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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

STUDENT PERCEPTIONS OF CAMPUS CRIME

AND CAMPUS INVOLVEMENT

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

By

Steve Turner

Norman, Oklahoma

1998

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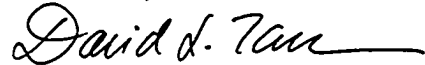
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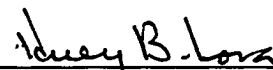
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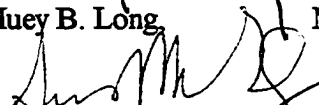
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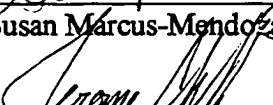
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ACKNOWLEDGMENTS

Sincere gratitude is expressed to Dr. Rosa Cintrón and Dr. David Tan, Doctoral Committee Co-Chairs, for providing direction, assistance, and encouragement throughout the program. Heartfelt appreciation is also expressed to committee members: Dr. Huey Long, Dr. Susan Marcus-Mendoza, and Dr. Jerome C. Weber. Special thanks go to Dr. David Tan for being my first contact and introducing me to the program. Special thanks also go to Dr. Rosa Cintrón for selecting me as her first doctoral student.

Special thanks go to the late Mr. Ray Farmer and the late Mr. Charlie Fletcher. These gentlemen saw something in me that I had not seen in myself. Both were constant sources of encouragement until their untimely deaths. I wish that they were here to share in this accomplishment.

Thanks go to Dr. Gerald Williamson for supporting this research from start to finish and for continuously pushing me to go to the next level. Thanks also go to Carol Maxwell for assisting with the technical aspects of this project. Most of all, I cherish the friendship of both of these individuals.

Deepest appreciation goes to my parents, Mr. and Mrs. Robert Turner for providing a loving and Christian home in my childhood and for encouraging me to strive for excellence through education. I also want to thank them for teaching me that hard work pays off.

To my sons, Matt and Tim, thanks for having an understanding beyond your years of what doctoral work entails. Thanks for those times you were quiet while Dad worked at home and for allowing me to miss, without guilt, a few important events in which both of you were involved. I love you guys.

Finally, my love and appreciation goes to my wife, Penny, who, in spite of her health problems, was my strongest supporter. Penny, thank you for your love, prayers, and unwavering support. Maybe now we can go away for that weekend that I have promised you for years.

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STUDENT PERCEPTIONS OF CAMPUS CRIME

AND CAMPUS INVOLVEMENT

BY: STEVEN J. TURNER

MAJOR PROFESSOR: DR. ROSA CINTRÓN

The objective of the study was to determine the relationship between student perceptions of campus crime and involvement in campus activities. Student perceptions were determined by examining: student characteristics, awareness of campus crime events, media exposure to crime and criminal justice issues, personal or secondary sexual or physical victimization, knowledge of weapons on campus, and worry of specific crime situations. The level of involvement was represented by determining the average level of involvement in thirty-four variables related to participation in a variety of on-campus events, clubs and organizations, sports, academic experiences, faculty and staff interactions, community service, and employment.

The population selected for this study was students from East Central University in their freshmen and sophomore years surveyed in the Spring semester, 1998. Of the 200 freshmen and 200 sophomores surveyed, 136 responded for a return rate of 34 percent. Differences were reported at $p < 0.05$.

Among the student characteristics examined, freshmen had a higher perception of crime than sophomores. Conversely, sophomores had a higher level of involvement than freshmen. Females had a higher perception of crime than males. Also, those that had experienced personal or secondary victimization, had a higher perception of crime.

Exposure to campus crime events and media stories related to criminal justice issues were not significantly related to perception of crime suggesting that other variables influence the way students viewed campus crime. Likewise, viewing television programs that used crime reenactment was not significantly related to perception of crime and involvement in campus activities.

There were several interactions between the variables related to worry of specific crime situations and perception of crime and involvement. These variables were: worry of being sexually assaulted, worry of a friend being sexually assaulted, worry of being attacked while driving around the campus, worry of being mugged on campus, worry of being beaten up, knifed or shot on campus, worry of being murdered on campus, worry of your residence hall room being burglarized while someone is home, and worry of your residence hall being burglarized while no one is home.

Finally, student perceptions of crime significantly influenced the level of involvement in plays, concerts, movie nights, campus-affiliated religious organizations, honorary organizations, professional/departmental organizations, being a spectator at sporting events, attending conferences and conventions, and participating in non-required internships/practicums. These findings suggested that participation in activities that are primarily conducted in the evening hours are significantly impacted by student perceptions of crime.

STUDENT PERCEPTIONS OF CAMPUS CRIME AND CAMPUS INVOLVEMENT

CHAPTER I

Introduction

Overview

Crime and the fear of crime are not new phenomena in the United States. The early colonists dealt with a variety of offenses and offenders. In 1632, the Massachusetts Bay Colony provided funding to build the Nation's first jail (Carter, 1972). The Colony's leadership built a small wooden building in Boston that served as the only institution for incarceration of criminals for the next eighteen years. The jail stood not only as a symbol to discourage criminal behavior, but may have represented the Nation's first effort to alleviate its citizen's concern of victimization.

Since those early days a variety of crime/victim ideologies have manifested themselves fueled most often by social policy. Today, social policy is indicative of a nation in fear based on the propensity for victimization. To determine the extent of fear of crime in America, *USA Today* (1993), found that crime topped the list of citizens' concerns. Simply stated, more Americans are concerned about crime than the economy, jobs, unemployment and drugs. The survey also identified murder, rape, and robbery as "hot" political issues.

In the years since the *USA Today* (1993) study, the crime rate has dropped significantly and is not the "hot" political issue that it once was. Although crime may not be receiving the level of attention in the political arena that it once did, in the public's eyes there is a heightened awareness and perception of crime that is not driven by facts.

Russell (1995) reported, "There is some evidence that the public's fear of crime is driven

by a burgeoning population of parents and the crime crazy media. Overall crime rates are lower today than they were in the early 1980s" (p. 47).

The press has capitalized on our concerns about crime. Heath and Gilbert (1996) found that mass media is currently using crime reenactment programs, cable programming, and the satellite dish to literally "explode" crime information on the viewing public. Each day we are bombarded from every direction by all types of media accounts of the horror stories of victims and of the dysfunctional personalities of the most recent prison escapees. Tens of millions of Americans watch a single national evening news show; together the three major networks broadcast the news to as many as 100 million people. Livingston, (1996) stated, "Humans are affected by more distant and abstract kinds of information. Could it be that a 'crime wave' that grips a city with fear is nothing more than a sudden spurt of stories in the media?" (p. 30).

Public fears about crime and criminals strongly influence criminal justice policy. According to Silverman and Vega (1996) polls taken in 1992, 1993, and 1994 indicate that crime, violence, and drugs have become the primary concern of Americans, substantially out weighing concerns about health care and jobs. Of those responding to one poll, about two-thirds said they worried more about crime now than they did five years ago. The fears and concerns about crime have affected public attitudes regarding the performance of the various segments of the criminal justice system. A 1992 survey conducted by Maguire, Pastore, and Flanagan (1993), asking respondents to rate the various segments of the system showed that although almost two-thirds rated police as excellent or good, less than one-third rated corrections in those categories (p.5). Maguire, Pastore, and Flanagan (1994) went on to report the results of another survey which

indicated that two-thirds of the respondents reported that they wanted stricter law enforcement and more severe penalties to combat crime.

The realities of crime coupled with the fear of crime have also attacked college campuses. A recent survey (Lively, 1996) of 831 college campuses with more than 5,000 students, showed that the following crimes had increased from 1993 to 1994:

- a. murder, up 26.70 percent
- b. forcible sex offenses, up 12.2 percent
- c. non-forcible sex offenses, up 15.5 percent
- d. drug law violations, up 22.9 percent
- e. robbery, up 0.7 percent

These statistics are a reflection of a trend that began in the late 1980s. For example, in 1986 a 19-year-old female student from Lehigh University was raped, sodomized, tortured and murdered in her dorm room by a drunken fellow student (Matthews, 1993). Following the death of this student, her parent's formed a nonprofit group known as Security on Campus Inc. The purpose of the corporation was to lobby Congress to pass laws regulating the public release of campus crime information and to disseminate a monthly newsletter informing parents about crime at college campuses across the Country. In response to their lobbying efforts, Pennsylvanian Republicans, Representative William Goodin, and Senator Arlen Specter, sponsored the first national law to require disclosure of crime rates on campuses. Congress, in response to the bill and because of a general fear of crime and victimization, passed the Student Right-to-Know and Campus Security Act of 1990. This act requires that colleges receiving federal funds by law must prepare annual reports on campus crime and make the results available to their students and

employees. The act authorizes a range of punishments for colleges that violate the law, including the withdrawal of federal funds. These annual reports must contain statistical information on the following ten categories: Murder; Forcible Sex Offenses; Non-forcible sex offenses; Robbery; Aggravated assault; Burglary; Motor-vehicle theft; Liquor-Law violations; Drug-Law violations; and Weapons-Law violations.

With statistical information relative to campus crime being available, and considering the constant media exposure, consumers' may make more educated decisions when selecting their college. Campuses that may appear safe can no longer hide behind a lack of crime data. Concerned parents and students can now review this information while they are requesting admissions information.

Other researchers have argued against the bombardment of campus crime information and believe that some statistics are inaccurate. Volkwein, Szelest, and Lizotte (1995) indicated that regardless of the media exposure to campus crime, crime rates are falling in all categories except vehicle theft. They believe that most campuses are safer than the communities that surround them. Burd (1992) wrote that recent reporting of campus crime does nothing more than sensationalize crime events and results in exaggerated perceptions of students, parents, and the general public.

Statement of the Problem

During the last twenty years the number of crimes committed on college campuses have increased. Students are exposed to these crime incidents through direct personal victimization, secondary victimization as a witness of the crime or by knowing the victim, and/or through published crime information (e.g., television, newspapers, campus publications, and student orientation). Therefore, the problem addressed in this study was

be about the influence that campus crime had on the students perception of the campus environment, and how that perception impacted involvement in campus activities.

Purpose of the Study

The purpose of this study was to determine the extent to which student perceptions of crime was related to involvement in campus activities. This study can result in greater understanding of student concerns related to campus crime. Institutional policy makers can learn from this study ways of providing appropriate safeguards and the necessary crime information that may lessen the negative perceptions of any particular campus and maximize involvement. Documentation and presentation of empirical crime data should allow student affairs programs to better serve all students regardless of age, socio-economic background, or ethnicity. Institutions can benefit by creating a safe environment that strives to keep the best interests of all students in mind especially in the area of campus involvement.

Research Questions

The following research questions were addressed in this study:

1. Was there a relationship between student characteristics and perceptions of campus crime?
2. Was there a relationship between perceptions of campus crime and level of involvement in campus activities?

Definitions of Terms

For the purpose of this study, the following definitions were used.

Involvement-- Referred to participation by freshmen and sophomores in campus sponsored activities. Activities may be academic experiences, sporting events, clubs and

organizations, faculty and staff interactions, community service involvement, and campus employment. Class attendance was not included.

Perception of Crime--The student's belief, after being exposed to different crime sources/stimuli, that the campus is or is not safe.

Personal Victimization--The direct victimization of the student that may involve sexual assault, physical assault, or property offenses. The time period for the victimization was within the last ten years.

Secondary Victimization--The victimization of a close friend or family member that may involve sexual assault, physical assault, or property offenses. Witnessing a crime is also included. The secondary victimization must have occurred during the last ten years.

Crime Prevention Programs-- Refers to all educational programs used to inform students of campus safety issues, residence hall safety issues, date rape awareness, and general safety techniques. Freshmen orientation components addressing campus crime awareness were included.

Beginning Freshmen-- Referred to those students beginning their college education in the Fall 1997 semester. At the time of the study, these students will be in the second semester of the freshmen year.

Sophomores--Referred to those students with an accumulation of hours that fall within a range of 30-59 hours.

Student Characteristics-- Referred to those attributes that students possessed before they entered college. The student characteristics addressed were age, ethnicity, household income, size of hometown/city, gender, exposure to media crime reports, and if the student or someone close to them had been victims of crime.

Crime Statistics-- Referred to the crime data reports made available to students in compliance with the Student Right-to-Know and Campus Security Act.

Traditional Students-- Referred to beginning freshmen in the age group of 18 to 24 years old.

Personal Crime-- Referred to all crime against persons including but not limited to murder, rape, attempted rape, assault, aggravated assault, and robbery. Personal crime may also include those crimes categorized as "hate crimes."

Property Crime-- Referred to any crime related to a students possessions or residence hall accommodations. Property crime includes but is not limited to theft, burglary, vandalism, and petty larceny.

Need for the Study

In recent years, questions of the relative safety of university students has been raised by a variety of constituents. The media continues to barrage the public with accounts of campus crime. Numerous civil court cases have heightened the awareness of university administrators that they must do more to protect their students (Richmond, 1990). Congress has expanded the oversight authority of the United States Department of Education to monitor and compile campus crime statistics. The college campus is no longer perceived as a safe place somehow isolated from the world around it.

Students today have access to campus crime statistics and reports made available to them through published police reports, newspapers, television, the Student-Right-to-Know and Campus Security Act of 1990 and word-of-mouth. This information, once internalized is processed and can become one of the many variables that influence the level of involvement in college life of each student. Several studies have attempted to identify

the factors affecting involvement but few have examined the impact of crime. This study explored the relationship between involvement in campus activities and perception of campus crime.

Davis (1995) found that students who have been victims of campus crime in many cases run a gamut of emotions and may withdraw from campus activities and ultimately leave the institution. Wills (1993) surveyed students about ways to create a campus environment that was nonthreatening. One of the goals of her survey was to determine ways to allow the student to involve themselves in all types of campus activities. If college students are not free to participate fully in college activities, they are not maximizing the entire education process.

Conceptual Framework

Astin's (1984) Theory of Student Involvement served as a foundational tool for this study and will operate from the premise that involvement is the "amount of physical and psychological energy that the student devotes to the academic experience" (p. 297). He proposed five postulates of involvement which included: (1) involvement requires the investment of psychological and physical energy in objects; (2) involvement is a continuous concept-differing student will invest varying amounts of energy in different objects; (3) involvement has both quantitative and qualitative features; (4) the amount of learning or development is directly proportional to the quality and quantity of involvement; and (5) educational effectiveness of any policy or practice is related to its capacity to induce student involvement.

Several studies have followed Astin's work and supported the premise that students learn by being involved holistically in the campus environment (Pascarella & Terenzini,

1991; Tinto, 1975 & 1993; Cabrera, Nora, & Castaneda, 1993; Milem & Berger, 1997; Arnold, Kuh, Vesper, & Schuh, 1993; Erwin, 1991; Kuh, Douglas, Lund, & Ramin-Gyurnek, 1994). Each of these studies on involvement indicated that students learn more, are more satisfied, are more loyal, have a higher level of persistence, and overall, gain more from their college experience if they are involved. Higher education must resolve to create an environment that holistically influences all students in an environment that is safe. College campuses should strive to be characterized as “seamless” learning environments (Kuh, 1996). “The word seamless suggests that what was once believed to be separate, distinct parts (e. g., in-class and out-of-class, academic and non-academic, curricular and cocurricular, or on-campus and off-campus experiences) are now of one piece, bound together so as to appear whole or continuous” (Kuh, 1996, p. 136). Kuh et al. (1994) find that “out of class experiences affect students in myriad ways, many of which contribute directly or indirectly to persistence and to valued skills and competencies considered important outcomes of attending college” (p. 42).

Since the literature reflects that “out of class experiences” influence students in a myriad of ways, the question was, what influence is campus crime having on students involvement in campus activities? Several researchers have conducted numerous studies examining issues related to campus crime and the campus environment (Pace, 1984; Taylor & Howard-Hamilton, 1995; Palmer, 1996; Smith, 1989; Boyer, 1990; Whitaker & Pollard 1993; and Wills (1993). These studies have looked at the college community, perspectives of residence assistants, perceptions of students and parents related to living on campus, influences of the media, and a variety of other topics to be presented in the literature review.

These studies on involvement and perceptions of campus crime formed the rationale for this study. However, in view of these earlier studies, this study is unique because it couples involvement and perceptions of campus to determine if a relationship exists.

Limitations of Study

1. The dependent variable for the study was involvement as measured by the level of participation in campus activities. This measurement might not be a valid and reliable measure of student involvement.
2. The dependent variable (student involvement) might also be affected by testing measurement.
3. The university used in the study was considered a rural institution. The institution does everything possible to provide students with opportunities for involvement and strives to maintain a safe campus. Therefore the results of the study should only be generalized to students in universities with similar locations and size.
4. The lack of reported validity and reliability on the portion of the survey tied to involvement was a concern. However, the variables were selected based on a comprehensive literature review and have since been tested and supported in other studies.
5. The survey was conducted in the Spring semester. Beginning freshmen and sophomores that started in the Fall, but not enrolled for the Spring semester were not included.

CHAPTER II

Review of Literature

Only in the last seven years has campus crime emerged as a topic worthy of increasing amounts of research. Early campus crime and campus safety program literature has focused on criminal activity, its sources, factors which influence that amount of such activity, and self-defense and common sense tips designed to help students avoid crime (Baier, Rosenzweig & Whipple, 1991; Bausell, Maloy, & Sherrill, 1989; Formby & Sigler, 1982; Fox, 1977; Fox & Hellman, 1985, Koss, Gidycz, & Wisniewski, 1987). A comprehensive computer database literature review of campus crime research today reflects a growing body of notable studies aimed at identifying specific campus crime related topics. This review was divided into two sections. Section one outlined related studies in the areas of involvement. Section two discussed developing themes in campus crime literature that include: historical background; crime and community; perceptions of crime; Student Right-To-Know and Campus Security Act; campus crime statistics; institutional characteristics and crime; and, involvement and victims of campus crime. Although there are presently no studies that specifically examine the relationship of campus crime and student involvement, several of these studies provided support that more research needs to be done in all of the theme areas.

Student Involvement

Foundational to presenting a literature review of how involvement in campus activities is influenced by students perceptions of campus crime is a discussion of involvement theories. Astin (1970) proposed in his early work that students learn by becoming involved. This early work is known as the “input-process-output” model. In

later studies Astin (1984) defined involvement as the “amount of physical and psychological energy that the student devotes to the academic experience” (p. 297). Pascarella and Terenzini (1991) found that Astin’s theory was consistent with Pace’s (1984) work on student effort. Astin (1984) reported,

I am not denying that motivation is an important aspect of involvement, but rather I am emphasizing that the behavioral aspects, in my judgement, are critical: It is not so much what the individual thinks or feels, but what the individual does, how he or she behaves, that defines and identifies involvement (p. 298).

In his Theory of Student Involvement he suggested five basic postulates:

- (1) involvement requires the investment of psychological and physical energy in objects;
 - (2) involvement is a continuous concept-differing student will invest varying amounts of energy in different objects;
 - (3) involvement has both quantitative and qualitative features;
 - (4) the amount of learning or development is directly proportional to the quality and quantity of involvement; and,
 - (5) educational effectiveness of any policy or practice is related to its capacity to induce student involvement.
- In other words, can students that perceive campus crime as problematic be induced to involve themselves in the totality of campus life? If not, these students are not learning and developing at the same level as students who are involved.

In 1993, Astin published *What Matters in College? Four Critical Years Revisited*. The book presented the extensive results of a study of how students are affected by their college experiences. His study examined 190 college environmental measures and 57 student involvement measures. His conclusions were basically the same as before:

Students learn by being involved. Astin (1996) discussed the results of the 1993 study and indicated that the results support the importance of involvement as a powerful means of enhancing almost all aspects of the undergraduate students cognitive and affective development. He wrote, “. . .the most important generalization to be derived from this massive study is that the strongest single source of influence on cognitive and affective development is the student's peer group” (p.126). Many out-of-class experiences are positively related to student persistence and attainment of students' educational objectives (Kuh, et al. 1994). Healthy institutions will enact programs to optimize the involvement of all students, including those that might be fearful of crime or those that have been actual crime victims.

Pascarella et al. (1991) indicated that Tinto's interactionist model of individual student departure is “quite similar to Astin's (Theory of Involvement) in its dynamics” (p. 51). Tinto (1975) developed his Theory of Student Departure based on the previous research of Spady (1970). Tinto (1975) theorizes that student enter college with a variety of characteristics related to family, academics, social skills, and desire to attend college. These characteristics ultimately interact with the environmental factors of the college and are tied to retention at the institution. Tinto (1975) coupled his theory to a student's ability to go through three distinct stages. The three stages were, separation from the past, transition to college, and incorporation into colleges. Cabrera et al. (1993) built upon Tinto's model and Bean's Student Attrition Model (1985) and developed an integrated model. This model incorporated encouragement from family and friends, financial aid issues, and the students intent-to-persist. For students who experience negative interactions and experiences, integration was reduced and the individual may

gradually cut back his/her involvement and eventually withdraw. Since involvement and integration are related, this theory may help explain how negative campus crime information and the negative experiences of campus life may result in less involvement.

Tinto (1993) reviewed his interactionist view and supported the role of student involvement in positive educational outcomes for college students. He indicated that the need to understand the relationship between student involvement and in learning and the ultimate impact that involvement has on persistence. Tinto (1993) stated, "Involvement with one's peers and with the faculty, both inside and outside the classroom, is itself positively related to the quality of student effort and in turn to both learning and persistence" (p.71). The revision of his initial conceptual model (Tinto, 1975) included a detailed discussion of the interaction between behavior and perception by students as they move toward greater integration with their social and academic environments.

Milem and Berger (1997) examined the relationship between Astin's Theory of Involvement and Tinto's Theory of Departure. They found that the relationship between behaviors and perception has been well documented in the social psychology literature (Walsh, 1973, & Gifford, 1987). Milem and Berger (1997) used Lewin (1936) as an example of an early influential theorist in this line of inquiry. Lewin's (1936) conclusion was that behavior is a function of the interaction between the environment and the person. The authors specifically addressed the following three questions:

1. What behavioral mechanisms in the campus environment(s) facilitated or inhibited the integration process?
2. Did the addition of behavioral involvement constructs improve our understanding of the integration process?

3. What was the relationship between student behaviors and student perceptions in the integration process?

Milem and Berger (1997) found that during the transition stage (first eight weeks of study) students engage in a variety of behaviors that are representative of different forms of involvement. They suggested that involvement in these behaviors influenced student's perceptions regarding the degree to which students think the institution supported the academic and social aspects of their experiences. These perceptions can influence the likelihood that students will invest "energy." "Moreover, we believe that subsequent involvement will influence the level of students' institutional commitment which inevitably influences whether or not students become successfully incorporated into the college's social and academic systems" (Milem & Berger, 1997, p. 390).

Researchers have also examined involvement as related to student age and enrollment status. Arnold et al. (1993) examined how student involvement in campus-based activities, student perceptions of the college environment, and selected student characteristics work together to influence student learning at metropolitan institutions. Their study was guided by the question: How did age and enrollment status contribute to the learning and personal development of traditional and new-majority students at metropolitan institutions? The College Student Experience Questionnaire (CSEQ) solicits information in three areas: student effort (involvement), student perception of the campus environment, and an estimate of how much students believe they have learned or gained in certain areas. Demographic information obtained included class standing, age, and enrollment status.

Corresponding to the three content areas of the CSEQ were three scales that include: CSEQ Quality of Effort scales, Quality of College Environment scales, and Estimate of Gains scales. Student involvement was measured by the CSEQ Quality of Effort Scales. The first scale measured how often students engage in such activities as studying, use of the library, use of recreational facilities, and talking with peers and faculty about academic matters and personal concerns.

The second scale, CSEQ College Environment scales measures student perceptions of their campus environment. The authors reported that five of the seven-point rating scales (from 7=strong emphasis to 1=weak) refer to the extent to which students perceive that the environment emphasizes aspects of learning. These aspects are: scholarship, esthetics, critical thinking, vocational competence, and the practical relevance of courses. The other three scales were tied to relationships among students, faculty, and administrators.

The third and final scale, CSEQ Estimate of Gains scales were related to the student ratings of progress toward important educational goals. The scales measured growth in both cognitive and personal development areas. Cognitive areas were measured using such criteria as “the ability to learn on your own” and “gaining a broad general education about different fields of knowledge.” Personal development gains were measured based of responses to queries in areas such as: “developing your own values and ethical standards” or “understanding yourself-your abilities, interests, and personality.”

In recent years involvement literature has examined issues related to racial identity. Quevedo-Garcia (1987) researched development issues related to Hispanic students on college campuses. The study indicated that culturally different students struggle to

assimilate within the campus community and maintain individual, cultural, or ethnic identity. These students found mainstream campus involvement problematic and feel pressured to choose between assimilation, thus compromising their cultural identity, or to assimilate and struggle to maintain a strong cultural connection.

More recently Taylor and Howard-Hamilton (1995) studied the relationship between student involvement and racial identity attitudes among African American males. Their study was unique in that only limited research exists on the relationship between racial/ethnic identity and student involvement.

Recognizing the relationship between student involvement and racial identity attitudes Taylor & Howard-Hamilton (1995) conducted their study to examine the relationships between the racial identity and attitudes of African American males and their rate of involvement in student activities. Two theories formed the basis of their work: Cross's (1991) model of Nigrescence and Astin's (1984) Theory of Student Involvement. Cross (1991) defines African American Identity development as a process of moving from negative or external determination to positive or internal determination through a five-stage process. These five stages were Preencounter, Encounter, Immersion-Emersion, Internalization, and Internalization-Commitment. Astin's (1984) Theory of Student Involvement referred to the degree of cognitive and physical energy students dedicate to their academic and extracurricular experiences. The following hypotheses guided their work:

1. Individuals reporting higher levels of Preencounter (a person's identity and belief system are dictated by Euro-American values and ideas about ethnicity, Cross, 1991) attitudes would be less involved in general campus activity and that those

reporting higher levels of Internalization attitudes would be more involved in total campus activities.

2. Individuals who were affiliated with Greek-letter organizations would be more involved with campus activities and have higher levels of Immersion-Emersion and Internalization attitudes.

All participating students completed the Student Involvement Survey (SIS), the Racial Identity Attitudes Scale (RIAS-B), and a demographic data form. The demographic data included items like the participants' age, academic class, self-reported grade point average, place of residence, Greek affiliation, and number of years at their current institution. The SIS grouped campus activities into seven categories: (a) on-campus activities, (b) clubs and organizations, (c) sports, (d) academic experiences, (e) faculty and staff interaction, (f) employment, and (g) community service (Erwin, 1991). Participants were asked to indicate their highest degree of involvement for each category. Scores for each of the six subscales were obtained by summing the values given. The racial identity attitudes of the participants were measured by the short form of the RIAS-B which uses a 5-point Likert scale (1=strongly disagree, 5=strongly agree) to describe the participant's behavioral relationship to each of the 30 statements (Helms, 1990). The score for each subscale was derived by adding the corresponding stage questions and dividing them by total number of items within the subscale. Analysis of data consisted of a stepwise regression and a Pearson correlation test.

The study supported the hypothesis that:

1. A relationships existed between identity attitudes and student involvement among African Americans at predominantly White institutions. Greater campus

activity involvement apparently contributed to higher stages of racial identity development. Astin's (1984) postulate 4 was also supported, in that the students' overall learning and self-development or Afrocentric identity were enhanced through involvement in their fraternity or extracurricular involvement.

2. Greek-letter affiliation would account for difference in racial identity attitudes and student involvement. Their findings suggest that African American males who participate in Greek-letter organizations tend to embrace a stronger, more positive sense of self-esteem and racial identity than their non-Greek counterparts.

As change sweeps higher education, institutional policy makers are examining the allocation of resources desiring to create an environment where all facets of college life contribute to the learning process. At the heart of creating this environment is student involvement in out-of-class experiences. Kuh et al. (1994) completed a comprehensive study of the literature related to involvement in a variety of out-of-class campus settings. Their study found that "In general many out-of-class experiences are positively related to students persistence and, therefore, attainment of students' educational objectives" (p. 15). The following are summaries of five of their findings related to participation and involvement:

1. The campus living environment significantly impacts students.
2. Participation in cocurricular activities is positively related to persistence.
3. Student participation in out-of-class experiences creates a higher level of student satisfaction with the institutions.

4. Social and academic integration are important facets that influence student persistence and participation in college life.
5. Engagement in both academic and certain types of social activities appear to contribute to intellectual skill development.

Summary

In summary, each of these studies on involvement indicated that students learn more, are more satisfied, are more loyal, have a higher level of persistence, and overall, gain more from their college experience if they are involved. Higher education must resolve to create an environment that holistically influences all students in an environment that is safe.

Campus Crime

Morriss (1993), found that crime on campus is a complex issue faced on a daily basis. Violent crime affects the working and learning environment as fear and caution replace friendliness and exploration. Property crime had less impact on human interactions, but can influence budget allocation, provision of equipment, and access to facilities. Higher education institutions must find ways to improve campus security, reduce crime on campus, and limit their exposure to liability claims. The first section of this portion of the paper examined the history of campus crime. Section two of the campus crime review explained some of the developing themes in campus crime literature and some responses by higher education.

Historical Background

College campuses have traditional been viewed as safe havens for the exchange of knowledge and interactions between students and the faculty and staff. However, in

recent years the perception of serenity has been shattered. Smith (1989) found that “the nature and extent of the campus crime seen today have never existed before” (p. 5). Today's college campus are tainted by the image that they are “hunting grounds” for assailants lying in wait for victims (Potter, 1994).

Although campus crime has only in recent years gained the public's attention, crime on campus is not a recent invention. Fletcher (1971) and Smith (1988, 1989) found that violence on campuses occurred from the early days of the medieval universities, including Oxford. In 1354 Oxford saw a bloody three-day riot that began on the feast of Saint Scholastica. The institution was left in shambles and had many dead, among the dead were two chaplains who were flayed alive (Schachner, 1938). In the United States violence of various types was not uncommon on university campuses, even the Ivy League campuses, prior to the Civil War. Smith (1989) writes, “In the first half of the nineteenth century, many college students were dissatisfied with rigorous discipline and spartan living conditions, which led to occasional unrest and even violence. At the University of Virginia, rebellious students rioted at various times during the 1820s to 1840s, killing a professor and, on one occasion, bringing the local sheriff and armed constables onto the campus to restore order” (p. 7). The author indicated that similar violent acts occurred at Harvard, Yale, and Princeton.

Smith (1989) noted that there is little historical record of violence on US campuses from the 1870s to the end of World War II, which may be interpreted that crime and violence were not significant problems. During the 1960s and 70s college campuses reflected the general unrest being experienced in mainstream society related to the civil rights and anti-war movements. It was during this period that widespread violence and

lawbreaking entered modern campus life (Smith, 1989). The mood shifted from the optimism that prevailed in the 1950s to survival. Boyer (1990) stated that “The academy hunkered down as angry students folded, spindled, and mutilated computer cards, challenging the huge, impersonal enterprise higher education had become” (p. 11). Campuses were often plagued by protests and demonstrations. Potter (1994) found that “many of these turned violent, ranging from non-violent occupations of university property, taking of hostages' (including university administrators), destruction of university records and other property, rioting, to the use of deadly force by law enforcement and military personnel” (p. 206). Still most of these events were the result of conflicting groups and not individuals.

Campus crime during the 1970s and 1980s saw the emergence of interpersonal predatory types of crimes. Often, much of the crime centered around sexual assaults on female students. The incidence of property crime increased and on some campuses was commonplace. During this period it seems a crime wave existed on university campuses and that the scourge of serious and frightening crime that had transformed the living habits of the rest of the nation had engulfed what had been the sanctuary of the campus. The university community is a replica of other crime infested communities around the Nation.

Crime and Community

What has happened to the university community? In what has become one of the most comprehensive models of “community”, Boyer (1990) used a collaborative approach to gain insight from all of the constituents of higher education. His research data were a product of two national surveys conducted in 1989. He used the *National Survey of College and University Presidents* and the *National Survey of Chief Student Affairs*

Officers. He found that most institutions have a deep concern about student conduct. He determined that college and university administrations are coping with:

- Alcohol and drug abuse as a serious matter, one that poses both administrative and legal problems;
- A growing worry about crime. Although robberies and assaults have not reached the epidemic proportions recent headlines would suggest, many institutions are increasingly troubled about the safety of their students;
- The disturbing breakdown of civility on campus. The incidents of abusive language are occurring more frequently, and while efforts are being made to regulate offensive speech, such moves frequently compromise the university's commitment to free expression.

Coupled with these concerns, were some alarming reports of campus crime in the areas of sexual assault, alcohol and substance abuse, and violent crime. Boyer (1990) states, "Sexual insults and prejudicial acts are intolerable, but most shocking are the physical assaults against women, which were reported on nearly a third of the campuses we visited" (p. 34). In his site visits he found one campus that had a widely publicized fraternity gang rape and another university where 20 percent of the women surveyed reported having unwanted sexual intercourse.

Many of the respondents reported that the incidence of alcohol and substance abuse were cause for concern and that 33 percent of those completing the surveys believed that alcohol abuse by students had increased. Exactly sixty-seven percent of the presidents rated their institutions as having a "moderate" to "major" alcohol abuse problem on their campus. He states that one dean of students estimated that between 6 and 10 percent of undergraduates on his campus were alcoholics, and speculated that another 30 to 40

percent were serious weekend drinkers. Colleges and universities are responded to this “crisis” of drug and alcohol abuse by promoting alcohol education programs, totaling banning alcohol from the institution, and by providing “drink tickets” to limit consumption at all college functions.

The study also determined that most university administrators were concerned with the increased amounts of crime on their respective campuses. His analysis found that 43 percent of the presidents of research and doctorate-granting institutions believe the number of reported crimes on campus has increased over the last five years. A major contributor to this perception was the incidence in theft. Two-thirds of the presidents at doctorate-granting institutions, 38 percent of liberal arts college presidents, and 44 percent of the two-year college presidents considered theft a problem. An interesting twist to the incidence of crime was that many of the increases were the by-product of excessive drinking.

Other respondents told of the crime concerns expressed by students. Students at one residential campus reported that it was not safe to move about at night. Another campus reported that students living in high-rise dormitories were instructed not to ride the elevators alone. “At an urban university where several murders have occurred, students joke, with gallows humor, about living long enough to get their diplomas” (p. 42). These students were not afraid of being victimized by outsiders, their concerns came from fear of other students. Similarly, 78 percent of sexual assaults, 52 percent of physical assault, two-thirds of strong-arm robberies, more than 90 percent of arsons, and 85 percent of incidents of vandalism were perpetrated by currently enrolled students on other students. All of these statistics indicate the need to focus on the development of a

safer and “disciplined” community (p. 7).

Campus crime is a problem that cannot be ignored. If colleges and universities are hoping to create a campus community they must proactively seek resolutions to address the concerns identified by Boyer (1990).

Perceptions of Crime

Campus crime has captivated the American public, the media, and the United States Congress. Heath and Gilbert (1996) provided an overview of the research on the mass media and its effects on perceptions of crime danger, personal fear of crime, and reactions to crime risk. They also examined the modifiers of the relationships between media and fear. Their literature review was broken down into three components: television effects; newspaper effects; and the effects of new technologies. These authors wrote, “With VCRs, cable, and satellite access, the sheer volume of programming available at any one time exploded. No one contends we are unaffected by the mass media, but whether the effects are caustic or palliative, uniting or divisive, or personal or societal is hotly contested” (p. 379). Their study included the early works of Gerbner and Gross (1976) suggesting that “television is the central cultural arm of American society.” They concluded with a clear statement:

Media messages do not affect all of the people all of the time, but some of the messages affect some of the people some of the time. As we move into an age of ever expanding technological options in the mass media, we need to recognize that the process is as complex on the human side as it is on the technological side (p. 385).

During the past twenty years, criminologists have devoted an enormous amount of attention to understanding the scope and intensity of fear of crime among citizens (Smith & Hill, 1991). Researchers have focused much of their attention on citizen's concern of criminal victimization and fear of becoming victims of crime. Liska, Sanchirico, & Reed (1988) found that "the fear of crime is a very important social problem about which we know very little" (pp. 835-836). National polls indicated that citizens are concerned about becoming victims of crime. The Bureau of Justice Statistics (1988) reports that Americans are more concerned about injuries caused by violent victimization than injury in motor vehicle accidents, despite the fact that the latter occurs in higher proportion. Additionally, people are more concerned with violent victimization than cancer, death, injury from fire, and heart disease death combined (Bureau of Justice Statistics, 1985). In two public attitude polls conducted by the *National Law Journal* in 1989 and 1994, the concern for safety and fear of crime showed significant increases during that period. Whereas in 1989 approximately 34% of the public were truly desperate about crime, the percentage soared to 62% in 1994 (Sherman, 1994). In that survey, over three fourths of Americans showed a willingness "to give up basic civil liberties if doing so might enhance their personal safety" (Sherman, 1994, A19).

Whitaker and Pollard (1993) stated the "the traditional 'ivory tower' has given way to another image: campuses as microcosms of a larger increasingly violent society" (p. 11). Since college campuses are reflective of society, and society's perception of crime, recent studies have examined students' perceptions of their environment. Wills (1993) conducted a study to determine the perceptions of students and parents pertaining to security measures within and immediately surrounding residence halls. The author also

hoped to determine what students and parents believed could be done to create a nonthreatening environment for students in residence hall.

To conduct her study Wills (1993) randomly selected students from a list of residence hall students generated by the housing departments at two Midwestern public campuses. The sample included four subgroups. From each of the two Midwestern campuses, 350 students and their parents were selected for a total of 1400 participants. Each participant was asked to complete a researcher-designed questionnaire that utilized both closed- and open-ended items. The instrument was designed to assess students' and parents' awareness and perception of residence hall security policies, procedures and services, and the student's role in residence hall safety and security. Of the original sample (700 students and 700 parents), 443 students (66.3%) and 468 parents (66.9%) returned questionnaires. This constituted 65.1 percent of the original sample.

The results of the study indicated that both students and their parents felt that students should be responsible for their own safety. Students viewed the university administration as having only a moderate level of responsibility for their safety, whereas parents found the university's responsibility to be higher. Students and parents alike agreed that present residence hall security methods and services were more than adequate to meet existing needs. Both also reported that their greatest campus concerns were at night.

Wills (1993) concluded that, "findings from these data, as well as from the research literature, agree that students want to be responsible for themselves, but at the same time desire some degree of protection" (p. 489). The author found that students want an environment that is safe as long as it does not infringe on their personal liberties or cause

to much of an inconvenience. For college administrators this created a dilemma between trying to provide a safe environment where students feel at ease to involve themselves in day-to-day activities and protecting the students without too much interference.

Other studies have examined violence and other forms of victimization from the perceptions of residence hall assistants. Palmer (1996) believed that official crime statistics grossly underestimated the prevalence of campus violence simply because many of the witnesses or victims do not report them. To determine the prevalence of campus crime, Palmer (1996) designed a study which focused on the perspectives of residence assistants (RAs) and their live-in supervisors, resident directors (RDs), regarding incidents of violence, vandalism, and verbal harassment that victimized students and staff in residence halls. The study purposed to describe incidents that had occurred; assess the frequency of occurrence; examine the roles of alcohol, drugs, and other contributing factors; identify reporting rates; explore reasons for nonreporting; and obtain suggestions regarding possible solutions to the problem of victimization in residence halls.

Palmer (1996) developed a survey to measure the perspectives of RAs about victimization in residence halls. The survey measured both the victimizations experienced by the RAs, those that they witnessed, or had knowledge of. The survey sections included:

Section I: Demographic Characteristics

Section II: Questions in reference to each of the three incident types (e.g., violence, vandalism, and verbal harassment)

Section III: RAs were asked to describe in their own words what they considered to be the most serious incidents they had encountered since becoming an RA.

Survey packets were mailed to 12 participating institutions where they were distributed to all RAs. The residence halls ranged in size from fewer than 500 residents to large residence halls with more than 9000 residents. Of the original sample (author had no way of knowing how many RAs actually received the survey), 374 RAs completed and returned the survey. This number represented 34% of all RAs employed by the participating institutions.

The results of the survey identified a total of 5,472 incidents of crime, with each RA averaging 14.6 incidents in a period of two semesters. A break down of the total incidents found that 2,386 of these incidents victimized the RAs themselves, and 3,086 victimized the students on their respective floors. Of these incidents, 775 involved violence, 1,881 involved vandalism, and 2,816 involved verbal harassment. The study found that approximately 41% of the total incidents had been officially reported to supervisors or other administrators, and only 14% had been reported to police. Palmer (1996) stated that, "Fear of harm is only one of many reasons that RAs do not report the information they have about various incidents to their supervisors or police. Most of these reasons are associated with primary or secondary victimization" (p. 276).

An examination of what the respondents described as the "most serious" revealed a total of 287 incidents. Of these "most serious" incidents 20 involved guns (including pellet guns and BB guns), 5 involved knives or razor blades, and 6 involved bats or other objects used to strike people or property. Objects thrown at people ranged from a cosmetic case to a beer bottle, and objects thrown at property included everything from spaghetti to a cement block. The RAs reported 5 arson related fires, 1 smoke bomb, and 1 case involving the release of pepper spray. Of the 287 "most serious" incidents 20% were

verbal harassment, 12% vandalism related, 4% involved verbal harassment and vandalism, and 56% involved violence.

Palmer's (1996) study provides information about the incidence of campus crime that is contrary to the numbers of crime that are officially reported. Her analysis of crime, from the perspective of the RAs, may indicate that student's perceptions and awareness of campus crime is different than most administrator's might expect. She concludes her study by stating, " Acts of victimization will undoubtedly continue to plague higher education . . . However, an understanding of factors affecting not only the behaviors of perpetrators but also the responses of victims, witnesses, staff, and others will assist administrators in their attempt to minimize the occurrence of victimization and effectively address victimization when it does occur" (p. 277).

Student Right-to-Know and Campus Security Act

In recent years college campuses have experienced an increase in criminal activity and in civil liability claims (*Peterson v. San Francisco Community College District*, 1984; *Duarte v. State*, 1979; and *Eisemen v. State of New York* (1987). Institutions that at one time were not liable to students who happened to become victims of crime, through several state supreme court decisions became liable. Smith (1989) cited these three cases in his work and indicated that college students were "foreseeable" victims.

With these rulings came the legal duty for colleges and universities to warn potential victims of danger, to screen student applicants for dangerous persons, a duty to provide adequate protective measures, and key administrators have been forced to examine the safety of their respective campuses and to address student and parental concerns. Beeler, Dunton, and Wiggins (1991) completed a study called, *Campus Safety: A Survey of*

Administrative Perceptions and Strategies. They determined that “. . . campus safety and security are matters that concern college and university administrators, faculty, students, parents, and most recently, politicians. In the past few years, the highly publicized murders of several students have spawned ongoing media investigations and focused national attention on campus crime. The general safety of postsecondary campuses had been called into question, along with security measure taken by campus officials and practices related to the reporting of campus crime statistics” (p. 1) .

A study by the National Center For Education Statistics (1997) reported that during the 1980s concern about crime and campus security began to emerge at the nation’s postsecondary institutions. These institutions had traditionally been considered safe havens where students could focus on academic work. However, a number of high profile violent crimes on college campuses changed that perception. One such high profile violent crime, and what is considered by many to be the catalyst for the current focus of campus crime, was the previously mentioned murder of a 19-year-old female student from Lehigh University.

Congress, in response to pleas from the victim’s parents, conducted an extensive investigation and several hearings, and found that the reported incidents of crime, particularly violent crime, on some college campuses have steadily risen in recent years. Shepard and Schwartz (1992) write, “Congress found that roughly 80 percent of campus crimes were committed by one student upon another student and approximately 95 percent of the campus crimes that are violent involved alcohol and drugs. A congressional committee concluded that institutions of higher education should take significant steps to improve campus security and to make the campus community aware of available security measures” (p. 3). To ensure that institutions provided timely crime data, Congress passed

the Student Right-to-Know and Campus Security Act of 1990.

The passage of the Student Right-To-Know and Campus Security Act sparked an enormous debate in higher education and created several implementation and compliance issues. Volkwein et al. (1995) state, “. . . we believe the legislation is an expensive burden that does not provide the intended useful information to students and parents. . . . We question the value of reporting crime when much of it may not involve students as victims and when it ignores the true risks of victimization when students venture from the college into the community” (p. 668). Burd (1992) reported that several campus administrators believed that disclosure of campus crime statistics might be misinterpreted by the media and the public, thus allowing them to “sensationalize or stereotype institutions” (p. A24).

The U. S. District Courts became involved in the issue of compliance with the Student Right-to-Know and Campus Security Act in the now infamous *Bauer v. Kincaid* case. The case stemmed from Southwest Missouri State University officials refusal to let student journalists see a report of an alleged rape involving a varsity basketball player. Bush (1992) writes, “Some university officials and the U. S. Department of Education claim the Buckley Amendment demands confidentiality of names and other personal information on campus police reports” (p. 1). The *Southwest Standard* editor Traci Bauer took them to court and won. “[Judge] Clark held that withholding the crime reports is unconstitutional under the First Amendment and the equal protection guarantee of the Fifth Amendment of the Constitutions” (Bush, 1992, p. 2). This case was the first of many that allowed the release of crime reports and ruled that such actions did not violate the 1974 Family Educational Rights and Privacy Act (FERPA).

The National Association of Student Personnel Administrators (NASPA) prepared several documents based on their research. One of the first documents, *Complying With The Campus Security Act - (1990)*, begins with, “The Student Right-To-Know and Campus Security Act represents a legislative 'solution' to the perceived problem that some colleges and universities have been less than forthright about the crime risks which exist on campuses. This may be an unfair generalization since many campuses have been engaged in effective campus safety and security programs and have provided information to the FBI's Uniform Crime Reporting (UCR) system or state programs” (p. 3). The article explains how institutions should establish a campus-wide committee to review their security policies and emergency response procedures in the context of the new law requirements. Also included are definitions of those crimes that the law requires to be reported annually. This study was an attempt to help front-line student personnel services administrators to be in compliance with the new regulations and to determine the awareness that these administrators had of their campuses crime problems.

Beeler et al. (1991) acting under the umbrella of NASPA researched the perceptions of administrators about campus safety. Foundational to their study was that, “much discussion has ensued about effective ways to deter campus crime, and many 'experts' have propitiously emerged. However, little effort has been made to garner opinion or study safety practices by asking student affairs administrators about their campuses” (p. 1). The study included a twenty-four item survey regarding campus safety. Questions were designed to collect data on general perceptions of campus safety, management structure, crime reporting practices, and campus safety features and services. The survey also asked about in-house safety studies pending or completed, state legislation, adequacy of safety

funding, and sense of institutional concern. Finally, the questionnaire asked for a short description of campus safety programs or initiatives deemed successful.

The questionnaire was mailed to 1,091 voting delegates of NASPA, representing all fifty states, the District of Columbia, and six Canadian provinces. A total of 726 completed questionnaires were returned, for a participation rate of 67 percent. Results of the study were:

1. Respondents from nearly every college and university indicated that their campus are reasonably or very safe. However, four-fifths agreed that campus safety needs improvement, and most said a study of campus safety is underway or was completed in the past five years. Campus safety areas commonly reported as needing attention included: crime reporting strategies, safety around campus buildings and local off-campus apartments, residence hall safety, campus safety services, refinement of administrative procedures for dealing with problematic areas, and the need to provide adequate funding to ensure the safety of all students at the institution.
2. Most institutions have experienced significant increased concern about campus safety and most have been contacted by the media about campus safety in the past twelve months. Barely half agree that funding is adequate to ensure safety at their schools.
3. A large majority of colleges and universities maintain campus crime statistics and make them readily available to interested parties. Although respondents from twenty states said legislation is pending or on record in their states regarding the reporting of campus crime statistics, few believe that such legislation will lead to

significant improvements in campus safety. Respondents made no specific recommendations regarding the impact of legislation that would standardize crime reporting. However, several administrators believed that campus safety was best addressed through improvement of existing traditional programs and through cooperative agreements with other community law enforcement agencies.

4. Libraries, academic building, and residence halls are considered safer places than constructed pathways or parking lots. Fraternities and sororities, local off-campus apartment, and neighborhoods adjacent to campus are the least safe, according to respondents.
5. Lighting around residence halls and other campus buildings is considered adequate at a great majority of institutions. Lighting in parking areas and along pathways is considered adequate at fewer campuses, although these still comprise a solid majority. Most colleges and universities provide security foot patrols and security vehicle patrols, student escort services and, to a lesser degree, emergency telephones around campus. Most have administrative procedures for dealing with alcohol/drug abuse, sexual assault (including acquaintance rape) and safety education.
6. At institutions with residence halls, safety education/awareness programs are common. Most residences have outside doors that lock automatically, but few have electronic alarms to warn of propped doors. Less than half keep registration logs of non-resident guests entering the residence halls. Less than a third install security screens on ground level window or provide outside security

phones at entrance doors for delivery calls.

7. Factors of institutional size, campus location, and residential culture influence security and safety from one campus to another. These types of safety programs, features and services offered vary according to the specific campus environment.
8. Successful safety programs and initiatives may be categorized in at least five ways: traditional services; education and support programs; planning, policy and information strategies; environmental and technological modification; and community action.

Traditional services include campus police organizations, campus patrols, student-staffed security programs, security services, outreach programs, preventions or response services, and security technology/communications.

Education and support programs range from general security precautions to in-depth crime victim advocacy and support services. Orientation periods, class meetings, residence hall settings, and symposia are a few of the settings for delivery of these programs.

Planning, policy, and information strategies focus on crime reports, safety studies and reviews, research, and broad based intervention. Safety information is used to guide administrative a decision-making and to enhance campus awareness.

Environmental and technological modifications are designed to minimize the chances that campus crime will occur, by reducing the number of places where crime is likely to be fostered. Construction and landscaping is designed accordingly, and electronic technologies (telephones, computers,

cameras, card access) are applied in service of safety.

Community action groups seek to enhance safety through the power of individual involvement. On-campus and off-campus constituents often collaborate to raise community awareness and to ensure that other safety strategies result in tangible improvements in campus safety.

The comprehensive study found that many campuses were already starting to address crime related issues. It also documented that more money should be spent to protect students and that greater attention should be focused on providing the institutional community with accurate and timely crime data.

Since the passage of the original 1990 Act, Congress has revisited this issue and introduced H. R. 2416, short titled “Open Campus Police Logs Act of 1995.” This bill passed to amend the Higher Education Act of 1965 to require open campus security crime logs at institutions of higher education. The bill required colleges with police or security departments to keep daily logs of reported crimes. The logs, which are open to the public, include all crimes reported, not just the ten categories identified in the earlier legislation. Several watchdog groups and the Department of Education are providing oversight in the area of reporting compliance. The September 27, 1996 issue of *The Chronicle of Higher Education* reported that the department has charged Moorhead State University for violating the federal law (Haworth, 1996). The department charged that university officials had compiled inaccurate crime statistics and had not made their annual crime reports public. This was the first such incident and is viewed as very significant. Institutional policy makers are now feeling public and legislative pressure to insure that students, including prospective students, have access to crime information.

Based on cases like Moorhead, on September 5, 1996 congress discussed and passed House Resolution 470. The resolution was presented in a report titled, *Monitoring of Student Right to Know and Campus Security Act of 1990* (House of Representatives, 1996). This resolution was the product of a hearing held on June 6, 1996 by the Subcommittee on Postsecondary Education, Training and Life-Long Learning. During the hearing some concerns were raised that colleges and universities were not accurately reporting their crime statistics. In addition, several witnesses did not believe that the Department of Education considered the enforcement of the Campus Security Act a priority. In fact, it was believed that the Department had failed to provide a report to congress with respect to crime statistics which was due on September 1, 1995. House Resolution 470 calls on the Department of Education to make the monitoring of compliance and enforcement of the Campus Security Act a priority in order for students to have information vital for their own safety on our college campuses. The Resolution stated: "That in order for students to have information vital for their own safety on our Nation's college campuses, it is the sense of the Congress that the Department of Education should make the monitoring of compliance and enforcement of the provisions of section 485(f) of the Higher Education Act of 1965 with respect to compiling and dissemination required crime statistics and campus policies a priority" (p. 3).

Another institution, like Moorhead, that has struggled with compliance to the Student Right-to-Know and Campus Security Act is Clemson University. Clemson struggled to interpret and comply with the instructions generated by the United States Department of Education (USDOE). In a discussion with Mr. Paul Shelton, Dean of Municipal and Health Services at Clemson (personal communication, 12-15-97) he

indicated that his institution has made a good-faith effort to provide information to the USDOE to be in compliance with the Student Right-to-Know and Campus Security Act. The complexity and ambiguity of the reporting instruction has caused a mountain of paper to be sent to the USDOE. Shelton indicated that “85% of all institutions are no more in compliance than we are” (personal communication, 12-15-97). The compliance problems appeared to be caused by under-reporting of crime statistics. He allowed that the under-reporting was not a conscience effort, but was due to the fact that most institutions are not sure what the USDOE wants. Reporting at Clemson is compounded because it is a land-grant university and has extension centers in 66 counties.

Kirkland and Siegel (1994) analyzed the results of higher education’s implementation of the Student Right to Know and Campus Security Act of 1990. Attention was paid specifically to Title II of the act which focuses on compliance and requires that all campuses receiving Title IV financial aid address the following areas. Campuses must provide a statement of current campus policies regarding procedures and facilities for students and others to report criminal actions, policies concerning the institution’s response to such reports, policies concerning security and access to campus facilities, current policies concerning campus law enforcement, a description of the type and frequency of programs designed to inform student and employees about campus security procedures and practices and to encourage student and employees to be responsible for their own security and the security of others, and a description of programs designed to inform students and employees about the prevention of crimes.

The study was designed to determine the extent that higher education had increased attention to prevention programs and reduction of crime on campus. They based their

study on the following findings from other research:

1. Alcohol and other drug abuse is directly related to perpetration and victimization rates of students;
2. Residence halls are the most frequent site of campus crime, and fraternity houses are scenes of student crime to a degree that is disproportionate to the number of students using them;
3. The majority of campus crime is committed by student's themselves;
4. Students are more apt to be involved in a crime when classes are in session than during breaks and vacations;
5. Heavy drinking fraternity members are three times more likely to become perpetrators than their equally heavy drinking fellow students; and
6. Male athletes who drink are five times more likely to become perpetrators than their equally heavy drinking fellow male students.

The researchers offered several accounts indicating that higher education was making a good-faith attempt to reduce campus crime and the fear of crime through a variety of education and prevention programs. Many of these measures were implemented to optimize the potential for all students to participate fully in the college process. They summarized their study by writing,

Campuses everywhere are inaugurating programs to increase community responsibility and awareness about crime on campus. They found it a continuing challenge to have concurrently a safe and free campus where different communities of adults can interact freely. Unfortunately, many schools find that students do not heed much of the safety advice offered and continue to defeat safety efforts.

Campus security can exist only when collaboration exist among the administration- beginning with the president, the students, and campus security personnel (Kirkland et al., 1994, p. 68).

With the intense focus on campus crime, other studies have examined the implementation of prevention programs. These programs are primarily directed at making the campus environment safer and restoring the confidence of its constituents. Greene (1988) wrote, "Because of widespread reporting of campus crime, the public is more aware of the problem and applicants are aware that an institution's crime record is a consideration in college choice. Concern for student safety, college liability, and parent and student attitudes are generating increased security measures"(p. A1). Wills (1993) found, "Because of growing concern about campus crime and security, students, parents and the public are calling for information about campus crime and are expecting enhanced security methods"(p. 241). The author's survey asked respondents what additionally could be done to better create a nonthreatening environment within and immediately surrounding residence halls. These studies are indicative of a growing trend calling for university administrations to provide appropriate safeguards and training for the student body to address the fear element of campus crime. These crime prevention strategies may ultimately create a nonthreatening environment.

Campus Crime Statistics

More recently, campus crime research has focused on the numbers of crimes being reported by hundreds of higher education institutions. These reports were a direct result of the Student Right-To-Know and Campus Security Act. Lederman (1994) in an article in the *Chronicle of Higher Education* reported that robberies and aggravated assaults at

the country's largest colleges jumped during 1993, while the number of reported burglaries declined. The findings, based on analysis of crime data from 774 colleges and universities, indicate 1,353 robberies, up about 12 percent from 1,210 the year before; 3,244 aggravated assaults, up from 3,141; and 7,350 motor-vehicle thefts, up from 7,159. They also reported a 4 percent decline in burglaries and that murders on college campus had dropped from 18 to 17 during 1993. The 774 institutions also reported 466 rapes and 448 forcible sex offenses.

A variation of the previous study was conducted when the *Chronicle of Higher Education* asked all colleges with enrollments over 5, 000 for the security reports published in the previous September. Responses came from 796 institutions and it was determined that aggravated assaults had climbed 2.7 percent from 1992 to 1993, and robberies were up 2.2 percent. They reported a 34 percent increase in the number of arrests for violations of drug laws and an 11 percent rise in arrests for weapons violations. Their security statement reported 430 forcible sex offenses, up from 417 the year before, and 367 rapes compared to 458 the previous year (Lederman, 1995).

In a survey (Lively, 1996) of 831 college campuses with more that 5,000 students, showed that the following crimes had risen when comparing 1993 and 1994 crime data: murder, up 26.70 percent; forcible sex offenses, up 15.5 percent; non-forcible sex offenses, up 15.5 percent; and drug law violations, up 22.9 percent.

The Federal Bureau of Investigation (1990) also reported that campus crime has increased dramatically over the last twenty years. The information published in their annual report known as the Uniform Crime Report (UCR), found that during the 1980's, 2,500 crimes of personal violence and more that 105,000 serious property crimes were occurring annually on campuses. In 1990, the UCR reported more than 2,600 violent

crimes and approximately 120, 000 property crimes occurred on campus. Concerns about the increases in campus crime are being expressed by students and parents to the respective higher education institutions. Higher education must respond to these concerns and show that an attempt is being made to address them.

Institutional Characteristics and Crime

Campus crime literature also reflects a growing number of studies attempting to gather information to determine how institutional characteristics are related to campus crime. The hope of such studies is to create an appropriate response to address any deficiencies. Although there was extensive literature on crime in America, the research on campus characteristics and crime was limited. Only four studies analyzed campus crime and attempted to identify related campus characteristics. McPheters (1978) used an econometric model to test the hypothesis that campus crime was related to several campus and community variables. Independent variables included expenditures on security, student density on campus, percentage of students living in dormitories, campus facility data, location in an urban or rural area, and unemployment in the nearest city. He found a significant relationship between campus crime and high community unemployment and high proportions of students living in campus residences.

Fox and Hellman (1985) conducted a study of factors that influence campus crime rates as reported by the 1980 FBI Uniform Crime Report. Their study of 222 colleges and universities was based on actual crime rates calculated from 1979 campus crime. They found that colleges and universities have less crime than their surrounding communities, and that location had little or no influence on the ratio of campus to community crime. These authors found significant correlations between campus crime and tuition cost, the

percent of male students, population density, and campus police staffing levels.

A third study by Morriss (1993) used an economic theory of criminal choice to develop an explanatory model of campus crime. She used a model containing measures of opportunities, incentives, and costs found on college campuses that may affect criminal choice. This author found support for the hypothesis that campus wealth and accessibility are associated with higher crime rates, and campus deterrents with lower crime rates. The study concluded with lack of a significant relation between location and campus crime rates, although she suggested that no higher education institute can consider itself immune to crime.

Volkwein et al. (1995) combine both longitudinal and cross-sectional databases to examine the relationship of campus crime to campus and community characteristics. Both data sets were constructed using the Federal Bureau of Investigation's Uniform Crime Report (UCR) data on campus crime. The first data set plots trends in specific types of crime from 1974 to 1991 for colleges that have reported consistently. The second data set was a cross section of the 400 colleges reporting to the UCR in 1990. Variables included crime rates for specific types of crime, along with characteristics of the campus and the community in which the campus is housed.

These authors indicated that regardless of the media exposure to campus crime, crime rates are falling in all categories except vehicle theft. Secondly, most campuses were safer than the communities that surround them. They found that communities surrounding college campuses experience “twice the property crime rate and ten times the rate of violent crime (p. 666). Thirdly, there were significant differences in crime rates at different types of colleges and universities. Medical school students were much more

likely to be victims of crime. Fourthly, there was no evidence of crime spillover from the community to the institutions. Lastly, they found that “violent crime and property crime exhibit different dynamics and patterns of causality” (p. 666). It should be noted that the data used in the study did not include all categories of crime such as weapons possession, hate crime and substance abuse

Contrary to other research study findings, Volkwein et al. (1995) concluded that campus rates of both violent crime and property crime are falling, especially since 1985. “Moreover, students are considerably safe on-campus that in the cities and communities surrounding them. The lowest average crime rates are found at two-year colleges, while the highest overall rates are at medical schools and health science centers. . . . Factors associated with violent crime are more complex and difficult to predict” (p. 647).

Involvement and Victims of Campus Crime

While the previously mentioned studies focused on those crimes reported to police and contributing institutional characteristics, other studies have examined the impact on victims of campus crime including those that choose not to report the victimization. Davis (1995), studied the reasons students choose not to report campus crime. She wrote, “For some the impact was dramatic, long-lasting, and involved powerful emotional changes. Students described a wide spectrum of cognitive and emotional responses including anger, sadness, immobilization, withdrawal, and fear” (p. 212). She went on to find that the type of crime did not directly relate to the strength of the student’s emotional and cognitive responses. Institutional policy makers cannot minimize the potential effects of campus crime both to the victim and those around the victim.

The case of Christy Brzonkala illustrated the impact of campus crime on involvement In 1994, Christy was a student at Virginia Polytechnic Institute and

University, or more commonly known as Virginia Tech. In mid-September she was raped by two football players in her dormitory room. She had met her attackers only 15 minutes before the assault. In her testimony before a congressional subcommittee on House Resolution 2416, *The Open Police Logs Act*, she stated, “At first all I wanted to do was forget about it. I stopped going to class. I cut my hair. I slept all day and never went out. Things got worse. I attempted suicide the first week of October. It wasn’t a very good attempt. I told my roommate about the rapes but I blamed myself until February” (p. 259). Christy ultimately left Virginia Tech and began a lengthy court process to bring her perpetrators to justice.

Studies of acquaintance, or date rape, have appeared in the literature since the 1950s (Kanin, 1957; Kirkpatrick, & Kanin, 1957). Yet cases like that of Christy Brzonkala have renewed research interests and the literature reflects a number of noteworthy studies done on acquaintance rape. Koss et al. (1987) studied the incidence of sexual aggression on university campuses. Using a sample of 6,159 college students from across the United States, they reported that 27.5 percent of the women in their sample had been raped, and that 7.7 percent of the male respondents reported perpetrating a rape. Koss (1992) elaborated on her earlier findings and reported that 86 percent of the rapes occurred off campus and equally as often in the man’s house or car as in the woman’s house or car. Three-fourths of the perpetrators and over half of the victims were using intoxicants at the time of the episode. She also states, “less than five percent of college student rape victims say that they reported their assault to the police; almost half told no one at all” (p. 23).

Muehlenhard and Linton (1987) studied the risk factors associated not only with rape but with sexual aggression in general. Their sample consisted of 700 undergraduate

students. The study was limited to dating relationships. Exactly 65.1 percent of the female graduates reported experiencing some form of sexual aggression while at the university, while 14.7 percent reporting being raped. Kier (1996) found that most studies find that 10 to 30 percent of university women are raped and that the rate of sexual assault is averaging 50 percent. He adds, "Thus it can be stated that, at the very least, one out of 10 university women have been raped by someone they know, making acquaintance rape a major problem on university campuses" (p. 4).

A related article examined the increases in sexual assaults on college campuses during the last ten years. Sisson and Todd (1995) described procedures and policies for using mediation as one alternative for adjudicating sexual assault cases. They felt that this option might encourage "survivors" of sexual assault to come forward and address some of the critical issues surrounding date and acquaintance rape. Such program might be a good option especially for those that may not be willing to pursue formal adjudication through the courts.

Summary

Campus crime has undeniably captured the attention of students, parents, the media, Congress, and key student personnel administrators at colleges and universities around the country. The literature reflects that crime on campus was a reality and that certain measures must be taken to ensure the safety of the student and the institutional staff thus alleviating all possible fears. Congress has rapidly passed laws to disseminate crime information to the public.

Each of the research studies presented in the literature reviewed suggests the need for more studies related to campus crime. Volkwein et al. (1995) suggested that studies

should be conducted to examine the dynamics of different types of crime at different types of institutions over a period of time. Lenski, Meyers, and Hunter (1996) believed that future studies should evaluate the effectiveness of safety awareness programs according to the degree to which they have an impact on students behavior. They write, "Without such assessment, student affairs educator's cannot adequately defend the design or allocation of funds for such activities and cannot assume their efforts toward behavior change have truly made a difference" (p. 92). Morriss (1993) concluded "Few studies of campus crime have been done and there is much more to learn" (p. 18). Although the literature review did not identify any study tied specifically to campus crime and how it might impact student involvement, the door was opened encouraging all types of crime related studies. There is evidence to support the study of how perceptions of campus crime can influence student involvement.

This study can result in greater understanding of student concerns related to campus crime. Institutional policy makers can learn from this study ways of providing appropriate safeguards and the necessary crime information that may lessen the negative perceptions of any particular campus an increase levels of involvement. Documentation and presentation of empirical crime data should allow student affairs programs to better serve all students regardless of age, socioeconomic background, or ethnicity. Institutions can benefit by creating a cooperative environment that strives to keep the best interests of all students in mind especially in the area of campus involvement.

CHAPTER III

Design of the Study

This descriptive study was designed to explore the relationship between student perceptions of campus crime and involvement in campus activities. Astin (1984) found that involvement requires the investment of psychological and physical energy in objects. The aim of this study was to determine the variance of freshmen and sophomore students level of involvement considering student characteristics and student perceptions of crime. The study also examined which of these variables were good predictors of student involvement.

The format chosen to conduct this study was a questionnaire. Several researchers have found the questionnaire to be the research tool of choice when attempting to gain information from students related to involvement, perceptions of crime, and measures of fear (Cockey, Sherrill, and Cave II, 1989; Pace, 1984; Erwin, 1991; Palmer, 1994; and Flanagan & Longmire, 1996). Ary, Jacobs, and Razavieh (1990) found that the questionnaire allows the researcher to include a larger number of subjects as well as subjects in more-diverse locations. They also found that "A questionnaire that can guarantee confidentiality may elicit more truthful responses than would be obtained with a personal interview" (p. 421). Since this study examined perceptions of crime and victimization, confidentiality and anonymity were important factors. Gall, Borg, and Gall (1996) indicated that "... anonymity might be necessary if highly personal or threatening information is requested. A questionnaire dealing with sexual behavior, for example, might receive more honest responses if the respondents remain anonymous" (p. 294). The questionnaire was designed to capture attitudinal responses in the areas of demographic

data, exposure to crime information, perceptions of campus crime, and levels of involvement in a variety of campus programs.

Population

The population for the study was the beginning Freshmen and Sophomore classes of East Central University (ECU). It currently serves 4,500 students and averages approximately 600 students in each freshman class (ECU Viewbook, 1997-98). ECU was established by legislative act in 1909 as one of three regional state normal schools founded that year in the eastern half of Oklahoma.

ECU is located in Ada, Oklahoma. Ada, a city of approximately 19,000 residents is located in south-central Oklahoma and is the county seat for Pontotoc County. The County's population is approximately 33,000. The area is considered rural with much of the local economy coming from farming, ranching, oil production, and family-owned small businesses.

An analysis of crime data revealed that the overall crime rate for the city of Ada and Pontotoc County is higher than the State level. Oklahoma experienced 186,600 index crimes for 1996 or 5,653 offenses per 100,000 (Oklahoma State Bureau of Investigation, 1997). A comparison of county-by-county reveals a State average of 56.53 crimes committed per 1000. Ada and Pontotoc County's crime rate was 66.91 per 1000. The types of crime committed in the local area emulates that of the rest of the State where violent crime in 1996 was down 9.4% and nonviolent crime increased by 3.3% (Oklahoma State Bureau of Investigation, 1997).

The sample for this study came from a stratified sample of the Freshman and Sophomore classes. It was significant to measure freshmen in the second semester of their

entry year to determine their level of involvement based on their early perception of campus crime. By measuring freshmen, the influence of the preexisting student characteristics were still prevalent and it allowed for a baseline to compare freshman and sophomore levels of involvement and to determine if their perception of campus crime had changed. Each student in the freshman and sophomore class was assigned a number and then using table of random numbers, 200 student from both the freshman and sophomore class were selected. Students were surveyed during the Spring semester, 1998.

Instrumentation

A self-administered questionnaire, called the *Student Survey* was developed by the author for this study. The survey was patterned after Erwin's (1991) Student Involvement Survey (SIS), the Towson State University's Intrauniversity Violence Survey (IVS) developed by Cockey, et al. (1989), and the National Opinion Survey of Crime and Justice-1995 (Flanagan & Longmire, 1996). Erwin's survey was developed to measure the level of involvement of undergraduate students at James Madison University, Harrisonburg, Virginia. He divided areas of involvement into six subcategories which include: clubs and organizations, academic experiences, sports involvement, faculty and staff interactions, employment, and community service involvement. In a telephone conversation with Erwin (personal communication, 11-25-97), he indicated that his desire was to determine where and at what level were students involving themselves in campus activities. Through this assessment, the campus hoped to identify strengths and weaknesses in campus activities with the purpose of promoting positive change and to maximize student involvement. During our conversation I explained the purpose of my study and asked for permission to use his instrument. Erwin granted permission to use the

survey and offered some suggestions about possible changes Erwin (1991) has not reported any published SIS reliability.

Taylor and Howard-Hamilton (1995) used Erwin's (1991) SIS to measure levels of student involvement and the Racial Identity Attitude Scale (RIAS-B) (Helms, 1990) to determine racial identity attitudes of African American males. The study hoped to contribute to the limited research on the relationship between racial/ethnic identity and student involvement. Participants were asked to indicate their highest degree of involvement in the six previously identified categories. Scores for each of the six subscales were obtained by summing the values given. These values were then compared to the scores on the RIAS-B. The RIAS-B uses a 5-point Likert scale (1=strongly disagree, 5=strongly agree) to describe the participant's behavioral relationship to each of the 30 statements. The RIAS-B is divided into four categories as follows: Pre-encounter, encounter, immersion-emersion, and internalization.

Taylor and Howard-Hamilton (1995) used a stepwise regression to evaluate the relationship between the racial identity attitudes of African American males and their level of involvement in student activities. They found that affiliation was the only demographic variable that contributed significantly to total student involvement and racial identity attitudes. The total SIS (multiple $R = .210$) or adjusted $R = .0359$, $F = 5.32$, $p = .023$), Immersion-Emersion (multiple $R = .259$ or adjusted $R = .0589$, $F = 7.94$, $p = .006$), and Internalization (multiple $R = .3144$ or adjusted $R^2 = .09$, $F = 12.07$, $p = .007$) accounted for a significant relationship between those variables and affiliation. The Greek-affiliate members scored higher on the RIAS-B than did the non-Greek-affiliate members. A one-way analysis of variance revealed differences in scores of Greek and

non-Greek on the Immersion-Emersion ($F = 7.94$, $p = .0057$) and Internalization subscales ($F = 12.07$), $p = .007$). This analysis supported the hypothesis that individual who are affiliated with Greek letter organization will be more involved with campus activities and have higher levels of Immersion/Emersion and Internalization attitudes. Their study ultimately supported the hypothesis that a relationship exist between identity attitudes and student involvement among African American males at predominantly White institutions.

One limitation of this study (Taylor & Howard-Hamilton, 1995) was the previous lack of construct validity of the SIS. Still the authors reported that their research provided partial support for it. They write, "The employment subscale of the SIS showed no correlation to the remainder of the survey. This may reflect the variability in socioeconomic status among these participants, but further study is needed to assess socio-economic status from the demographic data and provide a correlation with the SIS" (p. 335). In a conversation with Taylor (personal communication, 11-23-97), she allowed that the SIS was a very useful and practical instrument to measure levels of involvement and that it was much more "student friendly" than other instruments reviewed. After discussing my study with her, Taylor thought that the SIS would provide an accurate measure of student involvement and strongly endorsed its usage.

Survey questions related to perceptions of campus crime were patterned after the Towson State University Intrauniversity Violence Survey (IVS) developed by Cockey et al. (1989). The IVS was developed when the researchers at Towson State University realized that students knew more about acts of violence on campus than did the administration. In the spring of 1985 these authors surveyed students for their perception of the amount of violence on campus. Cockey et al. (1989) state, "We found that, indeed,

many more students said they had either been victims of some form of violence or knew of a greater number of violent incidents than our official reports indicated “. . . the Residence Department had a different perception of the amount of violence that occurred on campus than did other offices such as the campus police” (p. 18).

The IVS was composed of ten questions whereby respondents can mark “yes” or “no” on some questions and use a rating scale to complete others. Five of the questions had multiple parts. The root questions were as follows:

1. Are you aware of sexual assaults or rapes having occurred on campus?
2. Are you aware of physical assaults/fistfights, use of knives, or use of other weapons having occurred on this campus?
3. Are you aware of acts of vandalism having occurred on this campus?
4. Generally, do you feel safe on campus?
5. Have you ever felt frightened, threatened, or intimidated by the behavior of someone on campus?
6. Have you ever reported a criminal incident to the university officials/police?
7. Have you personally been the victim of sexual assault?
8. Have you personally been the victim of physical assault?
9. Are you aware of students who have weapons in their possession on campus?
10. Have you ever been threatened on campus?

Cockey et al. (1989) compared the results of the IVS with the official statistics from the Uniformed Crime Report. They found that by using self-report methods, persons unwilling to report crime to college officials, were willing to report them anonymously. “The results of victimization studies suggest that the volume of crime is far greater than

anything suggested in official statistics” (Cockey, et al., 1989, p. 20).

Following the administration of the IVS on the campus of Towson State, Cockey, et al. (1989) requested approval from the National Association of Student Personnel Administrators (NASPA) Region II, to survey the NASPA affiliated schools in their region as a pilot project. By using many of the areas identified through the IVS, a second survey was developed called the Campus Violence Survey (CVS). Interest in the regional survey was high and reflected in the number of deans of students, police or safety departments, and residence departments who completed and returned the questionnaires. Since that time the survey (CVS) has been used in two national studies to note trends in campus violence and is anticipated to be utilized every year.

For the survey to be complete, it was necessary to include questions related to fear of crime and media influences. Questions in these areas were patterned after the National Opinion Survey on Crime and Justice-1995 (Flanagan & Longmire, 1996). Haghighi and Sorensen (1996) stated, “Although fear is a complex psychological phenomenon, its boundaries can be assessed, with some degree of accuracy, by asking people how much they worry about particular types of crime” (p. 18). The NOSCJ includes one section designed to tap respondent's fear of crime. This section of the NOSCJ includes seven questions covering a range of personal and property offenses. With each question respondents were asked how often they worry about various types of crime-very frequently, somewhat frequently, seldom, or never. The questions are as follows:

Do you worry very frequently, somewhat frequently, seldom or never about:

1. Yourself or someone in your family getting sexually assaulted?
2. Being attacked while driving your car?

3. Getting mugged?
4. Getting beaten up, knifed or shot?
5. Getting murdered?
6. Your home being burglarized while someone is at home?
7. Your home being burglarized while no one is at home?

As established in the literature review, one's perception of crime is significantly influenced by the media (Haghighi and Sorensen, 1996, and Gerbner and Gross, 1976). To measure how one's fear of crime is influenced by the media, the NOSCJ includes the following four questions:

1. First of all, I would like to get your opinion about issues dealing with crime and justice in America. Concerning media coverage of crime, how much attention does the local media in your community give to violent crime? Would you say it is: too much, too little or about right.
2. Do you get most of your news about crime from television, newspapers, radio, co-workers or friends and neighbors?
3. Are you a regular viewer of television programs that deal with crime or criminal justice issues, such as COPS, Real Stories of the Highway Patrol, Justice Files or America's Most Wanted?
4. Approximately how many hours do you watch television per week?

An analysis of the NOSCJ conducted in 1995 indicated that "the degree of local media attention given to violent crime was significantly related to fear of sexual assault; getting mugged, beaten up, knifed, or shot; and being burglarized while at home" (Haghighi & Sorensen, 1996). It appears that the media may influence fear of crime

beyond actual victimization.

The questionnaire developed for this study included a total of 66 questions and is divided into three sections. The sections are: Student characteristics data; Perception of campus crime; and Involvement in campus activities. The questionnaire items were primarily closed-form design. Closed form design means that the question permitted only a fixed number of responses. Gall et al. (1996) indicated that this format works well for quantitative studies. Some of the questions related to perceptions of crime had five responses on a rating scale from 0, no worry at all, to 5, plenty of worry. Others had “yes” or “no” responses and other various multiple choice alternatives. Questions related to levels of involvement are categorized in seven topic areas. These areas were: On-Campus Events, Clubs and Organizations, Sports, Academic Experiences, Faculty/Staff Interactions, Community Services, and Employment. Involvement questions had five alternative responses with a corresponding number, for example, the number one represents “no participation,” the number two represents “minor participation” and up to the number five which represents “major participation”. Participants were asked to select the number which best represented their highest level of involvement in each of the topic areas.

Statistical Procedure

Independent Variables

The study focused on two independent variables. The independent variables were student characteristics and students perceptions of campus crime. The following outlines each of the independent variable and explains their usage in this study.

Student Characteristics

Student characteristics are the attributes that preexisted before the students entered college. The student characteristics that were addressed are age, ethnicity, household income, size of hometown/city, gender, exposure to media crime reports, and have they or someone close to them been victims of crime.

Perception of Campus Crime

Webster (1974) defines perception as: an act or result of perceiving; an awareness of environment through physical sensation; and the ability to perceive. Prior to enrollment at institutions of higher education students have countless opportunities to be exposed to crime information. Local, state, and national news programs focus on crime-related stories. Newspapers, magazines, and other publications do the same. One's perception is formed through interactions with peer group members and other students. Recent events have focused on high profile campus crimes. Perception of campus crime is defined as the student's belief, after being exposed to these different stimuli, that the campus is or is not safe. The question then asks, what impact is this perception having on involvement in campus activities?

Dependent Variable

The dependent variable for the study was the level of involvement in campus activities. The level of involvement was measured for each student as the average mean percentage in the two areas as related to one's perception of campus crime.

A survey was developed for measuring the independent variables of student characteristics and perception of campus crime. This survey, entitled "Student Survey", was administered to beginning freshmen and sophomores.

The following is a breakdown of the Student Survey by research questions. Each paragraph contains one of the research questions along with the components of the variable addressed. Listed with each component is a number that corresponded directly to a question on the survey. The actual questions from the survey that corresponded to each component of the variable are then listed.

Research Question 1. Is there a relationship between student characteristics and perception of campus crime? The student characteristics to be addressed were: age (2), ethnicity (3), household income (4), size of hometown/city (5), gender (6), if the student or someone close to them had been victims of crime (7), and exposure to crime information (8-11).

1. What is your academic class?

- ☐ freshman
- ☐ sophomore

2. What is your age?

Age _____

3. What is your race?

- ☐ White, not Hispanic
 - ☐ Black, not Hispanic
 - ☐ American Indian, Eskimo and Aleut
 - ☐ Asian, Pacific Islander
 - ☐ Hispanic (of any race)
 - ☐ Other, please specify
- _____

4. What is the gross annual household income of your parents or legal guardians?

Income _____

5. What is the approximate population of your hometown/city?

Population _____

6. What is your gender?

- ☐ Female
☐ Male

7. During the last 10 years, have you or someone close to you been victims of crime?

- ☐ Yes
☐ No

8. Concerning media coverage of crime, how much attention does the local media in your community give to violent crime?

Too little Too Much
1 2 3 4 5 DK

9. On a scale of 1 to 5, please rate the extent to which the following items were important sources of news about crime to you?

	<u>Not a source</u>		<u>Major Source</u>		
Television	1	2	3	4	5
Newspapers	1	2	3	4	5
Radio	1	2	3	4	5
Fellow students	1	2	3	4	5
Friends and neighbors	1	2	3	4	5
Others, please specify					
_____	1	2	3	4	5
_____	1	2	3	4	5

10. How often do you watch television programs that deal with crime or criminal justice issues, such as:

	<u>Never</u>			<u>Very often</u>	
a. COPS	1	2	3	4	5
b. Real Stories of the Highway Patrol	1	2	3	4	5
c. Justice Files	1	2	3	4	5
d. America's Most Wanted	1	2	3	4	5
e. Others, Please specify					
_____	1	2	3	4	5
_____	1	2	3	4	5

11. Approximately how many hours per week do you watch television? _____

Research Question 2. Is there a relationship between involvement in campus activities and student perceptions of campus crime? This question was addressed by examining the student overall perception of the campus (12-32), and the level and types of activities that the students participate in (33-66).

On a scale of 1 to 5, please rate how much you worry about each of the following situations by circling the number that best represents your level of worry.

- | | <u>No worry at all</u> | | | <u>Plenty of worry</u> | |
|---|------------------------|---|---|------------------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 12a. Yourself being sexually assaulted on campus or at a university function? | | | | | |
| b. A friend being sexually assaulted on campus or at a university function? | | | | | |
| | | | | | |
| | <u>No worry at all</u> | | | <u>Plenty of worry</u> | |
| | 1 | 2 | 3 | 4 | 5 |
| c. Being attacked while driving your car around the campus? | | | | | |
| d. Being mugged on campus? (including residence halls) | | | | | |
| e. Being beaten up, knifed or shot on campus? (including residence halls) | | | | | |
| f. Being murdered on campus? | | | | | |
| g. Your residence hall room being burglarized while someone is home? | | | | | |
| h. Your residence hall being burglarized while no one is home? | | | | | |

13. How many sexual assaults or rapes do you know of have occurred on this campus during the fall and spring semesters?
- ☐ 0
 - ☐ 1-5
 - ☐ 6-10
 - ☐ 11-15
 - ☐ 16+
 - ☐ Don't Know

14. How many physical assaults/fistfights, use of knives, or use of other weapons do you know of have occurred on this campus during the fall and spring semesters?
- ☐ 0
 - ☐ 1-5
 - ☐ 6-10
 - ☐ 11-15
 - ☐ 16+
 - ☐ Don't Know
15. How many acts of vandalism do you know of have occurred on this campus during the fall and spring semesters?
- ☐ 0
 - ☐ 1-5
 - ☐ 6-10
 - ☐ 11-15
 - ☐ 16+
 - ☐ Don't know
16. Are there specific areas of campus or buildings where you feel unsafe during the day or night?
- ☐ Yes
 - ☐ No
- If yes, please specify.
-
17. Have you ever felt frightened, threatened, or intimidated by the behavior of someone on this campus?
- ☐ Yes
 - ☐ No
18. Was the person who frightened, threatened, or intimidated you:
- ☐ Student
 - ☐ Faculty
 - ☐ Staff/Administrator
 - ☐ Other, please specify
-
19. Have you ever reported a criminal incident to the university officials/police in the fall or spring semester?
- ☐ Yes
 - ☐ No

20. If you reported it to the police, did it result in criminal charges being placed against the assailant?
- ☐ Yes
 - ☐ No
 - ☐ Don't Know
21. If you reported it to university officials/police, was the assailant convicted in the courts?
- ☐ Yes
 - ☐ No
 - ☐ Don't Know
22. Have you been the victim of sexual assault during the fall or spring semester?
- ☐ Yes
 - ☐ No
23. To your knowledge, was the assailant(s):
- ☐ Student
 - ☐ Faculty
 - ☐ Staff/Administrator
 - ☐ Other, please specify _____
24. Where did the assault take place?
- ☐ Residence hall
 - ☐ Academic building
 - ☐ University Center
 - ☐ Campus grounds
 - ☐ Other campus buildings
 - ☐ Off campus
25. Was your assailant:
- ☐ Male
 - ☐ Female
26. Have you been the victim of physical assault during the fall or spring semesters?
- ☐ Yes
 - ☐ No
27. To your knowledge, was the assailant(s):
- ☐ Student
 - ☐ Faculty
 - ☐ Staff/Administrator
 - ☐ Other, please specify _____

28. Where did the assault take place?
- ☐ Residence hall
 - ☐ Academic building
 - ☐ University Center
 - ☐ Campus grounds
 - ☐ Other campus buildings
 - ☐ Off campus
29. Was your assailant:
- ☐ Male
 - ☐ Female
30. Do you have knowledge of students who have weapons in their possessions on campus?
- ☐ Yes
 - ☐ No
- b. If yes, what weapons do they have?
- ☐ Gun
 - ☐ Knife
 - ☐ Other
31. Do you have knowledge of faculty or staff who have weapons in their possession on campus?
- ☐ Yes
 - ☐ No
- b. If yes, what weapons do they have?
- ☐ Gun
 - ☐ Knife
 - ☐ Other
32. Have you ever been threatened on campus?
- ☐ Yes
 - ☐ No

On a scale of 1 to 5, please rate the degree of your involvement in each activity by circling the number that best represents your level of involvement. Always select from the available choices only the one answer which gives your highest level of involvement.

I. On-Campus Events	<u>Minor involvement</u>		<u>Major involvement</u>		
33. Plays	1	2	3	4	5
34. Lectures/speakers	1	2	3	4	5
35. Special events (e.g., talent shows, lawn parties)	1	2	3	4	5
36. Dance performance	1	2	3	4	5
37. Concerts	1	2	3	4	5
38. Bands	1	2	3	4	5
39. Forensics (speech, debate)	1	2	3	4	5
40. Movie Night	1	2	3	4	5

II. Clubs and Organizations	<u>Minor involvement</u>		<u>Major involvement</u>		
41. Campus-affiliated religious organizations	1	2	3	4	5
42. Fraternities/sororities	1	2	3	4	5
43. Honorary organizations	1	2	3	4	5
44. Judicial Board/Honor Council	1	2	3	4	5
45. Political groups	1	2	3	4	5
46. Professional/departmental	1	2	3	4	5
47. Publications (e.g., <i>The Journal</i> , <i>Pesagi</i>)	1	2	3	4	5
48. Service organizations	1	2	3	4	5
49. Student Senate	1	2	3	4	5
50. University programming (e.g., The Crew)	1	2	3	4	5
51. University housing position (e.g., Resident Advisor)	1	2	3	4	5
52. University committees	1	2	3	4	5

III. Sports	<u>Minor involvement</u>		<u>Major involvement</u>		
53. Intramural team	1	2	3	4	5
54. Intercollegiate team	1	2	3	4	5
55. Manager/trainer/assistant coach	1	2	3	4	5
56. Cheerleader	1	2	3	4	5
57. Spectator	1	2	3	4	5

IV. Academic Experiences	<u>Minor involvement</u>		<u>Major involvement</u>		
58. Studies abroad	1	2	3	4	5
59. Conferences/conventions	1	2	3	4	5
60. Nonrequired internships/practicums	1	2	3	4	5
61. Honors program	1	2	3	4	5

V. Faculty/Staff Interaction	<u>Minor involvement</u>		<u>Major involvement</u>		
62. Faculty out-of-class interactions (excluding advisement contacts)	1	2	3	4	5
63. Personal contact with administrative staff	1	2	3	4	5

VI. Community Services					
64. Community Service/volunteerism	1	2	3	4	5

VII. Employment

65. Are you employed: (Please Check One)
- ☐ On-campus employment
 - ☐ Off-campus employment
 - ☐ Both
66. If employed, how many hours do you work per week during the semester? (excluding breaks)
- ☐ 1-10 hours per week
 - ☐ 11-20 hours per week
 - ☐ more than 20 hours per week

VIII. Open Ended Question:

If you believe there is any issue related to perceptions of campus crime and involvement in campus activities that should have been included in this survey but was not, please use the remainder of this page to address that concern. Thank You!

Statistical Analysis

The primary focus of this study was to determine the extent of the relationship, if any, between the independent variables of perceptions of campus crime and personal characteristics of students, to a dependent variable, level of involvement in campus activities. This study, followed the works of Erwin (1991), Palmer (1996), Wills (1993), and Taylor and Howard-Hamilton (1995) that examined a variety of relationship issues related to involvement and student perceptions. The authors used differing correlational statistics for data analysis which included Pearson Product-Moment Correlation Coefficient, Multivariate Analysis, and Stepwise Multiple Regression .

Gall et al. (1996) indicate that multiple regression is one of the most widely used statistical techniques in educational research and is used to determine the correlation between a criterion variable and a combination of two or more predictor variables. The author's write:

The popularity of multiple regression stems from its versatility and the amount of information it yield about relationships among variables. It can be used to analyze data from any of the major quantitative research designs: causal-comparative, correlational, and experimental. It can handle interval, ordinal, or categorical data. And it provides estimates both of magnitude and statistical significance of relationships between variables (pp. 434 -- 435).

Ary et al. (1990) indicated that in “real-life” situations more than one variable is used to predict a criterion. “The prediction of a criterion using two or more predictor variables is called multiple regression . . . The statistical procedure weights each predictor so that the predictor variables in combination give the optimal prediction of the criterion (Y)” (p. 395). Based on previous research and the desire to examine the relationship between student characteristics and perceptions of campus crime with the criterion variable of student involvement, this study will utilize multiple linear regression, Pearson Product-Moment Correlation Coefficient, Analysis of Variance, and Stepwise Regression Analysis.

Authorization to Conduct The Study

This researcher applied for and was authorized by OU’s Office of Research Administration to conduct this study. A copy of the approval letter can be found in the appendix identified as “Appendix C-- Letter from the University of Oklahoma’s Office of Administration Approving Study.” The consent form required to do human subjects research is attached as Appendix B.

Data Collection Plan

During the first week of February 9, 1998, the researcher mailed the questionnaire entitled “Student Survey” to the 400 ECU randomly selected students in the beginning freshmen and sophomore classes of ECU. The participants were asked to read and sign the informed consent form before completing the survey (an additional copy of the consent form was included for the participants records) (Appendix B). Students were then asked to read the Student Survey cover page (Appendix D). Finally, the students were asked to complete the survey and place it in a second envelope inside the larger postage paid, pre-addressed envelope. To protect respondents anonymity, the envelope was mailed back to

the Student Services office of ECU where a secretary opened the outer envelope and separated the informed consent form from the smaller envelope with the survey. Both were secured in a locked file cabinet.

To encourage a quick response and higher rate of return, students were informed of their eligibility to participate in a drawing for a \$100.00 gift certificate at the ECU Bookstore. Students names were entered when the completed survey and consent form were returned. The researcher compiled a responders' list from the consent forms. Respondents completed surveys were separated from the consent forms and both were placed into a secured file draw to protect the anonymity of the respondents. The initial responders' list was compared to the "sample" master list to determine those students not having returned the survey. From the first mailing, 100 completed surveys were returned. Following a 10 calendar day period from the initial mailing, a follow-up postcard was mailed to those students not having returned a completed survey reminding them of the monetary incentive and emphasizing the importance to complete the survey. After a second 10 calendar day period, the researcher matched the completed surveys responders' list from the second mailing with the master "sample" list. From the second mailing, 29 completed surveys were returned. Twenty days after the initial mailing, the researcher again mailed questionnaires to remaining non-responders. From the third mailing, 7 completed surveys were returned bringing the total to 136. The length of the data collection period was 30 calendar days. At the conclusion of the 30 calendar day collection period, the vice president of student services drew one name from the responders' list from a box and determined the winner of the \$100.00 gift certificate at the ECU Bookstore. The respondent was notified by mail and picked up the gift certificate.

CHAPTER IV

Data Analysis

Two research questions guided the present study. The presentation in this chapter of the data analysis was organized according to the research questions.

The study examined two primary factors related to involvement in campus activities. The first, student characteristics, was addressed by examining academic class, age, race, household income, size of hometown/city, gender, exposure to media crime reports, and have they or someone close to them been victims of crime. The second factor was perception of crime as formed by exposure to crime related stories, both in print and electronic media, having an awareness of campus crime activity, and through interactions with peer group members, other students, and the faculty and staff. The dependent variable for the study was the student average level of involvement.

A random sample of 200 freshmen and 200 sophomores, enrolled in the Fall 1997 semester and enrolled in the Spring 1998 semester at ECU, were sent questionnaires in February. Of those 400 sampled, 136 returned completed questionnaires for a response rate of 34 percent.

Research Question 1

The first question, *Is there a relationship between student characteristics and perceptions of campus crime,?* was addressed by student survey questions 1 through 12.

Item 1 asked, *What is your academic class?* Of the respondents, 58 (42.6 percent) were freshman and 78 (57.percent) were sophomores. Academic class was not found to be a significant predictor of perception of crime ($n=136$, $R\text{-squared}=.004$, $p=.468$).

However, the mean perception of crime for freshmen was higher than sophomores.

Conversely, the average level of involvement for sophomores was higher than freshmen.

Item 2 asked, *What is your age?* The mean age was 22. Age was not found to be a significant predictor of perception of crime ($R\text{-squared}=.025$, $p=.066$). Table 1 summarizes the mean level of perception of crime by age.

Insert Table 1 about here

Item 3 asked, *What is your race?* Of the respondents, 115 were White/not Hispanic (84.6 percent), 2 were Black/ not Hispanic (1.5 percent), 14 were American Indian, Eskimo and Aleut (10.3 percent), 1 was Asian, Pacific Islander (.7 percent), 2 were Hispanic (of any race) (1.5 percent), and 2 described themselves as other (1.5 percent). Race was not found to be a significant predictor of perception of crime ($R\text{-squared}=.001$, $p=.689$). No statistical tests were performed among the groups due to insufficient groups size.

Item 4 asked, *What is the gross annual household income of your parents or legal guardians?* The mean level of income was \$43, 051 ($n=107$). Income was not found to be a significant predictor of perception of crime ($R\text{-squared}=.004$, $p=.499$). Next groups were established according to the following income clusters: \$1 to \$10,000 ($n=7$), \$10,001 to \$20,000 ($n=15$), \$20,001 to \$30,000 ($n=19$), \$30,001 to \$40,000 ($n=23$), \$40,001 to \$50,000 ($n=16$), and above \$50,000 ($n=27$). The mean perception of crime by income clusters is presented in Table 2.

Insert Table 2 about here

Analysis of variance found no significant differences in perception of crime of the clusters of income.

Item 5 asked, *What is the approximate population of your hometown/city?*

Population was not found to be a significant predictor of perception of campus crime ($R\text{-squared}=.001$, $p=.928$). Next, groups were established according to the following population totals: 1 to 10,000 ($n=80$), 10,001 to 20,000 ($n=22$), 20,001 to 30,000 ($n=6$), 30,001 to 40,000 ($n=0$), and 40,001 to 75,000 ($n=1$), and above 75,000 ($n=8$). The mean average perception of crime of the groups is presented in Table 3.

Insert Table 3 about here

Analysis of variance found no significant differences in the mean perception of crime of the population groups ($f=.257$, $p=.905$).

Item 6 asked, *What is your gender?* Of the respondents 87 were female (64 percent) and 49 were male (36 percent). Gender was not found to be a significant predictor of perception of crime ($R\text{-squared}=.022$, $p=.085$). However, females had a higher mean level of perception of crime (1.794) than males (1.579). Analysis of variance found significant difference between mean groups when comparing gender with age ($f=3.35$, $p=.031$). A comparison of means indicated that females had a higher mean average level of involvement (1.704) than males (1.654).

Item 7 asked, *During the last 10 years, have you or someone close to you been victims of crime?* Of the respondents 74 had been victimized (54.4 percent) and 57 reported no victimization (41.9 percent). Analysis of variance found a significant difference in the mean perceptions of crime based on prior victimization ($f=4.103$, $p=.045$). Being a victim of crime was found to be a significant predictor of perception of crime ($R\text{-squared}=.030$, $p=.046$). A comparison of means found that students reporting that someone close to them, or that they had been a victim of crime during the last 10 years, had a higher perception of crime. Students responding “yes” to the question had a mean level of perception of crime of 1.818. Of students responding “no” to the question, the mean level of perception of crime was 1.569.

Next, a comparison of means found that students reporting that someone close to them, or that they had been a victim of crime during the last 10 years, had a higher level of involvement. Students responding “yes” to the question had a mean average level of involvement of 1.744. Of students responding “no” to the question, the mean average level of involvement was 1.599. Partial correlational analysis found that the correlation between perception of crime and involvement, controlling for victim, was significant ($r=.2135$, $p=.015$).

Item 8 asked, *Concerning media coverage of crime, how much attention does the local media in your community give to violent crime?* Students responded on a scale of 1 to 5 , 1 being too little and 5 being too much. Media coverage was not found to be a significant predictor of perception of crime ($R\text{-squared}=.001$, $p=.677$). Next groups were created by using those responses 1 through 3, 2 and 3, 3 and 4, and 4 and 5. For the 1 through 3 group, analysis of variance found no significant differences in the mean

perception of crime of the groups ($f=2.561$, $p=.086$). For the 2 and 3 group, analysis of variance found significant differences in the mean perception of crime ($f=4.157$, $p=.047$). For the 3 and 4 groups, analysis of variance found no significant differences in the mean perception of crime of the groups ($f=1.394$, $p=.241$). For the 4 and 5 groups, analysis of variance found no significant differences in the mean perception of crime of the groups.

Item 9 asked, *On a scale of 1 to 5, please rate the extent to which the following items were important sources of news about crime to you?* Students responded on a scale 1 to 5, 1 being not a source and 5 being major source. The following sources of news were used: television, newspapers, radio, fellow students, friends, and one category entitled other source of news. The mean level of important source of news about crime for the six categories is presented in Table 4.

 Insert Table 4 about here

Next, each of the categories were analyzed to determine if they were significant predictors of perception of crime. Television was not found to be a significant predictor of perception of crime ($R\text{-squared}=.001$, $p=.696$). Newspaper was not found to be a significant predictor of perception of crime ($R\text{-squared}=.003$, $p=.555$). Radio was not found to be a significant predictor of perception of crime ($R\text{-squared}=.00002$, $p=.9598$). The category "Fellow students" was not found to be a significant predictor of perception of crime ($R\text{-squared}=.005$, $p=.425$). The category "Friends" was not found to be a significant predictor of perception of crime ($R\text{-squared}=.005$, $p=.442$). Other news sources was not found to be a significant predictor of perception of crime ($R\text{-}$

squared=.189, *p*=.243). The mean level of source of crime information for each of the categories was combined to create a variable called “Media.” Media was not found to be a significant predictor of perception of crime (*R-squared*=.008, *p*=.315).

Finally, analysis of variance was used to determine if there was significance between each of the six categories of crime news source and perception of crime and between the combination of the variables entitled “Media” and perception of crime. Analysis of variance found no significant differences in mean perception of crime of the groups. The results are presented in Table 5.

Insert Table 5 about here

Item 10 asked, *How often do you watch television programs that deal with crime or criminal justice issues, such as: cops; Real Stories of the Highway Patrol; Justice Files; America’s Most Wanted; and one category for others.* Students responded to a scale of 1 to 5, 1 being never and 5 being very often. Viewing “Cops” was not found to be a significant predictor of perception of crime (*R-squared*=.001, *p*=.756). Viewing “Real Stories of the Highway Patrol” was not found to be a significant predictor of perception of crime (*R-squared*=.001, *p*=.941). Viewing “Justice Files” was not found to be a significant predictor of perception of crime (*R-squared*=.007, *p*=.341). Viewing “America’s Most Wanted” was not found to be a significant predictor of perception of crime (*R-squared*=.001, *p*=.676). Viewing other television programs that deal with crime or criminal justice issues was not found to be a significant predictor of perception of crime (*R-squared*=.093, *p*=.235). The mean level of watching television for each of the

programs dealing with crime and criminal justice issues was combined into one variable called "Television Programming". Television programming was not found to be a significant predictor of perception of campus crime ($R\text{-squared}=.001, p=.719$). The mean perception of crime of the groups is presented in Table 6.

Insert Table 6 about here

Finally, analysis of variance was used to determine if there was significance between each of the four sources of television programming and perception of crime and between the combination of the means of the variables and perception of crime. Analysis of variance found no significant differences in mean perception of crime of the groups. The results are presented in Table 7.

Insert Table 7 about here

Item 11 asked, *Approximately how many hours per week do you watch television?* The mean hours of watching television was 13.29 hours per week ($n=131$). Hours of watching television was not found to be a significant predictor of perception of crime ($R\text{-squared}=.002, p=.604$).

Student responses were classified into quarters: 0 to 10 hours ($n=51$), 11 to 20 hours ($n=52$), 21 to 30 hours ($n=13$), and more than 30 hours ($n=11$). The mean average perception of crime for 0 to 10 hours was 1.72 ($s=.6293$), 11 to 20 hours was 1.797 ($s=.778$), 21 hours to 30 hours was 1.66 ($s=.839$), and above 30 hours was 1.682

($s=.0504$). Analysis of variance found no significant differences in mean perception of the groups ($f=.197, p=.899$).

Item 12 was an eight-part question related to levels of worry. All components of the question were based on a Likert-type scale ranging from 1, no worry at all, to 5, plenty of worry. The mean levels of worry/perception are presented in Table 8.

Insert Table 8 about here

An examination of frequencies for each of the eight variables revealed that 58.5 percent ($n=79$) had no worry at all about being sexually assaulted on campus. However, 41.4 percent ($n=56$) had some level of worry. For the variable related to worry about a friend being sexually assaulted, 34.6 percent ($n=47$) had no worry at all, while 65.4 percent ($n=89$) had some level of worry. For the variable related to being attacked while driving around the campus, 65.4 percent ($n=89$) had no worry at all, while 34.5 percent ($n=47$) had some level of worry. For the variable related to being mugged on campus, 52.2 percent had no worry at all, while 47.9 percent ($n=65$) had some level of worry. For the variable related to being beaten up, knifed or shot on campus, 58.1 percent ($n=79$) had no worry at all, while 41.9 percent ($n=57$) had some level of worry. For the variable related to being murdered on campus, 72.1 percent ($n=98$) had no worry at all, while 28 percent ($n=38$) had some level of worry. For the variable related to having the residence hall room burglarized while someone is home 56.6 percent ($n=77$) had no worry at all, while 35.2 percent ($n=48$) had some level of worry. For the variable related to the residence hall room being burglarized while no one is home 47.2 percent ($n=59$) had no

worry at all, while 48.5 percent ($n=66$) had some level of worry.

Next, regression analysis was performed to determine which, if any, of the variables related to worry were significant predictors of perception of crime. Worry of sexual assault was found to be a significant predictor of perception of crime ($R\text{-squared}=.453$, $p=.005$). Worry of one's friend being sexually assaulted was found to be a significant predictor of perception of crime ($R\text{-squared}=.544$, $p=.005$). Worry of being attacked while driving around the campus was found to be a significant predictor of perception of crime ($R\text{-squared}=.557$, $p=.005$). Worry of being mugged on campus was found to be a significant predictor of perception of crime ($R\text{-squared}=.626$, $p=.005$). Worry of being beaten up, knifed or shot on campus was a significant predictor of perception of crime ($R\text{-squared}=.660$, $p=.005$). Worry of being murdered on campus was a significant predictor of perception of crime ($R\text{-squared}=.448$, $p=.005$). Worry of one's residence hall room being burglarized while someone is home was a significant predictor of perception of crime ($R\text{-squared}=.496$, $p=.005$). Worry of one's residence hall room being burglarized while no one is home was found to be a significant predictor of perception of crime ($R\text{-squared}=.522$, $p=.005$).

To further explore the relationship between the eight worry variables and perception of crime, stepwise regression analysis was used to determine which worry variables best predicted level of involvement. With the dependent variable perception of crime, stepwise regression entered on step one item 12e which was related to being a victim of a variety of crimes. Worry of being the being beaten up, knifed, or shot on campus was significant ($R\text{-squared}=.668$, $p=.00005$).

Stepwise regression entered on step two, Item 12g which was related to the residence hall room being burglarized while someone is home. Worry of your residence hall room being burglarized while someone is at home was significant ($R\text{-squared}=.815$, $p=.00005$).

Stepwise regression entered on step 3, Item 12a which is related to being sexually assaulted. Worry of being sexually assaulted on campus or at a university function was significant ($R\text{-squared}=.918$, $p=.00005$).

Stepwise regression entered on step 4, Item 12h which is related to the residence hall being burglarized while no one is home. Worry of the residence hall room being burglarized while no one is home was significant ($R\text{-squared}=.960$, $p=.00005$).

Stepwise regression entered on step five, Item 12b which is related to a friend being sexually assaulted. Worry of a friend being sexually assaulted on campus or at a university function was significant ($R\text{-squared}=.974$, $p=.00005$).

Stepwise regression entered on step six, Item 12d which is related to being mugged. Worry of being mugged on campus was significant ($R\text{-squared}=.986$, $p=.00005$).

Stepwise regression entered on step seven, Item 12c which is related to being attacked on campus. Worry of being attacked while driving your car around the campus was significant ($R\text{-squared}=.994$, $p=.00005$). Stepwise regression removed item 12f because the was above 0.10. Table 9 summarized the stepwise regression.

Enter Table 9 about here

To determine if differences existed between males and females on each of the eight worry variables, the mean score on each variable was examined and Analysis of Variance employed to analyze mean differences. The mean level of worry for females and males on each of the variables is presented on Table 10.

Insert Table 10 about here

Table 10 reveals that females consistently had a higher mean level of worry and overall perception of campus crime than males. The exception being in the mean level of worry of the residence hall room being burglarized while no one is home (females 1.342, males 1.497).

For the variable related to worry of being sexually assaulted, analysis of variance found significant differences between mean level of worry between the groups ($f=31.35$, $p=.0005$). For the variable related to worry of a friend being sexually assaulted on campus, analysis of variance found no significant difference in mean level of worry of the groups ($f=.590$, $p=.444$). For the variable related to being attacked while driving around the campus, analysis of variance found no significant differences in the mean level of worry of the groups ($f=.784$, $p=.378$). For the variable related to being mugged on campus, analysis of variance found significant differences in mean level of worry of the groups ($f=5.760$, $p=.018$). For the variable related to being beaten up, knifed or shot on campus, analysis of variance found no significant differences in mean level of worry between the groups ($f=.212$, $p=.646$). For the variable related to being murdered on campus, analysis of variance found no significant differences in the mean level of worry of

the groups ($f=2.212, p=.139$). For the variable related to being at home when the residence hall room is being burglarized, analysis of variance found no significant differences in the mean level of worry of the groups ($f=.682, p=.410$). For the variable related to the residence hall room being burglarized while no one is home, analysis of variance found no significant differences in the mean level of worry of the groups ($f=.763, p=.384$). For the combination variable of the means of each of the eight worry measures, “perception,” Analysis of Variance found no significant difference in the mean level of perception of the groups ($f=3.018, p=.085$).

Research Question 2

The second research question, *Is there a relationship between involvement in campus activities and student perceptions of campus crime?*, was addressed by survey items 13 through 66. The dependent variable “level of involvement” was determined by using the mean of all the mean levels of involvement from items 33 through 66. Item 13 asked, *How many sexual assaults or rapes do you know of have occurred on this campus during the fall and spring semester?* Possible responses were 0, 1 to 5, 6 to 10, 11 to 15, 16 or more, and don’t know. Of the respondents, eighty-three (61 percent) indicated that they had no knowledge of sexual assaults or rapes occurring on campus during the fall and spring semester. Twenty-two (16.1 percent) had knowledge of 1 to 5 sexual assaults or rapes occurring on campus during the fall and spring semester. Two (1.5 percent) had knowledge of 6 to 10 sexual assaults or rapes occurring on campus during the fall and spring semester. Twenty-eight (20.6 percent) did not know if sexual assaults or rapes had occurred on campus during the fall and spring semester.

Knowledge of number of sexual assaults and rapes occurring on campus during the fall and spring semester was not a significant predictor of average level of involvement ($R\text{-squared}=.001, p=.667$). Analysis of variance found no significant difference in the mean level of involvement of the groups ($f=.203, p=.894$). Next, because knowledge of crime can influence perception of crime, statistical analysis was performed to examine the relationship between knowledge of sexual assaults and perception of crime. Analysis of variance found no significant differences in the mean perception of crime by level of knowledge of sexual assaults ($f=2.376, p=.073$).

Item 14 asked, *How many physical assaults/fistfights, use of knives, or use of other weapons do you know of have occurred on this campus during the fall and spring semesters?* Possible responses were 0, 1 to 5, 6 to 10, 11 to 15, 16 or more, and don't know. Of the respondents sixty (44.1 percent) indicated that they had no knowledge of physical assaults/fistfights, use of knives, or use of other weapons having occurred on this campus during the fall and spring semesters. Forty-seven (34.6 percent) had knowledge of 1 to 5 physical assaults/fistfights, use of knives, or use of other weapons having occurred on this campus during the fall and spring semesters. One person, (.7 percent) had knowledge of 6 to 10 physical assaults/fistfights, use of knives, or use of other weapons having occurred on this campus during the fall and spring semesters. One person, (.7 percent) had knowledge of 11 to 15 physical assaults/fistfights, use of knives, or use of other weapons having occurred on this campus during the fall and spring semesters. Twenty-five (20.6 percent) did not know if any physical assaults/fistfights, use of knives, or use of other weapons had occurred on this campus during the fall and spring semesters.

Knowledge of the number of physical assaults/fistfights, use of knives, or use of other weapon on this campus during the fall and spring semesters was not found to be a significant predictor of level of involvement ($R\text{-squared}=.003$, $p=.541$). Analysis of variance found no significant differences between mean levels of involvement of the groups ($f=1.824$, $p=.128$). Next, because knowledge of crime can influence perception, statistical analysis was performed to examine the relationship between knowledge of physical assaults and perception of crime. Analysis of variance found no significant differences in the mean perception of crime by level of knowledge of physical assaults ($f=1.641$, $p=.168$).

Item 15 asked, *How many acts of vandalism do you know of have occurred on this campus during the fall and spring semesters?* Possible responses were 0, 1 to 5, 6 to 10, 11 to 15, 16 or more, and don't know. Of the respondents, twenty-one (15.4 percent) indicated having no knowledge of any acts of vandalism having occurred on the campus during the fall and spring semesters. Sixty-seven (49.3 percent) had knowledge of 1 to 5 acts of vandalism occurring on the campus during the fall and spring semester. Twenty-one (15.4 percent) knowledge of 6 to 10 acts of vandalism having occurred on the campus during the fall and spring semesters. Five (3.7 percent) had knowledge of 11 to 15 acts of vandalism having occurred on the campus during the fall and spring semesters. Twenty (14.7 percent) did not know if any acts of vandalism had occurred on the campus during the fall and spring semesters. Table 11 summarizes the frequencies of number of sexual assaults, physical assaults, and acts of vandalism.

Insert Table 11 about here

Knowledge of the number of acts of vandalism having occurred on the campus during the fall and spring semesters was found to be a significant predictor of level of involvement ($R\text{-squared}=.029, p=.050$). Analysis of variance found significant differences in the mean level of involvement of the groups ($f=2.864, p=.017$). Next, because knowledge of crime events can influence perception, statistical analysis was performed to examine the relationship between knowledge of acts of vandalism and perception of crime. Analysis of variance found significant differences in the mean perception of crime by level of knowledge of acts of vandalism ($f=3.607, p=.004$).

Next, the mean levels of knowledge of campus crime from items 13, number of sexual assaults, 14, number of physical assaults/fistfights, use of knives, or other weapons, and 15, number of acts of vandalism, were combined into one variable entitled "awareness." Having an awareness of sexual assaults and rapes, physical assaults, and the use of weapons was not found to be a significant predictor of involvement ($R\text{-Squared}=.009, p=.278$). Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=2.08, p=.072$). Likewise, Awareness was not a significant predictor of mean level of perception of crime ($R\text{-squared}=.023, p=.081$). However, analysis of variance found significant differences in mean level of perception of crime of groups ($f=2.332, p=.046$).

Item 16 asked, *Are there specific areas of campus or buildings where you feel unsafe during the day or night?* Students responded with either "yes" or "no." Of the

respondents, thirty-six (26.5 percent) indicated that there were specific areas of campus or buildings where they felt unsafe during the day or night. Ninety-seven (71.3 percent) did not have specific areas of campus or buildings where they felt unsafe during the day or night. Feeling unsafe in specific areas and buildings during the day and night was not found to be a significant predictor of level of involvement ($R\text{-squared}=.025$, $p=.072$). Analysis of variance found no significant difference in the mean level of involvement of the groups ($f=3.286$, $p=.072$).

Next, analysis of variance was conducted to determine if a significant difference existed between feeling unsafe in specific areas of campus or buildings and gender. Analysis of variance found that there was a significant difference between males and females as related to feeling unsafe ($f=11.205$, $p=.001$). Analysis of variance found no significant differences in the interaction of gender, feelings of being unsafe, and levels of involvement between the groups ($f=.134$, $p=.175$).

Item 17 asked, *Have you ever felt frightened, threatened, or intimidated by the behavior of someone on this campus?* Students responded either “yes” or “no.” Of the respondents, twenty-five (18.4 percent) indicated having been frightened, threatened, or intimidated by the behavior of someone on the campus. One hundred and eight (79.4 percent) had not been frightened, threatened, or intimidated by the behavior of someone on campus. Being frightened, threatened, or intimidated by the behavior of someone on campus was found to be a significant predictor of level of involvement ($R\text{-squared}=.051$, $p=.009$). Analysis of variance found significant differences in level of involvement of the groups ($f=6.996$, $p=.009$).

Item 18 asked, *was the person who frightened, threatened, or intimidated you: student, faculty, staff/administrator, or other.* Of the respondents, twenty (14.7 percent) reported that the person who frightened, threatened, or intimidated them was a student. Three (2.2 percent) reported that the person who frightened, threatened, or intimidated them was faculty member. Four (2.9 percent) reported that the person who frightened, threatened, or intimidated them was from the category of “other.” Analysis of variance found no significant differences in mean levels of involvement of the groups ($f=1.492$, $p=.245$).

Item 19 asked, *Have you ever reported a criminal incident to the university officials/police in the fall or spring semester?* Student responses were either “yes” or “no.” Of the respondents, ten (7.4 percent) had reported a criminal incident to university officials/police during the fall or spring semester. Having reported a criminal incident to university officials/police was not a significant predictor of level of involvement ($R\text{-squared}=.015$, $p=.165$).

Item 20 asked, *If you reported it to the police, did it result in criminal charges being placed against the assailant?* Students responded “yes,” “no,” or “don’t know.” Of the respondents, fourteen (10.3 percent) indicated that no charges had been filed. Seven (5.1 percent) indicated that they did not know if charges had been placed against their assailant as a result of them reporting the criminal incident to the police. Of those reporting crimes to police, eleven were female and ten were male. Reporting a criminal incident to the police in view of charges being filed was found to be a significant predictor level of involvement ($R\text{-squared}=.221$, $p=.0314$). Analysis of variance found significant differences in mean level of involvement between the groups ($f=5.398$, $p=.031$).

Item 21 asked, *If you reported it to university officials/police, was the assailant convicted in the courts?* Students responded “yes,” “no,” or “don’t know.” Of the respondents, eleven (8.1 percent) indicated that the assailant was not convicted in the courts. Three (5.9 percent) did not know if their assailant had been convicted in the court following their reporting the criminal incident to the police. The assailant being convicted in the courts was not a significant predictor of level of involvement in campus activities. No statistical tests were performed among the groups due to insufficient group size.

Item 22 asked, *Have you ever been the victim of sexual assault during the fall and spring semester?* Students responded either “yes” or “no.” Of the respondents, four (2.9 percent) indicated that they had been the victim of sexual assault during the fall and spring semester. Of those indicating that they had been the victim of sexual assault during the fall or spring semester, two were males and two were female. No statistical test was performed among the groups due to insufficient groups size.

Item 23 asked, *To your knowledge, was the assailant(s): student, faculty, staff/administrator, or other.* Of the respondents, two indicated that their assailant was a student. The other two indicated that their assailant fell into the “other” category. No statistical tests were performed among the groups due to insufficient group size.

Item 24 asked, *Where did the assault take place?* Respondents selected from the following options: residence hall, academic building, university center, campus ground, other campus buildings, or off campus. One respondent indicated that the assault took place in the residence hall. One respondent indicated that the assault took place in an academic building. One respondent indicated that the assault took place on the campus grounds. Another reported that the assault took place off-campus. No statistical tests

were performed among the groups due to insufficient group size.

Item 25 asked, *Was your assailant male or female?* Of the four respondents that reported having been the victim of sexual assault, only three specified the gender of their assailant. All three indicated that assailant of their sexual assault was male. No statistical tests were performed among the groups due to insufficient group size.

Item 26 asked, *Have you been the victim of physical assault during the fall or spring semester?* Student responded either “yes” or “no.” Of the respondents, three (2.2 percent) reported having been the victim of physical assault during the fall or spring semester. One was male and two were female. No statistical test were performed among the groups due to insufficient group size.

Item 27 asked, *To your knowledge was the assailant: student, faculty, staff/administrator, or other.* Of the three that had reported being the victim of physical assault during the fall and spring semesters, each indicated that their assailant was a student. No statistical tests were performed among the groups due to insufficient groups size.

Item 28 asked, *Where did the assault take place?* Respondents selected from the following: residence hall, academic building, university center, campus grounds, other campus buildings, or off campus. Of the three students that had reported being the victim of physical assault during the fall and spring semester, each indicated that the assault had occurred off campus. No statistical tests were performed among the groups due to insufficient group size.

Item 29 asked, *Was your assailant male or female?* Of the three students that had reported being the victim of physical assault during the fall and spring semesters, two

reported that their assailant was male, and one reported that their assailant was female. “no” statistical tests were performed among the groups due to insufficient group size.

Item 30a asked, *Do you have knowledge of student who have weapons in their possession on campus?* Students could select either “yes” or “no.” Thirty-five respondents (25.7 percent) reported having knowledge of students who had weapons in their possession on campus. 69.9 percent reported that they had no knowledge of students having weapons in their possession on campus. Knowledge of students having weapons in their possession was not found to be a significant predictor of level of involvement ($R\text{-squared}=.013, p=.195$). Analysis of variance found no significant differences in mean level of involvement on the groups ($f=.975, p=.325$).

Item 30b asked, *If yes, what weapons do they have?* Respondent could choose from the following: gun, knife, or other. Respondents reported having knowledge of twenty-six students with different weapons. Weapons that student had in their possession included twenty-five knives (16.9 percent), one gun (.7 percent), and 1 (.7 percent) was other. Knowledge of types of weapons that students had in their possession was found to be a significant predictor of level of involvement ($R\text{-squared}=.181, p=.034$). Analysis of variance found no significant differences in meal level of involvement of the groups ($f=3.030, p=.069$).

Item 31a asked, *Do you have knowledge of faculty or staff who have weapons in the possession on campus?* Students could select either “yes” or “no.” Two (1.5 percent) reported having Knowledge of faculty or staff who had weapons in their possession on campus. No statistical tests were performed among the groups due to insufficient group size.

Item 31b asked, *If yes, what weapons do they have?* Respondents could select from the following: gun, knife, or other. Both students that reported having knowledge of faculty or staff who had weapons in their possession on campus, indicated that the faculty member had knives in their possession. No statistical tests were performed among the groups due to insufficient groups size.

Item 32 asked, *Have you ever been threatened on campus?* Of the respondents, seven (5.1 percent) reported that they had been threatened on campus. Having been threatened on campus was not found to be a significant predictor or mean level of involvement ($R\text{-squared}=.008$, $p=.324$). No other statistical tests were performed among the groups due to insufficient group size.

Items 33 through 64 were designed to determine levels of involvement in a variety of campus activities related to the topic areas of: on-campus events, clubs and organizations, sports, academic experiences, faculty/staff interactions, and community services. Analysis of variance was conducted for each of the variables examining the level of involvement by perception of crime. On each question, students were asked to rate their level of involvement during the fall and spring semesters on a scale of 1(minor involvement) to 5 (major involvement). Table 12 summarizes the number of responses for each question at levels 1 through 5.

Insert Table 12 about here

Item 33 asked, *Please rate your level of involvement in plays during the fall and spring semesters.* Students responded the following: 1 ($n=80$, 58.8 percent), 2 ($n=18$,

13.2 percent), 3 ($n=16$, 11.8 percent), 4 ($n=4$, 2.9 percent) and 5 ($n=4$, 2.9 percent). The mean level of involvement in plays was 1.64, $s=1.04$. Analysis of variance found significant differences in mean levels of involvement between the groups ($f=3.404$, $p=.020$).

Item 34 asked, *Please rate your level of involvement in lectures during the fall and spring semesters*. Students responded the following: 1 ($n=56$, 41.2 percent), 2 ($n=30$, 22.1 percent), 3 ($n=27$, 19.9 percent), 4 ($n=4$, 2.9 percent), and 5 ($n=5$, 3.7 percent). The mean level of involvement in lectures was 1.95, $s=1.09$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.769$, $p=.157$).

Item 35 asked, *Please rate your level of involvement in special events during the fall and spring semesters*. Students responded the following: 1 ($n=64$, 47.1 percent), 2 ($n=17$, 12.5 percent), 3 ($n=27$, 19.9 percent) 4 ($n=12$, 8.8 percent) and 5 ($n=2$, 1.5 percent). The mean level of involvement in special events was 1.94, $s=1.14$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.869$, $p=.139$).

Item 36 asked, *Please rate your level of involvement in dance performances during the fall and spring semesters*. Students responded the following: 1 ($n=88$, 64.7 percent), 2 ($n=18$, 13.2 percent), 3 ($n=6$, 4.4 percent), 4 ($n=2$, 1.5 percent), and 5 ($n=3$, 2.2 percent). The mean level of involvement in dance performances was 1.41, $\sigma = .87$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.202$, $p=.895$).

Item 37 asked, *Please rate your level of involvement in concerts during the fall and spring semesters*. Students responded the following: 1 ($n=71$, 52.2 percent), 2 ($n=16$,

11.8 percent), 3 ($n=16$, 11.8 percent), 4 ($n=8$, 5.9 percent), and 5 ($n=8$, 5.9 percent). The mean level of involvement in concerts was 1.87, $\sigma=1.27$. Analysis of variance found significant differences in the mean level of involvement of the groups ($f=3.174$, $p=.027$).

Item 38 asked, *Please rate your level of involvement in bands during the fall and spring semesters*. Students responded the following: 1 ($n=79$, 58.1 percent), 2 ($n=12$, 8.8 percent), 3 ($n=11$, 8.1 percent), 4 ($n=7$, 5.1 percent), and 5 ($n=6$, 4.4 percent). The mean level of involvement in bands was 1.69, $\sigma=1.19$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.515$, $p=.215$).

Item 39 asked, *Please rate your level of involvement in forensics (speech, debate) during the fall and spring semesters*. Students responded the following: 1 ($n=100$, 73.5 percent), 2 ($n=8$, 5.9 percent), 3 ($n=5$, 3.7 percent), 4 ($n=1$, .7 percent), and 5 ($n=1$, .7 percent). The mean level of involvement in forensics was 1.22, $\sigma=.65$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.078$, $p=.972$).

Item 40 asked, *Please rate your level of involvement in movie night during the fall and spring semesters*. Students responded the following: 1 ($n=85$, 62.5 percent), 2 ($n=9$, 6.6 percent), 3 ($n=9$, 6.6 percent), 4 ($n=10$, 7.4 percent), and 5 ($n=1$, .7 percent). The mean level of involvement in movie night was 1.54, $\sigma=1.02$. Analysis of variance found significant differences in the mean level of involvement of the groups ($f=3.141$, $p=.028$).

Item 41 asked, *Please rate your level of involvement in campus-affiliated religious organizations during the fall and spring semesters*. Student responded the following: 1 ($n=75$, 55.1 percent), 2 ($n=13$, 9.6 percent), 3 ($n=11$, 8.1 percent), 4 ($n=7$, 5.1 percent) and 5 ($n=14$, 10.3 percent). The mean level of involvement in campus-affiliated religious

organizations was 1.93, $\sigma=1.42$. Analysis of variance found significant differences in the mean level of involvement of the groups ($f=3.506, p=.018$).

Item 42 asked, *Please rate your level of involvement in fraternities/sororities during the fall and spring semesters*. Students responded the following: 1 ($n=90$, 66.2 percent), 2 ($n=5$, 3.7 percent), 3 ($n=2$, 1.5 percent), 4 ($n=2$, 1.5 percent), and 5 ($n=17$, 12.5 percent). The mean level of involvement in fraternities/sororities was 1.72, $\sigma=1.46$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.413, p=.744$).

Item 43 asked, *Please rate your level of involvement in honorary organizations during the fall and spring semesters*. Students responded the following: 1 ($n=86$, 63.2 percent), 2 ($n=10$, 7.4 percent), 3 ($n=11$, 8.1 percent), 4 ($n=5$, 3.7 percent), and 5 ($n=3$, 2.2 percent). The mean level of involvement in honorary organizations was 1.51, $\sigma=1.01$. Analysis of variance found significant differences in the mean level of involvement of the groups ($f=3.177, p=.027$).

Item 44 asked, *Please rate your level of involvement in judicial boards/honor council during the fall and spring semesters*. Student responded the following: 1 ($n=103$, 75.7 percent), 2 ($n=7$, 5.1 percent), 3 ($n=0$), 4 ($n=0$), and 5 ($n=2$, 1.5 percent). The mean level of involvement in judicial boards/honor council was 1.13, $\sigma=.58$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.805, p=.494$).

Item 45 asked, *Please rate your level of involvement in political groups during the fall and spring semesters*. Students responded the following: 1 ($n=102$, 75.0 percent), 2 ($n=7$, 5.1 percent), 3 ($n=2$, 1.5 percent), 4 ($n=1$, .7 percent), and 5 ($n=0$). The mean level

of involvement in political groups was 1.13, $\sigma=.45$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.103, p=.351$).

Item 46 asked, *Please rate your level of involvement in professional/departmental organizations*. Students responded the following: 1 ($n=84$, 61.8 percent), 2 ($n=12$, 8.8 percent), 3 ($n=11$, 8.1 percent), 4 ($n=5$, 3.7 percent), and 5 ($n=3$, 2.2 percent). The mean level of involvement in professional/departmental organizations was 1.53, $\sigma=1.01$.

Analysis of variance found significant differences in the mean level of involvement of the groups ($f=3.838, p=.012$).

Item 47 asked, *Please rate your level of involvement in campus publications during the fall and spring semesters*. Students responded the following: 1 ($n=97$, 71.3 percent), 2 ($n=5$, 3.7 percent), 3 ($n=6$, 4.4 percent), 4 ($n=2$, 1.5 percent) and 5 ($n=2$, 1.5 percent). The mean level of involvement in campus publications was 1.28, $\sigma=.80$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.020, p=.387$).

Item 48 asked, *Please rate your level of involvement in service organizations during the fall and spring semesters*. Students responded the following: 1 ($n=87$, 64.0 percent), 2 ($n=10$, 7.4 percent), 3 ($n=13$, 9.6 percent), 4 ($n=3$, 2.2 percent), and 5 ($n=0$). The mean level of involvement in service organizations was 1.40, $\sigma=.80$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.882, p=.137$).

Item 49 asked, *Please rate your level of involvement in student senate during the fall and spring semesters*. Students responded the following: 1 ($n=105$, 77.2 percent), 2 ($n=3$, 2.2 percent), 3 ($n=3$, 2.2 percent), 4 ($n=0$), and 5 ($n=3$, 2.2 percent). The mean

level of involvement in student senate was 1.18, $\sigma = .72$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f = 1.307$, $p = .276$).

Item 50 asked, *Please rate your level of involvement in university programming (e.g., the Crew) during the fall and spring semesters*. Student responded the following: 1 ($n = 102$, 75.0 percent), 2 ($n = 4$, 2.9 percent), 3 ($n = 3$, 2.2 percent), 4 ($n = 3$, 2.2 percent), and 5 ($n = 1$, .7 percent). The mean level of involvement in university programming was 1.20, $\sigma = .70$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f = 1.484$, $p = .223$).

Item 51 asked, *Please rate your level of involvement in university housing positions during the fall and spring semesters*. Students responded the following: 1 ($n = 102$, 75.0 percent), 2 ($n = 6$, 4.4 percent), 3 ($n = 3$, 2.2 percent), 4 ($n = 0$), and 5 ($n = 1$, .7 percent). The mean level of involvement in university housing positions was 1.14, $\sigma = .53$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f = 1.304$, $p = .277$).

Item 52 asked, *Please rate your level of involvement in university committees during the fall and spring semesters*. Students responded the following: 1 ($n = 101$, 74.3 percent), 2 ($n = 6$, 4.4 percent), 3 ($n = 6$, 4.4 percent), 4 ($n = 0$), and 5 ($n = 0$). The mean level of involvement in university committees was 1.16, $\sigma = .49$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f = .561$, $p = .642$).

Item 53 asked, *Please rate your level of involvement in intramural team sports during the fall and spring semesters*. Student responded the following: 1 ($n = 72$, 52.9 percent), 2 ($n = 9$, 6.6 percent), 3 ($n = 14$, 10.3 percent), 4 ($n = 5$, 3.7 percent), and 5 ($n = 17$, 12.5 percent). The mean level of involvement in intramural team sports was 2.03,

$\sigma=1.49$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.062$, $p=.368$).

Item 54 asked, *Please rate your level of involvement in intercollegiate team sports during the fall and spring semesters*. Students responded the following: 1 ($n=93$, 68.4 percent), 2 ($n=5$, 3.7 percent), 3 ($n=4$, 2.9 percent), 4 ($n=1$, .7 percent), and 5 ($n=8$, 5.9 percent). The mean level of involvement in intercollegiate team sports was 1.43, $\sigma=1.12$. Analysis of variance found no significant differences in the mean level of involvement of the group ($f=.143$, $p=.934$).

Item 55 asked, *Please rate your level of involvement as manager, trainer, assistant coach of sports teams*. Students responded the following: 1 ($n=107$, 78.7 percent), 2 ($n=2$, 1.5 percent), 3 ($n=0$), 4 ($n=0$), and 5 ($n=2$, 1.5 percent). The mean level of involvement as manager, trainer, assistant coach of sports teams was 1.09, $\sigma=.55$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.242$, $p=.867$).

Item 56 asked, *Please rate your level of involvement with cheerleading during the fall and spring semesters*. Students responded the following: 1 ($n=106$, 77.9 percent), 2 ($n=2$, 1.5 percent), 3 ($n=2$, 1.5 percent), 4 ($n=0$), and 5 ($n=0$). The mean level of involvement in cheerleading was 1.05, $\sigma=.30$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.285$, $p=.836$).

Item 57 asked, *Please rate your level of involvement as a spectator of sporting events during the fall and spring semesters*. Students responded the following: 1 ($n=51$, 37.5 percent), 2 ($n=7$, 5.1 percent), 3 ($n=29$, 21.3 percent), 4 ($n=19$, 14.0 percent), and 5 ($n=23$, 16.9 percent). The mean level of involvement as a spectator of sporting events

was 2.66, $\sigma=1.55$. Analysis of variance found significant differences between the mean level of involvement of the groups ($f=3.063$, $p=.031$).

Item 58 asked, *Please rate your level of involvement in studying abroad during the fall and spring semesters*. Students responded the following: 1 ($n=90$, 66.2 percent), 2 ($n=6$, 4.4 percent), 3 ($n=7$, 5.1 percent), 4 ($n=3$, 2.2 percent), and 5 ($n=4$, 2.9 percent). The mean level in studying abroad was 1.41, $\sigma=.99$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.936$, $p=.128$).

Item 59 asked, *Please rate your level of involvement in conferences and conventions during the fall and spring semesters*. Students responded the following: 1 ($n=90$, 66.2 percent), 2 ($n=7$, 5.1 percent), 3 ($n=10$, 7.4 percent), 4 ($n=2$, 1.5 percent), and 5 ($n=2$, 1.5 percent). The mean level of involvement in conferences and conventions was 1.37, $\sigma=.86$. Analysis of variance found significant differences in the mean level of involvement of the groups ($f=13.058$, $p=.0005$).

Item 60 asked, *Please rate your level of involvement in nonrequired internships/practicums during the fall and spring semesters*. Students responded the following: 1 ($n=96$, 70.6 percent), 2 ($n=9$, 6.6 percent), 3 ($n=4$, 2.9 percent), 4 ($n=0$), and 5 ($n=2$, 1.5 percent). The mean level of involvement in nonrequired internships/practicums was 1.23, $\sigma=.68$. Analysis of variance found significant differences in the mean level of involvement of the groups ($f=4.703$, $p=.004$).

Item 61 asked, *Please rate your level of involvement in the honors program during the fall and spring semesters*. Students responded the following: 1 ($n=87$, 64.0 percent), 2 ($n=7$, 5.1 percent), 3 ($n=8$, 5.9 percent), 4 ($n=8$, 5.9 percent), and 5 ($n=9$, 6.6 percent). The mean level of involvement in the honors program was 1.70, $\sigma=1.29$. Analysis of

variance found significant differences in the mean level of involvement of the groups ($f=5.216$, $p=.002$).

Item 62 asked, *Please rate your level of involvement in faculty out-of-class interactions (excluding advisement contacts) during the fall and spring semesters.*

Students responded the following: 1 ($n=54$, 39.7 percent), 2 ($n=22$, 16.2 percent), 3 ($n=28$, 20.6 percent), 4 ($n=17$, 12.5 percent), and 5 ($n=8$, 5.9 percent). The mean level of involvement in faculty out-of-class interactions was 2.25, $\sigma=1.29$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.187$, $p=.318$).

Item 63 asked, *Please rate your level of involvement with administrative staff during the fall and spring semesters.* Students responded the following: 1 ($n=66$, 48.5 percent), 2 ($n=20$, 14.7 percent), 3 ($n=18$, 13.2 percent), 4 ($n=14$, 10.3 percent), and 5 ($n=6$, 4.4 percent). The mean level of involvement with administrative staff was 1.98, $\sigma=1.26$. Analysis of variance found no significant difference in the mean level of involvement of the groups ($f=2.458$, $p=.066$).

Item 64 asked, *Please rate your level of involvement with community service projects during the fall and spring semesters.* Students responded the following: 1 ($n=61$, 44.9 percent), 2 ($n=17$, 12.5 percent), 3 ($n=22$, 16.2 percent), 4 ($n=9$, 6.6 percent), and 5 ($n=10$, 7.4 percent). The mean level of involvement with community service projects was 2.08, $\sigma=1.33$. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=1.651$, $p=.182$).

Item 65 asked, *Are you employed: on-campus, off-campus, or both.* Seventeen students (12.5 percent) indicated on-campus employment. Eighty-three students (61.0

percent) were employed off-campus. Five students (3.7) percent were employed both on-campus and off-campus. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.260, p=.854$).

Item 66 asked, *If employed, how many hours do you work per week during the semester (excluding breaks)?* Students could select from the following: 1 to 10 hours per week, 11 to 20 hours, and more than 20 hours per week. Twenty students (14.7 percent) indicated working 1 to 10 hours per week. Forty-eight students (35.3 percent) worked 11 to 20 hours per week. Thirty-six students (26.5 percent) worked more than twenty hours per week. Analysis of variance found no significant differences in the mean level of involvement of the groups ($f=.860, p=.465$). Table 13 summarizes the mean level of involvement of questions 33 through 64.

Insert Table 13 about here

The means of items 33 through 66 were combined into one variable called “Average Involvement.” Perception of campus crime was found to be a significant predictor of “average level of involvement” ($R\text{-squared}=.042, p=.016$). Analysis of variance found no significant differences in the mean level of overall involvement of the groups by perception of crime ($f=2.339, p=.076$). Table 14 summarized the analysis of variance results of examining the areas and levels of involvement by perception of crime.

Insert Table 14 about here

To measure the strength of the linear relationship between the independent variable *perception of crime* and the dependent variable *level of involvement*, partial correlation analysis was employed. Partial correlation analysis was used to adjust for the linear effects of each of the student characteristic variables. Among the student characteristic variables, the correlation between perception of crime and involvement, controlling for academic class, was found to be significant ($r=.2239, p=.009$). The correlation between perception of crime and involvement, controlling for age, was found to be significant ($r=.2038, p=.018$). The correlation between perception of crime and involvement, controlling for race, was found to be significant ($r=.2046, p=.018$). The correlation between perception of crime and involvement, controlling for income, was not found to be significant ($r=.1787, p=.068$). The correlation between perception of crime and involvement, controlling for population, was found to be significant ($r=.2035, p=.029$). The correlation between perception of crime and involvement, controlling for gender, was found to be significant ($r=.2020, p=.019$). The correlation between perception of crime and involvement, controlling for the variable related to victimization, was found to be significant ($r=.2135, p=.015$).

Next, the variable related to how much attention the local media gives to violent crime was used. The correlation between perception of crime and involvement, controlling for media coverage was found to be significant ($r=.1917, p=.030$).

Item 9 of the survey was related to the extent to which a variety of media were important sources of news about crime. These media included: television, newspapers, radio, fellow students, friends and neighbors, and the category called "other news." Each of the sources of news about crime were combined into one variable called "Media." The

correlation between perception of crime and involvement, controlling for media, was found to be significant ($r=.1991$, $p=.021$).

Item 10 of the survey was related to television programs that dealt with crime and criminal justice issues. The television programs were: COPS, Real Stories of the Highway Patrol, Justice Files, America's Most Wanted, and the category called "TV Other." The television programs were combined into one variable called "Television Programming." The correlation between perception of crime and involvement, controlling for television programming, was found to be significant ($r=.2044$, $p=.019$). The hours spent watching television was also controlled for and found to be significant ($r=.2175$, $p=.014$).

To determine the impact of combination of student characteristic variable, different variables were controlled for simultaneously. The correlation between perception of crime and involvement, controlling for academic class, age, race, population, gender, victim, media coverage, media, television programming, and hours of watching television, was found to be significant ($r=.2238$, $p=.028$).

Next, race, gender, victim, and academic class were controlled. The correlation between perception of crime and involvement, controlling for these variables, was found to be significant ($r=.2330$, $p=.008$). Gender, victim, and academic class were then controlled for resulting in a significant correlation between perception of crime and involvement ($r=.2349$, $p=.008$). Gender and victim were controlled for resulting in a significant correlation between perception of crime and involvement ($r=.2222$, $p=.010$). Lastly, academic class and gender were controlled for resulting in a significant correlation between perception of crime and involvement ($r=.2343$, $p=.008$). Table 15 summarized the results of the partial correlation analysis.

Insert Table 15 about here

The last section allowed for the students to make qualitative comments by asking them to respond to the following: *If you believe there is any issue related to perceptions of campus crime and involvement in campus activities that should have been included in this survey but was not, please use the remainder of this page to address that concern.*

The following outlines the students responses:

- Id 1, “Alcohol related question because a lot of times alcohol is involved in both physical and sexual assaults.”
- Id 9, “Vandalism specific to cars. I know of several people who have had vandalism done to their cars.”
- Id 19, “How much did the previous crime rate effect a persons decision to attend a campus? How many times has a person been talked to in a sexually inappropriate way. By who? How did the campus administration handle the problem if by a teacher? Do you consider sexual harassment different from sexual assault?”
- Id 20, “I believe that a lot of what goes on campus such as movie night, and concerts are great. I have never had a problem with feeling in danger on our campus at all. I know a few of the ECU police department members and I feel extremely safe with their eyes on me. I do think we may have a problem with date rape. And I think a prevention seminar would be helpful. I also think if we all knew who the ECU police were, when things did happen, a person would feel more

comfortable about coming forward. We need to know who is protecting our campus.”

Id 34, “The only thing I would like to add is a lot of girls on campus like to work out, run, walk etc. at Norris field track. Sometimes it’s pretty scary out there and we walk in groups but it would be nice to have a guard or phone or something out there in case of emergency.”

Id 39, “Briefly, ECU is a very peaceful campus. There is little need for concern regarding campus crime. Likewise, the surrounding community is extremely peaceful and friendly.”

Id 43, “No other issues I feel need to be discussed. Thank you.”

Id 48, “Did well.”

Id 49, “I feel car vandalism is probably the greatest crime on campus which you did not mention. I’ve had my car vandalized twice and reported it to Dr. Williamson but never received any information from any campus officials, which left me very unsatisfied.”

Id 50, “I believe crime is overplayed in the news media. People are probably safer than we are led to believe. Crime in America and on campuses is a problem, but not the severe problem the media presents it as. I have looked at crime and punishment statistics, and it is my belief we could better punish violent criminals if we quit putting people in prison for drug possession. If people using drugs or alcohol commit violent crimes, then they should be punished. Too many violent criminals are turned loose to make more room in prisons for non-violent possession or intoxication ‘criminals’.”

- Id 56, “When asked about crime in the dorms you should have preceded it with a question of whether one lives in or visits the dorms. Otherwise, an answer of “no” to those question will tilt that scale falsely since some have no association with the dorms.”
- Id 70, “I think that most people know that the crimes do happen on our campus, but many choose to believe that these things will not happen to them (more or less-being naive). I realize that I just described myself, but I try not to worry about things like that because I don’t want to have to walk around scared. I don’t want to be afraid to go anywhere after dark. Although I never go anywhere by myself at night, that’s not because I’m scared, I just like the company. I think that for me to be a little more careful I would need to hear about crimes that do actually happen. Otherwise its likely they aren’t there. They need to be brought to the university’s attention (student & faculty).”
- Id 78, “I have heard younger students talk about drinking off campus. It bothers me when they talk about driving back to the dorms, etc. in the evening or late hours after drinking alcohol. I worry about car accidents caused by the one’s who drink and drive.”
- Id 79, “On campus officers have done a good job watching for parking violations, but not much else. I got a \$35 ticket, while parked for 2 minutes to run up to my room to get my Bible for a study. Then, two nights later, in the same parking lot, my car window was shattered and a CD was nearly stolen. So, I think the focus on campus patrols should not be for parking tickets, but for real crime. Our police cost me \$35 for nothing.”

- Id 83, "I feel very safe on campus."
- Id 85, "How often do we see security? I see them driving by every once in a while.
I never see anyone patrolling (walking) the campus grounds. This disturbs me
very much."
- Id 106, "Homosexual activity, Black Panther terrorism."

CHAPTER V

Discussion

The first research question, *Is there a relationship between student characteristics and perceptions of crime?*, was addressed by academic class, age, race, household income, size of hometown/city, gender, exposure to media reports, and have they or someone close to them been victims of crime during the last ten years.

Academic class was not found to be significantly related to perception of crime. However, freshmen had a higher mean perception of crime than sophomores. Conversely, the average level of involvement for sophomores was higher than freshmen. Although academic class was not significantly related, an examination of mean levels indicate that there were differences. In the future, a longitudinal study should be conducted to measure differences in perception of crime and involvement in campus activities utilizing the current freshmen sample.

The 18 year-olds in the present study had a higher perception of crime than did the 19 year-olds. Since these age groups were generally associated with freshmen and sophomores, partial support for the notion that freshmen were more influenced by a variety of characteristics related to family, social skills, and exposure to other external influences is provided. This finding concurs with Tinto (1975), who found that students go through three distinct stages. The first stage, separation from the past, was particularly relevant when measuring students perception of crime. Future studies should focus primarily on the factors that contribute to the perceptions of crime of beginning freshmen students. Such studies could contribute valuable information to those responsible for orientation programs. These programs then, could more readily deal with the concerns

and put the student at ease. Such studies were considered important by Milem and Berger (1997), as they examined the relationship between student behaviors and perception.

Gender was found to be unrelated to perception of crime. However, when correlating age and gender, and perception of crime, there were significant differences between the groups. Younger women had a higher mean perception of crime than did younger males. As later discussion will show, a partial explanation of younger females higher mean perception of crime is tied to their fear of sexual assault and the sexual assault of a close friend. The finding concurs with Boyer's (1990) conclusion that college females have a growing concern of being sexually assaulted or raped.

Race was not found to be significant when examining the relationship between perception of crime and involvement. But, due to low representation of minority students in the sample, this finding should be explored to a greater depth before drawing a final conclusion.

Most of the student characteristic variables examined in the present study were not related to perception of crime and involvement. These variables were: household income, size of hometown/city, and exposure to media crime reports. This finding did not concur with Pascarella's General Causal Model (Pascarella & Terenzini, 1991), which indicated that students' background was related to student effort and involvement. It might be that many of the students came from predominately rural backgrounds and their exposure to many crime related issues may come from secondary sources such as newspapers and television news programming and not from personal victimization. Future studies may want to compare larger groups from both rural and urban settings. Such studies could accurately identify and measure differences between levels of exposure through both

secondary and primary sources and perception of crime. A study of this type could provide documentation on how persons from diverse background settings are influenced by crime, and then how that influence impacts college choice, perception of campus crime, and level of involvement in campus activities.

For the student characteristic variables related to personal victimization, or the victimization of someone close to them, this study found that 54.4 percent reported victimization. Victimization was strongly related to perception of crime. This finding concurs with Boyer (1990) and Palmer's (1996) positions that prior victimization influences students' perception of crime. Although students that reported victimization had a higher perception of crime, surprisingly, they also had a higher mean level of involvement than those not reporting victimization. A partial explanation might be that these students were more desensitized to victimization and that their greater awareness of crime and perception thereof gave them more confidence to handle most situations.

Another possible explanation may be that college students generally have greater analytical ability and possess more intelligence than the public at-large. This would indicate that students participating in the current study were able to process crime information and their prior personal victimization in a responsible manner. However, it should be noted that the survey used in this study made no attempt to divide "victimization" into different crime categories such as property crime, personal crime, sexual assault, rape, physical assault, robbery, or vandalism.

When examining the variable related to exposure of campus crime report in the media, this study did not find a significant relationship between exposure to crime reports through a variety of media, or exposure to television programs related to crime and

criminal justice issues. These findings did not concur with Heath and Gilbert (1996), and Flanagan and Longmire (1996). These previous studies indicated that exposure to such programming and crime information was significantly related to perception of crime.

While examining the media sources in an attempt to determine which one was the most important source of campus crime information, television was found to be the most important source. This finding concurs with the early works of Gerbner and Gross (1976) that suggested that television was the central cultural arm of American society. Although television was the primary source of campus crime information, it did not have a strong relationship with overall perception of crime suggesting that some of its messages affected some of the students some of the time but not all of the students all of the time.

The second source of campus crime information that was identified as being important was the category entitled "other, please specify." Students were able to write in sources of crime information that had not been presented in the survey. Several of the respondents wrote about their families were important sources of crime information. Still others wrote that crime information presented to them at the university via orientation programs, crime statistics in the school newspaper, and crime information presented by the Student Services office. These findings were interesting because the availability and presentation of crime statistics is a direct product of the Student Right-to-Know and Campus Security Act of 1990. These findings did not concur with Volkwein et al. (1995) study that suggested that the Student Right-to-Know and Campus Security Act of 1990 would not provide useful information to student and parents. The present study's findings are also counter to Burd's (1992) position that such crime information might be misinterpreted by the media and the public and allow for campus crime to be

sensationalized. Instead, this study would indicate that students use these sources of crime in a responsible manner while keeping them in perspective and not allowing them to exaggerate their perception of crime events.

The last variables related to student characteristics and crime dealt with television programs that are tied to crime and criminal justice issues. The television programs were: *COPS*, *Real Stories of the Highway Patrol*, *Justice Files*, *America's Most Wanted*, and one category that allowed the students to write in other similar television programs not mentioned in the survey. The present study did not find a significant relationship between watching these types of programs and perception of crime. The findings did not concur with Heath and Gilbert, (1996), and Livingston's (1996) position that television programs that use crime reenactment and focus on criminal justice issues, create fear and are related to a higher perception of crime.

The second research question asked, *Is there a relationship between perception of crime and involvement in campus activities?* The question was addressed by determining the levels of worry in eight specific areas: awareness of criminal acts, feelings of safety and being frightened, the issues surrounding sexual and physical assault, and knowledge of weapons on campus. The first, levels of worry in specific situations, was examined using the following areas: worry of sexual assault, worry of a friend being sexually assaulted, worry of being attacked while driving around the campus, worry of being mugged, worry of being beaten up, knifed or shot on campus, worry of being murdered, worry of your residence hall being burglarized while at home, and worry of your residence hall being burglarized while away. Each of these variables was significantly related to perception of crime and involvement in campus activities. These findings concur with Haghighi and

Sonrensen's (1996) study measuring levels of fear and worry about specific types of crime. These findings were of particular interest when considering that student characteristics had not generally influenced student perceptions of crime. This suggests the need for future studies related to any number of issues surrounding specific campus crime situations and residence life. Such studies were encouraged by Whitaker and Pollard (1993), and Wills (1993).

The next line of survey items related to the second research question were aimed at finding students' knowledge of the numbers of crimes committed on campus. The specific crimes addressed were: knowledge of how many sexual assaults or rapes occurred on campus; knowledge of how many physical assaults/fistfights, use of knives or the use of other weapons had occurred; and lastly, knowledge of how many acts of vandalism had occurred. These items were patterned after the Towson State University's Intrauniversity Violence Survey (IVS) developed by Cockey et al. (1989). These researchers found that students knew more about acts of violence and crime on campus than did the administration. The results of the present study concurred with Cockey et al. (1989). They found that students indicated having knowledge of sexual assaults, physical assaults, and especially acts of vandalism that were not proportionate to existing campus crime statistics. Students reported more crime than had actually been brought to the attention of campus police and the administration.

Of the variables related to campus crime awareness, only knowledge of acts of vandalism had a significant relationship with involvement. Support for this relationship was also supplied in the qualitative responses when students wrote of their concern of on-campus acts of vandalism. Future studies should focus on acts of vandalism occurring on

campus while delineating differences between students in residence and those who commute.

Feeling unsafe during the day and night in specific areas of campus or buildings was not significantly related to involvement in campus activities. However, there was a relationship between feelings of being unsafe and gender, and involvement in campus activities. This finding concurs with those of Kuh and his associates (1994). They found that the campus living environment significantly impacts students suggesting that for females, that all areas of the campus may not be “seamless” learning environments. In fact, these findings may indicate that for females there is a crack in the seam. Partial support for Wills (1993) study is provided indicating that higher education must be more active in the creation of an environment that is less threatening.

Being frightened, threatened, or intimidated by the behavior of someone on campus was related to involvement in campus activities. This finding concurs with Cockey et al. (1989) which suggested that students, and those in employed in residence departments, have a different perception of the amount of campus crime and violence than the campus police and other administrative offices. The findings are also aligned with Kuh et al. (1994), findings that the campus living environment significantly impacts students and their interactions within all aspects of the learning environment.

The variables and characteristics related to being a victim of sexual assault and physical assault could not be explored to the fullest due to the low number of students reporting that they had been victims. A partial explanation for nonreporting may be that, although all respondents were anonymous, they were still uncomfortable with reporting such personal victimization. This may have been compounded by the fact that all surveys

were completed and returned to the office of Student Services. Respondents may have believed that they could somehow be identified by the administration. If this explanation is accurate, it concurs with Davis (1995), who suggested that many victims refused to report their victimization.

Of interest to the present findings was that, of the four students reporting that they had been victims of sexual assault, two were male and two were female. The respondents reported that three of these sexual assaults had taken place on-campus and one had occurred off- campus. Of this group, three reported that their assailant was male. This was a dynamic not anticipated by the researcher, nor reflected in the literature. These results were supported by one student's qualitative response suggesting questions related to homosexual activity. Future studies may need to explore the relationship between homosexual activity, sexual assault, campus crime and involvement.

Conclusion and Recommendations

The objective of this study was to determine the relationship between perception of crime and involvement in campus activities. The purpose of the study was twofold: (1) to explore the relationship between student characteristics and perception of crime; and (2) to determine how perception of crime based on student characteristics; awareness of campus crime events; personal or secondary victimization, either sexually or physically or both; and information about weapons on campus influenced student involvement in campus activities. Level of involvement was determined by examining the average level of involvement in thirty-four variables related to participation in a variety of on-campus events, clubs and organizations, sports, academic experiences, faculty and staff interactions, community service, and employment.

The variables found to be significant were gender when coupled with age, personal victimization or the victimization of a close friend or family member; worry about specific crime situations; knowledge of acts of vandalism; feeling unsafe on campus; feeling frightened on campus; involvement in plays, concerts, movie night, religious organizations, honorary organizations, professional/departmental organizations; being a spectator at sporting events, conferences and conventions; and non-required internships/practicums.

An exploration of campus activities where a significant relationship existed between perception of crime and levels of involvement revealed that these activities generally took place at night and sometimes on weekends. Campus administrators should take the initiative to establish appropriate safeguards to address student concerns. Special emphasis should be placed on police/patrol staffing patterns as related to night and weekend activities.

If these concerns are not addressed, the possibility exists that student characteristics and perceptions of crime may interact with campus environmental factors, having an effect on the students' intent to persist. Future studies might be designed to explore the interaction between perception of crime and retention rates. This premise is supported by Tinto's (1975) Theory of Individual Departure.

Another campus activity impacted by perception of crime was involvement in campus-affiliated religious organizations. This finding was interesting because many of these organizations believed that they provided a safe alternative to other traditional campus activities. The interaction of perception of crime and involvement again may be attributable to the fact that many of these organizations meet at night. Student perceptions of crime may also be influenced by the location of the religious organizations.

On ECU's campus, the religious organizations are situated at the periphery of the campus. They generally have inadequate parking, poor lighting, and no real security precautions. Campus administrators may wish to cooperatively seek resolutions to these concerns by conducting meetings with the various religious organizations to address these issues.

Future research in the area of perception of crime and involvement in campus activities should use some of the same variables, but control for residence students and non-resident students. Additionally, future studies should focus on alcohol and substance abuse in relation to physical assault, sexual assault, and a variety of property offenses. Survey questions should also address incidences of sexual harassment.

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Appendix A
Student Survey

STUDENT SURVEY

The purpose of this study is to help researchers understand how student perceptions of campus crime influence involvement in campus activities. All survey responses will remain anonymous.

Directions: Indicate your response by answering the question, filling in the appropriate space under each question, or by circling the number that best represents your response. Please respond once for each question. You may use pencil or pen.

<p>1. What is your academic class?</p> <p><input type="radio"/> freshman</p> <p><input type="radio"/> sophomore</p> <p>2. What is your age?</p> <p>Age _____</p> <p>3. What is your race?</p> <p><input type="radio"/> White, not Hispanic</p> <p><input type="radio"/> Black, not Hispanic</p> <p><input type="radio"/> American Indian, Eskimo and Aleut</p> <p><input type="radio"/> Asian, Pacific Islander</p> <p><input type="radio"/> Hispanic (of any race)</p> <p><input type="radio"/> Other, please specify _____</p> <p>4. What is the gross annual household income of your parents or legal guardians?</p> <p>Income _____</p> <p>5. What is the approximate population of your hometown/city?</p> <p>Population _____</p> <p>6. What is your gender?</p> <p><input type="radio"/> Female</p> <p><input type="radio"/> Male</p> <p>7. During the last 10 years, have you or someone close to you been victims of crime?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>8. Concerning media coverage of crime, how much attention does the local media in your community give to violent crime?</p> <p style="text-align: center;"> <u>Too little</u> <u>Too Much</u> 1 2 3 4 5 DK </p> <p>9. On a scale of 1 to 5, please rate the extent to which the following items were important sources of news about crime to you?</p>	<table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;"><u>Not a source</u></td> <td></td> <td style="text-align: center;"><u>Major Source</u></td> <td></td> </tr> <tr> <td>Newspapers</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>Radio</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>fellow students</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>friends and neighbors</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>others, please specify _____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>_____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> </table> <p>10. How often do you watch television programs that deal with crime or criminal justice issues, such as:</p> <table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;"><u>Never</u></td> <td></td> <td style="text-align: center;"><u>Very often</u></td> <td></td> </tr> <tr> <td>a. COPS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>b. Real Stories of the Highway Patrol</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>c. Justice Files</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>d. America's Most Wanted</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>e. Others, Please specify _____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> <tr> <td>_____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> </table> <p>11. Approximately how many hours per week do you watch television?</p> <p style="text-align: center;">_____</p> <p><i>On a scale of 1 to 5, please rate how much you worry about each of the following situations by circling the number that best represents your level of worry.</i></p> <table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;"><u>No worry at all--Plenty of worry</u></td> <td></td> </tr> <tr> <td>12a. Yourself being sexually assaulted on campus or at a university function?</td> <td style="text-align: center;">1 2 3 4 5</td> <td></td> </tr> <tr> <td>b. A friend being sexually assaulted on campus or at a university function?</td> <td style="text-align: center;">1 2 3 4 5</td> <td></td> </tr> <tr> <td>c. Being attacked while driving your car around the campus?</td> <td style="text-align: center;">1 2 3 4 5</td> <td></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;"><u>Not a source</u></td> <td></td> <td style="text-align: center;"><u>Major Source</u></td> <td></td> </tr> <tr> <td>Television</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4 5</td> </tr> </table>		<u>Not a source</u>		<u>Major Source</u>		Newspapers	1	2	3	4 5	Radio	1	2	3	4 5	fellow students	1	2	3	4 5	friends and neighbors	1	2	3	4 5	others, please specify _____	1	2	3	4 5	_____	1	2	3	4 5		<u>Never</u>		<u>Very often</u>		a. COPS	1	2	3	4 5	b. Real Stories of the Highway Patrol	1	2	3	4 5	c. Justice Files	1	2	3	4 5	d. America's Most Wanted	1	2	3	4 5	e. Others, Please specify _____	1	2	3	4 5	_____	1	2	3	4 5		<u>No worry at all--Plenty of worry</u>		12a. 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d. Being mugged on campus? (including residence halls) 1 2 3 4 5

e. Being beaten up, knifed or shot on campus? (including residence halls) 1 2 3 4 5

f. Being murdered on campus? 1 2 3 4 5

g. Your residence hall room being burglarized while someone is home? 1 2 3 4 5

h. Your residence hall being burglarized while No one is home? 1 2 3 4 5

13. How many sexual assaults or rapes do you know of have occurred on this campus during the fall and spring semesters?
- ☐ 0
 - ☐ 1-5
 - ☐ 6-10
 - ☐ 11-15
 - ☐ 16+
 - ☐ Don't Know

14. How many physical assaults/fistfight, use of knives, or use of other weapons do you know of have occurred on this campus during the fall and spring semesters?
- ☐ 0
 - ☐ 1-5
 - ☐ 6-10
 - ☐ 11-15
 - ☐ 16+
 - ☐ Don't Know

15. How many acts of vandalism do you know of have occurred on this campus during the fall and spring semesters?
- ☐ 0
 - ☐ 1-5
 - ☐ 6-10
 - ☐ 11-15
 - ☐ 16+
 - ☐ Don't know

16. Are there specific areas of campus or buildings where you feel unsafe during the day or night?
- ☐ Yes
 - ☐ No

If yes, please specify.

17. Have you ever felt frightened, threatened, or intimidated by the behavior of someone on this campus?

☐ Yes
☐ No

18. Was the person who frightened, threatened, or intimidated you:

☐ Student
☐ Faculty
☐ Staff/Administrator
☐ Other, please specify

19. Have you ever reported a criminal incident to the university officials/police in the fall or spring semester?

☐ Yes
☐ No

20. If you reported it to the police, did it result in criminal charges being placed against the assailant?

☐ Yes
☐ No
☐ Don't Know

21. If you reported it to university officials/police, was the assailant convicted in the courts?

☐ Yes
☐ No
☐ Don't Know

22. Have you been the victim of sexual assault during the fall or spring semester?

☐ Yes
☐ No

23. To your knowledge, was the assailant(s):

☐ Student
☐ Faculty
☐ Staff/Administrator
☐ Other, please specify

24. Where did the assault take place?

☐ Residence hall
☐ Academic building
☐ University Center
☐ Campus grounds
☐ Other campus buildings
☐ Off campus

25. Was your assailant:
- ☐ Male
 - ☐ Female
26. Have you been the victim of physical assault during the fall or spring semesters?
- ☐ Yes
 - ☐ No
27. To your knowledge, was the assailant(s):
- ☐ Student
 - ☐ Faculty
 - ☐ Staff/Administrator
 - ☐ Other, please specify _____
28. Where did the assault take place?
- ☐ Residence hall
 - ☐ Academic building
 - ☐ University Center
 - ☐ Campus grounds
 - ☐ Other campus buildings
 - ☐ Off campus
29. Was your assailant:
- ☐ Male
 - ☐ Female
30. Do you have knowledge of students who have weapons in their possessions on campus?
- ☐ Yes
 - ☐ No
- b. If yes, what weapons do they have?
- ☐ Gun
 - ☐ Knife
 - ☐ Other
31. Do you have knowledge of faculty or staff who have weapons in their possession on campus?
- ☐ Yes
 - ☐ No
- b. If yes, what weapons do they have?
- ☐ Gun
 - ☐ Knife
 - ☐ Other
32. Have you ever been threatened on campus?
- ☐ Yes
 - ☐ No

Please use the remainder of this survey to indicate the activities you participated in during the past fall semester, and the current spring semester. The activities you might have done are listed by topic areas. On a scale of 1 to 5, please rate the degree of your involvement in each activity by circling the number that best represents your level of involvement. Always select from the available choices only the one answer which gives your highest level of involvement.

I. On-Campus Events

	<u>Minor involvement</u>			<u>Major involvement</u>	
33. Plays	1	2	3	4	5
34. Lectures/speakers	1	2	3	4	5
35. Special events (e.g., talent shows, lawn parties)	1	2	3	4	5
36. Dance performance	1	2	3	4	5
37. Concerts	1	2	3	4	5
38. Bands	1	2	3	4	5
39. Forensics (speech, debate)	1	2	3	4	5
40. Movie Night	1	2	3	4	5

II. Clubs and Organizations

	<u>Minor involvement</u>			<u>Major involvement</u>	
41. Campus-affiliated religious organizations	1	2	3	4	5
42. Fraternities/sororities	1	2	3	4	5
43. Honorary organizations	1	2	3	4	5
44. Judicial Board/Honor Council	1	2	3	4	5
45. Political Groups	1	2	3	4	5
46. Professional/departamental	1	2	3	4	5
47. Publications (e.g., <i>The Journal</i> , <i>Pesagi</i>)	1	2	3	4	5
48. Service organizations	1	2	3	4	5
49. Student Senate	1	2	3	4	5
50. University programming (e.g., The Crew)	1	2	3	4	5
51. University housing position (e.g., Resident Advisor)	1	2	3	4	5
52. University committees	1	2	3	4	5

III. Sports

	<u>Minor involvement</u>			<u>Major involvement</u>	
53. Intramural team	1	2	3	4	5
54. Intercollegiate team	1	2	3	4	5
55. Manager/trainer/assistant coach	1	2	3	4	5
56. Cheerleader	1	2	3	4	5
57. Spectator	1	2	3	4	5

IV. Academic Experiences

	<u>Minor involvement</u>			<u>Major involvement</u>	
58. Studies abroad	1	2	3	4	5
59. Conferences/conventions	1	2	3	4	5
60. Nonrequired internships/practicums	1	2	3	4	5
61. Honors program	1	2	3	4	5

V. Faculty/Staff Interaction

	<u>Minor involvement</u>			<u>Major involvement</u>	
62. Faculty out-of-class interactions (excluding advisement contacts)	1	2	3	4	5
63. Personal contact with administrative staff	1	2	3	4	5

VI. Community Services

64. Community Service/volunteerism	1	2	3	4	5
------------------------------------	---	---	---	---	---

VII. Employment

65. Are you employed: (Please Check One)

- ☐ On-campus employment
- ☐ Off-campus employment
- ☐ Both

66. If employed, how many hours do you work per week during the semester? (excluding breaks)

- ☐ 1-10 hours per week
- ☐ 11-20 hours per week
- ☐ more than 20 hours per week

VIII. Open Ended Question:

If you believe there is any issue related to perceptions of campus crime and involvement in campus activities that should have been included in this survey but was not, please use the remainder of this page to address that concern. Thank You!

Note: If you have been a victim of any type of crime and feel that you could benefit from professional counseling, you may contact the East Central University Counseling Center at 580/332-7040.

Appendix B

Consent Form

**INFORMED INDIVIDUAL CONSENT FORM FOR A RESEARCH STUDY
BEING CONDUCTED UNDER THE AUSPICES OF THE
UNIVERSITY OF OKLAHOMA, NORMAN**

My name is Steve Turner. I am a doctoral candidate in the College of Education at the University of Oklahoma, Norman. I am conducting a study entitled "Student Perceptions of Campus Crime and Campus Involvement," which seeks to study the relationship between involvement in campus activities and student perception of campus crime. Results of this study may provide student affairs professionals with information to assist in the creation of appropriate policies that create a safer campus. This study is being conducted under the guidance of Dr. Rosa Cintrón, Assistant Professor of Educational Leadership and Policy Studies. The information in the survey that you are being asked to complete will only be known by me and will be kept strictly confidential. Your involvement in the project should be approximately 10 minutes. If you have any questions regarding this survey you may contact me at my office, (580) 332-8000 ext. 481 or my home (580) 436-0707.

By signing this informed consent form you agree to the following:

1. Your participation is entirely voluntary. Refusing to participate will cause no penalty or loss of benefits to you.
2. You are free to refuse to answer any question at any time.
3. You are free to withdraw from completing the survey at any time.

There will be no risks for those who participate in this project. A possible benefit may be that institutional policy makers will gain insight related to your perception of campus crime and therefore seek resolutions that maximize opportunities for involvement in campus activities.

I would be grateful if you would sign this form to show that you have read and understand its contents and return it with the completed survey in the supplied postage paid envelope:

(signed)
(printed)
(dated)

Appendix C

Letter from the University of Oklahoma's

Office of Research Administration

Approving Study



The University of Oklahoma

OFFICE OF RESEARCH ADMINISTRATION

January 21, 1998

Mr. Steve Turner
East Central University
Box J-4
Ada, Oklahoma 74820

Dear Mr. Turner:

Your research proposal, "Campus Involvement and Student Perceptions of Campus Crime," has been reviewed by Dr. E. Laurette Taylor, Chair of the Institutional Review Board, and found to be exempt from the requirements for full board review and approval under the regulations of the University of Oklahoma-Norman Campus Policies and Procedures for the Protection of Human Subjects in Research.

Should you wish to deviate from the described protocol, you must notify me and obtain prior approval from the Board for the changes. If the research is to extend beyond twelve months, you must contact this office, in writing, noting any changes or revisions in the protocol and/or informed consent form, and request an extension of this ruling.

If you have any questions, please contact me.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Karen M. Petry".

Karen M. Petry
Administrative Officer
Institutional Review Board

KMP:pw
98-115

cc: Dr. E. Laurette Taylor, Chair, IRB
Dr. Rosa Cintron, Faculty Sponsor, ELPS
Graduate College

Appendix D

Cover Page

STUDENT SURVEY

Cover Page

The purpose of this survey is to help researchers understand how student perceptions of campus crime influence their involvement in campus activities. It should take about 10 to 15 minutes of your time to complete. By completing and returning the enclosed survey, your name will be entered to win a \$100 gift certificate at the East Central University Bookstore. Please take a few moments and complete the survey.

After you complete the survey, seal it and place it in the smaller second envelope inside the larger postage paid, pre-addressed envelope. To protect your identity, the envelope will be mailed back to the Student Services office of East Central University, Box R-8 where a secretary will open the outer envelope and separate the signed individual informed consent form from the smaller sealed envelope with the survey. In this way, you remain anonymous. Both the signed informed consent form and the survey will be secured in a locked file cabinet. No attempt will be made to match the consent form with the completed survey. When the collection process is completed, the Vice-President for Student Services will randomly select one of the signed consent forms. The person selected will receive the \$100 gift certificate at the East Central University Bookstore.

You should find the following items enclosed along with this letter: the survey, two (2) copies of the consent form (sign and return one and keep the other for your records), one (1) smaller envelope to place the completed survey in, and a large stamped and pre-addressed envelope to East Central University. Thanks for your help. Don't forget to sign and insert your consent form with the survey and to seal the completed survey in the smaller envelope.

This survey is not related to any of your present or future course work. You are not required to complete the survey.

All survey responses will remain anonymous.

**PLEASE RETURN THE COMPLETED SURVEY AND THE SIGNED
CONSENT FORM WITHIN (10) DAYS.**

Appendix E

Tables

TABLE 1**Age by Mean Level of Perception of Crime**

Age	Mean Perception	Standard Deviation
18 (N = 17)	2.139	.569
19 (N = 39)	1.644	.629
20 (N = 42)	1.645	.647
21 (N = 8)	1.672	.567
22 (N = 1)	2.250	.
23 (N = 3)	1.917	.878
24 (N = 1)	1.000	.
25 (N = 5)	2.633	1.533
26 (N = 1)	2.000	.
27 (N = 1)	1.000	.
28 (N = 2)	1.250	.177
32 (N = 1)	1.000	.
34 (N = 3)	1.750	.750
35 (N = 1)	1.625	.
36 (N = 2)	1.313	.442
40 (N = 1)	1.375	.
41 (N = 1)	2.500	.

Age	Mean Perception	Standard Deviation
42 (N = 3)	1.375	.545
43 (N = 1)	1.000	.
46 (N = 1)	1.333	.
48 (N = 1)	1.000	.
51 (N = 1)	1.000	.
For Entire Population	1.717	.698

TABLE 2**Income Clusters by Mean Perception of Crime**

Income Clusters	Mean	Standard Deviation
\$1 to \$10,000	1.536	.544
\$10,001 to \$20,000	1.400	.527
\$20,001 to \$30,000	1.750	.646
\$30,001 to \$40,000	1.866	.786
\$40,001 to \$50,000	1.670	.566
\$50,001 and above	1.838	.755
For Entire Population	1.724	.680

TABLE 3**Population Groups by Mean Level of Perception of Crime**

Population Grouping		Mean Perception	Standard Deviation
1 - 10,000	(N = 80)	1.721	.689
10,001 - 20,000	(N = 22)	1.758	.867
20,001 - 30,000	(N = 6)	1.438	.459
30,001 - 40,000	(N = 0)	.	.
40,001 - 75,000	(N = 1)	1.750	.
Above 75,000	(N = 8)	1.672	.563
For Entire Population		1.710	.701

TABLE 4**Important Sources of Crime News Ranked by Mean Importance**

Source	Mean Perception	Standard Deviation
Television	4.18	1.09
Other News (Family, School Info)	3.78	1.72
Newspaper	3.64	1.08
Friends	3.02	1.22
Fellow Students	2.92	1.17
Radio	2.91	1.30
Combination Variable "Media"	3.34	1.09

Minimum Value for Each Source = 1

Maximum Value for Each Source = 5

TABLE 5**Important Sources of Crime Information and Perception of Crime**

Source	<i>f</i>	<i>P</i>
Television	2.021	.095
Other News	.545	.673
Newspaper	1.126	.347
Friends	.682	.606
Fellow Students	1.995	.099
Radio	.337	.852
Combination Variable "Media"	.526	.665

TABLE 6**Television Programs Dealing with Crime and Criminal Justice by Mean Perception of Crime**

Television Program	Mean Perception	Standard Deviation
Cops	1.710	.696
Real Stories of the Highway Patrol	1.710	.696
Justice Files	1.715	.696
America's Most Wanted	1.715	.696
Television - Other	1.637	.640
 "Television Programming"	 1.715	 .696

TABLE 7**“Television Programming” and Perception of Crime**

Program	<i>f</i>	<i>P</i>
Cops	.698	.595
Real Stories of the Highway Patrol	.776	.543
Justice Files	1.155	.334
America’s Most Wanted	.341	.850
Television - Other	.481	.701
“Television Programming”	.434	.784

TABLE 8**Campus Crime Variables by Mean Levels of Worry**

Variable	Mean Perception	Standard Deviation
Murdered	1.35	.64
Campus Attack	1.49	.83
Variety of Crime	1.57	.81
Sexual Assault	1.64	.96
Room Burglarized while Home	1.68	1.04
Mugged	1.69	.90
Friend Being Sexually Assaulted	2.10	1.09
Room Burglarized while Away	2.23	1.40

Minimum Level of Worry = 1

Maximum Level of Worry = 5

Table 9**Stepwise Regression, Dependent Variable: Level of Involvement**

Step	Item	<i>R-squared</i>	<i>P</i>
01	12e	.669	.00005
02	12g	.815	.00005
03	12a	.918	.00005
04	12h	.960	.00005
05	12b	.974	.00005
06	12d	.986	.00005
07	12c	.994	.00005

Removed item 12f due to its exceeding 0.10.

Items/Variables

12e “Being beaten up, knifed, or shot on campus”

12g “Your residence hall room being burglarized while someone is home”

12a “Yourself being sexually assaulted on campus or at a university function”

12h “Your residence hall room being burglarized while no one is home”

12b “A friend being sexually assaulted on campus or at a university function”

12d “Being mugged on campus (including residence halls)”

12c “Being attacked while driving your car around campus”

TABLE 10 Campus Crime Variables and Gender by Mean Levels of Worry

Variable		Mean Perception	Standard Deviation
Murdered	Female	1.414	.691
	Male	1.245	.522
Campus Attacked	Female	1.540	.760
	Male	1.408	.956
Variety of Crime	Female	1.598	.842
	Male	1.531	.767
Sexual Assault	Female	1.954	1.045
	Male	1.083	.347
Room Burglarized While Home	Female	1.738	1.088
	Male	1.578	.941
Mugged	Female	1.828	.991
	Male	1.449	.648
Friend Being Sexually Assaulted	Female	2.149	1.084
	Male	2.000	1.099
Room Burglarized While Away	Female	2.150	1.342
	Male	2.378	1.497
Overall Perception of Crime	Female	1.794	.741
	Male	1.579	.598

TABLE 11**Knowledge of Campus Crime by Frequency**

Sexual Assault	N	Percentage
0	83	61
1-5	22	16.2
6-10	2	1.5
Don't Know	28	20.6
Physical Assault	N	Percentage
0	60	44.1
1-5	47	34.6
6-10	1	.7
11-15	1	.7
Don't Know	25	18.4
Vandalism	N	Percentage
0	21	15.4
1-5	67	49.3
6-10	21	15.4
11-15	5	3.7
Don't Know	20	14.7

TABLE 12**Involvement Variables by Level, Number, and Percentage**

Variable	1	2	3	4	5
PLAYS	80/58.8	18/13.2	16/11.8	4/2.9	4/2.9
LECTURES	56/41.2	30/22.1	27/19.9	4/2.9	5/3.7
SPECEVENTS	64/47.1	17/12.5	27/19.9	12/8.8	2/1.5
DANCE	88/64.7	18/13.2	6/4.4	2/1.5	3/2.2
CONCERTS	71/52.2	16/11.8	16/11.8	8/5.9	8/5.9
BANDS	79/58.1	12/8.8	11/8.1	7/5.1	6/4.4
FORENSICS	100/73.5	8/5.9	5/3.7	1/7	1/7
MOVIES	85/62.5	9/6.6	9/6.6	10/7.4	1/7
RELIGIOUS	75/55.1	13/9.6	11/8.1	7/5.1	14/10.3
FRATSOR	90/66.2	5/3.7	2/1.5	2/1.5	17/12.5
HOnoRG	86/63.2	10/7.4	11/8.1	5/3.7	3/2.2
JUDBRD	103/75.7	7/5.1			2/1.5
POLGRPS	102/75.	7/5.1	2/1.5	1/7	
PROFESSIONAL	84/61.8	12/8.8	11/8.1	5/3.7	3/2.2
PUBLICATIONS	97/71.3	5/3.7	6/4.4	2/1.5	2/1.5
SERVORG	87/64.0	10/7.4	13/9.6	3/2.2	
STUDSEN	105/77.2	3/2.2	3/2.2		3/2.2
UNIVPROG	102/75.	4/2.9	3/2.2	3/2.2	1/7
UNIHOUS	102/75.0	6/4.4	3/2.2		1/7

Variable	1	2	3	4	5
UNIVCOMM	101/74.3	6/4.4	6/4.4		
INTRAMUR	72/52.9	9/6.6	14/10.3	5/3.7	17/12.5
INTERCOL	93/68.4	5/3.7	4/2.9	1/7	8/5.9
MRGTRAIN	107/78.	7 2/1.5			2/1.5
CHEERLDR	106/77.9	2/1.5	2/1.5		
SPECTATR	51/37.5	7/5.1	29/21.3	19/14.0	23/16.9
STUDABRD	90/66.2	6/4.4	7/5.1	3/2.2	4/2.9
CONCONVE	90/66.2	7/5.1	10/7.4	2/1.5	2/1.5
INTERN	96/70.6	9/6.6	4/2.9		2/1.5
HONORS	87/64.0	7/5.1	8/5.9	8/5.9	9/6.6
FACINTER	54/39.7	22/16.2	28/20.6	17/12.5	8/5.9
PERSCONT	66/48.5	20/14.7	18/13.2	14/10.3	6/4.4
COMMSERV	61/44.9	17/12.5	22/16.2	6/6.6	10/7.4
EMPLOY	(on campus) 17/12.5		(off-campus) 83/61.0		
	(both) 5/3.7				
EMPLOYHR	(1-10) 20/14.7		(11-20) 48/35.3		
	(above 20) 36/26.5				

TABLE 13**Involvement Variables by Mean Participation Levels**

Variable	Mean	Standard Deviation
PLAYS	1.64	1.04
LECTURES	1.95	1.09
SPECEVENTS	1.94	1.14
DANCES	1.41	.87
CONCERTS	1.87	1.27
BANDS	1.69	1.19
FORENSICS	1.22	.65
MOVIES	1.54	1.02
RELIGIOUS	1.93	1.42
FRATSOR	1.72	1.46
HONORG	1.51	1.01
JUDBRD	1.13	.58
POLGRPS	1.13	.45
PROFESSIONAL	1.53	1.01
PUBLICATIONS	1.28	.80
SERVORG	1.40	.80
STUDSEN	1.18	.72
UNIVPROG	1.20	.70
UNIHOUS	1.14	.53

Variable	Mean	Standard Deviation
UNIVCOMM	1.16	.49
INTRAMUR	2.03	1.49
INTERCOL	1.43	1.12
MRGTRAIN	1.09	.55
CHEERLDR	1.05	.30
SPECTATR	2.66	1.55
STUDABRD	1.41	.99
CONCONVE	1.37	.86
INTERN	1.23	.68
HONORS	1.70	1.29
FACINTER	2.25	1.29
PERSCONT	1.98	1.26
COMMSERV	2.08	1.33
EMPLOY	1.89	.45
EMPLOYHR	2.15	.72

TABLE 14**“Average Level of Involvement” by Perception of Crime**

Variable	<i>f</i>	<i>P</i>
PLAYS	3.404	.020
LECTURES	1.769	.157
SPECEVENTS	1.869	.139
DANCES	.202	.895
CONCERTS	3.174	.027
BANDS	1.515	.215
FORENSICS	.098	.972
MOVIES	3.141	.028
RELIGIOUS	3.506	.018
FRATSOR	.413	.744
HONORG	3.177	.027
JUDBRD	.805	.494
POLGRPS	1.103	.351
PROFESSIONAL	3.838	.012
PUBLICATIONS	1.021	.387
SERVORG	1.882	.137
STUDSEN	1.307	.276
UNIVPROG	1.484	.223
UNIHOU5	1.304	.277

Variable	<i>f</i>	<i>P</i>
UNIVCOMM	.561	.642
INTRAMUR	1.062	.368
INTERCOL	.143	.934
MRGTRAIN	.242	.867
CHEERLDR	.285	.836
SPECTATR	3.063	.031
STUDABRD	1.936	.128
CONCONVE	13.058	.0005
INTERN	4.703	.004
HONORS	5.216	.002
FACINTER	1.187	.318
PERSCONT	2.458	.066
COMMSERV	1.651	.182
EMPLOY	.260	.854
EMPLOYHR	.860	.465
Overall Involvement by		
Perceptions of Crime	2.339	.076

TABLE 15

Results of Partial Correlational Analysis of Student Characteristics Variables and the Dependent Variable

		<i>r</i>	<i>P</i>
Corr. Vars.	Perception of Crime	.2239	.009
	Level of Involvement		
Covariate	Academic Class		
Corr. Vars.	Perception of Crime	.2038	.018
	Level of Involvement		
Covariate	Age		
Corr. Vars.	Perception of Crime	.2046	.018
	Level of Involvement		
Covariate	Race		
Corr. Vars.	Perception of Crime	.1787	.068
	Level of Involvement		
Covariate	Income		

		<i>r</i>	<i>p</i>
Corr. Vars.	Perception of Crime	.2035	.029
	Level of Involvement		
Covariate	Population		
Corr. Vars.	Perception of Crime	.2020	.019
	Level of Involvement		
Covariate	Gender		
Corr. Vars.	Perception of Crime	.2135	.015
	Level of Involvement		
Covariate	Victim of Crime		
Corr. Vars.	Perception of Crime	.1917	.030
	Level of Involvement		
Covariate	Media Coverage		
Corr. Vars.	Perception of Crime	.1991	.021
	Level of Involvement		
Covariate	Media		

		<i>r</i>	<i>P</i>
Corr. Vars.	Perception of Crime	.2044	.019
	Level of Involvement		
Covariate	Television Programming		
Corr. Vars.	Perception of Crime	.2175	.014
	Level of Involvement		
Covariate	Hours of Watching Television		
Corr. Vars.	Perception of Crime	.02238	.028
	Level of Involvement		
Covariates	Academic Class		
	Age		
	Race		
	Population		
	Gender		
	Victim		
	Media Coverage		
	Media		
	Television Programming		
	Hours of Watching Television		

		<i>r</i>	<i>P</i>
Corr. Vars.	Perception of Crime	.2330	.008
	Level of Involvement		
Covariates	Class		
	Race		
	Gender		
	Victim		
Corr. Vars.	Perception of Crime	.2349	.008
	Level of Involvement		
Covariates	Gender		
	Victim		
	Academic Class		
Corr. Vars.	Perception of Crime	.2349	.010
	Level of Involvement		
Covariates	Gender		
	Victim		

APPENDIX F
CORRESPONDENCE



DEPARTMENT OF HUMAN RESOURCES

EAST CENTRAL UNIVERSITY

BOX J- 4

TELEPHONE 580/332-8000 EXTENSION 481 ADA, OKLAHOMA 74820-6899

February 3, 1998

Karen Petry, Administrative Office
Office of Research and Administration
Room 314, Buchanan Hall
University of Oklahoma
1000 Asp Avenue
Norman, OK 73019

Dear Ms. Petry:

Recently I submitted a research proposal entitled, "Campus Involvement and Student Perceptions of Campus Crime." This proposal was reviewed by Dr. E. Laurett Taylor and found to be exempt from the requirements for full board review and approval under the regulation of the University of Oklahoma-Norman Campus Policies and Procedures for the Protection of Human Subjects in Research.

On January 28, 1998 I met with my dissertation committee and they approved the prospectus with the following two minor modifications.

1. That the title be changed to, "Student Perceptions of Campus Crime and Campus Involvement."
2. That the questionnaire be shortened to no more than four pages. The committee asked me to tell the IRB that no new questions were being added and that the only changes made will be the length of the survey. (I have attached a copy of the revised survey)

Since this is a minor deviation from the original research protocol, my Chair, Dr. Rosa Cintron, and the entire committee asked that I notify of these changes and request a new letter of approval. If you have any questions you may call me at the above number or E-mail me at sturner@mailclerk.ecok.edu. Thanks for your assistance and a quick response.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Turner'.

Steve Turner



The University of Oklahoma

OFFICE OF RESEARCH ADMINISTRATION

February 3, 1998

Mr. Steve Turner
East Central University
Box J-4
Ada, Oklahoma 74820

SUBJECT: "Campus Involvement and Student Perceptions of Campus Crime"

Dear Mr. Turner:

I have reviewed the changes that you have requested to make in your research study referenced above that would permit you to change your research title to "Student Perceptions of Campus Crime and Campus Involvement" and the elimination of certain questions on the survey instrument. These modifications to your protocol fall within the limits of research involving human subjects that can be considered exempt from Board review. Therefore, it is approved as proposed.

If you have any questions, please contact me.

Sincerely yours,

A handwritten signature in cursive script, reading "Karen M. Petry".

Karen M. Petry
Administrative Officer
Institutional Review Board

KMP:pw
98-115

cc: Dr. E. Laurette Taylor, Chair, Institutional Review Board
Dr. Rosa Cintron, Faculty Sponsor, ELPS
Graduate College



EAST CENTRAL UNIVERSITY

Duane C. Anderson
Vice President for Academic Affairs

ADA, OKLAHOMA 74820-6899

I N T E R

O F F I C E

MEMO

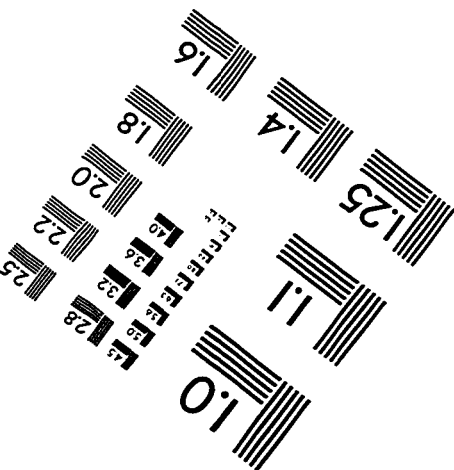
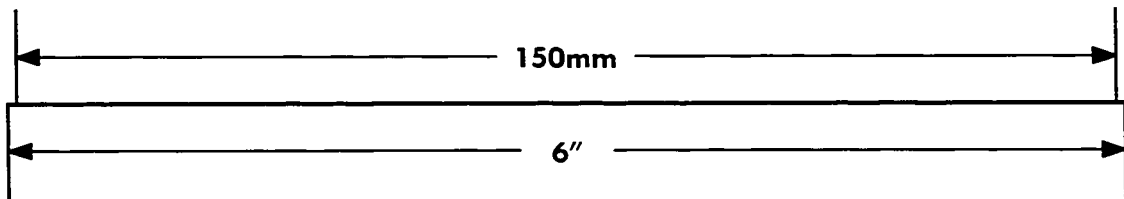
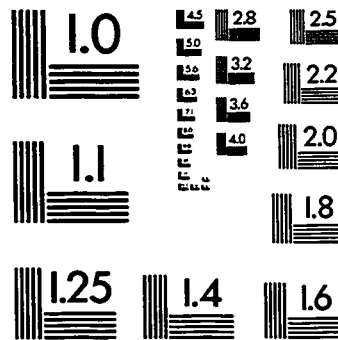
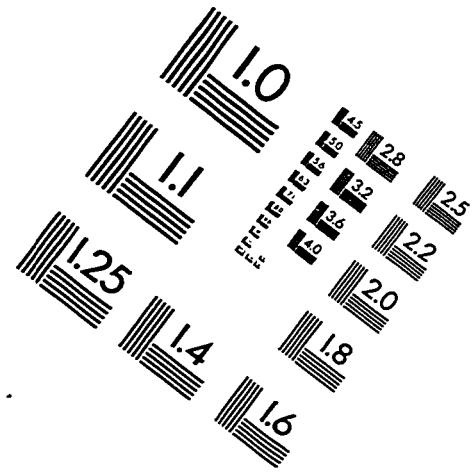
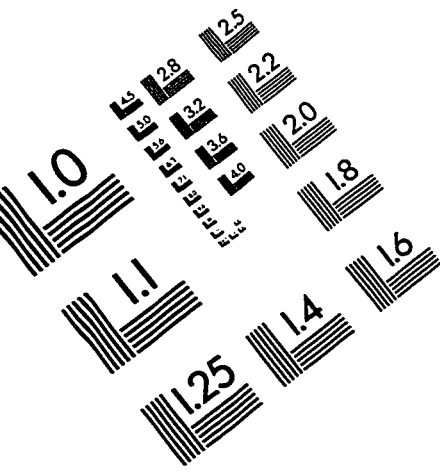
To: Steve Turner, Assistant Professor
From: Duane C. Anderson
Subject: Human Subjects *DCA*
Date: January 20, 1998

The Human Subjects Review Committee recommends approval of your study "Campus Involvement and Student Perceptions of Campus Crime." I concur with the Committee's recommendation.

sm

cc: Judy Goforth Parker, Chair

IMAGE EVALUATION TEST TARGET (QA-3)



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