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Field Work Report

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Introduction

Given how broad the subject of campus safety and security is, our primary goal with this initial field work was to examine the issues currently facing students to determine where there are gaps and, therefore, room for improvements. In order to achieve this, the present study employs a mixed-methods research approach, incorporating both qualitative and quantitative analyses. In doing so, we hope to triangulate our findings across these methods to hone in on the issues specific to UBC, rather than universities as a whole. In order to guide the design of our semi-structured interviews and surveys, an initial unstructured interview was conducted to establish focal points for the study. These focal points are as follows:

- How do students access safety services or resources at UBC? (Awareness)
- What does campus safety and security mean to students at UBC? (Meaning)
- What types of crime are students most concerned with at UBC? (Importance)
- How could UBC improve its campus safety or safety resources? (Solution)
- What preventative measures do students take to feel safe on campus? (Prevention)

Methodology

- I. An initial unstructured interview was conducted to establish focal points for the study. These interviews guided the design of our semi-structured interviews and surveys.
- II. A semi-structured interview, see [Appendix A](#), was conducted to gather targeted information based on the insights collected from the previous phase.
- III. A survey, see [Appendix B](#), was administered to a broader audience to collect quantitative data, as well as qualitative data through open-ended questions.

Participants & Procedure

Semi-Structured Interviews

Participants in this study consisted of twelve students at UBC, ranging in age from 18 to 33 years old. The sample was sex-balanced with an equal number of male and female participants. Eight of our participants were exchange students and four were domestic. Due to time constraints, our recruitment strategy was one of convenience sampling, focusing on individuals within our social networks. The interview was semi-structured, consisting of 15 open-questions that allowed for guided discussion and free-form responses. The topics ranged from general safety perceptions and potential areas of concern to awareness of safety resources and suggestions for improvement. This balanced approach facilitated a comprehensive understanding of student viewpoints, while providing the flexibility to explore emergent themes and individual nuances as they arose.

Surveys

A total of 52 participants completed the survey. Convenience sampling was employed due to time constraints and participant access. Our main goal was to solicit feedback from a wide range of age groups, and a proportionate balancing of genders, in order to obtain an overall picture of campus safety. Of our participants, 14 were between 18-24, 14 between 25-34, 18 between 35-44, and 2 over 44 years old. Furthermore, 23 participants were women and 25 were men. Lastly, 14 participants were domestic, 28 were international, and 5 were exchange students. This survey was distributed via an anonymous link to CPSC 544's Slack and WhatsApp groups for MEL and exchange students. The survey consisted of single-choice, Likert scale, and open-ended questions pertaining to resource usage and perceptions of campus safety, crime, and resource importance.

Ethical Considerations

Informed consent was obtained from all participants for our semi-structured interviews, see [Appendix C](#), and surveys, see [Appendix D](#). All participants were assured anonymity and confidentiality. Data from the semi-structured interviews was either recorded in text form and stored on UBC's OneDrive, or recorded in audio form and stored on an AES-256 encrypted device. Data from the survey was securely stored, managed, and disseminated on UBC's Qualtrics platform.

Quantitative Analysis

Safety Service & Resource Usage

Regarding safety service and resource usage in the past year, 10% of participants reported using a UBC safety service or resource, 13% reported contacting Campus Security, 17% reported using the Safe App, and no one reported using Safewalk. Students who reported experiencing situations on campus that made them feel unsafe, which we refer to as "experience" for brevity, are more likely to contact Campus Security: 30% "experienced" vs. 8% "inexperienced". However, there is no difference between the frequency of reported incidents and usage of UBC safety services and resources, including the Safe App, for all students. We argue that this could indicate a **misalignment between the services offered and the actual needs of the student body**.

Campus Safety

Moving on to perceived campus safety we see a few patterns emerge, see [Table E1](#). The majority of individuals reported feeling "*Extremely safe*" across most dimensions, with the exception of using parking garages and lots, where the majority response was "*Moderately safe*". The lowest mean score reported, 2.8, was for locking and leaving your bike, where 47% of participants reported feeling "*Moderately unsafe*" or worse. Bike safety is clearly a standout concern of students.

The type of student is a significant factor in their perception of campus safety, see [Figure E1](#). Exchange students feel significantly less safe on campus than domestic and international students

(p-value ~ 0.05). We found that 100% of international students reported feeling at least “*Moderately safe*”, compared to only 60% of exchange students, none of whom were female students.

One-third of domestic students reported having witnessed or experienced situations on campus where they felt unsafe and students having such experiences significantly more often felt less safe on campus in general (p-value ~ 0.03). Interestingly, none of the surveyed exchange students reported having such experiences, while still reporting a lack of perceived safety. Thus, among exchange students this lack of perceived safety does not stem from “experience” as it does with non-exchange students. Instead, we argue that **the lack of perceived safety among exchange students may arise from a lack of awareness of safety services and resources.**

While there is no significant difference in the general perception of campus safety between females and males (p-value ~ 0.35), the situation varies in specific contexts. For instance, females feel less safe than males on campus at night (p-value ~ 0.07), see [Figure E2](#), and in student housing (p-value ~ 0.19), see [Figure E3](#). In contrast, in the context of bike security, females feel safer than males (p-value ~ 0.17) locking and leaving their bike unattended on campus, see [Figure E4](#).

Campus Crime

Turning our attention to perceived campus crime, the majority of individuals reported the level of crime as being “*Not serious at all*”. However, when we examine the breakdown by gender, we see that 48% of female participants reported the level of crime as being “*Mildly serious*”, see [Figure F1](#). The perception of the level of assault on campus is found to be extremely gender-specific, with a p-value < 0.01 for t-tests with numerical coding and ~ 0.02 for chi-squared tests without numerical coding, see [Figure F2](#). Furthermore, while 12% of males reported experiencing unsafe situations on campus, nearly one-third of females reported similar experiences (p-value ~ 0.16), see [Figure F3](#).

Safety Service & Resource Importance

The last section of our survey, see [Table G1](#), was concerned with perceived importance of safety services and resources. The majority of participants felt that outdoor and walkway lighting, restricting access to student housing, and Campus Security patrols were “*Extremely important*” to campus safety. Furthermore, the Emergency Blue Phones and Safewalk were reported as “*Very important*” by the majority of participants. Interestingly, the UBC Safe App had the lowest mean score reported, 2.94, where 65% of participants ranked this as “*Moderately important*” or worse. When asked if any preventative measures were taken to increase safety on campus, roughly two-thirds of participants responded “*Yes*”, where 8 were female and 9 were male, see [Figure G1](#).

Qualitative Analysis

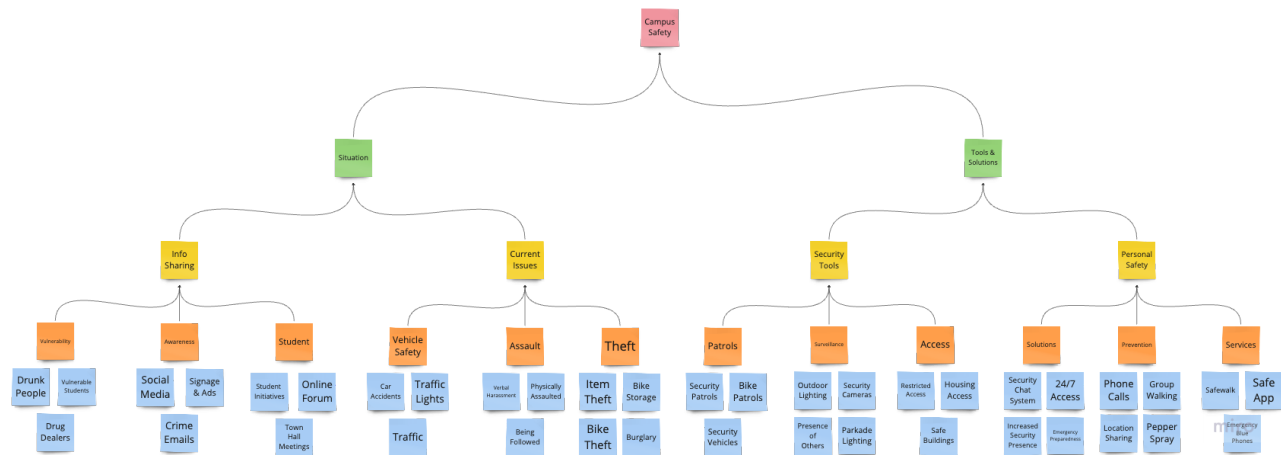


Figure 1: Encodings of interview responses

Procedure

To ensure a structured approach to data analysis, each interviewer was responsible for encoding their respective interview responses, with particular attention to the focal points previously outlined in the study introduction. This encoding was carried out immediately after the interviews to minimize the risk of information loss or subjective reinterpretation. Once initial encodings were complete, they were generalized and systematically organized into thematic subcategories for ease of analysis. These raw encodings are represented by the blue notes in [Figure 1](#). Following this, the research team collectively engaged in a process of grouping these subcategories into broader, overarching categories, thereby synthesizing the data for a more comprehensive understanding.

Reliability

While each interviewer encoded their respective interviews independently, we observed a high degree of similarity in the encodings across different team members. This consistency suggests that the encoding process was fairly reliable. However, it's important to acknowledge that the absence of a more formalized inter-coder reliability check, such as double-coding by independent coders, means that the reliability of our encodings cannot be assured to the highest standard.

Encoding Examples

"The first thing that comes to mind is the police car that drives around and all of these blue poles"

Encodings: Security Patrols, Security Vehicles, Emergency Blue Phones

"I don't understand why there is so much traffic on campus. It is really dangerous."

Encodings: Traffic, Car Accidents

“There are a lot of non-students on campus. I don’t think they have to be there. I have also seen them sell drugs. It is a big problem.”

Encodings: Drug Dealers, Vulnerable Students

“I think students should be the initiators of safety improvements. I think they know more about what they really need and then other students should help them voice their concerns.”

Encodings: Student Initiatives, Town Hall Meetings

Discussion

Our data reveals concerns that were not initially highlighted in our literature review, most notably the impact of campus traffic on perceptions of safety. At the same time, our findings corroborate existing literature on the importance of security personnel, inadequate lighting, and the prevalence of theft. The encoding of our data also correlates with the official UBC security report as bike theft, building access, and Safewalk are reported there and in our interview responses and encodings.

Conclusion

Although we have addressed many aspects of campus safety, several questions remain unanswered. We have yet to fully understand why some safety resources, like the UBC Safewalk service, appear severely underutilized. Furthermore, the role of “experience” in negatively impacting safety perceptions warrants deeper exploration, especially among exchange students who reported feeling less safe despite not having witnessed or experienced situations on campus which made them feel unsafe. As reported above, we suspect this may be an **issue of awareness of existing safety services and resources for students who are new to UBC’s campus**.

A recurring theme in the research was gender-specific differences regarding safety at night, student housing safety, the level of assault, and the experience of unsafe situations on campus. For all of these responses, females either reported feeling less safe, perceived higher crime levels, or had experienced more unsafe situations than their male counterparts. Lastly, bike safety is a concern voiced by both genders, however males appear to worry about this more than females. It is clear from our findings that **gender plays an important role in perceptions of crime and safety**.

Moving forward, this research holds significant implications for the eventual design of our safety interventions. The underutilization of existing services like Safewalk suggests that future design should focus on better promoting and possibly refining these services. Furthermore, the noted **divergence in safety perceptions among different demographic groups calls for targeted safety measures**. The main take-aways include the need for improved safety infrastructure, establishing better awareness of existing safety services and resources, the targeting of safety measures for certain groups, and the involvement of students in safety initiatives and policies.

Appendix

Appendix A. Interview

1. When you think of "campus safety and security" at UBC, what immediately comes to mind?
2. Are there specific images, events, or feelings that you associate with campus safety at UBC?
3. Are there specific areas or places on campus where you feel safe or unsafe?
4. Which types of crimes or incidents concern you most on campus?
5. Have there been any specific incidents that heightened these concerns? If an incident happened to you, we respect your decision not to share.
6. Do you feel that certain groups or individuals on campus are more vulnerable to these concerns than others?
7. How do you typically become aware of or access safety resources at UBC?
8. Are you aware of any safety measures, techniques, or technologies UBC uses to promote campus safety? (e.g. Safewalk, Safe App, Blue Phones/Poles)
9. How do you think the campus can better promote awareness of these resources or technologies?
10. From your perspective, what can UBC do to improve campus safety or the resources they offer?
11. Are there specific programs, initiatives, or channels of communication regarding safety that you'd like to see introduced or expanded?
12. Are there any safety practices or resources you've seen or heard of at other institutions that you believe UBC should adopt?
13. What personal measures do you, or people you know, take to feel safe on campus?
14. Do you believe there's room for collaboration between students and security personnel to enhance personal safety measures?
15. In an ideal scenario, how would you envision the role of students in campus safety initiatives?

16. If you could communicate one main message to UBC's campus security officials, what would that be?

17. Are there other aspects of campus safety at UBC that we haven't covered that you think are important to address?

Appendix B. Survey

1. What is your age?

- ☐ Under 18 years old
- ☐ 18-24 years old
- ☐ 25-34 years old
- ☐ 35-44 years old
- ☐ Over 44 years old

2. What gender do you identify with?

- ☐ Woman
- ☐ Man
- ☐ Non-binary
- ☐ Prefer not to answer
- ☐ Self-describe: _____

3. Did you attend UBC within the last year?

- ☐ Yes
- ☐ No

4. If “Yes”, what kind of student were you?

- ☐ Domestic
- ☐ International
- ☐ Exchange

5. Have you ever lived on UBC’s campus?

- ☐ Yes
- ☐ No

6. In the past year, how many times have you used a UBC safety service or resource?

- ☐ Never
- ☐ 1 time
- ☐ 2-5 times
- ☐ Over 5 times

7. In the past year, how many times have you contacted UBC Campus Security?

- ☐ Never
- ☐ 1 time
- ☐ 2-5 times
- ☐ Over 5 times

8. In the past year, how many times have you used the UBC Safe App?

- ☐ Never
- ☐ 1 time
- ☐ 2-5 times
- ☐ Over 5 times

9. In the past year, how many times have you used UBC's Safewalk service?

- ☐ Never
- ☐ 1 time
- ☐ 2-5 times
- ☐ Over 5 times

10. In the past year, how many times have you reported an accident or incident?

- ☐ Never
- ☐ 1 time
- ☐ 2-5 times
- ☐ Over 5 times

11. How safe do you feel on campus in general?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

12. How safe do you feel on campus at night?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

13. How safe do you feel in buildings and facilities?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

14. How safe do you feel in student housing?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

15. How safe do you feel using parking garages and lots?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

16. How safe do you feel using UBC services like Safewalk?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

17. How safe do you feel attending UBC or AMS events?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

18. How safe do you feel locking and leaving your bike?

- ☐ Not safe at all
- ☐ Moderately unsafe
- ☐ Neutral
- ☐ Moderately safe
- ☐ Extremely safe
- ☐ Not applicable

19. Are there places or buildings on campus where you feel unsafe?

- ☐ No
- ☐ Yes

20. If "Yes", which places or buildings make you feel unsafe and why?

21. How serious do you feel the level of crime is on campus?

- ☐ Not serious at all
- ☐ Moderately serious
- ☐ Very serious
- ☐ Extremely serious

22. How serious do you feel the level of theft is on campus?

- ☐ Not serious at all
- ☐ Mildly serious
- ☐ Moderately serious
- ☐ Very serious
- ☐ Extremely serious

23. How serious do you feel the level of assault is on campus?

- ☐ Not serious at all
- ☐ Mildly serious
- ☐ Moderately serious
- ☐ Very serious
- ☐ Extremely serious

24. Was there a situation or incident on campus that made you feel unsafe?

- ☐ No
- ☐ Yes

25. If "Yes", what situation or incident made you feel unsafe and why? We respect your decision not to share this information.

26. How important do you feel lighting inside buildings is to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

27. How important do you feel outdoor and walkway lighting is to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

28. How important do you feel restricting access to buildings and facilities is to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

29. How important do you feel restricting access to student housing is to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

30. How important do you feel the Emergency Blue Phones are to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

31. How important do you feel Campus Security patrols are to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

32. How important do you feel UBC services like Safewalk are to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

33. How important do you feel the UBC Safe App is to campus safety?

- ☐ Not important at all
- ☐ Mildly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

34. In your opinion, what are the most important campus safety services or resources?

35. In your opinion, what can UBC do to improve campus safety or the resources they offer?

36. Do you take any preventative measures to increase your safety on campus?

- ☐ No
- ☐ Yes

37. If "Yes", what preventative measures do you take to increase your safety on campus?



THE UNIVERSITY OF BRITISH COLUMBIA

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Consent Form

Human-Computer Interaction Course Projects

Principal Investigators: MacLean Karon, Professor, Department of Computer Science, University of British Columbia, maclean@cs.ubc.ca, 604-822-8169

Student Investigators: Basso, Luke (lukejbass@gmail.com), Eckmann, Timo (eckmanntimo@googlemail.com), and Volosiuk, Aleksandr (aa.volosiuk@ubc.ca)

Introduction: Thank you for considering participating in this study. This work is affiliated with the UBC course “Human Computer Interaction” (CPSC 544). Please note that we are seeking students from the UBC Vancouver campus.

Purpose: The overall purpose of this research is to gain insights into the safety of UBC’s campus and usefulness of their safety resources. Additionally, we want to gain students' opinions on suggested changes for improving UBC’s campus safety or safety resources.

What you will be asked to do: After you have read this document, I/we will respond to any questions or concerns that you may have. Once you have signed this consent form, you will be asked to:

- answer interview questions
- complete a questionnaire
- interact with digital systems

No activities that involve in-person interaction will take place during the suspension of in-person activities due to COVID-19, with the exception of two cases: with the exception of three cases: (Case 1) naturalistic observation can take place with physical distancing, (Case 2) research done with people in the same household/bubble, e.g. family, so long as remains low-risk and non-coercive, and (Case 3) the research plan satisfies both Safe Research Guidelines and Safe Research Plan provided by UBC BREB.

This should take about 30 to 45 minutes and be completed in 1 session.

The sessions may also be video and/or audio recorded. You have the option not to be video/audio recorded.

How the data collected will be used: Data collected (including any audio/video recordings) will be used for analysis and may also be used for class project presentations and other research presentations. Although only a course project in its current form, this project may, at a later date, be extended by one or more of the student investigators to be submitted as a research publication.

Compensation: There is no compensation for participating in this study.

Confidentiality: The results of your participation will be reported without any reference to you specifically. All information that you provide will be stored in Canada. It will be treated confidentially and your identity will not be revealed in reporting the study results. The two exceptions are: (1) excerpts from the video/audio recording in which a participant can be identified may be presented in a class project presentation (but any other presentation venue, such as a scholarly conference, will require that participants be non-identifiable in the video/images), and (2) we request but cannot enforce focus group members to keep discussions from any focus group confidential.

Data retention: Identifiable data and video/audio recordings will be stored securely in a locked metal cabinet or in a password protected computer account. All digital data will be encrypted. All data from individual participants will be coded so that their anonymity will be protected in any reports, research papers, and presentations that result from this work.

Protecting identities while using Zoom: If using Zoom, you can log in using only a nickname or a substitute name or research code given ahead of time by the researcher, you can turn off your camera, and you can mute your microphone (if it is not needed).

Contact for information about the rights of research subjects: If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

Indicate your agreement to **one** of the following options by providing your **initials**:

- I consent to being video/audio recorded for this study. _____
- I consent to being audio recorded only (no video) for this study. _____
- I do NOT consent to being video/audio recorded for this study. _____

I, _____, have read the explanation about this study. I have been given the opportunity to discuss it and my questions have been answered to my satisfaction. I hereby consent to take part in this study. However, I realize that my participation is voluntary and that I am free to withdraw at any time.

Participant's Signature

Date

Appendix D. Survey Consent Form



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Computer Science
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Consent Form

Human-Computer Interaction Course Projects

Principal Investigator: MacLean Karon, Professor, Department of Computer Science, University of British Columbia, maclean@cs.ubc.ca, 604-822-8169

Student Investigators: Basso, Luke (lukejbass@gmail.com), Eckmann, Timo (eckmanntimo@gmail.com), and Volosiuk, Aleksandr (aa.volosiuk@ubc.ca)

Introduction: Thank you for considering participating in this study. This work is affiliated with the UBC course “Human Computer Interaction” (CPSC 544). Please note that we are seeking students from the UBC Vancouver campus.

Purpose: The overall purpose of this research is to gain insights into the safety of UBC’s campus and usefulness of their safety resources. Additionally, we want to gain students' opinions on suggested changes for improving UBC’s campus safety or safety resources.

What you will be asked to do: You are being asked to complete a questionnaire about UBC’s campus safety and safety resources. This should take about 15 minutes.

No activities that involve in-person interaction will take place during the suspension of in-person activities due to COVID-19, with the exception of research done with people in the same household/bubble, e.g. family.

How the data collected will be used: Data collected will be used for analysis and may also be used for class project presentations and other research presentations in the Department of Computer Science at the University of British Columbia. Although only a course project in its current form, this project may, at a later date, be extended by one or more of the student investigators to be submitted as a research publication.

Compensation: There is no compensation for participating in this study.

Confidentiality: The results of your participation will be reported without any reference to you specifically. All information that you provide will be stored in Canada. It will be treated confidentially and your identity will not be revealed in reporting the study results.

Data Retention: Identifiable data will be stored securely in a locked metal cabinet or in a password protected computer account. All digital data will be encrypted. All data from individual participants will be coded so that their anonymity will be protected in any reports, research papers, and presentations that result from this work.

Contact for information about the rights of research subjects: If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time.

Your consent to participate in this study is assumed once you have completed and submitted the questionnaire.

Appendix E. Campus Safety

Q	How safe do you feel...	Min	Max	Mean	Std Dev	Count	Mode
Q11	On campus in general?	2	5	4.52	0.74	48	Extremely safe
Q12	On campus at night?	2	5	4.02	1.10	47	Extremely safe
Q13	In buildings and facilities?	2	5	4.66	0.69	47	Extremely safe
Q14	In student housing?	2	5	4.48	0.74	33	Extremely safe
Q15	Using parking garages and lots?	2	5	3.89	0.94	38	Moderately safe
Q16	Using UBC services like Safewalk?	2	5	4.04	0.94	26	N/A
Q17	Attending UBC or AMS events?	2	5	4.30	0.81	44	Extremely safe
Q18	Locking and leaving your bike?	1	5	2.8	1.30	30	N/A

Table E1: Response statistics on Campus Safety

Q11 - How safe do you feel on campus in general?

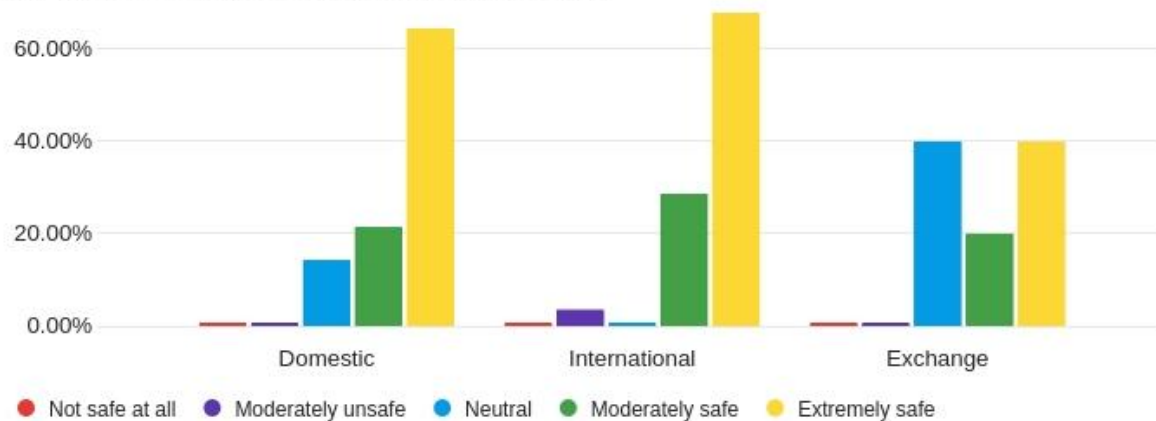


Figure E1: Perceptions of campus safety by student type

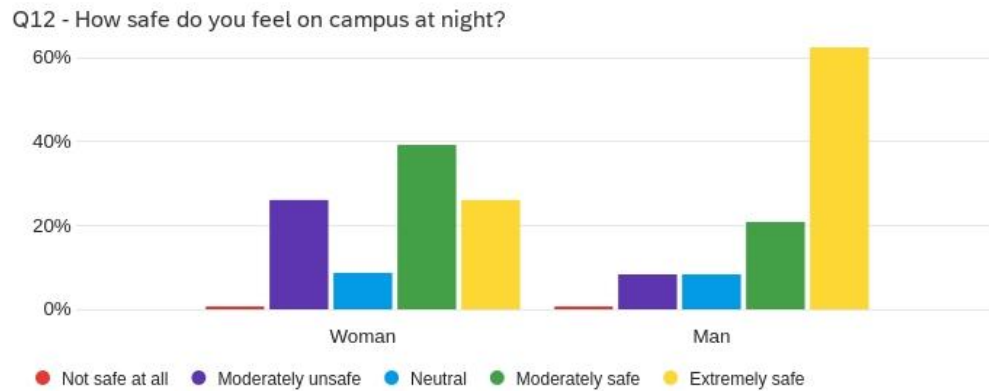


Figure E2: Perceptions of campus safety at night by gender

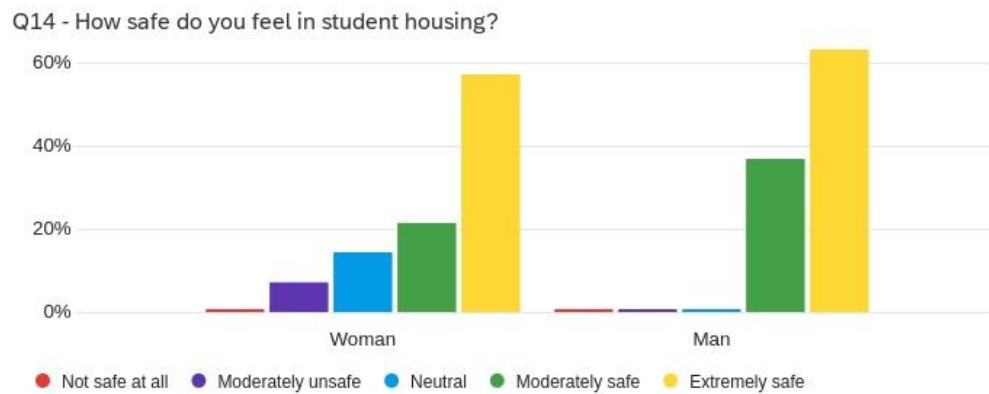


Figure E3: Perceptions of student housing safety by gender

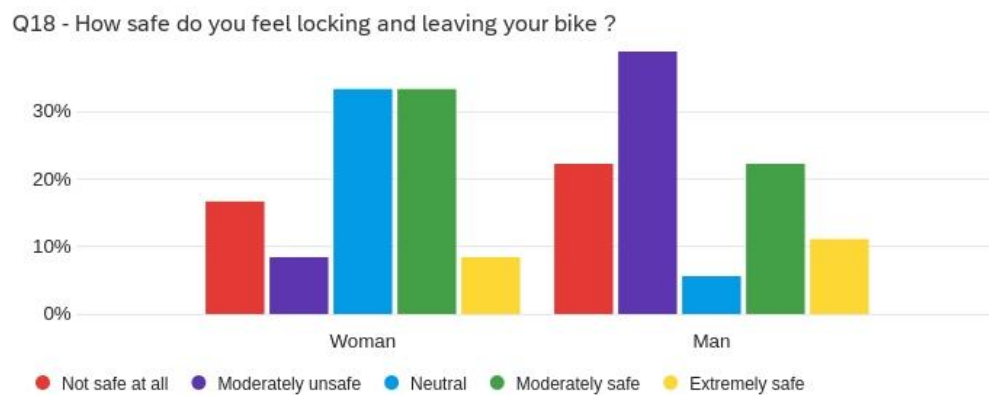


Figure E4: Perceptions of bike safety by gender

Appendix F. Campus Crime

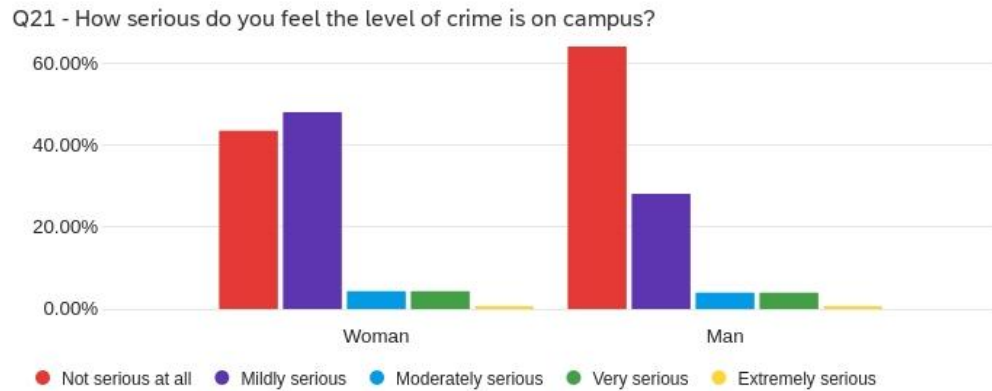


Figure F1: Perceptions of campus crime by gender

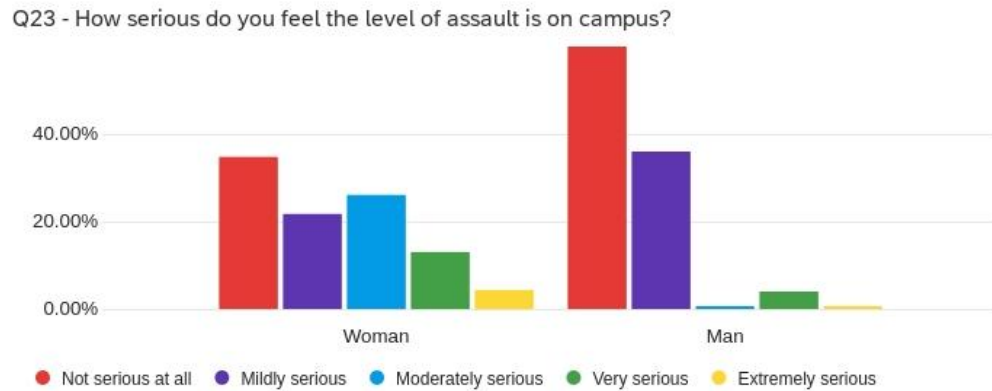


Figure F2: Perceptions of campus assault by gender

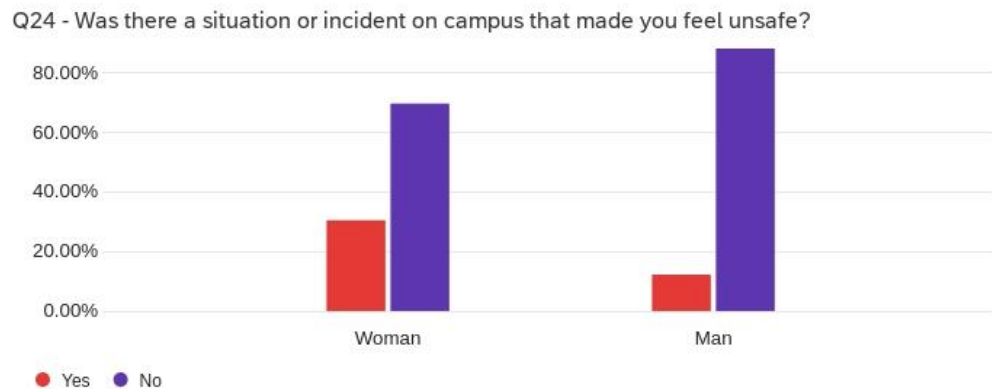


Figure F3: Experience of unsafe situations by gender

Appendix G. Safety Service & Resource Importance

Q	How important do you feel...is to campus safety?	Min	Max	Mean	Std Dev	Mode
Q26	Lighting inside buildings	1	5	3.79	1.04	Very important
Q27	Outdoor and walkway lighting	2	5	4.25	0.99	Extremely important
Q28	Restricting access to buildings and facilities	1	5	3.52	1.15	Very important
Q29	Restricting access to student housing	1	5	3.88	1.24	Extremely important
Q30	Emergency Blue Phones	1	5	3.38	1.20	Very important
Q31	Campus Security patrols	1	5	3.81	1.15	Extremely important
Q32	UBC services like Safewalk	1	5	3.58	1.09	Very important
Q33	The UBC Safe App	1	5	2.94	1.20	Mildly important

Table G1: Response statistics on Campus Safety Service & Resource Importance

Q36 - Do you take any preventative measures to increase your safety on campus?

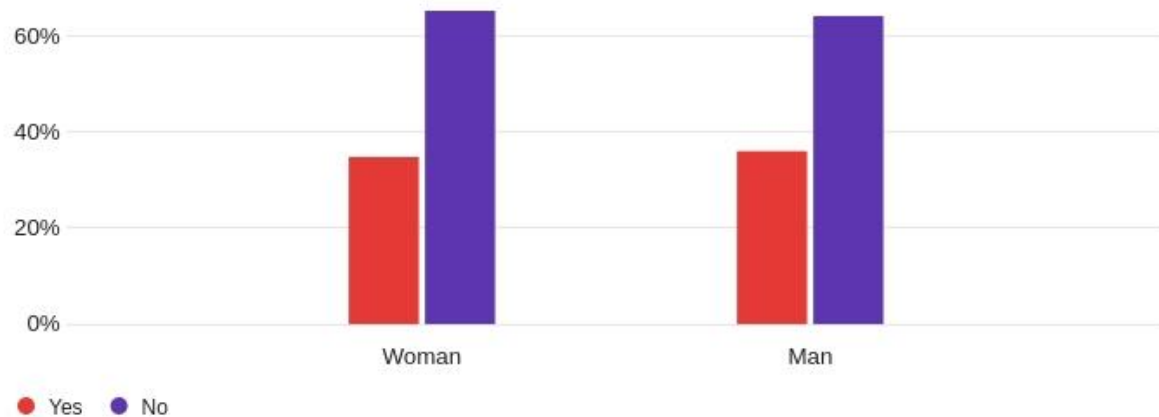


Figure G1: Preventative measures to increase safety by gender