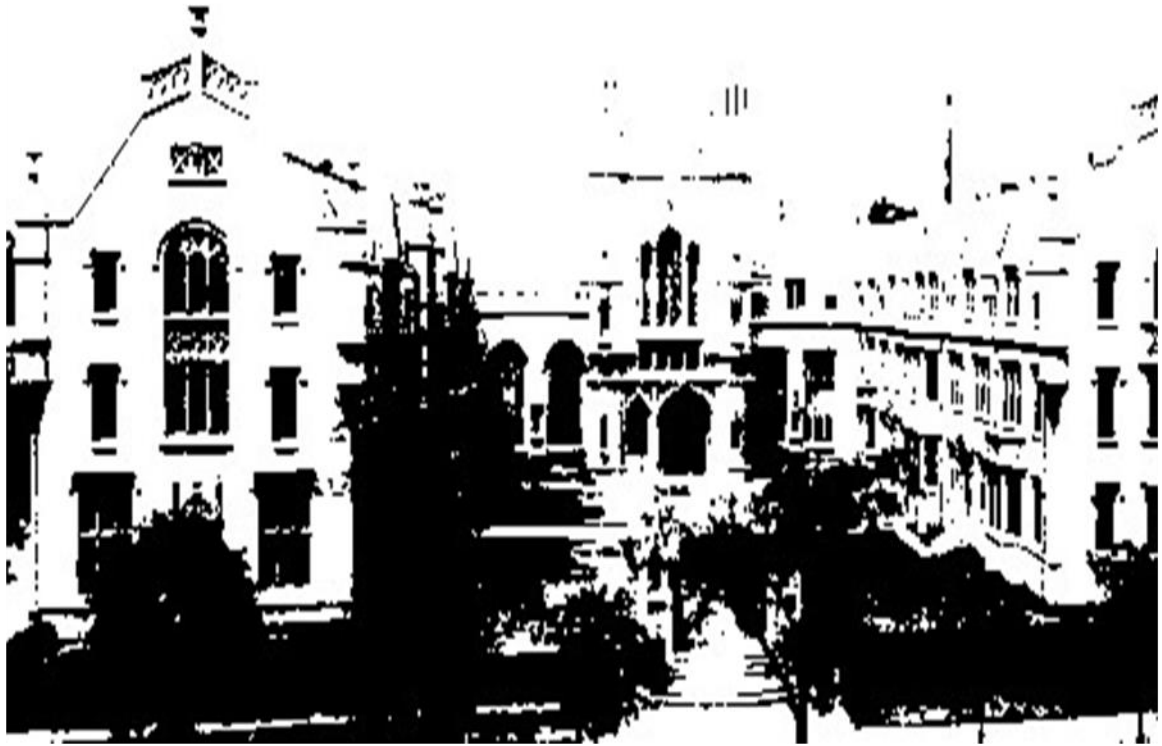


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CJAS Volume 5, Supplemental Issue



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Daniel W. Phillips III

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Shaun A. Dixon

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EDITORIAL NOTES FROM THE EDITOR-IN-CHIEF

September 08, 2017

Editorial Notes

The Supplemental Issue of Volume 5 is presented upon the 2015 recommendation of former Editor-in-Chief, Daniel W. Phillips III. Daniel felt the following article by Reid, Wies, May, and Wright would be a valuable addition to the CJAS catalog of academic work. Unfortunately, the work's publication was delayed for quite some time. After being brought to the attention of the current editorial staff, CJAS made the decision to produce a supplemental issue to make the manuscript available to the academic community in which it serves.

Reid, Wies, May, and Wright provide an examination of safety and security on the Eastern Kentucky University campus, and more importantly how the students perceive their safety while on campus.

Regards,

Shaun Dixon

Editor, *Contemporary Journal of Anthropology and Sociology*

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Safety Perceptions and Experiences with Violence among College Students

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Abstract: Campus safety and security has long been a concern for students, faculty and staff, and communities surrounding a campus. The purpose of this study was to establish a baseline of students' perceptions of campus security, perceptions of safety on and off campus, and experiences with crime while attending a regional, state university. The data indicate students generally feel safe on campus, view the campus police as doing a good job to help keep the campus safe, and feel most locations on campus are generally safe. However, areas for further analysis and discussion include security provisions within the physical campus environment, low reporting rates of crime, and services for victims of sexual assault.

Keywords: Campus Safety, Campus Security, Crime Reporting, Sexual Assault

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Introduction

Campus safety and security has long been a concern for students, faculty and staff, and communities surrounding a campus. Colleges and universities have assessed stakeholder perspectives on campus safety and security (Janosik & Gregory, 2003; Jennings, Gover, & Pudrzynska, 2007; Kelly & Torres, 2006; Wilcox, Jordan, & Pritchard, 2007), including students' perceptions of student safety (Santucci & Gable, 1997; Wilcox et al., 2007), faculty and administrators (Beeler, 1991; Janosik & Gregory, 2009), and parents (Janosik, 2004; Sells, 2002). This concern has heightened in the aftermath of the highly visible and analyzed criminal activity that struck Virginia Polytechnic Institute and State University in 2007, which involved gun violence and campus responses to crises (Rasmussen & Johnson, 2008).

With the advent of a campus safety program called ECU-SAFE, campus personnel wished to ascertain students' needs to inform future programming and resource distribution. The purpose of this study was to establish a baseline of students' perceptions of campus security (such as the presence of security personnel and the physical campus environment), perceptions of safety on and off campus, and experiences with crime while attending Eastern Kentucky University.

Setting

Eastern Kentucky University (EKU) is one of eight public universities in Kentucky and serves a student population of over 16,000. Located in Madison County (population 70,872 and 440.68 square miles), the service region of Eastern Kentucky University is comprised of 22 rural Appalachian counties in southeastern Kentucky, an area which constitutes one of the most impoverished and undereducated

regions in the nation. Women comprise 57.8% of total enrollment, and student race and ethnicity data show the population is 88.5% White, Non-Hispanic; 5.9% Black, Non-Hispanic; 1.2% Asian, Non-Hispanic; 0.4% American Indian or Alaskan Native, Non-Hispanic; 1.8% Hispanic or Latino; 0.2% Native Hawaiian or Other Pacific Islander; and 2.0% two or More races. Ninety-nine percent of the student body is from Kentucky. Over half (51.3%) of first-year students are first-generation college students (Horton & May, 2012).

Within this campus community, faculty and staff joined together to form ECU-SAFE. Funded by the Department of Justice's Office of Violence Against Women, it is a novel program designed to provide tools and information to students that help them participate in creating a safer learning environment and campus experience for all students. ECU-SAFE provides evidence-based information concerning domestic violence, dating violence, sexual assault, and stalking. In addition, the ECU-SAFE program offers a variety of services to provide support and volunteer opportunities to students, including bystander intervention training, community service, resources and information, peer education, service referrals, violence prevention programs, and workshops on healthy relationships.

In order to establish a baseline of students' perceptions of campus security, perceptions of safety on and off campus, and experiences with crime while attending Eastern Kentucky University, we undertook an extensive survey project. Internally funded and supported, the "Campus Safety and Security Survey" reveals important data about the student experience at EKU. While our data are specific to this population, the results and discussion are applicable to other

colleges and universities seeking to align students' experiences with crime and their perceptions of safety. As campuses across the United States grapple with student safety, these results can inform future studies and practices.

Data Collection

Coinciding with the first year of the EKU-SAFE Program (Spring 2010), members of the research team obtained a list of all 590 general education classes offered in the spring semester at the main Richmond EKU campus from the university academic database. We believed that students enrolled in these classes were most likely to be representative of students across all majors, since general education classes are required of all students. After obtaining the original list, we then removed any classes with enrollments of less than 20 or more than 80, and drew a random sample of 40 classes from the group of 586 remaining classes. To insure representation from the larger classes (those with enrollments of between 80 and 200 students) but to avoid having the sample dominated by students from those larger classes, we randomly selected 3 of the 28 classes with over 80 students, with a goal of obtaining a sample of 1,000 surveys. Instructors in these 43 sections were then contacted by email. In that email, we explained the purpose of the research, informed faculty that we had EKU Institutional Review Board approval to conduct the project, then asked if it would be possible for us to attend their class on a day of their choice and administer the survey to students in their class. For those that did not respond to the original email, we sent a second email a week later, then attempted to call them in their office a week later. This process eventually yielded a sample of 23 instructors who agreed to allow us to survey students in their course.

Members of the research team attended the selected classes and administered the questionnaire to all students

who consented to participate. This strategy eventually yielded data from 640 students. A majority of respondents (56.7%) indicated they were female, White (90.9%), and full-time students (93.4%). Two in five (39.4%) respondents were freshmen. Half of the respondents (50.2%) indicated they lived in an on-campus dormitory. A little over half (52.5%) of students reported that they live in a residence hall on campus.

To compare responses across the demographic variables included in this study, we dichotomized each of the variables described in Table 1. Males were compared with females, on-campus residents (students residing in either residence halls or on-campus apartments) were compared with students residing off-campus, upper-classmen (Juniors and seniors) were compared with lower-classmen (freshman and sophomores) and whites were compared with nonwhites (Blacks, American Indian/Aleutian Islanders, Asian/Pacific Islanders, and students that indicated they were multiracial). Those results are presented in Tables 8 through 11.

Campus Security

The survey asked students to respond to a series of questions about their overall knowledge of safety issues on the Eastern Kentucky University campus (see Table 2). The results can be understood along three themes: campus safety personnel, sexual assault programming, and the condition of the physical environment of the campus.

The first section of the survey focused on students' knowledge of the role of campus safety personnel, such as campus police and other personnel charged with responding to and preventing campus crime. Approximately half of students (51.0%) indicated that, other than the campus police, they did not know who to contact if they are a victim of crime while on campus. Furthermore, only one in five students (20.7%) knew EKU has an office other than the campus police department that has

people who are paid to work with victims of crime while on campus. Given that three in four students responded they “didn’t know” the answer to that question, the percentage of students who actually know about EKU-SAFE is probably even smaller than 20%. Interestingly, most students reported campus police officers are somewhat visible (64.4%) or very visible (28.7%), most (61.80%) students also agreed they would feel safer if the campus police were more visible than they currently are.

With regards to sexual assault programming and response, the majority of students (92%) indicated they did not receive any violence prevention training from their college or university. Three in five students (60.7%) reported that if they were sexually assaulted at EKU, they did not know the name and number of someone other than campus police to contact to help them. In addition, slightly more than half (56.7%) of students reported that, other than the campus police, EKU does not have a centralized office to deal specifically with sexual violence.

A substantial portion of the “Campus Safety” section of the survey asked respondents to consider the condition of the physical campus environment and how that impacts their perceptions of safety. On a positive note, three in four students (75.9%) responded they felt safe traveling alone at night on their campus. However, a similar percentage (72.3%) reported their university’s parking lots and sidewalks were not equipped with surveillance cameras and three in four respondents (76.5%) indicated surveillance cameras overlooking parking lots and walkways would make them feel safer. Almost three in four students (72.44%) reported that emergency call boxes/telephones placed through campus make them feel safer while on campus although the vast majority (95.3%) had never used an emergency call box/telephone for its intended purpose. Nearly three in four

students (74.3%) reported they have not noticed a stairwell or fire door propped open in any campus building. Compounding these data, the vast majority of students (90%) reported their college/university does provide public transportation or escorts to and from parking lots during nighttime hours and the majority of respondents (82.3%) reported this service makes them feel safer while on campus. Interestingly, more than half (54.4%) of responding students feel their residence hall’s check-in policies keep unauthorized visitors out.

Perceptions of Safety: Fear, Risk, and Beliefs

Responses to a series of questions asking students about their perceptions of the likelihood of victimization by crime while on campus are presented in Table 3. Respondents were asked to rank their chances of victimization on campus from highest risk (coded 10) to lowest risk (coded 1). Students perceived they were at most risk of having something that belonged to them taken from them (4.7), having their car broken into (4.5), and being verbally harassed (4.5). Students felt they were less likely to (1) be threatened by someone with their fists, feet, or other bodily attack, (2) have someone break into their place of residence and take something from them, (3) have something taken from them by force or threat of force, (4) have someone force them or attempt to force them to have sexual intercourse with them against their will, or have someone attack or attempt to attack them with a weapon. Students felt almost no risk of being murdered on campus (mean=1.7).

Students were also asked about their perceptions of the likelihood of crime victimization while off campus (see Table 3). Respondents were again asked to rank their chances of victimization from highest risk (coded as 10) to lowest risk (coded as 1). Students perceived they were at most risk of being verbally harassed and having

something that belonged to them taken from them (both 4.6) and of having their car broken into (4.5). Students felt they were less likely to (1) have someone break into their place of residence and take something from them, (2) be threatened by someone with their fists, feet, or other bodily attack, (3) have something taken from them by force or threat of force, (4) have someone attack or attempt to attack them with a weapon, and (5) have someone force them or attempt to force them to have sexual intercourse with them against their will. Students felt a slightly higher risk of being murdered off-campus than on-campus (2.3).

Students next responded to a series of questions asking about locations where they felt most at-risk of victimization (see Table 5). Respondents were again asked to rank their chances of victimization from highest risk (coded as 10) to lowest risk (coded as 1). Students perceived they were at most likely to be victimized in parking lots (mean risk of 4.9 for the sample), on sidewalks (3.4), in common green spaces (known as “the ravine”) (3.2), and in residence halls (3.0). Students perceived they were least likely to be victimized in fitness centers (2.0), in classroom buildings (1.9), and in the library (1.8).

Students were then asked to rate their satisfaction with safety and those departments whose job it is to keep them safe on campus (see Table 5). Most respondents indicated they were either somewhat satisfied (55.1%) or very satisfied (36.7%) with safety on campus at ECU. Similar percentages indicated they were somewhat satisfied (54.19%) or very satisfied (28.4%) with ECU campus police. The vast majority of respondents also indicated they were somewhat satisfied (50.9%) or very satisfied (32.7%) with ECU’s response to crime on campus when it occurs. Similar percentages were either somewhat satisfied (52.3%) or very satisfied

(26.2%) with ECU’s disciplinary process for students who commit crime on campus.

Next, students were asked a series of questions assessing their fear of crime in various campus locations (see Table 6). Over half the students either somewhat agreed (34.0%) or strongly agreed (17.3%) they had been fearful of victimization on campus because of poorly lit parking lots. Similar percentages agreed they had been fearful of being a victim of crime because of poorly lit sidewalks and common areas. The majority of students were not fearful because of (1) overgrown or excess shrubbery, (2) groups congregating or loitering, (3) visibility of police officers, or (4) a lack of supervision in buildings.

Respondents were then asked to indicate their level of agreement with a series of statements designed to measure their fear of various types of criminal victimization on campus (see Table 7). Respondents agreed they were most fearful of having their money or possessions taken from them (42% somewhat or strongly agreed). A substantial minority of students agreed they were fearful of staying late because of crime (27.0%), being sexually assaulted (26.2%), going out at night because they might become a victim of crime (23.6%), and being attacked by someone with a weapon (22.5%). Much smaller percentages of students were fearful of being beaten up, being shot, and attending events (football, games, dances, etc.) because of the risk of being victimized by crime.

Bivariate Results

For each of the aforementioned series of variables included in Tables 2 through 7, we conducted principal axis exploratory factor analyses using direct oblimin rotation to create six summated scales. In each case, these scales loaded on one primary factor and all loadings on that factor were .300 or above. The scales included: a Perceptions of risk of crime on-campus

(Cronbach's $\alpha=.892$) and a Perceptions of risk of crime off-campus (Cronbach's $\alpha=.918$) from the measures included in Table 3; a Place Risk scale (Cronbach's $\alpha=.863$) from the measures included in Table 4; a Fear Cues scale (Cronbach's $\alpha=.899$) from the measures included in Table 5; a General Fear scale (Cronbach's $\alpha=.907$) from the measures included in Table 6; and a Satisfaction with Safety Agents scale (Cronbach's $\alpha=.847$) from the measures included in Table 7.

Independent sample t-tests were then estimated on the respondent's gender, place of residence (on-campus v. off-campus), academic classification (upperclassmen v. underclassmen), and race (whites v. nonwhites). These results are presented in Tables 8-11.

The results of the independent sample t-tests contrasting male and female students regarding their perceptions and knowledge about safety issues on campus are presented in Table 8. The results suggest that significant gender differences existed for six of the seven scales. Females scored significantly higher than males on the perceptions of risk on campus scale (31.08 v. 24.76; $p<.001$), the perceptions of risk off-campus scale (34.25 v. 27.94; $p<.001$), the place-based risk scale (22.58 v. 16.36; $p<.001$), the fear cues scale (14.46 v. 10.65; $p<.001$), the general fear scale (15.95 v. 12.22; $p<.001$), and the satisfaction with safety agents scale (7.67 v. 7.27; $p<.05$).

The results of the independent sample t-tests contrasting upperclassmen and underclassmen students regarding their perceptions and knowledge about safety issues on campus are presented in Table 9. The results suggest that there were no significant academic classification differences across any of the six scales. Thus, respondents' perceptions of risk, fear, or confidence in safety agents on-campus did not vary by their academic classification.

The results of the independent sample t-tests contrasting students that lived on-campus with students that lived off-campus regarding their perceptions and knowledge about safety issues on campus are presented in Table 10. The results suggest that students living on-campus scored significantly higher on the on-campus risk of victimization scale than their counterparts. Students living on-campus rightly understand that they are exposed to crime on-campus much more frequently than their counterparts that live off-campus. No significant differences existed for any of the other risk or fear scales or the satisfaction with safety agents scale.

The results of the independent sample t-tests comparing racial differences in fear, risk, and knowledge and opinion of safety agents are presented in Table 11. Only one statistically significant difference emerged, as white students were significantly less satisfied with safety agents than their nonwhite counterparts ($t=-2.142$; $p<.05$). No significant differences existed for any of the risk or fear scales or knowledge of campus resources scale.

Discussion

The data indicate that EKU students generally feel safe on campus, view the campus police as doing a good job to help keep the campus safe, and feel most locations on campus are generally safe. Additionally, with the exception of differences in these perceptions by gender, these feelings of safety and confidence do not appear to vary by academic classification, residence on- or off-campus, or by race. However, four areas for further analysis and discussion clearly emerge from the data.

First, the campus environment requires attention, which includes visibility and presence of campus safety personnel and physical environment. Over half of the students indicated they would feel safer if campus police were more visible on campus.

Additionally, given findings that approximately one in four students indicated they did not feel safe walking alone on campus and students overwhelmingly indicated campus security cameras and walking escorts would make them feel safer, additional discussions with students (particularly female students, as discussed below) are needed to determine why students are concerned about safety and their opinions about what campus safety officials can do to make campus safer.

The perceptions of safety should be contextualized in the data indicating students are fearful of experiencing theft, having their vehicles broken into, and being verbally harassed, both on- and off-campus. Although campus officials can do little to reduce these concerns off-campus, targeted efforts can be made on-campus to alleviate these fears through educational campaigns and focused prevention efforts. For example, the university should carefully assess those parking lots and sidewalks that are not well-lit and campus police should consider having a more active presence, particularly in those areas.

A second issue is that of reporting. Half the students did not know who to report a crime to, other than the campus police. An area for campus action, therefore, includes increasing awareness about who can serve as a reporting entity and identifying the variety of campus offices that work together to respond to crime. This is particularly important for cases of sexual assault.

Therefore, the third theme of note is sexual assault among the campus population. While students expressed that they did not feel likely to experience sexual assault on or off campus, the likelihood of women being sexually assaulted is staggering, with nearly 1 in 4 campus women experiencing violence (Fisher, Cullen, & Turner, 2000; Koss, Gidycz, & Wisniewski, 1987). Fortunately, students' responses show that they understand dynamics of sexual assault,

stating most sexual assaults are committed by a known perpetrator and women have the right to change their minds about consenting to sex. However, with 92% of students stating they did not receive any violence prevention training, there is a clear need for EKU-SAFE's programming.

With regards to sexual assault programming and response, the data collected indicate a strong need for increased awareness of the EKU-SAFE office and its functions on-campus. Furthermore, the majority of students did not know who to contact for help after a sexual assault, other than campus police. For those students who experience sexual assault or are interested in information to assist their peers, educational efforts should focus on various individuals and offices that can assist in coordinating responses to sexual assault victimization.

The most important point of emphasis unveiled in this study is the differences across all scales by gender (reported in Table 8). Females experienced significantly higher levels of risk and fear across all contexts and significantly lower confidence in the campus safety agents. This finding is neither unprecedented nor surprising, as females are regularly found to be more concerned about their personal safety than males across most measures and samples (Lane, Rader, Henson, Fisher, & May, 2014). Nevertheless, this finding serves as an important reminder that all training delivered on-campus about safety should be gender-specific training. Thus, although both males and females should receive similar training regarding campus safety and their own role in reducing their vulnerability to victimization, this training should be developed in such a way that females are given knowledge and skills above and beyond that of males to reduce these feelings of unsafety across the university contexts.

With regards to sexual assault programming and response, the data

collected indicate a strong need for increased awareness of the EKU-SAFE office and its functions on-campus. Furthermore, the majority of students did not know who to contact for help after a sexual assault, other than campus police. For those students who experience sexual assault or are interested in information to assist their peers, educational efforts should focus on various individuals and offices that can assist in coordinating responses to sexual assault victimization.

Conclusion

Given the findings presented here, the emergence of EKU-SAFE can serve specific needs for the campus community. Students reported low rates of victimization, though substantial minorities (particularly female students) expressed fear and concern for their safety while on and off campus. The results indicate additional resources can enhance students' experiences and perceptions of safety on campus. In addition, educational activities can be used to bring greater awareness of resources that already exist on campus, which can in turn contribute to a greater sense of security. All of these efforts can lead to a more positive experience for the student population, leading to persistence among students. Additionally, campus-wide culture to establish an understanding of campus safety and security indicates a positive atmosphere for redressing gaps in services and resources (see Adelman, Haldane, & Wies, 2012). The process outlined in this article can be replicated with other campus communities to influence a culture of safety and responsiveness for university and college students.

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Table 1. Demographic Characteristics of the Respondents

What is your Gender?	N	%
Male	277	43.4
Female	362	56.7
What is your Current Grade Level?	N	%
Freshman	250	39.4
Sophomore	152	23.9
Junior	115	18.1
Senior	110	17.3
Graduate Student	8	1.3
What is your Living Arrangement?	N	%
On-Campus Dormitory	320	50.2
On-Campus Apt/Family Housing	31	4.9
Off-Campus	284	44.6
How do you Describe Yourself?	N	%
White	572	90.9
Black	35	5.6
American Indian/Aleutian Islander	4	0.7
Asian/Pacific Islander	8	1.3
Multiracial	10	1.6
What is your Current Grade Level?	N	%
Freshman	250	39.4
Sophomore	152	23.9
Junior	115	18.1
Senior	110	17.3
Graduate Student	8	1.3

Table 2. *Student Experiences with Campus Safety and Security*

	Yes	No
	%	%
Have you received any violence prevention training from your college or university?	7.9	92.1
Do you live in a residence hall on campus?	52.5	47.5
Does ECU have an office other than the campus police department that has people who are paid to work with victims of crime while on campus?*	20.7	6.7
Other than the campus police, I know who to contact if I am a victim of crime while on campus.	49.0	51.0
If I am sexually assaulted at ECU, I know the name and number of someone other than the campus police to contact to help me.	39.3	60.7
Other than the campus police, does ECU have a centralized office that deals specifically with sexual violence?	43.3	56.7
Do you feel that your residence hall's check-in policies keep unauthorized visitors out?	54.4	45.6
Have you ever noticed a stairwell or fire door propped open in any campus building?	25.7	74.3
Does your college/university provide public transportation or escorts to and from parking lots during nighttime hours?	89.9	10.1
Does this service make you feel safer while on campus?	82.3	17.7
Do the emergency call boxes/telephones placed through campus make you feel safer while on campus?	72.4	27.6
Have you ever used an emergency call box/telephone for its intended purpose?	4.7	95.3
Do you feel safe traveling alone at night on your campus?	75.9	24.2
Are your university's parking lots and sidewalks equipped with surveillance cameras?	27.7	72.3
Would surveillance camera's overlooking parking lots and walkways make you feel safer?	76.5	23.5
Would you feel safer if the campus police were more visible than they currently are?	61.8	38.2

*295 respondents (72.66%) indicated that they did not know the answer.

Table 3 *Students' Perceptions of Safety On-Campus and Off-Campus*

On campus: On a scale of 1 to 10, where 1 means it is not likely at all and 10 means it is very likely, how likely do you think it is that you will...	N	Mean
Have something that belongs to you taken from you?	640	4.7
Have someone take or attempt to take something from you by force or threat of force?	629	2.8
Have someone force you or attempt to force you to have sexual intercourse with them against your will?	602	2.3
Have someone attack you or attempt to attack you with a weapon?	619	2.3
Be murdered?	592	1.7
Have your car broken into?	627	4.5
Have someone threaten you with their fists, feet, or other bodily attack?	626	3.1
Be verbally harassed?	625	4.5
Have someone break into your place of residence and take something from you?	577	3.0
Off campus: On a scale of 1 to 10, where 1 means it is not likely at all and 10 means it is very likely, how likely do you think it is that you will...	N	Mean
Have something that belongs to you taken from you?	609	4.6
Have someone take or attempt to take something from you by force or threat of force?	603	3.4
Have someone force you or attempt to force you to have sexual intercourse with them against your will?	579	2.7
Have someone attack you or attempt to attack you with a weapon?	595	3.0
Be murdered?	578	2.3
Have your car broken into?	599	4.5
Have someone threaten you with their fists, feet, or other bodily attack?	598	3.5
Be verbally harassed?	601	4.6
Have someone break into your place of residence and take something from you?	592	3.7

Table 4. *Students' Perceptions of the Risk of Crime On-Campus*

How likely is it that you will be victimized by crime . . .	N	Mean
In the parking lots?	638	4.9
In the classroom buildings?	613	1.9
In the residence halls?	595	3.0
On the sidewalks?	633	3.5
In the fitness centers?	597	2.0
In the ravine?	620	3.2
In the library?	605	1.8

Table 5 *Students' Satisfaction with EKU Campus Safety*

In general how satisfied are you with the:	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
	%	%	%	%
Safety on campus at EKU?	1.2	6.97	55.1	36.7
EKU campus police?	4.4	13.0	54.2	28.4
EKU's response to crime on campus when it occurs?	3.5	12.9	50.9	32.7
EKU disciplinary process for students who commit crime on campus?	5.5	16.1	52.3	26.2

Table 6 *Students' Fear of Crime at Campus Locations*

Since the beginning of this school year, I have been fearful of being a victim of crime on campus because of . . .	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
	%	%	%	%
Poorly lit parking lots.	17.3	34.0	21.6	27.1
Poorly lit sidewalks and common areas.	13.8	32.9	25.8	27.5
Overgrown or excess shrubbery.	7.1	20.9	33.2	38.8
Groups congregating or loitering.	10.0	28.7	29.7	31.6
Visibility of police officers.	5.9	26.1	34.2	33.7
Lack of supervision in buildings.	6.2	21.4	35.1	37.3

Table 7 *Students' Fear of Criminal Activities On-Campus*

On campus, I am afraid of . . .	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
	%	%	%	%
Having money or possessions taken from me.	9.3	32.4	32.2	26.0
Staying late because I might become a victim of a crime.	7.3	19.7	22.2	50.7
Being sexually assaulted.	7.4	18.8	27.0	46.8
Going out at night because I might become a victim of a crime.	6.3	17.3	23.4	53.1
Being attacked by someone with a weapon.	4.3	18.3	38.2	39.3
Being beaten up.	3.8	12.1	38.2	45.9
Being shot.	4.3	10.0	30.8	55.0
Attending events (football, games, dances, etc.) because of the risk of being victimized by crime.	2.5	4.6	21.6	71.4

Table 8. **Gender Differences in Campus Safety Knowledge and Perceptions**

	Males	Females	t	Sig.
Risk On Campus Scale	24.76 (13.93)	31.08 (15.20)	-4.884	.000
Risk Off Campus Scale	27.94 (15.92)	34.25 (16.65)	-4.393	.000
Place Risk Scale	16.36 (9.63)	22.58 (11.12)	-7.025	.000
Fear Cues Scale	10.65 (4.63)	14.46 (4.21)	-10.176	.000
General Fear Scale	12.22 (5.04)	15.95 (5.27)	-8.584	.000
Satisfaction with Safety Agents Scale	7.27 (0.16)	7.67 (2.27)	-2.003	.046

Table 9. Academic Classification Differences in Campus Safety Perceptions and Knowledge

	Upperclassmen	Lowerclassmen	T	Sig.
Risk On Campus Scale	28.11 (16.54)	28.47 (14.22)	-0.255	.799
Risk Off Campus Scale	31.70 (16.92)	31.45 (16.47)	0.166	.868
Place Risk Scale	20.01 (11.66)	19.84 (10.61)	0.175	.861
Fear Cues Scale	12.46 (4.89)	12.98 (4.73)	-1.210	.227
General Fear Scale	14.44 (5.93)	14.21 (5.24)	0.471	.638
Satisfaction with Safety Agents Scale	7.54 (2.56)	7.47 (2.39)	0.342	.732
Knowledge of Campus Resources Scale	0.44 (1.00)	1.40 (1.29)	-. 10.343	.000

Table 10. Place of Residence Differences in Campus Safety Perceptions and Knowledge

	On Campus	Off Campus	T	Sig.
Risk On Campus Scale	29.75 (14.58)	26.54 (15.46)	2.389	.017
Risk Off Campus Scale	31.62 (15.71)	31.54 (17.71)	0.052	.959
Place Risk Scale	19.94 (10.25)	19.87 (11.85)	0.073	.942
Fear Cues Scale	12.75 (4.70)	12.91 (4.87)	-0.398	.691
General Fear Scale	14.13 (5.36)	14.60 (5.65)	-1.017	.310
Satisfaction with Safety Agents Scale	7.35 (2.43)	7.64 (2.41)	-1.460	.145
Knowledge of Campus Resources Scale	1.71 (1.25)	0.24 (0.72)	18.441	.000

Table 11. Racial Differences in Campus Safety Perceptions and Knowledge

	White	Nonwhite	t	Sig.
Risk On Campus Scale	28.12 (14.63)	30.76 (17.92)	-1.183	.237
Risk Off Campus Scale	31.27 (16.49)	34.30 (17.79)	-1.216	.224
Place Risk Scale	19.79 (10.86)	20.57 (11.70)	-0.475	.635
Fear Cues Scale	12.81 (4.78)	12.87 (4.83)	-0.081	.936
General Fear Scale	14.23 (5.42)	15.35 (6.08)	-1.367	.172
Satisfaction with Safety Agents Scale	7.43 (2.42)	8.16 (2.53)	-2.142	.033

The results of the independent sample t-tests comparing racial differences in fear, risk, and knowledge and opinion of safety agents are presented in Table 5. Only one statistically significant difference emerged, as white students were significantly less satisfied with safety agents than their nonwhite counterparts ($t=-2.142$; $p<.05$). No significant differences existed for any of the risk or fear scales or knowledge of campus resources scale.

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