COPS
COMMUNITY ORIENTED POLICING SERVICES
U.S. DEPARTMENT OF JUSTICE

Campus-Community Policing Partnerships at Historically Black Colleges and Universities

Final Evaluation Report

Center for Assessment, Planning and Accountability
United Negro College Fund Special Programs Corporation
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Introduction

In 2008, the UNCF Special Programs Corporation (UNCFSP) established the Campus Community Policing Partnerships (CCPP) at three Historically Black Colleges and Universities (HBCU): Benedict College in Columbia, South Carolina; Le Moyne-Owen College in Memphis, Tennessee; and Philander-Smith College in Little Rock, Arkansas. This initiative, made possible with funding from the U.S. Department of Justice Office of Community Oriented Policing Services (the COPS Office), aims to strengthen relations between police and community members to reduce violent crime and drug use at participating HBCU campuses and in the surrounding communities.

Program Description and Background

The goal of the CCPP program was to develop and advance innovative community policing strategies and community-supported approaches to prevent crime and gang activity. The method applied is to increase collaborative partnerships between the police and each HBCU campus and its surrounding community members. The following table shows the four objectives as defined in the proposal:

- To develop venues and tools to engage police and campus community stakeholders in collaborative discussions to identify issues and potential solutions
- To identify, implement, test, and document community-supported strategies to reduce violent crime and gang activity in select cities
- To identify best practices for the creation of a replicable community model that will be disseminated nationally along with other tools and products
- To develop a replicable internship model that will provide students with knowledge of and experience with community outreach and education efforts to support community policing and to channel students into law enforcement careers

Table 1: Objectives defined in the proposal.

The participating HBCUs organized and convened Core Work Groups consisting of community stakeholders to increase collaborative networks for constructive solutions to pressing community problems. The primary mission of the core groups was to develop a community policing plan with intervention and preventive measures that addressed and reduced criminal activities. Focus groups facilitated the identification of community concerns regarding violent crime and gang activity. The groups included community stakeholders and law enforcement officers. Each HBCU also conducted a community needs assessment. The data collected helped partners design new strategies to reduce crime on campus and in the surrounding communities. A post-intervention assessment measured the extent to which the COPS program changed how police and community members perceived each other and if violent crime was reduced.

Student internships were an additional program component. Students were selected from the institution criminology departments. Their role was to assist in data collection and help the Principal Investigator (PI) from each participating institution implement crime prevention strategies and activities.

Budget

Each participating institution received funding from UNCFSP for their programs. Budget distributions were at the discretion of each school. Figure 1 displays the budget distributions, which were combined to illustrate how funds were used.

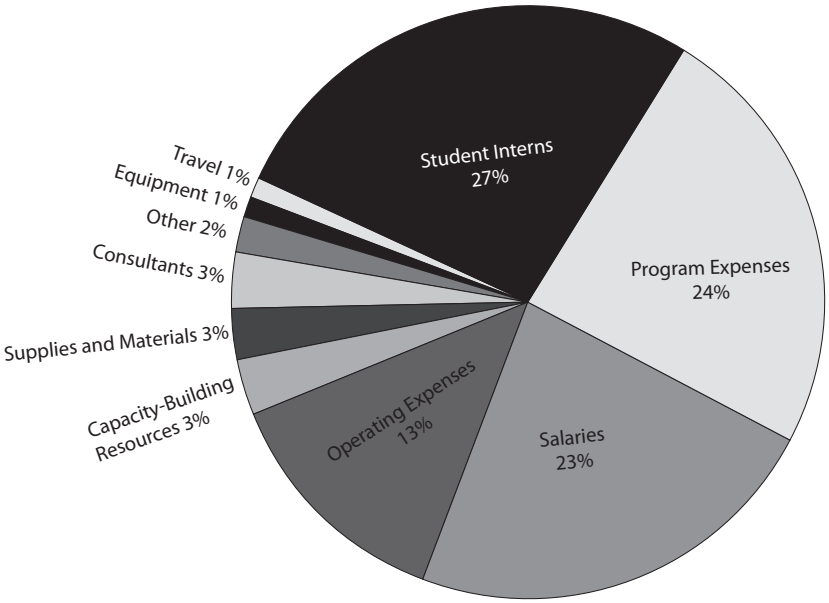


Figure 1: How project budgets distributed funds.

The budget figure shows that approximately 85 percent of the program funds were used for student interns (27 percent), followed by program expenses (24 percent), salaries (23 percent), and operating expenses (13 percent). Collectively, the institutions garnered more than $16,000 in in-kind contributions for their projects.

Core Work Groups

Each HBCU convened community stakeholders to assist in needs identification and design of crime prevention strategies. Each Core Work Group had representatives from the faith-based community, local schools, law enforcement, nonprofits, civic leaders, and local citizens groups. At Benedict College, there was also a representative from local industry.

Stakeholder Type	**Benedict College**	**LeMoyne-Owen College**	**Philander Smith College**
Faith-based community	1	1	1
Local school representatives	1	0	2
Law enforcement	4	1	4
Nonprofits	0	0	1
Citizen groups	0	1	2
HBCU faculty/staff/administrators	3	2	3
HBCU students	2	2	2
Local industry and business	1	0	0
Civic leaders	6	2	1
Others: Community activist	0	1	0

Table 2: Composition of Core Work Groups.

Partnerships

Twenty-four partners assisted the institutions in their programs. Benedict College and Philander Smith College worked with new and existing partners in their COPS projects. LeMoyne-Owen College initiated six new partnerships under COPS. Figure 2 illustrates the number and percentage of existing partnerships in the program.

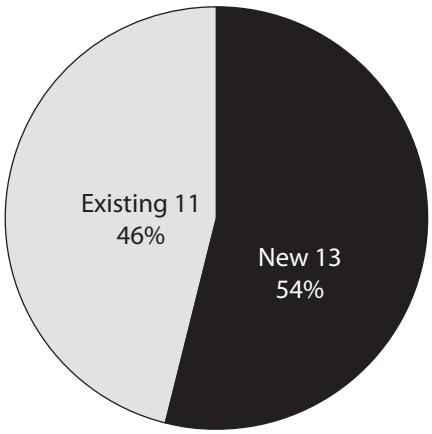


Figure 2: Proportion of New and Existing Partnerships the HBCUs incorporated into their projects.

Figure 2 illustrates that a slight majority of partners that assisted the institutions with the project were new (i.e., 46 percent versus 54 percent). Table 3 lists the partnerships established for the project by institution, along with a brief description of the partner role.

Institution	Partner Name	Type	Contribution
Benedict College	Benedict College Campus Police	Existing	Benedict College Campus Safety. Served as campus law enforcement liaison. Provided support and assistance with all aspects of implementation.
	Benedict College Staff	Existing	Director of Student Activities Benedict College. Provided assistance with the coordination of program efforts.
	School Board Representative	Existing	Member of Richland School District One Board. Provided assistance with program efforts, solicited support from elected officials.
	Community Resident	Existing	President of the Edgewood, Read Street Community. Provided input and feedback during meetings. Assisted with promoting events in community.
	Local Police Department	Existing	City of Columbia Police Department. Served as law enforcement liaison and provided support and assistance to program efforts.
	Local Government	New	Columbia Housing Authority Employee. Provided support for program efforts.
	Lucretia Glover	New	Celia Saxon Community former president; promoted events and supported program efforts.
	Community Resident	New	President of Pinehurst Community. Provided leadership to Community Day and BC Mentoring Matters.
LeMoyne-Owen College	Shelby County Sheriff's Office	New	Law enforcement and personal commitment
	MPD	New	Law enforcement
	Soulsville Neighborhood Watch	New	Community engagement
	South Memphis Alliance	New	Community engagement
	Stafford Academy	New	Student and administrative involvement
	Carver High School	New	Student and administrative involvement

Institution	Partner Name	Type	Contribution
Philander Smith College	Little Rock School District	Existing	Students for POWER Program
	Black Community Developers	Existing	Core Work Group
	Wesley United Methodist Church	Existing	Core Work Group
	Theresa Hoover United Methodist Church	Existing	Core Work Group
	General Board of Global Ministries	Existing	Program development
	Little Rock Police Department	New	Core Work Group members
	City of Little Rock Enforcement Code Office	New	Panelist for PACMAN project
	City of Little Rock Mayor's Office	New	Program development
	Community Resident	New	Resident of Pinehurst Community. Provided support to program activities.

Table 3: Partners that collaborated with the institutions.

The Core Work Groups met periodically to discuss the most pressing issues in their communities. They also defined activities to address priority concerns.

Methodology

The methodology consisted of data collected via a needs assessment and a post-intervention assessment. As noted earlier, focus groups were conducted to collect information about the perceived problems that the COPS program initiatives would address. Each institution conducted at least one focus group. The data collection instruments and focus group protocols were developed by the Center for Assessment, Planning, and Accountability (CAPA) of UNCFSP. Two versions of the needs assessment were developed: one for community members and one for law enforcement officers. These assessment instruments were administered in March 2008. Students, community members, and law enforcement agents provided their views on problems in each local community. The results informed the strategies and activities implemented by each COPS working group.

In March 2009, participating HBCUs administered a post-intervention assessment directed at community members and law enforcement officers. Table 4 shows the number of surveys completed by community members and by law enforcement officers at each HBCU.

	Community Members		**Law Enforcement**	
	Pre-test	Post-test	Pre-test	Post-test
Gender				
Male	35% (n=165)	37% (n=100)	83% (n=119)	69% (n=72)
Female	65% (n=301)	63% (n=169)	17% (n=25)	20% (n=21)
Race				
African-American	95% (n=442)	93% (n=249)	52% (n=75)	68% (n=63)
Caucasian	3% (n=13)	3% (n=8)	48% (n=69)	29% (n=27)
Other	2% (n=11)	4% (n=12)		3% (n=3)
Education				
High School/GED	29% (n=134)	31% (n=82)	16% (n=23)	33% (n=26)
Some College	50% (n=235)	46% (n=123)	36% (n=52)	5% (n=4)
College Grad	8% (n=35)	10% (n=26)	33% (n=48)	4% (n=3)
Some Grad School	2% (n=10)	2% (n=6)	8% (n=11)	51% (n=40)
Graduate Degree	7% (n=33)	8% (n=20)	7% (n=10)	6% (n=5)
Other	4% (n=19)	4% (n=10)		

(*Percentages not summing up to 100% indicate non-response or did not identify.*)

Table 4: Participation in pre- and post-assessments.

The purpose of the initial needs assessment was to identify and prioritize the most pressing problems faced by each campus and its surrounding community. The pre-test and post-test comparison enables a review of changes in perception of violent crimes and perceived collaboration with partners. UNCFSP summarized the results for each partner and results were returned to the project lead for use in planning. Data from the surveys was entered into Excel and SPSS. Descriptive statistics from the survey were generated for Likert-scale and selection questions. The survey and results are available in the appendixes to this report.

Program Focus

As shown in Table 5, all participating institutions chose to focus on drug selling and usage. This aligns with 67 percent of all community respondents to the initial community survey that perceived drug selling and usage to be the major problem. Two of the three schools also chose to focus on gangs, disorderly conduct, burglary, and robbery.

Institution	Focus Areas	Reason for Focus
Benedict College	Assaults, Gangs and gang activity, Drug selling and usage, Burglary, Robbery	Benedict College focused on the areas identified because the community indicated through the Needs Assessment originally completed that these are the areas which most need to be addressed.
Le Moyne-Owen College	Disorderly Conduct, Gangs and gang activity, Drug selling and usage	These areas of crime were discussed in the core group and focus group meetings.
Philander Smith College	Disorderly Conduct, Vandalism, Assaults, Drug selling and usage, Burglary, Robbery	Recent information regarding the usage of alcohol and other drugs by young people show that although it has leveled off, students continue to use and abuse drugs at alarming rates, often beginning in their elementary years... The crime rate in Arkansas is 18% higher than the national average...disorderly behavior has to be addressed by the entire community through the development of community partnerships and mutually beneficial relationships. Law enforcement agents have to work at gaining the trust of not only key constituents but also the community as a whole.

Table 5: Institution program focus areas.

When asked to describe why their programs focused on these crime areas, the PIs all responded that it was the result of the Core Work Group discussions coupled with the needs assessments and focus groups they conducted. The next section describes the COPS-sponsored activities at each institution.

Program Activities and Implementation

The three Core Work Groups developed activities on campus and in the surrounding communities as shown in Table 6.

	Benedict College	**LeMoyne-Owen College**	**Philander Smith College**
Activities for elementary school children	✔	✔	✔
Activities for youth and teens in local high schools		✔	
Community fairs/Events held on campus	✔	✔	✔
Community fairs/Events held in local communities		✔	
Special guest speakers	✔	✔	✔
Workshops and training events	✔	✔	✔
Community-based activities	✔	✔	✔
Other: PSC: Homecoming Parade Against Crime			✔

Table 6: Activities by Institution.

The Core Working Groups selected these types of initiatives for various reasons. LeMoyne-Owen's PI, for example, stated the main reason was because it "helped link the community to the college to fight crime." A total of 13 activities were held during the project grant period with a total of approximately 3,392 participants. Table 7 lists the activity names, the number of participants, and the PI's perceived success objective.

Institution	Activity Name	Participants	Success Adjective
Benedict College	Community Day	797	Great
	BC Mentoring Matters	51	Good
	COPS–Citizens on Patrol Series (4 sessions)	40	Good
LeMoyne-Owen College	National Night Out	400	Great
	Homecoming Parade Against Crime	400	Great
	Community Day	300	Great
	Chapel Program: Sheriff spoke	200	Great
	Business/Community Meeting: Sgt. C. Mason of the TV show *The First 48 Hours* spoke/school poster contest against crime/two high schools participating	200	Great
	Street Law Courses	60	Great
	Focus Group Meetings	30	Great
Philander Smith College	COCTALE PARTY	754	Great
	Power Program	85	Good
	PACMAN Project	75	Good

Table 7: Participants by activity and institution.

Le Moyne-Owen College:

At LeMoyne-Owen, the PI stated the most successful activities were National Night Out on Campus, Community Day, and the Homecoming Parade against Crime because students themselves planned these events. About 300 to 400 people attended these events, which helped to create awareness of the COPS project and offered a forum for discussion of ways to ensure safe communities. Additionally, the community had the opportunity to learn more about law through the "Street Law" project. The Street Law courses will continue being offered as they were tagged into the "Middle passage" for sustainability purposes. The goal of the Street Law courses is to teach campus safety to students and safe communities for community members and police.

Benedict College:

Mentoring Matters: This mentoring program pairs a college student with K-12 students participating in afterschool programs in the participating communities. The PI says the program is successful because the college is not attempting to create another program that draws away students and resources. Instead, they allowed college criminal justice majors to match their strengths with programs in existence. By providing additional human resources to assist the children they served, the project contributed to mentoring efforts while pooling resources with others. By Spring 2009, there were 21 students majoring in Criminal Justice and serving as tutors and mentors to approximately 30 K-12 students in two high-risk communities in the downtown Columbia, S.C., area.

Citizens On Patrol Series (C.O.P.S.): The objective was to engage residents in a five-part educational training series that included topics such as how to prevent victimization, tips on starting a neighborhood watch program and gang awareness. The workshop series was designed to educate the community on topics that would be personally beneficial and help to increase their knowledge of law enforcement practices, policies, and procedures. The event was successful because the sessions were held in the community and were facilitated by law enforcement officers. Additionally, the U.S. Department of Justice COPS Office resource materials helped to detail many of the topics and provided participants with a resource to use after the session.

Community Day: This event featured law enforcement, Columbia Housing Authority, local community service agencies, and vendors providing services that would benefit area families. The event, which drew an impressive 800 participants, was entirely planned by local neighborhood association representatives and campus officials.

Philander Smith College:

Community On Campus Talking About Law Enforcement (COCTALE) Party: This was a social event with "mock" cocktail drinks. The purpose was to create a nonthreatening social environment where various stakeholders could voice their concerns. The atmosphere set the stage for law enforcement agents and community leaders to exchange views with students, faculty, staff, local government, and the local community. The Rev. Eugene Rivers was the keynote speaker. Little Rock Mayor Mark Stodala, Philander Smith President Walter Kimbrough, City Director Andrew Bernard, and other high-ranking law enforcement officials attended this event. The event included nearly 800 participants.

POWER Program: This event was aimed at reducing gang violence and educating citizens of Arkansas on law enforcement codes. After conducting an assessment administered to the counselors of both the Little Rock and Pulaski County School districts, the PI identified a need

in Little Rock to educate youth on substance abuse awareness and prevention. School counselors agreed on the need for such a program and stressed that they would welcome the implementation of a drug awareness/prevention program, but informed the researcher of the lack of resources and time.

Police and Citizens Managing and Assessing Neighborhoods (PACMAN) Project: This project was designed to resemble the classic PAC-MAN game, where participants followed dot paths around the Philander Smith College community where they encountered information containing PACMAN icons of "ghosts" and "fruits" while earning points. The objective was to educate community members on the city law enforcement codes, provide members with methods that will keep neighborhoods safe, and conduct a neighborhood clean up.

Implementation Facilitators and Barriers

Institutions were asked to identify whether an entity was a facilitator or barrier to program implementation. The list included: Law enforcement officers, law enforcement officials, HBCU officials, other agencies and civic leaders, community members, relationships between community members and law enforcement, student attitudes, and faith-based organizations. Each institution stated that these entities were all facilitators. One institution, LeMoyne-Owen College, did not identify faith-based organizations as a facilitator and noted that this organization type was not a factor.

Each institution identified in an open-ended question the main factor that facilitated implementation. LeMoyne-Owen College stated the main factor was student interest and engagement. Philander Smith College stated the main factor was a combination of competitively selected research and education projects with complementary outreach, education, and communications activities carried out by program interns and program administrators. Benedict College stated their main factor was the willingness for cooperation and collaboration exhibited by each of the stakeholders.

Barriers to program implementation mentioned by the PIs included a lack of time and coordination of stakeholder schedules.

Pre- and Post-Project Observations

All or a portion of the projects focused on the following areas: Assaults (2 projects), Burglary (2), Disorderly Conduct (2), Drug Selling and Usage (3), Gangs and Gang Activity (2), and Robbery (2). On the pre- and post-surveys, community and law enforcement subjects were asked to identify how serious they considered these issues. Figure 3 illustrates the changes that were observed between pre- and post-administrations.

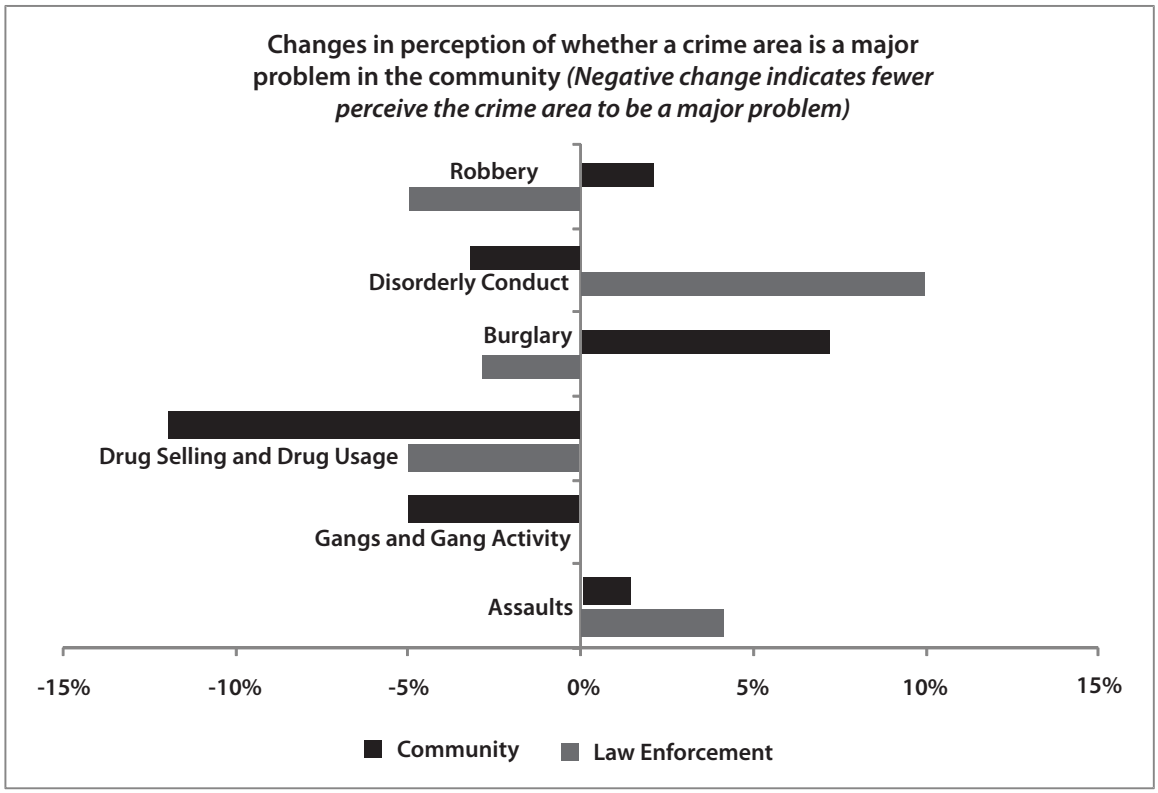


Figure 3: Perception changes in violent crime types.

The figure illustrates a decrease in the percentage of community residents (-12 percent) and law enforcement (-5 percent) that perceived drug selling and drug usage to be a major problem in the community. Additionally, there was a decrease in the percentage of community residents that perceived gangs and gang activity (-5 percent) to be a major problem in the community. An increase was observed in the percentage of community residents (2 percent) and law enforcement (4 percent) who perceived assaults to be a major problem in the community.

Community members rated their level of agreement with a variety of statements on the pre- and post-assessments. Figure 4 illustrates the change in the pre- and post-assessments.

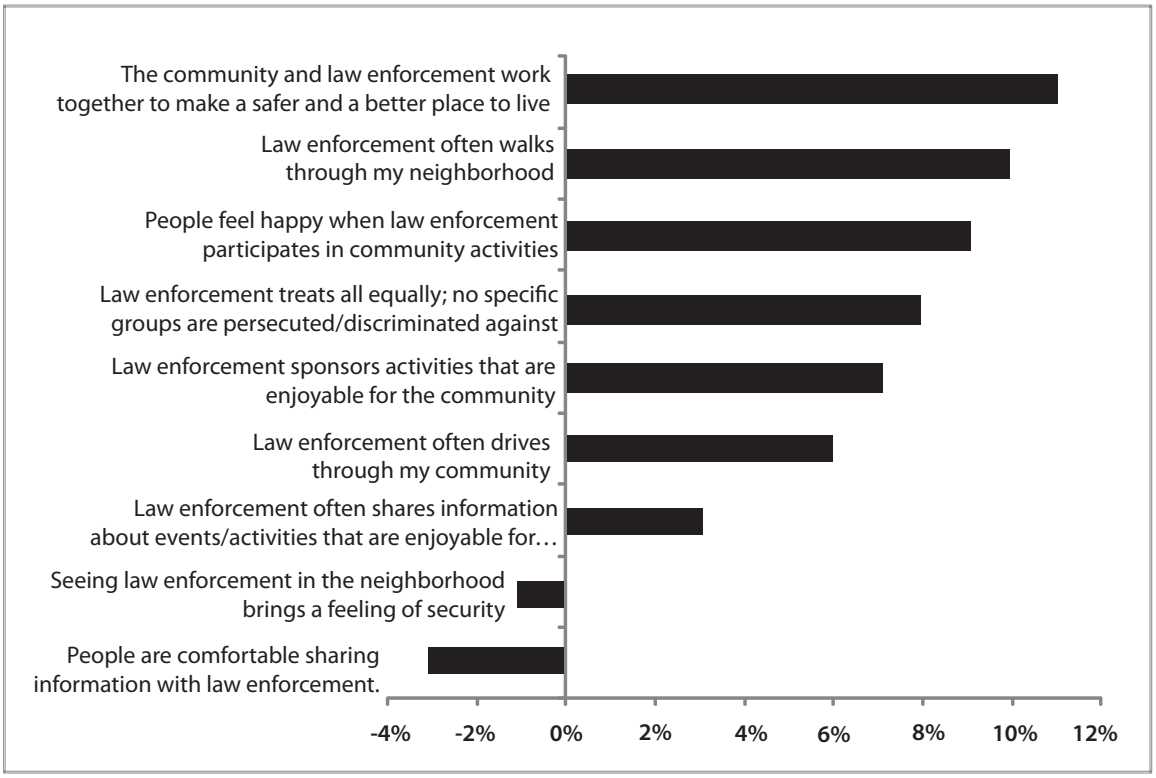


Figure 4: Percentage changes in community perceptions of law enforcement.

The figure illustrates that there has been an increase in the percentage of community members who strongly agree that the community and law enforcement are working better together (12 percent), that law enforcement often walks through neighborhoods (10 percent), and that law enforcement is treating everyone equally (8 percent).

Similarly, law enforcement officials rated their level of agreement with a variety of statements on the pre- and post-assessments. Figure 5 illustrates the change in the pre- and post-assessments.

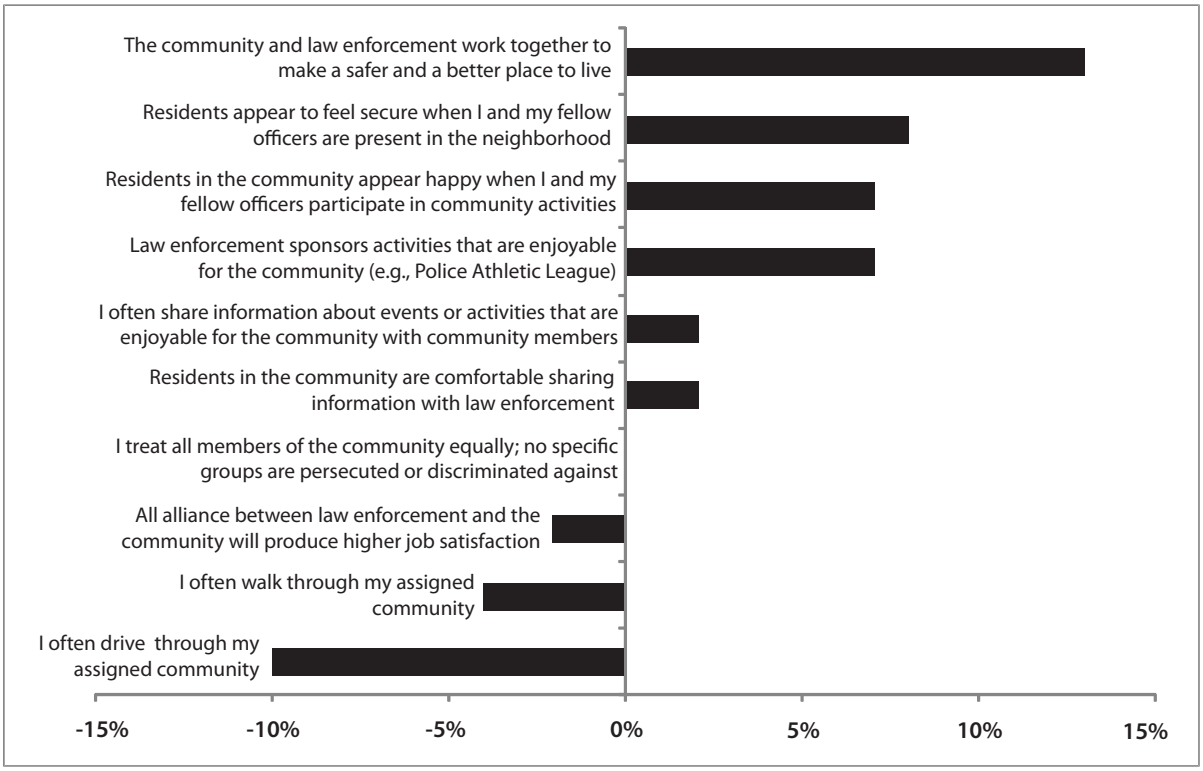


Figure 5: Percentage changes in law enforcement perceptions of community policing areas.

The figure illustrates that there has been an increase in the percentage of law enforcement that strongly agree there is an increase in working together (13 percent), residents appearing secure when law enforcement is in the neighborhoods (8 percent), residents appear happy when law enforcement participates in activities (7 percent) and that law enforcement sponsors activities enjoyable for the community (7 percent). Ten percent fewer law enforcement officers strongly agree that they often drive through their assigned community.

Community residents were asked in the post-assessment to select a phrase that best describes the level of trust that they have for law enforcement in their community. This information is displayed in Figure 6.

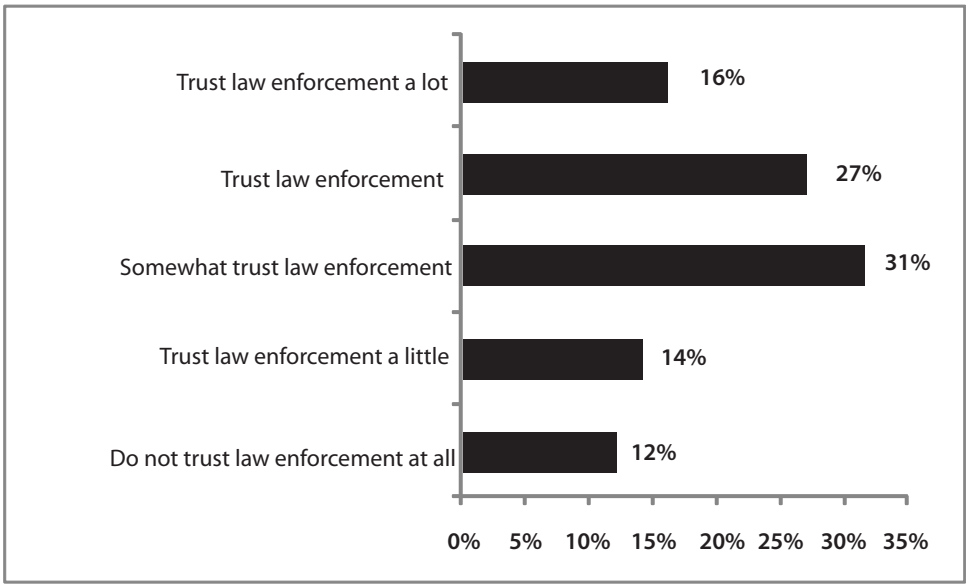


Figure 6: Community member trust levels of law enforcement.

Figure 6 illustrates that at least 74 percent trust law enforcement somewhat or more. Less than half (43 percent) trust law enforcement a lot or basically trust law enforcement.

When asked to compare their perceptions to the previous year, 43 percent of community respondents said they trust law enforcement the same, and an additional 31 percent said they trust law enforcement either more (18 percent) or a lot more (13 percent). See Figure 7.

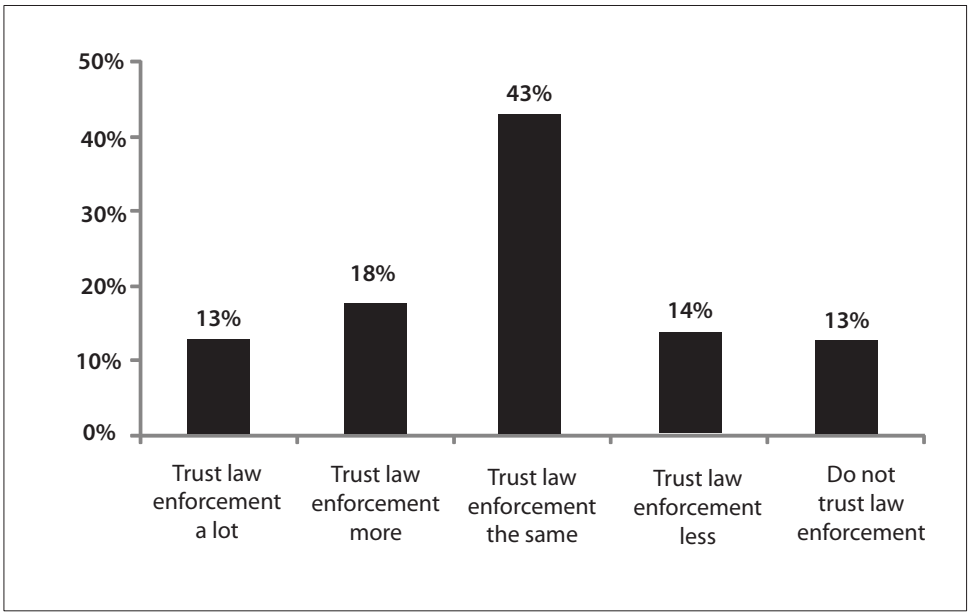


Figure 7: Change in trust of police compared to previous year.

Evaluation Question Focus

The project had five evaluation questions. Each PI was asked to state their attainment of outcomes related to the project evaluation questions. This section will present an assessment of each of the questions.

Evaluation Question One

The first evaluation question asks "What changes, if any, were noted in community perception in the following areas: 1) perceptions of violent crime problem levels, 2) perceptions of community/law enforcement partnership level, 3) perceptions of the role of law enforcement in community building, and 4) perceptions of effective community policing strategies." As noted earlier, survey results indicate a lower percentage of community and law enforcement personnel perceive drug selling and drug usage to be a major problem in the community. There was also an increase in the percentage of community members and law enforcement that perceive they are working together to establish a safer community. Law enforcement also noted increases in the effectiveness of community policing activities, including neighborhood watch groups (10 percent increase in high effectiveness perception), special problem-solving units (8 percent increase), and fixed patrol assignments (9 percent increase).

Two of the PIs provided their perceptions of changes in these areas. A remaining PI did not respond to this question in the final report, stating that there was not an opportunity to collect data. Philander Smith College and LeMoyne-Owen College both perceive major positive changes in how the community perceives violent crime problem levels, community and law enforcement partnership levels, and perceptions of effective community policing strategies. LeMoyne-Owen College noted a major positive change in the role of law enforcement in community building while Philander Smith noted a minor positive change in this area.

	Major Positive Change		**Minor Positive Change**	
	Philander Smith	LeMoyne-Owen	Philander Smith	LeMoyne-Owen
Perceptions of violent crime problem levels	✔	✔		
Perceptions of the community/law enforcement partnership levels	✔	✔		
Perceptions of the role of law enforcement in community building		✔	✔	
Perceptions of effective community policing strategies	✔	✔		

Table 8: PI ratings of perception changes in project areas.

Evaluation Question Two

The second evaluation question was "What changes, if any, were noted in community participation in community policing activities?" Each institution noted a major positive change in this area. As noted, 13 new partnerships were developed by the institutions to support the project. The LeMoyne-Owen PI highlighted several new partnerships including the MPD CoAct unit and the sheriff inviting the college to engage in a new partnership agreement. We also have a new partnership with the South Memphis Alliance and Soulsville Neighborhood Watch group. The community is more actively engaged in the COPS activities. People are now more aware of the events taking place in their community and appear to want to be more actively involved.

At Benedict College, the PI said she observed "community participation at its best. To the best of my knowledge, this endeavor brought together groups that do not collaborate on an ongoing basis. While no hostility exists, no structured collaboration existed either before this endeavor." The PI believes that the various neighborhood associations will continue collaborating on future projects.

One of the Little Rock police officers working with Philander Smith College mentioned that public awareness of the partnership increased as a result of the COPS project. The activities jointly organized made citizens more aware of laws, procedures, programs, activities, and assistance available to the community. In the police officer's view, the most positive change observed was the desire of citizens to become more involved in community policing.

Evaluation Question Three

This question asks "What changes, if any, were noted in the law enforcement agency related to community policing?" As displayed earlier in Figure 5, post-assessment results indicate increases in law enforcement and the community working together, residents feeling more secure, residents are happy to see officers participate in community activities, and that law enforcement sponsored activities for the community.

Two PIs noted major positive changes in this area while the other PI noted a minor positive change. At LeMoyne-Owen College, the PI states that law enforcement agents are now more eager to engage in community activities and are excited about a relationship with the college and the community. Near Benedict College, the Campus Safety officers "developed face recognition with some of the community children who often wave now when the police car drives by; this was definitely different from the distant reaction of the past…" At Philander Smith College, a police officer noted that they are planning to implement Community Police Teams that would be coordinating and working with hundreds of community groups on a wide variety of crime and disorder issues.

Evaluation Question Four

The fourth question asks "What changes, if any, were noted in arrest and crime rates for the target intervention areas for each Core Working Group?" Two PIs, LeMoyne-Owen College and Philander Smith College, noted major positive changes. Benedict College stated that it was too early to evaluate any changes in crime statistics.

At Philander Smith College, the PI notes that based on the Downtown Police Patrol Division CompStat reports, there was a notable decrease in violent crime and property crime in 2008 compared to 2007. In the first quarter of 2008, robbery was down 21 percent with business robbery dropping 7 percent and individual robbery 23 percent. Assault was down 26 percent in the first quarter. Overall, violent crime in the first quarter of 2008 was down 23 percent from violent crime in 2007. At this time, increased police patrols in target areas are now in effect. The PI also mentioned that there is a prevailing perception of improved relationships between community and law enforcement agents.

When asked why they thought this project did or will lead to a reduction in violent crime, the LeMoyne-Owen College PI said because there is now greater "…awareness on campus and in the community about crime and crime related activities." In the Memphis, Tennessee, community where this HBCU is located, there was a decline in some crimes from 2008 to 2009. Burglary and robbery declined, but drug selling and usage rose.

At Benedict College, while no official statistics were available, there is an expectation that eventually the COPS project will lead to a reduction in violent crime for two reasons. First, the college students became vested in the children whom they tutor and mentor in one of Columbia's poorest sectors. Second, they are helping the children to set goals and explore career options. Ultimately this will reduce crime.

Evaluation Question Five

Question five asks "What impacts do the student interns identify from their participation in the internship program?" A total of six interns participated in the project; there were two per institution. The interns stated their level of agreement with a variety of statements on their experience. These results are noted in Figure 8.

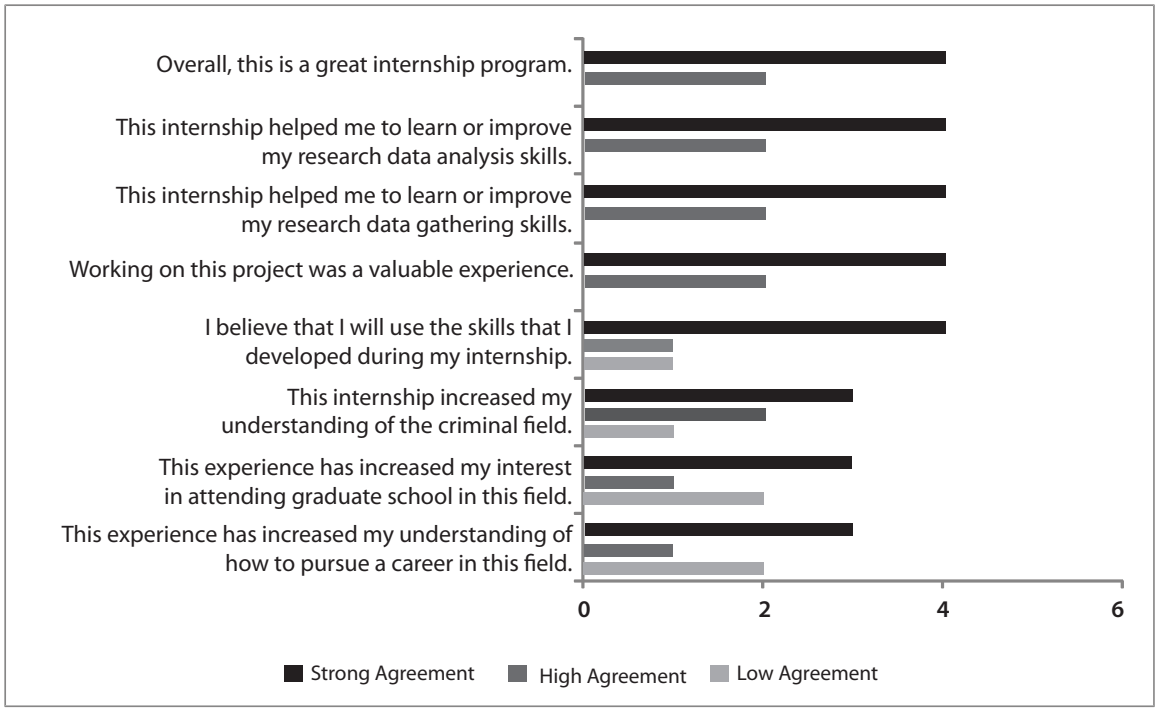


Figure 8: Student intern program perceptions.

Four interns strongly agreed that it was a great program, that they learned or improved their research skills, and that the project was a valuable experience. Three interns strongly agreed that their understanding of criminal justice increased, as did their interest in attending graduate school and possibly pursuing a career in this field.

The intern activities included collecting data, coordinating work group meetings, and sharing experiences with peers in criminal justice courses. Student interns also had the opportunity to help the PIs research crime statistics for the final reports. Interns assisted with collection of data and crime statistics to support their assessments in the final reports. On average, students worked 20–30 hours a week coordinating community partnerships. The quote below indicates the value of the experience to the interns:

> "Working with the troubled and unprivileged youth has also inspired me to study juvenile and family law. I believe the prevention of crime can be effective only if you begin to educate our young people before they reach their adulthood. By impacting my educational plans, my career goals have altered as well. I would like to practice law being an advocate against juveniles being charged as adults. Subsequently to being an attorney I would like to serve as a family court judge to advanced proper sentencing for all youths." Quote from a Benedict College intern

LeMoyne-Owen provided a compelling example of the internship's impact. An intern assigned to the local Law Enforcement agency was able to see how the sheriff's office operates. This was such a positive experience that the student intern and other LeMoyne-Owen students were invited to apply for a position to work at the sheriff's office. The sheriff personally came to campus on several occasions to speak to the student body. He also invited the campus administration and faculty to join him in future activities, which indicates a multiplier effect and sustainability of the COPS project.

Findings and Recommendations

Several findings have been identified through data analysis. These findings should be considered with an understanding that they are based on the activities of three HBCUs.

- Projects utilized the majority of their funding for nonsustainable activities such as salaries, expenses, and interns. Less than 5 percent of the funds were utilized for capacity-building resources and equipment. It is recommended that projects be encouraged to commit resources that will enable them to grow their capacity and leverage their programs to sustain activities.
- One institution's Core Work Group included a nonprofit organization and another included a local business organization. It is recommended that projects be encouraged to include a greater variety of organizations to assist in their program efforts. Organizations such as these can be leveraged to support programs like COPS.
- The projects established 13 new partnerships to support program activities. It is recommended that projects similar to COPS include a partnership element to ingratiate programs in the community.
- Each project identified drug selling and usage as a major community problem. This gives evidence that programs such as COPS are important, and it is recommended that these efforts continue to enable communities to combat this problem. A decrease, in fact, was noted in the percentage of community members (12 percent) and law enforcement (5 percent) that perceived drug selling and drug usage was a major problem in the community at the conclusion of the COPS project.
- Programs identified no significant barriers to program implementation and noted that virtually all stakeholders were program facilitators. This implies that the method of developing Core Work Groups is an effective method to gain program support and ease facilitation.

- Each project conducted at least one large-scale activity. Two projects had activities with approximately 800 participants and the last had multiple activities with 400 participants. While smaller-scale activities were conducted, it is recommended that research be conducted that focuses on projects that engage solely in more grassroots types of activities to determine their effectiveness. This may make program replication more possible as large-scale projects carry a greater expense.
- There was an increase in the percentage of law enforcement (13 percent) and community members (12 percent) that strongly agree that the community and law enforcement are working together to make the community a safer and better place to live. This shows that the COPS program was successful at changing perceptions in this area and suggests that activities such as the ones conducted by these institutions should continue. Other positive perception changes for community residents include feeling happy when law enforcement participates in community activities and that law enforcement treats all members of the community equally.

Summary

This project represented a strategy for creating Core Work Groups that helped all three college communities to identify, implement, test, and document community-supported initiatives to reduce violent crime and gang activity. By creating a forum to discuss mutual concerns and providing community residents the opportunity to interact more frequently with law enforcement, trust of police increases. Law enforcement officers also trust residents more.

By providing funding for targeted interventions that have a specific purpose, the COPS program implemented at these three HBCUs helped enrich the intricate network of associations which comprise social capital. Targeted interventions like those envisioned with COPS projects help build social capital by providing the opportunity for diverse stakeholders to come together to resolve common problems. These networks and associations help to provide communities with access to resources and they ultimately reduce crime.

There is evidence that the model of providing communities funding to 1) form Core Work Groups, 2) conduct research on needs, and 3) involve the community and law enforcement in community-building activities is effective. The COPS model would benefit from further research in additional minority communities located near HBCUs to determine if additional positive results can be attained.

Appendixes

Appendix A: Community Needs Assessment

Campus-Community Policing Partnership Needs Assessment

*All *italicized* statements consist of information for the data collector only.

To be completed by the data collector

Date:

Term that best describes Data Collection Location:

Respondent's Home: ___
Community Meeting: ___
Place of Worship: ___
General Community Location: ___
Campus Location: ___
Other: ___

Directions to data collector:
Inform the potential respondent that you are conducting a needs assessment for the Campus-Community Policing Partnership. Inform them that they are under no obligation to participate in the needs assessment and that all of their responses will be completely confidential. Read the following to each respondent:

To be read aloud:

"Hello, my name is _____ and I am conducting a needs assessment for the [STATE NAME OF CAMPUS-COMMUNITY POLICING PARTNERSHIP]. I would like to ask you some questions about how well the community and law enforcement work together. We are trying to gain this information so that we can find out what [COLLEGE NAME] and law enforcement can do to work better with the community.

Your participation in this needs assessment is completely voluntary and all of your responses will be completely confidential. Your responses will be combined with the responses of other community members to give us an idea of what is happening in the community. The needs assessment will take approximately 10 minutes to complete."

Ask the respondent to read and check their response to the consent statement. Inform the participant that they can change their consent at any time in the survey.

Participant Consent

To be read aloud:

"Do you consent to participate in the Campus-Community Policing Partnership Needs Assessment? You are under no obligation to participate and your responses will be kept completely confidential:"

Yes ☐ No ☐

If The Respondent Is Less Than 18, Do Not Proceed Unless A Parent Says Yes To The Following Statement:

I am the parent or guardian and I give permission for my child to answer questions for the Campus-Community Policing Partnership Needs Assessment. I understand that my child is under no obligation to participate and that my child's responses will be kept completely confidential:

Yes ☐ No ☐

If Consent Is Given, Read The Following:

"For this needs assessment, the term "Law Enforcement" refers to any type of person that is employed in city/county law enforcement or campus law enforcement."

CONTINUE TO THE NEEDS ASSESSMENT AFTER READING THIS DEFINITION

Community Issues

Ask the respondent to rate how serious each of the following problems are in the community using the scale in the box to the right.

Question: How serious are the following problems in the community? *(Read scale and then list. Provide definitions of terms if requested)*	Rating	Scale
1. Disorderly conduct *(Behavior that tends to disturb the public peace or decorum, scandalize the community)*		**4: Major problem in the community** **3: Moderate problem in the community** **2: Minor problem in the community** **1: Not a problem in the community** **0: Unknown**
2. Vandalism *(Destruction of public/private property)*		
3. Arson *(Burning or attempting to burn, with or without intent to defraud)*		
4. Assaults *(Attack that inflicts bodily injury)*		
5. Gangs and gang activity *(Group that has some degree of organization and elevated involvement in criminal activity.)*		
6. Drug selling and usage *(Manufacture, sale, and distribution or use of illegal drugs)*		
7. Gun use *(Illegal possession or use of a firearm)*		
8. Hate crimes *(Crimes motivated by the victim's race, religion, disability, sexual orientation, or ethnicity/ national origin)*		
9. Burglary *(The unlawful entry with the intent to commit a felony or a theft)*		
10. Robbery *(Robbery is the use of force or the threat of force to gain property. Allow respondent to change response to item 9 if desired after providing the definition)*		
11. Rape *(Forced sexual intercourse; sexual assault)*		
12. Murder *(Killing of a human being)*		
13. Other (ask community member to define; community member can add as many as they like)		
14. Other (define)		
15. Other (define)		

Community Assessment On Community Issues

Question: After witnessing each of the following crimes, how do you think you or your neighbors would respond? *(Read scale and then list)*	Rating	Scale
16. Disorderly conduct		**9: Organize collective action (such as protest, petition)** **8: Confront person(s) with neighbor(s)** **7: Confront person alone** **6: Call neighbors (organize meeting)** **5: Call parents or guardians** **4: Call authorities (school mayor, etc.)** **3 : Call campus/university law enforcement** **2 : Call city/county law enforcement** **1: Nothing** **0: Unknown**
17. Vandalism		
18. Arson		
19. Assaults		
20. Gangs and gang activity		
21. Drug selling and usage		
22. Gun use		
23. Hate crimes		
24. Burglary		
25. Robbery		
26. Rape		
27. Murder		
28. Other (ask community member to define)		
29. Other (define)		
30. Other (define)		

Community/Law Enforcement Partnership Level

Ask the respondent to state their level of agreement with the following statements using the scale in the box to the right. Read the scale and then the question.

Question: Please state your level of agreement with each statement.	Rating	Scale
31. Law enforcement often drives through my community.		**4: Strong agreement** **3: Moderate agreement** **2: Moderate disagreement** **1: Strong disagreement** **0: No opinion**
32. Law enforcement often walks through my neighborhood.		
33. Seeing law enforcement in the neighborhood brings a feeling of security.		
34. People in the community are comfortable sharing information with law enforcement.		
35. Law enforcement often shares information about events or activities that are enjoyable for the community.		
36. Law enforcement sponsors activities that are enjoyable for the community (e.g., Police Athletic League).		
37. People in the community feel happy when law enforcement participates in community activities.		
38. Law enforcement treats all members of the community equally; no specific groups are persecuted or discriminated against.		
39. The community and law enforcement work together to make this community safer and a better place to live.		

Community Policing Activities

Ask the respondent to state their level of support with the following activities where law enforcement can work together with the community.

Question: What is your level of support for the following activities?	Rating	Scale
40. Neighborhood watch groups		**4: Strong support** **3: Moderate support** **2: Low support** **1: No support** **0: No opinion**
41. Special problem-solving units (e.g., gang task force)		
42. Foot/Horse patrols		
43. Fixed patrol assignments which means the same law enforcement officers are in the community every day		
44. Community town meetings		
45. Volunteer programs (law enforcement helps the community such as DARE, PAL)		
46. Volunteer programs (the community helps law enforcement such as Adopt-a-Cop)		
47. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
48. Community newsletters		
49. Community Internet sites		
50. Law enforcement mini-substations		

Community Policing Activity Effectiveness

Ask the respondent to state their perception of the effectiveness of the following activities in their community.

Question: How effective are the following activities in our community	Rating	Scale
51. Neighborhood watch groups		**4: High effectiveness** **3: Medium effectiveness** **2: Low effectiveness** **1: Ineffective** **0: Did not know this activity was going on in our community**
52. Special problem-solving units (e.g., gang task force)		
53. Foot/Horse patrols		
54. Fixed patrol assignments which means the same law enforcement officers are in the community every day		
55. Community town meetings		
56. Volunteer programs (law enforcement helps the community)		
57. Volunteer programs (the community helps law enforcement)		
58. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
59. Community newsletters		
60. Community Internet sites		
61. Law enforcement mini-substations		

62. What do you think would be the most effective way to increase the partnership between the community and law enforcement? *Record the response from the participant.*

Demographics

Data collector: I have some background questions to help us summarize the information to help us understand if there are any differences that need to be attended to.

63. Which of the following age groups are you in?

a. 0–18		b. 19–30		c. 31–45	
d. 46–64		e. 65 and older			

64. How many years have you lived in the community? ____

65. What is your gender?

    Female ___ Male ___

66. What ethnicity are you?

    a. Hispanic or Latino _____
    b. Not Hispanic or Latino _____

67. What race are you?

    a. American Indian or Alaskan Native _____
    b. Asian _____
    c. Black or African American _____
    d. Native Hawaiian or Other Pacific Islander _____
    e. White or Caucasian _____

68. What is your combined household income?

a. Less than $25, 000		b. $25,000–$50,000		c. $51,000–$75,000	
d. $75,000–$100,000		e. $100,000 or over			

69. What term best describes your work status?
    a. Full-time employment ____
    b. Part-time employment ____
    c. Stay at home mother or father _____
    d. Currently looking for work _____
    e. Full-time Student ___
    f. Part-time Student ___
    g. Retired ___
    h. Unemployed ____

70. What is your educational level?
    a. High School Diploma/GED _____
    b. Some College _____
    c. College Graduate _____
    d. Some Graduate level work _____
    e. Graduate Degree _____
    f. Other (Explain)_____

Appendix B: Law Enforcement Needs Assessment

We are conducting a needs assessment for the Campus Community Policing Partnership. This is a project sponsored by the U.S. Department of Justice Office of Community Oriented Policing Services and managed by the United Negro College Fund Special Programs Corporation in Fairfax, Virginia. Our partners in this project are Philander Smith College (Little Rock, Arkansas); LeMoyne-Owen College (Memphis, Tennessee); and Benedict College (Columbia, South Carolina).

We are collecting information to facilitate the development of activities by the college and law enforcement. The ultimate goal is to improve the relations between law enforcement and the community.

Your participation in this needs assessment is completely voluntary and all of your responses will be completely confidential. Your responses will be combined with the responses of other community members to give us an idea of what is happening in the community. The needs assessment will take approximately 10 minutes to complete.

Participant Consent

I consent to participate in the Campus-Community Policing Partnership Needs Assessment. I understand that I am under no obligation to participate and that my responses will be kept completely confidential:

Yes ☐ No ☐

Please select the institution that your office is closest to:

☐ Philander Smith College ☐ LeMoyne-Owen College ☐ Benedict College

Community Issues

Please rate how serious each of the following problems are in your assigned community using the scale in the box to the right.

Question: How serious are the following problems in your assigned community?	Rating	Scale
1. Disorderly conduct		**4: Major problem in the community** **3: Moderate problem in the community** **2: Minor problem in the community** **1: Not a problem in the community** **0: Unknown**
2. Vandalism		
3. Arson		
4. Assaults		
5. Gangs and gang activity		
6. Drug selling and usage		
7. Gun use		
8. Hate crimes		
9. Burglary		
10. Robbery		
11. Rape		
12. Murder		
13. Other (define)		
14. Other (define)		
15. Other (define)		

Please rate how you think your assigned community would respond to these issues using the scale in the box to the right.

Question: After witnessing each of the following crimes, how do you think residents in your assigned community would address the situation?	Rating	Scale
16. Disorderly conduct		**9: Organize collective action (such as protest, petition)** **8: Confront person(s) with neighbor(s)** **7: Confront person alone** **6: Call neighbors (organize meeting)** **5: Call parents or guardians** **4: Call authorities (school mayor, etc.)** **3 : Call campus/university law enforcement** **2 : Call city/county law enforcement** **1: Nothing** **0: Unknown**
17. Vandalism		
18. Arson		
19. Assaults		
20. Gangs and gang activity		
21. Drug selling and usage		
22. Gun use		
23. Hate crimes		
24. Burglary		
25. Robbery		
26. Rape		
27. Murder		
28. Other (define)		
29. Other (define)		
30. Other (define)		

Law Enforcement/Community Partnership Level

Please state your level of agreement with the following statements using the scale in the box to the right.

Question: Please state your level of agreement with each statement.	Rating	Scale
31. I often drive through my assigned community.		**4: Strong agreement** **3: Moderate agreement** **2: Moderate disagreement** **1: Strong disagreement** **0: No opinion**
32. I often walk through my assigned community.		
33. Residents appear to feel secure when I and my fellow officers are present in the neighborhood.		
34. Residents in the community are comfortable sharing information with law enforcement.		
35. I often share information about events or activities that are enjoyable for the community with community members.		
36. Law enforcement sponsors activities that are enjoyable for the community (e.g., Police Athletic League).		
37. Residents in the community appear happy when I and my fellow officers participate in community activities.		
38. I treat all members of the community equally; no specific groups are persecuted or discriminated against.		
39. The community and law enforcement work together to make this community safer and a better place to live.		
40. An alliance between law enforcement and the community will produce higher job satisfaction.		

Community Policing Activities

Please state your level of support with the following activities where law enforcement can work together with the community.

Question: Please state your level of support for each community policing activity.	Rating	Scale
41. Neighborhood watch groups		**4: Strong support** **3: Moderate support** **2: Low support** **1: No support** **0: No opinion**
42. Special problem-solving units (e.g., gang task force)		
43. Foot/Horse patrols		
44. Fixed patrol assignments, which means the same law enforcement officers are in the community every day		
45. Community town meetings		
46. Volunteer programs (law enforcement helps the community such as DARE, PAL)		
47. Volunteer programs (the community helps law enforcement such as Adopt-a-Cop)		
48. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
49. Community newsletters		
50. Community Internet sites		
51. Law enforcement mini-substations		

Community Policing Activity Effectiveness

Please state your perception of the effectiveness of the following activities in your assigned community.

Question: Please state how effective you think each of the following activities is in the community.	Rating	Scale
52. Neighborhood watch groups		**4: High effectiveness** **3: Moderate effectiveness** **2: Low effectiveness** **1: Ineffective** **0: Does not occur in the community/Do not know this activity was going on in our community**
53. Special problem-solving units (e.g., gang task force)		
54. Foot/Horse patrols		
55. Fixed patrol assignments, which means the same law enforcement officers are in the community every day		
56. Community town meetings		
57. Volunteer programs (law enforcement helps the community such as DARE, PAL)		
58. Volunteer programs (the community helps law enforcement such as Adopt-a-Cop)		
59. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
60. Community newsletters		
61. Community Internet sites		
62. Law enforcement mini-substations		

63. What do you think would be the most effective way to increase the partnership between the community and law enforcement?

Appendix C: Principal Investigator Final Report Form

Introduction

1. Institution Name:
    - Benedict College
    - LeMoyne-Owen College
    - Philander Smith College.

Program Focus

2. Please select the crime area(s) your COPS program focused on:
    - Disorderly conduct
    - Vandalism
    - Arson
    - Assaults
    - Gangs and gang activity
    - Drug selling and usage
    - Gun use
    - Hate crimes
    - Burglary
    - Robbery
    - Rape
    - Murder
    - Other

3. Briefly state why your project focused on these crime area(s):

Budget

4. Please enter the amount of COPS program funds allocated by category:
    - Salaries:
    - Student Interns:
    - Capacity-Building Resources:
    - Program Expenses:
    - Operating Expenses:
    - Supplies and Materials:
    - Equipment:
    - Travel:
    - Consultants:
    - Other:

5. Please enter any in-kind contributions in the table:

In-Kind Contribution Description	Value
Example: Free use of conference room	$1,000

6. Please enter any matching funds for the project in the table:

Source	Amount	Use
Example: Mayor's Office	$1,000	Student stipend

Outcome One

7. Please rate the level of community perception change observed for each of the items listed:

	Major Positive Change	Minor Positive Change	Minor Negative Change	Major Negative Change	No Change	Unable to Evaluate
Perceptions of violent crime problem levels						
Perceptions of the community/law enforcement partnership levels						
Perceptions of the role of law enforcement in community building						
Perceptions of effective community policing strategies						

8. Briefly provide data to support your assessment ratings:

Outcome Two

9. Please select the level of change that was noted in community participation in community policing activities.

    - Major Positive Change
    - Minor Positive Change
    - Minor Negative Change
    - Major Negative Change
    - No Change
    - Unable to Evaluate

10. Please describe the changes **you** observed:

11. Please insert a paragraph from a **law enforcement official** on changes they observed in this area:

Outcome Three

12. Please select what changes, if any, were noted in the law enforcement agency related to community policing.

    - Major Positive Change
    - Minor Positive Change
    - Minor Negative Change
    - Major Negative Change
    - No Change
    - Unable to Evaluate

13. Please describe the changes you observed:

Outcome Four

14. Please select what changes, if any, were noted in arrest and crime rates for the target intervention areas.

    - Major Positive Change
    - Minor Positive Change
    - Minor Negative Change
    - Major Negative Change
    - No Change
    - Unable to Evaluate

15. Please provide statistics to support your answer above.

Core Work Groups

16. Which of the following community stakeholders were represented in the core working group?

Stakeholder Type	Number
Faith-based community	
Local school representatives	
Law enforcement	
Nonprofits	
Citizen groups	
HBCU faculty/staff/administrators	
HBCU students	
Local industry and business	
Civic leaders	
Others	

17. Please select the types of initiatives conducted by the COPS project *(check all that apply):*

    - Activities for elementary school children
    - Activities for youth and teens in local high schools
    - Community fairs/events held on campus
    - Community fairs/events held in local communities
    - Special guest speakers
    - Workshops and training events
    - Community-based activities
    - Other

18. If you selected other, please specify any other types of initiatives conducted by the COPS project.

19. Please briefly describe why these type of initiatives were selected:

20. Please select whether each factor was a facilitator or barrier to implementing community policing strategies:

	Facilitator	Barrier	Not a Factor
Law enforcement officers			
Law enforcement officials			
HBCU officials			
Other agencies and civic leaders			
Community members			

	Facilitator	Barrier	Not a Factor
Relationship between community/law enforcement/HBCU			
Student attitudes			
Faith-based organizations			
Other			

21. Please describe the main factor that facilitated program implementation:

22. Please describe the main factor that was a barrier to program implementation:

Focus Groups

23. Please upload your final focus group report or minutes from the meeting:

Student Interns

24. From your perspective as the PI, please enter the main impact the program had on participating student interns:

Activities

25. Please enter the name of the activity and number of participants in each of your COPS sponsored activities. Also enter one of the following success adjectives: Great Success, Good Success, Fair Success, Unsuccessful. *(255 character limit)*

COPS Program Activities:	Approximate Number of participants	Success Adjective

26. Please briefly describe your three most successful activities and provide specific examples of why each was successful:

Partnerships

27. Please enter the requested information on your project partners. *(255 character limit)*

Partner	Enter if existing or new partnership	Brief comment on partner contribution

Desired Outcomes and Overall Findings:

28. For each category, select whether there was an increase, decrease, or no change in the crime statistics from before the project to after the project. If statistics are unavailable, please select N/A.

	Increase	Decrease	No Change	NA
Disorderly conduct				
Vandalism				
Arson				
Assaults				
Gangs and gang activity				
Drug selling and usage				
Gun use				
Hate crimes				
Burglary				
Robbery				
Rape				
Murder				

29. For any area where a change in the crime statistics was noted, please provide those statistics:

30. Please select the impacts that were observed that are associated with an eventual decrease in violent crime:
    - Increased number of 911 calls
    - Decrease in graffiti
    - Increased number of requests to form neighborhood watch groups
    - More community/law enforcement activities and/or involvement
    - Perception of improved relationship between community and law enforcement
    - Formation of task forces or other entities to focus on community issues
    - Increased police patrols in target areas
    - Other

31. If you selected other, please enter what these are:

32. Please enter the two main reasons why this project did or will lead to a reduction in violent crime.

Narrative

UNCFSP is developing a community policing book. Each COPS project will have a chapter in the book. Please enter the information. If you have a chart or figure that should go in the section, upload it in the space available after the questions. We are asking you to write your story.

If you want to insert figures, tables, and charts, into each section, they have to be uploaded in a separate document. In your write-up, state where you want a figure/table/chart inserted. On your uploaded document, have the same title for the figure.

You can only upload one document per question. If there are multiple tables/charts/figures in the section, place these all in one document per section and upload that document. You can upload any file type, including photo files.

1. **Introduction:** Please describe your project.
2. **Project Need:** Please develop a rationale for why a project like COPS was needed.
3. **Project Model:** Fully describe your COPS Model.
4. **Project Implementation:** Describe all stages required to implement the COPS project activities.
5. **Promising Practices:** Describe practices that enabled your project to succeed.
6. **Challenges:** Describe practices that were barriers.
7. **Impact:** Describe the impact of the program on the community.
8. **Sustainability:** Describe how you are sustaining your project.
9. **Conclusion:**

Appendix D: Final Project Narratives

Benedict College

Introduction: Please describe your project.

The Campus Community Policing Partnership Project (CCPP) is a collaborative crime awareness initiative between the Service-Learning Program, City of Columbia Police Department, and the Benedict College Office of Campus Safety. The purpose of this initiative is to allow criminal justice majors to work directly with law enforcement to provide educational opportunities for community residents.

Project Need: Please develop a rationale for why a project like COPS was needed.

COPS is a needed program in all communities, but certainly in those where educational institutions are surrounded by high crime rates that impact everyone—community residents, college students, and law enforcement.

COPS allowed the College to channel specific resources to help program planning and educational seminars that we believe will ultimately result in crime reduction in the communities that surround the institution. Simultaneously, it allowed the communities to collectively pool their resources to address the crime issues that are plaguing both areas. By working first hand with community leaders, community residents, and elected officials, the College was able to provide resources and services that compliment rather than serve as an "add-on" to current local efforts.

Project Model: Fully describe your COPS model.

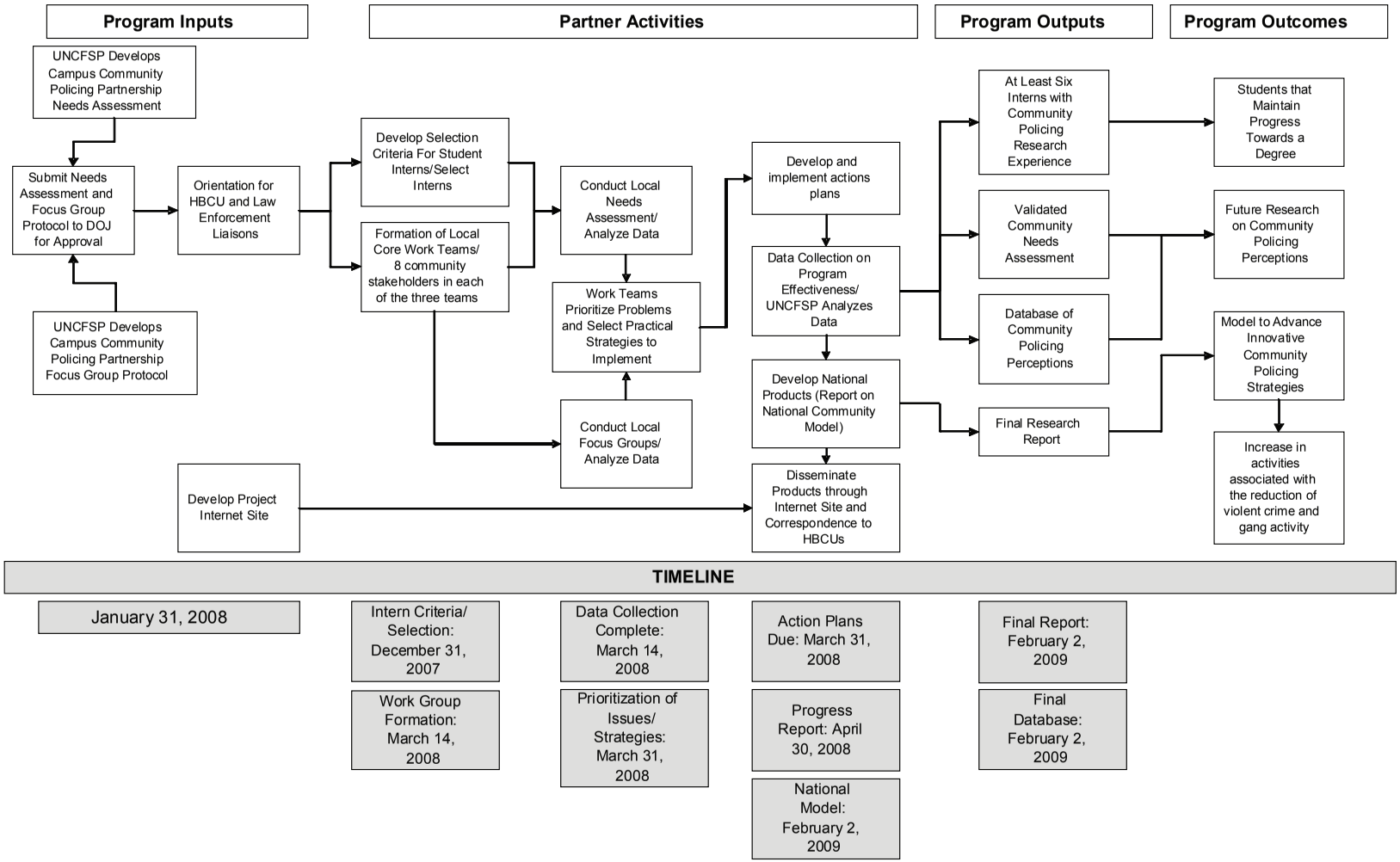
Benedict College CCCP Action Plan

Activity	Deliverable	Activity Update	Timeline
Community Day featuring Columbia Law Enforcement Professionals	A family oriented community event which features exhibits, activities, and resource information presented by Benedict College organizations, as well tips on safety and fire prevention by Columbia Police and fire departments. Activities will take place at the Charlie W. Johnson Football Stadium on the Campus of Benedict College.	The Community Day event took place on August 16, 2008 at the Benedict College Charlie W. Johnson Football stadium. This event yielded 797 total participants. Note: A detailed *"Strengthening Our Neighborhood Community Day"* packet including stats, flyers, and public relations correspondence was mailed to UNCFSP in Sept. 2008.	Aug. 2008
COPS Citizens on Patrol Series	Engage residents of the community in a five part educational training series facilitated by law enforcement officials on topics identified below: • How to Prevent Victimization • Tips on Starting a Citizens Patrol/ Neighborhood Watch Program • Gang Awareness • Child Abduction/Internet Safety	The first COPS Seminar *"How to Prevent Victimization"* took place on October 16, 2008. Corporal Ron Felder, City of Columbia Police Department facilitated the training for the approximately 40 campus and community participants in attendance. Corporal Felder incorporated information and referred to the manuals provided by the Department of Justice COPS Office during his presentation. Each participant received a carryout resource bag at the conclusion of the seminar.	Sept. 2008 – Feb. 2009

Activity	Deliverable	Activity Update	Timeline
BC Mentoring Matters	Engage a minimum of 100 students from the targeted communities in a yearlong mentoring program in collaboration with City of Columbia Police Department's Harmony Project and Benedict College Campus Safety. The Mentoring Matters Project will include individualized and whole group sessions as well as single gender activities to address the issues relative to both the male and female students.	The BC Mentoring Matters initiative began in October 2008. To date, we have 21 Benedict College students majoring in Criminal Justice who serve as tutors and mentors to approximately 30 K-12 students in two high risk communities in the downtown Columbia area. We expect the number of community participants to increase as we continue to advertise and promote this endeavor. College student participants have participated in the following orientations and trainings: **Fall Planning Leadership Development Institute: September 20** **Facilitators:** LaRonda Robinson, Innovative Consulting Solutions Gwenda R. Greene, Research Associate Clemson University Ruby Blair, BC English Faculty **BC Mentoring Matters Orientation:** September 29 **Facilitator:** Tracy Thompson, BC Criminal Justice Faculty **Mentor Training for Student Leaders:** October 1 **Trainers:** Officer Michael Myers, city of Columbia Police Department Tracy Thompson, BC Criminal Justice Faculty	Sept. 2008 – Mar. 2009
PLUS Day Preparation for Leadership & Unity through Service	To allow law enforcement officials to engage in community service clean-up and renovation projects collaboratively with residents in the targeted community and college students.	This activity is scheduled for April '09.	April 2009

Project Implementation: Describe all stages required to implement the COPS project activities:
Please see chart on the following page.

Campus Community Policing Partnership Logic Model



Promising Practices: Describe practices that enabled your project to succeed.

The practices we found to be most successful where the ongoing and deliberate efforts to include all key stakeholders. Law enforcement, community members and students were involved throughout the planning and implementation of program efforts.

Student Interns and PIs participated in various City of Columbia Police Academy training sessions. The ten-week course offered a glimpse into law enforcement practices and techniques. They provided the team with insight from the law enforcement perspective. This information was very informative and helpful in eliminating false perceptions and assumptions about law enforcement practices.

Challenges: Describe practices that were barriers.

Unfortunately, the barrier was one typically found when involving large groups of people—scheduling. We were able to address this barrier by identifying time periods that worked for most and were able to keep the lines of communication open with others through the use of technology. We felt very good about the inclusion of all in our efforts.

Impact: Describe the impact of the program on the community.

Only time will fully tell the story on long term impact. The short impact could reasonably be deemed a good success. The community leaders and the K-12 participants who have been involved in our program efforts have all been pleased with its overall implementation.

Sustainability: Describe how you are sustaining your project.

There are several indicators that the Benedict College Service-Learning Program initiative is sustainable. First, service-learning, as a teaching methodology, is infused in the College's program of study through the Seminar Course and in courses that are in each of the academic departments. These courses are identified with a Service-Learning (SL) designation in the college's catalog. This is an indicator of the viability of service-learning to its enhancement of the overall mission of the institution. Second, Benedict College has designated human resources to the college's mission of service through maintaining a full-time staff of four persons, and institutional funding in the form of a program budget to ensure that Service-Learning initiatives are sustained in the absence of outside funding.

Conclusion

The Campus Community Policing Partnership Project has been an asset to the current efforts of the Benedict College Service-Learning Program. These funds have allowed our program to provide community participants with viable opportunities to engage in constructive activities. The programs developed were designed with sustainability in mind and will continue after formal funding no longer exists. Benedict College Service-Learning Program greatly appreciates the opportunity to have been included in this endeavor and looks forward to future opportunities to collaborate with the United Negro College Funds Special Programs division.

LeMoyne-Owen College

Introduction: Please describe your project.

LeMoyne-Owen College through its Service-Learning Center and Criminal Justice program along with its community partners has promoted a community campaign to target criminal activities surrounding the college. The campaign was initiated through its new Campus Community Policing Program (CCPP). The criminal activities targeted were gang and drug violence as well as disorderly conduct.

The CCPP program collaborated with various divisions and areas of the college, as well as with Campus Security, Memphis Police Department and the Shelby County Sheriff's Department in order to eliminate and/or curtail criminal activities in census tracts 48 and 57.

First, the CCPP program implemented a core group, which met and designed a plan of action for the program. The primary mission of the core group was to develop a community policing plan with intervention and preventive measures that addressed and reduced criminal activities.

Second, there were focus groups meeting with community stakeholders and law enforcement officers in order to build upon the core group suggestions. Once again, the core group met to identify the targeted criminal activities. This was done through focus group meetings as well as community and law enforcement needs assessments.

The program pursued several goals and objectives. The first goal set was to reduce and promote public safety in the targeted community. In meeting this goal, the group had to meet the following objective: develop an awareness of the two main identifiable crimes that the surveys and focus groups had identified in census tracts 48 and 57 through community needs assessment. This was done through several events: Street law courses, National Night Out, Community Day, and the Homecoming Parade against Crime.

The CCPP program's second objective was to promote public awareness of community policing. The main objective in the promotion of public awareness was to bring about the visibility of the CCPP program. Community activities which engaged not only law enforcement, but public officials would definitely bring about the visibility of CCPP program through community engagement. The National Night Out Program, Community Day, and the Homecoming Parade Against Crime brought about public awareness of the CCPP program and the various activities targeted to reduce crime.

Student, Community, and Institutional Impact

The program was planned and implemented through students, community volunteers, and law enforcement. The array of volunteers interested in safe communities has grown, thus contributing to a variety of new vessels available to network with across the city. Also, through this community policing initiative, the college community has become more knowledgeable of criminal intervention and preventive efforts in promoting safe communities.

The indicators that have allowed us to know the participant's awareness and knowledge about the CCPP program are:

- Increase in intervention and preventive programs
- Awareness of the COPS program
- The number of community and campus members participating
- Community's awareness and knowledge of information received has been measured by community needs assessment.

The impact on the surrounding community has been assessed through a survey of the general public surrounding the college. Also, law enforcement was assessed through surveys. Student impact has been seen through their involvement with the various activities. The COPS program has received great review and participation by students and community.

Project Need: Please develop a rationale for why a project like COPS was needed.

The rapid change in our local campuses and communities and the way communities perceive local campuses, and more particularly Historical Black Colleges and Universities (HBCU), has ignited a need for these local campuses to take a lead in local law enforcement interaction with their communities.

Thus, the present research primary goal is to see how crime has been impacted by the interaction of law enforcement partnership with campuses and local communities.

Project Model: Fully describe your COPS Model

Project Implementation: Describe all stages required to implement the COPS project activities.

The program pursued several goals and objectives. The first goal set was to reduce crime and promote public safety in the targeted community. To achieve this goal, the group had to meet the following objective: develop an awareness of the two main identifiable crimes that the surveys and focus groups had identified in census tracts 48 and 57 through community needs assessment. This was done through several events: National Night Out, Street law courses, Community Day, National Night Out, and the Homecoming Parade against Crime.

National Night Out

In order to implement National Night Out:

1. The interns and students in Criminal Justice and Service-Learning looked up names of churches within our targeted population.
2. Letters were drafted by the Coordinator.
3. Letters addressed by a Service-Learning Student.
4. Addresses of community leaders were looked up by students.
5. Letters revised for individual leaders and mailed out.
6. Intern put together the barbecue.
7. Flyers created by three students—Best Flyer selected.
8. Flyers put out in community by students.
9. Coordinator located the sign for National Night Out.
10. Intern coordinated the purchasing of the sign from Kinko's.
11. Event held August 5, 2008.

Community Day

In order to implement Community Day "October 18, 2008":

1. Coordinator and Intern selected specific day.
2. Service-Learning Class (Nonprofit Class) assisted with the planning.
3. Games were selected and purchased by coordinator.
4. Students invited vendors.
5. Intern selected Music and DJ.
6. Letters were sent out to invite vendors and churches.
7. Stage purchased.
8. Flyers made and distributed into the community.
9. Criminal Justice and Service-Learning students planned and implemented these activities along with the two student interns.

Middle Passage (Street Law)

In order to implement Street Law Courses:

1. Coordinator and student intern met to decide what specific areas of law we wanted to have taught.
2. Community teachers were selected by student intern and coordinator.
3. Letters of engagement were created and mailed out.
4. Food was ordered.
5. Flyers created by coordinator and distributed by Service-Learning and Criminal Justice Students.

The street law courses were tagged into the Middle Passage for sustainability purposes. This will be an insturmental part of the college Middle Passage activities.

There were three courses. One course was on Saturday, the weekend before the Monday activities. The second course was held on Monday afternoon with the Service-Learning students and open to other students to discuss campus safety. The security officers were the featured speakers. The third was held the night of the Middle Passage as a reception for the Middle Passage to discuss community safety.

Homecoming Parade "LeMoyne-Owen Students' Against Crime"

1. A parade committee was put together to select:
   a. Bands
   b. Community agencies and organizations against violence
   c. Student organizations
2. Letters were drafted by the Coordinator and sent out.
3. Follow-up phone calls were made by student intern.
4. Buses and a tent were ordered by the Coordinator.
5. T-shirts were ordered that read "LOC Students Against Crime."

Business Meeting

This meeting was tied into Women's History Month

1. Letter of invitation was created by Service-Learning student.
2. Speaker was selected and letter sent out.
3. Flyers created and distributed by Service-Learning student.

The meeting featured: "*The First 48 Hours* Sergeant Caroline Mason of the Memphis Police Department," as the speaker. This activity followed chapel for Women's History Month. The Speaker for the Business meeting was honored at the chapel program. The theme of the business meeting was "Saving Our Planet with Community Safety Activism."

Community organizations, businesses, students, faculty, staff and administrators were invited. The key to the success of this program was connecting this activity with another program or activity. In this case, the meeting was connected to Women's History Month and focused on a key speaker.

Also, the school poster winners were identified and posted at the event. (Students from two high schools entered the poster contest against crime.)

Chapel Program Speaker

The sheriff was the highlighted speaker during Black History Month. Since the sheriff's visit in February, we have had several more visits and have plans to implement further CCPP activities.

Promising Practices: Describe practices that enabled your project to succeed.

The reason our activities and project succeeded is due to the interest of the students and the ability to connect these activities, in some cases, with ongoing programs and/or events. Also, students and community members are likely to come out with high profile promotions and food.

The program was successful because of the true collaborative partnership with the Sheriff's Department and other community organizations. The students active role in the program was also a major contributing factor to the success of the program. The student interns were invaluable to the success of the program as well.

One of the best practices of the CCPP model is to come together, develop a plan and implement follow through immediately. Second, stay connected with the law enforcement agencies who are partnering with the institution. And finally, make the relationship with all agencies and partners mutually beneficial to all.

Challenges: Describe practices that were barriers.

The main barrier to this program, as earlier indicated, was time. We had to implement and plan activities with a short period of turnaround time and right behind each activity. One potential barrier to the program was just sticking with Criminal Justice Students. This is the reason I chose to integrate the program with Criminal Justice and Service-Learning students since I teach in both areas. The students in Service-Learning, who were in other areas, saw this as an interdisciplinary learning experience.

Impact: Describe the impact of the program on the community.

The program was planned and implemented through students, community volunteers, and law enforcement. The array of volunteers interested in safe communities has grown, thus contributing to variety of new vessels available to network with across the city. Also, through this community policing initiative, the college community has become more knowledgeable of criminal intervention and preventive efforts in promoting safe communities.

The indicators that have allowed us to know the participant's awareness and knowledge about the CCPP program are:

- Increase in intervention and preventive programs on campus
- Awareness of the CCPP program
- The number of community and campus members participating
- More awareness and interest in community policing.

Community's awareness and knowledge of information received has been measured by community needs assessment.

The impact on the surrounding community has been assessed through a survey of the general public surrounding the college. Also, law enforcement was assessed through surveys. Student impact has been seen through their involvement with the various activities. The CCPP program has received great review and participation by students and community. Also, the sheriff has met with the Criminal Justice area coordinator and expressed interest in community policing and further implementation of the program.

Sustainability: Describe how you are sustaining your project.

The CCPP program will be sustained by its connection with other programs and areas of interest, such as Service-Learning activities. Also, the sheriff has met with the Division Chair and the Criminal Justice Coordinator about continuing the program. He would also like to extend the program to other areas of the community. The program will also be sustained by being infused into the institutional CASE (Center for Action Student Engagement) program and the Center for Urban Leadership and Social Justice through internship opportunities. In the program, the students in Service-Learning will continue fundraising opportunities to continue Community Day and National Night Out.

Conclusion

The CCPP program promoted safe living and increased community awareness of safety through community interaction with law enforcement officers. The program fostered a spirit of true community partnership and collaboration in promoting community safety.

The CCPP program has been a positive experience for the students and community because it allows the *students* to be community activists for safety, along with law enforcement. Also, while working on this program, the students see law enforcement as a viable career. And the program promotes community, bringing a feeling of trust back to the community for law enforcement. The program also provides the opportunity for the community to go to a college with the street law components.

The college students are able to review the various theories of law enforcement and reinforce the latest theory of community policing.

From all indications, the COPS program also offers opportunities for law enforcement officers to assess their education and connects them to higher education. The college will further develop and infuse the COPS program within its curriculum.

Philander Smith College

The crime rate in Arkansas is **18 percent** higher than the **national average**. As of 2008, Arkansas ranks number **11 out of 51 for the most dangerous states in America**; 1 being the most dangerous and 51 being the least dangerous. According to Arkansas's ranking in 2006 and 2007, crime has been on a steady rise, **up from 15 in 2006 and 13 in 2007**. In addition to the crime statistics, Arkansas **ranks 8th in murder rates with 7.3 murders per 100,000 people**. As of 2008, Little Rock **ranked number 10 in the most dangerous cities** in the United States compared to every other city. On a **violent crime scale** of 1 to 10, **Little Rock is 7 and Pulaski County is 6 with the U.S. average being 3**.

Based on the Arkansas Crime Information Center (ACIC), in 2005, violent crime offenses made up 12 percent of the crime index, which were 13,725 offenses. Aggravated assault, which included 10,093 reports, was the largest number of offenses in this category while murder, rape, and robbery comprised of 171, 1092, and 2,439, reports respectively. The data reported 12,327 offenses as narcotics sales/manufacturing and possession.

The data from the Campus Community Policing Partnership Needs Assessment and the Focus Groups was consistent with the data reported by the Arkansas Crime Information Center. More than 90 percent of the community identified drug selling and usage (i.e., 90.7) as a major or moderate problem in the community—particularly, the community surrounding Philander

Smith College. Other crimes identified were gun use, murder, robbery, and burglary (i.e., 83, 78.5, 77.1 and 76.6, respectively). In the March 18 and April 1 focus groups, when asked to rank the three major crimes, the participants agreed on the following: homicide, drugs, and burglary/violence. The March 18 group ranked the third category as violence while the April 1 group stated burglary. However, the April 24 group consisting of a large percentage of law enforcement officers emphasized the following ranking: drugs, aggravated assault, and burglary or robbery. Based on the ACIC report, this ranking is even more consistent with the information reported by the participants in the third focus group. When asked about solutions, the groups' comments were consistent.

Solutions to Major Crime Problems

Overwhelmingly, participants identified education as a solution to the problems. One of the participants stated, "Educating the youth at a younger age and exposing them to the consequences of certain actions"—the participant's comments were expressed by parents, law enforcement officers, and city officials. The group feels that historical black colleges and universities have to play a more vital role in the community. These institutions of higher learning have to educate the youth on community issues and parents and school officials have to be included in the equation.

Another interesting consensus was that educational programs focusing on gang violence and substance abuse have to begin with elementary and middle school students. They believed the majority of programs enforced today focus on high school and college students and as a result, these programs are ineffective. At this age, students have already made their decision whether to become a good and law abiding citizen or not. It is the younger group that needs influencing.

Last, Captain Hayward Finks defined community policing as more than simply fighting crime; he stated, "Community policing encompasses 'all' issues affecting our communities." He believes we have to take a more proactive role in identifying problems and providing solutions. According to Captain Finks, disorderly behavior has to be addressed by the entire community through the development of community partnerships and mutually beneficial relationships. Law enforcement agents have to work at gaining the trust of not only key constituents but also the community as a whole. To drive home Captain Finks' point, an officer attending the PACMAN event responded to a citizen's question by emphasizing the importance of "community involvement." He told the story of an elderly couple who was having a difficult time keeping their yard clean and instead of the people in the neighborhood complaining and involving a code enforcement officer, they joined together to assist the couple and developed partnerships to identify and address other issues in their neighborhood. A solution such as this saves the taxpayers' money, law enforcement time, and creates mutually beneficial relationships.

Overall Goal

Our goal is to educate youth ages 8–12 on the causes and cures of criminal and disorderly behavior and to ensure that community-driven social justice initiatives are central to the development of campus community policing strategies. Through partnerships between the community, Little Rock Police Department, Little Rock School District, Neighborhood Resource Groups and institutions of higher education, particularly Philander Smith College, the following outcome objectives were addressed:

Objective 1.1: By August 2008, identify three elementary and middle schools in central Little Rock, Arkansas, to implement the POWER program; the program is designed to educate youth on issues affecting their community such as substance abuse and gang violence, and provide them with practical solutions.

Objective 1.2: By August 2008, educate 5 percent of citizens in central Little Rock on the root causes (e.g., drug selling/usage, burglary and robbery and violation of law enforcement codes) affecting their community and offer these individuals proactive solutions.

Objective 1.3: By December 2008, identify four neighborhood resource centers in central Little Rock and develop a consortium designed to offer programs centered on building the capacity of their neighborhoods and developing academic partners to balance power and share resources.

Based on the three outcome objectives, we have the following action objectives:

Objective 2.1: On Saturday, August 23, 2008, we sponsored the Police and Citizens Managing and Assessing Neighborhoods (PACMAN) Project. Designed to resemble the classic Pac-Man game, participants followed dots around the Philander Smith College community where they encountered the PACMAN icons of ghosts and fruits while earning points. The object of the game was to educate members of the community on the city of Little Rock's Law Enforcement Codes; to provide members with methods that will "keep their neighborhoods safe" and to conduct a neighborhood clean up. Listed below are the project's goals and strategies:

Goal: To reduce gang violence and educate citizens of Arkansas on law enforcement codes.

Action Strategy 1: Promote unification and communication among members of the community and local law enforcement officers.

Commitments

- To educate members of the community on the city of Little Rock's Law Enforcement Codes through the development of a "game" designed to make it fun and interesting not only for adults but also youths ages 8–12.
- To provide youths with methods to keep their neighborhoods safe and educate them on the real estate value of "safe" neighborhoods vs. nonsafe neighborhoods.
- To assist with an annual neighborhood cleanup/block party for the purpose of unification and communication amongst community members and law enforcement agents.

Action Strategy 2: Organize and facilitate neighborhood assessments by the members of the community.

Commitments:

- To provide assessments for the community.
- To host discussions concerning the current state of the community.

Action Strategy 3: Educate and inform the community about the causes and effects of crime and other community issues as well as ways to prevent and suppress them.

Commitment:

- To facilitate and host seminars, lectures, and workshops.

Action Strategy 4: Involve local schools and churches in the overall goal of improving neighborhoods.

Commitment:

- To collaborate with schools and churches to host events and programs for the community.

Assessment

The event had approximately 75 people in attendance including the mayor of Little Rock, Mark Stodala along with Captain Hayward Finks, City Director Andrea Bernard, Sgt. Willie Davis, and State Representative Emma Hendrix, who served as panelists for the opening event. After the panel discussion, the citizens, along with law and code enforcement officers, walked the neighborhoods assessing the violation of city codes and positive community activities while encountering PACMAN icons and earning points. After the assessment, the group reconvened

to discuss the positive and negatives of law and code enforcement issues. Because of the weather, several individuals did not participate in the community assessment. Therefore, the numbers were low. Because the assessment is an important factor to the process, the Core Work Group is working to reschedule the event.

Objective 2.2: On September 4, 2008, in order to secure senior level involvement during the President's Convocation—as a "kickoff" event to the COCTALE Parties—the President and his cabinet along with the city of Little Rock officials (i.e., Mayor Mark Stodala, Chief Carlos Corbin, Captain Hayward Finks, Lieutenant), Tonya Washington, Chief Arthur Harris and a host of law enforcement agents identified the Rev. Eugene Rivers III as our keynote speaker. Reverend Rivers focused on black-on-black crime. A former gang member, this Harvard educated pastor devoted himself to working with inner-city youth. Reverend Rivers, who has appeared on CNN, BET, and other national stations discussing the importance of educating our community on black-on-black crime, encouraged the president of Philander and the city of Little Rock officials to work closely together to identify, assess, and combat the violence in their communities. The title of his speech was "A Call to Conscience."

Objective 2.3: By February 2009, we will set the stage by inviting the community and law enforcement officials along with faculty, staff and students to a "COCTALE PARTY." The setting is a social event where we will serve "mock" cocktail drinks along with hors d'oeuvres. The purpose is to create a "nonthreatening" social environment where individuals can share information.

We will host the "COCTALE PARTY" once a month and use it as a platform to allow law enforcement agents to educate the people in the community as well as give the people in the community a chance to share their concerns.

The atmosphere will be a "jazz-like" setting but instead of having "poets, comedians, or musicians" come to the stage. We will have law enforcement agents and community leaders (out of uniform—of course!). Again, the purpose is to create an atmosphere of "equals." This will allow the people in the community, as well as our students, to socialize with police officials in a nonthreatening environment.

Assessment

More than 800 people attended, including the mayor of Little Rock.

Appendix E: Student Internship Questionnaire

1. Please select the name of your Institution. Drop-down menu options for:

Students	Institution
2	Philander Smith
2	Benedict College
2	LeMoyne-Owens College

2. The location of my COPS Internship placement:

	Students
With the law enforcement liaison at the local law enforcement agency throughout my internship experience.	0
With the COPS Liaison on campus	2
With both the COPS Liaison and the local law enforcement	4

3. As part of my internship…(Please check all that apply)

I assisted with COPS project administrative duties as needed and requested.	6
I became more engaged with community policing efforts.	6
I helped collect data for the needs assessment.	6
I helped prepare reports.	6
I coordinated COPS-sponsored events.	5
I facilitated community discussions/focus groups.	5
I helped recruit community members to fill out surveys.	5
I shared my internship experience with peers in criminal justice courses.	5
I helped collect local crime and arrest statistics.	4
I helped recruit community members to participate in focus groups.	4
I observed court proceedings.	4
I engaged in shadowing experiences with campus and local police patrols.	3

I observed dispatch and communications operations at our local Police Department.	3
I observed dispatch and communications operations at the Campus Safety Headquarters.	3
I participated in Citizens Police Academy Training.	3
I observed record-keeping and other administrative procedures at our local Police Department.	2
I helped peers develop community-based service projects.	1

4. Please rate your level of agreement with each statement:

	Strong Agreement	High Agreement	Low Agreement	Disagreement
This internship increased my understanding of the criminal justice field.	3	2	1	
Working on this project was a valuable experience.	4	2		
This internship helped me to learn or improve my research data gathering skills.	4	2		
This internship helped me to learn or improve my research data analysis skills.	4	2		
I believe that I will use the skills that I developed during my internship.	4	1	1	
This experience has increased my understanding of how to pursue a career in this field.	3	1	2	
This experience has increased my interest in attending graduate school in this field.	3	1	2	
Overall, this a great internship program.	4	2		

5. What major assignment and/or responsibility did you enjoy most during your internship?
    - My main responsibility was coordinating all community partnerships. On average, I worked 20 to 30 hours a week to prepare for programs.
    - Promote and facilitate the community awareness programs for the COPS program. I have dedicated 35 to 40 hours a week in making this program a success. As a Law Enforcement Officer this experience has enlighten my awareness on community/public relations.
    - My responsibilities as an intern are to coordinate and formulate events within the community which surrounds Benedict College. I also had the opportunity to interact with Benedict College students, community members, as well as with the City of Columbia law enforcement officers.
    - My main responsibilities as an intern are to coordinate and facilitate events that inform college students and community residents about crime prevention. In addition I serve as the Student President for the National Association of Blacks in Criminal Justice organization here at Benedict.
    - My main responsibility as an intern was to learn more about the criminal justice system as a whole through actual field work experience. I work 25 hours weekly.
    - The hours I worked each week varied according to duties assigned. The main responsibilities I had were to assist the set up of the COPS projects. This involved creating programs, T-shirts, flyers, etc.

6. What site-location activities sponsored by COPS did you participate in as part of your internship?
    - I think this was a great program … and I think the interns should get some sort of notice of official service.
    - This was a great experience for me.
    - As a result of my participation in this project I have been inspired to pursue additional internship opportunities. Currently, I am working towards an opportunity to serve in a yearlong internship program with the United States Attorney's Office in Columbia South Carolina.
    - I believe that this internship was a beneficial and overall great experience.

7. Please write a paragraph describing how participation in this project impacted your career and/or educational plans.
    - Not much at all
    - As a Law Enforcement Officer, this experience has enlightened my awareness on community/public relations. The program has allowed me to start programs which uplift the communities which I work in.
    - This program has impacted my career plans because I had the opportunity to experience the different areas in the criminal justice field, as it relates to the court system and law enforcement areas. The experience was an eye opener that allowed me to see what I had to do in order to accomplish my career goals. I learned that I must stay focused on my education and network with community leaders as much as possible for future positions.
    - My participation in this project has impacted my educational plans by providing networking opportunities encouraging me to attend law schools in South Carolina and Virginia. Working with the troubled and underprivileged youth has also inspired me to study juvenile and family law. I believe the prevention of crime can be effective only if you begin to educate our young people before they reach their adulthood. By impacting my educational plans my career goals have altered as well. I would like to practice law being an advocate against juveniles being charged as adults. Subsequently to being an attorney I would like to serve as a family court judge to advance proper sentencing for all youths.
    - Participation in the project impacted my career by giving me the actual experience I need to go onto the police force. This experience prepared me for law enforcement.
    - This project directly impacted my strategic thinking and management skills. It provided me with more training and experience in this field. Therefore I'll be more able to use these skills to further my education and career.

Appendix F: 2009 Community Results

Question: How serious are the following problems in the community? (Read scale and then list. Provide definitions of terms if requested.)	Major problem	Moderate problem	Minor problem	Not a problem
1. Disorderly conduct	109 (37%)	108 (37%)	55 (19%)	21 (7%)
2. Arson	48 (22%)	36 (16%)	57 (26%)	82 (37%)
3. Assaults	81 (31%)	72 (28%)	67 (26%)	42 (16%)
4. Gangs and gang activity	114 (42%)	63 (23%)	67 (26%)	28 (10.8%)
5. Drug selling and usage	147 (54%)	65 (24%)	38 (14%)	24 (9%)
6. Gun use	104 (40%)	60 (23%)	67 (26%)	28 (11%)
7. Hate crimes	66 (28%)	39 (16%)	52 (22%)	83 (35%)
8. Burglary	127 (45%)	72 (26%)	60 (21%)	22 (8%)
9. Robbery	118 (43%)	76 (28%)	56 (20%)	25 (9%)
10. Rape	49 (22%)	62 (27%)	67 (29%)	50 (22%)
11. Murder	71 (31%)	54 (24%)	47 (21%)	57 (25%)

Community Assessment On Community Issues

Question: After witnessing each of the following crimes, how do you think you or your neighbors would respond? (Read scale and then list.)	# and % who said they would call City/County Law Enforcement	# and % who said they would call Campus/ University Law Enforcement
12. Disorderly conduct	91 (31%)	42 (14%)
13. Vandalism	99 (35%)	52 (18%)
14. Arson	157 (56%)	30 (11%)
15. Assaults	154 (53%)	38 (13%)
16. Gangs and Gang activity	141 (49%)	36 (13%)
17. Drug selling and usage	147 (52%)	31 (11%)
18. Gun use	156 (56%)	32 (11%)
19. Hate crimes	144 (53%)	35 (13%)
20. Burglary	171 (59%)	38 (13%)
21. Robbery	176 (60%)	37 (13%)
22. Rape	176 (62%)	38 (13%)
23. Murder	182 (66%)	23 (8%)
24. Other	5 (2%)	16 (6%)

Community/Law Enforcement Partnership Level

Question: What is your level of agreement with each statement?	Strong agree	Moderate agree	Moderate disagree	Strong disagree	No opinion
Law enforcement often drives through my community.	132 (44%)	80 (27%)	50 (17%)	30 (10%)	8 (3%)
Law enforcement often walks through my neighborhood.	73 (24%)	55 (18%)	68 (23%)	85 (28%)	19 (6%)
Seeing law enforcement in the neighborhood brings a feeling of security.	109 (36%)	68 (23%)	71 (24%)	42 (14%)	10 (3%)
People in the community are comfortable sharing information with law enforcement.	49 (16%)	68 (23%)	79 (26%)	73 (24%)	31 (10%)
Law enforcement often shares information about events or activities that are enjoyable for the community.	55 (18%)	50 (17%)	73 (24%)	79 (26%)	43 (14%)
Law enforcement sponsors activities that are enjoyable for the community (e.g., Police Athletic League).	55 (18%)	62 (21%)	60 (20%)	74 (25%)	49 (16%)
People in the community feel happy when law enforcement participates in community activities.	86 (29%)	71 (24%)	58 (19%)	43 (14%)	42 (14%)
Law enforcement treats all members of the community equally; no specific groups are persecuted or discriminated against.	76 (25%)	69 (23%)	56 (19%)	53 (18%)	46 (15%)
The community and law enforcement work together to make this community safer and a better place to live.	86 (29%)	77 (26%)	56 (19%)	49 (16%)	32 (11%)

25. Think about law enforcement in your community. Please select the phrase that best describes the level of trust you think law enforcement has for community residents.

	# (%)
Trust community members a lot	37 (13%)
Trust community members	66 (23%)
Somewhat trust community members	101 (36%)
Trust community members a little	32 (11%)
Do not trust community members at all	46 (16%)

26. Please select the phrase that best describes the level of trust you have for law enforcement.

	# (%)
Trust law enforcement a lot	45 (16%)
Trust law enforcement	76 (27%)
Somewhat trust law enforcement	87 (31%)
Trust law enforcement a little	40 (14%)
Do not trust law enforcement at all	34 (12%)

Do you trust law enforcement, more, the same, or less than a year ago?	# (%)
Trust law enforcement a lot more	37 (13%)
Trust law enforcement more	50 (18%)
Trust law enforcement the same	121 (43%)
Trust law enforcement less	38 (14%)
Do not trust law enforcement	36 (13%)

27. If your level of trust in law enforcement changed during the past year, what happened to increase or decrease your level of trust?

2009 Law Enforcement Results

Community Issues

Please rate how serious each of the following problems in your assigned community.

	Major problem	Moderate problem	Minor problem	Not a problem
1. Disorderly conduct	33 (31%)	30 (29%)	31 (30%)	11 (11%)
2. Vandalism	20 (19%)	40 (38%)	35 (33%)	10 (10%)
3. Arson	5 (5%)	12 (13%)	30 (33%)	45 (49%)
4. Assaults	44 (43%)	29 (28%)	18 (18%)	12 (12%)
5. Gangs and gang activity	38 (37%)	25 (25%)	23 (23%)	16 (16%)
6. Drug selling and usage	60 (58%)	25 (24%)	10 (10%)	8 (8%)
7. Gun use	40 (39%)	36 (35%)	14 (14%)	13 (13%)
8. Hate crimes	7 (8%)	13 (15%)	23 (26%)	46 (52%)
9. Burglary	48 (46%)	28 (27%)	18 (17%)	10 (10%)
10. Robbery	37 (36%)	35 (34%)	20 (19%)	11 (11%)
11. Rape	10 (11%)	22 (24%)	37 (40%)	23 (25%)
12. Murder	24 (25%)	20 (20%)	28 (29%)	26 (27%)
13. Other (Define)				

Please rate how you think your assigned community would respond to these issues using the scale in the box to the right.

Question: After witnessing each of the following crimes, how do you think residents in your assigned community would address the ituation?	Call city/ county law enforcement	Call campus/ university law enforcement	Call authorities like school/mayor
14. Disorderly conduct	49 (47%)	18 (17%)	5 (5%)
15. Vandalism	61 (58%)	18 (17%)	3 (3%)
16. Arson	66 (63%)	15 (14%)	4 (4%)
17. Assaults	72 (69%)	17 (6%)	5 (5%)
18. Gangs and gang activity	61 (58%)	15 (14%)	3 (3%)
19. Drug selling and usage	62 (59%)	14 (13%)	6 (6%)
20. Gun use	71 (68%)	11 (11%)	6 (6%)
21. Hate crimes	60 (57%)	14 (13%)	2 (2%)
22. Burglary	73 (70%)	13 (12%)	5 (5%)
23. Robbery	72 (69%)	13 (12%)	6 (6%)
24. Rape	76 (72%)	8 (8%)	4 (4%)
25. Murder	77 (73%)	5 (5%)	6 (6%)

Law Enforcement/Community Partnership Level

Please state your level of agreement with the following statements using the scale in the box to the right.

Question: What is your level of agreement with each statement?	Strongly agreed	Moderately agreed	Moderately disagreed	Strongly disagreed	No opinion
26. I often drive through my assigned community.	61 (58%)	25 (24%)	7 (7%)	7 (7%)	5 (5%)
27. I often walk through my assigned community.	19 (18%)	26 (25%)	23 (22%)	26 (25%)	11 (11%)
28. Residents appear to feel secure when I and my fellow officers are present in the neighborhood.	48 (46%)	30 (29%)	14 (13%)	8 (8%)	5 (5%)
29. Residents in the community are comfortable sharing information with law enforcement.	16 (15%)	32 (31%)	36 (34%)	19 (18%)	2 (2%)
30. I often share information about events or activities that are enjoyable for the community with community members.	23 (22%)	42 (40%)	20 (19%)	9 (9%)	11 (11%)
31. Law enforcement sponsors activities that are enjoyable for the community (e.g., Police Athletic League).	21 (20%)	24 (23%)	29 (28%)	20 (19%)	11 (11%)
32. Residents in the community appear happy when I and my fellow officers participate in community activities.	31 (30%)	40 (38%)	18 (17%)	8 (8%)	8 (8%)
33. I treat all members of the community equally; no specific groups are persecuted or discriminated against.	76 (72%)	18 (17%)	8 (8%)	2 (2%)	1 (1%)
34. The community and law enforcement work together to make this community safer and a better place to live.	42 (40%)	32 (31%)	20 (19%)	7 (7%)	4 (4%)
35. An alliance between law enforcement and the community will produce higher job satisfaction.	58 (55%)	28 (27%)	9 (9%)	4 (4%)	6 (5%)

Community Policing Activity Effectiveness

Please state your perception of the effectiveness of the following activities in your assigned community.

Question: Please state how effective you think each of the following activities is in the community.	Highly effective	Moderate effective	Low effective	Not effective
36. Neighborhood watch groups	30 (31%)	36 (37%)	22 (23%)	8 (8%)
37. Special problem-solving units (e.g., gang task force)	34 (34%)	31 (31%)	21 (21%)	13 (13%)
38. Foot/Horse patrols	28 (33%)	21 (25%)	20 (24%)	16 (19%)
39. Fixed patrol assignments which means the same law enforcement officers are in the community every day	38 (38%)	41 (41%)	15 (15%)	6 (6%)
40. Community town meetings	26 (27%)	25 (26%)	34 (35%)	12 (12%)
41. Volunteer programs (law enforcement helps the community such as DARE, PAL)	24 (26%)	38 (40%)	22 (23%)	10 (11%)
42. Volunteer programs (the community helps law enforcement such as Adopt-a-Cop)	22 (27%)	27 (33%)	22 (27%)	12 (15%)
43. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)	31 (37%)	22 (26%)	22 (26%)	10 (12%)
44. Community newsletters	21 (24%)	27 (31%)	22 (25%)	18 (21%)
45. Community Internet sites	21 (24%)	19 (22%)	28 (32%)	19 (22%)
46. Law enforcement mini-substations	37 (39%)	25 (27%)	20 (21%)	12 (13%)

47. What do you think would be the most effective way to increase the partnership between the community and law enforcement?
    - More community activities.
    - By the community showing a lot of support like the law enforcement is doing for them.
    - Stiffer sentencing guide lines, make parents accountable for children, and rewards for young people who stay out of trouble.
    - More involvement with officers.
    - The constant visibility between the community and law enforcement.
    - More positive interaction between community and law enforcement.
    - Interaction, to build confidence.

- Having more officers in at-risk areas, and them having time to talk/get to know the people in the community.
- Trust—to regain it in the community.
- Walk door to door.
- More community involvement about the understanding of policing.
- Have a better understanding with the young people.
- Communication.
- Police soup kitchen.
- Trust from the community.
- More community policing and increased neighborhood watch participation.
- To have an actual forum with representation from both sides (law enforcement and community) and voice likes and dislikes and perform one in each region or precinct area.
- Police presence.
- Community town meetings.
- Better communication, stronger Tennessee laws and penalties.
- Officers who can build trust and gain confidence in the community.
- Talk with the community and work together more.
- Frequent contact.
- More law enforcement.
- Education.
- More officer involvement in schools (all levels) other than enforcement, more educating and encouraging.
- Information about problems in their area.
- More involvement.
- More officers, also meet and greet.
- Come around more.
- More meetings.
- Communicate.
- Town meeting, neighborhood patrol.
- More police.
- Meetings, community patrol.
- Meetings/classes/programs.

- Classes.
- Programs.
- More participation from community.
- Hotlines and community meetings.
- Communication and trust.

48. Think about the community you are assigned to. Please select the level of trust you think community residents have for law enforcement.

• Trust law enforcement a lot	14 (14%)
• Trust law enforcement	18 (18%)
• Somewhat trust law enforcement	39 (40%)
• Trust law enforcement a little	19 (19%)
• Do not trust law enforcement at all	8 (8%)

49. Please select the phrase that best describes the change in trust that community residents now have for police compared to a year ago.

• Trust law enforcement a lot more	14 (14%)
• Trust law enforcement more	14 (14%)
• Trust law enforcement the same	52 (53%)
• Trusts law enforcement less	10 (14%)
• Do not trust law enforcement	4 (6%)

50. Please state why you think the trust level has increased, decreased, or stayed the same.

- Once people see police presence they begin to feel more comfortable with them.
- Many people had to call upon the police to help them and now have a better understanding of police to criminal ratio.
- The reason why the level has decreased is because that every time we count on law enforcement to do something they are never on time.
- Somewhat trust law enforcement.
- I believe that the community, along with me, has a trust level in police, it's just that the city of Memphis will hire anyone to patrol them (streets).
- I believe the trust level has decreased because of the high crime rate in Memphis, TN.
- According to recent crime reports, there are not enough police officers on the streets to handle the crime(s) in the community.
- The community as a whole tolerates behavior in which there are little consequences. Police have not been able to combat this problem. Therefore, trust in law enforcement has suffered and may never be restored.

- The trust level has decreased between law enforcement and the community because the community, via televisions reports and newspaper articles, watch police officers being arrested on charges ranging from selling narcotics to murder.
- As crime rises in the community, the trust level decreases in the opinion of the people. No consistency in interaction with residents. All officers must be willing to engage the citizens, and not just police them. I believe the media has a great impact on the decreased level of trust concerning the police. I think they have impacted the department negatively.
- Tarnished Blue.
- Decreased due to past arrest of law enforcement.
- Too many of these individuals have been in trouble with the law and have built trust against law enforcement.
- On LOC campus you have a lot of young people. Young people tend to not want to become involved with law enforcement.
- Stayed the same because of lack of communication with the public.
- The complaints seem to be the same—no more or less of a major change. Some call the police anytime needed or advised to and some don't like the police because of a bad run-in or arrest, etc., so they don't like/trust police. Varies, all still close.
- Decreased—the city is hiring anything and everything, making the quality of officers that's being put on the street low. They have lowered the standards so that the city can put more officers on the street.
- I think that people have their pros and cons about officers. Different experiences with officers usually determine how much or little they trust in the department.
- Things have remained the same. They have just now started putting people in the places where they should be. There are still some changes to be made.
- Police presence makes a difference.
- Increased because of DNA.
- Folks just don't like cops here.
- Hiring thugs to be cops.
- Due to the community not wanting to get involved, that is why trust has decreased.
- Too many police indicted. Maybe they shouldn't have dropped the college requirements.
- I believe that the trust level has decreased because of the increasing numbers of officers being indicted. I also believe that some officers use unnecessary force or action against some citizens and it causes a negative overall appearance for law enforcement.
- No comments.
- Community trust in law enforcement is maintained because they see officers out working and they trust that this will help in the decrease of crime year after year, even if there is a rise in crime.

- Two programs on bad cops, not enough on good cops.
- I think the trust level has stayed approximately the same in the community.
- It has decreased due to Tennessee state laws and punishment, and parents forget to teach that you have to give respect to get respect.
- Too much bad publicity, via newspapers and news pertaining to "dirty cops," which causes the communities' trust to drop, plus crime continues to rise so the community and their trust and confidence in law enforcement may rise for a period of time, then dies.
- Department has been more proactive.
- Decreased, because of recent arrest of two local police officers and the way the media portrays police officers. I truly believe that local, state, and federal agencies have to conduct more community base projects to interact with the public.

Appendix G: 2008 Community Results

Section One: Needs Assessment Results

1. How serious are the following problems in the community?

	Major Problem in the Community	Moderate Problem in the Community	Minor Problem in the Community	Not a Problem in the Community	Unknown
Disorderly conduct	175 (40.0%)	128 (29.3%)	93 (21.3%)	41 (9.4%)	29
Vandalism	132 (31.0%)	148 (34.7%)	101 (23.7%)	45 (10.6%)	40
Arson	48 (13.6%)	79 (22.3%)	106 (29.9%)	121 (34.2%)	112
Assaults	119 (30.0%)	124 (31.2%)	85 (21.4%)	69 (17.4%)	69
Gangs and gang activity	191 (47.8%)	83 (20.8%)	80 (20.0%)	46 (11.5%)	66
Drug selling and use	275 (65.9%)	80 (19.2%)	30 (7.2%)	32 (7.7%)	49
Gun Use	216 (54.5%)	88 (22.2%)	56 (14.1%)	36 (9.1%)	70
Rape	78 (24.8%)	79 (25.1%)	73 (23.2%)	85 (27.0%)	151
Hate crimes	86 (23.2%)	92 (24.8%)	111 (29.9%)	82 (22.1%)	95
Burglary	156 (38.1%)	134 (32.8%)	70 (17.1%)	49 (12.0%)	57
Robbery	164 (41.1%)	126 (31.6%)	59 (14.8%)	50 (12.5%)	67
Murder	142 (42.0%)	81 (24.0%)	49 (14.5%)	66 (19.5%)	128

2. After witnessing one of the following crimes, how do you think you or your neighbors would respond?

	Organize Collective Action (such as protest, petition)	Confront Person(s) with neighbors	Confront Person(s) alone	Call neighbors (organize meetings)	Call Parents or Guardians	Call authorities (school, mayor, etc.)	Call Law Enforcement		Nothing	Unknown
							Campus/ University	City/ County		
Disorderly Conduct	40 (9.3%)	14 (3.2%)	17 (3.9%)	13 (3.0%)	14 (3.2%)	60 (13.9%)	51 (11.8%)	148 (34.3%)	75 (17.4%)	34
Vandalism	19 (4.4%)	16 (3.7%)	7 (1.6%)	11 (2.6%)	10 (2.3%)	51 (11.9%)	66 (15.4%)	175 (40.9%)	73 (17.1%)	38
Arson	16 (3.8%)	8 (1.9%)	6 (1.4%)	7 (1.7%)	2 (0.5%)	54 (13.0%)	48 (11.5%)	215 (51.7%)	60 (14.4%)	50
Assault	16 (3.8%)	11 (2.6%)	9 (2.1%)	11 (2.6%)	6 (1.4%)	51 (12.0%)	53 (12.4%)	213 (50.0%)	56 (13.1%)	40
Gangs and Gang Activity	26 (6.1%)	10 (2.3%)	7 (1.6%)	12 (2.8%)	5 (1.2%)	51 (11.9%)	48 (11.2%)	198 (46.4%)	70 (16.4%)	39
Drug Selling and Use	18 (4.3%)	9 (2.1%)	12 (2.8%)	11 (2.6%)	4 (0.9%)	54 (12.8%)	44 (10.4%)	193 (45.6%)	78 (18.4%)	43
Gun Use	16 (3.8%)	10 (2.4%)	9 (2.1%)	5 (1.2%)	7 (1.7%)	56 (13.3%)	51 (12.1%)	205 (48.6%)	63 (14.9%)	44
Rape	20 (4.8%)	8 (1.9%)	6 (1.4%)	6 (1.4%)	2 (0.5%)	57 (13.7%)	39 (9.4%)	239 (57.6%)	38 (9.2%)	51

	Organize Collective Action (such as protest, petition)	Confront Person(s) with neighbors	Confront Person(s) alone	Call neighbors (organize meetings)	Call Parents or Guardians	Call authorities (school, mayor, etc.)	Call Law Enforcement		Nothing	Unknown
							Campus/ University	City/ County		
Hate Crimes	24 (5.9%)	11 (2.7%)	9 (2.2%)	9 (2.2%)	5 (1.2%)	56 (13.7%)	44 (10.8%)	191 (46.7%)	60 (14.7%)	57
Burglary	24 (5.7%)	10 (2.4%)	6 (1.4%)	9 (2.2%)	5 (1.2%)	47 (11.2%)	50 (12.0%)	216 (51.7%)	51 (12.2%)	48
Robbery	20 (4.8%)	9 (2.2%)	6 (1.4%)	6 (1.4%)	4 (1.0%)	49 (11.8%)	41 (9.9%)	236 (56.7%)	45 (10.8%)	50
Murder	19 (4.6%)	8 (1.9%)	3 (0.7%)	7 (1.7%)	3 (0.7%)	57 (13.7%)	34 (8.2%)	249 (59.7%)	37 (8.9%)	49

3. Please state your level of agreement with each statement.

	Strong Agreement	Moderate Agreement	Moderate Disagreement	Strong Disagreement	No Opinion
Law enforcement often drives through my community.	179 (38.4%)	142 (30.5%)	71 (15.2%)	56 (12.0%)	18 (3.9%)
Law enforcement often walks through my community.	67 (14.4%)	74 (15.9%)	94 (20.2%)	190 (40.8%)	41 (8.8%)
Seeing law enforcement in the neighborhood brings a feeling of security.	173 (37.1%)	110 (23.6%)	77 (16.5%)	65 (13.9%)	41 (8.8%)
People in the community are comfortable sharing information with law enforcement.	88 (18.9%)	91 (19.5%)	105 (22.5%)	117 (25.1%)	65 (13.9%)
Law enforcement often shares events or activities that are enjoyable for the community.	71 (15.2%)	79 (17.0%)	94 (20.2%)	150 (32.2%)	72 (15.5%)
Law enforcement sponsors activities that are enjoyable for the community. (e.g., Police Athletic League–PAL)	54 (11.6%)	70 (15.0%)	104 (22.3%)	151 (32.4%)	87 (18.7%)
People in the community feel happy when law enforcement participates in community activities.	96 (20.6%)	105 (22.5%)	89 (19.1%)	77 (16.5%)	99 (21.2%)
Law enforcement treats all members of the community equally; no specific groups are persecuted or discriminated against.	79 (17.0%)	89 (19.1%)	86 (18.5%)	135 (29.0%)	77 (16.5%)
The community and law enforcement work together to make this community safer and a better place to live.	85 (18.2%)	102 (21.9%)	103 (22.1%)	107 (23.0%)	69 (14.8%)

4. What is your level of support for the following activities?

	Strong Support	Moderate Support	Low Support	No Support	No Opinion
Neighborhood watch groups	126 (27.0%)	101 (21.7%)	66 (14.2%)	75 (16.1%)	98 (21.0%)
Special problem-solving units (e.g., gang task force)	163 (35.0%)	91 (19.5%)	69 (14.8%)	93 (20.0%)	50 (10.7%)
Foot/Horse Patrols	120 (25.8%)	72 (15.5%)	79 (17.0%)	120 (25.8%)	75 (16.1%)
Fixed patrol assignments which means the same law enforcement officers are in the community every day	163 (35.0%)	101 (21.7%)	67 (14.4%)	83 (17.8%)	52 (11.2%)
Community town meetings	160 (34.3%)	84 (18.0%)	84 (18.0%)	78 (16.7%)	60 (12.9%)
Volunteer programs (Law enforcement helps the community such as DARE, PAL.)	150 (32.2%)	101 (21.7%)	82 (17.6%)	71 (15.2%)	62 (13.3%)
Volunteer programs (The community helps law enforcement checks up on victims of crime to see how they are doing.)	134 (28.8%)	95 (20.4%)	83 (17.8%)	89 (19.1%)	65 (13.9%)
Community newsletters	143 (30.7%)	81 (17.4%)	70 (15.0%)	93 (20.0%)	79 (17.0%)
Community Internet sites	125 (26.8%)	72 (15.5%)	79 (17.0%)	99 (21.2%)	91 (19.5%)
Law Enforcement mini-substations	126 (27.0%)	87 (18.7%)	81 (17.4%)	99 (21.2%)	73 (15.7%)
Victim re-contact programs	137 (29.4%)	86 (18.5%)	76 (16.3%)	91 (19.5%)	76 (16.3%)

5. How effective are the following activities in your community?

	High Effectiveness	Medium Effectiveness	Low Effectiveness	Ineffective	Unknown
Neighborhood watch groups	41 (23.2%)	49 (27.7%)	28 (15.8%)	59 (33.3%)	44
Special problem-solving units (e.g., gang task force)	80 (22.7%)	81 (23.0%)	92 (26.1%)	99 (28.1%)	114
Foot/Horse Patrols	58 (18.3%)	62 (19.6%)	82 (25.9%)	115 (36.3%)	149
Fixed patrol assignments which means the same law enforcement officers are in the community every day	73 (20.7%)	98 (27.8%)	86 (24.4%)	96 (27.2%)	113
Community town meetings	77 (22.6%)	77 (22.6%)	91 (26.8%)	95 (27.9%)	126
Volunteer programs (Law enforcement helps the community such as DARE, PAL.)	76 (22.1%)	93 (27.0%)	84 (24.4%)	91 (26.5%)	122
Volunteer programs (The community helps law enforcement checks up on victims of crime to see how they are doing.)	63 (18.2%)	99 (28.6%)	87 (25.1%)	97 (28.0%)	120
Community newsletters	63 (19.4%)	88 (27.2%)	84 (25.9%)	89 (27.5%)	142
Community Internet sites	80 (24.7%)	77 (23.8%)	80 (24.7%)	87 (26.9%)	142
Law enforcement mini-substations	59 (19.1%)	71 (23.0%)	75 (24.3%)	104 (33.7%)	157
Victim re-contact programs	70 (21.9%)	77 (24.1%)	76 (23.8%)	96 (30.1%)	147

Open-Ended Feedback

List any other serious crime problems in your community. State the level of seriousness for each problem (major, moderate, minor, or unknown).
Prostitution.
Prostitution.
Loud Music.
Larceny—theft from motor vehicle (moderate).
Liquor law violations. (major).
Children being abused mentally, physically, rape.....MAJOR.
Homelessness (major).
Vagrants (major).
DRUGS MAJOR.
Apartment buildings not accessible for handicapped. Very Serious.
Pan handling by seemingly homeless (moderate problem)
List any other serious crime problems in your community. State the level of seriousness for each problem (major, moderate, minor, unknown).
Children being abused sexually, mentally, physically!!!!!!
Major problem: Child Development—young children are getting involved in all the wrong activities at an early age, causing disorderly conduct.
Racism.
Teens and young adults hanging at one house all outside and in the street and on the cars. And hanging around a car wash in the area.
child porn and child molestation
CHILDREN BEING BORN AND NO GUIDANCE FROM FAMILY FIGURES. NO DADS, MOMS IN JAIL AND KIDS LEFT ALONE. MAJOR PROBLEMS
I'm not sure if this question is based on the Little ROCK area or not but if it is then I would have to say in this case that I'm unsure being the fact that I don't reside in this area. So, I'm not sure of the community crimes.
Weed Lots, Abandoned Homes (sometimes homeless starts fire, drugs are involved)
Prejudgment is a big problem in the community and it stops people from getting ahead.
In the community that I live in which is NLR there have been several homicides already this year. One day, I was awaken to what I thought was a car back firing. Unfortunately, I looked out of my kitchen window to find a man shot lying a few feet away from the door way of the salvation army. I was told he had been shot several times. Weeks later just one block away a man was found murdered in his home. To me this is a major problem. I plan to try to move this summer. I'm not very comfortable now in this community.
Killing across the street of philander smith college in fall of 2007 at the store. was very major because it occurred in the daytime hours.
The serious crime in the city is fights but this is a minor you rarely sees it.

List any other serious crime problems in your community. State the level of seriousness for each problem (major, moderate, minor, or unknown).
The serious crime I seen so far as being a temporary resident in Little Rock, Arkansas is racism, and killing. Racism needs to end. Everybody is equal, nobody is perfect. God made everybody the same as far as making mistakes and trying to do something with their life. The only difference is skin tone, size, and weight. Skin color shouldn't make one person hate another. Killing is a big issue also. We shouldn't kill. This is a major problem and it need to decrease. We need to help each other and become better people.
Another serious crime in my community would be domestic violence and shootings that take place. People need to stop having so much hatred in their heart. They need to learn how to pray and look to God for positive answers and not myself.
I think the biggest problem is murder. I am not originally from Little Rock (I just moved from Cleveland in January), so I am not totally aware of the issues. However, most of what I do hear has something to do with murder.
I am not sure of any other major or serious crime.
Allowing grass to grow, abandoned homes (moderate)
Sexual offenders.
Loitering.
A person who resides or spends time in a community.
White supremacist. Black supremacist. Against female veterans.
Loud music
(Children watch) speeding Children (can't read word)—not going to school
Prostitution.
When is the satellite office going to reopen?

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
"Establish a Law enforcement / Community Info Website or Newsletter. Use this medium to: 1. set up daily e-mail alerts and updates about crime in particular neighborhoods 2. Circulate maps showing types of crimes, when and where they are occurring 3. Show addresses and photos of registered sex offenders in the neighborhood."
Law enforcement doing more to get the community involved.
Better communication and more involvement.
Open the lines of communication.
More sponsored activities between the two.
"Get out to the homes and knock on doors, and have city personnel/law enforcement introduce themselves and walk a beat through the community. Send law enforcement cars throughout daily all day as drive- throughs. Try to connect with community residents."
"The community has to develop a level of trust with the police. Police must become more involved in the community. Community policing."
A positive attitude about law enforcement needs to be taught and reinforced in public K-12. In addition there needs to be an increased presence of law enforcement in the surrounding areas and more arrests made. Unfortunately one major problem in this city and county is that our jails are too small and when most criminals are arrested they are immediately released by the court since there are not enough jail cells. This community needs a much larger jail so the unlawful can be removed from the streets to make them safe for young and old, male and female.
Visibility.
I'm sure you have got to get the people to put their whole trust in the law enforcement.....then people wouldn't be afraid to talk up when they see things in the community going on.
I think the most effective way to increase the partnership between the community and law enforcement would be for most of the community to stop participating in the negative activities that take place and law enforcement to victimize every individual they encounter equally.
Promoting more on TV.
The community can organize groups/meetings where they talk about the problems in the neighborhood. They can talk about what they have seen and the information can remain confidential. If they keep the information confidential that they receive from the community then people would feel safer about communicating and participating with the law enforcement.
To build a relationship with the community in which one governs could bridge the distance gap between Law Enforcement and the community. The formed partnership will allow for further development in many situations or investigations.
More community and police involvement together.
Substations, horse patrols, especially in my area....which is a historic national park....
In our community, our law enforcement officer lives in the community and everyone knows him, and respects him.
The most effective way for the community and law enforcement to increase in partnership is to first rebuild trust and regain loyalty to the community. There are many single parents living in neighborhoods that are infested with a high rate of crime because the connection between the two was lost. If each adult could for a moment remember their childhood, then I believe society would be a far better place where unity can abide.

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
Starting with both parties having an open mind about getting to understand one another culturally. Stop putting groups of people all in the same basket. Get to know them as an individual. What may be the norm for you may not be the norm for me, but it does not make me any lesser than you.
I feel that if the law enforcement would be focused more on what is actually going on in the community rather than just simply who is speeding, then the community would be a lot safer and enjoyable for the community.
The partnership has to come FIRST from the communities, these struggling communities aren't struggling because of the "law enforcement", they're struggling because of THEMSELVES, they first have to look around their neighborhood and inside their homes, and see where the problem(s) are, it wouldn't take long. If the communities continue to do what the community has always done, then the community will always get what the community has always got. Change starts with SELF first.
Being able to get the surrounding community involved in activities that would prevent crimes and other strange events in the areas.
JUST ASK!
By patrolling in our community on a regular basis especially in rough neighborhoods where we have small children and elderly neighbors. Also, patrolling during late hours. Start taking action against criminals and keeping them off the street. Releasing them to the streets is neglecting neighbors faith and belief in the law enforcement because some people are seeing it as the law isn't on their side when they are constantly putting criminals on the streets to rob, and kill and so on.
Have respect for anyone without regards to race and tax in the community.
I feel if people would just take some time to share their concerns about the violence that has occurred in our neighborhood we will make a difference in our children's lives. It will allow others to see that we care about the safety of our families. We as a culture should take pride in teaching our children to have goals. This is the beginning of setting a vision on what they can accomplish being a successful person in this life. I feel that it should start at home. Having morals, values, and a desire for understanding is the beginning of making a difference in our society. I'm a single parent who has had to learn to listen for information that can help my son in becoming a positive role model for other young people in our community. But most of all we have a spiritual upbringing that came from a praying mother, and the church. I feel having a relationship with "God," makes a difference in the choices you face on a daily basis.
1. For the police department to dedicate a single officer to updating a web site for collecting and distributing information throughout the community. 2. For the community to take a larger role in policing their neighborhoods and not "expecting" or "relying" so much on the police.
I feel that if the law enforcement would actually do their job how they are supposed to and actually did activities with the community, that would be the most effective way to increase partnership. If we don't see them around campus and don't really get a chance to interact with law enforcement, then we can't be expected to WANT a partnership with them.
I think if law enforcement showed their face more in the community and get to know people, that could build a good relationship.
Law enforcement has to better monitor individuals who are not part of the PSC community while they are on campus. The students don't see law enforcement ever do anything; therefore they have come to believe that they are ineffective. There is no dialogue between law enforcement and members of the PSC community so students are not kept abreast about things that are going on around campus and vice versa. There is a break down of communication.
More interaction with the people and children, by coming to different events or even getting yourself known to the public so that the public will be aware of a safe and secure environment.

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
I feel that if all law enforcements and the community bond together then they will be a better community.
Have a representative from law enforcement at every community meeting.
More meetings between law enforcement and community citizens to ease tensions.
Break down barriers between law enforcement and the community—allowing the community to see that law enforcement are here to help in situations and are an important part of the community. Also, have classes for law enforcement to learn to not be bias toward anyone in the community—no matter what age, sex, race, etc. The feeling of bias from law enforcement is one reason that many people in the community feel uneasy around law enforcement.
I have no idea what we as a community can do to bring together the law and the community. It seems as if the law enforcement has given my community a stereotype, because of the high percentage of African-Americans that live in and around my community. Having a private institution that achieves higher education doesn't make the community any better. It seems as if the black steel gate around our campus protects us from the horrific actions of the community in which we are located in.
I think we could increase the partnership between the community and law enforcement by calling mandatory meetings. At a meeting, young people should be there and let the authorities know what they are doing wrong or what they have a problem with.
The community being active in their involvement concerning the neighborhood and crime areas if they are in the community. And being able to take a stand for justice in the community.
There needs to be more law enforcement awareness activities that will let the community know clearly what their rights are as individuals.
More town hall meetings, and more activities involving officers and the people of various communities.
I think there needs to be common ground between the community and law enforcement. There needs to be more of a partnership. If the community could see that law enforcement truly cared about the protection of others, I think there would be an overall increase in respect.
Inform the people that crime in this neighborhood is a serious problem and that even the small disturbances should be reported. The police can't do it alone. It's a group effort. The police suck without community support.
First of all, create an era of a just environment. Then bring everybody to the table; Otherwise, it is never going to work.
Law enforcement needs to gain the trust of the community.
By having community meetings and collaborating on neighborhood projects.
Don't know.
Interaction and understanding between the groups.
Involvement in our community.
Programs with both groups.
Programs that involve the community.
More security.
For the campus we need better security.
If police show up more often, people will help.
More help from police.
More town meetings.

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
Meetings in the community.
Police officers—need more!
More police protecting the neighborhood and responding to phone calls in a faster manner. Help people feel safe.
More help with the community and police.
More police involvement.
The most effective way to increase crime prevention is by having more cooperation from the government and police officers. If people feel more protected, more things can change in the community.
Nothing is going to change.
People in the community being more involved.
The community needs more town meetings and police patroling the area.
Police driving here more in neighborhoods.
I feel that the police should be more available for people in the community to call if there is danger. Police take a long time to show up to an emergency.
I feel we should have more police patrolling around the dorms because a security car can't really do anything to stop crime.
Having more police officers to patrol the communities.
I feel that the community needs more security for our neighborhoods, Less crime will happen if more police were patroling the streets, not just major streets.
No more lazy policemen.
You tell me!!
Honestly, I don't feel that the violence will ever stop. It's spreading rapidly.
Nothing!
Nothing.
More police.
Involvement in our community.
Programs with both groups.
Programs that involve the community.
More security.
For the campus we need better security.
If police show up more often, people will help.
More help from police.
More town meetings.
Meetings in the community.
Talk to them about the drug use of the community.
See events and have them promoted. Don't wait for something for us to see you prevent it.

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
The most effective way to increase partnership between the community and law enforcement is to form law enforcement mini-substations and neighborhood watch groups that would be very effective in the community and would also cut down on crime drastically!
Law enforcement should be serious about their job and hold meetings and workshops to inform the community about events.
Law enforcement!
More patrolling.
Nothing.
No crooked cops.
More activities.
Don't just show when a crime happens, be there to help with other needs.
Have more meetings and activities in the community for parents, students, and children.
Have more activities involving the law enforcers.
Have a meeting and gathering where the law enforcement sponsor the events.
Have community functions.
Yes, police.
Getting the issues on campus resolved more quickly. The more they take the time out to do, the more respect and cooperation the campus will give.
Don't know.
I don't know?
They need to communicate with the students more.
Don't know.
Nothing.
Nothing.
Nothing.
Nothing.
A coming together of both groups.
Form neighborhood watches.
Don't know.
Yes.
More seminars and public awareness.
No.
Have town meetings and community forums so you can get the community involved.
Undecided.

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
I believe having students join together can help make a way for our society and campus to come at once and in peace.
Put more law enforcement in the community. Instead of pulling people over, try to get more law enforcement out to stop murders and rape instead of speeding.
To be honest, I really don't know.
Get the community involved.
Community watches.
I think we should have more activities in the neighborhood. Bring everyone together as a whole. All the gang members, criminals, and victims. And this activity needs to go on just about every weekend between the community and law enforcement.
The most effective way would be to send a memo out to the law enforcement asking to meet.
Don't care.
Police.
By having more community meetings.
Better cops.
Be cool with us and don't try to intimidate people.
Have more meetings. Let the community know what is going on.
Nothing.
To have programs that involve both parties to get them to interact with each other.
Meetings.
Have the law enforcement to be on the same level as the community.
More police security.
Attend the town meeting.
Activities.
More communication.
First of all, law enforcement needs to come at a reasonable time when the community does call.
It would be nice if law enforcement could live and work in our community. Community posers wouldn't see law enforcement persons as strangers. Thus partnerships are formed.
More walk-through patrol.
Activities and etc.
I believe a meeting should take place between the community and law enforcement to begin a needs assessment.
Have community get together, like festivals, etc. When new people patrolling, introduce to community, at meetings. Maybe have law enforcement people visit with residents.
Law enforcement should walk and patrol more often.
"Need more of law enforcement driving and walking through the community. I would approve but nothing has really happened since I've been here."

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
Different activities for community.
That we work together to form neighborhood watch and better patrol.
Talking to us and letting us know they're here to help and not quick to judge.
I believe that the way to increase the partnership between the two is if law enforcement would listen to the community and gave them a chance to speak their peace.
The most effective way to increase the partnership between the community and law enforcement is we get more involved in our community and help others.
More regular patrolling.
Communication.
1. Have community meetings to share dialogue concerning Public Servants of Housing Authority Abuse against residents through Police Force concerning the use of computer paper! 2. Share dialog against racial profiling. 3.We need a baseball team in our community.
More interaction with residents.
Communication.
Become more involved; offer more programs for children;
More patrols during the days and nights. Every hour on the hour. Housing patrol does nothing.
"Baseball game, recreational program, cookout."
More visible, more activities, more activities for the youth. Examples: Music in the park. Something for the seniors. We have a lot of schools in this area that we can have a lot of socials. I would love to see this happen.
Somehow create incentives for community members to become involved (e.g., special tax deductions for time spent).
We need recreation center like boys and girls club.
Proper communication between the police and community.
The most effective way is to actually put ideas to work, not just talk about it.
Provide 24-hour security around college campuses and neighborhoods.
Actually seeing some of these events play out!
Having activities done on campus with the law enforcement with the community to build a more productive partnership.
Community fair.

Appendix H: 2008 Law Enforcement Results

Section One: Needs Assessment Results

1. How serious are the following problems in your assigned community?

	Major Problem in the Community	Moderate Problem in the Community	Minor Problem in the Community	Not a Problem in the Community	Unknown
Disorderly conduct	30 (21.9%)	47 (34.3%)	45 (32.8%)	15 (10.9%)	7
Vandalism	16 (11.8%)	51 (37.5%)	53 (39.0%)	16 (11.8%)	8
Arson	6 (5.0%)	9 (7.5%)	40 (33.3%)	65 (54.2%)	24
Assaults	54 (39.4%)	58 (42.3%)	14 (10.2%)	11 (8.0%)	7
Gangs and gang activity	50 (37.3%)	44 (32.8%)	24 (17.9%)	16 (11.9%)	10
Drug selling and use	86 (63.2%)	32 (23.5%)	13 (9.6%)	5 (3.7%)	8
Gun Use	62 (46.3%)	36 (26.9%)	20 (14.9%)	16 (11.9%)	10
Rape	12 (9.6%)	28 (22.4%)	51 (40.8%)	34 (27.2%)	19
Hate crimes	6 (5.5%)	17 (15.5%)	38 (34.5%)	49 (44.5%)	34
Burglary	69 (49.6%)	42 (30.2%)	23 (16.5%)	5 (3.6%)	5
Robbery	57 (41.0%)	50 (36.0%)	20 (14.4%)	12 (8.6%)	5
Murder	41 (31.8%)	36 (27.9%)	24 (18.6%)	28 (21.7%)	15

2. After witnessing one of the following crimes, how do you think residents in your assigned community would address the situation?

	Organize Collective Action (such as protest, petition)	Confront Person(s) with neighbors	Confront Person(s) alone	Call neighbors (organize meetings)	Call Parents or Guardians	Call authorities (school, mayor, etc.)	Call Law Enforcement		Nothing	Unknown
							Campus/ University	City/ County		
Disorderly Conduct	1 (0.7%)	2 (1.4%)	6 (4.3%)	1 (0.7%)	1 (0.7%)	7 (5.0%)	12 (8.6%)	88 (63.3%)	21 (15.1%)	5
Vandalism	2 (1.5%)	4 (3.0%)	1 (0.7%)		2 (1.5%)	9 (6.7%)	11 (8.1%)	96 (71.1%)	10 (7.1%)	9
Arson			1 (0.8%)	1 (0.8%)		6 (4.6%)	8 (6.1%)	108 (82.4%)	7 (5.3%)	13
Assault	1 (0.7%)	1 (0.7%)	1 (0.7%)	2 (1.5%)	1 (0.7%)	8 (5.8%)	7 (5.1%)	111 (81.0%)	5 (3.6%)	7
Gangs and Gang Activity	5 (3.7%)		1 (0.7%)	4 (2.9%)	1 (0.7%)	12 (8.8%)	8 (5.9%)	92 (67.6%)	13 (9.6%)	8
Drug Selling and Use	6 (4.4%)			3 (2.2%)	1 (0.7%)	12 (8.8%)	8 (5.8%)	96 (70.1%)	11 (8.0%)	7
Gun Use	3 (2.1%)			1 (0.7%)	1 (0.7%)	10 (7.1%)	7 (5.0%)	110 (78.6%)	8 (5.7%)	4
Rape		1 (0.7%)		3 (2.2%)		7 (5.1%)	5 (3.6%)	117 (85.4%)	4 (2.9%)	7

	Organize Collective Action (such as protest, petition)	Confront Person(s) with neighbors	Confront Person(s) alone	Call neighbors (organize meetings)	Call Parents or Guardians	Call authorities (school, mayor, etc.)	Call Law Enforcement		Nothing	Unknown
							Campus/ University	City/ County		
Hate Crimes	7 (5.6%)	3 (2.4%)	1 (0.8%)	4 (3.2%)		3 (2.4%)	8 (6.4%)	88 (70.4%)		19
Burglary	4 (2.9%)	1 (0.7%)		6 (4.3%)		5 (3.6%)	6 (4.3%)	109 (79.0%)		
Robbery	2 (1.4%)			3 (2.2%)		6 (4.3%)	8 (5.8%)	113 (81.3%)	7 (5.0%)	5
Murder	3 (2.2 %)			2 (1.5%)	1 (0.7%)	6 (4.4%)	6 (4.4%)	116 (84.7%)	3 (2.2%)	7

3. Please state your level of agreement with each statement.

	Strong Agreement	Moderate Agreement	Moderate Disagreement	Strong Disagreement	No Opinion
I often drive through my assigned community.	99 (68.8%)	31 (21.5%)	3 (2.1%)	4 (2.8%)	7 (4.9%)
I often walk through my assigned community.	32 (22.2%)	43 (29.9%)	29 (20.1%)	30 (20.8%)	10 (6.9%)
Residents appear to feel secure when I and my fellow officers are present in the neighborhood.	55 (38.2%)	53 (36.8%)	15 (10.4%)	5 (3.5%)	16 (11.1%)
Residents in the community are comfortable sharing information with law enforcement.	18 (12.5%)	49 (34.0%)	44 (30.6%)	25 (17.4%)	8 (5.6%)
I often share information about events or activities that are enjoyable for the community with community members.	28 (19.4%)	43 (29.9%)	34 (23.6%)	15 (10.4%)	13 (9.0%)
The community and law enforcement work together to make this community a safer and a better place to live.	39 (27.1%)	43 (29.9%)	34 (23.6%)	15 (10.4%)	13 (9.0%)
An alliance between law enforcement and the community will produce higher job satisfaction.	82 (56.9%)	34 (23.6%)	13 (9.0%)	4 (2.8%)	11 (7.6%)
I treat all members of the community equally; no specific groups are persecuted or discriminated against.	105 (72.9%)	22 (15.3%)	5 (3.5%)	5 (3.5%)	7 (4.9%)
Law enforcement sponsors activities that are enjoyable for the community (e.g., Police Athletic League – PAL).	19 (13.2%)	37 (25.7%)	39 (27.1%)	23 (16.0%)	26 (18.1%)
Residents in the community appear happy when I and my fellow officers participate in community activities.	34 (23.6%)	44 (30.6%)	12 (8.3%)	10 (6.9%)	44 (30.6%)

4. What is your level of support for the following activities?

	Strong Support	Moderate Support	Low Support	No Support	No Opinion
Neighborhood watch groups	83 (57.6%)	34 (23.6%)	14 (9.7%)	8 (5.6%)	5 (3.5%)
Special problem-solving units (e.g., gang task force)	87 (60.4%)	29 (20.1%)	11 (7.6%)	8 (5.6%)	9 (6.3%)
Foot/horse Patrols	53 (36.8%)	30 (20.8%)	28 (19.4%)	17 (11.8%)	16 (11.1%)
Fixed patrol assignments, which means the same law enforcement officers are in the community every day.	80 (55.6%)	35 (24.3%)	19 (13.2%)	6 (4.2%)	4 (2.8%)
Community town meetings	55 (38.2%)	42 (29.2%)	24 (16.7%)	16 (11.1%)	7 (4.9%)
Volunteer programs (Law enforcement helps the community such as DARE, PAL.)	56 (38.9%)	39 (27.1%)	22 (15.3%)	12 (8.3%)	15 (10.4%)
Volunteer programs (the community helps law enforcement checks up on victims of crime to see how they are doing.)	50 (34.7%)	34 (23.6%)	18 (12.5%)	17 (11.8%)	25 (17.4%)
Community newsletters	47 (32.6%)	31 (21.5%)	31 (21.5%)	10 (6.9%)	25 (17.4%)
Community Internet sites	40 (27.8%)	32 (22.2%)	35 (24.3%)	10 (6.9%)	27 (18.8%)
Law enforcement mini-substations	55 (38.2%)	32 (22.2%)	26 (18.1%)	10 (6.9%)	21 (14.6%)
Victim re-contact programs	48 (33.3%)	39 (27.1%)	30 (20.8%)	9 (6.3%)	18 (12.5%)

5. How effective are the following activities in your community?

	High Effectiveness	Medium Effectiveness	Low Effectiveness	Ineffective	Unknown
Neighborhood watch groups	54 (41.2%)	45 (34.4%)	26 (19.8%)	6 (4.6%)	13
Special problem-solving units (e.g., gang task force)	55 (42.0%)	44 (33.6%)	28 (21.4%)	4 (3.1%)	13
Foot/horse patrols	35 (32.7%)	36 (33.6%)	26 (24.3%)	10 (9.3%)	37
Fixed patrol assignments, which means the same law enforcement officers are in the community every day	63 (47.7%)	54 (40.9%)	14 (10.6%)	1 (0.8%)	12
Community town meetings	32 (26.7%)	48 (40.0%)	30 (25.0%)	10 (8.3%)	24
Volunteer programs (Law enforcement helps the community such as DARE, PAL.)	30 (26.3%)	46 (40.4%)	28 (24.6%)	10 (8.8%)	30
Volunteer programs (The community helps law enforcement checks up on victims of crime to see how they are doing.)	31 (30.7%)	33 (32.7%)	30 (29.7%)	7 (6.9%)	43
Community newsletters	23 (23.2%)	34 (34.3%)	29 (29.3%)	13 (13.1%)	45
Community Internet sites	22 (23.4%)	30 (31.9%)	29 (30.9%)	13 (13.8%)	50
Law enforcement mini-substations	50 (43.5%)	34 (29.6%)	26 (22.6%)	5 (4.3%)	29
Victim re-contact programs	34 (32.4%)	32 (30.5%)	35 (33.3%)	4 (3.8%)	39

List any other serious crime problems in your assigned community. State the level of seriousness for each problem (major, moderate, minor or unknown).
Prostitution – Major Promoting prostitution – Major Patronizing Prostitution –Major
DWI – Moderate
Drunk – Major Panhandlers - Major
Drunk – Major Panhandlers - Major
Profiling – Moderate Discrimination – Major
Attempted rape – Major

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
Talking between the two.
Have the community meetings more than once a month and have each officer assigned to the area attend to get to know the community.
COMMUNICATING WITH LOCAL, STATE, and FEDERAL LAW ENFORCEMENT.
Continue to work through volunteer programs.
Having meetings to discuss lines and activities in shared jurisdictions.
Adopt a good community policing program which bridges the gap between the police department and the community.
Monthly town hall meetings.
Open talks between authorities and community members.
Not keeping quiet.
Destroy the myth that talking to the police is "snitching."
Getting the community included with their community. Do everything possible to end the "stop snitching" idea. The lack of witnesses have turned Memphis' streets into the worst killing grounds in the country.
People stop being afraid to call police when a problem happens to their neighbors. Not only calling when crime happens to you.
Honest communication between both community and law enforcement. If you have crime in the community and you can identify these subjects, trust in your community percent to tell them this information.
Officers: If a resident of the community provides information on a legitimate problem or crime, exhaust the resources available to address and fix the issue/problem/crime.
More direct contact with citizens. Get out of the patrol cars and talk to the people of the neighborhoods.
Keep line of communication open.
To attend meetings, answer questions related to crime in the particular area that officers ask.
Partnership is not the problem. Repeat offenders on the street and not serving sentences is the problem.

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
The police department would have to conduct a public forum that will cover public relations, community awareness and health.
I think that the community must be made to be real comfortable, enough that they feel they can communicate with law enforcement.
Building a relationship with the community.
Have extensive ride-along programs.
Patrol officers need to make better efforts to get to know ALL the people, not just the trouble makers. Also, close coordination needs to be in place between the precincts and the community
I believe the most effective way to increase partnership would be a development of relationships between the community and law enforcement. If we build a relationship, the community members would be more likely to entrust information that they know with the officers that patrol their area. Therefore, when we work together, we will have a productive community and police interaction helping each other to create a better neighborhood.
I think that Law Enforcement needs to somehow gain the trust of the community which in return will repair the communication gap that will help Law Enforcement improve the effectiveness of solving crimes.
Fixed patrols.
Neighborhood watch groups.
Victim re-contact programs.
For law enforcement to LISTEN to law-abiding citizens.
New city leadership, more effective city/police programs.
Pay for law enforcement. You get what you pay for.
By having a clearance house for the community, citizens will have a place where they may get information regarding health aids, crime prevention tips, and community awareness.
Higher law enforcement visibility and a less evasive/confrontational relationship between police and members of the community would greatly enhance cooperation between the two entities, which in turn would reduce crime.
Increased, permanent, and accessible police presence in the communities coupled with aggressive enforcement.
I think law enforcement officials/officers need to become more involved in the community. Law enforcement officers need to get to know the people in the area they work. The community and law enforcement need to work together.
Communication with the community.
I think the partnership would better if the community would talk to us more.
Take home cars for the police presence!
The misperception that the police are out to harm the public.
Reduce drug and alcohol dependence of those in community.
I don't think that's possible.
More cops.
If the community would actually use the advice given to them by law enforcement.

What do you think would be the most effective way to increase the partnership between the community and law enforcement?
Once the law enforcement gains the communities trust, I think things would go a whole lot smoother because they would be more willing to give us information about crime or potential crime in the area.
The most important way to increase the partnership between the community and law enforcement is to make sure all parties are willing participants to make the community better.
Get out and meet the public, talk and work with each other on neighborhood problems without placing blame.
Officers having more time to spend on calls.
The community needs to work more with the police. When the police need the community's help, they usually reply, "I do not know anything."
No opinion.
Get a jail!
Beef up the community police programs through the department.
Law enforcement interacting in the community and assessing safety measures of residents and community.
No opinion.
Respect each other.
Have more police.
Meetings with law enforcement and community.

In 2008, the UNCF Special Programs Corporation (UNCFSP) established the Campus Community Policing Partnerships (CCPP) at three Historically Black Colleges and Universities (HBCU): Benedict College in Columbia, South Carolina; Le Moyne-Owen College in Memphis, Tennessee; and Philander-Smith College in Little Rock, Arkansas. The goal of the CCPP program was to develop and advance innovative community policing strategies and community-supported approaches to prevent crime and gang activity. This report describes the methods used to increase collaborative partnerships between the police and each HBCU campus and its surrounding community members.

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Office of Community Oriented Policing Services
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