

WORKBOOK

THE RIGHT DECISION

Evidence-based Decision Making for Police Service Professionals



Canadian Association
of Chiefs of Police
Research Foundation

Paul S. Maxim, Len Garis, Darryl Plecas and Mona Davies

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Table of Contents

2	Forward
3	Defining the Problem
13	Thinking Critically
19	Collecting Evidence
27	Statistics
39	Experimental Design
43	Costing Analysis
55	Summary & Conclusion

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Canadian Association of Chiefs of Police Research Foundation

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Forward

This workbook is designed to be used in conjunction with the text, *The Right Decision: Evidence-based Decision Making for Police Service Professionals*. It can be used as a self-study guide or in either a classroom or workshop setting. While many of the techniques outlined in the text can be used very effectively by an individual working with a paper and pencil or a laptop, many are best implemented in a group setting. Environmental scans and SWOT (strengths, weaknesses, opportunities and threats) analyses are good examples of this.

Each section of this workbook starts with a review of the relevant material in *The Right Decision*. A number of exercises are then outlined.

We have also provided accompanying examples drawn from the field as starting points.

To get the most out of the exercises, however, we would suggest you choose an issue or example within your own organization. Using material with which you are most familiar makes the exercises much more relevant. It also helps to illustrate the strengths and limitations of the techniques outlined in the text. The procedures we present are not meant to make decisions for you but, instead, to help you make better informed decisions. Using the procedures we outline will also provide you with an evidence-based rationale for justifying the choices you make.

Defining the Problem

Introduction

The objective of this chapter is to provide you with a basic guide and some tools to design a framework for decision making—such as constructing a strategic plan.

Effective evidence-based decision making is tightly linked to an organization's plan.

Why is Evidence-based Decision Making so Important?

Evidence-based decision making uses the best available information generated through research, experiments and observation, and other factual sources, to influence the best possible decisions and policies. It takes a systematic and rational approach to researching and analysing available evidence to inform the policy making process.

Evidence based decision making:¹

- Helps ensure policies are responding to the real needs of the organization or community which, in turn, can lead to better outcomes for the population in the long term.

A good plan will allow you to clarify what issues are relevant and what options are available for you to consider. It will help identify what evidence you will need to consider in weighing those options.

- Can highlight the urgency of an issue or problem which requires immediate attention. This is important in securing funding and resources for the policy to be developed, implemented and maintained.
- Enables information sharing among other members of the public sector with regard to what policies have or have not worked. This can enhance the decision making process.
- Can reduce government expenditures which may otherwise be directed into ineffective policies or programs that could be costly and time consuming.

Quick Review

Not all decisions are alike, and you will need to work through a formal process to identify whether the issue is something that is of value to your department.

Key points to consider:

- What is the issue? Can you propose a clear definition of the problem?
- Identify the options and alternatives.
- Generate new ideas—think creatively.
- How can we generate alternatives?

What is the Issue?

The issue should be connected to the goals or mandate of the department or organization to ensure that the choices you are considering are consistent with these goals.

The mandate is usually part of the department's or organization's strategic plan or standard operating procedures (SOPs).

Generating Ideas

Accept the fact that you will need to overcome your prejudices, and be willing to be open to new perspectives.

- Talk to people outside your normal circles—this helps get around a “group-think” mentality.
- Engage in group brainstorming sessions.
- Read widely, especially books and journals outside your area of interest; surf the web.
- Focus on your clients—in this case the general public.
- Hire a reputable consultant—consultants can be a valuable resource and can play a big role in helping you shape your organization's strategy and goals.

Embedding the decision within the framework of a pre-existing plan—such as a strategic plan—makes your decision defensible on strategically assessed grounds.

Developing a Framework for a Strategic Plan

A strategic plan communicates the organization's goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise.

Developing an effective strategic planning process within your department or organization is an important part of creating future excellence within your department. It will provide you with guidance and direction to help your department excel, rather than simply responding to changes after they have occurred.

A plan should consist of the following elements:

- **Vision and mission statement:** a general statement of your department's or organization's values. It is essentially what your department or organization aspires to achieve. Mission statements are similar to vision statements, but they are more concrete. They are more "action-oriented" than vision statements. For example, your mission might be to develop a safe and healthy neighborhood through collaborative planning, community action, and policy advocacy.

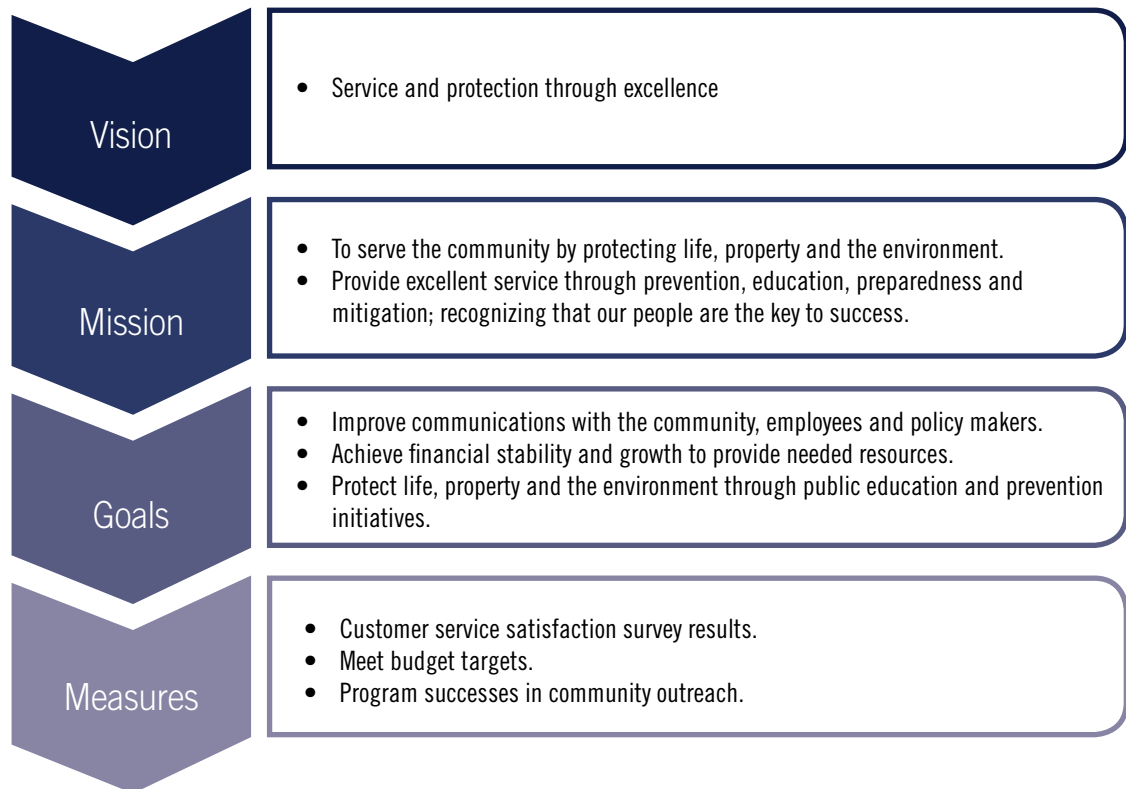
- **Objectives:** how much of what will be accomplished, and by when. These should be measurable results or outcomes.
- **Strategies and action plans:** how the initiative will reach its objectives and how strategies will be implemented to accomplish the objectives developed earlier in this process.
- **How to measure the results or success:** determine the indicators you will use to measure the outcomes. These can be either quantitative measures such as call response time or staffing per shift, or qualitative measures such as level of community satisfaction.

Four elements of a plan:



After having given the above some thought, you would then start to develop

a framework. The framework could look something like this:



Logic Model

Once you have outlined your general direction, you can now start to develop a logic model. A logic model is like a roadmap you can use as a guide to help you achieve your goals. It outlines the intended results (that is, outcomes) of

the program, the activities the program will undertake, and the outputs it intends to produce in achieving the expected outcomes.² It is a very useful tool to help you evaluate and think about whether the goals and objectives you have outlined above are achievable and measurable.

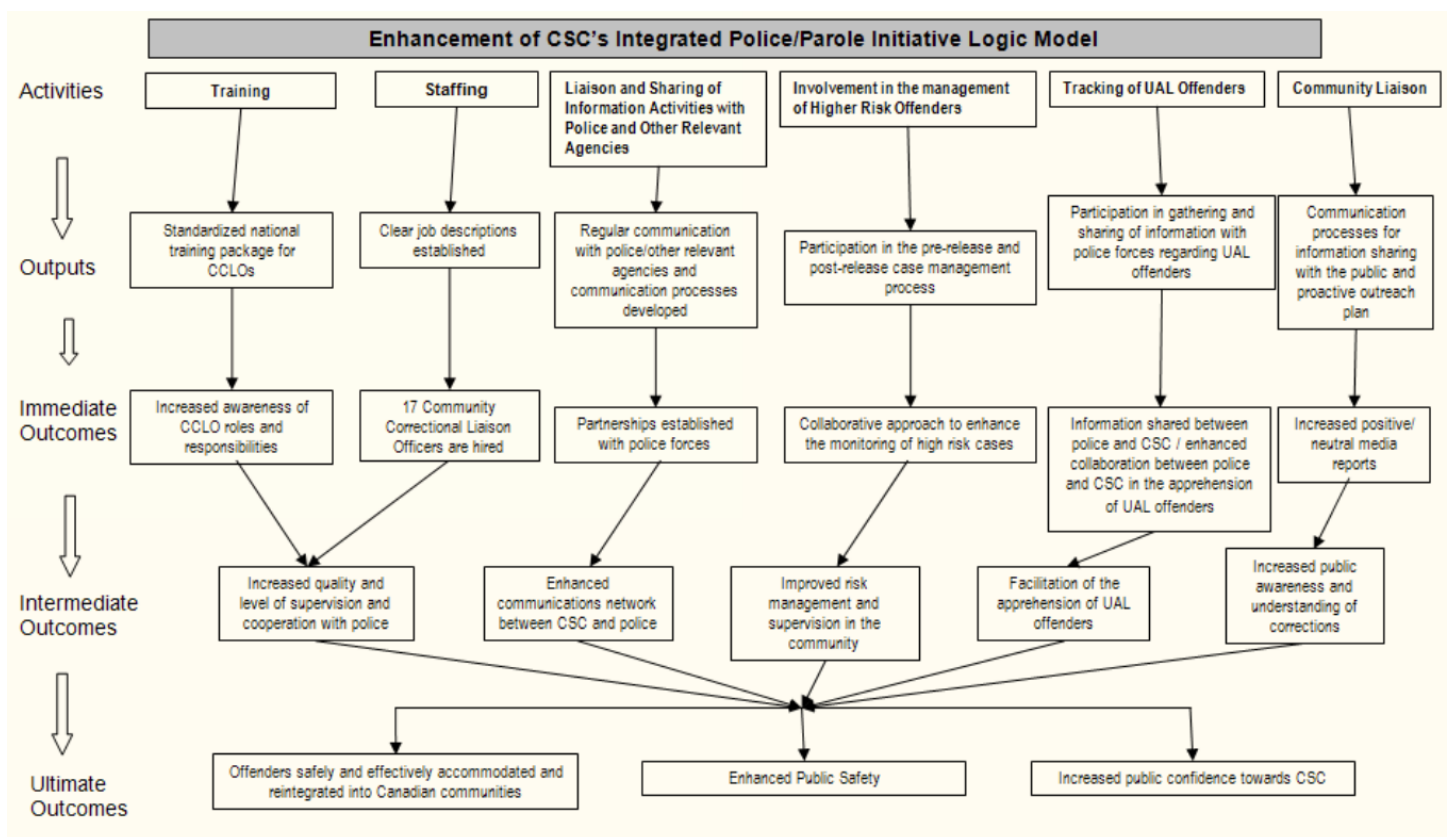
Main components of a Logic Model:



It is useful to present your thoughts using a flow chart or diagram as it will help you visualise your thought process. There are many examples of logic models but it is entirely up to you to come up with one that works for you and your organization.

Once you have given all these components some thought, your logic model could look something like the one below. Again, it is entirely up to you to come with your own model. There are hundreds of examples on the internet.

Logic Model of an Integrated Police/Parole Initiative³



Case Study 1

Obtain your own, or locate a Police Services Strategic Plan from the internet.

Most large to medium-sized departments make theirs publically available, such as:

- **Cornwall:** <http://www.cornwallpolice.com/en/about-us/strategic-plan.html>
- **Toronto:** http://www.torontopolice.on.ca/publications/files/brochures/2012service_priorities.pdf
- **Vancouver:** <http://vancouver.ca/police/assets/pdf/vpd-strategic-plan-2012-2016.pdf>
- **Seattle:** http://www.seattle.gov/police/publications/policy/Strategic_Plan/Strategic_Plan2010.pdf

Exercise 1

Drawing on the case study you have just read and using the process outlined earlier in the chapter:

some thought as to how you would measure the performance and goals, such as measuring the impact of a successful media or community strategy.

1. Outline a strategic plan below. Give

Vision	
Mission	
Goals	
Measures	

2. Create a logic model. Do not feel discouraged if you are having difficulty filling in the blanks; it may be that the plan itself has shortcomings. Logic models will help you identify weaknesses in your plan and guide

you to making logical, achievable goals. This will require some thinking especially for the input section.

Use the table below as a guide to help you plan it out.

Ultimate Outcomes					
	▲				
Intermediate Outcomes					
	▲		▲		
Immediate Outcomes					
	▲	▲	▲	▲	▲
Outputs					
	▲	▲	▲	▲	▲
Activities					

Exercise 2

1. Outline a strategic plan for **your** department or division. Use the chart below as a guide.

Vision	
Mission	
Goals	
Measures	

2. Create a logic model for your plan. Remember, not all boxes may be relevant for your plan. Logic models will help you identify weaknesses in your plan and guide you to making

logical, achievable goals. This will require some thinking, especially for the input section.

Use the table below as a guide.

Ultimate Outcomes					
	▲				
Intermediate Outcomes					
	▲		▲		
Immediate Outcomes					
	▲	▲	▲	▲	▲
Outputs					
	▲	▲	▲	▲	▲
Activities					

Exercise 3

You have recently been appointed Police Chief of your municipality or division, and one of your key priorities upon taking on this appointment is to eliminate operational redundancies. In an effort to seek efficiencies, one of your main priorities is to plan and implement the closing of police detachments in surrounding urban centres, and to move the headquarters to a better, more central location.

The task:

If you are doing this as a group exercise, break into small groups (ideally four to five people). Brainstorm and come up with a strategic plan on how you would approach this transition. Remember, strategic planning is a joint exercise and the more feedback and input you get from a variety of sources, the more comprehensive your plan will likely be.

Think of all possible issues/challenges/advantages when devising your plan.

How might you accomplish a successful transition and maintain public peace and community support? Will there be sufficient police patrols in the affected areas? Do you need to purchase/lease more patrol vehicles? How will you budget or provide for this? How should you staff the station and schedule your staff? Will you need to downsize your staff?

Many questions come to light. The best approach is to break it down piece by piece.

Once you have come up with a strategic plan, work out your logic model to determine if your plan is achievable based on your goals and objectives. Use the charts in this chapter as a guide.

¹ What is Evidence Based Decision Making? Australian Bureau of Statistics.

<http://www.abs.gov.au/ausstats/abs@.nsf/lookup/1500.0chapter32010>

² Supporting Effective Evaluations: A Guide to Developing Performance Measurement Strategies. Treasury Board of Canada Secretariat. <http://www.tbs-sct.gc.ca/cee/dpms-esmr/dpms-esmr05-eng.asp>

³ Correctional Services Canada. Evaluation Report Integrated Police/Parole Initiative http://www.csc-scc.gc.ca/text/pa/ev-ippi/index_clip_image020-eng.shtml

Thinking Critically

Introduction

Let us assume that you have been asked to look into the frequency of occurrences of theft and robbery in your division. What are the likely factors that could influence these incidents? Are most of these incidences caused by youths in the age ranges of 15 to 25? Does the neighbourhood and property type have any influence on this? How would you go about conducting your research?

Part of your responsibility in your role of leader of your department or organization is to conduct research on various public safety matters related to police and safety services.

This research can help you make sound and useful decisions. Your research findings could also play a strong role in changing public safety policy, thus contributing to overall public safety.

This is where you would have to apply yourself, think critically and approach your research rationally and logically. The research you conduct will be heavily dependent on data, and reliable and rational evidence.

This chapter will lay out the steps that can serve as guide for you to prepare a research report.

Quick Review

Be careful to avoid being caught up by the following when conducting your research:

- **Logical Fallacies** – contradictions and irrelevancies. If the argument does not appear to make sense, stop and question it. Ask for more details or evidence.
- **Personal Arguments** – arguments or attacks targeted at undermining someone's credibility. The key here is to separate the argument or assertion from the speaker. The assertions, "Trust me" and "Don't listen to him,

he is a fool" do not speak to the validity or worth of the argument a person is making.

- **Red Herrings** – irrelevant issues. Sometimes people raise issues that are unrelated to the problem at hand. Question how the red herring is actually related to the problem being considered.
- **Pink Herrings** – when the issue raised is sufficient to address the problem but is NOT necessarily a solution to the problem.

- **Circular Arguments** – logical fallacies. Essentially the argument is that if the premises are true, the conclusion must be true. For example, someone may state that they are poor because they have no money. You ask them, “Why do you have no money?” Their answer will be, “Because I am poor.” That is circularity and it provides you with little useful information for action. If, however, they indicate they have no money because they are unemployed, then you have an item on which action can be taken—dealing with their unemployment.

Causal Linkages

Just because two things appear associated does not necessarily mean that one causes the other, or that they are causally connected in any way.

As a guide, consider these three conditions for a causal relationship:¹

- The cause and effect must coincide or occur together.
- The cause must come before the effect.
- There is no other underlining factor resulting in the cause and effect appearing together. In other words, you want to be confident that the cause really is producing the effect rather than just appearing to do so.

Remember, it is very difficult to prove something is true; it is much easier to show that something is not true.

Testing a Theory

Let us assume that your hypothesis is that rates of shoplifting in your jurisdiction are directly related to changes in the price of street drugs, such as opiates (heroin, fentanyl, etc.). Now you will have to test this theory.

To test a theory:

- You must find an explanation that is consistent with at least most of the evidence you have collected to date.
- You must then conduct secondary tests to see whether those explanations hold up.

The Research Report

You already have your working hypotheses; now you need to think of

how you would conduct your research. Typically you would follow these steps:



1. **Identify the theory or issue:** Seek some preliminary background information on the issue.
2. **Explore and formulate:** Brainstorm options, identify the problems and alternatives; frame your ideas.
3. **Literature review:** Search, locate and identify useful sources of data; scan the sources for usefulness.
4. **Develop your research:** Develop your methodology; sort and organize the information based on your criteria: cause/effect, compare/contrast, chronological etc.

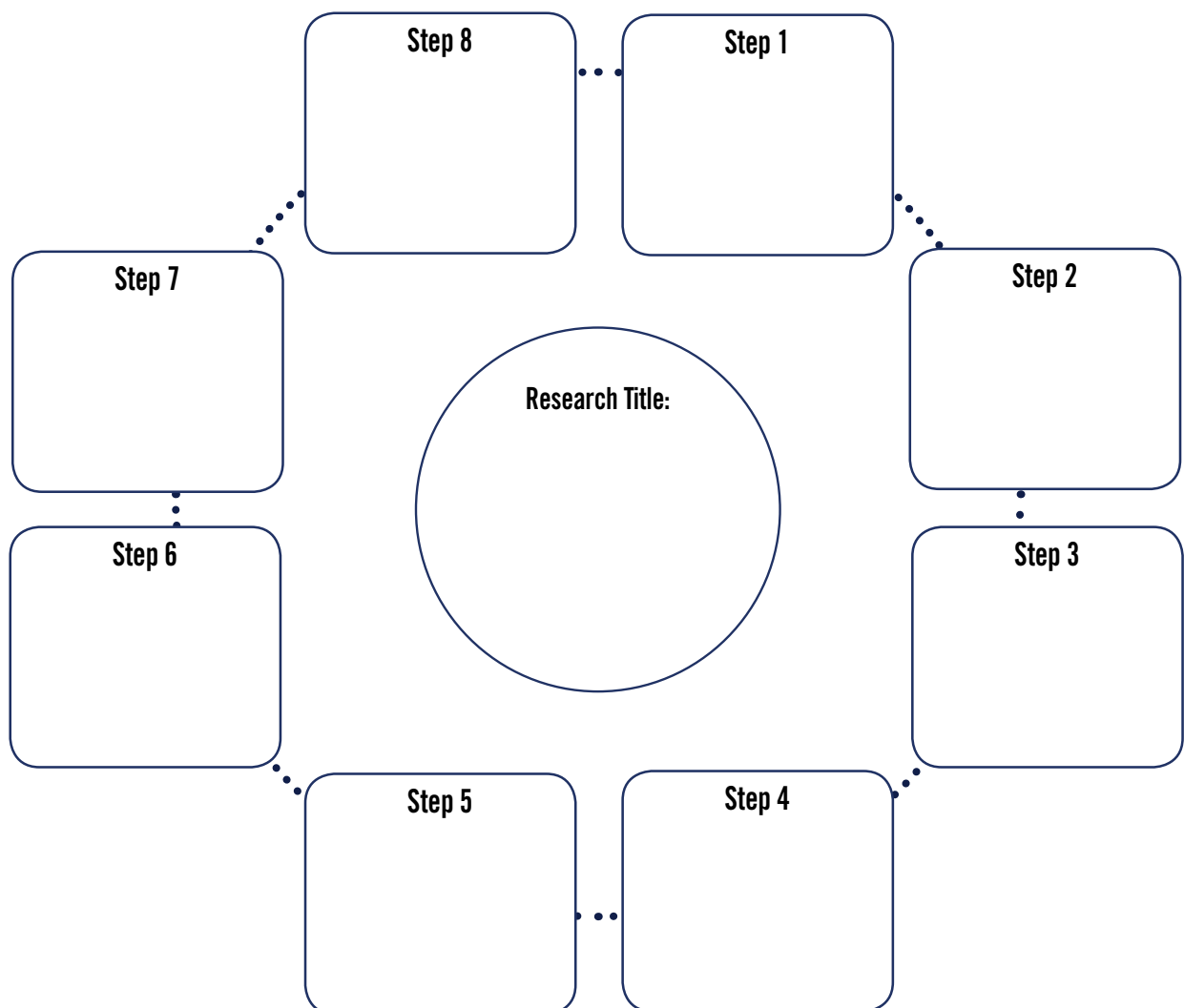
5. **Analyse and evaluate:** Determine importance of the information and its relevance to the essential question; identify trends, interpret data.
6. **Synthesize and solve:** Draw conclusions and if necessary create new meaning based on sound reasoning and authenticity of information.
7. **Communicate and present:** Communicate your findings using effective communication skills.
8. **Reflect:** Transfer the knowledge to solve new problems.

Case Study 2

Download this evaluation study of interventions on the impact on domestic violence [<https://www.ncjrs.gov/pdffiles1/nij/grants/210363.pdf>] from the US National Criminal Justice Reference Service website. As you are reading this case study, use the chart below to try identifying the various elements of

the research project that were highlighted above.

Alternately, you may substitute another study that might interest you. Many others are available at no cost from the NCJRS [see <https://www.ncjrs.gov/App/Publications/AlphaList.aspx>]



Exercise

Based on your years of experience in the Police service, and having experienced and been part of evolving policing trends especially with the rise of information technology, it has come to your attention that there have been countless situations where crimes could have been avoided if information was communicated more effectively.

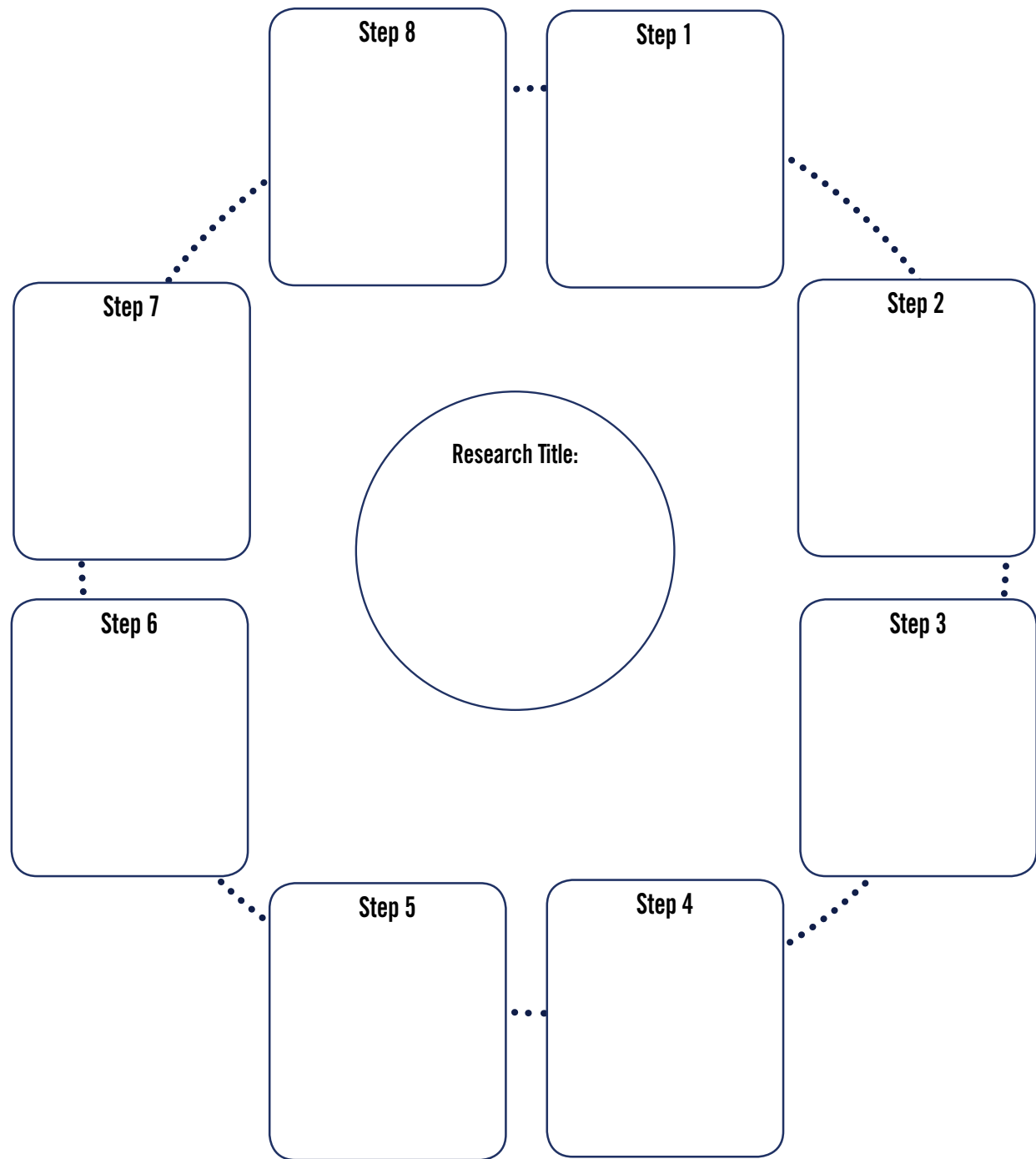
You are convinced that to be able to improve operational effectiveness and to continue to serve the community the police force's knowledge of IT, its use, and dissemination of information can and need to be improved.

The task:

You would like to implement a plan to improve the force's IT knowledge base and its use but you first need to evaluate how big this knowledge gap is before you can implement the plan.

Using the chart on the next page, work through how you would approach this research. Be as detailed as possible. The more you think through the process the more robust your research will be.

Work through the steps using the guide outlined in this chapter.



¹ The Right Decision: Evidence-based Decision Making for Police Service Professionals. Paul S. Maxim, Len Garis and Darryl Plecas, pg. 37

Collecting Evidence

Introduction

Now that you have gone through the basics of how to structure a research project, it is time to get your hands dirty and dive into the nitty-gritty of data gathering and crunching.

The data or evidence that you will use for your research can come from a variety of sources. Some is available administrative data from the government sources or other formal organizations that routinely collect information. Evidence can also come from formal policy and program evaluations, as well as from the work of government and academic scientists.

Don't overlook the fact that your own organization, department or division could also be a valuable source of information.

It is up to you to decide on your research method – decide on the methods you will use in order to be able to assess and study your research and data. Will you conduct research by studying behaviours of existing groups of individuals? Will you collect numerical data or anecdotes? The “method” is essentially a strategy for conducting an investigation to answer a research question.

Quick Review

Environmental Scan

Before deciding on what sort of information you are going to rely on, you might want to conduct an environmental scan. A key part of conducting an environmental scan is finding sources to help guide your knowledge, thinking, research process, and any direction you might want to take.

It also gives you an informed, comprehensive picture of the current

circumstances or environment in which your organization exists. It is a sequential process that involves gathering information from both primary and secondary sources.

Primary sources of information are data you put together by directly contacting or speaking with groups or individuals. Secondary sources come from the review of existing research reports, statistics and other information.

An environmental scan can provide:

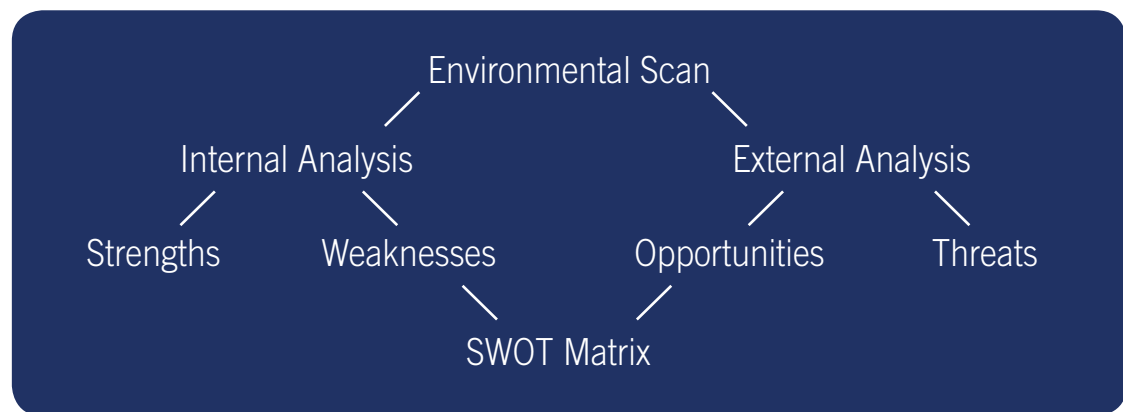
- a fresh, objective look at issues within your organization's, department's or division's mandate;
- ideas on how to rank your objectives effectively;
- an opportunity to access existing research, information, statistics and other data;
- an opportunity to engage community stakeholders, organizations, individuals and groups in decisions that affect them;
- an opportunity to discover the strengths and assets in the larger community;
- a framework to understand the assets and strengths possessed by your own organization; and,
- an opportunity to learn how your organization's programs and practices are affecting other organizations, agencies, groups or individuals and to what degree your programs are meeting your mandate.

There are two types of environmental scans:

- Primary (internal) research, which is based on your own knowledge and experience, or research you conduct yourself.
- Secondary (external) research, based on reviews of journals, news articles, policy documents, government publications, etc.

The internet has a wealth of information and is literally your oyster when it comes to information gathering. Where possible, engage your municipal librarian or a college/university librarian. Reference librarians are an important resource and will know how to glean and narrow your research focus.

The diagram below breaks down the thought process on how you would analyse your research.



Framing Your Environmental Scan

It is easy to be overwhelmed by the wealth of information out there and what you read and gathered from discussions. You could spend hours, days and sometimes weeks just going through the material. To avoid this, and in the interest of time and costs, it really helps to frame your environmental scan.

Focus your question:

- What is the key issue?
- What do you need to know about the issue?
- What are the trends and drivers affecting these factors?

Once you have gathered your information from both primary and secondary sources, it is time to analyse it.



Swot Analyses

Environmental scans are often accompanied by a SWOT analysis of **strengths, weaknesses, opportunities, and threats** affecting the organization's ability to fulfill its organizational mandate. A SWOT analysis is an excellent tool that can be used to create a long-term plan by which your department/division can properly direct its future.

It is best conducted in a collective group environment with a diverse cross-section of members from your organization or department. The more perspectives that can be brought to bear on your organization, the more likely you will be able to identify the full range of opportunities and challenges it faces. Too often, while focusing on our day-to-day jobs, we miss important issues in other areas of the organization.

The SWOT exercise will be more effective if you share the results of the environmental scan with the team in advance.

Consider each of the four SWOT areas in turn, and make note of all the ideas, suggestions and comments made. These can be reviewed and edited after the brainstorming session.

Strengths

Consider your division's or department's strengths from your own point of view and from that of your clients and the general public. Be realistic and honest.

Try answering the following questions:

- What is it that you do well?
- What advantages do you have over other police departments and emergency services?
- What makes you different from them?

Weaknesses

Weaknesses are areas capable of improvement. Is your department or division lacking skills or requiring upgrades? Do you have a higher cost base than other police departments? Is your department or division experiencing high staff turnover?

You must face any unpleasant truths and be realistic and objective in your analysis.

- Can the division/department do anything better?
- Is your department doing anything badly?
- What are the causes of problems or complaints you receive?

Opportunities

Identify any new opportunities or untapped areas that your department or division can focus on. Are there any interesting technologies you can take advantage of? The focus of opportunities is not solely on existing service, but on expanding and developing new possibilities both inside and beyond the traditional service area.

Examples of opportunities include:

- Changes in technology and equipment
- Changes in government policy or regulations or legislation
- Social factors, for example, population increases or changes in social demographics

Threats

Threats are usually anything that can adversely affect your department or division. External threats could be budget cuts, new legislation, or terrorist activities. Internal threats could include a skill or staff shortage, or pressure to deliver under budgetary constraints.

Try answering the following questions:

- What challenges are your department/division experiencing?
- What are other similar departments/divisions doing?
- Are there any changes in products, services or technology that could threaten your delivery methods?
- Is your department/division facing any budget cuts?

Once you have completed your SWOT analysis, it is essential that you make note of the following:

- What must you address immediately?
- What can be handled now?
- What needs researching further?
- What needs to be planned for the future?

Case Study 3

Numerous police departments have conducted SWOT analyses for their organizations. Again, many of these are readily available on the internet. Use

Google or another search engine to locate “Police Department SWOT analysis”. For those interested in a more direct route, SWOT analyses have been done by:

- **South Coast BC Transportation Authority Police Service:** <http://www.transitpolice.bc.ca/en/About-Us/News-and-Events/2012/May/~media/F407BF4E21204FB2ABAC1CA350317AC3.ashx>
- **Garner, North Carolina:** <http://www.garnernc.gov/Publications/Police/GPDStrategicPlan.pdf>
- **Aylmer, Ontario:** <http://www.aylmerpolice.com/sites/default/files/files/Aylmer%20Business%20Plan%202013-2015.pdf>

In putting together their strategic plans, the departments conducted SWOT analyses to:

1. Determine key areas to focus on over the course of the plan.
2. Establish goals pertaining to these areas.

3. Put in place strategies to achieve these goals.

Those plans will give you a general idea as to how to list out your SWOT, and how to collate, analyse and summarise your findings. After reviewing your chosen plan, answer the exercises that follow.

Exercise

You have been Police Chief for your division for over three years, and in that time period have come to the conclusion that your department needs to overhaul the manner in which it manages its information. A full system upgrade is required to manage information as well as evaluation tools on departmental processes to ensure efficient operations while providing a high standard of service to your community. You have gathered some information from discussions with colleagues from other police departments

and divisions, and now think a highly flexible records management system would suit this need.

As this is a big cost for your department and one that would require funding assistance, you would need to submit a funding request to the Province. To do so you would have to prepare a comprehensive report to substantiate your request for funds. How would you go about preparing this report?

The task:

Use the steps outlined in this chapter to work your way through the process below and on the following pages. This exercise should ideally be completed as a group

brainstorming exercise, especially step 2. If necessary, Step 1 and 3 can be done individually (not ideal), but step 2 should be completed as a group if possible.

Step 1: Conduct Your Enviromental Scan

1. What is the key issue?

2. What do you need to know about the issue? What do you already know about the issue? (internal research). List the information.

3. What are the trends and drivers affecting these factors? (external research). List your sources for this additional information (magazines, government policy papers, case studies, and so on).

Step 2: Conduct a SWOT Analysis

For your department, conduct a SWOT analysis – fill in the matrix below to help you visualise your thought process.

Internal Analysis of Your
Department/Division

External
Influences

Strengths

Opportunities

Weaknesses

Threats

Step 3: Explore Your SWOT Analysis

From your matrix, identify the following.

1. What must you address immediately? For example, were there any gaps that if not addressed could pose a risk (such as risk of calls being dropped, delays in dispatch, or staffing issues)?

2. What can be handled now? Can some interim processes be put in place immediately?

3. What needs researching further? For example, you may need to do more research on the flexibility of the system. Are there other cheaper systems that could produce the same results?

4. What needs to be planned for the future? Will you need staff training or a change in the management structure? What upgrades might be needed and how will you take these into account into your budget?

Statistics

Introduction

The key to understanding data analysis is to see it as a way of organizing and making sense of a world dominated by uncertainty. Many professionals feel daunted but the concepts are fairly simple. Generally, what we want to know is how “typical” something is, and how much variability is there in a bunch of observations. Keep in mind that the origins of statistics lie in games of chance such as playing cards and dice.

Statistics however, can reveal a lot of latent information that you would not normally know. It can be a very powerful tool and can be used to great advantage even if you do not have the underlying math or technical aspects. Statistics are a vital source of evidence as they provide us with clear, objective, numerical data on important aspects of your community, city, province or country.



Quick Review

The study of statistics is usually divided into two categories:

- **Descriptive statistics** are methods of organising, summarising, and presenting data.
- **Inferential statistics** (or statistical inference) are methods used to determine something about a population on the basis of a sample.

Descriptive Statistics

A variable is a quantity or characteristic of interest that is allowed to change within a

particular problem. There are two basic types of variables:

- **Quantitative variables** are measures, values or counts that are expressed as numbers.
- **Qualitative variables** are descriptive in nature, for example, a person’s gender, religious affiliation, type of automobile owned, place of birth, and eye colour. That is, the characteristic being studied is nonnumeric.

Examples of Quantitative vs. Qualitative Data¹

Data unit	Numeric variable	= Quantitative data	Categorical variable	= Qualitative data
A person	"How many children do you have?"	4 children	"In which country were your children born?"	Australia
	"How much do you earn?"	\$60,000 p.a.	"What is your occupation?"	Photographer
	"How many hours do you work?"	38 hours per week	"Do you work full-time or part-time?"	Full-time
A house	"How many square metres is the house?"	200 square metres	"In which city or town is the house located?"	Ottawa
A business	"How many workers are currently employed?"	264 employees	"What is the industry of the business?"	Retail
A farm	"How many milk cows are located on the farm?"	36 cows	"What is the main activity of the farm?"	Dairy

Other Important Key Measures and Terms

Mean: the arithmetic average. The sum of the value of each observation in a dataset divided by the number of observations.

Median: the middle value in distribution when the values are arranged in ascending or descending order.

Mode: the most common value occurring in a distribution or set of observations.

Range: the difference between the smallest value and the largest value in a set of observations. The range represents the actual spread of data. It is the difference between the highest and lowest observed values. As with calculation of the median, it is helpful to order data observations to find the highest and lowest values.

Standard deviation: measures the scatter in a group of observations. It is a calculated summary of the distance each observation in a data set is from the mean. Standard deviation gives us a good idea whether a set of observations are loosely or tightly clustered around the mean or average.

Variability: how widely the measures range or vary.

Variance: measures the spread of the data around the mean.

Reading Tables, Graphs and Maps

It is common when conducting data research to be presented information in the form of tables, graphs and maps. When reading data in tables, graphs and maps, it is helpful to follow a logical process.

The following steps may help you analyse and interpret data in tables, graphs and maps:²

- Observe the layout in order to understand how the data are arranged. Check the row and column names in a table; the x and y axis in a graph; or the key of the map to get a clear idea of the variables being displayed. Are there just numbers, or are percentages also used?
- Next, scan any totals as this may assist you to get an idea of any overall trends in the data.
- Also, make sure you look at any additional information and footnotes as they may contain important information that can be used to assess the accuracy of the data, or to understand the limitations of the data.
- Now, have a look at the data and how it is represented. Does anything stand out? Are there any trends in the data? Are the data uniform? What relationships can you see between the data? What summary measures could you use to gain a better understanding of the data? What conclusions can be drawn?

Example 1

	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Pedestrian fatalities	4	8	5	5	15	6	7	6	6	13

The table above indicates the number of pedestrian traffic fatalities in a particular community over a period of 10 years. Let's now interpret the data.

1. What is the **mean or average** number of fatalities for the last 10 years?

Answer:

Total number of deaths	= 75
Total number of years	= 10
Mean or average (total deaths ÷ total number of years)	= 7.5 round up to 8

This means that there has been an average of **eight pedestrian fatalities** for the past 10 years.

2. What is the **mode (the most frequent value)** for fatalities?

Answer: The mode is 6.

3. What is the median for pedestrian fatalities for the past 10 years?

Answer: If you re-arrange the table in an ascending order, you will see that the median falls in the middle point between the two middle values: 6 and 6.

i.e. $[6+6] \div 2 = 6$

Example 2

					Median					
Pedestrian fatalities	4	5	5	6	6	6	7	8	13	15

4. Now referring to the table above again, is there any variability in the data?

In datasets with a small spread, all values are very close to the mean, resulting in a small variance and standard deviation. Where a dataset is more dispersed, values are spread further away from the mean, leading to a larger variance and standard deviation.

The smaller the variance and standard deviation, the more the mean value is indicative of the whole dataset. Therefore, if all values of a dataset are the same, the standard deviation and variance are zero.

To calculate the standard deviation:

Step 1: Calculate the mean of the dataset:

$$4+5+5+6+6+6+7+8+13+15] \div 10 = 8$$

Step 2: Calculate the deviation of the individual values from the mean by subtracting the mean from each value in the dataset [value – mean]:

$$-4, -3, -3, -2, -2, -2, -1, 0, 5, 7$$

Step 3: Square each individual deviation value:

$$16, 9, 9, 4, 4, 4, 1, 0, 25, 49$$

Step 4: Calculate the mean of the squared deviation values. This will give you your variance.

$$16+9+9+4+4+4+1+0+25+49] \div 10 = 12$$

Step 5: Calculate the square root of the variance.

$$\text{Standard deviation} = 3.5$$

Inferential Statistics

Inferential statistics are used to infer or deduce conclusions about a population from a sample of that population. It is the result of techniques that use the data collected from a sample to make generalisations about the whole population from which the sample was taken.

Random Selection and Equal Chance

In statistics, inferences are made on a random sample of the population, meaning a random selection of the population chosen using a chance mechanism. A lottery draw is a good example of simple random sampling, where the numbers are randomly generated from a defined range of numbers (for example, one through to 45) with each number having an equal chance of being selected.

Analysing, Interpreting and Evaluating the Information

Once you have analysed and computed some statistics from the data and feel you have a grasp of what the data is saying, you can start looking at drawing conclusions about the data. Your analysis can provide you with the basis for describing what happened but there may be many possible reasons for why this has occurred.

Try to think about the interrelationships between social, economic and environmental factors that could influence the data.

Some things to consider when drawing conclusions may be:

- Do the results support your theory/suspensions? Are they different?
- What are the main results or conclusions that can be drawn?
- What other interpretations could there be?
- Can the results or conclusions be supported statistically?
- Do the conclusions make sense?

Communicating your Statistical Findings

Now that you have your statistical findings, you will need to communicate them accurately. Effective communication of your statistical findings is vital for sound effective decision-making.

The strength of statistics is that it provides an opportunity to present your analysis in a way that tells a story about the data. Statistical writing can bring data to life, making it real, relevant and meaningful to the audience. The numbers are hard evidence that can change the mind of a skeptic. It could get you that equipment upgrade your department has long needed, or it could get you additional personnel.

When communicating statistical information, it is important to ensure the information presented is clear, concise and accurate. It is also important to provide contextual information and to draw out the main relationships, causal linkages and trends in the data.

Here are some basic guidelines to follow when writing your report:

- Describe the context within which the topic sits.
- Present the complete picture to avoid misrepresentation of the data.
- Accurately convey the main findings clearly and concisely.
- Include definitions to support correct interpretations of the data.
- Where necessary, include information on how the data was collected, compiled, processed, edited and validated.
- Include information on data quality and data limitations.
- Use plain, simple language where possible; minimise the use of jargon.
- Ensure your information and data are accurate.
- Use tables and graphs to present and support your written commentary.

Using Tables, Graphs and Maps

Presenting statistical information in tables, graphs or maps can be highly effective, but it is important to ensure the information is presented in a manner that is accurate and not misleading to the reader.

The key to presenting effective tables, graphs or maps is to ensure they are easy to understand and clearly linked to the issue you are trying to address. Ensure that all the necessary information required to understand what the data is showing is provided, as the table, graph or map should be able to stand alone.

Tables, graphs and maps should:

- relate directly to the argument;
- support statements made in the text;
- summarise relevant sections of the data analysis; and
- be clearly labelled.

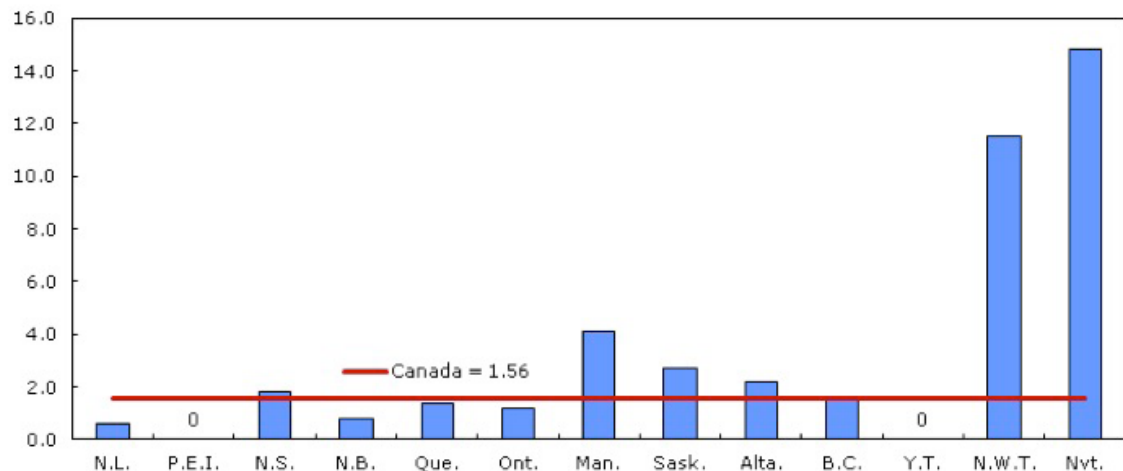
It is up to you to choose the most suitable visual representation of your findings. Sometimes a simple bar chart (or a table, pie chart, etc.) can effectively communicate the weight of your findings.

Following are some samples of how you can present your information visually.

Bar Chart³

Homicide, police-reported rate, by province and territory, 2012

rate per 100,000
population

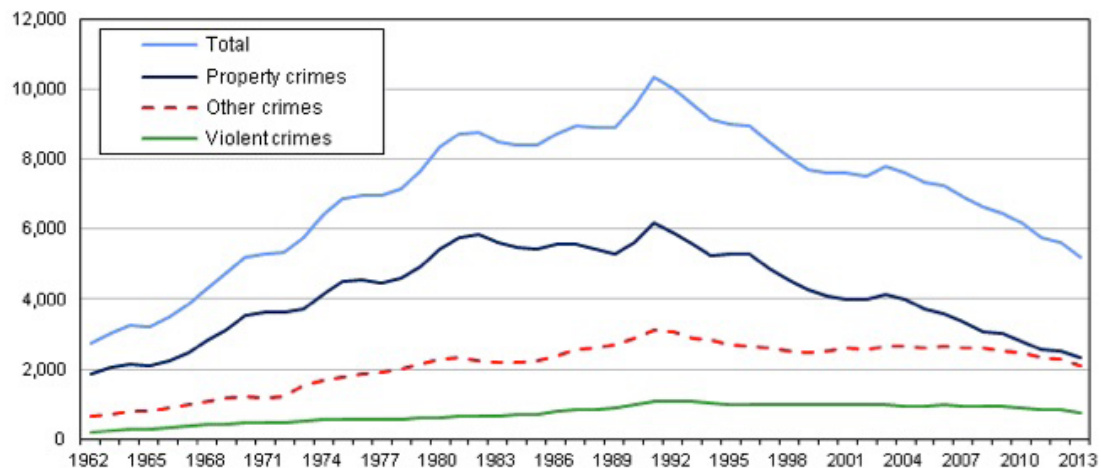


Source: Statistics Canada, Canadian Centre for Justice Statistics, Uniform Crime Reporting Survey.

Time Series⁴

Police-reported crime rates, Canada, 1962 to 2013

rate per 100,000
population

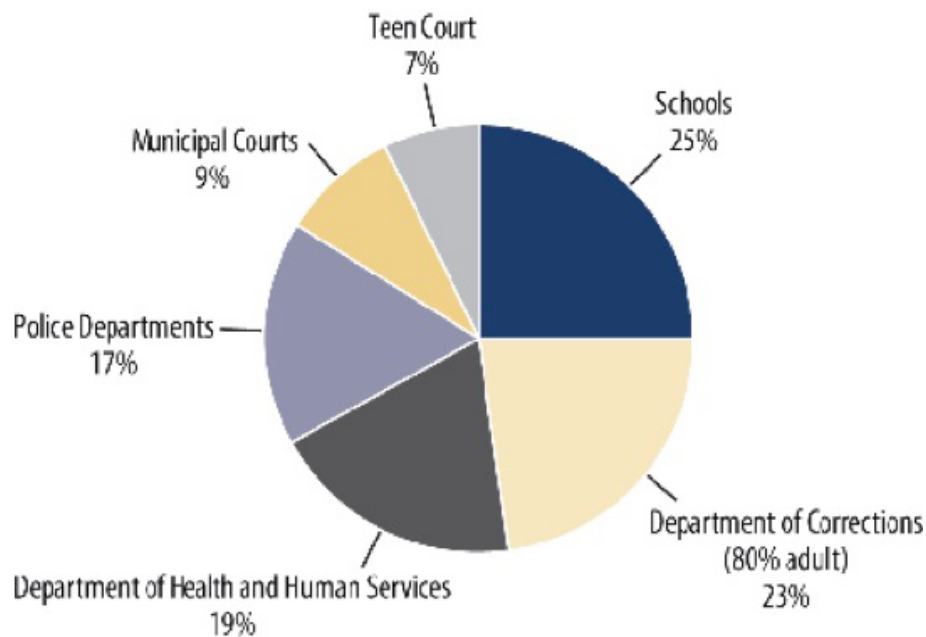


Note: Information presented in this chart represents data from the UCR Aggregate (UCR1) Survey, and permits historical comparisons back to 1962. New definitions of crime categories were introduced in 2009 and are only available in the new format back to 1998. As a result, numbers in this chart will not match data released in the new UCR2 format. Specifically, the definition of violent crime has been expanded. In addition, UCR1 includes some different offences in the 'Other' crimes category.

Source: Statistics Canada, Canadian Centre for Justice Statistics, Uniform Crime Reporting Survey.

Pie Chart⁵

Baron County Restorative Justice Programs Victim Offender/Community Conferencing Average Referral Source Numbers 2006–2010



Case Studies 4-6

Sometimes, short reports with interesting graphical presentations of statistics can get your point across better than blocks of solid text. For example, in the early 1990s, the John Howard Society in Ontario wanted to make the point that how we record crime can affect crime statistics.⁶ The Parliamentary Budget Office has also put together an effective graphical presentation of expenditures on criminal justice in Canada.⁷

Most reports are significantly longer than those, but have an executive summary which contains the main gist of the report. For example, Statistics Canada's recent report on family violence in Canada is a densely packed 85-page document. The highlights, however, are summarized on pages four and five.⁸

Exercise

Below is a table listing the total police reported crime rates in Saskatchewan and Canada in 2010.⁹ In itself, the listing of numbers is not that interesting. However, we can ask several questions of the data that make it more relevant.

For example, what is the typical or average number of crimes per year? How much

variability is there in the amount of crime from year to year? Is there an overall pattern to the data or do the annual crimes just seem to be random?

Data alone do not provide enough information to answer our questions, but with statistical analysis, we can use the data to find the answers.

This exercise is a review of the chapter.

Table 1. Selected Violations*, by most serious offence, Saskatchewan and Canada, 2010

	Saskatchewan				Canada			
	number	rate	% change 2009 to 2010	% change 2000 to 2010	number	rate	% change 2009 to 2010	% change 2000 to 2010
Homicide	34	3.3	-7%	26%	554	1.6	-10%	-9%
Attempted murder	30	3	2%	-17%	693	2	-14%	-19%
Serious assault (levels 2 and 3)	3,966	379	-7%	27%	54,750	161	-5%	14%
Robbery	1,263	121	0%	17%	30,405	89	-7%	-11%
Sexual assault (levels 1, 2 and 3)	1,139	109	-5%	-28%	22,180	65	5%	-17%
Firearm offences	150	14	35%	3%	1,952	6	11%	-21%
Total violent crime	26,667	2,550	1%	-1%	437,316	1,282	-3%	-14%
Breaking and Entering	9,806	938	-1%	-40%	196,881	577	-6%	-40%
Motor Vehicle Theft	4,988	477	-8%	-37%	92,683	272	-15%	-48%
Total property crime	71,910	6,877	-4%	-13%	1,311,891	3,846	-6%	-26%
Total crime	131,515	12,578	-2%	-3%	2,095,921	6,145	-5%	-19%
Cannabis	2,631	252	29%	37%	75,126	220	13%	2%
Cocaine	663	63	31%	236%	16,985	50	-5%	19%
Other drugs	530	51	19%	70%	16,418	48	10%	65%
Impaired driving	6,566	628	3%	-2%	84,397	247	-6%	-4%

* per 100,000 population

1. Based on the table, what are your general observations? Are there any unusual observations?

2. What is the **mean or arithmetic average** of crime for Saskatchewan and Canada?

3. What is the **mode** for crime in Saskatchewan? What is the **mode** for crime in Canada?

4. What is the **median** in both Saskatchewan and Canada? (*Remember, you will have to re-create the table and re-arrange the data in ascending order to determine the middle point. You will also have to ignore the subtotals for violent crime, property crime and total crime.*)

[illegible]

5. Now let's see if there is any variability in the data. To do this you will need to calculate the **standard deviation** for both crime in Saskatchewan and in Canada.

Saskatchewan	Canada

¹ Australian Bureau of Statistics

<http://www.abs.gov.au/websitedbs/a3121120.nsf/home/statistical+language+-+quantitative+and+qualitative+data>

² Australian Bureau of Statistics

<http://www.abs.gov.au/websitedbs/a3121120.nsf/home/statistical+language+-+quantitative+and+qualitative+data>

³ Statistics Canada, Homicide, police-reported rate, by province and territory, 2012, <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11854/c-g/desc/desc11-eng.htm>

⁴ Statistics Canada, Police reported crime rates, Canada, 1962 to 2013. <http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14040/c-g/desc/desc02-eng.htm>

⁵ Barron County Restorative Justice Programs: A Partnership Model for Balancing Community and Government Resources for Juvenile Justice Services. <http://www.journalofjuvjustice.org/jojj0101/article02.htm>

⁶ Fact Sheet - Changes in reporting mask violent crime trends. John Howard Society <http://www.johnhoward.on.ca/wp-content/uploads/2014/09/facts-2-changes-in-reporting-mask-violent-crime-trends-august-1993.pdf>

⁷ <http://www.pbo-dpb.gc.ca/files/files/crime%20cost%20presentation%20EN%20PDF.pdf>

⁸ <http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14114-eng.pdf>

⁹ Ministry of Justice and Attorney General, Fact Sheet Police-Reported Crime Statistics in Canada, 2010 <http://www.justice.gov.sk.ca/crime-stats-factsheet2010.pdf>

Experimental Design

Introduction

A well-designed and constructed research project or experiment should be able to withstand questioning and criticism. The nature of the design of the research project determines whether and how well you can answer your research question.

Therefore, the experimental or research design you use choose should clearly and effectively address the research problem in a coherent and logical way. Remember that the function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem as clearly as possible.

Your research topic/problem will determine the type of design. Most of the research projects you will conduct in your role as police chief/marshal will be evidence-based, with repeatable observations that can be seen, shared and evaluated by others.

Why is Research Design Important?

The type of research design used to evaluate a program is important because it determines how well we are measuring its effectiveness.

The more rigorous the research design:

- the better we can interpret outcomes;
- the better we are able to determine effectiveness of a program and be sure there is not some other explanation for measured outcomes; and
- the more confident we can be in our findings.

Quick Review

What is good evidence?

- Evidence that has been rigorously tested, or evaluated.
- Evidence that helps produce the desired outcome.
- Evidence that exists to help determine that something other than this program/project is responsible for producing the desired outcomes.

Evidence is rarely absolute and it has varying degrees of reliability or credibility associated with it.

Research Designs

Here are some research designs you could consider for your project.

The One-shot Test – Comparisons with Targets

This is the simplest of designs, where the effects of an action, policy or program are measured against a set of standards or targets. The limitation with this design is that it does not account for alternate explanations for a result or for why the desired results were not met.

The Before-and-after Design

This design allows one to measure change more objectively. It basically measures the results before and after the experiment or research. It shares similar limitations to the one-shot test in that you can never be sure if an intervention or some external influence had an impact on the results or if it was merely coincidental.

What makes sense logically does not always work out in the observable world. What you need is hard evidence based on repeatable observations.

The Classical Experimental Design

This is the gold standard among evaluators and researchers. It is a combination of the before-and-after design with a control group added to the equation. It involves setting up two groups. One group (the control group) will remain constant, with no exposure to treatment or intervention. The other group (the experimental group) will be exposed to treatment. If the experimental group exhibits significant change and the control group does not, then you have strong evidence that the intervention or treatment does indeed have an effect on the outcome.

The key to the strength of classical design experiments is to ensure the comparison (control) group is equivalent to the experimental group. For practical purposes, this can include statistically equivalent groups. They need not always be physically or characteristically similar. When selecting a sample group, be careful to avoid **sample selection bias**.

Remember that the intent of your research is to help you make the right decision. Choosing the right framework is an important element in helping you determine how credible your evidence and findings are.

This means selecting a sample group that you know will most likely help you prove your theory. Your research has to be objective.

The best way to avoid sample selection bias is to conduct a random assignment to the conditions where possible.



Case Studies 7 and 8

Case Study 7¹

Download this case study from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115835/horr66-report.pdf

This is a good example of a full research report. It lays out the information in a very structured manner. The introduction or executive summary is often the most read portion of a report. If you want to find out the key issues or findings of a research report, this is where you will find it.

As you read, consider the following:

- Take note of how the introduction/executive summary is structured and laid out.
- Can you identify the type of research design?
- Take notice of the different ways the data is presented; each table demonstrates a different finding but still relates back to the main key issue.

- Read the discussion section carefully and take note of how it repeatedly ties back its explanations to an evidence-based finding. Graphs/charts are helpful tools to visually show the findings.
- Every report **MUST** have a conclusion. This is where you restate your hypothesis, whether it is proven correct or not, and why you think so.

Case Study 8²

Download this case study from: http://www.justice.gc.ca/eng/rp-pr/csj-sjc/crime/rr07_1/rr07_1.pdf

This case study is different in the sense that it is based entirely on literature review and not on data ‘crunching’. This is another way of conducting your evidence-based research.

Exercise

1. Now that you have read the case studies, what are your impressions?

2. Were they easy to follow?

3. Would you present your research in a similar manner? Why?

4. Is there an alternative approach to presenting this sort of research? How would you go about doing it?

¹ Research Report 66, Rolling out the police single non-emergency number (101): research into the public's and practitioners' views Katharine McKenna, Nicola Smith, Jenny Williams, Rachel Gardner (Ecorys). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115835/horr66-report.pdf

² Hemmati, T., The Nature of Canadian Urban Gangs and their Use of Firearms: A Review of the Literature and Police Survey. Department of Justice Canada. June 7, 2006. http://www.justice.gc.ca/eng/rp-pr/csj-sjc/crime/rr07_1/rr07_1.pdf

Costing Analysis

Introduction

In today's environment of rising costs and funding cuts, police divisions and departments are forced to constantly watch their bottom line while making sure that the efficiencies and cost savings they are trying to achieve do not compromise the levels of service they are required to provide to the public. It is a difficult balance to maintain.

You are responsible for the lives and safety of the general public by responding to emergency situations and protecting people, as well as protecting the environment and civil property. You are also required to work closely with the local community to increase their level of safety awareness to help prevent crime and accidents from occurring in the first place.

And rounding all this up, you are also the operational manager of your division/department and are responsible for, among other things: budget administration and control; allocation of personnel and resources to achieve performance targets; dealing with external agencies; planning and resource management; and, dealing with political aspects of the authority.

In essence, you wear many hats!

As the operational manager of your division/department you will have to oversee numerous financial aspects, such as equipment purchases and upgrades, and staffing costs. In order to be able to make the most cost-effective decision, you would do well to conduct a costing analysis to identify whether the investments you will make in purchasing, upgrading to new equipment or hiring additional personnel will bring you the desired returns or benefits.

Costing studies will:

- Link the outcomes you wish to measure with the goals and objectives of your operational and strategic plans. It will help you focus on the question about whether the activity is within the organization's mandate.
- Help you focus on the many line items that make up actual costs.
- Provide a transparent and fairly mechanical way of helping you decide on options.

Quick Review

The purpose of costing is not simply to collect cost data, but to provide department/division managers with information they can use to make better management decisions.

There are two forms of costing:

- **Straight costing analysis:** determines the costs associated with doing something, such as the decision to purchase a document management software program, or the decision to purchase or update new equipment, computers or purchasing a new police tactical vehicle.
- **Cost-benefit analysis or cost-effectiveness analysis:** this is the weighing of all the costs associated with a decision against the value of the expected benefits.

Opportunity cost is a benefit, profit or advantage that you will have to give up so that you can acquire or achieve something else. For example, in choosing to become a police officer, you are giving up predictability in your daily life, and some loss of leisure time and possibly time with your family.

Costing studies will allow you to identify the total cost of a decision and what the returns or benefits associated with that decision might be.

Choosing the Type of Costing Analysis

There are five overall steps to consider when conducting either a straight costing analysis, or a cost-effectiveness or cost-benefit analysis:

1. Identify the issue or subject to which the analysis relates.
2. Set out the objectives that you want the decision to achieve.
3. Identify the options or choices that are available.
4. Conduct a financial (cost-benefit or cost-effectiveness) analysis of the option selected or the options under consideration.
5. Prepare an accounting statement or report summarising your findings.

Cost Analysis

Straight costing involves estimating the total life cycle of a particular piece of equipment or service. The life cycle is the period during which you intend to use the product or service.

To conduct an accurate cost analysis, be sure to include all the relevant costs.

For capital-related costs, such as those for equipment, vehicles, buildings and fixtures, the costs could include:

- Depreciation rate—difference between the purchase price and selling price
- Interest on capital
- Maintenance fees
- Licensing or regulatory fees
- Operator or labour costs

Example: Simple Depreciation Calculation

Assuming a new special service SUV costs \$80,000 and that it depreciates at a rate of 35% per year, you would like to know what it is worth at the end of the two years after purchasing it.

Calculate the depreciation:

Year 1:	$\$80,000 \times 0.35$	=	\$28,000
Year 2:	$\$52,000 \times 0.35$	=	\$18,200
Total depreciation after two years		=	\$46,200

Residual value of the truck after two years = \$33,800

A key element in analysing cost-effectiveness is being able to identify appropriate output measures and being able to measure them appropriately.

Fixed and Variable Costs

Fixed costs are also called “sunk costs” because they must always be paid. These include such items as loan payments, rent, insurance, and leasing fees.

Variable costs generally relate to operating and maintenance costs where the amounts or occurrence are not a constant. For example, these would include maintenance costs for police trucks, building maintenance and upkeep.

Direct and Indirect Costs

Direct costs are those absorbed by your department directly, such as new employee uniforms and safety gear, staff salary, and loan payments.

Indirect costs are those not directly incurred by your department but are necessary in order to run the department. These could include advertising costs for hiring, screening and testing of applicants or insurance, and equipment maintenance.



Exercise 1

Your department has been experiencing dramatic increases in its overtime budget and is confronted with continual pressure from the city leadership to reduce this cost. To face this problem you, as head of your department, are tasked with conducting an analysis to determine whether it is more cost effective to hire additional personnel or to continue to use your current staff to work overtime to fill this shortages.

The two tables on the next page summarize the annual and hourly salary for the various positions. The hourly salary is determined by the annual regular salary

divided by 2,912 hours scheduled per year inclusive of any benefits. The overtime rate is the normal hourly rate multiplied by 1.5 times. Personnel working overtime are not paid benefit costs.

The second table outlines the salary breakdown costs if you were to hire more staff. The annual salary listed includes benefits but excludes overtime cost.

The task:

For the two tables, calculate the hourly and overtime rate for the current staff levels and for hiring new staff.

Current Staff Annual Salary with Overtime Payment

	Salary	Hourly Rate (Salary / 2,912 Hours)	Overtime Rate (Salary / 2,912 Hours) x 1.5
Police Constable	\$81,799		
Senior Constable	\$87,671		
Sergeant	\$95,567		
Inspector	\$107,383		

New Personnel Hire: Annual Salary

	Salary	Hourly Rate (Salary / 2,912 Hours)
Police Constable	\$53,697	
Senior Constable	\$57,908	
Sergeant	\$60,894	
Inspector	\$70,490	

Based on your calculations above, what are your findings? Is it more cost effective to hire new personnel or to pay overtime? How big is the difference in cost savings/increase?

If hiring additional staff is more cost effective based on this calculation, are

there any other additional costs that you would have to factor in when deciding to hire new personnel?

If you opt for overtime payments, what other cost factors could affect your departmental budget? Note: consider both the direct and indirect costs.

Cost-benefit Analysis (CBA)

Literally, cost-benefit analysis means weighing the costs against the benefits or profits of a proposed project. It helps you evaluate several alternatives, and the one with the highest benefit ratio would be the prudent choice. For instance, the decision whether to hire more full-time staff over paying for overtime will identify both the potential benefits as well as who will incur the costs for either proposal.

You can use CBA to:

- decide whether a proposed project or programme should be undertaken;
- decide whether an existing project or programme should be continued; or
- choose between alternative projects or programmes.

As division head, it would be expected that you conduct such an analysis to show that the recommended option you propose maximises the economic, environmental and social benefits to the department, community, and government.

Components of a CBA

1. Define the problem: link it back to your operational or strategic plan.
2. Identify any constraints or limiting factors: list out any challenges, which could include financial limitations, managerial or personnel challenges, environmental and other regulations.
3. List the alternatives: for example, whether to hire more full-time staff, amalgamating two police departments, or integrating services.
4. List the benefits: for the benefits identified, what is the return on investment? This could either be in monetary terms or in other items such as an increase in productivity. Health and safety are often the 'soft' benefits in these situations.
5. How are the costs and benefits to be quantified?

All benefits and costs should be expressed in discounted present values.

Example: Cost-benefit Analysis

Assuming the net present value of the benefits of a program is \$13.5 million and the net present value (NPV – see next page) of the costs is \$10 million, the benefit cost ratio (BCR) would be:

$$\text{BCR} = \frac{(\text{NPV Benefits})}{(\text{NPV Costs})} = \frac{13.5}{10.0} = 1.35$$

Net Present Value (NPV)

Net present value is the current worth of a future sum of money or stream of cash flow given a specified rate of return. It is used to calculate the total of all cash flow (in and out) that can be directly linked to your project.

If it is positive, good. Otherwise, you may want to reconsider the investment.

On a personal level, assume you have invested \$5,000 in a locked-in savings certificate with a five-year redemption at a 3% interest rate. How much will you get in return at the end of the five years?

	Interest Rate 3%	Total Growth in % (1 + Interest Rate)
Year 1	$1 \times 3/100 = 0.03\%$	$1 + 0.03 = 1.03\%$
Year 2	$1 \times 3/100 = 0.03\%$	$1 + 0.03 = 1.03\%$
Year 3	$1 \times 3/100 = 0.03\%$	$1 + 0.03 = 1.03\%$
Year 4	$1 \times 3/100 = 0.03\%$	$1 + 0.03 = 1.03\%$
Year 5	$1 \times 3/100 = 0.03\%$	$1 + 0.03 = 1.03\%$
Total interest for 5 years (1 + interest rate) ^{#year}		1.03⁵
Investment in 5 years	$1,000 \times 1.03^5$	
Total	\$5,769	

Now consider the opposite – how much would you need to invest to get a return of \$5,000 after five years at a discount (interest) rate of 3%?

Calculation:

$$\text{Actual value} / (1 + \text{discount rate})^{\text{\#year}}$$

$$\$5,000 \times (1/1.03)^5 = \$4,313$$

In other words, what is the **net present value of your investment**?

Exercise 2

One of the challenges facing all organizations is how to finance capital equipment. Equipment can be bought outright, but that requires the organization to have the money set aside in its budget. Another option is to lease or rent equipment. The advantage of leasing is that the cost is distributed over the term of the lease. Over the lifespan of the equipment, there may be a substantial difference between the cost of purchasing outright as opposed to the cost of leasing. That is a common question raised by senior managers and city councils. This exercise shows how we can conduct that type of analysis to determine which approach (if either) is the better deal.

The task:

Assume that you are to consider whether it is more cost efficient to purchase a new police vehicle outright or to lease it.

- Option #1: Lease a police tactical vehicle for \$35,000/year for five years, with a 3.4% discount rate.
- Option #2: Buy a police tactical vehicle for \$170,000, with a selling price of \$15,000 at the end of five years with a discount rate of 3.4%.

Which is the best value? Complete the calculations below.

Option #1

Year	Payments	Discount Rate	Present Value
0	(\$35,000)	1.0	(\$35,000)
1	(\$35,000)	0.967	(\$33,845)
2	(\$35,000)		
3	(\$35,000)		
4	(\$35,000)		
5	(\$35,000)		
	NPV =		

Option #2

Year	Payments	Discount Rate	Present Value
0	(\$170,000)	1.0	(\$170,000)
5	\$15,000		
		NPV =	

Which is the better option based on the NPV?



Case Study 9

In the mid-1990s the Police Research Unit of the Home Office in the United Kingdom was interested in examining the potential impact of traffic lights and speeding cameras on reducing traffic accidents.¹ The cost values of technology change rapidly over time so most of the estimates in the study are dated. However, the basic items included in the analysis and the difficulties identified in estimating various items, such as the value of a human life, are still relevant.

The data were collected from a sample of 10 police forces throughout the UK that had cameras installed in various locations within their jurisdiction. In total, 241 sites were identified for the installation of traffic light cameras. A further 420 sites were selected for the installation of speed cameras.

At the sites where traffic light cameras were installed, there was an estimated 18% reduction in accidents. This translated into about 116 accidents having been prevented through the installation of the cameras. Those accident incidents ranged from fatalities to accidents where vehicular and related damage only was reported.

In the analysis, costs associated with installing and maintaining the cameras were relatively easy to identify. Values related to some of the benefits attributed to the savings in human lives and medical costs were more difficult to determine and one criticism of the report is that some of these were very much underestimated.

Exercise

The following table was put together from different parts of the report. It gives a rough idea of the costs and benefits associated with the use of traffic cameras over a single year.

In the table, we have simplified some of the estimates. For example, rather than amortizing the costs of the cameras over their life expectancy (which is likely several years) we have assumed the entire cost is absorbed in a single year.

Estimated Costs and Benefits Associated with Traffic Light Cameras

	Amount £
Fixed Costs	
Planning	19,963
Procurement & installation	2,203,439
Signing	70,499
Other fixed costs	61,689
Total fixed costs	2,353,590
Recurrent Costs	
Liaison	20,719
Publicity	9,597
Operation	204,486
Maintenance	42,045
Camera unit administration	211,001
Penalty enforcement	327,482
Summons enforcement	500,416
Other costs	37,014
Total recurrent costs	1,352,760
Benefits	
Fine income	1,632,000
Accident reduction	6,663,000
Total estimated value of benefits	8,295,000

1. From the data provided in the table, calculate the total costs (fixed plus recurrent) and the cost-benefit ratio.

2. Assuming the fixed costs were spread (amortized) over five years, what would the cost-benefit ratio become?

3. Among the items included in the “benefit” values were saving associated with reductions in casualty-related costs and accident-related costs. The casualty items included lost output (or productivity among the victims), medical and ambulance costs, and estimates of the value of human lives. Accident items included police costs, insurance administration and damage to property. Can you think of any other items that might be included on the benefit side?

4. In CBA, some items are easy to value. For example, generating the cost of a camera or associate signage is not difficult. Some items, typically social cost or benefits, are much more difficult to estimate numerically. Consider, for example, how you might estimate the value of a human life saved through the prevention of one traffic accident. Once you have given this some thought, Google “value of human life.” This will generate examples of how various agencies have tried to come to grips with the problem. A good starting point is the discussion page put up by the US Environmental Protection Agency.²

5. Are there any other items you would have included on either the cost side or the benefit side of this analysis that are not listed in the table? For example, in the original report, the authors suggest that accident rates increase in locations where cameras were not located. Would it be reasonable to include this “displacement” effect? How would you attach costs to those items?

¹ Hooke, A., J. Knox and D. Portas (1996) Cost benefit analysis of traffic light & speed cameras. London: Home Office Research Group, Police Research Series, Paper 20

² <http://yosemite.epa.gov/EE%5Cepa%5Ceed.nsf/webpages/MortalityRiskValuation.html#means>

Summary & Conclusion

In essence there are four main steps that you should follow when formulating a

good evidence-based strategy. Can you recall them?

Identify and Frame the Question

- Should be drawn from your strategic plan or organizational plan.
- Helps to focus the issue on the key purpose or objective of your department/division.

Gather the Evidence

- Both internal data from your organization and external data.
- Use a librarian.
- Get comfortable with sourcing.

Organize the Evidence

- Present your data in a table, chart or a method that best suits the message you are trying to convey.
- Cite your data sources.
- Tie your data back to your question/theory. Put it in context.

Review the Decision-making Process

- What did you learn?
- Could the process have been streamlined?

The background of the page is a faded, blue-tinted photograph of a city street. On the right side, a large, multi-story building with many windows is visible. In the foreground, a street sign is partially visible. The overall tone is professional and academic.

The Right Decision: A Workbook

This companion to *The Right Decision: Evidence-based Decision Making for Police Service Professionals* guides readers through the process required for sound decision making.

Using case studies, examples and exercises, this workbook will help you take the next step in ensuring your decisions are effective and justifiable because they are based on data and evidence.