

Introduction/Literature Review

- Policy and safety implications are an important contributor to fear of crime (Kyle et al., 2017; Schafer et al., 2018; William et al., 2016).
- This plays an important role within college campuses, as it influences how comfortable students feel on campuses (Crowl & Battin, 2017; Boateng & Adjekum-Boateng, 2017; Hibdon et al., 2016; Williams et al., 2016).
- Lifestyle activities, environmental, and situational factors contribute to fear of crime (Crowl and Battin, 2017; Kyle et al., 2017; Schafer et al., 2016).
- Students perceptions of safety may enable avoidance and defensive behaviors (Crowl & Battin, 2017; Hibdon et al., 2016; Lee & Hilinski-Rosick, 2012; Pritchard et al., 2012; Schafer et al., 2016).
- Perceptions of conventional police crime-reduction strategies like increased presence, increased visibility, and increased staffing can prove to contribute to negative or positive views of police and levels of fear of crime (Crowl & Battin, 2017; Kyle et al., 2017; Patton & Gregory, 2014).

Hypotheses

- **Hypothesis 1:** The more knowledge of student conduct reporting and disciplinary actions increase students' fear of crime.
- **Hypothesis 2:** The more knowledge of housing codes and violations increase students' fear of crime.
- **Hypothesis 3:** Students who participate in avoidance behaviors increase students' fear of crime.
- **Hypothesis 4:** Students who participate in defensive behaviors involving property increase students' fear of crime.
- **Hypothesis 5:** Students who participate in defensive behaviors involving weapons increase students' fear of crime.
- **Hypothesis 6:** Students who participate in personal and community safety behavior increase students' fear of crime.
- **Hypothesis 7:** Students who are satisfied with campus policing have a lower level of fear.

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Research/Methods

- Survey data collected at a large Midwestern university and targeted students specifically living on campus
- Randomized stratified sampling; there were 844 students selected for participation, but the sample was reduced to 569 completed responses.
- The survey was distributed over a two-week period in April 2013.
- Univariate analysis was used to assess each variable, helping to indicate possible patterns for each variable.
- Multivariate analysis was used to assess potential patterns and relationships across independent variables.

Logistic Regression Table

	Model 1		Model 2	
	Control Variables		Full Model	
	B(SE)	Exp(B)	B(SE)	Exp(B)
Student Knowledge of Conduct Reporting and Disciplinary Actions			-0.05(0.06)	0.96
Student Knowledge of Housing Codes and Violations			-0.10(0.05)*	0.90
Avoidance Behaviors			0.55(0.13)***	1.73
Defensive Behaviors-Property			0.04(0.17)	1.04
Defensive Behaviors-Weapon			-0.09(0.13)	0.92
Student's Efforts to Personal and Community Safety			0.42(0.14)**	1.52
Satisfaction of Campus Policing			-0.11(0.05)*	0.90
Age	0.12(0.08)	1.33	0.08(0.09)	1.09
White	0.89(0.23)***	2.42	0.85(0.26)***	2.35
Female	0.28(0.22)	1.33	-0.01(0.26)	0.99
Location	-0.32(0.23)	0.73	0.05(0.28)	1.05
Constant	-1.20(1.60)	0.30	1.54(2.07)	4.66
Nagelkerke R ²	.05		0.19	

* $p < .05$; ** $p < .01$; *** $p < .001$ (two-tailed)

Results/Data

- Whites versus Non-Whites ($p = .001$)
- Knowledge of housing codes and violations ($\alpha = .54$; $p = .03$)
- Students who participate in avoidance behaviors ($\alpha = .57$; $p = .001$)
- Students who participate in personal and community safety behaviors ($\alpha = .51$; $p = .03$)
- Students who are satisfied with campus policing ($\alpha = .82$; $p = .03$)

Discussion/Conclusion

- This study's factors are significant in fear of crime, as awareness of potential crime and perceived risk has been found to increase fear.
- Utilizing this information can help create effective policies and implications for students to feel more comfortable on campus and in campus housing.
- Limitations may have affected our results, impacting the generalizability.

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