

# You CAN Do It:



A practical tool kit to evaluating police and  
community crime prevention programs



National Strategy  
on Community Safety  
and Crime Prevention

Stratégie nationale  
sur la sécurité communautaire  
et la prévention du crime

Canada

This Tool Kit was made possible through funding from the National Crime Prevention Centre (NCPC) and Solicitor General Canada, Ottawa, Ontario and support of the Canadian Association of Chiefs of Police (CACP). The project authority was the Ottawa Police Service. Opinions are those of the authors and do not necessarily reflect NCPC, CACP, Solicitor General Canada, or Ottawa Police Service policies or positions.

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**August 2001**

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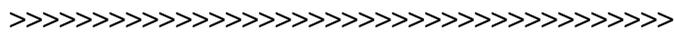
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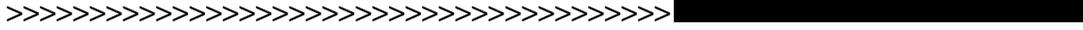
ISBN English: J2-180/2001E  
0-662-30983-9

French: J2-180/2001F  
0-662-86178-7

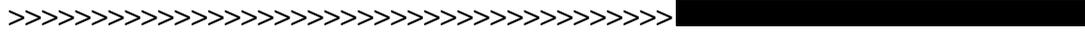


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# Acknowledgements

**T**his tool kit is dedicated to and written for the crime prevention practitioner. Whether you are working in law enforcement, a school, neighbourhood watch, community action groups, a youth service agency, a women’s club, a victim’s service agency situated in an urban, rural, or remote setting, this guide is for you, the practitioner.

Initially, we sought and received a wide variety of advice from crime prevention and evaluation experts, police, and community and business groups from around the world. The piloting phase involved twelve different police and community groups across the country. The comments from all of these groups really helped in guiding us along our journey toward the publication of this tool kit. We thank all of you. A listing of those individuals and organizations participating in the data collection and piloting phases of this project are identified in Appendix 5.6.

## The Tool Kit TEAM

### *The Journey to this Point*

**T**his project involved two comprehensive phases leading up to the development of this evaluation ‘Tool Kit’ resource instrument for use by Canadian police services and community groups working with police to assist with evaluating their crime prevention and problem-solving initiatives. EDUCON Marketing and Research Systems of Toronto, Ontario, Canada developed it and the project authority was Dr. Gail Johnson and Ms. Linda Rainey, of the Ottawa Police Service, Ottawa, Ontario, Canada. Gail Walker, President of EDUCON, was the project manager. This project was funded by the National Crime Prevention Centre, Ottawa, Ontario, Canada.



**This project involved two comprehensive phases leading up to the writing of the tool kit.**

1. The first phase resulted in a separate report, ‘Building Blocks Towards Program Evaluation’, which focused on a literature and Internet review, interviews with police, community, business, and experts to determine the ‘state of the art’ for self-directed program evaluation tool kits/guides, and an analysis of the few crime prevention program evaluations submitted by police departments.
2. The second phase resulted in another Report, ‘Crime Prevention Performance Indicators’ and was based on extensive interviewing of crime prevention experts and practitioners, our TEAM’s knowledge of relevant crime prevention performance indicators, methodology and evaluation, and an extensive literature and Internet review.



It is clear from the literature review and the summaries of the various interviews that we live in a world where both traditional (e.g., crime rates, calls for service, levels of fear of crime) and non-traditional indicators (e.g., increased public activity in areas that generated avoidance before, less graffiti) can be used to assess achievement.



**When attempting to evaluate your crime prevention programs you may want to consider these performance indicators.**

Crime prevention programs really exist at two levels. First is the *infra-structure of the program*, which takes into consideration such things as paid and volunteer staff, police officer secondments, advisory groups or boards of directors, equipment, work space, and training seminars, **and** secondly, the *operational-structure* represented by the various activities and events that make up what the program was set up to do. As such, we were able to isolate from our various research findings specific performance indicators (PIs) at both levels. Indicators that we believe need to be considered when attempting to evaluate a community/police led crime prevention initiative.

They are:

| <b>Performance Indicators</b>        |                                  |
|--------------------------------------|----------------------------------|
| <b>Infra-structure PIs</b>           | <b>Operational Structure PIs</b> |
| Police Commitment                    | Signs of Incivility & Disorder   |
| Community Participation              | Levels of Fear                   |
| Community Awareness                  | Repeat Victimization             |
| Inter-agency Cooperation/Partnership | Community Feedback               |

A summary of the performance indicators, as set down in the second phase report, is included in Appendix 5.5 and a copy of the complete document in the Adobe Acrobat format is included on the attached CD.

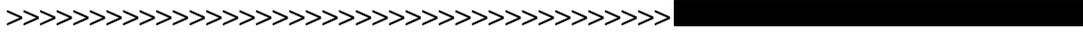
### **A point to remember**

During the past ten to fifteen years, a number of police departments across Canada have put in place a problem solving approach to their delivery of service in general, and crime prevention specifically. In some cases, a police department found it convenient to adopt the original problem-oriented approach with its four stage problem-solving process --- scanning, analysis, response, and assessment (better known as the SARA-model). While other departments modified this approach to fit their own operational environments (e.g., the RCMP and the OPP).

Regardless of the model used, the final stage always involves some level of assessing whether the action taken has the desired effect on the initial problem. In other words, it is meant to provide some kind of feedback to the police department on how well the response to the problem is working. This fourth stage is important, however it is not the same as conducting a program evaluation. The evaluation process, as you will find out, is far more complex and comprehensive than what is involved with the problem solving models.







## Icons Used To Stress Key Ideas, Concepts, or Examples



As already mentioned, **Howie Doing** is our friendly mascot and he will appear throughout the document in a variety of stances, *as a guide stressing key points*.



The **RGI** icon alerts you to those **really good ideas** that we believe will make your evaluation even better.

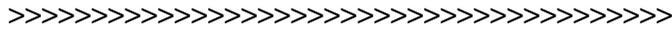
The **RGE** icon flags useful **really good examples** that in our experience will help you in the design and implementation of your evaluation.



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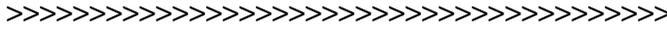
Sonia Williams, Toronto, designed selected icons in this Tool Kit.

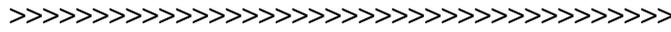




Finally, there is a series of *six Appendices* that provide a lot of information and practical examples that you can photocopy or edit using your CD-ROM and Adobe Acrobat. Section 5.1 includes: a work schedule, practice forms of the program logic and the action table, lots of questionnaires and checklists, and a tally sheet. Section 5.2 includes examples of how you can depict your results using tables or graphs. Sections 5.3 and 5.4 respectively include a very detailed Glossary of Terms and some useful evaluation references. Section 5.5 provides a summary of the performance indicator report. Remember those eight PIs that were previously mentioned? Well, this summary provides a little more detail than what was included in the body of the report. The entire document is also included on your CD-ROM. Finally, Section 5.6 includes a listing of all those individuals that were consulted as part of this project.







# Understanding Evaluation 1

## 1.1 What it is!



**C**rime prevention programs in Canada have long been the domain of police and/or citizen volunteers, with the last twelve years stressing the importance of partnership through community policing and problem-oriented policing initiatives. However, when it comes to evaluating these programs, both groups rarely have the practical experience with evaluation or ever give much thought to undertaking such an activity. Consequently, when the opportunity presents itself, either as a request or an idea, those who would be involved often cringe at the prospect. Part of the hesitation comes from not knowing or understanding what evaluation is. So why not start there!

A basic and practical definition could go something like this.

**Evaluation is a process by which a program is examined to determine whether it is meeting its goals and objectives through the activities taking place and in the manner expected.**

Evaluation is necessary to the success of crime prevention initiatives. Done properly, evaluation can be a tool for sound management, a platform for building success and correcting mistakes, and a means for demonstrating the effectiveness of the community's investment.

This definition actually tells us a lot about what one has to do during the evaluation, such as:

- Making sure the goals and objectives of the program have been set down;
- Identifying the various activities that are done by those involved in the program;
- Clarifying exactly what results are expected from the program's activities;
- Designing a method for getting at the information you want to evaluate; and,
- Analyzing the information so conclusions can be made about the program.

Put another way, the definition talks about: the reasons for doing something (goals and objectives); what is actually done (the program's activities); what we expect will happen as a result of these activities (the results); identifying what in fact did happen (gathering the information); and, what does this information tell us about the program (drawing conclusions).

This definition can fit very well when looking at crime prevention programs run by the police, a group of citizens, or both through some form of partnership. One usually finds that these programs have identifiable goals and objectives, specific activities, and clear expectations about the anticipated results.













A good program is always proactive.

Evaluation can provide a solid measure of how the program is doing and did it accomplish what it set out to do.

### Why is that?

Well, as you have come to realize by now, an evaluation can bring out the best of your program, while at the same time identifying what changes need to be made to make it even better. Evaluation can also set out the various outcomes and impacts that result from your program's various activities and knowing these will be helpful in developing programs that reduce crime even further.

*That is what being proactive is all about, learning from the present and past to improve the future! Evaluation is one way to make that happen and that is what makes it a REALLY GOOD IDEA!!*

So it makes a lot of sense to build an evaluation into a crime prevention program right from the start. In that way, you can be on top of any need to change, as well as being able to identify what is working well and why. In other words, you are thinking proactively.

## 1.3 Who can do it?

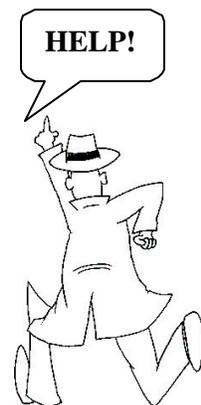
Not everyone can undertake an evaluation, that is for sure but it is also safe to say that you don't have to be a statistical guru either. However, many people who could do an evaluation hesitate and shy away. They use such reasons as: not enough time; too complicated; can't do the math; or, too boring. If any of those reasons fit with your thinking, we hope you won't sign off just yet. Read on to see if what is said might make you reconsider your position.

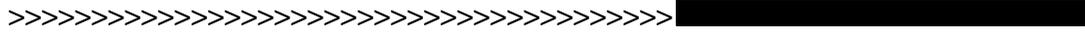
What is important to remember though is that not every evaluation can be done by anyone. There are some evaluations that need that expertise and knowledge, which doesn't come with just being able to do simple math, thinking logically, and developing a work plan.

### So when do you call in the expert?

Well, it depends... Aha, here we go with a whole bunch of 'bafflegarb' that will only serve to confuse the reader. Right? No, not really, just hold on and continue reading for a paragraph or two.

Some evaluations are designed to look at more than just totals, averages, and percentages, the three most common mathematical evaluation requirements. In some cases, the evaluation needs to make comparisons across different program methods; or draw inferences from the different responses given by people answering a survey; or determine whether a particular finding is truly significant or just one that occurred by sheer luck or the luck of the draw. In these cases, someone with advanced statistical skills needs to be brought in, particularly someone who is trained in and experienced with the various statistical analysis software programs on the market today (e.g., SPSS-PC).





Other evaluations may need a whole variety of data instruments to get the kind and level of information deemed important. When that is the situation, it is not so much the kinds of instruments to be concerned with but the variety and how to cross-reference their various results and draw accurate conclusions.

Some evaluations are designed to be more like research experiments, so if your evaluation looks like it is going to take on the life of a research experiment, call for help. It will make your life easier.

Research evaluations usually require the evaluator to: set up experimental and control groups, matching them as closely as possible; use sophisticated statistical software to generate the findings and have expertise in the analysis of the findings; and, have a history of writing detailed, analytical reports that can defend the overall findings from the evaluation. Simply said, these evaluations require help and if this is the route chosen then be prepared to seek out the necessary resources elsewhere.

If you have a university or a community college in your area, they are always a good place to start your search. If you have a budget to pay for the evaluation then you may want to develop what is called a *Request for Proposals* in which your evaluation needs are described. Those consultants interested in doing the evaluation can then put together a proposal as to how they will do the work and submit it for your consideration and possible selection.



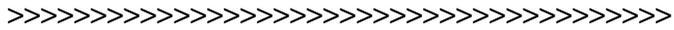
We hope it is a little clearer that sometimes it makes sense to call for help from those more skilled in evaluation procedures and analysis. In this way, you can get the most from the exercise and prevent unnecessary worry on your part when things get a bit too confusing or complicated. The following checklist can help when deciding whether to call in the ‘cavalry’.

#### **‘When to call the Experts’ Checklist**

- The evaluation requires complex statistics to analyse the results.
- The evaluation design uses a large number of information gathering methods that need detailed comparison and analysis.
- The evaluation needs to analyse data from different points in time to see what changes have occurred and why, this usually involves a ‘time series analysis’. If so, call for help.
- It is not clear what kind of information will be the most helpful in getting at the answers you need from the evaluation.
- A detailed analytical report of the findings is expected and you have no idea what that means, let alone what is involved.
- The evaluation appears to be taking on the image of a research experiment, with experimental and control groups that require different levels of statistical comparison.







## Some Key Points to Remember



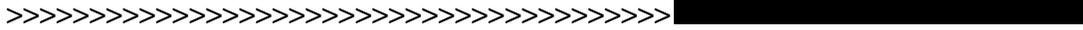
- Evaluation is a way to look at a crime prevention program by identifying:
  - ☑ What you hope to achieve;
  - ☑ How you hope to achieve it;
  - ☑ What in fact does happen; and
  - ☑ Whether that is what was expected or not
- There are two basic evaluation models to consider when planning your evaluation.
  - ☑ A **Summative model** is one that is conducted at the end of the program and makes recommendations of whether to continue the program or not.
  - ☑ A **Formative model** is conducted while the program is ongoing and helps to keep it on track by providing suggestions on how to adjust those aspects that are not working as well as you would like.
- There are many reasons for undertaking an evaluation and it is important to identify the one(s) that applies.
- Many aspects of an evaluation can be done without years of experience. However, it is important to recognize when you need help from the expert.

### Selected References Relevant to This Chapter

- **What we evaluate?** (1986). The National Crime Prevention Council. Washington, DC.
- **Keeping on Track.** (1990). Women's Research Center.
- **Step by Step.** (1997). The National Crime Prevention Centre. Ottawa, ON.

Appendix 5.6 contains a listing of additional references.





## Work Schedule

To help you get started, we have created a neat little *checklist* to get organized while travelling along the evaluation path. Read through the list carefully. All the things on this list have or will be discussed in the forthcoming pages.



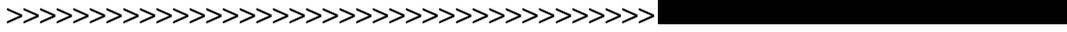
Having decided upon the approach you will take to the evaluation study, it is a good idea to develop a work schedule for your evaluation activities. The following work schedule form should be of assistance.



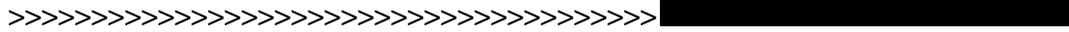
A work schedule will assist you to keep on track with your evaluation.

| <b>Evaluation Work Schedule</b>  |                                 |
|--|---------------------------------|
|  | <b>Expected Completion Date</b> |
| 1. Clarify why the evaluation is needed                                  | _____                           |
| 2. Identify the focus of the evaluation                                  | _____                           |
| 3. Specify the goals and objectives of the study                         | _____                           |
| 4. Identify the questions to be answered by the evaluation               | _____                           |
| 5. Determine information requirements                                    | _____                           |
| 6. Determine information sources   | _____                           |
| 7. Select the evaluation approach  | _____                           |
| 8. Select or develop appropriate data collection methods and instruments | _____                           |
| 9. Collect the data as planned   | _____                           |
| 10. Analyze the data   | _____                           |
| 11. Report the information orally to appropriate individuals             | _____                           |
| 12. Write the final report   | _____                           |









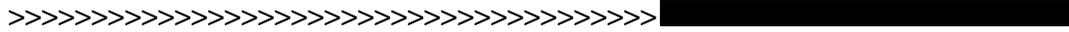
Both objectives establish the degree of change expected and the time frame in which it will take place. Furthermore, once the home security inspections have been completed, the objective will have produced an **outcome**. Outcomes can be classified under a number of different types of activities, including:

- ❑ Providing information (e.g., crime prevention lectures to seniors);
- ❑ Development of skills (e.g., the drug resistance skills taught to elementary school children as part of a drug awareness program such as, DARE or VIP);
- ❑ Improvements in community life (e.g., more people walking at night in their neighbourhood);
- ❑ Changes in the environment (e.g., improved street lighting and trimming hedges to reduce hiding places for offenders);
- ❑ Improving services (e.g., opening community police stations/centres in residential neighbourhoods);
- ❑ Changes in policies within various sectors of a community (e.g., local business owners working together to remove graffiti from their buildings); and,
- ❑ Providing public feedback on achievements (e.g., schedule annual town hall meetings to report back on the results of various crime prevention initiatives over the past year).

Information about the applicable outcomes is then gathered using various data collection methods, such as questionnaires, interviews, observation, or statistics reports. Based on the findings from those sources, the evaluator is able to draw conclusions about the extent to which the outcomes were achieved.

Having said all this, before you get started with developing your evaluation, take the time to set down specifically the various goals and objectives on which your program is based. Be sure that they truly represent what was originally intended when the program was first developed and that you describe them in a manner that makes them readily measurable over time.





You can prepare your own program’s logic model by thinking about what goes in and out of the entire program, those goals and objectives again, a bit of patience, a piece of paper, a pencil with a good eraser (you may want to change something), and a two by four table that you draw on the paper. Hey, if you would rather use a computer – go for it!! That table will become the place in which you write/type down your program’s *inputs, outputs, outcomes, and impacts*. *It is important to remember that the four components of the program logic are inter-related and each subsequent component builds on the previous component.*



| <b>Inputs</b>  | <b>Outputs – Efficiency</b>   | <b>Outcomes – Results</b>  | <b>Impacts – Effectiveness</b>   |
|--|---|--|--|
| <u>Inputs Answer</u><br>What was done and why?<br><br>What were the resources devoted to it? | <u>Outputs Answer</u><br>How much was accomplished?<br><br>How much activity was conducted? | <u>Outcomes Answer</u><br>What were the results?<br>How well were the activities done?<br><br>What were they supposed to do? | <u>Impacts Answer</u><br>Did the program activities do any good?<br><br>Did they have any effect?<br><br>Did the situation improve as a result of the program? |

A program logic model or flowchart identifies the objectives and goals of a program, as well as their relationship to program activities intended to achieve these outcomes.

Now to help you get a handle on this logic model development we have put together three **RGEs** for you to look at. These will be helpful when it comes to putting your own program’s logic model together. So use them as a guidepost wherever you can.

The **first example** represents a logic model developed for a crime prevention program designed to assist senior citizens cope with their personal fears of being victimized in their neighbourhood. The **second example** looks at a program aimed at controlling vandalism within a multiple-housing complex, in this case a group of apartment buildings and the local high school. The **final example** focuses on a crime prevention program designed to control auto theft and vandalism occurring within a mall parking lot.



We do not believe our examples are all-inclusive when it comes to each logic category. Consequently, if you can identify other elements that can be included under a heading then please go ahead and do so. Not only will this demonstrate that we have got you thinking like an evaluator but it suggests you have clearly understood what we are trying to get across.



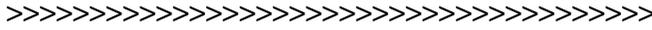
## An Example of A Program Logic Model

# LEVELS OF FEAR



### Crime Prevention Lectures for Seniors in ‘Yoursville’ Neighbourhood

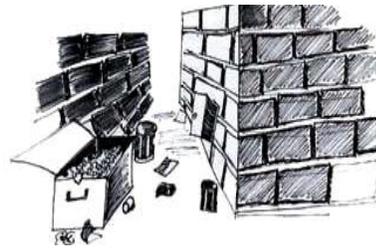
| Inputs  | Outputs – Efficiency  | Outcomes – Results  | Impacts – Effectiveness   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>- Part-time volunteer coordinator</li> <li>- Office space donated by community, school, or police for lectures</li> <li>- Part-time secretarial support</li> <li>- \$\$\$ printing budget for flyers announcing lectures</li> <li>- 20 volunteers to distribute printed materials in ‘Yoursville’ neighbourhood</li> <li>- number of volunteers and police officers giving the lectures</li> <li>- work with city authority to develop graffiti policy and assess current street lighting in the ‘Yoursville’ neighbourhood</li> <li>- work with local Neighbourhood Watch /Crime Concern group</li> </ul> | <ul style="list-style-type: none"> <li>- Deliver two crime prevention lectures to seniors once a week for ten weeks in ‘Yoursville’ neighbourhood</li> <li>- lectures are for one hour each – afternoon and evening</li> <li>- count the number of lectures given</li> <li>- provide escort service for seniors to attend lectures</li> <li>- have city install street lights if not already in place</li> <li>- count the number of areas where graffiti is a problem, implement plan to remove graffiti</li> <li>- count the number of flyers distributed</li> <li>- survey seniors about their previous victimization experience, levels of fear of victimization, and general safety (pre and post lectures)</li> <li>- determine each senior’s pre and post levels of understanding about home security checks, frauds, and con games</li> </ul> | <ul style="list-style-type: none"> <li>- the number of seniors attending at program onset and at program completion</li> <li>- the number of seniors using an escort service now compared to onset of program</li> <li>- the number of seniors attending using their own devices (e.g., buses, subway, car) compared to onset of program</li> <li>- the number of new street lights installed</li> <li>- the number of areas graffiti is removed and number of attempts to remove it</li> <li>- seniors more aware about crime prevention</li> <li>- make alterations to the program based on what you learn</li> </ul> | <ul style="list-style-type: none"> <li>- reduced Levels of Fear of Personal Victimization</li> <li>- increased feeling of safety by seniors in ‘Yoursville’ neighbourhood</li> <li>- increased number of seniors implementing a home security check</li> <li>- increased number of seniors involved in local crime prevention initiatives</li> <li>- increased number of seniors reporting suspicious telephone calls</li> <li>- reduced incidence of personal/property victimization to ‘Yoursville’ neighbourhood seniors</li> <li>- decreased number of seniors victimized by frauds and con games</li> <li>- enhanced police commitment to seniors</li> </ul> |



## Another Example

### B & E Prevention and Vandalism Clean-Up Program at 'Yourdale' Apartments and local High Schools

| Inputs  | Outputs – Efficiency   | Outcomes – Results   | Impacts – Effectiveness  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>- police work with city, building authority, and local Neighbourhood - Vertical Watch group</li> <li>- Part-time secretarial support</li> <li>- select volunteers to distribute printed materials to tenants and high schools explaining Watch procedures and how to remove graffiti</li> <li>- \$\$ budget for basic repair materials for graffiti clean-up</li> <li>- arrange with city for more frequent trash pick-ups from dumpster and alley ways</li> <li>- enrol local neighbourhood high school youth for after school assistance with clean-up</li> <li>- develop graffiti removal policies and tips (e.g., establish a zero-tolerance policy for graffiti, how to remove graffiti, city by-laws)</li> </ul> | <ul style="list-style-type: none"> <li>- count the number of meetings</li> <li>- count the number attending</li> <li>- set goals with local housing authority, tenants, teens, and Vertical Watch program</li> <li>- count the number of areas graffiti is a problem</li> <li>- work with city, housing authority, and local high schools to clean-up graffiti and garbage in the 'Yourdale' Apartments and high schools</li> <li>- volunteers distribute flyers</li> <li>- conduct 'litter' and 'home security' checklist of 'Yourdale' apartments</li> <li>- enrol 20% of local teens to assist in after school clean-up program</li> <li>- determine tenants pre and post levels of understanding about home security checks</li> <li>- identify a dollar value each month for repairs due to vandalism over the course of time before and after the program</li> <li>- count the number of home security checks conducted and implemented changes</li> <li>- count the number of homes covered by Operation ID or something similar</li> </ul> | <ul style="list-style-type: none"> <li>- the number of tenants attending at program onset compared to program completion</li> <li>- the number of tenants pre and post program willing to beautify own areas</li> <li>- the number of balconies pre and post program where trash is removed</li> <li>- the number of areas graffiti is removed and the number of attempts to remove it</li> <li>- city bylaws implemented that require building authority to remove graffiti 48 hours after being reported</li> <li>- teens involvement with program earn high school credits</li> </ul> | <ul style="list-style-type: none"> <li>- reduced the number of break and enters in 'Yourdale' Apartments</li> <li>- eliminated graffiti in 'Yourdale' Apartments and local high schools</li> <li>- increased number of residents doing home repairs</li> <li>- decreased amount of garbage in laneways, balconies</li> <li>- decreased number of overflowing dumpsters</li> <li>- increased number of residents reporting suspicious behaviour to Neighbourhood – Vertical Watch and/or police</li> <li>- increased inter-agency cooperation</li> <li>- increased number of teens working with community groups</li> </ul> |





## Another Example



### Auto Theft / Vandalism Reduction Program in 'Countville' Mall Parking Garage

| Inputs  | Outputs – Efficiency   | Outcomes – Results  | Impacts – Effectiveness  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>- police work with local mall authority and businesses</li> <li>- select volunteers to distribute printed materials explaining CPTED (Crime Prevention Through Environmental Design) principles</li> <li>- arrange with mall authority and city to install signs <i>Lock It or Lose It</i>, or <i>Pocket the Key</i></li> <li>- arrange with city and mall authority to tow cars left in facility beyond a specific time period</li> <li>- work with mall authority to paint walls with white or light paint to reduce shadows</li> <li>- work with mall authority for maintenance of parking facility to reduce garbage and graffiti</li> </ul> | <ul style="list-style-type: none"> <li>- set crime prevention goals with local mall authority and businesses</li> <li>- count the number of areas graffiti and garbage are a problem</li> <li>- work with mall authority and businesses to clean-up graffiti and garbage in the mall parking garage</li> <li>- volunteer distribution of flyers</li> <li>- analyze types of crime in mall parkade</li> <li>- survey frequent users of the mall and parking garage about their fears, past victimizations, and how to increase security of the facility</li> <li>- determine type of CPTED security enhancements required to the parking garage</li> <li>- identify a monthly dollar value for repairs due to vandalism over the course of time before and after the program</li> </ul> | <ul style="list-style-type: none"> <li>- the number of security enhancements made at program onset, at program completion</li> <li>- the number of areas where graffiti and garbage is removed</li> <li>- the number of users, pre and post program, that are locking their vehicles</li> <li>- the number of CPTED security enhancements implemented</li> <li>- more mall users are locking their vehicles</li> <li>- there is more public use of parkade due to better lighting, less graffiti, etc.</li> </ul> | <ul style="list-style-type: none"> <li>- reduced the number of auto thefts in 'Countville' Mall Parkade</li> <li>- eliminated graffiti and garbage in mall parkade</li> <li>- increased number of businesses and mall users reporting suspicious behaviour to mall security and/or police</li> <li>- reduced number of incidents of vandalism (e.g., slashed tires, scratches, broken locks and windows)</li> <li>- increased inter-agency cooperation</li> <li>- more users are locking their cars</li> </ul> |





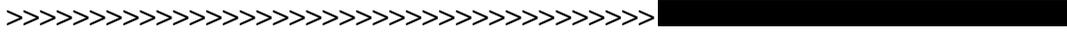












## 7. Repeat Victimizations

Most problem crime areas of a community have one thing in common; the majority of the crimes are usually committed against the same, small percentage of victims. As such, a drop in re-victimization rates is a better measure of the success of crime prevention programs in these areas than any of the other standard set of indicators. When crime prevention programs are designed to address high-crime rate communities (for example, where burglaries are increasing dramatically), it behoves any evaluation of that program to gather data about repeat victimizations as a major indicator of the program's overall effect.



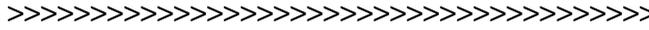
## 8. Community Feedback



Finally, both police and community crime prevention practitioners see direct feedback from the community concerning crime prevention initiatives as one of the key indicators of program value. This information is retrievable through a number of direct methods (e.g., surveys, polling, public meetings) or indirectly through media publicity that is usually representative of the general public opinion.

These eight *Performance Indicators* represent some of the most current thinking about what factors best measure the success of crime prevention programming. Consequently, we have chosen to focus on them in this guide because they are practical and can be measured through a variety of programs regardless if you are in an urban, rural, or remote community. If you refer to the three Program Logic examples you will see that all eight indicators have been intrinsically woven into the input, output, and outcome components of each logic model. Now you try to do the same with your own program.





## Some Key Points to Remember

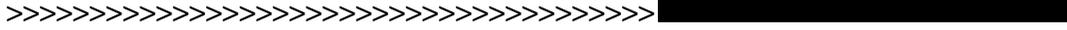
- Identify your program goals and objectives right from the start, but remember they are different:
  - ☑ Goals are broad statements of what you expect the program to accomplish; while
  - ☑ Objectives set out specific results you expect to happen if your goal is to be accomplished.
  
- Before you develop your plan as to how to evaluate your program, you need to first describe it by preparing a Program Logic Model.
  - ☑ Inputs are the things and people you use to make the program operate;
  - ☑ Outputs are the activities done by these people;
  - ☑ Outcomes are the anticipated results of all these activities; and,
  - ☑ Impacts are the effects you hope will arise from your program.
  
- Many people and groups may have an interest in your evaluation and it is important that they be identified. They are a good source of information and can help you get the word out when necessary.
  
- There is a variety of performance indicators used to guide or direct the measurement of crime prevention achievements. We have described eight indicators that are practical and can be used to guide the measurement of a variety of crime prevention programs regardless if you are in an urban, rural, or remote community.

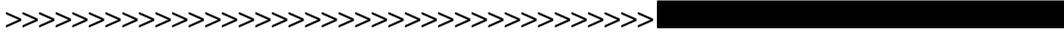
### Selected References Relevant to This Chapter

- Herman, et al. (1987). **Evaluator's Handbook.**
- Hoover, L. (1998). **Police program evaluation.**
- Miller (et al.) (1996). **Safe by design.**
- BC Police Commission (1995). **Community policing.**

Appendix 5.6 contains a listing of additional references.







# Implementing Your Design

## Chapter Three

**C**hapter Three takes you full throttle into the evaluator's world of deciding which methods to use to gather the information you need, using those methods to get at the information, and analyzing the information so you can draw conclusions worthwhile for inclusion into the final report.

Since technical language and jargon are an integral part of the evaluator's world, some common terms have been incorporated into this Chapter. Not to worry though, a helpful GLOSSARY has also been included as Appendix 5.3.

### **3.1 Selecting and Developing the Right Data Collection Tools**

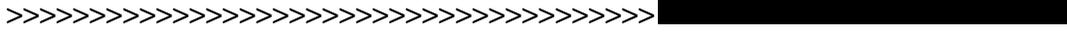
- Evaluation can be complex at times and quite basic at other times. The content in the next series of pages will highlight those collection tools that are the most efficient and practical for crime prevention evaluations.
- The reader will be introduced to the most practical information collection tools for evaluating crime prevention programs --- surveys, interviews, document reviews, focus groups, and observation.
- The basic strengths and limitations of each will be discussed and we will look at some of the different styles you can use.
- A number of excellent examples of data collection instruments have also been developed, which have been placed in Appendix 5.1 for your reference and use.
- Use that CD-ROM to access the examples, tailor them by using Adobe Acrobat.

### **3.2 Gathering the Information You Need**

- Evaluations are about asking the right questions.
- Questions should be targeted to the right sources.
- An Action Table was designed to show you how to gather the information you will need.

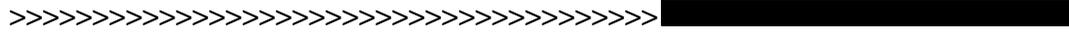
### **3.3 Determining What the Information Tells You**

- Analyzing the information once it is collected is as important as deciding what to collect and how to do it.
- Our discussion about data analysis will stress the basics and avoid the complexities of using the *heavy-duty* statistical analysis packages available on the market today.
- The processes we recommend will give you a good understanding of what your program has accomplished, as well as; information you can carry forward to the next chapter where we discuss some of the ways to best represent what your analysis has shown about your program.









A survey is very helpful when it comes to gathering information about a lot of different things in the area of crime prevention. For example, many evaluators use surveys to gather information about such things as a person's behaviour, attitudes, and beliefs with regards to crime and fear of crime. These three aspects of being human are critical to looking at the strengths and weaknesses of crime prevention programs as they apply to the various stakeholders involved. In other cases, evaluators can use surveys to gather information about community crime problems, both current and new; focus on the concerns and needs of special target groups, such as the elderly, women, and the disabled; and, to identify the community's ideas about what kind of programs can be used to help control crime.

Surveys are also an excellent way to gather information about an issue before and after you have implemented a program to deal with the issue. Remember we talked about pre- and post-implementation measures --- using a survey is an excellent method to get that kind of information.

A word of caution is needed when drawing certain conclusions based on observed changes between the pre- and post-test results. **Do not fall into the trap of assuming that because there is a change it is due solely to your program.** This 'cause-and-effect' conclusion may be only partially correct since other factors (we call those variables) may also have played a role in bringing about the change.

Police departments today are using more and more surveys to assess what residents think about the service they provide to the community. Surveying provides a ready means to get this kind of feedback, which can then be used to improve service delivery or even change some of the service priorities to more closely meet the expressed needs of the community.

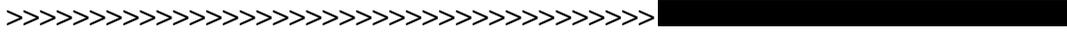
Survey results can also be reported in easy to understand formats. For example, with a survey question that has several options to choose from as a response, the total number of responses to each option can be tallied and the percentage of all responses calculated. Those basic calculations can tell you not only how many people chose each option but also which options were the most or least popular.

### ➤ **Keeping Your Surveys Basic and to the Point**

Not all surveys suit the fundamental goal of this guidebook, which is to help non-evaluators carry out an evaluation without demanding a high level of expertise or resources. Surveys that primarily measure human attitudes and beliefs can be complex, especially in two areas --- question design and drawing conclusions from the responses.

#### **Why is this?**

Primarily it is due to the fact that peoples' attitudes and beliefs about most everything are personal and do not always fit into standard categories. This has made it difficult to easily develop survey questions to get at the heart of both. Rather than get into a detailed discussion of how researchers have dealt with this concern, we would like to keep you on the less complex road by recommending you hire an expert if you want to pry deeper into the world of human attitudes and beliefs around crime.



Now that we have said this, we want to take exception with this advice by pointing out that measuring **fear of crime** has become a standard practice in all levels of crime prevention surveys. Standard questions have been developed to ask a person to rate such things as: *How safe they perceive their community or city to be?* or *How safe they feel walking alone on their block?* or *How safe they feel walking alone at night in their*

## Levels of Fear

*neighbourhood?* In most cases, the responses of people to questions such as these tend to be representative of a small number of categories and therefore drawing conclusions can be done with a relative degree of certainty. Consequently, if you want to take a measure of your target group's fear of crime concerns, you should

feel comfortable to include such questions in your survey, with the results reported as part of your overall evaluation findings.

Similarly, a person's behaviour is a little more concrete than attitudes or beliefs for two reasons. First, people can usually describe quite clearly what they do and second, behaviour can be observed directly by others if need be. As a result, you should feel free to include questions in a survey that look at a person's behaviour when it comes to avoiding risks, taking preventive measures, or dealing with threats to their safety. Simple 'yes or no' response-type questions are easy and can provide some good information. We call these **dichotomous responses** if you want the *jargon* --- but feel free to use *yes or no* if you prefer.

For example, a survey could explore resident's fear of victimization by asking the following questions:

- In the last six months have you been a victim of a property crime?  
 YES       NO
- In the last six months have you been the victim of an assault or threat to you personally?  
 YES       NO

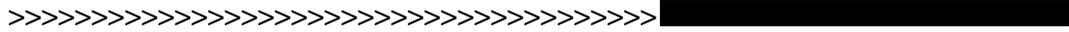
### ➤ Choosing the Best Style of Survey for Your Needs



Surveys can be administered in a number of different ways --- in person, telephone, by fax, by mail (including e-mail), and even sometimes in a group setting. Each approach has its advantages and disadvantages. Some of the obvious differences we have summarized in the following table.

| <b>In-Person</b>   | <b>Telephone</b>   | <b>Mail-Out</b>  | <b>Group</b>   |
|--|--|--|--|
| <b><u>Advantages</u></b>   | <b><u>Advantages</u></b>   | <b><u>Advantages</u></b>   | <b><u>Advantages</u></b>   |
| <ul style="list-style-type: none"> <li>- Allows for clarification</li> <li>- Good response rate</li> <li>- Best when of moderate size</li> </ul> | <ul style="list-style-type: none"> <li>- High response rate</li> <li>- Relatively inexpensive</li> <li>- Ideal for short surveys</li> <li>- Best used with simple and basic questions</li> </ul> | <ul style="list-style-type: none"> <li>- Less expensive</li> <li>- Can include visual aids, such as maps or scales</li> <li>- Easy to administer</li> <li>- Anonymous</li> </ul> | <ul style="list-style-type: none"> <li>- Can be structured to benefit completion</li> <li>- Maximum response rate</li> </ul> |





Therefore, you may wish to talk with 341 neighbourhood residents in your neighbourhood of 3,000 to get the same level of accuracy Gallup does talking with 2,000 in Canada with a population of 35 million.

### How do you get a representative sample from your population?

All sampling begins with the translation of a defined population. Let's say you were interested in female victims of theft. Start by narrowing the jurisdiction of study, for example, to a neighbourhood or a university site. Then you would need to obtain a listing of all the female residents in a neighbourhood or a listing of all the female undergraduate students from which you can now draw your sample.



You need to note here that two things can also influence how confident you can be with your estimates. They are:

- ☑ **Prevalence of crime.** The greater the prevalence, the smaller the sample you will need to get the same level of confidence. So your knowledge about how common the characteristic or type of crime is in your population is very important.
- ☑ **Sample size.** This is the number of cases in your sample. The larger your sample, the greater the confidence you will have that your statistic is an accurate measure of the population parameter.

### What is the appropriate sample size?

Deciding on an appropriate sample size requires some effort and planning. There are no standardized sample sizes for surveys. In general, a final sample size of a least 370 – 384 will be the absolute minimum necessary for making inferences about a large city population compared to 350 surveys would be necessary for a small town.

The following “*Table for Determining Sample Size from a Given Population*” is very useful tool *when you know how common the characteristic is that you want to measure*. For example, if you wanted to make inferences about the entire “Countsville” High School student population of **1800**, then you would need a final sample of **317** students to answer your survey. Another example, if you wanted to make inferences about your city population of **100 000**, then you would need **384** completed surveys.

At the other end of the scale, you will notice that the smaller the population the greater the size your sample needs to be. What that also suggests is that when your group to be studied is small **why not** get everyone’s opinion, then you know for sure your results are reflective of the group under study.

*For example*, when we evaluated the Victoria Community Police Station Program (CoPS) we wanted to survey the department’s police officers regarding their opinions about the program. At that time, there were just over **150** sworn officers on staff, so it made sense to survey all the police officers. After all, if you look at the following table population (N) and sample(s) sizes, we would have had to survey **106** officers anyway ---- another 34 was no big deal!





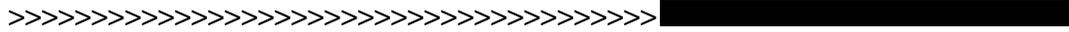
**Table for Determining Sample Size from a Given Population**

| <b>N</b>   | <b>s</b>   | <b>N</b> | <b>s</b> | <b>N</b>       | <b>s</b>   |
|------------|------------|----------|----------|----------------|------------|
| 10         | 10         | 220      | 140      | 1200           | 291        |
| 15         | 14         | 230      | 144      | 1300           | 297        |
| 20         | 19         | 240      | 148      | 1400           | 302        |
| 25         | 24         | 250      | 152      | 1500           | 306        |
| 30         | 28         | 260      | 155      | 1600           | 310        |
| 35         | 32         | 270      | 159      | 1700           | 313        |
| 40         | 36         | 280      | 162      | <b>1800</b>    | <b>317</b> |
| 45         | 40         | 290      | 165      | 1900           | 320        |
| 50         | 44         | 300      | 169      | 2000           | 327        |
| 55         | 48         | 320      | 175      | 2200           | 327        |
| 60         | 52         | 340      | 181      | 2400           | 331        |
| 65         | 56         | 360      | 186      | 2600           | 335        |
| 70         | 59         | 380      | 191      | 2800           | 338        |
| 75         | 63         | 400      | 196      | 3000           | 341        |
| 80         | 66         | 420      | 201      | 3500           | 346        |
| 85         | 70         | 440      | 205      | 4000           | 351        |
| 90         | 73         | 460      | 210      | 4500           | 354        |
| 95         | 76         | 480      | 214      | 5000           | 357        |
| 100        | 80         | 500      | 217      | 6000           | 361        |
| 110        | 86         | 550      | 228      | 7000           | 364        |
| 120        | 92         | 600      | 234      | 8000           | 367        |
| 130        | 97         | 650      | 242      | 9000           | 368        |
| 140        | 103        | 700      | 248      | 10 000         | 370        |
| <b>150</b> | <b>106</b> | 750      | 254      | 15 000         | 375        |
| 160        | 113        | 800      | 260      | 20 000         | 377        |
| 170        | 118        | 850      | 265      | 30 000         | 379        |
| 180        | 123        | 900      | 269      | 40 000         | 380        |
| 190        | 127        | 950      | 274      | 50 000         | 381        |
| 200        | 133        | 1000     | 278      | 75 000         | 382        |
| 210        | 136        | 1100     | 285      | <b>100 000</b> | <b>384</b> |

**REFERENCE:** Fitz-Gibbon, C. & Morris, L. (1987). How to design a program evaluation. Beverly Hills, CA; Sage Publications. **SOURCE:** Krijcie, R. & Morgan, D. (1970). This table was based on a formula published by the research division of the National Education Association.

**NOTE: N is population size; s is sample size.**

Remember that the simple numerical truth is that the larger the ‘population’, the smaller (in proportion) the ‘sample’ has to be to ensure a given level of accuracy. So if your population is **10**, then your sample has to be **10** to ensure accuracy; however, if your population is **100 000**, you will need only **384** to obtain a level of accuracy. Check the above reference if you want to read more on determining sample size.



➤ **Designing a suitable questionnaire to use in your survey**

Before deciding on what questions to ask, you need to recognize that survey questions fall into two main types --- **open-ended** and **close-ended**. Kind of like a door really, where open-ended questions give the respondent a few lines of space to write their response – like this:

*In your opinion, what is the main reason you do not go outside alone in your neighbourhood after dark? [Write Your Response Below. If you need more space write on the back of this page]*

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So you see, an open-ended question is like an open door, which gives you the opportunity to walk into a room not knowing what you will find.

The close-ended question is defined and a list of possible responses is provided. The respondent is usually asked to pick one of the responses; in some cases, to pick all that apply; in other cases, to pick the top five out of ten options --- and on and on go the possible options. The common denominator is that the responses are spelled out and the person chooses like this:

*Which of the following options would you give as the main reason why you do not go out alone after dark in your neighbourhood? [Check only one box]*

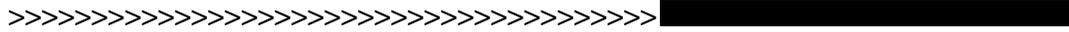
- I am generally afraid of the dark.
- I am worried that a stranger will stop me.
- It is not safe in my neighbourhood after dark.
- People have been assaulted and robbed in my neighbourhood after dark.
- I am not afraid to go out alone after dark.
- I go to bed early so I never go out after dark.
- None of the above is my main reason [Explain:\_\_\_\_\_]

*Levels of Fear*

So like a closed door, we may know what lies behind it but we have to pick the response that best represents what will be found there once the door is opened. Notice that the instructions contained within the brackets after the question can be changed to suit the evaluator’s information needs. For example, you could ask the respondent to ‘*check off all that apply*’ --- this will give a range of concerns that the person has about going outside after dark. You could ask the respondent to ‘*check off the top two reasons only and rank order them*’ --- in this way you can determine the most and second-most important reasons on your list for the person not to go outside alone after dark.

The most common style of close-ended question is what we refer to as the *dichotomous question* -- where the respondent chooses either ‘*yes*’ or ‘*no*’ as their response. You can muddy this simple approach if you want by throwing in an ‘*I Don’t Know*’ choice, but that is not really recommended since the yes/no question is really intended to get the respondent to commit to an answer.

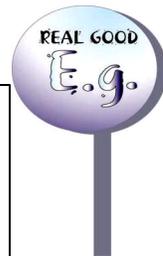




These criteria are important to consider as you put your questionnaire together. This will save you problems in the administration of the survey, its interpretation by the respondents, cooperation in completing the survey, and in your interpretation of the results once they are compiled.

Okay, okay enough with the preliminaries; let's get on with developing the questionnaire. To help with this development, we have set out a series of different questionnaires for you to look at in *Appendix 5.1*. These questionnaires have not been written in isolation, rather we have linked them to the performance indicators discussed in Chapter Two and if you look at the program logics developed in the same chapter, it is clear that various questions provide information about some of the outcomes and impacts listed therein.

We bring up the performance indicators and program logic concepts again to demonstrate that evaluation is really all about linking one step to the next. For example, using the information contained within the logic and the performance indicators chosen for your program, the evaluator can do two things. First, develop those questions you want to have answered and second, identify what method(s) you can use to get the answers. *Hey, talk about catching two birds with one net!* This is great and reinforces even more the need for making sure the various elements of your evaluation process tie together --- after all, each phase simply evolves out of those before it!



For example, if you take a look at examples of *performance indicators* of *police commitment* discussed in the previous chapter and compare what is said there to the *Survey on Citizen Attitudes* found in *Appendix 5.1*, you will readily see that a number of the questions in this survey address this commitment. For example, question #5 in the survey asks:

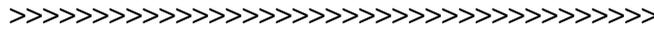
*Were you satisfied with the time it took for an officer to call you on the telephone?*

- Dissatisfied                       Satisfied

This question gets right to the point about level of satisfaction, which is a clear indicator of the respondent's thoughts on commitment of the police to dealing with their concern. Furthermore, the entire survey itself represents a sound way for getting *community feedback*, another of the performance indicators we discussed in Chapter Two.

In another example in *Appendix 5.1*, the *School Security Check List* clearly sets out questions about such performance indicators as *Signs of Incivility and Disorder*, *Police Commitment*, *Levels of Fear*, and others. Those questions would also serve as data sources when deciding on what questions to use to gather information about the outcomes in our *school vandalism program logic* previously described.

On another point, you will have noticed that in our example questionnaires we have used both types of questions, open and closed; put in some questions that ask for more than one choice of answer; used dichotomous questions in a big way; and, kept the number of questions to a small number but made sure they were clear, to the point, and easy to answer. Good stuff!



### ➤ What else do I need to consider when surveying?

Instructions are also very much a part of every questionnaire design. Remember, people filling out questionnaires will do what they read and if you don't tell them --- then don't be surprised when the questionnaire is flawed or is not completed in the manner you had wanted. So, be sure to spell out clearly what you want done. If you want them to only give one response then say so. If you want them to give only one response but you want it to be their favourite response then say that as well. The fewer instructions the better and in most sound questionnaires the question is self-explanatory based on the way it is worded. However, when necessary be prepared to add the extra bit of instruction to ensure the reader deals with the question in the manner intended.



Refer to the Appendix 5.1 for some 'really good examples' of instructions about how to introduce your survey questions or how you want them answered (e.g., check all those answers that apply).

Finally, we need to say something about pre-testing the questionnaire to iron out any problems with its interpretation. This process is called **piloting the questionnaire** and usually involves giving the questionnaire to a small group of people, representative of your eventual sample, to fill it out. Based on their responses and comments you will get a sense of whether the questions were understood in the way intended.

*In summary*, when writing your survey, here are several tips to help you design questions that do the job.



#### Better Questionnaires

- Lead off with interesting questions
- Don't overwhelm with choices
- Are pre-tested
- Talk in neutral terms
- Keep themselves brief

*Now what if I want to do more than conduct a survey, what else can I do?*











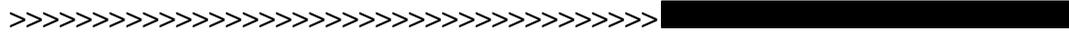












### 3.3 Determining What the Information Tells You

The information, or data as evaluators tend to call it, you have collected using the various methods selected now needs to be assessed. Based on this assessment, you will be able to draw the various conclusions about your program’s efficiency and/or effectiveness to subsequently include in your overall evaluation report.

The data you have collected will be either qualitative or quantitative, or both. Using the tools we have suggested in this guide, the following table identifies which type of data can be collected by each method.

| Method               | Qualitative | Quantitative |
|----------------------|-------------|--------------|
| Survey/Questionnaire | ✓           | ✓            |
| Interview            | ✓           |              |
| Focus Group          | ✓           |              |
| Observation          | ✓           | ✓            |
| Document Review      | ✓           | ✓            |

Now before starting your analysis, you first need to make sure you have everything you need to do the job. Since we are going to stay away from the sophisticated statistical analytical methods, you will need to make sure you have lots of paper, pencils, a good calculator, and/or a computer software spreadsheet program. Wherever possible you might also want to develop a data summary form.



The tally sheet we have included in *Appendix 5.1* is one example where you can summarize the different responses to a survey question and then do some simple mathematics to determine averages, totals, percentages, and differences between the various response totals.

When it comes to analyzing the comments made in a focus group or a one-on-one interview, you can develop a theme data sheet where comments representative of various themes or categories are grouped together for later summarizing and drawing of conclusions. We have already spoken of observation checklists, which provide a ready means for quickly tallying the various observations for later analysis.

#### 3.3.1 Types of Data

##### 1. Quantitative Data

Let us deal with the more ‘hardcore’ data first --- the quantitative. It is important to remember that when you use quantitative data that any conclusions you draw from the analysis you undertake should be supported by the data you use. Quantitative data is information that can be expressed in numerical terms, counted, or compared on a scale. The best way to show this is to work with an example and since we have devoted a lot of time to discussing surveys let’s discuss an example using that method.



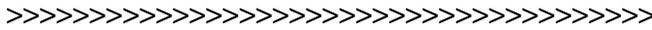












## Some Key Points To Remember



Privacy and anonymity are important issues to keep in mind when gathering information from people.

Surveys are a common data collection source when evaluating crime prevention programs. However, there are many things to consider to enhance accuracy, including: style; how many people to survey; types of questions; structure of the survey; and pre-testing (or piloting) the survey.

- Personal Interviews work well when you have a small number of people from whom you want to obtain information.
- Document Reviews are extremely useful when you want to get a sense of how the program has evolved operationally from when it was first planned.
- Focus Groups are not opportunities to chat or problem solve, but are structured ways to collect information about your program. As such, you may want to obtain assistance from someone experienced in facilitating such groups.
- Do not under estimate the conclusions you can draw about a program through the process of basic Observation.
- The type of data collected will determine the kind of analysis you apply. In both cases, qualitative or quantitative, there are some basic methods you can use that do not require sophisticated statistical analysis skills.

Once you have answered your conclusion questions and reflected on the key points to remember, it is now time to get ready to write your report; to make your findings public; and let those stakeholders know precisely how the program has been going. Turn to the next chapter where we have tried to guide you in how to put 'your best presentation forward'!

### **Selected References Relevant to This Chapter**

- Morgan & Kruegar (1998).

#### **The Focus Group Kit**

- Porteous, N et al. (1997).

#### **Program Evaluation Tool Kit: A blueprint for public health management.**

- Weisel, D. (1999).

#### **Conducting Community Surveys.**

Appendix 5.6 contains a listing of additional references.





# Writing and Communicating The Results

## Chapter Four

**T**his final chapter will help you with writing and communicating the evaluation information you have worked so hard to collect.

### **4.1 Collating the Information**

- ❑ To begin, start to collate and bring together all of the information you have collected and the various methods used to collect it.
- ❑ Once you have all the information, read it again and then think seriously about how you want to communicate what you have just read.
- ❑ We help you by posing some decision-making questions to guide your planning.

### **4.2 Developing a Suitable Report Style**

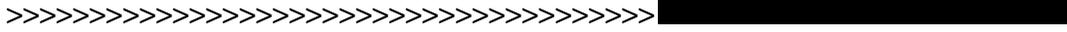
- ❑ Then think about the style of report you want.
- ❑ We have provided an example outline that could work well for you. Granted it is fairly detailed but that is meant to save you time and effort. After all, most people go looking for an example of what they want to do the first time around and we just wanted to save you some time searching.

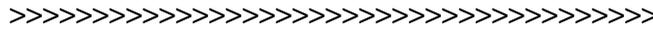
### **4.3 Getting the Right Message Across**

- ❑ We re-visit the use of tables and graphs as a means to display your findings and get your point across about a specific issue.
- ❑ However, we want to caution you that too many of these things can become distracting, so be sure to select the best opportunities to display your data rather than discuss it.

### **4.4 Guideposts for Best Use of the Results**

- ❑ The chapter closes out with a look at sharing your results, more specifically:
  - ★ why you want to share them;
  - ★ with whom you want to share; and
  - ★ what sharing will mean to you.
- ❑ Writing a report to simply say you did it doesn't make much sense. Particularly when you have gone through the whole evaluation process to get to the point of writing it in the first place. You had a reason to undertake the evaluation and, therefore, you can use that same reason to determine what you want to do with the final report.
- ❑ In that way, you come full circle and link the end with the beginning. This is a good thing since it demonstrates to those watching you and reading your report that there is a purpose behind all this and that purpose is reason enough for them to pay attention to what you have said.





# Writing and Communicating The Results

## 4.1 Collating the Information

**R**ight from the beginning of the evaluation, the evaluator must try to *collect* as much information as possible from all those stakeholders with an interest in seeing the impact of the program. Getting to that point requires that you first plan carefully and then methodically gather and analyze the data. All items critical to this process must then be assembled before any formal writing begins, including: a list of the program goals and objectives; any expected/planned outcomes set at the beginning of the program; the performance indicators selected and how they were measured; and the analysis of the findings, both qualitative and quantitative.



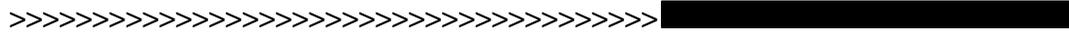
At this point, the communication flow will begin to go the other way. You are now responsible for *providing* information. The following set of questions can serve as a guide for any message or form of delivery you choose to make. It is extremely important that from the very onset you put yourself in the user's place and answer such questions as these:

- To what extent and in what specific ways is the information *relevant* to the user's real and compelling problems?
- To what extent is the information *practical* from the user's perspective?
- To what extent is the information *useful* and immediately *applicable* in the user's situation?
- What information will the user consider *credible* and what reporting practices will support that credibility?
- To what extent is the information *understandable* to primary users?
- Is the information *understandable* to all audiences?
- How might reporting practices ensure that the information is delivered in a *timely fashion* so that it might be most useful?

**What does this all mean? --- Simply this:**

*Do your homework and know your audience!!*





## Evaluation Report Outline

### Front cover

The front cover should provide the following information:

- A formal title of the Report
- Title of the program and its location
- Name of the evaluator(s)
- Period covered by the report
- Date the report is submitted.

Set-up a detailed outline before you start to write your report.

Make the front cover attractive and format it precisely. The cover reflects you and the quality of your work.

### Section One: Summary

- It should include:
- a summary
  - background about the program
  - description of the evaluation
  - results
  - conclusions
  - recommendations.

This important section, sometimes called the *executive summary* is a brief overview of the evaluation, explaining why it was conducted and lists its major conclusions and recommendations. Although the summary is placed first, it is the section you write last. It is also the only section of the report that is often read by busy officials who want to get a quick snapshot of what was concluded. Therefore, every effort needs to be made to keep its content comprehensive and clear.

#### Typical content

- Why was the evaluation conducted?
- What was evaluated?
- What are the major findings and recommendations or options that you conclude from the evaluation?

### Section Two: Relevant Background Information About the Program

This section sets the program in context. It describes how the program was initiated and what it was supposed to do. It should contain detail about the program goals and objectives. Since you will have already developed a preliminary description of the program when the evaluation was first planned, this means you have less work to do on this section.

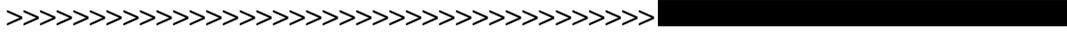
Information helpful in writing this section can be collected from a myriad of sources: a program plan or proposal, assessment reports, interviews, minutes from meetings, memos, and so forth. It is *important* that you locate any discrepancies between recollections and actual program descriptions, and resolve them before you write your report.

#### Typical content

- How did the program get started?
- Where was the program implemented?
- How many people did it affect?
- What was the program designed to accomplish?
- What goals or objectives were set out?



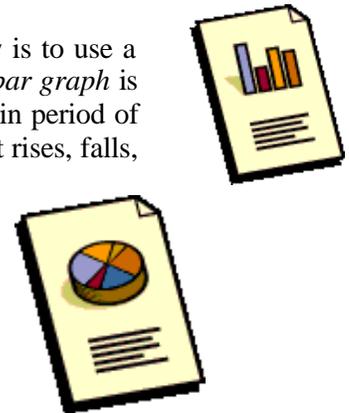




### 4.3 Getting the Right Messages Across

**T**he right messages are usually the correct messages. You do not want the reader to second-guess the findings, therefore you, as the writer, need to make good use of the variety of ways to illustrate your findings. Tables, graphs, figures, and charts are terrific ways to display the results in a manner that can be totally self-explanatory. As the old saying goes ‘**a picture is worth a thousand words**’.

One-way to highlight, emphasize, and demonstrate what your findings show is to use a graph. Three *basic* types are used regularly --- the *bar*, *line*, and *pie*. The *bar graph* is most often used to compare values across a variety of categories over a certain period of time. *Line graphs* can show the continual change in something --- whether it rises, falls, or fluctuates over a time period. You can also compare the progress of two or more things by including different lines in the graph. The *pie chart*, called this because it is round and we often show slices of it, is a wonderful graphic to show the various components of a whole group, such as age ranges in a community. For example, the number of residents in each age range would be grouped and the percentage of that group within the total population would become one slice of the pie.



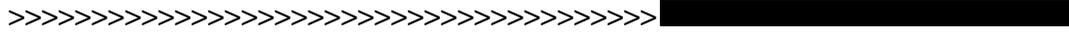
**Tables** are also a very suitable and practical way to present groups of data. You have seen many tables, some you can understand easily while others are very confusing. The best advice we can give to avoid the latter is to ensure you title the table properly and correctly label the elements. Confusion can reign supreme if you fail to be clear in these areas.

Although presenting your results using any of these four methods will enliven the message you want to get across, don't bury the message you are trying to generate by spending a lot of time explaining what it says in words. The graph should speak for itself as much as possible. You may want to spend a few lines introducing it and a line or two reinforcing the key result but no more. If you feel the need to include all of your data analysis in the report, because you worked so hard at getting it right, why not put it into an appendix where those readers who really like to look at that sort of stuff or have specific questions they need answered can find it.

We have included some really good examples of each of these in *Appendix 5.2* so take a few minutes and have a look. We think you will get some really good ideas for your own report.







If a brief summary is the best you can do, then take your *Executive Summary* section from the report, polish it up a little more, and send it out. This summary is often all you need and if the reader wants to know more they will contact you directly. When we had the *Victoria Community Police Station Evaluation* monograph published, several departments contacted us directly to find out more about the program and the evaluation.

➤ **Even a good thing can be better**

If you looked at the operation and management of your program as part of the overall evaluation, no doubt you probably saw the opportunity to make it better. Your stakeholders who read the report probably saw that opportunity as well. Consequently, a good outcome from the evaluation is to highlight those places where change is warranted and set about developing an action plan to accomplish this.

Set up a meeting with the program’s staff and volunteers to review the findings and brainstorm about any necessary improvements. Once you have identified your action plan, identify who will do what and by when. In that way, you create both ownership and accountability for improvement across the group. It also enhances people’s participation when they see that they can play a role in making things even better. A simple worksheet can be developed to record this process, such as this one:

**Problem Action Worksheet**

| Issue                                     | Solution                                       | Those Tasked       | Completion Date |
|---|--|--------------------|-----------------|
| 1. Insufficient client intake information | Revise form to include additional information. | John D.<br>Sara M. | May 15,<br>2001 |

➤ **We did what we set out to do**

Knowing whether your program has met its objectives and goals is paramount to any evaluation. If you have found that you are being successful then it is important to share that with the various stakeholder groups. Group meetings, town hall sessions, and press releases are a good way to do this. Make sure you prepare some brief summary of your successes to hand out as well. People will want to refer to these sheets to ask questions or get further clarification

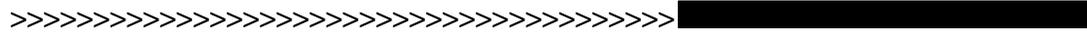
If things are not as good as you had hoped then that is important to share as well, but don’t do it before thinking through possible improvements. There is a common saying these days for people who come to talk about problems with their bosses --- ‘*Give me solutions, not problems*’. That is good advice really because you are the person most familiar with the program, therefore any solutions needed will probably be best coming from you. You know the territory and what needs to be done. The boss can simply help you make it happen.

As a suggestion, you might consider going to the meeting with a completed action sheet like the one above. This will demonstrate that you take both your program and the evaluation results seriously and want to ensure that things improve for the better.





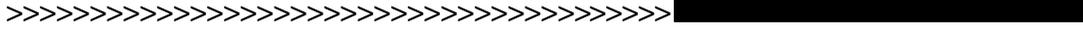




# *Appendices*

**T**he following Appendices are:

- 5.1 Example Work Schedule, Practice Forms, Surveys, & Checklists**
- 5.2 Examples Depicting the Results**
- 5.3 Glossary of Terms**
- 5.4 Some Useful Evaluation References**
- 5.5 Performance Indicators to Guide Crime Prevention Evaluation**
- 5.6 List of Contributors**





# Appendix 5.1

## 5.1 Example Forms and Surveys

### Work Schedule

Having decided upon the approach you will take to the evaluation study, it is a good idea to develop a work schedule for your evaluation activities. The following work schedule form should be of assistance.



A work schedule will keep you on track.

| <b>Evaluation Work Schedule</b>   |                                 |
|---|---------------------------------|
|   | <b>Expected Completion Date</b> |
| 1. Chapter One: Clarify why the evaluation is needed                                    | _____                           |
| 2. Chapter One: Identify the focus of the evaluation                                    | _____                           |
| 3. Chapter Two: Specify the goals and objectives of the study                           | _____                           |
| 4. Chapter Two: Identify the questions to be answered by the evaluation                 | _____                           |
| 5. Chapter Two: Determine information requirements                                      | _____                           |
| 6. Chapter Two: Determine information sources   | _____                           |
| 7. Chapter Three: Select the evaluation approach  | _____                           |
| 8. Chapter Three: Select or develop appropriate data collection methods and instruments | _____                           |
| 9. Chapter Three: Collect the data as planned   | _____                           |
| 10. Chapter Three: Analyze the data   | _____                           |
| 11. Chapter Four: Report the information orally to appropriate individuals              | _____                           |
| 12. Chapter Four: Write the final report  | _____                           |











# Questionnaire

## High School Survey Questionnaire on Crime and Crime Prevention

Date: \_\_\_\_\_

Student Answering:  Male  Female Grade: \_\_\_\_\_

1. I \_\_\_\_\_ worry about crime in my school.  
 never  sometimes –only a little  quite often  a lot

2. Please ORDER the places in which you feel the safest. Put a “1” in front of the place you feel the safest, a “2” after the next safest place, a “3” after the third safest place, and a “4” next to the least safe place.

\_\_\_\_\_ at school      \_\_\_\_\_ going/from school      \_\_\_\_\_ at home      \_\_\_\_\_ in your neighbourhood

Please indicate the name of your neighbourhood:

\_\_\_\_\_

3. In my school, crime is \_\_\_\_\_.  not a problem  somewhat serious  
 not too serious  very serious

4. In my school, I feel \_\_\_\_\_ safe.  not very  somewhat  very

5. I or someone I know was the victim of a crime (personal or property) at school sometime in the last year.  
 NO  YES

6. If I saw a crime taking place, I would \_\_\_\_\_ (check ONLY ONE).  
 call the police  call a friend  try to catch the person  
 try to report anonymously  mind my own business

7. The three biggest crime problems that teens in my school face are \_\_\_\_\_ (check ONLY THREE).

- fighting among students
- stealing from lockers
- students using drugs
- students getting drunk or high
- skipping school
- bullying to demand money/valuables
- vandalism of school property
- weapon use
- harassment of students
- stealing from nearby stores
- stealing from other areas

other (please name) \_\_\_\_\_

\_\_\_\_\_



























# Tally Sheet

## Sample Survey Question Tally Sheet



Survey of **Numberville** Neighbourhood  
 Survey conducted **10/10** to **1/12, 2000**, Sample size **350**  
 Tally for Survey Question **# 3**  
 Subject: **Awareness of crime prevention programs**

| <u>YES</u>                               | <u>NO</u>  | <u>Don't Know</u>                        | <u>Refused to Answer</u> |
|--|--|--|--------------------------|
|  |  |  |                          |
|  |  |  |                          |
|  |  |  |                          |
| Etc.                                     | Etc.   | Etc.                                     | Etc.                     |
| <b>Total YES</b> <b><u>252</u></b>       | <b>% YES (of total)</b> <b><u>72.0</u></b> (252/350) | <b>% YES (yes/no)</b> <b><u>77.8</u></b> |                          |
| <b>Total NO</b> <b><u>72</u></b>         | <b>% NO (of total)</b> <b><u>20.6</u></b> (72/350)   | <b>% NO (yes/no)</b> <b><u>22.2</u></b>  |                          |
| <b>Total Don't Know</b> <b><u>11</u></b> | <b>% DK (of total)</b> <b><u>3.1</u></b> (11/350)    |  |                          |
| <b>Total Refused</b> <b><u>15</u></b>    | <b>% REF (of total)</b> <b><u>4.3</u></b> (15/350)   | <b>Yes/No Total =</b>                    |                          |
| <b>Grand Total</b> <b><u>350</u></b>     | <b>Total %</b> <b><u>100%</u></b>                    | <b><u>324</u></b>                        |                          |

For each survey question, tally the number of responses to each possible response (e.g., Yes, No, Don't Know, and Refused to Answer) and add up the total of responses for that question. If there are 350 responses to the question, then the percentage replying Yes is the number of 'Yes' answers divided by 350.

It is important to then add the number of responses that are only the YES and NO responses. If there are 324 Yes and No responses to the question, then the percentage replying Yes is the number of Yes answers divided by 324.



# Appendix 5.2

## 5.2 Examples Depicting the Results



### MEASURING LEVELS of FEAR

**Table One**  
**Feel Safe When Walking Alone During The Night in Their Neighbourhood**  
**by Age and Gender**

**FEMALE**

| Safe at Night | Greater than 65 years | 50 - 65 | 30 - 49 | 19 - 29 | Less than 18 | Row Count Percent |
|---------------|-----------------------|---------|---------|---------|--------------|-------------------|
| YES           |                       |         |         |         |              |                   |
| Count         | 7                     | 8       | 24      | 10      | 0            | 49                |
| Column %      | 13%                   | 23%     | 57%     | 32%     |              | 30%               |
| NO            |                       |         |         |         |              |                   |
| Count         | 47                    | 27      | 18      | 21      | 1            | 114               |
| Column %      | 87%                   | 77%     | 43%     | 68%     | 100%         | 70%               |
| Column Count  | 54                    | 35      | 42      | 31      | 1            | 163               |
| TOTAL %       | 33%                   | 22%     | 26%     | 19%     | 0.6%         | 100%              |

- 70% of the female sample indicated that they did not feel safe when walking alone during the night in their own neighbourhood.
- Of the 54 females who were greater than 65 years, 87% indicated 'No' they did not feel safe when walking alone during the night in their own neighbourhood.

**Table Two**  
**Victim of a Personal Crime**

| Value Label | Count | Percent |
|-------------|-------|---------|
| Yes         | 24    | 9%      |
| No          | 245   | 91%     |
| Total       | 269   | 100%    |

**Table Three**  
**Were The Police Called**

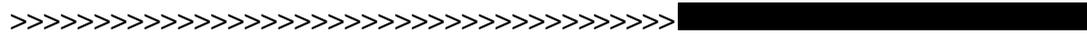
| Value Label | Count | Percent |
|-------------|-------|---------|
| Yes         | 17    | 71%     |
| No          | 07    | 29%     |
| Total       | 24    | 100%    |

Of the 24 individuals that were victimized, 17 had reported it to the police.

**Table Four**  
**Satisfied with the Police Service**

| Value Label | Count | Percent |
|-------------|-------|---------|
| Yes         | 11    | 65%     |
| No          | 06    | 35%     |
| Total       | 17    | 100%    |

Of the 17 individuals that reported the incident to the police 11 were satisfied with the police service.



## Measuring Awareness of Existing Crime Prevention Programs

**Table One**  
**Ability to List Existing Crime Prevention Programs**



| Value Label            | Count | Percent | Total |
|------------------------|-------|---------|-------|
| Neighbourhood Watch    | 166   | 61%     | 270   |
| Block Parent           | 128   | 47%     | 270   |
| School Program –DARE   | 45    | 17%     | 270   |
| Seniors –fraud program | 10    | 4%      | 270   |
| Program C list         | 25    | 9%      | 270   |
| Program D list         | 65    | 24%     | 270   |

- 61% of the sample was able to list Neighbourhood Watch (without prompting) as a crime prevention program in their neighbourhood.
- One could breakdown the responses by age.

## Measuring Concerns About Safety

A survey can explore citizens *concerns* about safety (not to be confused with *fear* of crime which evolves an emotion) by asking whether they thought the crime rate has ‘increased’ ‘remained the same’, or ‘decreased’ in the past year. Concerns about safety rarely reflect the actual crime rate but rather, are related to an individual’s own definition or perception of what concerned them as being safe or unsafe. In many respects, concerns of safety are expressions of the signs of incivility in an area, more than the actual occurrence of crime. Concerns about individual safety can lead to fear for ones well being.

**Concerns About Safety**

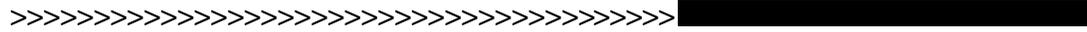
| Value Label       | Count | Percent |
|-------------------|-------|---------|
| Increased         | 65    | 24%     |
| Decreased         | 20    | 8%      |
| Remained the Same | 122   | 45%     |
| Don’t Know        | 63    | 23%     |
| TOTAL             | 270   | 100%    |

## Measuring Police Services

Police services can be explored by asking the respondent what they thought about the delivery of *specific* police services (e.g., fair procedure, attentiveness, reliability, competence, and proper manners) in their neighbourhood compared to other parts of the city.







## Measuring Demographic Information

When conducting any surveys it is important to establish some background information about the respondents. This is usually done by asking some demographic information such as age, gender, live alone or with others, occupation, income, or educational attainment.

**Table One**  
**Age Ranges**

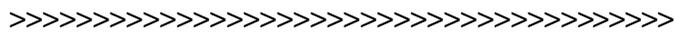
| Value Label     | Count | Percent |
|-----------------|-------|---------|
| Greater than 65 | 75    | 28%     |
| 50 to 65        | 54    | 20%     |
| 30 to 49        | 84    | 31%     |
| 19 TO 29        | 55    | 20%     |
| Less than 18    | 0     | 0%      |
| No Response     | 2     | 1%      |
| <b>TOTAL</b>    | 270   | 100%    |

**Table Two**  
**Live Alone or With Others**

| Value Label  | Count | Percent |
|--------------|-------|---------|
| Alone        | 61    | 23%     |
| With Others  | 204   | 76%     |
| No Response  | 5     | 1%      |
| <b>TOTAL</b> | 270   | 100%    |

**Table Three**  
**Current Occupation**

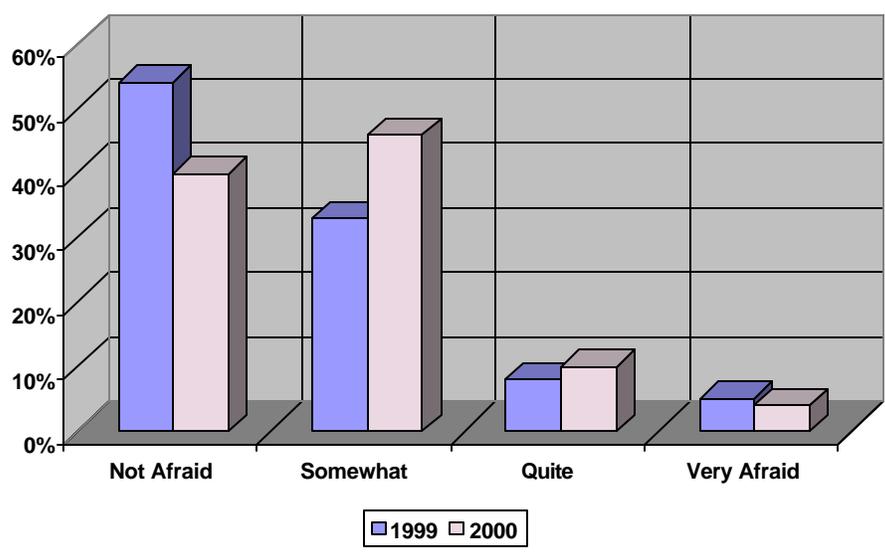
| Value Label              | Count | Percent |
|--------------------------|-------|---------|
| Retired                  | 83    | 31%     |
| Student                  | 17    | 6%      |
| Homemaker                | 24    | 9%      |
| Employed                 | 114   | 42%     |
| Not employed             | 13    | 5%      |
| Self employed            | 4     | 2%      |
| Combination of the above | 13    | 4%      |
| No Response              | 2     | 1%      |
| <b>TOTAL</b>             | 270   | 100%    |



# MEASURING LEVELS of FEAR

Figure One

Afraid to be out during the Night in own neighbourhood (N=325)

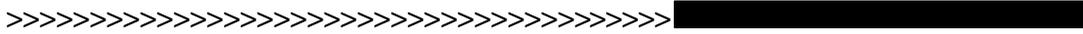


Let's say that the same people were surveyed in 1999 and again in 2000, a **Bar graph** is useful to show the results. As shown in Figure One perceptions of a lack of personal safety (feeling afraid) increased over time. A percentage decrease of those 'not being afraid' occurred between 1999 and 2000 while those indicating 'somewhat' and 'quite' afraid increased during the same time period. The results suggest that perceptions of safety may be decaying within the neighbourhood and people are more afraid.

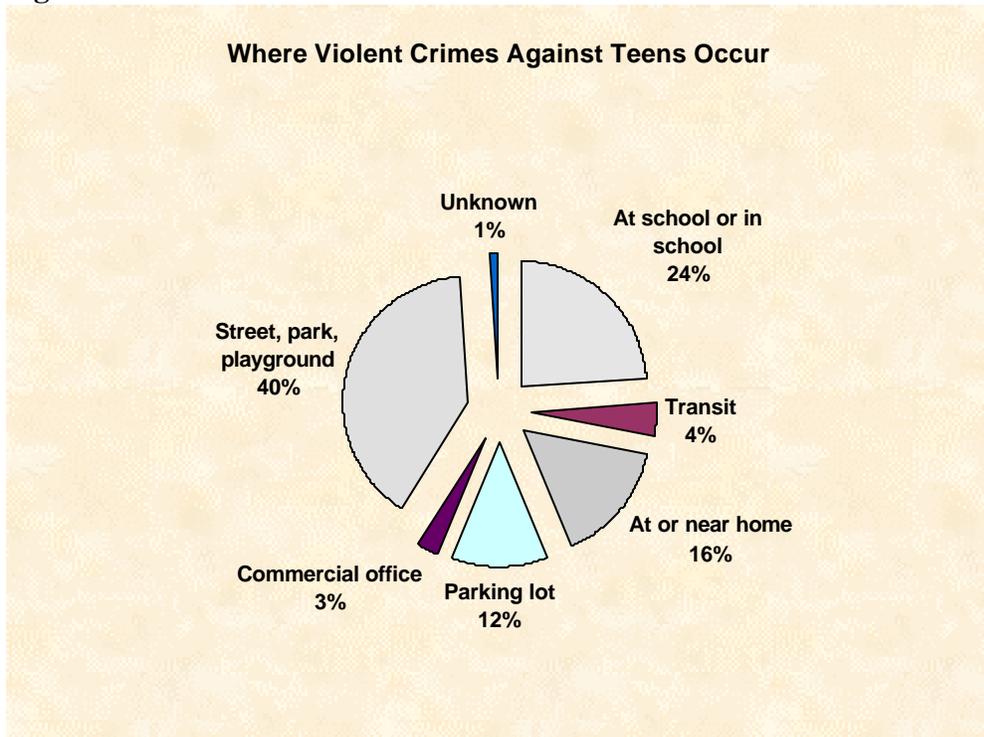
A note of caution: Don't bury your readers in tables, charts and graphs *along with* text. Make these aids work for you and add to your story. So keep the dialogue brief.

In Figure Two, a **Pie graph** is useful to show the survey results of what teens indicated were the places that violent crimes most occur from their experience and that of their friends.

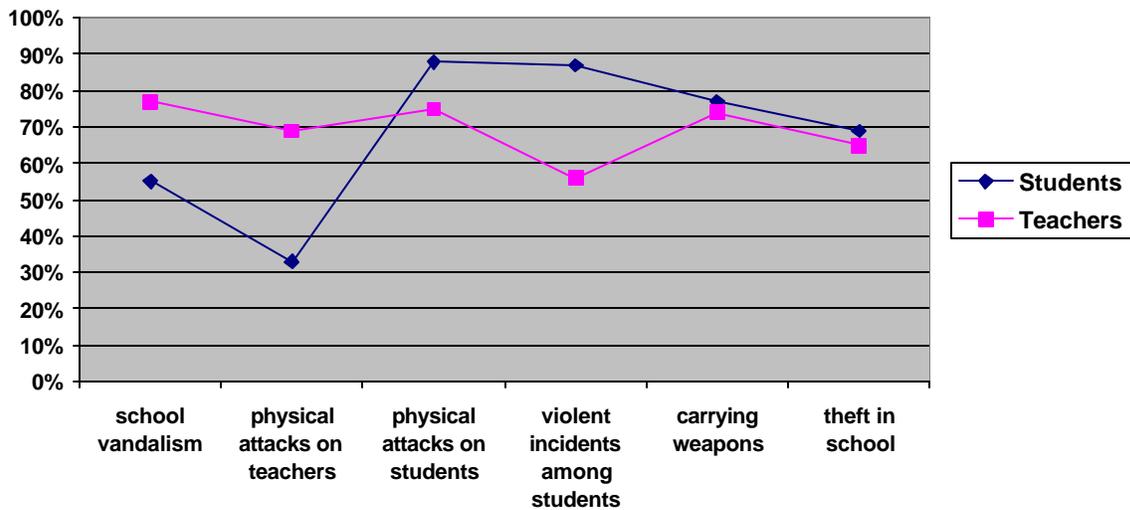
In Figure Three, a **Line graph** can be helpful in highlighting trends when several data points are involved. Viewing data as proportions can help make relationships more obvious. For example, one could plot variations in data over time (such as various levels of fear of crime over three years as measured by specific survey questions); or as shown in figure three, two groups examining school crime issues found that the problems as students saw them were significantly different from the problems the teachers perceived.



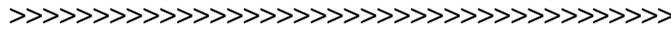
**Figure Two**



**Comparisons of Teacher and Student Perceptions of School Crime as a 'BIG' Problem**



**Figure Three**



## More Examples of Steps in Displaying DATA

**1. Survey Question:** “Do you feel that ethnic minorities as volunteers in your community police station are \_\_\_\_\_ represented?” [*check only ONE box*]

- Not represented
- Under represented
- Sufficiently represented
- Over represented
- Other (explain): \_\_\_\_\_
- Don't Know

### 2. Tally

| Not represented  | Under represented | Sufficiently represented |
|------------------|-------------------|--------------------------|
| <br>=33          | <br>=27           | <br>=106                 |
| Over represented | Other             | Don't Know               |
| <br>=1           | <br>=5            | <br>=40                  |

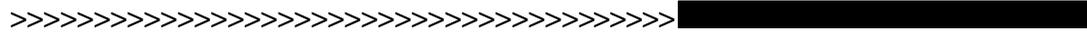
### 3. Table Format

#### Representation of Ethnic Minorities

| Value Label              | Count | Percent |
|--------------------------|-------|---------|
| Not represented          | 33    | 15.6%   |
| Under represented        | 27    | 12.7%   |
| Sufficiently represented | 106   | 50.0%   |
| Over represented         | 1     | 0.5%    |
| Other                    | 5     | 2.4%    |
| Don't Know               | 40    | 18.9%   |
| <b>TOTAL</b>             | 212   | 100%    |

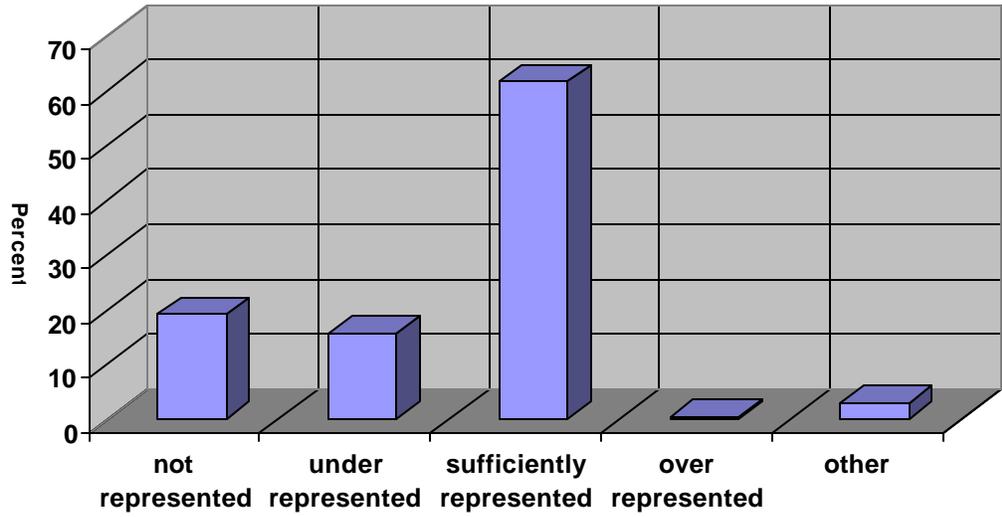
| Value Label              | Count | Percent |
|--------------------------|-------|---------|
| Not represented          | 33    | 19.2%   |
| Under represented        | 27    | 15.7%   |
| Sufficiently represented | 106   | 61.6%   |
| Over represented         | 1     | 0.6%    |
| Other                    | 5     | 2.9%    |
| <b>TOTAL</b>             | 172   | 100%    |

In this table the ‘don’t know’ responses were removed. Note how this affects the percentages.



#### 4. Graph Format

Representation of Ethnic Minorities as Volunteers in Community Police Station











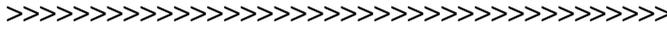








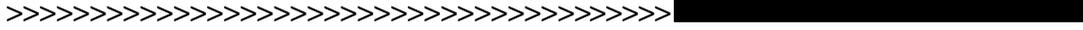


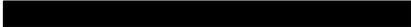
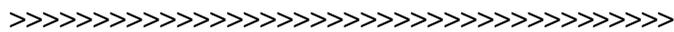












# Appendix 5.5

## 5.5 Performance Indicators to Guide Crime Prevention Evaluation

The Police have a key part to play in securing a safe and just society. Their aims are of considerable concern to us all, especially as they come under pressure to operate more efficiently and effectively. Therefore, it is important to know what the police are doing, in partnership with others, to *deliver services* that achieve those aims, and then assess how well they are doing it.

**The intensive focus on numbers of crimes and arrests may lead police agencies to lose sight of other important goals, such as equity, fairness, or a spectrum of humanistic concerns that Mastrofski (1999) calls “Policing for People”.**

Community policing is *full-service policing*. It embraces a number of ambitious goals: reducing crime and disorder, calming fears about the threats to public safety, and reducing the public’s alienation from social institutions, such as the police. Visionaries believe it is a way of more effectively delivering all of the services citizens need from police.

Community policing is hampered however, by the tools police currently use to measure crime and police performance. There is a gap between the current ways police organizations measure productivity and the kinds of help communities really want from their police. Levels of fear and disorder, evidence of mounting community tension, and, most importantly, information about the specific sources of such difficulties and the police response to them go officially uncounted.

Most citizens today not only expect but also often demand that their police respond quickly to calls for service. As a result, this has been one of the traditional measures used to assess police performance. Over the last fifteen years, however, there has been a gradual restructuring of police priorities to include more proactive or preventive strategies in the police practice of crime control. Furthermore, most performance indicators and evaluations currently used by police agencies emphasize only the crime control aspects of policing, typically consisting of compliance audits, statistical comparisons, or descriptive summaries of events, which still do not reflect all the work officers do.

**Kelling (1992) writes: “Can we quantify the soft indicators that really matter to communities? Or are we doomed, like the man who lost his keys in the alley but searches for them under the street light, to keep looking in the wrong place because it is too hard to turn our attention where it belongs?”**

We must develop new measures of performance. Measures more in line with what communities really need and want. Therefore, the following discussion does not dwell on whether performance indicators are desirable or undesirable per se. Instead, it takes the use of performance indicators (PIs) as a given, and considers its relationship to crime prevention effectiveness.







In addition, Mastrofski (1999) identifies six characteristics (e.g., attentiveness, reliability, responsive service, competence, proper manners, and fairness) that the public associate with “good service” from their police. These elements should also be taken into account when developing performance indicators for evaluating crime prevention programs/initiatives as they show how well the police are providing services.

**A crude measure of attentiveness is the amount of time officers spend with citizens.**

## 2. Community Participation

The degree and level of community participation in a crime prevention program was seen as clear evidence of the potential success of a program. The greater the number of community participants, along with a significant time commitment, the more potential for the program to achieve its goals. The number of people involved and the extent of their involvement measured in time were frequently cited as the best means for measuring performance in this area.



## 3. Community Awareness

A rather indirect way to measure program success is the extent to which the community at large is aware of its existence. Such knowledge, however, is more a reflection of how the program is structured and subsequently delivered rather than of direct crime prevention activity. As such, we have chosen to list it in the infrastructure category.



**A really good example of one of the limitations of the Victoria Community Police Station (CoPS) Program, found during its three-year evaluation, was the clear lack of awareness about the local CoPS program when the citizen lived more than 10 blocks away from the actual station location. This was further confirmed by the fact that citizens living 10 blocks or further away were unable to describe the kinds of programs offered by the CoPS through its crime prevention programming.**

Neighbourhood surveys, the number of unsolicited requests for crime prevention assistance by neighbourhoods, and evidence of crime prevention programs being put into action spontaneously could

serve as clear indicators of the extent to which residents were aware of crime prevention programs operating within their community



#### 4. Inter-agency Cooperation/Partnership



The community policing paradigm stresses that the police are simply one of the players at the table when it comes to dealing with crime issues and putting in place crime prevention programming. As such, many crime prevention programs will have a multiplicity of partners both in their structure and in the program delivery. Consequently, it behooves any evaluation process to address partnerships and degree of cooperation as another key indicator of program success. It only makes sense that the

stronger the ties and evidence of a clear willingness to work together towards the common goals of the program, the greater the potential for program goals and objectives to be maximized.

### Operational Performance Indicators

#### 5. Signs of Incivility and Disorder

There was almost universal agreement across all of our findings that a strong indicator of success with crime prevention programs targeted towards specific disorder issues would be the clear reduction in those issues over time. For example, a neighbourhood plagued by visible gang activity such as open drug deals, prostitution, the presence of crack houses, and unwanted graffiti decides to join with the police to 'take back their neighbourhood'.



Over time the signs of gang activity disappear and the citizens begin to move openly and freely around their streets again. The decrease in the negative and the increase in the positive can be used as clear indicators that the crime prevention program succeeded.

**“Disorder reflects the inability of communities to mobilize resources to deal with urban woes.... Physical and social incivilities engender a range of consequences that ultimately result in neighbourhood decline”.**  
Skogan , 1990

#### 6. Levels of Fear

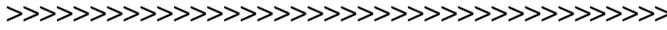
Both the literature review and many of those interviewed recognize the strong impact of fear on the perception people have about their own safety and that of their community. Consequently, a critical performance indicator to try to measure as part of an evaluation will be the impact of the crime prevention program on this fear.

*Levels of Fear*

While surveys asking citizens to rate their fear before and after a program are the most common approach, the researchers designing the surveys are not always able to control for the variety of contexts within which the original fear surfaces. Fortunately, the tendency lately has been to use more 'unobtrusive measures' as indicators of success --- particularly those that monitor people's behaviours, which we can observe directly versus attitudes that require people to be truthful (not always a guarantee).







# Appendix 5.6

## 5.6 List of Contributors

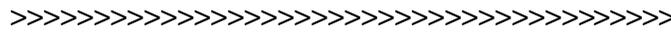
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- Dr. Dennis P. Rosenbaum  
Department of Criminal Justice  
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- Dr. Wesley Skogan  
Institute for Policy Research  
Northwestern University  
Evanston, Illinois
- Ms. Judy Chong  
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- Dr. Barry Leighton  
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- Dr. Don Clairmont  
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Katholieke Universiteit Leuven  
Leuven, Belgium

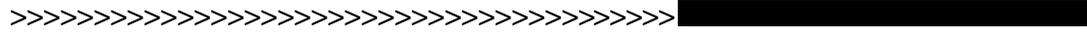
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Merseyside, Lancashire  
England
- PC Michael Wright  
Maidstone Police  
Maidstone,  
Kent, England
- Assistant Supt. Veronica Chan  
Singapore Police Department  
Singapore, Malaysia
- Major Guy Howie & Capt. Robertson  
Ocala Florida Police Department  
Ocala, FL.



- Sgt. Jeff Cohn  
Dept. of Public Safety  
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- Lte. Dave Keneller  
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San Jose, CA.
- Mr. Brian Ford (retired Chief)  
Ottawa-Carleton Police Service  
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- Mr. Bob Lunney  
Police Executive Research Forum (PERF)  
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- Carol Wynot  
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Crime Prevention Coordinator  
OPP  
Orillia, ONT.
- Deputy Chief Buizer  
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Brandon, MB.
- Deputy Chief Gary West  
Delta Police Service  
Delta, BC.
- Insp. Ward Clapham  
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Nanaimo, BC.
- Barbara Ann Simmons  
Community Liaison/Black Cultural Centre  
Coleharbour RCMP Detachment  
Coleharbour, NS.
- Lt. Paolo del Mistro  
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Montréal, Québec
- Capt. Claude Levac  
Sûreté du Québec  
Montréal, Québec
- Insp. chef Bernard Arsenault  
Cabinet du Directeur général de la Sûreté du  
Québec  
Montréal, Québec
- Lieutenant-colonel David Yansenne  
Directeur des opérations  
Gendarmerie nationale  
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- Capitaine Frantz Denat  
Police nationale de France  
Seconded to the International Centre for Crime  
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Merseyside Police ,  
Lancashire, England
- Sgt. Peter Van Vree  
Queensland Police Service  
Queensland, Australia
- Chief Edgar MacLeod  
Cape Breton Regional Police Service  
Sydney, NS.
- Chief Superintendent Brian McCargo  
Royal Ulster Constabulary  
Northern Ireland



- Chief David Scott  
Saskatoon Police Service  
Saskatoon, SK.
- PC. Dennis Wright  
Turo Police Service  
Turo, NS.
- Toronto Police Service Crime Prevention & Community Officers Meeting with Toronto Crime Concern  
15 officers in attendance:
  - Cst. Rick McKnight
  - Cst. Alison Slater
  - Cst. John Courtney
  - Cst. Al Benson
  - Cst. Barry Clarke
  - Cst. Phil Harris
  - Cst. Joanna Teriault
  - Cst. Ron Green
  - Cst. Reg Eldridge
  - Cst. Claudine Thomas
  - Cst. Rick Richardson
  - Cst. Gord Hayford
  - Cst. Joseph Smith
  - Cst. Austin Ferguson
  - Cst. Ed Heinrichs
- Cst. Mark Legare  
Fredericton Police Force  
Neighbourhood officer  
Fredericton, NB.

**Community:**

- Mr. Ray Wright  
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New Zealand
- Donna Blake Taylor  
Homelessness & Urban Partnerships  
Regional HQ BC/Yukon Region  
HRDC  
Vancouver, BC.
- Sharron Lyons  
BCCPA  
Surrey, BC.

- Michael Halls  
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Brampton Safe City Association  
Brampton, ONT.
- John Bishop  
ISCPP  
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Suffolk, England
- Dr. Randy LaBonte  
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- David Pepper  
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R. M. of Ottawa-Carleton  
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- Anna Jacobs  
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Ontario Healthy Communities Coalition  
Toronto, ONT.
- Steve Jiggins  
London Borough of Wandsworth  
Watch Link  
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**Business:**

- Todd Letts  
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Toronto, ONT.
- John Kiru  
Toronto Association of Business Improvement Areas  
Toronto, ONT.
- Manmohan Mand  
Vancouver Downtown Business Improvement Areas  
Vancouver, BC.
- Rick Joyal  
Winnipeg Downtown Business Improvement Areas  
Winnipeg, MB.



- Community Exchange 2000 Conference discussions.

Attended by Crime Concern, Toronto. The Hon. M.P. Herb Gray introduced the guest speaker Dr. George Kelling. Approximately 50 participants representing grassroots community agencies, businesses, police, residents, and politicians from Windsor, Oshawa, London, Toronto, Kitchener, Ottawa, Hamilton, and Caledon.

- Dr. Yvonne Ko  
Director Strategic Initiatives  
Calgary Police Service  
Calgary, AB.
- S/Sgt. Jim Fair  
Youth Services Unit  
Calgary Police Service  
Calgary, AB.
- S/Sgt. Bill Hunt  
Bureau of Community Policing Services  
Calgary Police Service  
Calgary, AB.

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Greater Victoria Victim Services  
Victoria, BC.

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Crime Prevention  
Victoria Police Department  
Victoria, BC.

- Insp. Stu Ruff  
Victoria Police Department  
Victoria, BC.

- Ms. Carol Walsh  
Co-ordinator of Volunteers  
Victoria Police Department  
Victoria, BC.

- Insp. Ward Clapham  
Operations Officer  
Nanaimo RCMP Detachment  
Nanaimo, BC.

- Corporal Mike Sinstadt  
Crime Prevention/Victim Services  
Nanaimo RCMP Detachment  
Nanaimo, BC.

- Deputy Chief Peter Cople  
Calgary Police Service  
Calgary, AB.

- Sgt. Marty Fulkerth  
Crime Prevention Unit  
Calgary Police Service  
Calgary, AB.

- Sgt. Thomas Hewitt  
Cultural Resources Unit  
Calgary Police Service  
Calgary, AB.

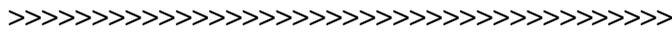
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Prince Albert, SK.

- Cst Paul Clouatre  
School Liaison Officer  
Prince Albert Police Service  
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- Det. Sgt. Alex Williamson  
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OPP  
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Community Policing  
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Orillia, ONT.

- Cst. Tammy Maracle  
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Tyendinaga Mohawk Territory, ONT.



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➤ Cst. Bob Cross  
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➤ Cst. Jean Paul Vincelette  
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➤ Mr. Jim Davis  
Crime Concern Board  
Toronto, ONT.

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➤ Ms. Michelle Côté  
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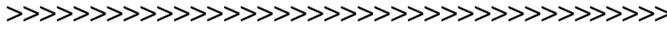
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Coleharbour RCMP Detachment  
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**NOTES**

