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Perceptions, Lived-Experiences, and Environmental Factors Impacting the Crime-Reporting Practices of Private College Students

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M.A., Ferris State University, 2007

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Criminal Justice

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Abstract

The purpose of this study was assessing the perceptions of student's on how the campus climate impacts their likelihood of reporting crime. Victimization studies have been conducted at large universities and community colleges; however, there remains a lack of research regarding private colleges. This study was designed to examine the reasoning behind students' crime-reporting behaviors and the influencers that impact their decisions. Cohen and Felson's routine activity theory along with the collective-efficacy theory were used as frameworks to analyze the crimes that occur to college students as well as to explore the reasons for not reporting some crimes to law enforcement. This research utilized archival data from a private (not-for-profit) college in the Midwest United States. The data were analyzed through coding and thematic development, supported by secondary coding review and member checks. Concepts explored through this study included examining students' perceptions on their likelihood of reporting crime and victimization as well as students' feelings of safety while at college. Results showed that students voiced consistent beliefs that their peers were likely to report crime and several factors influenced the reporting of crimes or victimization by students. Findings also showed that students felt generally safe while attending college but expressed a need for improved safety systems on the campus. These findings draw no definitive conclusions about why students choose to not report crime but do promote social change by helping administrators develop policies that collaboratively engage students, law enforcement, and campus officials with crime reporting and education programs to reduce the underreporting of crime and victimization.

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Dedication

This study is dedicated to my children, Maximilian and Lincoln who I wish to instill the value of higher education in. I hope you continue your love of learning. At this time, you are both very young and have several years before you will be college students. I hope the campus environment is a place for you when that time comes.

Acknowledgments

I would like to acknowledge God for giving me the perseverance to complete this research study. Additionally, I would like to acknowledge the many Walden faculties who have provided me with assistance and guidance during residencies and committee meetings. Without these I would have been completely lost in this process. I also owe a great debt to the friends and co-workers that supported this undertaking and encouraged me to complete it, and especially those that listened to me struggle and rejoiced with me through each part of the process. Finally, I would like to thank my husband and children for the patience they demonstrated over the last few years. My family has always been supportive, and the main source of my motivation.

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Chapter 1: Introduction to the Study

Background of the Problem

In response to external pressures from the federal government, state lawmakers, families, and students in regard to the victimization rates on campuses across the United States, colleges and universities are focused on crime reduction policies. However, despite the increased efforts to provide resources and education to college students that would help them recognize and report crime, college students as a collective group continue to widely under report crime. According to Smith and Freyd (2014), systemic violence has been a focus for the public, and that suggests an increased willingness to be aware of institutional crime and victimization. Given the abundant, high-profile, criminal and violent campus events across the United States, this focus on crime and victimization is especially genuine for colleges and universities. For colleges and universities to focus on crime and victimization, they must first have a grasp on the severity of college crime and victimization.

In spite of their increased efforts, it has remained problematic for administrators to gain a true depiction of crime and victimization rates as crime-reporting practices of college students have remained very low (Cass & Mallicoat, 2015; Hodges, Low, Vinas-Racionero, Hollister, & Scalora, 2016; Hollister, Scalora, Hoff, Hodges, & Marquez, 2017; Hollister, Scalora, Hoff, & Marquez, 2014; U. S. Department of Education, 2015). Hollister, et al. (2017) showed that 87% of college students who witnessed safety concerns failed to report any of the behavior to campus safety or a law enforcement agency. Hodges, Low, Vinas-Racionero, Hollister, and Scalora (2016) also studied crime

reporting rates among college students and found that on-campus reporting rates for threatening or concerning behavior were as low as 12.3% overall. This research clearly demonstrates an overall trend of low crime-reporting rates among college students in the United States.

Not only are crime-reporting rates low, they are persistently decreasing among students in the United States. According to the Integrated Postsecondary Education Data System (National Center for Education Statistics [NCES], 2014) report, the overall crime reports on college campuses have continuously decreased each year for 11 years straight across almost all criminal offenses in the United States. Additionally, the U.S. Department of Education (2015) has also found that the quantity of criminal offenses reported on college campuses, similar to the Integrated Postsecondary Education Data System, has been steadily declining every year since 2005 in the United States.

Despite crime-reporting being on the decline, enrollment has been steadily increasing across postsecondary institutions in the United States. According to the (NCES) (2017), between 2000 and 2015 there was a 30% increase in enrollment for colleges and universities across the nation with over 17 million students enrolled in postsecondary institutions. NCES (2017) projects that by 2025 total undergraduate enrollment will increase to 19.8 million students. This exemplifies the need for expanded research in this area to address the reasons behind the low crime-reporting trends.

A number of factors contribute to the low crime-reporting rates amongst college students including the campus environment, their perceptions of peers, and individual values. Additionally, general crime reporting rates also vary across a variety of

demographics such as the student's age and their identified gender (Cass & Mallicoat, 2015). In this qualitative study I endeavored to expand on the current information known about crime-reporting perceptions at a private (not-for-profit) college and explore how those factors impact students' crime-reporting behaviors. This is a central area of research because low crime-reporting rates among a student body hinder a school's ability to provide a safe environment for their students. Therefore, to address this issue, it is important for schools to be able to truly recognize crime and victimization rates on their campuses.

Campus administrators are charged with maintaining safe atmospheres for their students. Heaton, Hunt, MacDonald, and Saunders (2016) pointed out that protection should include on-campus and off-campus environments as a higher number of crimes involve off-campus college students. Recent highly-publicized campus shootings and sexual assaults have compelled college administrators to address personal safety on campuses across the United States (Karmen, 2016). Therefore, the motives behind the low crime reporting trends for college students as a whole must be clearly understood and then adequately addressed. Institutions have the potential to either create worse outcomes for victims by failing to help them or become primary sources of healing and justice for them (Smith & Freyd, 2014). Katz and Moore (2013) argued that college students themselves, can be positively empowered to report violent or criminal behavior if they are provided with educational programs aimed at increasing crime-reporting knowledge and practices. Discovering why students choose to report or fail to report crimes or victimizations is vitally important to crime reduction and prevention efforts. In

a cohort study using National Crime Victimization Survey data from 2008-2012, Ranapurwala, Berg, and Casteel (2016) found that reporting crime to law enforcement was associated with 22% fewer subsequent victimizations. Therefore, increasing our knowledge about crime-reporting practices has the potential to improve the wellbeing and safety of students.

Educational material and crime-prevention programs have been implemented across the United States as administrators are largely focused on providing educational programs that create valuable change in these low reporting practices. School administrators need to be cognizant of the crimes that occur on campus and how the student body is impacted to provide them with a safe learning environment on campus and promoting positive social change. While victim reporting programs and victim services are required by federal law, a review of these practices shows that programs meant to meet these requirements are often not implemented as required (Griffin, Pelletier, Griffin & Sloan, 2017). Understanding how the campus climate contributes to reporting practices has the potential help administrators concentrate educational programs and create valuable long-lasting change. For example, Cass and Rosay (2012) found that student perceptions of law enforcement, and specifically, the criminal justice system's response to crime, directly associates with the student's reporting practices. These perceptions need to be understood to further explore how schools can improve safety and reduce potential victimization for students.

College students' crime-reporting practices have been intensely researched over the past 10 years (Cass & Mallicoat, 2015; Hodges et al., 2016; Hollister et al., 2017;

Hollister et al., 2014; US Department of Education, 2015). Simply accepting that students do underreport does not effectively provide the preventive knowledge for programming needed to adequately reduce the problem. Identifying the major underwriting factors to reporting rates and specifically to the low reporting rates will be instrumental in providing useful tools to campus administrators and law enforcement.

For example, Heaton et al. (2016) found that campus security can have a significant, long-term impact on serious campus crime when a school invests in hiring enough staff and providing them training programs. Hodges et al. (2016) argued that implementing known strategies and improving many of the current campus reporting strategies can enhance the ability of campus security and the school to effectively assess and potentially intervene in threatening situations. Understanding the significant causative perceptions to the low reporting rates for private college students are instrumental in providing programming tools. This study aims to explore and help provide a wider understanding of the reason's undergraduates underreport crime in an effort to provide administrators with recommendations to improve crime prevention education.

Problem Statement

As Smith and Freyd (2014) points out, recent media attention and highly publicized violent campus crimes have helped the public to focus on crime and victimization at the college level. Understanding the reasons some students choose to not report crimes committed against them while at college is vital for school administrators and law enforcement in their collective efforts to provide a safe environment for college

students. Karmen (2016) advised that due to the diverse nature of college campuses, this demographic is a mix of potential offenders and victims in constant close proximity. Research is widely available regarding the crime-reporting practices of students at large colleges and universities (Cass & Mallicoat, 2015; Hodges et al., 2016; Hollister et al., 2017; Hollister et al., 2014; U.S. Department of Education, 2015); however, the field is lacking research on crime-reporting practices and victimization of students attending private (not-for-profit) colleges. This study was a means to fill that specific gap in the current literature.

In this study I aimed to identify how the campus culture impacts students' likelihood of reporting crime by examining student perceptions, experiences, and environmental factors on the campus. Despite the increased efforts of higher-education institutions, the federal government, and private agencies to provide resources and education to college students as a collective group, students are still increasingly under reporting crime on campus. According to Karmen (2016), this appears to be a cultural norm and not unique to any one type of college or university. This cultural value has an impact on the students as well as on the institution and its ability to protect students. For example, in a study by Jordan, Combs, and Smith (2014), sexual assaults during college were shown to have damaging effects on academic performance. This impact demonstrates a need for social awareness and prevention movements.

It is important to recognize college campuses as communities and the students as groups who adhere to social norms of behavior, even when it comes to crime-reporting practices. Bennet, Banyard, and Garnhart (2014) found after surveying 242 first-year

college students, the most common barriers to bystander intervention in campus assaults was that college environments perpetuate an acceptance of sexual assaults and that prevention tools need to change social norms.

Exploring and understanding the reasons why some students choose not to report crimes committed against them while at college is an important aspect for school administrators as well as law enforcement; to understand in their collective efforts to provide a safe environment for college students. However, this is challenging because schools that encourage crime reporting have more reports and look less safe (Cantalupo, 2014). Federal legislation has been enacted to help combat that difficulty and assist schools in keeping track of interventions, programs, and crime statistics.

According to Richards and Kafonek's 2015 study on campus sexual assault legislation, there is a lack of prevention methods and research on campus sexual assaults. Although schools can lose funding for not complying with the federal requirements such as Title IX, little is done to promote prevention methods and further research (U.S. Department of Education, 2014). Research needs to be done not only on prevention methods but also on changing societal myths and peer perceptions to be effective in campus settings (Katz & Moore, 2013). Boyele and Walker (2016) found that further research is needed to determine how involvement in rape-prone environments creates attitudes about rape on college campuses. The campus climate is an important part of the student body's standards. Increasing the number of educational programs and resources about on-campus violence for college students is a central function of a campus, but it is

currently not being done efficiently (Sabina & Ho, 2014). Many factors influence the climate of the campus and student perceptions.

The campus climate has been found to be a factor that influences how safe a student feels while attending school. For example, the American College Health Association (ACHA; 2016) found that students' feelings of safety varied depending on if they were on campus or not. It additionally found differences in how safe a student felt on campus depending upon if they were on a private or public campus (ACHA, 2016). After an extensive study regarding campus and college victims' responses to victimization, Sabina and Ho (2014) found that additional research is needed to understand what influences college students' understanding of victimization on campus as violence.

This study was intended to recognize the reasons why college students do not report many crimes and how the campus climate influences their decisions. Coker, Follingstad, Bush, and Fisher (2016) found in their research on young women that further research is needed to study the effects of peer social networks among young women (college and non-college) in prevention programs. Past research is available in regards to the crime-reporting practices and the campus climate influences on students at large universities (Cass & Malicoat, 2015; Coker; 2016; Hodges et al., 2016; Hollister et al., 2017; U.S. Department of Education, 2016);, however, the field is lacking studies on crime-reporting practices and the influences of the campus climate on students attending private (not-for-profit) colleges. This study was a means to explore that gap in the

literature by only researching crime reporting and campus climate influences at a small private college in Indiana.

Purpose Statement

The purpose of this qualitative study was to use an ethnographic approach to examine the perceptions, experiences, and environmental factors impacting undergraduate students at a private (not-for-profit) college and determine how these factors influence their likelihood of reporting crime. Universities and colleges across the United States are charged with providing students with a safe learning environment, but they are often unaware of the crimes committed because of the low-crime reporting rates. According to Karmen (2016), colleges and universities across the U.S. have been enhancing services to limit violence on campus by looking for red flags in student behaviors and enhancing mental health facilities. Karmen (2016) also pointed out that the FBI has been encouraging active shooter drills on campuses, and campus safety officials have been increasing their ability to engage in threat assessment techniques. Despite these efforts, students widely continue to fail to report crime, concerning behaviors, and victimization during their college years.

The U.S. Department of Education reports that although college enrollment is increasing, the number of criminal offenses reported on college campuses has been steadily declining (U.S. Department of Education, 2015). In a study using National Crime Victimization Survey data from 2008-2012, Ranapurwala, et al. (2016) found that 41% of victims in the general public reported their victimization to police. According to Hodges et al. (2016), reporting rates at colleges and universities are much lower than that

of the general public. Examining this topic could lead to increased knowledge about students' perceptions and experiences on campus, cultivate change, and potentially impact college students as a larger group. The data from this research study may be used to assist administrators in creating victim-centered crime-prevention programs to address campus needs.

Nature of the Study and Research Questions

This study involved a qualitative methods approach with an ethnographic analysis of archival data to elicit information about what influences the likelihood of reporting crime. The appropriate method for exploration of the understanding of student reporting practices, which was the primary focus of this dissertation, was qualitative research. This research kept the focus on how students make decisions about reporting crime and victimization. This was consistent with the theory of collective decision making's epistemological expectations in that college students were identified as a collective group who regularly share information. Archival information was evaluated regarding students' perceptions, experiences, and the campus environmental factors that impact crime reporting.

This study was primarily conducted through an evaluation of the open-ended responses to a Campus Climate Survey that was issued to all students at a 4-year college the midwestern United States on March 21st of the 2017-2018 school year. The college e-mailed 1,352 surveys as that was the number students currently enrolled in March of 2018. These students were e-mailed an explanation of the intent of the research, a link to the survey, and notification of consent through their college e-mail address. The survey

was facilitated by SurveyMonkey to protect their anonymity. SurveyMonkey reported that 1,186 surveys were opened and 431 students filled out the survey, for a 31% response rate. The data was gathered from the written responses to the open-ended questions. Additionally, the 2017 Campus Climate Comparison Study by the Administrator Research Campus Climate Collaborative (ARC3) was used to create triangulation in the results.

The research questions associated with this study of students' perceptions, experiences, and environmental factors that influence their likelihood of report is noted below. Section 3 of this research study further discusses the research questions in greater detail. The research questions were:

RQ1: How does the campus culture impact students' likelihood of reporting crime at a private, not-for-profit college in the midwestern United States?

RQ2: How do students perceive their peers' likelihood of reporting crime or victimization to law enforcement at a private, not-for-profit college in the midwestern United States?

RQ3: How safe from crime and victimization do students feel at a private, not-for-profit college in the midwestern United States?

RQ4: How does diversity impact the student body's collective decisions at a private, not-for-profit college in the midwestern United States?

RQ5: What do students perceive can be done to improve the diversity climate on campus at a private, not-for-profit college in the midwestern United States?

Theoretical Framework

This study was based on two different theoretical frameworks, the theory of collective efficacy and the routine activity theory. The social construction framework and policy design is within public policy as it addresses the safety of the target population and general social welfare. The target populations were identified as parents of students, the college students themselves, and the higher education institutions for whom and by whom policies are created. Private college students have had little research done on student perceptions, experiences, and environmental factors to guide policies that are in place to protect these students while away at college. The collective efficacy theory was used to explore crime reporting trends for this population.

Within the context of higher education, collective efficacy refers to the overall diversity at the institution. This includes faculty, staff, administrators and students. The institution becomes a community for students who are in attendance there. Laskey, Fisher, Henriksen, and Swan (2017) argued that the campus is a community consisting of several smaller cultures, such as Greek-life membership, within that community. That community is then held responsible for providing safety for the students who attend the school. Bandura (1997) explained that the collective efficacy theory hypothesizes high levels of social cohesion and community assets within a community create better environments and will minimize violence. This was explored by examining the perceptions students have of the likelihood that their peers will report crimes. Higher education institutions at all levels, including public and private schools, are examples of communities, and the perceptions of the community values impact students' behaviors.

In this study I sought to examine the group as well as take an individualized approach to explain student crime-reporting trends at a private college and additionally worked to put forth the hypothesis that community factors such as strong cohesion and effective social control positively impact reporting practices.

Additionally, this study extended the framework of collective efficacy theory and included the routine activities theory to understand the lived-experiences and environmental factors on campus that impact student reporting rates. The framework that emerged from the routine activities' theory was based on the theory's hypothesis that some populations are more easily available to motivated criminals due to their everyday routine activities (Sabatier & Weible, 2014). The routine activity theory requires a potential offender, a suitable target, and an absence of a guardian to protect the suitable target (Kigerl, 2012). Kigerl (2012) identified that Cohen and Felson established the routine activity theory in 1979 to explain crime, as a unique event, as it related directly to a space and a time. McNeeley (2015) found that lifestyles and routine activities of an individual may either increase or detract from their risk of victimization. For example, McNeeley (2015) argues that victimization risk increases for people who are engaged in public activities because the protective factors are minimized in comparison to people who spend more time inside their home.

This was evaluated by examining the experiences of students and seeing how that impacts their behaviors. Furthermore, students' perceptions of their safety was also explored to understand how they contribute to crime reporting practices. The routine activity theory was used to explain the students' perceptions of their risk of being

victimized. Law enforcement is sometimes unable to create effective measures to address campus crime because of students' low crime reporting practices. The routine activity theory explores how victimization potential is increased as law enforcement largely is unaware of the real numbers of crime on campus. I aimed this study to provide useful information on potential motivation regarding criminal events and reporting practices by identifying students' experiences with crime and victimization.

McNeeley (2014) advises that the routine activity theory requires a motivated individual encountering a suitable target for a crime to occur. In the higher educational setting this is easy to achieve. Motivated individuals encounter targets because of the proximity of students on campus, in classes, in dormitories, and additionally in social situations. The close proximity and social relations lend to create shared values amongst the campus body.

Research by Moylan (2017) has demonstrated that victims perceive the campus as a collective group. Additionally, Moylan (2017) advised that impacts their choice to report a crime because they are weighing how that decision will impact the group. Peer relationships have a reflective impact on how people respond and behave. Those relationships continue to be impactful far after the initial event. Secor, Limke-McLean and Wright (2017) conducted research that found that supportive friends positively impact the psychological well-being of students in difficult situations. Students' perceptions of how their peers and the college campus will react can impact their likelihood of reporting crime and victimization. For this study, this idea will be explored through examination of students' perceptions of peer values and their likelihood to report

crime or victimization. Student perceptions are additionally guided by the campus climate and student interactions.

The routine of the campus climate includes continual close proximity and student interaction, which lead to the development of a collective-thinking mentality throughout the student body. This can be seen through victimization rates and reporting trends, as students have behaviors that are often different than that of the general public. Sinozich and Langton (2014) analyzed the National Crime Victimization Survey data-base through the period of 1995 through 2013 and it found significant differences between student and non-students' crime reporting practices. One of the findings included that female students who were sexually assaulted were less inclined to report the crime to police when compared to similarly aged female non-students (Sinozich & Langton, 2014). This group cohesion and collective thinking can be used to help students in violent and potentially victimizing situations. For example, Karmen (2016) advises that hundreds of colleges have taken advantage of college students' group cohesion by paying for a training program that teaches students to take advantage of their superior numbers and fight back using anything from backpacks to laptops when faced with a campus shooter situation. The application of these two theories was used to explore crime reporting practices and focus on creating approaches that will benefit institutions in creating a safer campus culture.

Definitions of Terms

The following are operational definitions for terms that were used throughout this study. These terms are defined as they relate to an understanding of the theoretical

framework and significance of the study. Some terms are common and seem unnecessary to define, however, it may serve helpful to define each term as it relates to an understanding of student perceptions and the current campus climate.

Campus Climate: A non-observational concept that includes students' attitudes about, perceptions of, and experiences within the campus environment (Ryder & Mitchell, 2013).

Crime: Any violation of a statute or regulation or any act that the government has determined to be injurious to the pubic (National Center for Education Statistics, 2014).

Collective efficacy: A group's perceived ability to make effective changes in the environment that surrounds them (Goddard, Hoy, & Hoy, 2000)

Community: Amos Hawley's (1950) theory of human ecology, defines a community as an organization of communalistic and symbiotic relationships as human activities are performed over both space and time in a given unit of territory.

Law Enforcement: Burges (2019) discusses law enforcement as the team of police officers who are the first to respond to the scene after a crime and are often charged with assisting the victim through the investigation and criminal justice system.

Positivist Criminology: A criminological perspective that criminals are born and not made. Siegel (2016) advises that early methods of positivist criminology looked at physical attributes such as facial features to identify who was born criminal and predisposed to antisocial behavior.

Private college: A college that is privately funded and is generally much smaller than a public institution. This research takes place at a private not-for-profit college in

the northern United States. The enrollment when this study took place during the 2017-2018 year was 1,278 students.

Self-efficacy: Bandura (1997) describes self-efficacy as a person's belief in their ability to gain achievements based on their individual behaviors and performances.

Threat: The Merriam Webster dictionary (10th ed.) defines a threat as an expression of intent to inflict injury (Threat, 2018).

Victimization: Criminal offenses committed against a person causing direct harm including physical, emotional, or financial harm (Burgess, 2019).

Victimology: Karmen (2016) describes victimology as a scientific study of how a victim was impacted by a criminal event including their difficulty (financial, emotional, and physical) from the crime, the system's response to that victims, as well as the public's reaction to the criminal event.

Assumptions

In this study, several assumptions were made. The first assumption was that the participants who filled out the Campus Climate Survey were representative of the campus population. According to Dantzker, Hunter, and Quinn (2018), data is customarily gathered from a sample because gathering data from a complete population is ordinarily unmanageable.

Another assumption was that students from different fields of study and different years would have similar perceptions of the general population of private college students at a college located in the northern United States. This archival data used students who were currently enrolled at the college in March of 2018 regardless of their class status or

time on campus. Additionally, it surveyed all students regardless of their major or field of study.

Third, as archival data was used for this research, it was assumed that the data is accurate and of high quality. High quality data is required to meet the standards set for qualitative research and the requirements of this research study. The last assumption of this study was that the participants answered all of the questions honestly, had enough understanding of terminology and knowledge in the area to answer each question, and genuinely wanted to participate in the survey because of the nature of the survey.

Scope and Delimitations

The scope of this study was an examination of the likelihood of students enrolled at a private college in May during the 2017-2018 school year to report crime. The scope of this study was limited to students during that single school year. The participants were those students who completed the Campus Climate Survey. The survey was sent to every student enrolled during the 2017-2018 school year. This study is further limited by the fact that 431 students, or 31% of students enrolled, filled out the survey. Those students included on-campus traditional students, off-campus students, and commuter students. Dantzker, Hunter, and Quinn (2018) advise that the quality of a sample can be dependent on its size and the larger the sample, the more the data will be reflective of that population. Using archival data forced this research to use what is already available with no means to follow-up or reapproach potential participants. Although, this information does meet the requirement for transferability because it has the ability to be accessed for follow-up research studies.

The primary limitation of the study was the analysis of archival data. I did not collect the data from students directly. Rather, it was collected through a survey in March of 2018. The chosen collection method of using a survey is an additional limitation because it could have limited factors within the questions that might limit choices to explain how student crime-reporting practices may have been impacted. The research was completed by the college through an anonymous survey facilitated through SurveyMonkey. Additionally, I did not have control of the accuracy of the information that was collected, since the survey was facilitated through SurveyMonkey who issued the data to the college.

Another delimitation of the study was that this research was confined to data collected from the Campus Climate Survey, and to those students who chose to complete the survey. The college sent out 1,352 surveys to currently enrolled students in May, 2018. Only 1,186 surveys were opened with 163 surveys not being opened and 3 surveys being sent back as a non-existing e-mail. Out of those 1,186 surveys that were opened, 431 students filled out the survey.

Significance of the Study

The significance of this study was to contribute to the research topic and to the field of criminal justice and victimology. The reporting practices of students in large public higher education institutions have been studied considerably over the last 10 years (Callahan et al., 2012; Cass & Mallicoat, 2015; Hodges et al., 2016; Patton & Gregory, 2014). However, school administrator's role in addressing crime and student victimization continues to be a difficult task for universities and colleges across the

United States. It is anticipated that the long-term significance of this study is to raise awareness around the issue of underreporting and a furthermore, create an atmosphere of advocacy. According to Callahan, et al. (2012), advocacy can be defined as becoming the voice for a cause that otherwise may not have ever been heard. Callahan, et al. (2012), recommends that this effort must encompass bringing educational awareness to the issue and additionally creating an opportunity for services to intervene alongside policy changes. The results found in this study could provide an improved understanding from the students' perspectives of the campus influences on crime-reporting practices of the student body.

The data gathered through this study provides information to school administrators and law enforcement officials about the crime-reporting practices of private college students and what impact campus culture has on their likelihood to report. This information can be utilized for positive social change as those administrators develop practices and procedures to address crime and victimization on campus. Likewise, the information gathered in this research could be used to improve students' awareness of the perceptions and experiences of their peers. Students could potentially become more aware that their low crime reporting practices impact the campus community as a whole, and that may influence them to report crime and victimization more frequently.

Implications for Social Change

This research sought to fill the gap in understanding by focusing on expanding the body of knowledge surrounding crime-reporting practices of college students at a private

(not-for-profit) college in midwestern Indiana. This study aimed to encourage and create an awareness of institutional crime and victimization. Thus, this study worked to create an opportunity for social change within how college and university campuses provide safe learning environments for their students. This research was unique as it addressed crime reporting practices at a private Christian college, which is significantly under researched at this time. This was a group that has not been widely researched in the past, unlike larger public colleges and universities. The results of this study will help to provide administrators insight into the crime-reporting practices of private college students and, specifically why some crimes go unreported. That knowledge could be used for positive social change as school administrators and law enforcement officials work to develop procedures that address the underlying reasons students underreport campus crime.

Summary

Chapter 2 describes the importance behind this qualitative study for exploring the perceptions of private college students and the reasons they continue to widely under-report crime and victimization. This study filled an important gap in literature by exploring the perceptions of private college students. This study additionally sought to examine the individualized as well as community approach to explaining low crime-reporting tendencies at a private college and put forth the hypothesis that strong community factors such as group cohesion and positive social controls impact student crime-reporting practices. The information obtained from this study could be utilized for positive social change by means of school administrators as they continue to develop

procedures to improve the safety of campuses. In Chapter 2 I present the literature review of this topic.

Chapter 2: Literature Review

Introduction

This chapter presents a review of literature pertinent to this study. This literature review will focus on exploring the current research available on why students as a collective group continue to under-report crime and victimization despite having access to resources and educational programming meant to counteract that trend. To most effectively explore issues surrounding the crime-reporting practices of private college students, a subset of literature has been selected based on its relevance to the following questions:

1. To what extent do students feel safe on campus during routine activities?
2. What are the current trends in college crime rates?
3. What are students' perceptions of the probability others will report crime?
4. How does this impact law enforcement and college administrators?

A search of several scholarly databases showed that the media and popular newspapers regularly print stories about campus victimization and the programs being implemented to protect those students. Magazines, journals, and the general media have voiced value in improving reporting rates on university and college campuses in an effort to reduce campus victimization. Primarily, the focus has centered around 4-year public institutions. The media should not be discounted as it has served to raise public awareness. Even so, the review of the literature for this research gathered information only from peer-reviewed journal articles and government-sponsored websites. This was

an effort to provide findings for this research that are based on statistically significant analyses of research.

Description of the Literature Search Strategy

The literature review was created using a computerized keyword search of terms within the Sage Premier, ProQuest Criminal Justice, PsycINFO, Google Scholar, and socINDEX databases. This produced literature through scholarly peer-reviewed journals and books. The Google search engine was utilized for data and information on government websites. Boolean operators were used to further refine the search results, especially when combining terms and requiring only recent data. This was utilized specifically when combining terms such as *college student* and *victimization,* as that procedure reduced unsuitable search results. Combining results limited the search to college students only and reduces the amount of literature found on other types of students. Combining terms did produce limited results, and alternative terms were used such as *crime victims, university student, higher education,* and *campus crime.* Using the term *private school student victimization* or *private college crime* produced limited results, demonstrating the need for research in this area.

This literature review used additional terms to obtain relevant scholarly peer-reviewed literature. Additional terms searched include: *Victimology, crime-reporting practices, school crime, campus crime facts, campus prevention, university crime,* and *campus victimization.* Upon completing searches, authors were identified with relation to the topic being examined, and then names were additionally searched for relevant articles. Those names included: Dr. Leila Wood, Caitlin Sulley, Dr. Angela Amar, Dr.

Tania Strout, Sania Beckford, Kaitlin Boyle, Chiara Sabina, Lavina Ho, Sidney Bennett, Victoria Banyard, and Dr. Jennifer Katz.

Date ranges for this literature search began as early as the 1970s when Cohen and Felson began to study crime prevention and crime avoidance actions at a micro level. Their research fueled ongoing efforts to look at small areas of populations in an effort to improve safety. Research on school safety studies and efforts increased around early 2000 due to the Jeanne Clery Disclosure of Campus Security Policy and the Campus Crime Statistic Act in 1990, and the Sexual Assault and Violence Education Act. These fueled the public's awareness of campus victimization and focused the federal government in crime prevention efforts for college campuses nationwide. President Obama then commissioned the U.S. Department of Justice's White House Task Force to Protect Students from Sexual Assaults and issued a 2014 report identifying needs and recommendations. Much of the literature for this research area was first developed in the 2000's and has continued on into more recent studies. The literature review for this study focused on sources within the last 5 years when possible.

Campus Perceptions of Safety

The decision to report crime is greatly impacted by students' attitudes regarding their own safety on campus through the climate of the campus (Hollister et al., 2014; Cass & Rosay, 2011). Campus climate involves several different characteristics of a college. The National School Climate Center, along with The Center for Social, Emotional and Education, and The National Center for Learning and Citizenship at Education Commission of the States (2008), collectively defined school climate as the

feeling one has when entering a school, the quality of academic instruction, the overall appearance of the buildings on campus, and the behaviors exhibited by students and staff members.

Additionally, according to The National School Climate Center (2008), campus climate is "…based on patterns of school life experiences and reflects norms, goals, valued, interpersonal relationships, teaching, learning and leadership practices, and organizational structures…" (p. 5). In a study conducted by Hites, et al. (2013) it was noted that students place a high value on their security and safety while at college, although they often report low satisfaction level in those areas. Student's perceptions of safety are instrumental in creating a productive learning environment.

Although the rates of crime on most college campuses are well below the crime rate of the general public, Karmen (2016) states that due to the high-profile nature of campus crimes, perceptions of safety and possible victimization continue to be on the minds of students across the United States as a nation. The largest known data set collected in the United States that looks at the health and welfare of college students was facilitated by the (ACHA) and collected through the ACHA-National College Health Assessment (ACHA, 2016; ACHA, 2017). The ACHA 2016 survey of undergraduate students found that 34% reported feeling very safe on their college campus at night and 84.1% of students felt safe during the daytime. This research shows the large numbers of students who are concerned with their own safety while attending college. One year later, the ACHA survey found only minor changes with 39.5% feeling very safe on campus at night and 87.5% feeling very safe during the day on campus (ACHA, 2016). These

findings show that generally only a minority, around 34%-39.5% of students feel very safe on campus at night (ACHA, 2016; ACHA, 2017). According to the White House (2014), schools that are safe and managed play a key role in developing a positive and supportive learning community, which provides a better overall atmosphere for teaching and learning. A safe campus will facilitate an atmosphere where students, faculty, parents, and others begin to feel a level of commitment and connectedness to everyone involved with the college.

Trends in College Crime

Past research has been extensive and widespread regarding the national victimization rates of students. However, Heaton et al. (2015) points out that those statistics often only include on-campus victimization, while the majority of victimization involving college students truly happens at off-campus settings. Only 34% of all violent crime, according to Heaton et al. (2015), occurred on campus. The majority of crimes that involve college students happen when students are off-campus. Wood, Sulley, Kammer-Kerwick, Follingstad, and Bush-Armendariz (2017) point out that the Cleary Act requires campuses to keep a crime log that includes on-campus and adjacent to campus public spaces. It is therefore important to look at the perceptions of all students attending institutions of higher education including those that live off-campus and commute.

Although research points out that most crimes occur off-campus, it is important to note that even those that take place on-campus are very minimally reported. Crime as a whole is underreported, and campus crime is no exception. However, the general public

reports crime and victimization far more frequently than college students. For example, Truman and Morgan (2016) found that 46% percent of crimes committed against the general public are never reported to law enforcement. This is a much higher rate of reporting when compared to crime-report rates amongst college students.

In comparison, the reporting rates on college and university campuses are significantly lower than the general public. Hodges et al. (2016) argue that several national studies have recognized the especially low crime-reporting rates on campuses when compared to the general public. For example, one study at a Midwestern state university found that the reporting rate was 12.3% for threatening behavior. Hollister, Scalora, Hoff, Hodges, and Marquez (2017) found that 87% of college students failed to report campus safety concerns to law enforcement. Hodges et al. (2016) stated that this fact is important to understand because early recognition of threatening behavior is an important factor in preventing violence.

In addition to crime-reporting rate being different on campus environments, the campus environment itself can lead to crime trends and victimization because of the unique environment it fosters. DeKeseredy and Schwartz (2013) found that Greek membership is a part of many college campuses and Greek life largely demonstrates a peer support system that is supportive of abuse and victimization of others. DeKeseredy, Hall-Sanchez, and Nolan (2017) found that women who had negative peer support groups have a high probability of being sexually assaulted while attending college. Negative peer support groups are not limited to Greek life and may include many other groups that flourish on campus climates.

The campus climate allows for groups to congregate and form due to a variety of lifestyle activities and interests. DeKeseredy, Hall, Sanchez, and Nolan (2017) found that along with Greek membership, during the college years, those at the highest risk for being victimized also include intercollegiate athletes and members of social action groups. Reyns and Scherer (2017) analyzed data from the American College Health Association and found that having a disability significantly increases a student's risk factor for being stalked while attending college. Contradicting those findings, Brady, Nobles, and Bouffard (2017) argue that once age is accounted for, college students do not experience a statistically significant difference in stalking victimization when compared to the general public's rate of victimization. The climate of colleges and universities does promote a collection of high-risk populations due to the ages and interests that gather together during a person's college years, although the research is contradictory in the area of victimization rates.

National Concerns and Calls for Reform

The U.S. Department of Justice's White House Task Force to Protect Students from Sexual Assaults report (2014) found during one of their listening sessions that perceptions and the campus climate matter to students. This was specifically found to impact college males, as men often misperceive what other men think about sexual assaults and overestimate their peers' acceptance of sexual assault (White House, 2014). The report also found that when men think their peers do not object to abusive behavior, they are much less likely to intervene (White House, 2014). DeKeseredy, Hall, Sanchez, and Nolan (2017) point out that negative peer support by male peers is a commonly cited

risk factor for campus sexual assaults on campus self-report surveys. This shows specific, wide-spread, cultural beliefs within the student body that should be addressed at the institutional level to create awareness of the problem.

Smith and Freyd (2014) found that higher education institutions may either worsen the trauma a student experiences or become a source of healing and justice. Understanding the varying impact allows for educated awareness of policies that would help foster a safe learning campus environment. Limited studies have been directed on private colleges and universities concerning how students are being victimized. Even though private colleges have not been widely researched thoroughly, as a whole they have been recognizing the importance of victimization rates and increasing efforts to positively impact this problem. The Jeanne Cleary Disclosure of Campus Security Police, the Campus Crime Statistic Act of 1990 (Clery Act), and the Sexual Assault and Violence Education Act is often credited with engaging institutions in this research.

The Clery Act requires higher education schools to provide an annual policy statement that the school disciplinary proceedings will be fair and it must also provide how it will provide the data to the public (Griffin, Pelletier, Griffin, & Sloan, 2016). Wood et al. (2017) point out that the Sexual Assault and Violence Education Act (SaVE) was an amendment to the Clery Act and was signed into law in 2013, and requires schools to provide statistics and definitions on sexual assault, including dating violence, domestic violence, and additionally, on stalking on campus. Amar, Strout, Simpson, Cardiello, and Beckford (2014) advise that students are more likely to report victimization if they believe that their institution has the proper judicial procedures that

will hold the perpetrator accountable for their action. Regrettably, research on adherence rates for the SaVE act show that 11% of institutions studied had full compliance as of 2015 (Griffin et al., 2016). Additionally, Wood et al. (2017), advises that the Cleary Act has limited effectiveness because it has very narrow requirements for what can be counted and only includes the crime definitions from the FBI, not state law. This shows that although the legislature is behind making changes, it still is not happening at an effective level.

Partially due to public outcry and partially due to the Cleary Act, institutions of higher education have made additional efforts to increase resources and education for students to combat crime and victimization on campus. Many of these programs have shown measurable positive results. For example, Katz and Moore (2013) found that bystander intervention programs offered to younger college students have been shown to be effective in increasing bystander efficacy. Bennett, Banyard, and Garnhart (2014) found that effective education programs address different crime-reporting barriers for students as well as educate them on ways to overcome those barriers. Additionally, Burgess-Proctor, Pickett, Parkhill, Hamill, Kirwan, and Kozak (2016) found that most colleges offer some form of crisis support, victim advocacy services, preventative education services, or self-defense classes for their students.

One of the major developments being pushed by higher education institutions as well as the federal government is the implementation of climate surveys. According to Wood et al. (2017), climate or environmental surveys have become the focus of higher institutions because they help administrators gain a greater understanding of their campus

culture and help create safety programs. The Centers for Disease Control and Prevention's Sexual Violence on Campus: Strategies for Prevention (2016) advise that preventing victimization on campus requires a shift in culture and a focus on preventing crime and victimization from occurring (Dills, Fowler & Payne). According to Wood et al., President Obama increased pressure on higher educational instructions to have the climate surveys include measurable results and create proactive programming through evidence-based practices (2017).

Campus Cultural Influences on Reporting Practices

During the college years, several influences are formed and have the ability to impact students including their peer groups, professors, and the culture of the campus. According to the White House (2014), during the transition that occurs in students at college from high school students into adults, attitudes and behaviors are created and/or reinforced by their peers. DeKeseredy, Hall, Sanchez, and Nolan (2017) advise that campus self-report studies identify negative peer influences as common among undergraduates, and especially strong for males. These peer groups can stem from classmates and other students to coaches, professors, and other campus staff members (White House, 2014). All of these play into how the campus culture impacts students' likelihood of reporting crime. The National Center for Education Statistics (2016) found that for private colleges, this is particularly useful information to explore as the crime reports are significantly different when compared to the large public colleges and universities.

Students often view and treat their campuses differently than their communities. This includes the communities surrounding the campus or their home communities where they were raised. From this, a sense of campus culture can form simply from being a student present on the campus and a member of the college. For example, The American College Health Association (2017) survey that found differences in how safe students felt on campus compared to in the surrounding community. According to the ACHA's 2017 survey, only 39.5% of students felt very safe on campus at night. During the day, the differences in feelings of safety were even more apparent. Interestingly, in the community, only 52.1% of students felt very safe, while that rose to 87.5% when on campus according to the ACHA (2017). There was an overall increase in feeling very safe during the night by 19.2% when students got to campus (ACHA, 2017). This demonstrates that the campus is seen as a community and culture that creates different perceptions including an increased sense of safety.

A student's sense of safety is one factor that contributes to the school's dynamic and culture including the culture's values on how to react if crime or violence do occur. The NCES (2016) revealed that in 2014, 4-year public schools reported 13,295 crimes against persons and property, while private (not-for-profit) universities reported 10,074 crimes. Studies have identified several predictive factors that attempt to explain why students as a general population have low crime-reporting rates. The predictive factors vary across the type of crime committed and individual school dynamics (Hollister et al., 2017. For example, non-assaultive behaviors have an overall lower reporting rate when compared to assaultive behaviors on college campuses (Hollister et al., 2017.

Additionally, Hollister, Scalora, Hoff, Hodges, and Marquez, 2017) found that the majority of students who witness campus safety concerns fail to report it to law enforcement. The White House Task Force (2014) points out that students are far less likely to intervene when witnessing a crime if they do not believe their peers find the behavior offensive.

Students' perceptions of their campus culture and peer values can also impact their behaviors as a community. Specifically, the entire student body's likelihood of reporting a crime or victimization. Nicksa (2014) advises that the way students perceive their peers' attitudes has been found to have more of an impact on their willingness to intervene than their own personal attitudes. This is often the case when students are victimized by someone they know. At a campus setting, this could be a student who is a classmate or even someone in their circle of friends. For example, James and Lee (2015) found that reporting was far less likely when the students were provided scenarios that involved their ex-partners. According to the White House (2014) task force findings on sexual assaults on campus, 1 in 5 women are sexually assaulted while in college and 75-80% of them know their attacker. Similarly, a study completed by Hollister et al. in 2014 found that students engaged in delinquent behaviors were even less willing to report threatening or concerning behavior they observed. The White House (2014) found that the majority of students who are victimized on campus are engaging in delinquent behaviors and doing so with people they know.

According to Nicksa (2014), due to the strong bonds that college students form within their peer groups, they are generally far less willing to report criminal behavior

committed by a friend for fear of betraying the social norms created by those groups. This is particularly difficult to overcome because the majority of perpetrators offend against those with whom they have an established relationship (Hollister et al., 2017; Nicksa, 2014). In a study completed by Hollister et al. (2017) on undergraduates at a large public Midwestern university, researchers found students were unwilling to report campus violence and victimization 52% of the time, and a peer relationship dramatically reduced that rate. This demonstrates the need to address peer relationship dynamics when challenging an unhealthy campus culture.

In addition to their relationships with each other, individual student demographics have been shown to be factors in how students perceive crime and also how willing they are to act. One of these demographics is gender. Cass and Rosay (2011) found that female students place more consideration on their relationship with an offender prior to deciding about reporting criminal victimization. The White House (2014) found that in most cases of campus sexual assault, the attacker was an acquaintance, classmate, friend, or ex-boyfriend. Additionally, according to the White House (2014), gender plays a difference in not only their perceptions to report being victimized, but also their willingness to report a crime they witness or believe may have happened. Nicksa (2014) found that females are more likely to report crime than male college students over several crime scenarios. This provides information to address programing and education which may need to be individualized to meet demographics such as gender.

Another student demographic that must be considered as a factor in how students perceive crime and how willing they are to act is race. Brown, Banyard, and Moynihan

(2014) point out that race can be a factor on certain campuses depending upon the demographics of that student body. For example, Brown, Banyard, and Moynihan (2014) advise that on a campus that is mostly white students, a student who is not white may not feel safe reporting crime or intervening in a threatening situation without a large amount of peer support. According to Bennett, Banyard, and Garnhart (2014) peer judgement is a top barrier to crime-reporting and interventions among college students.

Boyele and Walker (2016) found that another relationship that has been linked to an increased risk of victimization is a student's lifestyle and activities they participate in. Laskey, Fisher, Henriksen, and Swan (2017) conducted a survey with students at three major universities to look at the impact campus culture can have on students, specifically on their likelihood of being victimized by drugging. The research of Laskey et al. (2017) found that one main difference between victims and non-victims is the entry into what the researchers considered a campus party culture. In this research subcultures were found to exist within the overarching campus culture. Laskey et al. (2017) found that certain lifestyles in college contribute to and create their own cultures within the overall campus culture at a given college or university. For example, the White House (2014) found that most campus sexual assault victims were drugged, drunk, passed out, or otherwise incapacitated. Laskey et al. (2017) found that participating in Greek life and being a first-year undergraduate student presents lifestyles that put student at a higher risk of being part of the college party culture, and that contributes to an increased risk of being victimized by drugging. Additionally, the White House (2014) found that victimization

often happens during the freshman or sophomore year of college, showing a need for education and preventative programing as close to college entry as possible.

Beyond a risky lifestyle and peer relationships, research has identified several other influences on college students' crime-reporting behaviors. Bennett, Banyard and Garnhart (2014) found that students failed to intervene when witnessing another student being victimized because they feared peer judgment, felt a lack of responsibility to intervene, and failed to recognize the situation as being serious enough to warrant intervention. Similarly, Sabine and Ho (2014) found that the top barrier to reporting victimization was the feelings of shame and failure as well as not believing the assault was serious enough to report. Likewise, Boyele and Walker (2016) found that students who attended parties were more likely to excuse perpetrators of rape and hold inaccurate definitions of rape. Brown, Banyard, and Maynihan (2014) advise that peers are often the first to be notified after victimization and they have the ability to intervene and provide positive peer relationships and a connection to services at the time of crisis.

Impact on Campus Safety

Students' decisions to report crime are greatly impacted not only by students' attitudes of their own safety, but also by their trust in the campus police (Hollister et al., 2014; Cass & Rosay, 2011). Hites et al. (2013) found that although students place a high value on their own safety while at college, they are often not satisfied with the campus safety program that the school currently utilizes. Crime against and victimization of college students are underreported to both local law enforcement and campus security across the nation. Statistics gathered from the National Crime Victimization Survey

(NCVS) demonstrates that most crimes are never reported to any type of law enforcement, specifically, it showed that 46% are never reported (Truman & Morgan, 2016). These underreported crime trends are not limited to large universities.

The issue of underreporting extends to all campuses, including private, public, and community-college campuses. Campus crime has been a focus of policy initiatives in the last 10 years with a specific focus on awareness and improving educational programming (Hodges et al., 2016; Hollister et al., 2014; Kyle, Schafer, Burruss, & Giblin, 2016). Many campuses have made efforts to focus on protecting students by implementing transparent and proactive law enforcement policies (Kyle et al., 2015). Policy and program problems develop when campus crimes are not reported to law enforcement. A number of explanations exist as to what create barriers to reporting including the student's own ability to recognize early dangerous or criminal behavior.

Unfortunately, the failure to realize that the behavior is serious enough to report to law enforcement or serious enough to constitute a criminal act can additionally hinder law enforcement's knowledge about criminal behavior on campus (James & Lee, 2015; Hodges et al., 2016). Cass & Mallicoat (2015) researched perceptions of when college students would likely report a stalking to law enforcement and found that the likelihood that a victim would report was overall very low over all demographics. Beyond simply failing to recognize criminal behavior, students have other barriers including their attitudes towards law enforcement.

Furthermore, students' attitudes regarding law enforcement affects their reporting practices. James and Lee (2015) utilized surveys at a public state intuition to study law

enforcements influence on college students' decisions to report sexual assaults on campus. The study demonstrated that students with more favorable attitudes towards law enforcement were more likely to report victimization. A students' inclination to report threatening behavior or observed crimes also corresponds to students' perceptions of campus safety and their feelings of potential protection (Hollister et al., 2014). Students attitudes and perceptions can play a vital role in how they choose to respond, thus presenting a need for positive interactions with campus police. Campus police play a central role in creating a safe campus environment.

Limited studies have been conducted to examine the affect campus police have on crime since it is difficult for researchers to do given the rates of disclosure. These few studies have found that campus police decrease crime across multiple measures when they are given the manpower and resources needed (Heaton et al., 2015). Heaton et al. (2015) focused specifically on campus police during a study conducted at the University of Chicago, and they found that an increase in campus police hires had a long-term impact on crime reduction, violent crimes were the most affected. The study showed that campus police have the ability to have a positive impact on campus safety and effectively create a safe environment for students.

Policies created campus safety as well as law enforcements who have jurisdiction on campuses are often aimed at maintaining a safe environment for students as well as faculty. Kyle et al. (2016) compared students' perceptions of their safety while on campus to the faculty and staff at that institution. That research found that faculty and staff were more often in support of non-weaponized policies that would enhance safety

through information sharing, while students were in greater support of policies that would allow them to carry concealed weapons on campus (Kyle et al., 2016). Patton and Gregory (2014) examined students' perceptions at a Virginia community college, and found that the students' fear of crime was higher than the actual probability of them being victimized at the school (Gregory, 2014).

Fear of crime can be impacted by the students' perceptions of safety on campus. Gregory (2014) found that college students are frequently unaware of the current security on their own campus. This reveals the necessity for campus education on campus safety. Lower levels trust in campus law enforcement and safety on campus has been shown to lead to lower crime-reporting behavior (Hollister et al., 2014). Kyle et al. (2016) suggested that administrators of higher education institutions give attention to faculty and student involvement when creating campus security policies to ensure support from these individuals. This would help ensure that students, faculty, and staff are knowledgeable about the resources available through the college or university to aid in reporting crime and victimization. Gregory (2014) studied student's perceptions of campus safety and found a need for education about crime and victimization early in the college process. In both examples, students revealed a fear of victimization and need for information (Hollister et al., 2014; Gregory, 2014). Policies for campus safety should include both recommendations. Additionally, beyond these recommendations for education, overall campus awareness of the problem has to be addressed to change the culture.

In addition to policy changes, according to Karmen (2016) campus awareness has to be improved to create a campus culture that invites students to seek help through

victim services. Awareness of the formal reporting procedure at each institution impacts students' likelihood to report (Hodges et al., 2016). In a study by Hodges et al. (2016), over 1/3 of the participants reported that awareness of their campus resources impacted their reporting rates, with only 12.3% reporting the concerning behavior. A lack of student knowledge is an area that should be addressed by institutions to improve reporting rates among students.

Cohen and Felson's Routine Activity Theory

This research focused on the routine activity theory to examine victimization as criminal opportunities in an effort to provide a better understanding of what contributes to a criminal event. Cohen and Felson's (1979) routine activity theory was the framework for this study because it focuses on what is necessary for a crime to take place and thus can create a focus on how to prevent crime and victimization. Cohen and Felson are the recognized authorities on what creates an atmosphere for crime.

This is impactful at the college and university level due to its explanation of how a lack of awareness of the true crime statistics can actually increase risk factors for students because it impacts the school's ability to prevent crime. Colleges and universities are largely unable to adequately measure crime and create effective measures of prevention because crime is largely underreported on these campuses. Although this theory is now applied to higher education institutions, it was first developed as an explanation for individual criminal events.

According to Burfeind and Bartusch (2011), Marcus Felson, along with Lawrence Cohen, developed the routine activity theory to explain the situations that create a

criminal event in time and space, and also how those situations influence the individual's choices. Those individuals can be the criminal or the potential victim.

The routine activity theory identifies how each of those required elements play a role in a crime. Thus, it can also be used to explain how each of those elements can be addressed for the prevention of a criminal event. The routine activity theory is based on the idea that situations can provide opportunities for crime and some situations are more favorable for crime than others. McNeeley (2015) warns that criminal events are actually created as the result of people's day-to-day activities, which influence to what extent they create opportunities for crime. Specifically, Cohen and Felson (1979) theorized that crime occurs when there is a motivated offender, a desirable target, and a lack of an appropriate guardian to protect that target. The routine activity theory asserts that all three elements have to converge in time and space to create the sufficient conditions for crime to occur. Without any of these elements, crime would not be able to occur. Prevention practices look at withdrawing or preventing one of these elements required for a crime to ensue. Figure 1 is a visual representation of the Routine Activity Theory.

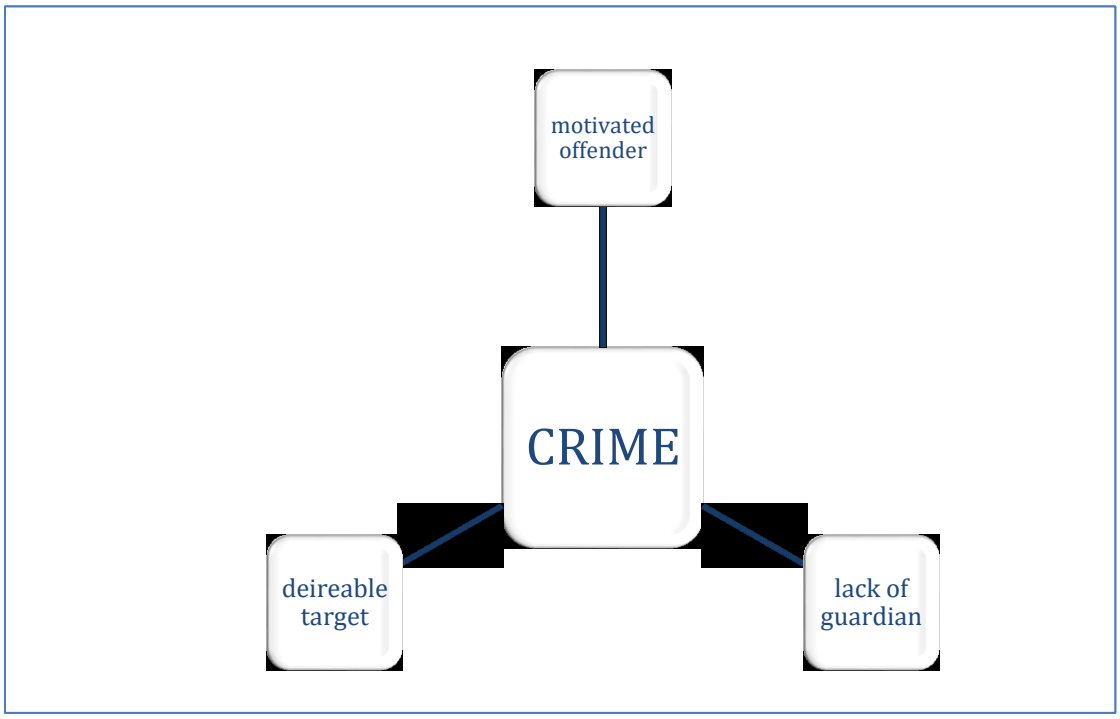


Figure 1. Routine Activity Theory

The routine activity approach was developed in Cohen and Felson (1979) to analyze crime trend cycles, and it focuses on a new approach that fixated on the circumstances in which criminal acts are carried out. Until that time, the majority of research had widely focused on characteristics of offenders, however, Eck and Weisburd (2015) point out that research about the connection between crime and location was not entirely new researchers. Eck and Weisburd (2015) ague that by this time, Chicago's crime rates had been a focus of research and the "Chicago School" of sociology was accepted as trend indicators of crime patterns. Additionally, French scholars had already analyzed regional crime distribution patterns (Eck & Weisburd, 2015).

These early efforts at connecting crime and location looked at much larger national, state, and even city views of crime patterns and the influences of places. According to Felson (1987) this approach to crime reduction was different because it

focused on crime prevention at the smaller level of communities and neighborhoods. Cohen and Felson (1979) were drawn to this research because urban violent crime rates were increasing at a time when the conditions that were previously thought to cause to crime were improving. McNeeley (2015) points out that Cohen and Felson focused on these trends due to the aftermath of World War II because they saw that researchers still focused on the motivated offender, when significant changes had been made in the other two elements (location and lack of a guardian) because of the war.

For example, Cohen and Felson (1979) observed that during this time period, unemployment rates were dropping, the median income for families was increasing, and poverty levels were decreasing across the United States, but the FBI was reporting significant increases in the levels of violent crimes nationwide. These statistics, Felson (1987) pointed out, argued against the motivated offender theory because these factors demonstrated increased prosperity in the United States and should most likely decrease the number of motivated offenders. However, crime rates were increasing during this time so Cohen and Felson (1979) argued that the new prosperity that the United States was experiencing actually affected the routine activities of people as they had more property and were out more, thus creating increased opportunities for criminals. McNeeley (2015) identified that due to the high employment rates and increased income, people were spending more time outside their houses and their homes were left without the normal capable guardian. Additionally, McNeely (2015) pointed out that people were spending more money, which increased the number of targets items, or attractive items that were available for offenders to steal. Cohen and Felson (1979) researched what

could be done at the smaller community level to positively impact the larger national crime statistics by reducing criminal opportunities.

Cohen and Felson (1979) theorized that the crime trends they observed were being impacted by changes in people's every day activities. Cohen and Felson (1979) specifically posited that criminal opportunities are influenced by the structure of people's daily routines and that can impact the larger picture of crime trends across the nation. Cohen and Felson (1979) argued that to reduce crime, changes must be made in routine activity patterns by reducing the convergence of a motivated offender, a suitable target, and the absence of a capable guardian against the act. Cohen and Felson (1979) maintained the idea that to reduce crime, the absence of any one of those three elements would prevent the convergence and thus prevent the crime from occurring. Felson (1987) pointed out that by altering a person's routine, they could entirely eliminate the need for addressing the characteristics of each individual criminal offender. This, Felson (1987) advised, could be used to help avoid crime for large cities as well as and small neighborhoods. In summary, Cohen and Felson (1979) argue that a prevention practice only needs to eliminate one of the three required elements to decrease crime and victimization. Thus, if a community focuses on one of those elements, an impact can be made on the crime rate to create a safer environment.

Support for Cohen and Felson

Cohen and Felson's (1979) routine activity theory is supported by other researchers. This theory is rooted in the classical school of criminology developed in the eighteenth century and expanded through Cesare Beccaria's view that criminal behavior

is a rational choice and that the fear of punishment is what keeps people from committing criminal acts (Cole, Smith, & DeJong, 2016). Further, as Burfeind and Bartusch (2011) point out, routine activities have been linked to criminal and deviant behavior in juveniles as well as adults. Eck and Weisburd (2015) advise that over the past few decades' considerable research has been done to expand and support the application of Cohen and Felson's (1979) routine activity theory to different types of locations and communities.

Due to the development of the internet, common public access to the web, and computers, Eck and Weisburd (2015) were able to take the routine activity theory and apply it to the crime and place connection in a way that was not available when Cohen and Felson were developing their research. Eck and Weisburd (2015) continued this research at a micro level in communities and looked at the new internet-created opportunities that offenders now have to converge on a suitable target. Eck and Weisburd (2015) argued that the routine activity theory can be applied to the new millennium by focusing efforts on the behaviors of potential targets and putting guardians in place to prevent victimization. According to Eck and Weisburd (2015), the place of the crime is the most problematic area to address because criminals can now be absent from the physical location. Regardless of changes in technology, the routine activity theory can still be used to eliminate either the motivated offender or the suitable target, and create a capable guardian. However, the emphasis needs to be on helping targets create self-protective measures.

Cohen and Felson's (1979) work with routine activities was further validated by Bernasco, Ruiter, Bruinsma, Pauwels, and Weerman (2013), who identified potential

situations that contribute to crime such as the presence of peers, absence of adults, and unstructured activities to adolescents, and followed them for 4 days. Bernasco et al. (2013) noted that this research expands on the routine activity theory by looking only at the concrete situations in which crimes are perpetrated and not through the perspective of the offender, which remains scientifically unmeasurable. This research considered why a person will offend in some situations and then choose not to behave criminally in other situations.

The routine activity theory has been used to expand the knowledge of specific crime victim typologies. One example was the research completed by Reyns and Scherer (2017) as they examined the connection between stalking victimization and disabilities within a college campus setting. Reynes and Scherer (2017) used the American College Health Association's data and found that students with disabilities have a higher risk of being victimized because of their lifestyles. The routine activity theory explains how the lifestyle of people with disabilities provides an increased opportunity for crime to take place because the guardian may be incapable of protection and the target may be somewhat easier to obtain. This theory can be further expanded beyond victims with disabilities to juvenile victims.

Weerman, Bernasco, Gerben, Bruinsma, and Pauwels (2013) looked at expanding the framework of the routine activity theory by adding the impact of criminogenic settings, such as public spaces and alcohol serving locations, to criminal behavior. This study looked further into what conditions are specifically related to delinquent behavior in adolescents when accompanied by peers. Weerman et al. (2013) looked at the

activities of adolescents in the Netherlands and found that they could identify multiple risk-inducing conditions that corresponded to delinquency acts. This expanded Cohen and Felson's (1979) theory by showing that specific situations have an impact on the likelihood of criminal behavior. Bernasco et al. (2013) noted that, until that point, research had largely looked at the individual level of offending and failed to include situational factors. Identifying risk-inducing conditions for delinquent adolescents can be further applied to college students.

Laskey et al. (2017) used the routine activity theory to explore how lifestyles and routines of college students may contribute to their likelihood to be victimized. The research by Laskey et al. (2017) found that specific college induced lifestyles are related to higher levels of victimization due to the increased amount of drinking accepted by that culture. Simmilarly, Hirtenlegner, Pauwels, and Mesko (2015) conducted a study to test the interface of self-control variables of delinquent peers and observed that when self-control is low, the influence of delinquent peers is more impactful. Thus, this research expanded the Cohen and Felson's (1979) theory by adding insight into the motivated criminal and how that motivation can be impacted or heightened given peer relationships. This further expands the knowledge of delinquent peer influence and a peer group's potential cultural influence on a group. Looking at the cultural influences helps to identify crime prevention methods.

Cohen and Felson's (1979) routine activity theory is more recently being utilized to examine target hardening and prevention practices for individuals. The theory argues (as cited in Siegel, 2016) that the choice of crime is dictated by the surroundings and

vulnerability of the target. Siegel (2016) advised that criminals can shape and alter their behaviors to create opportunities or to work around what they know will be advantageous for them. For example, Siegel (2016) points out that a criminal may rob someone on the first of the month, when checks like Social Security come in, and then may switch to shoplifting if a new fence is placed at the property. Siegel (2016) also argues that the physical location of a crime is important because criminals target areas close to them as they are usually on foot or using public transportation. This is true of college campuses because the students are physically on campus for classes and are therefore, often on foot.

Criticism of Cohen and Felson

Not all researchers agree with Cohen and Felson's (1979) routine activity theory. Burfeind and Bartusch (2011) noted one criticism of the routine activity theory is that it is based in positivist criminology. This emphasizes applying the scientific method to the causes of crime, but fails to take into account the psychological or biological factors. For example, Burfeind & Bartusch (2011) point out that David Matza deviated from the routine activity theory because of this issue and created a view of soft determinism that incorporates the notion of choice and the concept that individuals choose to engage in criminal acts after choosing from their given possible options of gains and losses. According to Burfeind and Bartusch (2011), this view deviates from rational choice because he acknowledges that because of people's individual upbringing, experiences, biology, and psychology, they have limited choices in rewards and punishments and, therefore, are not compelled to commit criminal acts, but have individualized choices in front of them.

Cole, Smith, and DeJong (2016) agreed that research supports the idea that biology can play a part in explanations of crime. They also point out that several new studies on nutrition and heredity have renewed the idea that biology can influence violence and criminality. For example, a study by Cole et al. (2016) of abused children revealed that those with a certain gene were twice as likely to commit violence as those without that gene, and another study showed that a diet rich in omega-3 was associated with lower hostility levels in adults.

Bernasco et al. (2013) noted that the routine activity theory is commonly utilized to emphasize the victim or need for a guardian, often with little concern for the offender. Osgood, Wilson, O'Malley, Bachman, and Johnston, (2004) built upon that idea by taking the routine activity theory and expanding it to the routine activity theory of general deviance, which then included consideration of situational conditions that provide motivation and opportunity for criminal behavior. Osgood et al.'s (1996) study was the first to construct a theory regarding the effect that spending time with peers has on criminal behavior. Osgood et al. (2004) built on the routine activity theory by providing an explanation for heightened offending when people are in unstructured activities without appropriate guardians. This helped fill in the gap of Cohen and Felson's (1979) theory by explaining why some people will choose criminal behavior in certain situations and not in others. This knowledge helped to develop the application of the theory into the twentieth century.

Further, Cohen and Felson's (1979) theory continued to be questioned and expanded into the twentieth century as researchers examined additional previously

unsearched factors that influence criminal behavior. These include personality characteristics and genetics. Researchers often questioned the idea that criminal behavior is entirely due to choice and swayed more towards a multi-factor approach. Augustyn and McGloin (2013) expanded on existing research by testing peers' deviance and socialization and then looking at how that impacted an individual's choice to engage in delinquent activities. Augustyn and McGloin (2013) found a gender dissimilarity in their results; male adolescents have a significantly stronger risk for predatory delinquency after spending unstructured and unsupervised time with peers. This shows that the theory can be extended to the choices made in situations as well as the genetic characteristics of individuals. Genetics and choices are not the only reason for the choices that criminals make. Further research has brought about insight into additional motives for criminal or violent behavior.

Trevor Bennet and Fiona Brookman argue (as cited in Siegel, 2016) that their research shows that not all violent acts are rational and for material gain. Rather, they found that they were motivated by things such as culture, maintenance of one's honor, and excitement. This research also found that the violent criminals adhered to a rational thought process through calculating if they could be successful in their chosen offenses (Siegel, 2016). This showed that although research includes an element of Cohen and Felson's (1979) routine activity theory, additional motivators are factors in criminal behavior as well.

Cohen and Felson (1979) identified supplementary limitation in their original research by advising that the structural change in a person's routine activity would only

influence the convergence of space and time in the three elements. Cohen and Felson (1979) explained that this theory needed three physical elements to converge before it created an opportunity for crime through direct-contact predatory criminal acts. Lack of any one of these three, as Cohen and Felson (1979) explained, would guard against a successful completion of direct physical contact. Cohen and Felson (1979) proposed that working beyond a crime type in which direct contact happens between the offender and victim, moves beyond the routine activity theory. Beyond the limitations of the requirements of physical contact between the offender and victim, this theory additionally fails to explain other aspects of criminal behavior such as co-offending. Therefore, although this theory explains the three requirements of crime, researchers have identified significant restrictions.

McNeeley (2015) points out that the routine activity theory fails to explain how co-offenders meet and choose to commit offenses together. The theory makes no explanation for the convergence of like-minded people who would potentially commit crimes together, how they meet, and how they choose to act together. Although Felson (2003) researched the process of co-offending, he did not show how the setting contributes to crime and how the co-offenders became acquainted. The research completed by McNeeley (2015) shows that research has not been established to determine how offenders come together and create relationships that lead to co-offending. This theory is primarily applied to an individual offender and how his or her motivation, with the addition of opportunity, provides a criminal event. McNeeley (2015) points out

that further research should be done to examine this limitation in an effort to disrupt the potential convergence of co-offenders and thus prevent future victimizations.

Collective Efficacy

Collective efficacy is the ability of members of a united group to control the behaviors of individuals and smaller groups around them. Collective efficacy is grounded in Bandura's (1997) social cognition theory and includes the idea that people's shared beliefs will produce collective results. Collective efficacy was developed as an expansion of self-efficacy. Bandura (1977) introduced the idea of self-efficacy as the individual's belief that one can "execute the courses of action required to produce given attainments" (p.3). Bandura (1997) observed that collective efficacy could be derived from the evidence that beliefs are related to performance and motivation in individuals and applied to group settings.

According to Goddard, Hoy, and Hoy (2004) collective efficacy is entirely dependent on the shared values and beliefs of a collective group such as a neighborhood, work group, or college campus. Bandura (1997) theorized that groups of people who have shared beliefs and values create a collective power that can be used to implement changes and create actions based on those beliefs. By having groups or communities, who are able to control people's general behavior, collective efficacy provides the ability to create safe environments. Due to the fact that students have to work together, live together, and socialize together on campus, this creates a collective group of people who have the ability to influence those around them.

Hart and Colavito (2011) found evidence of collective efficacy on college campuses when they used the theoretical framework of collective decision making to research the difference between college students' and the general public's crime-reporting practices, based on if they would notify the police of crime. Hart and Colavito (2011) observed that a student's decisions to report crime was being guided through collective decision making, and collective efficacy significantly influenced students' behaviors by impacting their likelihood of reporting crime and victimization. This impact is significant because it affects several facets of student's lives including their academic achievement.

Several recent research studies, as noted by Goddard, Hoy, and Hoy (2004) have found connections between student achievement and belief in the desire to produce achievable results, also referred to as efficacy beliefs. Goddard et al. (2004) specifically note that efficacy beliefs have been directly linked to student judgment. According to Bandura (1986, 1997) there are four main sources of information that contribute to efficacy shaping including mastery experience, vicarious experience, affective state, and social persuasion. All four of these sources of efficacy-shaping information contribute to the individual self-efficacy as well as the group level of collective efficacy (Bandura, 1997).

The experience of being successful, as Bandura (1997) explains, which often leads to the perception that a similar experience will again be successful in the future, is considered mastery experience. Goddard et al. (2004) explained that a vicarious experience is one that is modeled by someone else, and, when it goes well, efficacy is

increased. An affective state, as Goddard et al. (2004) explain, is the level of anxiety or excitement which tends to add to an individual's perception of capability. This could also detract from the efficacy belief by providing a perception of failure. Social persuasion is the last of the four elements outlined by Bandura and that is easy to identify within in the culture of a college campus.

Social persuasion takes on many forms for college students given the digital age and frequent interactions with classmates. Social persuasion does have some limitations and does not always impact change in an individual. Bandura (1997) points out that social persuasion depends on the expertise of the persuader for impacting the individual. If he or she is recognized as an expert or knowledgeable in the field he or she is providing knowledge on, it will be better received. Social persuasion can take on many forms, from the encouragement of a teacher, news from media outlets, information from a community member, or viewpoints of other students. Social persuasion at a group level, according to Goddard et al. (2004), provides expectations for a collective performance. This collective performance expectation is set through the overall values and beliefs of the group. Goddard et al. (2004) noted that schools have a high degree of collective efficacy, which is an important part of the organization's culture and its influence on the individual group members. Given the high levels of collective efficacy in college atmospheres, the group's values have a high ability to impact students' actions like reporting crime and victimization.

Qualitative Research Literature

The information from this study assists in providing an understanding of why students at a private Christian college make decisions about reporting crimes and how the campus climate and peers influences that decision. Qualitative research was chosen for this research project because this method uses exploration of behaviors to explain a phenomenon. According to Rudestam and Newton (2015) qualitative inquiries allow the researcher to avoid the narrowing aspect of experimental studies by allowing the researcher to be more flexible in exploring some phenomena. Specifically, this research looked at why students underreport crime and if the campus environment impacts their decisions. To find an understanding on why students make decisions, several data collection methods were considered.

Ravitch and Carl (2016) recommend that data collection take on many forms including interviews, observation, field notes, focus groups, a review of documents, or questionnaires. Several methods were considered for data collection including a focus group and individual interviews. According to Rubin and Rubin (2012), a focus group allows for discussion and is a representation of the population whose ideas are of interest to the researcher. The group members respond to each other's points, and the conversations drift with the discussion.

A focus group was ultimately determined not to be a good fit for this research because of the sensitive nature of this subject. Rubin and Rubin (2012) point out that with an individual interview, the researcher has the option of having a semi-structured or unstructured interview, which gives the researcher more options in how they want to

conduct the interview. Dantzker, Hunter, and Quinn (2018) point out that using an individual can be a strength because the researcher will have more options to tailor the interview to the subject's abilities and pace. Given the nature of crime and victimization being a sensitive topic, individual interviews would not be appropriate for this proposed research. The topic of victimization is sensitive in nature and many involve very private information that students may not feel comfortable sharing publicly. In the end, a survey was deemed to be the most appropriate tool for this research study.

The research was led by the archival data from the 2018 College Campus Climate Survey, which was sent to all enrolled students enrolled during the 2017-2018 school year. According to Dantzker et al. (2018), data can be collected using several different methods including field observations, analysis of secondary data, and content analysis, although the most popular for criminal justice research is the use of surveys. The survey or questionnaire is a qualitative research tool that was invented by Sir Francis Galton and is routinely utilized as a tool for gathering information from people who are not geographically close to the researcher (Abawi, 2013). The survey utilized technology as it was distributed via email to participants. Technology was appropriate for this survey as it made it possible for the survey to be sent to all students currently enrolled in March of the 2017-2018 school year. This was highly beneficial for data collection, as the survey reached students who lived on-campus as well as those who may have been difficult to reach because they lived off-campus. Technology was an important part of this survey's instrumentation because it was vital to the distribution and gathering of the responses.

The survey utilized technology to reach all of the college students as it was administered via email and was facilitated by SurveyMonkey. Ravitch and Carl (2016) advise that technology is increasingly being sought for data sources, especially within the field of qualitative information. According to Rudestam and Newton (2015), qualitative research is adapting to new ways of gathering information, including electronic or online sources. This is appropriate for the research done in this case because it was able to gather information from students who were not living on campus. Ravitch and Carl (2016), pointed out that using technology to gather data has some weaknesses as it has less engagement and does not allow for a relationship with the phenomenon being studied. For data to be gathered and effectively analyzed, the epistemology of the study must first be understood.

Rudestam and Newton (2015) acknowledged that the epistemology of qualitative research requires the researcher to believe knowledge is developed through interactions with others. Therefore, qualitative research must include the study of people. The constructivist lens that qualitative research uses examines people through their exchanges. Patton (2015) explains that data can be gathered through several means, such as field notes, archival data, interviews, conversations, and photographs. The data for this research was gathered from the Campus Climate Survey issued during the 2017-2018 school year to the college students. The survey responses will be organized by themes and laid out by cycles. According to Saldana (2016), the codes can be classified into three cycles, first the descriptions, then categories, and finally identifying themes.

Ravitch and Carl (2016) state that qualitative research allows the researcher to be reflective along the process and look at how the questions, goals and ideas have changed along the way. Qualitative research assumes that knowledge about people is constructive and interactive. Saldaña (2014) points out that the steps in qualitative research are not linear and sequential, but overlap and require the research to be malleable. This was beneficial in the qualitative research to examine the perceptions of students while in college, as the research explored the experiences, perceptions, and cultural influences. This research obtained data directly from college students to utilize the specific words and terms they use in their responses to the survey.

The research involved archival data from college students who participated in the Campus Climate Survey in March of 2018. This will involve archival data, as the college being studied administered the survey prior to this research project. Rudestam and Newton (2015) stated that archival data is data that existed for another purpose and was collected by someone other than the researcher. The Campus Climate Survey was administered to explore the diversity and perceptions of diversity on campus. Archival data was the primary source of data for this research study.

Rudestam and Newton (2015) explained that archival data is a valid source of data for dissertation research and many provide rich opportunities for further studies. The qualitative aspect of the survey will be explored because the school has only used the quantitative aspect of the results, and no research has been completed on the qualitative responses. Four of the questions on the Campus Climate Survey had open-ended response boxes that will be utilized for data.

This survey was administered to all students enrolled at the college, including on-campus and commuter students. The sample size from this survey was 431 students. This research used an ethnographic approach to explore how these college students are a culture and how that culture influences individual behaviors. Patton (2015) explains that because this is a survey with open-ended questions, it is a cross-sectional analysis. According to Patton (2015), a cross-sectional analysis provides a standardized set of questions and provides responses only to those specific questions. Dantzker, Hunter, and Quinn (2018) advise that no ideal set size for a sample exists and it is up to the researcher to ensure that the sample size is large enough to represent the target population. Baker, Edwards, & Doldge (2012) argue that the number of people needed for data saturation in qualitative research can vary depending on the population being studied and the restraints of the research student; however, the best advice is to aim for 30 participants. The number also has to be reasonable given the resources available to the researcher (Baker et al., 2012; Dantzker, Hunter, and Quinn, 2018; Patton, 2015).

Ethnographic Perspective

The proposed research will look at crime reporting perspectives of college students through an ethnographic perspective. Ethnography involves centering on a culture. An ethnographic focus, according to Dantzker, Hunter, and Quinn (2018) places a strong emphasis on researching and exploring a social phenomenon through exploring its culture, the social interactions, and organizational life. Rudestam and Newton (2015) point out that qualitative research promotes the belief that realities are socially constructed and can therefore present in a different way given different cultures or

circumstances. The purpose of this qualitative method study is to examine the campus climate and how that influences students and faculty at a private Christian not-for-profit college through an ethnographic approach, and determine what is impacting their behaviors.

Dantzker, Hunter, and Quinn (2018) describe ethnography as not only looking at the culture of a group, but also asking how that culture explains perspectives and behaviors. Rudestam and Newton (2015) describe ethnography as going beyond simply trying to understand a culture, takes the researcher to a point where he or she can also address the dimensions within the culture. For an ethnographic research study, the culture must be understood as having a broader meaning.

The ethnographic perspective, as explained by Patton (2015), is a way to study a contemporary issue in society and explore how the group culture affects individual behaviors. It involves using comparative data to find common beliefs among a group. This research project will be a qualitative assessment of the crime-reporting practices of the group of private college students at a college in the midwestern United States. Patton (2015) states that the ethnographic approach is most valuable when the researcher understands the fundamentals of the culture from the perspective of being inside that culture or community. This study intends to research a culture that this researcher is exposed to on a regular basis through employment at the college. It seeks to use an ethnographic viewpoint to recognize college students as a culture and community of their own and then explore the crime reporting trends of that culture.

Summary

The findings of this study lead to increased knowledge about students' perceptions and experiences on campus and may cultivate change and potentially impact college students as a larger group. The data from this research study may assist administrators in creating crime-prevention and victim-centered programs to address campus needs. In Chapter two of this project, I restated the purpose of this research study, examined my role as the researcher, described the selected participants, explained the research method, and explained the research design. I additionally explained how I would adhere to ethical research standards while conducting this analysis. Chapter two concluded by addressing the theoretical framework used to guide this research.

Chapter three of this study will present the findings of this research, discuss how the findings are applicable to the institutes of higher-education, and explore the implications for social change. This study is meant to fill the gap in literature about the perceptions and cultural influences at a private college campus. Kezar (2014) pointed out that research should be useful to policy makers and practitioners in that it should assist them in creating practices that positively impact the people they serve. Chapter three will conclude with recommendations for actions based on the results as well as suggestions for future research in this field.

Chapter 3: Research Method

The purpose of this qualitative research was to use an ethnographic design with investigative questions designed to explore the perceptions, experiences, and culture of private college students. This was used to explore the continual problem of college students, as a collective group, under-reporting crime, despite increased efforts to provide them with resources and education to address the issue. This purpose was divided into three components: (a) to explore students' beliefs about collective-efficacy and its application to the campus community, (b) to discover how students perceived their peer's likelihood of reporting crime or victimization, and (c) to describe, in depth, the relationship between the campus culture and student's beliefs and behaviors. In this chapter, I will discuss the data analysis plan as well as an explanation of the steps taken to ensure trustworthiness and validity.

Research Design and Approach

A single, 4-year private college, located in the midwestern United States, was chosen for this study. This study primarily utilized archival data from the 2018 College Campus Climate Survey as well as data from the 2017 Campus Climate Comparison Study. This research additionally incorporated comparison variables from the U.S. Department of Education, Office of Postsecondary Education's (2017) analysis of the Campus Safety and Security's 2016 (CSS) survey. The Campus Climate Survey was authored by the Committee on Diversity and Inclusion as a measure of the diversity and perceptions of inclusions on the campus. The 2017 Campus Climate Comparison Study (ARC3) utilized the Administrator Research Campus Climate Collaborative survey to

explore the campus climate related to sexual violence. The ARC3 uses the Sexual Experiences Survey (SES) to measure sexual assault on campus. This is a commonly used measure of victimization among college students, and the college being studied administered this survey in the spring of 2017.

Dantzker, Hunter, and Quinn (2018) recommend that archival data and a qualitative strategy of inquiry can be used to explore the meaning behind a human phenomenon through a cultural perspective. Rubin and Rubin (2012) point out that archival data gathering is a form of focused topical research that allows researchers to utilize pre-collected information regarding persistent problems. The archival information used in this study was from the 2018 College Campus Climate Survey. The survey was issued as an e-mail to each student with a link to the Campus Climate Survey in March of 2018. This is the most logical design for the research study because qualitative data was collected directly from students on their experiences while being enrolled as a college student.

Ravitch and Carl (2016) advise that qualitatively designed research methods can be used to provide rich quality and depth of information regarding the research questions. This research study involves internet data collection methodology through the use of a survey. Rubin and Rubin (2012) advise that a survey can be utilized to ask populations about topics that may be sensitive in nature. As this research involves the sensitive topics of crime and victimization, an online survey is an appropriate way to gather information from this population about those topics. Ravitch and Carl (2016) point out that another major strength of this approach is not only that it allows for gathering of information

from the students about topics they may not be willing to talk about in person, but is also useful in collecting information large populations that are not in close proximity.

Dantzker, Hunter, and Quinn (2018) advise that the response rate is an important measure of a successful survey, although an exact percentage of respondents needed for a successful research project has not been clearly defined by researchers. Rubin and Rubin (2012) point out that a weakness of using archival survey information is that this is limited to participants who chose to use the internet and who chose to complete the survey. A strength of using the archival data of the 2018 College Campus Climate Survey is that it was administered to all of the students enrolled in the 2017-2018 school year and had a 31% response rate.

The questionnaire was invented by Sir Francis Galton and is routinely utilized as a tool for gathering information from people who are not geographically close to the researcher (Abawi, 2013). At the time the survey was administered, all of the students on campus had a personal computer or iPad and were therefore all potential participants were technically ability to participate in the online survey. The Campus Climate Survey was created by the Committee on Diversity and Inclusion in 2018. It had not been previously used and was developed specifically for this survey to explore the diversity at the college. It is appropriate for this research as it asked students questions regarding their perceptions and feelings of safety, and provided open-ended response boxes for their answers.

The Campus Climate Survey used technology to reach participants. Research that uses technology to gather information online can take several forms, such as internet

interviewing or facilitating a survey through e-mail. A significant weakness with internet interviewing, as pointed out by Rubin and Rubin (2012), is that this is a slow process where the researcher can only ask a question or two before having to wait for a response. Dantzker, Hunter, and Quinn (2018) point out that to address that issue, internet interviewing data collection method are becoming more popular, and regularly use open-response boxes as a part of the survey. Rubin and Rubin (2012) point out that this technique is more successful when the survey is easy to navigate and not time intensive. The survey took students about 25 minutes to complete and gathered data on several different areas to include information on perceptions, experiences, and the campus environment.

Multiple approaches were considered for data collection including document analysis, in-depth qualitative interviews, and focus groups. This helped to ensure that this data collection method aligned with the research question. Dantzker, Hunter, and Quinn (2018) suggest that multiple approaches are important to consider because they have different methodological considerations as well as conceptual considerations. Ravitch and Carl (2016) point out that a researcher does not need to settle on one specific method since elements of approaches can be combined. This research project did not combine methods as archival data from the survey already existed that addressed the research project being proposed.

This qualitative research design will be utilized to recognize students' reasons for reporting and reasons for not reporting victimization as well as the cultural influences that impact those decisions. A phenomenological design with an ethnographic approach

was applied to understand the meaning and explore the essence of the experiences of students. Saldaña (2016) advises that a phenomenological paradigm allows the researcher to focus on the individual experiences of the respondents, rather than those of the researcher. After data collection, it was thoroughly reviewed to search for themes and patterns that describe the beliefs and attitudes participants have towards crime reporting.

The ethnographic perspective of this design rendered a better understanding of what the phenomenon is like from the direct perceptions of the students who have experienced it. Qualitative research was appropriate to explore the understanding of student reporting practices, which is the primary focus of this dissertation. This research focused on how students make decisions about crime, which was consistent with the theory of collective-decision making's epistemological expectations in that these students are a collective group who regularly share knowledge.

Archival information was used from the 2018 Campus Climate Survey for the primary source of data. The students were given the survey and notification of consent through their email. It was facilitated by SurveyMonkey to protect their anonymity in March of 2018. The qualitative data was gathered from the received written responses to multiple open-ended questions.

Role of the Researcher

As a researcher in this study, my role was to analyze the archival data to address the research questions posed in this study. I am a full-time college instructor at the college where the survey was collected. I do not occupy any regulatory role that involves power over the participants. However, I do have a professional position as an instructor

that is over some of the students who partook in this survey. Because this relationship exists between me and the students in a teacher-student relationship, this survey was used as it maintained anonymity for all participants.

I believe that my views as a faculty member of this campus added an insider perspective to this study. This perspective is ideal for the ethnographic approach taken in this study. Dantzker, Hunter, and Quinn (2018) advise that ethnographic research explores the nature of a social phenomenon and data analysis to look for meanings of human actions. As an instructor, I have an interest in the safety of the campus and the well-being of the students who attend the school. I addressed my biases by using member-checks, bracketing, and using anonymous and confidential data without any student identifiers. My role had no influence on the participant's knowledge, beliefs, or participating in this survey. As the sole researcher in this study, I took the role of analyzer. I was responsible for evaluating the data and interpreting the results.

Methodology

The purpose of this research study was to explore the patterns between college students' beliefs and integration of crime-reporting behaviors. Therefore, a survey administered to college students in March of 2018 was selected for data. The archival data was gathered from the Campus Climate Survey that was sent to 1,352 students. This research additionally incorporated comparison variables from the U.S. Department of Education, Office of Postsecondary Education (2017) analysis of the Campus Safety and Security's 2016 (CSS) survey with the Campus Climate Survey. A total of 431 students completed the Campus Climate Survey. The student sample was from all schools,

including Arts and Sciences, Behavioral Sciences, Business, Education, Ministry, and Professional and Online Studies. The student sample included all students who were currently enrolled regardless of year or status. This included students who lived on-campus and those who commuted to campus for school. My focus was obtaining rich information from a diverse sample of students. This sample size was appropriate to provide sufficient diverse information.

It was important to gain data from a diverse group of participants with different majors and backgrounds to obtain relevant data. This research utilized a survey that had been administered to all students in order to achieve this goal. All of the archival qualitative data will be from the Campus Climate Survey and primarily from the open-ended response boxes to four questions. The questions asked students about their perceptions of safety, the likelihood of peers to report crime, what the campus can do to improve, and what is working well to support diversity on campus. Dantzker, Hunter, and Quinn (2018) advise that data from a complete population is usually impossible and therefore, research data is regularly obtained through a sample of the population. This data set was much smaller than expected, as the survey had only 431 students who completed it. Additionally, some of the questions had a much smaller number of responses. Overall, the responses offer useful information about students' perceptions.

The 2017 Campus Climate Comparison Study, (ARC3) which used the ARC3 survey to explore the campus climate related to sexual violence, will be used for additional data. The college administered this survey in the spring of 2017. The survey was sent to 1,250 undergraduate students. All students were at least 18 years-old and had

been enrolled at least 6 credits as of the spring in 2017. Exactly 202 students completed the survey with a 16.2% rate of completion. The survey results were then compared to a benchmark group made of the Counsel for Christian Colleges and Universities (CCCU) institutions and national norms in a comparison study that will be used for this research.

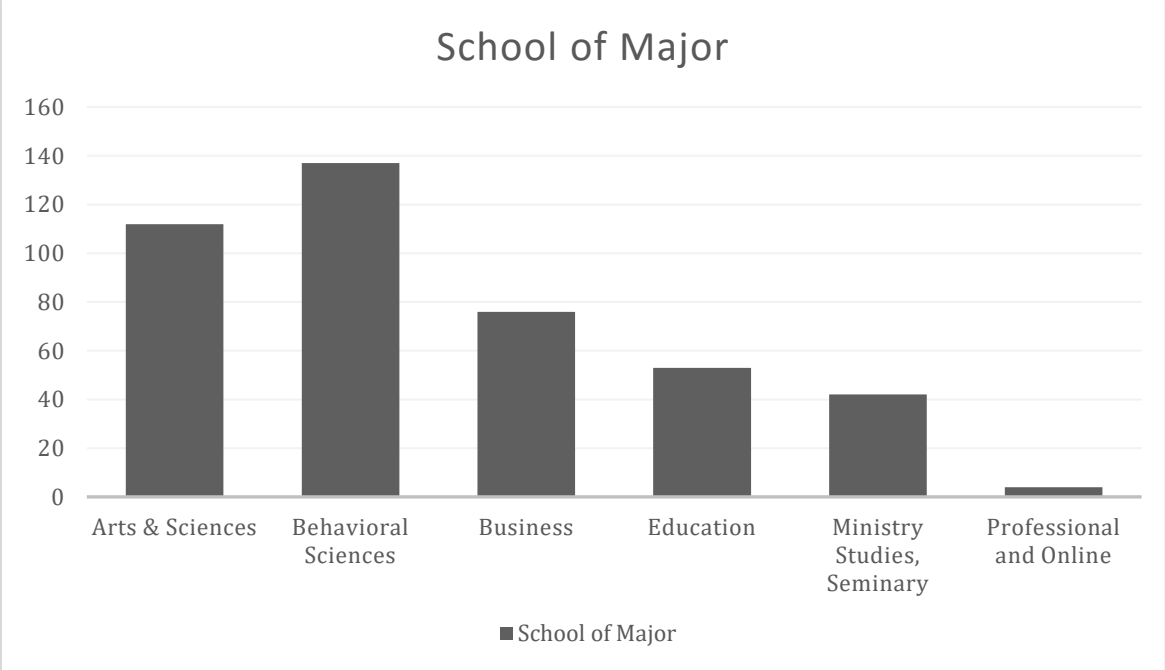
Participant Criteria

Each participant had to meet certain criteria to be involved in the 2018 College Campus Climate Survey. The criteria were as follows:

- Currently enrolled student.
- 18 years-old and over.
- Access to technology.

Table 1

2018 Participant School Stratification



Each participant had to meet certain criteria to be involved in the 2017 ARC3 climate survey. The criteria were as follows:

- Currently enrolled student
- 18 years-old and over
- Access to technology
- Has enrolled in at least 6 credits by spring of 2017
- 75% or more of the survey questions were answered

The aim of this research study is to explore students' perceptions and experiences with crime-reporting. Karmen (2016) pointed out that we are seeing a growing stream of national news coverage regarding the safety of the nearly 8 million college students who face potential victimization while on campus. Undergraduate students fall into a demographic where violence and theft reach their peak simply because of their age and stage in life, (Karmen, 2016). Burgess, Regehr, and Roberts (2013) point out that procedures to assess a threat of violence on campus should include an assessment of student's behaviors, as well as student's aware of how to identify threatening behaviors.

According to Growette Bostaph and Swerin, (2017), some crimes are more relevant to college students, such as alcohol related crimes, hazing, sexual offenses, and relationship violence. When compared to peers of the same age not attending college, college students are less likely to report crime, and sexual assaults are the least reported crime (Growette Bostaph & Swerin, 2017). To answer the research questions for this study, qualitative data will be used.

The questions that guided the research were:

1. How does the campus culture impact students' likelihood of reporting crime at a private, not-for-profit college in the midwestern United States?
2. How do students perceive their peer's likelihood of reporting crime or victimization to law enforcement at a private, not-for-profit college in the midwestern United States?
3. How safe from crime and victimization do students feel at a private, not-for-profit college in the midwestern United States?
4. How does diversity impact the student body's collective decisions at a private, not-for-profit college in the midwestern United States?
5. What do students perceive can be done to improve the diversity climate on campus at a private, not-for-profit college in the midwestern United States.

Table 2

Alignment of Survey Questions to Research Questions and Framework

Survey Questions	Alignment to Research Question	Alignment to Framework
Q4: In your daily routine on campus, how safe do you feel?	RQ#3	Routine Activity Theory (Cohen & Felson, 1979)
Q6: How often do you feel physically threatened, emotionally or psychologically threatened, or unwelcome or significantly uncomfortable?	RQ#1 & RQ#3	Routine Activity Theory (Cohen & Felson, 1979)
Q8: How likely are your peers to report crime or victimization they witness or experience to law enforcement?	RQ#1 & RQ#2	Collective Efficacy (Bandura, 1997)
Q30: What do you think needs to be done to improve the diversity climate?	RQ#5	Collective Efficacy (Bandura, 1997)
Q31: What do you think is working well to support diversity on campus?	RQ#4	Collective Efficacy (Bandura, 1997)

Data Analysis Plan

Archival data from the Campus Climate Survey was used to explore and deduce reoccurring themes related to the students' perspectives on their experiences and perceived peer influences. This was used along with information from the 2017 Campus Climate Comparison Study (ARC3) and the U.S. Department of Education, Office of Postsecondary Education's (2017) analysis of the Campus Safety and Security's 2016 (CSS 2016) survey to create triangulation in the results. The data from the open-ended survey questions from the 2018 College Campus Climate Survey were analyzed and coded to identify emergent themes. Open-coding and thematic analysis was used to identify themes and patterns in the responses from the students. According to Ravitch and Carl (2016) open-coding identifies concepts and works to develop categories of themes. This method was appropriate for this proposed research study because the survey data was used to identify concepts and developing categories based on the responses provided from the students.

The summary of salient points of each research data, according to Saldaña (2016), can be classified into three different cycles; description, categories, and themes. For this study, each significant piece of data was assigned a code and was given a description. Data were reviewed repeatedly to govern what categories would best fit the information. Open coding was used to categorize the information and then identify patterns and themes within the data.

Similar codes were grouped together once each piece of data was assigned a code. Some of the groups that emerged were, "on-campus safety concerns", "safety

suggestions", "law enforcement", "victimization", "reasons not to report crime", "reasons to report crime", "social stigma", and "lived-experiences of crime". Categories then emerged. The categories were used to analyze the large amount of data through the research questions. The data was categorized through an excel table that identifies each category and provides space for the specific example. Some of the categories that emerged were, "campus", "pro reporting", "diversity", "victimization", "unsafe", daily routine", and "collective decisions". According to Rubin and Rubin (2012) categories can then be reduced, and rearranged and combined into larger categories when appropriate. The interpretations of the data were double-checked to identify emerging themes. After the analysis and identification of themes, the findings were reflected upon to determine how they contributed to the safety for college students and the field of victimology.

Evidence of Trustworthiness

In this study, I addressed the issues of trustworthiness through outlining the credibility, transferability, dependability, and confirmability of this research. Additionally, the use of a data collection instrument maintains anonymity by establishing the ability to replicate this study. According to Rudestam and Newton (2015), all researchers have the responsibility to convince their reader that their findings are trustworthy and thus based on critical evidence. To do this, I have outlined the elements present in this proposed research study.

Prior the start of this study, it was important to received permission from the Institutional Review Board (IRB) at the college being studied, as well as Walden's IRB.

It is important both professionally and ethically to ensure that this researcher has permission and that the purpose of this research has been explained to all stakeholders before any archival data is used. In addition to analyzing archival data from the Campus Climate Survey, as Patton (2015) points out, the researcher will maintain a professional code of conduct, adhere to validity standards, and quality criteria.

Credibility & Validity

Credibility was achieved for this research study by utilizing archival data from multiple sources. The information from the Campus Climate Survey, the U.S. Department of Education, Office of Postsecondary Education's (2017) analysis of the Campus Safety and Security's 2016 (CSS) survey, and from the 2017 Campus Climate Comparison Study (ARC3) is data that can be confirmed, analyzed, and used in future studies. To additionally assist in credibility, this research used direct quotes from the survey to provide accurate information using the students' own words. Saldaña (2016) advises that recoding can occur continuously throughout the coding process and is important to maintain accuracy throughout this process. Accuracy additionally helps with confirmability and validity. This research project kept the survey data raw and in its original form to achieve confirmability and validity.

Ravitch and Carl (2016) describe validity as the approach used in qualitative research to achieve complexity through implementing and assessing a research study's rigor through a set of criteria. Dantzker, Hunter, and Quinn (2018), argue that other researchers may not place value in the results of a research project if validity and reliability are not well established. Saldaña (2016) reasons that assessing validity and

trustworthiness for qualitative research must include credibility and dependability standards. This is important as qualitative researchers aim to provide knowledge that is derived from interacting with human contributors and probing into their lived experiences. Rubin and Rubin (2012) agree that the purpose of research is to explore the questions and consequences of what happened, how it happened, and what contributed to the phenomenon. An additional consideration is that researchers must try to record the information gathered correctly and have a true representation of the participants' lived-experiences and perceptions. This can be done by validating the research for standards of trustworthiness. Ravitch and Carl (2016) identify these standards as including transferability, dependability, credibility, and confirmability.

Transferability

Ravitch and Carl (2016) advise that transferability is identified when that research study can be replicated and applied to other situations, demonstrating its external validity. Merriam (2014), advised that transferability is the likelihood that the findings from the research could be applied to another similar situation. Rubin and Rubin (2012) stated that credibility is accomplished by gathering data from participants who have knowledge about the subject being researched. For this study, transferability was achieved through surveying people who were college students and asking them what they have experienced. By sending the survey only to people who were current students, transferability was achieved, as it could be replicated. Rubin and Rubin (2012) advised that transferability comes in part from how well a researcher shows the reader how

carefully they have carried out the research project. The research project can therefore be followed by others and replicated for future research.

Dependability

Establishing dependability refers to the reliability or constancy of the data. The researcher plays an important role in how the archival data is analyzed and interpreted in qualitative research. Ravitch and Carl (2016) define dependability as being steady and consistent over time. Dantzker, Hunter, and Quinn (2018) explain that researchers can demonstrate dependability by having data that answers the research question, has a rational for the choices the researcher has made, and uses an appropriate method of collection. Based on this information, I attempted to control personal bias, and I kept a journal with my notes as it related to my thoughts throughout this research project. Utilizing information from three sources, the Campus Climate Survey, the U.S. Department of Education's analysis of the Campus Safety and Security's 2016 CSS survey, and the 2017 Campus Climate Comparison Study (ARC3) generated dependability for this research study.

Confirmability

The last criterion of trustworthiness is confirmability. Rubin and Rubin (2012) point out that confirmability requires the research to be based on findings that not biased by the researcher, and are from the participants' own words. Confirmability can be utilized to verify that the findings were shaped by the participants' actual responses and not by the researcher's objectives. To establish confirmability, lesson biases, and increase objectivity, the study utilized triangulation (Rudestam & Newton, 2015). The 2018

Campus Climate Survey was used along with information from the 2017 Campus Climate Comparison Study (ARC3) to create triangulation in the results. I additionally achieve triangulation by applying a multidimensional framework approach to Bandura's (1997) collective efficacy theory, with an ethnographic approach, and Cohen and Felson's (1979) routine activity theory. Banduara's (1997) collective efficacy theory was used to examine how collective efficacy can influence groups of individual's beliefs and behaviors at the college level. I then examined those beliefs and behaviors through an ethnographic approach with the routine activity theory being used to interpret the findings.

Using the principles of transferability, dependability, credibility, and confirmability for a research project justifies the research findings. This study applied those criteria listed above to this process, and also applied member checking for additional checks of trustworthiness and validity. This research process adhered to checks of trustworthiness and validity through utilizing this set of standards.

Ethical Considerations

This research adhered to all school policies and procedures for educational research. Ethical procedures dictate that all participants be informed of the purpose of the research study and receive informed consent from the participants as well as notification that their participation is voluntary (Patton, 2012). This research took place once approved through the IRBs for both the college being studied and Walden University. This was one measure that was used to ensure ethical procedures as the

Walden University IRB sets forth guidelines for all research studies. The IRB approval number for the present study is 10-22-18-0725835.

This research used archival data. Participants were obtained from the enrollment list. All students were notified via email and asked for voluntary participation in the survey. The data obtained from the participants' email response was stored electronically through SurveyMonkey. The survey used was issued through SurveyMonkey to protect the privacy of all student participants. The participants' information was not revealed during this research. This research closely guarded the anonymity of participants in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) guidelines. No personal or identifying information was provided to the researcher from the results of the survey. This research project demonstrated ethical considerations throughout the data collection process to ensure the ethical treatment of participants.

Additionally, participants reviewed the informed-consent form prior to participating in the survey. That consent was issued along with the introduction email from the college president. The form informed participants about their participation, explained that they are not obligated to remain in the study, and advised that it was voluntary. Additionally, all students were informed of the purpose and procedure of the research survey. Both the college's IRB and the Walden University IRB were informed that this archival data research study will be used to satisfy my doctor of philosophy degree in criminal justice from Walden University. Data analysis began upon approval from the IRB at Walden University.

Archival Data

The research involved data from college students who participated in a Campus Climate Survey in March of 2018 along with the 2018 Campus Climate Comparison Study (ARC3) and the U.S. Department of Education's analysis of the Campus Safety and Security's 2016 (CSS) survey to create triangulation in the results. All of the information will be archival data as each of the surveys were already administered prior to this research project. Rudestam and Newton (2015), state that archival data is data existed for another purpose and was collected by someone other than the researcher. The Campus Climate Survey was administered by the Committee for Diversity and Inclusion and it was used to explore the diversity and perceptions of diversity on campus.

Rudestam and Newton (2015), advise that archival data can provide rich opportunities for further studies. The benefit of archival data is that the qualitative aspect of the survey will be explored because the school has only used the quantitative aspect of the results. No analysis has been completed on the qualitative aspect of the responses. Dantzker et al. (2018) argue that archival data can be a disadvantage because it is difficult for researchers to prove validity and reliability for the gathering of the data. Despite the controversial aspects of archival data, Dantzker et al. (2018) advise secondary data is an effective way to conduct criminal justice research.

The data from the Campus Climate Survey consists of the results from the analysis of five questions off the Campus Climate Survey. Two main questions on the Campus Climate Survey that had open-ended response boxes from which I gathered my information from asked students about their feelings of safety and the likelihood of their

peers to report crime. Other questions that were included in the analysis of this survey asked students for their opinion on what the school can do to improve diversity and there their perceptions of diversity is.

According to Dantzker et al. (2018), criminal justice research often uses archival data because of its efficiency and availability. This research used an ethnographic approach to explore how college students are a culture and how that culture influences individual behaviors. Patton (2015) explained that because this is a survey with open-ended questions, it is a cross-sectional analysis in which a standardized set of questions provide responses only to those individual questions. According to Baker et al. (2012) the number of people needed for data saturation in qualitative research can vary depending on the population, and needs to be reasonable given the resources available to the researcher. This survey achieved saturation as it had 1,352 students sent the survey, with 431 students responding for a 31% response rate.

Campus Climate Survey

Data sources for this study included the Campus Climate Survey provided to students attending a four-year, private college in the midwestern United States during May, 2018. The survey was sent to all of the 1,352 student who were enrolled. Of those surveys sent out, 431 were completed. This provided a response rate of 31% for the Campus Climate Survey. The primary source of data came from those surveys completed by the students. Questions that were explored include those related to the student's perceptions of why peers may not report crime and their perceptions of the climate of the

campus. The specific questions from the survey that were used in this proposed research are listed below.

- Question #4: In your daily routine on campus, how safe do you feel?
- Question #6: How often do you feel, physically threatened, emotionally or psychologically threatened, or unwelcome?
- Question #8: How likely are your peers to report crime or victimization they witness or experience to law enforcement?

The Campus Climate Survey was issued as an effort to improve inclusivity and create a more hospitable campus. The survey asked students to report on their experiences at college and their perceptions of how welcoming the college was. Therefore, additional questions that had relevant information in the responses include the following:

- Question #30: What do you think needs to be done to improve the diversity climate on campus?
- Question #31: What do you think is working well to support diversity on campus?

The survey was administered through SurveyMonkey and the response results were anonymous. Students were advised of the survey being confidential through an email that had the survey attached. The survey was optional and students were incentivized to participate through an optional entry into a random drawing for prizes that included a Chillbo Baggins Lounger, an ENO Hammock, a Hydro Flask Water Bottle, or one of five $10 gift cards to the Light Rail. Other sources that were used in this research

included documentation from The Department of Education and the CCCU for information on student demographics.

Summary

Chapter three described the ethnographic approach to this qualitative study for exploring the perceptions of private college students and why they continue to widely under-report crime and victimization. This study viewed students as a collective group that hold cultural values of their own that impact their likelihood of reporting crime and victimization. The gathering of this data was done through archival data from the Campus Cultural Survey during the 2017-2018 school year. The data was obtained from the 431 students who responded to this online survey. The methodology included using qualitative archival data from five of the survey questions along with a data analysis plan that included creating categories and themes from the results. This was used along with information from the 2017 Campus Climate Comparison Study (ARC3) to create triangulation in the results. This archival qualitative data provided an expanded understanding of what experiences and cultural influences impact crime-reporting practices for students. Additionally, this data was used to identify what impact the campus culture at a private, not-for-profit college in the norther United States has on student's likelihood to report crime. The Campus Climate Survey is an appropriate tool to use in this study as it encompassed the research questions posed for this study. In Chapter four, I present the data analysis, results of the research, and information on the trustworthiness of this proposed study.

Chapter 4: Results

Introduction

This chapter discusses the results of the data analysis of the Campus Climate Survey administered in May of 2018. The survey data was combined with the 2017 Campus Climate Comparison Study (ARC3) to create triangulation within the results. This ethnographic study explored the perceptions, lived-experiences, and environmental factors that impact the reporting practices of college students at a private school. The perceptions of private school college students have been minimally researched and this community has differing views when compared to the national norms on matters such as crime reporting and safety. Therefore, there was limited literature on the perceptions of students attending private higher-education institutions. This study may provide insight for stakeholders at colleges and universities across the United States, as it may be utilized to present the rationale behind student crime-reporting behaviors to examine if student perceptions are influenced by the campus culture. Additionally, this study aimed examine how risk factors among students contribute to non-reporting on private college campuses.

Chapter 4 summarizes the five research questions, the methods of data collection, and the findings of this research. This includes information on participant demographics and themes that were found in the data. The 2017 ARC3 study provided advantageous data regarding the perceptions of peer behaviors concerning sexual assaults and campus response actions. The association between student perceptions and their likelihood to report crime is discussed as well as the association of campus climate influencers on

students' behaviors. The U.S. Department of Education (2017) provided additional statistical information pulled from the Campus Safety and Security (CSS) survey on the number and types of criminal offenses on campuses across the United States. Finally, an analysis of the relationship between crime-reduction strategies and students' perceptions is explored in an effort to provide recommendations to higher education administers and future researchers. The research questions for this study were:

RQ1: How does the campus culture impact students' likelihood of reporting crime?

RQ2: How do students perceive their peers' likelihood of reporting crime or victimization to law enforcement?

RQ3: How safe from crime and victimization do students feel?

RQ4: How does diversity impact the student body's collective decisions?

RQ5: What do students perceive can be done to improve the diversity climate on campus?

Data Collection

Secondary data collection was used in this research study. Data collected for this study from the U.S. Department of Education and the ARC3 are available for public use. Data from the Campus Climate Survey was held by the individual college and was released for this study. No data was collected until the final IRB approval was given on October 22, 2018 (IRB approval number 10-22-18-0725835 from Walden University). A secondary IRB approval was necessary as this research was from the college, as they hold their own IRB requirements for faculty. The IRB approval for the college being studied

was permitted prior to the Walden IRB approval. This was required to obtain permission to use the dataset before this researcher was able to obtain prospectus approval. This researcher worked closely with the IRB from Walden University as well as the IRB from the college to ensure that all requirements and standards were met. The college's IRB approval was June 18, 2018. The Walden University IRB is the IRB of record for this research study. Data was collected and printed for use on October 23, 2018. No ethical issues arose while collecting this data, and the data sources were not plagiarized. No changes to instrumentation or data analysis strategies were needed. A letter of cooperation and the stated purpose of the study were presented to the Assistant Provost. The college being studied issued a letter granting me permission to use the archival data for this research.

The 2018 Campus Climate Survey was administered to all students enrolled in the 2017-2018 school year in March of 2018. This survey was designed to measure the diversity and cultural influences on college students. The 2018 Campus Climate Survey was sent to 1,352 students at a school in the Midwestern United States. A total of 431 students completed the Campus Climate Survey. The student sample was from all schools, including Arts and Sciences, Behavioral Sciences, Business, Education, Ministry, and Professional and Online Studies. The survey had a 31% response rate.

The 2017 ARC3 is a highlight of the major findings regarding the college from the spring of 2017. The ARC3 was issued through a partnership with Neil Best. The survey used the ARC3 Climate Survey to explore the perceptions of students regarding sexual assault and sexual victimization. The survey was sent to 1,250 undergraduate

students who had enrolled in at least 6 credits and were at least 18 years old. The results required the students to have completed 75% of the survey to be counted. Overall, 202 student surveys were counted for a 16.2% response rate.

Demographics

The participants in the 2018 Campus Climate Survey and the 2017 ARC3 Climate Survey were currently enrolled students. The surveys required participants to be 18 and older. The ARC3 Climate Survey additionally required them to have enrolled in at least 6 credits. Both surveys required students to have access to technology.

The 2018 Campus Climate Survey was the primary source of data for this research. The survey was emailed to students on March 21, 2018 and consisted of 33 questions. It had a total of 1,186 opened emails with 163 left unopened and 3 returned to the sender. Overall, 431 student respondents completed the survey. Of those respondents, 308 were female, 112 were male, and 3 chose “other” as a response (see Figure 2).

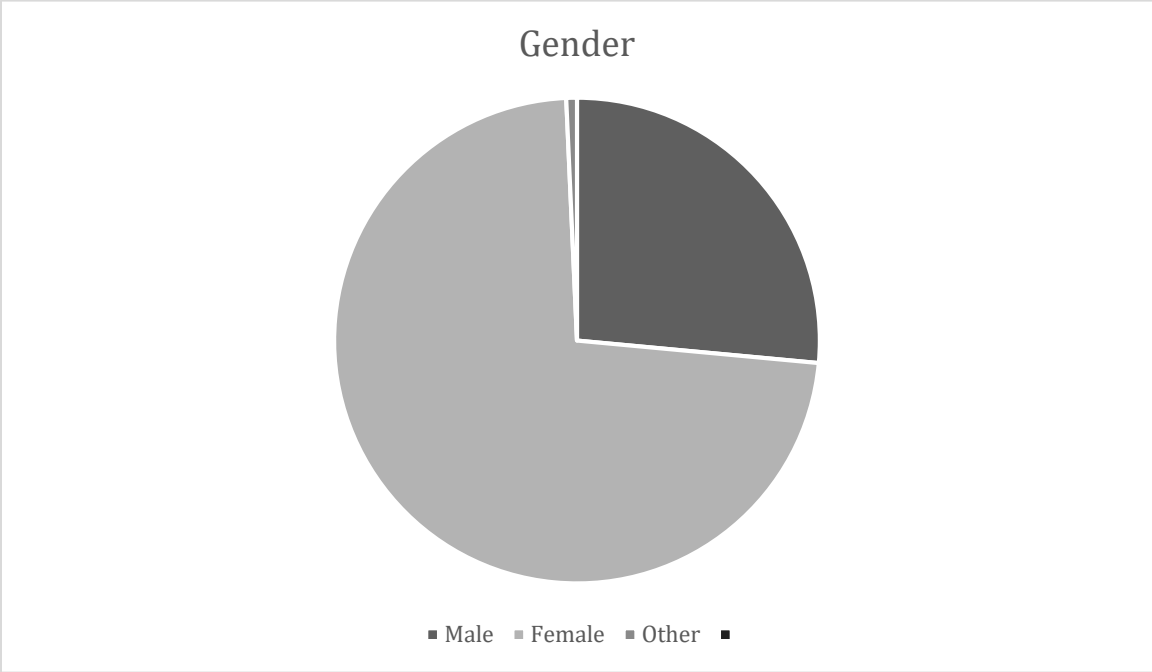


Figure 2. Demographics by gender for the 2018 Campus Climate Survey

Data Analysis

NVivo 10.0 qualitative data analysis software was utilized for the data analysis. This software organized and coded data to identify emerging themes in the students' survey responses. Taking an ethnographic approach to a phenomenological analysis requires the data to be organized. This is done by reducing the data to bracketed deductions that organize the data using the original wording. It then requires the data to be coded, which utilized NVivo 11 to search for themes and recurring patterns in the results. In an effort to achieve triangulation, Word Cloud from SurveyMonkey was additionally used to identify patterns and themes in the results. Saldaña (2016) states that researchers should code data several times and employ more than one analytic approach to the data to find emerging categories and themes. For each question, a SurveyMonkey

Word Cloud was created as well as an NVivo 11 coding of the data to identify emerging themes. NVivo 11 allows the researcher to find recurring regularities in the result data and use them to look for patterns. Patton (2015) instructs researchers to first look for frequent consistencies and then use them to identify what patterns to use for category development. Each of the five research questions identified individual themes through NVivo 11's word frequency and SurveyMonkey's Word Cloud. These were used along with hand coding and member checks to help validate the findings. Each research question will be represented by a table or figure and an explanation of the individual results.

The word frequency figures created by NVivo 11 present the predominant themes that emerge from each of the survey questions. The following words were gathered through coding of the frequently occurring words as identified by NVivo 11 through the nodes process. The most frequent words identified by NVivo 11 based on percentages were: (a) "think" 2.3%, (b) "students" 2.17%, (c) "campus" 1.76%, (d) "diversity" 1.52%, (e) "grace" 1.48%, and (f) "feel" 1.30%. These words were identified through the students' responses to the 2018 Campus Climate Survey (see Figure 4). The common words were the basis for the emergent themes that are shown by a NVivo 11 tree map (see Figure 3).

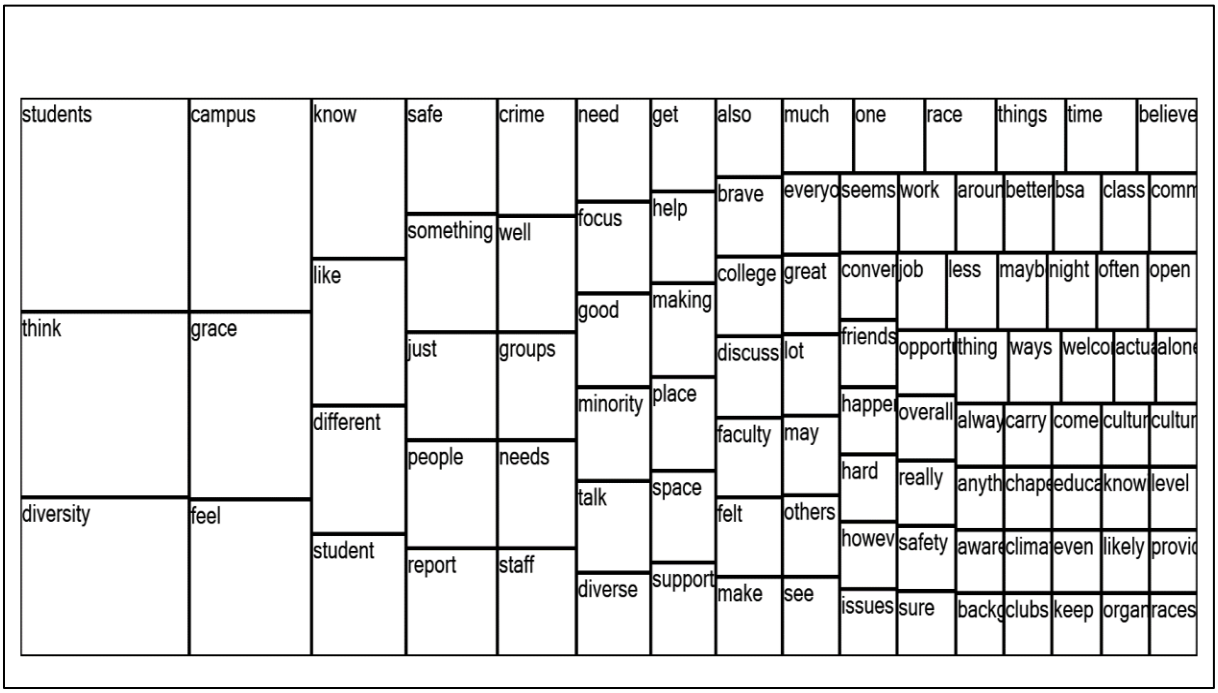


Figure 3. Tree Map of words in all survey answers

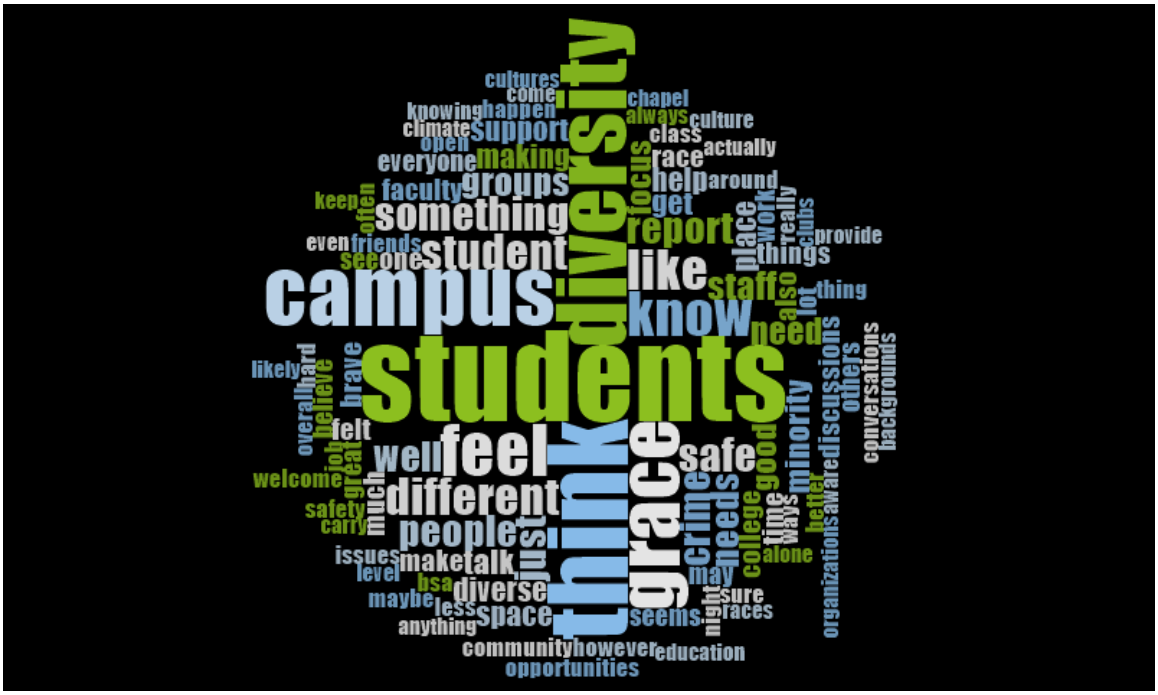


Figure 4. Word frequency of words in all survey answers

Results by Research Questions

RQ1: How does the campus culture impact students' likelihood of reporting crime?

Research question #1 questioned how the campus culture impacts students' likelihood of reporting crime. This question was evaluated by examining the responses to Question #8 on the Campus Climate Survey: "How likely are your peers to report crime or victimization they witness or experience to law enforcement?" Figure 5 shows the Word Cloud for responses to this question.

The Campus Climate Survey received 428 responses to this question, with 39 written responses. This research question additionally examined the data through the use of triangulation by looking at the national norms, the CCCU numbers, and the statistics from the U.S. Department of Education (2017) or campus crime reporting. Figure 5 shows the Word Cloud for the 39 written responses to this question. The common words from the Campus Climate Survey included: "Campus," "Crime," "Report," and "Law Enforcement". Additionally, of the 428 respondents, 86.44% of participants answered that their peers were either likely or very likely to report crime or victimization to law enforcement.

Figure 5. SurveyMonkey Word Cloud Q#8

The participants' responses to the research question indicate that they commonly perceive that their peers will report crime and victimization that occurs on campus to law enforcement. According to The U.S. Department of Education's (2017) statistical information pulled from the CSS survey, crime reporting has been decreasing on college campuses steadily for the past 11 years. The majority of those offenses collected by the U.S. Department of Education (2017) through the CSS survey show that of those reported cases, the majority of them are from on-campus incidents. Private, not-for-profit, 4-year institutions had a lower rate of crimes and crime-reporting across all types when compared to public 4-year institutions according to the U.S. Department of Education (2017).

Many of the participants advised they need more information about the protocol and procedures of reporting. For example, response #5 (R5) stated, "There needs to be some sort of consistent protocol that we can follow. Often labeled as dramatic, women who have been harassed simply want to self-advocate or help others in a similar situation. However, rarely is there an ability to just follow protocol without being labeled as too

much" and another student stated that students need "better awareness of criminal procedures" (R10).

Many of the participants indicated that students are less likely to report if a friend is involved in a crime. For example, one response stated, "depending on who it is, they might not say anything because of who is doing the crime" (R3). Others stated, "also, people often don't report crimes if their friends commit them, because that would feel like betrayal" (R12).

Several of the responses included an element of social stigma to reporting crime or victimization to law enforcement, e.g. "stop referring to people to report to law enforcement as snitches" (R2), "social stigma" (R7), and "I think they don't report because of social reasons. For example, if they are hanging out with a guy in let's say Kent, and the guy and his roommates acknowledge drugs being present, I don't think my friend wanted to risk them judging her or not wanting to hang out with her" (R14). Three potential themes arrived from these data:

1. Students want clear protocols for reporting crimes and victimization to law enforcement.
2. Students are less likely to report criminal behavior if a friend is the perpetrator.
3. Students perceive that they will receive negative social stigma from reporting crime to law enforcement.

According to the ARC3, the percentage of students who spoke to someone about an incident of harassment, stalking, intimate partner violence, or sexual assaults conflict with this data. Table 3 shows the percentage of students who reported these instances

and to whom they were reported. This table demonstrates the low percentage of reports that are made to local law enforcement or campus safety. The results indicate that students far more often choose to tell a roommate or close friend across all categories. The data indicate the only category that has a higher percentage of reports for private colleges when compared to national norms is when reports are made with the resident advisor. Across all other categories, the CCCU and the college in this study both showed lower reporting rates when compared to national norms.

Table 3

Percentages of Students who Reported

	The College	CCCU	National Norms
Roommate	41%	68%	63%
Close Friend	73%	85%	85%
Parent or Guardian	24%	42%	37%
Local Police	0%	5%	6%

Results by Research Sub questions: 2–5

RQ-2: How do students perceive their peers' likelihood of reporting crime or victimization to law enforcement at a private, not-for-profit college?

This question was evaluated by examining the responses on the Campus Climate Survey to question #8: "How likely are your peers to report crime or victimization they witness or experience to law enforcement?" The survey collected 428 responses for this

question, although only 39 participants responded to the open-ended portion of the question. The majority of participants answered that their peers were likely (58.64%) or very likely to report (27.80%) to law enforcement. When combined, 86.44% of the participants perceived their friends as likely or very likely to report crime or victimization they witness or experience to law enforcement. Altogether, only 13.55% of students answered unlikely or very unlikely to the question. Figure 6 shows the NVivo 11 Word Frequency for the 17 responses to this question. The common words were "think," "students," "campus," and "diversity". The participants' responses to the research question indicate that they perceive their peers as likely to report crime or victimization to law enforcement.

Figure 6. NVivo 11 Word Frequency Q#8

Most of the students reported that they believe their peers will report crime or victimization, although they specified that it often depends on the situation. For example, one response stated, "I think it depends on the type of crime. If it is a major problem I

think they would report it, but some things are hard to know who to tell first, such as a minor theft or threats, or even unwelcome sexual advances," (R9) and another indicated, "I think it depends on the crime. For a minor theft, I think it is pretty unlikely. They might contact campus safety, but I doubt law enforcement. For something more serious like assault, I think it is likely" (R24).

These results are similar to the results obtained by the U.S. Department of Education (2017) which showed that some crime typologies generally are reported more than others across higher education institutions with minimal differences between public and private institutions. For example, according to the U.S. Department of Education's (2017) statistical information pulled from the CSS survey, in 2016, public 4-year institutions reported 544 hate crimes, while private not-for-profit 4-year institutions reported 459 hate crimes. Acts of violence against women resulted in 7,761 reports from public 4-year institutions compared to 4,319 reports from private not-for-profit 4-year institutions according to the U. S. Department of Education, the Office of Postsecondary Education, and the Campus Safety and Security Reporting System's (2017) general trend data.

This is significant because the U. S. Department of Education, the Office of Postsecondary Education, and the Campus Safety and Security Reporting System (2017) report that in the United States, 2,062 institutions currently qualify being private not-for-profit institutions of higher education with a total of 3,795 collective campuses. Alternatively, the U.S. Department of Education (2017) only identified 720 public 4-year higher education institutions with 1741 campuses. Therefore, private 4-year institutions

greatly outnumber the public 4-year institutions, although the numbers are similar within each of the crime reporting categories.

Many of the students articulated they would be more likely to report crime and victimization if they felt some action would be taken. Responses included, "feeling it will not go anywhere or fear it will get covered up" (R37), "maybe they may not think the situation is large enough to report to police, or not knowing that the police can actually do something about the situation" (R1), and "having a student affairs that actually does something about it or something that is helpful to the victim" (R6). This data was additionally compared with the 2017 ARC3 that asked students how the college would respond to instances of sexual misconduct. According to the study, 85.8% of students believed the institution would take the report seriously. Only 76.8% of respondents indicated they believed the institution would handle the report fairly. These are slightly higher than the national norms. National norms report that 80.5% of students believe the institution would take a report of sexual misconduct seriously, while 72.5% of the national norm students believed the institution would handle the report seriously.

Some of the responses expressed that students did not know how or where to report crime or victimization. For example, "on campus, you never hear about reporting crimes or victimization so I don't think we even know where to start or what to do or who could keep things confidential" (R15), "when experiencing a crime, i [*sic*] don't really know how to report or who to go to on campus" (R17), and "knowing better ways to go about doing so" (R31). The 2017 ARC3 demonstrated similar concerns when it asked students if they had received information regarding sexual misconduct policies,

definitions, and resources. The survey showed that the college students' affirmative responses (60.4%) were marginally lower than the national norm (62.6%) responses for receiving the educational materials. Additionally, the college showed a slightly lower percentage of students (56.4%) compared to national norm (58.1%) who knew how to report an incident of sexual misconduct.

Four potential themes that arrived from these data are:

1. Students widely believe that their peers are likely to report crime or victimization.
2. Student believe that the decision to report crime or victimization depends on the severity of the event.
3. Students believe that the decision to report crime or victimization is influenced by their beliefs that officials would take appropriate.
4. Students may not report crime or victimization because they are unaware of the procedures to do so.

RQ3: How safe from crime and victimization do students feel at a private not-for-profit college?

This question was evaluated by examining the responses on the Campus Climate Survey to question #6: "How often do you feel: (physically threatened, Emotionally or psychologically threatened, unwelcome of significant comfort)?" along with question #4: "In your daily routine on campus, how safe do you feel?" The survey collected 429 responses for question #4, although only 17 participants responded to the open-ended portion of the question. The majority of participants felt safe (42.19%) or very safe

(53.15%). When combined, 95.34% of the participants felt safe or very safe in their daily routine on campus. Less than 1% felt unsafe or very unsafe while on campus in their daily routine. Figure 4 shows the word cloud for the 17 responses to this question. Figure 7 shows the word cloud for responses to the question on this topic. The common words were "walking," "unsafe," and "campus safety." The participants' responses to the research question indicate that they commonly feel safe on campus in their daily routines, as seen in Figure 7.

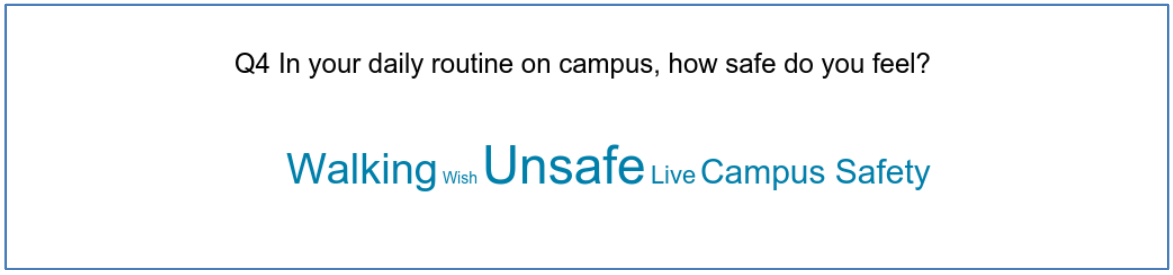


Figure 7. SurveyMonkey Word Cloud Q#4

Most (95.34%) of the participants felt safe or very safe in their daily routines on campus, although they often added additionally details to clarify. One response stated, "sorta safe…I don't know" (R9), and another stated, "I feel safe by myself, but I wish that less lethal weapons like retractable baton [*sic*] be allowed for students to carry" (R10). Less than 1% felt unsafe or very unsafe while on campus in their daily routines. Responses for feeling unsafe included, "only when walking alone at night," (R2) and "in some situations I feel safe, but in others I feel more unsafe" (R7). Table 4 demonstrates the perceptions of safety participants had broken down by category and rounded to the

nearest decimal point. The participants' responses to these two research questions indicate that the majority have a strong perception of safety while on campus. When compared to the 2017 ARC3, these results are significantly higher than national norms (79.1%) and slightly higher than the benchmark group (85.2%) when examining how safe from sexual harassment students felt on campus. The 2017 ARC3 is different than the Campus Climate Survey because it asked students specifically how safe they felt from various forms of sexual misconduct, including harassment, dating violence, sexual violence, and stalking while on campus. The Campus Climate Survey simply asked how safe students feel on campus and did not specific different crimes.

Many of the students reported that they feel safe on campus during the day, although many additionally provided suggestions to improve safety on campus. For example, "I wish we had more cameras around campus," (R5) or, "I feel safe by myself, but I wish that less lethal weapons like retractable baton [*sic*] be allowed for students to carry. I would also like for the head of campus safety to be able to carry a firearm" (R10).

Several students advised that they feel less safe because of the current security operating on the campus. For example, students said things such as, "this is a small-town that doesn't see very much crime, let alone violent crime. So in that respect, I feel safe. Though I am constantly aware of how not secure the campus is" (R17), "I wish we had more cameras around campus" (R5), "safe when campus safety is present. Yet, I do not believe they have the equipment to protect the students" (R11), and "Campus safety was NOT an authority figure in my mind" (R14).

Three potential themes arrived from these data:

1. Students would like additional or improved safety systems on the campus.
2. Students generally do not feel safe at night on campus.
3. Students do not view the campus as secure.

Table 4

Perceptions of safety

	Never/Seldom	Occasionally	Often/Always
Physically Threatened	97%	2%	1%
Emotionally/ Psychologically Threatened	90%	7%	3%
Unwelcome or Uncomfortable	84%	13%	3%

RQ4: How does diversity impact the student body's collective decisions at a private not-for-profit college?

This question was evaluated by examining the responses on the Campus Climate Survey to question #31: "What do you think is working well to support diversity on campus?" The survey collected 384 responses for this question. Figure 8 shows the word cloud for the responses to this question. The common words were "clubs," "discussions," "atmosphere," "groups," "brace spaces," and "conversations". The participants' responses to the research question indicate that many of the students believe the college is

making a diversity a priority through open discussions; campus events; the spaces, education, and campus programs available for students on campus. Some responses that demonstrate how students perceive the college is making diversity a priority are "talking about it and letting everyone know that [the college] values diversity," (R1) and "people reaching out to the diversity and trying to make them feel welcome" (R9).

The respondents highlighted some of the college's current programs and events that functioned well. For example, "Brave Space talks" (R3), "seeing people of color in higher positions at the school" (R8), and "clubs and student interaction" (R31). Additionally, some responses included an element of the college's support of diverse groups on campus. For example, one response stated, "I think it is helpful to have the different clubs that show students different cultures. One very noticeable aspect is the BSA [Black Student Association] club. I think [the college] has done a good job making sure that club is open to everyone" (R29).

Along with the acknowledged support of diversity programming and support of diversity efforts on campus, there were several responses that highlighted how the school works to attract diversity through students and faculty. One response stated, "different scholarships and grants for people to go here" (R27). Another stated, "I think the desire to have greater diversity and equality among students and faculty who are different is a good one," (R30) and "professors and chapel speakers that have numerous ethnic backgrounds" (R5). This is interesting when compared to the findings by U.S. Department of Education, the Institute of Education Sciences, and the National Center for Education Statistics (2017) on racial and ethnic diversity across the United States.

According to the U.S. Department of Education, the Institute of Education Sciences, and the National Center for Education Statistics (2017), college enrollment rates for most racial and ethnic groups have not had any measurable changes since 2005.

Furthermore, during the Campus Climate Survey, students highlighted the efforts put in by the administration, specifically with the school president, with responses that included, “the public statements that [the president] has sent out after that racist thing happened on campus” (R2), “those within the administration and student government concerned about effectual diversity and inclusion have been close friends and certain allies throughout my time, [*sic*] I thank them dearly” (R26), and “[administration members] have worked so hard to provide us with opportunities to succeed and thrive on campus” (R32). Figure 8 further demonstrates the results to this question.

Two potential themes arise from these data:

1. The student believe that the college is making diversity a priority through clubs, education, group events, and chapel.
2. The students value a diverse faculty and student body.

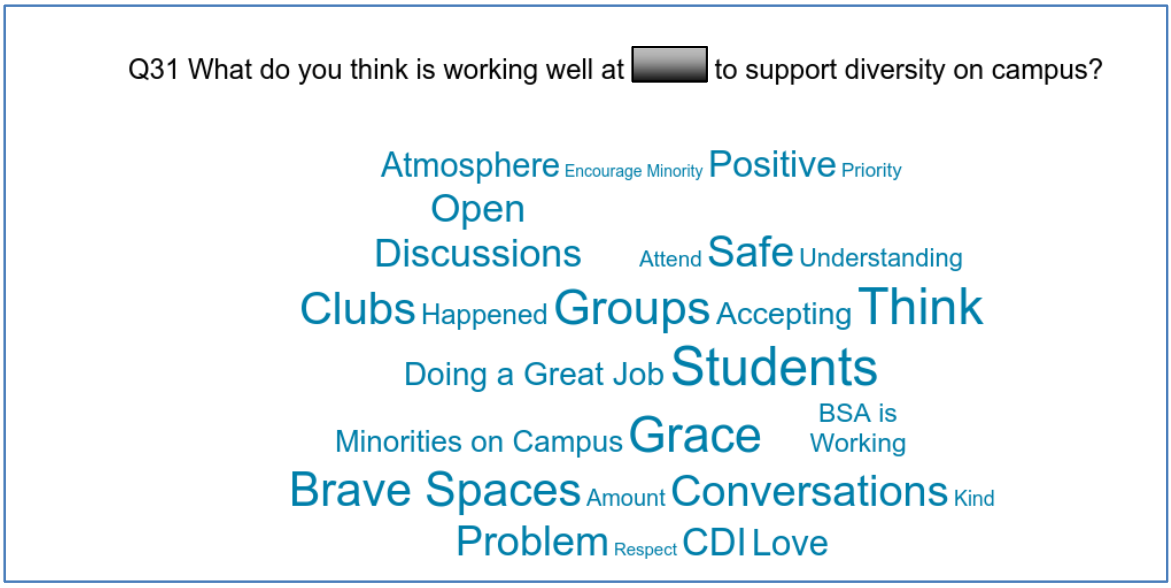


Figure 8. SurveyMonkey Word Cloud Q#31

This researcher additionally looked at this question through the diversity statistics of the college being studied, the CCCU, and national norms to explore how diverse the private campus is. The data shows that when looking at the demographic of race, the national norms have a more diverse student body than the college or the CCCU benchmark group. Table 5 demonstrates the demographics of white vs. non-white students. This table used percentages of those who responded to the surveys and rounded to the nearest decimal point for simplicity. Table 5 shows the participants' responses indicate that the private colleges are far less diverse than the national norms. Beyond that, it demonstrates that the college is far less diverse than national norms and the CCCU benchmark group.

Table 5

Race Demographics In percentages

	2018	2017	CCCU	National Norms
White Students	86%	84%	78%	74%
Non-White Students	10%	1%	15%	20%

RQ5: What do students perceive can be done to improve the diversity climate on campus at a private not-for-profit college?

This question was evaluated by examining the responses to question #30 on the Campus Climate Survey: "What do you think needs to be done to improve the diversity climate?" The survey received 386 responses to this question. Figure 9 shows the word cloud for responses to this question. The common words were "discussion," "events," "culture," "campus," "think," "Grace," and "minority". The participants' responses to the research question indicate that they believe it is important to have discussions and events on campus regarding diversity and culture.

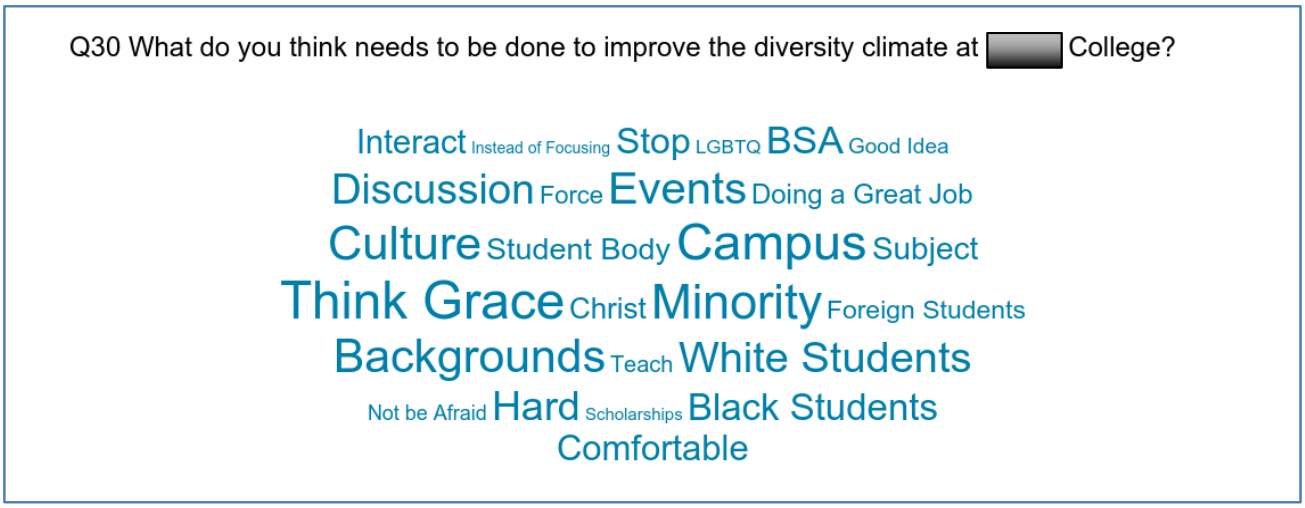


Figure 9. SurveyMonkey Word Cloud Q#30

Many of the respondents focused on the racial make-up of the student body and faculty. Responses often highlighted the lack of racial diversity on campus, with responses including, "encourage more diverse students to come to campus" (R1), "you just need more students of color on this campus" (R2), "also, there should be more diverse teachers and staff" (R12), "make it seem more open to those with different backgrounds, especially because this is a predominantly white school" (R24), and "Have more diversity within the staff and students, enroll more ethnically diverse students" (R39).

Some of the students recommended that the college focus less on racial diversity and advised that diversity is overemphasized in regards to African American students. Responses included, "more focus on intellectual diversity," (R31) "I honestly sometimes feel left out because we focus so much on our African American students that almost every other minority gets left out of the equation when we begin to have conversations"

(R40). This shows the need for an examination of the different types of services facilitated for diversity students on campus.

Many of the students advised that they would benefit from increased diversity among the student body. Several responses included diversity not only among the student body, but also among the faculty members. This was a similar theme found in the data for R4. For example, "get more diverse people to attend the school" (R34), "racial diversity on campus so that a certain race does not feel targeted or left out" (R27), and "there need [sic] to be more diversity within the faculty and staff" (R38).

Three potential themes arrived from these data:

1. Students recognize that the college has a lack of diversity among the students, faculty, and staff members.
2. Students feel that diversity is often focused on African Americans and neglects other ethnicities.
3. Students would like a more diverse faculty and student body.

Evidence of Trustworthiness

Trustworthiness

For this research, trustworthiness was established throughout the four areas of internal validity, external validity, reliability, and objectivity (Patton, 2014). According to Rudestam and Newton (2015), trustworthiness for qualitative research is established through dependability, credibility, transferability, and credibility. The different elements of trustworthiness were used to negate any researcher bias. Saldaña (2016) states that researchers have biases formed from our beliefs including our values and attitudes as well

as our own experiences, opinions, and prejudices. Triangulation was used by analyzing information from multiple sources as a way to improve trustworthiness. Triangulation was created in this study by obtaining data from the 2018 Campus Climate Survey as well as the 2017 ARC3.

For example, triangulation was used to compare question #4 in the 2018 Campus Climate Survey, which asked students about how safe they felt in their daily routines on campus, to page #6 in the 2017 ARC3 that provided information on how safe students felt from sexual harassment, dating violence, sexual violence, and stalking on campus (see Appendix B). Triangulation was used throughout the research questions, which allowed the students' experiences to be compared against those of other students who participated in these studies. The ARC3 Climate Survey additionally provided information from three different groups of students including those from the college being studied, a benchmark group of the Council for Christian Colleges and University institutions, and national norms. Finally, triangulation was established through the use of separate methods of data collection. The different methods were NVivo 11, SurveyMonkey's word cloud, and hand coding completed by this researcher with regular member checks. The multiple methods worked together to help establish validity through triangulation in the results.

Confirmability

Confirmability was described in Chapter 3 and will be outlined as it applied to the results here. Rubin and Rubin (2012) stated that credibility is achieved when the research is based on findings directly from the participants' own words and does not include the researcher's biases. As the researcher, I was responsible for the data interpretation of the

findings and reporting the results. Confirmability of that was established through member checks of the results, codes, and interpretations. In qualitative research, confirmability is also used to verify that the findings are shaped only by the participants and not by the researcher's objectives or hypothesis.

Rudestam and Newton (2015) recommend that triangulation be used to establish confirmability through the application of multiple data sources. I utilized triangulation for this research to lessen my personal biases, to establish confirmability, and to increase objectivity. The 2018 Campus Climate Survey was used along with information from the 2017 ARC3 to create triangulation in the results. The statements from these surveys were coded and combined to develop overall themes. The themes were developed by using statements taken directly from the surveys and thus utilized only the participants' own words. Saldaña (2016) suggests that researchers regularly check in with a trusted peer or colleague to discuss the data analysis while coding. I regularly checked with my colleagues at to discuss coding and theming to add confirmability to the results.

Credibility

Saldaña (2016) states that credibility in research is the use of supporting details or evidence that supports or disproves the researcher's findings. Credibility in this study was proven through the use of triangulation. Patton (2014) identifies source, method, researcher, and theories as the four main types of triangulation. For this research multiple sources were used for triangulation. Triangulation involves checking and validating the results of the data for consistency throughout the research process. This research used

archival data, and the information gathered for coding was taken directly from the participants' own words.

The 2018 Campus Climate Survey was used as the primary source of information along with data from the 2017ARC3 to create triangulation in the results. This allowed responses to be compared against both surveys. As this used archival data, this researcher was not responsible for the data collection, although solely responsible for analyzing the data and developing codes and themes. For each research questions, NVivo 11 which identified codes and emergent themes in the responses was used.

Transferability

According to Rudestam and Newton (2015), transferability occurs when inferences from data are made within the qualitative context and can be generalized from the small research sample to the larger population. Saldaña (2016) states that a study must exceed particulars and apply to other populations to explain how and why actions occur in the bigger picture. This study achieved findings that can be applied to future research on how and why so many students under-report college crime. This study explored the impact of campus culture and revealed students' perceptions in their own words. The findings of this research can be used to share the understanding, awareness, and perceptions of the services students could utilize to help change the cultural norm of under-reporting crime. Transferability has limitations when the results are not useful in future studies. The limitation of this qualitative study into the cultural influences and perceptions of college students is that this was a study that mainly used information from

a single college with a small population of students. This limitation could be addressed in future studies by surveying several colleges or private colleges with larger populations.

Dependability

Dependability was established by ensuring that that research findings were consistent with the data analysis. Dantzker et al. (2018) indicates that validity means the methods used in the study truly represent what it was meant to measure. Dependability in qualitative research is the audit trail that can be followed by any subsequent researcher to identify precisely how the data was collected and analyzed. Adler and Clark (2007) specify that qualitative research involves a method of interpreting action or finding meanings and then reporting them through the use of the researcher's words. Dependability is important because as Saldaña (2016) reports, although dissertations do not advocate for exact replication of the study, the study has the potential for transferability to other studies to explore the possibilities of those research questions further. Dependability for this research was achieved by having member checks to verify codes and themes, the use of NVivo 11, and SurveyMonkey to identify themes and ideas.

Summary

Chapter 4 presented this study's outcomes, the five research questions, and the themes that were discovered from the participants' open-ended survey responses. Each of the research questions used NVivo 11 and SurveyMonkey's word cloud to code the response data and provide emergent themes and ideas from the participants. Patton (2015) instructs researchers to first identify patterns and themes in the data before moving into identifying categories that emerge in the data. Ruderstam and Newton

(2015) advise that computer based program packages can assist in qualitative dissertations by helping to analyze large amounts of data. The patterns come out of identifying recurring regularities (Patton, 2015). The themes from this research generated an overall perception of the student participants' responses to the survey questions.

RQ1: The campus cultural factors that impact students' likelihood of reporting crime include unclear protocols for reporting, relationship to the perpetrator, and perceived negative social stigma; RQ2: Students perceive their peers are very likely to report crime or victimization to law enforcement with barriers being the severity of the event, perceptions of positive actions, and knowledge of how to report; RQ3: Students feel safe from crime and victimization while on campus; RQ4: Students believe diversity impacts the student body through events, educational programming, clubs, and chapel; RQ5: Students recommend that the diversity climate on campus can be improved through a more diverse student body, faculty, and staff.

Chapter 5 will present the study's findings, identify limitations, interpret the findings in relation to the literature, and discuss the relationship between the emergent themes through the theoretical framework. Additionally, chapter 5 will conclude with a summary of the social change implications, a conclusion, and recommendations for future research.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative study was to utilize an ethnographic approach to examine the perceptions, experiences, and environmental factors that impact students at a private (not-for-profit) college, then determine how those factors influence their likelihood to report crime and victimization. This knowledge is important because colleges and universities are charged with creating a safe learning environment, but they are unaware of the majority of crimes committed at the school because of low crime reporting rates on campus. According to Karmen (2016), colleges and universities with help from the federal government have been actively trying to improve crime-reporting rates on campuses across the United States. However, as Hodges et al. (2016) point out, students across the United States widely continue to under-report crime, concerning behaviors, and victimization. This study additionally explored the risk factors that contribute to non-reporting and how the campus culture's diversity impacts the student body's culture. The ethnographic approach was the most appropriate qualitative design, as it allowed an exploration of the culture of both the campus and the student body with the inclusion of collective efficacy. This provided an in-depth understanding of crime-reporting behaviors with a focus on understanding the reasons behind collective behavior patterns. Furthermore, approach facilitated findings that used students' own words to provide an understanding of their perceptions and experiences of crime and victimization on a campus setting

This study was guided by the central research question:

"hRQ1: How does the campus culture impact students' likelihood of reporting crime at a private not-for-profit college in the Midwestern United States?"

Additionally, the following sub questions were explored:

RQ2: How do students perceive their peers' likelihood of reporting crime or victimization?

RQ3: How safe from crime and victimization do students feel at a private college?

RQ4: How does diversity impact the student body's collective decisions?

RQ5: What do students perceive can be done to improve the diversity climate on campus at a private college?

The following main themes found addressed the five research questions in this study. First, results indicated that students perceive their peers will report crime at a much higher rate than what is statistically happening. Second, students perceive that their peers are likely to report to law enforcement and identified several cultural influences that could contribute to that decision. Students most often report to roommates or close friends. Third, the vast majority of students feel safe on campus during their daily routines. Fourth, students view the college climate as being very supportive of diversity programming but emphasized a need for diversity among students and faculty. Finally, private colleges across the United States are far less diverse when compared to national norm rates.

Key Findings

The purpose of these five research questions was to explore the perceptions, lived-experiences, and environmental factors that impact the crime reporting practices of private college students. Jordan, Combs, and Smith (2014) found that victimization negatively impacts college students' academic performance. Despite this fact, Cantalupo (2014) believes most colleges and universities fail to provide victimization surveys for the purpose of addressing the crime prevalence rate to their own students. Many of the students who participated in the 2018 Campus Climate Survey for this research project, acknowledged their gratefulness for the survey and appreciation of being heard in regards to these topics.

Interpretation of the Findings

In this research study, various themes emerged from the participants' responses to how the campus climate impacts the likelihood of reporting crime and victimization at a private college. This is conducive with Cohen and Felson's (1979) routine activity theory, as it found a focus on the necessary elements for a crime to take place and thus can be used to prevent crime and victimization. Multiple themes emerged from the responses in relation to the research question and sub questions (see Table 6). The main research question found that students want clear protocols for reporting crimes and victimization to law enforcement. It also found that students are less likely to report crime and victimization if a friend is the perpetrator or they perceive a negative social stigma surrounding reporting the incident. This is similar as Bandura (1997) observed that the collective efficacy of a group is derived from the beliefs of peer values and

directly related to their motivation to act in accordance to those collective beliefs. Demonstrating the need to further scrutinize the five themes established from these research questions.

The first theme was derived from research question #2, and found that students perceive their peers will report crime at a much higher rate than what is statistically happening. They additionally reported that the decision to report crime or victimization had several influencers such as officials' likely actions and the severity of the event. Research question #3 led to the second theme that the vast majority of students feel safe on campus during their daily routines (see Table 6). The responses stated that students feel safe; however, they did not view the campus as secure and many would like to see additional improved safety systems on the campus to improve safety. This finding is advantageous when looked at through the routine activity theory developed by Cohen and Felson (1979) as they argued that to reduce crime, changes must be made in routine activity patterns by reducing the convergence of a motivated offender, a suitable target, and the absence of a capable guardian against the act. Since students report feeling safe on campus, they are observing the security measures (capable guardian) implemented on campus. To improve safety perceptions at night, according to the routine activity theory, more security measures could be implemented on campus that are aimed at that specific time frame.

The third theme expanded on the finding that students believe their peers are likely to report to law enforcement, and additionally found that several campus factors impact student's decision to report crime. Some of the factors identified through this

research were unclear protocols for reporting, relationship to the perpetrator, and negative social stigmas. This perception is contrary to current crime-reporting statistics because the reality is that law enforcement is the most unutilized reporting official. Research shows that contrary to belief, students most often report crime and victimization to roommates or close friends first. This theme is an important insight to advance victim advocacy services and available programming.

The fourth and fifth theme were found in the last two sub questions and directly examined the impact of a diverse climate on campus. The fourth theme to emerge was that students view the college as being very supportive of diversity in the programs and events that are available to students (see Table 6). The last theme found was that private colleges are far less diverse when compared to national norms (see Table 6). Several students expressed a desire to have a more diverse faculty and student body. Most of the responses reflected an awareness of the lack of diversity on campus. Showing a distinct area of need within private college campuses.

Table 6

Study and Emerging Themes

Study question	Emerging themes
RQ1: How does the campus culture impact students' likelihood of reporting crime at a private, not-for-profit college in the Midwestern United States?	The campus cultural factors that impact students' likelihood of reporting crime include unclear protocols for reporting, relationship to the perpetrator, and perceived negative social stigmas.
RQ2: How do students perceive their peers' likelihood of reporting crime or victimization to law enforcement at a private, not-for-profit college in the Midwestern United States?	Students perceive their peers' are very likely to report crime or victimization to law enforcement with barriers being the severity of the event, perceptions of positive actions, and lack of knowledge of how to report.
RQ3: How safe from crime and victimization do students feel at a private, not-for-profit college in the Midwestern United States?	Students feel safe from crime and victimization while on campus.
RQ4: How does diversity impact the student body's collective decisions at a private, not-for-profit college in the Midwestern United States?	Students believe diversity impacts the student body through events, educational programs, clubs, and chapel.
RQ5: What do students perceive can be done to improve the diversity climate on campus at a private, not-for-profit college in the Midwestern United States?	Students recommend that the diversity climate on campus can be improved through seeking to have a more diverse student body, faculty, and staff.

Results in Relation to the Literature

RQ1: How does the campus culture impact students' likelihood of reporting crime at a private, not-for-profit college in the Midwestern United States?

This research question examined student's responses to how likely their peers were to report crime or victimization to law enforcement. Furthermore, triangulation was used to gather results by looking at the national norms and CCCU numbers for campus reporting rates. The Campus Climate Comparison Study (ARC3) revealed that the percentages of students who reported victimization conflicted with the perceptions students had of reporting likelihood. The results indicated that students often tell a roommate or close friend and are unlikely to report to law enforcement. The students reported that they are influenced by other's perceptions and would be less likely to report if they believed it would result in negative social stigmas.

Additionally, the respondents were influenced by their relationship to the perpetrator. Students were less likely to report an incident if a friend was involved as the perpetrator. As stated in chapter 2; Nicksa (2014) found that the way students perceive their peers' attitudes has been found to have more of an impact on their willingness to intervene than their own personal attitudes. According to Hollister et al. (2017), undergraduate college students are less willing to report violence and victimization when a relationship exits with the perpetrator. Similarly, Bennett et al. (2014) noted that peer judgement is the top barrier to crime-reporting and interventions among college students. The involvement of peer relationships and social stigmas should be addressed through

campus crime-reduction programs and victim advocacy education, as they are important influencers on students' willingness to report crime and victimization.

RQ2: How do students perceive their peers' likelihood of reporting crime or victimization to law enforcement at a private, not for profit college in the Midwestern United States?

The second research question relates to students' perceptions of their peers' likelihood of reporting crime or victimization they witness or experience to law enforcement. Over half (58.64%) answered that it was likely, and another 27.80% answered that it was very likely that their peers would report crime or victimization. The results indicate that students overwhelmingly perceive their peers as likely to report crime or victimization to law enforcement. However, information from the National Crime Victimization Survey (NCVS) demonstrates that most crimes and victimizations are never reported to law enforcement. Specifically, 46% of crimes, according to Truman and Morgan (2016) are not reported to law enforcement. Responses indicated that although students believe their peers are likely to report crime or victimization, it is dependent on the severity of the incident, belief that appropriate action will be taken, and awareness of reporting procedures on campus. As stated in chapter 2, Beckford (2014) found that students are more likely to report victimization if they believe that their institution have the proper judicial procedures that will hold perpetrators accountable for their actions. Adding to this, Cass and Mallicoat (2015) found that college students often fail to recognize criminal behavior, which negatively impacts the crime reporting rate. Campus awareness has to be improved to create a culture that invites students to seek

help through services provided by law enforcement and campus administrators (Karmen, 2016).

RQ3: How safe from crime and victimization do students feel at a private, not-for-profit college in the Midwestern United States?

The third research question relates to how safe students feel on campus. This utilized question #6 on the Campus Climate Survey, which asked students if they felt physically threatened, emotionally or psychologically threatened, or unwelcome. These data were used along with question #4, which asked how safe students feel in their daily routines on campus. The vast majority of students felt safe (42.19%) or very safe (53.15%) on campus during their daily routines. Additionally, responses indicated that students do not view the campus as secure and would like to see security improvements. This is an important finding because chapter 2 found that the decision to report crime is greatly impacted by students' attitudes regarding their own safety on campus (Hollister et al., 2014; Cass & Rosay, 2011). These findings were mirrored in the work done by Hites et al. (2013) that found that students place a high value on their security and safety while at college, although they often report low satisfaction levels in those areas. Karmen (2016) points out that due to the high-profile nature of campus crimes, perceptions of safety, and possible victimization continue to be on students' minds across the nation. Based on these findings, it can be determined that students need visible security measures on campus to help promote a feeling of safety. That feeling of safety can positively impact their willingness to report crime and victimization on campus.

RQ4: How does diversity impact the student body's collective decisions at a private, not-for-profit college in the Midwestern United States?

The fourth research question relates to how the diversity of a campus impacts the students' collective decisions. Several students advised that the college is making an effort to improve diversity on campus through programs, discussions, clubs, and events. Several students specifically named the president of the college as someone who is making an effort to include diversity in decisions made by the school and student government. The students overwhelming identified a positive value of diversity among the student body and faculty.

When comparing the college being studied to national norms and the CCCU, it demonstrated that private colleges are far less racially diverse than national norms (see Table 5). In chapter 2, the study findings indicated that diversity is important to provide students with diverse thoughts. Brown et al. (2014) found that racial diversity can impact reporting practices as a minority student may not feel safe reporting a crime or intervening in a threatening situation without a large amount of peer support. Bennett et al. (2014) found that effective college education programs address different crime-reporting barriers for students as well as educate them on ways to overcome those barriers. This sheds light on the impact of diversity on crime reporting behaviors.

RQ5: What do students perceive can be done to improve the diversity climate on campus at a private, not-for-profit college in the Midwestern United States?

For the fifth question, this researcher looked at the responses students gave when they were asked what they perceived could be done to improve the diversity climate on

campus. This question had the largest response rate (386 responses), which indicated that students place great value on this subject. Student responses identified a focus on creating a more diverse campus through a diverse student body, faculty, and staff members. In chapter 2; this researcher noted that diversity is an important factor in reducing crime reporting barriers for students.

Student demographics have been shown to be factors in how students perceive crime and how willing they are to act. Cass and Rosay (2011) found that males and females have different factors they consider when making a decision about reporting criminal victimization. Additionally, Brown et al. (2014) identified race as a barrier to reporting crime and intervening in threatening situations on campus. Adding to this argument, Reyns and Scherer (2017) found that having a disability significantly increased a student's risk factor for being victimized. Several of the students surveyed indicated that the concept of diversity has to extend beyond racial diversity and be applied to other categories of student minorities.

Limitations of the Study

The primary limitation of this study was the use of only one site, at a private four-year college in the Midwestern United States. Additionally, within that limitation is the fact that this survey was conducted during a single school year. Dantzker, Hunter, and Quinn (2018) indicate that the use of archival data is a useful tool for research within the criminal justice field because it uses unobtrusive research that does not involve any interaction with the subjects being studied. This aids in avoiding biases. Although this researcher's individual biases might have influenced the data analysis process. This

researcher used the raw archival qualitative data to report the results and guide the study to provide credibility.

Another limitation arose due to the nature of an online survey. This survey was administered to all students enrolled at the college including on-campus and commuter students. The sample size was 1,352 students, and 431 students responded for a 31% response rate. Additionally, response rates varied for each question. Some questions that this researcher had hoped to analyze had a very low amount of respondents. For example, on question #4, which asked students how often they feel safe on campus and in their daily routines, 429 students answered the radio-button pre-populated choices (very safe, safe, unsafe, very unsafe, other); however, only 17 students wrote in the open response area that was used for analysis. The question that had the highest response, with 386 responses, was question #30, which asked the students what they think needs to be done to improve the diversity climate. Although that question was not overtly related to crime reporting in the traditional context, those responses proved to hold valuable information that contributed to this research.

Lastly, another limitation was the response rate for this survey. The college sent out 1,352 surveys. Only 1,186 were opened, with 163 remaining unopened, and 3 being returned as the email address did not exist. Out of those 1,186 emails that were opened, only 431 filled out the survey. In conclusion, the amount of data received from this survey was less than this researcher hoped to be able to analyze, although it was well within a statistically relevant sample population.

Implications

The implications for social change from this research study include a greater awareness of how students are impacted by the campus culture. Students' perceptions of their lack of safety could provide helpful information for implementing new programs to help advocate for crime and victimization reporting. Education for students should be not only about how or where to report, but also about what to do if a friend or roommate confides in them. Students widely believe their peers will contact law enforcement so they may not be prepared for the reality that they will be the first disclosure in most cases. This study has the potential to make a significant contribution to the knowledgebase related to crime-reporting practices and victimization behavior patterns. Addressing collective efficacy within campus education programs may help crime victims and witnesses in ways that have been largely unmet.

As stated earlier, campuses are charged with creating safe environments for students who attend. This study was able to present exploratory data from these surveys regarding private college students' perceptions, lived-experiences, and environmental factors that influence their reporting behaviors. In addition to preventative educational services, these responses can contribute to the knowledgebase related to advocacy and mental health services provided for college students on campus if they become victimized. It is important to acknowledge that private college students most often choose to report victimization to their Resident Advisor's (RA). Therefore, educational programming efforts need to be provided to RA's regarding how to handle these reports of crime and victimization.

Finally, the social change implication of the perceptions of how campuses view crime reporting is significant because it may increase awareness of how victims see campus programs and services and could help to inform larger studies. This study utilized archival data through surveys that were able to capture the perceptions, lived-experiences, and environmental influences through emergent themes identified in data analysis. This analysis helped identify areas of education, advocacy, and programs that could benefit students and campuses by creating safer environments and student bodies that are more aware.

Recommendations for Future Research

This research focused on the routine activity theory to examine victimization as criminal opportunities in an effort to provide a better understanding of what contributes to criminal events on campus. The routine activity theory is useful in examining crimes within cultures, such as college or university campuses. Specifically, this dissertation looked at victimization at the micro-level and concentrated on the culture of a private college campus. This additionally recognizes smaller cultures inside that wide-net campus culture. Moving forward, scholars would benefit from a focusing on the interaction of lifestyle and routine with other factors that were not considered in this research project, such as delinquent values, race, and gender. Additionally, it would be beneficial for scholars to focus on victimization at virtual places and the interaction with online lifestyles. Prevention programs at the college level should additionally include a social norm component. The routine activity theory fails to explain the convergence of co-offenders, so additional research beyond this study could expand on co-offending.

Specifically, research regarding how co-offenders meet and what activities facilitate offending would add valuable information to the currently existing body of knowledge in this area.

Conclusion

As outlined in chapter 2, many research studies have explored why despite campus efforts to increase resources and education available to college students, they continue to widely under-report crime and victimization. However, this study extended beyond that to explore private college students' perceptions regarding how the campus' climate impacts their likelihood of reporting crime at a private, not-for-profit campus in the Midwestern United States. This study took an ethnographic approach, as the students were viewed as a collective group and as having cultural values of their own. This method focused on the likelihood of reporting crime and victimization for the campus culture and thus explored the student perceptions, lived-experiences, and environmental factors impacting the reporting practices of private college students.

This study's finding contribute to the current body of existing literature because minimal research has been done on private college students' perceptions in relation to their crime-reporting practices and factors influencing their behaviors. This study found that students' crime-reporting practices are influenced by several factors. Students were influenced by their peer relationships, social stigmas, anticipated actions of the college, and lack of knowledge of reporting procedures. Educational programs to improve crime and victimization reporting must apply this information to facilitate improved crime-reporting practices. The social change implication of this study is the increased

awareness of private college students' unique perceptions and the inclusion of those within future programs. Additionally, the social implication of this study includes the finding that students believe others are likely to report crime and victimization and that there are several barriers that have contributed to the continued low crime reports. This study's analysis of the relationship between crime-reduction strategies and students' perceptions was explored in an effort to provide recommendations to higher education administers and future researchers.

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Appendix A: 2018 Campus Climate Survey

1. In general, how would you evaluate your overall experience at [redacted]?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

2. How satisfied are you with your overall academic experience at [redacted]

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

3. How satisfied are you with your overall social experience at [redacted]

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

4. In your daily routine on campus, how safe do you feel?

- ☐ Very Safe
- ☐ Safe
- ☐ Unsafe
- ☐ Very Unsafe
- ☐ Other (please specify)

5. At [redacted] how often do you feel:

	Never	Seldom	Occasionally	Often	Always
A. Like you fit in	☐ A. Like you fit in Never	☐ A. Like you fit in Seldom	☐ A. Like you fit in Occasionally	☐ A. Like you fit in Often	☐ A. Like you fit in Always
B. Like you have a good support network	☐ B. Like you have a good support network Never	☐ B. Like you have a good support network Seldom	☐ B. Like you have a good support network Occasionally	☐ B. Like you have a good support network Often	☐ B. Like you have a good support network Always

	Never	Seldom	Occasionally	Often	Always
C. Proud to be a member of the Grace community	C. Proud to be a member of the Grace community Never	C. Proud to be a member of the Grace community Seldom	C. Proud to be a member of the Grace community Occasionally	C. Proud to be a member of the Grace community Often	C. Proud to be a member of the Grace community Always
D. Valued as an individual	D. Valued as an individual Never	D. Valued as an individual Seldom	D. Valued as an individual Occasionally	D. Valued as an individual Often	D. Valued as an individual Always
E. Like there are role models for you on campus	E. Like there are role models for you on campus Never	E. Like there are role models for you on campus Seldom	E. Like there are role models for you on campus Occasionally	E. Like there are role models for you on campus Often	E. Like there are role models for you on campus Always

6. At [redacted] how often do you feel:

	Never	Seldom	Occasionally	Often	Always
A. Physically Threatened	A. Physically Threatened Never	A. Physically Threatened Seldom	A. Physically Threatened Occasionally	A. Physically Threatened Often	A. Physically Threatened Always
B. Emotionally or psychologically threatened	B. Emotionally or psychologically threatened Never	B. Emotionally or psychologically threatened Seldom	B. Emotionally or psychologically threatened Occasionally	B. Emotionally or psychologically threatened Often	B. Emotionally or psychologically threatened Always
C. Unwelcome of significantly uncomfortable	C. Unwelcome of significantly uncomfortable Never	C. Unwelcome of significantly uncomfortable Seldom	C. Unwelcome of significantly uncomfortable Occasionally	C. Unwelcome of significantly uncomfortable Often	C. Unwelcome of significantly uncomfortable Always

7. How comfortable are you in each of the following situations at [redacted] (e.g., feel welcome, like you fit in, etc.)? If you have never done the activity, select the "have never done" response option.

	Very Uncomfortable	Uncomfortable	Neutral	Comfortable	Very Comfortable	Have never done
A. Living in a campus residence hall	A. Living in a campus residence hall Very Uncomfortable	A. Living in a campus residence hall Uncomfortable	A. Living in a campus residence hall Neutral	A. Living in a campus residence hall Comfortable	A. Living in a campus residence hall Very Comfortable	A. Living in a campus residence hall Have never done
B. Eating in Alpha or Westy	B. Eating in Alpha or Westy Very Uncomfortable	B. Eating in Alpha or Westy Uncomfortable	B. Eating in Alpha or Westy Neutral	B. Eating in Alpha or Westy Comfortable	B. Eating in Alpha or Westy Very Comfortable	B. Eating in Alpha or Westy Have never done
C. Attending chapel	C. Attending chapel Very Uncomfortable	C. Attending chapel Uncomfortable	C. Attending chapel Neutral	C. Attending chapel Comfortable	C. Attending chapel Very Comfortable	C. Attending chapel Have never done
D. Participating in campus social life	D. Participating in campus social life Very Uncomfortable	D. Participating in campus social life Uncomfortable	D. Participating in campus social life Neutral	D. Participating in campus social life Comfortable	D. Participating in campus social life Very Comfortable	D. Participating in campus social life Have never done
E. Participating in Black Student Association Events	E. Participating in Black Student Association	E. Participating in Black Student Association Events Uncomfortable	E. Participating in Black Student	E. Participating in Black Student Association Events Comfortable	E. Participating in Black Student Association	E. Participating in Black Student Association

	Very Uncomfortable	Uncomfortable	Neutral	Comfortable	Very Comfortable	Have never done
	Events Very Uncomfortable		Association Events Neutral		Events Very Comfortable	Events Have never done
F. Participating in Brave Space Discussions or other formal dialogues	F. Participating in Brave Space Discussions or other formal dialogues Very Uncomfortable	F. Participating in Brave Space Discussions or other formal dialogues Uncomfortable	F. Participating in Brave Space Discussions or other formal dialogues Neutral	F. Participating in Brave Space Discussions or other formal dialogues Comfortable	F. Participating in Brave Space Discussions or other formal dialogues Very Comfortable	F. Participating in Brave Space Discussions or other formal dialogues Have never done
F. Participating in student organizations	F. Participating in student organizations Very Uncomfortable	F. Participating in student organizations Uncomfortable	F. Participating in student organizations Neutral	F. Participating in student organizations Comfortable	F. Participating in student organizations Very Comfortable	F. Participating in student organizations Have never done
G. Meeting with your advisor	G. Meeting with your advisor Very Uncomfortable	G. Meeting with your advisor Uncomfortable	G. Meeting with your advisor Neutral	G. Meeting with your advisor Comfortable	G. Meeting with your advisor Very Comfortable	G. Meeting with your advisor Have never done
H. Interacting with faculty during office hours or in other academic settings outside the classroom	H. Interacting with faculty during office hours or in other academic settings outside the classroom Very Uncomfortable	H. Interacting with faculty during office hours or in other academic settings outside the classroom Uncomfortable	H. Interacting with faculty during office hours or in other academic settings outside the classroom Neutral	H. Interacting with faculty during office hours or in other academic settings outside the classroom Comfortable	H. Interacting with faculty during office hours or in other academic settings outside the classroom Very Comfortable	H. Interacting with faculty during office hours or in other academic settings outside the classroom Have never done
I. Interacting with college/department office support staff (e.g. administrative assistants)	I. Interacting with college/department office support staff (e.g. administrative assistants) Very Uncomfortable	I. Interacting with college/department office support staff (e.g. administrative assistants) Uncomfortable	I. Interacting with college/department office support staff (e.g. administrative assistants) Neutral	I. Interacting with college/department office support staff (e.g. administrative assistants) Comfortable	I. Interacting with college/department office support staff (e.g. administrative assistants) Very Comfortable	I. Interacting with college/department office support staff (e.g. administrative assistants) Have never done
J. Interacting with Campus Safety or other law enforcement	J. Interacting with Campus Safety or other law enforcement Very Uncomfortable	J. Interacting with Campus Safety or other law enforcement Uncomfortable	J. Interacting with Campus Safety or other law enforcement Neutral	J. Interacting with Campus Safety or other law enforcement Comfortable	J. Interacting with Campus Safety or other law enforcement Very Comfortable	J. Interacting with Campus Safety or other law enforcement Have never done

If you answered "uncomfortable" or "very uncomfortable to any question, please explain why you felt uncomfortable in the those situations.

8. How likely are your peers to report crime or victimization they witness or experience to law enforcement?

- ☐ Very likely
- ☐ Likely
- ☐ Unlikely
- ☐ Very unlikely

If you marked unlikely or very unlikely, what would make a difference in their likelihood to report crime or victimization.

9. Based on your experiences in the courses you have taken while a student at [redacted], how much do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
A. If I work hard, I am usually assured of getting the grade I want to achieve.	☐ A. If I work hard, I am usually assured of getting the grade I want to achieve. Strongly Disagree	☐ A. If I work hard, I am usually assured of getting the grade I want to achieve. Disagree	☐ A. If I work hard, I am usually assured of getting the grade I want to achieve. Neither agree or disagree	☐ A. If I work hard, I am usually assured of getting the grade I want to achieve. Agree	☐ A. If I work hard, I am usually assured of getting the grade I want to achieve. Strongly Agree
B. I am often ignored in class even when I attempt to participate.	☐ B. I am often ignored in class even when I attempt to participate. Strongly Disagree	☐ B. I am often ignored in class even when I attempt to participate. Disagree	☐ B. I am often ignored in class even when I attempt to participate. Neither agree or disagree	☐ B. I am often ignored in class even when I attempt to participate. Agree	☐ B. I am often ignored in class even when I attempt to participate. Strongly Agree
C. When I make a comment in my courses, I am usually taken seriously by the instructor.	☐ C. When I make a comment in my courses, I am usually taken seriously by the instructor. Strongly Disagree	☐ C. When I make a comment in my courses, I am usually taken seriously by the instructor. Disagree	☐ C. When I make a comment in my courses, I am usually taken seriously by the instructor. Neither agree or disagree	☐ C. When I make a comment in my courses, I am usually taken seriously by the instructor. Agree	☐ C. When I make a comment in my courses, I am usually taken seriously by the instructor. Strongly Agree
D. When we work in small groups in class/lab, I am often ignored by my classmates or given trivial jobs.	☐ D. When we work in small groups in class/lab, I am often ignored by my classmates or given trivial jobs. Strongly Disagree	☐ D. When we work in small groups in class/lab, I am often ignored by my classmates or given trivial jobs. Disagree	☐ D. When we work in small groups in class/lab, I am often ignored by my classmates or given trivial jobs. Neither agree or disagree	☐ D. When we work in small groups in class/lab, I am often ignored by my classmates or given trivial jobs. Agree	☐ D. When we work in small groups in class/lab, I am often ignored by my classmates or given trivial jobs. Strongly Agree
E. My instructors recognize that I have important ideas to contribute.	☐ E. My instructors recognize that I have important ideas to contribute. Strongly Disagree	☐ E. My instructors recognize that I have important ideas to contribute. Disagree	☐ E. My instructors recognize that I have important ideas to contribute. Neither agree or disagree	☐ E. My instructors recognize that I have important ideas to contribute. Agree	☐ E. My instructors recognize that I have important ideas to contribute. Strongly Agree
F. Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group.	☐ F. Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group. Strongly Disagree	☐ F. Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group. Disagree	☐ F. Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group. Neither agree or disagree	☐ F. Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group. Agree	☐ F. Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group. Strongly Agree
G. Most professors communicate that	☐ G. Most professors communicate that I am welcome in	☐ G. Most professors communicate	☐ G. Most professors communicate that I am welcome in	☐ G. Most professors communicate that I am	☐ G. Most professors communicate that I am welcome in

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I am welcome in their course.	their course. Strongly Disagree	that I am welcome in their course. Disagree	their course. Neither agree or disagree	welcome in their course. Agree	their course. Strongly Agree
H. I feel comfortable among the other students in my courses.	H. I feel comfortable among the other students in my courses. Strongly Disagree	H. I feel comfortable among the other students in my courses. Disagree	H. I feel comfortable among the other students in my courses. Neither agree or disagree	H. I feel comfortable among the other students in my courses. Agree	H. I feel comfortable among the other students in my courses. Strongly Agree
I. The Library provides adequate resources on diversity for my coursework.	I. The Library provides adequate resources on diversity for my coursework. Strongly Disagree	I. The Library provides adequate resources on diversity for my coursework. Disagree	I. The Library provides adequate resources on diversity for my coursework. Neither agree or disagree	I. The Library provides adequate resources on diversity for my coursework. Agree	I. The Library provides adequate resources on diversity for my coursework. Strongly Agree

10. While at [redacted], how often have you interacted with students…

	Never	Seldom	Sometimes	Often	Very Often	Don't know
A. From a race/ethnicity different from your own	A. From a race/ethnicity different from your own Never	A. From a race/ethnicity different from your own Seldom	A. From a race/ethnicity different from your own Sometimes	A. From a race/ethnicity different from your own Often	A. From a race/ethnicity different from your own Very Often	A. From a race/ethnicity different from your own Don't know
B. Who have a disability	B. Who have a disability Never	B. Who have a disability Seldom	B. Who have a disability Sometimes	B. Who have a disability Often	B. Who have a disability Very Often	B. Who have a disability Don't know
C. With a religious belief different from your own	C. With a religious belief different from your own Never	C. With a religious belief different from your own Seldom	C. With a religious belief different from your own Sometimes	C. With a religious belief different from your own Often	C. With a religious belief different from your own Very Often	C. With a religious belief different from your own Don't know
D. From a denomination different from your own	D. From a denomination different from your own Never	D. From a denomination different from your own Seldom	D. From a denomination different from your own Sometimes	D. From a denomination different from your own Often	D. From a denomination different from your own Very Often	D. From a denomination different from your own Don't know
E. With a sexual orientation different from your own	E. With a sexual orientation different from your own Never	E. With a sexual orientation different from your own Seldom	E. With a sexual orientation different from your own Sometimes	E. With a sexual orientation different from your own Often	E. With a sexual orientation different from your own Very Often	E. With a sexual orientation different from your own Don't know
F. Whose primary language is different from your own	F. Whose primary language is different from your own Never	F. Whose primary language is different from your own Seldom	F. Whose primary language is different from your own Sometimes	F. Whose primary language is different from your own Often	F. Whose primary language is different from your own Very Often	F. Whose primary language is different from your own Don't know
G. From a social/economic background different from your own	G. From a social/economic background different from your own Never	G. From a social/economic background different from your own Seldom	G. From a social/economic background different from your own Sometimes	G. From a social/economic background different from your own Often	G. From a social/economic background different from your own Very Often	G. From a social/economic background different from your own Don't know
H. Who are transgender	H. Who are transgender Never	H. Who are transgender Seldom	H. Who are transgender Sometimes	H. Who are transgender Often	H. Who are transgender Very Often	H. Who are transgender Don't know
I. With different political views from your own	I. With different political views from your own Never	I. With different political views from your own Seldom	I. With different political views from your own Sometimes	I. With different political views from your own Often	I. With different political views from your own Very Often	I. With different political views from your own Don't know

11. Based on your experiences in the courses you have taken while a student at [redacted], how much do you agree or disagree with each of the following statements?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
A. I have been exposed to an intolerant atmosphere created by students in a course I was taking.	A. I have been exposed to an intolerant atmosphere created by students in a course I was taking. Strongly disagree	A. I have been exposed to an intolerant atmosphere created by students in a course I was taking. Disagree	A. I have been exposed to an intolerant atmosphere created by students in a course I was taking. Neither agree or disagree	A. I have been exposed to an intolerant atmosphere created by students in a course I was taking. Agree	A. I have been exposed to an intolerant atmosphere created by students in a course I was taking. Strongly agree
B. I have been exposed to an intolerant atmosphere created by the instructor for a course I was taking.	B. I have been exposed to an intolerant atmosphere created by the instructor for a course I was taking. Strongly disagree	B. I have been exposed to an intolerant atmosphere created by the instructor for a course I was taking. Disagree	B. I have been exposed to an intolerant atmosphere created by the instructor for a course I was taking. Neither agree or disagree	B. I have been exposed to an intolerant atmosphere created by the instructor for a course I was taking. Agree	B. I have been exposed to an intolerant atmosphere created by the instructor for a course I was taking. Strongly agree
C. I have been stereotyped by the instructor in a course I was taking.	C. I have been stereotyped by the instructor in a course I was taking. Strongly disagree	C. I have been stereotyped by the instructor in a course I was taking. Disagree	C. I have been stereotyped by the instructor in a course I was taking. Neither agree or disagree	C. I have been stereotyped by the instructor in a course I was taking. Agree	C. I have been stereotyped by the instructor in a course I was taking. Strongly agree
D. I have been stereotyped by students in a course I was taking.	D. I have been stereotyped by students in a course I was taking. Strongly disagree	D. I have been stereotyped by students in a course I was taking. Disagree	D. I have been stereotyped by students in a course I was taking. Neither agree or disagree	D. I have been stereotyped by students in a course I was taking. Agree	D. I have been stereotyped by students in a course I was taking. Strongly agree
E. I have been stereotyped by people within the community.	E. I have been stereotyped by people within the community. Strongly disagree	E. I have been stereotyped by people within the community. Disagree	E. I have been stereotyped by people within the community. Neither agree or disagree	E. I have been stereotyped by people within the community. Agree	E. I have been stereotyped by people within the community. Strongly agree
F. I have been exposed to an intolerant atmosphere in the community.	F. I have been exposed to an intolerant atmosphere in the community. Strongly disagree	F. I have been exposed to an intolerant atmosphere in the community. Disagree	F. I have been exposed to an intolerant atmosphere in the community. Neither agree or disagree	F. I have been exposed to an intolerant atmosphere in the community. Agree	F. I have been exposed to an intolerant atmosphere in the community. Strongly agree

12. To what extent do you agree or disagree with the following statements as they relate to diversity at [redacted] College?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
A. Grace has made creating a diverse and inclusive community a priority	A. has made creating a diverse and inclusive community a priority Strongly disagree	A. has made creating a diverse and inclusive community a priority Disagree	A. has made creating a diverse and inclusive community a priority Neither agree nor disagree	A. has made creating a diverse and inclusive community a priority Agree	A. has made creating a diverse and inclusive community a priority Strongly agree
B. [redacted] has done a good job of implementing policies and practices that reinforce its commitment to diversity	B. [redacted] has done a good job of implementing policies and practices that reinforce its commitment to diversity Strongly disagree	B. [redacted] has done a good job of implementing policies and practices that reinforce its commitment to diversity Disagree	B. [redacted] has done a good job of implementing policies and practices that reinforce its commitment to diversity Neither agree nor disagree	B. [redacted] has done a good job of implementing policies and practices that reinforce its commitment to diversity Agree	B. [redacted] has done a good job of implementing policies and practices that reinforce its commitment to diversity Strongly agree
C. Expectations for respect and civility are	C. Expectations for respect and civility are clearly articulated	C. Expectations for respect and civility	C. Expectations for respect and civility are clearly articulated	C. Expectations for respect and civility are	C. Expectations for respect and civility

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
clearly articulated at [redacted]	at [redacted] Strongly disagree	are clearly articulated at [redacted] Disagree	at [redacted] Neither agree nor disagree	clearly articulated at [redacted] Agree	are clearly articulated at [redacted] Strongly agree
D. The messages/ information I'm getting from campus leaders about diversity and inclusion is generally consistent, regardless of the source.	D. The messages/ information I'm getting from campus leaders about diversity and inclusion is generally consistent, regardless of the source. Strongly disagree	D. The messages/ information I'm getting from campus leaders about diversity and inclusion is generally consistent, regardless of the source. Disagree	D. The messages/ information I'm getting from campus leaders about diversity and inclusion is generally consistent, regardless of the source. Neither agree nor disagree	D. The messages/ information I'm getting from campus leaders about diversity and inclusion is generally consistent, regardless of the source. Agree	D. The messages/ information I'm getting from campus leaders about diversity and inclusion is generally consistent, regardless of the source. Strongly agree
E. [redacted] provides an environment for the free and open expression of ideas, opinions, and beliefs	E. [redacted] provides an environment for the free and open expression of ideas, opinions, and beliefs Strongly disagree	E. [redacted] provides an environment for the free and open expression of ideas, opinions, and beliefs Disagree	E. [redacted] provides an environment for the free and open expression of ideas, opinions, and beliefs Neither agree nor disagree	E. [redacted] provides an environment for the free and open expression of ideas, opinions, and beliefs Agree	E. [redacted] provides an environment for the free and open expression of ideas, opinions, and beliefs Strongly agree
F. [redacted] is a good place to gain an understanding about multicultural issues and perspectives	F. [redacted] is a good place to gain an understanding about multicultural issues and perspectives Strongly disagree	F. [redacted] is a good place to gain an understanding about multicultural issues and perspectives Disagree	F. [redacted] is a good place to gain an understanding about multicultural issues and perspectives Neither agree nor disagree	F. [redacted] is a good place to gain an understanding about multicultural issues and perspectives Agree	F. [redacted] is a good place to gain an understanding about multicultural issues and perspectives Strongly agree
G. [redacted] is placing too much emphasis on achieving diversity.	G. [redacted] is placing too much emphasis on achieving diversity. Strongly disagree	G. [redacted] is placing too much emphasis on achieving diversity. Disagree	G. [redacted] is placing too much emphasis on achieving diversity. Neither agree nor disagree	G. [redacted] is placing too much emphasis on achieving diversity. Agree	G. [redacted] is placing too much emphasis on achieving diversity. Strongly agree
H. [redacted] is committed to helping minority students succeed.	H. [redacted] is committed to helping minority students succeed. Strongly disagree	H. [redacted] is committed to helping minority students succeed. Disagree	H. [redacted] is committed to helping minority students succeed. Neither agree nor disagree	H. [redacted] is committed to helping minority students succeed. Agree	H. [redacted] is committed to helping minority students succeed. Strongly agree
I. Diversity is good for The college and Seminary.	I. Diversity is good for The college and Seminary. Strongly disagree	I. Diversity is good for The college and Seminary. Disagree	I. Diversity is good for The college and Seminary. Neither agree nor disagree	I. Diversity is good for The college and Seminary. Agree	I. Diversity is good for The college and Seminary. Strongly agree
L. Enhancing students' ability to participate effectively in a multicultural society should be a part of [redacted] mission.	L. Enhancing students' ability to participate effectively in a multicultural society should be a part of [redacted] mission. Strongly disagree	L. Enhancing students' ability to participate effectively in a multicultural society should be a part of [redacted] mission. Disagree	L. Enhancing students' ability to participate effectively in a multicultural society should be a part of [redacted] mission. Neither agree nor disagree	L. Enhancing students' ability to participate effectively in a multicultural society should be a part of [redacted] mission. Agree	L. Enhancing students' ability to participate effectively in a multicultural society should be a part of [redacted] mission. Strongly agree
M. Fostering intellectual diversity should be a key goal of [redacted].	M. Fostering intellectual diversity should be a key goal of [redacted]. Strongly disagree	M. Fostering intellectual diversity should be a key goal of [redacted]. Disagree	M. Fostering intellectual diversity should be a key goal of [redacted]. Neither agree nor disagree	M. Fostering intellectual diversity should be a key goal of [redacted]. Agree	M. Fostering intellectual diversity should be a key goal of [redacted]. Strongly agree
N. Building a diverse and inclusive campus community should be a key goal of [redacted].	N. Building a diverse and inclusive campus community should be a key goal of [redacted]. Strongly disagree	N. Building a diverse and inclusive campus community should be a key goal of [redacted]. Disagree	N. Building a diverse and inclusive campus community should be a key goal of [redacted]. Neither agree nor disagree	N. Building a diverse and inclusive campus community should be a key goal of [redacted]. Agree	N. Building a diverse and inclusive campus community should be a key goal of [redacted]. Strongly agree

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
O. Chapel provides understanding about diverse perspectives and issues.	O. Chapel provides understanding about diverse perspectives and issues. Strongly disagree	O. Chapel provides understanding about diverse perspectives and issues. Disagree	O. Chapel provides understanding about diverse perspectives and issues. Neither agree nor disagree	O. Chapel provides understanding about diverse perspectives and issues. Agree	O. Chapel provides understanding about diverse perspectives and issues. Strongly agree
P. The curriculum at [redacted] provides discussion of diverse perspectives and issues.	P. The curriculum at [redacted] provides discussion of diverse perspectives and issues. Strongly disagree	P. The curriculum at [redacted] provides discussion of diverse perspectives and issues. Disagree	P. The curriculum at [redacted] provides discussion of diverse perspectives and issues. Neither agree nor disagree	P. The curriculum at [redacted] provides discussion of diverse perspectives and issues. Agree	P. The curriculum at [redacted] provides discussion of diverse perspectives and issues. Strongly agree
Q. [redacted] is open to diverse political opinions.	Q. [redacted] is open to diverse political opinions. Strongly disagree	Q. [redacted] is open to diverse political opinions. Disagree	Q. [redacted] is open to diverse political opinions. Neither agree nor disagree	Q. [redacted] is open to diverse political opinions. Agree	Q. [redacted] is open to diverse political opinions. Strongly agree

13. To what extent do you agree or disagree with the following statements about the importance of diversity as it relates to your educational experience at [redacted]?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
A. Learning about people from different cultures is a very important part of an undergraduate education.	A. Learning about people from different cultures is a very important part of an undergraduate education. Strongly disagree	A. Learning about people from different cultures is a very important part of an undergraduate education. Disagree	A. Learning about people from different cultures is a very important part of an undergraduate education. Neither agree nor disagree	A. Learning about people from different cultures is a very important part of an undergraduate education. Agree	A. Learning about people from different cultures is a very important part of an undergraduate education. Strongly agree
B. Including diversity topics and issues in my curriculum detracts from learning more important knowledge.	B. Including diversity topics and issues in my curriculum detracts from learning more important knowledge. Strongly disagree	B. Including diversity topics and issues in my curriculum detracts from learning more important knowledge. Disagree	B. Including diversity topics and issues in my curriculum detracts from learning more important knowledge. Neither agree nor disagree	B. Including diversity topics and issues in my curriculum detracts from learning more important knowledge. Agree	B. Including diversity topics and issues in my curriculum detracts from learning more important knowledge. Strongly agree
C. Developing respect for diversity will better enable me to work in my chosen field after graduation.	C. Developing respect for diversity will better enable me to work in my chosen field after graduation. Strongly disagree	C. Developing respect for diversity will better enable me to work in my chosen field after graduation. Disagree	C. Developing respect for diversity will better enable me to work in my chosen field after graduation. Neither agree nor disagree	C. Developing respect for diversity will better enable me to work in my chosen field after graduation. Agree	C. Developing respect for diversity will better enable me to work in my chosen field after graduation. Strongly agree
D. Developing respect for diversity will better enable me to live in my community after graduation.	D. Developing respect for diversity will better enable me to live in my community after graduation. Strongly disagree	D. Developing respect for diversity will better enable me to live in my community after graduation. Disagree	D. Developing respect for diversity will better enable me to live in my community after graduation. Neither agree nor disagree	D. Developing respect for diversity will better enable me to live in my community after graduation. Agree	D. Developing respect for diversity will better enable me to live in my community after graduation. Strongly agree
F. Interaction with individuals who are different from me (e.g., race, national origin, sexual orientation, etc.) is an essential part of	F. Interaction with individuals who are different from me (e.g., race, national origin, sexual orientation, etc.) is an essential part of my college	F. Interaction with individuals who are different from me (e.g., race, national origin, sexual orientation, etc.) is an essential part of my	F. Interaction with individuals who are different from me (e.g., race, national origin, sexual orientation, etc.) is an essential part of my college	F. Interaction with individuals who are different from me (e.g., race, national origin, sexual orientation, etc.) is an essential part of my	F. Interaction with individuals who are different from me (e.g., race, national origin, sexual orientation, etc.) is an essential part of my

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
my college education.	education. Strongly disagree	college education. Disagree	education. Neither agree nor disagree	college education. Agree	college education. Strongly agree

14. How would you assess the following aspects of the campus climate at [redacted]?

	Poor	Fair	Good	Excellent
A. Faculty respect for students from a minority racial/ethnic group	A. Faculty respect for students from a minority racial/ethnic group Poor	A. Faculty respect for students from a minority racial/ethnic group Fair	A. Faculty respect for students from a minority racial/ethnic group Good	A. Faculty respect for students from a minority racial/ethnic group Excellent
B. Faculty respect for female students	B. Faculty respect for female students Poor	B. Faculty respect for female students Fair	B. Faculty respect for female students Good	B. Faculty respect for female students Excellent
C. Student respect for faculty from a minority racial/ethnic group	C. Student respect for faculty from a minority racial/ethnic group Poor	C. Student respect for faculty from a minority racial/ethnic group Fair	C. Student respect for faculty from a minority racial/ethnic group Good	C. Student respect for faculty from a minority racial/ethnic group Excellent
D. Student respect for female faculty	D. Student respect for female faculty Poor	D. Student respect for female faculty Fair	D. Student respect for female faculty Good	D. Student respect for female faculty Excellent
E. Student respect for students from a racial/ethnic group different from their own	E. Student respect for students from a racial/ethnic group different from their own Poor	E. Student respect for students from a racial/ethnic group different from their own Fair	E. Student respect for students from a racial/ethnic group different from their own Good	E. Student respect for students from a racial/ethnic group different from their own Excellent
F. Student respect for other students with a different sexual orientation than their own	F. Student respect for other students with a different sexual orientation than their own Poor	F. Student respect for other students with a different sexual orientation than their own Fair	F. Student respect for other students with a different sexual orientation than their own Good	F. Student respect for other students with a different sexual orientation than their own Excellent
G. Friendships between students of different racial/ethnic groups	G. Friendships between students of different racial/ethnic groups Poor	G. Friendships between students of different racial/ethnic groups Fair	G. Friendships between students of different racial/ethnic groups Good	G. Friendships between students of different racial/ethnic groups Excellent
H. Friendships between heterosexual and gay, lesbian, bisexual, and transgender students	H. Friendships between heterosexual and gay, lesbian, bisexual, and transgender students Poor	H. Friendships between heterosexual and gay, lesbian, bisexual, and transgender students Fair	H. Friendships between heterosexual and gay, lesbian, bisexual, and transgender students Good	H. Friendships between heterosexual and gay, lesbian, bisexual, and transgender students Excellent
I. Student respect for transgender students	I. Student respect for transgender students Poor	I. Student respect for transgender students Fair	I. Student respect for transgender students Good	I. Student respect for transgender students Excellent

15. While a student at [redacted], about how often have you heard faculty/ instructors make negative, inappropriate, biased, or stereotypical statements related to each of the following?

	Never	Rarely	Occasionally	Often	Very often
A. Disability status	A. Disability status Never	A. Disability status Rarely	A. Disability status Occasionally	A. Disability status Often	A. Disability status Very often
B. Gender identity (e.g., transgender, genderqueer)	B. Gender identity (e.g., transgender, genderqueer) Never	B. Gender identity (e.g., transgender, genderqueer) Rarely	B. Gender identity (e.g., transgender, genderqueer) Occasionally	B. Gender identity (e.g., transgender, genderqueer) Often	B. Gender identity (e.g., transgender, genderqueer) Very often
C. Immigration background	C. Immigration background Never	C. Immigration background Rarely	C. Immigration background Occasionally	C. Immigration background Often	C. Immigration background Very often
D. Race/ethnicity	D. Race/ethnicity Never	D. Race/ethnicity Rarely	D. Race/ethnicity Occasionally	D. Race/ethnicity Often	D. Race/ethnicity Very often

	Never	Rarely	Occasionally	Often	Very often
E. Religions	E. Religions Never	E. Religions Rarely	E. Religions Occasionally	E. Religions Often	E. Religions Very often
F. Denominations	F. Denominations Never	F. Denominations Rarely	F. Denominations Occasionally	F. Denominations Often	F. Denominations Very often
G. Sexual orientation	G. Sexual orientation Never	G. Sexual orientation Rarely	G. Sexual orientation Occasionally	G. Sexual orientation Often	G. Sexual orientation Very often
H. Socio-economic status	H. Socio-economic status Never	H. Socio-economic status Rarely	H. Socio-economic status Occasionally	H. Socio-economic status Often	H. Socio-economic status Very often
I. Sex	I. Sex Never	I. Sex Rarely	I. Sex Occasionally	I. Sex Often	I. Sex Very often
J. Political Parties	J. Political Parties Never	J. Political Parties Rarely	J. Political Parties Occasionally	J. Political Parties Often	J. Political Parties Very often

16. While a student at [redacted], about how often have you heard students make negative, inappropriate, biased, or stereotypical statements related to each of the following?

	Never	Rarely	Occasionally	Often	Very Often
A. Disability status	A. Disability status Never	A. Disability status Rarely	A. Disability status Occasionally	A. Disability status Often	A. Disability status Very Often
B. Gender identity (e.g., transgender, genderqueer)	B. Gender identity (e.g., transgender, genderqueer) Never	B. Gender identity (e.g., transgender, genderqueer) Rarely	B. Gender identity (e.g., transgender, genderqueer) Occasionally	B. Gender identity (e.g., transgender, genderqueer) Often	B. Gender identity (e.g., transgender, genderqueer) Very Often
C. Immigration background	C. Immigration background Never	C. Immigration background Rarely	C. Immigration background Occasionally	C. Immigration background Often	C. Immigration background Very Often
D. Race/ethnicity	D. Race/ethnicity Never	D. Race/ethnicity Rarely	D. Race/ethnicity Occasionally	D. Race/ethnicity Often	D. Race/ethnicity Very Often
E. Religions	E. Religions Never	E. Religions Rarely	E. Religions Occasionally	E. Religions Often	E. Religions Very Often
F. Denominations	F. Denominations Never	F. Denominations Rarely	F. Denominations Occasionally	F. Denominations Often	F. Denominations Very Often
G. Sexual orientation	G. Sexual orientation Never	G. Sexual orientation Rarely	G. Sexual orientation Occasionally	G. Sexual orientation Often	G. Sexual orientation Very Often
H. Socio-economic status	H. Socio-economic status Never	H. Socio-economic status Rarely	H. Socio-economic status Occasionally	H. Socio-economic status Often	H. Socio-economic status Very Often
I. Sex	I. Sex Never	I. Sex Rarely	I. Sex Occasionally	I. Sex Often	I. Sex Very Often
J. Political Parties	J. Political Parties Never	J. Political Parties Rarely	J. Political Parties Occasionally	J. Political Parties Often	J. Political Parties Very Often

17. While a student at [redacted], about how often have you heard non-teaching staff or administrators make negative, inappropriate, or stereotypical statements related to each of the following?

	Never	Rarely	Occasionally	Often	Very Often
A. Disability status	A. Disability status Never	A. Disability status Rarely	A. Disability status Occasionally	A. Disability status Often	A. Disability status Very Often
B. Gender identity (e.g., transgender, genderqueer)	B. Gender identity (e.g., transgender, genderqueer) Never	B. Gender identity (e.g., transgender, genderqueer) Rarely	B. Gender identity (e.g., transgender, genderqueer) Occasionally	B. Gender identity (e.g., transgender, genderqueer) Often	B. Gender identity (e.g., transgender, genderqueer) Very Often
C. Immigration background	C. Immigration background Never	C. Immigration background Rarely	C. Immigration background Occasionally	C. Immigration background Often	C. Immigration background Very Often
D. Race/ethnicity	D. Race/ethnicity Never	D. Race/ethnicity Rarely	D. Race/ethnicity Occasionally	D. Race/ethnicity Often	D. Race/ethnicity Very Often
E. Religions	E. Religions Never	E. Religions Rarely	E. Religions Occasionally	E. Religions Often	E. Religions Very Often
F. Denominations	F. Denominations Never	F. Denominations Rarely	F. Denominations Occasionally	F. Denominations Often	F. Denominations Very Often
G. Sexual orientation	G. Sexual orientation Never	G. Sexual orientation Rarely	G. Sexual orientation Occasionally	G. Sexual orientation Often	G. Sexual orientation Very Often
H. Socio-economic status	H. Socio-economic status Never	H. Socio-economic status Rarely	H. Socio-economic status Occasionally	H. Socio-economic status Often	H. Socio-economic status Very Often
I. Sex	I. Sex Never	I. Sex Rarely	I. Sex Occasionally	I. Sex Often	I. Sex Very Often
J. Political Parties	J. Political Parties Never	J. Political Parties Rarely	J. Political Parties Occasionally	J. Political Parties Often	J. Political Parties Very Often

18. In general, how supportive do you think the overall [redacted] campus environment is of the following groups of students?

	Very non-supportive	Supportive Non-supportive	Neutral	Supportive	Very Supportive
A. African American / Black students	A. African American / Black students Very non-supportive	A. African American / Black students Supportive Non-supportive	A. African American / Black students Neutral	A. African American / Black students Supportive	A. African American / Black students Very Supportive
B. Asian / Pacific Island students	B. Asian / Pacific Island students Very non-supportive	B. Asian / Pacific Island students Supportive Non-supportive	B. Asian / Pacific Island students Neutral	B. Asian / Pacific Island students Supportive	B. Asian / Pacific Island students Very Supportive
C. Hispanic / Latino(a)	C. Hispanic / Latino(a) Very non-supportive	C. Hispanic / Latino(a) Supportive Non-supportive	C. Hispanic / Latino(a) Neutral	C. Hispanic / Latino(a) Supportive	C. Hispanic / Latino(a) Very Supportive
D. Native American / American	D. Native American / American	D. Native American / American Indian / Alaska Native	D. Native American / American	D. Native American / American	D. Native American / American

	Very non-supportive	Supportive Non-supportive	Neutral	Supportive	Very Supportive
Indian / Alaska Native students	Indian / Alaska Native students Very non-supportive	students Supportive Non-supportive	Indian / Alaska Native students Neutral	Indian / Alaska Native students Supportive	Indian / Alaska Native students Very Supportive
E. White / Caucasian students	E. White / Caucasian students Very non-supportive	E. White / Caucasian students Supportive Non-supportive	E. White / Caucasian students Neutral	E. White / Caucasian students Supportive	E. White / Caucasian students Very Supportive
F. International students	F. International students Very non-supportive	F. International students Supportive Non-supportive	F. International students Neutral	F. International students Supportive	F. International students Very Supportive
G. Female students	G. Female students Very non-supportive	G. Female students Supportive Non-supportive	G. Female students Neutral	G. Female students Supportive	G. Female students Very Supportive
H. Male students	H. Male students Very non-supportive	H. Male students Supportive Non-supportive	H. Male students Neutral	H. Male students Supportive	H. Male students Very Supportive
I. Transgender students	I. Transgender students Very non-supportive	I. Transgender students Supportive Non-supportive	I. Transgender students Neutral	I. Transgender students Supportive	I. Transgender students Very Supportive
J. Gay, lesbian, bisexual students	J. Gay, lesbian, bisexual students Very non-supportive	J. Gay, lesbian, bisexual students Supportive Non-supportive	J. Gay, lesbian, bisexual students Neutral	J. Gay, lesbian, bisexual students Supportive	J. Gay, lesbian, bisexual students Very Supportive
K. Non-Christian students	K. Non-Christian students Very non-supportive	K. Non-Christian students Supportive Non-supportive	K. Non-Christian students Neutral	K. Non-Christian students Supportive	K. Non-Christian students Very Supportive
L. Catholic Students	L. Catholic Students Very non-supportive	L. Catholic Students Supportive Non-supportive	L. Catholic Students Neutral	L. Catholic Students Supportive	L. Catholic Students Very Supportive
M. Charismatic Students	M. Charismatic Students Very non-supportive	M. Charismatic Students Supportive Non-supportive	M. Charismatic Students Neutral	M. Charismatic Students Supportive	M. Charismatic Students Very Supportive
N. Students with a disability	N. Students with a disability Very non-supportive	N. Students with a disability Supportive Non-supportive	N. Students with a disability Neutral	N. Students with a disability Supportive	N. Students with a disability Very Supportive
O. Students from poor or working class backgrounds	O. Students from poor or working class backgrounds Very non-supportive	O. Students from poor or working class backgrounds Supportive Non-supportive	O. Students from poor or working class backgrounds Neutral	O. Students from poor or working class backgrounds Supportive	O. Students from poor or working class backgrounds Very Supportive
P. Students from middle class backgrounds	P. Students from middle class backgrounds Very non-supportive	P. Students from middle class backgrounds Supportive Non-supportive	P. Students from middle class backgrounds Neutral	P. Students from middle class backgrounds Supportive	P. Students from middle class backgrounds Very Supportive

	Very non-supportive	Supportive Non-supportive	Neutral	Supportive	Very Supportive
Q. Students from upper class or wealthy backgrounds	Q. Students from upper class or wealthy backgrounds Very non-supportive	Q. Students from upper class or wealthy backgrounds Supportive Non-supportive	Q. Students from upper class or wealthy backgrounds Neutral	Q. Students from upper class or wealthy backgrounds Supportive	Q. Students from upper class or wealthy backgrounds Very Supportive
R. Students who are in the military/veterans	R. Students who are in the military/veterans Very non-supportive	R. Students who are in the military/veterans Supportive Non-supportive	R. Students who are in the military/veterans Neutral	R. Students who are in the military/veterans Supportive	R. Students who are in the military/veterans Very Supportive
S. Commuter Students	S. Commuter Students Very non-supportive	S. Commuter Students Supportive Non-supportive	S. Commuter Students Neutral	S. Commuter Students Supportive	S. Commuter Students Very Supportive

19. What is your gender?

- Female
- Male
- Other

20. Is English your native language?

- Yes
- No, but I speak it fluently
- No, and I do not speak it fluently

21. Are you a commuter student?

- Yes
- No

22. What is the highest level of school either parent completed or the highest degree received?

- Less than high school degree
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree

23. What is your race/ethnicity? (Mark all that apply)

- American Indian or Alaskan Native
- Asian / Pacific Islander
- Black or African American

- [ ] Hispanic/Latina(o)
- [ ] White / Caucasian
- [ ] I prefer not to answer
- [ ] Multiple ethnicity / Other (please specify)

24. In what school is your primary major?

- [ ] Arts & Science
- [ ] Behavior Sciences
- [ ] Business
- [ ] Education
- [ ] Ministry Studies & Seminary
- [ ] Professional and Online Studies

25. How long have you been a Christian?

- [ ] less than 12 months
- [ ] 1-3 years
- [ ] 3-6 years
- [ ] 6-9 years
- [ ] 10 or more years
- [ ] I am not a Christian.

26. How long have you been at [redacted]?

- [ ] Less than 1 year
- [ ] 1-2 Years
- [ ] 2-3 Years
- [ ] 3+ Years

27. In what setting did you spend most of your life before first coming to [redacted] College? (If several apply, use the most recent one.)

- [ ] Rural area
- [ ] Small town (20,00 or fewer people)
- [ ] Moderate size city (20,001-100,000)
- [ ] Large city (over 100,000 people)

28. Which of the following best describes the racial/ethnic composition of the neighborhood where you grew up?

- All or nearly all your neighbors were the same race/ethnicity as you
- Most of your neighbors were the same race/ethnicity as you
- About half your neighbors were the same race/ethnicity as you
- Most of your neighbors were a different race/ethnicity than you
- All or nearly all your neighbors were a different race/ethnicity than you

29. Which of the following best describes the racial/ethnic composition of the high school from which you graduated?

- All or nearly all your fellow students were the same race/ethnicity as you
- Most of your fellow students were the same race/ethnicity as you
- About half your fellow students were the same race/ethnicity as you
- Most of your fellow students were a different race/ethnicity than you
- All or nearly all your fellow students were a different race/ethnicity than you
- I was homeschooled

Finally, please tell us in your own words about what you think is working well with respect to diversity at [redacted], and what you think needs to be done to improve the diversity climate. After removing personally identifying information, your comments will be grouped with those expressing similar concerns and shared with the relevant units on campus so they can appreciate their successes and learn what they could be doing better. However, in asking you to share your comments we must also inform you that our promise to maintain your confidentiality does not apply where the university has a legal duty to act on the information you provide in your comments, such as reports of criminal activity or unlawful discrimination.

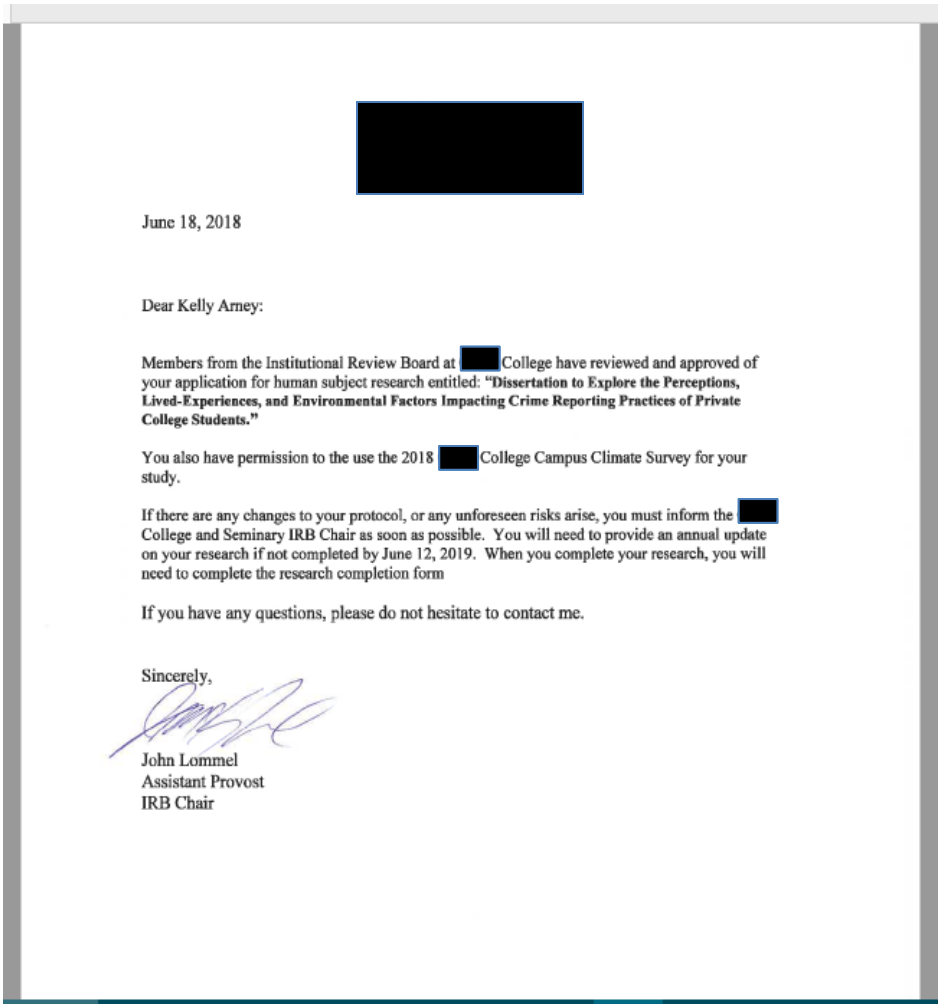
30. What do you think needs to be done to improve the diversity climate at [redacted] College?

31. What do you think is working well at [redacted] to support diversity on campus?

32. If you would like to be considered for the drawing for a Chillbo Baggins lounger, ENO hammock, Hydro Flask water bottle, or Light Rail Gift Cards, please provide your e-mail address.

DONE

Appendix B: Permission to use the Campus Climate Survey Data Letter



[redacted]

June 18, 2018

Dear Kelly Arney:

Members from the Institutional Review Board at [redacted] College have reviewed and approved of your application for human subject research entitled: **"Dissertation to Explore the Perceptions, Lived-Experiences, and Environmental Factors Impacting Crime Reporting Practices of Private College Students."**

You also have permission to the use the 2018 [redacted] College Campus Climate Survey for your study.

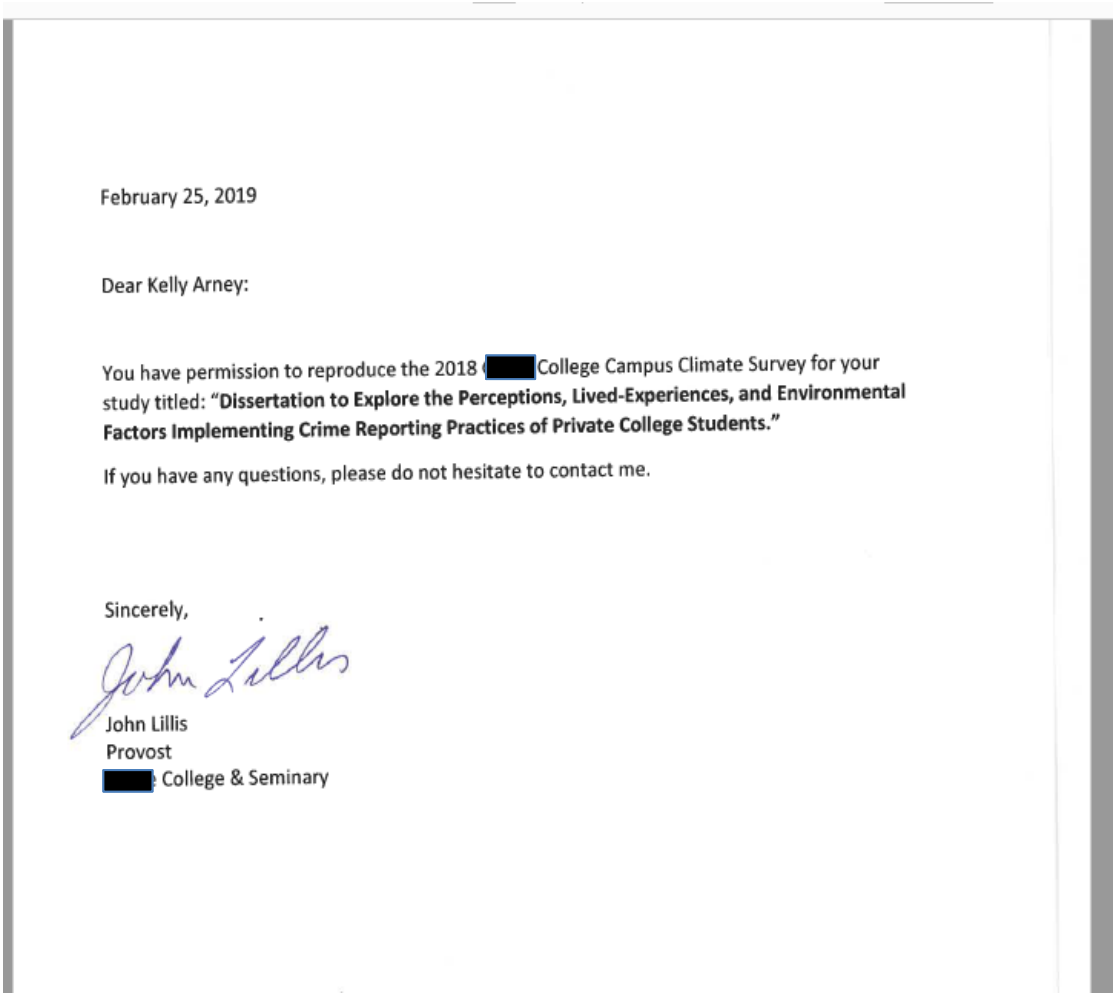
If there are any changes to your protocol, or any unforeseen risks arise, you must inform the [redacted] College and Seminary IRB Chair as soon as possible. You will need to provide an annual update on your research if not completed by June 12, 2019. When you complete your research, you will need to complete the research completion form

If you have any questions, please do not hesitate to contact me.

Sincerely,

John Lommel
Assistant Provost
IRB Chair

Appendix c: Permission to reproduce the Campus Climate Survey Data Letter



February 25, 2019

Dear Kelly Arney:

You have permission to reproduce the 2018 [redacted] College Campus Climate Survey for your study titled: **"Dissertation to Explore the Perceptions, Lived-Experiences, and Environmental Factors Implementing Crime Reporting Practices of Private College Students."**

If you have any questions, please do not hesitate to contact me.

Sincerely,

John Lillis

John Lillis
Provost
[redacted] College & Seminary

CURRICULUM VITAE

KELLY ARNEY
Arneykl@grace.edu

EDUCATION

Walden University, Minneapolis, MN
Doctor of Philosophy **2019**
Major: Criminal Justice
Dissertation: "Perceptions, Lived-Experiences, and Environmental Factors Impacting the Reporting-Practices of Private College Students"
Honors: Passed with High Distinction

Ferris State University, MI
Master of Science in Criminal Justice Administration **2007**
Honors: Passed with High Distinction

Ferris State University, MI
Bachelor of Science in Criminal Justice **2002**
Emphasis: Social Sciences
Honors: Passed with Distinction

TEACHING EXPEREINCE

Grace College and Seminary
Winona Lake, IN

Instructor: Behavioral Sciences Department **2015**

Taught Victimology SOC3560 (online and residential)
Taught Research Methods BHS2400
Taught Introduction to Criminal Justice SOC2340
Taught Practicum – SOC4730, SOC4740, SOC4750, SOC4760
Taught Senior Seminar in Criminal Justice SOC4220
Taught Juvenile Delinquency SOC3360
Taught Introduction to Corrections SOC2400
Taught Special Topics in Victimology SOC4810
Taught Criminal Profiling SOC3700
Taught Forensic Interviewing SOC2600
Taught Online Abnormal Psychology PSY2170
Taught Online History and Contemporary Issues in Criminal Justice SOC2700
Taught Internship Class BHS4640, BHS4640, BHS4650, BHS4660
Member of the Committee on Diversity and Inclusion 2017-current
Member of the Faith, Learning, and Scholarship Committee 2017-2018
Developed syllabus, class material, lecture, and entered grades.

RELATED EXPERIENCE

Indiana Department of Child Services
Warsaw, Indiana
Family Case manager **2013 – 2015**

Investigated allegations of child abuse and child neglect received throughout the State of Indiana
Collaborated closely with law enforcement, probation, and parole departments
Coordinating with families to implement long-term solutions to criminogenic needs
Trained Whitley County staff on case management and prioritization.
Single case manager in county with 100% compliant in reporting
Prepared Court documents for Kosciusko County, Whitley County, and Elkhart County Indiana
Coordinated services throughout the state of Indiana
Monthly on-call availability
Operated in multiple county locations
Provided courtroom testimony
Completed Forensic interviews on child victims

Michigan Department of Corrections
Berrien Springs, Michigan
Probation Office **2008-2012**

Managed criminal offenders placed on probation through the State of Michigan
Specialization in female offenders
Routine utilization of tether, SCRAM, and alcohol monitoring technologies
Represented MDOC in speaking engagements at local colleges
Trained new employees and internship students in MDOC policy
Coordinated, motivated, and implemented problem solving solutions to assist probationers in following
Through with the terms of their probation order
24-hour a day availability
Provided courtroom testimony
Operated in multiple office locations depending upon staffing needs
Drug test facilitator

Michigan Department of Corrections
Benton Harbor, Michigan
Parole Office **2007 –2008**

Managed criminal offenders placed on parole by the Michigan Parole Board
Drug test facilitator
Direct supervision of individuals released from prison
Routine utilization of GPS tracking, tether, and alcohol monitoring technologies
Coordinated with prisons, family members, service providers, community members, and parolees to
Provide resources for individuals to successfully follow through with reintegration into society
Focused on implementing the Michigan Reentry Initiative
24-hour a day availability
Provided courtroom testimony

Michigan Department of Human Services
Benton Harbor, Michigan
Services Specialist **2003-2007**

Supervised ongoing cases of youth placed in foster care
Created results driven plans to provide families with reunification
Prepared plans and recommendations to court
Implemented solutions for children placed in foster care or adoption placements
Facilitated family meetings to address criminogenic and psychological needs
Produced recommendations for prosecutors and judges

Eagle Village, Inc.
Hersey, Michigan
Youth Care Specialist **05/2001 – 07/2002**

Supervised ongoing cases of youth placed at Eagle Village, Inc.
Facilitated family meetings to address criminogenic and psychological needs
Produced recommendations for prosecutors and judges
Worked with male and female juvenile offenders placed through the juvenile court system
Initially employed as a college intern and hired as full-time staff
On-call availability
Served as staff during week-long wilderness retreats
Planned and facilitated group life-skills activities

PROFESSIONAL INVOLVEMENT

National Criminal Justice Honors Society
Alpha Phi Sigma (Phi Nu Chapter) Walden University Chapter **2018**
Guest Lecturer for Warsaw High School (multiple classes) **2018**
The National Society of Leadership and Success Walden University Chapter **2018**

COMMUNITY INVOLVEMENT

CASA of Kosciusko County speaker for annual training **2017, 2018**

Child Protection Team and Child Fatality Review Team **2018, 2019**

Member of Campaign Start by Believing **2016-2018**