. Popular literature found in
Time, Newsweek, U.S. News & World Reports, and the local papers provide little
if any clues to any sound research being produced about Student-Manned Student
Security Forces. Research with regard to campus security forces in general
are also very scant.

Little research is being done which directly effects the scope of the
study. There is a growing body of knowledge on Arrests Psychology, Criminal-
ogy, Devient Student Behavior, and Crime Rates on campus, much of which is
available in written form. The major portion of research used in this study
will support to use of the Semantic Differential. It is counter productive
to present the full volume of literature developed by Osgood, Suci, and
Tannebaum with regard to the Semantic Differential. The reader is instead
referred to the major work prepared by the above authors entitled, "Measure-
ment of Meaning".

In summary, the research available to the research team has proved scantie and ineffective in researching the effectiveness of the Campus Security Force currently in operation at other institutions. For this purpose, the study and the Campus Security Force should be considered unique.

III. PLAN OF PROCEDURE

Part 1: Introduction

This research study presents the following hypothetical statements:

(1) Selection and training of Campus Security Force will effect the attitudes of the students toward the enforcement of security on campus. The most significant data on which to test this hypothesis was collected during the pre-training phase and post-training phase of the study.

(2) The training of the Campus Security Force will improve self-concept of the Campus Security Force personnel; to improve communication (inter-force and extra-force): to reinforce positive attitudes towards selected student groups; and improve motivation in Campus Security Force toward their security duties. To test this hypothesis, pre- and post-training attitudes surveys were conducted. The Tennessee Self-Concept Scale (T.S.C.S.), Rocheach Doagmatism Scale (R.D.S.), Minnesota Multiphasic Personality Inventory (M.M.P.I.), and Semantic Differential (S.D.) were used for this purpose (hereafter T.S.C.S., R.D.S., M.M.P.I., and S.D. taken in combination shall be called the Campus Security Force Selection Battery (C.S.F.S.B.).

(3) There will be differences in response of volunteer students for the Campus Security Force and non-volunteer students for the Campus Security Force students when using attitude inventories. The test data to test this hypothesis was collected during the pre-training phase and post-training phase using the Tennessee Self-Concept Scale, Semantic Differential, Rocheach Doagmatism Scale, and Minnesota Multiphasic Personality Inventory.

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(4) Personality characteristics and self-attitude effect the job
performances of Campus Security Force members. The major portion of this
data was collected during all phases of research using the Campus Security
Force Selection Battery. The intent was to investigate any personality
differences or attitude differences that occurred between volunteers for
the Campus Security Force and students who definitely would not volunteer
for the Campus Security Force. Using the same Campus Security Force Selec-
tion Battery, this portion of an additional task was to investigate the
effectiveness of using Human Relation Training (Human Relations Training,
Communications Training, and Critical Incident Training; hereafter known as
Human Relation Training) to change attitudes of the members of the existing
Campus Security Force. This evaluation was made primarily through the use
of the Tennessee Self-Concept Scale, the Rocheach Doagmatism Scale, along with
selective items of the Semantic Differential administered to the Campus
Security Force prior to, and after the completion of training.

Part 2:   Semantic Differential Development

    The development of the Semantic Differential in Appendix 1 resulted from
a joint meeting of the Campus Security Force staff and the Research Committee.
All statements and items were selected from questions submitted at the meet-
ing. Their statements and questions were then translated into standardized
Semantic Differential items. Items not lending themselves to Semantic Diff-
erential translation were translated into multiple response statements in-
cluded with the Semantic Differential. The revised form was resubmitted to
the joint committee for approval. A pilot run of two hundred random samples
was made to insure consistancy of the items and results required.

Part 3: Validity of Semantic Differential

The standard method of determining the validity of a measurement instrument has been somewhat inappropriate in determining the validity of the Semantic Differential. Osgood has stated that:

> The Semantic Differential is proposed as an instrument for measuring "meaning"; ideally, therefore, we should correlate Semantic Differential scores with some independent criteria of meaning -- but there is no commonly accepted quantitative criterion of meaning. In lieu of such a criterion, we have fallen back on what is usually called "face validity".[2]

In discussing the validity of the Semantic Differential, Osgood commented:

> Throughout our work with the Semantic Differential, we have found no reason to question the validity of the instrument on the basis of correspondence with the results to be expected from common sense.[3]

Osgood reported a study which he felt gave evidence of face validity of the three dominant factors of the Semantic Differential. He investigated the effects of missing and combining various adjectives. As a result, Osgood concluded that: "these differentials are reasonable" characterizations of the adjectives.[4]

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[2] C. E. Osgood, C. J. Suci, and P. H. Taunbaum, The Measurement of Meaning (Urbana, University of Illinois Press, 1967), p. 140.

[3] Ibid, p. 141.

[4] Osgood, et al.,op. cit.

Nunnally has also pointed out the difficulty in trying to assess the validity of the Semantic Differential. He stated that:

> Here in its present form is exemplified the difficulty of validating an experimental technique. There is little else with which to measure connotative meaning and certainly no more dependable index with which Semantic Differential scores can be correlated. In cases of this kind the only appeal is to construct validity . . . .[5]

Staats and staats conducted a study which supports the construct of the Semantic Differential. They developed a series of three experiments in an attempt to determine if meaning, as measured by the Semantic Differential, could be conditioned to neutral stimuli--nonsense syllables. A nonsense syllable was visually presented eighteen times, each time paired with the auditory presentation of a different word. These groups of words all had previously been rated on the Semantic Differential as being either active or passive, strong or weak, negative or positive. In the first experiment a nonsense syllable was paired with words which had been rated as having positive evaluative meaning and another was paired with negative evaluative meaning. In the second experiment, two groups of words which were rated as active and passive were paired with nonsense syllables. The third experiment consisted of pairing the words which had been rated as either strong or weak with nonsense syllables.

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[5] Jum C. Nunnally, Tests and Measurements (New York: McGraw-Hill Book Company, 1959), p. 389.

It was found that those subjects who had received positive evaluative terms in conjunction with the nonsense syllable rated the nonsense syllable as more positive than subjects who had received negative evaluative words in conjunction with the nonsense syllable. The same results were obtained for the activity and potency factors in the second and third experiments, respectively. The experimenters concluded that:

> In each experiment there was significant evidence that meaning responses had been conditioned to the nonsense syllables and . . . that there are psychological processes underlying the meaning factors arrived at by Osgood and Suci.[6]

Part 4: Reliability of the Semantic Differential.

The reliability of the Semantic Differential has been assessed by Osgood and associates. They employed one hundred students from an introductory psychology class to serve as subjects.

Using twenty nouns as concepts with each of fifty scales representing the evaluative, potency, and activity factors, a total of 1,000 items was generated. These data constituted the test. A single page which contained forty of those 1,000 items was added. This page was the retest. "Test and retest were correlated across the one hundred subjects and the forty items, producing an N of 4,000. The resulting coefficient was .85".[7]

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[6] Carolyn K. Staats and Arthur W. Staats, "Meaning Established By Classical Conditioning," Journal of Experimental Psychology, 54, 1957, p. 79.

[7] Osgood, et. al., op. cit., pp. 126-127.

Jenkins, Russell, and Suci also assessed the reliability of the instrument. They devised a study in which 360 words were rated on twenty scales, representing the evaluative, potency and activity factors, by eighteen groups of thirty subjects each. A separate test-retest reliability study was developed. Thirty subjects were randomly selected to rate twenty words from the original 360 words. After four weeks they were asked to do the complete rating again. The test-retest reliability of mean scale values yielded a Pearson r of .97.[8]

Remmers has referred to some fifty studies which involved the use of the Semantic Differential and which supported the construct of the instrument. He concluded his review by stating that:

> Although Osgood and his associates regard their book
> as only a progress report, they have progressed far enough
> to provide a measuring device that is flexible, widely
> applicable, simple to administer, and in accord with many
> criteria of an acceptable measuring device.[9]

Part 5: Sample and Sampling Procedure

Campus Security Force Samples

The Campus Security Force sample consisted of all employed Campus Security Force students on January 1, 1972. The total sample had been employed, screened, and trained by supervisory personnel supplied by the Mankato City Police Department in conjunction with the agreement establishing the Campus Security Force.

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[8] James J. Jenkins, Wallace A. Russell, and George J. Suci, "An Atlas of Semantic Profiles of 360 Words", American Journal of Psyc ·logy, 71, 1958, pp. 688-694.

[9] H. H. Remmers, "Rating Methods in Research on Teaching," .ndbook of Research on Teaching, ed. W. L. Gage (Chicago: Rand Mc.,ally and Company, 1963), pp. 361-362.

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Although the more than 30 Campus Security Force members were available for testing prior to, and during the study, only 30 were available for pre- and post-training evaluations. All Campus Security Force personnel were male and full-time students.

Volunteer Samples

The volunteer sample was (see Appendix 2) solicited in the "Daily Reporter" (campus news paper) by want ad. This method was used in securing applicants for Campus Security Force positions prior to the study. The first 36 applicants for positions were tested using the Campus Security Force Selection Battery. These applicants were listed as the volunteer sample. All applicants were male and currently enrolled students.

Non-volunteer samples

The non-volunteer sample were selected as follows:

On October 15, 1972, between the hours of 12:30 p.m. and 2:30 p.m., the research staff positioned themselves in the most trafficed areas of the campus. Each staff member began stopping male student questioning them as follows:

"Good afternoon! Are you familiar with the Campus Security Force at Mankato?"

If the answer was in the affirmative, the staff member would continue:

"Would you ever consider joining the Campus Security Force?"

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If a negative answer was given the person giving the

answer was asked to participate in the research study.

Each person was paid a stipend of $2.00 for partici-

pating in the study after completion of the Campus

Security Force Selection Battery. The total sample

was 100 and was limited to males currently in college.

Student samples

The pre-training and post-training student samples were selected

from general education classes in session during Fall Quarter, 1971, and

Winter, 1972. Social Security numbers were used to insure that no dupli-

cation took place. Twelve hundren samples were taken. A stratified random

sample of two hundred was selected for the study by numbering each Semantic

Differential 1 to 1200. Then selecting 200 as follows:

35% Freshmen

30% Sophomore

20% Junior

15% Senior

using a table of random numbers.

The sample for pre-training consisted of 53% males, 47% females, while the

post-training sample consisted of 51.6% males and 48.4% females. No effort

was made to balance these samples by sex.

Minority samples

The minority samples consisted of all minority students known to

the Mankato State College Minority Center. This sample did not include min-

ority students attending school as foreign nationals. The size of this

sample was 78. Three members of the sample left school during the study and

their data is not included.

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Contact samples

The direct contact sample was selected from names appearing in the
Campus Security Force "Daily Log". In both cases of pre- and post-training
samples the thirty most recent contacts before January 1, 1972 (pre) and
after April 1, 1972 (post) were used. In any case where the student could
not be contacted by phone, mail or personal contact, the next most recent
contact was substituted. It should be noted that these samples included
persons not suspected of creating any campus disturbance or crime. The
only criterion used was that of direct documented contact with a Campus
Security Force member.

IV.   PROCEDURE

During October and November, 1971, the college instructional staff
assigned to General Education classes required for B.S. and B.A. graduation
were contacted by the research staff. Each staff member was advised of
the purpose and scope of the study, and were asked to provide sampling time
during the normal class sessions prior to December 1, 1971. Fifteen hun-
dred and sixty-two students were available for sampling and one thousand
thirty-nine were with the Semantic Differential sampled. Thirty-nine
samples were eliminated as duplications or incomplete answers to the Semantic
Differential items. Two hundred samples were selected using the procedure
detailed under "Sample and Sampling Procedure,"Part 4, "Student Samples".

During the same period of time, all Campus Security Force members were
administered the Minnesota Multiphasic Personality Inventory, Rocheach Doag-
matism Scale, Semantic Differential, and Tennessee Self-Concept Scale
(hereafter called the Campus Security Force Selection Battery). This
administration of 36 was used to form the date case (Campus Security Force
pre-training results). The Campus Security Force Selection Battery was
administered to all new members of the Campus Security Force upon selection
and before completion of Campus Security Force training and indoctrination.
A total of 41 Campus Security Force Selection Batteries were administered.
Eleven samples were eliminated due to the following reason: Six failed to
complete Human Relations component, five left due to graduation.

The Mankato State College Minority Center Director was contacted and was
solicited to aid in ascertaining a minority sample. The sample was adminis-
tered the Semantic Differential.

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On October 1, 1971, an ad appeared as follows:

Help Wanted:

Campus Security Force is looking to employ 25 students

in Campus Security Force. Contact: D. Lovig, Security

Center, 389-2222.

The ad was run until 36 applicants were administered the Campus Security Force Selection Battery (a period of 5 days). This group of applicants became the "Campus Security Force volunteer sample" described in Part 2 of the "Sample and Sampling Procedure" section.

On October 15, 1971, using the sampling procedure indicated in Part 3 of the "Sample and Sampling Procedures" a sample of 115 members was collected. Sixteen were eliminated as not enrolled in school, leaving a sample of 99. Five refused to complete the Campus Security Force Selection Battery, another three misread the one or more sets of directions invalidating the test results. The total non-volunteer Campus Security Force sample was then adjusted to 96.

During Winter Quarter, 1971-72 (January 1, 1972 to March 31, 1972) the research staff began contacting all individuals listed in the Campus Security Force log prior to January 1, 1972. The most recent thirty persons were contacted and administered the Semantic Differential. This data became the sample listed as "Direct Contact Campus Security Force Pre-Training".

V. DATA

The data for this study were derived from the following responses:

Campus Security Force Pre-Training Sample: Semantic Differential, Rocheach Doagmatism Scale, Tennessee Self-Concept Scale, Minnesota Multiphasic Personality Inventory.

Campus Security Force Post-Training Sample: Semantic Differential, Rocheach Doagmatism Scale, Tennessee Self-Concept Scale, Minnesota Multiphasic Personality Inventory.

Campus Security Force Volunteer Sample: Semantic Differential, Rocheach Doagmatism Scale, Tennessee Self-Concept Scale, Minnesota Multiphasic Personality Inventory.

Campus Security Force Non-Volunteer Sample: Semantic Differential, Rocheach Doagmatism Scale, Tennessee Self-Concept Scale, Minnesota Multiphasic Personality Inventory.

Pre-Training Student Sample: Semantic Differential.

Post-Training Student Sample: Semantic Differential.

Minority Pre- and Post-Training Samples: Semantic Differential.

Part 1: Statistical Design

Statistical design: Although complex and very sophisticated design could be used to analyze the data resulting from the study, the Law of Parsimony was applied. Using the Pearson Product moment as the base statistic inter-sample and extra-sample relationships were assessed. A pro-ability level of .01 was adopted when applying tests of significance. To investigate relationships of significance using the Semantic Differential, Chi-Square of was chosen as the appropriate statistic. Chi-Square values were considered significant only at the .ol level.

Data processing was carried on at the Mankato State College Computer

Center and the University of South Dakota Computer Center.

VI. STATISTICAL TREATMENT OF DATA

The major concern of this section is to present the data collected during the study. In many cases, more data exists then is printed in this section. The text is limited to the data collected as it relates to the major hypothesis of the study.

The data will be presented in two major areas:

Area One: Relationships derived when correlating pre-training and post-training scores on the Campus Security Force Selection Battery with ratings of performance compiled by Campus Security Force supervisory personnel.

The eleven item scale is presented in Appendix 3; results of the correlations of the rating scale are presented in Table 1.

Area Two: This area will present derived chi-square values generated when responses on Semantic Differential by specific category (pre-training sample, post-training sample, Campus Security Force pre-training sample, Campus Security Force post-training sample, Volunteer sample, Non-volunteer sample, and minority sample) were compared. All differences were subjected to a criteria of .01 significance. The catagories above were chosen to expediate the research and to delimit the study. Chi-square values for additional catagory analysis were available to the researcher, but were deemed unnecessary to the study. Tables IV through XI presents this data.

TABLE 1

Campus Security Force Job Performance Vs. Correlation With Rocheach Doagmatism Scale,

Minnesota Multiphasic Personality Inventory, and Tennessee Self-Concept Scale Scales,

Pre-Training (Pearson r)

Minnesota Multiphasic Personality Inventory	?	L	F	K	Hs	D	Hy	Pd	Mf	Pa	Pt	Sc	Ma	Si	A
Punctuality	.1	.03	0	.02	−.06	.1	.09	.07	.03	0	.06	0	0	−.1	0
Take Directions	0	.02	0	.01	−.1	.13	.07	.08	.02	0	0	0	0	−.02	.02
Performs Duties	.09	.03	0	.03	−.1	.06	.03	.01	0	0	.03	0	0	−.03	−.01
Emergency Behavior	0	.05	0	.05	−.01	.07	0	−.1	.05	.03	.03	.03	0	−.03	.01
Leadership	0	−.06	0	.04	.03	.01	0	0	.07	.07	.02	−.06	.01	−.07	.05
Appropriate Behavior	0	0	−.03	.03	.01	0	.03	0	−.06	−.02	.01	−.03	.03	.09	.05
Prejudice	.1	−.03	.06	.03	.02	−.02	−.01	0	0	−.05	.05	0	0	.01	.01
Criticism	.01	.06	0	.03	0	−.01	0	.01	0	0	.01	0	0	0	.03
Community Relations	.03	.05	0	0	.02	0	0	0	0	0	0	0	0	.06	0
Force	.06	.02	0	0	.02	−.02	0	0	−.08	0	.01	0	0	.05	0
Community Relations	.03	.04	0	0	0	.02	.06	.01	−.07	−.03	.01	0	0	.01	.03

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TABLE 1 (Continued)

Minnesota Multiphasic Personality Inventory (Continued)	R	Es	Lb	Ca	Dy	Do	Re	Pr	St	Cn	Wb	Rocheach Doagmatism Scale
Punctuality	0	.03	.05	.07	.01	.01	.09	.05	.03	.02	.01	.01
Take Directions	.04	.05	-.03	-.08	.07	.03	-.02	.09	-.05	.07	.07	-.07
Performs Duties	.03	-.01	.01	.08	.01	.03	.07	-.06	.05	-.02	.01	.01
Emergency Behavior	-.03	-.04	0	0	.04	-.09	.06	.01	.01	-.02	0	.03
Leadership	-.1	-.02	.06	.01	-.05	.00	0	.06	0	.04	0	.02
Appropriate Behavior	.02	-.01	.00	.01	.00	.02	.02	-.05	.09	-.03	.01	-.01
Prejudice	.01	-.06	0	0	0	.02	.03	-.03	.05	-.03	-.03	.09
Criticism	.02	.04	-.06	.02	.03	.01	.05	..07	.08	-.02	-.01	-.01
Community Relations	0	.1	.03	.05	0	.04	.00	.03	0	.08	-.1	0
Force	0	0	.01	.01	0	.01	.06	0	-.09	-.03	.05	.06
Community Relations	-.05	.07	-.01	.06	-.03	.07	.02	.00	.08	.01	.03	.05

TABLE 1 (Continued)

Tennessee Self-Concept Scale	T/F	Net Conflict	Total Positive	Total Variability	Dp	Cm	Psy	PD	N	PI	NPS
Punctuality	.07	.03	.1	.03	0	.02	-.06	.1	.09	.07	.03
Take Directions	-.05	-.05	0	.02	0	.01	-.1	.13	.07	.08	.02
Performs Duties	.04	.1	.09	.03	0	.03	-.1	.06	.03	.01	0
Emergency Behavior	-.03	.07	0	.05	0	.05	-.01	.07	0	-.1	.05
Leadership	.01	.05	0	-.06	0	.04	.03	.01	0	0	.07
Appropriate Behavior	.02	.03	0	0	-.03	.03	.01	0	.03	0	-.06
Prejudice	.06	.03	.1	-.03	.06	.03	.02	-.02	-.01	0	0
Criticism	.03	.03	.01	.06	0	.03	0	-.01	0	.01	0
Community Relations	.04	.07	.03	.05	0	0	.02	0	0	0	0
Force	.01	-.03	.06	.02	0	0	.02	-.02	0	0	-.08
Community Relations	-.1	0	.03	.04	0	0	0	.02	.06	.01	-.07

* Significant at .01 level

TABLE 2

Pearson Product Moment Correlation Values for Volunteers for Campus Security

Force Vs. Non-Volunteers on Campus Security Force Selection Battery

Scale	Degrees of Freedom	Volunteers Vs. Non-Volunteers (Pearson r)	Campus Security Force Pre-Training Vs. Campus Security Force Post-Training (Pearson r)
?	2	.896	.893
L	2	.899	.803
F	2	.913	.899
K	2	.614	.798
Hs	2	.716	.719
D	2	.886	.883
Hy	2	.893	.703
Pd	2	.843	.895
Mf	2	.877	.836
Pa	2	.893	.893
Pt	2	.888	.851
Sc	2	.920	.900
Ma	2	.779	.776
Si	2	.798	.735
A	2	.835	.839
R	2	.888	.799
Es	2	.717	.733
Lb	2	.899	.866
Ca	2	.895	.861
Dy	2	.916	.900
Do	2	.917	.893
Re	2	.931	.901
Pr	2	.945	.939
St	2	.901	.931
Cn	2	.891	.893
Wb	2	.893	.893

TABLE 2 (Continued)

Scale	Degrees of Freedom	Volunteers Vs. Non-Volunteers (Pearson r)	Campus Security Force Pre-Training Vs. Campus Security Force Post-Training (Pearson r) ·
Rocheach Doagmatism Scale	2	.960	.931
Tennessee Self-Concept Scale (T/F)	2	.939	.900
Net Conflict	2	.945	.903
Total Positive	2	.565	.721
Total Variability	2	.832	.800
Dp	2	.876	.871
Cm	2	.851	.849
Psy	2	.960	.933
PD	2	.830	.839
N	2	.839	.721
PI	2	.871	.883
NPS	2	.856	.841

TABLE 3

Mean Standard Score on Campus Security

Force Selection Battery (N=35)

Scale Name	Mean Standard Score Pre-Training	Mean Standard Score Post-Training
?	51	51.4
L	53	53.2
F	50	50
K	48	48
Hs	51	51
D	56	55.7
Hy	48	48.4
Pd	50	50.2
Mf	50.5	50.3
Pa	51.6	51.8
Pt	53.3	53.3
Sc	49.8	50.0
Ma	50.6	50.4
Si	51.6	51.6
A	50.3	50.0
R	51.1	51.3
Es	53.6	53.8
Lb	50.4	50.6
Ca	50.1	50.2
Dy	47.1	47.5
Do	49.3	49.1
Re	49.6	49.8
Pr	50.3	50.5
St	50.1	50.3
Cn	56.8	56.3
Wb	62.0	62.5
Rocheach Doagmatism Scale	37.0	38.0

TABLE 3 (Continued)

Scale Name	Mean Standard Score Pre-Training	Mean Standard Score Post-Training
Self-Criticism -- Tennessee Self-Concept Scale	40.3	40.5
T/F	49.6	49.8
Net Conflict	50.0	49.7
Total Positive	51.1	51.5
Total Variability	52.3	52.6
DP	52.3	52.5
Cm	39.8	40.3
Psy	46.1	45.8
Pd	50.5	50.7
N	50.7	49.9
PI	40.1	39.9
NDS	57.6	57.4

TABLE 4

Sample (Pre-Training) Minority Compared to Pre-Training Samples

Item Name	Degrees of Freedom	Minority Sample Mean	Pre-Training Sample Mean	Chi-Square Value
1. Trustworthy-Untrustworthy	6	3.6	4.7	84.522*
2. Honest-Dishonest	6	3.7	5.0	46.078*
3. Helpful-Unhelpful	6	3.9	4.9	32.891*
4. Competent-Incompetent	6	3.7	4.7	58.676*
5. Bigoted-Unbigoted	6	4.1	4.3	14.051*
6. Positive-Negative	6	4.0	4.9	18.179*
7. Close-minded-open-minded	6	3.8	4.5	15.072*
8. Flexible-rigid	6	4.0	5.1	12.151*
9. Reliable-Unreliable	6	3.4	4.8	27.945
10. Dogmatic-Undogmatic	6	3.4	4.2	45.401*
11. Trained-Untrained	6	3.4	4.1	32.484*
12. Professional-Unprofessional	6	3.1	3.9	10.800*
13. Good-Bad	6	3.6	4.7	19.262*
14. Predictable-Unpredicatable	6	3.1	4.3	19.306*
15. Secure-Insecure	6	3.4	4.4	21.793*
16. Sincere-insincere	6	3.7	4.6	13.468*
17. Sociable-Unsociable	6	3.4	4.6	32.324*
18. Kind-Cruel	6	3.6	4.6	29.610*
19. Friendly-Unfriendly	6	3.7	4.7	29.270*
20. Believing-Skeptical	6	3.4	4.5	26.820*

* Significant at .01 level

TABLE 5

Minority Post-Training Sample Compared to Post-Training Sample

Item Name	Degrees of Freedom	Minority Sample Mean	Post-Training Mean	Chi-Square Value
1. Trustworthy-Untrustworthy	6	3.6	4.1	51.409*
2. Honest-Dishonest	6	3.7	4.3	29.155*
3. Helpful-Unhelpful	6	3.9	4.4	37.044*
4. Competent-Incompetent	6	3.7	4.4	34.902*
5. Bigoted-Unbigoted	6	4.1	4.6	13.323*
6. Positive-Negative	6	4.0	4.3	11.219
7. Close-minded-open-minded	6	3.8	4.2	10.406
8. Flexible-rigid	6	4.0	4.2	13.503*
9. Reliable-Unreliable	6	3.4	4.3	30.478*
10. Dogmatic-Undogmatic	6	3.4	3.6	42.859*
11. Trained-Untrained	6	3.4	4.2	21.037*
12. Professional-Unprofessional	6	3.1	4.1	14.958*
13. Good-Bad	6	3.6	4.2	11.588
14. Predictable-Unpredicatable	6	3.1	4.3	29.361*
15. Secure-Insecure	6	3.4	4.3	18.894*
16. Sincere-insincere	6	3.7	4.1	9.171
17. Sociable-Unsociable	6	3.4	4.2	20.489*
18. Kind-Cruel	6	3.6	4.2	24.642*
19. Friendly-Unfriendly	6	3.7	4.4	12.259
20. Believing-Skeptical	6	3.4	4.1	21.827

* Significant at .01 level

TABLE 6

Pre-Training Campus Security Force Sample Compared to

Post-Training Campus Security Force Sample

Item Name	Degrees of Freedom	Pre-Training Mean	Post-Training Mean	Chi-Square Value
1. Trustworthy-Untrustworthy	6	4.1	4.3	20.990*
2. Honest-Dishonest	6	4.2	4.5	17.023*
3. Helpful-Unhelpful	6	5.1	4.3	37.360*
4. Competent-Incompetent	6	4.7	4.5	31.792*
5. Bigoted-Unbigoted	6	4.3	4.2	15.798
6. Positive-Negative	6	4.7	4.1	30.457*
7. Close-minded-open-minded	6	4.4	4.1	47.259*
8. Flexible-rigid	6	4.6	5.1	29.426*
9. Reliable-Unreliable	6	4.7	4.4	23.035*
10. Dogmatic-Undogmatic	6	4.3	3.2	21.103*
11. Trained-Untrained	6	3.8	4.1	33.858*
12. Professional-Unprofessional	6	3.6	4.1	23.742*
13. Good-Bad	6	4.4	4.1	23.158*
14. Predictable-Unpredicatable	6	4.3	4.3	16.221*
15. Secure-Insecure	6	4.1	4.3	33.348*
16. Sincere-insincere	6	4.5	3.7	31.530*
17. Sociable-Unsociable	6	4.6	4.1	25.050*
18. Kind-Cruel	6	4.6	4.1	20.628*
19. Friendly-Unfriendly	6	4.7	4.3	24.057*
20. Believing-Skeptical	6	4.5	4.1	29.525*

* Significant at .01 level

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TABLE 7

Volunteer Sample Compared to Non-Volunteer Sample Pre-Training

Item Name	Degrees of Freedom	Volunteer Mean	Non-Volunteer Mean	Chi-Square Value
1. Trustworthy-Untrustworthy	6	5.2	4.8	18.898*
2. Honest-Dishonest	6	5.2	5.0	16.969
3. Helpful-Unhelpful	6	5.0	4.9	9.8881
4. Competent-Incompetent	6	4.8	4.6	6.861
5. Bigoted-Unbigoted	6	4.6	4.5	9.390
6. Positive-Negative	6	5.1	4.4	7.560*
7. Close-minded-open-minded	6	4.7	3.9	11.939*
8. Flexible-rigid	6	1.5	4.4	26.431*
9. Reliable-Unreliable	6	5.1	4.7	9.481
10. Dogmatic-Undogmatic	6	4.4	4.0	9.473
11. Trained-Untrained	6	4.2	4.1	9.611
12. Professional-Unprofessional	6	4.0	4.2	1.612
13. Good-Bad	6	4.8	4.5	5.934
14. Predictable-Unpredicatable	6	4.6	4.6	6.443
15. Secure-Insecure	6	4.6	4.4	6.161
16. Sincere-insincere	6	4.9	4.5	8.574
17. Sociable-Unsociable	6	4.8	4.5	3.679
18. Kind-Cruel	6	5.0	4.4	13.698
19. Friendly-Unfriendly	6	5.1	4.6	7.052
20. Believing-Skeptical	6	4.7	4.2	5.043

* Significant at .01 level

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TABLE 8

Selected Persons With Campus Security Force Contact (Pre-Training)

Compared With Student Sample (Pre-Training)

Item Name	Degrees of Freedom	Campus Security Force Contact Mean	Student Mean	Chi-Square Value
1. Trustworthy-Untrustworthy	6	4.7	4.7	3.115
2. Honest-Dishonest	6	4.9	5.0	3.695
3. Helpful-Unhelpful	6	4.7	4.9	1.081
4. Competent-Incompetent	6	4.6	4.7	4.520
5. Bigoted-Unbigoted	6	4.6	4.3	29.979*
6. Positive-Negative	6	4.8	4.9	4.918
7. Close-minded-open-minded	6	5.0	4.5	35.640*
8. Flexible-rigid	6	4.9	5.1	2.680
9. Reliable-Unreliable	6	5.1	4.8	1.818
10. Dogmatic-Undogmatic	6	4.4	4.2	19.795*
11. Trained-Untrained	6	4.2	4.1	1.209
12. Professional-Unprofessional	6	4.0	3.9	9.368
13. Good-Bad	6	4.8	4.7	4.295
14. Predictable-Unpredicatable	6	4.6	4.3	3.243
15. Secure-Insecure	6	4.6	4.4	4.322
16. Sincere-insincere	6	4.6	4.6	2.883
17. Sociable-Unsociable	6	4.7	4.6	1.239
18. Kind-Cruel	6	4.5	4.6	3.347
19. Friendly-Unfriendly	6	4.7	4.7	4.394
20. Believing-Skeptical	6	4.5	4.5	4.953

* Significant at .01 level

TABLE 9

Selected Persons with Campus Security Force Contact (Post-Training)

Compared to Student Sample (Post-Training)

Item Name	Degrees of Freedom	Campus Security Force Contact Mean (Post-Training)	Student Mean (Post-Training)	Chi-Square Value
1. Trustworthy-Untrustworthy	6	4.4	4.1	9.148
2. Honest-Dishonest	6	4.4	4.3	10.868
3. Helpful-Unhelpful	6	4.3	4.4	6.948
4. Competent-Incompetent	6	4.1	4.4	2.849
5. Bigoted-Unbigoted	6	4.3	4.6	4.523
6. Positive-Negative	6	4.1	4.3	6.603
7. Close-minded-open-minded	6	5.5	4.2	3.720
8. Flexible-rigid	6	4.2	4.2	10.371
9. Reliable-Unreliable	6	4.2	4.3	6.788
10. Dogmatic-Undogmatic	6	3.7	3.6	3.830
11. Trained-Untrained	6	4.0	4.2	9.157
12. Professional-Unprofessional	6	4.0	4.1	5.257
13. Good-Bad	6	4.1	4.2	6.189
14. Predictable-Unpredicatable	6	4.1	4.3	5.040
15. Secure-Insecure	6	4.1	4.3	6.468
16. Sincere-insincere	6	4.1	4.1	3.703
17. Sociable-Unsociable	6	4.1	4.2	8.195
18. Kind-Cruel	6	4.2	4.2	6.065
19. Friendly-Unfriendly	6	4.5	4.4	6.034
20. Believing-Skeptical	6	4.2	4.1	5.771

TABLE 10

Selected Person with Campus Security Force Contact (Pre-Training) Compared

To Selected Persons with Campus Security Force Contact Post-Training

Item Name	Degrees of Freedom	Campus Security Force Contact Pre-Training Mean	Campus Security Force Contact Post-Training Mean	Chi-Square Value
1. Trustworthy-Untrustworthy	6	4.7	4.4	4.689
2. Honest-Dishonest	6	4.9	4.4	13.496
3. Helpful-Unhelpful	6	4.7	4.3	18.783*
4. Competent-Incompetent	6	4.6	4.1	17.542*
5. Bigoted-Unbigoted	6	4.6	4.3	8.999
6. Positive-Negative	6	4.8	4.1	19.809*
7. Close-minded-open-minded	6	5.0	5.5	13.494
8. Flexible-rigid	6	4.9	4.2	16.214*
9. Reliable-Unreliable	6	5.1	4.2	9.959
10. Dogmatic-Undogmatic	6	4.4	3.7	11.833
11. Trained-Untrained	6	4.2	4.0	24.591*
12. Professional-Unprofessional	6	4.0	4.0	
13. Good-Bad	6	4.8	4.1	13.969
14. Predictable-Unpredicatable	6	4.6	4.1	10.569
15. Secure-Insecure	6	4.6	4.1	13.941
16. Sincere-insincere	6	4.6	4.1	14.193
17. Sociable-Unsociable	6	4.7	4.1	13.000
18. Kind-Cruel	6	4.5	4.2	13.105
19. Friendly-Unfriendly	6	4.7	4.5	6.789
20. Believing-Skeptical	6	4.5	4.2	14.193

* Significant at .01 level

TABLE 11

Total Student Pre-Training Sample N=1200

Compared to Total Student Post-Training Sample N=1200

Item Name	Degrees of Freedom	Student Mean (Pre-Training)	Student Mean (Post-Training)	Chi-Square Value
1. Trustworthy-Untrustworthy	6	4.7	4.1	145.265*
2. Honest-Dishonest	6	5.0	4.3	108.379*
3. Helpful-Unhelpful	6	4.9	4.4	233.439*
4. Competent-Incompetent	6	4.7	4.4	210.936*
5. Bigoted-Unbigoted	6	4.3	4.6	58.270*
6. Positive-Negative	6	4.9	4.3	124.426*
7. Close-minded-open-minded	6	4.5	4.2	169.099*
8. Flexible-rigid	6	5.1	4.2	159.117*
9. Reliable-Unreliable	6	4.8	4.3	169.555*
10. Dogmatic-Undogmatic	6	4.2	3.6	33.344*
11. Trained-Untrained	6	4.1	4.2	170.157*
12. Professional-Unprofessional	6	3.9	4.1	109.923*
13. Good-Bad	6	4.7	4.2	133.853*
14. Predictable-Unpredicatable	6	4.3	4.3	69.435*
15. Secure-Insecure	6	4.4	4.3	143.551*
16. Sincere-insincere	6	4.6	4.1	126.468*
17. Sociable-Unsociable	6	4.6	4.2	99.876*
18. Kind-Cruel	6	4.6	4.2	102.342*
19. Friendly-Unfriendly	6	4.7	4.4	129.289*
20. Believing-Skeptical	6	4.5	4.1	132.989*

* Significant at .01 level

Table 2 presents Pearson Product Moment Correlation Values necessary to answer research questions regarding pre- and post-training scores and volunteer versus non-volunteer scores.

- -

Insert Tables 1-11 here
- -

Omitted data from these tables is currently being compiled for an adendum to this report. The nature of this report and the scope of the research on which it is based is not sufficient to answer all the questions surrounding a Student-Manned Campus Security Force.

VII.   RESULTS, CONCLUSIONS AND IMPLICATIONS AND RECOMMENDATIONS

The research questions undertaken by this staff were varied and divergent. As a result, the results and conclusions will be presented by question and then summerized to aid the reader in understanding the scope of the study.

Part 1: Research Question 1: What are the Personality Characteristics and and self-attitudes of the existing Campus Security Force Members?

The data to answer this question is generated from three sources. The first source is standardized test data (Campus Security Force Selection Battery). This data is presented in Table 2 of the text in summary. The mean standard scores suggest a kind of average "normal" response pattern. The mean standard scores on the Minnesota Multiphasic Personality Inventory show little group deviance. When taken individually, the scores vary slightly more. In no case was any score for any individual alleviated or depressed sufficiently to be considered a clinical type using commonly used diagnostic procedures.

Data from the Rocheach Doagmatism Scale suggest similar findings. In only one case was there a standard score expressed in the 4th quartile.

Tennessee Self-Concept Scale data depicts the group as a whole as having a balance of optimism and pessimism about themselves similar to the group on which the inventory was standardized. In no case was there sufficient deviation from the group mean to justify using measures of dispersion to describe the group.

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The second portion of this section should be directed at the question: "How do the Campus Security Force members see themselves as a group?" The answer can be seen in Table 4 of the preceding section. The mean scores in and around a value of 4.0 suggest a tendency to be somewhat ambivilant toward themselves, and in some cases, slightly negative. The method of scoring the Semantic Differential allows us to infer that high scores or high means are less desirable than the corresponding low mean scores.

If any tendency to develop a strong positive series of attitude about the Campus Security Force member as member of the Campus Security Force group, it is not borne out by the data from the Semantic Differential.

In summary, the data supports two major findings: (1) that the Campus Security Force members as a group score near the 50th Standard Score in a frequent enough regularity to consider them "statistically normal", (2) that the Campus Security Force members had a slight tendency to see themselves in a negative manner when Semantic Differential data was used.

Part 2: Research Question 2: Is there a Difference in Personality Charact-
eristics and Self-Attitudes Between Students Who volunteer for
Campus Security Force Duty and those Who would Not Volunteer for
Campus Security Force Duty?

The major criterions used to answer this question were differences in Semantic Differential means and Campus Security Force Selection Battery scores for both samples. All scores were submitted to Chi-square analysis and .01 level as a significance test.

Tables 2 and 7 present the data from which we will draw inferences.
Table 2 presents the Pearson Product Moment Correlations between volunteer
and non-volunteer mean scores. The values listed on this table suggest
strongly that there is little differences in personality scores and self-
attitude scores for the two groups. The correlation scores are sufficiently
high (+.5 or greater) to suggest that these two samples may have been from
the same population of male students. As they, in fact, were.

Table 7, however, presents a quite different picture. In 5 cases
(items 1, 2, 6, 7, 8) the responses of the non-volunteers varied significantly
from the volunteer sample. Items 6 and 7 were seen more positively by the
non-volunteers while items 1, 2, 8 were seen more negatively. The rest of
the items show no significant difference between groups.

Part 3: Research Question 3: What are the Attitudes of the Student Body
         Towards the Existing Campus Security Force?

Table 7 of the preceeding section presents this data. Using a 4.0 mean
as an ambilivant response, the data suggest a slight tendence for the Campus
Security Force to be seen in a negative fashion. With the exception of
item 12 (mean = 3.9) all mean values exceed 4.0. Closer looks at the data
suggest that the data comes close to being normally distributed around the
mean. The madal response in 17 out of 20 cases was 4.0. We can then draw
the conclusion that student attitudes as measured by their responses on this
Semantic Differential approximated normal distribution.

Part 4: Research Question 4: How Does Training Effect the Attitudes of

Campus Security Force Members Toward Selected Groups (Black,

Women, Native American, etc.)?

This research question was eliminated. Although pre- and post-training

data exists, the training components developed for research purposes were

not used. Mankato State College was experiencing anti-war protests and the

Campus Security Force was not available for training.

Part 5: Research Question 5: What is the Relationship Between Personality

Characteristics and Self-Attitude Scores of the Campus Security

Force and Campus Security Force Rated Performances On The Job?

Table 1 suggests that if a relationship between Campus Security Force

Selection Battery test data and Campus Security Force job performance ratings,

it is more a function of chance than by design. If the data in Table 1

were subjected to an analysis of variance, little variance would be accounted

for by the test scores.

Part 6: Research Question 6: Does Contact With the Campus Security Force

(Pre- and Post-Training) Effect Student Attitudes About the Campus

Security Force?

The question is most directly answered by the data in Tables 9, 10, and

11. For the most part, students with contacts with the Campus Security Force

saw the force more positively. In most cases, the difference in attitude set

as measured by the Semantic Differential was significant at .01 level. The

data supports the positive nature of contact with the Campus Security Force

on attitudes about the Campus Security Force.

Part 7: Summary.

The research questions asked in the application for funding were in the most part rejected by the study. Research question 1 and 3 provide data for the modification of Campus Security Force behavior. They specifically suggest that the Campus Security Force is seen in an ambivilant fashion to a somewhat negative fashion.

No concrete relationship can be assumed as a result of this study between Campus Security Force Selection Battery test data and job performance ratings.

Part 8: Implications

The delivery system adopted by Mankato State College has some definite advantages. This study has shown that actions of the Campus Security Force have resulted in a rather ambivilant attitude on the part of the student body. Even during a time of high Campus Security Force feasibility (Spring, 1972, disturbances), the average attitude was one of ambivilance or only slightly negative demeanor. Minority groups (as shown in Tables 5 and 6) have slightly higher esteem for the Campus Security Force (this probably due to minority involvement in the Campus Security Force).

All considerations equal the lower cost of this delivery system might justify its existance as a viable security force.

Lastly, crime rate must be considered. Has there been a change in crime rate at Mankato State College since the inception of the Campus Security Force? The answer is no.

A rate of one crime per/ 1000 students per/ month has been consistant throughout the study. This rate compares favorably with estimates from other security service data generated prior to the inception of the Campus Security Force.

Can we then make some general statements about Mankato State's Student-Manned Campus Security Force? The answer is in the affirmative.

1. The Campus Security Force has managed to keep a reasonably low key image inspite of campus disturbances. This has been in part due to its lack of forcefulness and in part due to its lack of visability.

2. The cost to maintain the Campus Security Force has been lower than the cost of providing comparable services contracterally.

3. The crime rate has been unchanged.

4. Mankato City Police intervention on campus has been reduced.

5. More student employment is available on campus.

The above statements should be taken with some caution, however. The number of students involved in criminal acts on campus has stayed about the same, but off campus crime has gone up. The crime rate has stayed the same while the population of students on campus has been reduced. In short, crime has moved with the students off campus.

The use of the Campus Security Force to deter crime or prevent crime is doubtful. It is rather an expediance.

Part 9: Suggestions for Further Research

Looking back at the study, the following points suggest further study:

1. The question of job performance and selection criteria needs much more research.

2. The effectiveness of training, especially training designed to modify opinion, is an essential area for further study.

3. A comparison with similar delivery systems needs to be made. Mankato State College's system is unique by design, but then is it? Studies of other systems may be advisable.

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APPENDIX A

CAMPUS SECURITY FORCE SEMANTIC DIFFERENTIAL

IDENTIFICATION DATA

Age: _____   S.S.No. _____

Sex: ___ Male   ___ Female

College Status: (Check one)

      Freshman   ___

      Sophomore   ___

      Junior   ___

      Senior   ___

      Grad   ___

      Faculty   ___

      Other   ___

Veteran?   ___ Yes   ___ No

Security Force Member? (Check one)

      ___ Yes   ___ No

Marital Status:

    ___ Married   ___ Single   ___ Divorced   ___ Widowed (Widower)

CAMPUS SECURITY FORCE ATTITUDES INVENTORY

If you feel that the concept at the top of the page is very closely related
to one end of the scale, you should place your check-mark as follows:

         fair __X__:_____:_____:_____:_____:_____:_____ unfair

                                  or
         fair _____:_____:_____:_____:_____:_____:__X__ unfair

If you feel that the concept is quite closely related to one or the other
end of the scale (but not extremely), you should place your check-mark as
follows:

         strong _____:__X__:_____:_____:_____:_____:_____ weak

                                  or
         strong _____:_____:_____:_____:_____:__X__:_____ weak

If the concept seems only slightly related to one side as opposed to the
other side (but is not really neutral), then you should check as follows:

         active _____:_____:__X__:_____:_____:_____:_____ passive

                                  or
         active _____:_____:_____:_____:__X__:_____:_____ passive

The direction toward which you check, of course, depends upon which of the
two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the
scale equally associated with the concept, then you should place your check-
mark in the middle space:

         safe _____:_____:_____:__X__:_____:_____:_____ dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on
               the boundaries:
                              This   Not This
           _____:_____:_____:__X__:_____:___X_____

           (2) Be sure you check every scale for every concept--do not
               omit any.

           (3) Never put more than one check-mark on a single scale.

Make each item a separate and independent judgement. Work at fairly high
speed through this test. Do not worry or puzzle over individual items. It
is your first impressions, the immediate "feelings" about the items, that
we want. On the other hand, please do not be careless, because we want your
true impressions.

THE CAMPUS SECURITY FORCE IS:

1.   trustworthy ____:____:____:____:____:____:____ untrustworthy

2.   honest ____:____:____:____:____:____:____ dishonest

3.   helpful ____:____:____:____:____:____:____ unhelpful

4.   competent ____:____:____:____:____:____:____ incompetent

5.   bigoted ____:____:____:____:____:____:____ unbigoted

6.   positive ____:____:____:____:____:____:____ negative

7.   close-minded ____:____:____:____:____:____:____ open-minded

8.   flexible ____:____:____:____:____:____:____ rigid

9.   reliable ____:____:____:____:____:____:____ unreliable

10. dogmatic ____:____:____:____:____:____:____ undogmatic

11. trained ____:____:____:____:____:____:____ untrained

12. professional ____:____:____:____:____:____:____ unprofessional

13. good ____:____:____:____:____:____:____ bad

14. predictable ____:____:____:____:____:____:____ unpredictable

15. secure ____:____:____:____:____:____:____ insecure

16. sincere ____:____:____:____:____:____:____ insincere

17. sociable ____:____:____:____:____:____:____ unsociable

18. kind ____:____:____:____:____:____:____ cruel

19. friendly ____:____:____:____:____:____:____ unfriendly

20. believing ____:____:____:____:____:____:____ skeptical

APPENDIX B

WANT AD

Help Wanted:

Campus Security Force is looking to employ 25 students
in Campus Security Force. Contact: D. Lovig, Security
Center, 389-2222.

APPENDIX C

CAMPUS SECURITY FORCE JOB EVALUATION

Name _____   Date _____

Rated by _____

1. This CSF member arrives for assigned shifts on time:

    Agree ____:____:____:____:____:____:____ Disagree

2. This CSF member follows directions well:

    Agree ____:____:____:____:____:____:____ Disagree

3. This CCF member asserts himself in the performance of his duties:

    Agree ____:____:____:____:____:____:____ Disagree

4. This CSF member knows what to do in case of emergency:

    Agree ____:____:____:____:____:____:____ Disagree

5. This CSF member shows leadership in the performance of his duties:

    Agree ____:____:____:____:____:____:____ Disagree

6. This CSF member performs his duties in a consistantly appropriate
    manner:

    Agree ____:____:____:____:____:____:____ Disagree

7. This CSF member shows no racial prejudice in the performance of his
    duties:

    Agree ____:____:____:____:____:____:____ Disagree

8. This CSF member takes criticism in a constructive manner:

    Agree ____:____:____:____:____:____:____ Disagree

9. This CSF member performs his duties in a way which brings credit to
    the CSF:

    Agree ____:____:____:____:____:____:____ Disagree

10. This CSF member uses the minimum amount of force necessary to complete
    his assignment:

    Agree ____:____:____:____:____:____:____ Disagree

11. This CSF member promotes good relations with the rest of the campus
    he serves:

    Agree ____:____:____:____:____:____:____ Disagree