



# Student Perceptions of Campus Safety Initiatives: Assessing Views of Critical Incident Prevention & Response

# **Student Perceptions of Campus Safety Initiatives: Assessing Views of Critical Incident Prevention & Response**

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## EXECUTIVE SUMMARY

During the 2009-2010 academic year survey data were collected from over 5,000 students across six Illinois college campuses. The surveys asked students to report their on-campus fear of crime, perceptions of risk, victimization experiences, and protective behaviors, as well as their attitudes toward common campus safety initiatives. Major study findings include:

- Students reported low levels of fear of crime while on campus. Respondents indicated higher levels of fear during the night than during the day. Student fear during the daytime was higher for property crimes than personal crimes; during the nighttime fear was similar for the two categories of crime, though variation can be noted by specific offense types.
- Perceived risk of criminal victimization was low. Students felt they were at greater risk of victimization while on campus at night versus during the day; perceived risk was greater for property victimization than personal victimization.
- Actual victimization while on-campus was uncommon. In the year prior to completing the survey less than five percent of students reported being robbed or attacked while on campus. Property crime victimization was more common. Actual or attempted theft was the most frequently reported crime, though the overwhelming majority of students did not report experiencing this crime in the prior year while on campus.
- Comparing these findings with other studies, the aggregate fear of crime, perceived risk, and victimization tend to conform to what might be expected of a population consisting primarily of young adults.
- Students reported engaging in behaviors intended to protect themselves from some risk of victimization. Certain actions were presumably conditioned by the availability of services on a given campus. The most common actions related to how students traveled on campus, particularly at night; for example, traveling in groups and avoiding areas perceived as dangerous. Approximately one-in-five students reported carrying a protective device, though very few reported having carried a firearm on campus.
- A major emphasis in this project was developing a baseline understanding of student attitudes toward common campus safety recommendations issued since 2007. These recommendations have emerged from a number of advisory and professional bodies, with the intent of reducing and/or mitigating the risk and harm of campus-based critical incidents. Little consideration has been given to whether the key population affected by these recommendations (students) support or oppose any given measure.
- Students were generally aware their campus had an emergency response plan, though few had reviewed that document in the past year. Respondents believed their campuses had a number of methods by which they could convey emergency information to students, staff, and faculty.

- Respondents strongly believed students and faculty had a responsibility to report dangerous students and most endorsed the idea of campus counseling staff sharing concerns about specific students with campus public safety personnel. Students believed applicants with multiple criminal convictions should be denied admission to school and those not affiliated with an institution should be restricted from accessing the campus.
- Students did not support allowing the concealed carry of firearms on their campus, particularly by their fellow students.
- Respondents felt they could protect themselves from a crime-related criminal incident, though they were neutral in whether they understood their institution's recommendations for responding to a campus-based shooting. Students were modestly confident in the ability of faculty and staff to recognize dangerous students and to take appropriate action in the event of a campus-based critical incident.
- Students were satisfied with the performance, visibility, and overall quality of the public safety office on their campus.
- A series of multivariate models were estimated to better understand the relationships between student demographics and the various attitudes and perceptions measured in this study. Fear of crime and perceived risk tended to be higher among female and minority students. Those with recent victimization experiences tended to be more fearful and perceived they are at greater risk. Those who are less satisfied with the visibility of campus public safety personnel tended to be more fearful and perceived greater risk.

# Student Perceptions of Campus Safety Initiatives: Assessing Views of Critical Incident Prevention & Response

## INTRODUCTION

It has been approximately three years since the shooting at Virginia Tech University (VT) and two years since the shooting at Northern Illinois University (NIU); remarkably, we still know little about how these two high profile tragedies have affected college life. The more recent February 2010 incident involving a University of Alabama Huntsville professor's shooting of her colleagues has drawn renewed concern about violence on college campuses. To understand how campus officials responded in the wake of the first two shooting events, the authors of this report surveyed campus public safety agencies and their matched community law enforcement agency in a prior study (Giblin, Burruss, & Schafer, 2008). The report detailing the study results, *Critical Incident Preparedness and Response on Campus*, showed that most surveyed campuses had undertaken rudimentary steps in response to potential critical incidents. Participating campus public safety representatives reported their institutions had: implemented new mass communication technologies, revised emergency response plans, participated in field training exercises, or trained non-safety personnel in emergency response. Moreover, a majority of agencies rated their capacity to handle critical incidents as fairly high, even though they rated the likelihood of an active shooter event as low.

As the authors disseminated the results of this 2008 study at academic conferences, colleagues asked how students were affected by the tragedies and what they thought of the policy changes. Furthermore, faculty and administrators, including the director of public safety at a large Illinois university, wondered whether students were paying attention to newly implemented critical event communication systems, or whether had they settled back into complacency. Since we had not surveyed students, we could not address these questions, although we realized they were important to answer.



From the 2008 *Critical Incident Preparedness* survey (Giblin, Burruss & Schafer, 2008), we know public safety officials believe the risk of an active shooter or other criminal critical incidents is unlikely, no doubt based on knowledge of their own campus' history and a professional awareness of overall campus crime statistics. Given that the recent events at VT, NIU, and Alabama Huntsville are still topical and that most current undergraduates were in grade school or junior high during the Columbine high school shooting events, their perceptions of the risk of such events may be quite different from public safety officers. Student attitudes and perceptions have been shaped by their unique status as matriculants growing up during several media intensive school shooting events. Thus, their overall fear of crime and self-protective behaviors, such as arming themselves, may be more informed by emotion, rather than rational calculation of risk.

Fisher (1995, p.99) noted that in the wake of the Crime Awareness and Campus Security Act of 1990, which was a response to high profile campus crimes, colleges and universities across the country had implemented policies to assure the public that they were doing something about the perceived growing campus crime problem:

*Most schools have begun to implement a menu of educational crime prevention and safety programs and procedures that include security and target-hardening devices, student and employee educational procedures and programs, victim services, changes in law enforcement styles, and changes in the physical environment.*

A decade later, campuses were again reevaluating their security procedures after the shootings at VT and NIU to alleviate public concerns that crime was a growing problem at colleges. Yet, whether students consult, trust, or are even aware of such information is unknown.

In the study reported here, we sought to gain an understanding of student attitudes and behaviors toward campus safety, with particular attention to the impact of the recent campus shootings. We purposively selected six colleges and universities located within the state of Illinois. These six schools provided a diversity of region, institution type (two-year vs. four-year; public versus private), and context (rural, small town, and urban). The benefits of such a study are threefold. First, it provides a

baseline measure of student attitudes toward campus safety within Illinois should critical campus events occur in the future. As will become evident in the review of literature, an understanding of the fear of crime on college campuses is limited. In fact, we cannot know the immediate impact of the Virginia Tech or Northern Illinois event on student perceptions because we do not know how students felt prior to the shootings (one exception, Kaminski, Koons-Witt, Thompson & Weiss, 2010, relied on convenience samples of students across non-matched waves on a single campus). The findings reported here provide researchers and policy makers a baseline measure of attitudes and behaviors about campus safety among Illinois college students.

We now know that many campuses in Illinois have implemented a core set of safety policies in the event of a critical incident, but we do not know whether students support or are even aware of these policies. The second benefit of this study is that we can gauge how closely students follow or are even aware of safety policies at their campuses. Policy recommendations have presumed that students endorse prescriptive measures and engage in protective behaviors; such presumptions can now be assessed within the context of the project's sample.

Third, the study allows us to develop an initial understanding of how individual and campus-level factors relate to student attitudes and behaviors toward campus safety. All students on the same campus do not feel the same level of anxiety or take the same kinds of protective measures; anxiety and self protective behaviors are not uniform across a campus. Thus, an understanding of individual and contextual factors can be estimated from the data. In this way, we can understand how the perceptions of risk, fear, and protective actions can be explained and understood in relation to each other. The actions or inactions of students can be placed within the context of fear of crime, victimization, and protective behaviors (e.g., Barberet & Fisher, 2009). Our research design, while selecting campuses purposively, used a random cluster sampling procedures to select potential student participants; this

approach turned out to be a cost-effective way to generate a high response rate and a large, representative sample.

## LITERATURE REVIEW

While there have been past tragic criminal events on college campuses, including serial murder and spree killings, the overall literature on fear of crime on college campuses is surprisingly limited (Brantingham, Brantingham, & Seagrave, 1995; Cubbage & Smith, 2009; Fisher, 1995; Fisher, Sloan, & Wilkins, 1995; Fisher & Smith, 2009; Jennings, Gover, & Dagmar, 2007; Stetesky & Hogan, 2001; Woolnough, 2009). To date, there are almost no studies considering how the recent college campus shooting incidents have affected student fear of crime or protective behaviors. One of the few exceptions assessed fear before and after both the VT and NIU shootings using purposive samples of undergraduates at the University of South Carolina (Kaminski et al., 2010). The researchers found increases in fear in the wake of both shootings. This particular study only considered general forms of fear and did not tap into fear or perceived risk associated with school-based critical incidents, nor did the researchers assess student perceptions of prevention or response policies/protocols.

There has been, however, considerable interest on the impact of secondary school shootings on policy and fear of crime, namely the 1999 Columbine High school incident (see for example, Addington, 2003; Brener, Simon, Anderson, Barrios & Small, 2002; Stretesky, & Hogan, 2001). The extant literature on the fear of crime on college campuses does suggest that intense and sensational media coverage of primary school shootings incidents can increase college student anxiety about unlikely criminal events. Also, a few studies have evaluated the impact of such events on student protective behaviors.

### ***Fear of Crime***

Before discussing what is known about fear of crime on college campuses, it is important to note the difference between 'fear of crime' and perceived 'risk of crime' (Fisher & Sloan, 2003; Jennings et al., 2007). Fear of crime is an emotional response to the perceived risk; risk of crime is a cognitive assessment of the likelihood of victimization. In other words, it is important to understand how likely students and faculty feel they are to be victimized, especially for a rare event like an active shooter scenario. Then the risk can be incorporated as a causal explanation for fear of crime.

Valid fear of crime and perceived risk measures exist that can be used to compare results to prior research. For example, Fisher and Sloan (2003) and Ferraro (1996) measured fear of victimization of specific crimes, such as robbery and larceny/theft, on a 10-point scale. Jennings et al. (2007) measured fear of crime as a three-item index, with each item measured on a five point Likert-scale from (1) strongly disagree to (5) strongly agree. Addington (2003) and Ferraro (1995) advocate asking specific questions about fear of crime that included two domains: specific crimes and particular places.

Fear of crime on college campuses remains an understudied phenomenon. The relevant research indicates that individual-level correlates can predict the variation in the fear of crime on campus. Most predictive is student sex: female students are more likely to be fearful than males, at night or during the day (Brantingham et al., 1995; Ferraro, 1995; Fisher et al., 1995; Jennings et al., 2007; McConnell, 1997; Sloan et al., 2000; Tuner & Torres, 2006). Interestingly, prior victimization has mixed results with regard to fear of crime and further victimization: some researchers found no effect (Brantingham et al., 1995; Jennings et al., 2007), while others found that prior victimization increased levels of fear (McCreedy & Dennis, 1996). Contextual factors related to higher levels of fear are low lighting levels (Brantingham et al., 1995; Sloan et al., 2000), nighttime (Brantingham et al., 1995; McConnell, 1997), lack of defensible space (Brantingham et al., 1995; Fisher & Nasar, 1992; McCreedy & Dennis, 1996), and being in campus

parking garages (Tseng et al., 2004).<sup>1</sup> Fisher et al. (1995) found that overall fear of crime is higher than one would expect in an academic setting. Additionally, secondary school shooting incidents, even those far away, can increase the fear of crime on college campuses (Stretesky & Hogan, 2001), and fear of crime, in turn, can affect student behavior, specifically taking protective behaviors to reduce the risk of victimization.

### ***Victimization***

Distinctions can be noted between fear, perceived risk, and actual criminal victimization. Since 1990 the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) has required colleges and universities to maintain and report data on crime on and near their campuses. The Act (which only applies to institutions participating in federal financial aid programs) was intended to increase awareness of crime on and around campuses for prospective and current students and other concerned parties (i.e., parents). It is often theorized that students will experience greater levels of victimization than other segments of the population. The routine activities of college students (living in more densely populated environments, use of alcohol and drugs, engaging in more late-night activities, etc.) are presumed to place students in higher risk situations (Fisher, Sloan, Cullen, & Lu, 1998; Fisher & Wilkes, 2003). To date few studies have made clear comparisons between victimization experiences of college students and comparable populations of young adults not attending college. This limits our understanding of whether college students are actually more likely to experience criminal events because of their routines and behaviors.

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<sup>1</sup> Wooldredge, Cullen, and Latessa (1992) found that many of these contextual factors were also linked to faculty victimization. These factors included frequenting campus during the evenings or weekends, walking alone on campus, or socializing with students outside of class.

***Protective Measures***

Protective measures are actions taken by individuals to reduce their likelihood of becoming victims of personal or property crime. These measures have been categorized according to the specific actions taken. Avoidance measures are “actions taken to decrease exposure to crime by removing oneself from or increasing the distance from situations in which the risk of criminal victimization is believed to be high” (DuBow, McCabe, & Kaplan, 1979, p. 31). These include behaviors such as avoiding going out at night, avoiding certain parts of town, or relocating completely. Individuals may also protect themselves using what have been described as personal security measures (Lab, 1990), risk management behaviors (Rosenbaum, 1988), and guardianship enhancements (Tewksbury & Mustaine, 2003). These types of actions are designed to make targets less desirable to a potential offender by making the crime more difficult to complete. Actions include carrying a weapon or personal alarm, walking in groups, and taking a self defense class.

Protective measures for college students include avoiding night classes, asking for escorts, or talking on cell phones to and from classes. Like fear of crime, protective behaviors depend on personal and contextual factors as well. Tewksbury and Mustaine (2003), for example, found that students who had frequent associations with strangers, who lived in disorganized neighborhoods, and who frequently walked to leisure activities were more likely to carry some kind of weapon. Others have found that females generally take more protective measures than males (Lab, 1990; Warr & Ellison, 2000). In sum, individual-level factors, such as sex, can affect fear of crime as well as contextual factors, such as residence and time of day on campus.

***Campus-Based Policy & Critical Incident Response***

After the VT tragedy in April 2007, a variety of recommendations were issued to colleges and universities seeking to enhance their prevention, response, and mitigation capabilities (Chancellor’s Task

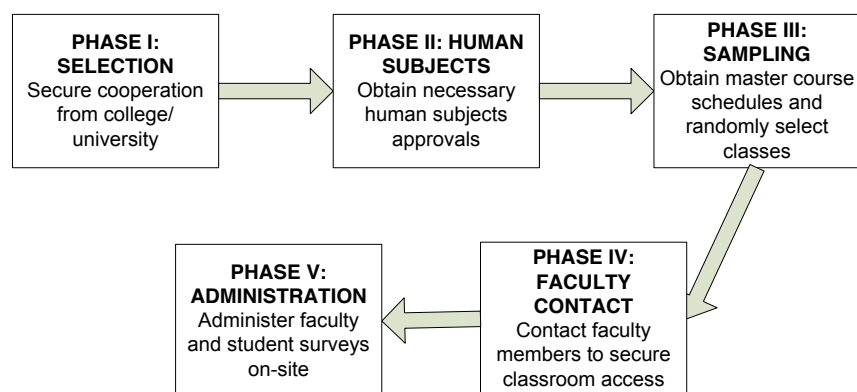
Force on Critical Incident Management, 2007; Davis, 2008; Gubernatorial Task Force on University Campus Safety, 2007; Illinois Campus Security Task Force, 2008; Leavitt, Spelling & Gonzales, 2007; Northern Illinois University, n.d.). Many of these recommendations were closely aligned with those issued in the aftermath of the secondary school shooting episodes in the 1990s (Langford, 2004) and the September 11th terrorist attacks (Office of Community Oriented Policing Services, 2005; Office of Safe and Drug-Free Schools, 2007; Peak, Barthe, & Garcia, 2008; Trump, 2002). Though some reports and writings focused on responding to active shooters, others took a broader approach that envisioned security as one aspect of efforts to protect “students, faculty, and staff...and campus property and facilities from damage or loss” (Polensky, 2002, p. 14; see also Hoover & Lipka, 2008). Incident response was framed in a broad manner so campuses could maximize their ability to prevent and respond to a variety of accidental, intentional, and criminal acts.

Recommended actions have tended to focus on identifying and addressing students believed to be at risk. This often involves an increased focus on dialogue and information sharing between public safety, student services, and student health personnel. Some campuses modified the nature of their campus police, armed campus police, or increased campus police equipment and resources. Systems to provide for the timely notification of students, staff, and the broader community have also receive ample discussion, as have the development of more detailed response protocols. One recent national study endeavored to consider the extent to which campuses initiated changes in critical-incident prevention and response in the year after the Virginia Tech shooting (Giblin, Burruss, & Schafer, 2008; Schafer et al., in press).

## **METHODOLOGY**

The present study was designed to build upon and update the body of literature on campus crime-related issues by examining student perceptions and attitudes. Specifically, the research is based on

analyses of responses from over 5,000 students from six Illinois campuses. This section describes the methodological approach employed to secure responses from participating students. The data collection process is depicted in Figure 1 and described below.



**Figure 1. Steps in the Research Project**

The methodology was designed to maximize the number of students participating. Six Illinois campuses were purposively selected in order to achieve variation in geography (urban v. non-urban), institutional control (public v. independent, non-profit), and degrees granted (two-year v. four-year/graduate). The institutions chosen were also amenable to an on-site visit from the research team in order to secure student participation. The institutions are described in general terms below; we omitted specific detail to adhere to Institutional Review Board approvals.

**State University 1:** A large (10,000 or more students) public 4-year university.

**State University 2:** A large (10,000 or more students) public 4-year university.

**State University 3:** A large (10,000 or more students) public 4-year university.

**Community College 1:** A large (10,000 or more students) public community college.

**Private University 1:** A large (10,000 or more students) independent, not-for-profit 4-year university.

**Private University 2:** A small (less than 10,000 students) independent, not-for-profit 4-year university.



The six institutions were located throughout the state; two were located in Cook County, two were located in urban counties, and two were located in rural counties. Because the campuses examined here are not peer institutions readers should use caution in making direct comparisons across campuses.

Human subjects approval was secured from the Institutional Review Board on each of the six campuses. Of great importance, however, is how students were selected for participation. Unlike many other projects involving college/university students, the *Student Perceptions of Campus Safety Study* did not rely on convenience samples for participants. Instead, classes were randomly selected from the list of all courses offered during the semester of survey administration (either Fall 2009 or Spring 2009; see below). The only requirements were that courses must have met for the entire semester, must have had a meeting time/location (resulting in the exclusion of independent studies, theses, etc.), and must have enrollments exceeding 10 students.<sup>2</sup>

The research plan called for team members to administer surveys during two-day site visits to each campus. This required a sampling procedure that would generate a list of classrooms to visit during each two-day period. Once the site visit dates were scheduled, four classes were randomly selected from each of the dominant scheduling periods each day.<sup>3</sup> To illustrate, consider a campus where classes start at the top of each hour. Four classes starting between 8:00am and 8:59am were randomly selected. Four additional classes were selected from the 9:00am-9:59am time period and this process continued for all time periods during both survey administration days though the period start times changed.

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<sup>2</sup> For State University 1, enrollment minimums were 10 for undergraduate courses and 5 for graduate courses.

<sup>3</sup> Four classes were selected from each period due to the belief that this would generate a sufficiently large sample size and would be manageable from a staffing perspective.

Faculty members teaching each of the chosen classes were contacted via email by a member of the research team approximately three weeks before the survey administration date.<sup>4</sup> They were informed about the nature of the project and asked to allow a member of the research team into their classroom on the specified date and time to request participation from students. A letter of support was also attached from a campus administrator (generally, the research team’s point of contact). When permission from faculty members was not obtained, an alternative course from the same time period was randomly selected and the replacement faculty member contacted. Permission was obtained to visit over 41 percent of classes across the six campuses. Campus-specific cooperation rates varied from a low of 30 percent at Private University 2 to a high of 49 percent at State University 2 (see Table 1).

Table 1.  
**Response rate summary**

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. College 1	Private Univ. 1	Private Univ. 2
Date of survey administration	9/28/10-9/29/10	2/8/10-2/9/10	10/21/09-10/22/09	10/28/09-10/29/09	2/22/10-2/23/10	11/18/09-11/19/09
Number of classes participating/Number of professors contacted (%)	38/79 (48.1%)	38/78 (48.7%)	41/104 (39.4%)	55/137 (40.1%)	44/92 (47.8%)	31/104 (29.8%)
Classes visited by members of research team	38	35	41	55	39	29
Students participating	1,071	759	1,193	834	843	450
Response rate I (students participating/students contacted)	98.3%	98.3%	97.8%	99.6%	98.4%	98.9%
Response rate II (stduents participating/students enrolled)	69.1%	70.9%	74.9%	69.2%	72.7%	62.9%

<sup>4</sup> A campus administrator contacted faculty members at State University 2.

On the days of the survey administration, research team members visited each class that had agreed to take part in the study. Team members briefly described the purpose of the research to students and distributed copies of the survey instrument to all students in attendance excluding those who had already completed the survey in an earlier class (a copy of the survey instrument is included in Appendix A). Students were then given approximately 15 minutes to complete surveys before they were collected. Students who did not want to participate were simply instructed to return a blank survey. Overall, 5,150 students provided usable (completed or partially completed) survey responses. As shown in Table 1, campus-specific student response rates, if the number of students in attendance is used as the denominator, were extremely high. If the number of students enrolled is used in the denominator of the response rate computation, response rates decline but, on five of six campuses, two-thirds or more of the students registered in sampled classes participated.

## FINDINGS

The following section presents summary results from an analysis of the project data. In most instances descriptive data (means and percentages) are presented in the main body of this report. Appendix B presents an assortment of additional data (including measures of variance) regarding the major study variables. The main body of this report is written for readers who are more interested in deriving an overall understanding of the data and their implications. We report these more detailed findings separately for readers wanting a greater understanding of the nuances of the project data. The authors do note some findings of interest from the results reported in Appendix B within this main report.

In most tables the data are disaggregated by participating institution. As discussed in the Methodology section the colleges and universities that granted the research team access were given

assurances their identities would not be disclosed. To honor that assurance the schools are simply referred to as State Universities 1 thru 3, Community College 1, and Private Universities 1 and 2. It is recognized that these descriptions do not provide the reader with much additional context for each participating institution (i.e., location within the state and community context). The authors, however, feel it is important to recognize all six institutions were not alike in terms of student perceptions, behaviors, experiences, and attitudes.

***Fear of Crime on Campus***

Respondents were asked to rate their fear of a series of personal and property crimes; in making their evaluations respondents were only asked to think about their level of fear while on campus. Ratings were provided on an ascending scale from 1 (not at all fearful) to 10 (very fearful). Respondents were also asked to consider their fear of the specified crime first during the day and then at night. Table 2 presents the average ratings of daytime fear on campus reported by students at the six participating

Table 2.

**Mean fear levels while on campus during the *day*, by crime type.**

Fear measured on 1-10 scale from (1) "not at all fearful" to (10) "very fearful".

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
<b>Property crime</b>						
Textbook stolen	2.57	2.34	1.91	2.27	2.13	2.21
Electronic item stolen	4.34	4.07	3.92	3.95	4.04	4.26
Wallet/purse stolen	3.95	3.66	3.52	3.92	3.84	4.16
Property vandalized	3.05	3.07	2.68	3.29	2.36	2.42
<b>Personal crime</b>						
Stalked	2.45	2.39	2.27	2.72	2.35	2.54
Raped/sexually assaulted	2.33	2.19	2.15	2.43	2.34	2.37
Robbed/mugged	2.56	2.30	2.31	2.76	2.92	2.89
Beaten up	2.31	2.13	2.03	2.42	2.26	2.20
Shot at in classroom	2.77	2.83	2.44	2.73	2.39	2.38

institutions. For most crimes students reported very low levels of fear. Students did not report an average fear greater than 3.0 for any of the personal crimes. The highest mean level of fear tended to be reported for the theft of electronic items or a wallet/purse. These findings are consistent with prior studies that tend to demonstrate samples of citizens report relatively modest levels of fear of crime, though certainly individuals will vary within a given sample. It is also noted that while variation is observed across the six schools, the magnitude of the mean differences is quite small (always less than 0.7 on the 1-10 rating scale).

As presented in Table 3, students reported greater mean levels of fear of some crimes on campus during the nighttime. Mean ratings for personal crimes such as robbery/mugging and assault (beaten up) increased by a factor of 1.5-2.0 at most of the six schools. In contrast, having a textbook or electronic item stolen or being shot at in a classroom appeared stable across most of the six schools. Though mean fear levels tended to increase, only robbery/mugging exceeded 5.0 (only on two campuses) and still did not exceed the scale’s midpoint (5.50). This is consistent with prior studies, which tend to demonstrate people report they experience more fear during the nighttime than during

Table 3.  
**Mean fear levels while on campus during the *nighttime*, by crime type.**

Fear measured on 1-10 scale from (1) "not at all fearful" to (10) "very fearful".

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
<b>Property crime</b>						
Textbook stolen	2.96	2.44	2.33	2.72	2.51	2.70
Electronic item stolen	4.59	4.15	4.63	4.15	4.42	4.71
Wallet/purse stolen	4.70	4.27	4.98	4.24	4.64	4.84
Property vandalized	4.31	4.20	4.25	4.04	3.24	3.27
<b>Personal crime</b>						
Stalked	4.29	3.86	4.66	3.76	4.06	4.12
Raped/sexually assaulted	4.20	3.68	4.74	3.52	3.98	3.74
Robbed/mugged	5.03	4.20	5.49	4.10	4.91	4.54
Beaten up	4.33	3.83	4.97	3.48	4.08	3.58
Shot at in classroom	2.87	2.65	2.77	3.09	2.65	2.72

the daytime. This is also not a surprising result among a college student sample, where respondents are more active during the nighttime hours (attending classes, going to/from libraries or gyms, working, socializing, etc.).

### ***Perceptions of Risk***

As noted in the literature review, researchers often distinguish between the fear of crime and perceptions of risk. Fear of crime is an emotional response reflecting the degree to which an individual experiences anxiety or fear related to being the target of a particular criminal action. Perceptions of risk, on the other hand, are thought to be more rational cognitive assessments of whether an individual believes it is likely they will actually be such a target. Such a distinction means an individual may fear certain crimes, but recognize the actual likelihood they will be a victim of that offense is quite low. Analogies might be drawn to terrorism in many non-urban communities in America. Residents may be fearful of terrorism, while recognizing the likelihood they will directly experience such an offense is quite low.

Respondents were asked to report their perceived risk of being a victim of four criminal acts while on-campus during the day and then the night. Assessments of risk were made on an ascending scale from 1 (very unlikely) to 5 (very likely); it should be noted this is a truncated scale relative to the scale used for the fear of crime questions. Table 4 reports the mean risk levels perceived by students across the six participating schools. Students consistently expressed they were at greater risk of property crime (having something stolen) than personal crime while on campus during the day. This was also the case when on campus during the night, though the gap between rankings tended to be closer. Students reported higher levels of perceived risk during the night, though none of the mean rankings exceeded the scale's midpoint (3.0) for any of the schools.

Table 4.

**Likelihood of victimization (risk) while on campus, by time and offense type**

Risk measured on 1-5 scale from (1) "very unlikely" to (5) "very likely".

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
<b>On-campus during the day</b>						
Having something stolen	2.24	2.17	2.01	2.23	2.19	2.32
Being assaulted/beaten up	1.58	1.48	1.50	1.64	1.47	1.50
Being raped/sexually assaulted	1.46	1.37	1.42	1.47	1.39	1.40
Being shot at	1.80	2.00	1.77	1.76	1.60	1.55
<b>On-campus during the night</b>						
Having something stolen	2.78	2.63	2.95	2.57	2.63	2.70
Being assaulted/beaten up	2.46	2.34	2.84	2.06	2.19	1.99
Being raped/sexually assaulted	2.36	2.21	2.71	2.01	2.22	2.03
Being shot at	2.05	1.98	2.05	1.98	1.87	1.73

***On-Campus Victimization***

Understanding crime-related perceptions and attitudes necessitates also capturing data on victimization experiences. Official crime data known by public safety personnel at the six participating schools are insufficient to support this for two reasons. First, the anonymous nature of the data would preclude linking known incidents to specific participants in this survey project, a capability of importance in later multivariate analyses. Second, it is probable that all criminal acts occurring on the six campuses were not reported to public safety officials and/or were not counted as crimes even when reported. Table 5 presents the percentage of students reporting being the victim of various criminal acts while on campus during the 12 months prior to completing the survey.

Table 5.  
**Percentage of students reporting on-campus victimization 12-months prior to the survey**

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
Robbery/attempted robbery <sup>1</sup>	3.10	3.60	2.80	1.50	1.70	2.30
Physical attack <sup>2</sup>	2.40	4.50	2.90	0.40	1.10	1.30
Burglary/attempted burglary <sup>3</sup>	5.40	7.50	6.10	N/A	2.90	1.90
Theft/attempted theft <sup>4</sup>	11.80	12.20	8.80	5.30	7.00	9.70

<sup>1</sup>Defined as harm or threatened harm in order to take or attempt to take something belonging to respondent while on-campus.

<sup>2</sup>Defined as physical attack causing bruises, scratches, or more serious injuries.

<sup>3</sup>Defined as break-in or attempted break-in of dorm or campus-owned apartment. Percentage is based on students living on-campus only. Comparison campus figures exclude the community college.

<sup>4</sup>Defined as any theft or attempted theft of items belonging to respondent while on-campus.

It should be reinforced that Table 5 only reports victimization experiences while on-campus and based on the respondent’s perceptions and interpretations of events (see notes 1-4 in Table 4 for the definitions applied for each offense). As would be expected, students reported more experiences with on-campus property crimes than on-campus personal crimes. Considerable variation is observable in the level of reported victimization across the six campuses. Students at Community College 1 reported the lowest level of on-campus victimization. Reported rates of personal crime are slightly higher than aggregate percentages reported from the National Crime Victimization Survey (Rand, 2009), but when accounting for the young mean age of the sample the difference is not particularly dramatic.

***Protective Measures***

Citizens may mitigate their perceptions of risk, mollify their fear of crime, or respond to prior criminal victimization by engaging in an assortment of protective measures. These behaviors are presumed to disrupt the convergence of suitable targets, motivated offenders, and incapable



guardianship in space and time. Students were asked to report if they had engaged in thirteen forms of protective measures that would be relevant to the routines and environment of a college student. Table 6 presents the percentage of students who reported having engaged in each of the thirteen behaviors. Respondents were cued to only report measures they had taken in the prior year in order to reduce the likelihood of criminal victimization while on campus. It should be noted students were asked to comment on these behaviors independent of whether a given option was readily available on the

Table 6.

**Percentage of students taking protective measures during preceding 12 months to reduce likelihood of victimization while on campus<sup>1</sup>**

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
Used campus safety escort service	3	3	4	2	21	3
Rode a bus or shuttle on campus	18	63	36	4	13	9
Avoided going outside on campus after dark other than for class	29	17	27	20	22	22
Chose well-lit walking paths	57	47	67	38	62	60
Avoided enrolling in night classes, in part, out of concern for crime	13	9	10	15	16	13
Avoided certain parts of campus considered dangerous	36	22	36	15	19	15
Attempted to walk in groups as much as possible	42	46	68	24	42	38
Carried a personal protection device (e.g., mace, alarm, knife)	22	21	27	13	27	21
Carried a firearm on campus	1	1	1	1	3	1
Took a self-defense class	6	6	7	6	7	6
Reviewed campus crime statistics	5	6	12	5	11	6
Moved off-campus, in part, out of concern for crime	5	4	2	N/A	3	2
Moved on-campus, in part, because of the safety of campus	1	1	1	N/A	3	1

<sup>1</sup>Percentages are rounded.

respondent's campus (i.e., the low percentage of students riding a bus or shuttle at Community College 1 may have been a function of that measure being largely unavailable as opposed to being underutilized by students).

Students tended to make use of protective measures that were relatively convenient and easy to use in a spontaneous manner. This included walking along well-lit paths, walking in groups, avoiding going outside after dark except to attend class, and avoiding areas considered to be dangerous. A moderate number of respondents (approximately 1-in-5 students on all campuses except Community College 1) also reported having carried a personal protection device. Use of escort and shuttle services varied greatly across the campuses, but as noted above this may be a function of the availability and convenience of these opportunities on a given campus. Few students reported moving off or on campus because of their concern for crime (though on 4 of the 5 campuses where this was addressed, more students reported moving off campus than on campus).

### ***Emergency Response Planning and Notifications***

In the aftermath of the VT and NIU shootings colleges and universities were repeatedly advised to engage in emergency response planning, to publicize and disseminate those plans, and to improve their capacity to communicate with students, faculty, staff, and sometimes the broader community in the event of an on-campus emergency. Table 7 provides the results of questions related to planning and notification; results are listed as the percentages. Participants in this project were asked if their school had an emergency response plan. All six institutions had such documents available on their websites, among other venues. One-third of respondents indicated such plans did not exist on two of the campuses; students at the other four schools were more aware of a plan's existence. Of those indicating a response plan existed, generally around one-third had reviewed that document in the year prior to being surveyed. Overall, few students had reviewed their campus plan in the past year.

Table 7.  
**Percentage of students aware of campus emergency response plan and emergency notification procedures.<sup>1</sup>**

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
Students reporting campus has an emergency response plan	85	91	83	66	92	65
Students reviewing emergency response plan in previous 12 months (only students reporting campus has	37	33	31	14	35	21
Students reporting campus would use communication channel in the event of an emergency						
Text messaging	74	94	84	45	88	70
Cell phone calls	21	93	22	25	73	25
Emails	82	94	94	68	92	86
Website (home page)	72	81	70	66	71	62
Land line phone calls	6	47	7	17	15	9
Emergency siren	57	20	32	33	49	31
Radio broadcasts	47	35	28	29	18	9
Emergency signage	21	12	12	18	31	19
Public address system	25	16	23	26	44	15
None of the these methods	1	0	0	1	2	2

<sup>1</sup>Percentages are rounded.

Respondents were also asked to review a list of notification mechanisms, some of which may not have existed on their own campus. Students were asked to consider how, in the event of a critical incident, the campus was likely to notify them and convey information to them. Caution must be taken with the interpretation of these results. That 74% of State University 1 participants reported they would receive a text message suggests most believed such a system existed, though that may not have been the case. Of the 26% who did not believe they would be notified via text message, it cannot be determined whether that was because: students did not believe their campus had that capacity; students believed that capacity existed, but they would not receive a notification (i.e., their phone

number was not registered); or whether they did not own a text-enabled cell phone. Likewise, students who reported they believed they would not be notified by the school's website may have felt such a notification would not be provided or that they would not be able to view/access that update. What should be of some concern to individual institutions are situations where appreciable proportions of the student body believe they will receive notifications via a communication system the institution does not actually utilize.

### ***Campus Safety Policies***

Other dominant recommendations issued in the past three years have involved the policies and practices campuses utilize to prevent and mitigate harm associated with critical incidents. As mentioned in the introduction, largely absent from discussion surrounding such policy recommendations was any data assessing student support for these measures. Student attitudes toward campus safety policies are presented in Table 8; this table reports mean values for each campus based on student assessments of policy-related statements from 1 (strongly disagree) to 5 (strongly agree). Respondents were generally supportive of statements indicating faculty and students had a responsibility to report potentially dangerous students; respondents also expressed support for counseling staff sharing information about dangerous students with public safety officials. Less support was found for actions that restricted the ability of students to enroll in, and continue to access, their school. Students offered a weak endorsement of denying admission to applicants with multiple convictions, but not those with a history of campus-based non-criminal misconduct. Students disagreed with allowing faculty and students the right to carry concealed firearms on campus.

Table 8.

**Student attitudes (level of agreement) about campus safety policies**

Attitudes measured on 1-5 scale from (1) "strongly disagree" to (5) "strongly agree".

	State Univ. 1	State Univ. 2	State Univ. 2	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
<i>Reporting responsibilities</i>						
Students have responsibility to report dangerous students	4.19	4.22	4.24	4.35	4.23	4.26
Faculty have responsibility to report dangerous students	4.20	4.23	4.21	4.38	4.25	4.26
Counseling officials should share information about dangerous students with public safety officials	3.87	3.91	3.86	4.18	3.92	3.94
<i>Campus restrictions</i>						
Campus should have right to deny admission to students with multiple criminal convictions	3.64	3.82	3.74	3.54	3.57	3.36
Campus should have right to deny admission to students with history of non-criminal misconduct at other colleges/univ.	2.75	2.83	2.84	2.70	2.73	2.60
Threatening students should be removed from campus prior to any hearing	3.09	3.21	3.02	3.53	3.05	3.20
Campus officials should restrict access to campus by those not-affiliated with campus	3.21	3.28	3.20	3.73	3.51	3.82
<i>Firearms policy</i>						
Faculty members should be allowed to carry concealed firearms on campus	2.19	2.15	1.98	2.16	1.82	1.71
Students should be allowed to carry concealed firearms on campus	1.91	1.86	1.73	1.85	1.69	1.52

**Perceptions of Efficacy**

When considering any type of potential exposure to victimization or risk, it is worthwhile to consider whether those potentially affected by events perceive they can effectively ensure their own safety. Respondents were provided five statements related to self-efficacy and the efficacy of their

institution’s faculty/staff. They were asked to rate their agreement on these items on a scale from 1 (strongly disagree) to 5 (strongly agree). Table 9 presents the mean ratings offered by students at each of the six participating schools. Across the five items respondents expressed neutral to weak agreement with each efficacy statement. Students were neutral in rating their ability to take university-recommended actions in the event of gunfire, but indicated more understanding of recommended actions in the event of severe weather. Students agreed they could protect themselves in the event of a crime-related event and felt faculty and staff were capable of recognizing students needing to be referred for counseling and responding to critical incidents.

Table 9.

**Student perceptions of self-efficacy and faculty/staff efficacy**

Attitudes measured on 1-5 scale from (1) "strongly disagree" to (5) "strongly agree".

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
<i>Self-efficacy</i>						
In the event of gunfire, I understand university-recommended actions I should take	3.05	2.98	2.72	2.97	2.87	2.58
In the event of severe weather, I understand university-recommended actions I should take	3.51	3.18	3.00	3.45	3.12	2.73
In the event of a crime-related incident, I am capable of protecting myself	3.55	3.59	3.33	3.56	3.47	3.32
<i>Faculty/staff efficacy</i>						
Faculty/staff are well equipped to assist in event of a critical incident on campus	3.12	3.13	3.12	3.26	3.23	3.23
Faculty/staff are capable of recognizing students in need of referral to counseling	3.12	3.17	3.17	3.36	3.17	3.35

**Attitudes toward Campus Public Safety**

Participants were also asked to assess their campus public safety on three dimensions: keeping campus safety and orderly, being visible and overall quality. Assessments were made on a scale from 1 (very dissatisfied) to 4 (very satisfied). Table 10 presents the resulting mean scores for each campus across the three dimensions. For the most part students express satisfaction with their campus public safety. Relative to broader attitude toward police literature the levels of satisfaction are lower than what might be observed in the general public. This is not surprising given the younger age of the sample considered in these results. Encounters between youth and public safety personnel tend to have more legalistic outcomes. For a traditional college student seeking to establish their identity and independence, public safety personnel represent a controlling quasi-parental figure. That some overall satisfaction is a bit tempered within a college sample is to be expected.

Table 10.

**Student attitudes (level of satisfaction) toward campus public safety department**

Attitudes measured on 1-4 scale from (1) "very dissatisfied" to (4) "very satisfied".

	State Univ. 1	State Univ. 2	State Univ. 3	Comm. Coll. 1	Private Univ. 1	Private Univ. 2
How satisfied are you with the job the public safety office is doing:						
Keeping the campus safe and orderly	3.01	3.05	2.97	3.22	3.20	3.10
Being visible on campus	2.80	2.90	2.70	3.23	3.10	3.00
The overall quality of the campus public safety office	2.88	2.98	2.85	3.19	3.14	2.99

### ***Multivariate Findings***

To better understand how students' demographics (sex, age, race/ethnicity, marital status and employment status), school circumstances (on campus primarily during the day, live on campus, class standing), perceptions of public safety visibility, and campus affiliation related with fear, victimization, and risk, we estimated a series of regression models. Table 11 presents the summary results of these findings by noting where relationships were positive, negative, or non-significant. Full results of the analysis, including coefficients, can be found in Appendix B. Each column reported here represents a separate model; the column header indicates the dependent variable and the variables listed on each row are the independent variables. Shaded boxes indicate variables that were omitted from a given analysis for conceptual or statistical reasons.

"Fear day" and "Fear night" are composite measures created by summing the fear of crime rankings provided by each respondent (see Table 2 and Table 2, respectively). Scores on each item ranged from 9-90. "Risk day" and "risk night" are also summed composite measures created by summing the likelihood of victimization items (top and bottom halves of Table 4, respectively). "Victim prop." and "victim violent" are dichotomous variables based on whether the respondent reported experiencing a property (actual/attempted theft or burglary) and/or personal (actual/attempted robbery or attack) crime on campus in the 12 months prior to taking the survey. "Prior victimization" reflects a respondent reported being the victim of one or more of the specified crimes (Table 5) in the past 12 months.



Table 11.

**Summary of multivariate results for fear, victimization, and risk.**

Predictors	Dependent Variable					
	Fear Day <sup>1</sup>	Fear Night <sup>1</sup>	Victim Prop. <sup>2</sup>	Victim Violent <sup>2</sup>	Risk Day <sup>1</sup>	Risk Night <sup>1</sup>
<b>Demographics</b>						
Male	-	-		+	-	-
Age	-		-	-		-
White	-	-			-	
Married	-					
Employed	-				+	+
<b>School</b>						
On campus during day				-		
Lives on campus			+			
Class standing		-	-		+	+
<b>Risk/Victimization/Guardianship</b>						
Risk of victimization	+	+				
Prior victimization	+	+			+	+
Police presence		-			-	-
<b>School (State university 3 is reference)</b>						
State university 1	+				+	
State university 2					+	-
Community college 1	+	+	-		+	-
Private university 1	+		-	-		-
Private university 2	+	+				-
<b>Variance explained: 0.294 0.482 0.040 0.057 0.145 0.235</b>						

Direction of significant predictors are reported.

<sup>1</sup> Model estimated through OLS regression.

Fear of crime while on campus during the daytime was higher among female, younger, minority, single, and unemployed students, as well as students who reported prior victimization and those who perceived they were at a greater risk of victimization. Fear at night was higher among female and minority students, students earlier in their education (class standing), those reporting prior victimization, those perceiving greater risk of victimization, and those who rated lower satisfaction with

the visibility of their campus public safety. Property victimization was reported more often by younger students (age), students earlier in their education (class standing), and students who lived on campus. Violent victimization was reported more often by male and younger students; it was reported less often by those indicating they were primarily on campus during the daytime. Perceived risk during the daytime was greater among females, minorities, employed students, students further into their education (class standing), those who reported prior victimization, and those who were less satisfied with the visibility of campus public safety personnel. Perceived risk during the nighttime was greater among females, younger students, employed students, students further into their education (class standing), those who reported prior victimization, and those who were less satisfied with the visibility of campus public safety personnel.

All six regression models also controlled for the respondents' campus, comparing State University 3 to the other five schools. Relative to students at State University 3, students at the other campuses (except State University 2) were more fearful but perceived less nighttime risk (except State University 1). Victimization was lower at Community College 1 (property crime only) and Private University 1. To be clear, replacing the reference school (State University 3) with one of the other institutions would almost certainly modify the relationships noted across the six models within the School category in Table 10. The point of making this distinction is to demonstrate that student perceptions and experiences did vary across the six campuses.

Overall the multivariate findings would tend to confirm what would be expected based on conceptual consideration of these variables and also from prior research findings. Fear and risk tend to be higher among females and minorities. Those with recent victimization experiences tend to be more fearful and perceive they are at greater risk. Those who are less satisfied with the visibility of campus public safety personnel tend to be more fearful and perceive greater risk. It must be noted these data

are cross sectional, while trying to account for concepts that have more nuanced relationships (a common limitation in this line of academic inquiry).

## DISCUSSION

Findings derived for a nonrandom sample of Illinois college and university students tend to confirm prior studies and conceptual thoughts about the relationships have been individual attributes, crime, fear, and risk. These same respondents were asked to provide their attitudes toward a variety of policy recommendations associated with campus-based critical incident prevention and response. The respondents showed general support for many of the policy recommendations issued in the aftermath of recent high profile shooting incidents on college campuses.

Across the six campuses reported fear of crime was relatively low. As a group the participating students did not report strong fear of common forms of personal or property crime. Though some variation was noted across the six campuses, the magnitude of these differences was modest. Students who were female, minority, and had prior victimization experiences were more fearful. Perceptions of risk were also toward the low range of the measurement scale used in the survey. Rates of actual victimization were loosely in line with what might be expected from a sample of young adults when comparing these findings with results from the National Crime Victimization Survey. Students with prior victimization experiences (on campus within the 12 months prior to completing the survey) perceived themselves to be at greater risk; prior victimization and perceived risk shaped fear of crime.

Crime-related measures were not always highest on the campuses one would expect. The participating schools were situated in a range of environments (from urban Chicago to rural regions) yet campus-based fear, risk, and victimization measures (Tables 1-4) were variable across the schools. In general, no patterns emerged suggesting students were more fearful, perceived greater risk, or were more likely to report being victimized in urban environments than in rural ones. This statement must be

interpreted with caution because the survey specified that students think of safety issues on campus only; these concepts were not assessed for off-campus living or commuting environments. Students in urban areas may have experienced greater fear, risk, and victimization, but their self-reported perceptions and experiences suggest that was not the case while they were on-campus. If students in urban environments face greater fear, risk, and victimization, it is possible that the campus environment is a modest safe-haven. However, we cannot know this unless measures of off-campus safety are also collected.

To presumably mediate perceived risk and fear of crime, students did engage in a number of protective measures. Common tactics tended to center on avoidance of areas perceived to be dangerous and/or poorly lit, as well as increasing capable guardianship in the form of traveling on campus with peers. Students generally did not take more invasive and lasting steps to protect themselves from crime, such as changing their residential situation. Use of escort and shuttle services was common, though this varied across campus; such variation might be at least a partial function of when and where such services were offered on a given campus. A modest proportion of students reported carrying protective devices, though few reported carrying a firearm. As a group the respondents did not agree with policies allowing students, faculty, or staff to carry concealed weapons while on campus.

Students were generally aware of the presence of a campus emergency response plan, though this varied by institution and few students reported having reviewed such a document in the past year. It was generally believed that campus officials would be able to contact students through multiple communication channels in the event of a campus-based critical event. Whether this was actually the case is uncertain. Respondents supported the belief that faculty, staff, and students had an obligation to report those perceived as being “at risk” to proper campus officials. They also endorsed counseling staff disclosing similar concerns to public safety officials. Students indicated prior criminal acts should

be factored into admission decisions, but did not believe non-criminal conduct should be taken into consideration.

Though the magnitude of agreement was generally low, students did perceive they would be able to respond appropriately to critical incidents, severe weather, and crime while on campus. This self-efficacy suggests students believed at a minimum that they could protect themselves if confronted with a serious situation. Students also perceived their campus faculty and staff would be similarly able to provide an effective response to critical events. Whether these perceptions would actually prove true in real situations could not be determined.

The findings presented in this report must be tempered with a series of limitations associated with the project and its methodology. The sampling universe was limited to Illinois colleges and universities; participating schools were purposively selected to provide a set of institutions that varied by location within the state, type (2-year versus 4-year), institutional control (public versus private), and context (urban, small town and rural). The cluster sampling design used to identify participating classes and then secure participating schools yields a sample that cannot be presumed to represent the students on each campus. Graduate and professional students, who often take fewer and smaller courses, would be less likely to be represented in the sample. Likewise, the more a student participated in online, off campus, and independent courses, the probability of being asked to participate would also decrease.

Evaluating student perceptions or knowledge is a subjective process. It is difficult for the authors to assess some aspects of the survey results. If a given campus has a text messaging system and 80% of participants in this project felt they would receive emergency notifications via that system, is this “success”? If less than 10% of students have read our school’s emergency response plan in the past year is this sufficient? These are determinations and interpretations that individual colleges and universities would need to make based upon consideration of data from their own student body. These findings also fail to capture the perceptions and beliefs of other relevant parties, such as faculty and staff.

Finally, by necessity the survey measured cross-sectional data that was largely perceptual and attitudinal. A student's belief they could effectively respond to a campus-based event does not ensure that would actually be the outcome. Student support for critical incident policies does not mean those policies actually produce the intended results, though it does help bolster the legitimacy of those practices.

Despite these limitations the study was able to provide cost-effective insights into the attitudes, beliefs, and experiences of a population that largely ignored in policy discussions occurring after the VT and NIU tragedies. Given a voice to this population is of importance for the purposes of both research and policy formulation.

Fear, risk, and victimization experiences reported by this project's participants tend to conform to prior studies of college students and other young adult samples. As a group the students reported expected levels of these concepts and events. When multivariate modeling was applied the emerging relationships were generally what might be expected. Participating students did experience fear and perceived they were at some risk for criminal victimization, but these were not overwhelming when considered in the aggregate. Certainly consideration needs to be given to why some students may have reported higher-than-normal fear and perceived risk.

The majority of students were aware of planning and prevention efforts existed on their campus, but few had direct knowledge of salient materials. Whether the rates of direct knowledge are acceptable or a cause for concern is a determination more suitable for officials at individual schools. Likewise, schools need to be aware that students were not uniform in believing they would be reached by any given communication system should an emergency occur. Presumably campuses recognize this reality, hence the recommendation that institutions employ redundant communication mechanisms.

Students participating in this project were generally supportive of the major prevention and response recommendations issued in the past three years. The one strong exception is the controversial

issue of allowing the carrying of concealed firearms on campuses. Though some students did endorse this practice, in the aggregate students disagreed with allowing this practice to occur. Students expressed some confidence that faculty and staff on their campus could handle a critical incident, but they were more confident in their own abilities.

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## **APPENDIX A: SURVEY INSTRUMENT**



**Department of  
Criminology & Criminal Justice**  
**Southern Illinois University Carbondale**

## CAMPUS SAFETY SURVEY OF STUDENTS

### INSTRUCTIONS:

We are requesting your participation in an important research project being conducted by members of the Department of Criminology and Criminal Justice at Southern Illinois University Carbondale. **The project examines student perceptions of fear, experiences with victimization, and attitudes about campus critical incident preparedness.** This study is being conducted on twelve campuses across the United States.

Participation in this study is completely voluntary; you may refuse to participate without penalty and participation is not tied to your evaluation in this course. We assure you that your answers will be anonymous. The survey will take approximately 15 minutes to complete. The information collected in this study cannot be linked back to any individual respondent. Hard copy surveys will be destroyed upon completion of the project. In any reports generated from this research, responses will be presented in aggregate form.

Unless directed otherwise, please think about the current situation on the XYZ University campus and select only one response for each item when responding to survey questions.

If you have any questions, please contact George Burruss, Assistant Professor, at e-mail: [gburruss@siu.edu](mailto:gburruss@siu.edu) or phone: (618) 453-6373.

When marking answers, please completely fill in the appropriate bubble:

Like this:  Not like this:

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Research Ethics & Compliance Office at XYZ University at (618) 555-5555.

**Feel free to retain this first page if you so choose.**

**Please return this survey to the research team upon completion, even if you choose not to participate.**

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**IMPORTANT DEFINITIONS:**

The term “campus” is used below to refer to XYZ University. In answering questions about the campus, please view the campus as including all university property such as, if applicable, classroom buildings, campus-owned student housing, student centers or campus recreation facilities, and campus-owned open spaces. Please exclude off campus areas and non-campus owned housing such as private homes and rentals.

The term “campus public safety” is used to describe the university police department.

**SECTION 1: Fear and risk of crime**

1. How would you rate your fear of the following incidents happening to you while on campus during the day? Evaluate each possible incident on a scale from 1 (not at all fearful) to 10 (very fearful).

Rate your fear of the following incidents while <u>on campus</u> during <b>the day</b> only.	Not at all fearful									Very fearful
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1a. Having a textbook stolen during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1b. Having an electronic item stolen during the day (for example, a cell phone, laptop, or MP3 player)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1c. Having your wallet or purse stolen during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1d. Having your property vandalized during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1e. Being stalked during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1f. Being raped or sexually assaulted during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1g. Being robbed or mugged during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1h. Being physically beaten up during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1i. Being shot at while in a classroom during the day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How would you rate your fear of the following incidents happening to you while on campus at night? Evaluate each possible incident on a scale from 1 (not at all fearful) to 10 (very fearful).

	Not at all fearful									Very fearful
Rate your fear of the following incidents while <u>on campus</u> during <b>the night</b> only.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
2a. Having a textbook stolen at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2b. Having an electronic item stolen at night (for example, a cell phone, laptop, or MP3 player)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2c. Having your wallet or purse stolen at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2d. Having your property vandalized at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2e. Being stalked at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2f. Being raped or sexually assaulted at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2g. Being robbed or mugged at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2h. Being physically beaten up at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2i. Being shot at while in a classroom at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Risk, Victimization, and Preparedness**

3. The next several questions deal with experiences you may have had with on campus crime over the past year. When answering each question, please consider only those incidents that occurred on this campus, including campus property, during the past 12 months. Remember, on campus refers to campus owned property including buildings, open spaces, housing, etc.

3a. In the past 12 months, has anyone harmed or threatened to harm you in order to take or attempt to take something that belonged to you while you were on campus?

- No                       Yes



3b. In the past 12 months, has anyone physically attacked you *on campus* causing you to receive bruises, scratches, or some more serious injuries? Do not include those situations where a theft or attempted theft was involved.

No  Yes

3c. In the past 12 months, has anyone broken into or attempted to break into your dorm room or campus owned apartment? If you did not live in campus-owned housing at any time during the past 12 months, choose not applicable.

No  Yes  Not applicable

3d. Other than incidents already mentioned, has anyone stolen or attempted to steal any items belonging to you while *on campus*, including in campus-owned housing? Again, please do not include any incidents already mentioned.

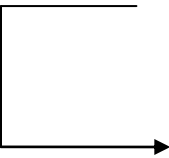
No  Yes

4. What do you think is the likelihood or chance of the following incidents happening to you while on campus? Evaluate each possible incident on a scale from 1 (very *unlikely*) to 5 (very *likely*).

	Very <i>unlikely</i> (1)	Somewhat <i>unlikely</i> (2)	Just as likely as unlikely (3)	Somewhat likely (4)	Very likely (5)
4a. Having something stolen from you while on campus during the <b>day</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4b. Being assaulted or beaten while on campus during the <b>day</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4c. Being sexually assaulted or raped while on campus during the <b>day</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4d. Being shot at while on campus during the <b>day</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4e. Having something stolen from you while on campus during the <b>nighttime</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4f. Being beaten up while on campus during the <b>nighttime</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4g. Being sexually assaulted or raped while on campus during the <b>nighttime</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4h. Being shot at while on campus during the <b>nighttime</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Prior to choosing a college or university, did you or a parent/guardian ever review the crime statistics, either online or in hard copy form, of one or more of the colleges/universities you were considering?

- Yes
- No (skip to question 6)



5a. Who viewed the crime statistics—you, your parents/guardians, or both?

- Self
- Parent/guardian
- Both

5b. How influential were official campus crime statistics in your overall college selection decision?

- Very influential
- Somewhat influential
- Not very influential
- Not at all influential

6. To the best of your knowledge, which of the following communications channels would your university use to notify and convey information to students in the event of an emergency? [MARK ALL THAT APPLY]

- |                               |                       |                           |                       |
|-------------------------------|-----------------------|---------------------------|-----------------------|
| 6a. Text messaging            | <input type="radio"/> | 6f. Emergency siren       | <input type="radio"/> |
| 6b. Cell phone calls          | <input type="radio"/> | 6g. Radio broadcasts      | <input type="radio"/> |
| 6c. Emails                    | <input type="radio"/> | 6h. Emergency signage     | <input type="radio"/> |
| 6d. Website (e.g., home page) | <input type="radio"/> | 6i. Public address system | <input type="radio"/> |
| 6e. Land line phone calls     | <input type="radio"/> | 6j. None of these methods | <input type="radio"/> |

7a. To the best of your knowledge, does your campus currently have a formal emergency response plan?

- Yes
- No (skip to Question 8)

7b. In the past 12 months, have you looked at the emergency response plan for your campus on the web, in hard copy, or in some other format?

- Yes
- No

8. The following are some things students do to reduce their likelihood of becoming a victim of crimes that take place on campus. In the past 12 months, have you done any of these things as a precaution to avoid becoming a victim of crime on campus? [MARK ALL THAT APPLY]
- Used a campus safety escort service. 8a.
  - Rode a bus or shuttle on campus. 8b.
  - Avoided going outside on campus after dark other than for class attendance. 8c.
  - Consciously chose well-lit walking paths. 8d.
  - Carried a firearm on campus. 8e.
  - Carried a personal protection device, other than a firearm, such as mace, an alarm, club, knife, etc. 8f.
  - Took a self-defense class. 8g.
  - Moved from on campus housing to off campus housing, in part, out of concern for crime. 8h.
  - Avoided certain parts of campus considered dangerous or unsafe. 8i.
  - Attempted to walk in groups as much as possible. 8j.
  - Avoided enrolling in night classes, in part, out of concern for crime. 8k.
  - Moved from off campus housing to on-campus housing, in part, because of the safety of campus. 8l.
  - Reviewed campus crime statistics. 8m.

### SECTION 3: Perceptions of the Campus Public Safety Department

9. Consider the university police department on campus. How satisfied are you with the job they are doing in each of the following areas? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?

		Very satisfied	Satisfied	Dis-satisfied	Very dissatisfied	Don't know
9a.	Keeping the campus safe and orderly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9b.	Being visible on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9c.	The overall quality of the campus university police department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 4: Perceptions of Critical Incident Preparedness

10. The following statements address your attitudes toward various aspects of critical incident preparedness. For each, please indicate your level of agreement as strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
10a. Students should be allowed to carry concealed firearms on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. Faculty members should be allowed to carry concealed firearms on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10c. Faculty/staff are well-equipped to assist in the event of a critical incident on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10d. Faculty/staff are capable of recognizing students in need of referrals to counseling services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10e. The campus public safety department should increase its visibility on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10f. Faculty/staff have a responsibility to report information about potentially dangerous students to relevant authorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10g. Students have a responsibility to report information about potentially dangerous students to relevant authorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10h. Campus counseling officials should share information on potentially dangerous students with public safety officials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10i. Campus officials should restrict access to campus by those not affiliated with the campus to increase campus safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10j. If a student is considered by campus officials to be a threat or potential threat, the student should be removed from campus <i>prior</i> to any type of college hearing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10k. Campuses should have the right to deny admissions to students with multiple criminal convictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10l. Campuses should have the right to deny admissions to students with records of non-criminal misconduct at other educational institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10m. In the event that severe weather (such as a tornado) strikes while I am in a classroom, I understand the university-recommended actions that I am supposed to take.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10n. In the event that gunfire is heard outside of my classroom, I understand the university-recommended actions I am supposed to take.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10o. In the event of a crime-related critical incident on campus, I am capable of protecting myself from harm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 5: Demographic Characteristics

11. How old are you, in years? Enter value here →
12. What is your current class standing?
- Graduate/professional
  - Senior
  - Junior
  - Sophomore
  - Freshman
13. When did you first start taking classes on this campus?
- Fall 2008 semester or more recently
  - Prior to the Fall 2008 semester
14. Approximately how many college credits overall, have you earned from this campus?  
Enter value here →
15. Do you spend most of your time on campus during the day, in the evening, or a combination of both?
- Day
  - Evening
  - Both
16. Do you major in or plan to major in criminal justice, criminology, or administration of justice?
- Yes
  - No
17. In a typical week, approximately how many hours do you spend physically on campus?
- 8 hours or less
  - 9-16 hours
  - 17-24 hours
  - 25-32 hours
  - 33 or more hours

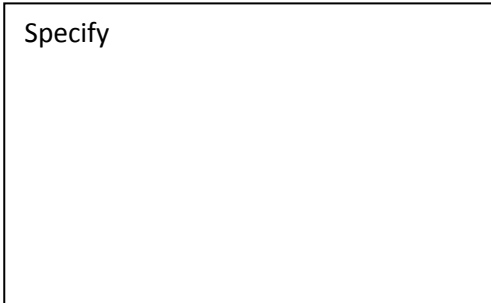
18. What is your gender?

- Male
- Female

19. What is your current employment status?

- Work full-time
- Work part-time
- Unemployed
- Retired
- Stay-at-home parent
- Other

Specify



20. What is your current marital status?

- Married
- Separated
- Widowed
- Divorced
- Never married

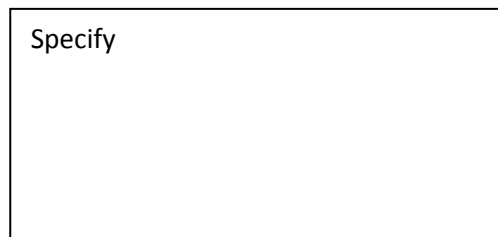
21. Do you currently live on campus or off campus?

- On-campus
- Off-campus

22. What race do you consider yourself?

- White
- African-American/Black
- Hispanic/Latino
- Asian/Asian-American
- Native American/Alaska Native
- Other

Specify



## **APPENDIX B: TECHNICAL RESULTS**

In this monograph's results section, we reported basic information rather than detailed statistics for ease of presentation. In this appendix, we have provided more detailed statistics, including measures of dispersion (standard deviation and confidence intervals) and the full results of the multivariate regressions. For most of the tables, we do not provide any additional analysis or comment, unless for clarification.

The means are the same values reported earlier. Here we include the standard deviation, or measure of variation, for each sample. In addition, we also provided the sample size ( $n$ ) for each campus, the minimum and maximum values for each variable, and the confidence intervals for each variable. Since we sampled students from each campus, the averages given in this report are the estimated means across the six campuses, providing our best guess of each measure for the entire campus. Because of sample variation, it is unlikely that these means are the exact values for each variable. Therefore, we have included the 95 percent confidence intervals that will give the reader a sense of the range of possible values for the entire campus populations. Put another way, we can be 95 percent certain that the actual campus measure will fall somewhere between the lower and upper bounds of the confidence interval, and the reported mean is the best estimate of a campus mean. For example, Table 1A shows that State University 1 has a mean fear of daytime textbook theft of 2.57. The lower bound of the confidence interval is 2.45 and the upper bound is 2.69; thus, we can be 95 percent confident that the true mean level falls somewhere within this confidence interval. Figure 1A. illustrates the variation in means and confidence intervals for the total fear of crime across the six campuses



## FEAR OF CRIME

**Table A1. Fear of Crime Day (1=not fearful; 10 = very fearful)**

Variable		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range	
					Lower Bound	Upper Bound	Min.	Max.
day fear textbook theft	State university 1	1070	2.57	1.99	2.45	2.69	1	10
	State university 2	757	2.34	1.80	2.21	2.47	1	10
	State university 3	1190	1.91	1.47	1.82	1.99	1	10
	Community college 1	828	2.27	2.00	2.13	2.40	1	10
	Private university 1	843	2.13	1.71	2.02	2.25	1	10
	Private university 2	449	2.21	1.86	2.04	2.39	1	10
	Total	5137	2.23	1.81	2.18	2.28	1	10
day fear electronics theft	State university 1	1068	4.34	2.62	4.18	4.50	1	10
	State university 2	757	4.07	2.52	3.89	4.25	1	10
	State university 3	1190	3.92	2.29	3.79	4.05	1	10
	Community college 1	827	3.95	2.83	3.76	4.14	1	10
	Private university 1	842	4.04	2.53	3.87	4.21	1	10
	Private university 2	449	4.26	2.65	4.01	4.50	1	10
	Total	5133	4.08	2.56	4.01	4.15	1	10
day fear wallet/purse theft	State university 1	1066	3.95	2.70	3.79	4.12	1	10
	State university 2	757	3.66	2.53	3.48	3.84	1	10
	State university 3	1190	3.52	2.27	3.39	3.65	1	10
	Community college 1	826	3.92	2.97	3.72	4.12	1	10
	Private university 1	842	3.84	2.58	3.66	4.01	1	10
	Private university 2	449	4.16	2.80	3.90	4.42	1	10
	Total	5130	3.80	2.63	3.73	3.87	1	10
day fear vandalism	State university 1	1066	3.05	2.36	2.91	3.19	1	10
	State university 2	755	3.07	2.19	2.91	3.22	1	10
	State university 3	1190	2.68	1.92	2.57	2.78	1	10
	Community college 1	826	3.29	2.72	3.10	3.47	1	10
	Private university 1	839	2.36	2.00	2.22	2.49	1	10
	Private university 2	448	2.42	2.15	2.22	2.62	1	10
	Total	5124	2.83	2.25	2.77	2.90	1	10

**Table A1 (continued)**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
day fear stalking	State university 1	1066	2.45	2.37	2.31	2.59	1	10
	State university 2	755	2.39	2.16	2.24	2.55	1	10
	State university 3	1191	2.27	1.99	2.16	2.39	1	10
	Community college 1	826	2.72	2.73	2.53	2.90	1	10
	Private university 1	843	2.35	2.31	2.19	2.50	1	10
	Private university 2	448	2.54	2.38	2.31	2.76	1	10
	Total	5129	2.43	2.32	2.37	2.50	1	10
day fear rape	State university 1	1067	2.33	2.56	2.17	2.48	1	10
	State university 2	754	2.19	2.34	2.03	2.36	1	10
	State university 3	1188	2.15	2.10	2.03	2.27	1	10
	Community college 1	825	2.43	2.80	2.24	2.62	1	10
	Private university 1	842	2.34	2.52	2.17	2.51	1	10
	Private university 2	448	2.37	2.60	2.12	2.61	1	10
	Total	5124	2.29	2.47	2.22	2.36	1	10
day fear robbery	State university 1	1067	2.56	2.41	2.42	2.71	1	10
	State university 2	757	2.30	2.24	2.14	2.46	1	10
	State university 3	1190	2.31	2.05	2.19	2.42	1	10
	Community college 1	826	2.76	2.75	2.57	2.95	1	10
	Private university 1	843	2.92	2.56	2.75	3.09	1	10
	Private university 2	449	2.89	2.57	2.65	3.12	1	10
	Total	5132	2.58	2.42	2.52	2.65	1	10
day fear assault	State university 1	1067	2.31	2.35	2.17	2.45	1	10
	State university 2	757	2.13	2.15	1.97	2.28	1	10
	State university 3	1189	2.03	1.96	1.92	2.14	1	10
	Community college 1	827	2.42	2.58	2.24	2.60	1	10
	Private university 1	840	2.26	2.38	2.10	2.42	1	10
	Private university 2	449	2.20	2.36	1.98	2.42	1	10
	Total	5129	2.22	2.29	2.16	2.28	1	10
day fear shot	State university 1	1068	2.77	2.74	2.61	2.94	1	10
	State university 2	757	2.83	2.62	2.64	3.02	1	10
	State university 3	1189	2.44	2.30	2.31	2.57	1	10
	Community college 1	826	2.73	2.90	2.53	2.92	1	10
	Private university 1	841	2.39	2.54	2.22	2.56	1	10
	Private university 2	449	2.38	2.68	2.13	2.63	1	10
	Total	5130	2.60	2.62	2.53	2.67	1	10

**Table A2. Fear of Crime Night (1= not fearful; 10 very fearful)**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
night fear textbook theft	State university1	1062	2.96	2.35	2.82	3.10	1	10
	State university 2	756	2.44	2.02	2.30	2.59	1	10
	State university 3	1189	2.33	1.87	2.23	2.44	1	10
	Community college 1	823	2.72	2.37	2.55	2.88	1	10
	Private university 1	840	2.51	2.07	2.37	2.65	1	10
	Private university 2	447	2.70	2.26	2.49	2.91	1	10
	Total	5117	2.60	2.16	2.54	2.66	1	10
night fear electronics theft	State university1	1063	4.59	2.72	4.42	4.75	1	10
	State university 2	755	4.15	2.65	3.96	4.34	1	10
	State university 3	1182	4.63	2.43	4.49	4.77	1	10
	Community college 1	823	4.15	3.00	3.94	4.35	1	10
	Private university 1	838	4.42	2.65	4.24	4.60	1	10
	Private university 2	447	4.71	2.86	4.44	4.97	1	10
	Total	5108	4.44	2.70	4.37	4.52	1	10
night fear wallet/purse theft	State university1	1063	4.70	2.84	4.53	4.87	1	10
	State university 2	756	4.27	2.70	4.08	4.46	1	10
	State university 3	1189	4.98	2.52	4.83	5.12	1	10
	Community college 1	823	4.24	3.08	4.03	4.45	1	10
	Private university 1	838	4.64	2.76	4.45	4.83	1	10
	Private university 2	447	4.84	3.00	4.56	5.12	1	10
	Total	5116	4.63	2.80	4.55	4.71	1	10
night fear vandalism	State university1	1059	4.31	2.87	4.14	4.48	1	10
	State university 2	755	4.20	2.72	4.01	4.40	1	10
	State university 3	1185	4.25	2.63	4.10	4.40	1	10
	Community college 1	821	4.04	2.98	3.84	4.25	1	10
	Private university 1	838	3.24	2.59	3.07	3.42	1	10
	Private university 2	447	3.27	2.74	3.01	3.52	1	10
	Total	5105	3.97	2.79	3.89	4.05	1	10

**Table A2 (continued)**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
night fear stalking	State university1	1062	4.29	3.07	4.10	4.47	1	10
	State university 2	755	3.86	2.86	3.66	4.07	1	10
	State university 3	1186	4.66	2.91	4.49	4.82	1	10
	Community college 1	821	3.76	3.16	3.54	3.98	1	10
	Private university 1	838	4.06	2.93	3.86	4.26	1	10
	Private university 2	447	4.12	3.04	3.84	4.40	1	10
	Total	5109	4.17	3.01	4.09	4.26	1	10
night fear rape	State university1	1059	4.20	3.33	4.00	4.40	1	10
	State university 2	754	3.68	3.09	3.46	3.91	1	10
	State university 3	1189	4.74	3.20	4.56	4.92	1	10
	Community college 1	821	3.52	3.26	3.30	3.75	1	10
	Private university 1	838	3.98	3.10	3.77	4.19	1	10
	Private university 2	444	3.74	3.07	3.45	4.03	1	10
	Total	5105	4.07	3.22	3.98	4.16	1	10
night fear robbery	State university 1	1060	5.03	3.04	4.84	5.21	1	10
	State university 2	755	4.20	2.85	3.99	4.40	1	10
	State university 3	1189	5.49	2.80	5.33	5.65	1	10
	Community college 1	821	4.10	3.23	3.88	4.32	1	10
	Private university 1	840	4.91	2.92	4.72	5.11	1	10
	Private university 2	446	4.54	3.03	4.26	4.83	1	10
	Total	5111	4.80	3.01	4.72	4.88	1	10
night fear assault	State university1	1062	4.33	3.05	4.14	4.51	1	10
	State university 2	755	3.83	2.80	3.63	4.03	1	10
	State university 3	1188	4.97	2.85	4.81	5.13	1	10
	Community college 1	822	3.48	3.09	3.26	3.69	1	10
	Private university 1	838	4.08	2.97	3.88	4.28	1	10
	Private university 2	447	3.58	2.92	3.31	3.85	1	10
	Total	5112	4.16	2.99	4.08	4.24	1	10
night fear shot	State university1	1062	2.87	2.87	2.70	3.05	1	10
	State university 2	756	2.65	2.63	2.46	2.83	1	10
	State university 3	1189	2.77	2.52	2.62	2.91	1	10
	Community college 1	822	3.09	3.06	2.88	3.30	1	10
	Private university 1	839	2.65	2.67	2.47	2.83	1	10
	Private university 2	446	2.72	2.84	2.46	2.99	1	10
	Total	5114	2.80	2.76	2.72	2.88	1	10

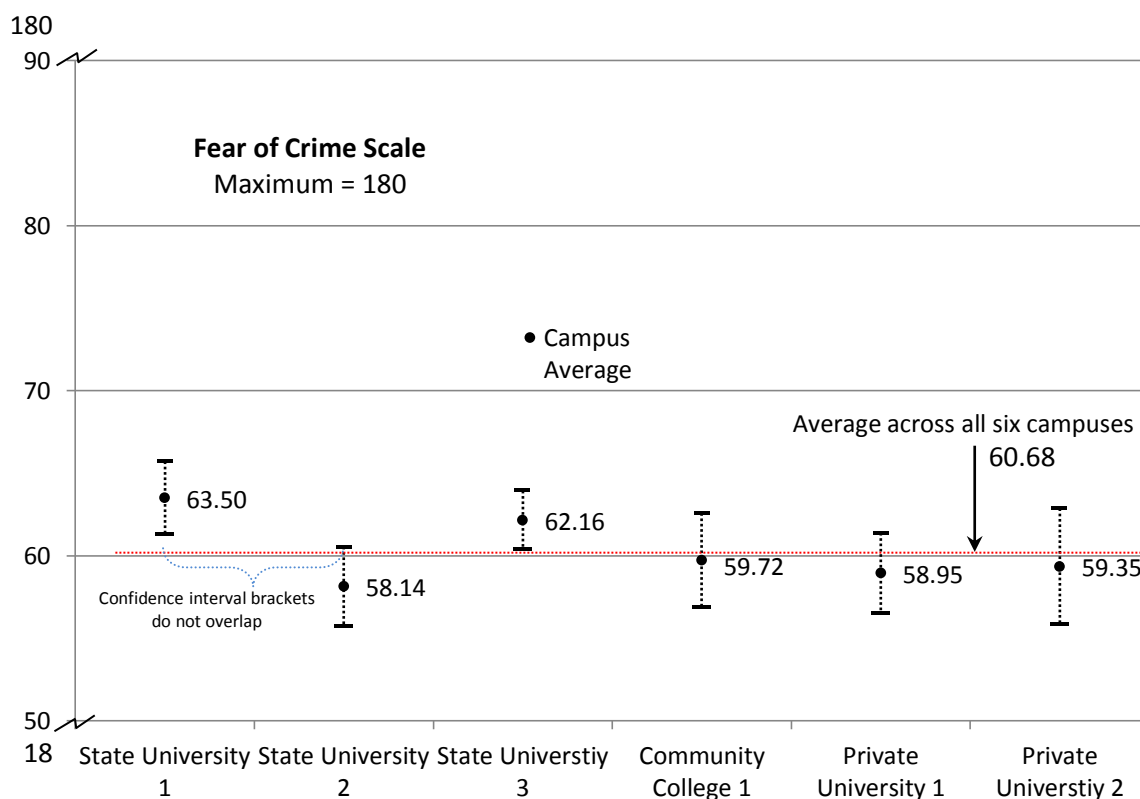
**Table A3. Total Fear of Crime (18 not fearful; 180 very fearful).**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
Fear of Crime Index (sum of day and night variables); Cronbach's alpha = 0.957	State university 1	1043	63.50	36.70	61.27	65.73	18	180
	State university 2	743	58.14	33.37	55.73	60.54	18	180
	State university 3	1163	62.16	31.09	60.37	63.95	18	180
	Community college 1	806	59.72	41.64	56.84	62.60	18	180
	Private university 1	822	58.95	35.47	56.52	61.38	18	180
	Private university 2	438	59.35	37.71	55.81	62.89	18	180
	Total	5015	60.68	35.79	59.69	61.67	18	180

### Overall Fear of Crime and Variation among Campuses

We used the overall fear of crime measure (a sum of all the fear of crime survey items) to demonstrate the variability of survey results. Figure A1 shows the means and confidence intervals for total fear of crime across the six campuses (as reported in table A1 above). To better illustrate the variation, we truncated the scale's range from a low of 50 to a high of 90; however, the actual scale is 18 (not at all fearful) to 180 (very fearful). This figure illustrates that the overall fear differences between *some* campuses are *statistically significant* while most are not. In this case, statistically significant means that the sample differences can be confidently assumed to be true in the population of students from which the samples are drawn. For example, State University 2 has a sample average fear level of 58.14 with a 95% confidence interval that could be as low as 55.73 or as high as 58.14. Its highest estimated level then would still not reach the lowest estimated level of State University 1, or 61.27. Thus, the differences are statistically significant: the confidence intervals do not overlap. So, when looking at the differences in averages, it is important to note that when the confidence intervals do overlap, it is likely that the true campus averages may be the same despite reported differences.

**Figure A1. Means and confidence intervals for fear of crime scale across six campuses.**



**Table A4. Linear regression predicting fear of crime on campus during daytime.**

Variable	b	S.E.	p-value	Beta weight
<b>Demographics</b>				
Male	-2.146	0.441	0.000	-0.065
Age	-0.097	0.050	0.051	-0.032
White	-3.117	0.506	0.000	-0.081
Married	-2.209	1.055	0.036	-0.031
Employed	-1.247	0.442	0.005	-0.038
<b>Campus-level variables</b>				
On campus during day	0.539	0.436	0.216	0.016
Class standing (graduate to freshman)	-0.421	0.229	0.066	-0.032
Lives on campus	0.486	0.600	0.418	0.014
<b>Victimization/Risk/Guardianship</b>				
Risk of day victimization	2.843	0.079	0.000	0.493
Prior victimization (yes or no)	1.851	0.611	0.002	0.039
Satisfied with police presence	-0.350	0.280	0.212	-0.017
<b>Campuses (State University 3 is reference category)</b>				
State University 1	1.673	0.643	0.009	0.041
State University 2	0.891	0.684	0.193	0.020
Community College 1	3.365	0.837	0.000	0.076
Private University 1	1.507	0.726	0.038	0.034
Private University 2	2.215	0.863	0.010	0.037
Constant	11.989	1.929	0.000	
<b>Model Fit Indices</b>				
$R^2 = 0.294$				

*Notes:*

- Any p-values less than .05 are considered statistically significant.
- The s.e. column is the standard error.
- A beta weight is the standardized regression coefficient. A higher beta weight for a variable relative to the other variables indicates a stronger impact on the dependent variable.

**Table A5. Linear regression predicting fear of crime on campus during nighttime.**

Variable	b	S.E.	p-value	Beta Weight
<b>Demographics</b>				
Male	-4.460	0.496	0.000	-0.108
Age	-0.090	0.054	0.094	-0.023
White	-2.932	0.543	0.000	-0.060
Married	-1.821	1.141	0.110	-0.020
Employed	-0.518	0.478	0.278	-0.013
<b>Campus-level variables</b>				
On campus during day	0.798	0.471	0.090	0.019
Class standing (graduate to freshman)	-0.832	0.248	0.001	-0.050
Lives on campus	0.241	0.649	0.710	0.006
<b>Victimization/Risk/Guardianship</b>				
Risk of day victimization	3.128	0.062	0.000	0.630
Prior victimization (yes or no)	2.164	0.661	0.001	0.036
Satisfied with police presence	-0.832	0.303	0.006	-0.032
<b>Campuses (State University 3 is reference category)</b>				
State University 1	1.162	0.694	0.094	0.023
State University 2	-0.606	0.738	0.412	-0.011
Community College 1	2.120	0.907	0.020	0.038
Private University 1	0.817	0.786	0.298	0.014
Private University 2	2.043	0.940	0.030	0.027
Constant	16.481	2.109	0.000	

**Model Fit Indices**

R<sup>2</sup> = 0.482

**Notes:**

- Any p-values less than .05 are considered statistically significant.
- The s.e. column is the standard error.
- A beta weight is the standardized regression coefficient. A higher beta weight for a variable relative to the other variables indicates a stronger impact on the dependent variable.



## CAMPUS VICTIMIZATION

**Table A6. Victimization (0=no; 1=yes)**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
robbery victimization	State university 1	1046	0.03	0.17	0.02	0.04	0	1
	State university 2	743	0.04	0.19	0.02	0.05	0	1
	State university 3	1179	0.03	0.17	0.02	0.04	0	1
	Community college 1	821	0.01	0.12	0.01	0.02	0	1
	Private university 1	833	0.02	0.13	0.01	0.03	0	1
	Private university 2	439	0.02	0.15	0.01	0.04	0	1
	Total	5061	0.03	0.16	0.02	0.03	0	1
assault victimization	State university 1	1061	0.02	0.15	0.01	0.03	0	1
	State university 2	751	0.05	0.21	0.03	0.06	0	1
	State university 3	1189	0.03	0.17	0.02	0.04	0	1
	Community college 1	826	0.00	0.06	0.00	0.01	0	1
	Private university 1	839	0.01	0.10	0.00	0.02	0	1
	Private university 2	445	0.01	0.12	0.00	0.02	0	1
	Total	5111	0.02	0.15	0.02	0.03	0	1
burglary victimization	State university 1	681	0.05	0.23	0.04	0.07	0	1
	State university 2	623	0.08	0.26	0.05	0.10	0	1
	State university 3	991	0.06	0.24	0.05	0.08	0	1
	Community college 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Private university 1	441	0.03	0.17	0.01	0.05	0	1
	Private university 2	267	0.02	0.14	0.00	0.04	0	1
	Total	3279	0.05	0.22	0.04	0.06	0	1
theft victimization.	State university 1	1060	0.12	0.32	0.10	0.14	0	1
	State university 2	754	0.12	0.33	0.10	0.15	0	1
	State university 3	1182	0.09	0.28	0.07	0.10	0	1
	Community college 1	824	0.05	0.22	0.04	0.07	0	1
	Private university 1	838	0.07	0.26	0.05	0.09	0	1
	Private university 2	442	0.10	0.30	0.07	0.13	0	1
	Total	5100	0.09	0.29	0.08	0.10	0	1

**Table A7. Logistic regression predicting property-crime victimization.**

Variable	b	S.E.	p-value	Exp(B)
<b>Demographics</b>				
Male	-0.021	0.096	0.826	0.979
Age	-0.077	0.021	0.000	0.926
White	0.237	0.120	0.047	1.268
Married	-0.561	0.339	0.098	0.571
Employed	-0.011	0.099	0.908	0.989
<b>Campus-level variables</b>				
On campus during day	-0.044	0.099	0.659	0.957
Class standing (graduate to freshman)	-0.220	0.057	0.000	0.802
Lives on campus	0.171	0.130	0.189	1.186
<b>Campuses (State University 3 is reference category)</b>				
State University 1	0.252	0.134	0.059	1.287
State University 2	0.278	0.139	0.045	1.320
Community College 1	0.252	0.134	0.059	1.287
Private University 1	-0.469	0.176	0.008	0.625
Private University 2	-0.026	0.192	0.894	0.975
Constant	0.081	0.574	0.020	1.084
<b>Model Fit Indices</b>				
-2 log-likelihood = 3218.101		Pseudo R <sup>2</sup> = 0.044		

Notes: p-values less than .05 is considered statistically significant.

The s.e. column is the standard error.

**Table A8. Logistic regression predicting violent-crime victimization.**

Variable	b	S.E.	p-value	Exp(B)
<b>Demographics</b>				
Male	0.633	0.145	0.000	1.883
Age	-0.117	0.039	0.003	0.890
White	0.064	0.176	0.715	1.066
Married	-0.103	0.499	0.837	0.902
Employed	0.049	0.150	0.745	1.050
<b>Campus-level variables</b>				
On campus during day	-0.433	0.153	0.005	0.649
Class standing (graduate to freshman)	-0.095	0.090	0.292	0.909
Lives on campus	-0.052	0.199	0.795	0.950
<b>Campuses (State University 3 is reference category)</b>				
State University 1	0.247	0.199	0.213	1.281
State University 2	0.360	0.199	0.070	1.434
Community College 1	-0.488	0.311	0.117	0.614
Private University 1	-0.871	0.299	0.004	0.419
Private University 2	-0.321	0.321	0.317	0.725
Constant	-0.410	1.021	0.688	0.664
<b>Model Fit Indices</b>				
-2 log-likelihood = 1686.832		Pseudo R <sup>2</sup> = 0.058		

Notes: p-values less than .05 is considered statistically significant.

The s.e. column is the standard error.

## RISK OF CRIME

**Table A9. Risk of Crime (1=very unlikely; 5=very likely)**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
risk day theft	State university 1	1068	2.24	1.06	2.17	2.30	1	5
	State university 2	756	2.17	1.04	2.10	2.24	1	5
	State university 3	1191	2.01	0.96	1.95	2.06	1	5
	Community college 1	827	2.23	1.14	2.15	2.31	1	5
	Private university 1	840	2.19	1.01	2.12	2.26	1	5
	Private university 2	448	2.32	1.11	2.22	2.42	1	5
	Total	5130	2.17	1.05	2.14	2.20	1	5
risk day assault	State university 1	1068	1.58	0.82	1.53	1.63	1	5
	State university 2	755	1.48	0.72	1.43	1.53	1	5
	State university 3	1189	1.50	0.72	1.46	1.54	1	5
	Community college 1	826	1.64	0.92	1.57	1.70	1	5
	Private university 1	840	1.47	0.72	1.42	1.52	1	5
	Private university 2	448	1.50	0.70	1.43	1.56	1	4
	Total	5126	1.53	0.78	1.51	1.55	1	5
risk day rape	State university 1	1068	1.46	0.81	1.41	1.51	1	5
	State university 2	753	1.37	0.72	1.32	1.42	1	5
	State university 3	1190	1.42	0.72	1.38	1.46	1	5
	Community college 1	824	1.47	0.85	1.42	1.53	1	5
	Private university 1	840	1.39	0.74	1.34	1.44	1	5
	Private university 2	447	1.40	0.72	1.33	1.46	1	5
	Total	5122	1.42	0.76	1.40	1.44	1	5
risk day shot	State university 1	1061	1.80	1.02	1.73	1.86	1	5
	State university 2	753	2.00	1.06	1.93	2.08	1	5
	State university 3	1185	1.77	0.99	1.71	1.83	1	5
	Community college 1	823	1.76	1.04	1.69	1.83	1	5
	Private university 1	836	1.60	0.90	1.54	1.67	1	5
	Private university 2	446	1.55	0.89	1.47	1.63	1	5
	Total	5104	1.76	1.00	1.73	1.79	1	5

**Table A10. Risk of Crime (1=very unlikely; 5=very likely)**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
risk night theft	State university 1	1065	2.78	1.18	2.71	2.85	1	5
	State university 2	753	2.63	1.13	2.55	2.72	1	5
	State university 3	1188	2.95	1.12	2.88	3.01	1	5
	Community college 1	827	2.57	1.24	2.49	2.66	1	5
	Private university 1	839	2.63	1.12	2.56	2.71	1	5
	Private university 2	448	2.70	1.17	2.59	2.81	1	5
	Total	5120	2.73	1.17	2.70	2.77	1	5
risk night assault	State university 1	1062	2.46	1.22	2.39	2.53	1	5
	State university 2	754	2.34	1.16	2.26	2.43	1	5
	State university 3	1189	2.84	1.16	2.78	2.91	1	5
	Community college 1	824	2.06	1.21	1.98	2.14	1	5
	Private university 1	838	2.19	1.12	2.12	2.27	1	5
	Private university 2	449	1.99	1.04	1.90	2.09	1	5
	Total	5116	2.38	1.20	2.35	2.42	1	5
risk night rape	State university 1	1064	2.36	1.36	2.28	2.44	1	5
	State university 2	755	2.21	1.26	2.12	2.30	1	5
	State university 3	1188	2.71	1.32	2.63	2.78	1	5
	Community college 1	826	2.01	1.28	1.92	2.10	1	5
	Private university 1	840	2.22	1.23	2.14	2.30	1	5
	Private university 2	448	2.03	1.12	1.92	2.13	1	5
	Total	5121	2.31	1.31	2.27	2.35	1	5
risk night shot	State university 1	1066	2.05	1.15	1.98	2.12	1	5
	State university 2	755	1.98	1.05	1.91	2.06	1	5
	State university 3	1189	2.05	1.09	1.99	2.12	1	5
	Community college 1	827	1.98	1.19	1.90	2.06	1	5
	Private university 1	839	1.87	1.02	1.80	1.94	1	5
	Private university 2	448	1.73	0.98	1.64	1.82	1	5
	Total	5124	1.97	1.10	1.94	2.00	1	5

**Table A11. Linear regression predicting risk of day victimization.**

Variable	b	S.E.	p-value	Beta Weight
<b>Demographics</b>				
Male	-1.453	0.081	0.000	-0.254
Age	-0.007	0.010	0.489	-0.012
White	-0.685	0.096	0.000	-0.102
Married	0.089	0.202	0.660	0.007
Employed	0.304	0.084	0.000	0.053
<b>Campus-level variables</b>				
On campus during day	-0.134	0.083	0.106	-0.024
Class standing (graduate to freshman)	0.099	0.044	0.024	0.043
Lives on campus	0.104	0.115	0.365	0.017
<b>Victimization/Guardianship</b>				
Prior victimization (yes or no)	1.076	0.116	0.000	0.131
Satisfied with police presence	-0.690	0.052	0.000	-0.191
<b>Campuses (State University 3 is reference category)</b>				
State University 1	0.576	0.122	0.000	0.082
State University2	0.629	0.130	0.000	0.079
Community College 1	0.812	0.159	0.000	0.105
Private University 1	0.180	0.139	0.193	0.023
Private University 2	0.093	0.165	0.573	0.009
Constant	9.197	0.341	0.000	
<b>Model Fit Indices</b>				
R <sup>2</sup> = 0.146				

Notes: p-values less than .05 is considered statistically significant.

The s.e. column is the standard error.

**A12. Linear regression predicting risk of nighttime victimization.**

Variable	b	S.E.	p-value	Beta Weight
<b>Demographics</b>				
Male	-2.996	0.112	0.000	-0.359
Age	-0.029	0.013	0.029	-0.037
White	-0.226	0.132	0.087	-0.023
Married	-0.120	0.278	0.665	-0.007
Employed	0.331	0.116	0.004	0.040
<b>Campus-level variables</b>				
On campus during day	0.040	0.115	0.728	0.005
Class standing (graduate to freshman)	0.246	0.060	0.000	0.073
Lives on campus	0.203	0.158	0.198	0.023
<b>Victimization/Guardianship</b>				
Prior victimization (yes or no)	1.488	0.159	0.000	0.124
Satisfied with police presence	-0.981	0.072	0.000	-0.187
<b>Campuses (State University 3 is reference category)</b>				
State University 1	-0.267	0.169	0.114	-0.026
State University 2	-0.792	0.179	0.000	-0.069
Community College 1	-1.111	0.220	0.000	-0.099
Private University 1	-0.946	0.191	0.000	-0.083
Private University 2	-1.770	0.227	0.000	-0.117
Constant	13.78	0.47	0.00	
<b>Model Fit Indices</b>				
$R^2 = 0.235$				

Notes: p-values less than .05 is considered statistically significant.

The s.e. column is the standard error.

**Table A13. Demographic Variables**

Variable	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Range		
				Lower Bound	Upper Bound	Min.	Max.	
age (in years)	State university 1	1049	22.30	5.35	21.97	22.62	18	60
	State university 2	746	20.70	3.34	20.46	20.94	18	62
	State university 3	1174	20.37	2.98	20.20	20.55	15	72
	Community college 1	809	24.06	8.63	23.47	24.66	16	67
	Private university 1	825	22.04	4.84	21.71	22.37	18	83
	Private university 2	430	22.60	5.97	22.03	23.16	13	68
	Total	5033	21.88	5.49	21.73	22.03	13	83
gender (0=female; 1=male) <sup>5</sup>	State university 1	1043	0.50	0.50	0.47	0.53	0	1
	State university 2	746	0.52	0.50	0.48	0.55	0	1
	State university 3	1168	0.38	0.48	0.35	0.40	0	1
	Community college 1	819	0.46	0.50	0.43	0.50	0	1
	Private university 1	809	0.43	0.50	0.40	0.47	0	1
	Private university 2	432	0.35	0.48	0.30	0.39	0	1
	Total	5017	0.44	0.50	0.43	0.46	0	1
Race categories (0=non-white; 1= white) <sup>1</sup>	State university 1	1027	0.74	0.44	0.71	0.76	0	1
	State university 2	733	0.84	0.36	0.82	0.87	0	1
	State university 3	1157	0.85	0.36	0.83	0.87	0	1
	Community college 1	802	0.76	0.43	0.73	0.79	0	1
	Private university 1	798	0.64	0.48	0.61	0.67	0	1
	Private university 2	424	0.58	0.49	0.53	0.62	0	1
	Total	4941	0.75	0.43	0.74	0.77	0	1
living situation - on or off campus (0=off campus; 1=on campus) <sup>1</sup>	State university 1	1040	0.32	0.47	0.30	0.35	0	1
	State university 2	744	0.60	0.49	0.57	0.64	0	1
	State university 3	1166	0.57	0.49	0.54	0.60	0	1
	Community college 1	818	0.01	0.09	0.00	0.01	0	1
	Private university 1	807	0.16	0.37	0.13	0.19	0	1
	Private university 2	435	0.32	0.47	0.28	0.37	0	1
	Total	5010	0.34	0.48	0.33	0.36	0	1

<sup>5</sup> For a binary variable, like gender and race, the mean is the proportion of cases that have a value of 1. For example, State University 1, has a mean of .50 or 50% of the sample is male.