

Evidence Based Campus Crime Prevention Survey 2012

Margolis Healy & Associates (MHA) received a Bureau of Justice Assistance (BJA) grant for the project, "Best Practices for Campus Crime Prevention: Developing Evidence-Based Modern Crime Prevention Strategies for Institutions of Higher Education." MHA is using an inclusive, research-focused strategy to identify and evaluate best and promising practices in evidence-based, updated approaches to crime prevention programming at institutions of higher education. The following survey is designed to capture data associated with evidenced-based crime prevention program characteristics, implementation, evaluation, and population relevancy.

Your responses to the survey below will assist us in understanding model evidence-based campus crime prevention programs that demonstrate evidence of success in changing student behaviors and reducing the crimes at institutions of higher education. The data derived from this study will be used to gain a better understanding of evidence based programming and delivery strategies. The data gathered from this survey remains strictly confidential.

Thank you for taking time to complete this survey. If you have any questions or feedback, please contact us at margolishealy@margolishealy.com.

Background information

1. What best describes your position at your institution:

- Sworn campus public safety official
- Non-sworn campus public safety official
- Victim services-advocate
- Prevention specialist
- Substance abuse specialist
- Counselor
- Student affairs professional
- College/University administrator (not in student affairs)
- Faculty member
- Community service volunteer

Other (please specify)

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2. Please state the name of your institution or institutional affiliation:

3. Please indicate the type of your institution or institutional affiliation:

- 2 Year Institution/Community College
- 4 Year College
- 4 Year Institution with graduate and undergraduate programs

4. Is your institution?

- public institution
- private non-profit
- private for profit institution

5. Please indicate the number of students (not including distance education and study abroad students) at your institution.

- under 1,500
- 1,500 - 5,000
- 5,000 - 10,000
- 10,000 - 25,000
- more than 25,000

6. Please indicate the type of the area which your institution is located.

- City
- Suburb
- Rural/small town
- Tribal

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7. Please enter population of the area (indicated above) in which your institution is located.

8. Please estimate the percentage of the following groups at your institution (please use whole numbers):

% Male	<input type="text"/>
% Female	<input type="text"/>
% Residential	<input type="text"/>
% Non-residential	<input type="text"/>
% International	<input type="text"/>
% Native American or Alaskan Native	<input type="text"/>
% Hispanic, Latino or Spanish origin	<input type="text"/>
% African-American	<input type="text"/>
% White	<input type="text"/>
% Asian	<input type="text"/>
% Asian Indian	<input type="text"/>
% Pacific Islander	<input type="text"/>

SECTION I. CRIME PREVENTION PROGRAM CHARACTERISTICS

Questions 8-12 refer to the type of offense each program targets.

9. Select the number of months that your type of program(s) has (have) been in existence? (If more than one program for each crime category, indicate the number of months for the major program for that category).

Sexual Assault Prevention	<input type="text"/>
Property Protection (Theft/Burglary)	<input type="text"/>
Alcohol/Drug Abuse Prevention	<input type="text"/>
General Crime Prevention	<input type="text"/>

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10. Which of your programs involves multiple interventions (different ways of modifying behavior)? (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

11. Which of your programs promotes awareness through education? (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

12. Which of your programs promotes awareness through branding? (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

13. Which of your programs involves services? (for example, counseling, substance abuse, sexual assault support services, theft protection services, etc.) (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

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14. Which of your programs involves skill development (training that involves learning of skills associated with positive outcomes such as drug resistance, self-defense, etc.)? (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

15. Which of your programs involves crime prevention through environmental design (CPTED)? (for example, security systems, lighting, and landscaping) (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

16. Which of your programs involves situational crime prevention? (for example, closed circuit television (CCTV), target hardening and access control) (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

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17. Which of your programs involves community crime prevention? (for example, business partnerships, community patrols, campus crime watch, residence hall watch, etc.) (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

18. Which of your programs are provided in multiple settings? (check each relevant category)

- Sexual Assault Prevention
- Property Protection (Theft/Burglary)
- Alcohol/Drug Abuse Prevention
- General Crime Prevention

List the location(s) below for any of the types of programs above that have multiple settings:

19. Sexual Assault - On Campus Locations

- Residence halls
- Library
- Student union
- Academic building
- Other-non-academic building
- Fraternity
- Sorority
- Other (please specify)

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20. Sexual Assault - Off Campus Locations

- Fraternity
- Sorority
- Apartments/Student Housing
- Other (please specify)

21. Property Protection (Theft/Burglary) - On Campus Locations

- Residence halls
- Library
- Student union
- Academic building
- Other-non-academic building
- Fraternity
- Sorority
- Other (please specify)

22. Property Protection (Theft/Burglary) - Off Campus Locations

- Fraternity
- Sorority
- Apartments/Student Housing
- Other (please specify)

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23. Alcohol/Drugs - On Campus Locations

- Residence halls
- Library
- Student union
- Academic building
- Other-non-academic building
- Fraternity
- Sorority
- Other (please specify)

24. Alcohol/Drugs - Off Campus Locations

- Fraternity
- Sorority
- Apartments/Student Housing
- Other (please specify)

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25. General Crime program - On Campus Locations

- Residence halls
- Library
- Student union
- Academic building
- Other-non-academic building
- Fraternity
- Sorority
- Other (please specify)

26. General Crime program - Off Campus Locations

- Fraternity
- Sorority
- Apartments/Student Housing
- Other (please specify)

SECTION II. IDENTIFYING CHARACTERISTICS OF YOUR MOST EFFECTIVE CRIME PREVEN...

27. Please name the two most effective crime prevention programs at your institution.

Title of Program I:

Title of Program II:

The following questions address the crime prevention program(s) you identified.

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28. What types of instructional formats are used in each program (select as many as appropriate)?

	Program I:	Program II:
Social skills	<input type="checkbox"/>	<input type="checkbox"/>
Active "hands on" experiences	<input type="checkbox"/>	<input type="checkbox"/>
Role play/scenario based	<input type="checkbox"/>	<input type="checkbox"/>
Lecture	<input type="checkbox"/>	<input type="checkbox"/>
Group discussion	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>
On-line	<input type="checkbox"/>	<input type="checkbox"/>
Required orientation course	<input type="checkbox"/>	<input type="checkbox"/>
Credit-bearing course	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

29. On average, how many activities or sessions are included in each program?

	Program I:	Program II:
One Activity/Session	<input type="checkbox"/>	<input type="checkbox"/>
Two-Five Activities/Sessions	<input type="checkbox"/>	<input type="checkbox"/>
Six-Ten Activities/Sessions	<input type="checkbox"/>	<input type="checkbox"/>
Over Eleven Activities/Sessions	<input type="checkbox"/>	<input type="checkbox"/>

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30. On average, how long is each program activity or session?

	Program I:	Program II:
Thirty minutes	<input type="checkbox"/>	<input type="checkbox"/>
One hour	<input type="checkbox"/>	<input type="checkbox"/>
One and a half hours	<input type="checkbox"/>	<input type="checkbox"/>
Two hours	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

31. On average, what is the timeframe or spacing between activity/sessions?

	Program I:	Program II:
Week	<input type="checkbox"/>	<input type="checkbox"/>
Month	<input type="checkbox"/>	<input type="checkbox"/>
Semester	<input type="checkbox"/>	<input type="checkbox"/>
Academic Year	<input type="checkbox"/>	<input type="checkbox"/>
no spacing	<input type="checkbox"/>	<input type="checkbox"/>

32. What is the total duration of the program?

	Program I:	Program II:
One Session	<input type="checkbox"/>	<input type="checkbox"/>
One throughout a Semester (quarter)	<input type="checkbox"/>	<input type="checkbox"/>
Over one semester (quarter)	<input type="checkbox"/>	<input type="checkbox"/>
One Academic Year	<input type="checkbox"/>	<input type="checkbox"/>
Two Academic Years	<input type="checkbox"/>	<input type="checkbox"/>
More than 2 Academic Years	<input type="checkbox"/>	<input type="checkbox"/>

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33. If Yes to One Academic Year, please indicate which academic class the program begins

	Program I:	Program II:
Freshman	<input type="checkbox"/>	<input type="checkbox"/>
Sophomore	<input type="checkbox"/>	<input type="checkbox"/>
Junior	<input type="checkbox"/>	<input type="checkbox"/>
Senior	<input type="checkbox"/>	<input type="checkbox"/>
Graduate	<input type="checkbox"/>	<input type="checkbox"/>

34. If Yes to Two Academic Years or more, please indicate which academic class the program begins

	Program I:	Program II:
Freshman	<input type="checkbox"/>	<input type="checkbox"/>
Sophomore	<input type="checkbox"/>	<input type="checkbox"/>
Junior	<input type="checkbox"/>	<input type="checkbox"/>
Senior	<input type="checkbox"/>	<input type="checkbox"/>
Graduate	<input type="checkbox"/>	<input type="checkbox"/>

35. Is your program based on a set of underlying principles?

	Program I:	Program II:
Yes, Based on causes of problematic behavior	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Based on larger intervention/treatment strategies	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

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36. Does your program establish relationships with stakeholders (see list below)?

	Program I:	Program II:
Student peers	<input type="checkbox"/>	<input type="checkbox"/>
Community members	<input type="checkbox"/>	<input type="checkbox"/>
Sworn campus public safety official	<input type="checkbox"/>	<input type="checkbox"/>
Non-sworn campus public safety official	<input type="checkbox"/>	<input type="checkbox"/>
Victim services-advocate	<input type="checkbox"/>	<input type="checkbox"/>
Prevention Specialist	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse-specialist	<input type="checkbox"/>	<input type="checkbox"/>
Counselor	<input type="checkbox"/>	<input type="checkbox"/>
Student affairs professional	<input type="checkbox"/>	<input type="checkbox"/>
College/University administrator (not in student affairs)	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>
Community service volunteer	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

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37. On a scale of 1 (poor) to 10 (excellent) how would you rate program collaboration with each of the following campus safety stakeholders at your institution?

Program I:

	1	2	3	4	5	6	7	8	9	10
Student peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victim services-advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention Specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance abuse-specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/University administrator (not in student affairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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38. On a scale of 1 (poor) to 10 (excellent) how would you rate program collaboration with each of the following campus safety stakeholders at your institution?

Program II:

	1	2	3	4	5	6	7	8	9	10
Student peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victim services-advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention Specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance abuse-specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/University administrator (not in student affairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION III. Crime Program Participants

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39. How does your program(s) attempt to relate to the socio-cultural, institutional, or neighborhood environment in which it is implemented? (check all below that are relevant):

	Program I:	Program II:
Incorporate local community norms and values	<input type="checkbox"/>	<input type="checkbox"/>
Attempt to address individual needs over 'one size fits all'	<input type="checkbox"/>	<input type="checkbox"/>
Establish partnerships with students	<input type="checkbox"/>	<input type="checkbox"/>
Establish partnerships with landlords	<input type="checkbox"/>	<input type="checkbox"/>
Establish partnership with different student organizations	<input type="checkbox"/>	<input type="checkbox"/>
Establish partnerships with other offices on campus	<input type="checkbox"/>	<input type="checkbox"/>
Establish partnerships with local campus affiliated businesses	<input type="checkbox"/>	<input type="checkbox"/>
Include student input in the development of the program	<input type="checkbox"/>	<input type="checkbox"/>
Include student input in the implementation of the program	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with institutional study abroad/internship officials	<input type="checkbox"/>	<input type="checkbox"/>
Involve different stakeholders in helping evaluate the effectiveness of the program	<input type="checkbox"/>	<input type="checkbox"/>
Involve researchers in program evaluation	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

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40. On a scale of 1 (poor) to 10 (excellent), how would you rank 'buy-in' of your program(s) by the various stakeholders involved in campus safety at your institution?

Program I:

	1	2	3	4	5	6	7	8	9	10
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members (Residents in neighborhoods bordering the campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victim services-advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance abuse-specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/University administrator (not in student affairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Administration-Executive Level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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41. On a scale of 1 (poor) to 10 (excellent), how would you rank 'buy-in' of your program(s) by the various stakeholders involved in campus safety at your institution?

Program II:

	1	2	3	4	5	6	7	8	9	10
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members (Residents in neighborhoods bordering the campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-sworn campus public safety official	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victim services-advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention Specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance abuse-specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/University administrator (not in student affairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Administration-Executive Level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>									

SECTION IV. PROGRAM IMPLEMENTATION AND EVALUATION

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42. Rank numerically (with 10 reflecting the highest importance and 1 being the lowest) the factors that are important in implementing the crime prevention programs you listed at your institution? Rank all that apply.

Program I:

	1 (lowest importance)	2	3	4	5	6	7	8	9	10 (highest importance)
Cost effectiveness of these programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of trained personnel who understand the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student interest or buy-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of campus safety personnel to assist in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination or cooperation among campus safety stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of external or internal funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perception of substantial public value of these programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational/Institutional acceptance to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination with state, local and federal justice agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of an evidence-based template to evaluate effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence Based Campus Crime Prevention Survey 2012

Clearly defined outcomes of programs

Evidence-based program advocate or sponsor for program continuity

Existing relationship between law enforcement and academic researchers.

Availability of staff with the needed expertise to develop, facilitate, or evaluate programs

Ability to hire new staff for this purpose

Other (please specify)

Evidence Based Campus Crime Prevention Survey 2012

43. Rank numerically (with 10 reflecting the highest importance and 1 being the lowest) the factors that are important in implementing the crime prevention programs you listed at your institution? Rank all that apply.

Program II:

	1 (lowest importance)	2	3	4	5	6	7	8	9	10 (highest importance)
Cost effectiveness of these programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of trained personnel who understand the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student interest or buy-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of campus safety personnel to assist in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination or cooperation among campus safety stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of external or internal funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perception of substantial public value of these programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational/Institutional acceptance to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination with state, local and federal justice agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of an evidence-based template to evaluate effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence Based Campus Crime Prevention Survey 2012

Clearly defined outcomes of programs

Evidence-based program advocate or sponsor for program continuity

Existing relationship between law enforcement and academic researchers.

Availability of staff with the needed expertise to develop, facilitate, or evaluate programs

Ability to hire new staff for this purpose

Other (please specify)

44. Does your institution use web-based strategies to deliver crime prevention programming?

Program I:

- Yes (please specify below)
- No

Comments

Evidence Based Campus Crime Prevention Survey 2012

45. Does your institution use web-based strategies to deliver crime prevention programming?

Program II:

- Yes (please specify below)
- No

Comments

46. Does your institution use mobile device-based strategies to deliver crime prevention programming?

Program I:

- Yes (please specify below)
- No

Comments

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47. Does your institution use mobile device based strategies to deliver crime prevention programming?

Program II:

- Yes (please specify below)
- No

Comments

48. If you are not using web-based strategies or mobile device base strategies, would you find web-based or mobile computing based programming beneficial?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

49. On a scale of 1 (low) to 10 (high), how would you rank the awareness of the campus community to the crime preventions programs implemented on your campus?

	1	2	3	4	5	6	7	8	9	10
Program I:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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50. Please rank the methods below which best communicate crime prevention information and strategies to the campus community? (Check all that apply)

	Program I:	Program II:
Internet messages on campus web page	<input type="checkbox"/>	<input type="checkbox"/>
Programs on campus radio	<input type="checkbox"/>	<input type="checkbox"/>
Crime blotter/reports in the student newspapers	<input type="checkbox"/>	<input type="checkbox"/>
Regular (such as monthly) forums on crime and safety	<input type="checkbox"/>	<input type="checkbox"/>
Posting security alerts via social networking	<input type="checkbox"/>	<input type="checkbox"/>
Security alerts/posters distributed on campus	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		
<input type="text"/>		

51. Are staff administering the program trained to do so?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

52. Are staff supervised throughout the program?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

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53. How do you determine the success or effectiveness of your program(s)?

Select all that apply.

	Program I:	Program II:
Crimes reported to police department (comparing crime rates from before and after the program)	<input type="checkbox"/>	<input type="checkbox"/>
Control study: study students in a program vs. students not in a program	<input type="checkbox"/>	<input type="checkbox"/>
Pre and post test	<input type="checkbox"/>	<input type="checkbox"/>
Year-to-year reduction in the problematic activity	<input type="checkbox"/>	<input type="checkbox"/>
By a victimization survey	<input type="checkbox"/>	<input type="checkbox"/>
By surveying fear of crime before and after the program	<input type="checkbox"/>	<input type="checkbox"/>
By measuring student buy-in of the program	<input type="checkbox"/>	<input type="checkbox"/>
Decrease in liability/payout from university (litigation)	<input type="checkbox"/>	<input type="checkbox"/>
Increase in reporting of criminal incidents	<input type="checkbox"/>	<input type="checkbox"/>
Significant statistical change in problematic behavior being evaluated	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction – is program perceived to be satisfactory (surveys or interviews)	<input type="checkbox"/>	<input type="checkbox"/>
Arrest records/student conduct/referral	<input type="checkbox"/>	<input type="checkbox"/>
Decrease in number of neighbor complaints about off-campus student behavior	<input type="checkbox"/>	<input type="checkbox"/>
Increased use of Counseling Center	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

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54. Does your program(s) use data that measure success?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

55. Do you collect data on your program(s)?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

56. Is your program(s) funded by a grant?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

57. Does your program(s) have a full time director/manager?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

58. Does your program have someone with a research background affiliated with the program(s)?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

Evidence Based Campus Crime Prevention Survey 2012

59. Does your program(s) involve a cost-benefit analysis to prove its effectiveness?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

60. Is your program(s) evaluated at different times?

	Yes	No
Program I:	<input type="radio"/>	<input type="radio"/>
Program II:	<input type="radio"/>	<input type="radio"/>

Thank you for your participation!