**Websites for Criminal Justice and Forensic Science (CJFS)**

Spring 2017

***Top Ten***

1) <http://www.thecrimereport.org> current and comprehensive news to CJFS issues

2) <http://www.asc41.com/links/journals.html> links to over 370 CJFS-related journals

3) <https://www.merlot.org/merlot/CriminalJustice.htm> classroom resources & ability to review them

4) <http://writingcenter.unc.edu/handouts> warehouse of writing materials for multiple purposes

5) <http://www.CampbellCollaboration.org> resources for and of systematic reviews of CJFS efforts

6) <http://www.cjstudents.com> comprehensive info to students interested in criminal justice

7) <http://www.forensicsciencesimplified.org> digestible info on forensic science essentials

8) <http://www.sentencingproject.org> research and advocacy for criminal justice system reform

9) <http://www.OCJS.ohio.gov> Ohio’s Office of Criminal Justice Services (see its “data dashboard”)

10) <http://www.ojp.gov> US Dept of Justice’s Office of Justice Programs (see at least three of its resources: <http://www.crimesolutions.gov> <http://www.ojp.gov/funding> <http://www.ncjrs.gov>)

***Careers, Education, News, and General Info***

<http://thecrimereport.org> <http://www.cjstudents.com> <http://criminologycareers.about.com> <http://www.cjstudents.com/careers.htm> <http://www.criminaljusticecareerguide.com>

<http://www.forensicsciencedegree.org> <http://gradschool.about.com> <http://legalcareers.about.com>

<http://crime.about.com> <http://www.criminology.com> <http://mycrimekit.pearsoncmg.com>

<http://www.bls.gov> <http://www.usajobs.gov> <http://www.monster.com> <http://www.salary.com>

***Data***

<http://CommunityCrimeMapping.com> Youngstown PD calls for service <http://www.nsopw.org>

<http://www.city-data.com> <http://www.CLRsearch.com> <http://www.bestplaces.net/crime> <http://www.areaconnect.com> <http://nces.ed.gov/collegenavigator> <http://www.UCRdatatool.gov> <http://datacenter.kidscount.org> <http://www.cdc.gov/data> <http://www.recordspedia.com>

<http://www.icpsr.umich.edu/icpsrweb/NACJD> <http://www.albany.edu/sourcebook> <http://www.samhsa.gov> <http://www.statisticbrain.com/crime> <http://www.sentencingproject.org>

<http://state.oh.networkofcare.org/mh> <http://www.tracetheguns.org> <http://www.bjs.gov>

***Statistics, Statistical Software, Technology, and Mapping***

<http://davidmlane.com/hyperstat> <http://spreadsheets.about.com> <http://statistics.about.com> <http://statsoft.com/textbook> <http://www.stattrek.com> <http://vassarstats.net/textbook> <http://vassarstats.net> <http://www.emathzone.com> <http://www.fedstats.gov> <http://www.esri.com/industries/apps/education/offers/promo> <http://www.mathisfun.com> <http://www.statisticshowto.com> <http://www.socialresearchmethods.com> <http://www.openoffice.org>

<http://www.gnu.org/software/pspp> <http://www.statpages.org> <http://gretl.sourceforge.net>

<http://www.nij.gov/maps> <http://www.justiceatlas.org> <http://www.nationalatlas.gov>

***Writing and Presenting***

<http://owl.english.purdue.edu/owl> <http://www.plainlanguage.gov> <http://www.citationmachine.net>

<http://writingcenter.unc.edu/handouts> <http://www.postersession.com> <http://www.slideshare.net>

<http://www.washington.edu/doit/presentation-tips-0> <http://www.bibblio.org> <http://www.bibme.org>

<https://owl.english.purdue.edu/owl/resource/686/01> <http://presentationsoft.about.com>

Overview of Statistics from Five Perspectives

Spring 2017

**Management, an executive/boss is like a statistician because both:**

1. Identify problems (ask questions, think critically)
2. Collect background data on problems (be efficient and resourceful)
3. Make proposals to collect other needed information
4. Establish timelines and locate resources necessary to address hypotheses
5. Attend to detail and analyze data
6. Report findings
7. Recommend where the next focus should be

**Marketing Smarts, these are the “magnificent 7” soundbites, or the killer Ps: *purpose, problem, precision/particulars, picture, people, process, and presentation***

**Academic, cover these objectives when teaching/learning stats:**

1) Overcome fear, resistance, and overmemorization (take an active role in learning, not a passive one--we will learn how to think a problem through; also cramming will not enable students to do research; stats will be a challenge to some of you; and is part of a long journey—it’s not a final statement)

2) Stress the importance of intellectual honesty and integrity (be able to evaluate evidence in an evenhanded manner; establish and follow a set of rules than enable one to follow through your steps and arrive at your same conclusions; state your assumptions; allow skeptics to satisfy themselves)

3) Understand the relationships among research/stats, theory and their application (stats alone do not "prove" anything, rather stats lend support for certain hypotheses based on explicit or implicit assumptions) hypotheses sometimes are not stated at the outset but are gradually developed from data as they are collected and other times theory guides data collection

4) Play the role of a reasonable critic (there are tradeoffs when using stats--benefits of emphasizing some information while taking into account the costs of leaving certain other info out or benefits of following certain assumptions while violating/breaching other assumptions; in general there are multiple perspectives in interpreting and applying stats)

5) Handle complexities systematically (stats are tools, however, by themselves and without adequate guidance they are too simple to handle the elaborate world out there; thus throughout this course we will learn how to assess complicated social reality in an orderly and critical manner by using stats to arrive at a better understanding/appreciation of life)

**Essentialist or Survivalist: these are the items to remember with respect to stats:**

1. Think about the **purpose** of your stats (describe, compare, connect, explain)
2. Make the problem (the unanswered question) as clear, concise, simple, and explicit as possible
3. Visualize the problem and the context of the problem
4. Be willing to share your ideas with others and be influenced by others' input
5. Use stats to build on the efforts of others and likewise be a springboard for others to "be of value"

**Sales/Bottom Liner, the proper use of stats leads to effective decision-making:**

*"When you can measure what you are speaking about and express it in numbers you know something about it; but when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind."* William Thomson (Lord Kelvin)

a) stats lead to effective choice selection

b) stats do not lie, liars do

c) stats are not perfect

d) stats act as evidence and the rules for processing it are similar to that of evidence in a trial setting