Test Bank for Police Administration 10th Swanson

Access Complete Test Bank for Police Administration 10th Swanson

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Online Instructor's Manual with Test Bank

for

Police Administration
Structures, Processes, and Behaviors

10th Edition

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To the Instructor

The instructor's manual is a comprehensive document that includes a chapter overview, chapter objectives, a lecture outline with Teaching Tips, a transition guide showing updates made to the main text since the previous edition, and suggested answers to the Chapter Review Questions.

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Course Syllabus (10 weeks)

Course Title: Police Administration: Policies, Processes, and Behaviors
Course Number:
Credit Hours: **Course Length: 10 Weeks**
Date: **Course Schedule:**
Prerequisite: **Instructor:**
Phone:
Email:

Course Description:

The overall flow of the book starts with Chapter 1 (The Evolution of Police Administration), which explains how the field of police administration developed and is continuing to develop and ends with Chapter 15 (Organizational Change), which describes important strategies for going forward. Essentially, these two "bookend" chapters chronicle how we got here and the means to move beyond the here and now.

Course Materials

Police Administration, Policies, Processes, and Behaviors

Charles R. Swanson, University of Georgia

Leonard Territo, Saint Leo University

Robert W. Taylor, The University of Texas at Dallas

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Grade Categories	Total Points
Three quarterly examinations	150
Instructor Assignments	150
Project Paper	100
Final examination	100
Total:	500

Course Assignments

Exams (50 points each – 150 points)

There are three (3) multiple-choice exams. The exams are not cumulative but will be based on the chapters presented immediately preceding each exam.

Final exam (100 points)

There will be a final exam for this class. The format for the exam may consist of some type of multiple choices, fill-ins the blanks, and/or essay questions that pertain to all of the information presented.

Instructor assignments (15 points each – 150 points)

Assignments will be given out throughout the semester. Students are expected to complete each assignment and submit them on the due date.

Project Paper (100 Points)

Students will write a research paper about a police administration topic that is of interest to them. The topic must be approved by the instructor. The paper will be in APA format and contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least three sources. One of the sources must be the textbook.

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Grading Scale		
Letter Grade	**Point Scale**	**Interpretation**
A	450-500	Excellent
B	400-449	Good
C	350-399	Average
D	300-349	Below Average
F	Below 300	Failed to Meet Course Objectives

APA Style

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association.

Visit the Online Writing Lab (called OWL) whenever you have an APA question.

Academic Dishonesty/Plagiarism

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not “copy and paste” into assignments without using quotation marks and citing, in APA format, the source of the material.

Plagiarism

- Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA). Using another’s intellectual creation without permission or without giving appropriate credit is the academic equivalent of theft.

Consequences of Academic Dishonesty/Plagiarism

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- Reduction in grade on the assignment on which the violation occurred
- No credit on the assignment, paper, test, or exam on which the violation occurred
- A failing grade for the course
- Suspension or dismissal from the college

Class Rules

- Attendance

The requirement to attend class should not be taken lightly. Attendance is considered an important part of the course. Excessive unexcused absences will negatively impact on the classroom participation grade as well.

- Make-ups

Students who have scheduling conflicts with an exam are expected to make arrangements with instructor in advance. Students are allowed one make-up on an exam per semester. The make-up date and time will be announced by the instructor. There is no make-up on the final exam.

- Student Conduct

Students are responsible for knowing the regulations of the department, college, and university with regards to topics such as withdrawals, incomplete grades, student conduct, and academic misconduct (those who engage in any form of academic dishonesty will fail this course). Students may review these rules at: _____.

- No use of cell phones will be allowed in the classroom.

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Class Schedule

Class	Discussion Topic	Learning Activities / Resources	Graded Assignments
Wk 1	Introduction Overview of syllabus and course material Introductions Pre-Test Chapter 1 The Evolution of Police Administration Powerpoint Lecture	During this first week you will be introduced to the course and walked through the syllabus. You will be given the first *Instructor Assignment*. You will also receive clarification on the research paper so you can get started. Review the first PowerPoint lecture and participate in class exercises and discussions to earn participation points. Lastly, you will take a pre-test that is not graded. Reading for next week: Ch 2 & 3	IA #1 – *(15 points)* Due _____
Wk 2	Chapter 2 Policing Today Chapter 3 Intelligence, Terrorism, and Homeland Security PowerPoint Lecture	During this class you will participate in a discussion about IA #1. You will view the PowerPoint lecture for chapters 2 & 3. Participate in class exercises and discussions to earn participation points. Study guide will be passed out for exam #1 over chapters 1-3. Reading for next week: Ch 4 & 5	IA #2 – *(15 points)* Due _____
Wk 3	Chapter 4 Politics and Police Administration Chapter 5 Organizational Theory PowerPoint Lecture	During this class you will take examination one. You will participate in a discussion about IA #2. You will view a PowerPoint lecture for chapters 4 & 5 and participate in class exercises and discussions to earn participation points.	Exam #1 *(50 points)* IA #3 – *(15 points)* Due _____

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		Reading for next week: Ch 6 & 7	
Wk 4	Chapter 6 Organizational Design Chapter 7 Leadership PowerPoint Lecture	During this class you will participate in a discussion about IA #3. You will view a PowerPoint for chapters 6 & 7 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #2 which covers chapters 4-7. Reading for next week: Ch 8 & 9	IA #4 – *(15 points)* Due _____
Wk 5	Chapter 8 Planning and Decision Making Chapter 9 Human Resource Management PowerPoint Lecture	During this class you take your 2nd exam. You will participate in a class discussion on IA#4. You will view a PowerPoint for chapters 8 & 9 and participate in class exercises and discussions to earn participation points. Paper is due next week Reading for next week: Ch10 & 11	Exam #2 (50 points) IA #5 – *(15 points)* Due _____
Wk 6	Chapter 10 Organizational and Interpersonal Communication Chapter 11 Labor Relations PowerPoint Lecture	You will submit your paper this week. During this class you will Discuss IA #5 and view a PowerPoint for chapter 10. You participate in class exercises and discussions to earn participation points. Study guide handed out for exam #3 which covers chapters 8-10. Reading for next week: Ch 12	Paper *(100 points)* IA #6 – *(15 points)* Due _____

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Wk 7	Chapter 12 Financial Management PowerPoint Lecture	During this class you will take your 3rd exam. You will also receive your graded papers. You will participate in a class discussion on IA #6. You will view a PowerPoint for chapter 11 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 13 & 14	Exam #3 *(50 points)* IA #7 – *(15 points)* Due _____
Wk 8	Chapter 13 Stress and Police Personnel Chapter 14 Legal Aspects of Police Administration PowerPoint Lecture	During this class you will discuss IA # 7 and view a PowerPoint for chapter 12. You will participate in class exercises and discussions to earn participation points. Reading for next week: Ch 15	IA #8 – *(15 points)* Due _____
Wk 9	Chapter 15 Organizational Change PowerPoint Lecture	During this class period you will discuss IA#8 and IA#9. There may be a few guest speakers during this session. If no guest speakers are scheduled, you will participate in class exercises and discussions to earn participation points. Study guide handed out for the final exam over chapters 11–15, and anything else selected by the instructor. Post-test (not graded)	IA #9 – *(15 points)* Due _____

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Wk 10	Final Exam	Final Exam	IA #10 – *(15 points)* Awarded for taking the final examination. Final Exam *(100 points)*

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Grading Rubric

Content and Development **70 Points**	**Points Earned** **/70**
	Additional Comments:
All key elements of the assignment are covered in a substantive way. • Students chose a relevant topic. • The body of the paper is at least _____ in length	
The content is comprehensive, accurate, and persuasive.	
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.	
The introduction provides sufficient background on the topic and previews major points.	
The conclusion is logical, flows from the body of the paper, and reviews the major points.	
Readability and Style **15 Points**	**Points Earned** **/15**
	Additional Comments:
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	
The tone is appropriate to the content and assignment.	
Sentences are complete, clear, and concise.	
Sentences are well constructed, with consistently strong, varied sentences.	
Sentence transitions are present and maintain the flow of thought.	

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Mechanics **15 Points**	**Points Earned** **/15**
	Additional Comments:
The paper, including the title page and reference page follows APA formatting guidelines.	
Citations of original works within the body of the paper follow APA guidelines.	
The paper is laid out with effective use of headings, font styles, and white space.	
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
Total **100 Points**	**Points Earned** **/100**
Overall Comments:	

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Course Syllabus (16 weeks)

Course Title: Police Administration, Policies, Processes, and Behaviors
Course Number:
Credit Hours:
Course Length: 16 Weeks
Date:
Course Schedule:
Prerequisite:
Instructor:
Phone:
Email:

Course Description:

The overall flow of the book starts with Chapter 1 (The Evolution of Police Administration), which explains how the field of police administration developed and is continuing to develop and ends with Chapter 15 (Organizational Change), which describes important strategies for going forward. Essentially, these two "bookend" chapters chronicle how we got here and the means to move beyond the here and now.

Course Materials

Police Administration, Policies, Processes, and Behaviors

Charles R. Swanson, University of Georgia

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Three exams	150
Instructor Assignments/Current Events	150
Project Paper	100
Final exam	100
Total:	500

Course Assignments

Exams (50 points each – 150 points)

There are three (3)multiple-choice exams. The exams are not cumulative but will be based on the chapters presented immediately preceding each exam.

Final exam (100 points)

There will be final exam for this class. The format for the exam may consist of some type of multiple choices, fill-ins the blanks, and/or essay questions that pertain to all of the information presented.

Instructor assignments (10 points each – 150 points)

Assignments will be given out throughout the semester. Students are expected to complete each assignment and submit them on the due date.

Project Paper (100 Points)

Students will write a research paper about a topic in Policing that is of interest to them. The paper will be in APA format and contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least three sources. One must be the textbook. The topic must be approved by the instructor.

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- Any attempt to share answers whether during a test or in the submittal of an assignment.
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Class Schedule

Class	Discussion Topic	Learning Activities / Resources	Graded Assignments
Wk 1	Introduction Overview of syllabus and course material Ice breaker activity Pre-Test Chapter 1 The Evolution of Police Administration	During this first week we will review the syllabus and go through my expectations. You will be given the first *Instructor Assignment*. You will also receive clarification on the research paper so you can get started. The paper will be due week 13. You will view the first PowerPoint lecture and participate in class exercises and discussions to earn participation points. Lastly, you will take a pre-test that is not graded. Reading for next week: Ch 2 & 3	IA #1 – *(10 points)* Due _____
Wk 2	Chapter 2 Policing Today Chapter 3 Intelligence, Terrorism, and Homeland Security PowerPoint Lecture	During this class you will participate in a discussion about IA #1. Your first current event will also be due. You will view a PowerPoint lecture for chapters 2 and 3, plus participate in class exercises and discussions to earn participation points. Reading for next week: Ch 4	IA #2 – *10 points)* Due _____ Current Events – *(10 Points)*
Wk 3	Chapter 4 Politics and Police Administration PowerPoint Lecture	During this class you will participate in a discussion about IA #2. You will view a PowerPoint lecture for chapter 4 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 5	IA #3 – *(10 points)* Due _____

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Wk 4	Chapter 5 Organizational Theory PowerPoint Lecture	During this class you will participate in a discussion about IA #3. You will view a PowerPoint for chapter 5 and participate in class exercises and discussions to earn participation points. Study guide will be passed out for exam #1 over chapters 1, 2, 3, 4 and 5. Reading for next week: Ch 6	Current Events – *(10 Points)*
Wk 5	Chapter 6 Organizational Design PowerPoint Lecture	During this class you take your 1st exam. You will participate in a class discussion on last week's assignment. You will view a PowerPoint for chapter 6 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 7	Exam #1 *(50 points)* Current Events – *(10 Points)*
Wk 6	Chapter 7 Leadership PowerPoint Lecture	You will submit your paper this week. During this class you will view a PowerPoint for chapter 7 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 8	Paper *(50 points)* IA #4 – *(10 points)* Due _____
Wk 7	Chapter 8 Planning and Decision Making PowerPoint Lecture	During this class you will receive your graded papers. You will participate in a class discussion on IA #4. You will view a PowerPoint for chapter 8 and participate in class exercises and discussions to earn participation points.	Current Events – *(10 Points)*

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		Study guide handed out for exam #2 over chapters 6, 7 and 8. Reading for next week: Ch 9	
Wk 8	Chapter 9 Human Resource Management PowerPoint Lecture	During this class you will take your 2nd exam. You will view a PowerPoint for chapter 9 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 10	Exam #2 (50 points) IA #5 – *(10 points)* Due _____
Wk 9	Chapter 10 Organizational and Interpersonal Communication PowerPoint Lecture	During this class you will participate in a class discussion on IA #5. You will view a PowerPoint for chapter 10 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 11	Current Events – *(10 Points)*
Wk 10	Chapter 11 Labor Relations PowerPoint Lecture	During this class you will view a PowerPoint for chapter 11 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 12	Current Events – *(10 Points)*
Wk 11	Chapter 12 Financial Management PowerPoint Lecture	You will participate in a class discussion on the chapter from last week. You will view a PowerPoint for chapter 12 and participate in class exercises and discussions to earn participation points.	Current Events – *(10 Points)*

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		Reading for next week: Ch 13	
Wk 12	Chapter 13 Stress and Police Personnel PowerPoint Lecture	You will participate in a class discussion on IA #6. You will view a PowerPoint for chapter 13 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 14	Current Events – *(10 Points)*
Wk 13	Chapter 14 Legal Aspects of Police Administration PowerPoint Lecture	During this class you will participate in a class discussion on last week's assignment. You will view a PowerPoint for chapter 14 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 15 **Class time will be provided to work on your research papers.**	IA #7 – *(10 points)* Due _____
Wk 14	Chapter 15 Organizational Change PowerPoint Lecture	During this class you will participate in a class discussion on IA #7. You will review a PowerPoint for chapter 15 and participate in a review of important topics throughout the semester. Study guide handed out for exam #3 covering chapters 9, 10, 11, 12, 13, 14 & 15. **Papers are Due!**	Current Events – *(10 Points)* Paper – *(100 Points)*

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Wk 15	3rd Examination	During this class you will take your 3rd exam. You will possibly hear from a few guest speakers in the criminal procedures field. If no speakers are scheduled, you will participate in class exercises and discussions to earn participation points. Post-test (not graded)	Exam #3 *(50 points)* Current Events – *(10 Points)*
Wk 16	Final Exam	Final Exam (Comprehensive)	Final Exam *(100 points)*

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Grading Rubric

Content and Development **70 Points**	**Points Earned** **/70**
	Additional Comments:
All key elements of the assignment are covered in a substantive way. • Students chose a relevant topic. • The body of the paper is at least _____ in length	
The content is comprehensive, accurate, and persuasive.	
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.	
The introduction provides sufficient background on the topic and previews major points.	
The conclusion is logical, flows from the body of the paper, and reviews the major points.	
Readability and Style **15 Points**	**Points Earned** **/15**
	Additional Comments:
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	
The tone is appropriate to the content and assignment.	
Sentences are complete, clear, and concise.	
Sentences are well constructed, with consistently strong, varied sentences.	

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Mechanics **15 Points**	**Points Earned** **/15**
	Additional Comments:
The paper, including the title page and reference page follows APA formatting guidelines.	.
Citations of original works within the body of the paper follow APA guidelines.	
The paper is laid out with effective use of headings, font styles, and white space.	
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
Total **100 Points**	**Points Earned** **/100**
Overall Comments:	

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***Police Administration: Structures, Processes, and Behaviors, 10e Update* (Swanson)**
Chapter 2 Policing Today

2.1 Multiple Choice Questions

1) The philosophy of community policing is based on two perspectives:
A) proactive and information-based police responses.
B) increased police patrol and intensified management.
C) reactive police response and a closer police-community structure.
D) community welfare and traditional policing.
Answer: A
Page Ref: 38
Objective: Define community policing.
Level: Basic

2) The theory of crime that argues that crime increases in neighborhoods where visible signs of social decay are present and not cleaned up is:
A) social criminology.
B) skid row.
C) neighborhood criminology.
D) broken windows.
Answer: D
Page Ref: 38
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Basic

3) In a police department committed to community policing, police effectiveness is measured by:
A) response times.
B) arrest rates.
C) greater community involvement.
D) multiple prosecutions.
Answer: C
Page Ref: 38
Objective: Define community policing.
Level: Basic

4) CompStat relies heavily on:
A) large numbers of police officers.
B) helicopters.
C) accurate statistical crime data.
D) SWAT teams.
Answer: C
Page Ref: 40
Objective: Describe CompStat.
Level: Basic

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5) The four-step, problem-solving methodology referred to as SARA stands for:
A) Scanning, Analysis, Response, and Assessment.
B) Searching, Articulation, Revocation, and Analysis.
C) Scanning, Assessment, Response, Attitude.
D) System, Activation, Relation, and Analysis.
Answer: A
Page Ref: 42
Objective: Describe the four-step problem-solving model called SARA.
Level: Intermediate

6) The person most often associated with problem-oriented policing is:
A) J. Edgar Hoover.
B) James Q. Wilson.
C) Herman Goldstein.
D) George Kelling.
Answer: C
Page Ref: 43
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Basic

7) You are a police officer whose department emphasizes that few crime incidents are isolated, but rather they may be a part of a wider set of urban phenomena. You are probably working in a department whose philosophy is driven what approach to policing?
A) Social science
B) Urban ecology
C) Problem-oriented
D) Incident-driven
Answer: C
Page Ref: 42
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Difficult

8) The CompStat program in Minneapolis is referred to as:
A) COPS.
B) SARA.
C) CODEFOR.
D) the Twin City Model.
Answer: C
Page Ref: 47
Objective: Describe CompStat.
Level: Intermediate

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9) Which type of policing forces the police to identify specific areas with undue concentrations of crime and then direct their resources at those places?
A) Evidence-Based Policing
B) Hot-Spots Policing
C) Directed Patrol
D) Intelligence-Led Policing
Answer: B
Page Ref: 47
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Basic

10) While directed patrol usually involves the directing of patrol officers to specific locations during their patrol shift, what type of patrol concentrates additional officers on specific locations at specific times?
A) Centered
B) Saturated
C) Inundated
D) Specified
Answer: B
Page Ref: 51
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Difficult

11) The purpose of crime analysis is to:
A) provide individual police officers with past performance reports.
B) organize massive quantities of raw information about criminal acts and then to forecast future events from the statistical manipulation of this data.
C) provide investigators with "case-oriented" objectives and performance measures which directly link arrest with prosecution.
D) relate the occurrence of crime to the expenditure of public funds.
Answer: B
Page Ref: 52
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Intermediate

12) The crime analysis technique that involves a tabular display of reported crimes within a given pattern of time and/or location is:
A) tactical crime analysis.
B) strategic crime analysis.
C) link analysis.
D) telephone toll analysis.
Answer: A
Page Ref: 53
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Basic

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13) The crime analysis technique that involves the study of crime and/or social problems in a specific area is:
A) tactical crime analysis.
B) strategic crime analysis.
C) telephone toll analysis.
D) link analysis.
Answer: B
Page Ref: 53
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Basic

14) The crime analysis technique that involves a graphic portrayal of associations and relationships among people is:
A) link analysis.
B) strategic crime analysis.
C) tactical crime analysis.
D) telephone toll analysis.
Answer: A
Page Ref: 53
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Basic

15) The crime analysis technique that involves charting that depicts key events of criminal activity in chronological order is:
A) visual investigative analysis.
B) intelligence analysis.
C) case analysis and management system.
D) none of the above
Answer: A
Page Ref: 54
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Intermediate

16) The crime analysis technique that involves computerized reports derived from court-ordered telephone long distance billing is:
A) tactical crime analysis.
B) strategic crime analysis.
C) link analysis.
D) digital evidence analysis.
Answer: D
Page Ref: 54
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Basic

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17) Which of the following has increased the distrust between police and citizens?
A) Lack of police training
B) Militarizing the criminal justice system
C) Reduction in crime
D) Use of CompStat
Answer: B
Page Ref: 60
Objective: Describe how distrust between police and citizens can affect police strategies.
Level: Intermediate

2.2 True/False Questions

1) In present practice, COP is a reactive approach to crime control with three complimentary elements.
Answer: FALSE
Page Ref: 38
Objective: Define community policing.
Level: Difficult

2) CompStat is a collection of modern management practices, military-like deployment efforts, and strong enforcement strategies all based on the availability of accurate and timely statistical crime data.
Answer: TRUE
Page Ref: 40
Objective: Describe CompStat.
Level: Intermediate

3) CompStat programing is uniform in its application from each agency to the next.
Answer: FALSE
Page Ref: 40
Objective: Describe CompStat.
Level: Intermediate

4) The "S" in SARA refers to sampling.
Answer: FALSE
Page Ref: 42
Objective: Describe the four-step problem-solving model called SARA.
Level: Intermediate

5) CAPS represents one of the largest and most comprehensive community policing initiatives in the country. During its first 10 years of operation, evaluation findings indicated that major crime and neighborhood problems were reduced.
Answer: TRUE
Page Ref: 44
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

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6) Geographic-based and focused policing approaches, such as hot-spots policing and directed patrols, represent the most strongly supported policing practices in the United States, using traditional maps, crime analysis, and artificial intelligence.
Answer: TRUE
Page Ref: 47
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

7) Tools for agencies seeking to bolster their evidence-based credentials are in short supply.
Answer: FALSE
Page Ref: 50
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

8) Much like evidence-based policing, hot-spots policing reflects the direct application of empirical data (through various crime analysis and information technologies) that show that crime is randomly dispersed and not concentrated in isolated areas.
Answer: FALSE
Page Ref: 50
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

9) Although intelligence-led policing emerged in the United States after the September 11, 2001, terrorist attacks, the movement toward this approach began prior to the 1990s and originated in the United Kingdom.
Answer: TRUE
Page Ref: 51
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

10) Similar to intelligence-led policing, predictive policing is a reactive approach to crime and disorder that uses information and analytical tools to achieve the goal of crime prevention while requiring fewer resources.
Answer: FALSE
Page Ref: 52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

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11) Tactical crime analysis or crime-specific analysis is a tabular or graphic display of reported crimes with a given pattern of time and/or location. It is often used to detect patterns of crime.
Answer: TRUE
Page Ref: 53
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Intermediate

12) One of the most surprising technological advances in law enforcement from the past decade can be found in the realm of television news.
Answer: FALSE
Page Ref: 55
Objective: Explain the impact of information technology on policing.
Level: Intermediate

13) The historical drift toward militarization is rooted in the social unrest, soaring crime, massive demonstrations, social changes, and political rhetoric that swept America in the 1960s and 1970s.
Answer: TRUE
Page Ref: 58
Objective: Describe how distrust between police and citizens can affect police strategies.
Level: Intermediate

14) The adoption of policing blue uniforms was to some degree a by-product of the availability of surplus union army uniforms after the Civil War and thus essentially not a major movement until after 1865.
Answer: TRUE
Page Ref: 58
Objective: Describe how distrust between police and citizens can affect police strategies.
Level: Intermediate

15) Militarization critics recognize that the police need to monitor demonstrations by citizens exercising their Tenth Amendment rights because those events have the potential to spiral out of control quickly and create losses of life and property.
Answer: FALSE
Page Ref: 60
Objective: Describe how distrust between police and citizens can affect police strategies.
Level: Intermediate

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2.3 Short Answer Questions

1) As a style of community policing, _____- oriented policing focuses on crime and social problems in select neighborhoods or districts.
Answer: neighborhood
Page Ref: 44
Objective: Define community policing.
Level: Intermediate

2) By adhering to the philosophy that visible signs of social decay often lead to more serious crimes in a specific neighborhood, _____ -tolerance policing emphasizes the strict enforcement of the law for even minor crimes of disorder.
Answer: zero
Page Ref: 38
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Basic

3) _____ is a collection of modern management practices, military-like deployment efforts, and strong enforcement strategies all based on the availability of accurate and timely statistical crime data.
Answer: CompStat
Page Ref: 40
Objective: Describe CompStat.
Level: Basic

4) The _____ Alternative Policing Strategy program was designed to move from being a traditional, reactive, incident-driven agency to a more productive and community-oriented department.
Answer: Chicago
Page Ref: 44
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Basic

5) Arising from the 9/11 terrorist attacks, _____ -led policing is a relatively new policing style focused on offenders, not crime incidents, using intelligence analysis to prevent crime.
Answer: intelligence
Page Ref: 51
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Basic

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6) Much like evidence-based policing, hot _____ policing reflects the direct application of empirical data that show that crime is not randomly dispersed, but rather is concentrated in isolated areas.
Answer: spots
Page Ref: 50
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Basic

7) While directed patrol usually involves the "direction" of patrol officers to specific locations during their patrol shift, _____ patrol concentrates additional officers on specific locations at specific times.
Answer: saturated
Page Ref: 51
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

8) One of the most important technological advantages of the information age is the _____, which connects the world.
Answer: Internet
Page Ref: 55
Objective: Explain the impact of information technology on policing.
Level: Basic

9) With the advent of sophisticated computerized mapping, researchers have found a widespread adoption of _____ information systems tools across police departments.
Answer: geographic
Page Ref: 54
Objective: Describe a geographic information system and explain how such a system enhances police service.
Level: Basic

10) One of the benefits of body-worn cameras is the increased _____.
Answer: transparency
Page Ref: 57
Objective: Explain the impact of information technology on policing.
Level: Basic

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2.4 Matching Questions

Match the policing philosophy from Column 1 with its definition in Column 2. Each item in Column 2 will only be used once.

A) A relatively new policing style focused on offenders, not crime incidents, using intelligence analysis to prevent crime
B) A proactive policing style that uses information and analytical tools to prevent crime while using the fewest police resources possible
C) A style of policing that addresses reoccurring social problems within a community through an innovative, four-step model called SARA
D) Examines crime numbers and the harm that crime itself causes, and explores the inherent harms in different types of police activities
E) A style of policing using the best available research to guide, manage, and evaluate police operations within a community
F) A policing philosophy that focuses on general neighborhood problems as a source of crime: preventive, proactive, and information-based
G) A style of policing based on response to calls for service after the activity has occurred; reactive and incident-driven
H) A geographically based approach to crime-fighting focusing on in-depth analysis of "places" and times, and deploying police officers to those locations that account for the majority of calls for service and crime in a community
I) A focused police strategy built on the philosophy that visible signs of social decay often lead to more serious crimes in a specific neighborhood; emphasizes strict enforcement of the law for even minor crimes of disorder
J) A style of community policing that focuses on crime and social problems in select neighborhoods and districts

1) Community policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

2) Evidence-based policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

3) Hot-spots policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

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4) Intelligence-led policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

5) Neighborhood-oriented policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

6) Predictive policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

7) Problem-oriented policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

8) Traditional policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

9) Zero-tolerance policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

10) Harm-focused policing
Page Ref: 38-52
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

Answers: 1) F 2) E 3) H 4) A 5) J 6) B 7) C 8) G 9) I 10) D

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2.5 Essay Questions

1) What is digital evidence analysis? Why is it important to policing?
Answer: Digital evidence analysis is information obtained from smartphones. This information is extremely important to police investigations. Data can include call history, messaging, Internet search history, GPS location, and tracking information. This information is widely used in solving crime.
Page Ref: 54
Objective: List and briefly describe some of the more common crime analysis techniques.
Level: Intermediate

2) Explain the use of geographic information systems (GIS) in law enforcement to map criminal events and how it coincides with the results of several environmental criminology studies that illustrated crime patterns.
Answer: Answers will vary but should include:
Prior to computerized mapping systems, police commonly used pin maps as a means of tracking crime. Unfortunately, this practice has many limitations due to the difficulties in determining clusters and general trends using point data. However, with the advent of sophisticated computerized mapping, researchers have found a widespread adoption of GIS tools across police departments, particularly larger agencies.
There are two types of crime mapping: statistical spatial analysis and spatial modeling. While statistical spatial analysis focuses on the spatial relationship between crime points in a particular area, spatial modeling is concerned with the technology and application of data.
Page Ref: 54-55
Objective: Describe geographic information systems and explain how such a system would enhance police service.
Level: Intermediate

3) In addition to helping to solve crimes, how do police officers and police agencies use social media?
Answer: Police departments use social media to distribute public information, coordinate media briefings, give traffic information, coordinate volunteers, communicate emergency situations, show agency transparency, network with other agencies, recruitment of new police officers, and build public relations.
Page Ref: 55-56
Objective: Explain the impact of information technology on policing.
Level: Intermediate

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4) Explain the concept of the historical drift toward militarization of police in the United States.
Answer: Answer should include these potential items:
Militarization is rooted in the social unrest, soaring crime, massive demonstrations, social changes, and political rhetoric that swept America in the 1960s and 1970s.
Initially, SWAT teams were created primarily as a mechanism to deal with riots. Over time, there was mission creep as SWAT effectively took on high risk responsibilities, e.g., drug raids and barricaded subjects. These responsibilities required adoption of new tactics and equipment with greater capabilities, some of which were adapted from military models and provided from surplus military inventories.
Page Ref: 58-60
Objective: Describe how distrust between police and citizens can affect police strategies.
Level: Difficult

5) Explain why CompStat can be different across different agencies.
Answer: CompStat is the combination of computers and statistics. Every agency has different problems that need to be addressed, and it is these variables that can be put into a computer for analysis. It is an individual look at a community needs. It is a specific collection of information and data designed to be used to create specific response strategies.
Page Ref: 40-42
Objective: Describe CompStat.
Level: Intermediate

2.6 Critical Thinking Questions

1) Why do you think some "traditional" police personnel have not been supportive of the community policing concept?
Answer: Answer should include these potential items:
True implementation of COP requires a decentralized police agency with less of a bureaucratic structure. In addition, it requires police administrators relinquish some of their decision-making authority and turn it over to the patrol officers who are working with citizens in the community. Many police administrators have been hesitant to give up such authority.
Page Ref: 38-42
Objective: Define community policing.
Level: Intermediate

2) If you were a police officer, would you prefer to work in a department that primarily practices traditional or community policing? Explain your reasoning.
Answer: Answers will vary. Those in favor of traditional policing may include rationale such as a highly structured organization, crime-fighting, and innovating policing strategies such as SWAT, electronic surveillance, etc. Those in favor of community policing may include rationale such as building relationships with the community, maintaining a proactive approach that involves crime prevention, and wanting to help solve problems.
Page Ref: 38-48
Objective: Define community policing.
Level: Intermediate

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3) Do you believe the hot-spots policing strategies discussed in Chapter 2 would work in your own community? Justify your answer.
Answer: Answer should include these potential items:
- Would work in community because there are areas that demand most of the police attention.
- Would not work in community because the community has adopted a COP philosophy, so other means of addressing crime are more appropriate.

Page Ref: 47-48
Objective: Discuss new police strategies, including evidence-based policing, hot-spots policing, intelligence-led policing, and predictive policing.
Level: Intermediate

4) There has been a cluster of youth who regularly congregate in the parking lot of a specific convenience store. Using the SARA steps, outline what actions you might take to solve this problem.
Answer: Answers will vary. Scanning involves identifying the problem and consequences to the community. At this stage, prioritizing the problems, determining the frequency, and developing broad goals could be discussed. In the analysis stage, students should discuss understanding the events and conditions that preceded the problem, identifying what data needs to be collected, taking inventory of the problem being addressed, and identifying possible resources. In the third stage, response, the answer should include brainstorming for new interventions, looking at other communities and how they solved a similar problem, statement of specific objectives and carrying out the plan. The final step is assessment, and this should be an evaluation of what was achieved and what did not work.
Page Ref: 42-43
Objective: Describe the four-step problem-solving model called SARA.
Level: Difficult

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