



INSTRUCTOR'S
GUIDE
FOR USE OF VIDEOTAPES
ON
BASIC CRIME ANALYSIS

Prepared

by the

Planning and Data Analysis Unit
Oregon Law Enforcement Council
2001 Front St. N.E.
Salem, Oregon 97310

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Diane Machunze - Instructor, Criminal Justice Programs -
Chemeketa Community College

Contributing authors of this workbook and instructors presenting the material on videotape are:

James Carter - Research Analyst - Oregon Law Enforcement Council
Steve Kincaid - Field Operations Supervisor - Law Enforcement Data System
Ray Spooner - Field Operations Specialist - Law Enforcement Data System
Ken Davis - Field Operations Specialist - Law Enforcement Data System

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INTRODUCTION

The training session you are about to begin contains information on the use of crime analysis data, the Oregon Uniform Reporting Program, basic mathematical calculations, graphic illustration, a sample analysis for a police agency, and includes a brief description of the availability of other data sources located in the Appendix of the workbook. Both a videotape and workbook explaining this information are to be used as teaching tools in this session.

This training session is designed as both a management tool for law enforcement personnel who are involved in manpower allocation, supervision, budget preparation, planning, and crime prevention, and as an informational tool for students majoring in law enforcement.

The videotape (two - 60 minute and one-30 minute cassettes) discusses, identifies, and explains each of the categories mentioned above. The workbook is designed to accompany the videotape and contains the same basic information narrated on the videotape, including the forms for the student to use in the various exercises. Each student participating in the session may then follow the presentation on the videotape by turning to the appropriate section in the workbook. From time to time the videotape will make specific references to the workbook, describing the section where the information can be found.

The videotape may be stopped at any time by the instructor to clarify a point or answer a question posed by a student. However, since many of the questions likely to be raised will be covered by the videotape, it might be more beneficial to wait until the end of each section before stopping the tape.

COURSE OBJECTIVES

The objectives of the training session are first, to familiarize the student with the Oregon Uniform Crime Reporting program and the computer printouts which are returned to each participating agency monthly, biannually, and annually from the Law Enforcement Data System (LEDS) - the state agency which collects and compiles the data. Second, the training session will provide the student with a basic understanding of the types of statistical data which are available to local law enforcement agencies for use in the management of operations. The third objective is to explain several types of basic calculations, graphics, and illustrations useful in analyzing data for crime prevention, administration, reports, and presentations. Lastly, the session should provide the student with a basic understanding of the types of analysis and the relationship which analysis has with planning and decision making.

WHAT THE INSTRUCTOR SHOULD KNOW ABOUT THE TAPES

The videotapes and workbook are the result of a cooperative effort of the Oregon Law Enforcement Council (OLEC), the Law Enforcement Data System (LEDS), and Chemeketa Community College. The production and editing of the tapes were done by the Audio/Visual Department of Chemeketa Community College, Salem, Oregon at the request of Charles Foster, Director of Criminal Justice Programs at the college.

The workbook was produced by the OLEC through a federal grant from the Law Enforcement Assistance Administration (LEAA) and is the compilation of materials used in a series of one-day crime analysis workshops presented statewide from September 1977 to May 1978 by OLEC and LEDS.

The instructors who presented the materials on videotape are:

James Carter - Research Analyst - Oregon Law Enforcement Council

- o Principally responsible for analyzing and interpreting criminal offense and arrest statistics statewide. Is the principal author of the annual report, entitled State of Oregon Analysis of Criminal Offenses and Arrests, among others.

Steve Kincaid - Field Operations Supervisor - Law Enforcement Data System

- o Principally involved as supervisor of the Oregon Uniform Crime Reporting program. Co-designer of the incident-based crime reporting system in Oregon. Extensive background in police work.

Ray Spooner - Field Operations Specialist - Law Enforcement Data System

- o Principally involved in training law enforcement personnel in the use of the Oregon Uniform Crime Reporting program and the on-line telecommunication network, LEDS.

Ken Davis - Field Operations Specialist - Law Enforcement Data System

- o Principally involved in training law enforcement personnel in the use of the Oregon Uniform Crime Reporting program and the on-line telecommunication network, LEDS.

The tapes and workbook are distributed by Chemeketa College and the OLEC. For additional information contact:

Charles Foster, Director
Criminal Justice Program
Chemeketa College
4000 Lancaster Drive N.E.
Salem, OR 97303
Phone: (503) 399-5110

OR

Keith A. Stubblefield, Admin.
Oregon Law Enforcement Council
2001 Front Street N.E.
Salem, OR 97310
Phone: (503) 378-4347

HOW LONG SHOULD THE SESSION TAKE?

The actual tape time is approximately two hours in length. However, since much of this training session involves the student participating in "hands-on" exercises, a considerable amount of time must be allotted for those exercises.

The tape can be utilized one section at a time (e.g., Graphics Section presented on one day; Calculations on another) or the session may be presented as a one-day workshop in its entirety. Attached is a suggested agenda with a minimum time frame for use as a one-day session. Due to the time constraints, students may not be able to complete every exercise. Consequently, completed examples are included in the workbook Appendix D for later reference.

WHAT MATERIALS WILL THE INSTRUCTOR NEED?

Prior to beginning the training session make sure that adequate work space is provided for the number of students.

To conduct the session the instructor should have the following materials on hand:

1. Extra supply of sharpened #2 pencils with erasers.
2. Sufficient number of straight edges used for drawing lines.
3. Sufficient number of protractors.
4. Copies of the workbook for each student, plus extras.
5. Several calculators in case students forget to bring one or batteries go out.
6. Scratch paper.

7. Videotapes on crime analysis.
8. Videotape equipment
 - a. Television
 - b. 3/4 inch cassette video playback unit.
9. Extension cord for videotape machine.
10. Copies of an agenda if presented as a one-day workshop.

MATERIALS STUDENTS SHOULD BRING

1. Two #2 pencils with erasers.
2. One straight edge used for drawing lines.
3. One calculator with extra batteries, if possible.

HOW TO OPERATE THE VIDEOTAPE MACHINE

Setting up of the videotape machine should be done 15 minutes prior to the beginning of the session.

1. Position the equipment so that it is visible to all of the students.
2. Push power button to turn on videotape machine. Wait a few seconds for the machine to warm up
3. Turn the television set on.
4. Turn the channel on the television set to appropriate Channel as per videotape unit specifications:
5. Insert tape cartridge into machine per manufacturers instructions.

6. To start tape, press forward button (after starting tape you may need to readjust the picture slightly by using the controls on the television set).
7. To stop tape, press stop button.
8. To rewind the tape, first press the stop button; after the tape is stopped press the rewind button.
9. To hold the tape for a short period (not longer than 30 seconds) press pause button. To restart the tape after pausing press the forward button.
10. To remove the tape from the machine press the eject button after you have stopped the tape.

NOTE: After you have pushed the stop button there is a slight pause before any successive operations can be performed (forward, rewind, eject). This is to enable the machine to load and unload the tape - do not push any buttons during this "stand-by" period.

As previously mentioned, there is a limited amount of time to be allotted for the students to work the various exercises throughout the session. Therefore, the instructor will be required to continually monitor and stop and start the videotape as dictated by the presenters of the session.

HOW TO BEGIN THE TRAINING SESSION

1. It is suggested that after introducing yourself, give the students a brief description of the course content and objectives of the session. You may wish to cover several points from the Preface in the workbook.
2. Explain how the session will be conducted by using both the videotapes and the workbook, and perhaps some background on how and who produced the materials.
3. Explain what equipment the students should have.
4. Explain the time involved in the sessions and the sequence of events (breaks, lunch, etc.). If a one-day workshop, pass out copies of the agenda.
5. Ask the students if there are any questions before you begin.
6. Begin by starting the videotape.

SUGGESTED AGENDA AND TIMEFRAME
FOR USE OF VIDEOTAPE ON
BASIC CRIME ANALYSIS

<u>Approximate Clock Time</u>	<u>Session</u>	<u>Time to be Allotted</u>
9:00 a.m. Begin tape	INTRODUCTION <ul style="list-style-type: none">o Purpose and Objectives of Workshopo Content of Courseo Introduction to Analysis	(15 minutes)
9:15 a.m. to 9:45 a.m.	OUCR DATA (Appendix E - Workbook) <ul style="list-style-type: none">o Summary of OUCR Programo Contents of Reports Sent to Law Enforcement Agencies (explanation of computer printouts)	(30 minutes)
	(BREAK)	(15 minutes)
10:00 a.m. to 11:30 a.m.	GRAPHICS AND CALCULATIONS (Appendix and and B - Workbook) <ul style="list-style-type: none">o Introductiono Exercises<ol style="list-style-type: none">1. Crime Rate Student Work 5 minutes2. Percent Change Student Work 5 minutes3. Percent Distribution Student Work 10 minutes4. Line Graph Student Work 5 minutes5. Bar Graph Student Work 5 minutes6. Pie Graph Student Work 15 minutes	(1 hr. 30 min. total)
11:30 to 12:30	(LUNCH)	(60 minutes)

Tape #1
↓
Tape #2
↓

12:30
to
4:30

ACTIVITY (4 hrs. total)
(Appendix C - Workbook)

- o Introduction to Exercises
(This session will be a hands-on application of techniques covered in the morning sessions - each participant will interpret a set of printouts and compile a crime profile for a 6-month period for a particular agency)

o Exercises

Form #1	Student Work - 15 minutes
Form #2	Student Work - 35 minutes
Form #3	Student Work - 20 minutes

(BREAK) (10 minutes)

Form #4	Student Work - 10 minutes
Form #5	Student Work - 25 minutes
Form #6	Student Work - 25 minutes

(BREAK) (10 minutes)

Form #7	Student Work - 15 minutes
Form #8	Student Work - 15 minutes
Form #9	Student Work - 15 minutes

4:30
to
4:50

SUMMARY OF FORMS #10-12 (20 minutes)

COURSE SUMMARY
(Appendix D - Workbook)

Tape #2

Tape #3

OUTLINE FOR
STUDENT WORKBOOK

Preface

Technical Assistance

Chapter I - Introduction to Basic Crime Analysis

Analysis

Use of Offense and Arrest Data

Crime Reporting - Historical Background

General Information - OUCR and UCR Program

Oregon Uniform Crime Reports

Working With Sample Agency OUCR Reports

Offense and Custody Summary

Activity Summary By Time of Occurrence

Location Summary

Offenses by Officer Identification

Arrest by Officer Identification

Offenses/Activity Summary by Day of Week

Age, Sex, Race of Persons Arrested

Chapter II - Basic Mathematical Calculations

Introduction

Calculation of Crime Rates

Calculation of Arrest Rates

Calculation of Clearance Rates

Calculation of Trends (Percent Change)

Chapter III - Graphic Illustration

Introduction

Necessary Equipment

Line Graph

Bar Graph

Area Graph (Pie Graph)

Charts

Chapter IV - Analysis of Data

Introduction

Student Exercise (Directions)

Form No. 1 - Offense/Activity Summary

Form No. 2 - Agency Profile

Form No. 3 - Index Crime

Form No. 4 - Property Crimes and Supplement

Form No. 5 - Burglary Offenses

Form No. 6 - Larceny Offenses

Form No. 7 - Age of Persons Arrested (Total Arrests)

Form No. 8 - Traffic Accidents by Day of Week

Form No. 9 - Traffic Accidents by Time of Day

Chapter V - Summary

Opening

The Analysis Process

Presentation of Findings

Summary

Appendix A - Forms for Mathematical Calculations

Appendix B - Graphics Forms

Appendix C - Sample Analysis Forms

Appendix D - Answers to Exercises

Appendix E - Sample OUCR Computer Printout

Appendix F - OUCR Definitions

Appendix G - Data Sources

Selected Bibliography

END