

Alpha Group Center for Crime and Intelligence Analysis Training

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CRIME ANALYSIS APPLICATIONS COURSE COMPLETION INSTRUCTIONS

Dear Certificate Program Candidate:

The full description of the requirements to earn your Certificate in Crime and Intelligence Analysis is shown on the following pages. However, please use this quick guide and follow the instructions below to obtain university credit for the Crime Analysis Applications course you recently completed with us.

Step #1: Download the enclosed materials. Enclosed you will find the midterm examination, the student project, and the final examination. The midterm questions come from the lecture I presented on the first day of class, Part I of the textbook *Crime Analysis: From First Report to Final Arrest*, and pages 1 through 31 of the *Crime Analysis: From First Report to Final Arrest Study Guide and Workbook*. The directions to complete all materials should be self-explanatory. However, don't hesitate to call, email, or text me should you have questions about anything.

The Certificate Program is based on a pass/fail system. There are 267 points possible for the Crime Analysis module: 45 points for the midterm, 89 points for the final, and 133 points for the student project. A grade of 70% (187 points) is required to pass the course. All work may be completed on an open-book and open-notes basis. However, it may NOT be completed on a group basis. California State University provides certificates to individuals, not groups. Therefore, while you may have the same answers as someone else (which is indeed possible since you were given the same data), the overall look, formatting, content and narratives of your papers should be completely different. Therefore, any evidence of plagiarism will be grounds for dismissal from the program.

Step #2: Please send your completed material to me for grading at the following address:

Steve Gottlieb
PO Box 8
Montclair, CA 91763

Once your materials have been graded (and assuming you passed the course!), we will mail you a Pass letter stating that you have passed the requirements of the course. At that time we'll also send you instructions on what to do to obtain credit for the course. For additional information about the program please continue to read the following materials.

Best regards,

Steve Gottlieb

Steve Gottlieb, Executive Director

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— INTRODUCTION —

Dear Certificate Program Candidate:

Congratulations on your decision to apply for candidacy to the Certificate Program in Crime and Intelligence Analysis. Upon your graduation from this highly esteemed program, you will be awarded the official Certificate of Participation from the California State University System that officially verifies the successful completion of your program of study in Crime and Intelligence Analysis. This is the largest program of study for crime and intelligence analysts in the world with over 1,600 people from throughout the United States, Canada and Europe who have earned their Certificates to date. It is also the ONLY program that offers a Certificate in both disciplines (Crime Analysis and Criminal Intelligence Analysis) to any person in any state or country who successfully completes the curriculum.

This program is designed to provide an academic training curriculum for both sworn and civilian crime and intelligence analysts worldwide and to formally recognize their contributions to the law enforcement profession. Within California, the program is taught at California State University, Sacramento, and California State University, Fullerton. However, because Alpha Group instructors specifically teach the curriculum administered by California State University Sacramento, it allows students who attend our courses — and who receive this same curriculum at any satellite location in any country at which it is taught — to receive their Certificates as well. Thus, one need not travel to California to participate in the Program.

All students in the Alpha Group's Crime Analysis Applications, Criminal Intelligence Analysis, Criminal Investigative Analysis, and the online Research Methods in Criminal Justice training courses are eligible to have their coursework credited toward the attainment of their professional Certificate of Participation in Crime and Intelligence Analysis Program.

— CORE COURSE REQUIREMENTS —

There are eight core courses required. For the reasons explained below, however, you need only take FOUR courses. Please continue to read the following information.

The eight core courses are:

1. Crime Analysis Data Analysis
2. Crime Analysis Applications

Both of the above two classes (totaling 40 hours of instruction) are needed to complete the Crime Analysis segment of the program.

3. Basic Elements of Criminal Intelligence
4. Criminal Intelligence Analysis

Both of the above two classes (totaling 40 hours of instruction) are needed to complete the Criminal Intelligence Analysis segment of the course.

5. Criminal Investigative Analysis: Violent Crimes
6. Criminal Investigative Analysis: Suspects

Both of the above two classes (totaling 40 hours of instruction) are needed to complete the Criminal Investigative Analysis segment of the program.

7. Law Enforcement Research and Statistical Methods: Forecasting
8. Law Enforcement Research and Statistical Methods: Sampling

Both of the above two classes (totaling 40 hours of instruction) are needed to complete the Research Methods in Criminal Justice segment of the program.

A listing of these courses is contained in the University brochure we went over together in the on-site Crime Analysis Applications course you took with us.

Historically, to minimize students' time away from work, California State University, Sacramento, held in-person courses on campus and allowed them to come to classes on weekends. Each course was completed over two weekends. Students attended the first part of the course over a Saturday and Sunday (which was equivalent to your Monday and Tuesday session), go home and do their readings and assignments, and then come back approximately two weeks later over a Friday, Saturday, and Sunday (which was equivalent to your Wednesday, Thursday, and Friday session) to finish the course. Each weekend class was given a title. For example, and as shown above, the title of the first weekend course was "Crime Analysis Data Analysis" and the title of the second weekend course was "Crime Analysis Applications." The completion of both of those weekend classes was required to meet the Crime Analysis course requirements for the program.

However, because the Alpha Group presents courses outside of California in concentrated five-day blocks of instruction, your participation in our one-week courses automatically allows you to complete TWO courses in the above list within the same one-week period. For example, your participation in our one-week Crime Analysis Applications course allows you to complete the requirements for both the Crime Analysis Data Analysis AND the Crime Analysis Applications course. Within the one-week program, your attendance on Monday and Tuesday (which would equate to the Saturday and Sunday weekend class if you had taken it onsite at the university) covers the material presented in the Crime Analysis Data Analysis course. Your attendance on Wednesday, Thursday, and Friday of the week-long program (which would equate to the Friday, Saturday and Sunday weekend class if you had taken it onsite at the university) covers the material presented in the Crime Analysis Applications course.

Thus, out-of-state students only need to complete the following four courses to meet the core course requirements:

- Crime Analysis Applications Course – presented in person over one week
- Criminal Intelligence Analysis Course – presented in person over one week

Criminal Investigative Analysis Course – presented in person over one week
Research Methods in Criminal Justice – presented online at your own pace

As such, your attendance at our one-week Crime Analysis course fulfills the University's requirement for both the Crime Analysis Data Analysis and Crime Analysis Applications classes. Similarly, our one-week Criminal Intelligence Analysis Applications course fulfills the University's requirement for both the Basic Elements of Criminal Intelligence and Criminal Intelligence Analysis courses.

Presentation of our one-week Criminal Investigative Analysis course fulfills the requirement of both the University's Criminal Investigative Analysis I and II courses. And, finally, your participation in the online Research Methods in Criminal Justice course fulfills the University's requirement for both the Law Enforcement Research and Statistical Methods: Forecasting and the Law Enforcement Research and Statistical Methods: Sampling courses.

— TO RECEIVE CREDIT FOR THE CRIME ANALYSIS COURSE —

This package contains the materials you'll need to have your Crime Analysis Applications Course counted toward the attainment of your Certificate. Again, this course fulfills the requirements for both the Crime Analysis Data Analysis and Crime Analysis Applications courses listed above.

Step #1: Complete the enclosed materials. Enclosed you will find the midterm examination, the student project, and the final examination. The midterm questions come from the lecture I presented on the first day of class, Part I of the textbook *Crime Analysis: From First Report to Final Arrest*, and pages 1 through 31 of the *Crime Analysis: From First Report to Final Arrest Study Guide and Workbook*. The directions to complete all materials should be self-explanatory. However, don't hesitate to call, email or text me should you have questions about anything.

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Step #2: Please send your completed material to me for grading at the following address:

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Once your materials have been graded (and assuming you passed the course!), we will mail you a Pass letter stating that you have passed the requirements of the course. The letter will be accompanied by a University form which you will need to complete as well.

Step #3: Send a copy of your pass letter, the completed University form you received with your pass letter, and a check for \$60 made payable to California State University to California State University, Sacramento. The University's address will be on the University form.

The University (not the Alpha Group—we do not charge for any of our services other than our course fees) charges a \$60 fee to register you as a student at the university. For that fee the University:

- a. enrolls you as a university student
- b. provides you the continuing education units for the course
- c. gives you the grade for the course
- d. makes the grade available in perpetuity (which means you can get a transcript of your grade should you need it in the future), and,
- e. upon your completion of all course requirements, does all of the liaison work with us to finally issue you your professional Certificate of Participation in Crime and Intelligence Analysis.

The University charges a registration fee of \$60 on a “pay as you go” basis for each of the three core subject areas required to complete the program (Crime Analysis, Criminal Intelligence Analysis, and Criminal Investigative Analysis). In other words, payments may be made in \$60 increments each time you register with the University to have a class credited to your Certificate Program. They also charge a one-time \$35 application fee. Thus, the total amount you will pay to the University for the entire program is only \$275. Those of you who have taken college courses know that it is nearly impossible to take even one class for \$275 let alone receive an entire program of instruction for that amount. Thus, the University has made this a very affordable way for our students to accomplish their educational and professional objectives.

DO NOT SEND ANY MONEY NOW. At this point you need only send us your completed crime analysis materials (the midterm, final, and student project) for grading. You will be given University payment instructions upon your receipt of the letter from us stating that you have passed the class.

— CERTIFICATE PREREQUISITE COURSES —

Students must also meet three eligibility requirements in order to obtain their certificates.

These include: (1) having taken and earned at least a grade of “C” or better in an Introduction to Criminal Law class, (2) having taken and earned at least a grade of “C” or better in an Introduction to Criminal Justice class, and (3) demonstrating proficiency in the use of computers and off-the-shelf word processing, spreadsheet, database, and desktop publishing software programs.

These requirements may be met in the following ways.

First, you may submit college or university transcripts verifying that you have taken an Introduction to Criminal Law and Introduction to Criminal Justice class and that you obtained at least a grade of “C” or better in both courses.

OR, you may submit a letter from a supervisor — on agency letterhead — which stipulates that you have obtained, either through years of on-the-job experience, other training, or both, the in-depth knowledge of criminal law AND the administration of justice as would be presented in a formal classroom environment. Demonstration of computer proficiency may also be satisfied by a letter from a supervisor, which stipulates that you have sufficient word processing, spreadsheet, database, and desktop publishing skills to be

successful on the job. Please send these letters directly to the University at the address shown on the forms for placement in your file.

The final phase of the certificate process involves your serving a 400-hour practicum (internship) with a crime or intelligence analysis unit. This provision is included to insure that certificate candidates have at least 400 hours of real-world experience prior to receiving their certificates. However, please note the following:

1. this requirement ONLY applies to people who have NOT worked in crime analysis or intelligence analysis units, or who have not performed the crime and/or intelligence analysis function within the law enforcement organization.

2. Those persons who ARE or who HAVE WORKED in a crime/or intelligence analysis unit (or who have performed the crime or intelligence analysis function within and agency), and who have had at least one year of on-the-job, crime and/or intelligence analysis experience, NEED NOT complete this requirement. Once again, a letter from a supervisor stating that the candidate has at least one year of on-the-job crime and/or intelligence experience will waive this requirement.

Following verification that all of the requirements have been met, California State University, Sacramento, will then send you your professional Certificate which officially verifies your successful completion of your course of study in Crime and Intelligence Analysis.

Again, I congratulate you for your dedication and for taking this significant step forward in advancing your career. Please feel free to call, email or text me, if I can be of any additional assistance.

Best Regards,

Steve Gottlieb

Steve Gottlieb
Executive Director

CRIME ANALYSIS

Midterm Examination

Note: All questions prepared for this examination have been taken from lectures, Part I of the *Crime Analysis Textbook* and pages 1-31 of the *Crime Analysis Study Guide and Workbook*. Each question is worth 1 point. The entire test is worth 45 points.

Multiple Choice – Instructions: For each multiple-choice question below, please circle the answer that is *most* correct.

1. The **primary** responsibility of the crime analyst is to:
 - a. provide administrative data to executive staff
 - b. analyze crime
 - c. prepare criminal justice research studies
 - d. identify factors that cause people to commit crimes

2. An experimenter with crime analysis techniques in the early 1900s was:
 - a. Robert Peel
 - b. O.W. Wilson
 - c. August Vollmer
 - d. None of the above

3. In the early stages of developing a crime analysis program within a law enforcement agency, issues such as report form design, the establishment of information exchange procedures, and the types of products and services desired from the Crime Analysis Unit should be the primary concerns of the:
 - a. Executive Task Force
 - b. Planning and Research Unit
 - c. Crime Analysis Steering Committee
 - d. Crime Analysis User Group Committee

4. The type of report format which is of least benefit to the data collection process is the:
 - a. Narrative format
 - b. Check-box format
 - c. Scantron format
 - d. None of the above

5. Copies of all crime reports should reach the Crime Analysis Unit:
 - a. within a few hours
 - b. within 24 hours
 - c. by the end of each shift
 - d. within 48 hours

6. That body of people which is created to guide the direction of the Crime Analysis program, provide for its integration into the law enforcement agency, and ensure that it meets the needs of all organization member is the:
 - a. Executive Task Force
 - b. Planning and Research Unit
 - c. Crime Analysis Steering Committee
 - d. Crime Analysis User Group Committee

7. In terms of organizational placement – and to maximize effectiveness – the Crime Analysis Unit should be assigned to:
 - a. planning operations
 - b. administrative operations
 - c. patrol or investigative operations
 - d. research operations

8. The definition of “crime analysis” was developed by:
 - a. O.W. Wilson
 - b. The founders of the ICAP program
 - c. August Vollmer
 - d. The founders of the CCAP program

9. The crime analyst’s greatest resource for criminal justice research information is the:
 - a. Federal Bureau of Investigation
 - b. Office of Criminal Justice Planning
 - c. Bureau of Criminal Statistics
 - d. National institute of Justice

10. Plans which are developed to deal with specific, well-defined crime problems and to promote a quick response to field situations are known as:
 - a. Strategic Patrol Plans
 - b. Tactical Action Plans
 - c. Manpower Deployment Plans
 - d. Directed Patrol Plans

11. Which or the following would not be considered an internal source of information by most police agencies:
 - a. Crime report information
 - b. Suspect/arrest information
 - c. Parole/probation information
 - d. Sex/narcotic registration

12. Data collected from source documents should allow for the future of identification of:
- a. crime patterns and crime series
 - b. perpetrators and possible crime suspects
 - c. crime trends
 - d. all of the above
13. Traditionally, the determination of what data should be collated and what files should be developed by a crime analysis unit is made upon consideration of all but which of the following factors:
- a. the geographical size of the jurisdiction
 - b. the frequency with which crimes occur
 - c. the resources of the crime analysis unit to build and maintain all the files desired
 - d. how many crimes are being analyzed

MATCHING: For the next four numbered items, select and write in the best matching item form the alpha listing which appears after test item #17.

- _____ 14. Is done to provide economic, geographic, social and/or other types of general information.
- _____ 15. Is done to provide information regarding crime rate increases and decreases.
- _____ 16. Is done to aid operations personnel in the identification of specific crime problems and the arrest of criminal offenders.
- _____ 17. Is done to provide information to assist the resource acquisition and allocation process.
- a. Strategic Crime Analysis
 - b. Administrative Crime Analysis
 - c. Tactical Crime Analysis
 - d. None of the above

18. Plans that are developed to deal with a crime series are known as:
- a. Manpower Deployment Plans
 - b. Tactical Action Plans
 - c. Workload Analysis Plans
 - d. Directed Patrol Plans

19. MO files are created primarily from information contained in:
- a. Master Name Files
 - b. Master F.I. Files
 - c. Master Case Files
 - d. Master Booking Files

True or False—Instructions: Read each statement below. Mark a “T” if a statement is true. Mark a “F” if the statement is false.

20. One successful program developed by the Law Enforcement Assistance Administration was the Career Criminal Apprehension Program.
21. The Chief and other high-level executives should be members of the Crime Analysis User Group Committee.
22. In terms of the five crime analysis process, computers are of great assistance in speeding the data analysis process.
23. Raw data by themselves are of little value.
24. Reports that establish thresholds for crime series is not always a crime pattern.
25. A crime pattern is always a crime series, but a crime series is not always a crime pattern.
26. One function of a Crime Analysis Unit is to provide data for deployment planning and budgeting activities.
27. Crime/Suspect correlations are done to identify what type of person, vehicle, structure, or establishment is likely to become a victim of crime.
28. Traditional crime reporting systems often need to be changed in order to standardize data, improve the initial investigations process, and improve the data collection process.
29. The analysis technique that adds scientific validity to a crime analyst’s conclusions is the Modus Operandi (MO) Pattern Detection and Correlation Analysis technique.
30. The Kansas City Preventive Patrol Study established that random patrol equals random results.
31. The indexing and sorting of data is associated with the data collection process.
32. Crime analysts should analyze all preventable criminal offenses.
33. A long-range plan should be written before beginning a crime analysis program to ensure the program’s orderly development.
34. The Office of Criminal Justice Planning was initially responsible for funding ICAP Programs.
35. Most crime analysis programs are created by the development of three modules: the development of a Crime Analysis Unit, the development of a Management of Patrol Operations Program, and the development of a Management of Criminal Investigations Program.

36. The type of crime analysis which is done to furnish information concerning long-range crime problems is administrative crime analysis.

37. A crime analyst should not spend the bulk of his/her time working on administrative crime analysis projects (miss this one and I'll hunt you down forever)!

COMPLETION: Fill in the correct word(s) or phrase(s) for each statement below.

38. A crime _____ refers to the occurrence of similar offenses within a specified geographical area without anything to suggest that they are being committed by the same person or persons.

39. When there is reason to believe that crimes are being committed by the same person or persons, we state that we are observing a crime _____.

40. The primary tool which the crime analyst uses to give a visual representation of crimes that are occurring in a jurisdiction is known as a _____.

41. What analysis technique is used to mathematically establish the likely times, locations, and probabilities of future criminal events? _____.

42. Of the five crime analysis processes, _____ is defined as the examination and processing of information that results in the development of recognizable patterns of criminal activity and in the identification of offenders.

43. Specially designed forms which allow crime analysts to capture data from reports and assist them in determining the existence of crime patterns and series are known as _____.

44. In terms of the five crime analysis processes, the forms referred to in question #43 above assist in the _____ process.

45. In terms of the five crime analysis process, the process which allows crime analysts to turn information into knowledge is the _____ process.

Name _____

**CRIME ANALYSIS APPLICATIONS: FINAL EXAMINATION
ANSWER SHEET**

Problem #1:

a. _____

b. _____

c. _____

d. (Graph)

Problem #2:

a. _____

b. _____

Problem #3:

a. _____

b. _____

Problem #4:

a. _____

b. _____

c. _____

d. Choose one response below:

_____ 1. This represents an increase of (how many) _____
aggravated assault cases over the three-month period?

_____ 2. This represents a decrease of (how many) _____
aggravate assault cases over the three-month period?

Problem #5:

- a. _____
- b. _____ and _____
- c. Year _____ Month _____
- d. _____

Problem #6:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____ go(es) _____
_____ go(es) _____
- g. _____
- h. _____ %
- i. _____

- j. _____
- k. _____

- l. _____
- m. _____

n. _____

o. _____

p. _____

Problem #7:

a. _____

b. _____

Problem #8:

a. _____

b. _____

Problem #9:

a. _____ (Date) and _____ (Date)

_____ (Time) and _____ (Time)

b. For these dates:

Mean is _____

Standard Deviation is _____

c. For the times:

Mean is _____

Standard Deviation is _____

Problem #10:

a. _____

b. _____

c. _____

Problem #11:

a. _____

b. _____

c. _____ and _____

Problem #12:

a. _____

b. _____

c. _____

d. _____

Problem #13:

a. Choose One: _____X _____Y

b. _____

c. Choose One: _____X _____Y

d. _____

Problem #14:

_____ and the _____

Problem #15:

a. Calculate a three-month simple moving average by filling in the blanks of Table 1 below:

**Table 1:
Simple Moving Average of
January – December Armed Robberies**

Month	# Robberies	3-Month Moving Total	3-Month Moving Average	Monthly Forecasts
Jan	14	None	None	None
Feb	18	----	----	None
Mar	22	----	----	None
Apr	20	----	----	----
May	16	----	----	----
Jun	18	----	----	----
Jul	22	----	----	----
Aug	17	----	----	----
Sep	21	----	----	----
Oct	19	----	----	----
Nov	17	----	----	----

Dec	15	None	None	----
Jan	----			----

Note: All numbers rounded to nearest whole number.

b. _____

c. Use the numbers in Table 2 below to smooth the values with an exponential moving average. Use a 3-month time interval to calculate the smoothing constant.

**Table 2:
Exponential Moving Average of
January – December Armed Robberies**

Month	# Robberies	Calculation	Current Smooth Value
Jan	14	None	----
Feb	18	-----	----
Mar	22	-----	----
Apr	20	-----	----
May	16	-----	----
Jun	18	-----	----
Jul	22	-----	----
Aug	17	-----	----
Sep	21	-----	----
Oct	19	-----	----
Nov	17	-----	----
Dec	15	-----	----
Jan	----		

Note: All numbers rounded to nearest whole number.

d. _____

e. _____

PURPOSE: TO PUT TO USE ALL SKILLS LEARNED

PROBLEM #1: You, the “ace” crime analyst, have been asked to provide some information about the crimes shown below:

	Jan	Feb	March	April	May	June
Homicide	25	15	20	20	10	15
Rape	56	32	47	48	50	33
Robbery	36	45	32	28	47	51
Aggravated Assault	81	76	90	72	69	75
Auto Theft	2	17	15	21	14	51

See material on calculating means, medians, and modes, pages 78-84.

- a. The median number of Auto Thefts for the six-month period was _____.
- b. The modal number of Homicides for the six-month period was _____.
- c. The mean number of Robberies for the six-month period was _____.

For the following, see material on graphing techniques, page 101.

- d. Graph the aggravated assaults in the form of a frequency polygon. Be sure to label properly ALL parts of the graph!

PROBLEM #2: In preparing your monthly exception report you note that you had 1 homicide last month and 2 homicides this month. (See material regarding preparing Exception Reports and Statistical Summaries, pages 90-92).

- a. What is the percentage of increase? _____%.
- b. When you submit a cover memo with your report, what will you want to be sure that you call to the attention of your readers?

PROBLEM #3: You took a vacation over the Christmas holiday and upon returning to work examined the annual crime report prepared by one of your co-workers. It showed that last year you had 5 purse snatches and that the year prior to that you had none. He therefore said that purse snatches were up 500%.

See material regarding, preparing Exception Reports and Departmental Statistical Summaries, pages 90-92.

a. If your co-worker was incorrect, what is the correct percentage of increase? _____.

b. How should this information have been presented?

PROBLEM #4: In January you had 12 aggravated assaults. In February you had none.

See material regarding preparing Exception Reports and Departmental Statistical Summaries, pages 90-92.

a. What was the percentage of change in aggravated assault cases from January to February? _____%.

b. In March you had 3 aggravated assaults. What was the percentage of change in aggravated assault cases from February to March? _____%.

c. What was the percentage of change in aggravated assault cases from January to March?

d. Of the following two statements, write the number of the statement that is true. Also fill in the blank associated with your choice.

1. This represents an increase of (how many) _____ aggravated assault cases over the three month period?

2. This represents a decrease of (how many) _____ aggravated assault cases over the three month period.

PROBLEM #5: The city's population growth has been as follows:

<u>YEAR</u>	<u>POPULATION</u>
Year 1	23000
Year 2	23526
Year 3	24821
Year 4	24647
Year 5	25998

See material regarding use of Trend Line Analysis, pages 130-136.

- Rounded to the nearest whole number, what is the predicted population for Year 6? _____.
- Within one standard error of estimate, the population range for Year 6 will be between _____ and _____ people.
- Using only your actual data from Year 1 through Year 5, determine the year and the approximate month the population is likely to reach 28,500. Year _____ Month _____.
- The Decimal Number (rounded to the hundredths place) representing the year and month is _____.

PROBLEM #6: We wish to know if there is a significant relationship (correlation) between population and calls for service. In other words, do changes in the population rate influence changes in the calls for service rate. (See material regarding correlation on pages 118-121).

- What variable population or calls for service is the independent variable in this instance?
- Is it to be labeled variable x or y? _____.
- What variable (population or calls for service) is the dependent variable in this instance?
_____.
- Is it to be labeled variable x or y? _____.

Construct a table using the data below. Label the table appropriately with the headings "Population" and "Calls for Service".

Population figures are: Year 1: 19,000; Year 2: 18,500;
Year 3: 20,000; Year 4: 21,208; Year 5: 22,100.

Calls for Service are: Year 1: 7,200; Year 2: 7,186;
Year 3: 7,250; Year 4: 7,354; Year 5: 7,493.

- e. Rounded to the nearest thousandth, the “r” value is _____.
- f. This means that as _____ go(es)
_____, _____ go(es) _____.
- g. Using the wording contained in the chart on page 127, describe
the strength of the correlation
_____.
- h. How sure are you that this relationship didn’t occur by chance
alone? _____%.
- i. Write a statement of your findings similar to the one beginning
with, “So... what do we say...” on page 121 of the coefficient
of correlation material.

Now calculate a coefficient of determination to find out how often
changes in your y variable may be explained by changes in your x
variable (see page 121).

- j. What is the coefficient of determination number? _____
- k. Fill in the blanks. This means that changes in
_____ may be explained by changes in
_____ % of the time. The remaining
_____ % of the time may be accounted for by other
factors may be remain basically unexplained.
- l. Answer True or False: If we determine that a relationship
exists between two variables and that the relationship does not
seem to be due to chance alone, then we can confidently say
that one variable causes the other. (miss this one and you’ll
break my heart!)

Using the steps to calculate a regression analysis, forecast how
many calls for service are likely to be received given a projected
population for 23,500 in Year 6 (see pages 122-123).

- m. The full, unrounded value of the slope of the line (m) is:

- n. The full, unrounded value of the Y-intercept (b) is:

- o. Given a population of 23,5000, the expected number of calls for service in Year 6 is: _____.
- p. Within one standard error of estimate, the number of calls for service for a projected population of 23,500 in Year 6 should range between (see pages 124-126) _____ and _____

PROBLEM #7:

See material relating to coefficient of correlation on page 120.

- a. If as one variable goes up, the other goes down, they are said to have a _____ relationship.
- b. If as one variable goes down, the other goes down, they are said to have a _____ relationship.

PROBLEM #8:

See material relating to modes on page 82.

Lt. Goddard is being hit by a suspect who has robbed various establishments on Friday nights for the past two months. The robber usually strikes between 7:00 p.m. and 11:00 p.m. A table of activity is shown below:

<u>Type of Establishment</u>	<u>No. of Robberies</u>
Convenience Stores	12
Fast Food Restaurants	27
Major Chain Supermarkets	8

- a. If Lt. Goddard is going to develop a directed patrol program to try to apprehend the robber, what type of establishment should his people watch next Friday night?
_____.
- b. Of the three averages, the proper one to use when dealing with categorical data is the _____.

PROBLEM #9:

A rapist has been attacking women in the parking areas of apartment complexes in your jurisdiction. Based on the data below, predict the range of dates and times when he is likely to strike again. Note: It is **NOT** a leap year.

See material relating to determining when and where criminals will strike again on pages 113-117.

<u>Past Hit #</u>	<u>Date</u>	<u>Time</u>
1	1/16	2030
2	1/25	0100
3	2/10	2100
4	2/15	2230
5	2/28	0200

- a. Fill in the blanks. The rapist is predicted to hit again between _____ (Date) and _____ (Date) and between _____ (Time) and _____ (Time).
- b. For the dates: Mean is _____. Standard Deviation is _____.
- c. For the times: Mean is _____. Standard Deviation is _____.

PROBLEM #10: Refer to the following data:

<u>Year</u>	<u># of Res. Burglaries</u>	<u># of Dwellings</u>	<u>Population</u>
Year 1	6,834	25,619	102,476
Year 5	9,728	36,468	163,222

See material on calculating rates and indexes on pages 93-95.

For problems a, b, and c which follow, **do not** round decimals during calculations. However **do round final answers** to the nearest whole number percent.

On the basis of the above information, the percentage change in burglary from Year 1 to Year 5 is:

- a. _____ as computed by the raw value comparison method.
- b. _____ as computed by the per dwelling comparison method.
- c. _____ as computed by the per person comparison method.

PROBLEM #11: December burglaries have been as follows:

Year 1	86
Year 2	53
Year 3	92
Year 4	75
Year 5	84

See material on creating thresholds (ranges) on pages 86-88.

- The mean number of burglaries is _____.
- The standard deviation (oxn-1) is +/- _____.
- The average (usual) number of burglaries which we would expect to have in Decembers is between _____ and _____.

PROBLEM #12: The four types of graphs most frequently used by crime analysts are the (see page 98):

- _____
- _____
- _____
- _____

PROBLEM #13: a. The vertical axis on the chart is the (choose one) _____ X _____ Y axis. (See the material on preparing graphs and charts on page 103).

b. Which variable-dependent or independent- is on the vertical axis? _____.

c. The horizontal axis on a chart is the (choose one) _____ X _____ Y axis.

d. Which variable-dependent of independent- is on the horizontal axis? _____

PROBLEM #14: Of the four elements of a time series, the two most useful to law enforcement analysts are the _____ and the _____. (See material on time series analysis, page 129).

PROBLEM #15: A jurisdiction had the following number of armed robberies as indicated in the following table:

**Table 1:
Simple Moving Average of
January – December Armed Robberies**

Month	# Robberies	3-Month Moving Total	3-Month Moving Average	Monthly Forecasts
Jan	14	None	None	None
Feb	18	----	----	None
Mar	22	----	----	None
Apr	20	----	----	----
May	16	----	----	----
Jun	18	----	----	----
Jul	22	----	----	----
Aug	17	----	----	----
Sep	21	----	----	----
Oct	19	----	----	----
Nov	17	----	----	----
Dec	15	None	None	----
Jan	----			----

Note: All numbers rounded to nearest whole number.

See material on seasonal variation analysis, pages 143-149.

a. Smooth the values by calculating a three-month simple moving average for the twelve-month period (see page 144).

b. In accord with the forecasting method associated with the simple moving average, how many robberies are likely to occur next January? (See page 147)_____.

c. Now use the numbers in Table 2 below to smooth the values with an exponential moving average. Use a 3-month time interval to calculate the smoothing constant. (See pages 147-149).

**Table 2:
Exponential Moving Average of
January – December Armed Robberies**

Month	# Robberies	Calculation	Current Smooth Value
Jan	14	None	-----
Feb	18	-----	-----
Mar	22	-----	-----
Apr	20	-----	-----
May	16	-----	-----
Jun	18	-----	-----
Jul	22	-----	-----
Aug	17	-----	-----
Sep	21	-----	-----
Oct	19	-----	-----
Nov	17	-----	-----
Dec	15	-----	-----
Jan	-----		

Note: All numbers rounded to nearest whole number.

d. The numerical value of the smoothing constant is: _____

e. In accord with the forecasting method associated with the exponential moving average, how many robberies are likely to occur next January? (See page 149) _____.

That's it! You now have quite a few tools in your crime analyst's bag of tricks. I hope you've enjoyed being in this class as much as I've enjoyed having you in it!

CRIME ANALYSIS APPLICATIONS

STUDENT PROJECT

PART I



Robbery Analysis Exercise

Hello Crime Fighters! This is important. So grab a cup of coffee and read it in its entirety BEFORE you begin work on this Robbery Analysis Exercise. It will make life ever so much easier for you if you do! You may even want to print it out for ease of use and then keep it as a “How To Write a Crime Analysis Report Guide” when you get home to the job and have to prepare an analysis for real!

The goal of analysis is to take seemingly disparate data elements and link them together to create an analytical "picture" of what is happening with crime in a jurisdiction. As we have learned, this is accomplished as we move through the five crime analysis processes of Data Collection, Data Collation, Data Analysis, Data Dissemination and Feedback/Evaluation.

In terms of this exercise, the officers collected the data when they took the 13 robbery reports that comprise the project. At this stage of the game the 13 robberies constitute a crime pattern. Now we want to see if there may be a crime series that exists within the pattern. That is to say we want to see if the same person or persons are committing any of the crimes.

The Data Collation step will help us do that.

Recall from the material you've read in textbook Chapters 5, 6 and 7 and workbook pages 40, 42, 43, 44 and 45 that we have several data collation instruments that enable us to organize data. These include crime matrices, RD maps, time collation matrices, crime calendars and crime series logs.

To get you started on the exercise, follow these steps:

Step #1: Open the Robbery Analysis Exercise Materials file.

Step #2: Turn to Incident #8 in the package. Note that it is blank. Read the police report for Incident #8 and write down the information for it on the page for Incident #8. Now you have the data for all 13 robberies.

Step #3: Get the January crime calendar. Look at each one of the 13 cases and just write the type of establishment that was hit on its appropriate date on the calendar. To use a fictitious example, if a robbery of a supermarket occurred on January 3 and a robbery of a convenience store occurred on January 12, you would simply write "supermarket" in the January 3 box and "convenience store" in the January 12 box. When you are done with this step you will instantly be able to see what types of establishments were robbed on what dates and on what days of the week. Note: Although you can use the January and February calendars that are in the package, I HIGHLY RECOMMEND the use of a LARGE desktop calendar. They have nice BIG boxes you can write in that will make it easier to include more data in each calendar box.

Step #4: Go through the 13 reports again. This time, add the suspect(s) description(s) to the calendar. When you are done with this step you will instantly be able to see what types of establishments were robbed on what dates and on what days of the week along with the description of the suspect(s) who are committing the robberies. You can also include these details in your crime calendar if you wish.

Step #5: By the time you finish Step #4 you should be able to determine if there is a crime series within the robbery crime pattern.

Step #6: Now add additional details to your calendar—and this is why I suggest you use a LARGE desktop calendar—such as what types of weapons are being used in the series and who has them, what vehicles have been seen, how the suspect or suspects commit the crimes (the M.O.), who does what and who works with who during the robberies, and so on. Please note: there is a lot of “and so on” in terms of additional

details, so be sure to read the case information for each robbery incident carefully to be sure you don't miss anything.

Step #7: Fill in the RD map to determine where the robberies are occurring.

Step #8: Fill in the Time Collation Matrix to determine on what days and at what times robberies are occurring in what Beats and RDs.

Step #9: Fill in the Crime Series Log to keep a running record of the crimes you believe are part of the series.

Important Note: You DO NOT need to use, nor should you use, any statistics or any other mathematical processes to complete this exercise. If you identify a crime series, simply by looking at your crime calendar you should be able to determine the days and dates that robbery suspects are likely to strike the series targets again.

To write up your analysis, follow these steps:

*****Please Note: Your analysis MUST BE written in the format described below! Analyses that are not submitted in this format will not be graded and will be returned to you to be rewritten and resubmitted. *****

VERY IMPORTANT-TAKE NOTE!! Your analysis will be comprised of four sections:

- 1. INTRODUCTION.** An introduction with a brief overview of the robbery problem Roseville experienced in January.
- 2. JANUARY ROBBERY OCCURRENCES.** A complete listing and full description of **EACH** of the 13 January robberies that occurred in Roseville.
- 3. ROBBERY ANALYSIS.** Your analysis of the problem that addresses each of the bullet points shown below in item number 3. This section should also contain the who, what, where, when and how information needed to determine what the "big picture" of the robbery situation looked like in January. Note: the only people who truly know the "why" are the suspects themselves. Needless to say, we will need to chat with them about that after we catch them!
- 4. CONCLUSIONS AND FORECASTS.** This section ties everything together and summarizes your findings. It also offers your assessment of whether these robberies represent a crime pattern, a crime series or both. Finally, assuming that the suspects continue to operate in the future as they have in the past, this section provides your officers with the day, date, and time forecast of when the next robbery of **each type** of establishment is likely to occur.

To complete each of the 4 sections of your analysis referenced above, follow these steps:

1. Introduction. Provide a BRIEF overview of the problem in this section. A short statement similar to the one that follows is sufficient:

Suspects unknown committed 13 commercial robberies in Roseville throughout the month of January. The establishments hit included 2 gas stations, 3 jewelry stores, 5 fast food restaurants, 2 pharmacies and 1 liquor store. A full summary of each of the 13 robberies listed individually by type of establishment robbed is shown below. Following the summary is an analysis that explains the relationships between the suspects, the MOs they used to commit their crimes, and, assuming the suspects continue to operate in the future as they have in the past, forecasts of the days, dates, times and types of establishments suspects are likely to strike again.

2. List the details of each of the 13 cases individually in this section by the type of establishment robbed as shown below. **Note:** To save you time, you may insert into your analysis the details of each robbery **word-for-word** as you see them written in the exercise materials.

Begin by saying, “Categorized by type of establishment, the details of each of the 13 robberies that occurred in January are shown below:”

Gas Station Robberies

Case # DR 0006

RD: 16

Date/Time: January 1, Sunday, 2300 Hours

Victim: Sam’s Arco Station, 123 N. Fifth

Susp(s): MWA, 30-35, 5-9, 150, Brn/Brn, Blue Baseball Cap, NFD.

Facts: Susp approaches attendant, simulates weapon in waistband, tells attendant to place money from register in brown paper bag. Susp flees on foot.

Case # 0081

RD: 30

Date/Time: January 17, Tuesday, 0700 Hours

Victim: Gassy Jack’s Chevron

Susp(s):

Facts:

Etc.

Jewelry Store Robberies

Case #

RD:

Date/Time:

Victim:

Susp(s):

Facts:

Etc.

And so on for the Fast Food Restaurant, Pharmacy and Liquor Store robberies.

3. ROBBERY ANALYSIS (Write up your analysis in this section).

The officers **collected** the data when they took the police reports in the field. You then used an RD map, time collation matrix, crime series log and a January calendar to **collate** your data. Now, having examined the data for all of the 13 robbery cases listed above, in this section you are to provide a comprehensive and detailed analysis that addresses each of the points below.

Tip!! Use this Robbery Analysis Checklist! As you address each of the following points, check them off below. Once all boxes are checked, you will have included all of the details needed in your analysis.

- the relationships between the suspects (meaning who is working with whom to commit which robberies)
- the days, dates and times suspects committed the robberies, and if there were any patterns to the days, dates, and/or times that suspects robbed certain types of establishments
- the physical and clothing descriptions of the robbery suspects, including any unique articles of apparel or changes in their appearances
- the types of weapons used by the suspects and which suspects had them
- the types of vehicles used by the suspects
- the MOs suspects used to commit the robberies upon their immediate entry into a targeted location, and who did what during the robberies
- any actions of particular suspects that seemed to repeat themselves
- days, dates and times suspects are likely to strike what types of establishments in the future
- anything else that should be brought to the attention of our Robbery Task Force Commanders and their officers.

4. Conclusion

Now add a Conclusion section that:

1. ties everything together and summarizes your findings
2. explains whether you feel these robberies represent a crime pattern, a crime series or both, and WHY you came to that conclusion. To help you make this determination, remember the differences between the two:

“A crime pattern is represented by the occurrence of similar crimes in a defined geographic area, either a single reporting district, a beat, or an entire jurisdiction, but WITHOUT anything to suggest they are being committed by the same person or persons.”

“A crime series is a crime pattern where there IS reason to believe that the same person or persons are responsible for the commission of the crimes.”

3. Assuming that the suspects continue to operate in the future as they have in the past, provide your officers with a day, date, and time forecast of when the next robbery of each type of establishment is likely to occur. Using a fictitious example, you might say: "If the suspect(s) continue to operate in the future as they have in the past (always include this disclaimer), we would expect they would rob another supermarket on Thursday, July 10, between 1:00 and 3:00 PM."

What I am looking for in your analyses are details, details, details and your conclusions. I am also looking for you to write up your analysis in a format that presents your information clearly and without any ambiguity. To accomplish that objective, please follow these DOs and DON'Ts:

When you write up your analysis, do not use the format on pages 46 and 47 of your workbook. Why? Because they are too general and they don't provide enough details to give us the comprehensive information we are looking for. That is why I ask that you use the format above to first list the types of establishments being robbed and to then, in a free-formatted way, simply tell me everything there is to know about those robberies.

Caution #1: Do not lump details together and write up your analysis in the aggregate. For example, don't say something like, "Two suspects enter restaurants and pretend to order food. One suspect approaches the counter and points a gun at the cashier while the other one takes cash from the register." We need to know WHICH suspect displayed the weapon and WHICH one took the cash. Experience has shown that when you try to write things up in the aggregate, a good deal of detail is frequently omitted.

Caution #2: To describe the characteristics of the suspects involved in the 13 robberies, you may refer to them initially as Suspect 1, Suspect 2, and Suspect 3. However, as you continue to describe what each suspect did and who he did it with, DO NOT write something like: Suspect 1 entered the establishment and pointed a gun at the cashier while Suspect 2 told the customers to lay on the floor. Suspect 3 stood by the front door and seemed to be the "lookout" for the group.

Why shouldn't you use that format? Because Suspect 1 is not always listed as Suspect 1 by every victim in every robbery report, nor is Suspect 2 always listed as Suspect 2 by every victim in every robbery report. Sometimes they flip flop and Suspect 1 in one report will be listed as Suspect 2 in another. For your reader to have to keep going back to see who was described as Suspect 1, 2 and so on can be cumbersome and inconvenient.

Instead of continuing to describe the suspects as Suspect 1, Suspect 2, etc., refer to them by their gender and ethnicity, like this: The MWA (abbreviation for male, White, adult) and the MHA (abbreviation for male, Hispanic Adult) entered the establishment. The MWA entered the establishment and pointed a gun at the cashier while the MHA told the customers to lay on the floor. The MBA (abbreviation for male, Black Adult) stood by the front door and appeared to be the “lookout” for the group.

Caution #3: DO NOT refer to the robberies by DR (Daily Report) number, such as DR #0016 or DR #0112. Why? Because patrol officers don’t typically read police reports. Detectives read them and crime analysts read them, but patrol officers don’t read them. That’s not their job. Therefore, patrol officers would have no idea of what DR# 0016 and DR #0112 are all about. That said, DO NOT say something like, “It appears that the robbery described in DR #0016 may have been committed by one of the suspects who was also described in DR #0112.”

Similarly, DO NOT refer to the robberies by number if you list them as Robbery #1, Robbery #2, and so on. That said, DO NOT say something like, “The MO used by the suspects in Robbery #9 matches the MO described in Robbery #4.” You don’t want to put your officers through the pain of continuing to flip back to read the details of Robbery #9 and Robbery #4.

Caution #4: Additionally, DO NOT refer to the robberies by any kind of date format. For example, DO NOT say something like: “Suspect 1 was present in the incidents that occurred on 1/3, 1/5, and 1/31, and Suspect 2 was present in the incidents that occurred on 1/2, 1/8, 1/15.” Also, DO NOT say something like: “Suspect 1 was present in the incidents that occurred on January 3, January 5, and January 31.

Why? Because you don’t want to put your officers through the pain of continuing to flip back to each date to read about one robbery and then flip through to another date to read about another robbery. With 13 robberies and 6 suspects that would entail a massive amount of flipping back and forth throughout the analysis and no officer will take the time to do it.

Instead, DO simply refer to the **name of the establishments** robbed throughout your analysis. Using a fictitious example, you might say something like, “It appears that the Albertsons supermarket robbery may have been committed by one of the suspects who was also described in the First Federal Savings and Loan robbery.” Similarly, you might say, “The MO suspects used in the 7-11 convenience store robbery matches the MO used in the Domino’s Pizza Store robbery.” Or, if you *do* want to include dates, you might say something like “It appears that the Albertsons supermarket robbery on January 2 may have been committed by one of the suspects who was described in the First Federal Savings and Loan robbery on January 12.”

If you follow the above instructions your analyses should be stellar!

Finally, experience has also shown that a comprehensive, well-written analysis typically averages somewhere between 2000 and 4000 words in length. I am not counting words, and the analysis need not be of any specific length in terms of words or number of pages. I am interested in quality, not quantity. However, if your analysis is considerably shorter than 2000 words, it is likely that you have not included many of the details that should be in your analysis.

Important Note: When you submit your analysis, **please submit it as a Microsoft Word document.** DO NOT send it as a PDF. When I grade your analyses I insert comments to let you know if you have made any mistakes along the way. I also provide you with feedback at the end of your analyses, which I then send back to you to help you increase your learning and understanding of the material. To insert comments and written feedback in a PDF is a much more cumbersome and time-consuming process than it is with a Word document. **So please, please, please submit your analysis as a Word document and all will be well. If you submit it as a PDF I will return it to you and ask you to submit it again as a Word document. Thanks for your help, folks!**

In summary:

This is a fun exercise IF you don't wait until the last minute to get started on it. Take it a little at a time and you will enjoy it. Didja ever play "Clue" when you were a kid? Well, this is kinda like that. It's Colonel Mustard, in the library, with the candlestick. It's just that this is "Clue" for real.

Grading: There is a maximum of 35 points you can earn on this analysis. That's a lot of points to gain if it's done well or a lot of points to lose if it's not. Therefore, be sure that you do, in fact, write up a comprehensive analysis. Most often, students lose points because the analysis is not detailed enough. The smallest details are important because it's often the smallest details that allow us to pick out the crime series from the crime patterns.

So take your time and try to write your analysis up as comprehensively as possible to ensure you get a good score. Also, remember that not only will Lt. Mullins read your analysis, but since you're new on the job the Chief will likely read it as well. So please be attentive to spelling and the rules of grammar and make it look nice. Additionally, there is something to be said for the "Pretty Factor." This may be the only example of something you have prepared that speaks to the quality of work you are capable of doing. If an oral board or a background investigator ever asks to see a sample of your work, you want to be able to present them with a professional looking document that shows not only your competence but exhibits pride of ownership as well.

CAUTION-PLEASE NOTE! I'm sorry that I even have to mention this, folks. But because it has happened in the past and we don't want it to happen to any of you, I am now required to provide you with the following admonition:

The Universities that sponsor the Certificate in Crime and Intelligence Analysis Program award their Certificates to individuals. They do not award them to groups. Therefore, please be sure to do your own work. While you should all obtain the same answers because you are all given the same data, the look of your papers, the wording of them, the format of them, the layout of them, your scratch paper notes, and so on should all be quite different for ALL of the work you do throughout this course. In accord with the University's academic integrity policies, any evidence at all of copying, plagiarizing or submitting another student's work, for whatever reason, whether intentional or unintentional, will result in a failing grade on this assignment AND a grade of "F" or "FAIL" for the entire course FOR BOTH the student who did the work initially AND the person who copied, plagiarized or submitted it. So be fair, DON'T SHARE!

That's it, folks. I know you'll all do well and I look forward to reading your analyses. As always, if you have any questions about this assignment or need any further assistance, please let me know. You can reach me by sending an email message to: crimecrush@alphagroupcenter.com or by calling me on my cell phone at (909) 957-4142.

Good luck, and best wishes for much success!

- Steve

Abbreviations used in this exercise are as follows:

DR - Daily Report (for example, as in Daily Report Number 0006. This is the police report number)
MBA - Male Black Adult
MHA - Male Hispanic Adult
MWA - Male White Adult
NFD - No Further Description
RP - Reporting Party
UNK - Unknown

ROBBERY #1

CASE # DR 0006
RD: 16
DATE/TIME: JANUARY 1, SUNDAY, 2300 HOURS
VICTIM: SAM'S ARCO STATION, 123 N. FIFTH
SUSP(S): MWA, 30-35, 5-9, 150, BRN/BRN, BLUE BASEBALL CAP, NFD.
FACTS: SUSP APPROACHES ATTENDANT, SIMULATES WEAPON IN WAISTBAND, TELLS ATTENDANT TO PLACE MONEY FROM REGISTER IN BROWN PAPER BAG. SUSP FLEES ON FOOT.

ROBBERY #2

CASE # DR 0014
RD: 5
DATE/TIME: JANUARY 2, MONDAY, 0930 HOURS
VICTIM: SLOAN'S JEWELRY STORE, 1832 N. PINE
SUSP(S): S1: MWA, 28-32, 5-10, 160, LONG, STRINGY RED HAIR, FULL MOUSTACHE, BLUE SUIT, WHT SHIRT, RED TIE
S2: MBA, 25-30, 6-1, 170, BLK/BRN, SMALL GOATEE, GRY SPORT COAT, WHT SHIRT, BLK PANTS.
FACTS: SUSPS ENTER STORE AND ASK TO SEE RINGS. AFTER TRAY IS DISPLAYED, S1 POINTS HANDGUN, NFD, AT CLERK. S2 TAKES MONEY FROM REGISTER AND JEWELRY FROM SHOWCASES.

ROBBERY #3

CASE # DR 0022

RD: 16

DATE/TIME: JANUARY 3, TUESDAY, 2100 HOURS

VICTIM: TACO BELL, 782 S. BENSON

SUSP(S): S1: MHA, 35, 5-5, 180, BLK-BRN, RED JACKET, LEVIS, BLUE BASEBALL CAP W/"DODGERS" LOGO, NFD.

S2: MBA, 30-35, BLK/BRN, "TALL AND SKINNY", SMALL CHIN BEARD, WHT SHIRT, BLK PANTS.

FACTS: SUSPS ENTER STORE AND ORDER TWO TACOS, WHEN CLERK OPENS REGISTER, S1 POINTS POSS .38 CALIBER HANDGUN AT CLERK. S2 TAKES CASH FROM REGISTER. SUSPS LEAVE IN LATE MODEL WHT FOREIGN CAR (POSS. TOYOTA).

ROBBERY #4

CASE # DR 0030

RD: 12

DATE/TIME: JANUARY 4, WEDNESDAY, 2200 HOURS

VICTIM: CARL'S JR., 329 N. MOUNTAIN

SUSP(S): S1: MBA, MID 20'S, 6-2, 160, BLK/BRN, NFD

S2: MHA, 30'S, "SHORT AND FAT", SCAR ON FOREHEAD, NFD.

FACTS: SUSPS ENTER RESTAURANT AND ORDERED HAMBURGERS. S2 SHOWS CLERK THE BUTT OF A GUN IN HIS WAISTBAND AND TELLS HIM TO OPEN THE REGISTER. S1 REMOVES CASH AND PUTS IT IN HIS POCKETS. NO VEHICLE SEEN.

ROBBERY #5

CASE # DR 0041

RD: 22

DATE/TIME: JANUARY 6, FRIDAY, 1630 HOURS

VICTIM: GEMMELL PHARMACY, 1230 N. CENTRAL

SUSP(S): S1: MWA, 25-30, 6-0, 165, LONG RED HAIR, BLUE EYES, FULL MOUSTACHE, BLUE BALL CAP W/ "DODGERS" LOGO

S2: MBA, 22-25, 6-0, 165, BLK/BRN, SMALL GOATEE, GRAY SPORTCOAT

FACTS: SUSPS ENTER LOCATION. S1 POINTS A REVOLVER AT PHARMACIST AND S2 TELLS HIM TO TAKE THEM TO THE BACK ROOM. SUSPS MAKE PHARMACIST OPEN SAFE. S2 REMOVES THE MONEY AND PUTS IT IN HIS PANTS POCKETS. SUSPS THEN DEMAND NARCOTICS AND OTHER DRUGS WHICH THEY CARRY AWAY IN A BLACK GYM-TYPE BAG. SUSPS LEAVE IN A BLUE TWO-DOOR SEDAN.

ROBBERY #6

CASE # DR 0050

RD: 9

DATE/TIME: JANUARY 8, SUNDAY, 1400 HOURS

VICTIM: CORK 'N BOTTLE LIQUOR, 9840 E. GROVE

SUSP(S): S1: MWA, 40-45, 6-2, 200, BRN/UNK, PENCIL MOUSTACHE, TATTOO OF A ROSE ON LEFT INNER FOREARM. WORE RED T-SHIRT AND BLUE LEVIS

FACTS: SUSP WAITS UNTIL CUSTOMERS HAVE LEFT STORE, THEN APPROACHES CLERK. SUSP POINTS A .45 AUTOMATIC AT CLERK AND TELLS HER TO STAND ASIDE. SUSP THEN OPENS REGISTER, TAKES MONEY AND PLACES IT IN A BAG HE TOOK FROM UNDER THE COUNTER. SUSP LEAVES IN A GRAY-PRIMER VAN, NFD.

ROBBERY #7

CASE # DR 0072

RD: 10

DATE/TIME: JANUARY 16, MONDAY, 1000 HOURS

VICTIM: ZALES JEWELERS, 1423 E. PHILADELPHIA

SUSP(S): S1: MWA, 30-33, 5-9, 165, LONG RED HAIR, MOUSTACHE, BLACK SUIT, WHT SHIRT, GRAY TIE

S2: MHA, 30-35, 5-5/5-8, 170/180, RED PLAID SHIRT, SCAR ON FOREHEAD, NFD.

FACTS: S1 ENTERS STORE ALONE AND ASKS CLERK TO SEE A TRAY OF NECKLACES. AS S1 LOOKS AT THEM, S2 ENTERS AND STANDS NEXT TO S1. S1 THEN TAKES A REVOLVER FROM HIS COAT POCKET, POINTS IT AT CLERK AND TELLS HER TO OPEN THE REGISTER. S2 THEN TAKES JEWELRY FROM THE DISPLAY CASES AND MONEY FROM THE REGISTER. SUSPS LEAVE IN A WHITE TOYOTA, NFD.

ROBBERY #8 USE THE ATTACHED CRIME REPORT TO COMPLETE THIS SECTION

CASE #

RD

DATE/TIME:

VICTIM:

SUSP(S):

FACTS:

POLICE DEPARTMENT REPORT

DATE AND TIME OCCURRED 1/17 0700	DATE AND TIME REPORTED 1/17 0715	<input type="checkbox"/> SAME	CASE NO. 0081	
PC CODE (S) 211 PC ROBBERY	Felony / Misd <input checked="" type="checkbox"/> <input type="checkbox"/>	DV <input type="checkbox"/>	CRIME CODE 03.01-30	
CRIME COMMERCIAL ROBBERY	CLASS CODE		Assoc. Case No. Page # 1 of: 4	
LOCATION OF OCCURRENCE 5432 N. Walnut (RD 30)		<input type="checkbox"/> ARRC	<input checked="" type="checkbox"/> FIREARM/DEADLY WEAPON PRESENT	<input type="checkbox"/> DV/SEX ASSAULT FORM PROVIDED
		<input type="checkbox"/> HATE CRIME	<input type="checkbox"/> 5150 FIREARMS HOLD	

LOCATIONS OF OCCURRENCE: ARRC FIREARM/DEADLY WEAPON PRESENT DV/SEX ASSAULT FORM PROVIDED HATE CRIME 5150 FIREARMS HOLD

CODES: D = Defendant; J = Juvenile; MP = Missing Persons; O = Owner; R = Runaway; R/O = Registered Owner; RP = Reporting Person; S = Suspect; V = Victim; W = Witness

V	NAME (LAST, FIRST, MIDDLE) Gassy Jack's Chevron		<input type="checkbox"/> RP Same as Victim		Race	Sex	DDL#	STATE
Check if	ADDRESS (Street, City, State, Zip Code) 5432 N. Walnut 91710		<input type="checkbox"/> Same as Location		DOB/Age	SOCIAL SECURITY NUMBER		
Primary Aggressor <input type="checkbox"/>	HOME PHONE	Height	Weight	Hair	Eyes	Charges/OR FCN (Missing Persons)/Runaways		Key No.
DV Only <input type="checkbox"/>	BUSINESS PHONE (714) 555-3892	PHONE - OTHER (cell, pgr, fax, msg)				<input type="checkbox"/> Same as Above <input type="checkbox"/> F/M <input type="checkbox"/> DV		Mug No. S A M E <input type="checkbox"/> B o o k e d <input type="checkbox"/> F/P INFO FORM <input type="checkbox"/> C i t e d <input type="checkbox"/>
Clothing Description		Citation Number		Tattoos/Scars/Marks (Other Descriptive remarks)		P.O. B.	FBI Number	CII Number

RP	NAME (LAST, FIRST, MIDDLE) JONES, Johnny Lee		<input type="checkbox"/> RP Same as Victim		Race B	Sex M	DDL#	STATE
Check if	ADDRESS (Street, City, State, Zip Code) 435 E. Lincoln 91710		<input type="checkbox"/> Same as Location		DOB/Age 6/3/63	SOCIAL SECURITY NUMBER		
Primary Aggressor <input type="checkbox"/>	HOME PHONE (714) 555-0139	Height 509	Weight 150	Hair BRO	Eyes BRO	Charges/OR FCN (Missing Persons)/Runaways		Key No.
DV Only <input type="checkbox"/>	BUSINESS PHONE	PHONE - OTHER (cell, pgr, fax, msg)				<input type="checkbox"/> Same as Above <input type="checkbox"/> F/M <input type="checkbox"/> DV		Mug No. S A M E <input type="checkbox"/> B o o k e d <input type="checkbox"/> F/P INFO FORM <input type="checkbox"/> C i t e d <input type="checkbox"/>
Clothing Description		Citation Number		Tattoos/Scars/Marks (Other Descriptive remarks)		P.O. B.	FBI Number	CII Number

S1	NAME (LAST, FIRST, MIDDLE) UNKNOWN		NICKNAME/ALIAS UNK		Race W	Sex M	DDL#	STATE
Check if	ADDRESS (Street, City, State, Zip Code)		<input type="checkbox"/> Same as Location		DOB/Age 20-25	SOCIAL SECURITY NUMBER		
Primary Aggressor <input type="checkbox"/>	HOME PHONE	Height 603	Weight 200	Hair BLN	Eyes BLU	Charges/OR FCN (Missing Persons)/Runaways		Key No.
DV Only <input type="checkbox"/>	BUSINESS PHONE	PHONE - OTHER (cell, pgr, fax, msg)				<input type="checkbox"/> Same as Above <input type="checkbox"/> F/M <input type="checkbox"/> DV		Mug No. S A M E <input type="checkbox"/> B o o k e d <input type="checkbox"/> F/P INFO FORM <input type="checkbox"/> C i t e d <input type="checkbox"/>
Clothing Description Yellow Windbreaker; Blue Levis; White T-shirt; White Reeboks		Citation Number		Tattoos/Scars/Marks (Other Descriptive remarks) UNKNOWN		P.O. B.	FBI Number	CII Number

DEFENDANT NAME/NO.	DOCKET#	C H .	COURT	AGENCY WARRANT #	AGENCY CASE #
--------------------	---------	-------	-------	------------------	---------------

WEAPON TYPE:
 DESCRIPTION **BLK HANDLE SWITCHBLADE; 6"** (1) FIREARM (2) KNIFE (3) OTHR DANG WEAPON (4) HANDS, FIST, FEET

VEHICLE INFO: MP = Missing Persons Vehicle; O = Owner Vehicle; R = Repossessed Vehicle; SV = Suspect Vehicle; V = Victim Vehicle; W = Witness Vehicle

SV	LICENSE NUMBER NO VEH SEEN	LICENSE STATE	LICENSE YEAR	VIN	ROUTING
	YEAR	MAKE	MODEL	STYLE	Vehicle Remarks/Towed To
	LICENSE NUMBER	LICENSE STATE	LICENSE YEAR	VIN	Invest
	YEAR	MAKE	MODEL	STYLE	Color
	Vehicle Remarks/Towed To				Patrol
	Vehicle Remarks/Towed To				D.A./Court
	Vehicle Remarks/Towed To				Chief <input checked="" type="checkbox"/>
	Vehicle Remarks/Towed To				Adult Prob
	Vehicle Remarks/Towed To				Juv Prob
	Vehicle Remarks/Towed To				Stats
	Vehicle Remarks/Towed To				Parole
	Vehicle Remarks/Towed To				CAU <input checked="" type="checkbox"/>
	Vehicle Remarks/Towed To				FBI
	Vehicle Remarks/Towed To				Total

() I, The Undersigned, hereby arrest the above defendant on the charges indicated and request that a police officer take this defendant into custody. I will appear as directed and sign a complaint against the person I have arrested.

() I, The Undersigned, hereby certify that to the best of my knowledge the information given in this report is true and accurate.

Citizen's Signature _____ Date _____
 Citizen's Address _____ Phone No. _____
 City, State and Zip _____

Status:
 Opn CLO INA

CLEARANCE:
 ARR EXC/CLR CT/REL UNF ONLY

Officer **FRIDAY, JOE** ID No. **714** Date **1/17 1200 HRS**
 Approved **MONDAY** Rank **LT 512** Date **1/17**

AL STAT DE PROP CLETS Type By **L. KNOX** Routed By **L. KNOX**

CAU
 FBI
 Total

POLICE DEPARTMENT REPORT

DATE & TIME
1/17 0715

CASE NUMBER
0081

Narrative: At above time/date, RP states he was in the office of location when S1 walked in. S1 asked RP for a pack of Marlboro cigarettes. RP gave S1 the cigarettes and at that time S1 placed his hand in the right front pocket of his yellow nylon windbreaker and pulled out a large switchblade knife. S1 told RP to open the cash drawer and give him all of the money or he would "bury the knife in his throat."

RP did as instructed and opened the cash drawer. S1 took all of the cash from the drawer himself and placed it in the right front pocket of his blue Levis-type jeans. S1 told RP to lay down on the floor behind the counter and to stay there for five minutes. RP obeyed and heard S1 run from the location. RP waited on the floor for a few minutes and when he got up, S1 was gone. RP did not see any vehicle which may have belonged to S1.

1 - Place of Attack <input checked="" type="checkbox"/> 1. Front / Back Yard <input type="checkbox"/> 2. Park <input type="checkbox"/> 3. Parking Lot <input type="checkbox"/> 4. School <input type="checkbox"/> 5. Shopping Center <input type="checkbox"/> 6. Street / Alley <input type="checkbox"/> 7. Structure <input type="checkbox"/> 8. Vacant Lot <input type="checkbox"/> 9. Duct/Vent 2 - Surrounding Area <input checked="" type="checkbox"/> 1. Business <input type="checkbox"/> 2. Farm <input type="checkbox"/> 3. Industrial <input type="checkbox"/> 4. Open / Area <input type="checkbox"/> 5. Park <input type="checkbox"/> 6. Prison <input type="checkbox"/> 7. Residential <input type="checkbox"/> 8. School		3 - Security System <input type="checkbox"/> 1. Audible Alarm <input type="checkbox"/> 2. Aux Locks <input type="checkbox"/> 3. Dog <input type="checkbox"/> 4. Gar Door Locked <input type="checkbox"/> 5. Inside Light On <input type="checkbox"/> 6. Obscured Int View <input type="checkbox"/> 7. Outside Light On <input type="checkbox"/> 8. Priv Sec Patrol <input type="checkbox"/> 9. Security Signs <input type="checkbox"/> 10. Silent Alarm <input type="checkbox"/> 11. Standard Locks <input type="checkbox"/> 12. Window Bars/Grills <input checked="" type="checkbox"/> 13. Other <u>NONE</u> 4 - Residence <input type="checkbox"/> 1. Apartment <input type="checkbox"/> 2. Condo <input type="checkbox"/> 3. Duplex <input type="checkbox"/> 4. House <input checked="" type="checkbox"/> 5. Mobile Home		5 - Suspect Action <input type="checkbox"/> 1. Alarm Disabled <input type="checkbox"/> 2. Arson <input type="checkbox"/> 3. Ate/Drank on Prem <input type="checkbox"/> 4. Bound/Gag Vic <input type="checkbox"/> 5. Been Drinking <input type="checkbox"/> 6. Cased Location <input type="checkbox"/> 7. Cat Burglar <input type="checkbox"/> 8. Conducting Survey <input checked="" type="checkbox"/> 9. Cust/Client <input type="checkbox"/> 10. Covered Vic Face <input type="checkbox"/> 11. Defec/Urinated <input checked="" type="checkbox"/> 12. Demanded Money <input type="checkbox"/> 13. Delivery Person <input type="checkbox"/> 14. Drunk <input type="checkbox"/> 15. Disabled Phone <input type="checkbox"/> 16. Disabled Motorist <input type="checkbox"/> 17. Fired Weapon <input type="checkbox"/> 18. Friend/Relative <input type="checkbox"/> 19. Inflict Injury <input type="checkbox"/> 20. Insert Finger Vagina <input type="checkbox"/> 21. Knew Loc Cash <input checked="" type="checkbox"/> 22. Made Threats <input type="checkbox"/> 23. Mult Suspects <input type="checkbox"/> 24. Masturbated Self <input type="checkbox"/> 25. Needed Phone <input checked="" type="checkbox"/> 26. Put Money in Pocket <input type="checkbox"/> 27. Put Prop in Pillowcase <input type="checkbox"/> 28. Police/Fireman <input type="checkbox"/> 29. Ransack <input type="checkbox"/> 30. Rape by Instrument <input type="checkbox"/> 31. Repairman <input type="checkbox"/> 32. Rip/Cut Clothes <input type="checkbox"/> 33. Salesperson <input type="checkbox"/> 34. Searched Victim <input type="checkbox"/> 35. Sodomy <input type="checkbox"/> 36. Struck Vic <input checked="" type="checkbox"/> 37. Susp Armed <input type="checkbox"/> 38. Tortured Victim <input type="checkbox"/> 39. Vandalized		6 - Prelim Investigation <input checked="" type="checkbox"/> 1. Area Checked <input type="checkbox"/> 2. Diagram of Scene <input checked="" type="checkbox"/> 3. Neighbors Contacted <input type="checkbox"/> 4. Statement Taken <input type="checkbox"/> 5. Victim(s) Contacted <input type="checkbox"/> 6. Wit(s) Contact <input type="checkbox"/> 7. Dusted for Prints <input type="checkbox"/> 8. Tire/Shoe Prints <input type="checkbox"/> 9. Other _____ 7 - Vehicle <input type="checkbox"/> 1. Aircraft <input type="checkbox"/> 2. Boat <input type="checkbox"/> 3. Camp <input type="checkbox"/> 4. Mtr/Home <input type="checkbox"/> 5. Passenger <input type="checkbox"/> 6. PU Truck <input type="checkbox"/> 7. Truck <input type="checkbox"/> 8. Van		8 - Evidence <input type="checkbox"/> 1. Blood <input type="checkbox"/> 2. Bullet Casing <input type="checkbox"/> 3. Bul Prjtl <input type="checkbox"/> 4. Clothing <input type="checkbox"/> 5. Contol Substance <input type="checkbox"/> 6. Feces <input type="checkbox"/> 7. Finger Prints <input type="checkbox"/> 8. Firearms <input checked="" type="checkbox"/> 9. Glass <input type="checkbox"/> 10. Hair <input type="checkbox"/> 11. None <input checked="" type="checkbox"/> 12. Paint <input type="checkbox"/> 13. Paraphernalia <input type="checkbox"/> 14. Photos <input type="checkbox"/> 15. Rape Kit <input type="checkbox"/> 16. Semen <input type="checkbox"/> 17. TI Markings <input type="checkbox"/> 18. Tools <input type="checkbox"/> 19. Urine																																					
9 - Point of Entry <input checked="" type="checkbox"/> 1. Front <input type="checkbox"/> 2. Rear <input type="checkbox"/> 3. Side <input type="checkbox"/> 4. Ground Level <input type="checkbox"/> 5. Upper Level <input checked="" type="checkbox"/> 6. Door <input type="checkbox"/> 7. Window <input type="checkbox"/> 8. Sliding Glass Door <input type="checkbox"/> 9. Duct/Vent <input type="checkbox"/> 10. Adjacent Building <input type="checkbox"/> 11. Wall <input type="checkbox"/> 12. Roof/Skylight <input type="checkbox"/> 13. Garage <input type="checkbox"/> 14. Unknown <input type="checkbox"/> 15. N/A <input type="checkbox"/> 16. Other _____ DV CALLS ONLY Priors at Location with (Y/N) - Victim - Suspect - Suspect under the influence of drugs and/or alcohol		10 - Method of Entry <input type="checkbox"/> 1. Attempt Only <input type="checkbox"/> 2. No Force <input type="checkbox"/> 3. Key/Slip <input type="checkbox"/> 4. Bodily Force <input type="checkbox"/> 5. Saw/Drill/Burn <input type="checkbox"/> 6. Hid in Building <input type="checkbox"/> 7. Channel Lock <input type="checkbox"/> 8. Pipe Wrench <input type="checkbox"/> 9. Tire Iron <input type="checkbox"/> 10. Brick/Rock <input type="checkbox"/> 11. Window Smash <input type="checkbox"/> 12. Unknown <input type="checkbox"/> 13. N/A <input type="checkbox"/> 14. Other _____ 11 - Target <input checked="" type="checkbox"/> 1. Cash Reg/Drawer <input type="checkbox"/> 2. Owner/Employee <input type="checkbox"/> 3. Safe/Box <input type="checkbox"/> 4. Person <input type="checkbox"/> 5. Display Items <input type="checkbox"/> 6. Storage Area <input type="checkbox"/> 7. Customer <input type="checkbox"/> 8. N/A <input type="checkbox"/> 9. Other _____		12 - Type of Structure <input type="checkbox"/> 1. Occupied Residence <input type="checkbox"/> A. Single Family <input type="checkbox"/> B. Apt/Condo <input type="checkbox"/> 2. Unoccupied Residence <input type="checkbox"/> A. Single Family <input type="checkbox"/> B. Apt/Condo <input type="checkbox"/> 3. Vacant Residence <input type="checkbox"/> A. Inhabited <input type="checkbox"/> B. Vacant <input checked="" type="checkbox"/> 5. Construction Site <input checked="" type="checkbox"/> 6. Gas Station <input type="checkbox"/> 7. Convenience Store <input type="checkbox"/> 8. Bank <input type="checkbox"/> 9. Other Commercial <input type="checkbox"/> 10. Vehicle <input type="checkbox"/> 11. Other _____		13 - Weapon <input type="checkbox"/> 1. Unknown <input type="checkbox"/> 2. Handgun <input type="checkbox"/> 3. Shotgun <input type="checkbox"/> 4. Rifle <input type="checkbox"/> 5. Sin Gun <input type="checkbox"/> 6. Toy Gun <input checked="" type="checkbox"/> 7. Knife <input type="checkbox"/> 8. Cutting Instr. <input type="checkbox"/> 9. Hand/Feet <input type="checkbox"/> 10. Club <input type="checkbox"/> 11. Vehicle <input type="checkbox"/> 12. N/A <input type="checkbox"/> 13. Other _____ 14 - Special Circumstance <input type="checkbox"/> 1. Political <input type="checkbox"/> 2. School <input type="checkbox"/> 3. Racial <input type="checkbox"/> 4. Gang <input type="checkbox"/> 5. Group Home <input type="checkbox"/> 6. N/A <input type="checkbox"/> 7. Other _____ <input checked="" type="checkbox"/> 8. Alcohol Related		15 - Property <table border="1"> <thead> <tr> <th></th> <th>Stolen Value</th> <th>Recovered Value</th> </tr> </thead> <tbody> <tr> <td>01 Currency, Notes, Etc.</td> <td>\$ 500</td> <td>\$</td> </tr> <tr> <td>02 Jewelry, Precious Metals</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>03 Clothing, Furs</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>04 Office Equipment</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>05 TV, Radios, Stereos</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>06 Firearms (not air gun)</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>07 Household Goods</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>08 Consumable</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>09 Livestock</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>10 Miscellaneous</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>11 Bicycles</td> <td>\$</td> <td>\$</td> </tr> </tbody> </table>			Stolen Value	Recovered Value	01 Currency, Notes, Etc.	\$ 500	\$	02 Jewelry, Precious Metals	\$	\$	03 Clothing, Furs	\$	\$	04 Office Equipment	\$	\$	05 TV, Radios, Stereos	\$	\$	06 Firearms (not air gun)	\$	\$	07 Household Goods	\$	\$	08 Consumable	\$	\$	09 Livestock	\$	\$	10 Miscellaneous	\$	\$	11 Bicycles	\$	\$
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11 Bicycles	\$	\$																																											
16 - Hair Length <input checked="" type="checkbox"/> 1. Collar Length <input type="checkbox"/> 2. Long <input type="checkbox"/> 3. Punk Style <input type="checkbox"/> 4. Shaved <input type="checkbox"/> 5. Short <input type="checkbox"/> 6. Shldr Length <input type="checkbox"/> 7. Unknown 17 - Type <input type="checkbox"/> 1. Bald <input type="checkbox"/> 2. Fine <input type="checkbox"/> 3. Receding <input checked="" type="checkbox"/> 4. Thick <input type="checkbox"/> 5. Thinning <input type="checkbox"/> 6. Wig <input type="checkbox"/> 7. Wiry <input type="checkbox"/> 8. Unknown		18 - Style <input type="checkbox"/> 1. Afro/Natural <input type="checkbox"/> 2. Bangs <input type="checkbox"/> 3. Braded <input type="checkbox"/> 4. Bushy <input type="checkbox"/> 5. Butch <input checked="" type="checkbox"/> 6. Center Part <input checked="" type="checkbox"/> 7. Combed Back <input type="checkbox"/> 8. Curlers <input type="checkbox"/> 9. Curly <input type="checkbox"/> 10. Dirty <input type="checkbox"/> 11. Flat Top <input type="checkbox"/> 12. Greasy <input type="checkbox"/> 13. Layered <input type="checkbox"/> 14. Military <input type="checkbox"/> 15. Mohawk <input type="checkbox"/> 16. Ponytail <input type="checkbox"/> 17. Processed <input type="checkbox"/> 18. Punk <input type="checkbox"/> 19. Unknown		19 - Complexion <input type="checkbox"/> 1. Acne/ Pocked <input type="checkbox"/> 2. Albino <input checked="" type="checkbox"/> 3. Clear <input type="checkbox"/> 4. Dark <input type="checkbox"/> 5. Freckled <input checked="" type="checkbox"/> 6. Light/Fair <input type="checkbox"/> 7. Medium <input type="checkbox"/> 8. Olive <input type="checkbox"/> 9. Pale/Sallow <input type="checkbox"/> 10. Ruddy <input type="checkbox"/> 11. Tanned <input type="checkbox"/> 12. Weathered <input type="checkbox"/> 13. Wrinkled <input type="checkbox"/> 14. Unknown		20 - Facial Hair <input type="checkbox"/> 1. Abe Lincoln <input type="checkbox"/> 2. Anchor Beard <input type="checkbox"/> 3. Beard <input type="checkbox"/> 4. Beard w/ exposed chn <input type="checkbox"/> 5. Bushy Mustache <input checked="" type="checkbox"/> 6. Clean Shaven <input type="checkbox"/> 7. Confucious <input type="checkbox"/> 8. Fork Beard <input type="checkbox"/> 9. Full Goatee <input type="checkbox"/> 10. Fuzz <input type="checkbox"/> 11. Goatee <input type="checkbox"/> 12. Handle Bar <input type="checkbox"/> 13. Mutton Chops <input type="checkbox"/> 14. Pointed Goatee <input type="checkbox"/> 15. Scraggly Beard <input checked="" type="checkbox"/> 16. Sideburns <input type="checkbox"/> 17. Thin Moustache <input type="checkbox"/> 18. Unshaven <input type="checkbox"/> 19. Unknown		21 - Face Shape <input type="checkbox"/> 1. Broad <input type="checkbox"/> 2. High Cheekboned <input type="checkbox"/> 3. Long <input checked="" type="checkbox"/> 4. Oval <input type="checkbox"/> 5. Round <input type="checkbox"/> 6. Square <input type="checkbox"/> 7. Thin/Long <input type="checkbox"/> 8. Unknown 22 - Gen Appearance <input checked="" type="checkbox"/> 1. Casual <input type="checkbox"/> 2. Dirty/Unkempt <input type="checkbox"/> 3. Disguised <input type="checkbox"/> 4. Flashy <input type="checkbox"/> 5. Military <input type="checkbox"/> 6. Well-Groomed <input type="checkbox"/> 7. Unknown		23 - Body Shape <input type="checkbox"/> 1. Thin <input type="checkbox"/> 2. Medium <input type="checkbox"/> 3. Heavy <input type="checkbox"/> 4. Fat <input checked="" type="checkbox"/> 5. Muscular <input type="checkbox"/> 6. Unknown 24 - Teeth <input type="checkbox"/> 1. Braces <input type="checkbox"/> 2. Broken <input type="checkbox"/> 3. Chipped <input type="checkbox"/> 4. Crooked <input type="checkbox"/> 6. Gaps Between <input type="checkbox"/> 7. Gold Capped <input type="checkbox"/> 8. Jewld/Studded <input type="checkbox"/> 9. Missing <input type="checkbox"/> 11. Silver Capped <input type="checkbox"/> 12. Stained/Decyd <input checked="" type="checkbox"/> 13. Unknown																																			

ROBBERY # 9

CASE # DR 0085

RD: 16

DATE/TIME: JANUARY 17, TUESDAY, 2130

VICTIM: JACK IN THE BOX, 163 S. LEMON

SUSP(S): S1: MBA, 27-33, BLK/BRN, TALL AND THIN (NFD), SMALL BEARD ON CHIN, WEARING BLUE BASEBALL CAP W/ "DODGERS" LOGO
S2: MHA, 27-33, SHORT AND STOCKY (NFD), SCAR ON FOREHEAD, WEARING UNK SHIRT AND BLUE LEVIS

FACTS: SUSPS ENTER RESTAURANT AND ORDER FAJITAS. WHEN CLERK OPENS REGISTER, S2 POINTS REVOLVER (POSSIBLE .38) AT CLERK WHILE S1 TAKES CASH AND PUTS IT IN A BLACK OR DARK BLUE SPA BAG. SUSPS LEAVE IN A BLUE FORD TAURUS.

ROBBERY # 10

CASE # DR 0097

RD: 37

DATE/TIME: JANUARY 18, WEDNESDAY, 2300

VICTIM: KENTUCKY FRIED CHICKEN, 1954 N. MISSION

SUSP(S): S1: MHA, 33-35, 5-6, 175, BRN/BRN, BLUE SWEATSHIRT, TAN PANTS, BLUE BASEBALL CAP "WITH SOME NAME ON IT."
S2: MBA, 22-25, 6-3, 185, NFD

FACTS: SUSPS PARK A WHT TOYOTA IN LOT, WALK INTO RESTAURANT AND ORDER TWO SNACK PACKS. AS CLERK PUTS THEM ON THE COUNTER, S2 TELLS CLERK TO OPEN THE REGISTER. S1 THEN POINTS A GUN AT CLERK. WHEN CLERK OPENS REGISTER, S2 TAKES MONEY FROM REGISTER DRAWER AND PUTS IT IN HIS POCKETS. SUSPS LEAVE RESTAURANT AND DRIVE AWAY IN THE TOYOTA.

ROBBERY # 11

CASE # DR 0112

RD: 7

DATE/TIME: JANUARY 20, FRIDAY, 1700 HOURS

VICTIM: MOUNTAIN VIEW PHARMACY, 7650 S. EUCLID

SUSP(S): S1: MHA, 33-35, 5-4, 190, BLK/BRN, SCAR ON FOREHEAD, NO SHIRT, TAN PANTS.

S2: MWA, EARLY 30'S, 5-10, 155-165, SHORT RED HAIR, CLEAN SHAVEN, WHT SHIRT, RED TIE, BLUE PANTS.

FACTS: SUSPS ENTER PHARMACY. S2 DISPLAYS REVOLVER IN WAISTBAND AND TELLS PHARMACIST TO TAKE HIM TO THE SAFE IN BACK ROOM. MEANWHILE, S1 OPENS REGISTER, TAKES MONEY AND BRINGS IT TO BACK ROOM WHERE S2 IS STILL WITH PHARMACIST. PHARMACIST IS TOLD TO OPEN SAFE AND TO PUT MONEY INTO A DARK BAG SUSPS HAD WITH THEM. SUSPS LEAVE IN A BLUE TWO DOOR FORD VEHICLE.

ROBBERY # 12

CASE # DR 0137

RD: 5

DATE/TIME: JANUARY 30, MONDAY, 0900

VICTIM: SLOAN'S JEWELRY STORE, 1832 N. PINE

SUSP(S): S1: MWA, EARLY 30'S, 5-10, 150/160, RED HAIR, CLEAN SHAVEN, BLUE BASEBALL CAP W/ "DODGERS" LOGO, SUNGLASSES, WHT SHIRT, BLUE TENNIS SHORTS.

S2: MBA, 20-25, BLK/BRN, 6-2, 165, CLEAN SHAVEN, GRAY COAT, WHT SHIRT, BLK PANTS

FACTS: NEWLY HIRED CLERK WHO STARTED WORK YESTERDAY STATES SUSPS ENTERED LOCATION AND ASKED TO SEE SOME DIAMOND EARRINGS. AS SHE UNLOCKED THE DISPLAY CASE, CLERK STATES S1 OPENED A BLACK GYM BAG HE HAD WITH HIM AND PULLED OUT A GUN (POSSIBLE REVOLVER). S2 OPENED REGISTER AND REMOVED CASH AND THEN REMOVED JEWELRY FROM DISPLAY CASE. NO VEHICLE SEEN.

ROBBERY # 13

CASE # DR 0143

RD: 16

DATE/TIME: JANUARY 31, TUESDAY, 2200 HOURS

VICTIM: WENDY'S HAMBURGERS, 891 E. SPRUCE

SUSP(S): S1: MHA, 28-35, 185, BLK/BRN, FOREHEAD SCAR, NFD.

S2: MBA, AGE UNK., 6-3, 170, WHT SHIRT, DARK PANTS, DARK BASEBALL CAP (NFD).

FACTS: SUSPS ENTER LOCATION AND WALK UP TO CLERK. SUSP #1 THEN PULLS A GUN FROM BEHIND HIS BACK AND DEMANDS MONEY FROM THE CLERK. THE CLERK OPENS THE REGISTER AND S2 TAKES THE MONEY AND PUTS IT IN HIS POCKETS. SUSPS LEAVE IN A LATE MODEL BLUE FORD.

January

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

CAU TIME COLLATION WORKSHEET CRIME: _____ TIME PERIOD: _____

SUN		0000-0259				0300-0559				0600-0859				0900-1159				1200-1459				1500-1759				1800-2059				2100-2359				SUN GRAND TOTAL							
BEAT	TtIs	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
RDs																																									

CRIME ANALYSIS APPLICATIONS

STUDENT PROJECT

PART II - IV



CRIME ANALYSIS APPLICATIONS

STUDENT PROJECT

PARTS II – IV

IMPORTANT: STUDENTS ARE TO DO THEIR OWN WORK ON THIS ASSIGNMENT. WHILE YOU MAY REACH THE SAME CONCLUSIONS, THE MEMOS REQUIRED MUST BE WRITTEN IN YOUR OWN WORDS. SIMILARLY, THE REQUIRED GRAPHS AND CHARTS MUST BE INDIVIDUALLY CREATED. THE FORMAT AND CONTENT OF YOUR PAPERS SHOULD ALL BE DIFFERENT. ANY EVIDENCE AT ALL OF COPYING OR PLAGIARIZING ANOTHER STUDENT'S PAPER WILL RESULT IN A FAILING GRADE ON THIS ASSIGNMENT AND A GRADE OF "F" OR "FAIL" FOR THE COURSE.

**ANSWER SHEET
PARTS II – IV**

Follow the instructions given for the completion of Parts II through IV of this project. **In addition**, put the answers to each of the questions in Parts II through IV on this answer sheet. **TURN IN THIS COMPLETED ANSWER SHEET WITH YOUR PROJECT!!!**

Part II:

1. _____ (for Year 1) _____ (for Year 5)
2. _____
3. _____ (modal number of murders for the five-year period)
4. _____
5. _____
6. _____ (percentage change in murders from Year 4 to Year 5). For the second part of Question #6, put the cautionary statement in project memo.
7. _____ (mean number of rapes for the five-year period)
8. _____ (median number of robberies for the five-year period)
9. _____
- 10(a). _____ (top) _____ (bottom).
- 10(b). Put explanation in project memo.
- 11(a). _____ (predicted number of crimes against persons in Year 6)
- 11(b). between _____ and _____ crimes against persons.
- 11(c). _____ (Year) _____ (Month) the crimes will likely reach 330.
- 11(d). _____ (predicted number of robberies in Year 6). Put comments in project memo.
- 11(e). _____ (predicted number of aggravated assaults in Year 6). Put your comments in the project memo.
- 12(a). _____ (total crimes per 1000 for Year 1).
_____ (total crimes per 1000 for Year 5).
- 12(b). Put explanation in project memo.

12(c). _____

13. Put column chart in project.

14. Put one pie chart for Year 1 and another pie chart for Year 5 in project.

PART III:

1. _____ days (mean number of days between robberies)

2. _____ days

3. _____ (mean time of the robberies)

4. _____ (hours) and _____ (minutes)

5. Between _____ (date) and _____ (date) and between the hours of _____ (time) and _____ (time).

6. Plot the locations of the robberies on the enclosed map.

7. Mark the geographic center of the crime cluster on the map.

8. Draw on the map the rectangle which represents one standard deviation North, South, East, and West of the mean.

9. Suspect should strike again between _____ street on the North, _____ street on the South, _____ street on the East, and _____ on the West.

10. _____

PART IV:

1. _____
- 2(a). _____ (correlation coefficient)
- 2(b). _____ (the slope, m)
- 2(c). _____ (the Y-intercept, b)
3. _____
4. _____
5. _____
6. Put answer in project memo.
7. _____ arrests.
8. Between _____ and _____ arrests.

IMPORTANT: YOU *MUST* INCLUDE YOUR SCRATCH PAPER THAT SHOWS ME HOW YOU ARRIVED AT YOUR ANSWERS. PLACE YOUR SCRATCH PAPER AT THE END OF YOUR PROJECT.

PART II

Roseville citizens are concerned about what they perceive has been a rise in violent crimes over the last five years. The Chief must address this issue at the next City Council meeting. To prepare for his talk, the Chief has sent you a Request for Information form that asks you to provide him an analysis of violent crimes for the past five years.

Roseville had the following number of violent crimes for the years indicated:

Crime Type:	Year 1	Year 2	Year 3	Year 4	Year 5
Murder	4	5	0	2	4
Rape	9	20	17	12	15
Robbery	112	97	110	90	115
Aggravated Assault	173	165	182	190	185

Directions: Using the attached blank memorandum form, write a memo to the Chief, which describes whether or not Roseville has an escalating violent crimes problem. **The memo will contain the answers to questions 1 through 14 below. Please number your answers in your memo. Round answers to the nearest whole number where necessary. Finally, after you answer all 14 questions, offer your conclusion as to whether or not Roseville has an escalating violent crimes problem.** Remember, you are writing to the Chief. Please be sure you provide a **COMPREHENSIVE** and smooth flowing report which is attentive to the rules of spelling, punctuation, and grammar.

1. What was the total number of violent crimes in Year 1? In Year 5?
2. What was the percentage of increase or decrease in the total number of these crimes from Year 1 to Year 5?
3. What is the modal number of murders for the five year period?
4. What was the percentage change in murders from Year 2 to Year 3?
5. What was the percentage change in murders from Year 3 to Year 4?
6. What is the percentage change in murders from Year 4 to Year 5? Include a cautionary statement regarding this statistic if necessary.
7. What is the mean number of rapes for the five-year period?
8. What is the median number of robberies for the five-year period?
9. What was the percentage change in robberies between Year 4 and Year 5?

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10. The Chief noticed that the percentage increase in robberies between Year 4 and Year 5 was higher than for any other year. He asks you to calculate the range or threshold for robberies using the five year robbery data.
 - a. What are the top and bottom numbers of the threshold?
 - b. Explain where the number of robberies in Year 5 (115) falls within the threshold and whether or not the chief should be concerned about this number.
11. The Chief is also concerned about crime projections for Year 6. Based on what crime has been in the past:
 - a. Using the trend line analysis technique, predict how many violent crimes are likely to occur in Year 6?
 - b. Within one standard error of estimate, how many of these crimes are likely to occur in Year 6.
 - c. In what year (and at approximately what time of year) can we expect that the total crimes against persons will reach 330?
 - d. Using the trend line analysis technique, predict how many robberies will occur in Year 6. Looking at your predicted point (not the range) for Year 6, comment upon whether or not it appears that the robbery trend is increasing or decreasing.
 - e. Using the trend line analysis technique, predict how many aggravated assaults will occur in Year 6. Looking at your predicted point (not the range) for Year 6, comment upon whether or not it appears that the aggravated assault trend is increasing or decreasing.
12. In Year 1, the population of Roseville was 65,000. In Year 5 it was 83,000.
 - a. Calculate the total violent crimes rate per 1,000 persons for Year 1. Calculate it again for Year 5.
 - b. On a per capita (per person) basis, explain whether the total number of violent crimes had gone up, down, or remained the same by the end of the five-year period.
 - c. If the total number of violent crimes did go up or down by the end of the five year period, give the percentage of increase or decrease.
13. Prepare ONE column chart that depicts BOTH robbery AND aggravated assault data for the five-year period. Create side-by-side columns for each year. Properly label the chart.
14. Prepare one pie chart that depicts the total violent crimes data for Year 1. Prepare another pie chart that depicts the same data for Year 5. Indicate the percentage of the total represented by each crime on each chart. Properly label the charts.



ROSEVILLE POLICE DEPARTMENT

401 Oak Street
Roseville, California 95678

GREGORY C. COWART
CHIEF OF POLICE

CRIME ANALYSIS UNIT

PART III

The City of Roseville has been plagued by a series of armed robberies of all-night markets and donut shops. You, the crime analyst, believe that ten of them have been committed by the same person. The data relating to the robberies is shown below:

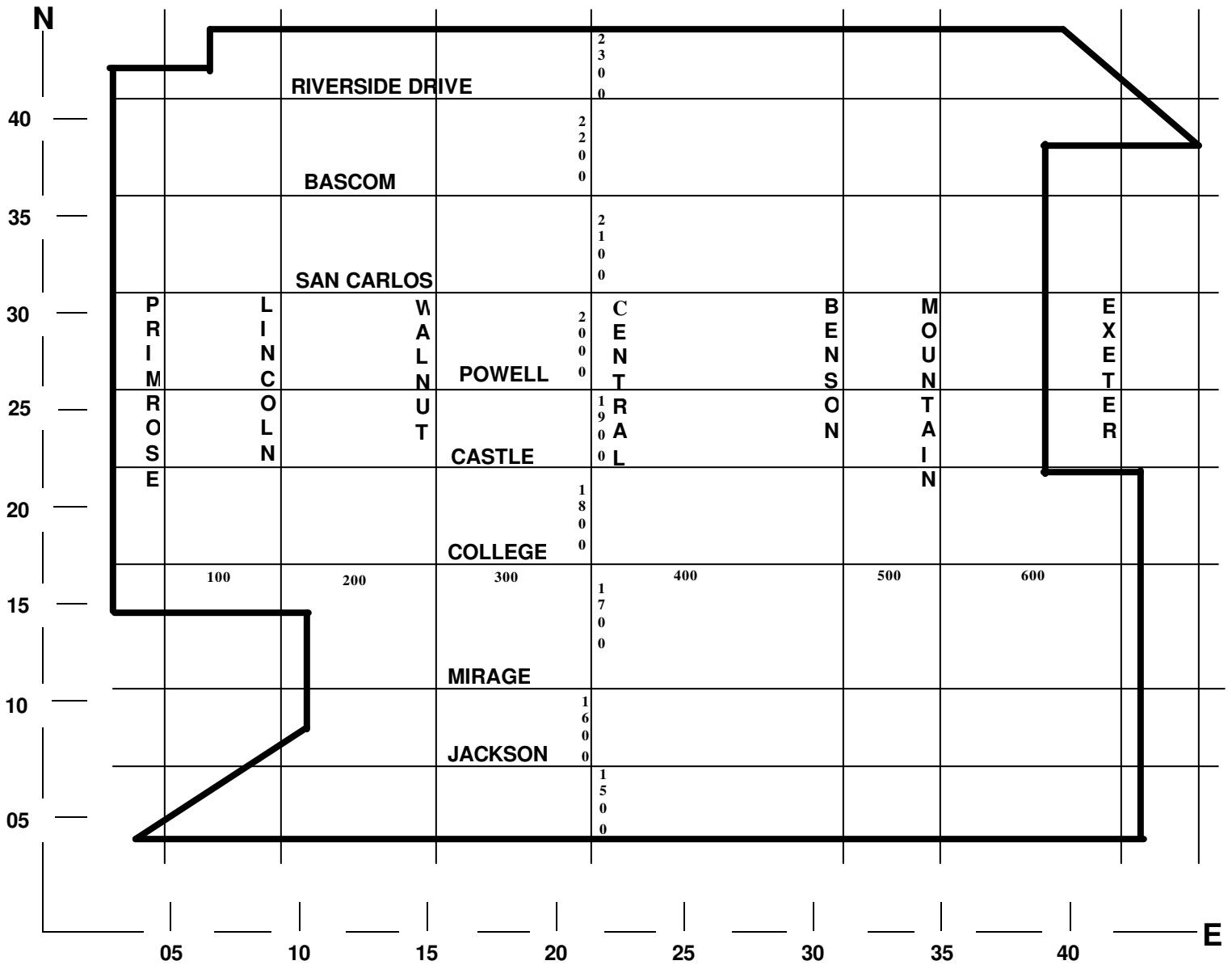
<u>Crime Report #</u>	<u>Date</u>	<u>Time</u>	<u>Address</u>	<u>Geo-Coordinates</u>	
				<u>E</u>	<u>N</u>
1	3/8	2330	1732 Central	21	13
2	3/23	0100	436 Mirage	25	12
3	3/30	0130	518 Mirage	32	12
4	4/05	2200	1944 Benson	32	23
5	4/16	2130	420 Castle	24	21
6	4/25	2300	1755 Mountain	36	15
7	4/28	2100	1950 Central	21	23
8	5/07	2130	450 College	27	17
9	5/13	0030	1850 Benson	32	21
10	5/20	0130	1738 Mountain	35	13

Analyze your data and then do the following:

PREPARE A CRIME PATTERN/SERIES BULLETIN. BRIEFLY DESCRIBE THE CRIME PROBLEM. WITHIN YOUR BULLETIN, ANSWER THE FOLLOWING QUESTIONS:

1. What is the mean number of days between robberies?
2. How many days on each side of the mean are represented by one standard deviation?
3. What is the mean time of the robberies?
4. How many hours and minutes on each side of the mean are represented by one standard deviation?
5. Assume today is 5/20. Between what dates and times is the suspect likely to strike again?
6. Plot the location of all the occurrences on the enclosed map.
7. Mark with an "X" the point that represents the geographic mean of the crime cluster.
8. Draw a rectangle which represents one standard deviation North, South, East, and West of the mean.
9. Explain in your bulletin that the suspect should strike again between what streets on the north and south and between what streets on the east and west.
10. What's the percentage of chance that the criminal will strike in the area defined by the rectangle?

CITY OF ROSEVILLE





ROSEVILLE POLICE DEPARTMENT

401 Oak Street
Roseville, California 95678

GREGORY C. COWART
CHIEF OF POLICE

CRIME ANALYSIS UNIT

CRIME PATTERN/SERIES BULLETIN

PART IV

The Chief of Roseville has requested that the Crime Analysis Unit prepare a ten year study to determine if there is any significant relationship (correlation) between population and arrest rates. The data are as follows:

YEAR	POPULATION	ARRESTS
Year 1	62,000	4,500
Year 2	64,250	4,720
Year 3	68,500	4,950
Year 4	70,000	5,225
Year 5	67,000	5,000
Year 6	65,000	5,200
Year 7	72,500	5,400
Year 8	80,000	5,500
Year 9	77,500	5,350
Year 10	83,000	6,000

WRITE A SHORT MEMO TO THE CHIEF. EXPLAIN THE RESULTS OF YOUR ANALYSIS. BE SURE TO ANSWER THE FOLLOWING QUESTIONS IN YOUR MEMO:

1. Is there a significant relationship between population and arrest rates?
2. (a) Calculate the correlation coefficient (r value). It is _____
(b) Calculate the slope. It is _____
(c) Calculate the Y-intercept. It is _____
3. In statistical terms, how would you describe the strength of the correlation?
4. If there is a significant relationship between population and arrest rates, how certain are you that it isn't due to chance alone? Express your degree of certainty in terms of a percentage.
5. Using the coefficient of determination statistic, determine how often changes in the population rate will account for changes in the arrest rate.
6. After reading your report, the Chief asks you if it is safe to conclude that increases in population rates cause increases in arrest rates. Write a short response in answer to his question.
7. Assume the population rate for Year 11 is 85000. How many arrests can be expected?
8. Based on your answer to question #7: within one standard error of estimate, what is the projected range of arrests?



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