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Cyber Substations:  
Law Enforcement's Use of the Interactive Web

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## **Abstract**

The Internet (also referred to as the World Wide Web) is the fastest growing communications medium in human history. The commerce and education industries have taken full advantage of the web's interactive qualities as a tool to enhance their growth and profit margin, but has the police community done likewise? While a great number of law enforcement agencies offer department web sites, they are not making full use of the Internet's capabilities. This project explores whether police agencies should consider making their web sites more interactive by offering their communities access to police services (submit reports, tips, feedback, etc.) via the World Wide Web.

The project reviewed law enforcement web sites through out the United States in order to locate agencies that offer interactive web based programs. The agencies that qualified were surveyed to determine their reasons for providing the programs, the cost, the affect on public perception of their agency and the bottom line - whether the services were accessed by their constituents.

The survey results indicated that Internet police services could be successful with the right marketing and department mindset. While most programs were accessed sparingly, each agency felt that offering such services was a worthwhile endeavor considering the limited costs; and that community participation will grow as the programs become more established.

By offering interactive web services, law enforcement can enhance a positive public perception that it is cutting edge and modern. With very little start up and maintenance costs, police agencies have little to lose by utilizing the Internet to provide additional avenues of outreach to their communities.

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## Introduction

Just a little over a decade ago, no one could have imagined that a small computer communications idea would change the world. Today, millions the world over communicate, shop, work, play, entertain and educate by using this "idea" - by using the Internet. With a click of a computer mouse, an ordinary citizen can watch congressional debates. An old book that could not be found in any bookstore can now be found and bought on the Internet. Theatre tickets can be purchased. A baseball game in Milwaukee can be heard live in Japan, or anywhere else for that matter. News reports are available by the brush of a simple few keystrokes. Undergraduate and graduate degrees, even doctorates, can be earned from fully accredited, prestigious universities via the World Wide Web. Friends can communicate from across the globe at nominal to no cost via chat rooms and web based long distance telephone services. Tax returns can be completed and submitted. Movies can be rented and watched. The possibilities have become endless.

Yet dangers and criminal abuse accompany these possibilities. Parents must monitor their children's exposure to the uncensored Internet from the pornography and filth that is also accessible with the click of the computer mouse. Computer crime is a new hot spot. Internet businesses and banks have been victimized by "hackers" that steal credit card numbers and other personal information. In addition, the Internet has become a pedophile's dream by providing child pornography and forums for luring potential victims. Long viewed as one step behind technology, law enforcement has begun to take measures to combat this negative side effect from the potentially beneficial Internet. Local and federal agencies have created special units of "cyber

cops" in order to confront these evils. Although the police have a long way to go in the fight against these new millennium criminals, they at least have begun the effort. This belated effort to catch the Internet criminal is welcome, but it has left some perceptual side effects as well. The community perceives police involvement in the Internet as reactive, not proactive. They associate the law enforcement community with the negative aspects of the Internet, instead of seeing them as an inclusive member of the World Wide Web - with available and accommodating "cyber substations" that offer police services to community

This is not to say that law enforcement has not utilized the Internet in some fashion; but have agencies utilized the Internet in the best possible way to advance their mission? Many law enforcement departments offer Internet web sites that link the "cyber surfer" to different topics ranging from agency history, jurisdictional crime statistics and departmental command structure. These web pages also typically give brief descriptions of community programs and services offered by the respective agencies. Yet as the Internet has evolved into an interactive forum, has law enforcement followed suit? Have local, state and federal police agencies adopted the Internet's more dynamic properties or are police web sites still consigned to be more information based - focused on information giving, rather than information taking?

The intent of this research project is to explore the idea and practicality of law enforcement agencies using web sites as a channel to offer police services to their communities. This endeavor will first explore a brief history of the medium, the Internet's growth and accessibility and its use and function in society at large. The focus will then shift to law enforcement's use of the Internet. The project will explore

some cutting edge web utilities used by agencies around the nation and determine whether stepping up into "cyber space" is advantageous to the advancement of the law enforcement mission.

## **Literature Review**

Before indulging a discussion of law enforcement's use of web sites, it is important to understand the history and relative novelty of the medium. Like many technologies (nuclear power, radar, cryptography, communications), the computer sciences were born of World War II (Segaller, 1999). It was during this time period that scientists were striving to give their governments every possible edge in the war. Once the technological sciences were born, they became viewed as the new tool for sovereignty and national strength. As the World War brought computer sciences to light, the dawn of the space age gave it increased vigor (Segaller, 1999). The United States felt that computer science was particularly important if it expected to develop a strong interlinked computing system that could power the space program ahead of the Russians (Segaller, 1999). In addition, the Cold War was intensifying. The government had an interest in developing communications that could be maintained in a nuclear attack (Klopfenstein, 2000). Therefore, networking computers became a major focus and the United States created the Advanced Research Projects Agency (ARPA) in 1958 to develop the technology (Klopfenstein, 2000).

By 1965, ARPA scientists successfully hooked two independent computers together and they "spoke" for the first time. (Segaller, 1999). During the next four years, ARPA continued to develop its networking technology. By October 1, 1969, scientists

were able to remotely communicate from a computer at Stanford University with one at UCLA (Segaller, 1999). By November 1, 1969, a third computer was added to the network from UC Santa Barbara. The ARPAnet, the first Internet, was born (Segaller, 1999).

Throughout the next twenty years, several new networks and networking protocols were developed. However, it was in 1990 that a Swiss Scientist, Tim Berners Lee invented the network code to what it is now called the World Wide Web (Segaller, 1999). In 1991, Berners-Lee published his code.

However, even before the World Wide Web code was developed and released, changes in the American computer science landscape began to develop. During the seventies and early eighties, computers were still relegated to military, government and educational institutions. The idea of an American owning a computer in his/her home was outlandish - until the mid-eighties. It was then that major computer manufacturers began focusing their attention to the development of the personal computer market. If not for this paradigm shift, the Internet would still be the exclusive realm of government and university computer science departments (Segaller, 1999).

Yet even with the personal computer market growing and the protocols in place for the web, one major roadblock remained - the National Science Foundation Act (Segaller, 1999). The National Science Foundation Act of 1950 restricted United States commerce and commercialization of certain technologies (Segaller, 1999). Because of its origin as a government project, computer networking fell under the Act's scope. While other countries were not confined by the American restrictions and were already using the Internet and World Wide Web, it was clear that United States technological

influence was strong, and without its inclusion, the Internet as a public medium would not thrive (Segaller, 1999). This last obstacle was hurdled on June 9, 1992, when an amendment to the National Science Foundation Act was approved by the U. S. Congress releasing the Internet from non-commercial restrictions. The amendment was signed into law by President George Bush on November 23, 1992 - the Internet was reborn and the World Wide Web was online for all.

Much like television and radio, the Internet developed from its infancy to become a dominating communications force. However, unlike its predecessors, the Internet's evolution as a public forum developed at a far faster rate. Since its introduction to the United States public in 1992, the Internet took only four years to reach fifty million users (Segaller, 1999). Compare that to radio, which took thirty-eight years to muster fifty million listeners, and television, which took thirteen years to acquire that many in viewership (Segaller, 1999). It is clear that the Internet, while still in its infancy, is a growing media force and communications outlet.

The Internet is the most rapidly growing industry in history (Segaller, 1999). As of 1999, more than fifty percent of U. S. homes had a personal computer (Klopfenstein, 2000) and forty percent of Americans used the Internet. According to a CommerceNet/Nielsen Media Research Internet Demographic Study, there were eighty three million people online in the United States as of April 1999 (Lieb, 1999). That number is expected to increase by 2002 to one hundred sixty-five million online users (Gartner Press Room, 2001). American Internet usage is projected to approach eighty percent of the population by the year 2005 (CommerceNet, N.D.).



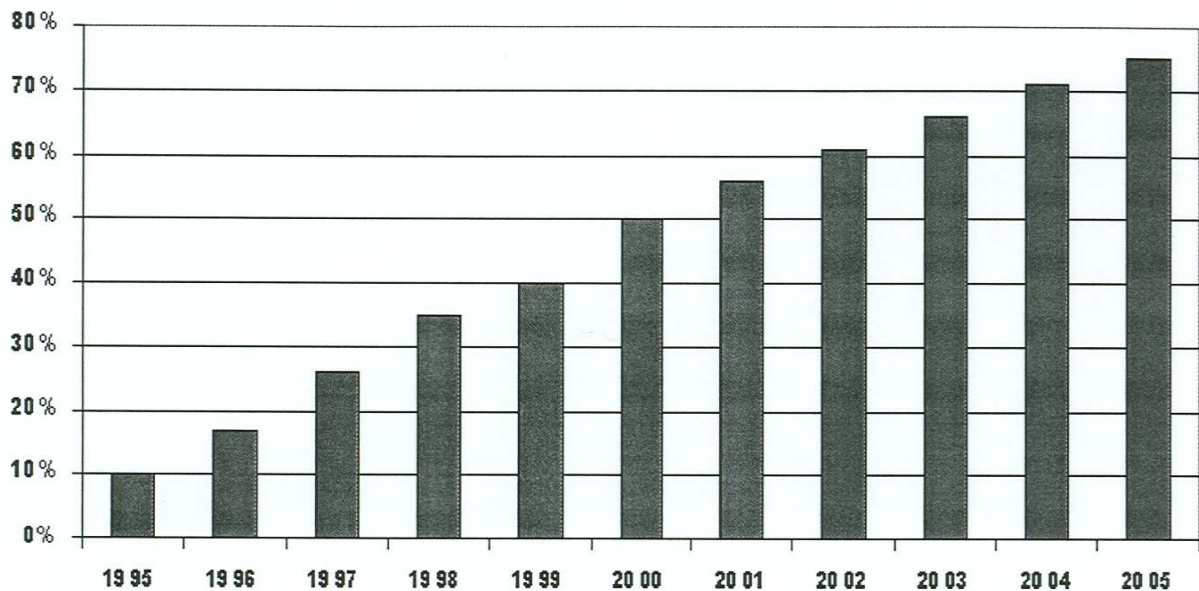


Figure 1. Growth of U.S. Internet Usage 1995-2005 (% of population) (Source: CommerceNet, N.D.)

As American familiarity with the medium grows, so do the applications it provides. The business community was the first to make full benefit of the communication and selling power of the web. Entrepreneurs took bold advantage of the growing Internet market and Internet commerce has grown rapidly and steadily. In 1999, fifty-five million people used the Internet to shop for products and services (Lieb, 1999). By 2001, that number grew to seventy-nine million online buyers (Centeno, 2002). The ring of the virtual cash register can clearly be heard. According to a January 1, 2002 press release by the Pew Internet and American Life Project, online shoppers purchased over eleven billion dollars in merchandise this holiday season

alone. The Internet is expected to continue growing into the primary platform for consumer activity and become a multi trillion-dollar industry (Schiller, 1999).

Education is also a fast growing industry taking advantage of the interactive capabilities of the World Wide Web. Over one hundred fully accredited major universities offer baccalaureate, graduate or doctorate degrees entirely online (Degree.net, 2001). Americans are taking advantage of these opportunities. On any given day one million adults are taking a college level course online (Pew Internet Project, 2002). Statistics also indicate that at least five percent of all Internet users have taken at least one college course online.

Clearly the business and education communities have exploited the wide acceptance of the Internet, its power to reach the masses and its growth potential. Government agencies are also benefiting from its use. The Internet has revolutionized public participation and access to government information (Aiket, 2000). In line with government access, law enforcement agencies have taken advantage of the Internet reach out to their "customers" as yet another hand of community-oriented policing. Agency web pages offer citizens department information such as organizational structure, contact phone numbers, crime statistics and recruiting information. The web pages may contain human-interest stories involving department officers or offer crime alerts requesting citizen assistance. Departments could also use their sites to disseminate crime prevention tips or allow the community to email the Chief of Police (Price, 2001). All of these programs are valid and valuable uses of the Internet. However the question remains, can law enforcement do more? Businesses certainly describe their products online, but they also allow customers to submit their purchase

request and make payment via the Internet. Likewise, universities detail their degree programs on their web pages, but now many are allowing students to actually register, pay and take classes online. Following the same line of thinking, should law enforcement agency web pages be more interactive, offering the community another method by which to report crimes, make comments or request services?

Some agencies have begun to take these first steps. For example, the Beaumont, Texas Police Department (2001) allows its citizens to report misdemeanor property crimes via their web site. A police officer reviews all submissions and makes follow up phone calls to fill in any holes in the report and to provide the citizen with a report number. A similar program is also used by the Sacramento, California Police Department (2001) on their web page. In fact their web page goes several steps further also allowing citizens to report graffiti problems and suspicious activity.

An anonymous tip link is a web program offered by many university agencies such as Kansas State University Police Department (2001), the University of Iowa Department of Public Safety (2001) and the University of Akron Police Department (2001). While the names of the programs vary (most often called Silent Witness), they are similar in application. Community members can anonymously send tips about criminal activity, drug use and underage drinking. Patrol officers or detectives usually follow up these tips.

Programs, such as the one offered by the University of Texas at Houston Police Department (2001), include links that allow the public to send commendations or even make complaints against an officer. Other agencies offer bicycle registration via the Internet (Wichita State University Police Department, 2001), gang activity reporting

(Northern Arizona University Police Department, 2001) customer service surveys (Syracuse University Police Department, 2001) and "ask an officer programs" (University of Nevada Reno Police Department, 2001). The San Diego Police Department (2001) offers pages that allow their citizens to report narcotics activity or ask for extra patrols in their neighborhoods.

While all these programs are administered by varying agencies they have one common thread - they allow the citizen to submit information to their police agency for action. These programs are the interactive offerings that stretch the capabilities of an ordinary law enforcement web site. These programs allow agencies to make use of the medium in the same fashion as their business and education counterparts. It is these types of "information taking" law enforcement web pages that are explored further in this project.

## **Methodology**

The Internet has quickly grown into a powerful medium in education and business. Law enforcement agencies have also used the web to publish department information, contact numbers, crime blotter and organizational structure. They have been successful in using the Internet as yet another tool for community outreach. However, have police agencies taken full advantage of the interactive qualities of the World Wide Web and stretched their capabilities for law enforcement application? Is the Internet a practical step for the industry, and one that would advance the law enforcement mission?

While police officers conducting field reports and making "face" contact with the public is still an integral part of law enforcement, agencies would do themselves and their "customers" a great service by exploring community needs and offering expanded options for service and outreach through interactive web programs. In order to explore this hypothesis, this project conducted research into the phenomena of interactive police web sites. One thousand sixty-six police agency web sites were viewed to determine whether the agency utilizes an interactive web based service such as anonymous tips, crime reporting, citizen complaints etc. In order to qualify as an interactive web site (information taking), a citizen should be able to submit information to the agency directly over the Internet (email withstanding). The agency web addresses that were viewed for this project were obtained from the Commission on Accreditation for Law Enforcement Agencies (2001) web site, from the Tracers Information Specialists (2001) web site, and from Law Enforcement Online (Smart, 2001). Web sites included state, county, municipal and university law enforcement agencies throughout the county. Each state, including Hawaii and Alaska, was represented in the review.

Of the one thousand sixty-six agency web sites, only fifty-five met the criteria for the study (a little over 5%). A written questionnaire (see Appendix) was emailed, faxed or mailed to the qualifying agencies. Twenty of those questionnaires were returned (a 36.4% return rate). The answers provided were analyzed to determine the cost of interactive web programs, general perception by the public, agency advertising, the philosophy governing their programs, public use and whether cases were cleared as a result of information obtained from web based submissions.

## Findings

The web page review proved that by and large, police agencies are not using interactive web technology. The chart below shows the disproportion.

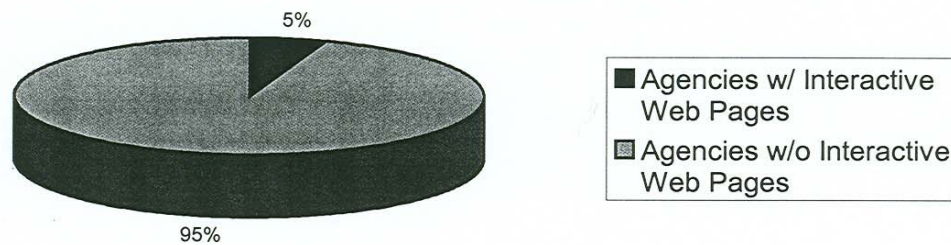


Figure 2. Law Enforcement Web Site Review

(Source: Willingham Survey 2001)

Of the agencies (fifty-five) that did have interactive web offerings on their sites, their programs ranged from anonymous tips (eighty percent), crime reporting (nine percent), bike registration (nine percent), customer feedback (twenty-five percent) and "ask an officer" (five percent). Fifteen of the fifty-five agencies offered more than one interactive web program to the public. The vast majority of agencies identified in this survey as using interactive web sites were university police departments.

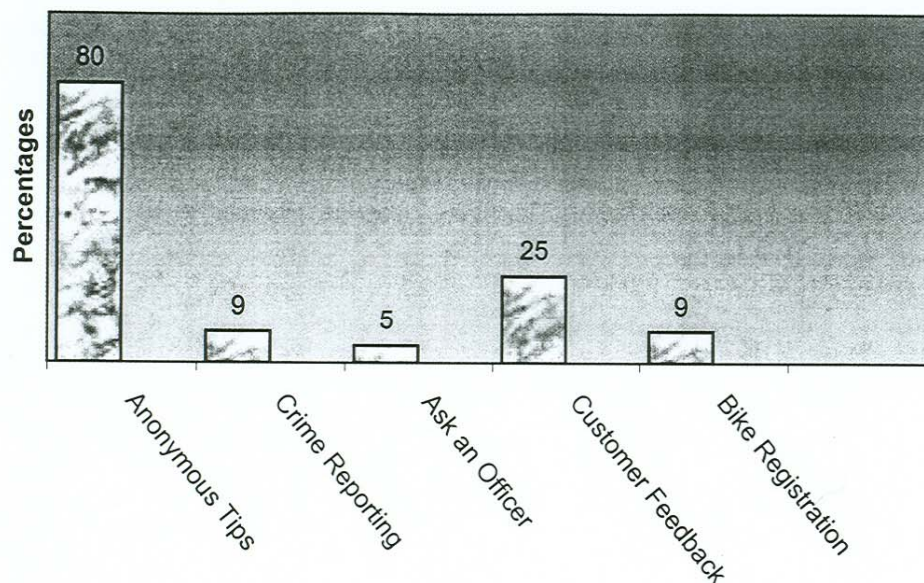


Figure 3. Interactive Web Programs Offered (per focus group) (Source: Willingham Survey 2001)

Only five agencies offered online submission of actual police reports. The Beaumont Police Department (2001) and Sacramento Police Department (2001) give their residents the opportunity to file certain police reports via the web. The University of North Carolina Greensboro Police Department (2001), The Towson University (Maryland) Police Department (2001) and The University of Nevada Reno Police Department (2001) offer the same service to their respective student bodies. The web sites specifically indicate what type offenses can be reported using this forum. While each agency differs, they primarily accept misdemeanors and/or property crime reports. The sites prompt the reporting person to submit all information that would normally be taken by a police officer. Once the form is submitted, the reporting person is issued a report number (although some of the agencies call the reporting person to verify their information first).

Each agency reported varying success with their crime report link. In Beaumont (Pop. 114,000), the crime report link has been online since 2000 and receives an average of one report a month. In Sacramento (Pop. 500,000), the system has been online since 1998. At first the site received very few submissions, but the submission rate has gradually grown to average sixty-five reports per month. The University of Nevada Reno (Pop. 15,000) has received a half a dozen reports in the first year of their program. The University of North Carolina Greensboro (Pop. 13,000) had a similar slow start the first year of their program in 1999, however now two years later, they receive over one hundred reports annually via their online link.

The anonymous tip program is by far the most widely offered web service. Forty five of the fifty-five agencies that met the criteria of offering interactive web pages had an anonymous tip program. Anonymous tip sites appear to be extremely popular with university agencies servicing an undergraduate student body. The programs range in name from Silent Witness, to Report a Crime, to Eye on Crime to simply Anonymous Tips. No matter what the title, these programs are very similar. Basically, they allow anyone with computer access to report information related to criminal activity on campus. These reports range from tips on potential suspects to drug use and underage drinking. No name is attached to these reports unless the reporting person willingly supplies it.

Despite the focus group's wide use of the anonymous tip program, the questionnaire data revealed that it is under utilized by the public. Of the twenty respondents to the questionnaire, thirteen had an anonymous tip program. The most successful averaged thirty anonymous tips a year. However the next highest



submission rate was twelve a year, with the average receipt of tips being closer to eight per year. Yet as some of the respondents indicated, many of those tips were not tips at all, rather they were general (and sometimes not even credible) commentary regarding the police department. Of the thirteen respondents with anonymous tip capability, only five reported some success clearing crimes or focusing crime prevention via the medium.

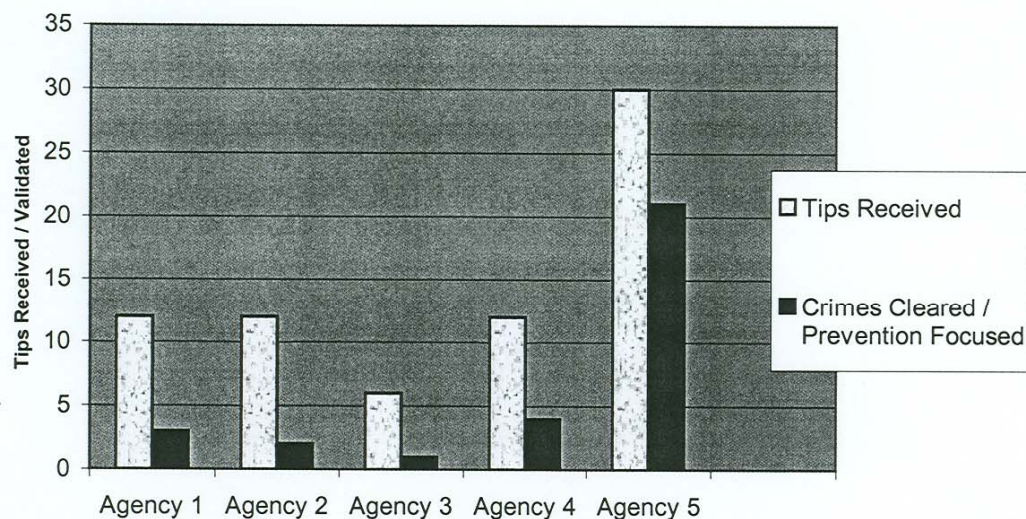


Figure 4. Tips Received / Crimes Cleared or Prevention Focused via Anonymous Tips Web Site

(Source: Willingham Survey 2001)

Other programs such as Bike Registration, Ask an Officer and Customer Feedback were reported successful. All five agencies that used the Bike Registration program reported successfully increasing student participation in the program. This program was offered exclusively by campus agencies.

Ask an Officer was offered by three agencies (two university departments and one municipality). Only one agency (University of Nevada-Reno) responded to the questionnaire. They stated that their Ask an Officer program has been well received by the student body (receiving at least three submissions a month). One example that was particularly noted was a student asking why officers follow cars for a length of time before pulling them over. The student wanted to know if this was a harassment technique. A traffic officer with the agency responded by pointing out that officers follow a vehicle while taking care of preliminary safety precautions such as running the plate for warrants and finding a safe place to make the stop. The agency stated that the Ask an Officer program has opened up an avenue of communication and assisted the department in educating the public about police procedure and protocols. The agency also reported receiving numerous questions regarding underage drinking, sexual assault reporting/defense and pedestrian/vehicular traffic laws.

Customer Feedback programs were the second most popular interactive offering. Fourteen of the fifty-five agencies in the focus group offered this program. In general, the program offered the public a means to complete customer surveys and offer commendations or complaints regarding the agency, its policies or a particular officer. This format reported some success; however, the respondents stated that most submissions were anonymous thus precluding the agency from conducting follow-ups with the reporting person. Without a means to communicate their actions to the reporting person, the agency could seem unresponsive to the report. In addition, agencies found it difficult to follow up on anonymous complaints due to lack of detailed information. Complaints such as "Officer Jones was rude on a traffic stop" basically

went ignored due to the inability to follow up for more detail. Despite the drawbacks, agencies felt that the submissions, though sometimes vague, gave them a barometer as to their success and areas needing improvement.

The surveys purveyed an overall attitude that while interactive web offerings had generally minor impact on agency operations, the use of the web was a step in the right direction. Agencies felt that as interactive police web site familiarity increased and gained acceptance, more people would utilize their programs. The overall commentary indicated that now was the time to fine-tune these programs while usage was low. In addition, the agencies reported minimal cost for upkeep of their web sites and management of their interactive programs. Most agencies reported that they received their domain and server space free from their city, state or university. Most web sites were created by agency staffers interested in the medium and fluent in HTML (the language used to write web code). The most expensive costs reported were for equipment such as scanners, computers and software. However, most agencies stated that this equipment was already on hand. Personnel hours varied from department to department. Some agencies assign a current staffer to handle the job with two to five hours of overtime a week. Other agencies integrated the anonymous tip and crime reporting programs into the duties of their criminal investigation units. Others made web page operation another responsibility for their computer systems specialists. Of the twenty agencies that responded to the questionnaire, only two had full time employees assigned only to handle their web programs.

Marketing of these web programs was attacked disproportionately by the responding agencies. Only eight agencies reported any type of marketing or publicizing

of their web programs. Most agencies publicized their sites in media releases when the programs began, but they did not continue these efforts. Many agencies believed that simply putting the program on their web site was advertisement enough. Only two agencies truly integrated their interactive web programs into their entire operation. Those two agencies (Sacramento Police Department and The University of North Carolina Greensboro Police Department) not only continue to advertise in local publications and at community kiosks, they also incorporate the use of their online reporting programs into every crime prevention presentation given by the department. As well, each officer's business card indicates that reports can be given online and provides the web address for the service. Their dispatchers are trained as to which calls are eligible for online reporting. When a citizen reports an eligible crime, the dispatcher informs the citizen of the speedier option of filing the report online. If a caller would still rather speak face to face with an officer, then one is dispatched. Both agencies reported that their online programs took a year to take off, but they are now quite successful.

Of the agencies that responded to the survey, these two have had the most success by far with their online programs. The Sacramento Police Department received approximately eight hundred crime reports online over the past year (one submission per six hundred and twenty five citizens). The University of North Carolina Greensboro Police Department received over one hundred and thirty reports via their online programs - crime reporting and anonymous tips (one submission per one hundred citizens). Both agencies have plans to continue or even increase marketing of these programs.

## **Discussion/Conclusion**

Clearly, the Internet's interactive qualities make it the most aggressively growing communications medium in history. Stimulated by commerce to become more than just a "toy" for the military and education communities, the Internet has brought to the public the ability to conduct activities faster and with more convenience than ever before. Companies such as Amazon, Etoys, Priceline, University of Phoenix Online and Ameritrade were revolutionaries in their respective industries through innovated web offerings. However, can law enforcement boast a similar initiative? Are interactive online sites a practical means to enhance the law enforcement mission?

These questions cannot be answered simply by comparing law enforcement to other Internet users. Law enforcement is a different animal, one that has a unique relationship with the community. While it may be acceptable to earn a degree or purchase a book on line, the public demands face time from its law enforcement professionals. The vast majority of crime, and certainly violent crime, occurs on the streets. Computers do not conduct patrol, engage in foot chases or place handcuffs on a suspect. They also do not put the public at ease by being visible in the neighborhoods, schools or shopping malls. Above all else, computers cannot offer the human compassion a patrol officer can give when taking a report from a crime victim. These functions are reserved for living, breathing human beings who wear the uniform. Certainly law enforcement efforts can be assisted through interactive Internet web sites; however, the key word is assisted. Internet web sites, while worthy of law enforcement attention and utilization, will not replace the patrol officer as a primary reporting tool, but they certainly can enhance agency capabilities. With this in mind, law enforcement

agencies would do themselves and their "customers" a great service by exploring community needs and offering expanded options for service and outreach through interactive web programs.

Law enforcement use of the interactive web should be considered a viable option. Though the survey indicated general low use from the public, much of that is explained through poor marketing and the general youth of the programs. It must be clearly noted that the two agencies from the survey that actively marketed their web programs and stuck with them through the first few lean years, have received strong support and use from their communities. Clearly the programs can be a successful tool for rendering police service and accessibility.

In addition, law enforcement is an industry highly moved by public opinion. As quickly as the public is pleased with agency services, they can become incensed far faster by agency shortfalls. It is important to present to the public the image of an agency at the top of its game. The public must perceive the agency as futuristic and moving forward, rather than the police stereotype of being one step behind the trend. As a profession, law enforcement must grow towards embracing new technologies and developing more and more options for community access.

However, patience and devotion to the medium is required if interactive programs are to be successful. Even the agencies that reported success using the medium indicated that the programs took at least a year to develop and become accepted by the community. The Internet as we now know it is only nine years old. Taking into account that computers and Internet service providers have only become mainstream and affordable since 1996, the medium is still in its toddler years. The vast majority of its

users are general novices. However, as usage continues to grow and users begin to expand their understanding and trust in the Internet, they will be more willing to use a broader range of online services, including law enforcement applications.

Marketing is also a key. If the agency only half-heartedly uses interactive web, then the full benefits cannot be derived. Agencies must advertise the option at every turn, using outside media (television, radio, print) and their own advertising sources (community meetings and presentations, letterhead, business cards and patrol cars). Their web page must become as much a part of their deployment as the beat cop.

Law enforcement agencies have worked over the past decade to become more a part of their communities rather than an outside enforcer. The birth and acceptance of community policing is evidence that police departments want to be community members. Along with this concept is the idea that law enforcement should be accessible. Some might say that the Internet will never be a viable means to contact and interact with the police. However, there was a time before the telephone when one could only summon a police officer in person, now the telephone has become the most utilized option for contacting the police. This is not to say that the interactive web will replace the telephone, but the public demands accessibility options. Agencies develop storefronts, school officers, public relations officers and foot beat officers all to make themselves more available to the public. So in the age of "cyber games", "cyber chat", "cyber school" and "cyber shopping", why should a "cyber police substation" be out of the question?

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## Appendix

### Police Web Site Survey:

Thank you for taking the time to complete this survey. There are thirteen questions on this survey over the next three pages. Your answers will be used as data to write a research paper for the Bill Blackwood Law Enforcement Management Institute of Texas Leadership and Command College on how police departments utilize the Internet.

Submit via:

- 1) **Fax it** \_\_\_\_\_ . This is a Toll Free number.
- 2) Attach it to an email and send it to \_\_\_\_\_.
- 3) Mail it to \_\_\_\_\_  
\_\_\_\_\_

If you have any questions, feel free to call me at \_\_\_\_\_ . Thank you for your time and effort.

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- 1) Please tell me a little about your department: Population of your jurisdiction, size of your department, use of other computer related technology (Computer Aided Dispatch - CAD, Mobile Data Terminals - MDT, computer based field report submissions).
- 2) What type of programs on your department's web site allows the public to submit information? Example: Silent Witness (Anonymous Tip), Bike Registration, Crime Reporting.
- 3) How long has your department had these programs on the web?

- 4) What type of research went into deciding which programs to implement? What were the goals of your department for the programs?
  
  
  
  
  
  
  
  
  
  
- 5) What was the cost of creating the programs? What is the cost of maintaining the programs?
  
  
  
  
  
  
  
  
  
  
- 6) How does the received information filter to where it needs to go? What type of manpower does it take to manage your department's programs and handle the incoming responses?
  
  
  
  
  
  
  
  
  
  
- 7) How did your department advertise its web-based programs?
  
  
  
  
  
  
  
  
  
  
- 8) What has been the public response (perception) to the programs?
  
  
  
  
  
  
  
  
  
  
- 9) What has been the actual result of the programs? If possible, please include number of web site and program hits / usage statistics / number of crimes cleared through programs / reduction of crime statistics, etc.

10) What have been the most positive results from the programs?

11) What have been the most negative results from the programs? Was your department able to solve these negative side effects?

12) What expectations does your department have for the future of its web programs?  
For the department's web site in general?

13) Please add any other information that you feel may help my research.

Your Name:

Title:

Department:

Phone Contact: