

**TOWSON UNIVERSITY
COLLEGE OF GRADUATE STUDIES AND RESEARCH**

**SHINING A LIGHT ON CAMPUS OFFENSES:
A LOOK AT STUDENT OFFENDING AND VICTIMIZATION
AT TOWSON UNIVERSITY**

**by
Janet Julia Kirsch
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of the requirements for the degree
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**Towson University
Towson, Maryland 21252**

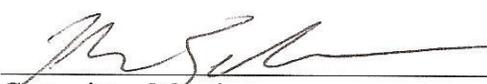
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THESIS APPROVAL PAGE

This is to certify that the thesis prepared by Janet Kirsch entitled Shining a Light on Campus Offenses: A Look at Student Offending and Victimization at Towson University has been approved by the thesis committee as satisfactorily completing the thesis requirement for the degree Master of Science.



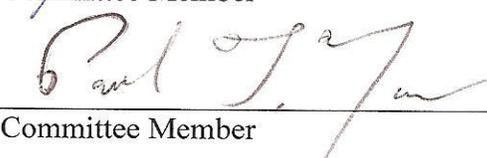
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Date

Associate Dean, College of Graduate Studies and Research Date

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ABSTRACT**SHINING A LIGHT ON CAMPUS OFFENSES:
A LOOK AT STUDENT OFFENDING AND VICTIMIZATION
AT TOWSON UNIVERSITY****Janet Julia Kirsch**

With only forty percent of crimes reported, the underreporting of criminal incidents is a national problem as well as a campus problem. The purpose of this study was to investigate the crimes that occur at Towson University. Since drug and alcohol usage is a hidden crime and not likely to be reported, this study also examined the extent of drug and alcohol usage. The objective was to see if there was a correlation between drug and alcohol usage and criminal incidents on campus. This study also determined if certain characteristics were related to a student's involvement in campus crimes.

Data analyses found that campus crimes are underrepresented. The analyses also showed that there is a significant positive relationship between marijuana usage and campus offending and victimization. Also, there is a significant positive relationship between involvement hours and victimization as well as between fraternity membership and victimization.

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A student gets high in his dormitory room. A laptop computer is stolen in the library. A student gets mugged on York Road. A girlfriend is hit by her boyfriend. There is a strong likelihood that these crimes will not be reported to the police. Nationally, only forty percent of crimes are reported (Agnew, 2009). Universities¹ are at an even higher risk of having crimes go unreported to the police. In a study among 3,400 students selected from 12 universities, it was found that only twenty-five percent of all campus crimes were reported to officials (Carr, 2007). This inaccurate depiction of the crimes that occur on campus can affect the campus' risk and crime prevention policies that are implemented. The students may not be as safe as they are initially perceived to be. The purpose of this study is to explore the true pattern of crimes occurring on Towson University's campus.

Crimes are reported and measured through official statistics, self-report data, and victimization data (Agnew, 2009). Official statistics are comprised of arrest data from nearly 17,000 law enforcement agencies, collected by the Federal Bureau of Investigation (FBI) and published in *Crime in the United States: The Uniform Crime Reports (UCR)* (Agnew, 2009). The *UCR* focuses on "Part I" (or Index I) offenses and "Part II" (or Index II) offenses (Agnew, 2009). "Part I" offenses are more serious and violent in nature; these offenses include murder, forcible rape, robbery, aggravated assault, and burglary (Agnew, 2009). "Part II" offenses are all other crimes that are not considered a "Part I" crime; some offenses include vandalism, drunkenness, and sexual offenses (not including forcible rape) (Agnew, 2009). Arrest data underrepresent the crimes that are occurring because most crimes go

¹ Two-year colleges offer an Associate's Degree and a four-year college or university offers a Bachelor's Degree (Study in the USA, 2010). Universities offer Bachelor's Degree and graduate degrees (Study in the USA, 2010). In the United States, higher education institutions include both colleges and universities (Answers.com, 2011). While the terms "college", "university", and "higher education institutions" do not have the same definitions, they will be used interchangeably in this paper because crime affects all of their campuses.

undetected by police (Agnew, 2009). Crimes may remain unknown to the police if: (1) victims do not report the crime to the police, (2) the crime is victimless, so no one was hurt in the offense (an example would be gambling), and (3) police do not discover the crime (police are too busy to be on the streets to observe every crime) (Agnew, 2009). The term “underreporting” refers to the fact that criminal statistics represent less crime than what is actually occurring in society. Criminologists know that there is a disparity between what is officially reported and the actual crime pattern due to the findings of self-report and victimization data (Agnew, 2009).

Self-report and victimization data provide an estimate of offending beyond crimes that are known to police or that resulted in an arrest (Agnew, 2009). Both are obtained by confidential interviews and/or surveys to ensure reliability (Agnew, 2009). In self-report surveys and interviews, individuals are asked what crimes they have been involved in as the offender (Agnew, 2009). Individuals may not report all the crimes they have been involved in but, even with this potential inaccuracy, self-report data still provides an estimate of what crimes are occurring and at what frequency (Agnew, 2009). In victimization surveys and interviews, individuals are asked what crimes they have experienced as the victim (Agnew, 2009). One limitation of victimization data is that people may not report all the crimes in which they have been a victim of due to memory loss, embarrassment, or sensitivity to the crime (Agnew, 2009). Criminologists use all three sets of data- official, self-report, and victimization- to determine an accurate picture of the crimes that are occurring.

Like most law enforcement agencies, universities report their crime rates to the federal government (Towson University, 2010a). In October 2010, Towson University publicized their official criminal statistics for 2009. Towson University’s 2009 official crime

statistic for violent crimes, which includes murder, forcible rape, robbery, and aggravated assault, was zero (Uniform Crime Statistics, 2010). In 2009, the number of property crimes was 156 resulting in a total of 156 “Part I” crimes (Uniform Crime Statistics, 2010). These crime statistics only represent official data, so self-report and victimization data were not represented. This raises the question: are Towson University official crime statistics a correct representation of the offending and victimization that is occurring on campus? Is there a significant amount of unreported crime?

Besides violent and property crimes, drug and alcohol use also occurs on the college campus. Using drugs and alcohol is a victimless crime, which means it is most likely to go unreported (Agnew, 2009). Over 500 drug and alcohol related incidents were reported on Towson University’s campus in 2009 (Towson University, 2010a). Is this an accurate reflection of what is occurring on campus? Could there be a higher drug and alcohol usage rate at Towson University? Drug and alcohol usage can also become a significant problem because it contributes to many types of offending and victimization (Nicholson et al., 1998). Students under the influence of drugs/alcohol have an increased likelihood to offend because of the pharmacological effects drugs/alcohol creates as well as the changing sense of rationality and responsibilities caused by drugs/alcohol (Agnew, 2009; Nicholson et al., 1998; Roark, 1987; Thompson, 2011). Students under the influence are also more likely to be a victim of campus crimes because of their increased vulnerability and frequent contact with other drug and alcohol users. At Towson University, does drug/alcohol use increase the likelihood of on-campus offending and victimization?

Since campus crime rates may be inaccurate due to lack of reporting, students who are involved in campus crimes may not be recognized because the crime is not recognized.

This leads to the question: are certain student characteristics related to the likelihood of being a victim or offender? Younger students may be more involved in campus crimes because they are more vulnerable, have a feeling of invincibility, and are less knowledgeable about protecting their belongings (Carr, 2007; Roark, 1987). Students who are on campus more often are more likely to be victims of campus crimes (Henson & Stone, 1999; Volkwein et al., 1995). These students who are physically on campus may be suitable targets to motivated offenders in the absence of capable guardians (Cohen & Felson, 1979). Factors that could increase the likelihood of a student's presence of campus are extracurricular involvement and housing, enrollment, and employment status.

This study utilizes self-report and victimization survey data collected from a sample of Towson University students to examine rates of offending and victimization and underreporting of crime on Towson University's campus. Further analyses focus on the frequency of drug and alcohol usage on campus and examine the extent to which drugs and alcohol are related to campus offending and victimization. Lastly, this study investigates how student characteristics, such as age, extracurricular involvement, employment, enrollment, and housing status, are related to the likelihood of students being victimized or offending in campus crimes.

Literature Review

Towson University's Police Department

Since 1976, the Towson University Police Department (TUPD) has been authorized as the law enforcement agency of Towson University (Towson University, 2010a). TUPD is obligated to enforce and uphold local, state, and federal laws on campus (Towson University, 2010a). TUPD also has the responsibility to enforce the role of campus regulation and

protect the community (Towson University, 2010a). If a student becomes a victim of a crime, TUPD recommends that the student report the incident to the TUPD immediately (Towson University, 2010a). If security, administration, faculty, or staff knows about a crime, the crime should be reported to the TUPD (Towson University, 2010a).

According to the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act” (Clery Report), the university must report their campus crime statistics to the federal government as well as the public every year (Towson University, 2010a). The TUPD reports crimes through its daily crime log, crime alerts via email and text message, and the “Annual Campus Security & Fire Safety Report” (Towson University, 2010a). The Clery Act requires that in the annual report, the university disclose information on incidents that occur on-campus, including university dormitories or other residential facilities, non-campus property that is owned by student organizations or controlled for educational purposes, and public property that is immediately adjacent to campus (Towson University, 2010a). For Towson University, public property includes Osler Drive and Cross Campus Drive, and sections of Towsontown Boulevard, Burke Avenue, and York Road (Towson University, 2010a).

The most recent crime statistics for Towson University are as of December 2, 2010. During the year 2010, Towson University had zero homicides, forcible rapes, and motor vehicle thefts (Towson University, 2010b). There were two robberies, five aggravated assaults, and fifty simple assaults (Towson University, 2010b). This year also had 12 burglaries and 140 thefts (Towson University, 2010b). Appendix A is the list of Towson University crimes reported from 2007 to 2009 that were documented in Towson University’s “Annual Campus Security & Fire Safety Report” (Towson University, 2010a). Appendix B

is the list of Towson University Crime Trends from 1995 to 2010 (Towson University, 2010b).

Underreporting

While the TUPD discloses the campus crimes that are reported to or observed by them, this crime rate may not be an accurate description of the crimes that occur on campus. The “dark figure of crime” is likely to be present on the Towson University’s campus. The “dark figure of crime” represents the difference between the number of crimes that actually occur and the number of crimes reported (MacDonald, 2001). Nationally, only forty percent of crimes are reported, and certain campus crimes are even less likely to be reported. A study of 3,400 students from 12 universities found that only 25 percent of crimes were reported to the police, with only 22 percent of rapes, 18 percent of sexual assaults, and zero percent of robberies reported (Carr, 2007).

Underreporting of crimes is an issue on most college campuses that may be affecting Towson University (Carr, 2007). Both universities and students have been known to underreport (Asagba, 1996; Carr, 2007; Pezza, 1995; Roark, 1987; Smith, 1988). Universities may intentionally underreport to protect their image as well as unintentionally underreport due to their changing boundaries and different criminal definitions compared to other universities (Asagba, 1996; Carr, 2007; Smith, 1988). Students may underreport due to socio-economic factors, perceptions of the crime, emotions associated with the crime, and their general knowledge of crime (Carr, 2007; Fletcher & Bryden, 2009; Nicholson et al., 1998; Ottens, 2001; Pezza, 1995; Roark, 1987). Students are also affected by university policies when reporting crimes (Ottens, 2001; Pezza & Bellotti, 1995).

Underreporting by institutions.

While universities have the legal responsibility to provide an accurate description of their crime rate to the public, they may have motivation to not report (Asagba, 1996; Carr, 2007; Pezza, 1995, Smith, 1988). Universities may intentionally report an inaccurate crime rate to protect their public image, as parents are less likely to send their children to universities with a high campus crime rate (Asagba, 1996; Carr, 2007; Smith, 1988). Colleges are constantly fighting a battle between “winning over parents, attracting donors, etc. versus the reality of various forms of violence on campus” (Carr, 2007: 307). A negative image can result in a decrease of student enrollment and a decrease in donations. Additionally, for a long time colleges were hiding their drug problems from public view (Smith, 1988).

Universities may also intentionally or unintentionally underreport campus crimes due to their definitions of campus boundaries. Campus boundaries affect the campus crime rate, and how a campus defines its boundaries will affect how safe the campus appears to be (Asagba, 1996; Carr, 2007; Pezza, 1995; Roark, 1987; Smith, 1988). As part of the Clery Act, universities must report crimes that occur on campus and public property that is immediately adjacent to campus (Towson University, 2010a). Yet every year, campuses grow and boundaries may need to be changed to match these improvements. More areas may need to be added to the campus’s surrounding public property. If the campus boundaries do not include the entire campus, crimes that occur on what students consider campus may not be in the confines of the pre-determined campus boundaries. These crimes will then not be defined as a campus crime and go unreported as a campus crime. In particular, Towson University has been growing and improving greatly in the past couple years. The

immediately adjacent areas of Towson University may need to be reassessed to include all the new areas in order to depict a more accurate campus crime rate.

In addition to protecting their public image and the changing of campus boundaries, universities' security and police departments' specific definitions of crimes may inadvertently lead to the underreporting of campus crimes (Pezza, 1995). Definitions are crucial to determining a comparable crime rate. If definitions are the same between schools, parents and the public can then compare the universities' crime rates and determine if one campus is safer than another. However, with different definitions, parents and the public cannot compare universities' crime rates because the crime variables are dissimilar. For example, one college can interpret an incident as a prank while another college can interpret the same event as an assault or harassment (Pezza, 1995). With this difference in interpreting what an assault entails, parents may incorrectly conclude that one campus is safer than another. If a college identifies more incidents as offenses, it may appear to have a higher crime rate than other colleges.

Underreporting by individuals.

In addition to universities, the underreporting of crimes is an issue for individuals within society. Although students are affected by causes of underreporting that affect all people, there are also reasons that relate specifically to students (Carr, 2007; Fletcher & Bryden, 2009; Nicholson et al. 1998; Ottens, 2001; Pezza, 1995; Roark, 1987). To understand why students may not report crimes, it is first helpful to understand why individuals in society have been known to underreport.

Socio-economic factors, attitudes towards police, incident-specific factors, and the type of offense are all factors that relate to the underreporting of crimes (MacDonald, 2001).

Socio-economic factors include age, sex/gender, race/ethnicity, income, and employment status of the victim (MacDonald, 2001). For example, people with higher incomes are more likely to have their expensive items insured (MacDonald, 2001). Since they are insured, they are more likely to report the crime to the police to be able to claim the stolen item to their insurance company (MacDonald, 2001). An individual's attitude towards police also affects the likelihood of reporting a crime (MacDonald, 2001). A person who has had a negative experience with law enforcement may not report because s/he may not see the benefit in reporting (MacDonald, 2001). For example, an individual who is repeatedly stopped and questioned by police for other criminal incidents may be deterred from reporting because s/he may not trust the police to look out for their best interest (MacDonald, 2001). If an individual has had positive experiences with police, s/he may be less hesitant to report (MacDonald, 2001). Positive experiences with police may lead individuals to trust the police more and may lead to victims reporting criminal incidents.

How a victim perceives the incident that occurred also affects the likelihood of reporting (MacDonald, 2001). The victim determines if the incident is even worth reporting; a victim will report if the benefits outweigh the costs of reporting (MacDonald, 2001). For example, a man had his iPod stolen and is considering reporting it to the police. He may not report it to police because in his mind it would be a hassle to report the crime and it is easier to just buy a new one. An individual with the same stolen iPod scenario may report his stolen iPod because it was his most prized possession and he is hoping the police will be able to recover it. Lastly, an individual's own criminal background will affect if s/he reports a crime (MacDonald, 2001). For example, if drugs were stolen from a drug dealer, s/he will be unlikely to report because it will implicate her/him as well.

Socio-economic factors, attitudes towards police, incident-specific factors and criminality certainly affect college students' lack of reporting (MacDonald, 2001). However, research suggests that certain factors may be more relevant and have a larger effect on the college student. Factors shown to be particularly relevant to college students include students' perception of the crime, their emotions associated with the crime, and their knowledge of crimes (Carr, 2007; Fletcher & Bryden, 2009; Nicholson et al., 1998; Ottens, 2001; Pezza, 1995; Roark, 1987). University policies also affect a student's likelihood of reporting a crime (Ottens, 2001; Pezza & Bellotti, 1995).

The victim's perception of the crime may result in the underreporting of campus crimes. A student may not believe that the crime is significant enough to report; it is too minor (Carr, 2007). For example, if a student's headphones were stolen, s/he may not report it to the police because they cost thirty dollars and are not worth the frustration of dealing with the police. Theft is not the only crime that may be perceived to be insignificant. Faculty members have commented, "There are instances of harassment on campus that occur that you do not feel are important enough to report or comment on, but they occur and make you feel uncomfortable" (Fletcher & Bryden, 2009: 7). Unfortunately, even though faculty members have been victimized and feel uncomfortable, they may feel that certain incidents are not important enough to report. The faculty members have decided to live with it instead of reporting it.

Students may be less likely to report a crime if they have strong emotions associated with the crime. Emotions such as shame, guilt and embarrassment may decrease the likelihood of a student reporting a crime (Pezza, 1995; Roark, 1987). Certain crimes, such as acquaintance rape, dating violence, and other sexual incidents, are considered a private

matter and people consider this a reason to not report (Carr, 2007). College students, as well as nonstudents, also report fear as a reason for not reporting a crime (Roark, 1987). This fear can be attributed to fear of the perpetrator attacking them again, as well as the fear they that will not be believed. Faculty and staff members may also fail to report due to the fear of losing their job if they report a crime (Roark, 1987). Faculty and staff members may be discouraged by the university's administration because a high crime rate will result in the poor public image of the school (Asagba, 1996; Carr, 2007; Smith, 1988). Also, faculty and staff members may not want to report a crime on behalf of the students because they are afraid that students are not giving them correct information (Roark, 1987).

Victims also may not know the correct definitions of the crimes they have experienced, which may result in them not reporting them to authorities (Carr, 2007; Fletcher & Bryden, 2009; Nicholson et al, 1998; Ottens, 2001). Lack of knowledge of criminal definitions may lead students to not recognize the crime they are experiencing as an actual criminal incident. For example, students often have a poor understanding of acquaintance rape. When a person hears the word "rape," s/he associates it with a person being assaulted in a back alley by a stranger (National Center for Victims of Crime, 2008). In actuality, four out of five rapes are defined as acquaintance rape in which the victim knew her/his rapist (National Center for Victims of Crime, 2008). While over twenty percent of rapes by strangers are reported, less than two percent of acquaintance rapes are reported (National Center for Victims of Crime, 2008). If one student experiences a rape by someone s/he knows, s/he will be less likely to recognize it as rape and, therefore, may not report it to the police.

University policies relating to criminal incidents may also influence the reporting of crimes on campus (Ottens, 2001). Universities vary in terms of their policies and some universities have been tolerant in dealing with offenders (Ottens, 2001). They have been seen as tolerant by not issuing consequences, delaying judicial hearing and/or consoling the accused offender (Ottens, 2001; Pezza & Bellotti, 1995). If the offender files a complaint about being charged, the university may consider her/his complaint valid (Ottens, 2001). This can affect reporting because victims may feel reporting to be unnecessary if nothing will be done to the offender.

The causes of underreporting by both universities and students suggest that the crime rate at Towson University may be a misrepresentation of the actual amount of offending on campus. A misrepresentation of the campus crime rate may give a false sense of security on campus. This false sense of security may make it difficult for police and student services to develop and implement the appropriate crime reduction and prevention strategies. Thus, it is important for all students, employees, police, and even the public to have an accurate depiction of campus crimes. Considering the intentional and unintentional lack of reporting of campus crimes by universities and the lack of reporting by students, it is likely that Towson University official data underrepresent the crimes that occur on campus.

Drug and Alcohol Involvement on the College Campus

As previously mentioned, crimes may go unreported for three reasons; one reason is that some crimes are victimless. A victimless crime has no apparent victim and no pain or injury (Farlex, 2008). These offenses are usually private, only harmful to offender, and no one complains about the incident (Farlex, 2008). Thus, these acts usually go unreported.

One common victimless crime that occurs on the college campus is drug possession and usage.

The misrepresentation of drug and alcohol usage has been a consistent issue on the college campus. As early as the seventies, administrators took a hands-off approach to dealing with the alcohol problem (Smith, 1988). The alcohol problem was hidden to protect the college's image. However, a hidden drug and alcohol problem does not mean the lack of a drug and alcohol problem. Recently, Towson University has shined a light on the drug and alcohol related incidents that have been occurring on campus. In February 2011, it was discovered that eight students were taken to the hospital for alcohol abuse (Gross & Slavin, 2011). But, since the illegal usage of drugs and alcohol is a victimless crime, Towson University may not know the full extent of its drug and alcohol problem. If drug possession and usage is likely to go unreported, are Towson University's official statistics for drug and alcohol related offenses an accurate representation?

In 2009, Towson University reported having 501 drug and alcohol related arrests and referrals (Towson University, 2010a). Approximately one-fifth of these offenses were drug related and four-fifths were alcohol related. More recently, in January 2011, six Towson University resident assistants resigned from their position due to their consumption of alcohol in one of the dormitories (Gross, 2011).

Towson University's recent struggles with alcohol offenses reflect the long presence of alcohol and drugs on the college campus. This is to suggest that Towson University may have had a "hidden" drug and alcohol problem that simply surfaced with recent events. Drug and alcohol offenses present a unique problem for a campus because not only are they a crime in and of themselves but they also contribute to other types of offending. Being under

the influence of drugs or alcohol increases a student's likelihood to be involved in a crime as both the victim and as the perpetrator (Nicholson et al., 1998). There may therefore be a link between drug and alcohol use and campus crimes at Towson University. Currently, Towson University's crime statistics do not evaluate the extent to which alcohol and drugs are involved in campus crimes.

Effects of drug and alcohol use.

In 1994, the Commission of Substance Abuse at Colleges and Universities reported that ninety percent of campus rapes involved alcohol and ninety-five percent of campus violent crimes involved alcohol (Nicholson et al., 1998). In addition, more than half of campus vandalism and abusive relationship crimes reported involved alcohol (Asagba, 1996).

Alcohol and drugs are involved in campus crimes for a variety of reasons. The pharmacological effects of drugs and alcohol may increase the likelihood of crime. Drugs and alcohol can weaken the individual's self control (Agnew, 2009). Drugs also increase the likelihood of a person to be irritable which can lead to people being more aggressive (Agnew, 2009; Nicholson et al., 1998). An accidental shove to a drunken person can result in a physical fight that would normally just result in an apology. These pharmacological effects may be more relevant to college students, as research suggests up to about forty-four percent of college students are binge drinkers (Thompson, 2011). Binge drinking consists of drinking four to five alcohol drinks within two hours (Thompson, 2011). Drinking to the extreme can increase the intensity of those pharmacological effects.

Students are more likely to rationalize unacceptable behavior as acceptable while under the influence (Roark, 1987). When students are in a group setting (i.e. with their friends at a bar), they are even more likely to rationalize unacceptable behavior (Roark,

1987). The group mentality changes a person's behavior (Roark, 1987). Students are more likely to engage in unacceptable behavior because the whole group is or their friends are encouraging them to engage in this behavior. For example, an act, such as urinating in public, is acceptable when drunk but prohibited when sober. Also, while a person is under the influence they assume less personal responsibility (Nicholson et al., 1998). Since s/he is drunk, they feel they should not be liable for their actions. For example, a drunken male student may be more forward with a female student because he is under the influence. The next day when he is questioned about his behavior he will blame it on the alcohol.

When drug and alcohol use becomes a chronic problem, this may exert a distinct effect on students' likelihood to engage in crime (Agnew, 2009). Students who use drugs on a more regular basis have weaker social bonds, lower school performance, and are more likely to be friends with other chronic drug users (Agnew, 2009). When a student has weak social bonds to conventional people, strong bonds with unconventional people and low commitment to their education and school, they are more likely to offend (Hirschi, 1969).

Yet, students under the influence of drugs and alcohol are also more likely to be victims of crimes (Agnew, 2009). Drug and alcohol users are more frequently in contact with criminals, particularly other drug and alcohol users, so they are more vulnerable to being victims (Agnew, 2009). Students are also less likely to defend themselves during an assault if they are under the influence of drugs and/or alcohol (Agnew, 2009). A male student passed out drunk is unlikely to protect himself from getting robbed since he is unconscious. Therefore, drug and alcohol use creates a set of problems for a university beyond the initial offenses themselves.

Drug and alcohol use creates a ripple effect. The initial state of the ripple is that the use of drugs and alcohol is a crime itself and it continues outwards with the various crimes that the student is involved in due to their drug and alcohol usage. It is therefore likely that official drug and alcohol incident data underrepresent the drug and alcohol problem at Towson University. It is also expected that drug and alcohol use on campus increases the likelihood of on-campus offending as well as victimization.

Student Characteristics

To the extent that official campus crime rates underrepresent campus crime, the students who are involved in these campus crimes are not considered. If a crime is not reported, the victim and offender are not identified or provided services. If universities have a clearer image of who is involved in their campus crimes, policies may be implemented to better protect these students, which may result in fewer crimes. Certain student characteristics have been shown to affect the likelihood of the student being a victim of a crime as well as the offender. Two characteristics that affect the likelihood of a student being involved in a crime are age and the level of presence on the college campus (Carr, 2007; Henson & Stone, 1999; Roark, 1987; Volkwein et al., 1995).

Age.

Younger students, specifically freshmen, may be more vulnerable to campus crimes (Carr, 2007). They are experiencing newfound freedoms and new adventures in the college atmosphere (Carr, 2007). For the first time in their lives, these students are not under direct parental control (Carr, 2007; Roark, 1987). These students are “thrust into residence halls where living density is high and social experimental is common” (Carr, 2007: 312). Sexual impulses are elevated, which can lead to acquaintance rape and other sexual violent acts to

occur (Roark, 1987). Both lack of parental control and sexual impulses can lead to a student becoming the offender or the victim in a campus crime. For example, without parental control, a student may engage in vandalism; s/he may destroy their roommate's property with friends because no one is monitoring their behavior. The roommate is the victim in this scenario because their property has been destroyed. Sexual impulses may cause a male student to force himself onto his date leading him to be the offender in a sexual assault and his date the victim.

Students aged eighteen to twenty-two often have the belief that they are invincible (Roark, 1987). This can become quite dangerous especially when living with others who have the same mentality (Roark, 1987). They may encourage or even pressure each other into doing illegal behaviors (Roark, 1987). For example, students may encourage each other to drink and smoke marijuana. Unfortunately, these students may also be uneducated in protecting their belongings and themselves or not used to protecting themselves and their property; usually their parents will be the one to protect the student's property (Carr, 2007; Roark, 1987). This student may leave her/his dorm room open for anyone to enter. With the door open, other students are free to walk in to steal or destroy their property. Since these characteristics relate to a younger age, it is predicted that younger students have an increased likelihood of a student being a victim and offender in a crime.

Presence on campus.

A student's presence on campus may also affect the likelihood of them being a victim of a campus crime (Henson & Stone, 1999; Volkwein et al., 1995). The more time a student spends on campus the higher the likelihood that s/he will be a victim of a campus crime

simply because they are physically on campus (Henson & Stone, 1999; Volkwein et al., 1995).

Lawrence Cohen and Marcus Felson's (1979) routine activities theory helps explain why a student may be more likely to be a victim on campus. According to routine activities theory, three factors must be present for a crime to occur: motivated offender, suitable target, and the absence of capable guardians (Cohen & Felson, 1979). On the college campus, the motivated offenders may be other students, employees, and surrounding community members. Along with other factors, students will be more suitable targets if they have a persistent presence on campus. The nature of college is freedom and autonomy among students on campus. This freedom and autonomy creates a lack of direct monitoring. This is an intrinsic lack of capable guardian that may affect the likelihood of crimes occurring.

Extracurricular involvement, and housing, enrollment, and employment status increase a student's presence on campus. A student who lives on campus will spend the majority of her/his time there, while students who live off campus may only visit the campus to attend their classes. In addition to housing, the number of credits a student is enrolled in affects her/his presence on campus. A full-time student, a student enrolled in twelve or more credits, will have more classes and will be on campus more than a student who is part-time, enrolled in less than twelve credits. An increased amount of time spent involved in extracurricular activities may also increase the time a student spends on campus. This may be due to attending meetings, events, and participating in other functions relating to the organization. A student may spend more time on campus due to their employment status. An unemployed student will have time to "waste" on campus; an employed student will spend that time at work. Thus, due to their increased presence on campus, students who live

on-campus, and are enrolled full-time, involved in extracurricular activities, and unemployed are more likely to be suitable targets for motivated offenders. Students who are enrolled part-time, uninvolved in extracurricular activities, employed, and live off-campus are less likely to be suitable target because they are less likely to have a strong presence on campus.

Examining who is involved in campus crimes either as the victim or the offender is just as important as examining the crimes that occur on campus. Both are necessary in creating and implementing university policy that will prevent campus crimes. Previous research would suggest that younger students are more likely to be involved in campus crimes, both as the victim and the offender. Research would also suggest that Towson University students who live on campus, have full-time enrollment, are highly involved in extracurricular activities, or unemployed are more likely to be involved in campus crimes, both as the victim and the offender.

Hypotheses

This study will therefore examine the following hypotheses:

Hypothesis #1: Towson University official crime data underrepresent the violent and property offenses that occur on campus.

Hypothesis #2a: Towson University official drug and alcohol incident data underrepresent the drug and alcohol offenses that occur on campus.

Hypothesis #2b: Drug and alcohol use on campus increases the likelihood of on-campus offending.

Hypothesis #2c: Drug and alcohol use on campus increases the likelihood of on-campus victimization.

Hypothesis #3a: Younger students are more likely to engage in campus crime.

Hypothesis #3b: Younger students are more likely to be victimized in campus crimes.

Hypothesis #4: Students who live on campus, have full-time enrollment, are highly involved in extracurricular activities, or are unemployed are more likely to be victimized in campus crimes.

Methods

Study Setting

This study was conducted at Towson University, a higher education institution located eight miles north of Baltimore, Maryland (University Relations Office, 2011). Towson University is the second largest public higher education institution in Maryland with approximately 21,840 students enrolled in Fall 2010 (University Relations Office, 2011). The student to faculty ratio is seventeen to one (University Relations Office, 2011). The most popular majors are business, psychology, mass communication, education, and nursing (University Relations Office, 2011).

Survey Instrument

A survey was administered to a sample of Towson University students in 2011. The Institutional Review Board (IRB) approved instrument consisted of forty-three questions, with forty-one closed-ended questions and only two open-ended questions. The first ten questions dealt with student demographics. Next, participants were asked if they were the victim or offender of the following crimes: simple assault, sexual violence, dating violence, property crime, and harassment. Then willing participants were surveyed on how frequently they use drugs and alcohol, which included alcohol, cocaine/crack, heroin, hydrocodone (cough suppressant), inhalants, LSD, marijuana, ecstasy, crystal meth, and prescription drugs (not prescribed to them). Lastly, students were surveyed about their impression of Towson

University's campus safety. Likert format scales were used to rate students': level of safety on campus at night and during the day, confidence in the texting alert system, and comfort level of reporting crimes on campus. Students were also asked if they believed the accuracy of the 2009 report stating that zero violent crimes occurred on Towson University's campus.

Surveys were distributed via email with a cover letter outlining the purpose of the survey. Since the survey is sensitive in nature, students could discontinue the survey at any time. Students were also given the contact information to the university's Counseling Center in case the survey created any anxiety for participants. The student email addresses were provided by the Registrar's Office and the Campus Life Department. The Campus Life Department emailed the survey to the participants to ensure anonymity and all data have been securely monitored to ensure participant confidentiality. The cover letter, survey, and IRB approval letters are presented in Appendices C, D, E, respectively.

Survey Participants

The survey was administrated to a random sample of 8,000 Towson University students. The response rate was approximately 9.53 percent with 762 responses. Of the participants, 72.3 percent were female and 23.4 percent were male. While females are seemingly overrepresented, this sample is a relatively close representation of the Towson University student population. The student body is approximately 62 percent female and 38 percent male (Simone, 2010). The participants' ages ranged from 17 to 67 years old. When the ages were re-coded, the highest percentages of students were either 20 or 21. Roughly 15.4 percent of the sample were freshmen, 14.8 percent were sophomores, 22.3 percent were juniors, 29.2 percent were seniors, and 15.6 percent were graduate students. The breakdown of students by class is similar to the student body's breakdown by class; 11.1 percent of the

students are freshmen and 19.7 percent are graduate students (Simone, 2010).

Approximately 75 percent of the participants are Caucasian, 8 percent were Black/African American, 4.7 percent were Asian, 3 percent were Latino/Hispanic and the remaining 4.3 percent were American Indian/Alaskan Native, Biracial/Multiracial, Native Hawaiian/Other Pacific Islander, or Other. While the data seems to be an overrepresentation of Caucasians, the sample represents the Towson University student body fairly accurately. The student population is based on the following for race: 68.5 percent Caucasian, 12.5 percent Black/African American, 4 percent Asian, 3.5 percent Hispanic, and 11.5 percent other (Simone, 2010). Of the participants, 15.5 percent were employed full-time, 50.1 percent were employed part-time and 30.4 percent were unemployed.

Over a quarter of the participants lived on campus (26.4 percent); 26.2 percent lived off campus but still within the Towson community; and 43.7 percent lived outside the Towson community. The survey respondents represent the student body fairly accurately in terms of on-campus housing. Towson University's Housing and Residence Life (2011) provides housing for approximately 4,500 students, which is approximately 20 percent of the entire student population. Almost 85 percent were full time students (enrolled in at least twelve credits). With 89 percent of the undergraduate student body being enrolled full-time, the survey respondents accurately reflect the student body in enrollment (University Relations Office, 2011). Approximately 31 percent of the participants transferred to Towson University. In Fall 2010, Towson University enrolled 1,971 transfer students (nine percent of the student body) (Simone, 2010). Transfer status is hard to compare to the student population because the data Towson University has reflects just the Fall 2010 enrollment not how many students total were transfer students. Approximately nine percent of participants

were an active member of a fraternity or sorority. There are approximately 1,300 students (7.4 percent) involved in a fraternity or sorority at Towson University (Lenno, personal communication, 2011). The participants were surveyed on their extracurricular participation involvement hours: 37.7 percent answered zero, 30.8 percent answered one to three hours, 15.6 percent answered four to six hours, 4.7 percent answered seven to nine hours, and seven percent answered over ten hours. Tables 1 and 2 provide a detailed summary of Survey Participant Characteristics and Towson University Characteristics, respectively.

Measures

Dependent variables.

Measurements of offending outcomes are derived from questions that asked respondents about their involvement in a variety of criminal behaviors for their time at Towson University (1 = never, 2 = once, 3 = twice, 4 = three or four times, 5 = five or more times).

Offending. This scale combines the responses to the following offenses: theft, vandalism, mugging, assault with a weapon, assault without a weapon, attempted or completed sexual assault, and dating violence (verbally or physically abused a significant other) (Cronbach's alpha = .313)². This scale will be labeled as "general offending." Table 4 provides statistics for all of the variables.

Offending: harassment. This scale combines the responses to the following types of harassment: sexual harassment, non-sexual harassment, cyber harassment, and

² The Cronbach's alpha for offending, as well as offending: harassment, victimization, and victimization: harassment is low, although these are offenses that have been shown to have high internal consistency in previous research. This is likely due to the low response rate or because distinct population of students are experiencing different types of offenses. Attempts were made to create offending/victimization scales with higher internal reliability based on theoretical considerations; this failed to result in a higher alpha score.

stalking (Cronbach's alpha = .437). This scale will be labeled as "harassment." When general offending and harassment are combined, it is labeled as "combined offending/harassment." Table 5 provides descriptive statistics for all of the variables.

Measurements of victimization outcomes are derived from questions that asked respondents about their victimization in a variety of offenses for their time at Towson University (1 = yes, 2 = no).

Victimization. This scale combines the responses to the following victimized offenses: theft, vandalism, mugging, assault with a weapon, assault without a weapon, attempted or completed sexual assault, and dating violence (verbally or physically abused a significant other) (Cronbach's alpha = .371). This scale will be labeled as "general victimization." Table 6 provides statistics for all of the variables.

Victimization: harassment. This scale combines the responses to the following types of harassment: sexual harassment, non-sexual harassment, cyber harassment, and stalking (Cronbach's alpha = .525). This scale will be labeled as "harassment." When general victimization and harassment are combined, it is labeled as "combined victimization/harassment." Table 7 provides descriptive statistics for all of the variables.

Independent variables.

The variables used to test the hypotheses fall into five categories: socio-demographics, student characteristics, student involvement, alcohol/drug use, and control variables.

Socio-demographics. The category of socio-demographics consists of two variables: age and employment status. *Age* is measured as a continuous interval.

Employment status is measured as full-time, part-time, or unemployed. The variable is dummy coded as unemployed = 1 and full-time and part-time = 0.

Student characteristics. This category is composed of student housing and enrollment status. *Student Housing* is measured as on-campus, within the Towson Community, or outside the Towson Community. The variable is dummy coded as on-campus = 1 and within and outside the Towson Community = 0. *Enrollment Status* is measured as either full-time (12+ credits) or part-time (less than 12 credits). This variable is dummy coded as full-time = 1 and part-time = 0.

Student involvement. This category consists of involvement hours and fraternity/sorority membership. *Involvement Hours* is measured as hours per week students participated in extracurricular activities. The number of hours are coded as: zero hours = 0, one to three hours = 1, four to six hours = 2, seven to nine hours = 3, and over ten hours = 4. *Fraternity/Sorority Membership* is measured as “are you a member of a fraternity or sorority?”. This variable is dummy coded as yes = 1 and no = 0.

Alcohol/Drug use. This category is composed of the usage frequency of alcohol and marijuana. Even though additional drugs³ were surveyed, marijuana is the only one with a meaningful variation. Table 3 summarizes the frequencies for all drugs and alcohol for all of the respondents. *Alcohol Frequency* is measured using an ordinal response set. The attributes are coded as: (1) never, (2) tried it once, (3) occasionally (few times a year), (4) frequently (few times a month), and (5) daily. *Marijuana Frequency* is measured using an ordinal response set. The attributes are coded as: (1) never, (2) tried it once, (3) occasionally (few times a year), (4) frequently (few times a month), and (5) daily.

³ The drugs surveyed were cocaine/crack, heroin, Hydrocodone (cough suppressant), inhalants, LSD, marijuana, ecstasy, crystal meth, and prescription drugs (not prescribed).

Control variables. The following socio-demographics are controlled in all analyses: (1) sex of the student (1 = male, 0 = female) and (2) race of the student (1 = white, 0 = nonwhite).

Results

Hypothesis #1: Towson University official crime data underrepresent the violent and property offenses that occur on campus.

To test hypothesis #1, I compared Towson University's most recent crime rates with the crime rates from the sample. This study has two crime rates to consider. This first rate relates to the students who have been victimized in an offense (victimization), and the second rate relates to the students who were the offender in an offense (offending). In order to compare Towson University's crime rate with this study's crime rates, I determined each rate per 100 students. Since the rates are per 100, they can be described as percentages. I compared rates for theft, sexual offense, and mugging, as well as crimes that are grouped together in Towson University data: aggravated/simple assaults and property crimes.

Approximately 11 percent of the respondents were victims of theft while almost 5 percent were the offender in a theft. For Towson University, 0.64 percent of the student population was arrested for theft. This study concluded that 3.5 percent of the respondents were victims of a sexual offense and 0.1 percent was the offender in a sexual assault. Towson University arrest data shows that 0.007 percent of the study body was arrested for sexual offenses. For this study, 1.7 percent of the respondents were the victims of a mugging and 0.1 percent was the offender in a mugging; and 0.009 percent of the Towson University student body was arrested for mugging.

For this study's combined aggravated and simple assaults, 4.21 percent of the respondents were victimized and 1.13 percent were the offender. For Towson University,

.025 percent of the student population was arrested for aggravated and simple assaults. Lastly, I compared property crimes. For this study, 15 percent of the respondents were the victims of a property crime while 7.75 percent were the offender in a property crime. For Towson University, approximately .07 percent of the student body was arrested for a property crime. Since the Clery Report only requires the reporting of certain crimes, not all of the data were comparable. For example, Towson University does not have arrest rates for the different types of harassment. Table 8 shows the crimes that were comparable and Table 9 shows all the crime rates that were not comparable.

The results of this test support the first hypothesis, indicating that more crimes are occurring on campus than what is being reported to the police.

Hypothesis #2a: Towson University official drug and alcohol incident data underrepresent the drug and alcohol offenses that occur on campus.

To test Hypothesis #2a, I compared Towson University's most recent drug and alcohol incident data with this study's drug and alcohol frequency data. To make the results comparable, I determined the rate per 100 students. First, I determined the frequency of alcohol usage for only respondents who were younger than 21. Respondents who were 21 and older were removed because it is legal for them to consume alcohol. To determine the usage rate for Towson University, I examined the data from the 2009 Clery Report. While the 2009 Clery Report (Towson University, 2010a) states that approximately two percent of students have been arrested or given referrals for alcohol consumption, this study found that nearly 87 percent of students under the age of 21 have consumed alcohol at least once. The study also found that almost 80 percent of students under the age of 21 have consumed alcohol either occasionally (a few times a year), frequently (a few times a month), or daily (See Table 10 for the frequency of alcohol consumption for students under the age of 21). It

is clear that alcohol usage is not accurately represented. Survey respondents reported consuming alcohol at a much higher frequency than Towson University's arrests and referrals represent.

While this study found that approximately ten percent of respondents have at least tried one of these drugs- cocaine/crack, heroin, hydrocodone (cough suppressant), inhalants, LSD, marijuana, ecstasy, crystal meth, and prescription drugs (not prescribed), Towson University's total drug arrest and disciplinary referrals was approximately .5 percent for the student population (Towson University, 2010a). Towson University's arrest and referrals underrepresent the drug use on campus; the respondents reported using drugs at a higher frequency. This study found that marijuana is the most frequently used drug at Towson University; about 44 percent of the respondents report using marijuana at least once. Over 26 percent of the respondents have used marijuana either occasionally (a few times a year), frequently (a few times a month), or daily.

These results support Hypothesis 2a. Drug and alcohol usage is higher than what the official data represents. Table 11 displays the usage rates of all drugs and alcohol.

Hypothesis #2b: Drug and alcohol use on campus increases the likelihood of on-campus offending.

I test Hypothesis #2b with an ordinary least-squares (OLS) regression model. The regression model contained alcohol usage and marijuana usage as the main independent variables, controlling for age, sex, race, employment status, enrollment status, fraternity/sorority membership, housing status, and involvement hours. Separately, I regressed three different dependent variables: general offending, harassment, and combined offending/harassment. Support for this hypothesis would be indicated by significant positive relationships between these variables and alcohol/marijuana usage. The results for this

model (shown in Table 12) support the hypothesis for the relationship between general offending and marijuana usage. As students' marijuana usage increases, the likelihood s/he will engage in campus offenses (excluding harassment) increases by approximately .157 points; this coefficient is significant at the $<.001$ level. The results for this model (shown in Table 12) also support the hypothesis for the relationship between combined offending/harassment and marijuana usage. As students' marijuana usage increases, the likelihood s/he will engage in campus offenses (including harassment) increases by approximately .163 points; this coefficient is significant at the $<.001$ level. As shown in Table 12, marijuana use had no significant effect on harassment ($b=.029, p>.05$).

Since males are more likely to offend in the general population (Agnew, 2009), the regressions were split by sex to see if there was a difference between females and males offending in campus offenses. The results came to the same conclusions. For both females and males, there was a significant positive relationship between marijuana usage and both general offending (females: $b=.124, p\leq.001$; males: $b=.238, p\leq.001$) and combined offending/harassment (females: $b=.160, p\leq.001$; males: $b=.175, p\leq.050$). Table 13 shows the results of the female-only and male-only models. As shown in Table 13, there was no significant relationship between marijuana usage and harassment for both females ($b=.038, p>.05$) and males ($b=.018, p>.05$).

To further explore the relationship between offending and alcohol/marijuana usage, the regressions were also split by age to see if there is difference in offending for students who are younger than 21 and for students who are 21 and older. When the regressions were split by age, the 21 and over model provided similar results as the original regression (see

Table 14). As shown in Table 14, there was no significant relationship between marijuana usage and harassment for students who are 21 and over ($b = -.004$, $p > .05$).

For respondents under 21, however, marijuana usage had a positive significant relationship with harassment (see Table 14), controlling for students under 21, as her/his marijuana use increases, the likelihood s/he will engage in campus harassment increases by .099 points; this coefficient is significant at the $< .05$ level. Marijuana usage also had a positive significant relationship with combined offending/harassment (shown in Table 14). For a student under 21, as her/his marijuana use increases, the likelihood s/he will engage in campus offending (including harassment) increases by .168 points; this coefficient is significant at the $< .05$ level. As shown in Table 14, there was no significant relationship between marijuana usage and general offending for students under the age of 21 ($b = .085$, $p > .05$).

Alcohol usage did not have a significant relationship with general offending ($b = .007$, $p > .05$), harassment ($b = .014$, $p > .05$), or combined offending/harassment ($b = .020$, $p > .05$). Table 12 shows the regressions for alcohol usage with general offending, harassment, and combined offending/harassment, respectively. Hypothesis #2b was not fully supported by the results of those regressions; only marijuana usage was positively related to on-campus offending.

Hypothesis #2c: Drug and alcohol use on campus increases the likelihood of on-campus victimization.

I test Hypothesis #2c with the same OLS regression model used above. I used this model to examine the effects of the same independent variables on three different dependent variables: general victimization, harassment, and combined victimization/harassment.

Support for this hypothesis would be indicated by significant positive relationships between

these variables and alcohol/marijuana usage. The results for this model (shown in Table 15) support the hypothesis for the relationship between general victimization and marijuana usage. As students' marijuana usage increases, the likelihood s/he will be victimized in campus offenses (excluding harassment) increases by approximately .074 points; this coefficient is significant at the $<.01$ level. The results for this model (shown in Table 15) also support the hypothesis for the relationship between combined victimization/harassment and marijuana usage. As students' marijuana use increases, the likelihood s/he will be victimized in campus offenses (including harassment) increases by approximately .098 points; this coefficient is significant at the $<.05$ level. As shown in Table 15, marijuana usage had no significant effect on harassment ($b=.019, p>.05$)

Since males are more likely to be victimized in the general population (Agnew, 2009), the regression was split by sex to see if there was a change in campus victimization between females and males. When the regression model was split, the female only model had the same results as the previous model. As seen in Table 16, for female students, as marijuana usage increases, the likelihood of being victimized in campus offenses (excluding harassment) increases by approximately .090 points; this coefficient is significant at the $\leq.001$ level. For female students, as marijuana use increases, the likelihood of being victimized in campus offenses (including harassment) increases by approximately .125 points; this coefficient is significant at the $\leq.05$ level (shown in Table 16). As shown in Table 16, there was no significant relationship between marijuana usage and harassment for females only ($b=.033, p>.05$).

The male only model also did not yield a significant relationship between marijuana usage and general victimization ($b=.015, p>.05$), harassment ($b=.006, p>.05$) or combined

victimization/harassment ($b=.030$, $p>.05$) (shown in Table 16). This suggests that females who smoke marijuana more frequently may have an increased likelihood of being victimized, while males are not affected by their marijuana usage in terms of victimization.

To further explore this relationship, the regressions were also split by age to see if there was a difference between students who are younger than 21 and students who are 21 years and older. As shown in Table 17, only the regression model for general victimization for under 21 year olds had a significant positive relationship with marijuana usage. For students under 21, as marijuana usage increases, the likelihood of being the victim of a campus offense (excluding harassment) increases by approximately .129 points; this coefficient is significant at the $\leq .001$ level. For students under the age of 21, there was no significant relationship between marijuana usage and harassment ($b=-.017$, $p>.05$) or between marijuana usage and combined victimization/harassment ($b=.123$, $p>.05$) (shown in Table 17). Also, for students over the age of 21, there was no relationship between marijuana usage and general victimization ($b=.056$, $p>.05$), harassment ($b=.038$, $p>.05$) or combined victimization/harassment ($b=.096$, $p>.05$) (shown in Table 17). This implies that a student under the age of 21 who smokes marijuana more frequently has an increased likelihood of being victimized, while students 21 and over do not have an increased risk of victimization.

Alcohol usage did not have a significant relationship with general victimization ($b=.020$, $p>.05$), harassment ($b=.048$, $p>.05$), or combined victimization/harassment ($b=.065$, $p>.05$). Table 15 shows the regressions for alcohol usage with general offending, harassment, and combined offending/harassment, respectively. To further explore these relationships, I looked at specific crimes as the dependent variables. I found a positive

significant relationship between alcohol usage and assault. As students' alcohol usage increases, the likelihood of being the victim of an assault increases by .018 points; this coefficient is significant at the $<.05$ level (shown in Table 19). This finding may suggest that the increased frequency of alcohol usage only affects the likelihood of being victimized in an assault. Therefore, Hypothesis #2c was not fully supported by the results of those regressions. Alcohol usage only caused an increase in the likelihood of being assaulted. Marijuana usage caused an increase in the likelihood of on-campus victimization.

Hypothesis #3a: Younger students are more likely to engage in campus crime.

When testing Hypothesis #3a, I used the same regression model that was used to test Hypothesis #2b and #2c. There was no significant relationship between age and general offending ($b=-.003$, $p>.05$), harassment ($b=-.003$, $p>.05$), and combined offending/harassment ($b=-.005$, $p>.05$) (seen in Table 12). Therefore, Hypothesis #3a is not supported by the results of those regressions.

Hypothesis #3b: Younger students are more likely to be victimized in campus crimes.

To test Hypothesis #3b, I use a simpler OLS model compared to the previously used models. Student characteristics were removed from the regression to determine the nature of the relationship without a large number of controls. The regression model contained age as the main independent variable, controlling for sex, race, employment status, alcohol usage, and marijuana usage. I used this model to examine three different dependent variables: general victimization, harassment, and combined victimization/harassment. Support for this hypothesis would be indicated by significant positive relationships between these variables and age. The results for this model (shown in 18) do not support the hypothesis. As seen in Table 18, the only regression that yields a significant relationship was an inverse relationship

between age and harassment. For every unit increase in age, the likelihood of being a victim of harassment decreases by approximately .011 points; this coefficient is significant at the $<.05$ level.

To ensure that these results were not due to the limited number of variables in the model, I ran regressions using the same model used to test prior hypotheses; there were, however, no significant relationships between age and victimization using the more specific model. When the student characteristic variables were controlled, the significant relationship between age and harassment disappeared (see Table 15). This suggests that the relationship between age and harassment may be accounted for by the student characteristics. There is also no significant relationship between age and general victimization ($b = -.008, p > .05$) or combined victimization/harassment ($b = -.015, p > .05$) (shown in Table 15). Therefore, Hypothesis #3b is not supported by the results of those regressions.

Hypothesis #4: Students who live on campus, have full-time enrollment, are highly involved in extracurricular activities, or are unemployed are more likely to be victimized in campus crimes.

I test Hypothesis #4 with the full OLS regression model. The regression model contained enrollment status, fraternity/sorority membership, housing status, involvement hours, employment status as the main independent variables, controlling for age, sex, race, alcohol usage and marijuana usage. I used this model to examine three different dependent variables: general victimization, harassment, and combined victimization/harassment.

On-campus housing.

Support for the on-campus housing aspect of Hypothesis #4 would be indicated by significant positive relationships between the following variables- general victimization, harassment, and combined victimization/harassment- and on-campus housing. The results

for this model (shown in Table 15) do not support the hypothesis for on-campus housing. This model does, however, show an inverse relationship between general victimization and on-campus housing. For students who lives on-campus, the likelihood s/he will be victimized in a campus offense (excluding harassment) decreases by .152 points; this coefficient is significant at the $<.05$ level (see Table 15). There was no relationship between on-campus housing and harassment ($b=.029$, $p>.05$) or combined victimization/harassment ($b= -.142$, $p>.05$) (see Table 15).

To further explore this relationship, I examined specific crimes. The results show a significant inverse relationship between on-campus housing and victimization: assault (shown in Table 19). For students who live on-campus, the likelihood of being assaulted decreases by approximately .064 points; this coefficient is significant at the $<.01$ level. These findings suggest that a student who lives on campus has a decreased likelihood of being the victim of a campus assault compared to students who lives off-campus. The decreased risk of assault for students living on-campus was likely the driving factor for the significant relationship between housing and victimization. Therefore, this part of Hypothesis #4 was not supported.

Full-time enrollment.

When testing the full-time enrollment aspect of Hypothesis #4, there was no significant relationship between full-time enrollment and general victimization ($b= -.052$, $p>.05$), harassment ($b= -.060$, $p>.05$), and combined victimization/harassment ($b= -.139$, $p>.050$) (shown in Table 15). Therefore, this part of Hypothesis #4 is not supported by the results of those regressions.

Unemployment.

When testing the unemployment aspect of Hypothesis #4, there was no significant relationship between unemployment and general victimization ($b=.022$, $p>.05$), harassment ($b= -.055$, $p>.05$), and combined victimization/harassment ($b= -.014$, $p>.050$) (shown in Table 15). Therefore, this part of Hypothesis #4 was not supported.

Extracurricular involvement.

To test extracurricular involvement, I examined the relationship between general victimization, harassment, and combined victimization/harassment and two different independent variables: involvement hours and fraternity/sorority membership.

Involvement hours. Support for this aspect of Hypothesis #4 would be indicated by significant positive relationships between the following variables- general victimization, harassment, and combined victimization/harassment- and involvement hours. The results (shown in Table 15) support the hypothesis for the relationship between harassment and involvement hours. As the number of hours per week students participate in extracurricular activities increases, the likelihood of being victimized in a campus harassment incident increases by approximately .073 points; this coefficient is significant at the $\leq .001$ level. The results, shown in Table 15, also support the hypothesis for the relationship between combined victimization/harassment and involvement hours. As the number of hours per week students participate in extracurricular activities increases, the likelihood of being victimized in a campus offense (including harassment) increases by approximately .101 points; this coefficient is significant at the $\leq .01$ level. As shown in Table 15, student involvement had no significant effect on general victimization when analyzing the full sample ($b=.044$, $p>.05$).

Since females are overrepresented in the current sample, the regressions were split by sex to see if there was a difference between females and males. The female-only models yielded the same results as above. For females only, there was a relationship between involvement hours and harassment ($b=.082$, $p\leq.01$) and combined victimization/harassment ($b=.120$, $p\leq.01$) (See Table 16). There was no relationship between involvement hours and general victimization ($b=.049$, $p>.05$) for females only (see Table 16).

For males only, there was a positive significant relationship for the dependent variable harassment with involvement hours ($b=.064$, $p<.05$) (seen in Table 16). There was no relationship between involvement hours and general victimization ($b=.016$, $p>.05$) or combined victimization/harassment ($b=.046$, $p>.05$) for males only (shown in Table 16). These findings may imply that males who are involved in extracurricular activities only have an increased likelihood of being harassed, while females who are involved have an increased likelihood of being harassed and being victimized in other campus offenses.

To further explore the relationship between involvement hours and victimization, I split the regression by age. When the regression model was split by age, the under 21 group yielded no significant results while the 21 and over age group yielded significant positive relationships between general victimization ($b=.096$, $p<.01$), harassment ($b=.101$, $p<.001$), and combined victimization/harassment ($b=.199$, $p<.001$) and involvement hours (shown in Table 17). These findings suggest that students under the age of 21 do not have an increased risk of victimization due to their involvement, while students who are 21 and over who have a higher frequency of involvement have an increased likelihood of being victimized and harassed on campus. This part of Hypothesis #4 is supported by the results of the regressions.

Fraternity/Sorority membership. Support for this aspect of Hypothesis #4 would be indicated by significant positive relationships between the following variables - general victimization, harassment and combined victimization/harassment- and fraternity/sorority membership. As shown in Table 15, there was no relationship between fraternity/sorority membership and general victimization ($b=.175, p>.05$), harassment ($b= -.008, p>.05$), or combined victimization/harassment ($b=.116, p>.05$).

Since there is a qualitative difference between memberships in fraternities vs. sororities, I split the regressions between males and females. Only males had a significant relationship between general victimization and fraternity membership. If a male student is a member of a fraternity, the likelihood he would be victimized (excluding harassment) increases by approximately .732 points; this coefficient is significant at the $<.05$ level (shown in Table 16). The male-only model also showed a significant relationship between combined victimization/harassment and fraternity membership. If a male student is a member of a fraternity, the likelihood he will be victimized (including harassment) increases by approximately .735 points; this coefficient is significant at the $<.05$ level (shown in Table 16). Fraternity membership had no significant effect on harassment ($b= -.106, p>.05$) (shown in Table 16). There was also no significant relationship between sorority membership and general victimization ($b=.024, p>.05$), harassment ($b=.015, p>.05$), or combined victimization/harassment ($b= -.044, p>.05$) (see Table 16). These findings suggests that males in fraternities have an increased likelihood of being victimized in campus offenses, while the membership in a sorority does not affect a female student's likelihood of being victimized in a campus crime.

I also ran regressions for specific crimes to further investigate the relationship between fraternity/sorority membership and victimization. The regressions for victimization: assault ($b=.068$, $p<.05$) and victimization: property ($b=.178$, $p<.01$) show a significant positive relationship with fraternity/sorority membership (shown in Table 19). Since only two specific forms of victimization have a significant relationship with fraternity/sorority membership, property crimes and assaults may be the driving forces for why victimization is more likely for fraternity (i.e. males) member. Therefore, this part of Hypothesis #4 is only supported for fraternity members.

Although beyond the scope of Hypothesis #4, there was also a significant positive relationship between fraternity/sorority membership and offending: harassment for females only (shown in Table 13). For a female student who is in a sorority, the likelihood she will harass someone increases by .184 points, this coefficient is significant at the $<.05$ level. This may suggest that sorority members are more likely to engage in harassing others compared to fraternity members as well as non-Greek students.

Discussion

This study explored the offenses that are occurring on Towson University's campus, as well as examined the characteristics of students who were involved in those offenses. A self-report and victimization survey was distributed in early 2011 to help determine a better representation of Towson University's crimes. OLS regressions explored possible relationships between offending/victimization and alcohol/drug usage and student characteristics.

The data comparison between Towson University's property and violent offense rates and this study's offense rates suggest that Towson University official crime data

underrepresent the crimes that occur on campus. The comparison showed that theft, aggravated and simple assaults, property crimes, and sexual assault were underrepresented. Of the respondents who were the victim of a crime but did not report it, the majority (71.64 percent) acknowledged that they did not report because they did not think anything would be done about reporting the offense. Unfortunately, even though Towson University Police Department may be doing their job to the best of their ability, students' perception is that nothing will be done after they report a crime. This perception could be wrong, and Towson University may need to change how they publicize their criminal procedures. The second most common reason for not reporting the crime to police was because they felt uncomfortable talking about it. With this knowledge of why students do not report campus crimes, administrators can adapt their policies for how students can report crimes to make the reporting process more effective and easier for students. For a complete summary of why a student did not report a crime, see Table 20.

The data comparison for alcohol and drug usage also suggests that Towson University official drug and alcohol incident data underrepresent the frequency of drug and alcohol use on campus. The study showed that the alcohol usage rate is drastically underrepresented as well as the drug arrests and disciplinary referrals. Why is this the case? Drug and alcohol usage is most likely underreported because it is a crime that is hidden from the public view. College students are likely using marijuana in their dormitory rooms, rather than in the middle of campus. Drinking underage also occurs behind closed doors on campus (Pezza & Bellotti, 1995). Therefore, most of the time these behaviors go unobserved by resident assistants or other university employees (Pezza & Bellotti, 1995). Drug and alcohol usage is

also usually only harmful to the user. Since no one else is typically directly affected, the crime may go unreported to authorities.

Data analyses show no significant relationship between alcohol usage and criminal offending on campus. This lack of significant findings may be due to the lack of variation in students' alcohol consumption. For survey respondents of all ages, approximately 86 percent have consumed alcohol. Also, there was not a high rate of offending and victimization. With this low variation in alcohol consumption and offending/victimization, it would be difficult to find a significant association between alcohol usage and offending/victimization. The analysis did, however, show a relationship between alcohol consumption and being victimized in an assault. This significant relationship may be due to the fact that people have a misperception of what is occurring while under the influence of alcohol. Also, while under the influence, situations may get intense quickly because people's judgment is low. For example, a couple may be at the bar and a stranger flirts with the girlfriend. Since the boyfriend is drunk, he may perceive this stranger as overstepping his boundaries and may initiate a verbal confrontation with the stranger. Since both the boyfriend and the stranger are drunk, the verbal argument may escalate to a physical fight, which may have been prevented if neither party was under the influence of alcohol.

It was surprising to find that marijuana consumption was so highly related to both offending and victimization. Most people associate marijuana smokers as being in their room eating "Cheetos", rather than out on the streets getting involved in criminal behaviors, yet marijuana users in general (not just students) may have certain characteristics that would increase their likelihood of offending. To purchase their marijuana, they have to associate themselves with drug dealers. Interacting with drug dealers may result in exposure to more

criminal activities, criminal role models, and deviant definitions. The marijuana users may learn from these criminals and imitate their criminal behavior (Akers, 1994). Also, if marijuana users only see the benefits of criminal behavior they are more likely to engage in similar behaviors (Akers, 1994). Marijuana smokers may be more likely to be the victim of a crime because of their lack of awareness of their surroundings. They may be more suitable targets for motivated offenders because they are high and unable to fully take care of themselves. Also, since marijuana users have to associate themselves with drug dealers to purchase their marijuana, they are around motivated offenders and these dealers may see the user as an easy target (Cohen & Felson, 1979).

Even though these data suggest that there is a significant relationship between alcohol/drug usage and campus crimes, Towson University students do not believe they are more likely to engage in crimes when they are under the influence. Survey respondents were asked if they agreed with the following statement: "I am more likely to engage in criminal behaviors if I am under the influence of alcohol or drugs." Over half of the respondents (54.1 percent) either disagreed or strongly disagreed (see Table 21 for the exact results). This, however, contradicts students' responses when they were asked the extent to which alcohol/drugs were involved in their offending behavior or experiences of victimization. Sexual assault had the highest alcohol/drug involvement with 56 percent of the victims being under the influence and 52 percent of the offenders under the influence. Simple assault also had a high alcohol/drug involvement with approximately 32 percent of the victims being under the influence and roughly 59 percent of the offenders under the influence. See Table 22 for the alcohol/drug involvement breakdown for each type of offense. This disconnect may be because, although marijuana/alcohol use is related to increased victimization, the

students may not have been drunk/high at the time of the offense. However, this likely reveals an interesting disconnect between what students perceive and what is actually occurring. This information can be vital to college administrators. Using this information, the administration has the opportunity to change students' perceptions of the relationship between alcohol/marijuana consumption and campus offenses; students should be informed that with a high frequency of alcohol/marijuana use, there is an increased likelihood of victimization.

These findings did not support the hypotheses that younger students are more likely to be involved in criminal offenses, as both the victim and offender. This lack of significant findings may be due to the lack of variation in students' age. Only one survey respondent was under the age of eighteen and approximately 90 percent of the respondents were between the ages of 18 and 27. Also, because college students are past the peak of offending for both violent and property crimes, there was also a low rate of offending and victimization. Therefore, with this low variation in age and offending/victimization, it would be difficult to find a significant association between age and offending/victimization.

The research shows that there was no significant positive relationship between (1) full-time enrollment, (2) unemployment, and (3) on-campus housing and victimization. The lack of relationship between full-time enrollment and unemployment may be due to the lack of variation in both variables. Almost 85 percent of the respondents were enrolled full-time. Also, the employment variable combined the full-time and part-time workers. This results in a very diverse population; it ranges from someone working five hours a week on campus to someone working fifty hours a week on a construction site twenty miles away. Additionally, there was not a high rate of offending and victimization. With this low variation in full-time

enrollment, unemployment, and offending/victimization, it would be difficult to find a significant association between full-time enrollment, unemployment, and offending/victimization. There also may not be a relationship between these variables because these reasons do not relate to the social aspects of being on campus. Time spent on campus for social reasons may have a stronger relationship to victimization compared to spending time for academic reasons because social aspects give students more freedom.

Data analysis, however, did show that students who live on campus are less likely to be victimized in a campus assault. This may be attributed to the behavior of students who live on-campus. These students may see Towson University more as a community versus just a university; this may be where most of their friends reside. When these students walk around campus, they may be walking around in groups. When students are in a group, they may be less vulnerable to motivated offenders because the students are not alone. Also, students who live on-campus may visit the parking garages less frequently. Parking garages can be a dangerous place for students depending on its presence of capable guardians. A lack of capable guardians can contribute to an increased likelihood of offending (Cohen & Felson, 1979). A study at Ohio State University found that after the university increased the visibility, lighting, and fencing in one of their parking garages, there was a decrease in crimes for two consecutive years (Tseng et al., 2004).

Current research demonstrates the strongest relationship between high involvement in extracurricular activities and victimization. The finding suggests that the more time students spend involved in extracurricular activities, the more likely they will be the victim of harassment and other campus crime. The relationship between involvement and harassment may be due to the nature of student organizations. Being in an organization means that those

involved students are constantly around each other. With this high frequency interaction, cliques can develop, and these cliques can fight and harass each other. Harassment and fighting may occur within those cliques as well. Hazing may also be occurring which is a form of harassment. Defined by StopHazing.org (2010), hazing is “any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate” (para. 1). While hazing is against university policy, it could still be occurring in organizations. If students know that hazing can be hidden, they may not perceive hazing to have a high risk of punishment. Those students who are the victim of hazing may be reluctant to tell administration for fear of getting isolated from other members and eventually excluded from the entire organization. Therefore, if administrators do not know hazing is occurring within student organizations, they cannot stop it.

Students who are involved may also be more likely to be victimized because their time spent on campus may be during non-business hours. For example, these students may be at meetings or events until ten or eleven at night. At this time of night, there is a lack of capable guardians. Capable guardians on the college campus include lights, security, cameras, and blue boxes as well as the presence of other students and employees. As it gets later at night, it is less likely that students/employees will be seen on campus. With this lack of capable guardians, students who are on campus until ten or eleven at night may be vulnerable walking to their car or dorm.

Also, these finding suggest that if a student is the member of a fraternity, he is more likely to be the victim of on-campus assaults. In addition to increased risk of victimization due to the lack of capable guardians on campus, fraternity brothers may be more likely to be

a victim of assault because of students' perception of fraternities. On Towson University's campus, males can be classified as people who are in fraternities or as males who dislike fraternities. Students who dislike fraternities may target the fraternity members and initiate fights with them. These students may want to prove that they are better than fraternity brothers. Fraternity brothers are easy targets because they are often wearing their letters in some way. On campus, there may also be fraternity rivalries, which cause disputes between fraternity members. Additionally, there may be fighting occurring between fraternity brothers. Like involved students, fraternity brothers are frequently spending time with each other. With high interaction, the fraternity brothers may have an increased likelihood of getting into verbal and physical fights. Also, with high interaction, fraternity brothers may have an increased likelihood of using alcohol/drugs, which may lead to a higher risk of victimization.

Fraternity brothers are also at a higher risk of being a victim of campus property crimes. This higher risk may be due to the fact that fraternity brothers are likely to host parties. At these parties, the fraternity brothers may be more vulnerable to theft and vandalism because people are coming in and out of their house. Party attendants may be drunk/high, which may increase the likelihood that they would steal or vandalize the host's property. Lastly, fraternity members may be more likely to be victims of campus assaults and property crimes compared to sorority members because males, in general, are more likely to be victims of crimes.

Implications

There are several implications of these results that should be considered to help make Towson University a safer institution. First, Towson University should distribute annual

self-report and victimization surveys. Yearly, students could be given the opportunity to tell Towson University what crimes they have been involved in on campus. This will give Towson University a more accurate picture of the crimes that are occurring on campus. This process also gives the students a chance to tell administration what is really happening on campus. With an accurate picture, the administration can assess the safety of campus and determine if more policies need to be set in place to create a safer environment.

Second, Towson University should increase the capable guardians on campus. A lack of capable guardians increases the likelihood of crimes occurring (Cohen & Felson, 1979). These capable guardians include police patrols, lighting, cameras, and blue boxes. These features must always be working properly. Too many times on campus there are lights out and broken blue boxes. Respondents were asked what improvements should be made at Towson University and the most popular responses related to increasing the capable guardians. The most popular response was more security/increase in police presence (approximately 40 percent of responses). The next most popular results were more lighting (24.22 percent), more cameras (5.96 percent), improve safe ride/walk (3.85 percent), and more blue boxes (3.51 percent). For a full list of suggestions made by respondents for a safer campus, see Table 23.

Third, Towson University should increase the awareness of methods students can utilize for campus safety and crime prevention on campus. The university should provide classes to teach students on how to protect themselves on- and off-campus. There should also be education seminars on alcohol/drug usage. Since marijuana was related to campus offending and victimization, it would be beneficial to teach students how to protect themselves even while they are under the influence. This idea is unorthodox but universities

have to accept the fact that students are consuming alcohol and marijuana. Once they accept that fact, universities can focus on students' safety while they are under the influence. For example, one method that students should consider when they go to parties is to have one designated person who promises not to consume alcohol/drugs. This person will protect their friends by making sure they do not engage in behaviors they would normally avoid. Students should alternate the designated person to ensure fairness.

Fourth, Towson University should implement a system that will make reporting crimes easier for students and employees. An example would be to have a confidential online form for students to fill out that details the offense that occurred. Since the form is online, it should be more accessible and less time-consuming for students to report offenses. With this easier accessibility, students hopefully may be more willing to report. Also, with an online form, students may also be less embarrassed to report. They will be able to report in the comfort of their own home. Towson University should also make students more accountable for their actions. The administration could predetermine the consequences of each offense that can occur on campus and advertise these consequences to the students. Advertising these consequences is key to informing possible offenders of what may occur if they engage in criminal behaviors and it also lets victims know what will be done to the offender if they report a crime. Students need to know what will happen when they report a crime. Since the main reason students do not report is because they believe nothing will be done about it, hopefully knowing this information may increase the likelihood of students reporting crimes.

Lastly, more rules and regulations should be set in place relating to extracurricular involvement. Administration should suggest to student organizations that meetings be held

during business hours. This will ensure more capable guardians are present. Students may be less vulnerable during business hours because employees are there looking out for them. With student's busy schedules, this idea, however, seems impossible to implement. If student organizations are unable to meet during business hours, a few locations should be the designated meeting areas for after-hour meetings. Since only a few locations will hold after-hour meetings, the university should be able to ensure the presence of capable guardians. For example, the university could be responsible for providing increased security foot patrol. In addition to having a few designated locations, the groups should also suggest that their members have a "buddy system", in which each member has a friend/chaperone who they walk with after the meetings. These students may be safer because there are two of them walking to their cars or dormitory instead of just one of them. Also, since being involved increased the likelihood of being harassed, there should be stricter hazing and harassment policies. Stricter policies on hazing and harassment should hopefully decrease the likelihood of students being harassed.

Limitations of Research

There are several limitations to this study that should be considered when interpreting these results. One limitation was the low survey response rate (9.5 percent), which translated to a small sample (n=762). Perhaps because of this, there were many variables with low variance within the sample. For example, only one person reported that s/he engaged in mugging out of 762 possible respondents. Additionally, since the survey was online, there is self-selection bias. Respondents chose to take the survey, which means they may have had bias when answering the questions. For example, one student may have chosen to take the survey because s/he had been a victim of several campus crimes while another student chose

not to take the survey because s/he was not affected by any campus crimes. Another limitation was the lack of consistency between the crimes used for this survey and the crimes reported in Towson University's official data. Not all crimes were compared due to this limitation. Crimes not provided in Towson University data included all types of harassments, vandalism, and dating violence. Also, respondents can interpret the term "harassment" differently, which can be a limitation. For example, while one student interprets an act as flirting another student can construe it as sexual harassment.

Like all self-report and victimization surveys, another limitation is students may not be telling the truth when filling out the surveys. Students may not have told the truth for fear of being held responsible for the illegal activity they participated in. Also, students may have forgotten what crimes/behaviors they have been involved in. Additionally, while the survey stated to answer the questions in terms of their time spent on campus, it is not known for sure if respondents answered the alcohol/drugs frequency in relation to when they were on campus. Students may have responded to their frequency of alcohol/drugs while thinking about the time they smoked marijuana at their home. The survey also included a wide scope for the definition of campus. The definition included the campus as well as the surrounding community used by students. While these crimes affect students, they are not the responsibility of Towson University's Police Department or Towson University.

Furthermore, the survey did not ask the students what specific year or the location of the crimes occurred. One respondent could have been thinking about crimes that occurred three years ago while responding to the survey while another respondent could answer the survey with crimes that occurred last month. Location of the crime is also important. When respondents were filling out the survey, they may have been unclear on the boundaries of

Towson University's campus. Respondents could have reported "no" to an offense but should have reported "yes" because they misunderstood the boundaries of campus.

This study may also have limited generalizability, which is a limitation. This study is unique to Towson University and therefore the findings may apply only to Towson University and universities with similar characteristics. Towson University is a large, public, metropolitan university and may have different safety concerns than a small, private, country university. The conclusions made in this study may or may not apply to other college populations.

Suggestions for Future Research

To address issues of generalizability, future studies should administer self-report and victimization surveys at small colleges, private colleges, and colleges in small towns to see if findings are replicated at schools unlike Towson University. Future studies also should explore the locations of the crimes that occur on campus. These studies should consider whether more crimes would occur on the outer boundaries of campus. Future research should also examine the relationship between harassment and fraternities/sororities. These studies should explore the different types of harassment- sexual, non-sexual, cyber, and stalking- and determine if fraternity/sorority members are more likely to harass others. Lastly, future studies should expand this research at Towson University. The university should continue to distribute a self-report and victimization surveys to analyze the pattern of crimes that are occurring on campus.

APPENDICES

Appendix A

TU Crime Report for 2007-2009

Clery Act Reportable Crimes & Incidents		On Campus			Student Residences			Noncampus Property			Public Property		
		'07	'08	'09	'07	'08	'09	'07	'08	'09	'07	'08	'09
Murder & Non-Negligent Manslaughter		0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter		0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses		4	0	3	2	0	1	0	0	0	1	0	0
Nonforcible Sex Offenses		0	0	0	0	0	0	0	0	0	0	0	0
Robbery		0	3	0	0	0	0	0	0	0	5	0	0
Aggravated Assault		13	9	0	3	0	0	0	0	0	9	1	2
Burglary		53	34	23	32	11	11	0	0	1	0	0	0
Motor Vehicle Theft		1	1	2	0	0	0	0	0	0	2	0	1
Arson		2	2	1	1	2	1	0	0	0	0	0	1
Other Crimes Involving Bodily Injuries		0	0	0	0	0	0	0	0	0	0	0	0
Illegal Weapons	Arrests	0	0	0	0	0	0	0	1	0	0	0	0
	Disciplinary Referrals	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law	Arrests	53	28	27	47	26	19	0	26	0	14	0	2
	Disciplinary Referrals	58	86	73	35	55	67	0	0	0	0	0	0
Liquor Law	Arrests	17	27	70	10	18	46	0	7	0	2	0	1
	Disciplinary Referrals	334	350	325	317	323	295	0	0	0	2	0	3

Source: Towson University. Towson University, Office of Public Safety. (2010a). Annual campus security & fire safety report 2009 Towson, MD: Retrieved from <http://wwwnew.towson.edu/adminfinance/Facilities/Police/clery/documents/Clery2009.pdf>

Appendix B

TU Crime Trends from 1995-2010

TOWSON UNIVERSITY PART I CRIME TRENDS 1995-2010, as of 12/02/10																
CRIME	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10
Enrollment*	14,551	14,551	15,015	15,015	15,524	16,647	16,647	17,481	16,980	17,481	18,011	18,921	19,758	21,111	21,177	21,840
Homicide	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Rape	2	1	0	0	0	1	3	1	0	2	0	0	0	0	0	0
Robbery	2	0	4	1	3	4	2	3	1	2	1	3	0	3	0	2
Aggravated Assault	4	4	9	5	6	6	4	7	3	4	6	4	13	7	0	5
Assault-Simple							33	29	35	54	36	40	39	55	48	50
All Assaults							37	36	38	58	42	44	52	62	48	55
Total Violent Crime	8	5	13	6	9	11	9	11	4	8	7	7	13	10	0	7
Violent Crime per 1,000	0.55	0.34	0.87	0.40	0.58	0.66	0.54	0.63	0.24	0.46	0.39	0.37	0.66	0.47	0.00	0.32
Burglary	72	75	89	81	87	71	71	64	42	26	26	46	53	33	25	12
Theft	366	286	292	318	269	242	241	231	177	176	109	156	122	129	129	140
Motor Vehicle Theft	4	4	4	9	2	3	2	3	3	2	1	3	1	1	2	0
Arson**	0	0	0	3	3	4	1	0	2	0	3	3	2	2	1	
Total Property Crime	442	365	385	408	358	316	314	298	222	204	136	205	176	163	156	152
Property Crime per 1,000	30.38	25.08	25.64	27.17	23.06	18.98	18.86	17.05	13.07	11.67	7.55	10.83	8.91	7.72	7.37	6.96
Total Part I Crime	450	370	398	414	367	327	323	309	226	212	143	212	189	173	156	159
Part I Crime per 1,000	30.93	25.43	26.51	27.57	23.64	19.64	19.40	17.68	13.31	12.13	7.94	11.20	9.57	8.19	7.37	7.28

*Enrollment: 1995-2004 As Published by US Dept of ED, 2005 Forward As Reported by TU Office of Institutional Research for the Fall Semester
 **Arsons are not included in Total Property Crime per UCR protocol.

Source: Towson University. Towson University, Office of Public Safety. (2010b). TU crime trends. Towson, MD.

Appendix C

Survey Cover Letter

Informed Consent Form

My name is Janet Kirsch and I am a graduate student at Towson University majoring in Social Science. As part of the research for my master's thesis, I will be conducting an online survey to determine student's perception of safety on Towson University's campus. The questions on the survey concern crimes that may have occurred during your time at Towson University. This will help me determine if Towson is as safe as it is perceived to be. With this knowledge, programs will be proposed that may be implemented to make Towson University safer.

To participate in this survey, you must be at least eighteen years or older. Participation in this survey is voluntary. If you choose to participate in my research, you will be asked to complete an online survey. It is not necessary to answer every question and you may discontinue your participation at any time. While taking this survey, you may feel some discomfort. If you feel upset because of your participation in this survey, you may seek out assistance at the TU Counseling Center. The TU Counseling Center's phone number is (410) 704-2512 and is located at Glen Esk. Your class standing will not be affected if you participate or choose not to participate in the survey.

If you do choose to participate in this survey, your participation will be completely confidential. Although the descriptions and findings may be published, at no time will your name be used. You are at liberty to withdraw your consent to the research and discontinue participation at any time without prejudice.

At the end of the survey, you can submit your email address to be entered in a raffle for a **\$10.00 Visa gift card**.

If you have any questions about the project, you may contact me at (410) 322-4671, my faculty advisor, Dr. Michelle Manasse at (410) 704-2265, or the Chairperson of Towson University's Institutional Review Board for the Protection of Human Participants, Dr. Debi Gartland, at (410) 704-2236. A copy of the results of the survey, reported in the aggregate form, will be available to you upon completion of my research. If you would like to see it, please call or email me at jkirsc1@students.towson.edu.

____ I have read and understood the information on this form.

Participants Signature (Typed Name Online)

Date

Appendix D

Survey

Campus Crime at Towson University

1. What year are you in at Towson University?
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Super Senior (at least five years in college)
 - Graduate School
2. What is your student status?
 - Full Time (12+ credits)
 - Part Time (less than 12 credits)
3. Are you a transfer student?
 - Yes
 - No
4. How many hours per week do you participate in extracurricular activities?
 - Zero
 - One to Three Hours
 - Four to Six Hours
 - Seven to Nine Hours
 - Over Ten Hours
5. Are you a member of a fraternity or sorority?
 - Yes
 - No
6. Where do you live?
 - On Campus
 - Within the Towson Community
 - Outside the Towson Community
7. What is your sex?
 - Male
 - Female
8. How old are you?
 - _____ (open-ended question)
9. What is your race?
 - American Indian/Alaskan Native
 - Asian
 - Biracial/Multiracial
 - Black/African American
 - Caucasian
 - Latino/Hispanic
 - Native Hawaiian/Other Pacific Islander
 - Other

10. What is your current employment status?

- Full-Time
- Part-Time
- Unemployed

When answering the rest of the questions in this survey, use the following definition for campus: the area on the college grounds as well as the surrounding community (i.e.

Towson's surrounding apartments (University Village, Towson Place, Donneybrook, Fairways, Kenilworth at Charles, Colony, etc.) and Uptown Towson Bars (Greene Turtle, CVP's, B-Lounge, Lil' Dickies, Crease, etc.))

11. Have any of your belongings been stolen?

- Yes
- No (**skip to #13**)
- I don't know (**skip to #13**)

12. Which of these belongings were stolen from you (check all that apply)?

- Wallet, Purse, Bookbag
- Electronics: iPod, cellphone, camera, laptop
- Things in your home/dorm/apartment: TV, clothing, jewelry
- Things from your vehicle: GPS, CDs
- Bicycle or sports equipment
- Other (please specify) _____ (**open-ended**)

13. Has anyone intentionally damaged property owned by you?

- Yes
- No (**skip to #15**)
- I don't know (**skip to #15**)

14. Which of these belongings were stolen from you (check all that apply)?

- Wallet, Purse, Bookbag
- Electronics: iPod, cellphone, camera, laptop
- Things in your home/dorm/apartment: TV, clothing, jewelry
- Things from your vehicle: GPS, CDs
- Bicycle or sports equipment
- Other (please specify) _____ (**open-ended**)

15. Have you been mugged (an assault or threat of violence with intent to rob)?

- Yes
- No (**skip to #18**)
- I don't know (**skip to #18**)

16. During the mugging, were you under the influence of alcohol or drugs?

- Yes
- No
- I don't know

17. During the mugging, do you think that the mugger was under the influence of alcohol or drugs?

- Yes
- No
- I don't know

18. Have you been attacked by someone without a weapon (i.e. punched, beaten up)?
- Yes
 - No (**skip to #21**)
 - I don't know (**skip to #21**)
19. During the attack without a weapon, were you under the influence of alcohol or drugs?
- Yes
 - No
 - I don't know
20. During the attack without a weapon, do you think that the attacker was under the influence of drugs or alcohol?
- Yes
 - No
 - I don't know
21. Have you been attacked by someone with a weapon (i.e. baseball bat, knife, gun, etc.)?
- Yes
 - No (**skip to #24**)
 - I don't know (**skip to #24**)
22. During the attack with a weapon (i.e. baseball bat, knife, gun, etc.), were you under the influence of alcohol or drugs?
- Yes
 - No
 - I don't know
23. During the attack with a weapon (i.e. baseball bat, knife, gun, etc.), do you think that the attacker was under the influence of alcohol or drugs?
- Yes
 - No
 - I don't know
24. Have you been forced or coerced to engage in unwanted sexual activity?
- Yes
 - No (**skip to #27**)
 - I don't know (**skip to #27**)
25. During the unwanted sexual activity, were you under the influence of alcohol or drugs?
- Yes
 - No
 - I don't know
26. During the unwanted sexual activity, do you think that the person was under the influence of alcohol or drugs?
- Yes
 - No
 - I don't know

27. Have you ever been harassed (repeated behavior to cause distress on a person)?
(check all that apply)
- Yes, sexually harassed
 - Yes, non-sexually harassed
 - Yes, cyber harassed (harassed via the Internet)
 - Yes, stalked
 - No
 - I don't know
28. Have you been physically abused by your significant other (i.e. your boyfriend or girlfriend)?
- Yes
 - No (**skip to #31**)
 - I don't know (**skip to #31**)
29. During the physical abuse by your significant other, were you under the influence of alcohol or drugs?
- Yes
 - No
 - I don't know
30. During the physical abuse by your significant other, do you think that the abuser was under the influence of alcohol or drugs?
- Yes
 - No
 - I don't know
31. Have you ever had to use a blue box (a blue lighted device with telephone access to police that are located throughout campus) (check all that apply)?
- Yes, because I felt vulnerable on campus
 - Yes, because I was experiencing a specific threat (i.e. someone was following me)
 - No
32. Have you been the victim of a crime and did not tell the police?
- Yes
 - No (**skip to #34**)
 - I don't know (**skip to #34**)
33. Why did you not report the incident to the police (check all that apply)?
- I felt uncomfortable talking about it
 - I blamed myself
 - I didn't realize that it was a crime
 - I didn't think anything would be done about it
 - I didn't think police would believe me
 - Other _____ (**open-ended**)

Remember to answer these questions based on your time on Towson University's campus (campus representing the area on the college grounds as well as the surrounding area (i.e.

Towson's surrounding apartments (University Village, Towson Place, Donneybrook, Fairways, Kenilworth at Charles, Colony, etc.) and Uptown Towson Bars (Greene Turtle, CVP's, B-Lounge, Lil' Dickies, Crease, etc.))

34. How often did you engage in the following behaviors:

	Never	Once	Twice	Three or Four Times	Five or More Times
Theft					
Vandalism					
Mugging					
Assault without a Weapon					
Assault with a Weapon					
Attempted or Completed Sexual Assault					
Sexual Harassment					
Non-sexual Harassment					
Cyber Harassment					
Stalked Someone					
Dating Violence (verbally or physically abused a significant other)					

Please rate the following statements.

35. I am more likely to engage in criminal behaviors if I am under the influence of alcohol or drugs.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I don't know

36. I am more likely to engage in criminal behaviors if the victim is under the influence of alcohol or drugs.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I don't know

37. How frequently do you use the following drugs?

	Never	Tried it Once	Occasionally (Few times a year)	Frequently (Few Time a month)	Daily
Alcohol					
Cocaine/Crack					
Heroin					
Hydrocodone (Cough Suppressant)					
Inhalants					
LSD					
Marijuana					
Ecstasy					
Crystal Meth					
Prescription Drugs (not prescribed to you)					

38. Do you use these drugs socially or by yourself?

	Socially	By Myself	Both	Do not use this drug
Alcohol				
Cocaine/Crack				
Heroin				
Hydrocodone (Cough Suppressant)				
Inhalants				
LSD				
Marijuana				
Ecstasy				
Crystal Meth				
Prescription Drugs (not prescribed to you)				

39. Have you ever participated in binge drinking (i.e. excessive drinking, consuming five alcoholic drinks in one hour)?

- Yes
- No
- I don't know

40. How much do you agree with the following statements?

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I feel safe on Towson University's campus during the day.					
I feel safe on Towson University's campus at night.					
I feel the TU Police keep the campus safe.					
I am satisfied with Towson University's texting alert system.					
I feel/would feel comfortable reporting crimes to the TU Police.					
I feel/would feel comfortable talking to at least one administration/faculty member if I were a victim of a crime.					

41. In 2009, TU Police reported zero violent crimes on campus. Do you believe this is an accurate reflection of the crimes that occurred on campus in 2009?

- Yes
- No
- I don't know
- I was not a student in 2009

42. Do you believe that more can be done by Towson University for the safety of the campus for the students, faculty, and staff?

- Yes
- No
- I don't know

43. Do you have any suggestion to make the campus safer?

- _____ **(open-ended)**

44. If you would like to be entered in the raffle for a VISA gift card for \$10.00, please enter your email address. There will be five winners.

- _____ **(open-ended)**

Thank you for participating in this survey and providing sensitive information. Your input is greatly appreciated. Your participation in this research will be kept confidential. If you have any questions, concerns, or suggestions, please contact Janet Kirsch at jkirsch1@students.towson.edu or (410) 322-4671. Thank you again.

Appendix E
IRB Approval Letters



APPROVAL NUMBER: 11-A047

To: Janet Kirsch
6920 Donachie Road #1403
Baltimore MD 21239

From: Institutional Review Board for the Protection of Human
Subjects, Deborah Gartland, Chair

Date: 

RE: Application for Approval of Research Involving the Use of
Human Participants

Office of University
Research Services

Towson University
8000 York Road
Towson, MD 21252-0001

t. 410 704-2236
f. 410 704-4494

Thank you for submitting an Application for Approval of Research Involving the Use of Human Participants to the Institutional Review Board for the Protection of Human Participants (IRB) at Towson University. The IRB hereby approves your proposal titled:

Campus Crime at Towson University

If you should encounter any new risks, reactions, or injuries while conducting your research, please notify the IRB. Should your research extend beyond one year in duration, or should there be substantive changes in your research protocol, you will need to submit another application for approval at that time.

We wish you every success in your research project. If you have any questions, please call me at (410) 704-2236.

CC: Michelle Manasse
File



Date:

NOTICE OF APPROVAL

TO: Janet Kirsch **DEPT:** SACJ

PROJECT TITLE: *Campus Crime at Towson University*

SPONSORING AGENCY:

APPROVAL NUMBER: 11-A047

The Institutional Review Board for the Protection of Human Participants has approved the project described above. Approval was based on the descriptive material and procedures you submitted for review. Should any changes be made in your procedures, or if you should encounter any new risks, reactions, injuries, or deaths of persons as participants, you must notify the Board.

A consent form: is is not required of each participant

Assent: is is not required of each participant

This protocol was first approved on:

This research will be reviewed every year from the date of first approval.

Deborah Gartland

Deborah Gartland, Chair

Towson University Institutional Review Board

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CURRICULUM VITA

NAME: Janet Julia Kirsch

PERMANENT ADDRESS: 20 Huxley Circle, Abingdon, Maryland 21009

PROGRAM OF STUDY: Social Sciences

DEGREE AND DATE TO BE CONFERRED: Master of Science, 2011

Secondary education: Bel Air High School, Bel Air, Maryland, May 2005

<u>Collegiate institutions attended</u>	<u>Dates</u>	<u>Degree</u>	<u>Date of Degree</u>
Towson University Major: Social Sciences Discipline: Sociology	2009-2011	M.S.	May 2011
Towson University Major: Business Administration Concentration: Marketing	2007-2009	B.S.	May 2009
Harford Community College Major: Business Administration	2005-2007	N/A	N/A

Professional Positions Held:

Johns Hopkins University

Campus Programming Coordinator (Immediately Prospective Position)

TABLES

Table 1
Survey Participants Characteristics

Characteristic	Description	<u>Percent</u>	<u>Frequency</u>
Gender	Female	72.3	551
	Male	23.4	178
Age	17-19	24.1	184
	20-21	33.5	255
	22-23	17.6	134
	24 and older	24.8	189
	*Mode:	22.3	
Student Status	Freshman	15.4	117
	Sophomore	14.8	113
	Junior	22.3	170
	Senior	29.2	222
	Graduate Student	15.6	119
Race	Caucasian	75.3	574
	Black/African American	8.0	61
	Asian	4.7	36
	Latino/Hispanic	3.0	23
	Other	4.3	33
Employment	Full-Time	15.5	118
	Part-Time	50.1	382
	Unemployed	30.4	232
Housing	On-Campus	26.4	201
	Off-Campus (within Towson Community)	26.2	200
	Off-Campus (outside Towson Community)	43.7	333
Enrollment Status	Full-Time	84.9	647
	Part-Time	12.5	95
Transferred to Towson	Yes	31.4	239
	No	65.9	502
Fraternity/Sorority Membership	Yes	8.9	68
	No	87.1	664
Participation in Extracurricular Activities (per week)	Zero Hours	37.7	287
	One to Three Hours	30.8	235
	Four to Six Hours	15.6	119
	Seven to Nine Hours	4.7	36
	Over Ten Hours	7.0	53

Table 2
Towson University Characteristics

Characteristic	<i>n</i>	Description	<u>Percent</u>
Gender ⁴	21,840	Female	62.0
		Male	38.0
Student Status	21,840	Freshman	11.1
		Sophomore	n.r.
		Junior	n.r.
		Senior	n.r.
		Graduate Student	19.7
Race ⁵	17,529	Caucasian	68.5
		Black/African American	12.5
		Asian	4.0
		Latino/Hispanic	3.5
		Other	11.5
Housing	21,840	On-Campus	20.6
Enrollment Status	17,529	Full-Time	89.0
		Part-Time	11.0
Transferred to Towson (in Fall 2010)	21,840	Yes	9.0
Fraternity/Sorority Membership	17,529	Yes	7.4

⁴ This number represents the total number of undergraduates and graduate students that were enrolled at Towson University in Fall 2010.

⁵ This number represents the total number of undergraduates that were enrolled at Towson University during Fall 2010.

Table 3

Statistics of Drug and Alcohol Frequency
How frequently do you use the following drugs?

Alcohol	Frequency	Valid Percent
Never	98	13.9
Tried it Once	16	2.3
Occasionally (Few times a year)	203	28.8
Frequently (Few times a month)	368	52.3
Daily	19	2.7
Total	704	100

Cocaine/Crack	Frequency	Valid Percent
Never	650	92.5
Tried it Once	34	4.8
Occasionally (Few times a year)	19	2.7
Frequently (Few times a month)	-	-
Daily	-	-
Total	703	100

Heroin	Frequency	Valid Percent
Never	692	99.0
Tried it Once	6	.9
Occasionally (Few times a year)	1	.1
Frequently (Few times a month)	-	-
Daily	-	-
Total	699	100

Hydrocodone	Frequency	Valid Percent
Never	648	92.6
Tried it Once	24	3.4
Occasionally (Few times a year)	25	3.6
Frequently (Few times a month)	3	.4
Daily	-	-
Total	700	100

Inhalants	Frequency	Valid Percent
Never	684	97.3
Tried it Once	14	2.0
Occasionally (Few times a year)	4	.6
Frequently (Few times a month)	1	.1
Daily	-	-
Total	703	100

LSD	Frequency	Valid Percent
Never	660	94.0
Tried it Once	29	4.1
Occasionally (Few times a year)	10	1.4
Frequently (Few times a month)	3	.4
Daily	-	-
Total	702	100

Marijuana	Frequency	Valid Percent
Never	395	56.2
Tried it Once	122	17.4
Occasionally (Few times a year)	114	16.2
Frequently (Few times a month)	44	6.3
Daily	28	4.0
Total	703	100

Ecstasy	Frequency	Valid Percent
Never	652	93.4
Tried it Once	31	4.4
Occasionally (Few times a year)	12	1.7
Frequently (Few times a month)	3	.4
Daily	-	-
Total	698	100

Crystal Meth	Frequency	Valid Percent
Never	693	99.3
Tried it Once	4	.6
Occasionally (Few times a year)	1	.1
Frequently (Few times a month)	-	-
Daily	-	-
Total	698	100

Prescription Drugs	Frequency	Valid Percent
Never	608	87.0
Tried it Once	47	6.7
Occasionally (Few times a year)	40	5.7
Frequently (Few times a month)	4	.6
Daily	-	-
Total	699	100

Table 4

Statistics of Dependent Variable: Offending
How often did you engage in the following behavior?

Theft	Frequency	Valid Percent
Never	679	95.4
Once	20	2.8
Twice	6	.8
Three or Four Times	4	.6
Five or More Times	3	.4
Total	712	100

Vandalism	Frequency	Valid Percent
Never	675	95.2
Once	24	3.4
Twice	5	.7
Three or Four Times	3	.4
Five or More Times	2	.3
Total	709	100

Mugging	Frequency	Percent
Never	710	99.9
Once	1	.1
Twice	-	-
Three or Four Times	-	-
Five or More Times	-	-
Total	711	100

Assault without a Weapon	Frequency	Percent
Never	701	98.9
Once	6	.8
Twice	1	.1
Three or Four Times	-	-
Five or More Times	1	.1
Total	709	100

Assault with a Weapon	Frequency	Percent
Never	710	100
Once	-	-
Twice	-	-
Three or Four Times	-	-
Five or More Times	-	-
Total	710	100

Attempted/Completed Sexual Assault	Frequency	Percent
Never	710	99.9
Once	1	.1
Twice	-	-
Three or Four Times	-	-
Five or More Times	-	-
Total	711	100

Dating Violence	Frequency	Percent
Never	685	96.8
Once	15	2.1
Twice	5	.7
Three or Four Times	1	.1
Five or More Times	2	.3
Total	708	100

Table 5

Statistics of Dependent Variable: Offending: Harassment

How often did you engage in the following behavior?

Sexual Harassment	Frequency	Percent
Never	706	99.4
Once	2	.3
Twice	1	.1
Three or Four Times	-	-
Five or More Times	1	.1
Total	710	100

Non-sexual Harassment	Frequency	Percent
Never	706	99.3
Once	1	.1
Twice	2	.3
Three or Four Times	-	-
Five or More Times	2	.3
Total	711	100

Cyber Harassment	Frequency	Percent
Never	703	98.7
Once	5	.7
Twice	3	.4
Three or Four Times	-	-
Five or More Times	1	.1
Total	712	100

Stalked Someone	Frequency	Percent
Never	704	99.6
Once	1	.1
Twice	1	.1
Three or Four Times	-	-
Five or More Times	1	.1
Total	707	100

Table 6

Statistics of Dependent Variable: Victimization

Were you a victim of the following offenses?

Theft	Frequency	Percent
Yes	78	11.1
No	627	88.9
Total	705	100

Vandalism	Frequency	Percent
Yes	62	9.0
No	627	91.0
Total	689	100

Mugging	Frequency	Percent
Yes	12	1.7
No	707	98.3
Total	719	100

Assault without a Weapon	Frequency	Percent
Yes	23	3.2
No	694	96.8
Total	717	100

Assault with a Weapon	Frequency	Percent
Yes	9	1.3
No	709	98.7
Total	718	100

Attempted/Completed Sexual Assault	Frequency	Percent
Yes	25	3.5
No	690	96.5
Total	715	100

Dating Violence	Frequency	Percent
Yes	35	4.9
No	680	95.1
Total	715	100

Table 7

Statistics of Dependent Variable: Victimization: Harassment

Were you a victim of the following offenses?

Sexual Harassment	Frequency	Percent
Yes	46	6.0
No	716	94.0
Total	762	100

Non-sexual Harassment	Frequency	Percent
Yes	56	7.3
No	706	92.7
Total	762	100

Cyber Harassment	Frequency	Percent
Yes	46	6.0
No	716	94.0
Total	762	100

Stalked	Frequency	Percent
Yes	45	5.9
No	717	94.1
Total	762	100

Table 8
Crime Rates Comparing This Study to Towson University

Offense	Rates (per 100) from this Study		Towson University's
	Victimization	Offending	(per 100) <small>(as of 12/10/10)</small>
			Arrests
Theft	11.1	4.6	.6410
Sexual Offense	3.5	0.1	.0071 ⁶
Mugging	1.7	0.1	.0092 ⁷
Aggravated & Simple Assaults	4.21	1.13	.2518
Property Crime	15.00	7.75	.0696

⁶ This statistic was taken from the 2009 Clery Report. It is the most recent rate for sexual offense.

⁷ This statistic is listed as "Robbery" in the Towson University report. Mugging is a type of robbery.

Table 9

Non-Comparable Crime Statistics

Survey Data: Victimization & Offending (per 100)

	Victimization	Offending
Vandalism	9.0	4.8
Dating Violence	4.9	3.2
Sexual Harassment	6.0	0.5
Non-sexual Harassment	7.3	0.7
Cyber Harassment	6.0	1.2
Stalking	5.9	0.3

Towson University 2010 Data (as of 12/02/10)

	Total	(per 100)
Homicide	0	.0000
Rape	0	.0000
Violent Crimes	7	.0321
Burglary	12	.0549
Theft	140	.6410
Motor Vehicle Theft	0	.0000
Arson	Empty	Empty
Total Part I Crime	159	.0728

Towson University 2009 Data (from Annual Campus Security & Fire Safety Report)

	Total	(per 100)
Murder & Non-Negligent Manslaughter	0	.0000
Negligent Manslaughter	0	.0000
Aggravated Assaults	2	.0094
Burglary	24	.1133
Motor Vehicle Theft	3	.0142
Arson	2	.0094
Other Crimes Involving Bodily Injuries	0	.0000

Table 10**Frequency of Alcohol Consumption
for Students Under the Age of 21**

Alcohol	Frequency	Valid Percent
Never	49	16.5
Tried it Once	13	4.4
Occasionally (Few times a year)	92	31.0
Frequently (Few times a month)	140	47.1
Daily	3	1.0
Total	297	100

Table 11

Alcohol and Drug Usage Rates

The student has at least tried the drug once...

Alcohol/Drug	Frequency (per 100)
Alcohol	86.08
Cocaine/Crack	7.54
Heroin	1.00
Hydrocodone	7.43
Inhalants	2.70
LSD	5.98
Marijuana	43.81
Ecstasy	6.59
Crystal Meth	0.72
Prescription Drugs	13.02
All Drugs	9.88
Total (Alcohol and All Drugs)	17.53

Towson University 2009 Data (from Annual Campus Security & Fire Safety Report)

	Total	(per 100)
Drug Arrests	29	.1369
Drug Disciplinary Referrals	73	.3447
Drug Total	102	.4817
Liquor Arrests	71	.3353
Liquor Disciplinary Referrals	328	1.5489
Liquor Totals	399	1.8841

Table 12

Model Parameters and Standard Errors for Regression of Offending on Demographics, Student Characteristics, and Alcohol and Marijuana Usage

Explanatory Variables	<u>General Offending</u>		<u>Harassment</u>		<u>Combined Offending/Harassment</u>	
	<i>b</i>	SE	<i>b</i>	SE	<i>b</i>	SE
Age	-.003	.007	-.003	.004	-.005	.008
Sex (Male)	.165***	.070	-.055	.045	.081	.083
Race (White)	-.017	.077	-.069	.050	-.108	.091
Employment (Unemployed)	-.072	.067	-.026	.044	-.047	.079
Enrollment (Full-Time)	.095	.101	-.011	.065	.140	.120
Fraternity (Yes)	.066	.108	.133	.069	.232	.127
Housing (On-Campus)	.009	.074	.055	.049	-.018	.088
Extracurricular (Hours)	.006	.027	-.015	.017	.001	.032
Alcohol Usage	.007	.031	.014	.020	.020	.037
Marijuana Usage	.157*	.028	.029	.018	.163*	.034
<i>F</i> Ratio	5.233		1.343		4.156	
<i>R</i> ²	.060		.005		.045	
N	670		676		664	

Significance level: * $p < 0.001$; ** $p \leq 0.010$; *** $p \leq 0.050$

Table 13

Model Parameters and Standard Errors for Regression of Offending on Demographics, Student Characteristics, and Alcohol and Marijuana Usage, By Gender

Explanatory Variables	General Offending		Harassment		Combined Offending/Harassment	
	Female <i>b</i> (SE)	Male <i>b</i> (SE)	Female <i>b</i> (SE)	Male <i>b</i> (SE)	Female <i>b</i> (SE)	Male <i>b</i> (SE)
Age	-.003(.006)	.000(.026)	-.003(.005)	.001(.005)	-.005(.008)	.005(.024)
Race (White)	-.079(.076)	.226(.224)	-.094(.064)	.021(.041)	-.198***(.101)	.251(.206)
Employment (Unemployed)	-.115(.068)	.034(.184)	-.050(.057)	.076***(.034)	-.117(.091)	.188(.171)
Enrollment (Full-Time)	.100(1.00)	.109(.291)	-.009(.084)	.017(.053)	.081(.133)	.417(.272)
Fraternity (Yes)	.019(.106)	.183(.334)	.184***(.088)	-.073(.060)	.240(.141)	.108(.308)
Housing (On-Campus)	.046(.073)	-.153(.226)	.068(.062)	.009(.042)	.035(.098)	-.219(.211)
Extracurricular (Hours)	.012(.027)	.008(.081)	-.015(.022)	.009(.015)	.002(.035)	.039(.076)
Alcohol Usage	.032(.031)	-.081(.091)	.017(.026)	.005(.017)	.039(.041)	-.048(.084)
Marijuana Usage	.124*(.030)	.238*(.072)	.038(.025)	.018(.013)	.160*(.039)	.174***(.068)
<i>F</i> Ratio	3.382	1.618	1.394	1.094	3.530	1.625
<i>R</i> ²	.040	.034	.007	.005	.043	.035
<i>N</i>	510	160	514	162	507	157

Significance level: * $p \leq 0.001$; ** $p \leq 0.010$; *** $p \leq 0.050$

Table 14

Model Parameters and Standard Errors for Regression of Offending on Demographics, Student Characteristics, and Alcohol and Marijuana Usage, By Age

Explanatory Variables	General Offending		Harassment		Combined Offending/Harassment	
	<u>21&Over</u> <i>b</i> (SE)	<u>Under 21</u> <i>b</i> (SE)	<u>21&Over</u> <i>b</i> (SE)	<u>Under 21</u> <i>b</i> (SE)	<u>21&Over</u> <i>b</i> (SE)	<u>Under 21</u> <i>b</i> (SE)
Race (White)	-.056(.103)	.002(.117)	-.120***(.045)	.000(.096)	-.180(.109)	-.035(.154)
Employment (Unemployed)	.018(.091)	-.176(.101)	-.010(.040)	-.054(.083)	.020(.096)	-.133(.133)
Sex (Male)	.211***(.085)	.087(.121)	-.028(.037)	-.131(.100)	.138(.090)	-.037(.160)
Enrollment (Full-Time)	.071(.097)	.260(.473)	-.023(.042)	.224(.387)	.114(.102)	.468(.615)
Fraternity (Yes)	.159(.144)	.003(.166)	.082(.061)	.217(.134)	.255(.152)	.252(.216)
Housing (On-Campus)	-.087(.151)	.091(.103)	-.073(.066)	.096(.085)	-.174(.160)	.080(.136)
Extracurricular (Hours)	.029(.034)	-.021(.043)	.015(.015)	-.065(.036)	.046(.036)	-.061(.057)
Alcohol Usage	-.003(.041)	.047(.050)	.009(.018)	.023(.041)	.012(.044)	.051(.066)
Marijuana Usage	.202*(.034)	.085(.051)	-.004(.015)	.099***(.042)	.169*(.036)	.168***(.067)
<i>F</i> Ratio	5.942	1.343	1.367	1.624	4.335	1.611
<i>R</i> ²	.104	.011	.008	.019	.073	.019
N	384	288	392	286	383	283

Significance level: * $p \leq 0.001$; ** $p \leq 0.010$; *** $p \leq 0.50$

Table 15

Model Parameters and Standard Errors for Regression of Victimization on Demographics, Student Characteristics, and Alcohol and Marijuana Usage

Explanatory Variables	<u>General Victimization</u>		<u>Harassment</u>		<u>Combined Victimization/Harassment</u>	
	<i>b</i>	SE	<i>b</i>	SE	<i>b</i>	SE
Age	-.008	.006	-.008	.006	-.015	.009
Sex (Male)	.120	.064	-.220*	.057	-.086	.099
Race (White)	-.010	.070	.082	.062	.074	.108
Employment (Unemployed)	.022	.061	-.055	.055	-.014	.094
Enrollment (Full-Time)	-.052	.091	-.060	.082	-.139	.140
Fraternity (Yes)	.175	.100	-.008	.087	.116	.154
Housing (On-Campus)	-.152***	.069	.029	.061	-.142	.106
Extracurricular (Hours)	.044	.025	.073*	.022	.101***	.038
Alcohol Usage	.020	.028	.048	.026	.065	.044
Marijuana Usage	.074**	.026	.019	.023	.098***	.040
<i>F</i> Ratio	3.444		4.445		3.070	
<i>R</i> ²	.038		.048		.033	
N	613		684		613	

Significance level: * $p < 0.001$; ** $p \leq 0.010$; *** $p \leq 0.050$

Table 16

Model Parameters and Standard Errors for Regression of Victimization on Demographics, Student Characteristics, and Alcohol and Marijuana Usage, By Gender

Explanatory Variables	<u>General Victimization</u>		<u>Harassment</u>		<u>Combined Victimization/Harassment</u>	
	<u>Female</u> <i>b</i> (SE)	<u>Male</u> <i>b</i> (SE)	<u>Female</u> <i>b</i> (SE)	<u>Male</u> <i>b</i> (SE)	<u>Female</u> <i>b</i> (SE)	<u>Male</u> <i>b</i> (SE)
Age	-.006(.006)	-.024(.020)	-.008(.007)	-.004(.008)	-.014(.010)	-.027(.024)
Race (White)	.023(.071)	-.077(.187)	.116(.078)	-.001(.075)	.145(.123)	-.066(.220)
Employment (Unemployed)	-.084(.064)	.235(.153)	-.087(.071)	.022(.062)	-.153(.111)	.258(.180)
Enrollment (Full-Time)	-.074(.094)	.001(.239)	-.080(.105)	.013(.095)	-.205(.162)	.070(.281)
Fraternity (Yes)	.024(.102)	.732***(.295)	.015(.108)	-.106(.110)	-.044(.176)	.735***(.347)
Housing (On-Campus)	-.081(.070)	-.327(.192)	.057(.076)	-.013(.075)	-.045(.121)	-.337(.226)
Extracurricular (Hours)	.049(.026)	.016(.070)	.082**(.027)	.064***(.027)	.120**(.044)	.046(.082)
Alcohol Usage	.018(.029)	.038(.076)	.060(.032)	.015(.030)	.079(.050)	.038(.089)
Marijuana Usage	.090*(.028)	.015(.061)	.033(.031)	.006(.024)	.125***(.049)	.030(.072)
<i>F</i> Ratio	2.741	1.878	3.015	.993	3.357	1.711
<i>R</i> ²	.033	.051	.034	.000	.044	.042
N	466	147	519	165	466	147

Significance level: * $p \leq 0.001$; ** $p \leq 0.010$; *** $p \leq 0.050$

Table 17

Model Parameters and Standard Errors for Regression of Victimization on Demographics, Student Characteristics, and Alcohol and Marijuana Usage, By Age

Explanatory Variables	<u>General Victimization</u>		<u>Harassment</u>		<u>Combined Victimization/Harassment</u>	
	<u>21&Over</u> <i>b</i> (SE)	<u>Under 21</u> <i>b</i> (SE)	<u>21&Over</u> <i>b</i> (SE)	<u>Under 21</u> <i>b</i> (SE)	<u>21&Over</u> <i>b</i> (SE)	<u>Under 21</u> <i>b</i> (SE)
Race (White)	-.035(.104)	.020(.089)	.041(.082)	.097(.096)	-.019(.155)	.140(.147)
Employment (Unemployed)	.102(.093)	-.059(.075)	.028(.075)	-.158(.083)	.151(.139)	-.214(.125)
Sex (Male)	.104(.087)	.079(.093)	-.238*(.069)	-.186(.100)	-.117(.130)	-.104(.154)
Enrollment (Full-Time)	-.062(.098)	.200(.338)	-.049(.078)	-.318(.392)	-.133(.146)	-.160(.558)
Fraternity (Yes)	-.018(.152)	.367***(.124)	-.003(.114)	.011(.135)	-.183(.227)	.455***(.205)
Housing (On-Campus)	.042(.153)	-.120(.078)	-.107(.122)	.110(.085)	-.140(.229)	.027(.129)
Extracurricular (Hours)	.096**(.035)	-.024(.034)	.101*(.027)	.034(.036)	.199*(.053)	-.033(.056)
Alcohol Usage	.033(.041)	.013(.038)	.058(.033)	.062(.041)	.085(.062)	.078(.062)
Marijuana Usage	.056(.034)	.129*(.039)	.038(.027)	-.017(.042)	.096(.051)	.123(.065)
<i>F</i> Ratio	1.761	3.866	3.779	1.760	2.544	2.337
<i>R</i> ²	.019	.092	.060	.023	.037	.045
N	359	255	395	291	359	255

Significance level: * $p \leq 0.001$; ** $p \leq 0.010$; *** $p \leq 0.050$

Table 18

Model Parameters and Standard Errors for Simple Regression of Victimization on Demographics and Alcohol and Marijuana Usage

Explanatory Variables	<u>General Victimization</u>		<u>Harassment</u>		<u>Combined Victimization/Harassment</u>	
	<i>b</i>	SE	<i>b</i>	SE	<i>b</i>	SE
Age	-.005	.005	-.011**	.005	-.013	.008
Sex (Male)	.131***	.064	-.219*	.057	-.076	.098
Race (White)	-.005	.069	.087	.061	.086	.106
Employment (Unemployed)	-.012	.058	-.048	.052	-.047	.090
Alcohol Usage	.023	.028	.050***	.025	.068	.043
Marijuana Usage	.076***	.026	.017	.023	.099***	.040
<i>F</i> Ratio	3.703		5.355		3.353	
<i>R</i> ²	.026		.036		.022	
N	619		692		619	

Significance level: * $p \leq 0.001$; ** $p \leq 0.010$; *** $p \leq 0.050$

Table 19

Model Parameters and Standard Errors for Regression of Victimization on Demographics, Student Characteristics, and Alcohol and Marijuana Usage, Divided by Assault and Property Crime

Explanatory Variable	Victimization: Assault		Victimization: Property Crime	
	<i>b</i>	SE	<i>b</i>	SE
Age	-.001	.002	-.004	.004
Sex (Male)	.076*	.020	.078	.042
Race (White)	.023	.022	-.008	.046
Employment (Unemployed)	.006	.019	.006	.040
Enrollment (Full-Time)	-.003	.029	.021	.059
Fraternity (Yes)	.068***	.030	.178**	.066
Housing (On-Campus)	-.064**	.021	-.079	.045
Extracurricular (Hours)	.004	.008	.028	.016
Alcohol Usage	.018***	.009	.000	.019
Marijuana Usage	.002	.008	.052**	.017
<i>F</i> Ratio	4.471		3.664	
<i>R</i> ²	.049		.041	
N	677		632	

Significance level: * $p \leq 0.001$; ** $p \leq 0.010$; *** $p \leq 0.050$

Table 20**Reasons for Not Reporting a Crime to Police**

Approximately nine percent (67) of the respondents (718) answered yes to being the victim of a crime but did not report it to police. Here are the reasons for why they did not report the crime to police:

Reason for not reporting	Frequency	Percent (out of 67 responses)
I felt uncomfortable talking about it	28	41.79
I blamed myself	16	23.88
I didn't realize that it was a crime	9	13.43
I didn't think anything would be done about it	48	71.64
I didn't think police would believe me	8	11.94

When analyzing the “Other” responses, there were three main themes to why people did not report the victimization. The first one was students did not report because it was not worth the hassle. One student wrote, “wasn't worth the stress of handling the situation, just wanted to move on and I saw getting law involved as a delay in moving on.” The second theme was students did not report because they wanted to protect someone. For example, a student wrote, “feeling the need to protect someone and not wanting to get them in trouble.” The last reason a student did not report was to protect themselves. They were “under the influence of alcohol” or they thought reporting the crime would “get myself in trouble.”

Table 21

Likelihood of Engaging in Criminal Behaviors If...

I am more likely to engage in criminal behaviors if I am under the influence of alcohol or drugs.	Frequency	Valid Percent
Strongly Agree	33	4.6
Agree	100	14.1
Neutral	81	11.4
Disagree	68	9.6
Strongly Disagree	316	44.5
I don't know	112	18.5
Total	710	100

I am more likely to engage in criminal behaviors if the victim is under the influence of alcohol or drugs.	Frequency	Valid Percent
Strongly Agree	12	1.7
Agree	31	4.4
Neutral	72	10.1
Disagree	64	9.0
Strongly Disagree	423	59.6
I don't know	108	15.2
Total	710	93.2

Table 22**Alcohol/Drug Involvement Breakdown for Each Offense**

If a student was the victim of the following crimes, they were asked if s/he was under the influence (victim) as well as the offender. Here is the breakdown of the responses.

Crime	Victim Under Influence	Offender Under Influence
Mugging	1/12= 8.3%	2/12= 16.7%
Attack without Weapon	7/22= 31.8%	13/22= 59.09%
Attack with Weapon	1/9= 11.1%	2/9= 22.2%
Sexual Assault	14/25= 56%	13/25= 52%
Dating Violence	4/35= 11.4%	10/35= 28.6%

Table 23

Survey Respondents' Suggestions for a Safer Campus

Suggestion	Number of Respondents
More Security/Police Presence (ex. Foot patrols, undercover cops)	112
More lighting	69
More video cameras	17
Improve the Safe Ride/Walk	11
More Blue Boxes (ones that work too)	10
Educate/Aware students	9
Use Text Alarm System	9
Extend shuttle service	6
More areas restricted to ID Access	6
Less construction	5
Provide Self Defense/Martial Arts classes	5
Allow concealed weapons on campus	2
Clear walkways/paths	2
Inform student of emergency procedures	2
Let students smoke on campus	2
More fencing around campus	2
Advertise "Buddy System"	1
Better monitoring of garages	1
Build a bridge across Osler Drive	1
Close campus when a crime occurs	1
Closer parking lots	1
Enhance relationship between students and police	1
Hall Monitors on campus	1
Have a night club for students on campus	1
Implement "Neighborhood Watch"	1
More crosswalks	1
More options in reporting	1
More speed bumps	1
Perform background checks on students	1
Remind students about texting alert system	1
Teach students about protecting themselves	1

