

A Study of Students' Perception and Awareness of Crime on a Southeastern College Campus

A Dissertation submitted
to the Graduate School
Valdosta State University

in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

in Education Leadership

in the Department of Curriculum, Leadership, and Technology
of the Dewar College of Education and Human Services

May 2018

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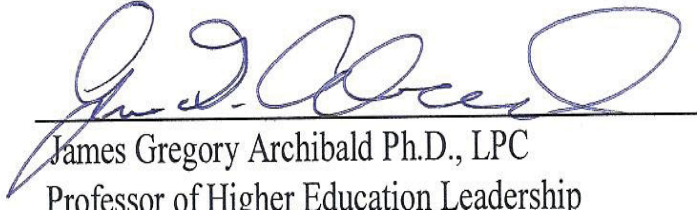
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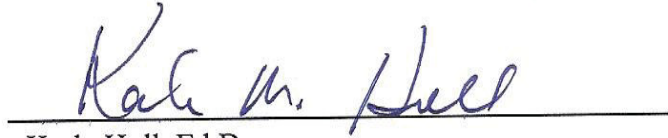
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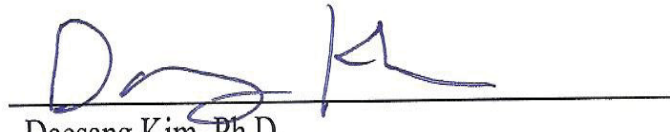
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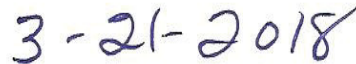

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ABSTRACT

The purpose of this study was to assess the level of awareness in college students with respect to campus crime and crime prevention, and to ascertain whether education on campus crime and ways to avoid it would deter overall instances of crime on campuses. This was a study on the students' perception and awareness of crime on a southeastern college campus. It was accomplished through the use of the Qualtrics Survey program in which 301 consented surveys were completed and analyzed in the study. First, the study explored college students' perceptions of campus crime and their ability to avoid it. Four research questions were developed to assess the data and they were answered using the results of 10 selected survey questions. This study showed that college students lack awareness of campus crime, and that they lack the confidence and ability to not become involved in crime either as an offender, victim, or bystander. The study showed that males and females did not significantly differ concerning the information deficit present in all students with respect to knowledge and awareness of campus crime, and with respect to avoiding involvement in campus crime. The study showed that non-minority (white) students and minority students did show measurable differences concerning the information deficit present in all students with respect to knowledge and awareness of campus crime, and with respect to avoiding involvement in campus crime. Finally, the study showed that large portions of the student body were not aware of the availability of free educational opportunities on campus designed to inform students on crime and crime prevention. The study showed that students desired that such educational opportunities become mandatory portions of their curriculum. The results of this study showed support for the overall hypothesis that education on crime prevention would deter campus crime.

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ACKNOWLEDGEMENT

This dissertation would have never come to fruition without the help of so many people. My dissertation committee consisting of Dr. James G. Archibald, Dr. Karla Hull, and Dr. Daesang Kim, thank you all for your time, countless office-visits, emails and phone calls. I appreciate all of the words of encouragement each of you gave me and the dedication you all showed to help get me through this. Thank you for all of your help in getting this dissertation edited and looking as professional as it does. Your hours of hard work are greatly appreciated.

DEDICATION

I would like to thank my father Ron S. Maestas and my mother Becky Maestas for all of your support in the pursuit of this long journey through my education. You will never know how much I truly appreciate you both allowing me to try to find my way through life. I know that this has been a long journey and that I made so many wrong turns along the way. You will forever hold a special place in my heart for the patience, understanding and guidance you have shown me. Last, but not least, I know that your bank accounts will greatly appreciate the completion of this program as well.

To my wife, Holly Hance Maestas, you have been the only decision in my life that I got correct, and you mean more to me than anything that this world could give me. Through all of the struggles you kept me focused and grounded. I know that this dissertation would have never been completed, or been as professional, without you and your comprehensive guidance. Your dedication to countless hours of editing, brainstorming and research is the only reason this dissertation succeeded.

To our two wonderful boys, Caleb and Kyle, I thank God for you and all that He has given us. I pray you both seek God's wisdom, strive for knowledge, and pursue education; so that you may find true joy, make this world a better place, and give back to others.

To you, the deaf ears, who knew me but never heard me—you have become the example I teach of how not to be. And finally, to my beloved future students, may you always embrace the truth and know that those who do not learn history are bound to repeat even the darkest parts of it.

Chapter I

INTRODUCTION

Concerns about university campus incidents such as sexual assaults, underage drinking, thefts, and shootings continue to grow even though the most recent statistics show a steady decline in crime on college campuses with the exception of sexual assaults. The number of forcible sex crimes increased from a reported 2,200 in 2001 to 6700 in 2014 (205% increase) as reported in the 2015 blog of (<https://nces.ed.gov/>). Since 1999, with the passage of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act, colleges and universities have been mandated to provide an annual report with statistical data on crimes committed on campus. Thus, parents and students have access to actual crime data for colleges and universities. However, with the news and social media's frequent coverage of school shootings, sexual assaults, and hazing deaths involving alcohol, it is not surprising that college administrators and parents have a heightened anxiety about safety on college campuses. Baker and Boland (2011) noted that it only takes one significant violent crime, that garners massive attention, to have long-term negative effects on how individuals feel about their personal safety on college campuses. Studies show that students are often not aware of the actual crimes committed on their campus and may have irrational fears, making them ill-equipped to avoid becoming a victim (Patton and Gregory, 2014). The purpose of this study was to examine college students' awareness and perception of crime on their campus, their awareness of crime prevention and safety resources available to them. This chapter includes an overview of the study including a rationale for the study, significance, a problem statement, research design, limitations and definitions.

Deterrence Theory

With any crime there is an offender and a victim. Therefore, if one can reduce the instances of an offender, and reduce the instances of the victim, one has reduced the instances of a crime. One way to eliminate the occurrence of an offender is through deterrence.

Criminologists define deterrence as the omission of a criminal act because of fear of sanctions or punishment (Paternoster, 2010). The concept of deterring criminal activity is known as deterrence theory. The belief is that if an offender of a crime understands the severity of the punishment, he or she may not commit that crime. It is thought that this education on crimes and punishments will deter some criminal activities.

Logically, the theory behind classic deterrence is equally applicable to eliminating or reducing victims. If victims are aware of settings, circumstances, and risks, deterrence theory may show that the potential victim would be deterred from exposing themselves to those risks. It is believed that victim avoidance education will greatly help individuals understand themselves, offenders, and situations, and thereby become aware enough to safeguard themselves, and others, from becoming a victim. As with any educational theory or practice, its results are only as good as one will practice. Safety topics and techniques must be kept fresh in one's own mind and individuals must understand their own limitations in dealing with situations.

Deterrence-based agendas exist in well-known organizations such as D.A.R.E (Drug Abuse Resistance Education), R.A.D. (Rape Aggression Defense), and many other law enforcement educational programs. D.A.R.E.'s mission statement is "teaching students good decision-making skills to help them lead safe and healthy lives" (D.A.R.E. mission and vision, 2017).

Essentially, the argument is that crime prevention makes its debut and exit in far too simple and narrow of a manner to really delve into analysis of its lasting impact on deterrence in the world. More simply put, as a student moves through the education system, in primary and secondary school, rules become clear as to what behavior will be tolerated in the classroom, and what will surely land a student in the principal's office. Crime prevention programs should resemble this model of transparency as to cause and effect; and to the extent that crimes and punishment are not understood, education on this topic should become a more fundamental focus of educators.

Deterrence Theory at the Campus-Level: Student Affairs

Student affairs divisions on college campuses are a unique entity in that they get to interact with the student body on a daily basis while also administratively adjudicating student conduct cases. One of the functions of student affairs is to administratively adjudicate students who have been charged criminally by campus police and other agencies that alert the campus where the student attends. Criminal charges may disqualify a student from attending a school, from continuing as a student at a school, or from being eligible for a job or professional license. In many career fields, such as lawyers, police officers, medical personnel and teachers, applicants must pass stringent background checks in order to qualify for said positions. There are several criminal charges that, once they are committed, will bar an individual from being able to be employed in the previously stated professions.

Moreover, most colleges and universities require students to sign forms indicating their agreement to abide by the terms of the student codes of conduct. These student contracts are signed understandings between students and student affairs divisions on college and university campuses. These contracts explain students' rights as a student and what may happen to their

educational careers at the institution if they violate certain laws, rules, or regulations. In addition to criminal prosecution students face under Georgia law; students who are caught with misdemeanor marijuana, for example, are subject not only to being evicted from on-campus residence contracts, but they may also face expulsion.

Police reports on college campuses also become part of the crime statistics reported in the annual Clery Report. The Clery Report is kept at the college police department where it is accessible to the public.

The Clery Act

One way that colleges and universities provide information on crime to students and parents is through mandatory reporting of statistical data on crimes committed on campus in any given year. This reporting is made mandatory through the Clery Act. 20 U.S.C. § 1092(f). The Clery Act is a federal statute which requires colleges and universities that receive federal funding to report certain data on campus crime. In accordance with federal law, The Clery Act Annual Safety and Security report is located online at a university police department's website or at a university police department on hard copy.

Clery requires the publication of statistics in an annual security report for the institution. The following college campus incidents which were reported to campus security authorities or local police agencies must be included in the Clery Report: homicide (murder, negligent and non-negligent manslaughter); sex offenses (forcible and non-forcible); robbery; aggravated assault; burglary; arson; motor vehicle theft; hates crimes; arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession;

and domestic violence, dating violence, and stalking incidents. These statistics must be reported if they occur on campus, in or on non-campus buildings or property, and on public property during the most recent calendar year, and during the two preceding calendar years for which data are available. 20 U.S.C. § 1092(f)(1)(F).

Purpose of the Study

The purpose of this study was to examine college students' awareness and perception of crime and the availability of college crime prevention resources on their campus. The study was conducted at a Southeastern college campus.

Research Design

This was a study using the Qualtrics Survey program. The surveys were completed by a total of 301 consenting respondents and the data for those surveys was analyzed.

Research Questions

1. What are college students' perceptions of crime on their campus?
2. Do male and female students perceive crime on campus differently?
3. Do minority and non-minority students perceive crime on campus differently?
4. Are college students aware of the crime prevention resources on their campus?

Problem Statement

Although most universities and colleges have safety and security measures in place, students and parents continue to be anxious about the safety of campuses and may not be aware of the prevention and securities measures available on a campus (Baker and Boland, 2011). Similarly, Carrico (2016) asserts that tragic events occurring on college campuses have “not only initiated reaction, but have prompted proactive actions from the leaders of our colleges and universities in attempts to preserve a safe and secure environment” (p. 49). There is a need to

understand student perceptions of crime on their campus and their awareness of crime prevention resources.

Significance of the Study

Baker and Boland (2011) found that recent acts of violence such as rapes and shootings reported in the national news have motivated colleges to revisit and improve their standards and practices in the event a similar incident occurs on their own campus. Carrico (2016) provided strong recommendations to university administrators to increase education in the area of crime prevention, in order to deter crime, and provide parents with confidence that students will be safe on campus and recommended that more research was needed to determine how educated college students are in regard to the safety and security services provided by the university. Ensuring the campus community is aware of offerings such as the rape aggression defense class and university- police walking escorts are certainly great services which would help enhance the safety culture (Carrico, 2016, p. 52). Jee (2016) reported that students “tend to be unaware of the Clery Act crime and fire statistics . . . [and that i]t would be valuable to ascertain what means of communication are most effective in making students aware of the Clery Act information” (p. 117). Jee (2016) advocated for future studies that ascertain, “whether the Clery Act has been effective by reducing the incidence of crime and fires, thereby increasing student safety and security” (p. 118). Differences in awareness and perceptions could provide a baseline for campus crime prevention initiatives.

Limitations of the Study

This study was subject to the typical limitations such as timing, validity, reliability, history bias, subjectivity, and other factors. The survey for this study was distributed during the summer semester of 2017. Normally during summer semesters there are fewer students on-

campus than other semesters throughout the year. This timing in the release of the survey may limited the number of students that would have the opportunity to access and complete the survey. This study attempted to minimize this limitation by utilizing both direct administration (i.e. in-class distribution through professors) as well as a student listserv email for all students enrolled in classes during this summer semester.

The researcher attempted to minimize subjectivity, and increase reliability, by removing himself from the administration process. The survey was sent on the student listserv and distributed by professors.

History bias and other limitations was addressed through Survey Questions 3 through 9. For example, Survey Question 6 (“Have you, a close relative or friend been the victim of a crime while on campus?”) may specifically address history bias. An example would be, a participant who has been a victim of crime may take additional steps to avoid being a victim.

The study does not identify why each student participant may lack an understanding or awareness of crime prevention, it merely catalogs certain data which may help explain why such a factor may be influential in the understanding or lack thereof. The study did not address specifics as to what might motivate students to report crime or intervene to prevent crime, it merely quantified levels of willingness to do so. In other words, the surveys did not ask the direct question of why; rather they provided the researcher with the ability to draw potential conclusions from the data.

This study is limited in that it will only be looking at the campus of one southeastern university. Therefore, variables that apply only to that university, which affected the data, would not be applicable to college campuses in general.

The researcher understood that not all threats could be eliminated in the study but efforts were made to minimize such threats during the process of this study.

Definition of Terms

The researcher has attempted to aid the reader in preparing a working meaning of terms which may be commonly referred to throughout the dissertation.

Campus Police Officer. A campus police officer will refer to any person employed by a university police department who has been certified by the Georgia Peace Officer Standards and Training Council (POST) and authorized to work on a college campus as a sworn police officer with full arrest powers.

Crime. A crime is any illegal act committed by a person which can be punished by the government. An offender is a person that commits an illegal act. A victim is a person that has an illegal act committed against them.

Crime Prevention Coordinator. Crime Prevention Coordinator is the title assigned to one or more campus police officers. They may be tasked with the responsibility of meeting with student affairs and housing to present safety material to students, staff, and faculty. This involves a concerted effort from several divisions of a college campus, the goal being that useful collaborative information can be disseminated in a timely manner early in the students' first term, thus hopefully deterring crimes before they occur.

Crime Prevention Course. Crime prevention courses are non-academic courses that are typically taught by current law enforcement officers to groups of students, staff, faculty, and even community citizens on various safety topics that may affect every person in their normal day-to-day life. Topics discussed in the crime prevention courses include, but are not limited to, location and contact numbers for police departments, understanding of traffic laws, underage

drinking laws, laws concerning drug usage, possession of weapons on campus, sexual consent laws, location of emergency call boxes on a campus, signing up for emergency alerts to your mobile devices, theft of property and how to prevent it, fighting on campus, and the utilization of student affairs to adjudicate cases involving students.

Housing. Housing, or housing department, refers to the division on a college campus that is responsible for placing and overseeing students in on-campus living quarters.

Student Affairs. Student Affairs is a division of a college or university campus that is tasked with serving the students of a campus in assisting with student involvement programs, student organizations, student educational careers, and subsequent student professional careers. Student affairs on college and university campuses also have a major part in dealing with student conduct and disciplinary referrals from other campus divisions including but not limited to university police and academic departments.

Participants. The student participants in the study included any student that was registered at the University and was attending classes and/or was living in on-campus housing.

Summary

This dissertation was divided into five chapters. Chapter 1 provides an introduction and overview of the study. Chapter 2 is a review of relevant literature including studies about crime awareness and prevention on college campuses. Chapter 3 explains the methodology, including the data source, outcome variables, and the analytic procedures applied to the data. Chapter 4 explores some findings of the study. Chapter 5 draws conclusions from the findings and explains any limitations, implications, and recommendations for future studies.

Chapter II

LITERATURE REVIEW

The literature in this chapter shows that there is an overall heightened sense of fear of crime which may be related to highly publicized devastating crimes occurring on college campuses over the past two decades. The literature reviewed in this chapter indicates that students are not aware of the actual crimes that occur on college campuses, and may have irrational fears, making them ill-equipped to avoid becoming a victim. The literature on crime prevention education and deterrence theory are also included in the review of relevant literature for this study.

Deterrence Theory

Crime deterrence or deterrence theory is a topic that was first studied approximately two centuries ago. In 1764 Cesare Beccaria wrote the first essay titled, *On Crimes and Punishments (On Crimes)*. Beccaria is often cited as the founder of the classical school of criminology. He was an Enlightenment thinker who was repulsed by the cruelty and barbarism of the legal codes under the ancient regimes throughout Europe (Paternoster, 2012). Beccaria believed that torture, secret accusations, and convictions, without trials were offensive and irrational. He proposed a system of legal reforms that included clearly written laws, and a restrained judiciary system that was void of the current practices of torture, secret accusations, and convictions without trials. In his writings, Beccaria argued that the motivation to commit crimes was found in ubiquitous self-interest, which he referred to as the “the despotic spirit which is in every man” and that the “tangible motives: to commit crime had to be countered by punishments” (Beccaria, 1975). This was the beginning of criminal deterrence theory and its applications. Further, he explained that punishments that were certain and severe enough to offset the anticipated criminal gains of

crime, if they followed immediately after the crime, would make for a more effective legal system. To put it another way, Beccaria's position was that the self-interest to commit crime must be thwarted by legal punishment that is certain, proportional, and swift (Paternoster, 2012). Beccaria believed that it is better to prevent crimes than to punish them. Beccaria further argued that the surest way to prevent crimes was by perfecting education. He believed that education was superior to punishment. Education allowed individuals to avoid evil by enabling them to make better choices rather than securing their compliance through punishment.

The Need for Crime Prevention Education

In Jee's nonexperimental quantitative research study, he surveyed 1,361 students that were from both a public university and a private college in Tennessee. In Jee's study, students changed their behavior to a significant extent ($M = 4.83$, $SD = 1.66$) to protect themselves and their property due to use of safety notices, emergency notifications, or timely warnings issued by their institution. Examples of the way students change their behavior to protect themselves include using a campus police escort to their vehicle, programming the telephone number of campus police in their cell phone, or being more aware of their surroundings (Jee, 2016, p. 112).

Baker and Boland (2011) found that recent acts of violence such as rapes and shootings reported in the national news have motivated colleges to revisit and improve their standards and practices in the event a similar incident occurs on their own campus. In a survey of 450 students and 150 faculty and staff, Baker and Boland measured beliefs, attitudes, daily behaviors, and personal safety precautions in order to provide administrators with data to build effective policies and programs. They found that the existence of some campus safety features went unnoticed or were lacking on the campus, and recommended that education needed to be done on what is available to assist a victim of a crime. Furthermore, Baker and Boland (2011) promoted and

advocated for proactive measures so that students could focus on their primary goal, academic education, not worrying about crime. Included in the proactive measures was a recommendation to increase awareness of the Clery report. Baker and Boland's research resulted in improvements to the campus security program they studied, by including campus safety information in its orientation program, offering rape prevention and self-defense classes, and revisiting and updating its campus-wide safety plan.

Jackson (2009) surveyed chief campus safety officers at Ohio's public and private institutions about their perceptions of the state-level recommendations in the aftermath of the Virginia Tech shooting tragedy, as well as their level of institutional implementation of recommended campus safety initiatives following said tragedy. Jackson (2009) conducted a study of the starkly noticeable state-level involvement in promoting organized campus safety precautions which was a response to the widely publicized mass shootings including Virginia Tech, Kent State, Columbine, and September 11th, 2001 terrorist attacks. Jackson showed that state involvement is needed in the planning, budgeting, and implementation of college crime prevention courses as it is a necessary tool for agencies and campuses.

Morris's (2014) literature review cited the noteworthy and tragic events of the shootings at Virginia Tech, Sandy Hook Elementary, and Columbine High School as having garnered national attention toward improving communication, revitalizing emergency responders and resources; this led to Moore's (2014) conclusion that active shooter instructional videos should be promoted on campuses.

Muscat (2011) analyzed the results of 1,070 student's surveys at Rowan University in Glassboro, New Jersey, using the Likert scale. Muscat (2011) "advocated for a campaign to educate students on crime prevention including advertising the Rape Aggression Defense

(R.A.D..) program or an initiative to team up with sororities and/or female student groups to help make female students feel safer on campus” (p. 47).

Fox (2008) wrote an article for the *Chronicles of Higher Education* wherein he spoke of the heightened sense of fear and anxiety in attending school after the highly publicized school shootings at Northern Illinois University, Virginia Tech, and Columbine High. The media reported on the bloodshed of the Virginia Tech Massacre and how it ranked as the deadliest shooting on a college campus in history; and Fox cautioned his readers that further shootings were a real danger: “there is one significant negative: Records exist but to be broken” (Fox, 2008, para. 3). Fox (2008) indicated that such high profile violence on college campuses effected a needed policy change of prioritizing campus security.

Truman (2005) conducted a study on 588 students at the University of Central Florida in the fall of 2006 examining the correlations between the level of fear of crime and precautionary behaviors, particularly exploring gender as a factor. Truman (2005) advocated for education in order to reduce the ill effects of crime on campuses:

Students, and in particular, females already appear to be engaging in guardianship or self-protective behaviors due to their fear or recognition of victimization risk; therefore, it may be of importance to identify why they employ certain tactics and to educate them regarding other actions that may be taken to reduce victimization risk. (Truman, 2005, p. 74).

Carrico (2016) surveyed freshman students to identify whether and/or how their perceptions of safety influenced their overall decision to attend the college of choice. Carrico (2016) advocated for additional education in the area of crime prevention in order to reduce the instances of campus crime, and asserts that crime prevention courses provide valuable

information and techniques which can be applied to avoid and minimize the risk of attack, but they also provide the student with an assurance of awareness and preparedness (p. 51-52).

Perception and Awareness of Campus Crime

Lundstrom (2010) studied whether elements of institutional culture intrinsic to the student, such as age, gender, and ethnic background, significantly influence a student's perception of crime severity. Lundstrom conducted the study on 265 college students, from three community colleges, and three four year universities in Missouri, with a written survey indicating their perception of the level of severity of 13 crime scenarios. His study analyzed the resulting crime perception scores and statistically tested them against the corresponding demographic variables of the respondent's age, gender, ethnicity, type and location of residence, type of institution attended, and size of population center supporting that institution. The results revealed that elements of institutional culture intrinsic to the student, such as their age, gender and ethnicity, significantly influence their perceptions of crime severity. Perceptions of crime and their severity can be influenced by the upbringing of individuals and what type of personal and family environment they were exposed to. His study further showed that elements extrinsic to the student, such as whether they live on or off campus, and the size of the city supporting the college or university, also significantly influence these perceptions (Lundstrom, 2010).

Gender and Race Differences in Perception of Crime

There are numerous studies that considered the demographics of the student population as a potential major player in influencing statistics on campus crime (Carrico, 2016; Miles, 2015; Patton and Gregory, 2014). One frequent focus of pre-existing studies was the difference between the perception and awareness of female students and male students. In many cases there are female specific crime prevention programs such as R.A.D.. (Rape Aggression Defense) that

are taught on campuses free of charge.

Carrico (2016) conducted a non-experimental, descriptive study based upon the information gathered via a survey of freshmen, designed to gather data related to particular factors involved in students' college decision-making process. The results from his study indicated that perceptions of female students were different from that of their male counterparts. The survey results indicated females feel a higher level of fear than do males. These results are aligned with the fact that women are more likely to become victims of sexual violence than are men. College women are more at risk for rape and sexual assault than women the same age that are not in college (Cantalupo, 2009).

Patton and Gregory (2014) surveyed 11, 261 students on the crimes of which they most feared becoming a victim while on the community college campus and the parts of the campus where they felt most and least safe. Patton and Gregory (2014) looked at the differences between race and gender concerning their perceptions of campus safety. The study showed that there were no significant differences in perceptions based on race and gender. However, there were significant differences in perception based upon the following: the age of the student (younger students seemed to feel safer on campus than older students), the enrollment status (the longer the student had been enrolled at the institution, the less safe that student felt, and full-time versus part-time (full-time students felt less safe). Patton and Gregory (2014) looked at campuses with and without security personnel and found that students attending campuses without security personnel felt less safe than those with security personnel. "It is important to note that one quarter of the students surveyed were unsure of the type of security on their campus" (Patton and Gregory, 2014, p. 455).

Miles (2015) collected data by distributing random surveys to females on Western

Kentucky University's campus. Miles (2015) compared the perceptions of safety on campus of female students living on campus to those living off-campus using a random survey to females on Western Kentucky's campus. Her hypothesis was that female students living on campus would experience feeling safer than females living off campus due to access to emergency resources and informational safety programs provided by the residence halls. She found no significant difference between the perceptions of on campus and off campus female students. However, knowledge about the level of education surrounding safety was gained, as well as the need for further discussion and better intervention strategies (Miles, 2015, p. ii). Based on her research, study, and results, Miles offered the following explanation which supports the theory that crime prevention education deters crime.

One explanation for why females both on campus and off campus did report feeling safe, could be because of the level of awareness of campus security measures. Most all of the participants scored high when asked if they were aware of WKUPD escort services and the blue Emergency poles. This increased awareness could have contributed to the perceptions of safety, along with being aware that if something were to happen they would not be far from help. Because the on campus participants were mostly freshmen or sophomores, the knowledge of these security measures could be attributed to safety education provided during the freshman orientation, M.A.S.T.E.R. Plan (Making Academic and Social Transitions Educationally Rewarding), or the programs provided in the residence halls by housing and residence life staff. It would be interesting to go back and see which of these participants also participated in M.A.S.T.E.R. Plan and note if it made a significant difference (Miles, 2015, p. 12).

A few studies also explored potential differences of perceptions between minority and non-minority students (Miles, 2015; Patton and Gregory, 2014). Miles' research design included data from African American females versus white females. Miles (2015) stated that, "Although no significant difference was found between on campus and off campus females, it was interesting to see that 43% of the African American off campus participants scored below the average, meaning they feel less safe" (p. 12, 15).

Muscat (2011) explored students' perceptions of campus safety, including use of campus safety services. A five point Likert scale was used to survey 1,070 students at Rowan University in Glassboro, NJ during Spring semester 2011. The impact of gender, race, semester standing, hometown setting, home distance from Rowan, and crime victimization history on student perceptions was explored. The majority of respondents reported that overall, they feel safe on campus (Muscat, 2011, p. i). Muscat (2011) found no significant correlations between race and student perceptions. However, the results of Muscat's study showed that "women felt less safe than men on campus" (p.43).

Barnes'(2009) showed a correlation between crime and gender, and immediately and specifically implored that more education on crime prevention should be the reaction to such a finding. Results from the violent/personal model for institutions with campus police departments indicate that percentage male enrollment significantly contributes to the explanation and prediction of violent/personal crime log offenses reported per 100 students. This finding could have several implications. Campus security officials will, first, want to be aware of the overall demographic features of their student body. They may also wish to identify if a certain segment of the male population at their campus is contributing to such offenses. If there is no general pattern, the need for gender-specific crime prevention/deterrence programming may be

appropriate. For instance, Hong (2000) argues that most campus prevention programs fail to recognize the link between men and violence even though males are overrepresented as both victims and offenders. Thus, certain approaches may be more effective in reducing male victimization/offending than those tailored to a coeducational audience. If patterns do exist in segments of the male student body, perhaps even more tailored gender-specific programming can be provided. It would be interesting to determine, if statistics are available, the change in the amount and types of crime reported at campuses before and after becoming co-educational (Barnes, 2009, p. 181-82).

Truman (2005) examined the relationships of females fear by using data collected from 588 students at the University of Central Florida in the fall of 2006. She hypothesized that gender was a highly relevant factor in the level of fear of crime, perceived risk, safety perception, and the use of precautionary behaviors. Truman (2005) concluded, that “overall, it appears from these finding that gender is a strong predictor of fear, perceived risk, safety perception, and use of precautionary behaviors” (p. 69).

Relationship of Prior History or Experiences With Crime and Perceptions of Crime on Campus

Muscat’s (2011) data showed that “[c]rime victimization history had the largest impact on student perceptions of campus safety” (p. 44). Muscat (2011) stated that “[t]he crime victimization variable had a direct correlation with student perceptions, though all were weak. People who are past victims of crime likely have a heightened sense of awareness of crime and their surroundings” (p. 44).

Reitz (1999) conducted a study of 809 male and female students examining their level of fear of crime and their perception of the seriousness of 10 crimes. The Reitz study analyzed relationships between fear of crime, and estimated risk and perceived seriousness of crimes. The

study specifically looked at sexual assault and unwanted sexual advances. Reitz (1999) hypothesized that having an experience with a crime was a more relevant predictor of measuring global fear of crime in women than it would be in men; and this hypothesis was proven. “For instance, while males reported significantly greater direct experience with crime, this did not contribute significantly to the prediction of fear of crime for them, as it did for females” (Reitz, 1999, pp.181-82).

Jee (2016) considered prior victimization to be relevant in his study and reported that students who were victims of a crime prior to attending college were significantly more aware of the Clery Act crime statistics as well as safety notices, emergency notifications, or timely warnings issued by their institution than students who were not a victim of a crime prior to attending college (Jee, 2016, p. 110).

Discrepancy Between Actual Crime Statistics and Fear of Crimes on Campus

As perceptions of campus safety have the possibility of changing enrollment on campuses, either positively or negatively, studies such as Patton and Gregory’s (2014), involving a Virginia community college, become relevant to college administrators. Patton and Gregory’s study of 11,161 students revealed that students’ perceptions of the likelihood that they may become a victim of certain crimes were high when compared to the statistics measuring actual occurrences of those crimes. Their study showed that nearly one quarter of the students believed they would be likely or very likely to be a victim of robbery while visiting a community college campus. However, in a nearly 13 year time span there had only been 18 reported robberies on campuses within the system. Similarly, they found that students showed concern for the crimes of murder/non-negligent manslaughter and negligent manslaughter even though there had been no reported occurrences of either since 2001.

Awareness of Crime Statistics and Prevention Resources

Jee (2016) focused on assessing the perceptions of the usefulness of the disclosures made in the mandatory reporting under the Clery Act at two higher educational institutions in East Tennessee. Jee (2016) looked at the following factors in this assessment:

1. The students' awareness of the Clery Act, including the crime statistics (campus security report), fire statistics (fire safety report), and safety notices, emergency notifications, or timely warnings issued by their institution.
2. The students' use of the crime statistics (campus security report) and fire statistics (fire safety report) in choosing what college to attend.
3. The students' perception as to whether the crime information (campus security report) and fire information (fire safety report) has improved their safety and security.
4. The students' use of safety notices, emergency notifications, or timely warnings in changing their behavior to protect themselves or their property.
5. The students' perception as to whether the reporting of the crime statistics (campus security report) and fire statistics (fire safety report) has reduced the incidence of crime and fires on their campus (p. 108).

Jee (2016) concluded that students must be aware of the information required by the Clery Act in order to use it in their college selection decisions, as well as change their behavior after receiving timely warnings, in an effort to enhance their personal and property protection from crime and fires. Awareness of the Clery Act is directly related to the effectiveness of the Act as students must be aware of the Clery Act information in order to use it (p. 109).

Jee (2016) also looked at the differences between male and female perceptions of crime and fire statistics, and found that females, when compared with males, were significantly more aware of safety notices, emergency notifications, or timely warnings issued by their institution.

Females may sense that they are more frequent targets of crime or are more susceptible to crime than males, increasing their motivation to be aware of safety notices, emergency notifications, or timely warnings, in an effort to protect their safety and security (Jee, 2016, p. 110).

Impact of Crime on Recruitment and Retention of Students

It seems that every week there are news reports involving violence taking place in many public forums, such as school campuses. One negative effect may be decreased recruitment and retention rates of students. Carrico (2016) sought to “determine whether student enrollment is affected by the student perception of campus safety and security when choosing a college” (p. 1). Carrico stated that “[i]t would be worthwhile for higher education leaders to know just how educated prospective parents are about the security of the campus prior to sending their children” (p. 53) and concluded his study by recommending that awareness of crime is the key to preventing it. He placed the onus on “campus leaders” to make this awareness happen:

Students must be aware of their vulnerability in all situations in order to reduce their individual risk to becoming victims of assault. Campus leaders need to be vigilant in reminding students to avoid walking alone at night, avoid desolate areas, and be aware of their surroundings. This perception of fear could potentially be reduced if the students are consistently practicing all of these preventive measures in addition to carrying pepper spray or an air horn. (Carrico, 2016, p. 53)

Along these lines, campuses who have fallen victim to devastating crimes need not ignore the obvious effect of fear. Facing it head-on, addressing the issues, and finding learning lessons were the official recommendations following the Virginia Tech shootings. Dozens of agencies and hundreds of individuals immediately poured support to students and families of Virginia Tech Students (L’Orange, 2010). It was officially reported and recommended that campus-wide

training of students and employees for emergency situations needed to occur, and that campus police needed to take a proactive role in crime prevention (Virginia Tech Review Panel, 2007). L'Orange (2010) reported that when Virginia Tech faced this incident head-on, it did not experience any decrease in enrollment numbers.

Barnes (2009) found “the vast majority of reported offenses involve larcenies and vandalism” (p. 178). Barnes immediately follows this finding up with the noting that college students are unaware and uneducated with respect to how to avoid becoming a victim of larceny.

Traditionally-aged students are notorious for being poor guardians of their property. It seems imperative that effective property crime prevention efforts and programs be instilled on campuses. Such efforts can be tailored towards deterring likely offenders, reducing the attractiveness of targets via target hardening and improving the capability of potential guardians of property. This initiative involves permanently marking or engraving personal property with traceable ownership information. Departments can go further by storing serial numbers if property is stolen to help identify an owner if property is retrieved. Programs such as these improve the proactive guardianship of both potential victims and guardians (the officers). Awareness, training, and improved/proper use of access control systems may help make students, faculty and staff more cognizant of protecting their property. Some research has indicated the difficulty in changing the routines of persons; however, Sherman et al. (1989) believe that changing the routine activity of places is more effective and easier to implement. As such, future research may wish to measure the effectiveness of this approach in a campus environment.

(Barnes, 2009, p. 178-79)

Barnes (2009) advocates for the use of crime prevention course per se:

Careful selection and rigorous training for residence hall directors and assistants must be developed. These individuals need to coordinate with multiple key stakeholders (e.g., administrators, student life personnel, Greek affairs directors, athletic department personnel, and victim advocates) and offer multiple crime prevention programs that are meaningful for the students. (Barnes, 2009, p. 181)

Strategies for Campus Crime Prevention

The teaching of self-defense courses to students on campus has become a major attraction for students and has given some peace of mind to parents. Brecklin and Middendorf (2014) indicated that campus self-defense classes have shown to be beneficial to females by accommodating a supportive group atmosphere while teaching much needed skills to combat an attacker. The unique relationship that develops among women's self-defense classmates seems to improve the overall learning and performance due to the group collaboration and vicarious experiences.

Active Shooter Prevention Strategies

With the massacre of Virginia Tech being in the minds of everyone in academic administration, training on responses has become imperative. Hoover (2008) reviewed the recommendation of the implementation of an instructional video on how to survive an active shooter on a college campus. Hoover (2008) indicated that some experts recommended active shooter survival training for non-law enforcement individuals on college campuses, indicating that non-law enforcement are those individuals who are likely to be the first to encounter an active shooter. Hoover (2008) recommended that this type of training be incorporated in to residence-life programs, orientation sessions, and print and digital material. One video showed

viewers how they might run, hide, barricade a door, spread out, work together, and overpower and disarm the shooter (Hoover, 2008).

Several other instructional videos have made their way to being promoted by experts in campus security (Morris, 2014). Morris (2014) wrote about Southern Methodist University's use of the City of Houston's "Run, Hide, Fight" video on how to train the campus community on how to respond in the event of an active shooter. As designated by the video's name, run: if possible run away or evacuate to a safe location and call authorities immediately; hide: find a secure area, barricade, lock down, turn off all lights, and silence phones; and fight: attempt to overpower and disarm the shooter using aggression or improvised weapons.

While many experts advocate for training in the area of active shooter on college campuses, some researchers are more cautious and prefer to avoid the issue altogether. The reasons they give for this avoidance preference is that they believe that the chance of an active shooter happening at your college campus are too small to justify the fear or alarm that it may cause in students, and to justify the risk of a copycat shooter (Hoover, 2008), (Peterson, Sackrison, and Polland, 2015). In discussing their uneasy sentiments on the topic, Peterson, Sackrison and Polland's (2015) raised a practical thought consistent with a limitation of this study, and a practical thought which may be addressed in future studies:

There is remarkably little research on the impact of training students to respond to a shooting on campus. It is difficult, if not impossible, to know whether this training is effective. To scientifically test the impact of training students, one would need two similar schools in which one student body had undergone active shooter training and one did not. (Peterson, Sackrison and Polland, 2015, p. 129)

Morris (2014) states that practitioners must be careful not to lapse into a state of peaceful coexistence to the level that reality is ignored. An individual's greatest chance for survival when facing a gunman rests on a thoughtful plan shared and practiced by the community. The duty of emergency management practitioners is to prepare their community in advance for what to do and provide the systematic training for an organized response as the situation allows (Morris, 2014, p. 243).

Thompson, Price, Mrdjenovich and Khubechandani (2009) stated that colleges, for the most part, have plans in place for active shooter situations; but that prevention is key through enacting policies that are visible on campus grounds. This study addressed college and university police chiefs' perceptions and practices concerning selected issues of regarding firearm violence and its reduction on campuses. The Directory of the International Association for College Law Enforcement Administrators was used to identify a national random sample of campus police chiefs (n=600). Most who responded were males (89%), aged 40 to 59 (71%), Caucasian (85%), and worked for more than 21 years in law enforcement (75%). In 2008, Thompson et al. used a 2-wave mailing procedure to ensure an adequate response rate to a valid and reliable questionnaire. A total of 471 (70%) of the questionnaires were returned. Firearm incidents had occurred in 25% of campuses in the past year and 35% of campuses in the past five years. The majority of campuses (57%) had a plan in place for longer than a year to deal with an active shooter on campus. Almost all (97%) of the campuses had a policy in place that prohibited firearms on campus. The primary barrier (46%) to a highly visible campus plan for preventing violence was the perception that firearms violence was not a problem on their individual campus. The researchers concluded that an awareness of the importance of a highly visible campus firearm policy and its potential for reducing firearm trauma on campuses was needed.

Weapons Carry and Reducing Crime

There are many that believe that legal ownership of guns and those being allowed to carry their legal guns on campus could possibly stop the next active shooter on a college or university campus. Bouffard, Nobles, Wells, and Cavanaugh (2012) explained that legal and legitimately carried handguns could have possibly deterred campus shooting incidents like the one that took place at Virginia Tech in 2007. In some social circles, it is believed that students should have more of a decision in whether guns are allowed on campus. Faculty attitudes towards carrying concealed firearms on campus is widely controversial and is completely dependent upon what part of the country the survey is conducted, what political party the respondent is associated with, and whether the respondent was a gun owner (Bennett, Kraft and Grubb, 2012). This refers to a study conducted as an opinion survey that was administered to 287 faculty members and administrators which looked at bivariate relations and three regression models. The study centered around current gun legislation for concealed carry on campuses. It was learned through this opinion survey that a substantial majority of the faculty opposed all legislation that would allow guns on campuses.

As of July 1st, 2017 House Bill 280 (HB280) amended O.C.G.A § 16-11-127.1, to allow the legal carry of concealed firearms on college campuses within the University System of Georgia, certain restrictions do apply and as with any law it is the citizens responsibility to know the specifics of the law before carrying a concealed firearm on a college campus. In recent rulings carrying concealed firearms on school grounds has been challenged. Smith (2013) attracted attention with the mentioning of the Second Amendment not being challenged as much in regard to the legal possession of guns inside of resident rooms on college and university campuses. The argument stands that campus residences are considered the occupants

home, with them paying to rent those spaces as their personal living quarters. Smith (2013) points out that this area of gun possession on college campuses could be an area of future challenges especially when cases involve the apartment style residence used in campus living.

Deterring and Preventing Sexual Assault

With students fears of campus sexual assault growing, crime prevention techniques can be utilized to help give training strategies and advice in how students can better safeguard themselves and help give themselves a better chance of not becoming a victim of sexual assault (Dupain and Lombardi, 2014). Dupain and Lombardi (2014) were able to survey 1,019 university students in order to target areas that needed extra efforts: physical assaults, emotionally and sexually abusive intimate partner relationships, non- consensual touching and penetration, and feelings of safety at night on campus.

In many cases male college and university students do not understand the risk and consequences of sexual assault charges. A study in 2014 (Stewart) presented a program on sexual assault prevention solely aimed at college men. Male student leaders were recruited to participate in the 11-week program for two hours each week. The beginning of the program introduced men to issues of gender socialization, male privilege, and sexuality, followed by a few weeks exploring the breadth and depth of sexual violence. In the end participants learned about bystander intervention at individual and institutional levels. Participants in this study completed a survey at the beginning and end of the program. Results of the men's training showed that from beginning to post-test there were reductions across the board. In order to end sexual assaults on campus, trained prevention coordinators need to have to reach the male students on campus in order to effect real change.

Deterrence of sexual assault is only as good as the administration's ability to ensure transparency and uniformity of consequences. Administrators for college and university campuses must ensure proper adjudication of offenses, they must ensure properly trained responses and ensure that policies will be enacted to create and maintain training efforts on campus (Amar, Strout, Simpson, Cardiello and Beckford, 2014).

Banyard et al. (2009) showed that being involved as a positive bystander could bring awareness to the growing concerns of sexual assaults on campus and hopefully put an end to them. Banyard et al. (2009) indicated that their framework was grounded in research about the causes of sexual assault on campuses, and factors identified by healthy behavior theories for changing attitudes and behavior. The evaluation of their data was used a bystander model and is now just beginning to net results. Their study presents a brief evaluation of one bystander program conducted with two groups of student leaders at one midsize public university campus in the Northeast. The results showed that the program was effective, even among a group of student leaders who have a higher level of general awareness of campus community problems and training in working with students.

Detering and Preventing Underage Drinking and Alcohol Abuse

While school shootings and sexual assaults are huge concerns in higher education, they do not overshadow the reality of binge drinking, use of illegal drugs, and partying as being a central source of commonly occurring campus crime. College and university campuses must develop ways to educate and respond to this risk-taking behavior in an effort to deter such dangerous overindulgence (Masteroleo and Logan, 2014).

Most freshman college students will find themselves in attendance at an on or off campus party where alcohol or other drugs will be available for consumption. The majority of students

do not realize the dangers associated with alcohol, or the use of other drugs, and just how much it could destroy a college career and life. Hall (2001) utilized a survey and awareness program on two campuses to get a better understanding of the prevalence of alcohol and other drug usage and in turn examine the effectiveness of a newly developed program.

Drinking on college campuses has been a problem for administrators and campus police. It is important to understand that college and university administrators must pay close attention to prevention techniques through training as well as the enforcement of consequences for those that do violate the laws. Ringwalt, Paschall, and Gitelman (2011) examined the relationships between college alcohol abuse prevention strategies and students' alcohol abuse and related problems. Alcohol prevention coordinators and first year students in 22 colleges reported whether their schools were implementing 48 strategies in six domains, and students (N = 2041) completed another survey concerning their use of alcohol and related consequences. Outcomes showed that institutions should pay very close attention to strategies related to policy enforcement and punishment.

With measures of crime prevention being taught on college and university campuses, it is important that students be taught the responsibilities and consequences of underage and of age drinking. One way of teaching an understanding and responsibility of drinking and its liabilities is to have students understand proper party hosting skills and seeing if that form of understanding and prevention proves positive on campuses (Lin, Harris and Lagoe, 2014).

Along with teaching responsibility and liability issues associated with drinking on college and university campuses, it is just as important for college students to understand the health related dangers associated with drinking and smoking and how those factors have changed over the last 20 years (Hensel, Todd and Engs, 2014). Hensel, Todd, and Engs (2014) collected data

during the 2011-2012 academic year from a sample of students enrolled in a personal health course at a large Midwestern university. They compared their data to the 1991-1992 academic year. Results showed that more males reported abstaining from those behaviors and fewer were classified as binge drinkers than 20 years ago. The opposite was true of women, who reported less abstention and trends towards heavier drinking. The choice of alcoholic beverage changed from beer hard liquor. Smoking significantly decreased along with self-reported illnesses. Researchers were able to conclude from their results that smoking prevention efforts did have a positive effect but more gender specific prevention efforts were needed to reduce the risk behaviors of drinking.

Training and prevention courses can only influence so many students on college and university campuses. Once students have been known to violate drinking or other drug policies on campus and are labeled as “mandated” students, they then have many data factors that become recordable. In 2014, a study was conducted to see if there was a difference in the drinking habits of mandated students and those of the general population in an effort to categorize and understand the differences between the groups so that training and prevention could be modified (Merrill et al, 2014). To test the assumption mentioned, Merrill et al. (2014) compared alcohol use levels of a sample of students mandated for alcohol violations (n = 435) with a representative sample of non-mandated students from the same university (n = 1,876). As they expected, mandated students were more likely to be male, younger, first-year students who were living on-campus in dorms. Mandated students also reported poorer academic performance. Merrill et al. found that mandated students reported more drinks per week than those in the general university sample but did not report drinking heavily or more frequently than non-mandated students.

In Merrill et al's. (2009) study, it was found that within the mandated student sample, there was considerable variability in drinking levels, that is, the frequency of heavy drinking covered the full range from never to ten+ times in the past month. There was also a larger standard deviation for drinks per week among mandated students than among those in the general sample. These results challenged the assumption that mandated students drink heavily more often but do not provide empirical support for the assumption that students who violate alcohol policies drink at a higher rate. This study though does show that continued outreach and alcohol prevention training to all students can be positive and beneficial on college and university campuses. The study also supported the finding that a one-time mandated class for only a few select students who happened to get caught does not deter the overall student population from drinking.

Deterring and Preventing Bullying

Having reviewed literature on the topics of school shooting, sexual assault, and alcohol and drug abuse, literature now exists on the recently popular topic of bullying. Bullying in academia has become a major concern on campuses and in several cases it has led to the death of the individual being bullied. Institutions and individuals in higher education need the necessary tools and training to help deal with and combat bullying on college and university campuses (Myers, 2012).

In some cases, history has shown that bullying was the precursor to extreme violence on college and university campuses. In many cases campuses did not give attention to bullying and showed low levels of concern (Duncan, 2010). Duncan (2010) advised that campuses need to establish intervention, training, prevention and enforcement in an effort to recognize and stop bullying on campuses.

Technology advancements have made it possible for today's youth to stay in contact 24/7 on multiple social media sites. The issues of cyberbullying in recent years have become a major concern for campuses and administrators. Technology has enabled harmful text messages, photos, and videos to be transmitted to victims via digital communication devices (Washington, 2015). As mentioned with advancements in technology and social media sites, cyberbullying has become a major concern for college and university campuses. Educational and awareness based programs must be implemented so that campuses can act proactively in stopping victimization by use of cyberbullying (Beebe, 2010).

Freedom of speech is alive and well on college campuses with many campuses allowing peaceful protest in designated areas on campus. Administrators must understand and be trained to recognize the differences between peaceful free speech and the usage of hate speech. All individuals involved must have proper training in responding to incidents of hate speech (Harris and Ray, 2014).

As bullying occurs through electronic devices, social media or through general hate speech; colleges and universities' ability to develop a bullying scale could prove useful in dealing with students that are involved in these incidents (Dogruer and Yaratana, 2014).

While the discussion of bullying continues on campuses, there must be an understanding of the differences between bully offenders and pure bullies. The differences between the two can help educate all involved to understand, evaluate, and create prevention methods to slow down or stop bully in the future (Johnston et al., 2014). It should be understood that bullies are those that utilize verbal threats and physical intimidation to harass others but bullies can also be misfits who are depressed and lonely themselves. Pure bullies are those that must always occupy the dominant role and they are not the victim of others that participate in bullying.

Deterring Crime by Reducing the Incidences of Unreported Crime

With all of the crimes and incidents that occur on campus on a daily basis, college and university officials must make greater efforts to understand why people do not report crimes. Additionally, administrators must help victims and witnesses of crimes understand the importance of reporting crimes to the proper authorities as soon as possible (Sulkowski, 2011).

Campus crime and victimization of students is a growing concern across the country. However, little is known about what influences victims to notify the police in college settings and if it is similar to those observed among the general population (Hart and Colavito, 2011).

College campus crimes go under reported and this becomes an issue for the safety of the campus as a whole. A study conducted on 492 female college students looked at whether reasons for not reporting varied by the type of victimization (sexual or physical) (Thompson, Sitterle, Clay and Kingree, 2007).

Technology and its advancements have led to just about everyone in the general public having a cell phone or having access to one. Using a cell phone can be an advantage in reporting crimes and in using the phone when one believes they are in trouble. However, cell phones and the increasing technology also provide a false sense of security which allows people to venture into areas that they normally would not, only because they believe their instant communication will provide them with a much needed and reliable safety net (Nasar, Hecht and Wener, 2007).

Summary

The pre-existing dissertational studies, theses, and literature in this topical area established the overall premise that there is a need for crime prevention education. The overall hypothesis for this study will further prove and expand upon this premise. This study will show that there are low levels of knowledge and understanding in the area of crime and crime

prevention on college campuses; and that this low level of knowledge and understanding is juxtaposed with reports of violence, shootings, theft, and sexual assault, that is ever-increasing; and that this makes college students in immediate need of education which is sufficiently informative and comprehensive to deter crime from occurring in the future.

In conclusion, the need for crime prevention education is imperative and data and findings reviewed in this chapter suggest that students are unaware of actual crime statistics and university crime prevention resources.

Chapter III

METHODOLOGY

The purpose of this study was to discover college students' awareness of crime prevention resources and their perception of campus crime on their college campus. In this chapter the research design, sample selection and instrumentation, and data collection and analysis procedures will be described.

Research Design

The research design for this study is a descriptive cross-sectional survey. According to Bethlehem (1999), a descriptive cross-sectional survey provides a snapshot of differences between or among people at one point in time. In this study a survey was used to identify differences and/or similarities in college students' perception of campus crime and awareness of campus crime prevention resources. Ideally, this information will assist administrators and campus police as they strive to create safe environments for students on their campuses.

The descriptive cross-sectional survey reveals data that was collected at one point in time. The population that was surveyed consisted of students that were presently taking classes and that were both living on and off campus.

Research Questions

These are the research questions being explored in this study:

1. What are college students' perceptions of crime on campus?
2. Do male and female students perceive crime on campus differently?
3. Do minority and non-minority students perceive crime on campus differently?
4. Are college students aware of the crime prevention resources on their campus?

Setting

The following data are from this the University is from the reported admissions data from the 2015–2016 academic year. The University reported 11,273 total students. There were approximately 4,274 (40.9%) men and 6,999 (59.1%) women in both undergraduate and graduate courses. With respect to the ethnic population at the University, 51.1% White, 36.2% Black, 5.3% Hispanic, 3.3% Multiracial, 3.1% Asian, 0.6% Unknown, 0.3% American Indian/Alaskan Native and 0.2% Native Hawaiian/Pacific Islander. There were approximately 306 international students from 75 countries represented on this campus. There was an average of 24 individuals in a freshman/sophomore level class and an average of 16 students in a junior/senior level class with a student-to-faculty ratio of 19:1. The average undergraduate student age was 22.

Participants

The survey was administered to all students attending classes at the University. This survey was administered through the participating students' campus email with the utilization of the Qualtrics survey program. Approximately 300 students responded to the survey and therefore approximately 300 units of data were obtained.

Instrumentation

The instrumentation section will explain the participant survey in detail and will explain how the survey was measured, what scales were used, and the coding process for each item. Questions that were presented on the surveys were as follows. The responses to the survey questions were coded and scaled consistent with the index in Appendix C.

Demographics

Questions 1 through 4 were comprised of demographic or background information. Question 1 asks for the gender of each participant. Question 2 asked the participant to identify which ethnic group they associate themselves with. Question 3 asked if the participant lives on campus. Question 4 asked the participant how long they have been a student at the University.

Perception of Safety on Campus

Question 5 through 9 asked questions concerning safety on campus if they, a relative, acquaintance or a friend have been a victim of a crime. Question 5 asked if the participant feels safe on campus. Question 6 asked if the participant, close relative or friend has ever been the victim of a crime while on campus. Question 7 asked if the participant has ever been a victim of theft, assault, sexual assault, domestic violence, stalking or bullying. Question 8 asked the participant if someone close to them has been a victim of theft, assault, sexual assault, domestic violence, stalking or bullying. Question 9 asked the participant if an acquaintance of theirs has been a victim of theft, assault, sexual assault, domestic violence, stalking or bullying.

Campus Crime Prevention

Questions 10 through 12 asked questions concerning campus crime prevention courses. Question 10 asked the participant if they know about the campus crime prevention courses taught on campus. Questions 11 asked the participant if they believe if campus crime prevention courses should be a mandatory class for first year students in an effort to educate them on campus crimes and punishments. Question 12 asked the participant if they know of the R.A.D. (Rape Aggression Defense) courses taught by the University Police Department that are free of charge.

Campus Resources

Questions 13 through 16 asked questions concerning the campus alert and campus email/web homepage. Question 13 asked the participant if they are aware that the campus alert system will update them on campus emergencies through their personal mobile device. Question 14 asked the participant if they have subscribed to the campus alert system by utilizing their cell phone number. Question 15 asked the participant if they have subscribed to the campus alert system by utilizing their student email address. Question 16 asked the participant how many times in a day do they check their school homepage/email for school updates.

Perception and Awareness of Campus Crime

Questions 17 through 23 asked questions concerning perception and awareness to campus crimes. Question 17 asked the participant if they are aware of crimes that occur on campus. Question 18 asked the participant if they are confident in their ability to avoid becoming involved in campus crimes, either as a bystander or victim. Question 19 asked the participant if they are currently doing everything they can to ensure their personal safety from criminal activity. Question 20 asked the participant if they are doing everything they can to ensure the protection of their belongings from theft. Question 21 asked if the participant is confident in their ability to avoid becoming involved in a campus crime, either as a bystander or victim. Question 22 asked the participant how frequent they believe the following crimes occur on campus: burglary, drugs, fighting, murder, sexual assault, theft and underage drinking. Question 23 asked the participant to label the frequency of crimes committed on campus at the following locations: baseball/softball field, main campus (West Hall-Nevins), north campus (business-nursing), P.E. complex, student recreational center, south campus (continuing ed. bldg.),

university center (UC), oak street parking deck, Sustella parking deck, residence halls and the library.

Participant Involvement In Crime

Questions 24 through 27 asked questions concerning the participants' level of intervention and involvement in instances of crime. Question 24 asked the participant if they would contact university police if they witnessed a crime. Question 25 asked the participant if they have ever filed a police report. Question 26 asked the participant if they would intervene in a crime they witness occurring on campus. Question 27 asked the participant if they would report the following crimes to university police if they witnessed them or personally obtained evidence about them: damage to property, theft, drugs, fights, weapons on campus, murder, sexual assault, terroristic threats and underage drinking.

Participant Understanding of Punishments

Questions 28 through 31 asked questions concerning the participants' level of understanding in regards to punishments/consequences of crimes. Question 28 asked the participant to choose what they believe the criminal punishments are for the following crimes in terms of maximum years in jail or prison: damage to government (school) property, theft, possession of marijuana/other drugs, underage alcohol, sexual assault (rape), weapons offense (on school grounds), terroristic threats and simple battery (fight). Question 29 asked the participant to choose what they believe the campus level consequences (punishment) through student/judicial affairs are for the following crimes: damage to government (school) property, theft, possession of marijuana/other drugs, underage alcohol, sexual assault (rape), weapons offense (on school grounds), terroristic threats and simple battery (fight). Question 30 asked the participant if they believe they can be expelled from school for the following crimes: damage to

government (school) property, theft, possession of marijuana/other drugs, underage alcohol, sexual assault (rape), weapons offense (on school grounds), terroristic threats and simple battery (fight). Question 31 asked the participant to choose what they believe the consequences are for the following crimes in regards to their job eligibility: damage to government (school) property, theft, possession of marijuana/other drugs, underage alcohol, sexual assault (rape), weapons offense (on school grounds), terroristic threats and simple battery (fight).

Awareness of Campus Resources

Questions 32 through 39 asked questions concerning the participants' awareness of campus resources that are available to them. Question 32 asked the participant if they are aware of the yellow call boxes ability to link the user to university police in the event of an emergency. Question 33 asked the participant if they have ever used the emergency call boxes on campus. Question 34 asked the participant if they felt safe as a result of using the emergency call box. Question 35 asked the participant if they know the emergency phone number to the University Police. Question 36 asked the participant if they know the location and contact information for the student counseling department on campus. Question 37 asked the participant if they know the location and contact information for the medical infirmary on campus. Question 38 asked the participant if they will sign on to the campus alert system. Question 39 asked the participant to rank, in number order, the following resources that they believe are most likely to protect them from being a victim of a crime: R.A.D.. classes, crime prevention courses, yellow call boxes and campus alert system.

Validity

The researcher has considered possible threats to the validity. First, the test study sample originates from an active college campus that is located within the heart of a city population. This city does have regular criminal activity which could influence responses from subjects being tested.

Second, data collector bias was addressed by utilizing a neutral survey administration process (Qualtrics Survey). Third, history bias may be tracked through Question 6 (“Have you, a close relative or friend been the victim of a crime while on campus?”). Internal validity issues within the survey were addressed by administering the survey through a pretest on a small sample size to address issues such as ambiguities, clarity, appropriateness, understanding, bias, and fatigue.

Data Collection

Prior to survey administration, IRB approval was obtained. The selection of students was assisted by selected professors located at the studied university. Surveys were administered to students who were attending classes. The surveys were administered by the use of Qualtrics through electronic format either by personal electronic device or university classroom provided computers. The participants answered the surveys by choosing the best answer provided on the Qualtrics Survey. Upon completion, the Qualtrics Survey ended and the program was exited. Data from the Qualtrics Survey was collected and tabulated electronically by the Qualtrics program.

The timeline for this study consisted of current participants accessing the Qualtrics Survey by electronic device. This study surveyed approximately 300 responding participants.

Data Analysis

The survey responses were coded for data analysis. The demographic data from Survey Questions 1 through 4 were used to describe the sample surveyed.

To address Research Question 1 the frequency and percentage of item responses for surveyed perceptions of crime on campus were tabulated and presented. For Research Questions 2 and 3, the data were disaggregated by gender and ethnicity and the proportion of item responses were presented in cross tabular format. In addition, differences in the proportion of responses were tabulated and presented. To address Research Question 4, student responses to awareness of campus crime prevention resources (mainly data from Survey Questions 10 through 12) were tabulated and presented.

The surveys were compiled, and all questions were broken down into several categories. Data analysis included reviewing sub-categories within such categories, such as variances in responses given by females versus males and between ethnic groups. Possible future studies will be able to examine categories such as the number of semesters at the University, and history threat or bias from a positive answer to Survey Question 6. This process of analyzing data also consisted of utilizing Excel to calculate the needed data to present for this study as well as tabulated data from Qualtrics.

The study hopes to provide motivation for future related studies and for the implementation of crime prevention courses at the college level. Relevant to this topic will be limitations exposed, and conclusions drawn, during data analysis. Data collected from Survey Question 24 will allow future researchers to address potential limitations of the data such as participants' unwillingness to report crime to university police. As previously discussed, limitations of the study include lack of accuracy of true crime data contained in the Clery report.

Similarly, the researcher hypothesized that data collected from responses to Survey Questions 28 through 31 would show lack of education as well as apathy to the consequences of crime.

In future studies the data from the responses maybe compared to the actual consequences for students' involvement in certain crimes at the campus level. The data from the responses maybe compared to the actual consequences to crimes listed in the Georgia Code, which is referenced in Appendix A. This would enable the researchers to articulate evidence of the need for crime prevention education at the college level.

Summary

This chapter describes the methods and procedures that were employed to gain insight into student participant perception and awareness to campus crimes. The problems, research questions, research design, context of the study, sample population, and instruments have been presented. Chapter Four will address the data analysis measured through the use of a survey, followed by a discussion of the findings in Chapter Five.

One goal of the study was to answer the four Research Questions. The researcher attempted to answer Research Question 1 by analyzing the data collected from survey questions 17-23. The purpose of these questions was to assess the level of knowledge, perception and awareness amongst all the participants regarding crimes that occur on campus.

The researcher attempted to answer Research Question 2 by analyzing the differences in data collected from males and females on their perception, knowledge and awareness of campus crimes.

The researcher attempted to answer Research Question 3 by analyzing the differences in the data collected from minority and nonminority student participants.

The researcher attempted to answer Research Question 4 by analyzing data collected on students' awareness to available campus crime prevention resources.

The goal was that the data would show four types of participants to be tracked through the research questions: a non-minority male, a minority male, a non-minority female, and a minority female. These variables were planned for in order to enable the researcher to draw plausible conclusions from the data; however, the primary purpose was to provide an analysis of the overall perception of crime on campus, and the overall need to educate to provide for deterrence of crime participation and victim occurrence.

Chapter IV

RESULTS

This research study was conducted to understand students' perception and awareness of crimes on college campuses. This chapter contains a report of the data collected through surveys that were administered electronically on campus. For the focus of Chapter 4 data was collected from student participants' responses to Survey Questions 17 through 23, (survey questions 22 and 23 deal directly with Clery mandated reporting and actual crime statistical analysis which is analyzed in this chapter but not in Chapter 5 as it makes for a separate future study into perception and actual understanding of Clery and what crimes are actually reported to authorities) in order to answer Research Question 1: What are college students' perceptions of crime on campus?, Research Question 2: Do male and female students perceive crime on campus differently?, and Research Question 3: Do minority and non-minority students perceive crime on campus differently? For the focus of Chapter 4 data was collected from student participants' responses to Survey Questions 10 through 12 in order to answer Research Question 4: Are college students aware of the crime prevention resources on their campus? The data is reported by counting the totals of males, females, minority, and non-minority for each question. The percentage is reported for certain questions.

Data Collection and Responses

Data for this Quantitative research study was collected through an online survey program called *Qualtrics*. Qualtrics was used to create the questions and answers for each question. The Qualtrics Survey was e-mailed to student participants and was available to them for seven weeks. The survey consisted of 39 questions, preceded by an additional question requesting consent from the participant for the intended use. The survey was also sent to approximately 172

faculty/staff members that were active, so that they could advise their students of the survey and encourage them to take it.

As the survey received its last responses in the seventh week at the end of the Summer 2017 semester, it was closed with 307 responses being recorded. There were a total of 301 surveys that were consent authorized out of the 307 received surveys. This represents a 98.05% participant return rate. The included independent sample *t*-test were conducted through the use of IBM program SPSS. The coding utilized the same responses given by the collected data but (Male) was coded as a (1), (Female) was coded as a (2), (Non-Minority) was coded as a (1), (Minority) was coded as a (2), (Yes) was coded as a (1), (No) was coded as a (2), (Agree) was coded as a (1) and (Disagree) was coded as a (2). All statistical data was reported/ recorded just as it was received from the respondents showing the difference in coding from Appendix C.

Data Analysis

Research Question 1: What Are College Students' Perceptions Of Crime On Campus?

Information for Research Question 1 was obtained from 301 consenting survey respondents looking at seven questions that specifically dealt with students' perceptions of crime on campus. The relevant student participant survey questions (Questions 17-23) were as follows:

- a) I am aware of crimes which occur on campus and gives the selections of no or yes;
- b) I am confident in my ability to avoid becoming involved in campus crimes, either as a bystander or victim and gives the selections of agree, strongly agree, neutral, disagree or strongly disagree;
- c) I am currently doing everything that I can to ensure my personal safety from criminal activity and gives the selections of agree, strongly agree, neutral,

- disagree or strongly disagree;
- d) I am currently doing everything that I can to ensure protection of my belongings from theft and gives the selections of agree, strongly agree, neutral, disagree or strongly disagree;
 - e) Are you confident in your ability to avoid becoming involved in campus crime, either as a bystander or victim and gives the selections of no or yes;
 - f) Label the following crimes according to how frequent you believe them to occur on campus, giving the crimes of: burglary, drugs, fighting, murder, sexual assault, theft, underage drinking and gives the selections of not at all, least frequent, more frequent or most frequent; and
 - g) Label the frequency of crimes committed in the following areas of campus with choices of: Baseball/Softball Field, Main Campus, North Campus, P.E Complex, Student Recreational Center, South Campus, University Center, Parking Deck 1, Parking Deck 2, Residence Hall, Library and gives the selections of not at all, least frequent, more frequent or most frequent.

The following is a detailed explanation of the respondents' answers to these crime awareness questions which are relevant to the first research question.

Awareness of Crimes on Campus

Question 17 of the survey asks respondents if they are aware of crimes which occur on campus. A total of 243 respondents answered this question with 209 saying yes they were aware of crimes that occurred on campus, and 34 responding that they were not aware of crimes that occurred on campus. This indicates that approximately 16.3% of the respondent population is unaware of crimes which occur on campus.

Confidence in Ability to Not be Involved in Campus Crimes

Question 18 of the survey asks respondents if they are confident in their ability to not be involved in campus crimes, either as a victim or bystander, and respondents were given the choices of strongly disagree, disagree, neutral, agree and strongly agree. There were a total of 243 responses to this question with 10 strongly disagreeing, 9 disagreeing, 61 neutral, 102 agreeing and 61 strongly agreeing. Approximately a 67% of the respondents indicated they had confidence that they would not be involved in crimes on campus. Almost 25% of the respondents replied with neutral, which may have indicated that they were not sure. The responses by individual ethnic group are presented in Table 1.

Table 1:

Ethnic Group Victim/Bystander Awareness

Ethnic Group	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
White	64	36	31	6	4
Black	29	17	19	0	3
Hispanic	0	2	3	1	0
Native Amer.	1	0	0	0	1
Asian	1	2	7	2	0
Multi-Racial	1	1	0	0	0
Bi-Racial	3	1	0	0	1
Other	2	2	0	0	0
Prefer Not To Answer	1	0	1	0	1

Ethnic Group Differences in Taking Action to Ensure Personal Safety

Question 19 of the survey asks respondents if they are doing everything they can to ensure their personal safety from criminal activity, and the respondents are given the choices of strongly disagree, disagree, neutral, agree, and strongly agree. There were a total of 242 respondents to this question with 7 strongly disagreeing, 4 disagreeing, 36 neutral, 107 agreeing, and 88 strongly agreeing. Approximately 80% of the respondents indicated they agreed or

strongly agreed that they were doing everything they could to ensure their personal safety. The responses by individual ethnic group are found in Table 2.

Table 2:

Ethnic Group Personal Safety

Ethnic Group	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
White	75	49	13	3	1
Black	24	29	11	0	4
Hispanic	1	4	1	0	0
Native Amer.	1	0	0	0	1
Asian	2	3	7	0	0
Multi-Racial	0	1	1	0	0
Bi-Racial	1	0	1	3	0
Other	3	0	0	0	0
Prefer Not To Answer	0	0	2	0	1

Taking Action to Protect Personal Belongings

Question 20 of the survey asks respondents if they are doing everything to ensure the protection of their belongings from theft, and the respondents are given the choices of strongly disagree, disagree, neutral, agree and strongly agree. There were a total of 243 respondents to this question with 6 strongly disagreeing, 7 disagreeing, 21 neutral, 112 agreeing and 97 strongly agreeing. Approximately 86% of respondents agreed or strongly agreed that they are protecting their personal belongings. The responses by individual ethnic group are presented in Table 3.

Table 3:

Ethnic Group Protection of Belongings

Ethnic Group	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
White	71	59	6	4	1
Black	31	27	5	1	4
Hispanic	1	4	1	0	0
Native Amer.	1	1	0	0	0
Asian	2	3	7	0	0
Multi-Racial	0	0	1	1	0
Bi-Racial	3	2	0	0	0
Other	3	0	0	1	0
Prefer Not To Answer	0	1	1	0	1

Avoidance of Crime

Question 21 of the survey asks respondents if they are confident in their ability to avoid becoming involved in campus crime and are given the choices of yes or no. There were a total of 243 respondents to this question with 197 answering yes and 46 answering no. Approximately 23.4% of the respondents indicated they are not confident in their ability to avoid being involved in campus crime. The responses by individual ethnic group are presented in Table 4.

Table 4:

Ethnic Group Avoidance of Crime

Ethnic Group	Yes	No
White	123	18
Black	52	16
Hispanic	3	3
Native American	2	0
Asian	5	7
Multi-Racial	2	0
Bi-Racial	4	1
Other	4	0
Prefer Not To Answer	2	1

Perception of Crime Frequency

Question 22 of the survey asks respondents to rank the frequency of certain crimes occurring on campus. The crimes that are being investigated are burglary, drugs, fight, murder, sexual assault, theft and underage drinking. The respondents are given the ranking choices of not at all, less frequent, more frequent and most frequent. There is a table for each crime with responses from both male and female participants, and a breakdown of white and black respondents. Tables 5-11 represent the data from survey question 22.

Table 5:

Burglary Frequency

	Not At All	Least Frequent	More Frequent	Most Frequent
Male	7	22	26	12
Female	9	43	76	41
White	3	37	67	31
Black	7	18	27	16

Table 6:

Drug Possession Frequency

	Not At All	Least Frequent	More Frequent	Most Frequent
Male	3	9	22	34
Female	6	21	53	90
White	1	8	49	82
Black	5	16	17	30

Table 7:

Fighting Frequency

	Not At All	Least Frequent	More Frequent	Most Frequent
Male	6	39	18	3
Female	9	79	63	18
White	3	72	49	14
Black	9	30	22	6

Table 8:

Murder Frequency

	Not At All	Least Frequent	More Frequent	Most Frequent
Male	44	21	0	2
Female	80	88	2	0
White	70	68	2	0
Black	37	29	0	2

Table 9:

Sexual Assault Frequency

	Not At All	Least Frequent	More Frequent	Most Frequent
Male	10	25	24	8
Female	10	54	78	28
White	7	43	73	18
Black	7	28	22	11

Table 10:

Theft Frequency

	Not At All	Least Frequent	More Frequent	Most Frequent
Male	1	11	31	25
Female	4	13	70	84
White	1	10	59	71
Black	3	8	33	24

Table 11:

Underage Drinking Frequency

	Not At All	Least Frequent	More Frequent	Most Frequent
Male	1	7	14	46
Female	4	3	20	144
White	0	3	19	119
Black	4	4	9	51

Ranking Frequency of Crimes at Locations on Campus

Question 23 of the survey asks respondents to rank the locations of where crimes occur by their frequency. The locations being investigated for this survey question are the

Baseball/Softball Field, Main Campus, North Campus, P.E Complex, Student Recreational Center, South Campus, University Center, Parking Deck 1, Parking Deck 2, Residence Housing, and the Library. The respondents are given the ranking choices of not at all, less frequent, more frequent and most frequent. Below each crime will have a breakdown of responses from both male versus female as well as white versus black.

Baseball/Softball Field. A total of 63 males responded to the question and a total of 158 females responded to the question. There were 16 males who stated that no crimes at all occurred at this location compared to 34 females representing approximately 25.4% of males and approximately 21.5% of females. 37 males responded that this location was least frequent compared to 78 females representing approximately 58.7% of males and 49.4% of females. Nine males responded that this location was more frequent compared to 38 females representing 14.3% of males and 24.1% of females. One male who responded that the Baseball/Softball Field location was most frequent compared to 8 females representing 1.6% of males and 5.1% of females.

This question was also analyzed by ethnic groups with a total of 128 whites responding and 64 blacks. There were 17 whites who responded that no crimes at all occurred at this location compared to 27 blacks representing approximately 13.3% of whites and 42.2% of blacks. There were 72 whites responded that this location was least frequent compared to 25 blacks representing approximately 56.3% of whites and 39.1% of blacks. There were 34 whites responded that this location was more frequent compared to 8 blacks representing approximately 26.6% of whites and 12.5% of blacks. There were 4 whites who responded that the Baseball/Softball Field location was the most frequent location for crimes to occur compared to 0 blacks representing 3.1% of whites and 0% of blacks.

Main Campus. A total of 62 males responded to the question and a total of 157 females responded to the question. There were 14 males who responded that no crimes at all occurred at this location compared to 20 females representing approximately 22.3% of males and 12.7% of females. There were 25 males responded that this location was least frequent compared to 69 females representing approximately 40.3% of males and 43.9% of females. There were 16 males responded that this location was more frequent compared to 50 females representing 25.8% of males and 31.8% of females. There were 7 males who responded that the Main Campus location was most frequent for crime compared to 18 females representing 11.3% of males and 11.5% of females.

This question was broken down by ethnic groups with a total of 127 whites responding and 64 blacks. There were 8 whites who responded that no crimes occurred at this location compared to 18 blacks representing approximately 6.3% of whites and 28.1% of blacks. There were 54 whites responded that this location was least frequent compared to 28 blacks representing approximately 42.5% of whites and 43.8% of blacks. There were 50 whites responded that this location was more frequent compared to 13 blacks representing approximately 39.4% of whites and 20.3% of blacks. There were 17 whites who responded that the Main Campus location was most frequent for crime compared to 5 blacks representing 13.4% of whites and 7.8% of blacks.

North Campus. A total of 63 males responded to the question and 155 females responded to the question. There were 17 males who responded that no crimes occurred at this location compared to 33 females representing approximately 27% of males and 21.3% of females. There were 35 males responded that the North Campus (Business College/Nursing College) location was least frequent compared to 95 females representing approximately 55.6% of males and

61.3% of females. There were 9 males who responded that this location was more frequent compared to 27 females representing approximately 14.3% of males and 17.4% of females. There were 2 males who responded that the North Campus location was the most frequent for crimes to occur compared to 0 females representing approximately 3.2% of males and 0% of females.

This question was broken down by ethnic groups with a total of 125 whites responding and 64 blacks. There were 15 whites who responded that no crimes occurred at this location compared to 22 blacks representing approximately 12% of whites and 34.4% of blacks. There were 87 whites responded that this location was least frequent compared to 33 blacks representing approximately 69.6% of whites and 51.6% of blacks. There were 23 whites responded that this location was more frequent compared to 8 blacks representing approximately 18.4% of whites and 12.5% of blacks. There were 0 whites who responded that the North Campus location was the most frequent for crimes to occur compared to 1 black representing approximately 0% of whites and 1.6% of blacks.

Physical Education Complex. A total of 62 males responded to the question and 157 females responded to the question. There were 14 males who responded that no crimes occurred at this location compared to 20 females, representing approximately 22.6% of males and 12.7% of females. 28 males responded that the Physical Education Complex was the least frequent location for crime compared to 64 females, representing approximately 45.2% of males and 40.8% of females. There were 17 males responded that this location was more frequent compared to 61 females, representing approximately 11.3% of males and 38.9% of females. There were 3 males that responded that the Physical Education Complex was the most frequent location for crime compared to 12 females, representing 4.8% of males and 7.6% of females.

This question was broken down by ethnic group with a total of 127 whites responding and 63 blacks. There were 8 whites who responded that the Physical Education Complex location had no crimes occur compared to 17 blacks, representing approximately 6.3% of whites and 27% of blacks. There were 57 whites responded that this location was the least frequent compared to 20 blacks, representing approximately 44.9% of whites and 31.7% of blacks, 53 whites responded that this location was more frequent compared to 20 blacks, representing approximately 41.7% of whites and 31.7% of blacks. There were 9 whites who responded that the Physical Education Complex was the most frequent location for crime compared to 6 blacks, representing 7.1% of whites and 10% of blacks.

Student Recreational Center. This location indicated that a total of 63 males responded to the question and 157 females responded to the question. There were 12 males who responded that there were no crimes that occurred at this location compared to 15 females, representing approximately 19% of males and 9.6% of females. There were 26 males responded this was the least frequent location compared to 60 females, representing approximately 41.3% of males and 38.2% of females. There were 20 males responded that this location was more frequent compared to 69 females, representing approximately 33.3% of males and 43.9% of females. There were 5 males who responded that the Student Recreational Center was the most frequent location for crime compared to 13 females, representing approximately .08% of males and 8.3% of females.

This question was broken down by ethnic group with a total of 127 whites responding and 64 blacks. There were 7 whites who responded that the Student Recreational Center had no crime that occurred compared to 12 blacks, representing approximately 5.5% of whites and 18.8% of blacks. There were 48 whites who responded that this location was least frequent for

crime to occur compared to 25 blacks, representing approximately 37.8% of whites and 39.1% of blacks, 60 whites responded that this location was more frequent for crime compared to 23 blacks, representing approximately 47.2% of whites and 35.9% of blacks. There were 12 whites who responded that the Student Recreational Center was the most frequent location for crime to occur compared to 4 blacks, representing approximately 9.4% of whites and 6.3% of blacks.

South Campus. A total of 62 males responded to the question and 158 females responded to the question. There were 13 males who responded that there were no crimes that occurred at this location compared to 29 females, representing approximately 21% of males and 918.4% of females. There were 34 males responded this was the least frequent location compared to 100 females, representing approximately 54.8% of males and 63.3% of females. There were 13 males responded that this location was more frequent compared to 22 females, representing approximately 21% of males and 13.9% of females. There were 2 males who responded that the South Campus location was the most frequent location for crime compared to 7 females, representing approximately 3.2% of males and 4.4% of females.

This question was broken down by ethnic group with a total of 128 whites responding and 63 blacks. There were 11 whites who responded that the South Campus location had no crime that occurred compared to 22 blacks, representing approximately 8.6% of whites and 34.9% of blacks. There were 88 whites who responded that this location was least frequent for crime to occur compared to 30 blacks, representing approximately 68.8% of whites and 47.6% of blacks. There were 25 whites responded that this location was more frequent for crime compared to 6 blacks, representing approximately 19.5% of whites and 9.5% of blacks. There were 4 whites who responded that the South Campus location was the most frequent location for crime to occur compared to 5 blacks, representing approximately 3.1% of whites and 7.9% of

blacks.

University Center. A total of 64 males responded to the question and 148 females responded to the question. There were 12 males who responded that there were no crimes that occurred at this location compared to 21 females, representing approximately 18.8% of males and 14.2% of females. There were 33 males responded this was the least frequent location compared to 78 females, representing approximately 51.6% of males and 52.7% of females. There were 12 males responded that this location was more frequent compared to 40 females, representing approximately 18.8% of males and 27% of females. There were 7 males who responded that the University Center was the most frequent location for crime compared to 19 females, representing approximately 10.9% of males and 12.8% of females.

This question was broken down by ethnic group with a total of 128 whites responding and 64 blacks. There were 6 whites who responded that the University Center had no crime that occurred compared to 17 blacks, representing approximately 4.7% of whites and 26.6% of blacks. There were 76 whites who responded that this location was least frequent for crime to occur compared to 24 blacks, representing approximately 59.4% of whites and 37.5% of blacks. There were 32 whites responded that this location was more frequent for crime compared to 15 blacks, representing approximately 25% of whites and 23.4% of blacks. There were 14 whites who responded that the University Center was the most frequent location for crime to occur compared to 8 blacks, representing approximately 10.9% of whites and 12.5% of blacks.

Parking Deck 1. A total of 63 males responded to the question and 157 females responded to the question. There were 4 males who responded that there were no crimes that occurred at this location compared to 13 females, representing approximately 6.3% of males and 8.3% of females. 23 males responded this was the least frequent location compared to 28

females, representing approximately 36.5% of males and 17.8% of females. Twenty males responded that this location was more frequent compared to 65 females, representing approximately 31.7% of males and 41.4% of females. There were 16 males who responded that the Parking Deck 1 location was the most frequent location for crime compared to 51 females, representing approximately 25.4% of males and 32.5% of females.

This question was broken down by ethnic group with a total of 128 whites responding and 64 blacks. There were 4 whites who responded that the Parking Deck 1 had no crime that occurred compared to 11 blacks, representing approximately 3.1% of whites and 17.2% of blacks. There were 23 whites who responded that this location was least frequent for crime to occur compared to 18 blacks, representing approximately 18% of whites and 28.1% of blacks. 54 whites responded that this location was more frequent for crime compared to 22 blacks, representing approximately 42.2% of whites and 34.4% of blacks. There were 47 whites who responded that the Parking Deck 1 was the most frequent location for crime to occur compared to 13 blacks, representing approximately 36.7% of whites and 20.3% of blacks.

Parking Deck 2. A total of 63 males responded to the question and 158 females responded to the question. There were 6 males who responded that there were no crimes that occurred at this location compared to 11 females, representing approximately 9.5% of males and 7% of females. 21 males responded this was the least frequent location compared to 30 females, representing approximately 33.3% of males and 19% of females. Twenty-four males responded that this location was more frequent compared to 61 females, representing approximately 38.1% of males and 38.6% of females. There were 12 males who responded that the Parking Deck 2 was the most frequent location for crime compared to 56 females, representing approximately 19% of males and 35.4% of females.

This question was broken down by ethnic group with a total of 128 whites responding and 64 blacks. There was 1 white who responded that the Parking Deck 2 had no crime that occurred compared to 12 blacks, representing approximately .08% of whites and 18.8% of blacks. There were 23 whites who responded that this location was least frequent for crime to occur compared to 16 blacks, representing approximately 18% of whites and 25% of blacks, 53 whites responded that this location was more frequent for crime compared to 23 blacks, representing approximately 41.4% of whites and 35.9% of blacks. There were 51 whites who responded that the Parking Deck 2 location was the most frequent location for crime to occur compared to 13 blacks, representing approximately 39.8% of whites and 20.3% of blacks.

Residence Housing. A total of 65 males responded to the question and 159 females responded to the question. There were 6 males who responded that there were no crimes that occurred at this location compared to 10 females, representing approximately 9.2% of males and 6.3% of females. Fourteen males responded this was the least frequent location compared to 30 females, representing approximately 21.5% of males and 18.9% of females. Twenty males responded that this location was more frequent compared to 48 females, representing approximately 30.8% of males and 30.2% of females. There were 25 males who responded that Residence Housing was the most frequent location for crime compared to 71 females, representing approximately 38.5% of males and 44.7% of females.

This question was broken down by ethnic group with a total of 130 whites responding and 65 blacks. There were 2 whites who responded that Residence Housing had no crime occurred compared to 8 blacks, representing approximately 1.5% of whites and 12.3% of blacks. There were 16 whites who responded that this location was least frequent for crime to occur compared to 18 blacks, representing approximately 12.3% of whites and 27.8% of blacks. The

44 whites responded that this location was more frequent for crime compared to 18 blacks, representing approximately 33.8% of whites and 27.8% of blacks. There were 68 whites who responded that Residence Housing was the most frequent location for crime to occur compared to 21 blacks, representing approximately 52.3% of whites and 32.3% of blacks.

Library. A total of 63 males responded to the question and 158 females responded to the question. There were 14 males who responded that there were no crimes that occurred at this location compared to 33 females, representing approximately 22.2% of males and 20.9% of females. Thirty two males responded this was the least frequent location compared to 82 females, representing approximately 50.8% of males and 51.9% of females. Nine males responded that this location was more frequent compared to 27 females, representing approximately 14.3% of males and 17.1% of females. There were 8 males who responded that the Library was the most frequent location for crime compared to 16 females, representing approximately 12.7% of males and 10.1% of females.

This question was broken down by ethnic group with a total of 128 whites responding and 63 blacks. There were 21 whites who responded that the Library had no crime occur compared to 19 blacks, representing approximately 16.4% of whites and 30.2% of blacks. There were 74 whites who responded that this location was least frequent for crime to occur compared to 26 blacks, representing approximately 57.8% of whites and 41.2% of blacks. Twenty-three whites responded that this location was more frequent for crime compared to 8 blacks, representing approximately 18% of whites and 12.7% of blacks. There were 10 whites who responded that the Library was the most frequent location for crime to occur compared to 10 blacks, representing approximately 7.8% of whites and 15.9% of blacks.

Research Question 2: Do Male And Female Students Perceive Crime On Campus Differently?

Information relevant to responding to Research Question 2 was obtained by referencing responses to Survey Questions 17-23, questions that dealt with students' perceptions of crime on campus.

Gender Differences in Campus Crime Awareness

Qualtrics Survey Question 17 asks the respondents if they are aware of crimes which occur on campus. A total of 68 male student respondents for Survey Question 17. Fifty-seven males responded yes, they were aware of crimes which occurred on campus; and 11 males responded that they were not aware of crimes which occurred on campus. This indicates that approximately 19.3% of all male student respondents are not aware of crimes which occur on campus. Table 12 represents data about male awareness of crime on campus.

Table 12:

Males Awareness of Crime On Campus

# Males	Yes	No	% Not Aware of Crimes On Campus
68	57	11	19.3%

There were a total of 171 female student respondents to Survey Question 17. There were 149 females who responded yes, they were aware of crimes which occurred on campus, and 22 females responded no they were not aware of crimes which occurred on campus. This indicates that approximately 14.8% of all female student respondents are not aware of crimes which occur on campus. Table 13 represents data about female awareness of crime on campus.

Table 13:

Female Awareness to Crime on Campus

# Females	Yes	No	% Not Aware of Crimes On Campus
171	149	22	14.8%

Table 14 represents the independent-sample *t*-test for both male and female respondent's awareness to campus crime.

Table: 14:

Male/Female Awareness to Crime on Campus

	Male		Female		<i>t</i> -test
	M	SD	M	SD	
Awareness to Campus Crime	1.16	.370	1.12	.335	.667**

***p* > .05

An independent-samples *t*-test was conducted to compare male respondents and female respondent's awareness to campus crime. The results indicated that there was no significant difference in the scores of male respondents (M = 1.16, SD = .370) and female respondents (M = 1.12, SD = .335) conditions; $t(237) = .667, p = .505$

Gender Differences in Confidence About Crime Avoidance

Qualtrics Survey Question 18 asks the respondents if they are confident in their ability to avoid being involved in campus crimes either as a victim or bystander. The respondents were given the choices of agree, disagree, neutral, strongly agree and strongly disagree. There were a total of 68 male student respondents that answered survey question 18. Twenty-one males responded agree, 2 disagree, 15 neutral, 26 strongly agree, and 4 strongly disagree. There were a

total of 171 female student respondents to survey question 18. 81 females responded agree, 7 disagree, 45 neutral, 34 strongly agree, and 4 strongly disagree. Table 14 represents gender differences in confidence about the ability to avoid crime on campus.

Table 15:

Male/Female Crime Avoidance

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	26	21	15	2	4
Female	34	81	45	7	4

Table 16 represents the independent-sample *t*-test for both male and female respondent's confidence in their ability to avoid being involved in campus crimes either as a victim or bystander.

Table 16:

Male/Female Crime Avoidance

	Male		Female		<i>t</i> -test
	M	SD	M	SD	
Avoidance of Crime	1.30	.465	1.32	.470	-.277**

***p* > .05

An independent-samples *t*-test was conducted to compare male respondents and female respondent's ability to avoid being involved in campus crimes either as a victim or a bystander. The results indicate that there was no significant difference in the scores of male respondents (M = 1.30, SD = .465) and female respondents (M = 1.32, SD = .470) conditions; $t(237) = -.277, p = .782$

Gender Differences in Taking Actions to Ensure Personal Safety

Qualtrics Survey Question 19 asks respondents if they are currently doing everything to ensure their personal safety from criminal activity and gives them the choices of agree, disagree, neutral, strongly agree and strongly disagree. A total of 68 male students responded to survey question 19. 25 males agree, 1 disagree, 15 neutral, 24 strongly agree, and 3 strongly disagree. There were a total of 170 female student respondents to survey question 19 with 82 female students responding they agree, 3 that disagree, 20 that were neutral, 62 that strongly agree, and 3 that strongly disagree. Differences in male versus female responses about taking action to ensure their personal safety are presented in Table 17.

Table 17:

Male/Female Personal Safety

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	24	25	15	1	3
Female	62	82	20	3	3

Table 18 represents the independent-sample *t*-test for both male and female respondent’s ability to ensure their personal safety from criminal activity.

Table 18:

Male/Female Personal Safety

	Male		Female		<i>t</i> -test
	\bar{M}	SD	\bar{M}	SD	
Personal Safety	1.27	.452	1.15	.360	2.05**

***p* < .05

An independent-samples *t*-test was conducted to compare male and female respondent’s ability to ensure their personal safety from criminal activity. The results indicated that there was

a significant difference in the scores of male respondents ($M = 1.27$, $SD = .452$) and female respondents ($M = 1.15$, $SD = .360$) conditions; $t(236) = 2.05$, $p = .042$

Gender Differences in Actions to Protect Personal Belongings

Qualtrics Survey Question 20 asks respondents if they are doing everything to ensure protection of their personal belongings from theft. 68 male students responded to survey question 20. Of those responding, 26 male students responded that they agree, 2 disagree, 11 were neutral, 27 strongly agree and 2 strongly disagree. There were a total of 171 female student respondents to survey question 20 with 85 female students responding they agree, 5 disagree, 10 were neutral, 68 strongly agree, and 3 that strongly disagree. The differences between male and female responses about taking actions to protect belongings are presented in Table 19.

Table 19:

Male/Female Personal Belonging Protection

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	27	26	11	2	2
Female	68	85	10	5	3

Table 20 represents the independent-sample t -test for both male and female respondent's ability to ensure the protection of their personal belongings from theft.

Table 20:

Male/Female Personal Belonging Protection

	Male		Female		t -test
	\bar{M}	SD	\bar{M}	SD	
Personal Belongings	1.22	.417	1.10	.307	2.06**

** $p < .05$

An independent-samples t -test was conducted to compare male and female respondent's

ability to ensure protection of their personal belongings from theft. The results indicated that there was a significant difference in the scores of male respondents ($M = 1.22$, $SD = .417$) and female respondents ($M = 1.10$, $SD = .307$) conditions; $t(237) = 2.06$, $p = .042$

Gender Differences in Confidence About Avoiding Crime on Campus

Qualtrics Survey Question 21 asks respondents if they are confident in their ability to avoid being involved in campus crime either as a bystander or victim and gives them the choices of yes or no. There were a total of 68 male respondents to survey question 21 with 58 male students responding yes they were able to avoid being a victim or bystander of campus crime and 10 male student respondents that stated they could not avoid being a victim or bystander of campus crime. This total male student respondent indicates that approximately 17.2% of the male student respondents are unable to avoid being a victim of campus crime either as a victim or bystander. In contrast, a total of 171 female students responded to survey question 21 with 136 female student responding yes they could avoid being a victim or bystander of campus crime and 35 female student respondents stated they were unable to avoid being a victim or bystander of campus crime. Approximately 25.7% of the total female student respondents feel they are unable to avoid being a victim or bystander of campus crime. Table 21 represents differences in male and female responses about ability to avoid crime on campus.

Table 21:

Male/Female Victim/Bystander Avoidance

Gender	Yes	No
Male	58	10
Female	136	35

Table 22 represents the independent-sample *t*-test for both male and female respondent's ability to avoid being involved in a campus crime either as a victim or a bystander.

Table 22:

Male/Female Victim/Bystander Avoidance

	Male		Female		<i>t</i> -test
	M	SD	M	SD	
Victim/Bystander Avoidance	1.14	.356	1.20	.404	-1.08**

***p* > .05

An independent-sample *t*-test was conducted to compare male and female respondent's ability to avoid being involved in campus crime either as a victim or a bystander. The results indicated that there was not a significant difference in the score of male respondents (M = 1.14, SD = .356) and female respondents (M = 1.20, SD = .404) conditions; $t(237) = -1.083, p = .281$

Gender Differences in Perceptions About Frequency of Specific Crimes on Campus

Qualtrix Survey Question 22 asks respondents to rank the frequency of occurrence for specific crimes which occur on campus. The respondents are given the crimes of burglary, drugs, fighting, murder, sexual assault, theft and underage drinking. The respondents are given the frequency choices of not at all, least frequent, more frequent, and most frequent.

Burglary. The crime of burglary had a total of 67 males who responded and 169 females. There were 7 males who responded that the crime of burglary had not occurred at all compared to 9 females, representing approximately 10.4% of males and 5.3% of females. There were 22 males who responded burglary was least frequent compared to 43 females, representing approximately 32.8% of males and 25.4% of females. Twenty-six males responded burglary was more frequent compared 76 females, representing approximately 38.8% of males and 44.8% of females. There were 12 males who responded that burglary was the most frequent crime that occurred compared to 41 females, representing approximately 17.9% of males and 24.3% of

females.

Drug Possession. The crime of drug possession had a total of 68 males and 170 females who responded. There were 3 males who responded that the crime of drug possession had not occurred at all compared to 6 females, representing approximately 4.4%% of males and 3.5% of females. There were 9 males who responded drug possession was least frequent compared to 21 females, representing approximately 13.2% of males and 12.4% of females, 22 males responded drug possession was more frequent compared 53 females, representing approximately 32.4% of males and 31.2% of females. There were 34 males who responded that drug possession was the most frequent crime that occurred compared to 90 females, representing approximately 50% of males and 52.9% of females.

Fighting. The crime of fighting had a total of 66 males and 169 females who responded. There were 6 males who responded that the crime of fighting had not occurred at all compared to 9 females, representing approximately 9.1% of males and 5.3% of females. There were 39 males who responded fighting was least frequent compared to 79 females, representing approximately 59.1% of males and 46.7% of females. 18 males responded fighting was more frequent compared 63 females, representing approximately 27.3% of males and 37.3% of females. There were 3 males who responded that fighting was the most frequent crime that occurred compared to 18 females, representing approximately 4.5% of males and 10.7% of females.

Murder. The crime of murder had a total of 67 males who responded and 170 females. There were 44 males who responded that the crime of murder had not occurred at all compared to 80 females, representing approximately 65.7% of males and 47.1% of females. There were 21 males who responded that murder was the least frequent compared to 88 females, representing approximately 31.3% of males and 51.8% of females, 0 males responded that murder was more

frequent compared 2 females, representing approximately 0% of males and 1.2% of females. There were 2 males who responded that murder was the most frequent crime that occurred compared to 0 females, representing approximately 3% of males and 0% of females.

Sexual Assault. The crime of sexual assault had a total of 67 males and 170 females who responded. There were 10 males who responded that the crime of sexual assault had not occurred at all compared to 10 females, representing approximately 14.9% of males and 5.9% of females. There were 25 males who responded sexual assault was the least frequent compared to 54 females, representing approximately 37.3% of males and 31.8% of females. Twenty-four males responded sexual assault was more frequent compared 78 females, representing approximately 35.8% of males and 45.9% of females. There were 8 males who responded that sexual assault was the most frequent crime that occurred compared to 28 females, representing approximately 11.9% of males and 16.5% of females.

Theft. The crime of theft had a total of 68 males and 171 females who responded. There was 1 male who responded that the crime of theft had not occurred at all compared to 4 females, representing approximately 1.5% of males and 2.3% of females. There were 11 males who responded theft was least the frequent compared to 13 females, representing approximately 16.2% of males and 7.6% of females. Thirty-one males responded theft was more frequent compared 70 females, representing approximately 45.6% of males and 40.9% of females. There were 25 males who responded that theft was the most the frequent crime that occurred compared to 84 females, representing approximately 36.8% of males and 49.1% of females.

Underage Drinking. The crime of underage drinking had a total of 68 males and 171 females who responded. There was 1 male who responded that the crime of underage drinking had not occurred at all compared to 4 females, representing approximately 1.5% of males and

2.3% of females. There were 7 males who responded that underage drinking was the least frequent compared to 3 females, representing approximately 10.3% of males and 1.8% of females. Fourteen males responded that underage drinking was more frequent compared to 20 females, representing approximately 25% of males and 11.7% of females. There were 46 males who responded that underage drinking was the most frequent crime that occurred compared to 144 females, representing approximately 67.6% of males and 84.2% of females.

Gender Differences in Perceptions of the Frequency and Location of Crimes

Qualtrics Survey Question 23 asks respondents to rank the frequency of locations which crimes occur. The respondents are given the campus locations of: Baseball/Softball Field, Main Campus, North Campus, P.E Complex, Student Recreation Center, South Campus, University Center, Parking Deck 1, Parking Deck 2, Residence Halls, and Library. The respondents are given the frequency choices of not at all, most frequent, more frequent and least frequent for the listed locations.

Baseball/Softball Field. A total of 63 males and 158 females who responded. There were 16 males who responded that the location of the baseball/softball field had no crimes occur compared to 34 females, representing approximately 25.4% of males and 21.5% of females. There were 37 males who responded that the baseball/softball field was the least frequent location for crime compared to 78 females, representing approximately 58.7% of males and 49.4% of females. 9 males responded that the location of the baseball/softball field was more frequent compared to 38 females, representing approximately 14.3% of males and 24.1% of females. There was 1 male who responded that location of the baseball/softball field was the most frequent location for crime to occur compared to 8 females, representing approximately 1.6% of males and 5.1% of females.

Main Campus. A total of 62 males and 157 females responded. There were 14 males who responded that the location of main campus had no crimes occur compared to 20 females, representing approximately 22.6% of males and 12.7% of females. There were 25 males who responded that the main campus was the least frequent location for crime compared to 69 females, representing approximately 40.3% of males and 43.9% of females. 16 males responded that the main campus was more frequent compared 50 females, representing approximately 25.8% of males and 31.8% of females. There were 7 males who responded that the main campus was the most frequent location for crime to occur compared to 18 females, representing approximately 11.3% of males and 11.5% of females.

North Campus. A total of 63 males and 155 females responded. There were 17 males who responded that the North Campus location had no crimes occur compared to 33 females, representing approximately 27% of males and 21.3% of females. There were 35 males who responded that the North Campus location was the least frequent location for crime compared to 95 females, representing approximately 55.6% of males and 61.3% of females. 9 males responded that the North Campus location was more frequent compared 27 females, representing approximately 14.3% of males and 17.4% of females. There were 2 males who responded that the North Campus location was the most frequent location for crime to occur compared to 0 females, representing approximately 3.2% of males and 0% of females.

P.E Complex. A total of 62 males and 157 females responded. There were 14 males who responded that the P.E Complex location had no crimes occur compared to 20 females, representing approximately 22.3% of males and 12.7% of females. There were 28 males who responded that the P.E. Complex was the least frequent location for crime compared to 64 females, representing approximately 45.2% of males and 40.8% of females. 17 males responded

that the P.E Complex was more frequent compared 61 females, representing approximately 27.4% of males and 38.9% of females. There were 3 males who responded that the P.E Complex was the most frequent location for crime to occur compared to 12 females, representing approximately 4.8% of males and 7.6% of females.

Student Recreational Center. A total of 63 males and 157 females responded. There were 12 males who responded that the location of the Student Recreational Center had no crimes occur compared to 15 females, representing approximately 19% of males and 9.6% of females. There were 26 males who responded that the Student Recreational Center was the least frequent location for crime compared to 60 females, representing approximately 41.3% of males and 38.2% of females. Twenty males responded that the Student Recreational Center location was more frequent compared 69 females, representing approximately 31.7% of males and 43.9% of females. There were 5 males who responded that Student Recreational Center was the most frequent location for crime to occur compared to 13 females, representing approximately 7.9% of males and 8.3% of females.

South Campus. A total of 62 males and 158 females responded. There were 13 males who responded that the location of South Campus had no crimes occur compared to 29 females, representing approximately 21% of males and 18.4% of females. There were 34 males who responded that South Campus was the least frequent location for crime compared to 100 females, representing approximately 54.8% of males and 63.3% of females. Thirteen males responded that the location of South Campus was more frequent compared 22 females, representing approximately 21% of males and 13.9% of females. There were 2 males who responded that location of South Campus was the most frequent location for crime to occur compared to 7 females, representing approximately 3.2% of males and 4.4% of females.

University Center. A total of 64 males and 158 females responded. There were 12 males who responded that the University Center had no crimes occur compared to 21 females, representing approximately 18.8% of males and 13.3% of females. There were 33 males who responded that the University Center was the least frequent location for crime compared to 78 females, representing approximately 51.6% of males and 49.4% of females. 12 males responded that the location of the University Center was more frequent compared 40 females, representing approximately 18.8% of males and 25.3% of females. There were 7 males who responded that the location of the University Center was the most frequent location for crime to occur compared to 19 females, representing approximately 10.9% of males and 12% of females.

Parking Deck 1. This location had a total of 63 males and 157 females who responded. There were 4 males who responded that the Oak Street Parking Deck had no crimes occur compared to 13 females, representing approximately 6.3% of males and 8.3% of females. There were 23 males who responded that the Parking Deck 1 was the least frequent location for crime compared to 28 females, representing approximately 36.5% of males and 17.8% of females. Twenty males responded that this location was more frequent compared 65 females, representing approximately 31.7% of males and 41.4% of females. There were 16 males who responded that Parking Deck 2 was the most frequent location for crime to occur compared to 51 females, representing approximately 25.4% of males and 32.5% of females.

Parking Deck 2. A total of 63 males and 158 females responded. There were 6 males who responded that the location had no crimes occur compared to 11 females, representing approximately 9.5% of males and 7% of females. There were 21 males who responded that Parking Deck 2 was the least frequent location for crime compared to 30 females, representing approximately 33.3% of males and 19% of females. 24 males responded that Parking Deck 2

was more frequent compared 61 females, representing approximately 38.1% of males and 38.6% of females. There were 12 males who responded that this location was the most frequent location for crime to occur compared to 56 females, representing approximately 19% of males and 35.4% of females.

Residence Housing. This location had a total of 65 males and 159 females who responded. There were 6 males who responded that no crimes occur at this location compared to 10 females, representing approximately 9.2% of males and 6.3% of females. There were 14 males who responded that this location was the least frequent place for crime compared to 30 females, representing approximately 21.5% of males and 18.9% of females. 20 males responded that the location of Residence Housing was more frequent compared 48 females, representing approximately 30.8% of males and 30.2% of females. There were 25 males who responded that location of Residence Housing was the most frequent location for crime to occur compared to 71 females, representing approximately 38.5% of males and 44.7% of females.

Library. A total of 63 males and 158 females responded. There were 14 males who responded that the location of the Library had no crimes occur compared to 33 females, representing approximately 22.2% of males and 20.9% of females. There were 32 males who responded that the Library was the least frequent location for crime compared to 82 females, representing approximately 50.8% of males and 51.9% of females. Nine males responded that the location of the Library was more frequent compared 27 females, representing approximately 14.3% of males and 17.1% of females. There were 8 males who responded that location of the Library was the most frequent location for crime to occur compared to 16 females, representing approximately 12.7% of males and 10.1% of females.

Research Question 3: Do minority and non-minority students perceive crime on campus differently?

Comparing the responses of minority and non-minority students on Survey Questions 17-23, which dealt with students' perceptions of crime on campus revealed that there were differences in minority and non-minority students' perceptions.

Awareness of Crimes On Campus

Qualtrics Survey Question 17 asked the respondents if they were aware of crimes which occur on campus. Survey Question 17 had a total of 141 non-minority respondents (White) and 102 minority (Black) respondents. The results of this study indicate that 16.5 % of non-minority students were not aware of crimes on campus compared to 15.9 % of minority students. Table 23 provides information on responses to question 17 by ethnicity.

Table 23:

Non-Minority/Minority Differences in Awareness of Crime on Campus

Ethnic Group:	Yes	No
Non-Minority (White)	121	20
Minority (Black)	88	14

Table 24 represents the independent-sample *t*-test for both non-minority (White) and minority (Black) respondent's differences in awareness of crimes which occur on campus.

Table 24:

Non-Minority/Minority Differences in Awareness of Crime on Campus

	Non-Minority (White)		Minority (Black)		<i>t</i> -test
	\bar{M}	SD	\bar{M}	SD	
Awareness of Crime	1.14	.350	1.13	.345	.101**

***p* > .05

An independent-samples *t*-test was conducted to compare non-minority (White)

respondents and minority (Black) respondent's awareness to crimes on campus. The results indicated that there was not a significant difference in the scores of non-minority (White) respondents ($M = 1.14, SD = .350$) and minority (Black) respondents ($M = 1.13, SD = .345$) conditions; $t(241) = .101, p = .919$

Non-minority student awareness of crimes on campus. There were 121 non-minority (White) respondents that stated they were aware of crimes which occurred on campus and 20 non-minority (White) respondents stated they were not aware of crimes which occurred on campus. Approximately 16.5% of non-minority (White) respondents in this study indicated they were not aware of crimes which occur on campus.

Minority student awareness of crimes on campus. There were a total of 88 minority (Black) students that responded they were aware of crimes which occurred on campus and 14 minority (Black) students indicated they were not aware of crimes which occurred on campus. Approximately 15.9% of minority respondents indicated they were unaware of crimes which occur on campus.

While the results of Survey Question 17 do not show statistical differences between minority and non-minority perception of crime, the results from Survey Questions 18-22 do show that there are differences in perception.

Differences in Minority/Non-Minority Student Confidence in Their Ability to Not Be Involved In Campus Crimes

Qualtrics Survey Question 18 asked respondents if they were confident in their ability to not be involved in campus crimes either as a victim or bystander and they were given the choices of agree, disagree, neutral, strongly agree, and strongly disagree. Table 25 presents responses by minority and non-minority groups.

Table 25:

Non-Minority/Minority Confidence in Ability to Not be Involved in Campus Crime

Ethnic Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Non-Minority (White)	36	64	31	6	4
Minority (Black)	38	25	30	3	6

Table 26 represents the independent-sample *t*-test for both non-minority (White) respondents and minority (Black) respondent’s confidence in their ability to not be involved in a campus crime either as a victim or a bystander.

Table 26:

Non-Minority/Minority Confidence in Ability to Not be Involved in Campus Crime

	Non-Minority (White)		Minority (Black)		<i>t</i> -test
	\bar{M}	SD	\bar{M}	SD	
Avoid Campus Crime	1.29	.455	1.38	.488	-1.48**

***p* > .05

An independent-samples *t*-test was conducted to compare non-minority (White) respondents to minority (Black) respondent’s ability to not be involved in campus crime either as a victim or bystander. The results indicated that there was not a significant difference in the scores of non-minority (White) respondents ($M = 1.29$, $SD = .455$) and minority (Black) respondents ($M = 1.38$, $SD = .488$) conditions; $t(241) = -1.48$, $p = .14$

Non-minority student confidence in ability to not be involved in campus crime. There were a total of 141 Non-minority (White) respondents with 64 stating that they agree, 6 disagree, 31 neutral, 36 strongly agree and 4 strongly disagree. The results of this study indicate that

approximately 29% of all non-minority (white) respondents were not confident in their ability to avoid involvement in campus crime either as victim or bystander.

Minority student confidence in ability to not be involved in campus crime. There were a total of 102 minority (Black) respondents with 38 stating that they agree, 3 disagree, 30 neutral, 25 strongly agree and 6 strongly disagree. The results of this study indicate that approximately 38% of all minority (black) respondents were not confident in their ability to avoid involvement in campus crime either as a victim of bystander.

Differences in Minority/Non-Minority Students' Confidence in Their Ability to Ensure Their Personal Safety

Qualtrics Survey Question 19 asks respondents if they are doing everything they can to ensure their personal safety from criminal activity and respondents were given the choices of agree, disagree, neutral, strongly agree and strongly disagree. Table 27 presents responses by minority and non-minority groups.

Table 27:

Non-Minority/Minority Confidence in Their Ability to Ensure Their Personal Safety

Ethnic Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Non-Minority (White)	49	75	12	3	1
Minority (Black)	25	38	30	3	6

Table 28 represents the independent-sample *t*-test for both non-minority (White) and minority (Black) respondent's ability to ensure their personal safety from criminal activity.

Table 28:

Non-Minority/Minority Confidence in their Ability to Ensure their Personal Safety

	Non-Minority (White)		Minority (Black)		<i>t</i> -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
Ensure Personal Safety	1.11	.319	1.38	.488	-4.84**

** $p < .05$

An independent-samples *t*-test was conducted to compare non-minority (White) respondents to minority (Black) respondent’s ability to ensure their personal safety from criminal activity. The results indicated that there was a significant difference in the scores of non-minority (White) respondents ($M = 1.11, SD = .319$) and minority (Black) respondents ($M = 1.38, SD = .488$) conditions; $t(240) = -4.84, p = .00$

Non-minority student confidence in their ability to ensure their personal safety. There were a total of 141 non-minority (White) respondents in that 75 stated they agree, 3 disagree, 13 were neutral, 49 strongly agree and 1 strongly disagreed. The results of this study indicates that approximately 12% of all non-minority (White) respondents were not confident in their ability to ensure their personal safety.

Minority student confidence in their ability to ensure their personal safety. There were a total of 102 minority (Black) respondents with 38 stating they agree, 3 disagree, 30 were neutral, 25 strongly agree, and 6 strongly disagree. The results of this study indicate that approximately 38% of all minority (Black) respondents were not confident in their ability to ensure their personal safety.

Differences in Minority/Non-Minority Student Confidence in Their Ability to Ensure Personal Belongings Protection

Qualtrics Survey Question 20 asks respondents if they are doing everything to ensure protection of their belongings from theft and gives them the choices of agree, disagree, neutral, strongly agree and strongly disagree. Table 29 presents the responses by minority/non-minority groups.

Table 29:

Non-Minority/Minority Confidence in Their Ability to Ensure Personal Belongings Protection

Ethnic Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Non-Minority (White)	59	71	6	4	1
Minority (Black)	38	41	15	3	1

Table 30 represents the independent-sample *t*-test for both non-minority (White) and minority (Black) respondents ability to ensure the protection of their personal belongings from theft.

Table 30:

Non-Minority/Minority Confidence in Their Ability to Ensure Personal Belongings Protection

	Non-Minority (White)		Minority (Black)		<i>t</i> -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
Ensure Personal Belongings	1.07	.269	1.19	.397	-2.51**

***p* < .05

An independent-samples *t*-test was conducted to compare non-minority (White) respondents to minority (Black) respondent's ability to ensure protection of their belongings from theft. The results indicated that there was a significant difference in the scores of non-minority (white) respondents ($M = 1.07$, $SD = .269$) and minority (black) respondents ($M = 1.19$,

SD = .397) conditions; $t(237) = -2.51, p = .015$

Non-minority student confidence in their ability to ensure personal belongings protection. There were a total of 141 non-minority (White) respondents in which 71 stated they agree, 4 disagree, 6 neutral, 59 strongly agree and 1 strongly disagree about their ability to ensure the protection of their belongings from theft. The results of this study indicates that approximately 8% of all non-minority (White) respondents were not confident in their ability to ensure their personal safety.

Minority student confidence in their ability to ensure personal belongings protection. There were a total of 98 minority (Black) respondents in which 41 stated they agree, 3 disagree, 15 were neutral, 38 strongly agree and 1 strongly disagree that they are able to ensure the protection of their personal belongings from theft. The results of this study indicates that approximately 19% of all minority (Black) respondents were not confident in their ability to ensure their personal safety.

Student Confidence in Their Ability to Avoid Becoming Involved in Campus Crime

Qualtrics Survey Question 21 asks the respondent if they are confident in their ability to avoid becoming involved in campus crime as either a victim or bystander and gives them the choices of yes or no. Table 31 presents the responses by minority/non-minority group.

Table 31:

Non-Minority/Minority Confidence in Ability to Avoid Becoming Involved in Campus Crime

Ethnic Group	Yes	No
Non-Minority (White)	128	18
Minority (Black)	74	46

Table 32 represents the independent-sample t -test for both non-minority (White) and minority (Black) respondent's ability to avoid becoming involved in a campus crime as either a

victim or a bystander.

Table 32:

Non-Minority/Minority Confidence in Ability to Avoid Becoming Involved in Campus Crime

	Non-Minority (White)		Minority (Black)		<i>t</i> -test
	\bar{M}	SD	\bar{M}	SD	
Confidence Avoiding Crime	1.12	.329	1.38	.488	-4.97**

** $p < .05$

An independent-samples *t*-test was conducted to compare non-minority (white) respondents to minority (black) respondent’s ability to avoid becoming involved in campus crimes as either a victim or bystander. The results indicated that there was a significant difference in the scores of non-minority (white) respondents ($M = 1.12$, $SD = .329$) and minority (black) respondents ($M = 1.38$, $SD = .488$) conditions; $t(264) = -4.97$, $p = .00$

Non-minority student confidence in ability to not be involved in campus crime. There were a total of 141 non-minority (White) respondents with 128 stating yes they were able to avoid becoming involved in campus crime either as a victim or bystander and 18 stating no that they were not confident in their ability to avoid becoming involved in campus crime either as a victim or bystander. The total non-minority (White) respondents indicate that approximately 14% of them are not confident in their ability to avoid campus crime as either a victim or bystander. The results of this study indicates that approximately 14% of all non-minority (White) respondents were not confident in their ability to ensure their personal safety.

Minority student confidence in ability to not be involved in campus crime. There were a total of 120 minority (Black) respondents with 74 stating that they were confident in their ability to avoid campus crime as either a victim or bystander and 46 stated that they were not confident

in their ability to avoid becoming involved in campus crime as either a victim or bystander. The total minority (Black) respondents indicate approximately 62.2% of them are not confident in their ability to avoid campus crime as either a victim or bystander. The results of this study indicates that approximately 62% of all minority (Black) respondents were not confident in their ability to ensure their personal safety.

Differences in Minority/Non-Minority Student Perceptions of Frequency of Crimes on Campus

Qualtrics Survey Question 22 asks respondents to rank their perception of the frequency of crimes on campus and list the crimes of burglary, drugs, fighting, murder, sexual assault, theft and underage drinking while giving the choices of not at all, least frequent, more frequent and most frequent.

Burglary. The crime of burglary had a total of 138 non-minority (white) respondents and 102 minority (black) respondents. There were 3 non-minority (white) respondents who stated that the crime of burglary does not occur at all compared to 14 minority (black) respondents, representing approximately 2.2% of non-minority (white) and 13.7% of minority (black) respondents. There were 37 non-minority (white) respondents who stated burglary was the least frequent crime that occurred compared to 30 minority (black) respondents, representing approximately 26.8% of non-minority (white) respondents and 29.4% of minority (black) respondents. Sixty-seven non-minority (white) respondents stated burglary was more frequent compared to 36 minority (black) respondents, representing approximately 48.6% of non-minority (white) respondents and 35.3% of minority (black) respondents. There were 31 non-minority (white) respondents who stated burglary was the most frequent crime on campus compared to 22 minority (black) respondents, representing approximately 22.5% of non-minority (white) respondents and 21.6% of minority (black) respondents.

Drug Possession. The crime of drug possession had a total of 140 non-minority (white) respondents and 102 minority (black) respondents. There was 1 non-minority (white) respondent who stated that the crime of burglary does not occur at all compared to 8 minority (black) respondents, representing approximately .07% of non-minority (white) and 7.8% of minority (black) respondents. There were 8 non-minority (white) respondents who stated drug possession was the least frequent crime that occurred compared to 22 minority (black) respondents, representing approximately 5.7% of non-minority (white) respondents and 21.6% of minority (black) respondents. Forty-nine non-minority (white) respondents stated drug possession was more frequent compared to 27 minority (black) respondents, representing approximately 35% of non-minority (white) respondents and 26.5% of minority (black) respondents. There were 82 non-minority (white) respondents who stated drug possession was the most frequent crime on campus compared to 45 minority (black) respondents, representing approximately 58.6% of non-minority (white) respondents and 44.1% of minority (black) respondents.

Fighting. The crime of fighting had a total of 138 non-minority (white) respondents and 101 minority (black) respondents. There were 3 non-minority (white) respondents who stated that the crime of fighting does not occur at all compared to 13 minority (black) respondents, representing approximately 2.2% of non-minority (white) and 12.9% of minority (black) respondents. There were 72 non-minority (white) respondents who stated fighting was the least frequent crime that occurred compared to 47 minority (black) respondents, representing approximately 52.2% of non-minority (white) respondents and 46.5% of minority (black) respondents. Forty-nine non-minority (white) respondents stated fighting was more frequent compared to 34 minority (black) respondents, representing approximately 35.5% of non-minority (white) respondents and 33.7% of minority (black) respondents. There were 14 non-minority

(white) respondents who stated fighting was the most frequent crime on campus compared to 7 minority (black) respondents, representing approximately 10.1% of non-minority (white) respondents and 6.9% of minority (black) respondents.

Murder. The crime of murder had a total of 140 non-minority (white) respondents and 101 minority (black) respondents. There were 70 non-minority (white) respondents who stated that the crime of murder does not occur at all compared to 56 minority (black) respondents, representing approximately 50% of non-minority (white) and 55.4% of minority (black) respondents. There were 68 non-minority (white) respondents who stated murder was the least frequent crime that occurred compared to 43 minority (black) respondents, representing approximately 48.6% of non-minority (white) respondents and 42.6% of minority (black) respondents. Two non-minority (white) respondents stated murder was more frequent compared to 0 minority (black) respondents, representing approximately 1.4% of non-minority (white) respondents and 0% of minority (black) respondents. There were 0 non-minority (white) respondents who stated murder was the most frequent crime on campus compared to 2 minority (black) respondents, representing approximately 0% of non-minority (white) respondents and 2% of minority (black) respondents.

Sexual Assault. The crime of sexual assault had a total of 141 non-minority (white) respondents and 100 minority (black) respondents. There were 7 non-minority (white) respondents who stated that the crime of sexual assault does not occur at all compared to 14 minority (black) respondents, representing approximately 5% of non-minority (white) and 14% of minority (black) respondents. There were 43 non-minority (white) respondents who stated sexual assault was the least frequent crime that occurred compared to 38 minority (black) respondents, representing approximately 30.5% of non-minority (white) respondents and 38% of

minority (black) respondents. Seventy-three non-minority (white) respondents stated sexual assault was more frequent compared to 30 minority (black) respondents, representing approximately 51.8% of non-minority (white) respondents and 30% of minority (black) respondents. There were 18 non-minority (white) respondents who stated sexual assault was the most frequent crime on campus compared to 18 minority (black) respondents, representing approximately 12.8% of non-minority (white) respondents and 18% of minority (black) respondents.

Theft. The crime of theft had a total of 140 non-minority (white) respondents and 102 minority (black) respondents. There was 1 non-minority (white) respondent who stated that the crime of theft does not occur at all compared to 5 minority (black) respondents, representing approximately .7% of non-minority (white) and 4.9% of minority (black) respondents. There were 10 non-minority (white) respondents who stated theft was the least frequent crime that occurred compared to 14 minority (black) respondents, representing approximately 7.1% of non-minority (white) respondents and 13.7% of minority (black) respondents. Fifty-nine non-minority (white) respondents stated theft was more frequent compared to 44 minority (black) respondents, representing approximately 42.1% of non-minority (white) respondents and 43.1% of minority (black) respondents. There were 71 non-minority (white) respondents who stated theft was the most frequent crime on campus compared to 39 minority (black) respondents, representing approximately 50.7% of non-minority (white) respondents and 38.2% of minority (black) respondents.

Underage Drinking. The crime of underage drinking had a total of 141 non-minority (white) respondents and 102 minority (black) respondents. There were 0 non-minority (white) respondents who stated that the crime of underage drinking does not occur at all compared to 5

minority (black) respondents, representing approximately 0% of non-minority (white) and 4.9% of minority (black) respondents. There were 3 non-minority (white) respondents who stated underage drinking was the least frequent crime that occurred compared to 7 minority (black) respondents, representing approximately 2.1% of non-minority (white) respondents and 6.9% of minority (black) respondents. Nineteen non-minority (white) respondents stated underage drinking was more frequent compared to 16 minority (black) respondents, representing approximately 13.5% of non-minority (white) respondents and 15.7% of minority (black) respondents. There were 119 non-minority (white) respondents who stated underage drinking was the most frequent crime on campus compared to 74 minority (black) respondents, representing approximately 84.4% of non-minority (white) respondents and 72.5% of minority (black) respondents.

Differences in Minority/Non-Minority Perceptions of Frequency and Location of Crime

Survey Question 23 asks the respondents to rank the frequency of crime that occurs at on campus locations. The locations the respondents are given are the Baseball/Softball Field, Main Campus, North Campus, P.E Complex, Student Recreational Center, South Campus, University Center, Parking Deck 1, Parking Deck 2, Residence Hall and the Library with the given ranking of not at all, least frequent, more frequent and most frequent.

Baseball/Softball Field. A total of 128 non-minority (white) and 97 minority (black) students responded. There were 17 non-minority (white) respondents who stated that the baseball/softball field location does not have crime occur at all compared to 35 minority (black) respondents, representing approximately 13.3% of non-minority (white) and 36.1% of minority (black) respondents. There were 72 non-minority (white) respondents who stated the baseball/softball field location was the least frequent location where crime occurred compared to

43 minority (black) respondents, representing approximately 56.3% of non-minority (white) respondents and 44.3% of minority (black) respondents. Thirty-four non-minority (white) respondents stated the baseball/softball field location was the more frequent location of crime compared to 15 minority (black) respondents, representing approximately 26.6% of non-minority (white) respondents and 15.5% of minority (black) respondents. There were 5 non-minority (white) respondents who stated the baseball/softball field location was the most frequent location of crime on campus compared to 4 minority (black) respondents, representing approximately 3.9% of non-minority (white) respondents and 4.1% of minority (black) respondents.

Main Campus. There were a total of 127 non-minority (white) respondents and 96 minority (black) respondents. There were 8 non-minority (white) respondents who stated that the main campus location does not have crime occur at all compared to 27 minority (black) respondents, representing approximately 6.3% of non-minority (white) and 28.1% of minority (black) respondents. There were 54 non-minority (white) respondents who stated the main campus location was the least frequent location where crime occurred compared to 41 minority (black) respondents, representing approximately 42.5% of non-minority (white) respondents and 42.7% of minority (black) respondents. Forty-eight non-minority (white) respondents stated the main campus location was the more frequent location of crime compared to 18 minority (black) respondents, representing approximately 37.8% of non-minority (white) respondents and 18.8% of minority (black) respondents. There were 17 non-minority (white) respondents who stated the main campus location was the most frequent location of crime on campus compared to 10 minority (black) respondents, representing approximately 13.4% of non-minority (white) respondents and 10.4% of minority (black) respondents.

North Campus. A total of 82 non-minority (white) and 140 minority (black) students

responded. There were 15 non-minority (white) respondents who stated that the North Campus location does not have crime occur at all compared to 36 minority (black) respondents, representing approximately 18.3% of non-minority (white) and 25.7% of minority (black) respondents. There were 44 non-minority (white) respondents who stated the North Campus location was the least frequent location where crime occurred compared to 87 minority (black) respondents, representing approximately 53.7% of non-minority (white) respondents and 62.1% of minority (black) respondents. Twenty-three non-minority (white) respondents stated the North Campus location was the more frequent location of crime compared to 15 minority (black) respondents, representing approximately 28% of non-minority (white) respondents and 10.7% of minority (black) respondents. There were 0 non-minority (white) respondents who stated the North Campus location was the most frequent location of crime on campus compared to 2 minority (black) respondents, representing approximately 0% of non-minority (white) respondents and 1.4% of minority (black) respondents.

P.E. Complex. A total of 127 non-minority (white) and 96 minority (black) students responded. There were 8 non-minority (white) respondents who stated that the P.E Complex location does not have crime occur at all compared to 28 minority (black) respondents, representing approximately 6.3% of non-minority (white) and 29.2% of minority (black) respondents. There were 57 non-minority (white) respondents who stated the P.E Complex location was the least frequent location where crime occurred compared to 35 minority (black) respondents, representing approximately 44.9% of non-minority (white) respondents and 36.5% of minority (black) respondents. Fifty-three non-minority (white) respondents stated the P.E Complex location was the more frequent location of crime compared to 26 minority (black) respondents, representing approximately 41.7% of non-minority (white) respondents and 27.1%

of minority (black) respondents. There were 9 non-minority (white) respondents who stated the P.E Complex location was the most frequent location of crime on campus compared to 7 minority (black) respondents, representing approximately 7.1% of non-minority (white) respondents and 7.3% of minority (black) respondents.

The location of the student recreation center had a total of 127 non-minority (white) respondents and 97 minority (black) respondents. There were 7 non-minority (white) respondents who stated that the student recreation center does not have crime occur at all compared to 21 minority (black) respondents, representing approximately 5.5% of non-minority (white) and 21.6% of minority (black) respondents. There were 48 non-minority (white) respondents who stated the student recreation center was the least frequent location where crime occurred compared to 39 minority (black) respondents, representing approximately 37.8% of non-minority (white) respondents and 40.2% of minority (black) respondents, 60 non-minority (white) respondents stated the student recreation center was the more frequent location of crime compared to 30 minority (black) respondents, representing approximately 47.2% of non-minority (white) respondents and 30.9% of minority (black) respondents. There were 12 non-minority (white) respondents who stated student recreation center was the most frequent location of crime on campus compared to 7 minority (black) respondents, representing approximately 9.4% of non-minority (white) respondents and 7.2% of minority (black) respondents.

South Campus. This location had a total of 128 non-minority (white) respondents and 96 minority (black) respondents. There were 11 non-minority (white) respondents who stated that South campus location does not have crime occur at all compared to 33 minority (black) respondents, representing approximately 8.6% of non-minority (white) and 34.4% of minority (black) respondents. There were 88 non-minority (white) respondents who stated the South

campus location was the least frequent location where crime occurred compared to 47 minority (black) respondents, representing approximately 68.8% of non-minority (white) respondents and 49% of minority (black) respondents, 25 non-minority (white) respondents stated the South campus location was the more frequent location of crime compared to 10 minority (black) respondents, representing approximately 19.5% of non-minority (white) respondents and 10.4% of minority (black) respondents. There were 4 non-minority (white) respondents who stated the South campus location was the most frequent location of crime on campus compared to 6 minority (black) respondents, representing approximately 3.1% of non-minority (white) respondents and 6.3% of minority (black) respondents.

University Center. A total of 128 non-minority (white) and 98 minority (black) students responded. There were 6 non-minority (white) respondents who stated that the University center location does not have crime occur at all compared to 28 minority (black) respondents, representing approximately 4.7% of non-minority (white) and 28.6% of minority (black) respondents. There were 76 non-minority (white) respondents who stated the University center location was the least frequent location where crime occurred compared to 37 minority (black) respondents, representing approximately 59.4% of non-minority (white) respondents and 37.8% of minority (black) respondents, 32 non-minority (white) respondents stated the University center location was the more frequent location of crime compared to 20 minority (black) respondents, representing approximately 25% of non-minority (white) respondents and 20.4% of minority (black) respondents. There were 14 non-minority (white) respondents who stated the University center location was the most frequent location of crime on campus compared to 13 minority (black) respondents, representing approximately 10.9% of non-minority (white) respondents and 13.3% of minority (black) respondents.

Parking Deck 1. There were a total of 133 non-minority (white) respondents and 91 minority (black) respondents. There were 4 non-minority (white) respondents who stated that this location does not have crime occur at all compared to 15 minority (black) respondents, representing approximately 3% of non-minority (white) and 16.5% of minority (black) respondents. There were 28 non-minority (white) respondents who stated the Parking Deck 1 location was the least frequent location where crime occurred compared to 23 minority (black) respondents, representing approximately 21.2% of non-minority (white) respondents and 25.3% of minority (black) respondents, 54 non-minority (white) respondents stated the Parking Deck 1 location was the more frequent location of crime compared to 33 minority (black) respondents, representing approximately 40.6% of non-minority (white) respondents and 36.3% of minority (black) respondents. There were 47 non-minority (white) respondents who stated the Parking Deck 1 location was the most frequent location of crime on campus compared to 20 minority (black) respondents, representing approximately 35.3% of non-minority (white) respondents and 22% of minority (black) respondents.

Parking Deck 2. There were a total of 128 non-minority (white) respondents and 97 minority (black) respondents. There were 1 non-minority (white) respondents who stated that the Parking Deck 2 location does not have crime occur at all compared to 17 minority (black) respondents, representing approximately .8% of non-minority (white) and 17.5% of minority (black) respondents. There were 23 non-minority (white) respondents who stated the Parking Deck 2 location was the least frequent location where crime occurred compared to 29 minority (black) respondents, representing approximately 18% of non-minority (white) respondents and 29.9% of minority (black) respondents, 53 non-minority (white) respondents stated the Parking Deck 2 location was the more frequent location of crime compared to 34 minority (black)

respondents, representing approximately 41.4% of non-minority (white) respondents and 35.1% of minority (black) respondents. There were 51 non-minority (white) respondents who stated the Parking Deck 2 location was the most frequent location of crime on campus compared to 17 minority (black) respondents, representing approximately 39.8% of non-minority (white) respondents and 17.5% of minority (black) respondents.

Residence Housing. There were a total of 130 non-minority (white) respondents and 98 minority (black) respondents. There were 2 non-minority (white) respondents who stated that the residence housing location does not have crime occur at all compared to 14 minority (black) respondents, representing approximately 1.5% of non-minority (white) and 17.5% of minority (black) respondents. There were 16 non-minority (white) respondents who stated the residence housing location was the least frequent location where crime occurred compared to 28 minority (black) respondents, representing approximately 12.3% of non-minority (white) respondents and 28.6% of minority (black) respondents. Forty-four non-minority (white) respondents stated the residence housing location was the more frequent location of crime compared to 27 minority (black) respondents, representing approximately 33.8% of non-minority (white) respondents and 27.6% of minority (black) respondents. There were 68 non-minority (white) respondents who stated the residence housing location was the most frequent location of crime on campus compared to 29 minority (black) respondents, representing approximately 52.3% of non-minority (white) respondents and 29.6% of minority (black) respondents.

Library. This location had a total of 128 non-minority (white) respondents and 97 minority (black) respondents. There were 21 non-minority (white) respondents who stated that the library location does not have crime occur at all compared to 27 minority (black) respondents, representing approximately 16% of non-minority (white) and 27.8% of minority

(black) respondents. There were 74 non-minority (white) respondents who stated the library location was the least frequent location where crime occurred compared to 43 minority (black) respondents, representing approximately 57.8% of non-minority (white) respondents and 44.3% of minority (black) respondents. Twenty-three non-minority (white) respondents stated the library location was the more frequent location of crime compared to 13 minority (black) respondents, representing approximately 18% of non-minority (white) respondents and 13.4% of minority (black) respondents. There were 10 non-minority (white) respondents who stated the library location was the most frequent location of crime on campus compared to 14 minority (black) respondents, representing approximately 7.8% of non-minority (white) respondents and 14.4% of minority (black) respondents.

Research Question 4: Are college students aware of the crime prevention resources on their campus?

Research Question 4 will reference the responses to Survey Questions 10 through 12. Question 10 ask the respondents if they know that there are crime prevention courses taught on campus by the University Police Department and gives the respondents the choices of yes or no. Table 33 summarized differences in awareness of crime prevention courses by gender and minority/non-minority characteristics of respondents.

Table 33:

Gender and Non-Minority/Minority Awareness of Crime Prevention Courses

Sex/Ethnic Group	Yes	No
Male	22	46
Female	46	114
White	48	93
Black	20	47

Table 34 represents the independent-sample *t*-test for both male and female respondent's

awareness to campus crime prevention courses that are taught by the University Police Department.

Table 34:

Male/Female Awareness of Crime Prevention Courses

	Male		Female		<i>t</i> -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
Aware of Crime Prevention	1.67	.471	1.71	.454	-.542**

** $p > .05$

An independent-samples *t*-test was conducted to see if males and females are aware of crime prevention courses that are taught on campus by the University Police Department. The results indicated that there was not a significant difference in the scores of male respondents ($M = 1.67, SD = .471$) and female respondents ($M = 1.71, SD = .454$) conditions; $t(226) = -.542, p = .588$

Table 35 represents the independent-sample *t*-test for non-minority (White) respondents and minority (Black) respondents awareness of crime prevention courses that are taught on campus by the University Police Department.

Table 35:

Non-Minority/Minority Awareness of Crime Prevention Courses

	Non-Minority (White)		Minority (Black)		<i>t</i> -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
Aware of Crime Prevention	1.65	.475	1.70	.461	-.600**

** $p > .05$

An independent-samples *t*-test was conducted to see if non-minority (White) respondents

and minority (Black) respondents are aware of crime prevention courses taught on campus by the University Police Department. The results indicated that there was not a significant difference in the scores of non-minority (white) respondents ($M = 1.65$, $SD = .475$) and minority (black) respondents ($M = 1.70$, $SD = .461$) conditions; $t(206) = -.600$, $p = .549$

Differences in Gender Awareness of Crime Prevention Courses on Campus

There were a total of 68 male respondents with 22 stating yes they were aware of crime prevention courses being taught by the University Police Department and 46 stating that they did not know there were crime prevention courses taught by the University Police Department. This total number of male respondents indicates approximately 67.6% of the male respondents did not know that there are crime prevention courses taught by the University Police Department.

There were a total of 160 female respondents with 46 stating they were aware of crime prevention courses taught by the University Police Department and 114 female respondents that were not aware of crime prevention courses being taught by the University Police Department. The total number of female respondents indicates that approximately 71.3% of female respondents are unaware of crime prevention courses being taught by the University Police Department.

Differences in Minority/Non-Minority Awareness of Crime Prevention Courses on Campus

There were a total of 141 non-minority (White) respondents with 48 stating that they were aware of crime prevention courses being taught by the University Police Department and 93 non-minority (White) respondents that were unaware of crime prevention courses being taught by the University Police Department. The total of non-minority (White) respondents indicates that approximately 66% are unaware of crime prevention courses being taught by the University Police Department.

There were a total of 101 minority (Black) respondents with 31 stating that they are aware of crime prevention courses being taught by the University Police Department and 70 minority (Black) respondents that were not aware of crime prevention classes being taught by the University Police Department. The total number of minority (Black) respondents indicates that approximately 69.3% of the respondents are unaware of crime prevention courses being taught by the University Police Department.

Qualtrics Survey Question 11 asks the respondents if they believe that crime prevention courses should be a mandatory class taught to first year students in an effort to educate students on campus crimes/punishments. Table 36 provides a summary of responses by gender and minority/non-minority characteristics of respondents.

Table 36:

Gender and Non-Minority/Minority Group Responses to Mandatory Crime Prevention Courses

Sex/Ethnic Group	Yes	No
Male	30	38
Female	104	65
White	74	67
Black	44	23

Table 37 represents the independent-sample *t*-test if both male and female respondents believe that crime prevention courses should be a mandatory class taught to first year students in an effort to educate students on campus crimes/punishments.

Table 37:

Male/Female Response to Mandatory Crime Prevention Courses

	Male		Female		<i>t</i> -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
Mandatory Class	1.55	.500	1.38	.487	2.46**

** $p < .05$

An independent-samples *t*-test was conducted to see if male and female respondents believe that crime prevention courses should be a mandatory class taught to first year students in an effort to educate students on campus crimes/punishments. The results indicated that there was a significant difference in the scores of male respondents ($M = 1.55$, $SD = .500$) and female respondents ($M = 1.38$, $SD = .487$) conditions; $t(235) = 2.46$, $p = .014$

Table 38 represents the independent-sample *t*-test to see if non-minority (White) respondents and minority (Black) respondents believe that crime prevention courses should be a mandatory class taught to first year students in an effort to educate students on campus crimes/punishments.

Table 38:

Non-Minority/Minority Responses to Mandatory Crime Prevention Courses

	Non-Minority (White)		Minority (Black)		<i>t</i> -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
Mandatory Class	1.47	.501	1.34	.478	1.83**

** $p > .05$

An independent-samples *t*-test was conducted to see if non-minority (White) respondents and minority (Black) respondents believe that crime prevention courses should be a mandatory

class taught to first year students in an effort to educate students on campus crimes/punishments. The results indicated that there was not a significant difference in the scores of non-minority (White) respondents ($M = 1.47$, $SD = .501$) and minority (Black) respondents ($M = 1.34$, $SD = .478$) conditions; $t(206) = 1.83$, $p = .070$

Differences in Gender Responses to Mandatory Crime Prevention Courses

There were a total of 68 male respondents with 30 stating yes that crime prevention class should be mandatory and 38 responding no that crime prevention courses should not be a mandatory class taught to first year students. This total number of male respondents indicates that approximately 44% of males believe that crime prevention courses should be mandatory to first year students.

There were a total of 169 female respondents with 104 stating yes that crime prevention classes should be mandatory to first year college students and 65 stating that there should not be mandatory crime prevention classes taught to first year students. The total number of female respondents indicates that approximately 62% believe that crime prevention courses should be taught as mandatory classes to first year students.

Differences in Minority/Non-Minority Responses to Mandatory Crime Prevention Courses

There were a total of 141 non-minority (White) respondents with 74 stating that there should be mandatory crime prevention classes taught to first year students and 67 stating no that there should not be mandatory crime prevention classes taught to first year students. The total number of non-minority (White) respondents indicates that approximately 52.5% believe that there should be mandatory crime prevention classes taught to first year students.

There were a total of 100 minority (Black) respondents with 61 stating that there should be mandatory crime prevention classes taught to first year students and 39 stating that there

should not be mandatory crime prevention classes taught to first year students. The total number of minority (Black) respondents indicates that approximately 61% believe that there should be mandatory crime prevention classes taught to first year students in an effort to educate them on crimes and punishments.

Qualtrics Survey Question 12 asks respondents if they are aware that the University Police Department helps teach R.A.D. (Rape Aggression Defense) courses to students, free of charge. Table 39 presents responses to awareness of R.A.D.. courses by gender and minority/non-minority characteristics of respondents.

Table 39:

Gender and Non-Minority/Minority Awareness of R.A.D.. Classes

Sex/Ethnic Group	Yes	No
Male	19	49
Female	51	120
White	38	103
Black	25	43

Table 40 represents the independent-sample *t*-test for both male and female respondents awareness that the University Police Department teaches R.A.D. (Rape Aggression Defense) courses to students.

Table 40:

Male/Female Awareness of R.A.D.. Classes

	Male		Female		<i>t</i> -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
R.A.D. Classes	1.72	.452	1.70	.458	.288**

**** $p > .05$**

An independent-samples t -test was conducted to see if male respondents and female respondents were aware that the University Police Department helps teach R.A.D. (Rape Aggression Defense) classes to students. The results indicated that there was not a significant difference in the scores of male respondents ($M = 1.72$, $SD = .452$) and female respondents ($M = 1.70$, $SD = .458$) conditions; $t(237) = .288$, $p = .774$

Table 41 represents the independent-sample t -test for both non-minority (White) and minority (Black) respondents awareness of the University Police Department teaching R.A.D. (Rape Aggression Defense) classes to students.

Table 41:

Non-Minority/Minority Awareness of R.A.D.. Classes

	Non-Minority (White)		Minority (Black)		t -test
	\overline{M}	\overline{SD}	\overline{M}	\overline{SD}	
Mandatory Class	1.73	.445	1.63	.485	1.40**

**** $p > .05$**

An independent-samples t -test was conducted to see if non-minority (White) respondents and minority (Black) respondents were aware that the University Police Department helps teach R.A.D. (Rape Aggression Defense). The results indicated that there was not a significant difference in the scores of non-minority (White) respondents ($M = 1.73$, $SD = .445$) and minority (Black) respondents ($M = 1.63$, $SD = .485$) conditions; $t(207) = 1.40$, $p = .162$

Gender Differences in Awareness of R.A.D.. Classes

There were a total of 68 male respondents with 19 stating they were aware of the R.A.D.. class and 49 stating that they were not aware of the R.A.D.. class being taught by the University

Police Department. The total number of male respondents indicates that approximately 72% were unaware that R.A.D. classes are taught by the University Police Department.

There were a total of 171 female respondents with 51 stating that they were aware of the R.A.D.. classes being taught by the University Police Department and 120 stating that they were not aware of the R.A.D.. classes being taught by the University Police Department. The total number of female respondents indicates that approximately 70.2% are unaware that R.A.D.. classes are taught by the University Police Department.

Minority/Non-Minority Differences in Awareness of R.A.D.. Classes

There were a total of 141 non-minority (White) respondents with 38 stating they were aware of R.A.D.. classes being taught by the University Police Department and 103 were not aware of R.A.D.. classes being taught by the University Police Department. The total number of non-minority (White) respondents indicates that approximately 73% are unaware of R.A.D.. classes being taught by the University Police Department.

There were a total of 102 minority (Black) respondents with 34 stating they were aware of R.A.D.. classes being taught by the University Police Department and 68 minority (Black/Other) respondents not being aware of R.A.D.. classes being taught by the University Police Department. The total number of minority (Black) respondents indicates that approximately 66.7% are unaware of R.A.D.. classes being taught by the University Police Department.

Summary

In summary this study resulted in 307 total surveys being completed with a usable consented total of 301 surveys. The data collected from the surveys allowed for the analysis and understanding to explain the four underlying research questions.

Survey Questions 17 through 23 were specifically used to answer Research Questions 1 through 3 which dealt with perceptions of crimes on a campus highlighting differences in responses by gender, ethnicity, and minority/non-minority characteristics of the respondents.

Survey Questions 10 through 12 allowed for the answering of Research Question 4 which dealt with the students' awareness of crime prevention resources on their campus focusing on any differences in awareness by gender and minority/non-minority characteristics of the respondents.

Chapter V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this research study was to examine college students' awareness and perception of crime and the availability of college crime prevention resources on their campus. The study was conducted at a regional university in the Southeast. This chapter contains a review of the study and a discussion of the results. Conclusions and recommendations for future studies will be discussed.

Research Design & Data Collection

The research design for this study was a descriptive cross-sectional survey. Data for this study was collected through an online survey program called *Qualtrics*. Qualtrics was used to create the questions and selectable answers for each question. The Qualtrics Survey was e-mailed to student participants and was available to them for seven weeks. The survey consisted of 39 questions, preceded by an additional question requesting consent from the participant for the intended use. The survey was also sent to approximately 172 faculty/staff members that were active for the for the Summer 2017 semester, so that they could advise their students of the survey and encourage them to take it.

As the survey received its last responses in the seventh week at the end of the Summer 2017 semester, it was closed with 307 responses being recorded. There were a total of 301 surveys that were consent authorized out of the 307 received surveys. This represents a 98.05% participant return rate.

Data Analysis Summary and Discussion

Research Question 1: What Are College Students Perceptions Of Crime On Campus?

Students' perception of crime on campus was assessed through Survey Questions 17

through 21, Survey Questions 22 and 23 deal directly with Clery mandated reporting and actual crime statistical analysis which was not currently studied but could be looked at for future research. The majority of respondents, 83.7% replied that they were aware of crimes committed on campus. However, 16.3% of the respondents stated that they were unaware of crimes which occur on campus. These percentages align with answers to the question on the survey that asked if students had signed up for the campus alert system on their phone and/or email, with 84.65% of respondents indicating that they had signed up for this system. Respondents may believe that they are knowledgeable about crimes committed on campus because they receive alerts, however, the alert system is not triggered for all crimes committed on campus. In this study, respondents were not asked if they were aware of the Clery data, which would give them a more thorough knowledge about crimes on campus.

Approximately 67% of respondents stated that they either agreed or strongly agreed that they were confident in their ability to not be involved in campus crime either as a victim or bystander. The remainder of respondents indicated that they either strongly disagreed, disagreed, or were neutral. Thus approximately 33% of respondents indicated a lack of confidence about being involved in campus crime either as a victim or bystander. In a related question, 20% of the respondents strongly disagreed, disagreed, or were neutral when asked if they were doing everything they could do to ensure their personal safety from criminal activity.

Although a majority of respondents strongly agreed or agreed that they were doing everything they could to ensure the protection of their personal belongings from theft, approximately 14% of respondents indicated they were not doing everything needed to ensure the protection of their personal belongings from theft. A slightly larger percentage of

respondents, 23.4%, indicated that they were not confident in their ability to avoid being involved in campus crime.

The data in this study suggest there may be a lack of awareness of campus crime as well as an information deficit on crime prevention since 16.3% of the respondents reported being unaware of crimes occurring on campus, 33% of respondents not knowing how to not be involved in campus crime as a victim or bystander, 20% of respondents not knowing how to ensure their personal safety from criminal activity, 14% of respondents not knowing how to ensure the protection of their personal belongings from theft, and 23.4% of respondents not being confident in their ability to avoid becoming involved in campus crime. Data from this study align with Patton & Gregory's (2014) findings that one quarter of the students they surveyed were unsure of the type of security available on their campus, with nearly one quarter of the respondents in this study reporting that they did not know whether they could protect themselves from crime. The data from this study support Jee's (2016) findings that college students tend to be unaware of the Clery Act, safety notices, or timely warnings issued by their institution.

Research Question 2: Do Male And Female Students Perceive Crime On Campus Differently?

Male and female students' perception of crime on campus was assessed through Survey Questions 17 through 21, Survey Questions 22 and 23 deal directly with Clery mandated reporting and actual crime statistical analysis which was not currently studied but could be looked at for future research. The gender of respondents did not result in any statistically significant differences on questions about awareness of crimes on campus, with 19.3% of males indicating they were not aware of crimes on campus compared to 14.8% of all female student respondents. The data was calculated in SPSS to determine the independent-sample t-test and the results indicated that there was no significance in the scores of males or females as indicated

by the following *t*-test data: male respondents ($M = 1.16$, $SD = .370$) and female respondents ($M = 1.12$, $SD = .335$) conditions; $t(237) = .667$, $p = .505$

Data from respondent confidence in their ability to not be involved in campus crimes either as a victim or bystander was not statistically different based on gender with 69% of all male respondents stating they either strongly agreed or agreed that they were confident in their ability to not be involved in campus crime either as a victim or bystander compared to 67% of all female student respondents. The data was calculated in SPSS to determine the independent-sample *t*-test and the results indicated that there was no significance in the scores of males or females as indicated by the following *t*-test data: male respondents ($M = 1.30$, $SD = .465$) and female respondents ($M = 1.32$, $SD = .470$) conditions; $t(237) = -.277$, $p = .782$

Slightly more females, than males, reported they were doing everything they could do to ensure their personal safety from criminal activity with 85% of females responding that they strongly agreed or agreed that they were doing everything they could do to ensure their personal safety from criminal activity compared to 72% of all male student respondents. When the data was calculated in SPSS to determine the independent-sample *t*-test, the results indicated that there was a significance in the scores of males and as represented by the following *t*-test data: male respondents ($M = 1.27$, $SD = .452$) and female respondents ($M = 1.15$, $SD = .360$) conditions; $t(236) = 2.05$, $p = .042$

When asked if they are doing everything they can to ensure the protection of their personal belongings from theft, 78% of all male student respondents reported that they strongly agreed or agreed that they are doing everything they can to ensure the protection of their personal belongings from theft, while 89% of all females responded that they strongly agreed or agreed that they are doing everything they can to ensure the protection of their personal belongings from

theft. When the data was calculated in SPSS to determine the independent-sample *t*-test, the results indicated that there was a significance in the scores of males and females as represented by the following *t*-test data: male respondents ($M = 1.22$, $SD = .417$) and female respondents ($M = 1.10$, $SD = .307$) conditions; $t(237) = 2.06$, $p = .042$

Female respondents, 25.7%, indicated that they were not confident in their ability to avoid becoming involved in campus crime either as victim or bystander, while 17.2% of all male students responded that they are not confident in their ability to avoid becoming involved in campus crime either as a victim or bystander. When the data was calculated in SPSS to determine the independent-sample *t*-test, the results indicated that there was no significance in the scores of male or female respondents and as represented by the following *t*-test data: male respondents ($M = 1.14$, $SD = .356$) and female respondents ($M = 1.20$, $SD = .404$) conditions; $t(237) = -1.083$, $p = .281$

The data from this study indicate no statistically significant differences in female vs. male awareness of crimes on campus, supporting Patton and Gregory's (2014) study that examined the differences between race and gender concerning student perceptions of campus safety. They found no significant differences in perceptions based on race and gender. However, there were significant differences in perception based upon the following: the age of the student (younger students seemed to feel safer on campus than older students), the enrollment status (the longer the student had been enrolled at the institution, the less safe that student felt, and full-time versus part-time (full-time students felt less safe).

However, the general theory that males and females perceive crime very differently has been found by many researchers (Reitz, 1999; Brecklin and Middendorf, 2014; Hensel, Todd and Engs, 2014; and, Merrill, Cary, Lust, Kalichman and Carey, 2014).

Reitz (1999) hypothesized that experience with crime was a more relevant predictor of measuring global fear of crime in women than it would be in men; and this hypothesis was proven.

Jee (2016) also looked at the differences between male and female perceptions of crime and fire statistics, and found no a significant difference in the awareness of the Clery Act crime and fire statistics between males and females. However, Jee also found females, when compared with males, were significantly more aware of safety notices, emergency notifications, or timely warnings issued by their institution. Jee hypothesized that females may sense that they are more frequent targets of crime increasing their motivation to be aware of safety notices, emergency notifications, or timely warnings, in an effort to protect their safety and security.

Carrico (2016) reported that female students feel a higher level of fear than do males which may be related to the fact that college women are more at risk for rape and sexual assault than women the same age that are not in college (Cantalupo, 2009). Interestingly, in the current study, when female respondents were asked if they were aware of free Rape Aggression Defense (RAD) courses on campus, 30% answered yes.

Research Question 3: Do Minority And Non-Minority Students Perceive Crime On Campus Differently?

Non-minority and minority students' perception of crime on campus was assessed Survey Questions 17 through 21, Survey Questions 22 and 23 deal directly with Clery mandated reporting and actual crime statistical analysis which was not currently studied but could be looked at for future research. There were no significant differences in minority/non-minority responses to the question about awareness of crimes committed on campus, with 16.5% of all non-minority (White) student respondents indicating they were not aware of crimes which occur

on campus thus indicating compared to 15.9% of all minority student respondents. When the data was calculated in SPSS to determine the independent-sample *t*-test, the results indicated that there was no significance in the scores of non-minority (White) respondents and minority (Black) respondents as represented by the following *t*-test data: non-minority (White) respondents ($M = 1.14$, $SD = .350$) and minority (Black) respondents ($M = 1.13$, $SD = .345$) conditions; $t(241) = .101$, $p = .919$

Regarding confidence in their ability to not be involved in campus crimes either as a victim or bystander, 71% of all non-minority (white) respondents stated that they either strongly agreed or agreed that they were confident in their ability to not be involved in campus crime either as a victim or bystander compared to 62% of all minority student respondents. When the data was calculated in SPS to determine the independent-sample *t*-test, the results indicated that there was no significance in the scores of the non-minority (White) respondents and minority (Black) respondents as represented by the following *t*-test data: non-minority (White) respondents ($M = 1.29$, $SD = .455$) and minority (Black) respondents ($M = 1.38$, $SD = .488$) conditions; $t(241) = -1.48$, $p = .14$

When asked if they were doing everything they could do to ensure their personal safety from criminal activity, 88% of all non-minority (White) student respondents responded that they strongly agreed or agreed that they were doing everything they could do to ensure their personal safety from criminal activity while fewer, 62%, non-minority (White) student respondents indicated that they strongly agreed or agreed that were doing everything they could do to ensure their personal safety from criminal activity. When the data was calculated in SPS to determine the independent-sample *t*-test, the results indicated that there was a significance in the scores of the non-minority (White) respondents and minority (Black) respondents as represented by the

following *t*-test data: non-minority (White) respondents ($M = 1.11$, $SD = .319$) and minority (Black) respondents ($M = 1.38$, $SD = .488$) conditions; $t(240) = -4.84$, $p = .00$

The majority of non-minority (white) student respondents, 92%, responded that they strongly agreed or agreed that they were doing everything they could to ensure the protection of their personal belongings from theft, while 81% of all minority student respondents responded that they strongly agreed or agreed that they are doing everything they can to ensure the protection of their personal belongings from theft. When the data was calculated in SPS to determine the independent-sample *t*-test, the results indicated that there was a significance in the scores of the non-minority (White) respondents and minority (Black) respondents as represented by the following *t*-test data: non-minority (White) respondents ($M = 1.07$, $SD = .269$) and minority (Black) respondents ($M = 1.19$, $SD = .397$) conditions; $t(237) = -2.51$, $p = .015$

When asked if they were confident in their ability to avoid becoming involved in campus crime either as a victim or bystander, 14% of all non-minority (white) student respondents reported that they are not confident in their ability to avoid becoming involved in campus crime either as victim or bystander compared to 62.2% of all minority student respondents indicating that they are not confident in their ability to avoid becoming involved in campus crime either as a victim or bystander. When the data was calculated in SPS to determine the independent-sample *t*-test, the results indicated that there was no significance in the scores of the non-minority (White) respondents and minority (Black) respondents as represented by the following *t*-test data: non-minority (white) respondents ($M = 1.12$, $SD = .329$) and minority (black) respondents ($M = 1.38$, $SD = .488$) conditions; $t(264) = -4.97$, $p = .00$

While the numbers show that non-minority (white) respondents and minority respondents shared equal information deficits with respect to knowledge, or lack thereof, of what crimes

occurred on campus; minority respondents were to measurably less confident in their ability to avoid being involved in such crime, either as a bystander or a victim. This contrasts with Patton and Gregory's (2014) study that looked at the differences between race and gender concerning perceptions of campus safety. Their study showed that there were no significant differences in perceptions based on race and gender.

Research Question 4: Are College Students Aware Of The Crime Prevention Resources On Their Campus?

College students' awareness of crime prevention resources on their campus was assessed in Survey Questions 10 through 12. Question 10 of the survey asks respondents if they know that there are crime prevention courses taught on campus by the University police department and gives the respondents the choice of yes or no. Approximately 67.6% of all male student respondents indicated that they are unaware that crime prevention courses are taught by the university police department and a slightly larger number of female respondents, 71.3, indicated they are unaware that crime prevention courses are taught by the university police department. When the data was calculated in SPS to determine the independent-sample t-test, the results indicated that there was no significance in the scores of the male respondents and female respondents as represented by the following *t*-test data: male respondents ($M = 1.67$, $SD = .471$) and female respondents ($M = 1.71$, $SD = .454$) conditions; $t(226) = -.542$, $p = .588$

Approximately 66% of all non-minority (white) student and 69.3% of all minority student respondents indicated that they were unaware that crime prevention courses were taught by the university police department. When the data was calculated in SPS to determine the independent-sample *t*-test, the results indicated that there was no significance in the scores of the non-minority (White) respondents and minority (Black) respondents as represented by the

following *t*-test data: non-minority (White) respondents ($M = 1.65$, $SD = .475$) and minority (Black) respondents ($M = 1.70$, $SD = .461$) conditions; $t(206) = -.600$, $p = .549$

When asked if they believe that crime prevention courses should be a mandatory class taught to first year students in an effort to educate students on campus crimes/punishments, 44% of all male student respondents and 62% of all female respondents indicated crime prevention courses should be mandatory for first year students, 52.5% of all non-minority (white) and 61% of all minority student respondents indicating that they believe crime prevention should be mandatory for first year students. When the data was calculated in SPS to determine the independent-sample *t*-test, the results indicated that there was a significance in the scores of the male respondents and female respondents as represented by the following *t*-test data: male respondents ($M = 1.55$, $SD = .500$) and female respondents ($M = 1.38$, $SD = .487$) conditions; $t(235) = 2.46$, $p = .014$

However when the data was calculated in SPS to determine the independent-sample *t*-test, the results indicated that there was no significance in the scores of the non-minority (White) respondents and minority (Black) respondents as represented by the following *t*-test data: non-minority (white) respondents ($M = 1.47$, $SD = .501$) and minority (black) respondents ($M = 1.34$, $SD = .478$) conditions; $t(206) = 1.83$, $p = .070$

Respondents were asked if they were aware that the university police department teaches R.A.D.. (Rape Aggression Defense) courses to students free of charge. Approximately 72% of all male student respondents and 70.2% of all female respondents indicated that they were unaware that R.A.D.. classes are taught by the university police department. While 73% of all non-minority (white) respondents and 66.7% of all minority respondents indicated that they were unaware that R.A.D.. classes are taught by the university police department. When the data was

calculated in SPSS to determine the independent-sample *t*-test, the results indicated that there was no significance in the scores of the male respondents and female respondents as represented by the following *t*-test data: male respondents ($M = 1.72$, $SD = .452$) and female respondents ($M = 1.70$, $SD = .458$) conditions; $t(237) = .288$, $p = .774$

When the data was calculated in SPSS to determine the independent-sample *t*-test, the results also indicated that there was no significance in the scores of the non-minority (White) respondents and minority (Black) respondents as represented by the following *t*-test data: non-minority (white) respondents ($M = 1.73$, $SD = .445$) and minority (black) respondents ($M = 1.63$, $SD = .485$) conditions; $t(207) = 1.40$, $p = .162$

Data from this study indicate that have significant information deficits with respect to their knowledge of availability of crime prevention resources on their own college campus, even such resources that were offered free of charge. Moreover, the response to Survey Question 11 indicates that the students strongly desire to be educated on how to avoid crime and even go so far to say that crime prevention courses should be a mandatorily taught class to college students.

The data from this study support conclusions made by multiple researchers (Baker and Boland, 2011; Jee, 2016; and Muscat, 2011). Baker and Boland (2011) found that the existence of some campus safety features went unnoticed or were lacking in prevalence on the campus, and that education needed to be done on what is available to assist a victim of a crime. Jee (2016) concluded that college students need specific education as to the Clery information available on their campus and Muscat (2011) concluded that, due to many misperceptions of students with regards to the campus police department, including misperceptions about the location, jurisdiction, and authority of the campus police, that education would be key to eliminating these misconceptions.

In conclusion, deterrence theory is built on the assumption that education about crime and consequences can prevent crime and victimization. Not only do the results of the survey questions establish this need for education, but they show that the students are open to being educated on crime prevention. Importantly, most universities and colleges are devoting enormous resources toward keeping their campuses safe, yet students do not appear to be fully aware of how to take advantage of those resources and in many cases are unaware that the prevention measures exist.

Limitations & Weaknesses of the Study

This study was done as a college campus study utilizing the survey instrument Qualtrics during the summer 2017 semester. The study looked at four research questions:

1. What are college students' perceptions of crime on campus?
2. Do male and female students perceive crime on campus differently?
3. Do minority and non-minority students perceive crime on campus differently?
4. Are college students aware of crime prevention resources on their campus?

Some limitations of this study could be the research questions and survey questions themselves. The questions could have been more directed at overall deterrence theory, rather than differences between males and females, and minorities and non-minorities.

This study does not identify why each student participant may lack an understanding or awareness of crime prevention, it merely catalogs certain data which may help explain why such a factor may be influential in the understanding or lack thereof.

This study does not address specifics as to what might motivate students to report crime or intervene to prevent crime, it merely quantifies levels of willingness to do so. The background information requested in Questions 1 through 5 of the survey gives the researcher potential

reasons which may be argued. An example would be, a participant who has been a victim of crime may take additional steps to avoid being a victim. However, the surveys do not ask the direct question of why; rather, they provide the researcher with the ability to draw potential conclusions from the data.

The survey questions that were used to answer the research questions could have been expanded to include other responses to the survey questions such as whether the student participant lived on campus, how many semesters they have been a student on the campus, whether they feel safe on campus, and whether actual prior crime victimization was present in their life.

This study was administered to the student body during the summer semester of 2017. There was a significantly smaller student population to survey. During the summer semester it became difficult to get into contact with professors due to them not being on the roster for summer classes. This study was administered through the student listserv by email. It was learned after the fact that students were not required to sign up for the student email listserv which in turn decreased the ability to have a higher response rate to the survey, and decreased the efficacy of the survey showing results representative of the campus as a whole.

Perhaps the best time to have administered this student survey would have been during the fall 2017 semester, when student enrollment is greater. This would have given the researcher the opportunity to reach a much higher number of students. Conceivably it would have been more advantageous to have networked with a full team of full-time faculty and student housing employees. If there had been pre-set meetings about the dissertation and student survey with faculty and student housing during the summer 2017 semester for a fall 2017 semester roll out, the response numbers could have also been much higher.

The researcher could have conducted individual interviews of students prior to drafting the survey questions in order to incorporate the most precise questions to address the researcher's theory and hypothesis.

One thing that was never addressed in the survey questions or research questions was that Student Affairs adjudication of consequences of school infractions and/or crimes is separate and apart from the consequences imposed under state law. Therefore, the researcher's original goal to incorporate student affairs consequences to engaging in criminal behavior was not achieved.

Recommendations

This study could provide a resource for future longitudinal survey studies utilizing the same, or similar, data. Future studies could follow a newly entering freshman class, as the cohort, where an initial survey about crime could be given. In their first semester of school those students could be taught a course of crime prevention, and the researcher may track their understanding, compliance and retention through their college educational career. The information gained from following a freshman class through their four years of college. To have a control variable the future researcher may also employ the use of a second cohort that would not take the crime prevention course. At the end of the cohort's senior year there could have be a post-survey given to see if any differences were present in knowledge and awareness of campus crime. This could also be utilized to address concerns of recruitment and retention.

There could be a set educational curriculum to keep the instructional content and delivery uniform should there be multiple sessions for the crime prevention course. Each course should be presented with the same material in the same manner. The topics that would be covered in each crime prevention course may include: introduction/explanation of the presenter, university police department hours of operation/location, student affairs/judicial council, housing

department rules, student conduct manual, emergency call box locations on campus, theft activity/avoidance, traffic offenses, social media/bullying/harassment, sexual assault/consent/non-consent, high crime areas on campus, reporting of a crime and criminal codes/punishment for damage to government property, marijuana/other drugs possession, alcohol, weapons on school grounds, terroristic threats and simple battery (fighting). The crime prevention instruction should also reveal the actual statistics about crime on campus as reported under Clery. The Clery information could be presented from the up-to-date mandated reports that are generated by the University police department.

In studies where crime prevention courses would be taught to participant students, the annual data reported under Clery could be evaluated to continually detect changes in the statistics reported. In theory, the Clery data would show a gradual decline in crime, i.e. deterrence or avoidance of crime, as the sample set of students permeate the campus population, especially regarding crimes in which the offender or victim was a college student. Crime prevention courses could provide a tangible tool to effect positive change toward, via deterrence and avoidance of crime, i.e. not only safer campuses, but a more successful crop of students, and countless other positive results, including improved recruitment and retention numbers for college and university admissions.

This study does not specifically seek to identify potential problems or inaccuracies within the Clery Act or within mandatory reporting under Clery, nor with the consequences data that is reported by the Student Affairs Division. However, should a future study go further into this area of analysis, the future researcher may be forced to rely on the data as it is reported.

Therefore, crime data which goes unreported will be missing from the control variable when it is compared with student survey responses. The survey questions that identify the

willingness or unwillingness to report crime may allow future conclusions to be drawn about the inaccuracies of the Clery report and reported crime.

Implications

College campuses continue to house students on their grounds by the hundreds or thousands. The federal Jeanne Clery Act requires colleges and universities to be responsible for reporting crime which occurs on their campuses.

The Clery Act includes campus police, student housing officials, and student discipline officials (i.e. Student Affairs) in the definition of “Campus security authority,” or those individuals charged with responsibility under the Act. 34 CFR § 668.46.

College housing staff may be the first line of defense to the hearing, seeing, and reporting of crimes and other infractions. Campus housing facilities give campus police departments, housing officials, and student affairs officials the perfect setting for reaching a large number of students for training in crime prevention. A fluid working relationship among these Clery Security Authorities would bring beneficial results in the realm of crime prevention education, as well as education as to the consequences of student code of conduct violations.

Campus police departments have an ever growing and difficult job in maintaining the safety on college campuses. With the changing environment of law enforcement, and the increasing demands being placed on law enforcement throughout the country, this study shows that campus police departments must do more to educate students about crime and preventing it. The construction and utilization of crime prevention courses will not only allow for students to become educated on various topics of campus crime, but it will also foster an atmosphere of dialog that law enforcement needs.

College professors may, in many cases, spend more time with students than students do with their own families. A set formal instruction on crime prevention could provide professors the ability to effect the education, the need and desire for which is shown in this study.

Upper administration is consistently tasked with meeting minimum admissions numbers for new students as well as the retention of current students as colleges become highly competitive for the same batch of students. This study shows that the student population has expressed a need for, and desire, that certain crime prevention courses be mandatory. Parents of today's students realize there is a massive expense associated with sending their children off to college. Parents are, by and large, the customers of the college, those that pay the money for their children to attend. In addition to the monetary cost of sending the child off to college, just the thought of sending their child off to an unsafe environment may deter the parent from choosing a school they perceive to be unsafe. Recruitment and retention workers should appreciate the benefits that crime prevention courses may add to their goals of keeping the college bursary solvent.

Conclusion

With the levels of violence that are seen in today's world, educators can no longer afford to assume that students will just do what is right, or that students will just simply take care of themselves. Educators of today are tasked with the responsibility of molding and creating critically thought-driven minds. This process of preparing future minds should also encompass instilling the knowledge and skills necessary to for students to avoid being bystanders, victims or offenders of crime. This instilled confidence to avoid being involved in crime during your college years could just prove to be the one the most necessary pieces of knowledge that students take with them for a lifetime.

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APPENDIX A:
Georgia Criminal Statutes

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Georgia Criminal Statutes

Interference with government property, O.C.G.A. § 16-7-24, up to five (5) years:

(a) A person commits the offense of interference with government property when he destroys, damages, or defaces government property and, upon conviction thereof, shall be punished by imprisonment for not less than one nor more than five years.

(b) A person commits the offense of interference with government property when he forcibly interferes with or obstructs the passage into or from government property and, upon conviction thereof, shall be punished as for a misdemeanor.

O.C.G.A § 16-7-24.

Burglary, O.C.G.A. § 16-7-1(b)-(d), up to twenty-five (25) years depending on the criminal history:

(b) A person commits the offense of burglary in the first degree when, without authority and with the intent to commit a felony or theft therein, he or she enters or remains within an occupied, unoccupied, or vacant dwelling house of another or any building, vehicle, railroad car, watercraft, aircraft, or other such structure designed for use as the dwelling of another. A person who commits the offense of burglary in the first degree shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than one nor more than 20 years. Upon the second conviction for burglary in the first degree, the defendant shall be guilty of a felony and shall be punished by imprisonment for not less than two nor more than 20 years. Upon the third and all subsequent convictions for burglary in the first

degree, the defendant shall be guilty of a felony and shall be punished by imprisonment for not less than five nor more than 25 years.

(c) A person commits the offense of burglary in the second degree when, without authority and with the intent to commit a felony or theft therein, he or she enters or remains within an occupied, unoccupied, or vacant building, structure, vehicle, railroad car, watercraft, or aircraft. A person who commits the offense of burglary in the second degree shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than one nor more than five years. Upon the second and all subsequent convictions for burglary in the second degree, the defendant shall be guilty of a felony and shall be punished by imprisonment for not less than one nor more than eight years.

(d) Upon a fourth and all subsequent convictions for a crime of burglary in any degree, adjudication of guilt or imposition of sentence shall not be suspended, probated, deferred, or withheld.

O.C.G.A § 16-7-1(b)-(d).

Theft, Chapter 8 of Title 16 of the Georgia Code, up to twenty (20) years depending on the value of the property stolen, O.C.G.A. § 16-8-12(a)(1)(A)-(D).

(a) A person convicted of a violation of Code Sections 16-8-2 through 16-8-9 shall be punished as for a misdemeanor except:

(1) (A) If the property which was the subject of the theft exceeded \$24,999.99 in value, by imprisonment for not less than two nor more than 20 years;

(B) If the property which was the subject of the theft was at least \$5,000.00 in value but was less than \$25,000.00 in value, by imprisonment for not less than one nor

(C) more than ten years and, in the discretion of the trial judge, as for a misdemeanor;

(D) If the property which was the subject of the theft was at least \$1,500.01 in value but was less than \$5,000.00 in value, by imprisonment for not less than one nor more than five years and, in the discretion of the trial judge, as for a misdemeanor; and

(E) If the defendant has two prior convictions for a violation of Code Sections 16-8-2 through 16-8-9, upon a third conviction or subsequent conviction, such defendant shall be guilty of a felony and shall be punished by imprisonment for not less than one nor more than five years and, in the discretion of the trial judge, as for a misdemeanor;

O.C.G.A. § 16-8-12(a)(1)(A)-(D).

Possession, purchase, manufacture, or sale of marijuana, O.C.G.A. § 16-13-30, up to ten (10) years, O.C.G.A. §§ 16-13-30(j)(1)-(2), 16-3-2(b).

(j) (1) It shall be unlawful for any person to possess, have under his or her control, manufacture, deliver, distribute, dispense, administer, purchase, sell, or possess with intent to distribute marijuana. (2) Except as otherwise provided in subsection (c) of Code Section 16-13-31 or in Code Section 16-13-2, any person who violates this subsection shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than one year nor more than ten years.

O.C.G.A. § 16-13-30(j)(1)-(2).

(b) Notwithstanding any law to the contrary, any person who is charged with possession of marijuana, which possession is of one ounce or less, shall be guilty of a misdemeanor and punished by imprisonment for a period not to exceed 12 months or a fine not to exceed \$1,000.00, or both, or public works not to exceed 12 months.(c) Persons charged with an offense enumerated in subsection (a) of this Code section and persons charged for the first time with nonviolent property crimes which, in the judgment of the court exercising jurisdiction over such offenses, were related to the accused's addiction to a controlled substance or alcohol who are eligible for any court approved drug treatment program may, in the discretion of the court and with the consent of the accused, be sentenced in accordance with subsection (a) of this Code section. The probated sentence imposed may be for a period of up to five years. No discharge and dismissal without court adjudication of guilt shall be entered under this subsection until the accused has made full restitution to all victims of the charged offenses. Discharge and dismissal under this Code section shall be without court adjudication of guilt and shall not be deemed a conviction for purposes of this Code section or for purposes of disqualifications or disabilities imposed by law upon conviction of a crime. Discharge and dismissal under this Code section may not be used to disqualify a person in any application for employment or appointment to office in either the public or private sector.

O.C.G.A. § 16-3-2(b).

Possession, purchase, manufacture, or sale of a scheduled controlled substance, O.C.G.A. § 16-13-30, up to life depending on the type of drug and the prior criminal history of the perpetrator.

(a) Except as authorized by this article, it is unlawful for any person to purchase, possess, or have under his or her control any controlled substance.

(b) Except as authorized by this article, it is unlawful for any person to manufacture, deliver, distribute, dispense, administer, sell, or possess with intent to distribute any controlled substance.

(c) Except as otherwise provided, any person who violates subsection (a) of this Code section with respect to a controlled substance in Schedule I or a narcotic drug in Schedule II shall be guilty of a felony and, upon conviction thereof, shall be punished as follows:

(1) If the aggregate weight, including any mixture, is less than one gram of a solid substance, less than one milliliter of a liquid substance, or if the substance is placed onto a secondary medium with a combined weight of less than one gram, by imprisonment for not less than one nor more than three years;

(2) If the aggregate weight, including any mixture, is at least one gram but less than four grams of a solid substance, at least one milliliter but less than four milliliters of a liquid substance, or if the substance is placed onto a secondary medium with a combined weight of at least one gram but less than four grams, by imprisonment for not less than one nor more than eight years; and

(A) Except as provided in subparagraph (B) of this paragraph, if the aggregate weight, including any mixture, is at least four grams but less than 28 grams of a solid substance, at least four milliliters but less than 28 milliliters

of a liquid substance, or if the substance is placed onto a secondary medium with a combined weight of at least four grams but less than 28 grams, by imprisonment for not less than one nor more than 15 years.

(B) This paragraph shall not apply to morphine, heroin, or opium or any salt, isomer, or salt of an isomer; rather, the provisions of Code Section 16-13-31 shall control these substances.

(d) Except as otherwise provided, any person who violates subsection (b) of this Code section with respect to a controlled substance in Schedule I or Schedule II shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than five years nor more than 30 years. Upon conviction of a second or subsequent offense, he or she shall be imprisoned for not less than ten years nor more than 40 years or life imprisonment. The provisions of subsection (a) of Code Section 17-10-7 shall not apply to a sentence imposed for a second such offense; provided, however, that the remaining provisions of Code Section 17-10-7 shall apply for any subsequent offense.

(e) Any person who violates subsection (a) of this Code section with respect to a controlled substance in Schedule II, other than a narcotic drug, shall be guilty of a felony and, upon conviction thereof, shall be punished as follows:

(1) If the aggregate weight, including any mixture, is less than two grams of a solid substance, less than two milliliters of a liquid substance, or if the substance is placed onto a secondary medium with a combined weight of less than two grams, by imprisonment for not less than one nor more than three years;

- (2) If the aggregate weight, including any mixture, is at least two grams but less than four grams of a solid substance, at least two milliliters but less than four milliliters of a liquid substance, or if the substance is placed onto a secondary medium with a combined weight of at least two grams but less than four grams, by imprisonment for not less than one nor more than eight years; and
- (3) If the aggregate weight, including any mixture, is at least four grams but less than 28 grams of a solid substance, at least four milliliters but less than 28 milliliters of a liquid substance, or if the substance is placed onto a secondary medium with a combined weight of at least four grams but less than 28 grams, by imprisonment for not less than one nor more than 15 years.

(f) Upon a third or subsequent conviction for a violation of subsection (a) of this Code section with respect to a controlled substance in Schedule I or II or subsection (i) of this Code section, such person shall be punished by imprisonment for a term not to exceed twice the length of the sentence applicable to the particular crime.

(g) Except as provided in subsection (l) of this Code section, any person who violates subsection (a) of this Code section with respect to a controlled substance in Schedule III, IV, or V shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than one year nor more than three years. Upon conviction of a third or subsequent offense, he or she shall be imprisoned for not less than one year nor more than five years.

(h) Any person who violates subsection (b) of this Code section with respect to a controlled substance in Schedule III, IV, or V shall be guilty of a felony and,

upon conviction thereof, shall be punished by imprisonment for not less than one year nor more than ten years.

(i) (1) Except as authorized by this article, it is unlawful for any person to possess or have under his or her control a counterfeit substance. Any person who violates this paragraph shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than one year nor more than two years. (2) Except as authorized by this article, it is unlawful for any person to manufacture, deliver, distribute, dispense, administer, purchase, sell, or possess with intent to distribute a counterfeit substance. Any person who violates this paragraph shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than one year nor more than ten years.

...

k) It shall be unlawful for any person to hire, solicit, engage, or use an individual under the age of 17 years, in any manner, for the purpose of manufacturing, distributing, or dispensing, on behalf of the solicitor, any controlled substance, counterfeit substance, or marijuana unless the manufacturing, distribution, or dispensing is otherwise allowed by law. Any person who violates this subsection shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than five years nor more than 20 years or by a fine not to exceed \$20,000.00, or both.

(1) Any person who violates subsection (a) of this Code section with respect to flunitrazepam, a Schedule IV controlled substance, shall be guilty of a felony and, upon conviction thereof, shall be punished as follows:

(A) If the aggregate weight, including any mixture, is less than two grams of a solid substance of flunitrazepam, less than two milliliters of liquid flunitrazepam, or if flunitrazepam is placed onto a secondary medium with a combined weight of less than two grams, by imprisonment for not less than one nor more than three years;

(B) If the aggregate weight, including any mixture, is at least two grams but less than four grams of a solid substance of flunitrazepam, at least two milliliters but less than four milliliters of liquid flunitrazepam, or if the flunitrazepam is placed onto a secondary medium with a combined weight of at least two grams but less than four grams, by imprisonment for not less than one nor more than eight years; and

(C) If the aggregate weight, including any mixture, is at least four grams of a solid substance of flunitrazepam, at least four milliliters of liquid flunitrazepam, or if the flunitrazepam is placed onto a secondary medium with a combined weight of at least four grams, by imprisonment for not less than one nor more than 15 years.

Any person who violates subsection (b) of this Code section with respect to flunitrazepam, a Schedule IV controlled substance, shall be guilty of a felony and, upon conviction thereof, shall be punished by imprisonment for not less than five years nor more than 30 years. Upon conviction of a second or subsequent offense, such person shall be punished by imprisonment for not less than ten years nor more than 40 years or life imprisonment. The provisions of subsection (a) of Code Section 17-10-7 shall not apply to a sentence imposed for a second such offense, but that subsection and the remaining provisions of Code Section 17-10-7 shall apply for any subsequent

offense.(m) As used in this Code section, the term "solid substance" means a substance that is not in a liquid or gas form. Such term shall include tablets, pills, capsules, caplets, powder, crystal, or any variant of such items.

O.C.G.A. § 16-13-30

Furnishing to, purchase of, or possession by persons under 21 years of age of alcoholic beverages and driving under the influence of alcohol, O.C.G.A. §§ 3-3-23.1, 40-6-391, up to one (1) year plus suspension of driver's license;

(a) It is unlawful for any person knowingly to violate any prohibition contained in Code Section 3-3-23, relating to furnishing alcoholic beverages to, and purchasing, attempting to purchase, and possession of alcoholic beverages by, a person under 21 years of age.

(1) Any person convicted of violating any prohibition contained in subsection (a) of Code Section 3-3-23 shall, upon the first conviction, be guilty of a misdemeanor, except that any person convicted of violating paragraph (2) of subsection (a) of Code Section 3-3-23 shall, upon the first conviction, be guilty of a misdemeanor and shall be punished by not more than six months' imprisonment or a fine of not more than \$300.00, or both and except that any person convicted of violating paragraph (4) of subsection (a) of Code Section 3-3-23 shall, upon the first conviction, be guilty of a misdemeanor of a high and aggravated nature.

(2) Any person convicted of violating any prohibition contained in subsection (a) of Code Section 3-3-23 shall, upon the second or subsequent conviction, be guilty of a misdemeanor of a high and aggravated nature, except that any person convicted of

violating paragraph (2) of subsection (a) of Code Section 3-3-23 shall, upon the second or subsequent conviction, be guilty of a misdemeanor.

(3) In addition to any other penalty provided for in paragraphs (1) and (2) of this subsection, the driver's license of any person convicted of attempting to purchase an alcoholic beverage in violation of paragraph (2) of subsection (a) of Code Section 3-3-23 upon the first conviction shall be suspended for six months and upon the second or subsequent conviction shall be suspended for one year.

(c) Whenever any person who has not been previously convicted of any offense under this Code section or under any other law of the United States or this or any other state relating to alcoholic beverages pleads guilty to or is found guilty of a violation of paragraph (2) or (3) of subsection (a) of Code Section 3-3-23, the court, without entering a judgment of guilt and with the consent of such person, may defer further proceedings and place such person on probation upon such reasonable terms and conditions as the court may require. The terms of probation shall preferably be such as require the person to undergo a comprehensive rehabilitation program (including, if necessary, medical treatment), not to exceed three years, designed to acquaint such person with the ill effects of alcohol abuse and with knowledge of the gains and benefits which can be achieved by being a good member of society. Upon violation of a term or condition of probation, the court may enter an adjudication of guilt and proceed accordingly. Upon fulfillment of the terms and conditions of probation, the court shall discharge such person and dismiss the proceedings against him or her. Discharge and dismissal under this subsection shall be without court adjudication of guilt and shall not be deemed a conviction for purposes of this

subsection or for purposes of disqualifications or disabilities imposed by law upon conviction of a crime. Discharge and dismissal under this subsection may occur only once with respect to any person.

Unless the officer has reasonable cause to believe such person is intoxicated, a law enforcement officer may arrest by issuance of a citation, summons, or accusation a person accused of violating any provision of Code Section 3-3-23. The citation, summons, or accusation shall enumerate the specific charges against the person and either the date upon which the person is to appear and answer the charges or a notation that the person will be later notified of the date upon which the person is to appear and answer the charges. If the person charged shall fail to appear as required, the judge having jurisdiction of the offense may issue a warrant or other order directing the apprehension of such person and commanding that such person be brought before the court to answer the charges contained within the citation, summons, or accusation and the charge of his or her failure to appear as required. Nothing in this subsection shall be construed to invalidate an otherwise valid arrest by citation, summons, or accusation of a person who is intoxicated.

O.C.G.A. § 3-3-23.1.

(a) A person shall not drive or be in actual physical control of any moving vehicle while:

(1) Under the influence of alcohol to the extent that it is less safe for the person to drive;

(2) Under the influence of any drug to the extent that it is less safe for the person to drive;

(3) Under the intentional influence of any glue, aerosol, or other toxic vapor to the extent that it is less safe for the person to drive; (4) Under the combined influence of any two or more of the substances specified in paragraphs (1) through (3) of this subsection to the extent that it is less safe for the person to drive; (5) The person's alcohol concentration is

0.08 grams or more at any time within three hours after such driving or being in actual physical control from alcohol consumed before such driving or being in actual physical control ended; or (6) Subject to the provisions of subsection (b) of this Code section, there is any amount of marijuana or a controlled substance, as defined in Code Section 16-13-21, present in the person's blood or urine, or both, including the metabolites and derivatives of each or both without regard to whether or not any alcohol is present in the person's breath or blood.

(b) The fact that any person charged with violating this Code section is or has been legally entitled to use a drug shall not constitute a defense against any charge of violating this Code section; provided, however, that such person shall not be in violation of this Code section unless such person is rendered incapable of driving safely as a result of using a drug other than alcohol which such person is legally entitled to use.

(c) Every person convicted of violating this Code section shall, upon a first or second conviction thereof, be guilty of a misdemeanor, upon a third conviction thereof, be guilty of a high and aggravated misdemeanor, and upon a fourth or subsequent conviction thereof, be guilty of a felony except as otherwise provided in paragraph (4) of this subsection and shall be punished as follows: (1) First conviction with no conviction of and no plea of nolo contendere accepted to a charge of violating this Code section within

the previous ten years, as measured from the dates of previous arrests for which convictions were obtained or pleas of nolo contendere were accepted to the date of the current arrest for which a conviction is obtained or a plea of nolo contendere is accepted:

(A) A fine of not less than \$300.00 and not more than \$1,000.00, which fine shall not, except as provided in subsection (g) of this Code section, be subject to suspension, stay, or probation; (B) A period of imprisonment of not fewer than ten days nor more than 12 months, which period of imprisonment may, at the sole discretion of the judge, be suspended, stayed, or probated, except that if the offender's alcohol concentration at the time of the offense was 0.08 grams or more, the judge may suspend, stay, or probate all but 24 hours of any term of imprisonment imposed under this subparagraph; (C) Not fewer than 40 hours of community service, except that for a conviction for violation of subsection (k) of this Code section where the person's alcohol concentration at the time of the offense was less than 0.08 grams, the period of community service shall be not fewer than 20 hours; (D) Completion of a DUI Alcohol or Drug Use Risk Reduction Program within 120 days following his or her conviction; provided, however, that if the defendant is incarcerated and such program cannot be completed within 120 days, it shall be completed within 90 days of his or her release from custody. The sponsor of any such program shall provide written notice of the Department of Driver Services' certification of the program to the person upon enrollment in the program; (E) A clinical evaluation as defined in Code Section 40-5-1 and, if recommended as a part of such evaluation, completion of a substance abuse treatment program as defined in Code Section 40-5-1; provided, however, that in the court's discretion such evaluation may be waived; and

(F) If the person is sentenced to a period of imprisonment for fewer than 12 months, a period of probation of 12 months less any days during which the person is actually incarcerated;

(2) For the second conviction within a ten-year period of time, as measured from the dates of previous arrests for which convictions were obtained or pleas of nolo contendere were accepted to the date of the current arrest for which a conviction is obtained or a plea of nolo contendere is accepted:

(A) A fine of not less than \$600.00 and not more than \$1,000.00, which fine shall not, except as provided in subsection (g) of this Code section, be subject to suspension, stay, or probation;

(B) A period of imprisonment of not fewer than 90 days and not more than 12 months. The judge shall probate at least a portion of such term of imprisonment, in accordance with subparagraph (F) of this paragraph, thereby subjecting the offender to the provisions of Article 7 of Chapter 8 of Title 42 and to such other terms and conditions as the judge may impose; provided, however, that the offender shall be required to serve not fewer than 72 hours of actual incarceration;

(C) Not fewer than 30 days of community service;

(D) Completion of a DUI Alcohol or Drug Use Risk Reduction Program within 120 days following his or her conviction; provided, however, that if the defendant is incarcerated and such program cannot be completed within 120 days, it shall be completed within 90 days of his or her release from custody. The sponsor of any such program shall provide written notice of the Department of Driver Services' certification of the program to the person upon enrollment in the program;

(E) A clinical evaluation as defined in Code Section 40-5-1 and, if recommended as a part of such evaluation, completion of a substance abuse treatment program as defined in Code Section 40-5-1; and

(F) A period of probation of 12 months less any days during which the person is actually incarcerated;

(3) For the third conviction within a ten-year period of time, as measured from the dates of previous arrests for which convictions were obtained or pleas of nolo contendere were accepted to the date of the current arrest for which a conviction is obtained or a plea of nolo contendere is accepted:

(A) A fine of not less than \$1,000.00 and not more than \$5,000.00, which fine shall not, except as provided in subsection (g) of this Code section, be subject to suspension, stay, or probation;

(B) A mandatory period of imprisonment of not fewer than 120 days and not more than 12 months. The judge shall probate at least a portion of such term of imprisonment, in accordance with subparagraph (F) of this paragraph, thereby subjecting the offender to the provisions of Article 7 of Chapter 8 of Title 42 and to such other terms and conditions as the judge may impose; provided, however, that the offender shall be required to serve not fewer than 15 days of actual incarceration;

(C) Not fewer than 30 days of community service;

(D) Completion of a DUI Alcohol or Drug Use Risk Reduction Program within 120 days following his or her conviction; provided, however, that if the defendant is incarcerated and such program cannot be completed within 120 days, it shall be completed within 90 days of his or her release from custody. The sponsor of any such

program shall provide written notice of the Department of Driver Services' certification of the program to the person upon enrollment in the program;

(E) A clinical evaluation as defined in Code Section 40-5-1 and, if recommended as a part of such evaluation, completion of a substance abuse treatment program as defined in Code Section 40-5-1; and

(F) A period of probation of 12 months less any days during which the person is actually incarcerated;

(4) For the fourth or subsequent conviction within a ten-year period of time, as measured from the dates of previous arrests for which convictions were obtained or pleas of nolo contendere were accepted to the date of the current arrest for which a conviction is obtained or a plea of nolo contendere is accepted:

(A) A fine of not less than \$1,000.00 and not more than \$5,000.00, which fine shall not, except as provided in subsection (g) of this Code section, be subject to suspension, stay, or probation;

(B) A period of imprisonment of not less than one year and not more than five years; provided, however, that the judge may suspend, stay, or probate all but 90 days of any term of imprisonment imposed under this paragraph. The judge shall probate at least a portion of such term of imprisonment, in accordance with subparagraph (F) of this paragraph, thereby subjecting the offender to the provisions of Article 7 of Chapter 8 of Title 42 and to such other terms and conditions as the judge may impose;

(C) Not fewer than 60 days of community service; provided, however, that if a defendant is sentenced to serve three years of actual imprisonment, the judge may suspend the community service;

(D) Completion of a DUI Alcohol or Drug Use Risk Reduction Program within 120 days following his or her conviction; provided, however, that if the defendant is incarcerated and such program cannot be completed within 120 days, it shall be completed within 90 days of his or her release from custody. The sponsor of any such program shall provide written notice of the Department of Driver Services' certification of the program to the person upon enrollment in the program;

(E) A clinical evaluation as defined in Code Section 40-5-1 and, if recommended as a part of such evaluation, completion of a substance abuse treatment program as defined in Code Section 40-5-1; and (F) A period of probation of five years less any days during which the person is actually imprisoned; provided, however, that if the ten-year period of time as measured in this paragraph commenced prior to July 1, 2008, then such fourth or subsequent conviction shall be a misdemeanor of a high and aggravated nature and punished as provided in paragraph (3) of this subsection;

(5) If a person has been convicted of violating subsection (k) of this Code section premised on a refusal to submit to required testing or where such person's alcohol concentration at the time of the offense was 0.08 grams or more, and such person is subsequently convicted of violating subsection (a) of this Code section, such person shall be punished by applying the applicable level or grade of conviction specified in this subsection such that the previous conviction of violating subsection (k) of this Code section shall be considered a previous conviction of violating subsection (a) of this Code section;

(6) For the purpose of imposing a sentence under this subsection, a plea of nolo contendere based on a violation of this Code section shall constitute a conviction; and

(7) For purposes of determining the number of prior convictions or pleas of nolo contendere pursuant to the felony provisions of paragraph (4) of this subsection, only those offenses for which a conviction is obtained or a plea of nolo contendere is accepted on or after July 1, 2008, shall be considered; provided, however, that nothing in this subsection shall be construed as limiting or modifying in any way administrative proceedings or sentence enhancement provisions under Georgia law, including, but not limited to, provisions relating to punishment of recidivist offenders pursuant to Title 17.

(d) (1) Notwithstanding the limits set forth in any municipal charter, any municipal court of any municipality shall be authorized to impose the misdemeanor or high and aggravated misdemeanor punishments provided for in this Code section upon a conviction of violating this Code section or upon a conviction of violating any ordinance adopting the provisions of this Code section. (2) Notwithstanding any provision of this Code section to the contrary, any court authorized to hear misdemeanor or high and aggravated misdemeanor cases involving violations of this Code section shall be authorized to exercise the power to probate, suspend, or stay any sentence imposed. Such power shall, however, be limited to the conditions and limitations imposed by subsection (c) of this Code section.

(e) The foregoing limitations on punishment also shall apply when a defendant has been convicted of violating, by a single transaction, more than one of the four provisions of subsection (a) of this Code section.

(f) The provisions of Code Section 17-10-3, relating to general punishment for misdemeanors including traffic offenses, and the provisions of Article 3 of Chapter 8

of Title 42, relating to probation of first offenders, shall not apply to any person convicted of violating any provision of this Code section.

(g) (1) If the payment of the fine required under subsection (c) of this Code section will impose an economic hardship on the defendant, the judge, at his or her sole discretion, may order the defendant to pay such fine in installments and such order may be enforced through a contempt proceeding or a revocation of any probation otherwise authorized by this Code section. (2) In the sole discretion of the judge, he or she may suspend up to one-half of the fine imposed under subsection (c) of this Code section conditioned upon the defendant's undergoing treatment in a substance abuse treatment program as defined in Code Section 40-5-1.

(h) For purposes of determining under this chapter prior convictions of or pleas of nolo contendere to violating this Code section, in addition to the offense prohibited by this Code section, a conviction of or plea of nolo contendere to any of the following offenses shall be deemed to be a violation of this Code section: (1) Any federal law substantially conforming to or parallel with the offense covered under this Code section; (2) Any local ordinance adopted pursuant to Article 14 of this chapter, which ordinance adopts the provisions of this Code section; or (3) Any previously or currently existing law of this or any other state, which law was or is substantially conforming to or parallel with this Code section.

(i) A person shall not drive or be in actual physical control of any moving commercial motor vehicle while there is 0.04 percent or more by weight of alcohol in such person's blood, breath, or urine. Every person convicted of violating this subsection shall be guilty of a misdemeanor and, in addition to any disqualification resulting

under Article 7 of Chapter 5 of this title, the "Uniform Commercial Driver's License Act," shall be fined as provided in subsection (c) of this Code section.

(j) (1) The clerk of the court in which a person is convicted a second or subsequent time under subsection (c) of this Code section within five years, as measured from the dates of previous arrests for which convictions were obtained or pleas of nolo contendere were accepted to the date of the current arrest for which a conviction is obtained or a plea of nolo contendere is accepted, shall cause to be published a notice of conviction for each such person convicted. Such notices of conviction shall be published in the manner of legal notices in the legal organ of the county in which such person resides or, in the case of nonresidents, in the legal organ of the county in which the person was convicted. Such notice of conviction shall be one column wide by two inches long and shall contain the photograph taken by the arresting law enforcement agency at the time of arrest, the name of the convicted person, the city, county, and zip code of the convicted person's residential address, and the date, time, place of arrest, and disposition of the case and shall be published once in the legal organ of the appropriate county in the second week following such conviction or as soon thereafter as publication may be made. (2) The convicted person for which a notice of conviction is published pursuant to this subsection shall be assessed \$25.00 for the cost of publication of such notice and such assessment shall be imposed at the time of conviction in addition to any other fine imposed pursuant to this Code section. (3) The clerk of the court, the publisher of any legal organ which publishes a notice of conviction, and any other person involved in the publication of an erroneous notice of conviction shall be immune from civil or

criminal liability for such erroneous publication, provided such publication was made in good faith.

(k) (1) A person under the age of 21 shall not drive or be in actual physical control of any moving vehicle while the person's alcohol concentration is 0.02 grams or more at any time within three hours after such driving or being in physical control from alcohol consumed before such driving or being in actual physical control ended. (2) Every person convicted of violating this subsection shall be guilty of a misdemeanor for the first and second convictions and upon a third or subsequent conviction thereof be guilty of a high and aggravated misdemeanor and shall be punished and fined as provided in subsection (c) of this Code section, provided that any term of imprisonment served shall be subject to the provisions of Code Section 17-10-3.1, and any period of community service imposed on such person shall be required to be completed within 60 days of the date of sentencing. (3) No plea of nolo contendere shall be accepted for any person under the age of 21 charged with a violation of this Code section.

(l) A person who violates this Code section while transporting in a motor vehicle a child under the age of 14 years is guilty of the separate offense of endangering a child by driving under the influence of alcohol or drugs. The offense of endangering a child by driving under the influence of alcohol or drugs shall not be merged with the offense of driving under the influence of alcohol or drugs for the purposes of prosecution and sentencing. An offender who is convicted of a violation of this subsection shall be punished in accordance with the provisions of subsection (d) of Code Section 16-12-1.

O.C.G.A 40-6-391.

Rape, O.C.G.A. § 16-6-1, up to death¹;

(a) A person commits the offense of rape when he has carnal knowledge of: (1) A female forcibly and against her will; or (2) A female who is less than ten years of age. Carnal knowledge in rape occurs when there is any penetration of the female sex organ by the male sex organ. The fact that the person allegedly raped is the wife of the defendant shall not be a defense to a charge of rape.

(b) A person convicted of the offense of rape shall be punished by death, by imprisonment for life without parole, by imprisonment for life, or by a split sentence that is a term of imprisonment for not less than 25 years and not exceeding life imprisonment, followed by probation for life. Any person convicted under this Code section shall, in addition, be subject to the sentencing and punishment provisions of Code Sections 17-10- 6.1 and 17-10-7.

(c) When evidence relating to an allegation of rape is collected in the course of a medical examination of the person who is the victim of the alleged crime, the Georgia Crime

¹ While O.C.G.A. § 16-6-1 allows for the State to seek the death penalty for rape cases, such has been unconstitutional, in violation of the Eighth Amendment, under the landmark cases of *Coker v. Georgia*, 433 U.S. 584 (1977), *Kennedy v. Louisiana*, 554 U.S. 407 (2008). Accordingly, it appears that the maximum sentence is life imprisonment. However, prosecutors may be able to make arguments toward death penalty sentencing if there are aggravating circumstances making the defendant deserving under an Eighth Amendment analysis. Victims Emergency Fund, as provided for in Chapter 15 of Title 17, shall be responsible for

the cost of the medical examination to the extent that expense is incurred for the limited purpose of collecting evidence.

O.C.G.A. § 16-6-1.

Carrying weapons on school property, O.C.G.A. § 16-11-127.1, up to ten (10) years;

(a) As used in this Code section, the term: (1) "Bus or other transportation furnished by a school" means a bus or other transportation furnished by a public or private elementary or secondary school. (2) "School function" means a school function or related activity that occurs outside of a school safety zone and is for a public or private elementary or secondary school. (3) "School safety zone" means in or on any real property or building owned by or leased to: (A) Any public or private elementary school, secondary school, or local board of education and used for elementary or secondary education; and (B) Any public or private technical school, vocational school, college, university, or other institution of postsecondary education. (4) "Weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined in subsection (a) of Code Section 16-11-

106. This paragraph excludes any of these instruments used for classroom work authorized by the teacher.

(b) (1) Except as otherwise provided in subsection (c) of this Code section, it shall be unlawful for any person to carry to or to possess or have under such person's control while within a school safety zone or at a school function, or on a bus or other transportation furnished by a school any weapon or explosive compound, other than fireworks the possession of which is regulated by Chapter 10 of Title 25. (2) Any license holder who violates this subsection shall be guilty of a misdemeanor. Any person who is not a license holder who violates this subsection shall be guilty of a felony and, upon conviction thereof, be punished by a fine of not more than \$10,000.00, by imprisonment for not less than two nor more than ten years, or both.

(3) Any person convicted of a violation of this subsection involving a dangerous weapon or machine gun, as such terms are defined in Code Section 16-11-121, shall be punished by a fine of not more than \$10,000.00 or by imprisonment for a period of not less than five nor more than ten years, or both. (4) A child who violates this subsection may be subject to the provisions of Code Section 15-11-601.

(c) The provisions of this Code section shall not apply to: (1) Baseball bats, hockey sticks, or other sports equipment possessed by competitors for legitimate athletic purposes; (2) Participants in organized sport shooting events or firearm training courses; (3) Persons participating in military training programs conducted by or on behalf of the armed forces of the United States or the Georgia Department of Defense; (4) Persons participating in law enforcement training conducted by a police academy certified by the Georgia Peace Officer Standards and Training Council or by a law enforcement

agency of the state or the United States or any political subdivision thereof; (5) The following persons, when acting in the performance of their official duties or when en route to or from their official duties: (A) A peace officer as defined by Code Section 35-8-2;

(B) A law enforcement officer of the United States government; (C) A prosecuting attorney of this state or of the United States; (D) An employee of the Georgia Department of Corrections or a correctional facility operated by a political subdivision of this state or the United States who is authorized by the head of such correctional agency or facility to carry a firearm; (E) A person employed as a campus police officer or school security officer who is authorized to carry a weapon in accordance with Chapter 8 of Title 20; and (F) Medical examiners, coroners, and their investigators who are employed by the state or any political subdivision thereof; (6) A person who has been authorized in writing by a duly authorized official of a public or private elementary or secondary school or a public or private technical school, vocational school, college, university, or other institution of postsecondary education or a local board of education as provided in Code Section 16-11-130.1 to have in such person's possession or use within a school safety zone, at a school function, or on a bus or other transportation furnished by a school a weapon which would otherwise be prohibited by this Code section. Such authorization shall specify the weapon or weapons which have been authorized and the time period during which the authorization is valid; (7) A person who is licensed in accordance with Code Section 16-11-129 or issued a permit pursuant to Code Section 43-38-10, when such person carries or picks up a student within a school safety zone, at a school function, or on a bus or other transportation

furnished by a school or a person who is licensed in accordance with Code Section 16-11-129 or issued a permit pursuant to Code Section 43-38-10 when he or she has any weapon legally kept within a vehicle when such vehicle is parked within a school safety zone or is in transit through a designated school safety zone; (8) A weapon possessed by a license holder which is under the possessor's control in a motor vehicle or which is in a locked compartment of a motor vehicle or one which is in a locked container in or a locked firearms rack which is on a motor vehicle which is being used by an adult over 21 years of age to bring to or pick up a student within a school safety zone, at a school function, or on a bus or other transportation furnished by a school, or when such vehicle is used to transport someone to an activity being conducted within a school safety zone which has been authorized by a duly authorized official or local board of education as provided by paragraph (6) of this subsection; provided, however, that this exception shall not apply to a student attending a public or private elementary or secondary school; (9) Persons employed in fulfilling defense contracts with the government of the United States or agencies thereof when possession of the weapon is necessary for manufacture, transport, installation, and testing under the requirements of such contract; (10) Those employees of the State Board of Pardons and Paroles when specifically designated and authorized in writing by the members of the State Board of Pardons and Paroles to carry a weapon; (11) The Attorney General and those members of his or her staff whom he or she specifically authorizes in writing to carry a weapon; (12) Probation supervisors employed by and under the authority of the Department of Corrections pursuant to Article 2 of Chapter 8 of Title 42, known as the "State-wide Probation Act," when

specifically designated and authorized in writing by the director of the Division of Probation; (13) Public safety directors of municipal corporations; (14) State and federal trial and appellate judges;

(15) United States attorneys and assistant United States attorneys; (16) Clerks of the superior courts; (17) Teachers and other personnel who are otherwise authorized to possess or carry weapons, provided that any such weapon is in a locked compartment of a motor vehicle or one which is in a locked container in or a locked firearms rack which is on a motor vehicle; or (18) Constables of any county of this state.

(d) (1) This Code section shall not prohibit any person who resides or works in a business or is in the ordinary course transacting lawful business or any person who is a visitor of such resident located within a school safety zone from carrying, possessing, or having under such person's control a weapon within a school safety zone; provided, however, that it shall be unlawful for any such person to carry, possess, or have under such person's control while at a school building or school function or on school property or a bus or other transportation furnished by a school any weapon or explosive compound, other than fireworks the possession of which is regulated by Chapter 10 of Title 25. (2) Any person who violates this subsection shall be subject to the penalties specified in subsection (b) of this Code section. It shall be no defense to a prosecution for a violation of this Code section that: (1) School was or was not in session at the time of the offense; (2) The real property was being used for other purposes besides school purposes at the time of the offense; or (3) The offense took place on a bus or other transportation furnished by a school.

(e) In a prosecution under this Code section, a map produced or reproduced by any municipal or county agency or department for the purpose of depicting the location and boundaries of the area of the real property of a school board or a private or public elementary or secondary school that is used for school purposes or the area of any public or private technical school, vocational school, college, university, or other institution of postsecondary education, or a true copy of the map, shall, if certified as a true copy by the custodian of the record, be admissible and shall constitute prima-facie evidence of the location and boundaries of the area, if the governing body of the municipality or county has approved the map as an official record of the location and boundaries of the area. A map approved under this Code section may be revised from time to time by the governing body of the municipality or county. The original of every map approved or revised under this subsection or a true copy of such original map shall be filed with the municipality or county and shall be maintained as an official record of the municipality or county. This subsection shall not preclude the prosecution from introducing or relying upon any other evidence or testimony to establish any element of this offense. This subsection shall not preclude the use or admissibility of a map or diagram other than the one which has been approved by the municipality or county.

(f) A county school board may adopt regulations requiring the posting of signs designating the areas of school boards and private or public elementary and secondary schools as "Weapon-free and Violence-free School Safety Zones."

O.C.G.A. § 16-11-127.1.

Terroristic threats, without acting, and without injury to the victim, O.C.G.A. 16-11-37, up to five (5) years;

- (a) A person commits the offense of a terroristic threat when he or she threatens to commit any crime of violence, to release any hazardous substance, as such term is defined in Code Section 12-8-92, or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, place of assembly, or facility of public transportation or otherwise causing serious public inconvenience or in reckless disregard of the risk of causing such terror or inconvenience. No person shall be convicted under this subsection on the uncorroborated testimony of the party to whom the threat is communicated.
- (b) A person commits the offense of a terroristic act when: (1) He or she uses a burning or flaming cross or other burning or flaming symbol or flambeau with the intent to terrorize another or another's household; (2) While not in the commission of a lawful act, he or she shoots at or throws an object at a conveyance which is being operated or which is occupied by passengers; or (3) He or she releases any hazardous substance or any simulated hazardous substance under the guise of a hazardous substance for the purpose of terrorizing another or of causing the evacuation of a building, place of assembly, or facility of public transportation or otherwise causing serious public inconvenience or in reckless disregard of the risk of causing such terror or inconvenience.
- (c) A person convicted of the offense of a terroristic threat shall be punished by a fine of not more than \$1,000.00 or by imprisonment for not less than one nor more than five years, or both. A person convicted of the offense of a terroristic act shall be punished by a fine of not more than \$5,000.00 or by imprisonment for not less than one nor more than ten years, or both; provided, however, that if any person suffers a serious physical

injury as a direct result of an act giving rise to a conviction under this Code section, the person so convicted shall be punished by a fine of not more than \$250,000.00 or imprisonment for not less than five nor more than 40 years, or both.

(d) A person who commits or attempts to commit a terroristic threat or act with the intent to retaliate against any person for: (1) Attending a judicial or administrative proceeding as a witness, attorney, judge, clerk of court, deputy clerk of court, court reporter, probation officer, or party or producing any record, document, or other object in a judicial or official proceeding; or (2) Providing to a law enforcement officer, adult or juvenile probation officer, prosecuting attorney, or judge any information relating to the commission or possible commission of an offense under the laws of this state or of the United States or a violation of conditions of bail, pretrial release, probation, or parole shall be guilty of the offense of a terroristic threat or act and, upon conviction thereof, shall be punished, for a terroristic threat, by imprisonment for not less than five nor more than ten years or by a fine of not less than \$50,000.00, or both, and, for a terroristic act, by imprisonment for not less than five nor more than 20 years or by a fine of not less than \$100,000.00, or both.

O.C.G.A. § 16-11-37.

Simple battery, O.C.G.A. §16-5-23, up to one (1) year.

(a) A person commits the offense of simple battery when he or she either: (1) Intentionally makes physical contact of an insulting or provoking nature with the person of another; or (2) Intentionally causes physical harm to another.

(b) Except as otherwise provided in subsections (c) through (i) of this Code section, a person convicted of the offense of simple battery shall be punished as for a misdemeanor.

(c) Any person who commits the offense of simple battery against a person who is 65 years of age or older or against a female who is pregnant at the time of the offense shall, upon conviction thereof, be punished for a misdemeanor of a high and aggravated nature.

(d) Any person who commits the offense of simple battery in a public transit vehicle or station shall, upon conviction thereof, be punished for a misdemeanor of a high and aggravated nature. For purposes of this Code section, "public transit vehicle" has the same meaning as in subsection (c) of Code Section 16-5-20.

(e) Any person who commits the offense of simple battery against a police officer, law enforcement dog, correction officer, or detention officer engaged in carrying out official duties shall, upon conviction thereof, be punished for a misdemeanor of a high and aggravated nature.

(f) If the offense of simple battery is committed between past or present spouses, persons who are parents of the same child, parents and children, stepparents and stepchildren, foster parents and foster children, or other persons excluding siblings living or formerly living in the same household, the defendant shall be punished for a misdemeanor of a high and aggravated nature. In no event shall this subsection be applicable to corporal punishment administered by a parent or guardian to a child or administered by a person acting in loco parentis.

(g) A person who is an employee, agent, or volunteer at any facility licensed or required to be licensed under Code Section 31-7-3, relating to long-term care facilities, or Code Section 31-7-12.2, relating to assisted living communities, or Code Section 31-7-12, relating to personal care homes, or who is required to be licensed pursuant to Code Section 31-7-151 or 31-7-173, relating to home health care and hospices, who commits the offense of simple battery against a person who is admitted to or receiving services from such facility, person, or entity shall be punished for a misdemeanor of a high and aggravated nature.

(h) Any person who commits the offense of simple battery against a sports official while such sports official is officiating an amateur contest or while such sports official is on or exiting the property where he or she will officiate or has completed officiating an amateur contest shall, upon conviction thereof, be punished for a misdemeanor of a high and aggravated nature. For the purposes of this Code section, the term "sports official" means any person who officiates, umpires, or referees an amateur contest at the collegiate, elementary or secondary school, or recreational level.

(i) Any person who commits the offense of simple battery against an employee of a public school system of this state while such employee is engaged in official duties or on school property shall, upon conviction of such offense, be punished for a misdemeanor of a high and aggravated nature. For purposes of this Code section, "school property" shall include public school buses and stops for public school buses as designated by local school boards of education.

O.C.G.A. § 16-5-23.

APPENDIX B:

Qualtrics Survey Questions

Appendix B
Survey Questions

“A Study of Students’ Perception and Awareness of Crime on a Southeastern College Campus”

Student Survey Created By: Matthew R. Maestas

You are being asked to participate in a survey research study entitled “A Study of Student’s Perceptions and Awareness of Crime on a Southeastern College Campus,” which is being conducted by Matthew R. Maestas, a student at Valdosta State University. The purpose of this research study is to gain an understanding through these surveys of the student’s perceptions and awareness to campus crime. This research study is anonymous. No one, including the researcher, will be able to associate your responses with your identity.

Your participation is voluntary. You may choose not to participate, to stop responding at any time, or to skip questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your participation serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older. Questions regarding the purpose or procedures of the research should be directed to Matthew R. Maestas at mrmaesta@valdosta.edu, or (Dr. Karla Hull at KHull@valdosta.edu).

This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or irb@valdosta.edu.

1. What is your gender?

- Male (1)
- Female (2)
- Gender Neutral (3)
- Prefer Not To Answer (4)

2. With what ethnicity do you associate yourself?

- White (Non-Hispanic) (1)
- Black/African American (2)
- Hispanic (3)
- Native American (4)
- Asian (5)
- Multi-Racial (6)
- Bi-Racial (7)
- Other (8)
- Prefer Not To Answer (9)

3. Do you live on campus?

- No (1)
- Yes (2)

4. How many semesters have you been a student here?

- 0-1 (1)
- 2-3 (2)
- 4-5 (3)
- 6-7 (4)

5. I feel safe on campus:

- No (1)
- Yes (2)

6. Have you, a close relative or a friend been the victim of a crime while on campus?

- No (1)
- Yes (2)

7. Have you ever been a victim of:

	Chose one for each	
	No (1)	Yes (2)
Theft (1)	<input type="radio"/>	<input type="radio"/>
Assault (2)	<input type="radio"/>	<input type="radio"/>
Sexual Assault (3)	<input type="radio"/>	<input type="radio"/>
Domestic Violence (4)	<input type="radio"/>	<input type="radio"/>
Stalking (5)	<input type="radio"/>	<input type="radio"/>
Bullying (6)	<input type="radio"/>	<input type="radio"/>

8. Has someone close to you been a victim of:

	Chose one for each	
	No (1)	Yes (2)
Theft (1)	<input type="radio"/>	<input type="radio"/>
Assault (2)	<input type="radio"/>	<input type="radio"/>
Sexual Assault (3)	<input type="radio"/>	<input type="radio"/>
Domestic Violence (4)	<input type="radio"/>	<input type="radio"/>
Stalking (5)	<input type="radio"/>	<input type="radio"/>
Bullying (6)	<input type="radio"/>	<input type="radio"/>

9. Has an acquaintance of yours been a victim of:

	Chose one for each	
	No (1)	Yes (2)
Theft (1)	<input type="radio"/>	<input type="radio"/>
Assault (2)	<input type="radio"/>	<input type="radio"/>
Sexual Assault (3)	<input type="radio"/>	<input type="radio"/>
Domestic Violence (4)	<input type="radio"/>	<input type="radio"/>
Stalking (5)	<input type="radio"/>	<input type="radio"/>
Bullying (6)	<input type="radio"/>	<input type="radio"/>

10. Do you as a university student know that there are crime prevention courses taught on campus by the University Police Department?

- No (1)
- Yes (2)

11. Do you believe that crime prevention courses should be a mandatory class taught to first year students in an effort to educate students on campus crimes/punishments?

- No (1)
- Yes (2)

12. Do you know that the University Police Department helps teach R.A.D. (Rape Aggression Defense) courses to students, free of charge?

- No (1)
- Yes (2)

13. Are you aware that the campus alert system will update you on campus emergencies through your personal mobile device?

- No (1)
- Yes (2)

14. Have you subscribed to the campus alert system by utilizing your cell phone number?

- No (1)
- Yes (2)

15. Have you subscribed to the campus alert system by utilizing your student email address?

- No (1)
- Yes (2)

16. How many times a day do you check the VSU homepage/email for school updates?

- 1-2 Times a Day (1)
- 3-4 Times a Day (2)
- More Than 5 Times a Day (3)

17. I am aware of crimes which occur on campus:

- No (1)
- Yes (2)

18. I am confident in my ability to avoid becoming involved in campus crimes, either as a bystander or victim:

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

19. I am currently doing everything that I can to ensure my personal safety from criminal activity:

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

20. I am currently doing everything that I can to ensure protection of my belongings from theft:

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

21. Are you confident in your ability to avoid becoming involved in campus crime, either as a bystander or victim?

- No (1)
- Yes (2)

22. Label the following crimes according to how frequently you believe them to occur on campus:

	Chose one for each			
	Not at all (1)	Least Frequent (2)	More Frequent (3)	Most Frequent (4)
Burglary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fighting (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Murder (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Assault (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underage Drinking (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Label the frequency of crimes committed in the following areas of campus:

	Chose one for each			
	Not at all (1)	Least Frequent (2)	More Frequent (3)	Most Frequent (4)
Baseball/Softball Field (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Main Campus (West Hall-Nevins) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
North Campus (Business-Nursing) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P.E. Complex (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Recreational Center (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South Campus (Continue Ed. Bldg) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Center (UC) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oak Street Parking Deck (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustella Parking Deck (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Halls (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Would you contact University Police if you witnessed a crime occurring?

- No (1)
- Yes (2)

25. Have you ever had to file a police report?

- No (1)
- Yes (2)

26. Would you intervene if you saw a crime occurring on campus?

- No (1)
- Yes (2)

27. I am confident that I would report the following crimes to the University Police if I witnessed them or personally obtained evidence about them.

	Chose one for each				
	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Damage to Property (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fights (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weapons Possession on Campus (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Murder (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Assault/Rape (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terroristic Threat (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underage Drinking (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. I believe the punishment for the following crimes in terms of the maximum years for jail or prison times are as follows. (If you have no idea what the maximum sentencing time is, choose "No Idea.")

	Chose one for each					
	No Idea (1)	< 1 Year (2)	1-5 Years (3)	5-10 Years (4)	10-20 Years (5)	20-Life (6)
Damage to Govt (School) Property (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possession of Marijuana/Other Drugs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underage Alcohol (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Assault (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weapons Possession on Campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terroristic Threats (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simple Battery (Fight) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. What do you believe the campus level consequences (student/judicial affairs) are for the following crimes:

	Chose one for each		
	No Consequences (1)	Some Consequences (2)	Expulsion From School (3)
Damage to Govt (School) Property (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possession of Marijuana/Other Drugs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underage Drinking (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Assault (Rape) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weapons Possession on Campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terroristic Threats (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simple Battery (Fight) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Do you believe that the University can expel you from school for the following crimes on campus?

	Choose One For Each	
	No (1)	Yes (2)
Damage to Gov't (School) Property (1)	<input type="radio"/>	<input type="radio"/>
Theft (2)	<input type="radio"/>	<input type="radio"/>
Possession of Marijuana/Other Drugs (3)	<input type="radio"/>	<input type="radio"/>
Underage Drinking (4)	<input type="radio"/>	<input type="radio"/>
Sexual Assault (Rape) (5)	<input type="radio"/>	<input type="radio"/>
Weapons Possession on Campus (6)	<input type="radio"/>	<input type="radio"/>
Terroristic Threats (7)	<input type="radio"/>	<input type="radio"/>
Simple Battery (Fight) (8)	<input type="radio"/>	<input type="radio"/>

31. What do you believe is the extent to which having a conviction for the following crimes on your record would affect your eligibility for a job:

	Chose one for each		
	No Effect (1)	Some Effect (2)	High Effect (3)
Damage to Govt (School) Property (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possession of Marijuana/Other Drugs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underage Drinking (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Assault (Rape) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weapons Possession on Campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terroristic Threats (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simple Battery (Fight) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Do you know that there are yellow call boxes on campus that link you directly to the University Police Department in the event of an emergency?

- No (1)
- Yes (2)

33. Have you ever used on of the emergency call boxes on campus?

- No (1)
- Yes (2)

34. Did you feel safe as a result of using the emergency call box

No (1)

Yes (2)

35. Do you know the emergency phone number on campus to the University Police Department?

NO (1)

Yes(2)

36. Do you know the location and contact information for the student counseling department on campus?

No (1)

Yes (2)

37. Do you know the location and contact information for the medical infirmary that is on campus?

No (1)

Yes (2)

38. Will you sign on to the campus alert system?

No (1)

Yes (2)

39. Which of the resources are most likely to protect students from being a victim of crime? (Rank Order)

_____ R.A.D. Classes (1)

_____ Crime Prevention Courses (2)

_____ Yellow Call Boxes (3)

_____ Campus Alert System (4)

APPENDIX C:

Coding for Qualtrics Survey Questions

Appendix C

Coding for Survey Questions

Survey Question #	Variable	Coding Description
1	Gender	1 = Male
		2 = Female
		3 = Gender Neutral
		4 = Prefer Not To Answer
2	Ethnicity	1 = Caucasian
		2 = African American
		3 = Hispanic
		4 = Native American
		5 = Asian
		6 = Multi-Racial
		7 = Bi-Racial
		8 = Other
		9 = Prefer Not To Answer
3	Residence On/Off Campus	1 = No
		2 = Yes
4	Grade Retention	1 = 0 - 1 Semester
		2 = 2- 3 Semesters
		3 = 4 - 5 Semesters
		4 = 6 - 7 Semesters
5	Safe on Campus	1 = No

		2 = Yes
6	History of Crime	1 = No
		2 = Yes
7	History of Crimes	1 = No
		2 = Yes
8	History of Crime	1 = No
		2 = Yes
9	History of Crime	1 = No
		2 = Yes
10	Crime Prevention	1 = No
		2 = Yes
11	Crime Prevention Resources	1 = No
		2 = Yes
12	Crime Prevention Resources	1 = No
		2 = Yes
13	Crime Prevention Resources	1 = No
		2 = Yes
14	Crime Prevention Resources	1 = No

		2 = Yes
15	Crime Prevention Resources	1 = No
		2 = Yes
16	Crime Prevention Resources	1 = 1-2 Times a Day
		2 = 3-4 Times a Day
		3 = More than 5 Times a Day
17	Awareness of Campus Crime	1 = No
		2 = Yes
18	Awareness of Campus Crime	1 = Strongly Disagree
		2 = Disagree
		3 = Neutral
		4 = Agree
		5 = Strongly Agree
19	Awareness of Campus Crime	1 = Strongly Disagree
		2 = Disagree
		3 = Neutral
		4 = Agree
		5 = Strongly Agree
20	Awareness of Campus Crime	1 = Strongly Disagree
		2 = Disagree
		3 = Neutral

		4 = Agree
		5 = Strongly Agree
21	Awareness of Campus Crime	1 = No
		2 = Yes
22	Awareness of Campus Crime	1= Not at all
		2 = Least Frequent
		3 = More Frequent
		4 = Most Frequent
23	Awareness of Campus Crime	1= Not at all
		2 = Least Frequent
		3 = More Frequent
		4 = Most Frequent
24	Intervention into Crime	1 = No
		2 = Yes
25	Intervention into Crime	1 = No
		2 = Yes
26	Intervention into Crime	1 = No
		2 = Yes
27	Intervention into Crime	1 = Strongly Disagree
		2 = Disagree

		3 = Neutral
		4 = Agree
		5 = Strongly Agree
28	Perception of Consequences of Crime	1 = No Idea
		2 = < 1 Year
		3 = 1-5 Years
		4 = 5-10 Years
		5 = 10-20 Years
		6 = 20 - Life
29	Perception of Consequences of Crime	1 = No Consequences
		2 = Some Consequences
		3 = Expulsion From School
30	Perception of Consequences of Crime	1 = No
		2 = Yes
31	Perception of Consequences of Crime	1 = No Effect
		2 = Some Effect
		3 = High Effect
32	Campus Resources	1 = No
		2 = Yes
33	Campus Resources	1 = No
		2 = Yes

34	Campus Resources	1 = No
		2 = Yes
35	Campus Resources	1 = No
		2 = Yes
36	Campus Resources	1 = No
		2 = Yes
37	Campus Resources	1 = No
		2 = Yes
38	Campus Resources	1 = No
		2 = Yes
39	Campus Resources	1 = 1
		2 = 2
		3 = 3
		4 = 4

APPENDIX D:

Institutional Review Board Exemption Report