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Hiding In Plain Sight: Ghosted Police Vehicles And The Perception Of Police Presence On College Campuses

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PRESENCE ON COLLEGE CAMPUSES

BY

MACKENZIE A. KIBLER

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HIDING IN PLAIN SIGHT: GHOSTED POLICE VEHICLES AND THE

PERCEPTION OF POLICE PRESENCE ON COLLEGE CAMPUSES

BY

MACKENZIE A. KIBLER

Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

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DEDICATION

This thesis is dedicated to my parents and other family members for always supporting my dreams. Thank you all for the endless love and support over the years. You all pushed me to be a better and I could not have achieved this without you. Thank you to my friends for listening when I was stressed and easing my worries.

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ABSTRACT

Previous research has shown that police presence, which involves visibility of law enforcement personnel, is often related to perceptions of individual safety and individual behavior. The purpose of this study was to explore perceptions of college students and campus law enforcement regarding visibility of and citizen/police interaction on Eastern Kentucky University's campus. The first phase of this project was designed to measure student awareness and visibility of "ghosted" police vehicles, which are black with matte black markings on the doors and have few easily visible indicators of law enforcement vehicles, versus other police types of police vehicles on campus. The second phase of the study involved measuring the police perception of safety on campus while using the ghosted vehicles. Survey and interview data were analyzed to explore whether the use of ghosted law enforcement vehicles impact perceptions of safety and crime detection. Potential policy implications concerning the use of ghosted vehicles are discussed.

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Chapter 1
Introduction

The purpose of this thesis is to explore perceptions of ghosted police vehicles by Eastern Kentucky University Police Department and Eastern Kentucky University undergraduate students. Using ghosted police vehicles is a relatively new patrol concept in the policing community. Ghosted police vehicles can either be black or white SUVs with matte reflective lettering to match the paint color. The standard ghosted vehicle that has been around the longest is the black SUV with matte black writing on the side and standard light bars on the inside. While there have been studies examining issues related to police presence on college campuses, the use of ghosted vehicles by law enforcement agencies, and awareness of officers in particular areas, these topics have not been well-explored as they relate specifically to university and college campuses. Therefore, it is important to explore issues relating to the atmosphere when ghosted police vehicles are used on a college campus. For example, does the presence of ghosted police vehicles make the student body feel protected or on edge and do these types of vehicles make an illusion that there are not police on campus? Recently the campus police have changed some of their ghosted police vehicles, to having black cars and white doors with black police written on the side. These ghosted police vehicles have been on campus since 2014.

This research is important because having police presence on a college campus is important in many ways. In today's political climate with the Black Livers Matter movement and COVID-19, people are divided on if there should be heavier policing or not. However, if colleges and universities used ghosted vehicles for law enforcement personnel, how do students know that there is an officer around? One point of police

presence is to make community members feel safe and secure, but levels of awareness

may be altered if individuals do not recognize when officers are present. Therefore, when

campus law enforcement officials are potentially less visible because of the use of

unmarked vehicles, how do students know the police are present? If students are not

familiar with the ghosted vehicles, they may question if there are police present on the

campus or not. In the United States, police are assigned to multiple places to serve and

protect. One of the most patrolled areas are universities (Linnemann & Turner, N.D.). On

Eastern Kentucky University's campus, they have call boxes set up all around campus.

Per the Eastern Kentucky University's website, (https://police.eku.edu/call-boxes, 2020)

"The EKU Police Department monitors 57 call boxes placed in various locations on

campus. Call boxes are easily located by the attached blue light. The call boxes can be

used for emergency situations, directions, and information, or requesting the evening

shuttle or an escort. Once the callbox is activated, an EKU Police Dispatcher will answer

the call and provide assistance. If there is no reply to the Dispatcher after the call box has

been activated, an officer will be sent to check the area for a reason for the activation."

The propose of these boxes are for students to be able to call for help. The boxes are a

direct line to the police department. These boxes have a blue light at the top for two

reasons. The first reason is to show that the call box is on and working. The second

reason is when the call button is pushed, the blue light starts to flash to draw attention for

the police department and it dials the police station immediately. Having these boxes

around campus give students a sense of safety when walking around campus. The police

can have direct connection to the students on campus and reassure their safety. With the

ghosted vehicles on campus, the police are hiding in plain sight. It gives off a sense that

they are waiting to catch someone in the act of committing a crime. Instead of being there to help a student when they might be a victim of a crime. If it is something minor, like wanting to be walked with in the dark by an officer or wave down an officer if there is an unseen emergency. There is a different sense of feeling when you are walking alone at night on a campus and you see a marked police car versus a ghosted police vehicle with someone sitting in it.

According to the Clery Act Annual Security and Fire Safety Report of 2018, (https://police.eku.edu/sites/police.eku.edu/files/2018_asfr_completed_2019_final_final.pdf, 2020), Eastern Kentucky University Police provide 24-hour patrol of the Eastern Kentucky University campus buildings, parking lots, residence hall exteriors, and campus grounds. Patrol is by motor vehicle, bicycle, and on foot. Local law enforcement agencies provide patrol services to the regional campuses. Eastern Kentucky University has 24 sworn police officers who have full law enforcement authority, which includes the authority to execute arrests, on all University property, and throughout Madison County. Officers receive a minimum of 23 weeks of basic training at the Kentucky Department of Criminal Justice Training (DOCJT) Police Academy in Richmond. Training includes first aid, firearms, defensive tactics, law, evidence collection, and traffic collision investigation, among other topics. Each officer then completes a 12-week field training program and a minimum of 40 hours annually of additional training offered by DOCJT. (Mullins, 2018)

Depending on what part of Eastern Kentucky University's campus you are on, you might not know that the ghosted police cars exist. Eastern Kentucky University's campus is separated by the Eastern Bypass. The "main side" of campus is where the dorm

halls, main library and majority of Eastern Kentucky University's campus buildings are. The other side of campus is where the criminal justice building, the Department of Criminal Justice Training, and the Business and Technology Center is located. The ghosted police vehicles patrol primarily at the main side of Eastern Kentucky University's campus. However, Eastern Kentucky University is not a campus that students are surprised to see different types of police cars from different areas around Kentucky. Eastern Kentucky University is home to the Department of Criminal Justice Training (DOCJT). The DOCJT is a state-of-the-art facility providing basic and advanced training for law enforcement officers and telecommunicators across the commonwealth (Kentucky, 2020). DOCJT is a state-run department of the Kentucky Justice and Public Safety Cabinet, independent from the university. The multi-structure facility includes a new 3,700 square foot shoot house outfitted with lights, sounds and moving doors; a one-eighth mile, climate-controlled indoor running track; a baffled, 16-lane firearms range; a DUI training lab, a fully functioning telecommunications training center, a model police station, 134 dorm rooms and 26 classrooms (Kentucky, 2020). The Law Enforcement Basic Training Academy provides training for officer recruits throughout the state, materials are overseen by the Kentucky Law Enforcement Council to meet the Kentucky Peace Officer Professional Standards, as mandated by state statutes. It is not uncommon to see the academy trainees at the on-campus dining halls. The trainees are frequently in and out of the Criminal Justice Building on campus. Eastern Kentucky University students coexist with the police academy trainees on a daily, up until the trainee's graduate. By having DOCJT on campus, the students and police also need to coexist and have a good relationship. An example of a positive police and student relationship can be

shown here at EKU. There is a fraternity that does a fundraiser called "Dunk a Cop". The concept is to get students and police together in a fun and safe environment. The fraternity typically has inflatables and a dunk tank where you can take your shot at dunking a police officer. All the money the fraternity makes goes to support of St. Jude Research Hospital and Big Brothers Big Sisters foundation.

College campuses and university can be seen as micro-communities for a lot of different things. Universities bring multiple people with different backgrounds together, to coexist together for nine months out of the year. Incoming freshmen are either paired with a random roommate or have prepicked someone to live with. There are jobs available on campus for students. There are multiple dining areas and places to workout. There is no surprise that there are on campus police to look after everyone. However, the practices the on-campus police use might look different than local or state police departments. There have been past studies about college students and police relationships. Looking at the police and student relationship on Eastern Kentucky University's campus could help explain why the need for ghosted vehicles on a college campus is or is not important.

There have been studies done in communities in the past that showed higher police visibility made citizens feel safer. The same could be assumed on a college campus. As I will go into further detail in the next chapter, Winkel (1986) did a field study on police visibility. As Winkel (1986) mentions higher police presences could give off the impression that the area is unsafe. But having not enough police presence could make a community feel underappreciated and unsafe. I will go further into these concerns in the next chapter.

Chapter 2
Literature Review

The concept of ghosted police cars in the United States has been around since 2014. Places like North Carolina, Pennsylvania and Minnesota police departments have been using them locally. In North Carolina, Capt. Chase Coble of the Union County Sheriff's Office said, "You gotta be able to get out and get into your environment and blend in and be able to catch the violator that you're looking for," (Harry, 2017, p. 2). For police department personnel to blend in with the community and gain leverage, the ghost cars help achieve this purpose. Visibility plays a key role in communities with police officers and the relationships they have with the citizens. In a small town called Sauk Rapids, Minnesota, which has a small population of 14,146 people, there is one ghosted vehicle for their county. Minnesota state law allows police departments and sheriff's offices to have up to 10% of their fleet be specially-marked vehicles. A smaller department like Sauk Rapids is only allowed one ghosted vehicle by law. The local newspaper did an interview with the Police Chief. When asked about the difference in patrolling with the marked vehicles verses the ghosted vehicles; the Police Chief gave a quote that said, "this gives the officer more time to catch you doing something wrong," (Newland, 2020, p. 1). While this point is true, multiple studies have been done about how important police visibility is in a community.

Winkel (1986) did a field experiment on reducing fear of crime through police visibility. His theory was increased police visibility among communities would result in reduced amounts of crime. Winkel (1986) suggested foot patrols in communities to increase the visibility of the police force. By being able to visibly see the police in the community walking around, it would give civilians the idea that crime was being

controlled. The negative side of this however is that higher police presence could make people assume they are in a dangerous area. Winkel (1986) concluded that some citizens liked the idea of police foot patrols because officers can see more and act faster if something were to happen. Overall, Winkel (1986) concluded that increased police visibility made the public feel safer. Further, foot patrols engaged police officers and the public, in return improved their relationships.

It is possible that Winkel (1986) would view ghosted police vehicles as a perfect medium for the community since the police presence is in the community, even though citizens do not know it is there. However, he might be skeptical of ghosted vehicles in the community at first because he posits that an "increase in police visibility must be made known to the population in advance in one way or another; it must be made clear that the increased visibility is a new instrument of policy" (Winkel, Pg. 385).

Ghosted police vehicles could be the solution to Winkel's (1986) concern of high levels of police patrol leading to the illusion of an unsafe community. Since ghosted vehicles are actually marked, they technically meet Winkel's (1986) argument of visible policing even though they are not as visible as foot patrols and traditional police vehicles. However, Mirzoeff (2011) would argue the opposite about ghosted vehicles.

Mirzoeff (2011) suggests that, we, as a society, have the right to look at what is happening around us; a right and power he calls 'visuality.' Having visuality gives a person power and authority over the environment they are in, while being visible makes a person vulnerable to the environment around them. The separation of visuality and visibility in a community is to segregate people with authority from social class. Therefore, Mirzoeff stresses the right to look because then it is the right to the real.

Mirzoeff (2011) introduces the idea that, if your right to look is taken away, that turns into censorship. The police have the visual advantage in a community with the new ghosted police vehicles. The police are seeking to blend into the community to catch violators. The visibility civilians have of law enforcement in ghosted police cars much more limited in comparison with traditionally marked vehicles. Civilians typically know how to identify a marked police car and in today's environment, even unmarked vehicles. Unmarked vehicles are typically white Camaros or Accords depending on the police department. They typically do not have lights on the top but they have the spotlight on the mirror. However, the ghosted police cars are so new that most people do not even know they exist, and the ghosted vehicles are not being advertised in communities until a few years after the police department had gotten them. The right to look, then, is censored when individuals are not aware of what types of vehicles are being used by law enforcement in the area.

Linnemann and Turner (ND) go further into this issue with their chapter, *Police: the weird and the eerie,* by identifying that police are aware of not only their own *presence*, but also their own and *absence* in a community. Police are guarding multiple private places around the United States. Linnemann and Turner (ND) touch on how police have the power to be everywhere and nowhere at the same time. We see this with the ghosted police vehicles around communities and college campuses. Police can hide in the shadows and catch people either speeding or committing other crimes. This gives the police more power around the community because of the lack of visibility does not deter the crime from happening like it would have if the vehicle was marked. This gives off the impression that the community cannot be trusted. On the flipside however, someone who

is in need of help might not know a police officer is around when they are hiding in plain sight. Linnemann and Turner (ND) make it clear in this chapter that police are in no obligation whatsoever to defend the public if a crime is occurring. With the ghosted police vehicles, it could make this issue easier for police to not have to intervene in dangerous situations. One police officer in Pennsylvania told his local newspaper, "One downside to patrolling with a ghost police car is that occasionally drivers won't pull over and stop. When you finally get up to them, they'll say, 'I didn't realize it was a police car," (Losagio, Pg. 3) adding that visibly marked vehicles may also provide a better sense of security because they are more noticeable on patrol. Losagio (2017) also suggested that other police departments should invest into a few ghost vehicles.

There is no cost difference between a ghost vehicle and a standard patrol vehicle. One agency in Columbia, SC reports saving money on the ghost vehicles because they are not paying for full color printing (Haynes, 2019). With having multiple patrol options as a police officer, why add in an extra? Police can patrol communities by foot, bike, motorcycle, unmarked vehicle, marked vehicle and now ghosted cars. Most police departments said they liked the element of surprise that the ghost vehicle brings. However, the traditional unmarked vehicles do the same thing and had similar intentions when they were released. The first reported unmarked police vehicle came out in the early 2000s. Police used the unmarked vehicles to catch people speeding or driving reckless. Over the years, standard unmarked vehicles lost their advantage of surprise.

Two very prominent subcultures that exist on university campuses include police subculture and student subculture. Anderson (1999) has a "Code of the Street" theory, in which the code is an adaptation to the insecurities and the depriving and often violent

conditions of inner-city life. Legitimate avenues of gaining respect (e.g., a professional career) are closed. The concept of Anderson's (1999) work is to understand how to gain respect among the subculture that is most important to you. The validity of his work is that everyone would like to be respected. Students want to be respected by teachers, prisoners want to be respected by the prison guards, and college students want to be respected by campus police. On the other hand, that is also a limitation to this literature. It is hard for human nature to give respect to someone it that has lost it. If someone goes against their groups "Code of the Street", they will lose the respect of their peers. This could be seen in relation to how students view their relationship with campus police and the ghosted police vehicles. Street code plays an important role in how students and police interact with each other on university campuses. I'm not sure Anderson's work is that well-suited for your theoretical framework, at least not as applied here. It's geared toward lower class communities more than college campuses.

A theorist who helps understand subcultures is Burke (2009) and his work on coexisting subcultures. Burke's (2009) theory posits multiple coexisting subcultures formed in response to socioeconomic conditions and adjustment challenges. His work facilitates understanding of what happens when multiple subcultures are forced to come together (i.e., police and student). Their conflicting interests can promote social fragmentation characterized by pluralistic ignorance. Pluralistic ignorance is a situation in which a majority of group members privately reject a norm but go along with it publicly because they incorrectly assume that most others accept it. In return, that will then turn into each subculture thinking they need to divide and conquer things separately. This could have the subcultures going against each other and not resolving issues together.

The proposition of Burke's (2009) theory in relation to this topic is that each subculture will have social fragmentation. Trust and respect play a key role in this theory. If the students feel like the police do not trust or respect them, they will not trust them either. The validity of this theory will help prove that forcing subcultures together, will have backlash in a community. This can be seen when policies are being forced onto communities that they do not want to follow. The students on campus might see the ghosted vehicles as them against the campus police. The police might see it as a student resisting arrest and blame it on their relation to an on-campus organization. In return, the police might then affiliate the person's organization in a negative way and anyone who is a part of it (i.e., Sororities and Fraternities). The fragmentation and conflict between subcultures can fuel solidarity within each subculture.

Students and campus police have to coexist together on college campuses for at least nine months out of the year, and the public has come to realize the importance of understanding the types of issues occurring on and around campuses. In 1990 the Jeanne Clery Act was signed into law, mandating that colleges and universities should make information about reported crimes and policies available to their community. These reports are posted on university websites and the public has full access to them. Every year on October 1st, universities and colleges are supposed to post the Annual Security Report (ASR). The ASR tells the story of how campuses commit to keeping their students and community members safer. Fisher, Hartman, Cullen, and Turner (2002) state one of the main goals of the Clery Act is that campus police or campus security are mandated to keep a daily crime log. The crime logs the police keep are then used for the Uniform Crime Reports (UCR). The UCR have an Index Crime that are singled out for

their seriousness of occurrence and likelihood of being reported to the police on a college campus. For each Index Crime offense, the FBI reports the frequency of occurrence of crimes known to the police. This figure includes crimes that the police discover, but it also includes offenses that are reported to the police by victims or witnesses (Fisher, Hartman, Cullen, & Turner, 2002). It has been established more than once that a certain type of crimes (e.g., theft) is reported to the police more than other type of crimes (e.g., sexual assault). Some scholars argue that campus police and campus security are overlooking the dark figure of crimes to save the university or college campus image. The dark figure of crime is a term criminologist use to describe the amount of unreported crime. In 2013, Jim Moore said "most schools comply with the law, but some purposely underreport crimes to protect their images; others have made honest mistakes in attempting to comply" (LoMonte, Pg. 1). In the mid-twentieth century the UCR came out with a victimization survey to keep the police reposts accountable for what they were reporting. The Cleary Act is important to the perception of crime and police on university campuses because students want to know they are safe.

By using ghosted police vehicles on university campuses, the perception of police viability changes. Peak, Barthe, and Garcia (2008) composed a twenty-year perspective on campus policing in America. In their research, the Clery Act improved the record-keeping practices of many campus police agencies and directed administrators to address crime problems quickly and efficiently. Peak et al.(2008) note that in both 1986 and 2006 campus police agencies reported that marked police cars were the most common vehicles used for routine patrolling (87% and 93%, respectively). There was little change in the use of unmarked police cars, motorcycles, and three-wheel Cushmans during the two

survey periods. The biggest change involved the use of bicycle and foot patrols. Although only 24% of agencies used such patrols in 1986, these were employed by almost 80% of agencies in 2006 (Pecket al., 2008). The increased foot patrols in 2006 across campuses could build a relationship with the student body. Still, another key thing that Peck et al. (2008) found was that in 1986, the majority of vehicle purchases were the responsibility of the university purchasing agent (31%) or some other administrative office (42%). The campus police agency is rarely in charge of what vehicles they were allowed to have. However, in 2006, they found that the university purchasing agents remained the primary purchasers in 37% of the cases, 41% of respondents indicated that the campus police were able to make vehicle-purchasing decisions. This is a major finding because with campus police being in charge of the vehicles they can purchase; they have a say of what kind of visibility they want around campus. Over the years here at EKU, the police department has been slow repainting their ghosted vehicles, and so we might generally infer that the department is pleased with the outcomes of the ghosted vehicles.

Fisher and May (2009) conducted a study on if there are certain fear-provoking cues specific to each gender on college campuses. One of the factors they looked at was campus environment and the visibility of police officers whose duty is to provide surveillance and protection. They looked at multiple different types of fear-provoking cues such as: lighting, foliage, groups loitering, and visibility of police. This is relevant to the ghosted police vehicles on university campuses because of the perception of visibility. Fisher and May go on to point out a few different studies conducted on police visibility in and around communities in the US. They say that Skogan and Hartnett (1997) provide some of the strongest evidence connecting the visibility of community-

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oriented policing efforts to reducing fear of crime. Their findings from their pre/posttest

evaluation design showed that residents who subsequently observed police involved in

community-oriented activities felt safer. As Fisher and May (2009) look at the

relationship between police visibility and gender, they notice that it depends on the

activities the police are engaged in during the time they are visible. One assumption they

make is that females might feel safe with a heavier police presence on campus, while

males might not even notice. In 2008, Fisher and May (2009) contacted a large public

institution in the south and asked for a list of their general education classes. Of the 700

classes they were given, they randomly picked 25 general class to contact the instructors

to see if they could give out their Campus Safety and Security Survey. 24 of the 25

instructors got back to them and said that they could proceed with their surveys. Fisher

and May (2009) took 4 weeks to collect all their surveys and go over the results. Overall,

335 females (56%) participated in the Campus Safety and Security Survey. There were

also 264 males (44%) that participated in the Campus Safety and Security Survey. Of the

335 females, 114 said that visibility of police/public safety officials was a provoking cue

for them. Of the 264 males, 58 said that visibility of police/public safety officials was a

provoking cue for them. Female students indicated that higher police presence on campus

gave them the impression that there was something to be scared of on campus. Just as

Fisher and May (2009), predicted, male students did not notice police visibility as a fear-

provoking cue for them. Fisher and May (2009) concluded that having a variety of

different types of campus police patrolling could be beneficial to students. Having foot

patrols, bicycle patrols, or even face to face interactions with students could help. By

conducting this study, Fisher and May (2009) helped establish that police visibility on a

college or university campus is vital for perception of student safety. In relation to EKU's current patrolling procedures with the ghosted police vehicles in comparison to this study, they might view ghosted vehicles as doing more harm than good for visibility of police. This is because unless the students are aware of the type of vehicle, students might not know they are police officers.

Overall, the use of ghosted vehicles in general is a new policing concept and having them on a university campus is important to observe. Also looking at police and student relationship is important to this study because students are the ones who could be affected by these vehicles the most. The purpose of this study is to explore the perception of ghosted vehicles on EKU's campus among students and police officers. In the next chapter, the methodology will be explained.

Chapter 3
Methodology

As mentioned in the previous chapters, there has not been a lot of research done examining the visibility of ghosted law enforcement vehicles. They are a new patrolling concept to the policing community as recently as 2014. The main purpose of this research is to explore perceptions of safety and visibility of police among college students and sworn university police officers on a college campus where ghosted, as well as other types of, law enforcement vehicles are used.

Data Collection: Student Participants

The original data collection plan for this project was to send out surveys via email to all eligible on-ground undergraduates and police officers. However, plans changed when COVID-19 closed campus, and all the students were sent home. Given the social context of the pandemic, and not having students on campus to respond to survey items regarding their current observations, data collection was put on hold. The data collection protocol described below was used since it is important to get current observation from student and police officers instead of having them try to recall information from six months ago (Maxfield & Babbie, 2018).

The target population of students included undergraduate students, 18 years of age or older, regardless of major or credit hours earned, currently enrolled in at least one on-ground class at Eastern Kentucky University. Because of the pandemic, which resulted in many courses meeting exclusively online, even if they were initially scheduled to be on-ground, a convenience sampling method was implemented to ensure respondents would be able to answer based on current observations. Specifically, following COVID-19

protocol, I asked for volunteer participants among the pool of students that I came into

contact with during my time in class or work on campus during a two-week time period.

To get students to participate in my research, I did pass out cover letters and

surveys (see Appendix A) around campus at the outside dining area and the Business and

Technology Center. This way I am not interrupting them while they are studying or

working on homework. The students can fill out the surveys while they are waiting for

their food of coffee. If the student agrees to participate, while following COVID-19

guidelines, I will explain my project to eligible students. If they choose to do so, I will be

providing them with a hardcopy of the survey and cover letter. When they are finished

responding to items (full or partial completion), they will leave the survey (that contains

no personal identifiers) with me. A total of to 42 students participated in the survey.

Summary Characteristics of Student Participants

As shown in Table 1, the vast majority (69%) of student participants were

business majors. This result is not unexpected, as much of my contact with students took

place in the building where most business classes are taught.

Table 1: Student Participation Demographics

Major	N	Valid %
Business	29	69%
Criminal Justice	6	14%
Other	7	16%
Full or Part-time		
Full-time	41	98%
Part-time	1	2%

Table 1: Student Participation Demographics (continued)

	N	Valid %
Gender		
Male	26	62%
Female	16	38%
Race		
White	36	86%
Other	6	14%
Age		
18-21	31	74%
22-30	10	24%
N/A	1	2%
Political View		
Liberal	11	26%
Conservative	14	33%
Neutral	11	26%
Neither	6	15%
Class		
Freshmen	4	9%
Sophomore	10	24%
Junior	16	38%
Senior	12	29%
Do you live on campus or commuter?		
On Campus	19	45%
Commuter	23	55%

Table 1: Student Participation Demographics (continued)

	N	Valid %
How often are commuters on campus per week?		
Once a week	1	5%
Twice a week	8	35%
Three times a week	7	32%
Four times a week	5	23%
Five times a week	1	5%
Time of day commuters are on campus?		
Morning	8	35%
Midday	9	42%
Evening	2	9%
Other	3	14%
Where do you spend most of your time?		
Dorm	20	47%
Classroom	18	43%
Dining Hall	2	5%
Libraries	0	0%
Other	2	5%

The vast majority (90%) of students were white, and their ages ranged from 18 to 30, with an average of 22.25. Almost three quarters of them were 18 to 21 years old, which generally reflects "traditional" college populations. A margin of students who took the survey were Juniors (38%) and the least amount were Freshman (9%). Politically, the conservative category was chosen the most (33%) and the neither category was chosen the least (15%). The liberal and neutral category were the same (26%). Additionally, more than half (55%) of the students who took the survey were commuters. The most

time, during the week, commuters spent on campus was twice (35%) to three times (32%) a week. Most commuting students said that morning (35%) and midday (42%) was when they spent most time on campus. Overall, students spent most of their time in either their dorms (47%) or classrooms (43%).

Data Collection: Law Enforcement Participants

The target law enforcement population for this study included all 22 sworn officers employed by the Eastern Kentucky University Police Department (EKUPD). Administrators were contacted via email with a description of this project, permission was granted to collect data from sworn officers that volunteered to participate, and a plan was developed to collect information while following strict COVID-19 guidelines throughout the entire procedure. The first step in this data collection process involved providing hardcopies of the cover letter and anonymous survey (see Appendix B) to be distributed to all sworn EKU police officers via their mailboxes.   Those who chose to participate left the fully or partially completed surveys in a designated collection box at headquarters. These seven surveys were retrieved after a three-week time period after they were distributed. Of the officers that completed a survey, all (100%) were males (100%) and 86 percent of them were white. Their average age was 22.85, with a range of 28 to 47. The majority (57.14%) of the officers have been with the EKUPD for seven years or more, while the others had been employed there two years or less.

The second phase of data collection from officers took place via a group interview session with seven police officers. The interview took place during their first shift to second shift change. As with the survey, no identifying information was collected from any of the officers; therefore, it is unknown if there was overlap among the individuals

completing the survey and participating in the interview process. The interview took around 30 minutes, and everyone wore masks, and social distanced from one another the full time. During the interview, I was able to get descriptions and pictures of the various police vehicles currently used by the Department. These vehicles will be shown and discussed in the next chapter.

The survey was developed by over a six-month span. Some questions were asked because being a student myself, I wanted to see the perception of safety on EKU's campus. Also, looking over Fisher and May's (2009) study of fear provoking gender ques, helped make connections on if females were more likely to answer yes to a high police presence or not.

Other items on the student surveys were designed to gather information concerning observations regarding ghosted and other types of law enforcement vehicles on campus, as well as insights and perceptions about safety. A summary of these results is presented in the next chapter.

Chapter 4
Results

This chapter contains the findings based on survey and interview data collected

from current on-ground students and sworn police personnel at EKU. Aggregate results

are presented under each survey or interview item below. The next chapter includes a

discussion of the findings, as well as conclusions, limitations, and suggestions for future

research.

Student Results
Student Item 1: To what extent do you see EKU police presence around campus?

Table 2 contains results for students' opinions on police presence on EKU's

campus. The survey listed a number of locations on EKU's campus and range on a scale

of very often to not at all about each location (there was also an option if students were

"not there," meaning they did not have the opportunity to make observations in that

location). The most common building location to see police was on Main Campus (41%

chose "often"). The least common building was the Business and Technology Center

with the answer very little (36%). Next, it ranged from a series of parking lots on EKU's

campus. The most common parking lot for police presence was Alumni Colosseum

(40%) with an answer of Often. Alumni Colosseum is the biggest commuter parking lot

on EKU's campus. Thus, being the reason why EKUPD is noticed more frequently in that

parking lot. The least common parking lot was Brockton Parking lot with an answer of

little (38%). Brockton Parking lot is right next to the Parking Garage which was also

surveyed and had a response of little (32%) as well.

Table 1: Police Presence on EKU campus

	Very often N (Valid%)	Often N (Valid%)	Little N (Valid%)	Very little N (Valid%)	Not at all N (Valid%)
Buildings					
Main Campus	9 (23%)	17 (43%)	4 (3%)	9 (23%)	1 (1%)
Stratton (The Criminal Justice Building)	8 (24%)	10 (30%)	7 (21%)	3 (9%)	7 (21%)
Business and Technology Center	2 (6%)	5 (14%)	11 (31%)	15 (43%)	6 (17%)
Parking Lots					
Alumni Colosseum	5 (13%)	16 (40%)	11 (28%)	5 (13%)	3 (8%)
Lancaster Lot	3 (8%)	14 (38%)	11 (30%)	7 (19%)	2 (5%)
University Lot	5 (14%)	11 (31%)	10 (29%)	4 (11%)	5 (14%)
Brockton Lot	1 (3%)	7 (21%)	15 (44%)	5 (15%)	6 (18%)
The Parking Garage	1 (3%)	5 (15%)	11 (32%)	8 (24%)	9 (27%)
Stratton Lot	9 (26%)	10 (29%)	10 (29%)	3 (9%)	3 (9%)
General Parking Lot	7 (21%)	12 (35%)	7 (21%)	5 (15%)	3 (9%)
Ashland Lot	1 (3%)	10 (30%)	10 (30%)	8 (24%)	4 (12%)
Center of the Arts Lot	0 (0%)	6 (18%)	13 (38%)	9 (26%)	6 (18%)

Student Item. 2: What type of police presence have you noticed around campus?
This research question allowed multiple answers from students. Table 3 shows

that the most commonly seen car is the "Marked Eastern Kentucky University police

vehicles", with 36 (86%) students having noticed them. The "Black car with matte black

writing on the doors" Ghosted vehicle were noticed by 19 (45%) of respondents. The

police vehicle with the least noticed type of police presence was the "Bike police," which

were noticed by only 3 (7%) students. There are only a few ghosted vehicles left being

used right now by EKUPD. Over the next year or two, they plan on repainting all the

ghosted vehicles to look like the traditionally marked vehicle (see figure 3 in following

chapter). It is quite possible that the traditionally marked campus police vehicles were

noticed more by students because they are more visible; most individuals associate these

kinds of markings with emergency vehicles and know that the specific markings are

associated with law enforcement. If students are not familiar with the ghosted vehicles,

they might not know that campus police are on campus. There were 29 students (69%)

who noticed the traditionally marked vehicles on campus and 12 (29%) students who

noticed the ghosted vehicles. This will be discussed further in the next chapter.

Table 2: What type of police presence have you noticed around campus?

	N	Valid %
Marked Eastern Kentucky University police vehicle	36	86%
Black car with matte black writing on the doors	19	45%
Black with white doors and Yellow writing	14	33%
Bike police	3	7%

Student Item 3: Which type of vehicle have you noticed the most?
This research question sought to gauge which type of vehicle was noticed the

most among students. Table 4 shows that the commonly noticed car was the "Marked

Eastern Kentucky University police cars" with 29 (69%) responses. The ghosted vehicles were only commonly noticed by 12 (29%) students.

Table 3: Which type of vehicle have you noticed the most?

	N	Valid %
Marked Eastern Kentucky University police vehicle	29	69%
Black car with matte black writing on the doors	12	29%
Black with white doors and Yellow writing	4	10%
Bike police	0	0%

Student Item 4: What degree of safety do you feel with the police presence on EKU's campus?

This question helps gauge a student's perception of safety on EKU's campus. The question ranges from very unsafe to very safe. Table 5 shows that the majority of EKU students surveyed felt safe (60%, n=25) or very safe (19%, n=8) with current levels of EKU police presence on campus. Three (7%) student respondents felt unsafe, but no students felt very unsafe. Six (14%) students indicated that police presence on campus did not affect their perceptions of personal safety while at EKU.

Table 4: What degree of safety do you feel with the police presence on EKU's campus

	N	Valid (%)
Very Unsafe	0	0%
Unsafe	3	7%

Safe	25	60%
Very Safe	8	19%
No Effect	6	14%

Student Item 5: Would you feel safer with a more visible police presence on campus?

This research question is important to gauge if police visibility plays a role in student safety. Table 6 shows that 16 students (38%) reported that they would feel safer with more police visibility on campus. Ten (24%) students were not sure about whether an increase in police would influence their perceptions of safety, and an additional 10 respondents said more police visibility on campus would not change their perceptions.

Table 5: Would you feel safer with a more visible police presence on campus?

	N	Valid (%)
Yes	16	38%
No	10	24%
Not sure	10	24%
No Answer	6	14%

Campus Police Results
Police Item 1: How safe do you think EKU students are on campus?

Table 7 contains the results for police officers' opinions of student's safety on EKU's campus. Table 7 shows that a majority of (86%) of police agree that EKU students are very safe on campus. One officer respondent said students were safe on campus. None of the officers believed students to be unsafe or very unsafe while on campus.

Table 6: How safe do you think EKU student are on campus?

	N	Valid %
Very Safe	6	86%
Safe	1	14%
Table 7: How safe do you think EKU student are on campus? (continued)	**N**	**Valid %**
Unsafe	0	0%
Very unsafe	0	0%

Police Item 2: What type of vehicle do you drive?

This research question is important to generally learn what types of vehicles the police officers use most frequently while working on campus. Previously, all the officers drove ghosted vehicles before they started to make the transition to some traditionally marked vehicles. A majority of the sample of officers that participated in both the interviews and took the survey (86%) used the new traditional EKU police vehicle (see Table 8, and Figures one, two, and three in the next chapter for pictures of the different vehicles).

Table 7: What type of police vehicle do you drive?

	N	Valid %
Traditional Eastern Kentucky University police vehicle	6	86%
Black with white doors and Yellow writing police vehicle	0	0%
Black car with matte black writing on the doors police vehicle (Ghosted vehicles)	1	14%

Police Item 3: Have you experienced any differences between patrols in marked cars and patrols in ghost cars?

This question was intended to gauge different perspectives concerning traditionally marked vehicles and ghosted vehicles. As reported in Table 9, the majority (71%) of the officers said they experienced a difference in patrolling based on the types of vehicles they were using. The other 29% of officers said they did not see a difference when patrolling in the ghosted vehicle versus the traditional vehicle. The next chapter contains details about the differences and explanations given concerning such differences.

Table 8: Have you experienced any differences between patrols in marked vehicles and patrols in ghosted vehicles?

	N	Valid %
Yes	5	71%
No	2	29%

Police Item 4: Do you think ghosted police cars deter crime?

This item was designed to get the officers' perspectives on patrolling EKU's campus in ghosted vehicles. As shown in Table 10, 3 (42%) officers said yes, that the ghosted vehicles deterred crime. However, 2 (29%) officers said no and 2 (29%) additional officers said they were unsure.

Table 9: Do you think ghosted police vehicles (black paint with matte black writing) deter crime?

	N	Valid %
Yes	3	42%
No	2	29%
Unsure	2	29%

Police Item 5: Do you think the ghosted police vehicles increase safety for EKU students?

Results for this item are presented in Table 11. Four (57%) officers said they were unsure if ghosted vehicle increase safety. However, 2 (29%) officers said the ghosted vehicles did increase safety for students, and 1 (14%) of them believed the ghosted vehicles did not increase safety for the students.

Table 10: Do you think the ghosted police cars increase safety for EKU students?

	N	Valid %
Yes	2	29%
No	1	14%
Unsure	4	57%

Police Item 6: In general, which of the following violations do you encounter frequently?

Table 12 contains the results for the crimes and violations the officers encounter frequently on EKU's campus. The survey listed a number of offenses, as well as a fill in the blank (other) category at the end for any violations or crimes that were not listed. The most common responses involved some type of traffic violation [speeding (29%), careless driving (29%), traffic violation (14%), and no headlights (14%)]. Suspicious behavior (42%) was another common reason for police stops on campus. Other crimes officers were stopping people for were intoxication (29%) or drug possession (14%). Unspecified service calls on campus were also mentioned by 1 (14%) of the officers.

Table 11: In general, which of the following violations do you encounter frequently?

		N	Valid %
Speeding		2	29%
Intoxication		2	29%
Drug possession		1	14%
Suspicious behavior		3	42%
Other:	Careless driving	2	29%
	Traffic violation	1	14%
	Service call	1	14%
	No headlights	1	14%

Aside from surveying campus officers, I had the opportunity to meet with and interview several officers in a big group during a shift change on EKU's campus. Per IRB protocol, I explained to the officers that participation was completely voluntary, that no personal identifiers were being collected, and that they could choose not to respond to any item they were not comfortable discussing. All the questions being asked here are going to answered in full in the next chapter. Our discussion initially focused on when the department began using ghosted vehicles. This was important to ask to see if they were brought on campus around the same time they were growing in popularity out in urban communities. The next question I asked them was if they had ever received negative feedback about the ghosted vehicles. I felt this question was important to ask because the police are in the process of repainting them to a newer visible design. The next question I

asked was if they thought the ghosted vehicles made sense to use on a college campus. This question was necessary to ask because ghosted vehicles were not as popular on college campuses like they are in bigger cities. The last question I asked was who approved of what type of designs the department could have? This question is important to ask because it could make a difference if the department was allowed to pick or if the university picked the vehicle and design for them. The interviews are being analyzed in the discussion so the results of the surveys can be looked at as well.

Chapter 5
Discussion and Conclusion

Data for the first phase of this study came from surveys of student participants. The survey items focused primarily on campus police visibility, especially concerning types of law enforcement vehicles (traditionally marked versus ghosted vehicles), and perception of safety on EKU's campus. The second phase of the project explored perspectives from campus police concerning ghosted vehicles, police visibility, and the perceptions of student safety on campus. To date, there have been very few studies published regarding on the use of ghosted vehicles on campuses or even communities in general. Research examining different types of police vehicles and how they may affect police visibility, perceptions of community safety, and possibly rates of crime detection is important to help build the body of policing literature. It is also important to explore police/student relationships on campus because students comprise the majority of individuals that campus law enforcement officials are sworn to protect. Each phase of this study is discussed below, with police interviews discussed first to provide context for the types of law enforcement vehicles used on campus.

Police Group Interview

When interviewing the group of officers, I focused on gathering information about the use of ghosted police vehicles on campus (see Figure 1). The first question I asked

Figure 1: Ghosted EKUPD vehicle during the day

them was "*When were ghosted vehicles first used on EKU's campus*?" EKUPD started

using the vehicles 2014 when
they were making the transition
from Dodge to Ford Motor
vehicles. At that time, all of the
new police vehicles had the
ghost graphics on them. There
was a different version, called

Figure 2 Ghosted EKUPD vehicle at night
Source: police.eku.edu homepage

the sleek car, that were similar, but the emergency lights were inside the car (as opposed

to a light bar on top of the car). EKUPD had both the sleek car with the ghosted graphics

and the ghosted vehicle with the light bar on top. The police department transitioned from

the sleek vehicle to the light bar on top to be a little more visible to the public. The

second question I asked them was "*between the sleek car or the ghosted vehicle, which*

one would you choose?" the officers chose the ghosted vehicle. The officers like the

design of the ghosted vehicle and how they do not stand out like typical marked vehicles,

yet they are not as strikingly visible as a traditionally marked vehicle. The officers

generally indicated that they have received positive feedback over the years for the

ghosted vehicles design. Only one officer reported that negative feedback had been

received about the ghosted vehicle during the last six years. The EKUPD officers also

had similar experiences as the officers in North Carolina in regards to people not stopping

for them (Harry, 2017, p. 2). One officer mentioned that they sometimes struggled when

trying to get across campus in ghosted vehicles because some would not realize they were

police or emergency vehicles and would not yield the right of way. With these types of

issues occurring more frequently, along with reviews that EKUPD officials were not seen on campus as often as they should be, the Department began to repaint some of the vehicles, transitioning some of them to more traditional markings.

Figure 3: Original marked vehicles

The first design they chose for some sport utility vehicles (SUVs) contained white doors and yellow writing on the side of the SUVs (see Figure 2). All of the officers interviewed "hated" this design, in part because of the small lettering on the graphics, and wanted it changed. The general disdain for this design was the basis for another design change, which is presented in Figure 3. This latest design, which replaces the small yellow writing on the white doors with larger graphics in EKU's colors, is used on the Department's new Chevrolet Tahoes. The older vehicles,

whether ghosted or painted with old markings, will be transitioned to include this new design. Officers seemed to be supportive of the markings on this newest design and believed it will be

Figure 4 New Traditional Marked Vehicle

used on their vehicles for the foreseeable future. As shown in Figure 3, these vehicles are very visible for the public to see and contains graphics similar to the ones used to represent EKU in marketing

materials, athletics, and apparel designs. EKUPD administrators did not report any

problems getting new types of vehicles and/or graphics designs approved by upper

University administration. We also discussed student safety on EKU's campus during

our meeting. All of the officers agreed that students were safe while on campus as the

ASR showing. (Mullins, 2018) . I asked the officers if the emergency call boxes like the

ones discussed in Chapter 1 of this thesis were used frequently by students or others on

campus. The officers said that, given the prevalence of mobile phones in these times, the

call boxes are primarily there for student reassurance that they can contact the department

if they need to do so. They also indicated that there is now a mobile safety app called

LiveSafe that students can use in the event of an emergency or to report issues to law

enforcement. If students download the app, they can use it to quickly connect with

campus police. That way, they do not have to locate a call boxes. This service may be

quicker than calling 911 from a cell phone, as a 911 call may be routed to city police

rather than campus police.

Police Surveys

When asked about how safe they thought EKU students were on campus, all of

the officer respondents chose very safe (86%) or safe (14%).When we discussed this

question as a group, the participants there also agreed that EKU's campus is very safe for

students. None of the officers thought the campus was unsafe for students. One officer

offered the perspective that EKU's crime rate is low as compared to other Division 1

schools. The most common recommendations to improve safety for EKU's campus

community from officers included adding more lighting on campus and working to

improve community relationships and involvement to better serve the university

community. The recognized that fostering trust helps enable positive communication, which may have positive outcomes for everyone. One officer made it clear that the overall safety of the students is what is most important to them as an agency. To achieve this goal, they recognize that police work benefits immensely from community connections, "The greater the connection we have with students, the better we can help them. It is always easier to turn to a friend for help, than a stranger."

The majority (86%) of officer participants primarily used traditionally marked vehicles at the time of data collection. A follow-up question on the survey asked "select how you would prefer to patrol EKU's campus and why do you prefer this method?" Five out of the seven officers surveyed said they would prefer the traditionally marked vehicles because of reasons such as "high visibility," "engaging community members," and "fully embracing the community policing philosophy model." Two out of the seven said they would have "kept the ghosted vehicles because it would be less likely for criminals to notice the vehicle, therefore easier to catch them in the act of a crime." Six out of the seven said they would like to do more bike and foot patrols because "visibility and interacting with the public when on foot/bike" and "vehicles get us to problems faster, but foot patrol allows us to connect with students and build better report with community." Lastly, one participant said motorcycle patrol would be nice because the officer thought utilizing motorcycles would make them more accessible. They all could agree that using motorized vehicles instead of foot and bike patrols made it easier to get across campus if something happened.

When asked about differences experienced between patrol in traditionally marked cars and ghosted vehicles, a majority (71%) of the officers said there were differences in

patrolling in the two types of vehicles. One officer stated that "In a marked traditional patrol unit, it attracts more attention from citizens. Whereas with the ghost package it is less conspicuous. Thus, people are more apt to commit traffic infractions while operating a unit with ghost packaging." Another officer stated "Public not knowing if the ghost police vehicles are actually police. Marked units are more visible for the public to flag down." The officers can see more traffic violations while observing in a ghosted vehicle then in a traditionally marked one. The ghosted vehicles make it easier to blend in when parked in a parking out or driving around campus. As one officer put it, "Visibly marked patrol vehicles are more readily observed, though "ghost cars" create an element of concealment. Allowing officers to blend in with traffic and parking lots. Increasing the potential to observe hence acts, (e.g., poor/reckless driving, fights, thefts)."

Officers had mixed opinions regarding whether ghosted police vehicles deter crime. Three of the seven officers (42%) said yes, they do deter crime. Two officers did not think they deterred crime and the two were unsure about whether or not they were a deterrent. One officer made the comment that "Students may realize that ghost cars are harder to locate, so they will be more cautious not knowing if a unit is around or watching." As the department is slowly moving away from the ghosted and more to traditionally marked ones, some people might make the assumption that there is a heavier police presence. One officer stated, "psychologically, they may not think officers patrol. When reality patrol consistently patrols. Thus, they are just as safe due to continuous presence and availability on campus." From the perspective of the officers, it is better to catch criminals in the act when in unmarked or ghosted vehicles (Haynes, 2019). As previously mentioned in Chapter 2, police like to use unmarked or ghosted vehicles to

catch people speeding or driving reckless. Over the years, standard unmarked vehicles lost their advantage of surprise. Thus, having the ghosted vehicles to blind in during the day and stand out in the evening make it easier for the police. Fisher and May (2009) also mention that having a variety of different types of campus police patrolling could be beneficial to students.

The officers who provided information for this study reported that they most commonly deal with various types of traffic violations (e.g., speeding, careless/reckless driving, no headlights, other equipment violations). They also have dealt with a fair amount of intoxication and drug possession violation. While almost half of them indicated it is not uncommon to approach people for suspicious behavior, these officers have not observed or responded to many serious or personal crimes on campus. According to the Clery Report for the Richmond campus from 2016 to 2018 , the crime rate has decreased over the years (Mullins, 2018, p. 67). This is consistent with the officer's response about lower crime rates on campus. Knowing what crimes, the police are dealing with firsthand, on campus helps determine if ghosted vehicles are necessary. During the group interview, I asked if the ghosted vehicles were necessary on a campus like EKU. One officer said that if EKU was a campus like Florida State University or Miami University where they have higher numbers of out of state students and party numbers then maybe. But for a campus the size of EKU, they were not as essential.

Student Surveys

With regards to the first student question "*To what extent do you see EKU police presence around campus?*" students were presented a list containing three geographically different areas of campus that contain classroom buildings, as well as the nine most

popular parking lots on campus, and asked how often they observed campus police at each location. The study provided us with the results that the most common building location to see police on campus is on Main Campus (41% chose "often"). For the parking lots, the most common parking lot to see police presence is Alumni Colosseum (40% chose "often"). Fisher and May (2009) helped establish that police visibility on a college or university campus is vital for perception of student safety. These areas are the most common places for high volume of students. It is important to see where police are observed by students most to gauge their perception of safety and police visibility. With the previous ghosted vehicles on campus, some students might not have seen the police during the day. While ghosted vehicles are a new concept in most communities, it makes it harder to spot them (Losagio, 2017).

Students where overwhelming more likely to have noticed traditionally marked EKU law enforcement vehicles (Figure 3) than any other type of police vehicle on campus. Unlike ghosted vehicles, traditionally marked EKUPD vehicles were new to the university during the school year 2019-2020. The next commonly (45%) seen vehicle was the ghosted vehicle. The repainted ghosted vehicles with the white doors and yellow writing on the side had been seen by 33% of students. The least commonly noticed presences seen around EKU's campus was the bike police.

When asked about what type of law enforcement vehicles they have noticed most frequently, the majority of student respondents (69%) reported they had seen the marked EKU traditional vehicles the most. The traditional vehicles are commonly seen parked on the main side of campus or driving around. The ghosted vehicles are harder to recognize during the day, but at night they are seen parked around various lots around campus. As

Mirzoeff (2011) emphasizes everyone has the right to look; by using the ghosted vehicles during the day and parking them at night, the students might be unconsciously censored to their right to look, since the ghosted vehicles are more visible at night. However, the repainted vehicles had the lowest response (10%) of being seen on campus.

Regarding perceptions of individual safety on campus, most of the students surveyed feel safe or very safe with the police presence on campus. Only a few (7%) of students said they felt unsafe and some (14%) said that police presence did not impact their perceptions of safety in any way. It is important to see how students feel about police presence on campus with the current political movements happening right now. The reactions toward ghosted vehicles might be higher if more students said they felt unsafe (Davis, 2020) (Fisher, Hartman, Cullen, & Turner, 2002) (Fisher and May, 2009).

Interestingly, when asked if they would feel safer if there was more police presence on campus, the results were varied among students. Most students (38%, n=16) said yes, they would feel safer with more police visibility. Ten (24%) students said no, and the same number said not sure concerning increased safety with greater police visibility. When asked where they would like to see more police presence, a majority of them responded with parking lots, mainly at night. Some students also wrote that they would like more lighting around campus for when they walk to their cars after night classes. A few students provided comments that the police are doing a great job on campus and mentioned that more of the call boxes (mentioned in chapter 1) would be nice. One student thought that the campus needed a "higher police presence in classrooms and hallways with shooting as a concern."

However, as I mentioned in the previous section, the current political movements with the Black Lives Matter and defund the police might play a key role with some students' responses (Davis, 2020). A few students wrote in the acronym ACAB (all cops are bastards). If the same survey was conducted in the future, depending on the social context of the time and current movements, the reactions and results could be very different.

Conclusions

Overall, the results of this study helped provide a perspective on ghosted vehicles on one college campus while gauging police and student's perception of safety. From the police perspective, they liked the concept of ghosted vehicles and the look of them. However, once in use, the ghosted vehicles did not seem to fit the actual needs on a college campus. As a matter of fact, since the officers were not as visible to the public, there was a common misconception was that they were not present when they were using only the ghosted vehicles. The new, traditionally marked vehicles EKUPD has begun to use will hopefully be more visible to the public and perhaps provide increased perceptions of safety.

From students' perspective, they did not seem to notice the ghosted vehicles as much as the traditionally marked ones. This could be because the students did not know what they were looking for or if they just did not mind. Similar to the citizens in North Carolina and Pennsylvania, they were blindsided by the ghosted vehicles when they first got stopped (Losagio, 2017) (Harry, 2017). Like I previously mentioned in Chapter 1, EKU has a special relationship with police by having the DOCJT on campus. EKU students are not going to be surprised by seeing a new or unique looking police vehicle

on campus. Students might not know they are actual EKUPD though. The most common suggestions on how to feel safer on campus from both students and police were adding more lights around campus and for police to be in the parking lots after night classes.

Limitations and Suggestions for Future Research

As with all research projects, there are limitations to this study that should be discussed. The ideal target population for this study was all undergraduate students, 18 years of age or older, regardless of major or credit hours earned, currently enrolled in at least one on-ground class at Eastern Kentucky University. One of the goals based on the original sampling plan was to make statistical comparisons between criminal justice majors (who may be more familiar with different types of police vehicles) and other majors on campus. However, COVID-19 put limitations on if students had on-ground classes in all departments. This situation made observing law enforcement vehicles difficult since many students in all majors ended up taking only online classes. Additionally, conducting an online survey of on-ground students was difficult because some courses were listed as having traditional on-ground instruction, but they had actually gone online because of COVID-19 concerns. Consequently, identifying students in truly on-ground courses was almost impossible during the time of data collection. Distributing surveys in-person to students on campus was the most efficient way to collect data from students who verified that they were indeed enrolled in on-ground classes. This convenience sampling method, however, resulted in a small sample size, making it impossible to conduct analyses to explore significant differences based on characteristics such as year in school, age, race, gender, or major. The nonprobability sampling technique further makes it impossible to generalize results to the student

population. Future research concerning student perceptions of police and safety should attempt to use large probability samples of subjects to avoid these impediments. Also, this study used a cross-sectional design, meaning that data were collected from each subject at only one-time period. Longitudinal studies, perhaps measuring law enforcement presence and student perceptions on a campus over time would be a nice addition to the literature and would help control for social context (e.g., protests).

It is important to continue research on ghosted police vehicles, and police visibility in general, on college campuses and in larger communities as well. Research has shown that visibility of police may play a key role in someone's perception of safety and whether or not they choose to commit some crimes in certain areas (Linnemann & Turner, No Date) (Winkel, 1986) . The overall perception of safety on EKU's campus was positive and in regards to ghosted vehicles, the students and EKUPD, are happier with the traditional looking vehicles.

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APPENDICES

[Appendix A: Cover Letter and Student Survey]

EASTERN KENTUCKY UNIVERSITY ⸵ Stratton Building

COLLEGE OF JUSTICE & SAFETY

A Program of Distinction   *Serving Kentuckians Since 1906*   Lancaster Avenue

School of Justice Studies   Richmond, Kentucky 40475-3102

http://justicestudies.eku.edu/   (859) 622-1978

FAX: (859) 622-1549

Hiding in Plain Sight: Ghosted Police Vehicles and the Perception of Police Presences on College Campuses

You are being invited to take part in a research study designed to gauge student perceptions of safety based on presence of interactions with law enforcement on Eastern Kentucky University's campus. One of the primary goals if this project is to determine if visibility of police officers and/or their vehicles make a difference in attitudes concerning safety and behavior. This study is being conducted by MacKenzie Kibler at Eastern Kentucky University as part of my graduate thesis in Criminology and Criminal Justice.

If you decide to participate in the study, you will be asked to complete the attached survey and submit it back to me. Your participation is expected to take no more than 5-10 minutes.

Any information you provide as part of this study anonymous. You will not be asked to provide your name or other identifying information as part of the study. No one, not even members of the research team, will know that the information you give came from you. Your responses will be combined with information from other people taking part in the study; the results of this study will be presented in aggregated form.

If you choose to participate in this research, you are doing so as a voluntary participant. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. Further, you may skip any survey item for which you do not want to provide a response.

This study has been reviewed and approved for exemption by the Institutional Review Board at Eastern Kentucky University as research protocol number 3519. If you have any questions about the study, please contact MacKenzie Kibler at mackenzie_kibler@mymail.eku.edu. If you have questions about your rights as a research volunteer, please contact the Division of Sponsored Programs at Eastern Kentucky University by calling 859-622-3636.

By completing the attached survey, you agree that you (1) are at least 18 years of age; (2) have read and understand the information above; and (3) voluntarily agree to participate in this study.

Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution.

Student Survey

1. What is your major?

2. Are you a full or part time student?
    a. Full time student
    b. Part time student
3. What is your gender?
    a. Male
    b. Female
    c. Other
4. What is your age?

5. What is your race?
    a. White
    b. Black
    c. Hispanic
    d. Other
6. What is your political preference?
    a. Liberal
    b. Conservative
    c. Neutral
    d. Neither
7. What class are you?
    a. Freshman
    b. Sophomore
    c. Junior
    d. Senior
8. Do you live on campus or are you a commuter?
    a. On campus
    b. Commuter
9. If you are a live off campus, how often do you come to Eastern Kentucky
   University's (EKU) campus?
    a. Once a week
    b. Twice a week
    c. Three times a week
    d. Four times a week
    e. Five times a week
10. What times of day are you typically on campus?
    a. Morning
    b. Midday

      c. Evening

      d. Other

           i. Please specify

11. Where do you generally spend a most of your time on EKU's campus?

      a. Dorms

      b. Classrooms

      c. Dining halls

      d. Libraries

      e. Other

           i. Please specify

12. Have you ever been a victim of (check all that apply) on EKU's campus?

      a. Burglary

      b. Vandalism

      c. Theft

      d. Assault

      e. Sexual assault

      f. Auto burglary

      g. Other

           i. Please specify

13. If yes to question 12, What time of the day did it occur?

      a. Morning

      b. Midday

      c. Evening

      d. Over night

      e. Other

           i. Please specify

14. Please check the extent to which you see EKU police presence

      a. Buildings

           i. Main campus

                 1. Very often- often – little- very little– not at all

           ii. Stratton (Criminal Justice Building)

                 1. Very often- often – little- very little – not at all

           iii. Business and Technology Center

                 1. Very often- often – little- very little – not at all

      b. Parking lots

           i. Alumni Colosseum

                 1. Very often- often – little- very little – not at all

           ii. Lancaster lot

                 1. Very often- often – little- very little– not at all

           iii. University lot

                 1. Very often- often – little- very little– not at all

        iv. Brockton lot
             1. Very often- often – little- very little– not at all
        v. Parking Garage
             1. Very often- often – little- very little– not at all
        vi. Kit Carson Drive
             1. Stratton Lot
                 a. Very often- often – little- very little– not at all
             2. General Parking Lot
                 a. Very often- often – little- very little– not at all
             3. Ashland lot
                 a. Very often- often – little- very little– not at all
        vii. Center of the Arts lot
             1. Very often- often – little- very little– not at all

15. What type of police presence have you noticed around campus? (check all that apply)
    a. Marked Eastern Kentucky University police cars
    b. Black with white doors and Yellow writing
    c. Black car with matte black writing on the doors
    d. Bike police
    e. Other

16. Which one do you see most often? (check all that apply)
    a. Traditional Eastern Kentucky University police cars
    b. Black with white doors and Yellow writing
    c. Black car with matte black writing on the doors
    d. Bike police
    e. Other

17. Where have you seen these cars parked outside of these different locations? (check all that apply)
    a. Buildings
        i. Main campus
             1. Very often- often – little- very little – not at all
        ii. Stratton (Criminal Justice Building)
             1. Very often- often – little- very little – not at all
        iii. Business and Technology Center
             1. Very often- often – little- very little – not at all
    b. Parking lots
        i. Alumni Colosseum
             1. Very often- often – little- very little– not at all
        ii. Lancaster lot
             1. Very often- often – little- very little – not at all
        iii. University lot
             1. Very often- often – little- very little– not at all
        iv. Brockton lot

1. Very often- often – little- very little – not at all
                v. Parking Garage
                        1. Very often- often – little- very little – not at all
                vi. Kit Carson Drive
                        1. Very often- often – little- very little – not at all
                vii. Center of the Arts lot
                        1. Very often- often – little- very little – not at all
    c. Driving around campus
            i. Very often- often – little- very little– not at all
18. What degree of safety do you feel with the police presence on EKU's campus?
    a. Very Unsafe
    b. Unsafe
    c. Safe
    d. Very safe
    e. No change at all

19. Have you ever been stopped by EKU police?
    a. Yes
    b. No
20. If so, what for? (highlight all that apply)
    a. Speeding
    b. Jaywalking
    c. Intoxication
    d. Suspicious behavior
    e. Drug possession
    f. Other
            i. (fill in blank of other)
21. What time of day were you stopped?
    a. Morning
    b. Midday
    c. Evening
    d. Late at night
22. On campus, how fearful are you in the following locations?
    a. Dorms
            i. Extremely – moderate – very little – not at all
    b. Classrooms
            i. Extremely – moderate – very little – not at all
    c. Dining halls
            i. Extremely – moderate – very little – not at all
    d. Libraries
            i. Extremely – moderate – very little – not at all
    e. Parking lots

i. Extremely – moderate – very little – not at all
　　f. Other
　　　　　　i. Specify
23. If you are more fearful at a certain time of the day, at which time do you feel most fearful?
　　a. Morning
　　b. Midday
　　c. Evening
　　d. Not at all
24. If you often feel unsafe, would you feel more safe with a more visible police presence on campus?
　　a. Yes
　　b. No
　　c. Not sure
25. If yes to question 24, where would you like to see more police presence? (Check all that apply)
　　a. Dorms
　　b. Classrooms
　　c. Dining halls
　　d. Libraries
　　e. Parking lots
　　f. Other
　　　　　　i. (fill in blank)
26. Anything else you would like us to know?
　　a.

Thank you for taking our survey!

[Appendix B: Police Cover Letter and Survey]

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If you decide to participate in the study, you will be asked to complete the attached survey and submit it in the collection box provided by Lieutenant Brandon Collins. Your participation is expected to take no more than 5-10 minutes.

Any information you provide as part of this study anonymous. You will not be asked to provide your name or other identifying information as part of the study. No one, not even members of the research team, will know that the information you give came from you. Your responses will be combined with information from other people taking part in the study; the results of this study will be presented in aggregated form.

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contact MacKenzie Kibler at mackenzie_kibler@mymail.eku.edu. If you have questions about your rights as a research volunteer, please contact the Division of Sponsored Programs at Eastern Kentucky University by calling 859-622-3636.

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EKU Police department survey

1. What shift do you usually work?

   a. First

   b. Second

   c. Third

   d. Other

2. What type of police vehicle do you drive?

   a. Traditional Eastern Kentucky University police cars
   b. Black with white doors and Yellow writing police car
   c. Black car with matte black writing on the doors police car (Ghosted cars)
   d. Other
      i. Please be specific

3. What is your gender?

   a. Male

   b. Female

   c. Other

4. What is your age?

   a.

5. What is your race?

   a. White
   b. Black
   c. Hispanic
   d. Other

6. How many years have you been with the Eastern Kentucky University (EKU) Police department?

   a.

7. Where are you having the most encounters with student offenders on EKU's campus?

   a. Dorms
      i. Very often – often – little – very little
   b. Classrooms
      i. Very often – often – little – very little
   c. Dining halls

i. Very often – often – little – very little
    d. Libraries
        i. Very often – often – little – very little
    e. Other
        i. Please specify

8. In general, which of the following violations are you stopping students for? (Check all that apply)
    a. Speeding
    b. Jaywalking
    c. Intoxication
    d. Drug possession
    e. Suspicious behavior
    f. Other
        i. (fill in blank of other)

9. If yes to question 8, What time of the day does it typically occur?
    a. Morning
    b. Midday
    c. Evening
    d. Late at night

10. When do you most often encounter these offenses?
    a. Week days
    b. Weekends
    c. Balance throughout the week

11. Which of the following do you encounter on a weekly bases? (Check all that apply)
    a. Burglary
    b. Vandalism
    c. Theft
    d. Assault
    e. Sexual assault
    f. Traffic stops
    g. Auto burglary
    h. Other
        i. Please specify

12. When do you most often encounter these offenses??
    a. Week days
    b. Weekends
    c. Balanced among the week

13. How safe do you think EKU students are?

    a. Very safe – safe – unsafe – very unsafe

14. Do you have any suggestions to improve safety for the campus community?
    a.

15. Select how you would prefer to patrol EKU's campus?

    a. Traditional Eastern Kentucky University police cars

    b. Black with white doors and Yellow writing police car

    c. Black car with matte black writing on the doors police car (Ghosted cars)

    d. Bike police

    e. Foot patrols

    f. Other

        i. Please specify

16. Why do you prefer this method of patrolling?

    a.

17. Have you experienced any differences between patrols in marked cars and patrols in ghost cars?

18. Yes

    a. No

    b. unsure

        i. If yes, what did you notice?

19. Do you think the ghosted police cars (black paint with matte black writing) deter crime?

    a. Yes

    b. No

    c. Unsure

20. Do you think the ghosted police cars increase safety for EKU students?

    a. Yes

    b. No

    c. Unsure

Thank you for participating