

1996

A Comparison of Urban and Rural Violence in Universities

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**A COMPARISON OF
URBAN AND RURAL VIOLENCE IN UNIVERSITIES**

A Research Paper

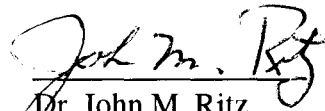
**Presented to the Graduate Faculty
of the Department of Occupational and Technical Studies
at Old Dominion University**

**In Partial Fulfillment
of the Requirement for
the Master of Science in Education Degree**

**BY
CORNEILUS J. WALLACE**

August, 1996

This project was prepared by Corneilus J. Wallace under the direction of Dr. John M. Ritz in OTED 636, Problem in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirement for the Degree of Master of Science of Education.

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8-8-76
Date

Acknowledgments

This research would not have been possible had it not been for the support of many. First and foremost, I give honor, praise and glory to the Lord and Savior Jesus Christ who gave me the strength through the heavenly Father to accomplish this goal. I would also like to thank my loving wife Ruth and daughter Regina, who encouraged and supported me through many sleepless nights to complete this research. To the Librarian, Valerie Fashion, at the Transportation School at Fort Eustis for her help in the study.

A very special thanks to my professor, Dr. John M. Ritz, for his guidance and patience. He will never know how much his thoughtfulness and kindness has helped me during the past year. Many, many thanks to each of you and may God watch over you all.

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CHAPTER I

INTRODUCTION

Violence in school, while receiving heightened media attention the past two to three years, is not yet well understood in the school community. Very few investigative studies have been conducted on the correlates of school violence. This study compares urban and rural violence in schools. Its focus is on the characteristics of schools, students, and of the communities that surround them that are associated with violence in school.

Providing insights to violence in school helps students, faculty, and administrators alike to develop more effective responses and strategies to address these issues. Such information also should increase understanding among trustees, legislators, parents, students, and others concerned about the problem.

The National School Boards Association has cited that the two leading causes of violence in American schools was "disintegration of the family and increasing addiction of violence in the media".(Volkwein, Fredericks, 1993) The violence concern is further illustrated through the 1994 Phi Delta Kappa/Gallup poll which showed that for the first time in the poll's history, people viewed violence and poor discipline as overwhelmingly the most serious problems in

their local public schools.

In 1993, because of public concern, every college and university receiving federal funds was required to issue, upon request, an annual security report to employees, students and their parents, as well as to the secretary of education. Violence in school has plagued our society. There are no fast or easy ways to solve our growing concerns. We must prepare our society to become more responsible for their actions by showing that there are better ways to live together without violence and setting good role models as their example. It may be possible that the surrounding schools within the Tidewater area can work together to reduce the violence at universities.

STATEMENT OF THE PROBLEM

The problem of this study was to compare violence occurrences at urban and rural university campuses.

RESEARCH GOALS

To accomplish the purpose of the study, the following goals were targeted:

1. To gather data on violence in urban and rural schools in the Tidewater area.

2. To compare the difference between violence in urban and rural universities.
3. To identify the most violent and accruing crimes in both the urban and rural schools.
4. To determine attitudes and opinions of security personnel regarding campus crimes.

BACKGROUND AND SIGNIFICANCE

A study of campus crime trends from 1974 to 1990 examines the relationships between campus crime and college characteristics. The research drew on merged national databases containing federal crime statistics, community demographic data, and campus characteristics. (Volkwein, Fredericks, 1993) The results show that the national campus rates of violent crime and property crime are falling. Today there are dozens of school based violence prevention programs. These programs produce little or no evidence that they reduce serious violence, and the growing concern is that they may be too simplistic.

There has not been a comparison of the Tidewater Area Universities. In this study the research will compile the number of violent crimes from the 1992 to 1994 school years. Based on the comparison, it will be determined which school had the lowest amount of violence. The urban universities

that will be compared in this study are Old Dominion University and Norfolk State University. The rural universities are William and Mary University, Christopher Newport University and Hampton University.

LIMITATIONS

This research study encompassed factors associated with violence and schools. In particular it was limited to:

1. The amount of information the school will release for this study.
2. Schools in the Tidewater region of Virginia.
3. State universities, not private or community colleges.

ASSUMPTIONS

This study was based on the following assumptions:

1. All schools recorded crimes of violence placed upon their students.
2. Most violence is committed by non-students.
3. Urban universities had a higher crime rate than rural universities.
4. All violences are considered a misdemeanor.

PROCEDURES

The data for this study was collected through a local newspaper (The Daily Press), the FBI Crime Statistics, the Safety and Security pamphlets from the schools in the study and by personal interviews with the Tidewater area universities law enforcement officials, university administrators or planning personnel using a one-on-one interviews and questionnaire. Data will be analyzed to give an insight on violence in these schools and to help to develop more effective responses and strategies to address these concerns.

DEFINITION OF TERMS

The definition of ambiguous terms within this study follow:

1. School - Universities in this study.
2. Tidewater Area - Norfolk, Williamsburg, Newport News and Hampton, Virginia.
3. Violent Offenses - Required by federal law to report crimes in eight categories: Murder, Rape, Robbery, Aggravated Assault, Burglary, Larceny, Motor Vehicle, Theft and Arson.

OVERVIEW OF CHAPTERS

Violence in school is not just a school problem but a community problem as well. The focus of this study will be about the differences in the number of violent crimes committed in the surrounding area schools. The area of concern will be the universities in the Tidewater community. In determining which school had the lowest crime rate and which had the greater crime rate, data was collected from a local newspaper (The Daily Press), the FBI Crime Statistics, the Safety and Security pamphlets from the school in the study and by one-on-one interviews from administrators and security personnel.

Chapter II discusses literature in relation to this study. Chapter III will outline detailed procedures for conducting the study. Chapter IV will contain the findings. Chapter V will provide a summary, conclusion and future recommendations for other this studies.

CHAPTER II

REVIEW OF LITERATURE

In efforts to meet the challenges, school administrators have adopted several programs to keep the violence rate down in their school. This study was to compare violence in urban and rural universities in the Tidewater Area. It focused on the characteristics of schools, students, and of the communities that surround them that are associated with violence in schools. This chapter supports the need for violence prevention training in the schools and to gather data on violence in urban and rural schools in the Tidewater area. The Crime Awareness and Campus Security Act requires institutions of higher education to prepare, publish and distribute to all students and employees an annual security report which contains statements of various campus policies regarding campus security measures. This model for policy statements can be modified to fit each institution. The effectiveness of the policy statement and statistics reported are required to be prepared, published and distributed to students and employees by September 1 of each year. This new system provides insights to violence in schools and to develop more effective responses and strategies to address violence in schools.

National Perception

A vast majority of the public believes that violence at all levels of schooling is increasing. The National Association of Secondary School Principals reported that three million crimes occur in or near school property each year. (PHI DELTA KAPPAN, 1995)

The Law

The "Crime Awareness and Campus Security Act of 1990" was enacted on November 8, 1990, after numerous parents, students and the higher education communities expressed their deep concern regarding crime on college campuses. This Law is found under 20 U.S.C. S 1092 (f). Congress found that roughly 80 percent of campus crimes were committed by one student upon another student and approximately 95 percent of the campus crimes that are violent involved alcohol or drug abuse. The Act requires institutions to publish statistics reporting criminal offenses during the most recent calendar year and the two preceding calendar years. The following is a description of each school's Crime Awareness Programs.

Norfolk State University Program

The University has published a handbook entitled "Selected Virginia Law for College Students". Students were encouraged to become familiar with this handbook. The University's Board of Visitors approved its "Substance Abuse

Policy, July 14, 1987". In support of this policy, the administration approved the "Substance Use and Abuse Awareness Program September 11, 1990". The Norfolk State University Police Department believes the key to preventing crime is through awareness and educational programs. Notices of security related matters are placed in the lobby and entrance ways of each residence hall at the start of each semester. The Police Department has utilized the campus newspaper (Spartan Echo) and WNSB-FM (campus radio station) to address safety and security.

Old Dominion University Programs

The University has installed emergency phones (Call Boxes) that are located in lobbies of building and campus corridors. They have escort service and will have new safety beepers. The Department of Public Safety provides around-the-clock protection and services to the campus community. The Department's primary objective is to provide a safe and healthy environment that enhances the campus learning experience and complement the University's education mission. The University provides programs on crime prevention throughout the year. These programs are on safety and security, alcohol and awareness, legal right and responsibilities, self defense and date rapes. The University sponsors a educational theme week on crime awareness. There are arrangements between the Norfolk

Police Department and Old Dominion University Police Departments to work together.

Christopher Newport University Programs

The University Police Department, in conjunction with the Career and Counseling Services, offers programs to promote awareness of rape and sex offenses. The students can find this information in their Student Handbook. University Police Officers receive their professional training from the Hampton Roads Regional Academy of Criminal Justice. The University has installed a Safety Notice form that is sent to the person responsible for the violation and correction of the problem is solicited. Crime prevention lectures and programs are scheduled each semester for all students, faculty and staff. Crime prevention material is also available in the offices of the University Police Department. Crime prevention material is available to all new students and all others requesting this information from the University Police.

Hampton University Programs

University agencies and affiliated social service organizations offer a complete range of crime prevention, self-defense and victim support services to all members of the University community. All officers are certified by the Commonwealth of Virginia. The University assists victims through a variety of proprietary, contractual, and community

resources. There is lighting of all pedestrian areas and pathways connecting academic and dormitory areas. The University has installed emergency call boxes which ring directly into the Police Department. Each telephone in the dormitory rooms is equipped with a direct emergency phone line. Resident Advisors live in the residence halls and are on call 24 hours a day.

College of William and Mary Programs

The College has installed a emergency number that each student can use to contact the campus police. The campus police have direct phone and radio communication with the City of Williamsburg's Fire, Rescue and Police Departments. The Campus Police Department's crime prevention officer also appears several times during student orientation and Family Weekend to offer advice and distribute safety and crime prevention literature. William and Mary offers several effective security programs. These programs include: Whistle Stop, Steer Clear, Escort Service, Project ID, and self-defense classes. Other services offered by the College includes distribution of wallet cards and telephone stickers listing emergency numbers, as well as doorknob notices reminding students to take responsibility for their own safety. The Council for Fraternity Affairs also offers a brochure for students called *It Could Be You: How to Be and*

Stay SAFE on Campus. The College also distributes a brochure with sexual assault prevention information to both resident and off-campus students. The William and Mary campus bus system provides transportation for students to all areas of the campus. If a serious crime is perceived to be a potential threat to the personal safety of members of the campus community, a written notice is delivered to all residence hall rooms, posted in classroom buildings, and placed on car windshields in the parking lots for commuting students. Emergency telephones have been set up on pathways around campus. Telephones are also located inside individual rooms and emergency phones are in every residence hall and academic building. Residence hall doors are operated by an electronic key card system.

SUMMARY

It has become a national concern to control violence in schools around the country. In the Tidewater Area, schools have installed security programs to reduce the spread of violence in their schools and to help create a safe environment for students.

To help keep the crime rate down in the Tidewater Area on university campuses, police serve their universities with

programs about awareness to these problems. The Crime Awareness and Campus Security Act of 1990 was enacted on November 8, 1990, to inform the public of what violent crimes were happening on campuses. The objective of this act and programs are to prevent crime. Chapter III provides the method and procedures used in this research study.

CHAPTER III

METHODS AND PROCEDURES

This chapter explains the methods and procedures of this study. It includes the population, instrument design, instrument administration and methods of data collection.

POPULATION

This study consisted of five Tidewater area universities and sought data from their law enforcement officials or university administrative and planning personnel. Also public newspapers and the FBI were instrumental in providing the crime statistics for the past three years.

INSTRUMENT DESIGN

An interview sheet containing twenty-five questions was developed and contained two parts. The first part of the sheet included questions regarding the characteristics and attitudes of the university's law enforcement officials and the university's administrative and planning personnel. The interview dealt with the positive and negative attitudes of the officials. This interview was composed of twenty closed questions with yes or no responses that determined the

feeling and the state of mind of the officials. Part II of the interview consists of five open questions that dealt with the positive and negative attitudes of the officials. See Appendix A for a copy of the instrument.

INSTRUMENT ADMINISTRATION

The researcher arranged for interviews with the Chief of Campus Police or Administrator at the Universities in this study. A copy of the interview questions were presented to the Chief of Campus Police or Administrator of the University prior to the initial interviews.

STATISTICAL ANALYSIS

After completion of the interviews, the data was tabulated and arranged according to the frequency of responses per question and the data on the universities were then compared to assess violence an each university.

SUMMARY

The results of this study may determine the criteria essential to understanding why universities have violence on their campuses. The instrument contained in this chapter

may serve as a tool for implementing a program in the universities to help all members of each university to understand how to prevent crimes. The results of this study may also serve as an educational tool in the community as well. The next chapter, Findings, will present and summarize the data gathered from the interviews administered supporting this study.

CHAPTER IV

FINDINGS

The purpose of this study was to introduce the findings of this research study. The problem of this study was to compare violence occurrences at urban and rural university campuses. This study was accomplished through use of the local Newspaper (The Daily Press), the FBI Crime Statistics, the Safety and Security pamphlet from the schools in the study, and a two-part questionnaire (to interview university law enforcement officials or the universities administrative and planning personnel). The data received from these sources were presented in this chapter.

REPORTING OF DATA

The Daily Press reported in 1994 that the College of William and Mary had the highest reported crime rate in the state. The study also showed that the violent crimes on College of William and Mary campus jumped by more than 75 percent, from five reported incidents in 1993 to 21 reported in 1994. College of William and Mary led the state in the number of reported rapes, with five. In Table 1, the Virginia schools are ranked by reported felonies per 1,000 students, which rates the schools from highest to lowest in

the Tidewater area.

Table 1

Rankings Virginia Schools For Reported Crimes

(felonies per 1,000 students)

1. William and Mary: 44
2. Norfolk State: 23
3. Hampton University: 20.2
4. Old Dominion: 19
5. Christopher Newport: 8

Source: FBI statistics and enrollment based on 1992 figures from the U.S. Department of Education. (See Appendix B)

The FBI Crimes Report is made up of eight categories: murder, rape, robbery, aggravated assault, burglary, larceny (theft), motor vehicle theft (auto theft), and arson. In Appendix B are included the last three years of reports from the FBI. In Table 2 the 1992 through 1994 Virginia School Ranking from the FBI on crime as reported. The FBI Report is based on the actual number of crimes committed on the campuses (see Table 2).

Table 2

School Ranking Reported		
<u>1992</u>	<u>Violent Crimes</u>	<u>Property Crimes</u>
1. Christopher Newport	0	15
2. William and Mary	24	16
3. Hampton University	6	85
4. Norfolk State	13	264
5. Old Dominion	4	375
<u>1993</u>	<u>Violent Crimes</u>	<u>Property Crimes</u>
1. Christopher Newport	0	30
2. William and Mary	5	338
3. Hampton University	11	83
4. Norfolk State	10	215
5. Old Dominion	0	401
<u>1994</u>	<u>Violent Crimes</u>	<u>Property Crimes</u>
1. Christopher Newport	0	41
2. William and Mary	21	321
3. Hampton University	8	105
4. Norfolk State	15	190
5. Old Dominion	2	315

The FBI Report is based on the actual number of crimes committed on the campuses. It is divided into two categories: violent crimes and property crimes.

In Table 3 is the rating of violent crimes over the past three years. College of William and Mary is the number one school for violent crimes in the Tidewater Area. In Table 4 is the rating of Property Crimes over the past three years. Old Dominion is the number one school for Property Crimes in the Tidewater Area.

Table 3

Rating of Violent Crimes Over Past Three Years

<u>Violent Crimes</u>	<u>Total</u>
1. William and Mary	50
2. Norfolk State	38
3. Hampton University	25
4. Old Dominion	6
5. Christopher Newport	0

Table 4

Rating of Property Crimes Over Past Three Years

<u>Property Crimes</u>	<u>Total</u>
1. Old Dominion	1091
2. William and Mary	675
3. Norfolk State	667
4. Hampton University	273
5. Christopher Newport	86

The Safety and Security pamphlets from the schools show each student and present what the crime statistics are at that school. They do not support the finding sent to the U.S. Department of Education. Table 4 shows that Christopher Newport had 86 Property Crimes in the past three year, but in their Campus Safety and Security pamphlets they reported only two crime in three year. This is common to all Campus Safety and Security pamphlets in the Tidewater Area.

In the two-part questionnaire, questions were designed to provide an insight on violence in the schools and to help develop more effective responses and strategies to address these concerns.

Of the twenty law enforcement officials and the universities administrative and planning personnel, percent(100%) felt that it is the responsibility of their university to control violence around the school, and that the leading causes of violence in American schools was the disintegration of the family and the increase of violence reported by the media. Table 5 shows the "yes" and "no" responses of the law enforcement officials and the universities' administrative and planning personnel to each of the questions presented in the interview. The responses were tabulated based on a 1-3 numbered scale assigned by the researcher to determine violence in these schools and to help to develop more effective responses and strategies to address these concerns.

Table 5

Violence In Universities One-On-One Interview Sheet

May 1996

Item		Faculty Responses			
No.	Questions	Y	N	N/R	X
1.	Do you feel that it is the responsibility of this university to control violence around the school?	20	0	0	3.00
2.	Do you feel that your school is a safe environment for students?	17	3	0	2.85
3.	Do you feel the leading causes of violence in American schools is the disintegration of the family and the increase of violence reported by the media? 3.00	20	0	0	
4.	Do you know of any programs that the surrounding schools within the Tidewater area are working on together to reduce the violence in your university?	11	9	0	2.15
5.	Has there been a reduction in violent crimes in this school in the past three years?	11	9	0	2.15
6.	Do you feel that crime prevention programs reduce serious violence in this university?	15	5	0	2.50
7.	Do you feel that most violence on campus is committed by non-students?	15	5	0	2.50

8. Do you feel that urban universities have a higher crime rate than rural universities?	19	1	0	2.90
9. Do you feel that all violences committed by students are misdemeanors?	11	9	0	2.15
10. Is violence in the school <u>just</u> a school problem?	20	0	0	3.00
11. Do you feel that your university is the safest in the state of Virginia? 2.55	11	9	0	
12. Do you feel that there is a need for crime prevention programs on this university?	20	0	0	3.00
13. Does your university publish statistics reporting criminal offenses during the most recent calendar year and the two preceding calendar years?	19	1	0	2.90
14. Does your university have a substance use and abuse awareness program?	19	1	0	2.90
15. Does your university provide enough programs on crime prevention throughout the year?	6	14	0	1.65
16. Is crime prevention material easily accessible to the student in this university?	15	5	0	2.50
17. Are the students and families made aware of campus crimes through the destitution of crime prevention literature?	8	12	0	1.75
18. Do you feel that your school should report all crimes to the public?	20	0	0	3.00
19. Do you feel that crime prevention programs reduce serious crimes on campuses?	17	3	0	2.70

20. Do you feel that your campus needs more security staff?	19	1	0	2.90
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y = yes n = no n/r = no response x = mean

The above data were assigned the following numerical values by the researcher on a scale of 1-3 using the mean formula.

$(x = \sum X/n)$.

3 for yes 2 for no 1 for no response

Based on the data presented, the following was found to be significant. Interviews were conducted with twenty law enforcement officials and the universities' administrative and planning personnel:

Questions 1. "Do you feel that it is the responsibility of this university to control violence around the school," revealed a significant mean of 3.00 with all responded yes to the question.

Questions 2. Do you feel that your school is a safe environment for students? A significant mean of 2.85 resulted: 17 responded "yes" to the question; 3 responded "no".

Questions 3. Do you feel the leading causes of violence in American schools is the disintegration of the family and the increase of violence reported by the media? A significant mean of 3.00

resulted: 20 responded "yes" to the question.

Questions 4. Do you know of any programs that the surrounding schools within the Tidewater area are working on together to reduce the violence in your university? A significant mean of 2.15 resulted: 11 responded "yes" to the question; 9 responded "no".

Questions 5. Has there been a reduction in violent crimes in this school in the past three years? A significant mean of 2.15 resulted: 11 responded "yes" to the question; 9 responded "no".

Questions 6. Do you feel that crime prevention programs reduce serious violence in this university? A significant mean of 2.50 resulted: 15 responded "yes" to the question; 5 responded "no".

Questions 7. Do you feel that most violence on campus is committed by non-students? A significant mean of 2.50 resulted: 15 responded "yes" to the question; 5 responded "no".

Questions 8. Do you feel that urban universities have a higher crime rate than rural universities?

A significant mean of 2.90 resulted: 19 responded "yes" to the question; 1 responded "no".

Questions 9. Do you feel that all violences committed by students are misdemeanors? A significant mean of 2.15 resulted: 11 responded "yes" to the question; 9 responded "no".

Questions 10. Is violence in the school just a school problem? A significant mean of 3.00 resulted: 20 responded "yes" to the question.

Questions 11. Do you feel that your university is the safest in the state of Virginia? A significant mean of 2.15 resulted: 11 responded "yes" to the question; 9 responded "no".

Questions 12. Do you feel that there is a need for crime prevention programs in this university? A significant mean of 3.00 resulted: 20 responded "yes" to the question.

Questions 13. Does your university publish statistics reporting criminal offenses during the most recent calendar year and the two preceding calendar years? A significant mean of 2.90 resulted: 19 responded "yes" to the question; 1 responded "no".

Questions 14. Does your university have a substance use and abuse awareness program? A significant mean of 2.90 resulted: 19 responded "yes" to the question; 1 responded "no".

Questions 15. Does your university provide enough programs on crime prevention throughout the year? A significant mean of 1.65 resulted: 6 responded "yes" to the question; 14 responded "no".

Questions 16. Is crime prevention material easily accessible to the student in this university? A significant mean of 2.50 resulted: 15 responded "yes" to the question; 5 responded "no".

Questions 17. Are the students and families made aware of campus crimes through the distribution of crime prevention literature? A significant mean of 1.75 resulted: 8 responded "yes" to the question; 12 responded "no".

Questions 18. Do you feel that your school should report all crimes to the public? A significant mean of 3.00 resulted: 20 responded "yes" to the question.

Questions 19. Do you feel that crime prevention programs reduce serious crimes on campus? A

significant mean of 2.90 resulted: 19 responded "yes" to the question; 1 responded "no".

Questions 20. Do you feel that your campus needs more security staff? A significant mean of 1.65 resulted: 6 responded "yes" to the question; 14 responded "no".

RESPONSES TO OPEN END QUESTIONS

Part Two of the interview consisted of seven open ended questions designed to provide an insight on violence in each school and to help to develop more effective responses and strategies to address these concerns. The responses to the questions were to provide personal input into this study. These responses were shown in Appendix C, Responses to Open End Questions. One Hundred percent (100%) of those interviewed stated that they feel that it is the responsibility of their university to control violence around the school, seventy - five percent (75%) felt that the reasons that students do not report crime was the fear of the media; fifty percent reported that they felt that there was a relationship with community law enforcement officials but they did not know in what capacity.

- Questions 1. "If you could start over, what would you do about crime on campus?" This was the first question on part-one of the interview. Fifteen responded to the question of which eleven stated that you would have to start at the first day on elementary school, you are taught the rules about school.
- Questions 2. "What advice would you have for parents regarding crime on campus?" Fifteen responded to the question of which eleven stated that they would have to advice their children that no place is completely safe from crime.
- Questions 3. "What are the crime prevention projects that this university is planning for next year?" Twenty could not tell what the school was planing, but five had submitted their own plans to their schools.
- Questions 4. "Who do you feel is responsible for security on your campus?" All twenty stated that the school was a big part of it, but the student needed to participant in it.
- Questions 5. "What do you feel are the reasons that students do not report crime on campus?" Fifteen responded to the question that it is

the fear of the media and what their people would think about them.

Questions 6. "What type of administrative support do you receive in making campus a safer place for students and staff?" All twenty stated that the school does all that they were allowed to do. If the student and staff would work together with open minds, it would be a safer school.

Questions 7. "What are your relationships with community law enforcement officials?" The answer from fourteen was that if there was one, it was on special days of the school year and not really understood by much of the staff.

SUMMARY

The data presented was from local newspapers, FBI, and the staff and the school law enforcement offices. The final chapter provided a summary of this research.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This study was to compare violent occurrences at urban and rural university campuses. The previous chapters of this study included information gathered for the purpose of achieving this goal. Included in this final chapter of the study are the following topics: (1) summary, (2) conclusion, and (3) recommendations.

SUMMARY

This research study has presented a problem of violence in schools that have occurred in the Tidewater Area in the past three years. This study was undertaken to identify the highest and lowest crime rated schools in the Tidewater Area. It provided an insight into what the staff and law enforcement personnel felt about this problem and their schools.

CONCLUSIONS

The first research goal was to gather data on violence in urban and rural schools in the Tidewater area. This was

accomplished through the use of the local newspaper (The Daily Press), the FBI Crime Statistics, the Safety and Security pamphlets from the schools in the study, and a two-part questionnaire answered by university personnel.

The second goal was to compare the difference between violence in urban and rural universities. The urban universities (ODU and NSU) have a higher rate of property crimes and the rural universities (CWM, CNU and HU) had a high rate of violent crimes.

The third goal was to identify the most violent and accruing crimes in both the urban and rural schools. The most violent and accruing crime was assault and the property crime was theft. (See Appendix B)

The fourth goal was to determine attitudes and opinions of security personnel regarding campus crime. The attitudes and opinions were positive toward helping the schools become safer places for all members of the education community.

Based on data presented in Chapter IV, this study has revealed several significant findings:

1. All schools give different crime reports to the public than they do to the Department of Education.
2. The rural universities have a higher crime rate in violent crimes than urban universities.
3. Laws have been passed to govern the schools on crime awareness and campus security.

RECOMMENDATION

Form this study, the following recommendation are suggested in addition to the current programs in effect in the system:

1. All schools should work with the local law enforcement agencies and each other in the development of stronger safety plans.
2. More seminars should be conducted during the school year and attendance should be required.
3. All schools should update their bulletin boards and keep them updated with current safety information.
4. Have a 24-hour University Police emergency Hot Line (like 911) installed in the schools that are monitored 24 hours a day.
5. Have walking patrols on campus.
6. Publish a weekly report on crime and helpful hints on ways to be safer.
7. Safety is not just an administration problem; it is a problem of every member of each school. The schools should have two-way communications to find ways to reduce crime.

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APPENDICES

APPENDIX A
One-On-One Interview

One-On-One Interview Sheet
AUGUST 1996

PART ONE

1. Do you feel that it is the responsibility of this university to control violence around the school?
Yes_____ NO_____
2. Do you feel that your school is a safe environment for students?
Yes_____ NO_____
3. Do you feel the leading causes of violence in American schools is the disintegration of the family and the increase of violence reported by the media?
Yes_____ NO_____
4. Do you know of any programs that the surrounding schools within the Tidewater area are working on together to reduce the violence in your university?
Yes_____ NO_____
5. Has there been a reduction in violent crimes in this school in the past three years?
Yes_____ NO_____
6. Do you feel that crime prevention programs reduce serious violence in this university?
Yes_____ NO_____
7. Do you feel that most violence on campus is committed by non-students?
Yes_____ NO_____
8. Do you feel that urban universities have a higher crime rate than rural universities?
Yes_____ NO_____
9. Do you feel that all violences committed by students are misdemeanors?
Yes_____ NO_____
10. Is violence in the school just a school problem?
Yes_____ NO_____
11. Do you feel that your university is the safest in the state of Virginia?
Yes_____ NO_____

12. Do you feel that there is a need for crime prevent programs in this university?

Yes_____ NO_____

13. Does your university publish statistics reporting criminal offenses during the most recent calendar year and the two preceding calendar years?

Yes_____ NO_____

14. Does your university have a substance use and abuse awareness program?

Yes_____ NO_____

15. Does your university provide enough programs on crime prevention throughout the year?

Yes_____ NO_____

16. Is crime prevention material easily accessible to the student in this university?

Yes_____ NO_____

17. Are the students and families made aware of campus crimes through the destitution of crime prevention literature?

Yes_____ NO_____

18. Do you feel that your school should report all crimes to the public?

Yes_____ NO_____

19. Do you feel that crime prevention programs reduce serious crimes on campus?

Yes_____ NO_____

20. Do you feel that your campus needs more security staff?

Yes_____ NO_____

PART TWO

1. If you could start over, what would you do about crime on campus? _____

_____.

2. What advice would you have for parents regarding crime on campus? _____

_____.

3. What are the crime prevention projects that this university is planning for next year? _____

_____.

4. Who do you feel is responsible for the condition on campus? _____

_____.

5. What are the reasons that students do not report crime? _____

_____.

6. What type of administrative support do you receive in making campus a safer place for students and staff? _____

_____.

7. What are your relationship with community law enforcement officials? _____

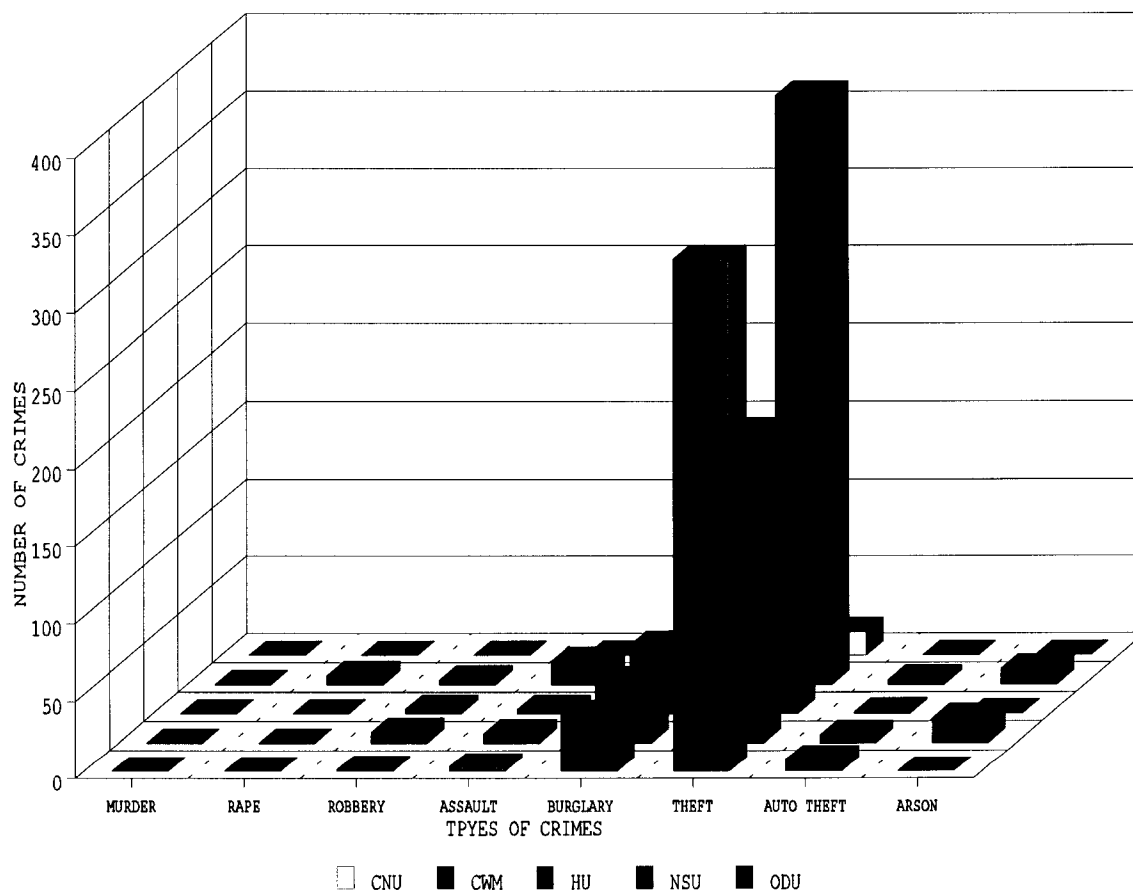
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APPENDIX B

Comparisons of Number of crime committed from 1992 to 1994.

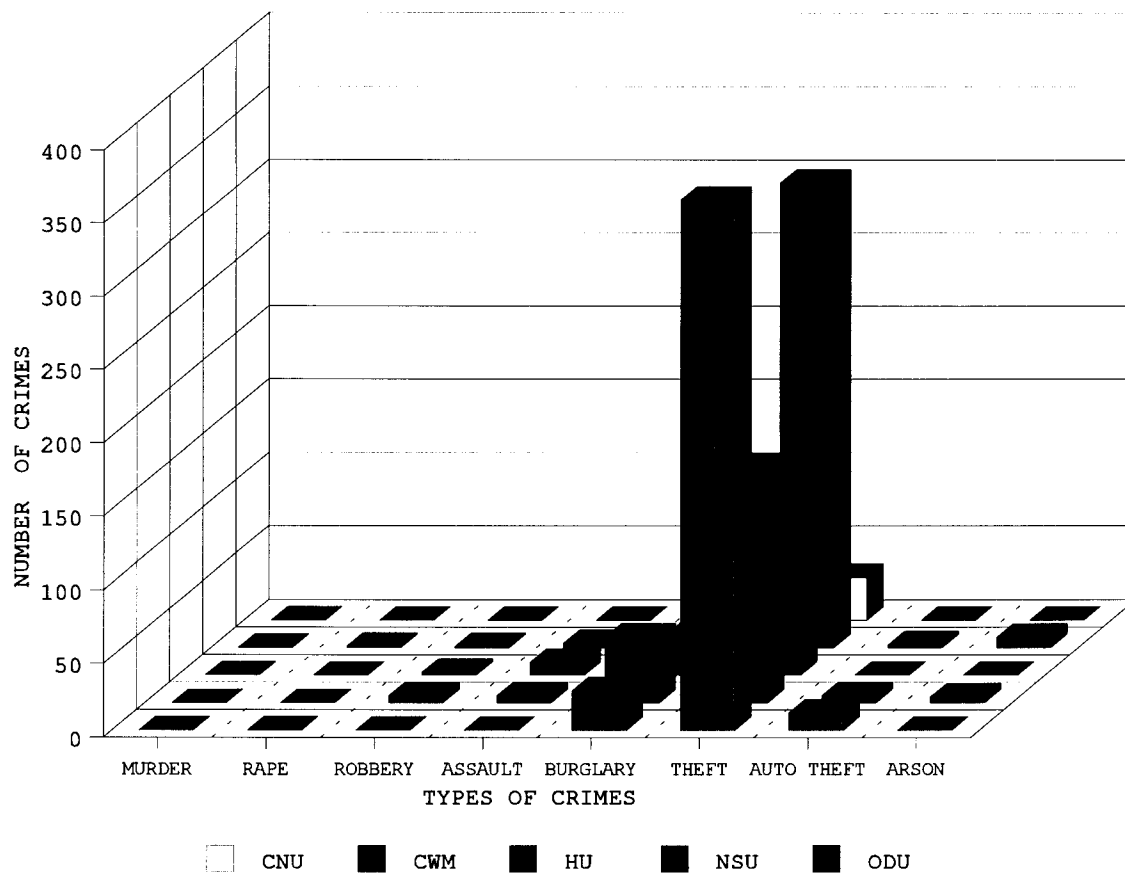
FBI CRIME REPORT

CRIMES COMMITTED AT COLLEGES/UNIVERSITIES IN 1992



FBI CRIME REPORT

CRIMES COMMITTED AT COLLEGES/ UNIVERSITIES IN 1993



FBI CRIME REPORT

CRIMES COMITTED AT COLLEGES/UNIVERSITIES IN 1994

