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 & Battin, 2017; Kyleet al., 2017; Schafer et al., 2016).
- Students perceptions of safety enable avoidance and defensive behaviors (Crowl & Battin, 2017; Hibdon et al., 2016; Lee & Hiltinski-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.

Acknowledgments

Thank you to the University of Wisconsin Superior McNair Scholars Program, my mentors (Charern Lee, Monte Stewart, Aaron Wainman), and all of those who have supported me through my research experience through feedback and presentations opportunities.

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

<table>
<thead>
<tr>
<th>Variable/Outcome</th>
<th>Model 1</th>
<th>Model 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Variables</strong></td>
<td>Full Model</td>
<td>Full Model</td>
</tr>
<tr>
<td>B (SE)</td>
<td>B(SE)</td>
<td>B(SE)</td>
</tr>
<tr>
<td>Student Knowledge of Conduct Reporting and Disciplinary Actions</td>
<td>-0.05(0.06)</td>
<td>0.96</td>
</tr>
<tr>
<td>Student Knowledge of Housing Codes and Violations</td>
<td>-0.10(0.05)*</td>
<td>0.90</td>
</tr>
<tr>
<td>Avoidance Behaviors</td>
<td>0.50(0.13)**</td>
<td>1.73</td>
</tr>
<tr>
<td>Defensive Behaviors - Property</td>
<td>0.04(0.17)</td>
<td>1.04</td>
</tr>
<tr>
<td>Defensive Behaviors - Weapon</td>
<td>-0.09(0.13)</td>
<td>0.92</td>
</tr>
<tr>
<td>Student’s Efforts to Personal and Community Safety</td>
<td>0.42(0.14)**</td>
<td>1.52</td>
</tr>
<tr>
<td>Satisfaction of Campus Policing</td>
<td>-0.11(0.05)*</td>
<td>0.90</td>
</tr>
<tr>
<td>Age</td>
<td>0.12(0.08)</td>
<td>1.13</td>
</tr>
<tr>
<td>White</td>
<td>0.89(0.23)**</td>
<td>2.42</td>
</tr>
<tr>
<td>Female</td>
<td>0.28(0.22)</td>
<td>1.33</td>
</tr>
<tr>
<td>Location</td>
<td>-0.32(0.23)</td>
<td>0.73</td>
</tr>
<tr>
<td>Constant</td>
<td>-1.20(1.80)</td>
<td>0.30</td>
</tr>
</tbody>
</table>

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

Results/Data

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

References/Work Cited