

Campus Safety, Victimization, and Knowledge of Resources

Criminal Justice Student Survey Responses



Dr. Breanna Boppre

CJ 581A: Women, Crime, & Criminal Justice

Service-Learning Project

Spring 2020



**WICHITA STATE
UNIVERSITY**



School of Criminal Justice

Background

CJ 581A: Women, Crime, and Criminal Justice is an elective Criminal Justice (CJ) course taught by Dr. Breanna Boppre, Assistant Professor. Eighteen students were enrolled in the class Spring 2020: Heba Alshamary, Elizabeth Anderson, Fatima Ballout, Bailey Barber, Mia Campbell, Rachel Chambers, Madison Davis, Luisa Gonzalez, Victoria Green, Amber Holder, Cheyenne Johnson, Breanna Johnston, Jenna Le, Mariah Ledesma, Kaitlin Nance, Sierra Prince, Kendra Reynolds, Shea Witherspoon. During class discussion on gender and victimization early in the semester, students brought up campus safety as a concern. Accordingly, the class collectively decided to conduct a student survey as a service-learning project to determine the prevalence of victimization on campus and perceptions of safety.

With IRB approval and Dr. Boppre as the Principal Investigator (P-I), students in CJ 581A developed an online survey instrument through Qualtrics with various yes/no and Likert questions. The survey was then distributed to all criminal justice students at Wichita State University (524 students total) via email. The survey remained open from February 25 – March 20, 2020.

The data were downloaded and compiled by Dr. Boppre. Students then analyzed the data and created charts of the results. Most of the charts provided here in this report were created by CJ 581A students themselves. This is why some of the formatting of the charts (e.g., font, style, colors) is not uniform. Dr. Boppre wanted to maintain the authenticity of her students' creations. The interpretations were also written by students and edited by Dr. Boppre.

Results

Sample Characteristics

In total, 90 criminal justice students participated in the online survey. The response rate was 17%.

Figure 1. Gender of Participants

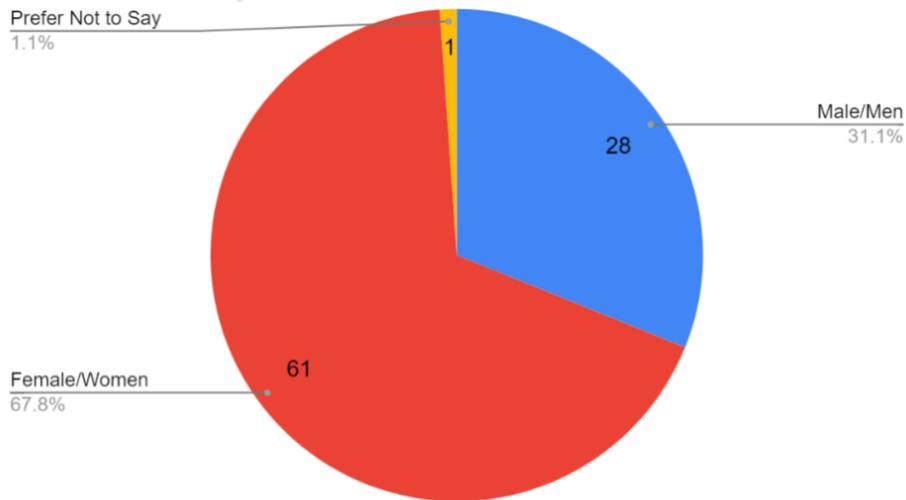


Figure 1 presents the gender of participants. The majority of participants were female/women (68%). Thirty percent of participants were male/men.

Figure 2. Race of Participants

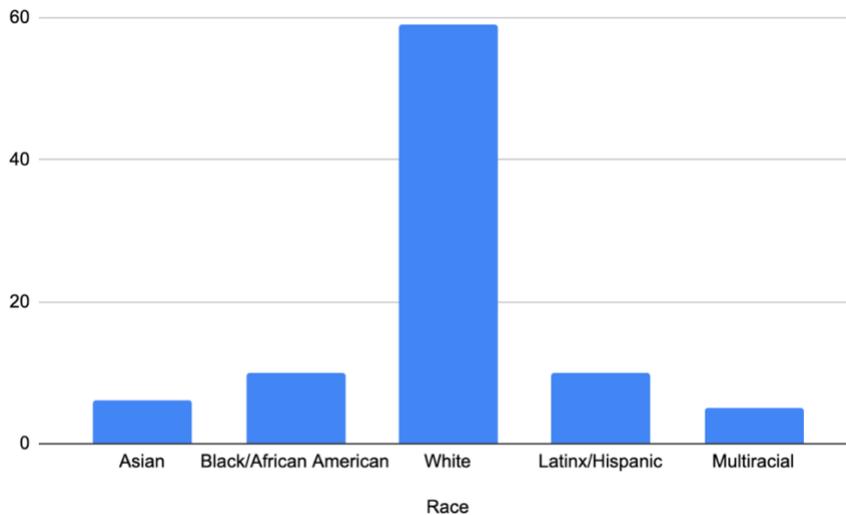


Figure 2 shows the race of participants in the survey. The majority of the participants were White (66%). African American and Latinx/Hispanic had nearly same amount of participants, while fewer were Multiracial or Asian.

Figure 3. Age of Participants

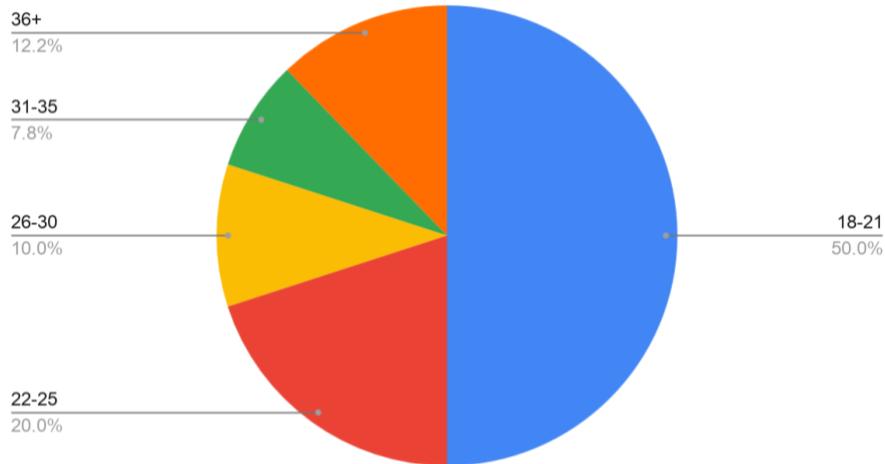


Figure 3 presents the age of participants in the study. The majority of participants were aged 18-21 (50%). Only 12% of participants were above 36.

Figure 4. Sexuality of Participants

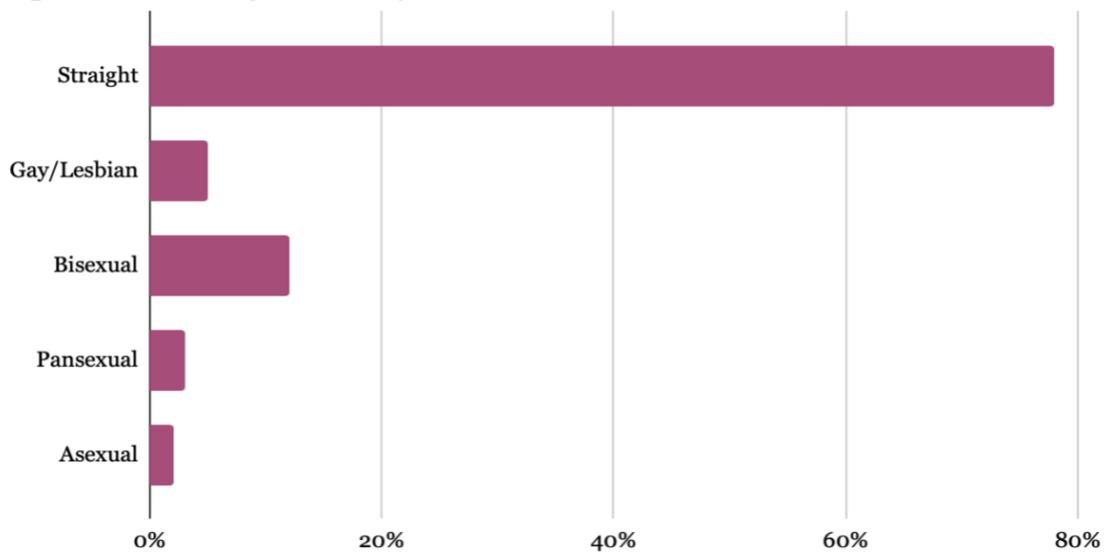


Figure 4 presents the sexuality of participants by straight, gay/lesbian, bisexual, pansexual, and asexual. Most (78%) of the participants were straight, 5% were gay/lesbian, 12% were bisexual, 3% were pansexual, and 2% were sexual.

Figure 5. First-Generation Status

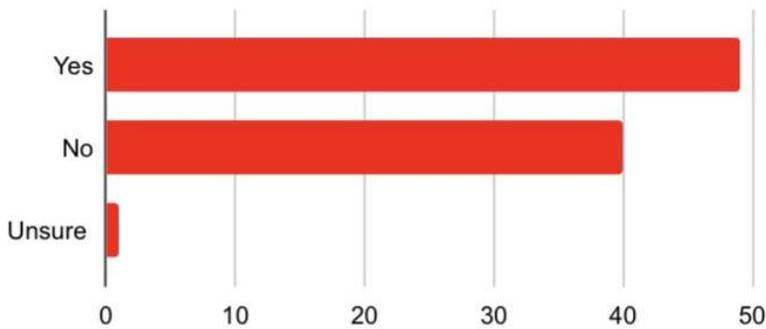


Figure 5 presents how many participants were first-generation students. This means that they were first in their family to attend a four-year college/university. Forty-nine participants classified themselves as first generation and 40 participants indicated they were not.

Perceptions of Safety

Participants were asked a series of questions about their perceptions of safety on or near Wichita State in which they indicated their level of agreement, from Strongly Disagree (1) to Strongly Agree (5).

Figure 6. Participants' Perceptions of Safety by Gender

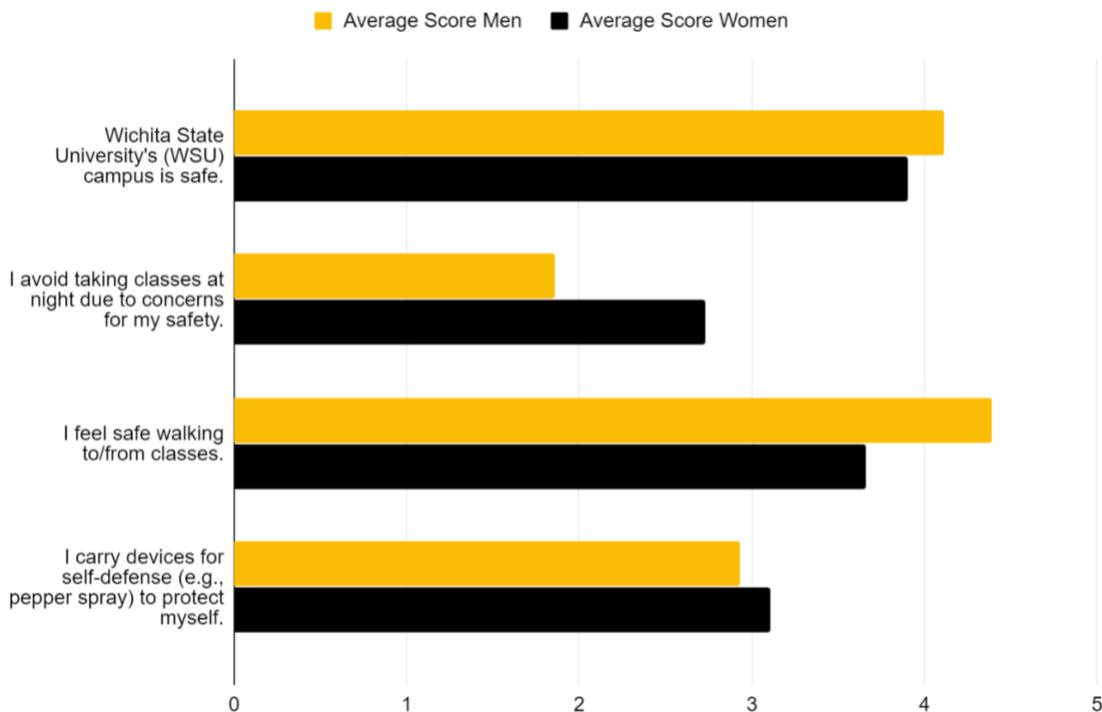


Figure 6 describes participants average scores to the above statements across gender. As a whole, women indicated increased precautions around safety (avoiding classes at

night, carrying devices for self-defense), and less perceived safety relative to men for the university as a whole and while walking to/from classes.

Figure 7. Participants' Perceptions of Safety by Gender

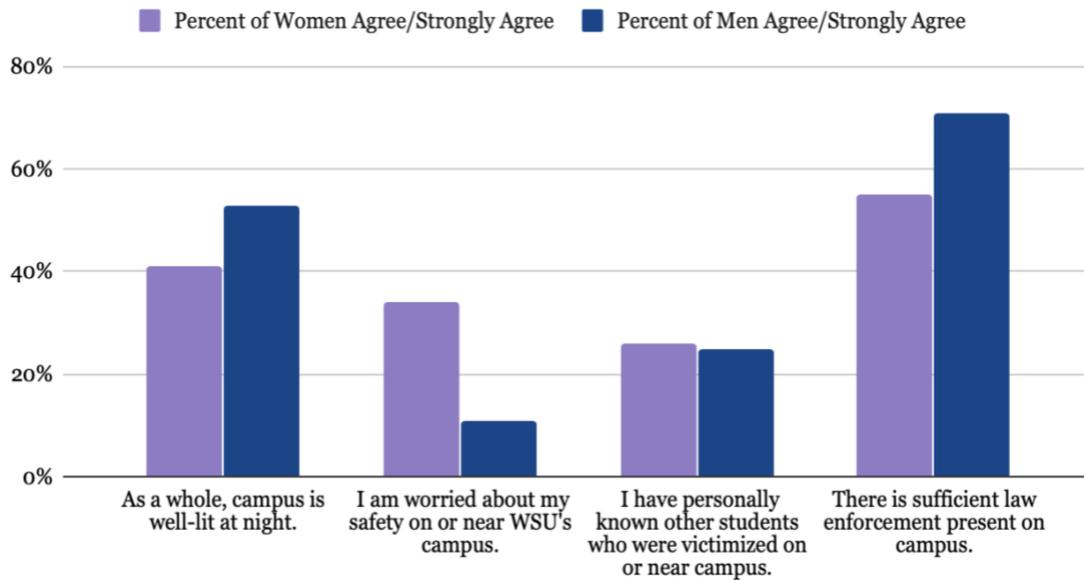


Figure 7 displays the level of agreement participants had with additional statements across gender. The participants were asked “As a whole, campus is well-lit at night”. Forty-one percent of women and fifty-three percent of men agreed with this statement. More women (34%) were worried about their safety on or near campus than men (11%). In addition, twenty-six percent of women and twenty-five percent of men had personally known other students who were victimized on or near campus. Finally, 55% of women and 71% of men agreed that there is sufficient law enforcement present on campus.

Next, participants were asked to indicate how safe they felt on a scale from 1-10 (1 – very unsafe and 10 very safe) in various locations on the Innovation side of campus and the main campus during the day and night.

Figure 8. Participants' Perceptions of Safety by Location: Innovation Campus

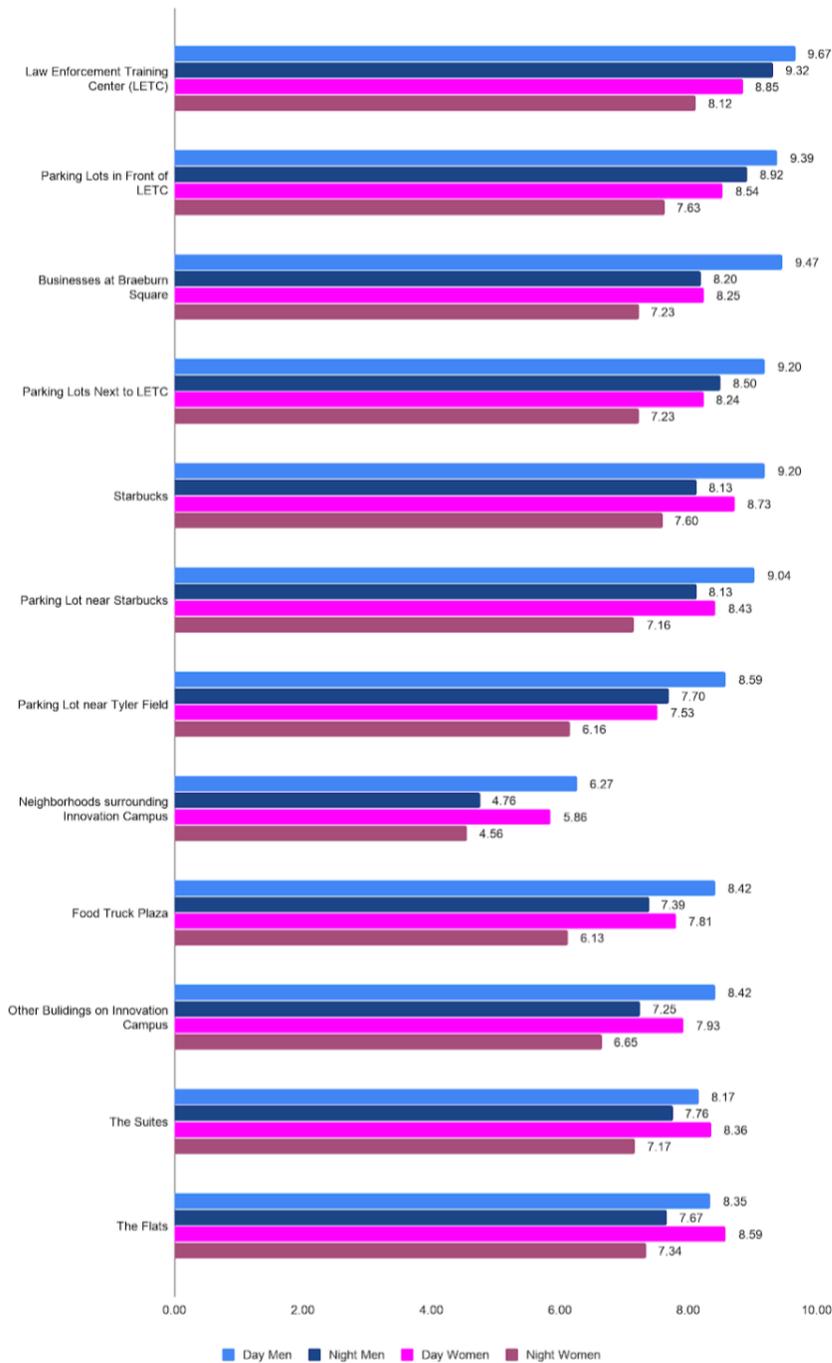


Figure 8 presents participants' perceptions of safety by location on Wichita State's Innovation Campus. As a whole, participants feel most safe during the day than at night at all locations. In all locations except the Suites during the day, men felt safer than women. Participants felt most safe at the Law Enforcement Training Center (LETC) and least safe in the neighborhoods surrounding Innovation Campus.

Figure 9. Participants' Perceptions of Safety by Location: Main Campus

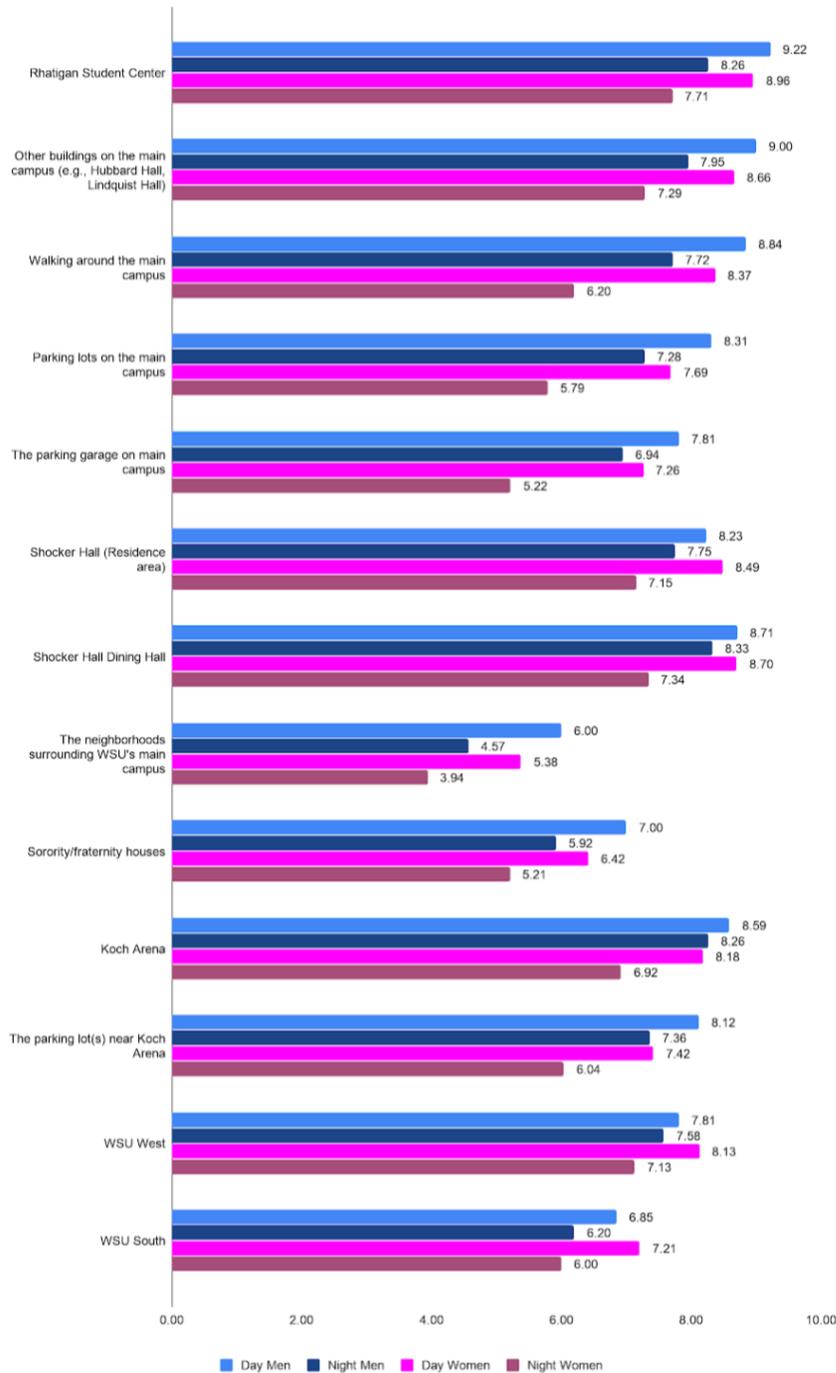


Figure 9 presents participants' perceptions of safety by location on Wichita State's Main and Satellite Campus. As a whole, participants felt most safe during the day than at night at all locations. In all locations except the Shocker residence hall and WSU West during the day, men feel more safe than women. Participants' felt most safe at Rhatigan Student Center and least safe in the neighborhoods surrounding the main campus.

Victimization on or Near Campus

Participants were asked whether they had experienced sexual harassment or property victimization on or near campus. Definitions were provided to participants (see Appendix A). Participants were also asked whether they reported the incident(s).

Figure 10. Percent of Participants who Experienced Sexual Harassment

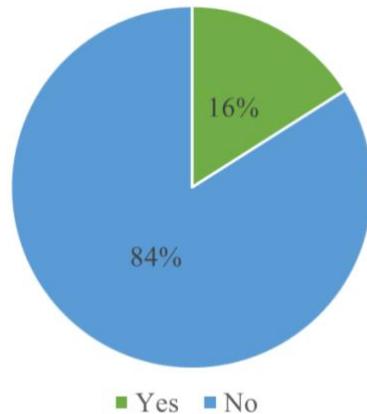


Figure 10 represents the percentage of participants who experienced sexual harassment on campus. Most of them were not victimized on or near campus. Out of all the participants that took the survey, 16% of them reported that they experienced sexual harassment on campus. The majority of participants who experienced sexual harassment were women (78%).

Figure 11. Percent of Participants who Reported Sexual Harassment

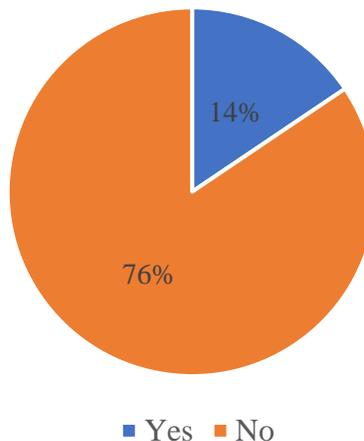


Figure 11 represents the percentage of participants who reported sexual harassment on campus. Only 14% of participants indicated that they reported sexual harassment on campus. All participants who reported sexual harassment were women.

Figure 12. Percent of Participants who Experienced Sexual Misconduct

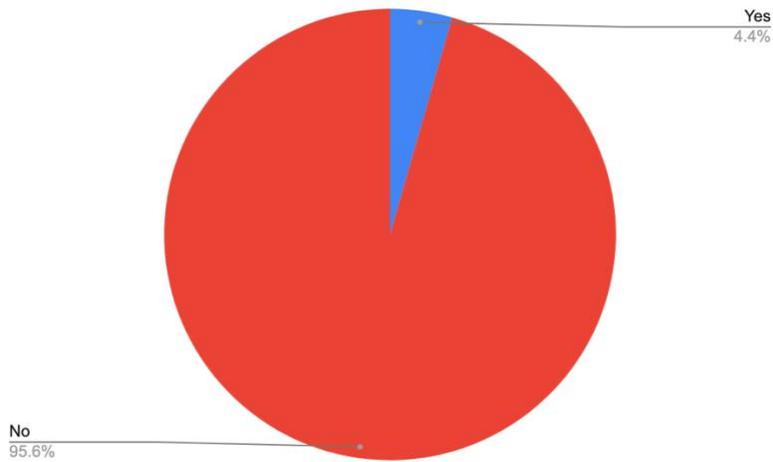


Figure 12 presented the percent of participants who experienced a sexual misconduct on or near campus. About 6% of the sample experienced a sexual misconduct and all were women.

Figure 13. Percent of Participants who Reported Sexual Misconduct

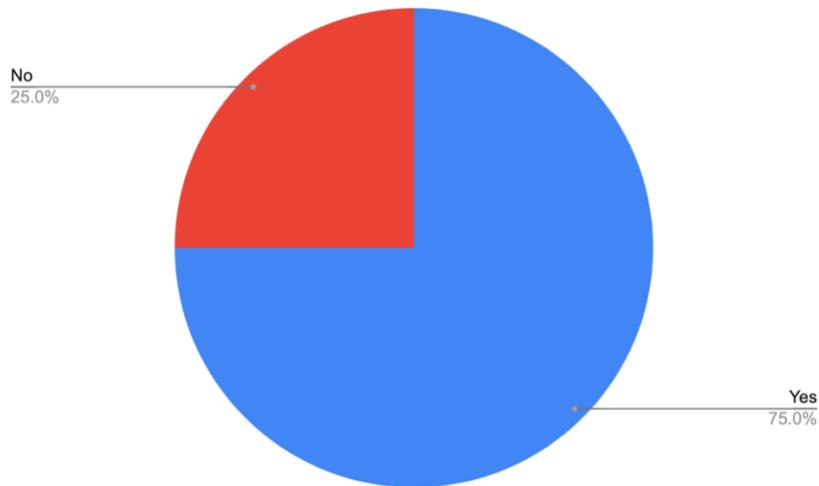


Figure 13 presents the percent of participants who experienced sexual misconduct that reported it. Three of the four women who experienced a sexual misconduct reported it (75%).

Figure 14. Percent of Participants who Experienced Property Victimization

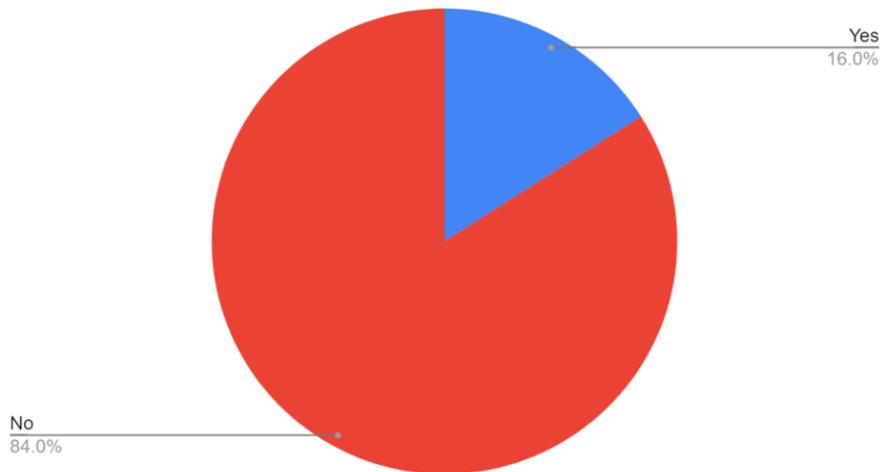


Figure 14 shows the percentage of participants that experienced property damage on campus. Sixteen percent of participants ($n = 14$) stated that they had experienced some form of property damage while 84% of participants reported that they had no experienced property damage. Most participants who experienced a property victimization were women (10 out of 14).

Figure 15. Percent of Participants who Reported Property Victimization

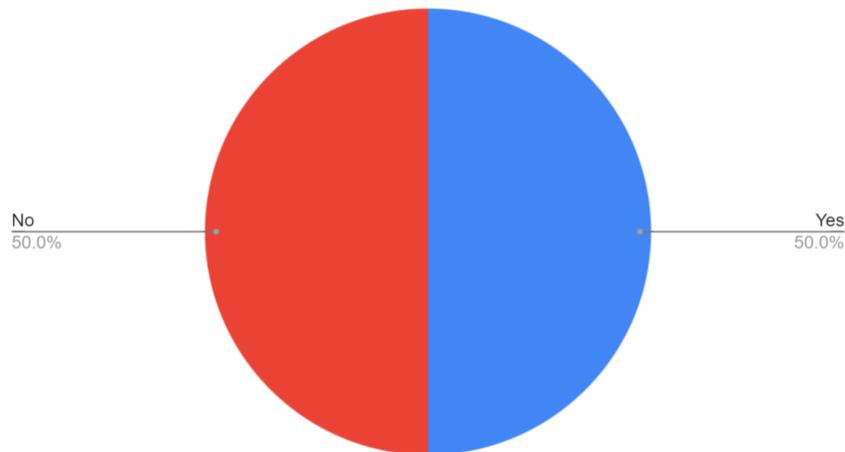


Figure 15 shows participants that experienced property victimization and whether or not they reported. This is split 50/50 with half of respondents reporting and half not reporting. Women were more likely to report than men (12 out of 14).

Knowledge of Resources

Participants were also asked about their awareness of various services related to victimization on and off campus.

Figure 16. Participants' Awareness of Campus Resources

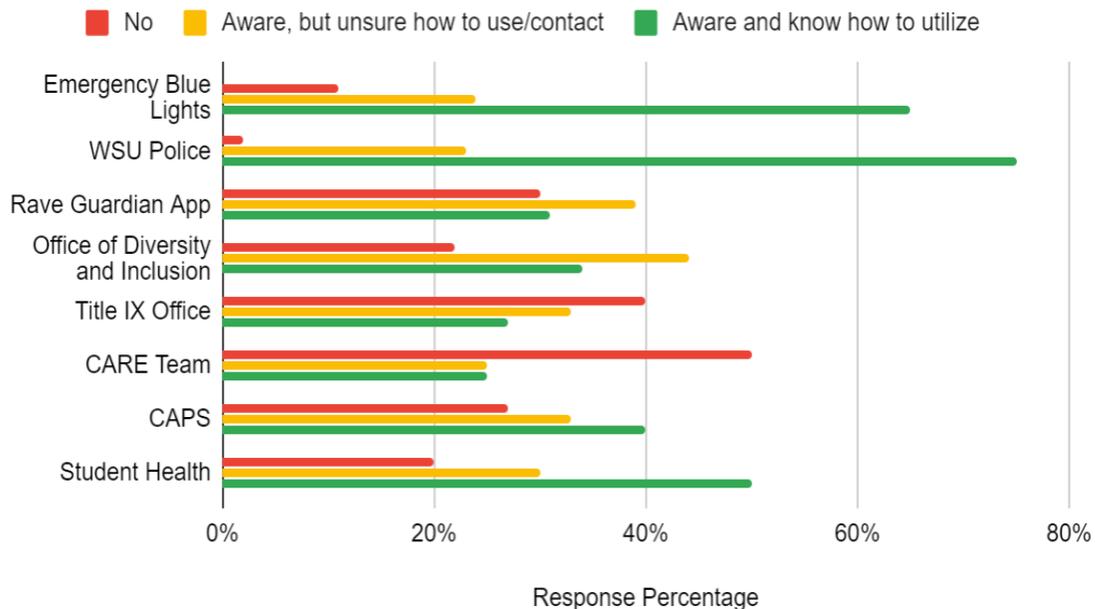


Figure 16 displays participants knowledge of resources on campus. Overall, participants seemed to have a relatively high awareness of campus safety features (police, emergency blue lights) but less awareness of wraparound and response services, particularly the WSU CARE team and the Title IX office. Many participants responded that they were aware of many resources, but were less confident in how to utilize them.

Figure 17. Participants' Awareness of Wichita State Police

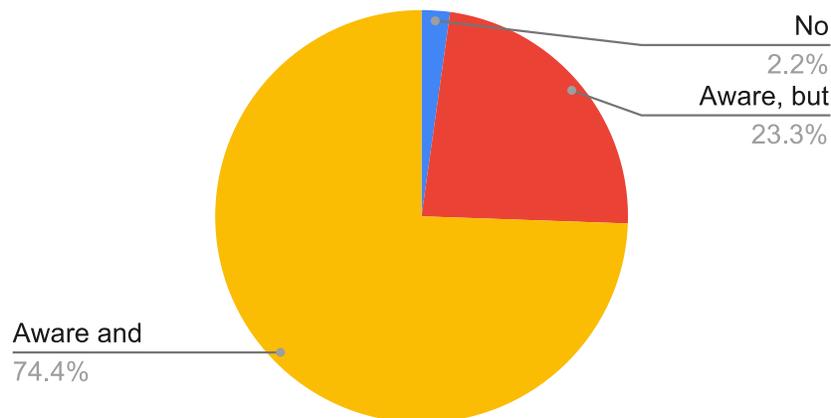


Figure 17 displays the percentage breakdown of whether participants were aware and knowledgeable about the Police Force at Wichita State University. As seen in the chart,

74% of survey participants were aware and knew how to utilize the Wichita State Police. 23% were aware but unsure how to utilize, and only 2% were unaware of the force.

Figure 18. Participants' Awareness of Emergency Blue Lights

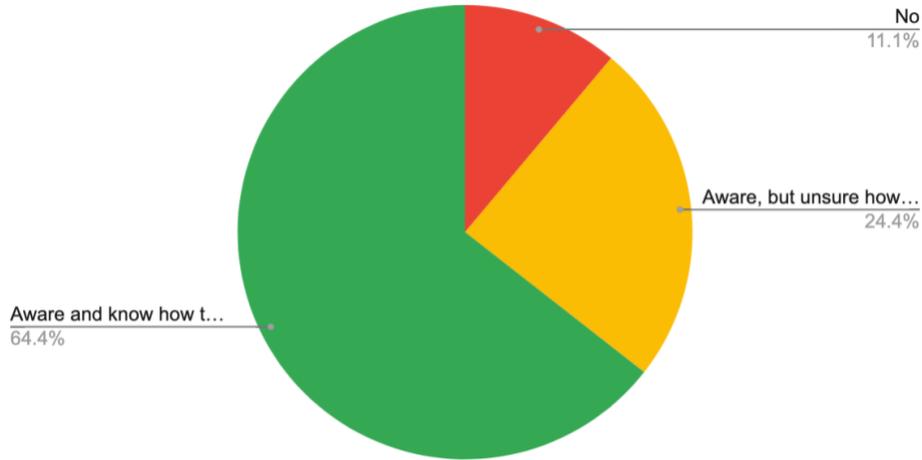


Figure 18 shows the percentage of participants who were aware and knowledgeable of Emergency Blue Lights. Around 84% of participants on Wichita State University's campus knew about Emergency Blue Lights and how to use them. However, there were around 24% of participants that knew about them, but did not know how to utilize them. There were around 11% of participants who didn't know about the Emergency Blue Lights. Overall, the majority of participants knew about Emergency Blue Lights and how to utilize them.

Figure 19. Participants' Awareness of CARE Team

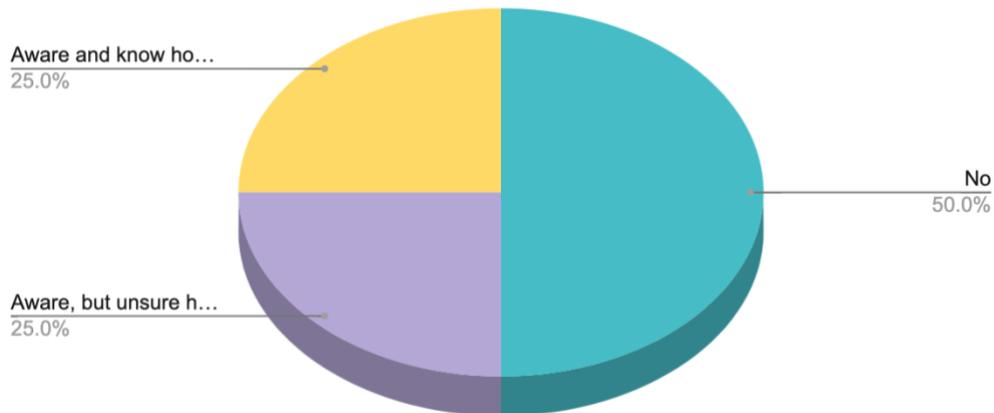


Figure 19 shows the percentage of participants who were aware and knowledgeable of the CARE team. Around 50% of participants on Wichita State University's campus do not know about CARE Team nor how to use them. However, there were around 25% of participants that did know about them *and* how to utilize them. Overall, the majority of participants did not know about CARE Team nor how to utilize them.

Figure 20. Participants' Awareness of Title IX Office

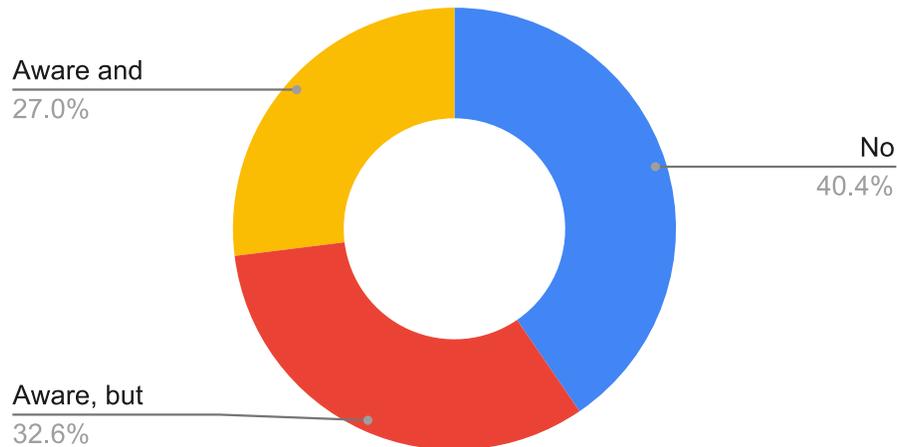


Figure 20 displays the percentage breakdown of whether or not participants were aware and knowledgeable about the Title IX Office at Wichita State University. As seen in the chart, 27% of participants were aware and knew how to utilize the Title IX Office. Nearly a third of participants were aware, but unsure how to utilize the Title IX office, and 40.4% were not aware of the Title IX Office at all.

Figure 21. Participants' Awareness of Community Resources

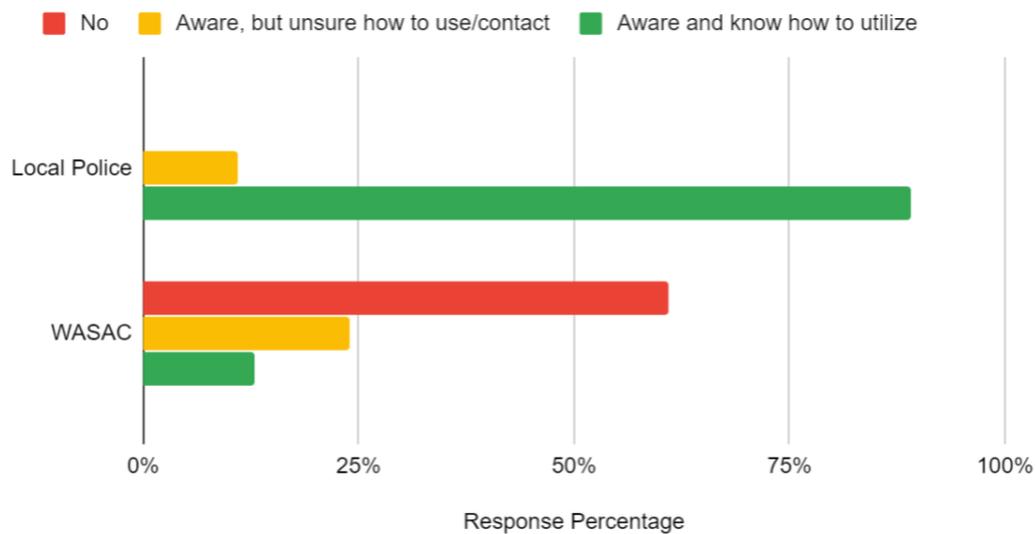


Figure 21 presents participants' awareness of resources in the community. While none of the respondents were unaware of local police and the overwhelming majority knew how to utilize police services, the majority (61%) were not aware of Wichita Area Sexual Assault Center (WASAC). Only 13% of respondents were aware of WASAC's services and knew how to utilize them.

Conclusions

As a whole, the results of this study convey important implications for maintaining safety on Wichita State University's (WSU) campus. Based upon the survey results, the following conclusions about Criminal Justice (CJ) students at WSU who participated in this study are made:

Perceptions of Safety

- Women/female CJ students felt less safe than men/male students.
- Women/female CJ students made more efforts to secure their safety than men/male students (e.g., carrying self-defense devices, avoiding night classes).

Victimization and Reporting

- A small, but notable percent of CJ students experienced victimization: 14-16%.
- Most CJ students did not report their incidents of victimization: 50-76%.
- Women/female CJ students were more likely to experience sexual and property victimization than men/male students.
- Women/female students were more likely to report sexual victimization than men/male students.

Knowledge of Resources

- Most CJ students were aware and knew how to utilize Local Police, WSU Police and the Emergency Blue Lights.
- Most CJ students were not aware or did not know how to utilize the CARE Team, Title IX Office, and WASAC.

There are some limitations to this exploratory study. First, the sample is relatively small. A sample size of 90 does not allow for meaningful comparisons of victimization across demographic subgroups. Future research should use larger samples to make such comparisons. Notably, the sample is not representative of the entire university student population. This sample overrepresented women and was only comprised of Criminal Justice students. Future researchers should conduct a study like this with the entire WSU campus.

Recommendations

The following recommendations were developed by students in CJ 581A.

Increase Perceptions of Campus Safety

First, students recommended increasing visibility of campus police through more community policing efforts. This could include communal events where students could interact with campus police more informally or discuss relevant issues together.

Also, students recommended more patrol on foot or bike versus in cars to increase approachability. As the newer innovation side of campus is less busy, students mentioned more campus police presence and lighting would make it feel safer, particularly on the walk from the LETC to the parking lot near Tyler Field.

Additionally, students mentioned the process of requesting a campus police escort is not ideal. Having an app would help streamline the process. Also, students mentioned that if they request a campus police escort, if the student is female, the campus police will follow her in their car. Students mentioned that this makes them feel uncomfortable. Instead, campus escorts could walk or bike alongside them. A “walking buddies” program with fellow students is also an option.

Moreover, self-defense classes could be offered to students for free. This would help students engage with one another and increase perceptions of safety.

Lastly, many criminal justice courses are offered at night. Open parking starts at 5pm, but many classes start at 4pm. Adjusting the open parking times would allow students to park closer to the building and avoid walking farther at night.

Improve Reporting of Victimization

Students in CJ 581A noted a lack of knowledge regarding the reporting process and identifying mandated reporters. This could be improved through flow charts or infographics available on social media. This would help increase transparency in the reporting process.

An app with all resources would help streamline the process. This would allow students to actively seek out the services needed in an accessible interactive format.

Also, increasing awareness of such services generally (see below), may improve reporting. Ultimately, having a campus culture that supports students’ experiences of victimization is key to improving reporting.

Spread Knowledge of Resources

Students in CJ 581A noted they remembered learning about campus resources at orientation, but beyond that, had little-to-no interaction with the organizations. Students provided specific recommendations to support ongoing engagement between students and campus resources.

Campus resources/organizations could be more active through social media. This could include social media campaigns to build awareness around victimization/campus safety through short videos/infographics.

Also, campus events would also help increase student knowledge. Other universities hold a Take Back the Night event to increase awareness of intimate partner violence and sexual violence. This would be a great opportunity to engage students on campus and build awareness of campus resources related to victimization.

Additionally, more collaborations between instructors and campus resources could help build awareness. This could include having staff from these organizations come in as guest speakers or additional service-learning projects in which students could volunteer for course credit.

Finally, having a women's center on campus, similar to other universities across the U.S., would help women students/faculty connect with each other and to specific gendered resources. Such centers seek to advance gender equity and to provide support to support women, trans, and non-binary students/faculty. Having a women's center on campus would help validate and address the gendered nature of campus victimization and perceptions of safety.