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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

BASIC POLICE OFFICER TRAINING IN OKLAHOMA:

AN ASSESSMENT OF EFFECTIVENESS AND RELEVANCE

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

Doctor of Education

By

James R. Tidmore II
Norman, Oklahoma
1997

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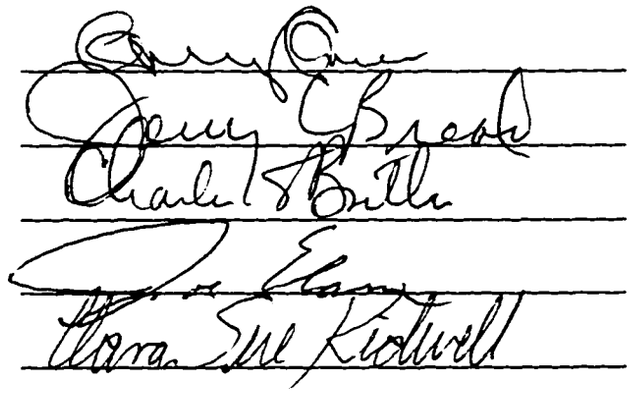
BASIC POLICE OFFICER TRAINING IN OKLAHOMA:
AN ASSESSMENT OF EFFECTIVENESS AND RELEVANCE

A Dissertation APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY



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There is one member of my family, other than my wife, whose support I would like to acknowledge. To my sister, Carol Jean Tidmore Nelson, I say thanks for taking time to help me, at a time in her life when spare moments were hard to come by.

To my mother, Mary Ellen Tidmore, I hope this accomplishment makes you happy. I have thought so much about how hard mom worked and how little happiness there seemed to be in her life. Kathryn and I wish she were here to see Kyle, and enjoy with our family the completion of this effort.

Dedicated To My Wife and Son:

Kathryn L. (Burrahm) Tidmore
Kyle James Tidmore

for their tremendous patience.

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ABSTRACT

BASIC POLICE OFFICER TRAINING IN OKLAHOMA:
AN ASSESSMENT OF EFFECTIVENESS AND RELEVANCE

BY: JAMES R. TIDMORE II

MAJOR PROFESSOR: GARY GREEN, Ph.D.

This study was undertaken to collect and analyze data that would assist in assessing the relevance and effectiveness of the entry level law enforcement officer training program in Oklahoma. Additionally, the study was concerned with the extent to which the knowledge, skills and attitudes newly acquired from training were subsequently used by new officers. Since not every law enforcement agency has the same mission, the study was confined to police departments only.

To assess how well the basic training program prepares graduates to do their jobs, graduates and their supervisors were surveyed to learn if the amount of training received was adequate. Graduates and supervisors were also asked to rate the importance of the information they received in relationship to the performance of their jobs. Additionally, graduates were asked to rate the quality of their basic training and to provide information concerning tasks they perform for which they received no basic training.

The data collection method used in this study was the mailed survey. A graduate and a supervisor survey were designed to answer research questions regarding the 87 specific lessons that comprise the Oklahoma basic law enforcement officer training program. Survey booklets were forwarded to 146 Oklahoma police departments for 290 graduates (1993-1995) who continue to be employed by the department sending them to basic academy training. From the graduate surveys distributed, 86 (56.2%) departments

and 188 (66.2%) graduates returned the surveys for analysis. From the supervisor surveys distributed, 80 (54.8%) departments responded. Of these, 48 (32.9%) were counted as supervisory responses, but 32 (21.9%) were counted as graduate responses due to size of department or length of time the respondent had been on the job. One supervisor survey was discounted from the study because it was incomplete.

The basic procedure for data analysis involved rank ordering. Once all data entries had been made to spreadsheets, the spreadsheets were entered into the Statistical Program for the Social Sciences (SPSS) where cross-tabulations, cumulative totals and rank orderings were produced in table form. The Pearson product-moment correlation coefficient was utilized in making inferences about the population.

The primary purpose of this study was to investigate the relevance and effectiveness of the basic law enforcement training program in Oklahoma. Based on the information obtained during this study and the analysis of this data, it is apparent that respondents consider basic academy training to be relevant and effective training.

BASIC POLICE OFFICER TRAINING IN OKLAHOMA:

AN ASSESSMENT OF EFFECTIVENESS AND RELEVANCE

CHAPTER I

"The problem of transfer is a critical concern. This is especially true in a tight economy where payback on investment in employee development is essential."

(D.L. Georgenson)

Introduction

In the broadest sense, this study concerns the transfer of training from the training environment to other domains. Transfer of training, which is used interchangeably in this study with transfer of learning, is concerned with the extent to which the knowledge, skills and attitudes newly acquired from training are subsequently used. "There is a growing recognition of the 'transfer problem' in adult education and training. Concerns have been raised that much of what is learned fails to be used in the work, home, or community setting" (Ford, 1994, p. 22). Beyond this core concern are questions of usefulness and adequacy of law enforcement basic academy training.

In difficult economic times, the continuance of government subsidized training programs becomes increasingly at risk. Those subsidized training programs that survive budget cuts are held closely accountable by employers and taxpayers who expect the impact of training to be worth the trainees' time and the taxpayers' investment of support.

The concerns around which this study is based are reflected in several bodies of

research. Some critical studies on law enforcement basic academy training include those by Stratton (1984), Saunders (1970), DiGrazia (1977), Wilson (1974), and the President's Commission Report (1967). These studies have concluded that basic academy curriculums are far too crime situation oriented and that they generally do not teach skills that are most related to the job of law enforcement officer.

Swanson and Nijbof (1994) noted that much has been written about measuring transfer of learning, and offered their view of the gap between measurement theory and actual practice. They asserted that there are two views of transfer of learning: the generalization and application views. The generalization view suggests that individuals learn information and concepts that they are responsible for applying and generalizing to any number of situations. The actual transfer is not a part of the formalized adult learning process. In comparison, the application view of transfer of learning is that individuals have learned what they need to know and can perform in a setting beyond the formal learning experience. The challenge is to provide enough expertise during the learning process to bridge between learning, and the application of learning.

Organization of the Study

This research effort consists of five chapters, the reference section, and the appendices. Chapter I includes background information and the importance of the study. Chapter II presents a history of police training, a summary about the state agency that does basic law enforcement training in Oklahoma, and a summary of related literature. Chapter III presents a problem statement, significance statement and the research questions. It also includes the methodology for collecting and analyzing the data, and the

assumptions and limitations of the study. Chapter IV includes presentation and analysis of the data collected concerning the research questions. Chapter V contains the summary, conclusions, and recommendations.

Importance

The importance of the study was revealed by research findings and utilization of information from answers to questions concerning whether or not lesson objectives reflected an accurate assessment of job requirements, and if the basic training was effective in meeting student needs. Based upon the results of the study, changes were suggested for future basic law enforcement training academies in the following areas:

(1) Time allocation for lessons of instruction.

(2) Allocation of training resources.

(3) Instructional topics.

(4) Instructor development and preparation.

CHAPTER II

LITERATURE REVIEW

"The important thing is not to stop questioning."

(Albert Einstein)

Introduction

The review of literature includes an examination of current periodicals, journals, and publications in the field of learning theory, psychology, human resource development, and training. The literature search focuses on the history of law enforcement training, evaluation of training and transfer of learning.

The literature review is divided into three sections. Section one provides an overview of the history of law enforcement training and the state agency which is mandated to train law enforcement officers in Oklahoma. It identifies pioneers in the training field and traces the development and progress of training efforts. Section two examines the literature in terms of training evaluation, and section three addresses the specific issue of transfer of learning. Due to the lack of literature on transfer of learning within the law enforcement training environment, Section three will concentrate on that literature available within the business environment. This section will outline and examine the linkages that are critical for understanding the transfer process and examine the known factors believed to effect transfer of learning.

Police Training History

The face of our nation has changed significantly since colonial times. Because America was once predominantly rural, with independent jurisdictions for the most part, the development of law enforcement took a great deal of time. In many respects, the pace of change for law enforcement has not kept up with the change to an urbanized, industrialized society. A proliferation of independent policing units, with overlapping jurisdictions, has resulted in duplication of effort and caused problems in police administration (Trautman, 1986).

An examination of law enforcement history could go back thousands of years. However, for the purposes of this study, it will suffice to say that according to an historical account provided in The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Crime and Its Impact - An Assessment (1967), some of the earliest law enforcement efforts, similar to what we know now, began in England with Alfred the Great (870-901), who began using private citizens for law enforcement, paying them a few shillings for arrests. This system of citizen's groups was called the "mutual pledge" system. Every person was responsible for their own actions and the actions of their neighbors. It was every Englishman's duty to raise the "hue and cry" if a crime was committed. If an established 10-family group, or "tithing" group, failed to arrest a law violator, the Crown then fined the group. These early citizen arrests are recognized as the forerunner of American law enforcement.

Tithing groups of 10 were grouped together as a "hundred." In turn, "hundreds" were grouped together to form a "shire," which we would find similar to a county. The

"reeve" was the overseer of the "shire," and he became the forerunner of sheriffs. In 1326, to supplement the mutual pledge system of the "shire-reeve" and the constable, England created the office of justice of the peace. The constable then served as an assistant to the justice, and the formal separation between judge, constable and sheriff developed.

As time passed, the pledge system of citizens policing citizens declined. Individuals began evading their responsibilities to police by hiring others to police for them. In contemporary references, these "police officers" were generally considered ill-paid, ignorant men. In the 17th and 18th centuries, police officers were assisted by paid night watchmen. For the most part, this system remained in England until the beginning of the Industrial Revolution.

The Industrial Revolution prompted thousands of rural citizens who were seeking employment in England to move to factory towns. With this migration came unprecedented social disorder and demands for better methods of policing. The result was a centralization of law enforcement operations within a small area.

This was the law enforcement system that 17th and 18th century American colonists brought with them to this nation. The Crown appointed constables to govern towns, and sheriffs to police counties, with little change in the structure of the offices. America responded in much the same manner as England had when faced with lawlessness in growing towns and cities--it organized official police forces.

Philadelphia created one of the first organized police forces in 1833. In 1838 Boston created a day force to supplement its night watch, and in 1844, the New York

legislature authorized creation of the first unified day and night police.

State and federal law enforcement efforts were also growing during this time. In 1835 the Texas Rangers were formed, and in 1905 the Pennsylvania State Police was formed in the absence of an effective sheriff-constable system. The late 1800s saw the establishment of the United States Secret Service, Internal Revenue Agent, and Postmaster General. In 1870 the United States Department of Justice was formed.

According to Trautman (1986), even in the early development days of law enforcement there were those interested and concerned individuals who realized that police officer effectiveness would be reduced unless some type of training was received. August Vollmer, Town Marshall and later Chief of Police in Berkeley, California, realized that in order to gain convictions for criminal acts, the police officer must be able to recognize a criminal act and comprehend the elements necessary to prove it. Vollmer understood the responsibilities of a police officer and realized the importance of police officer training in self-defense, use of force, and dealing with citizens. Vollmer established a training academy at the University of California at Berkeley in 1908. By 1916, the University of California at Berkeley began offering credit courses in criminology and police related subjects.

In 1924 the Federal Bureau of Investigation was established in the Department of Justice. Organized by J. Edgar Hoover, the FBI's formation and educational requirements gave impetus to the advancements in collegiate programs for law enforcement officers.

In 1929 the University of Chicago began offering police science courses in its undergraduate program. San Jose College in California began offering an associate

degree in law enforcement in 1930. By 1932, additional courses were added at Berkeley, to include crime scene photography, law, first aid and police procedures. In 1935, Michigan State University began requiring chemistry and physics for their police degree program. These advancements came none to soon, as the prohibition era, which occurred during these years, was a difficult time for policing in America. Apathy toward authority, and examples set by antisocial elements in the country, created some of the most trying times in our country's history for police officers.

During World War II a labor shortage resulted in some unqualified or poorly qualified individuals becoming police officers. This problem led to changes in procedures for recruitment and selection of police officers, many of which we live with today.

Since Vollmer's early efforts, there has been continuing progress toward police professionalism. Civil service merit systems have reduced political influence, manipulation, and problems of graft and corruption. Past struggles to professionalize the police led to the establishment of the Federal Bureau of Investigation National Academy in 1935. This academy is perceived by many in law enforcement as playing an important role in upgrading the American police service by training many career administrative and supervisory police officers from all branches of law enforcement.

Even with this progress, difficult times for police officers in the United States continued. Considerable criticism was leveled at police in the 1960s for their handling of student unrest over social conditions and the war in Vietnam. Civil rights demonstrations during this period turned violent with most major cities having riots. The crime rate in

American in the '60s went dramatically upward and drug addiction rose to unprecedented levels. Police in the United States were caught, for the most part, ill-equipped, ill-trained, and ill-prepared for such social unrest.

During the 1960s a study by the International Association of Chiefs of Police found that the average amount of formal training received by police officers was 200 hours. By 1970, 33 states had developed standards for basic police training, but few met the suggested level of 400 hours as recommended by the 1973 President's Commission on Law Enforcement Administration of Justice report on police (Trautman, 1986).

Oklahoma Law Enforcement Training

Basic law enforcement training in the State of Oklahoma, except for three approved academy city/agencies (Oklahoma City, Tulsa, and Oklahoma Highway Patrol), is provided by the Council on Law Enforcement Education and Training (CLEET or Council). A legislative mandate created the Council in 1963 with passage of Oklahoma House of Representatives Bill 757. The governing body was to be a five member Council consisting of peace officers appointed by the Court of Criminal Appeals, the Commissioner of Public Safety, the Board of Directors of the Oklahoma Sheriff and Peace Officer's Association, the Board of Directors of the Fraternal Order of Police and a fifth member from the University of Oklahoma, Southwest Center for Law Enforcement Education. The appointee of the fifth member was eventually changed from the University to a Governor's appointee.

The mandate of the Council was to provide Oklahoma's criminal justice personnel with the knowledge, skills and attitudes that would enable them to carry out

their duties, responsibilities, and mandates in a way that was safe for themselves, the public, and those persons with whom they directly interacted. Specifically, Title 70, Section 3311, Oklahoma Statutes, mandated that the Council set the standards for peace officer training and serve as the delivery system and/or accrediting agency for such training. The standards which the Council set resulted in Oklahoma law enforcement moving from an untrained force, for the most part, to one which mandated 80 hours of basic academy training in 1963, 120 hours in 1967, 160 hours in 1974, 200 hours in 1976, 240 hours in 1978, 300 hours in 1979, and 324 hours in 1995 (Nelson, 1993).

Basic academies were held all over Oklahoma during the Council's early years. A motel in Ada, a vo-tech in Drumright, a junior college in Sayre, or a college in Tonkawa - all of these establishments, and many more sites and locations, were utilized by the Council for early basic academy training. This type of regionalization of training had both advantages and disadvantages.

Regional basic academy training, such as that described above, had its advantages in that it made use of existing facilities and in that it brought money into the local economy. However, many disadvantages were noted, including the Council's inability to procure acceptable and adequate classroom space and skills training facilities; the tendency of department heads to send officers to the academy for eight hours and then assign them to work an eight hour shift; the drain on staff members who might be assigned to instruct in Atoka, Sayre, and Claremore all in the same week; and, most importantly, the inability of the Council to enforce standards and ensure consistency. Ultimately, the disadvantages resulted in centralization of basic academies

to Oklahoma City and Broken Arrow, Oklahoma.

Centralization of basic academies was offset by the implementation of a regionalized continuing education program. In summary, this program divided Oklahoma into ten regions with each region receiving approximately 20 continuing education programs during a calendar year.

During the 1980s and early 1990s, the Council dramatically increased its continuing education program from approximately 40 classes a year to approximately 300 classes. It almost doubled its staff size, and took on added responsibilities with the acceptance of the mandate for the licensing of Oklahoma's private security industry, canine certification for dogs trained to detect controlled dangerous substances, collection of automated fingerprinting fees, self defense handgun instructor licensing, and retired peace officer licensing (Nelson, 1993).

In 1997 CLEET will train approximately 400 basic recruits in ten basic academies. Five will be held at the Lester Training Center and five will be held at the Tulsa Technology Center in Broken Arrow, Oklahoma. The numbers of basic academy students which will be trained in 1997 will be paralleled, if not exceeded, by the numbers of reserve officers trained in the Reserve Peace Officer Program over which CLEET has administrative control only.

CLEET's continuing education program will train approximately 7,500 officers in the 300 continuing education classes which it has scheduled for 1997. The Oklahoma City region will host approximately 40 of these continuing education classes with the remainder being distributed between the other nine CLEET regions. Most

peace officers will meet their statutory mandate for eight hours of continuing education through the CLEET's continuing education program.

In addition to cooperative efforts with state agencies to share training resources, CLEET also relies totally on local law enforcement entities to provide firearms ranges and gymnasiums for basic and continuing education firearms and defensive tactics programs. Local entities also share instructional expertise in order to supplement the CLEET staff's expertise.

Training Evaluation

In 1997, basic law enforcement training is offered in every state in the nation and most major metropolitan cities. The average number of hours in a law enforcement basic training academy has risen to 437 hours, finally exceeding the 400 hours recommended by the President's Commission in 1973. Although all states have training now, the issue of training evaluation has for the most part, not been addressed.

What is the purpose for evaluating a training program? Quinn and Karp (1991) express the opinion that training should be evaluated to justify conducting a program, and to measure a programs worth. An additional benefit, according to Quinn and Karp, is to convey to the public and the participants, that there is sincere interest in having participants learn from the program. More importantly, it is necessary to actually measure whether learning resulted from training, and then it is necessary to determine if the participants are using the information on the job.

Medsker and Roberts (1992) assert that most discussions of training evaluation start by mentioning Donald Kirkpatrick's four-level model of evaluation. Kirkpatrick put

forth his ideas on evaluation of training in four seminal articles, the first of which was published in November, 1959. The final article appeared in February, 1960.

Kirkpatrick's model defines four levels of outcome measures used to evaluate training:

(1) Reaction - Participants' opinions about their training, the process and outcomes.

(2) Learning - The extent to which learning took place. Achievement of objectives.

(3) Behavior - Changes in on-the-job performance, i.e., transfer of learning.

(4) Results - Positive effects on the organization, such as quantity, quality, savings, profit, etc.

Not everyone agrees totally with Kirkpatrick's model. Alliger and Janak (1989) maintain that the power of Kirkpatrick's model is its simplicity and its ability to get people to think about training evaluation criteria. At the same time, Kirkpatrick's model, although it has uncomplicated vocabulary and assumptions, can be misunderstood and over-generalized. Alliger and Janak profess that Kirkpatrick's model and others like it can be logically questioned concerning the problematic nature of it assumptions concerning causality and intercorrelation. Nichols (1992), suggests, ". . . the key issue or question in evaluating training isn't Did it? but Will it?" (Nickols, 1992, p. 111). The ultimate aim of training evaluation is to determine the value and effectiveness of the training. Although identified 35 years ago and criticized by some, the four levels have held up relatively well, remaining one of the most widely used and cited ways of thinking about evaluation (Medsker & Roberts, 1992).

Suchmam's (1967) model of a training evaluation program is based on the

purposes of the evaluation. Suchman suggests five general evaluation categories: (1) Effort - How well did you do something (2) Performance - Were objectives achieved (3) Adequacy - How effective was the program (4) Efficiency - Costs, profits etc. (5) Process - How and why it works or does not work.

Phillips (1991), in his book, Handbook of Training Evaluation and Measurement, submits that there are many models for designing and implementing training programs, but he expresses the belief that many of the models lack a critical step in the design process - that of emphasizing the evaluation of the program. Phillips results-oriented approach model has 18 steps, including 11 steps directly involving evaluation. Evaluation is a systematic process Phillips asserts, noting that evaluation should be emphasized before, during, and after the program.

Sims (1993) expressed the thoughts that training evaluation is receiving widespread acceptance as being beneficial. Yet, despite the plethora of training programs, training evaluation in public agencies appears to be nonexistent. Sims offers several reasons why public sector training evaluation is underdeveloped. First, there is no consensus definition of evaluation of training. Second, evaluation is difficult, tedious, and time consuming. Third, individuals in charge of training programs tend to assume training works, whether it does or not. Fourth, many individuals in training feel threatened by an evaluation of program effectiveness.

Training is vital to the effectiveness of every law enforcement officer. Training imparts the knowledge and develops the skills that allow men and women to handle complex community problems and act independently to solve many of those problems.

The quality and relevance of law enforcement training curricula have significantly improved over the years. This improvement has been largely accomplished through an empirical research method of validation known as job task analysis. Once the critical tasks, knowledge, skills, and abilities are identified for a particular job, there exists an empirical base from which to develop job-related curricula, testing, and evaluation instruments (Jurkanin, 1989). Even so, Post (1992) states that current law enforcement training programs need to be reevaluated to ensure that they are providing what recruits need to function effectively.

The existing literature suggests there is no "one-size-fits-all" when it comes to evaluation of training, but a systematic evaluation should become a part of every training program. Also, the evaluation should indicate that the program is an effective use of resources, gives good return on training dollars invested, and that it improves performance, i.e., that it results in transfer of learning.

Transfer of Learning

Transfer of learning, which is used interchangeably in this study with transfer of training, is a widely discussed topic in training literature (Cheek, 1994; Ford, 1994; Fox, 1994; Holt, 1994; Nolan, 1994; Sleezer, 1994; Swanson & Nijbof, 1994; Rose, 1994; Stewart, 1992; Baldwin & Ford, 1988; Kleiman & Gordon, 1986; Van Velson & Musselwhite, 1986; Robinson & Robinson, 1985; Ehrenberg, 1983; Georgenson, 1982).

Baldwin and Ford (1988) suggest the conditions of transfer of learning include both generalizing training materials to the job, and maintenance of learned material to the job. They define training outcomes as the amount of learning occurring during the

training program, and the retention of learning after completion. Transfer of learning is affected by training input factors, including program design, trainee characteristics, and job characteristics. This model suggests training outcomes and input factors have direct and indirect effects on transfer.

Sims (1993), on the application or transfer of training, asserts:

> Transfer of training concerns whether behavioral or performance changes taught in training are expressed on the job. Can trainees now do things they could not before? Do they display new behavior on the job? Has their performance improved? Data useful for evaluating training transfer can be obtained through interviews of trainees and their co-workers and observations of job performance. Transfer of training is perhaps the most critical goal of training. Since training represents a step toward improving job performance and/or organizational effectiveness, a lack of transfer in KSAs [Knowledge, skills, attitudes] to the job may indicate a poor training effort (Sims, 1993, pp. 604-605).

It is estimated that not more than 10% of annual expenditures on training and development in America actually result in transfer to the job (Georgenson, 1982). In making plans for training, the importance of posttraining evaluation is often overlooked. However, it appears many training courses or programs could be improved if attention to evaluation was given during development and after implementation. The purpose of training is usually apparent. However, it is not always possible to specify what should be studied to decide how well the program is working or has worked (Mayo & DuBois, 1987).

In concluding this review of the literature, it is appropriate to recall a statement of Thomas J. Peters, author and management consultant, who said, "What gets measured gets done . . . Even imperfect measures provide an accurate strategic indication of progress, or lack thereof" (Peters, 1988).

While training has been conceptualized as a continually evolving process, the existing literature fails to provide adequate information for linking training evaluation to transfer of training and program redesign.

CHAPTER III

METHODOLOGY

Introduction

The purpose of basic law enforcement academy training is to enable law enforcement officers to meet job situations effectively. It is important that basic academy training, which is a mix of theory and application, be transferred to officers' work environments. Without this transfer, training is a waste of time and financial resources. The way to identify that the needed transfer occurred is to evaluate the training received.

The focus of this study was graduates of the Oklahoma law enforcement basic academy training program provided by the Oklahoma Council on Law Enforcement Education and Training (CLEET). The sample population was graduates of academies held between 1993 and 1995. Only those graduates who were still employed as police officers in Oklahoma were asked to participate. At the time the author began his research, all of the population had graduated from the basic academy and had on the job experience of at least three months. Subjects were excluded from the study if they were no longer employed by the police department which sent them to training.

Questionnaires, designed specifically to answer the research questions were mailed over a period of 1 to 4 weeks. An appropriate cover letter from the Director of the Council on Law Enforcement Education and Training, and self-addressed, stamped envelopes were provided for return mailings. Letters requesting full cooperation were sent to the Chief of Police of each agency employing the selected respondents.

Along with the request for cooperation letter, questionnaires for each officer, supervisor, and Chief were sent. Each individual also received a letter explaining the study, the significance of the research, and the possible effects for future academy participants.

The methodology used in this study is based on Donald Kirkpatrick's Four Levels of Evaluation model (Kirkpatrick, 1983). The study focuses on the third and fourth phases of the model. The third and fourth phases of the evaluation process assess the four areas Kirkpatrick has described: reactions, learning, behavior, and results.

Phase three is a posttraining measurement and includes reactions and perceptions. The questionnaire was used to assess participants' reactions to many aspects of academy training including: adequacy and relevance of content; value of a practicum; pace and length of the training segments; quality of materials and quality of instruction. Evaluation results from the third phase should indicate whether participants liked the program, if they perceived that it had value, and if they acquired the intended knowledge, skills, and attitudes. Phase four includes three measurement components: learning retention, on-the-job application, and organizational impact.

The study employed survey and perspective-seeking inductive methods for validation of data. The design is quasi-experimental, in that no control group exists, and that there are some internal validity threats. Interpretation of a quasi-experimental design is more ambiguous than interpretation of true experimental design, given the threats to internal validity, but for this study, a true experimental design would be impractical.

The instrument used in this study was somewhat similar to one used in a police department training curriculum study in Oakland, Illinois. The Oakland study was replicated and the questionnaire refined again in a study of the State of Illinois minimum basic law enforcement training curriculum. Beginning with these questionnaires, Brand (1993), in a Nevada study, compared the basic academy training curriculums in Illinois and Nevada to determine similarity of performance objectives. Differences were found in the two states' performance objectives and the questionnaire was again modified to reflect the performance objectives used in the Nevada state mandated academy curriculum. The instrument used in this study was initially developed by the Federal Law Enforcement Training Center (FLETC) in Glynco, Georgia (1990). The instrument was designed to answer research questions concerning a 9-week basic training program, very similar to the 8-week basic training program provided by the Oklahoma Council on Law Enforcement Education and Training in its basic academy training program.

The questionnaire, based on the FLETC model, was sent to recent basic academy graduates and their supervisors to evaluate the amount, importance, and quality of the basic training provided. The questionnaire specifically addressed the research questions, and care was taken to have the questionnaire cover all applicable performance objectives and topical areas included in the basic academy curriculum.

Problem Statement

This study focuses on the usefulness and adequacy of the basic law enforcement academy training program provided by the Oklahoma Council on Law Enforcement Education and Training (CLEET). Although the basic law enforcement academy administers a final comprehensive examination, there has never been a posttraining follow-up undertaken to measure transfer of learning. Consequently, the effectiveness,

usefulness, and adequacy of the basic academy are left open to question. This study should add to the knowledge base of what we know about the effectiveness, usefulness, and adequacy of Oklahoma's basic law enforcement academy.

Significance

"The evaluation and improvement of training efforts is all too often an absent component of a police training program" (Trautman, 1986, p. 74). Posttraining evaluation is often overlooked or inadequately completed because of time and effort requirements. In fact, it is the most important evaluation to be utilized (Piskurich, 1993). Increasingly, participants in training programs are demanding assurances that what is learned transfers from the education environment to the application environment (Holt, 1994). This study evaluated law enforcement basic academy training, with respect to job requirements. The study also provided answers to questions concerning whether or not lesson objectives reflect an accurate assessment of job requirements, and it addressed the effectiveness of the training curriculum to meet student needs. Based upon the results of the study, changes were suggested for future basic law enforcement training academies.

Research Questions

Three research questions are addressed by this study. The research questions are:

(1) In terms of preparing graduates to perform their jobs, how adequate was the amount of training the participants received in the basic training academy?

(2) How important was the information provided in the basic training academy to job performance?

(3) How was the quality of the training received in the basic training academy perceived by the graduates?

Limitations

Lincoln and Guba (1985) note that generalizations from naturalistic inquiries may be made, but that for every case in which transfer is proposed, the inquirer must assess, describe, and interpret the generalizations in light of the uniqueness of each and every case. The conclusions of this study are somewhat limited to Oklahoma, but by using the guidelines provided by Lincoln and Guba, generalizations were possible and did not affect the validity of the study.

"Researchers typically list a series of limitations to their study whenever they are unable to meet all of the possible threats to the validity of their study, that is, when they cannot make use of the true experimental designs" (Langenbach, Vaughn, & Aagaard, 1994, p. 88). Limitations to this study include the following:

(1) The reliability and validity of the survey instrument. Although, reliability can be checked by means of internal consistency (Crombach Alpha).

(2) The lack of generalizability beyond Oklahoma. The study was geographically specific and it is assumed that generalization outside Oklahoma may be problematic.

(3) The size of the study did turn out to be a limiting factor. The number of female participants were insufficient to detect patterns, trends, or themes unique to these groups.

(4) There was the possibility that the participants studied may not represent past or future participants.

It is expected though, that the reliability and validity of the instrument will be sufficiently confirmed, effects of training will be described, and the size of the study will be adequate enough to represent past and future basic law enforcement academy classes.

Sackett and Mullen (as cited in Whitlock, 1994) noted that it is often worthwhile to evaluate training with less sophisticated designs than not to evaluate it at all.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

"Collecting data is like collecting garbage, you must know in advance what you are going to do with the stuff before you collect it."

(Mark Twain)

Introduction

The primary purpose of this study was to investigate the usefulness and adequacy of the basic law enforcement training program in Oklahoma. The study explored transfer of training, which was used interchangeably in this study with transfer of learning, and the influence of previous learning on current and future learning. The study also explored how past learning is applied or adapted to similar or new situations faced by entry level law enforcement officers.

This chapter presents an analysis of the data collected concerning the research questions. The study utilized mailed questionnaires concerning the basic academy training program as the primary means of collecting information from recent basic academy graduates and their supervisors. Included in this study are the responses from 188 basic academy graduates and 48 supervisors, representing 46 police departments. This chapter is organized as follows:

1. Statement of the problem
2. Demographic data
3. Research questions

4. Findings

5. Summary

Statement of the Problem

The problem of this study was to assess how well the basic law enforcement academy training program in Oklahoma prepares graduates to do their law enforcement job. Graduates and their supervisors were surveyed to determine their perceptions regarding the amount, importance and quality of the training in preparing the graduates to do their job. The study used surveys to obtain answers to the following questions:

1) In terms of preparing entry level police officers to do their jobs, how adequate was the AMOUNT of training the graduate received?

2) How IMPORTANT is the information provided in the basic training academy to the performance of the graduates' jobs?

3) How do graduates rate the QUALITY of the training received in the basic academy?

4) What is the proportion of graduates and supervisors who perceive additional training is necessary for entry level officers?

5) What is the proportion of graduates and supervisors who perceive less training is necessary for entry level officers?

Demographic Data

Demographic data of the study included gender, age, education, position and size of employing police department. Most respondents, graduates (92%) and supervisors (97.9%), were male. The average graduate was between 25 and 29 years of age, and almost half (48.9%) of the supervisors were over the age of 40. The mean education level for both graduates and supervisors was a high school diploma. Table 1 identifies response information by gender, age and education level obtained from graduate and supervisor respondents.

Table 1

Response by Gender, Age and Education

	Graduate		Supervisor	
Variables	Frequency	Percent	Frequency	Percent
GENDER				
Female	15	8.0	1	2.1
Male	173	92.0	46	97.9
Total	188	100.0	47	100.0
AGE				
Under 20	0	0.0	0	0.0
20-24	28	14.9	0	0.0
25-29	87	46.3	5	10.7
30-39	53	28.2	19	40.4
40 and Over	20	10.6	23	48.9
Total	188	100.0	47	100.0
EDUCATION				
General Education Diploma	14	7.4	61	12.8
High School	95	50.5	24	51.1
Associate Degree	37	19.7	6	12.8
Bachelors Degree	39	20.7	7	14.9
Masters Degree	1	0.5	1	2.1

EDUCATION (continued)

HS/Some College	2	1.0	3	6.4
Total	188	100.0	47	100.0

Table 2 identifies demographic information about the size of the graduates' departments and it gives information about graduates' rank or position within their department. The mean size of the graduates' employing departments was between 21 and 25 officers, and most of the responding graduates (84.6%) were of "officer" rank. Supervisor responses came mostly from departments with 15 employees or less (51.1%). A majority of the supervisor respondents (51%) were either employed as "Chief" or "Assistant Chief."

Table 2

Response by Size of Department and Rank or Position

	Graduate		Supervisor	
Variables	Frequency	Percent	Frequency	Percent
SIZE OF DEPARTMENT				
1-5	22	11.7	7	14.9
6-10	30	16.0	10	21.3
11-15	20	10.6	7	14.9
16-20	14	7.4	1	2.1
21-25	17	9.0	8	17.0
26-30	15	8.0	3	6.4
30 or More	70	37.2	11	23.4
Total	188	100.0	47	100.0

Table 2 (continued)

Response by Size of Department and Rank or Position

	Graduate		Supervisor	
Variables	Frequency	Percent	Frequency	Percent
RANK or POSITION				
Chief	12	6.4	15	31.9
Assistant Chief	1	0.5	9	19.1
Lieutenant	1	0.5	16	12.8
Captain	3	1.6	17	14.9
Detective	6	3.2	1	2.1
Sergeant	6	3.2	5	10.6
Officer	159	84.6	2	4.3
Other/Unknown	0	0.0	2	4.3
Total	188	100.0	47	100.0

Research Questions

The data in this study was obtained in such a manner as to allow basic law enforcement academy training to be analyzed from the perspectives of recent graduates and their supervisors. The research questions were stated as follows:

(1) In terms of preparing graduates to perform their jobs, how adequate was the amount of training the participants received in the basic training academy?

(2) How important was the information provided in the basic training academy to job performance?

(3) How was the quality of the training received in the basic training academy perceived by the graduates?

In research question one, which asked "How adequate was the amount of training received in the basic training academy?," graduates and supervisors were advised to consider the word "Amount" as meaning a time frame. Responses of graduates and supervisors were measured in terms of frequency of response, using the following measurement scale:

Scale

(1) LESS, too much time was allowed to present the material.

(2) SATISFACTORY, the right amount of training was provided, the time allowed was sufficient to cover the material.

(3) MORE training is needed, the time allowed to present instruction was not sufficient to cover the material.

Respondents were advised the term "Satisfactory" referred to the time allotted as being sufficient to present the instruction and fully address all performance objectives. The scale "Less" indicated that too much time was allowed for a lesson and the scale "More" was to be used for lessons which needed more time. The frequency of responses were averaged to obtain a percentage statistic for each available response.

Of the 87 lessons in the basic academy training program, 74 (85%) were identified by 25% or more of the graduates as not providing sufficient time to cover the material and fully address all performance objectives. Additionally, 71 (82%) of the 87 lessons in the basic academy training program were identified by 25% or more of the graduate's supervisors as not providing sufficient time to cover the material and fully address all performance objectives.

Appendix Table A1 displays how each of the 87 lessons was evaluated by

graduates and supervisors in terms of the adequacy of training, i.e., was less training needed, was the right amount of training provided, or was more training needed. Table 3 in this section presents percentage statistics for lessons identified with the highest ratings by respondents as needing more training time. Three lessons were identified by 50% or more of both groups as needing additional training time, and the lessons are highlighted (bolded). The order in which the courses are listed does not indicate a rank ordering. The intent of including lessons meeting or exceeding the standards in tables is to highlight them for consideration to be modified, so as to better meet the needs of graduates and their departments.

Table 3

Lessons Rated Highest for Additional Training Time

		Graduate (%)			Supervisor (%)		
Variables		Less	Satisfactory	More	Less	Satisfactory	More
LESSON NUMBER and TITLE							
1.4	Introduction to Report Writing	1.6	61.2	37.2	5.0	35.0	60.0
1.5	Mechanics of Report Writing	3.2	58.5	38.3	0.0	35.0	65.0
2.6	**Concepts of Probable Cause**	0.5	44.2	**55.3**	0.0	37.5	**62.5**
2.7	**Laws of Arrest**	0.0	50.0	**50.0**	0.0	47.5	**50.0**
2.8	Use of Force	1.1	65.9	33.0	2.5	47.5	50.0
2.13	Exclusionary Rule	1.6	68.6	29.8	2.5	22.5	75.0
2.18	Narcotics Law & Drug ID	3.2	5.7	51.1	7.3	61.0	31.7

Table 3 (continued)

Lessons Rated Highest for Additional Training Time

Variables		Graduate (%)			Supervisor (%)		
		Less	Satisfactory	More	Less	Satisfactory	More
LESSON NUMBER and TITLE							
6.7	Child Abuse Investigation	1.1	8.9	50.0	0.0	53.7	46.3
8.1	Custody Control	0.5	49.0	50.5	4.9	58.5	36.6
10.4	**Officer Survival**	1.1	45.7	**53.2**	2.5	42.5	**55.0**
10.12	Ethics	1.6	70.8	27.6	0.0	47.5	52.5
11.1	Law Enforcement Driving	1.4	42.4	56.2	0.0	60.6	39.4

When the standard was applied to the "Less" training needed category, i.e., 25% or more of the graduates or supervisors indicating that they needed less training time, no lessons were identified.

Research question two asked, "How important was the information provided in the basic training academy to job performance?" Responses were measured in terms of mean ratings assigned to each training lesson. The rating scale used was as follows:

Scale

(1) NOT IMPORTANT, the information or skills taught are not needed to do my job.

(2) MINIMALLY IMPORTANT, the information or skills taught are nice to know but not essential to do my job.

(3) IMPORTANT, the information or skills taught are needed to do my job.

(4) VERY IMPORTANT, the information or skills taught are critical to do my job.

A rating for importance was assigned to each lesson by graduates and supervisors. Those ratings were summed and then divided by the number of respondents to derive a mean rating for importance for each lesson. The mean ratings were analyzed and all lessons obtaining a mean rating of 3.5 or higher (out of a possible 4.0) were considered to be a standard perceived by graduates and supervisors as very important or critical to the job of police officer. Conversely, all lessons obtaining a mean importance rating of 2.5 or below were considered to be a standard minimally important or not essential to the job of law enforcement officer. Appendix Table A2 displays mean ratings for importance. The table is ordered by lesson number for both graduates and supervisors.

Tables in this section compare lessons perceived most important and least important by graduates and supervisors and illustrate the differences in the perceptions of the two groups. Lessons with ratings below the standard were considered perceived by respondents as being minimally important or not essential to the job of law enforcement officer and should be evaluated to determine if modifications should be made to better meet the needs of graduates and their departments. The selection of 3.5 or higher and 2.5 or lower as the standard are not based on any statistical or theoretical model, it is based upon its practical significance for this study. The intent is simply to identify lessons for review consideration by users of this study.

Lessons in Table 4 are listed by their assigned numerical number, not a rank ordering by perceived importance. Lessons at or above the standard (3.5 or Above) that were identified by both graduates and supervisors are highlighted (bolded).

Table 4

Lessons Highest (3.5 or Above) In Importance by Mean Ratings

		Graduate		Supervisor	
Variables		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
1.5	**Mechanics of Report Writing**	**3.50**	**.54**	**3.69**	**.46**
2.1	**Interview and Interrogation**	**3.64**	**.50**	**3.67**	**.47**
2.3	Legal Research	3.23	.59	3.52	.55
2.6	**Concepts of Probable Cause**	**3.70**	**.48**	**3.74**	**.44**
2.7	**Laws of Arrest**	**3.63**	**.50**	**3.71**	**.45**
2.8	**Use of Force**	**3.65**	**.50**	**3.80**	**.40**
2.9	Weapons Law	3.46	.52	3.52	.59
2.11	Search Warrant Exceptions	3.53	.52	3.49	.54
2.20	**Command Presence/Verbal Control**	**3.59**	**.56**	**3.67**	**.47**
5.2	Handgun Nomenclature & Maintenance	3.54	.57	3.42	.66
5.3	Shotgun Nomenclature & Maintenance	3.52	.57	3.28	.76
5.4	**Firearms Safety**	**3.72**	**.50**	**3.63**	**.61**
5.5	**Basic Shooting Fundamentals**	**3.68**	**.48**	**3.63**	**.57**
5.6	Presentation of the Handgun	3.60	.53	3.37	.57
5.7	**Handgun Handling Skills**	**3.69**	**.51**	**3.60**	**.53**
5.8	**Shotgun Handling**	**3.66**	**.52**	**3.58**	**.58**
5.9	**Shotgun Capabilities/Considerations**	**3.61**	**.53**	**3.53**	**.58**

Table 4 (continued)

Lessons Highest (3.5 or Above) In Importance by Mean Ratings

Variables		Graduate Mean Rating	Graduate S.D.	Supervisor Mean Rating	Supervisor S.D.
LESSON NUMBER and TITLE					
5.10	**Range Qualification**	**3.74**	**.44**	**3.74**	**.44**
6.1	**Crime Scene Investigation**	**3.56**	**.52**	**3.52**	**.63**
6.2	**Collection of Evidence**	**3.52**	**.54**	**3.52**	**.63**
7.3	Responding to the Scenet	3.40	.55	3.50	.55
8.1	Custody Control	3.69	.50	3.47	.54
9.1	Introduction to Patrol	3.26	.57	3.74	.44
9.5	Vehicle Pullover	3.61	.49	3.26	.57
9.6	**Vehicle Approach/Contact**	**3.62**	**.50**	**3.53**	**.50**
9.7	**Felony Vehicle Stops**	**3.67**	**.47**	**3.63**	**.48**
9.8	**Crimes in Progress**	**3.61**	**.50**	**3.71**	**.45**
9.9	**Building Search**	**3.65**	**.48**	**3.58**	**.49**
9.10	**Mechanics of Arrest**	**3.53**	**.50**	**3.63**	**.48**
9.11	Search of Prisoners	3.52	.52	3.44	.58
9.12	Transportation of Prisoners	3.36	.53	3.56	.50
9.16	Shooting Decisions	3.61	.52	3.42	.58
10.1	Unusual Occurrences	3.06	.60	3.72	.50

Table 4 (continued)

Lessons Highest (3.5 or Above) In Importance by Mean Ratings

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
10.4	Officer Survival	3.68	.47	2.88	.70
10.5	Post Shooting Trauma	3.38	.58	3.77	.52
10.12	Ethics	3.44	.56	3.56	.54
11.1	**Law Enforcement Driving**	**3.73**	**.51**	**3.67**	**.47**

There were no basic academy lessons that fell below the 2.5 standard as being minimally important or not important to the job of law enforcement officer. Table 5 displays basic academy lessons rated lowest overall in importance by graduates and supervisors. Lessons in Table 5 are listed by their assigned numerical number, not a rank ordering by perceived importance, and lessons identified by both graduates and supervisors are highlighted (bolded).

Table 5

Lessons Lowest In Importance by Mean Ratings

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
1.1	Learning in the Classroom	2.99	.78	3.38	.59

Table 5 (continued)

Lessons Lowest In Importance by Mean Ratings

Variables		Graduate Mean Rating	Graduate S.D.	Supervisor Mean Rating	Supervisor S.D.
LESSON NUMBER and TITLE					
1.2	**Introduction to Law Enforcement**	**2.90**	**.68**	**2.83**	**.75**
2.15	Defense to Crimes	3.04	.62	2.91	.74
10.3	**Introduction to Victimization**	**2.99**	**.56**	**2.93**	**.67**
10.4	Officer Survival	3.68	.47	2.88	.70

Research question three asked only basic academy graduates, "How was the quality of the training received in the basic training academy?" Supervisors were not asked to respond to this portion of the survey since they did not witness the actual training. Responses were measured in terms of mean quality ratings assigned to each training lesson. The rating scale used was as follows:

Scale

(1) UNSATISFACTORY, the training was inadequate, the skills and knowledge taught were not addressed to a degree that enables me to do my job.

(2) FAIR, the training was barely adequate, the skills and knowledge were taught but not in sufficient detail to fully meet the demands of my job.

(3) SATISFACTORY, the training was adequate, I am satisfied that I have the basic skills and knowledge required by my job.

(4) GOOD, the training was of high quality, I am fully capable of performing most of my law enforcement responsibilities.

(5) EXCELLENT, the training was outstanding, I feel very confident that I can apply the skills and knowledge taught.

A graduate mean rating was calculated for each basic academy lesson in the training program. The mean ratings were analyzed and all lessons obtaining a mean rating of 4.0 or higher (out of a possible 5.0) were considered to be perceived by graduates as good or excellent in preparing the officer to perform the law enforcement aspects of his or her job. All lessons obtaining a mean quality rating of 2.5 or below (out of a possible 5.0) were considered barely adequate or inadequate, and the training quality was considered not sufficient in detail or degree to fully meet the demands of a law enforcement officer.

A review of the rank ordering of quality of training ratings was made to identify the lessons perceived by graduates as highest in quality and lowest in quality. The only basic academy lessons rated highest in quality, above the 4.0 standard, were psychomotor skill related lessons, i.e., firearms training, custody and control training, and law enforcement driver training. These high priority activities may very well reflect graduates concerns for their own personal safety as well as that of the public they serve.

Using the mean rating standard of 4.0 or above (out of a possible 5.0), the lessons in Table 6 were rated highest in quality and are listed by their assigned numerical number, not a rank ordering by perceived quality.

Table 6

Lesson Quality by Mean Ratings

	Graduate	
Variables	Mean Rating	S.D.
LESSON NUMBER and TITLE		
5.2 Handgun Nomenclature & Maintenance	4.01	.88

Table 6 (continued)

Lesson Quality by Mean Ratings

Variables		Graduate Mean Rating	S.D.
LESSON NUMBER and TITLE			
5.3	Shotgun Nomenclature & Maintenance	4.01	.87
5.4	Firearms Safety	4.07	.92
5.5	Basic Shooting Fundamentals	4.07	.91
5.6	Presentation of the Handgun	4.05	.83
5.7	Handgun Handling Skills	4.12	.87
5.8	Shotgun Handling	4.12	.84
5.9	Shotgun Capabilities & Considerations	4.03	.87
5.10	Range Qualification	4.12	.87
8.1	Custody Control	4.01	.59
11.1	Law Enforcement Driving	4.01	1.10

No basic academy lessons fell below the 2.5 standard of fair or unsatisfactory as perceived by graduates for quality. In Appendix Table A3, all lessons are displayed and ordered by lesson number with mean ratings for both graduates and supervisors.

Findings

In addition to data gathered from survey scales for Amount, Importance, and Quality of training in the basic academy, graduates were asked "How frequently have you used the information or skills taught in the basic academy?" A complete list of the "How

frequently have you used the information or skills taught in the basic academy?" responses can be found in Appendix B, Table B1.

Table 7 displays graduate responses concerning the most frequent (Daily) use of information or skills taught in the basic academy. Not all basic academy lessons were listed since some contained no performance objectives on which information or skills were to be evaluated. The words "How frequently have you . . ." preceded each question. The rating scale used was as follows:

Scale

(1) NEVER

(2) YEARLY

(3) MONTHLY

(4) WEEKLY

(5) DAILY

Table 7

Information or Skill Most Frequently Used on a Daily Basis

Variables		Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."						
1.1	Used the note taking/strategies skills					
	Daily	17	188	62.2	100.0	5
1.3	Used the P-R-E-L-I-M-I-N-A-R-Y method to gather investigation information					
	Daily	53	188	28.2	100.0	5
1.4, 1.5	Used your law enforcement report writing skill					
	Daily	153	188	81.4	100.0	5
2.3	Used the resources contained in the Oklahoma Statutes Annotated					
	Daily	56	188	29.8	100.0	5

Table 7 (continued)

Information or Skill Most Frequently Used on a Daily Basis

Variables		Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."						
2.5	Applied the principles of criminal law to a situation					
	Daily	69	188	36.7	100.0	5
2.6	Used your knowledge of probable cause					
	Daily	110	188	58.5	100.0	5
5.4	Applied off-duty/home safety principles					
	Daily	162	188	86.2	100.0	5
5.4	Used firearms' safety precautions and procedures					
	Daily	51	188	80.3	100.0	5
7.2	Had occasion to deal with the uniform violation complaint form					
	Daily	146	188	77.7	100.0	5
7.3	Responded to the scene of an accident					
	Daily	109	188	58.0	100.0	5
9.15	Used intervention procedures and conflict mediation techniques					
	Daily	91	188	48.4	100.0	5
9.4	Conducted an investigative detention 'stop'					
	Daily	154	188	81.9	100.0	5
9.5	Conducted a stop of a van or motor home					
	Daily	143	188	76.1	100.0	5
9.6	Conducted a stop with multiple vehicle occupants					
	Daily	79	188	42.0	100.0	5

Table 7 (continued)

Information or Skill Most Frequently Used on a Daily Basis

Variables		Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."						
9.8	Had occasion to be the primary unit with tactical responsibilities					
	Daily	86	188	45.7	100.0	5
10.11, .12	Been confronted with ethically challenging situations					
	Daily	61	187	32.6	100.0	5
10.7	Been confronted with 'Color of Law' situations					
	Daily	60	187	32.1	100.0	5
10.9	Had occasion to take positive steps to prevent the development of crime					
	Daily	90	187	48.1	100.0	5
11.1	Used shuffle steering techniques					
	Daily	94	137	68.6	100.0	5

Analysis of rank ordering of frequency of usage activities revealed five training lessons in which information or skills were used on a daily basis by fewer than 33% of the graduates. Table 8 lists and identifies information and skills from the basic academy training program that graduates rated as the least frequently used on a daily basis. The order in which the basic academy lessons are listed do not indicate a rank ordering of their use.

Table 8

Information or Skill Least Frequently Used on a Daily Basis

Variables		Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."						
1.3	Used the P-R-E-L-I-M-I-N-A-R-Y method to gather investigation information					
	Daily	53	188	28.2	100.0	5
2.3	Used the resources contained in the Oklahoma Statutes Annotated					
	Daily	56	188	29.8	100.0	5
10.7	Been confronted with 'Color of Law' situations					
	Daily	60	187	32.1	100.0	5
10.11, .12	Been confronted with ethically challenging situations					
	Daily	61	187	32.6	100.0	5

Table 9 displays the results from graduates answering questions concerning information or skills they have never used since graduation from the basic academy. Not all lessons were listed since some contained no performance objectives on which information or skills were to be tested. The words "How frequently have you . . ." preceded each question. The rating scale used was as follows:

Scale

(1) NEVER

(2) YEARLY

(3) MONTHLY

(4) WEEKLY

(5) DAILY

Analysis of frequency of usage data revealed eighteen activities that graduates said they had never used. The activities in Table 9 are listed in order by lesson plan and do not indicate a rank ordering of their usage.

Table 9

Information or Skill Never Used

Variables		Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."						
2.2	Been involved with a civil liability situation Never	68	68	36.2	36.2	1
2.10	Applied for a warrant to search or seize property Never	79	79	42.0	42.0	1
2.17	Served a civil process document Never	115	115	61.2	61.2	1
3.1	Used the techniques taught in CPR Never	105	105	55.9	55.9	1
4.1	Used the techniques taught in First Aid Never	69	69	36.7	36.7	1
7.6	Had a stolen vehicle impounded Never	55	55	29.3	29.3	1
9.3	Conducted a foot patrol Never	126	126	67.0	67.0	1
9.12	Had occasion to travel by air with a prisoner Never	87	87	46.3	46.3	1

Table 9 (continued)

Information or Skill Never Used

Variables		Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."						
9.14	Been the first officer who interviews a victim of domestic abuse					
	Never	169	169	89.9	89.9	1
9.14	Had to provide services to victims/witnesses					
	Never	161	161	85.6	85.6	1
10.1	Responded to call where a dead body has been discovered					
	Never	155	155	82.4	82.4	1
10.2	Used your knowledge of the Oklahoma Victim Compensation					
	Never	175	175	93.1	93.1	1
10.3	Interacted with victims of high anxiety-emotional shock, denial, or anger					
	Never	125	125	66.5	66.5	1
10.4	Been confronted with a situation involving a sniper					
	Never	84	84	44.7	44.7	1
10.4	Had occasion to deal with a situation involving domestic terrorism					
	Never	92	92	48.9	48.9	1
10.5	Utilized your knowledge of post shooting trauma					
	Never	170	170	90.9	90.9	1
10.6	Used your knowledge of human relations					
	Never	121	121	64.7	64.7	1
10.8	Used community relations skills to maintaining order or provide service unrelated to violations					
	Never	132	132	70.6	70.6	1

Summary

Research question one addressed basic academy graduates perception of how adequate was the amount of training received in preparing the graduate to perform their job. Analysis of the data revealed 62.3% of basic academy graduates and 62.1% of their supervisors considered the amount of training currently offered in the basic academy to be satisfactory, but a number of graduates (33.5%) and supervisors (35.4%) would like to see the amount of training time increased.

T-test results for gender differences are listed and identified in Table 10 concerning perception of amount of training needed. Results indicate there is no significant difference between female and male graduates perception of basic academy training needs.

Table 10

T-test Results for Gender Difference in Amount of Training

		Graduate		
Variables	Number of Cases	Mean	SD	SE of Mean
GENDER				
Female	15	201.0	25.9	6.7
Male	173	200.2	22.1	1.7

Mean Difference = .8324

Levene's Test for Equality of Variance: F = .219 P = .640

t-test for Equality of Means 95%

Table 10 (continued)

Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.14	186	.891	6.052	(-11.107, 12.772)
Unequal	.12	15.83	.907	6.905	(-13.818, 15.482)

Research question two asked "How important is the information provided in the basic training academy to the performance of the graduates job?" There was a high degree of agreement between graduates' and supervisors' perceptions of the importance of the lessons in the basic academy training program, especially in the psychomotor skill lessons. There were no lessons identified below the 2.5 standard. There were two lessons, common to both groups, below the 3.0 level - Introduction to Law Enforcement and Introduction to Victimization.

T-test results, shown in Table 11, for gender differences in the perception of importance of training, reveal that there is no significant perception of importance difference between female and male graduates.

Table 11

T-test Results for Gender Difference in Importance of Training

		Graduate		
Variables	Number of Cases	Mean	SD	SE of Mean
GENDER				
Female	15	293.9	20.4	5.3
Male	173	292.9	24.8	1.9

Mean Difference = 1.0836

Table 11 (continued)

Levene's Test for Equality of Variance: F = 2.588 P = .109

t-test for Equality of Means 95%

Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.16	186	.869	6.580	(-11.897, 14.064)
Unequal	.19	17.77	.849	5.595	(-10.682, 12.849)

Research question three asked, "How do you perceive the quality of the training received in the basic training academy?" The results for this question closely paralleled the results from research question two, that being Firearms Safety, Firearms Handling, and Range Qualification were rated the highest in quality by graduates. Overall, 9 of the 11 (82%) highest rated lessons were firearms skill related. Additionally, the remaining two highest rated lessons for quality, Custody Control and Law Enforcement Driver Training, were psychomotor skill lessons as well.

T-tests for gender differences in the perception of quality of training, shown in Table 12, indicate there was no significant perception of quality difference between female and male graduates.

Table 12

T-test Results for Gender Difference in Quality of Training

		Graduate		
Variables	Number of Cases	Mean	SD	SE of Mean
GENDER				
Female	15	297.4	55.0	14.2
Male	173	310.7	47.9	3.6

Mean Difference = 13.3283

Table 12 (continued)

Levene's Test for Equality of Variance: F = .132 P = .717

t-test for Equality of Means 95%

Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-1.02	186	.308	13.042	(-39.058, 12.401)
Unequal	-.91	15.89	.377	14.666	(-44.436, 17.780)

No gender differences were found for amount of training, importance of training, or quality of training. As a result of these findings, a further analysis was done on all cases in the sample. The Pearson product-moment correlation coefficient was utilized in determining relationships between total amount, importance, and quality of training. Table 13 displays the results of a one-tailed test on the relationship between total amount and total importance of training.

Table 13

Correlation Between Total Amount and Total Importance of Training

	Graduate (n = 188)	
Variables	Total Amount	Total Importance
AMOUNT and IMPORTANCE		
Total Amount	1.00	.5294*
Total Importance	.5294*	1.00

*p = .000

Table 14 displays the results of a two-tailed test on the correlation between total amount, importance, and quality of training.

Table 14

Correlation Between Total Amount, Importance, and Quality of Training

	Graduate (n = 188)		
Variables	Total Amount	Total Importance	Total Quality
AMOUNT, IMPORTANCE and QUALITY			
Total Amount	1.00	.5294*	-.0494**
Total Importance	.5294*	1.00	.3270*
Total Quality	-.0494**	.3270*	1.00

*p = .000 **p = .501

The greatest correlation was noted between Total Amount and Total Importance, while the correlation between Total Importance and Total Quality was somewhat smaller. The least correlation exists between Total Amount and Total Quality. This correlation suggests as one might expect that increasing the amount of training is no guarantee that the quality of the training will increase also.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

"And life is what we make it. Always has been, always will be."

(Grandma Moses)

Statement of the Problem

The purpose of this study was to determine the perceptions of recent basic law enforcement academy graduates and their supervisors regarding the relevance and effectiveness of the basic academy training program in Oklahoma. Although the basic academy administers a final comprehensive examination, there has never been a posttraining follow-up undertaken to measure transfer of learning. Consequently, the effectiveness, usefulness, and adequacy of the basic academy are left open to question.

Procedures

The target population for the study was all police officers who graduated from the CLEET basic academy training program in Oklahoma City, Oklahoma, between the years of 1993 and 1995. The accessible population was limited to police officers who were still with the department who employed them while they were in attendance at the academy, and to those who graduated from CLEET at least twelve months and not more than thirty-six months prior to the study implementation date.

The data collection method utilized in the study was the mailed questionnaire. Questionnaire booklets were forwarded to 146 Oklahoma police departments for 290 graduates. From the graduate surveys distributed, 86 (56.2%) departments and 188

(66.2%) graduates returned the surveys for analysis. From the supervisor surveys distributed, 80 (54.8%) of 146 departments responded. From the 80 department responses, 48 (32.9%) were counted as supervisor responses and 32 (21.9%) were counted as graduate responses, either because the department had only one position, or because of the short length of time the respondent had been on the job. One supervisor survey was discounted from the study because it was incomplete.

An established federal law enforcement training survey instrument was modified to focus on training performance objectives specifically written for Oklahoma law enforcement officers. The procedures utilized in developing the original survey instrument by the Federal Law Enforcement Training Center (FLETC) were not jeopardized and helped assure the content validity of the questionnaire. Extreme care was taken to insure that the proper questions were asked in order to obtain the information desired. To further establish the reliability of the primary data-collection method (mailed questionnaires), the data obtained from the primary method were compared to data obtained from an alternative method (personal interviews).

The survey questionnaire was field tested at locations in Norman, Oklahoma, and Oklahoma City, Oklahoma. The field tests involved allowing recent participants to complete the questionnaire. Following the completion of the questionnaire, the participants were interviewed to ascertain: if the objectives and the instructions for completing the questionnaire were clear and unambiguous; if the participant could provide the information requested; and whether the administration time was reasonable and not burdensome. The results of the field interviews indicated that this method of data

collection was highly satisfactory and would provide a reliable and effective method of collecting the data sought from participants. The successful results of the field tests indicated that the questionnaire design was satisfactory and would allow collection of the data sought from participants, thereby supporting the reliability of the data collected by mailed questionnaire.

Research Questions

Three research questions were addressed by this study. The research questions were stated as follows:

Question 1

In terms of preparing graduates to perform their jobs, how adequate was the amount of training participants received in the basic training academy?

Analysis

Responses were measured in terms of frequency of response, with percentage statistics reported for the scale which follows:

Scale

(1) LESS training time is needed, too much time was allowed to present the material.

(2) SATISFACTORY, the right amount of training was provided, the time allowed was sufficient to cover the material.

(3) MORE training is needed, the time allowed to present instruction was not sufficient to cover the material.

Tables related to this research question present percentage statistics for all block training lessons identified by 25% or more of the graduates as needing more or less training. Lessons not included in the related tables were considered as offering an

adequate amount of training. It is suggested that training lessons with results above or below the standard be evaluated to help in determining if modifications should be made to better meet the needs of graduates and their departments. The selection of 25% as the standard was not based upon any statistical or theoretical model. Using a jury of experts, it was based upon its practical significance for this study.

Question 2

How important was the information provided in the basic training academy to job performance?

Analysis

Responses were measured in terms of mean ratings assigned to each training lesson. The ratings available were:

Scale

(1) NOT IMPORTANT, the information or skills taught are not needed to do my job.

(2) MINIMALLY IMPORTANT, the information or skills taught are nice to know but not essential to do my job.

(3) IMPORTANT, the information or skills taught are needed to do my job.

(4) VERY IMPORTANT, the information or skills taught are critical to do my job.

The mean ratings for importance were analyzed and all basic academy training lessons obtaining a mean rating of 3.5 or higher (out of a possible 4.0) were considered to be perceived by graduates as very important or critical to their job. Conversely, all lessons obtaining a mean importance rating of 2.5 or below were considered as minimally important or not essential to the job of law enforcement officer. Basic academy training

lessons with results below the standard should be evaluated to help in determining if modifications should be made to better meet the needs of respondents and their departments. The selection of 3.5 or higher and 2.5 or lower as the standard was not based upon any statistical or theoretical model. Using a jury of experts, it was based upon its practical significance for this study.

Question 3

How was the quality of the training received in the basic training academy perceived by the graduates?

Analysis

Responses will be measured in terms of the mean rating assigned to each block training lesson. The ratings available are:

Scale

(1) UNSATISFACTORY, the training was inadequate, the skills and knowledge taught were not addressed to a degree that enables me to do my job.

(2) FAIR, the training was barely adequate, the skills and knowledge were taught but not in sufficient detail to fully meet the demands of my job.

(3) SATISFACTORY, the training was adequate, I am satisfied that I have the basic skills and knowledge required by my job.

(4) GOOD, the training was of high quality, I am fully capable of performing most of my law enforcement responsibilities.

(5) EXCELLENT, the training was outstanding, I feel very confident that I can apply the skills and knowledge taught.

A mean rating for quality of training was calculated for each lesson in the training program. The ratings were analyzed and all lessons obtaining a mean rating of 4.0 or

higher (out of a possible 5.0) were considered to be perceived by respondents as good or excellent in preparing the officer to perform the law enforcement aspects of their job. Conversely, all basic academy training lessons obtaining a mean quality rating of 2.5 or below were considered as barely adequate or not useful to law enforcement officers.

Basic Academy lessons with mean quality ratings below the standard should be evaluated to help in determining if modifications should be made to better meet the needs of respondents and their departments. The selection of 4.0 or higher and 2.5 or lower as the standard is not based upon any statistical or theoretical model. Using a jury of experts, it was based upon its practical significance for this study.

Conclusions

The primary purpose of this study was to investigate the relevance and effectiveness of the basic law enforcement training program in Oklahoma. Based on the information obtained during this study and the analysis of this data, it is apparent that respondents consider basic academy training to be relevant and effective training.

In preparing new officers to do their jobs, there was an overall dissatisfaction with the amount of training being provided in the current program. Eighty-four percent of the lessons were identified as needing more training time.

There was significant agreement between graduates' and supervisors' perception of the importance of the lessons that currently comprise the basic academy training program. Of the 88 lessons, 37 were identified by either graduates or supervisors as very important to the job of law enforcement officer, and it is worth noting that of these 37 lessons, 20 (54%) were identified by both groups. There were no lessons identified as

minimally important or not important to the job of law enforcement officer.

Concerning quality of training, all lessons were rated satisfactory or higher. Nine of the eleven highest rated lessons were firearms skill related and the remaining two lessons were also psychomotor skill lessons, custody control and law enforcement driver training.

Graduates made 52 comments about law enforcement tasks, activities, or knowledge for which no training was received. The most frequently mentioned topical areas were intoxilizer school, radar certification, and standard field sobriety testing. Law enforcement driver training was frequently mentioned by graduates, but since this study started, a 24-hour block of instruction has been added to the curriculum. The criticality of these topics and the frequency with which they were mentioned should be reason for law enforcement training officials to consider adding them to the training curriculum.

A total of 109 statements were made by graduates providing recommendations on how to improve the basic academy training program. The areas listed most frequently as needing additional training time were self-defense training (custody control), firearms training, physical training, accident investigation, and law enforcement driver training. Many graduates also recommended increased overall length for the basic academy. It is the authors opinion that the lessons listed most frequently as needing training time are on the list because of the graduates interest level in the subject matter. Many comments had positive remarks for the relevancy of the training program and competency of the instructional staff, but there were graduates who noted that there was too much down time and that instructors told too many war stories which took up valuable learning time.

The responses of the graduates to the general questions listed at the end of the survey instrument indicated an overall satisfaction with the quality of the training and the quality of the instruction. The length of the basic academy and the level of learning difficulty were also rated satisfactory.

Using Kirkpatrick's (1959) Four-Level approach to the evaluation of training, the result of this study indicate that at Level 1 (Reaction), respondents did like the basic academy training program. Analysis reveals respondents felt their time was well spent, that the material made sense, and that instructors were knowledgeable and helpful. At Level 2 (Learning), the study indicates respondents did in fact acquire many of the skills or knowledge that they were to receive based on the performance objectives. At Level 3 (Behavior), respondents indicated that changes in on-the-job performance have occurred. The study's frequency of usage analysis indicates that there is transfer of learning to the work environment. While it is possible to view the reports of graduates about behavioral change with some suspicion, Connolly (1991) says her research has shown that trainee self-reports are at least as valid as those of their subordinates and managers.

In Level 4 (Results), the study results are not as defined as in the other levels. Supervisor ratings indicate an improved workplace environment using pre- and post-training comparisons. Addition studies detailing accident rates, absenteeism, turnover, and discipline would be beneficial in assessing the departments actual benefits from basic training.

The demands of the law enforcement environment seldom allow trainers to use all four of Kirkpatrick's levels, but this should not be an excuse for not evaluating training because each level in the process has value. Law enforcement curriculum designers must

decide which aspects of Kirkpatrick's or others' designs are the most useful and incorporate them into their training plans.

Recommendations

The responses in this study suggest a consensus that current basic law enforcement training in Oklahoma is useful and relevant, but not totally adequate in providing the knowledge, skills, and attitudes necessary for entry level officers. Two recommendations for future studies are to do a follow-up study based solely on supervisors and/or Field Training Officers (FTO) reports to assess the transfer of training, and to do a comparison study of basic academy graduates and graduates of Oklahoma college based law enforcement training programs.

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APPENDIX A

TABLES FOR AMOUNT, IMPORTANCE AND QUALITY OF TRAINING

Table A1

Amount of Training Needed

Variables		Graduate (N=188) Less	Satisfactory	More	Supervisor (N=47) Less	Satisfactory	More
LESSON NUMBER and Title							
1.1	Learning in the Classroom	13.3	76.1	10.6	0.0	77.5	22.5
1.2	Introduction to Law Enforcement	11.7	77.7	10.6	2.5	85.0	12.5
1.3	Field Note Taking	5.3	70.2	24.5	2.5	65.0	32.5
1.4	Introduction to Report Writing	1.6	61.2	37.2	5.0	35.0	60.0
1.5	Mechanics of Report Writing	3.2	58.5	38.3	0.0	35.0	65.0
2.1	Interview and Interrogation	0.6	55.3	44.1	2.5	60.0	37.5
2.2	Civil Liability	3.7	64.9	31.4	2.5	50.0	47.5
2.3	Legal Research	2.7	67.5	29.8	0.0	55.0	45.0
2.4	Major Crimes	0.0	64.9	35.1	0.0	65.0	35.0
2.5	Introduction to Criminal Law	2.1	64.4	33.5	0.0	52.5	47.5
2.6	Concepts of Probable Cause	0.5	44.2	55.3	0.0	37.5	62.5
2.7	Laws of Arrest	0.0	50.0	50.0	0.0	47.5	50.0
2.8	Use of Force	1.1	56.9	42.0	2.5	47.5	50.0
2.9	Weapons Law	1.1	65.9	33.0	0.0	62.5	37.5
2.10	Search Warrants	3.2	62.8	34.0	5.0	60.0	35.0
2.11	Search Warrant Exceptions	2.1	55.9	42.0	7.5	50.0	42.5
2.12	Rules of Evidence	2.1	66.0	31.9	2.5	60.0	37.5
2.13	Exclusionary Rule	1.6	68.6	29.8	2.5	22.5	75.0
2.14	Juvenile Code	3.7	52.2	44.1	0.0	60.0	40.0
2.15	Defense to Crimes	7.4	65.5	27.1	12.5	67.5	20.0
2.16	Trial of a Criminal Case	7.4	64.4	28.2	10.0	57.5	32.5

Table A1 (continued)

Amount of Training Needed

Variables		Graduate (N=188) Less	Satisfactory	More	Supervisor (N=47) Less	Satisfactory	More
LESSON NUMBER and TITLE							
2.17	Civil Process	5.3	65.4	29.3	7.5	62.5	30.0
2.18	Narcotics Law & Drug Id	3.2	5.7	51.1	7.5	60.0	32.5
2.19	Liquor Laws	4.2	66.0	29.8	5.0	72.5	22.5
2.20	Command Presence	3.2	62.2	34.6	0.0	55.0	45.0
3.1	CPR	8.5	67.0	24.5	7.5	77.5	15.0
4.1	First Aid	9.5	64.4	26.1	10.0	75.0	15.0
5.2	Handgun Nomenclature	2.1	72.4	25.5	0.0	70.0	30.0
5.3	Shotgun Nomenclature	2.1	72.4	25.5	0.0	67.5	32.5
5.4	Firearms Safety	1.1	68.6	30.3	0.0	72.5	27.5
5.5	Basic Shooting Fundamentals	0.0	57.4	42.6	0.0	60.0	40.0
5.6	Presentation of the Handgun	2.1	75.6	22.3	0.0	82.5	17.5
5.7	Handgun Handling Skills	0.5	68.1	31.4	0.0	67.5	32.5
5.8	Shotgun Handling	0.5	68.1	31.4	0.0	65.0	35.0
5.9	Shotgun Capabilities	1.1	69.1	29.8	0.0	67.5	32.5
5.10	Range Qualification	2.1	54.3	43.6	0.0	75.0	25.0
6.1	Crime Scene Investigation	0.5	55.4	44.1	5.0	45.0	50.0
6.2	Collection of Evidence	2.1	63.3	34.6	2.5	57.5	40.0
6.3	Interviews & Interrogations	0.5	58.0	41.5	2.5	67.5	30.0
6.4	Informants & Information	1.6	66.5	31.9	2.5	70.0	27.5
6.5	Fingerprints	5.3	60.1	34.6	15.0	60.0	25.0
6.6.	Automobile Theft	5.3	67.6	27.1	5.0	82.5	12.5

Table A1 (continued)

Amount of Training Needed

Variables		Graduate (N=188) Less	Satisfactory	More	Supervisor (N=47) Less	Satisfactory	More
LESSONS NUMBER and TITLE							
6.7	Child Abuse Investigation	1.1	8.9	50.0	0.0	55.0	45.0
6.8	Sexual Assaults	2.7	2.6	44.7	0.0	57.5	42.5
7.1	Oklahoma Vehicle Laws	0.5	56.9	42.6	2.5	52.5	45.0
7.2	Uniform Violations Complaint	3.2	72.3	24.5	5.0	75.0	20.0
7.3	Responding to an Accident	1.1	69.1	29.8	2.5	57.5	40.0
7.4	Protecting the Scene	2.1	72.9	25.0	2.5	62.5	35.0
7.5	Oklahoma Implied Consent Law	2.1	64.9	33.0	2.5	67.5	30.0
7.6	Collection Preservation of Evidence	3.2	58.0	38.8	0.0	60.0	40.0
7.7	Determining Cause of an Accident	1.1	52.6	46.3	2.5	52.5	45.0
7.8	Clearing the Scene	2.7	69.1	28.2	2.5	67.5	30.0
7.9	Accident Reconstruction	2.7	51.0	46.3	2.5	50.0	47.5
7.10	Police Traffic Collision Report	1.6	64.6	34.0	2.5	67.5	30.0
7.11	Accident Investigation Project	1.1	62.7	36.2	0.0	67.5	32.5
8.1	Custody Control	0.5	49.0	50.5	0.0	52.5	47.5
9.1	Introduction to Patrol	6.4	74.5	19.1	5.0	77.5	17.5
9.2	Observation and Perception	2.7	72.3	25.0	0.0	75.0	25.0
9.3	Patrol Techniques	1.6	72.9	25.5	0.0	72.5	27.5
9.4	Pedestrian Approach	1.1	67.0	31.9	0.0	80.0	20.0
9.5	Vehicle Pullover	0.5	62.3	37.2	2.5	60.0	37.5
9.6	Vehicle Approach/Violator Contact	0.0	58.5	41.5	0.0	52.5	47.5
9.7	Felony Vehicle Stops	0.0	58.5	41.5	2.5	52.5	45.0

Table A1 (continued)

Amount of Training Needed

Variables		Graduate (N=188) Less	Satisfactory	More	Supervisor (N=47) Less	Satisfactory	More
LESSONS NUMBER and TITLE							
9.8	Crimes in Progress	0.5	58.5	41.0	0.0	57.5	42.5
9.9	Building Search	1.1	55.3	43.6	0.0	52.5	47.5
9.10	Mechanics of Arrest	1.1	64.9	34.0	0.0	62.5	37.5
9.11	Search of Prisoners	1.1	66.5	32.4	0.0	57.5	42.5
9.12	Transportation of Prisoners	1.6	73.9	24.5	2.5	70.0	27.5
9.13	Telecommunications	9.0	69.7	21.3	10.0	72.5	17.5
9.14	Victim Protective Order	2.1	60.7	37.2	0.0	60.0	40.0
9.15	Crisis Intervention	1.1	67.5	31.4	2.5	62.5	35.0
9.16	Shooting Decisions	1.1	52.6	46.3	0.0	57.5	42.5
10.1	Unusual Occurrences	2.7	74.4	22.9	5.0	60.0	35.0
10.2	Evolution of Victim Rights	4.8	75.0	20.2	2.5	62.5	35.0
10.3	Overview to Victimization	5.3	77.7	17.0	2.5	77.5	20.0
10.4	Officer Survival	1.1	45.7	53.2	2.5	42.5	55.0
10.5	Post Shooting Trauma	0.5	66.0	33.5	0.0	65.0	35.0
10.6	Human Relations	5.3	69.7	25.0	2.5	77.5	20.0
10.7	Civil Rights	3.2	71.8	25.0	0.0	75.0	25.0
10.8	Community Relations	3.2	70.7	26.1	0.0	55.0	45.0
10.9	Crime and Drug Prevention	2.1	72.7	25.1	2.5	70.0	27.5
10.10	Minority Relations	3.2	72.2	24.6	5.0	72.5	22.5
10.11	Unethical Behavior	1.1	71.1	27.8	0.0	60.0	40.0
10.12	Ethics	1.6	70.8	27.6	0.0	47.5	52.5

Table A1 (continued)

Amount of Training Needed

Variables	Graduate (N=188) Less	Satisfactory	More	Supervisor (N=47) Less	Satisfactory	More
LESSONS NUMBER and TITLE						
10.13 Mental Illness	3.8	68.9	27.3	7.5	67.5	25.0
10.14 Handling the Mentally Ill	1.2	63.2	35.6	2.5	77.5	20.0
11.1 Law Enforcement Driving	1.4	42.4	56.2	0.0	60.0	40.0

Table A2

Importance of Training

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
1.1	Learning in the Classroom	2.99	.78	3.38	.59
1.2	Introduction to Law Enforcement	2.90	.68	2.83	.75
1.3	Field Note Taking	3.39	.64	3.45	.62
1.4	Introduction to Report Writing	3.44	.58	3.49	.59
1.5	Mechanics of Report Writing	3.50	.54	3.69	.46
2.1	Interview and Interrogation	3.64	.50	3.67	.47
2.2	Civil Liability	3.37	.58	3.38	.62
2.3	Legal Research	3.23	.59	3.52	.55
2.4	Major Crimes	3.44	.55	3.38	.53
2.5	Introduction to Criminal Law	3.36	.56	3.21	.67
2.6	Concepts of Probable Cause	3.70	.48	3.74	.44
2.7	Laws of Arrest	3.63	.50	3.71	.45
2.8	Use of Force	3.65	.50	3.80	.40
2.9	Weapons Law	3.46	.52	3.52	.59
2.10	Search Warrants	3.33	.56	3.26	.69
2.11	Search Warrant Exceptions	3.53	.52	3.49	.54
2.12	Rules of Evidence	3.36	.58	3.44	.54
2.13	Exclusionary Rule	3.34	.52	3.35	.57
2.14	Juvenile Code	3.34	.58	3.49	.62
2.15	Defense to Crimes	3.04	.62	2.91	.74
2.16	Trial of a Criminal Case	3.14	.60	3.19	.76

Table A2 (continued)

Importance of Training

Variables		Graduate Mean Rating	Graduate S.D.	Supervisor Mean Rating	Supervisor S.D.
LESSON NUMBER and TITLE					
2.17	Civil Process	3.06	.70	2.77	.80
2.18	Narcotics Law & Drug Identification	3.36	.62	3.12	.65
2.19	Liquor Laws	3.12	.69	3.00	.72
2.20	Command Presence & Verbal Control	3.59	.56	3.67	.47
3.1	CPR	3.20	.73	3.07	.63
4.1	First Aid	3.21	.72	3.05	.62
5.2	Handgun Nomenclature & Maintenance	3.54	.57	3.42	.66
5.3	Shotgun Nomenclature & Maintenance	3.52	.57	3.28	.76
5.4	Firearms Safety	3.72	.50	3.63	.61
5.5	Basic Shooting Fundamentals	3.68	.48	3.63	.57
5.6	Presentation of the Handgun	3.60	.53	3.37	.57
5.7	Handgun Handling Skills	3.69	.51	3.60	.53
5.8	Shotgun Handling	3.66	.52	3.58	.58
5.9	Shotgun Capabilities & Considerations	3.61	.53	3.53	.58
5.10	Range Qualification	3.74	.44	3.74	.44
6.1	Preliminary & Crime Scene Investigation	3.56	.52	3.52	.63
6.2	Collection & Preservation of Evidence	3.52	.54	3.52	.63
6.3	Interviews & Interrogations	3.38	.57	3.40	.49
6.4	Informants & Information	3.18	.61	3.14	.67
6.5	Fingerprints	3.20	.64	2.86	.68
6.6.	Automobile Theft	3.15	.57	2.93	.59

Table A2 (continued)

Importance of Training

Variables		Graduate Mean Rating	Graduate S.D.	Supervisor Mean Rating	Supervisor S.D.
LESSON NUMBER and TITLE					
6.7	Child Abuse Investigation	3.42	.57	3.33	.67
6.8	Sexual Assaults	3.35	.55	3.33	.64
7.1	Oklahoma Vehicle Laws	3.40	.54	3.40	.58
7.2	Uniform Violations Complaint Forms	3.14	.63	3.02	.59
7.3	Responding to the Scene of an Accident	3.40	.55	3.50	.55
7.4	Protecting the Scene of an Accident	3.40	.53	3.33	.60
7.5	Oklahoma Implied Consent Law	3.39	.54	3.14	.55
7.6	Collection and Preservation of Evidence	3.32	.54	3.30	.51
7.7	Determining the Cause of an Accident	3.36	.55	3.43	.54
7.8	Clearing the Scene	3.24	.52	3.09	.64
7.9	Accident Reconstruction	3.18	.63	3.23	.64
7.10	Oklahoma Traffic Collision Report	3.28	.58	3.23	.60
7.11	Accident Investigation Project	3.39	.54	3.39	.54
8.1	Custody Control	3.69	.50	3.47	.54
9.1	Introduction to Patrol	3.26	.57	3.74	.44
9.2	Observation and Perception	3.30	.54	3.19	.49
9.3	Patrol Techniques	3.37	.52	3.26	.61
9.4	Pedestrian Approach	3.39	.54	3.23	.60
9.5	Vehicle Pullover	3.61	.49	3.26	.57
9.6	Vehicle Approach/Violator Contact	3.62	.50	3.53	.50
9.7	Felony Vehicle Stops	3.67	.47	3.63	.48

Table A2 (continued)

Importance of Training

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
9.8	Crimes in Progress	3.61	.50	3.71	.45
9.9	Building Search	3.65	.48	3.58	.49
9.10	Mechanics of Arrest	3.53	.50	3.63	.48
9.11	Search of Prisoners	3.52	.52	3.44	.58
9.12	Transportation of Prisoners	3.36	.53	3.56	.50
9.13	Telecommunications	3.18	.60	3.30	.59
9.14	Victim Protective Order	3.22	.59	3.12	.62
9.15	Crisis Intervention	3.34	.58	3.33	.71
9.16	Shooting Decisions	3.61	.52	3.42	.58
10.1	Unusual Occurrences	3.06	.60	3.72	.50
10.2	Evolution of Victim Rights	3.01	.60	3.07	.70
10.3	Introduction to Victimization	2.99	.56	2.93	.67
10.4	Officer Survival	3.68	.47	2.88	.70
10.5	Post Shooting Trauma	3.38	.58	3.77	.52
10.6	Human Relations	3.18	.62	3.42	.58
10.7	Civil Rights	3.16	.60	3.16	.61
10.8	Community Relations	3.23	.66	3.16	.61
10.9	Crime and Drug Prevention	3.19	.57	3.07	.73
10.10	Minority Relations	3.18	.63	3.17	.61
10.11	Unethical Behavior	3.32	.62	3.44	.58

Table A2 (continued)

Importance of Training

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
10.12	Ethics	3.44	.56	3.56	.54
10.13	Mental Illness	3.35	.56	3.07	.66
10.14	Recognize & Handle the Mentally Ill	3.41	.59	3.07	.70
11.1	Law Enforcement Driving	3.73	.51	3.67	.47

Table A3

Quality of Training

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
1.1	Learning in the Classroom	3.45	.78	Not Surveyed	
1.2	Introduction to Law Enforcement	3.49	.73		
1.3	Field Note Taking	3.53	.77		
1.4	Introduction to Report Writing	3.37	.79		
1.5	Mechanics of Report Writing	3.43	.87		
2.1	Interview and Interrogation	3.56	.92		
2.2	Civil Liability	3.58	.85		
2.3	Legal Research	3.52	.77		
2.4	Major Crimes	3.58	.76		
2.5	Introduction to Criminal Law	3.57	.77		
2.6	Concepts of Probable Cause	3.66	.88		
2.7	Laws of Arrest	3.65	.91		
2.8	Use of Force	3.80	.81		
2.9	Weapons Law	3.64	.87		
2.10	Search Warrants	3.52	.82		
2.11	Search Warrant Exceptions	3.57	.86		
2.12	Rules of Evidence	3.46	.84		
2.13	Exclusionary Rule	3.51	.79		
2.14	Juvenile Code	3.44	.90		
2.15	Defense to Crimes	3.39	.78		
2.16	Trial of a Criminal Case	3.44	.80		

Table A3 (continued)

Quality of Training

Variables		Graduate Mean Rating	Graduate S.D.	Supervisor Mean Rating	Supervisor S.D.
LESSON NUMBER and TITLE					
2.17	Civil Process	3.32	.91	Not Surveyed	
2.18	Narcotics Law & Drug Identification	3.34	.95		
2.19	Liquor Laws	3.32	.91		
2.20	Command Presence & Verbal Control	3.73	.92		
3.1	CPR	3.24	1.13		
4.1	First Aid	3.28	1.15		
5.2	Handgun Nomenclature & Maintenance	4.01	.88		
5.3	Shotgun Nomenclature & Maintenance	4.01	.87		
5.4	Firearms Safety	4.07	.92		
5.5	Basic Shooting Fundamentals	4.07	.91		
5.6	Presentation of the Handgun	4.05	.83		
5.7	Handgun Handling Skills	4.12	.87		
5.8	Shotgun Handling	4.12	.84		
5.9	Shotgun Capabilities & Considerations	4.03	.87		
5.10	Range Qualification	4.12	.87		
6.1	Crime Scene Investigation	3.61	.80		
6.2	Collection & Preservation of Evidence	3.64	.81		
6.3	Interviews & Interrogations	3.50	.87		
6.4	Informants & Information	3.31	.85		
6.5	Fingerprints	3.36	.86		
6.6.	Automobile Theft	3.47	.82		

Table A3 (continued)

Quality of Training

Variables		Graduate Mean Rating	Graduate S.D.	Supervisor Mean Rating	Supervisor S.D.
LESSON NUMBER and TITLE					
6.7	Child Abuse Investigation	3.48	.94	Not Surveyed	
6.8	Sexual Assaults	3.45	.90		
7.1	Oklahoma Vehicle Laws	3.57	.88		
7.2	Uniform Violations Complaint Forms	3.46	.87		
7.3	Responding to the Scene of an Accident	3.64	.86		
7.4	Protecting the Scene of an Accident	3.53	.86		
7.5	Oklahoma Implied Consent Law	3.42	.94		
7.6	Collection and Preservation of Evidence	3.40	.93		
7.7	Determining the Cause of an Accident	3.38	.95		
7.8	Clearing the Scene	3.38	.94		
7.9	Accident Reconstruction	3.27	1.04		
7.10	Oklahoma Traffic Collision Report	3.49	.94		
7.11	Accident Investigation Project	3.56	.99		
8.1	Custody Control	4.01	.599		
9.1	Introduction to Patrol	3.62	.77		
9.2	Observation and Perception	3.63	.75		
9.3	Patrol Techniques	3.61	.84		
9.4	Pedestrian Approach	3.53	.78		
9.5	Vehicle Pullover	3.71	.87		
9.6	Vehicle Approach/Violator Contact	3.70	.89		
9.7	Felony Vehicle Stops	3.84	.85		

Table A3 (continued)

Quality of Training

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
9.8	Crimes in Progress	3.64	.85	Not Surveyed	
9.9	Building Search	3.71	.94		
9.10	Mechanics of Arrest	3.67	.81		
9.11	Search of Prisoners	3.64	.84		
9.12	Transportation of Prisoners	3.57	.81		
9.13	Telecommunications	3.46	.82		
9.14	Victim Protective Order	3.39	.85		
9.15	Crisis Intervention	3.50	.90		
9.16	Shooting Decisions	3.82	.94		
10.1	Unusual Occurrences	3.36	.86		
10.2	Evolution of Victim Rights	3.35	.80		
10.3	Introduction to Victimization	3.41	.83		
10.4	Officer Survival	3.64	.92		
10.5	Post Shooting Trauma	3.52	.91		
10.6	Human Relations	3.49	.82		
10.7	Civil Rights	3.39	.86		
10.8	Community Relations	3.51	.84		
10.9	Crime and Drug Prevention	3.46	.85		
10.10	Minority Relations	3.42	.83		
10.11	Unethical Behavior	3.54	.81		
10.12	Ethics	3.59	.84		

Table A3 (continued)

Quality of Training

Variables		Graduate		Supervisor	
		Mean Rating	S.D.	Mean Rating	S.D.
LESSON NUMBER and TITLE					
10.13	Mental Illness	3.58	.87	Not Surveyed	
10.14	Recognize & Handle the Mentally Ill	3.65	.92		
11.1	Law Enforcement Driving	4.01	1.10		

APPENDIX B

INFORMATION OR SKILL FREQUENCY OF USAGE TABLE

Table B1

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
1.1 Used the noting taking/strategies skills					
Never	13	13	6.9	6.9	1
Yearly	4	17	2.1	9.0	2
Monthly	14	31	7.5	16.5	3
Weekly	140	171	74.5	91.0	4
Daily	17	188	9.0	100.0	5
1.3 Used the P-R-E-L-I-M-I-N-A-R-Y method to gather investigation information					
Never	47	47	25.0	25.0	1
Yearly	7	54	3.7	28.7	2
Monthly	37	91	19.7	48.4	3
Weekly	44	135	23.4	71.8	4
Daily	53	188	28.2	100.0	5
1.4, 1.5 Used your law enforcement report writing skill					
Never	2	2	1.1	1.1	1
Yearly	2	4	1.1	2.1	2
Monthly	3	7	1.6	3.7	3
Weekly	28	35	14.9	18.6	4
Daily	153	188	81.4	100.0	5
2.1 Used your skills to interview a witness or victim					
Never	1	1	0.5	0.5	1
Yearly	3	4	1.6	2.1	2
Monthly	22	26	11.7	13.8	3
Weekly	85	111	45.2	59.0	4
Daily	77	188	41.0	100.0	5
2.1 Used your skills to interrogate a person suspected of a crime					
Never	4	4	2.1	2.1	1
Yearly	11	15	5.9	8.0	2
Monthly	70	85	37.2	45.2	3
Weekly	75	160	39.9	85.1	4
Daily	28	188	14.9	100.0	5
2.1 Performed a custodial interrogation					
Never	7	7	3.7	3.7	1
Yearly	16	23	8.5	12.2	2
Monthly	83	106	44.1	56.4	3
Weekly	66	172	35.1	91.5	4
Daily	16	188	8.5	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
2.1 Used the Miranda Warning					
Never	6	6	3.2	3.2	1
Yearly	18	24	9.6	12.8	2
Monthly	84	108	44.7	57.4	3
Weekly	72	180	38.3	95.7	4
Daily	8	188	4.3	100.0	5
2.1 Taken a confession					
Never	3	30	6.0	6.0	1
Yearly	40	70	21.3	7.2	2
Monthly	76	146	40.4	7.7	3
Weekly	37	183	19.7	7.3	4
Daily	5	188	2.7	100.0	5
2.2 Been involved with a civil liability situation					
Never	68	68	36.2	36.2	1
Yearly	52	120	27.7	63.8	2
Monthly	29	149	15.4	79.3	3
Weekly	31	180	16.5	95.7	4
Daily	8	188	4.3	100.0	5
2.3 Used the resources contained in the Oklahoma Statutes Annotated					
Never	20	20	10.6	10.6	1
Year	5	35	8.0	18.6	2
Monthly	47	82	25.0	43.6	3
Weekly	50	132	26.6	70.2	4
Daily	56	188	29.8	100.0	5
2.3 Used your knowledge of research methods to locate specific cases					
Never	43	43	22.9	22.9	1
Yearly	32	75	17.0	39.9	2
Monthly	54	129	28.7	68.6	3
Weekly	36	165	19.1	87.8	4
Daily	23	188	12.2	100.0	5
2.4 Utilized your knowledge of felonies or major crimes					
Never	6	6	3.2	3.2	1
Yearly	19	25	10.1	13.3	2
Monthly	57	82	30.3	43.6	3
Weekly	63	45	33.5	77.1	4
Daily	43	88	22.9	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
2.5 Applied the principles of criminal law to a situation					
Never	1	1	0.5	0.5	1
Yearly	17	18	9.0	9.6	2
Monthly	37	55	19.7	29.3	3
Weekly	64	119	34.0	63.3	4
Daily	69	188	36.7	100.0	5
2.5 Used your knowledge of the Oklahoma Court System					
Never	7	7	3.7	3.7	1
Yearly	24	31	12.8	16.5	2
Monthly	63	94	33.5	50.0	3
Weekly	54	148	28.7	78.7	4
Daily	40	188	21.3	100.0	5
2.6 Used your knowledge of probable cause					
Never	1	1	0.5	0.5	1
Yearly	4	5	2.1	2.7	2
Monthly	15	20	8.0	10.6	3
Weekly	58	78	30.9	41.5	4
Daily	110	188	58.5	100.0	5
2.6 Used your knowledge of a warrantless arrest					
Never	2	2	1.1	1.1	1
Yearly	12	14	6.4	7.4	2
Monthly	26	40	13.8	21.3	3
Weekly	80	120	42.6	63.8	4
Daily	68	188	36.2	100.0	5
2.7 Effected a detention or arrest					
Never	2	2	1.1	1.1	1
Yearly	7	9	3.7	4.8	2
Monthly	32	41	17.0	21.8	3
Weekly	91	132	48.4	70.2	4
Daily	56	188	29.8	100.0	5
2.8 Applied your knowledge regarding excessive use of force					
Never	25	25	13.3	13.3	1
Yearly	27	52	4.4	27.7	2
Monthly	53	105	28.2	55.9	3
Weekly	50	155	26.6	82.4	4
Daily	33	188	17.6	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
2.9 Used your knowledge of Oklahoma Weapons Law					
Never	11	11	5.9	5.9	1
Yearly	26	37	13.8	19.7	2
Monthly	74	111	39.4	59.0	3
Weekly	52	163	27.7	86.7	4
Daily	25	188	13.3	100.0	5
2.10 Used your knowledge of search warrants					
Never	31	31	16.5	16.5	1
Yearly	69	100	36.7	53.2	2
Monthly	67	167	35.6	88.8	3
Weekly	11	178	5.9	94.7	4
Daily	10	188	5.3	100.0	5
2.10 Applied for a warrant to search or seize property					
Never	79	79	42.0	42.0	1
Yearly	61	140	32.4	74.5	2
Monthly	37	177	19.7	94.1	3
Weekly	7	184	3.7	97.9	4
Daily	4	188	2.1	100.0	5
2.10 Performed or assisted in the execution of a search warrant					
Never	35	35	18.6	18.6	1
Yearly	96	131	51.1	69.7	2
Monthly	45	176	23.9	93.6	3
Weekly	9	185	4.8	98.4	4
Daily	3	188	1.6	100.0	5
2.11 Used your knowledge of search warrant exceptions					
Never	43	43	22.9	22.9	1
Yearly	50	93	26.6	49.5	2
Monthly	58	151	30.9	80.3	3
Weekly	28	179	14.9	95.2	4
Daily	9	188	4.8	100.0	5
2.12 Used your knowledge of rules of evidence					
Never	18	18	9.6	9.6	1
Yearly	38	56	20.2	29.8	2
Monthly	63	119	33.5	63.3	3
Weekly	47	166	25.0	88.3	4
Daily	22	188	11.7	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
2.12 Used hearsay, admissions, confessions or other testimony as evidence					
Never	28	28	14.9	14.9	1
Yearly	47	75	25.0	39.9	2
Monthly	68	143	36.2	76.1	3
Weekly	29	172	15.4	91.5	4
Daily	16	188	8.5	100.0	5
2.13 Used your knowledge of the Exclusionary Rule					
Never	39	39	20.7	20.7	1
Yearly	49	88	26.1	46.8	2
Monthly	56	144	29.8	76.6	3
Weekly	31	175	16.5	93.1	4
Daily	13	188	6.9	100.0	5
2.14 Been confronted with situations involving a juvenile					
Never	4	4	2.1	2.1	1
Yearly	7	11	3.7	5.9	2
Monthly3	4	45	18.1	23.9	3
Weekly	73	118	38.8	62.8	4
Daily	70	188	37.2	100.0	5
2.14 Had occasion to become involved with the juvenile court system					
Never	31	31	16.5	16.5	1
Yearly	41	72	21.8	38.3	2
Monthly	75	147	39.9	78.2	3
Weekly	30	177	16.0	94.1	4
Daily	11	188	5.9	100.0	5
2.15 Applied your knowledge of crime defenses					
Never	35	35	18.6	18.6	1
Yearly	42	77	22.3	41.0	2
Monthly	58	135	30.9	71.8	3
Weekly	38	173	20.2	92.0	4
Daily	15	188	8.0	100.0	5
2.16 Used your knowledge of Oklahoma Court Procedures					
Never	18	18	9.6	9.6	1
Yearly	35	53	18.6	28.2	2
Monthly	89	142	47.3	75.5	3
Weekly	36	178	19.1	94.7	4
Daily	10	188	5.3	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
2.16 Given courtroom testimony					
Never	26	26	13.8	13.8	1
Yearly	37	63	19.7	33.5	2
Monthly	100	163	53.2	86.7	3
Weekly	23	186	12.2	98.9	4
Daily	2	188	1.1	100.0	5
2.17 Served a civil process document					
Never	15	115	61.2	61.2	1
Yearly	27	142	14.4	75.5	2
Monthly	31	173	16.5	92.0	3
Weekly	11	184	5.9	97.9	4
Daily	4	188	2.1	100.0	5
2.18 Used your knowledge of the controlled dangerous substances act					
Never	10	10	5.3	5.3	1
Yearly	41	51	21.8	27.1	2
Monthly	80	131	42.6	69.7	3
Weekly	46	177	24.5	94.1	4
Daily	11	188	5.9	100.0	5
2.19 Used your knowledge of the alcoholic beverage control act					
Never	24	24	12.8	12.8	1
Yearly	28	52	14.9	27.7	2
Monthly	64	116	34.0	61.7	3
Weekly	62	178	33.0	94.7	4
Daily	10	188	5.3	100.0	5
2.20 Used verbal control and tactics to compel subjects to obey					
Never	6	6	3.2	3.2	1
Yearly	12	18	6.4	9.6	2
Monthly	30	48	16.0	25.5	3
Weekly	75	123	39.9	65.4	4
Daily	65	188	34.6	100.0	5
3.1 Used the techniques taught in CPR					
Never	105	105	55.9	55.9	1
Yearly	65	170	34.6	90.4	2
Monthly	8	178	4.3	94.7	3
Weekly	7	185	3.7	98.4	4
Daily	3	188	1.6	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
4.1 Used the techniques taught in First Aid					
Never	69	69	36.7	36.7	1
Yearly	59	127	31.4	68.1	2
Monthly	38	165	20.2	88.3	3
Weekly	12	177	6.4	94.7	4
Daily	10	188	5.3	100.0	5
5.2, 5.3 Used handgun and shotgun maintenance procedures					
Never	1	1	0.5	0.5	1
Yearly	10	11	5.3	5.9	2
Monthly	56	67	29.8	35.6	3
Weekly	63	130	33.5	69.1	4
Daily	58	188	30.9	100.0	5
5.4 Used firearms' safety precautions and procedures					
Never	1	1	.5	.5	1
Yearly	9	10	4.8	5.3	2
Monthly	16	26	8.5	13.8	3
Weekly	11	37	5.9	19.7	4
Daily	51	188	80.3	100.0	5
5.4 Applied off-duty/home safety principles					
Never	5	5	2.7	2.7	1
Yearly	3	8	1.6	4.3	2
Monthly	11	19	5.9	10.1	3
Weekly	7	26	3.7	13.8	4
Daily	162	188	86.2	100.0	5
5.5, .6,.7,.8 Used shooting fundamentals and firing skills					
Never	12	12	6.4	6.4	1
Yearly	41	53	21.8	28.2	2
Monthly	79	132	42.0	70.2	3
Weekly	33	165	17.6	87.8	4
Daily	23	188	12.2	100.0	5
6.1 Conducted a preliminary criminal investigation					
Never	9	9	4.8	4.8	1
Yearly	35	44	18.6	23.4	2
Monthly	59	103	31.4	54.8	3
Weekly	47	150	25.0	79.8	4
Daily	38	188	20.2	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
6.1 Conducted a crime scene search					
Never	12	12	6.4	6.4	1
Yearly	57	69	30.3	36.7	2
Monthly	72	141	38.3	75.0	3
Weekly	36	177	19.1	94.1	4
Daily	11	188	5.9	100.0	5
6.2 Collected and packaged physical evidence					
Never	17	17	9.0	9.0	1
Yearly	39	56	20.7	29.8	2
Monthly	69	125	36.7	66.5	3
Weekly	53	178	28.2	94.7	4
Daily	10	188	5.3	100.0	5
6.2 Submitted evidence to a laboratory					
Never	22	22	11.7	11.7	1
Yearly	45	67	23.9	35.6	2
Monthly	77	144	41.0	76.6	3
Weekly	37	181	19.7	96.3	4
Daily	7	188	3.7	100.0	5
6.4 Used an informant					
Never	58	58	30.9	30.9	1
Yearly	62	120	33.0	63.8	2
Monthly	48	168	25.5	89.4	3
Weekly	11	179	5.9	95.2	4
Daily	9	188	4.8	100.0	5
6.5 Conducted any type of surveillance					
Never	19	19	10.1	10.1	1
Yearly	68	87	36.2	46.3	2
Monthly	63	150	33.5	79.8	3
Weekly	25	175	13.3	93.1	4
Daily	13	188	6.9	100.0	5
6.6 Had occasion to deal with an automobile theft					
Never	14	14	7.4	7.4	1
Yearly	60	74	31.9	39.4	2
Monthly	71	145	37.8	77.1	3
Weekly	33	178	17.6	94.7	4
Daily	10	188	5.3	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
6.7 Had occasion to deal with a situation involving child abuse					
Never	14	14	7.4	7.4	1
Yearly	60	74	31.9	39.4	2
Monthly	82	156	43.6	83.0	3
Weekly	26	182	13.8	96.8	4
Daily	6	188	3.2	100.0	5
6.8 Had occasion to deal with a situation involving sexual assault					
Never	29	29	15.4	15.4	1
Yearly	80	109	42.6	58.0	2
Monthly	62	171	33.0	91.0	3
Weekly	11	182	5.9	96.8	4
Daily	6	188	3.2	100.0	5
7.1 Used your knowledge of Title 47, Oklahoma Vehicle Laws					
Never	29	29	15.4	15.4	1
Yearly	89	118	47.3	62.8	2
Monthly	47	165	25.0	87.8	3
Weekly	4	169	2.1	89.9	4
Daily	19	188	10.1	100.0	5
7.2 Had occasion to deal with the uniform violation complaint form					
Never	2	2	1.1	1.1	1
Yearly	5	7	2.7	3.7	2
Monthly	12	19	6.4	10.1	3
Weekly	23	42	12.2	22.3	4
Daily	146	188	77.7	100.0	5
7.3 Responded to the scene of an accident					
Never	18	18	9.6	9.6	1
Yearly	5	23	2.7	12.2	2
Monthly	19	42	10.1	22.3	3
Weekly	37	79	19.7	42.0	4
Daily	109	18	58.0	100.0	5
7.3 Responded in emergency mode					
Never	1	1	.5	.5	1
Yearly	8	9	4.3	4.8	2
Monthly	55	64	29.3	34.0	3
Weekly	89	153	47.3	81.4	4
Daily	35	188	18.6	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
7.4 Been responsible for protecting an accident scene					
Never	4	4	2.1	2.1	1
Yearly	13	17	6.9	9.0	2
Monthly	51	68	27.1	36.2	3
Weekly	86	154	45.7	81.9	4
Daily	34	188	18.1	100.0	5
7.4, 7.7 Been responsible for determining the accident cause					
Never	4	4	2.1	2.1	1
Yearly	19	23	10.1	12.2	2
Monthly	56	79	29.8	42.0	3
Weekly	80	159	42.6	84.6	4
Daily	29	188	15.4	100.0	5
7.4 Been responsible for conducting an accident investigation					
Never	5	5	2.7	2.7	1
Yearly	15	20	8.0	10.6	2
Monthly	57	77	30.3	41.0	3
Weekly	83	160	44.1	85.1	4
Daily	28	188	14.9	100.0	5
7.5 Conducted a violator stop in which the person was believed DUI					
Never	7	7	3.7	3.7	1
Yearly	13	20	6.9	10.6	2
Monthly	56	76	29.8	40.4	3
Weekly	87	163	46.3	86.7	4
Daily	25	188	13.3	100.0	5
7.6 Used math computations to identify the speed of accident vehicles					
Never	10	10	5.3	5.3	1
Yearly	19	29	10.1	15.4	2
Monthly	64	93	34.0	49.5	3
Weekly	78	171	41.5	91.0	4
Daily	17	188	9.0	100.0	5
7.6 Had a stolen vehicle impounded					
Never	55	55	29.3	29.3	1
Yearly	50	105	26.6	55.9	2
Monthly	43	148	22.9	78.7	3
Weekly	27	175	14.4	93.1	4
Daily	13	188	6.9	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
7.8 Been responsible for authorizing wrecker service at an accident scene					
Never	24	24	12.8	12.8	1
Yearly	80	104	42.6	55.3	2
Monthly	60	164	31.9	87.2	3
Weekly	19	183	10.1	97.3	4
Daily	5	188	2.7	100.0	5
8.1 Used proper techniques for non-lethal control					
Never	4	4	2.1	2.1	1
Yearly	17	21	9.0	11.2	2
Monthly	67	88	35.6	46.8	3
Weekly	75	163	39.9	86.7	4
Daily	25	188	13.3	100.0	5
8.1 Handcuffed persons and conducted a systematic search					
Never	4	4	2.1	2.1	1
Yearly	14	18	7.4	9.6	2
Monthly	59	77	1.4	1.0	3
Weekly	82	159	43.6	84.6	4
Daily	29	188	15.4	100.0	5
8.1 Escorted a person using the noncompliant escort position					
Never	1	1	.5	.5	1
Yearly	14	15	7.4	8.0	2
Monthly	57	72	30.3	38.3	3
Weekly	81	153	43.1	81.4	4
Daily	35	188	18.6	100.0	5
8.1 Uncuffed a person using the custody and control training system					
Never	2	2	1.1	1.1	1
Yearly	12	14	6.4	7.4	2
Monthly	35	49	18.6	26.1	3
Weekly	84	133	44.7	70.7	4
Daily	55	188	29.3	100.0	5
8.1 Used a straight baton					
Never	2	2	1.1	1.1	1
Yearly	7	9	3.7	4.8	2
Monthly	40	49	21.3	26.1	3
Weekly	105	154	55.9	81.9	4
Daily	34	188	18.1	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
9.1 Conducted a motorized patrol using techniques taught in the patrol block					
Never	19	19	10.1	10.1	1
Yearly	26	45	13.8	23.9	2
Monthly	59	104	31.4	55.3	3
Weekly	62	166	33.0	88.3	4
Daily	22	188	11.7	100.0	5
9.2 Used the techniques taught in the lesson on observation and perception					
Never	19	19	10.1	10.1	1
Yearly	20	39	10.6	20.7	2
Monthly	39	78	20.7	41.5	3
Weekly	77	155	41.0	82.4	4
Daily	33	188	17.6	100.0	5
9.3 Conducted a foot patrol					
Never	126	126	67.0	67.0	1
Yearly	32	158	17.0	84.0	2
Monthly	6	164	3.2	87.2	3
Weekly	4	168	2.1	89.4	4
Daily	20	188	10.6	100.0	5
9.4 Conducted an investigative detention, a 'stop'					
Never	7	7	3.7	3.7	1
Yearly	2	9	1.1	4.8	2
Monthly	10	19	5.3	10.1	3
Weekly	15	34	8.0	18.1	4
Daily	154	188	81.9	100.0	5
9.5 Conducted a stop of a van or motor home					
Never	5	5	2.7	2.7	1
Yearly	4	9	2.1	4.8	2
Monthly	17	26	9.0	13.8	3
Weekly	19	45	10.1	23.9	4
Daily	143	188	76.1	100.0	5
9.5 Conducted a stop of a semi-truck					
Never	32	32	17.0	17.0	1
Yearly	26	58	13.8	30.9	2
Monthly	36	94	19.1	50.0	3
Weekly	49	143	26.1	76.1	4
Daily	45	188	23.9	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
9.6 Conducted a stop with multiple vehicle occupants					
Never	5	5	2.7	2.7	1
Yearly	8	13	4.3	6.9	2
Monthly	33	46	17.6	24.5	3
Weekly	63	109	33.5	58.0	4
Daily	79	188	42.0	100.0	5
9.7 Conducted a felony vehicle pullover					
Never	7	7	3.7	3.7	1
Yearly	15	22	8.0	11.7	2
Monthly	71	93	37.8	49.5	3
Weekly	76	169	40.4	89.9	4
Daily	19	188	10.1	100.0	5
9.8 Responded to a crime in progress call					
Never	34	34	18.1	18.1	1
Yearly	55	89	29.3	47.3	2
Monthly	54	43	28.7	76.1	3
Weekly	23	166	12.2	88.3	4
Daily	22	188	11.7	100.0	5
9.8 Had occasion to be the primary unit with tactical responsibilities					
Never	3	3	1.6	1.6	1
Yearly	17	20	9.0	10.6	2
Monthly	27	47	14.4	25.0	3
Weekly	55	102	29.3	54.3	4
Daily	86	188	45.7	100.0	5
9.8 Had occasion to respond to a prowler call					
Never	30	30	16.0	16.0	1
Yearly	67	97	35.6	51.6	2
Monthly	64	161	34.0	85.6	3
Weekly	18	179	9.6	95.2	4
Daily	9	188	4.8	100.0	5
9.9 Conducted building or room searches					
Never	5	5	2.7	2.7	1
Yearly	20	25	10.6	13.3	2
Monthly	61	86	32.4	45.7	3
Weekly	65	151	34.6	80.3	4
Daily	37	188	19.7	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
9.9 Used proper tactics to clear a threat area or to enter a building					
Never	22	22	11.7	11.7	1
Yearly	34	56	18.1	29.8	2
Monthly	62	118	33.0	62.8	3
Weekly	45	163	23.9	86.7	4
Daily	25	188	13.3	100.0	5
9.10 Placed an arrested person in restraints					
Never	5	5	2.7	2.7	1
Yearly	12	17	6.4	9.0	2
Monthly	66	83	35.1	44.1	3
Weekly	68	151	36.2	80.3	4
Daily	37	188	19.7	100.0	5
9.11 Conducted a frisk search (pat down)					
Never	2	2	1.1	1.1	1
Yearly	20	22	10.6	11.7	2
Monthly	79	101	42.0	53.7	3
Weekly	64	165	34.0	87.8	4
Daily	23	188	12.2	100.0	5
9.11 Conducted a skin or strip search (visual in nature)					
Never	12	12	6.4	6.4	1
Yearly	23	35	12.2	18.6	2
Monthly	69	104	36.7	55.3	3
Weekly	61	165	32.4	87.8	4
Daily	23	188	12.2	100.0	5
9.12 Transported a prisoner					
Never	16	16	8.5	8.5	1
Yearly	23	39	12.2	20.7	2
Monthly	36	75	19.1	39.9	3
Weekly	82	157	43.6	83.5	4
Daily	31	188	16.5	100.0	5
9.12 Placed an unconscious person in a cell					
Never	8	8	4.3	4.3	1
Yearly	17	25	9.0	13.3	2
Monthly	35	60	18.6	31.9	3
Weekly	85	145	45.2	77.1	4
Daily	43	188	22.9	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
9.12 Had occasion to travel by air with a prisoner					
Never	87	87	46.3	46.3	1
Yearly	38	125	20.2	66.5	2
Monthly	30	155	16.0	82.4	3
Weekly	26	181	13.8	96.3	4
Daily	7	188	3.7	100.0	5
9.13 Used the Oklahoma Law Enforcement Telecommunications System					
Never	26	26	13.8	13.8	1
Yearly	10	36	5.3	19.1	2
Monthly	31	67	16.5	35.6	3
Weekly	87	154	46.3	81.9	4
Daily	34	188	18.1	100.0	5
9.14 Been the first officer who interviews a victim of domestic abuse					
Never	169	169	89.9	89.9	1
Yearly	6	175	3.2	93.1	2
Monthly	4	179	2.1	95.2	3
Weekly	3	182	1.6	96.8	4
Daily	6	188	3.2	100.0	5
9.14 Had to provide services to victims/witnesses					
Never	161	161	85.6	85.6	1
Yearly	1	162	.5	86.2	2
Monthly	6	168	3.2	89.4	3
Weekly	7	175	3.7	93.1	4
Daily	13	188	6.9	100.0	5
9.15 Used intervention procedures and conflict mediation techniques					
Never	26	26	13.8	13.8	1
Yearly	7	33	3.7	17.6	2
Monthly	27	60	14.4	31.9	3
Weekly	37	97	19.7	51.6	4
Daily	91	188	48.4	100.0	5
9.16 Used principles of shoot-don't shoot (Firearms Training System)					
Never	13	13	6.9	6.9	1
Yearly	19	32	10.1	17.0	2
Monthly	59	91	31.4	48.4	3
Weekly	79	170	42.0	90.4	4
Daily	18	188	9.6	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
10.1 Responded to an air crash or disaster scene					
Never	32	32	17.0	17.0	1
Yearly	27	59	14.4	31.4	2
Monthly	66	125	35.1	66.5	3
Weekly	42	167	22.3	88.8	4
Daily	21	188	11.2	100.0	5
10.1 Responded to a military air crash					
Never	26	26	13.8	13.8	1
Yearly	43	69	22.9	36.7	2
Monthly	48	117	25.5	62.2	3
Weekly	53	170	28.2	90.4	4
Daily	18	188	9.6	100.0	5
10.1 Responded to an accident involving hazardous material and no relative can be located immediately					
Never	52	52	27.7	27.7	1
Yearly	83	135	44.1	71.8	2
Monthly	37	172	19.7	91.5	3
Weekly	9	181	4.8	96.3	4
Daily	7	188	3.7	100.0	5
10.1 Responded to call where a dead body has been discovered					
Never	155	155	82.4	82.4	1
Yearly Program	30	185	16.0	98.4	2
Monthly	1	186	.5	98.9	3
Weekly	1	187	.5	99.5	4
Daily	1	188	.5	100.0	5
10.2 Used your knowledge of the Oklahoma Victim Compensation					
Never	175	175	93.1	93.1	1
Yearly	10	185	5.3	98.4	2
Monthly	2	187	1.1	99.5	3
Weekly	1	188	.5	100.0	5
Daily					
10.3 Interacted with victims of high anxiety-emotional shock, denial, or anger					
Never	125	125	66.5	66.5	1
Yearly	55	180	29.3	95.7	2
Monthly	5	185	2.7	98.4	3
Weekly	2	187	1.1	99.5	4
Daily	1	188	.5	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
10.4 Been confronted with a situation involving a sniper					
Never	84	84	44.7	44.7	1
Yearly	75	159	39.9	84.6	2
Monthly	24	183	12.8	97.3	3
Weekly	3	186	1.6	98.9	4
Daily	2	188	1.1	100.0	5
10.4 Had occasion to deal with a situation involving domestic terrorism					
Never	92	92	48.9	48.9	1
Yearly	58	150	30.9	79.8	2
Monthly	26	176	13.8	93.6	3
Weekly	9	185	4.8	98.4	4
Daily	3	188	1.6	100.0	5
10.4 Been confronted with situations involving officer safety and survival					
Never	43	43	22.9	22.9	1
Yearly	63	106	33.5	56.4	2
Monthly	54	160	28.7	85.1	3
Weekly	19	179	10.1	95.2	4
Daily	9	188	4.8	100.0	5
10.5 Utilized your knowledge of post shooting trauma					
Never	170	170	90.9	90.9	1
Yearly	7	177	3.7	94.7	2
Monthly	2	179	1.1	95.7	3
Weekly	3	182	1.6	97.3	4
Daily	5	187	2.7	100.0	5
10.6 Used your knowledge of human relations					
Never	121	121	64.7	64.7	1
Yearly	38	159	0.3	85.0	2
Monthly	14	173	7.5	92.5	3
Weekly	7	180	3.7	96.3	4
Daily	7	187	3.7	100.0	5
10.7 Been confronted with 'Color of Law' situations					
Never	31	31	16.6	16.6	1
Yearly	43	74	23.0	39.6	2
Monthly	32	106	17.1	56.7	3
Weekly	21	127	11.2	67.9	4
Daily	60	187	32.1	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
10.8 Applied your community relations skills in either maintaining order or providing service unrelated to violations					
Never	132	132	70.6	70.6	1
Yearly	24	156	12.8	83.4	2
Monthly	5	161	2.7	86.1	3
Weekly	6	167	3.2	89.3	4
Daily	20	187	10.7	100.0	5
10.9 Had occasion to take positive steps to prevent the development of crime					
Never	13	13	7.0	7.0	1
Yearly	18	31	9.6	16.6	2
Monthly	33	64	17.6	34.2	3
Weekly	33	97	17.6	51.9	4
Daily	90	187	48.1	100.0	5
10.10 Been confronted with racially challenging situations					
Never	30	30	16.0	16.0	1
Yearly	37	67	19.8	35.8	2
Monthly	46	113	24.6	60.4	3
Weekly	37	150	19.8	80.2	4
Daily	37	187	19.8	100.0	5
10.11, 10.12 Been confronted with ethically challenging situations					
Never	8	8	4.3	4.3	1
Yearly	22	30	11.8	16.0	2
Monthly	35	65	18.7	34.8	3
Weekly	61	126	32.6	67.4	4
Daily	61	187	32.6	100.0	5
10.13, 10.14 Utilized your knowledge of handling the mentally ill					
Never	6	6	3.2	3.2	1
Yearly	35	41	18.8	22.0	2
Monthly	53	94	28.5	50.5	3
Weekly	44	138	23.7	74.2	4
Daily	48	186	25.8	100.0	5
11.1 Applied the principles of defensive driving					
Never	15	15	8.1	8.1	1
Yearly	44	59	23.8	31.9	2
Monthly	60	119	32.4	64.3	3
Weekly	43	162	23.2	87.6	4
Daily	23	185	12.4	100.0	5

Table B1 (continued)

Information or Skill Frequency of Usage

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
LESSON NUMBER, INFORMATION or SKILL "How frequently have you . . ."					
11.1 Applied pursuit driving techniques					
Never	26	26	14.1	14.1	1
Yearly	42	68	22.7	36.8	2
Monthly	58	126	31.4	68.1	3
Weekly	37	163	20.0	88.1	4
Daily	22	185	11.9	100.0	5
11.1 Used skid control techniques					
Never	6	6	3.4	3.4	1
Yearly	36	42	20.6	24.0	2
Monthly	81	123	46.3	70.3	3
Weekly	27	150	15.4	85.7	4
Daily	25	175	14.3	100.0	5
11.1 Used shuffle steering techniques					
Never	9	9	6.6	6.6	1
Yearly	11	20	8.0	14.6	2
Monthly	9	29	6.6	21.2	3
Weekly	14	43	10.2	31.4	4
Daily	94	137	68.6	100.0	5

APPENDIX C

GRADUATE RECOMMENDATIONS

GRADUATE RECOMMENDATIONS

1. More time in areas such as custody control, firearms and legal block.

2. More labs and exercises dealing with accident investigation - More labs and exercises dealing with CPR and First Aid - More physical training through the basic academy - More emphasis on post shooting trauma.

3. Stress importance of crime scene investigation and preservation of evidence - Instruction in reference to emergency orders of detention.

4. Eliminate excessive dead time.

5. Accident investigation, I was not taught anything in the academy on it. I was taught the formulas for speed etc., but nothing on the actual investigation.

6. Longer academy for more learning in all blocks.

7. Extend custody control - More information on handling the mentally ill.

8. Academy should be longer with more emphasis placed on firearms, custody control, and human relations.

9. Need more time on interviewing suspects.

10. Stay aware of all changes in the laws, and to continually adapt the academy to changes that take place in law enforcement.

11. Law enforcement driver training - More FATS - Longer time on firing range.

12. Extend the length of the basic academy - More firearms training and self-defense - Include pepper spray certification - Get an expert in special investigative techniques like sex crimes, not just someone who has worked some - Some of CLEET's continuing training has been valuable and should be brought into the academy - SST would be a valuable course for the academy.

13. More training on FATS would be a great help on officer recognition and reaction to danger and their ability to tell the difference between danger and the innocent bystander.

14. I believe the academy could be about 3-4 weeks longer.

15. More time for practical exercises in custody control block.

GRADUATE RECOMMENDATIONS (continued)

16. Give the survey out while going through the CLEET basic academy.

17. More physical training.

18. The basic academy needs to drastically improve in all areas for officers who have to work in a city with the population of 50,000 or over, it is adequate for sheriff's office and small police departments.

19. Need more time to cover various topics - More organization in an unhurried atmosphere.

20. Suggest a block in officer survival where there is only one officer - Many times smaller in communities there is only one officer on duty and sometimes no backup is available - Main issue is to survive, nothing is worth your life - Don't get the "macho" or "indestructible" mind set.

21. I feel that most all of the academy is too short - I believe the training needs to be more intense and for longer periods of time - I believe all officer candidates should be physically fit and be physically challenged in the academy - It was not physically challenging at all - Academically it is too easy to become an officer also - I do not believe that you need to be a college graduate but have common sense in the areas covered - I believe that routine traffic stops should be covered more in the academy and I feel that all agencies should be obligated to have an F.T.O. program for additional training after the academy.

22. I feel more time should be spend on report writing - I felt that during the academy that I attended there was too much competition between instructors - One instructor continuously criticized another instructor - I felt that this was very unprofessional.

23. I think departments should provide CPR and First Aid training outside the basic academy so that CLEET could use the time in other areas - I feel the academy should be tougher on cadets - Too many cadets treated the academy as a time to "party" mainly after classroom hours.

24. CPR and First Aid block, I think more training should be included - Most of the time, the police unit is first on the scene, not the ambulance.

25. I believe that the conditioning and physical exercise should extend throughout the basic academy not just a few weeks.

GRADUATE RECOMMENDATIONS (continued)

26. The academy needs to be at least 16-20 weeks longer - There needs to be more training added to self-defense, firearms, legal block, traffic law, accident investigation.

27. Radar lab should be in academy - S.F.S.T. lab should be part of academy - The academy seemed too basic - Should be more physical training and harder.

28. Developing probable cause is very important - In basic academy I am not sure I realized how important this was - More time needs to be spent in narcotics law and drug identification, and liquor laws - Need to cover different methods of accident reconstruction - Need to spend more time on pedestrian approach, this is a daily activity - Need more time on victim protective order, this is a major part of law enforcement, I knew very little about this after the academy - Post shooting trauma should be covered in more detail - I never knew how serious this could effect you until I talked with a shooting victim.

29. Make it tougher! It seemed that we poked along and dragged our feet just so a few could make it through - I want able bodies on the street backing me - Lets focus more on physical fitness - Much more time is needed on custody control - There was too much to really learn in one week.

30. Make it longer and go more into depth about officer safety issues - Give students more real to life situations - Building searches were not taught well at all, it was short and not true to life - Have more patrol officers that work currently on the street come into the classroom setting and help.

31. Extend the academy - Require discipline - Require physical training - Look at other states and their agencies to create a realistic shooting course (qualifications) - The CLEET instruction has nothing to do with real-world shooting situations - Custody control needs to be revamped, and extended, many techniques only work on a docile academy partner, not an angry dirtbag on the street - CLEET needs more instructors - The present staff is overworked - I think the fact that unintelligent, undisciplined, unkept, unmotivated, and unprepared cadets graduate from the academy speaks for its quality.

32. Make basic academy longer so instructors do not have to hurry or leave out - More emphasis needs to be put into investigation - More emphasis on statutes, legal block - More emphasis on evidence collection ie: latent prints.

GRADUATE RECOMMENDATIONS (continued)

33. There are some aspects of the basic academy that should be longer in training - These include control block, driving, skills and firearms block - These areas are the everyday survival skills of the law enforcement officer - The longer the training period the longer an officer would be able to retain that specific knowledge.

34. The academy was not a challenge - Physical training was a joke - More physical training.

35. Show alternatives for vehicle position on traffic stops - More time with self-defense block, accidents, mentally ill - Academy should be longer so the information can be spread out for students to learn without running it all together - You can also cover it more in depth.

36. Custody and control could use some improvement.

37. Taking and writing statements and U.C.R.S. - Need to give different situations to students and ask what type of crimes may have been committed - Need to talk more about gangs and gang violence - Need more time to work with individuals on basic problems on the firing range - Stress the difference between DWI, DUI, and APC (when you can and can't DUI or APC) - More on officer survival on vehicle stops - More time for legal block.

38. Traffic block needs at least full week.

39. Make more time of the traffic block - There is so much for the instructors to teach that they have to talk too fast and rush everyone too much. There is not very much time for questions or answers.

40. The most informative classes I had in the basic academy were taught by officers who were working on the streets or had in the past.

41. Firearms block is a must and driving block is also - The law block needs to be more detailed.

42. I think you should allow more time in the custody control block - Our class was rushed for time during the portion.

43. Allow more time - It is like putting 4 pounds in a 2 pound sack.

44. Traffic portion of the basic academy was rushed, not enough time for discussion.

GRADUATE RECOMMENDATIONS (continued)

45. Need more time in accident and patrol.

46. More time spent on custody control, officer survival, firearms and driving techniques.

47. With AFIS coming up, need rolled prints training a little more strict.

48. I feel custody control area should be extended to at least 40 hours, not enough time is given to allow the student to practice the techniques learned - Legal should be extended approximately 20-30 hours because of all the information that is given, it is hard to absorb all the information in the time frame allowed for this area - Firearms needs to be extended to allow students additional time to shoot their weapons in different situations - Shoot don't shoot decisions - I feel law enforcement driver training should be extended for approximately 2-3 days because this is an area of high liability for patrol officers.

49. More time for fingerprints - Lifting latent and cards.

50. The basic academy should be almost 6 months long, more time!

51. More custody control training - More patrol techniques.

52. Considering how much time is spent driving, I feel driver training should be increased.

53. More training in custody control and handcuffing techniques.

54. Need better range qualification one on one help for everyone, not just for people having trouble qualifying.

55. I feel that physical fitness training should be an entire academy requirement - A uniform that the trainees can take pride in - Mock situations to all applicable aspects of the curriculum - Require ride along with the individual agency during the academy.

56. Get a wider choice of eating establishments - Improve safety consciousness in law enforcement driver training, when I went through we were taught few safety techniques - I saw a vehicle in line in front of my vehicle about to make a run at 45 m.p.h. and the vehicles front left tire was almost completely flat - The run could have proved hazardous but I honked my horn at him to get his attention and prevented the run.

GRADUATE RECOMMENDATIONS (continued)

57. Most people if not all have already taken CPR and First Aid over and over in high school or military if not both -Responding to the scene is done differently by various agencies.

58. In house on campus training (military style) - Special all police training campus - More professional uniforms.

59. More time spent on the labs that exist. Set aside more time for fingerprinting and the development of latent fingerprints and the subsequent lifting - Expand the scope on the concepts of probable cause with practical applications as pertaining to making arrests and searches - Expand the juvenile code section as the majority of calls revolve around juveniles - More time on search warrant exceptions - More time on narcotics and drug identification.

60. More time given to officer survival, driver training and patrol than to community policing, a concept and philosophy that died along time ago when it did not work the first time.

61. A longer basic academy would allow for more time spent on areas that cadets are given enough information but not time for application.

62. I feel the program should be more military in nature to install a more disciplined and serious training atmosphere - In my opinion the training was much to lax and easy.

63. I recommend that the accident investigation part of the academy be more extensive.

64. More time needs to be allowed for crime scene, traffic, and custody control blocks to allow the instructors the ability to answer questions and provide additional training - Officers need to be trained in how to conduct interviews of child abuse victims with medical and DHS people, in order to avoid the child having to relive the incident several times - Do a team approach - CATCC should assist in this block.

65. Maintain high level of professionalism without using inappropriate classroom language which will get you in trouble as an officer - Limit war stories and encourage more questions.

66. CPR and First Aid were taught from old outdated books and graded by the new books - No one did well.

67. I feel that there should be more custody control and officer safety, also I believe that there should be more physical requirement - It seems the classroom tests were too easy, someone with no background in law enforcement could guess at the answers - Maybe make the 70% requirement 80%.

68. More real situation involvement by students to help develop skills that are needed on the street.

69. Need more physical agility, fitness training and evaluation - Need more time - Instructors were rushed - Need to spend more time on the basic night and day patrol functions.

70. Increase the time spent on accident investigation lab - Increase time spent on building searches.

71. The accident block was not very informative - I did not feel like I knew much more than I did before I took it.

72. Stop taking short cuts and standardize your tactics from one school to another - Stop changing the tactics for felony stops or anything else every year (or class) - I think if you survey students after one year of duty after the academy it would be a lot more helpful to you.

73. Should be extended, more in depth overall - Require more than 8 hours continuing education to retain certification - Mandate yearly legal updates - Atmosphere needs to be more strict - Require recruits to board (this creates closer bond) I felt like I missed out on the total experience by commuting.

74. Not enough time to cover materials adequately, could be extended another 4 weeks - Better housing.

75. Hire some minorities!

76. The academy could add more to handling juveniles and a little more on juvenile law - Some more time on officer survival - Officer communication skills.

77. I believe that the basic academy covers all of the areas concerning an officers duties - I think that some areas could be lengthened to cover the topic more in depth - An officer can never get too much education - I believe CLEET has done a good job with time allowed for the academy.

GRADUATE RECOMMENDATIONS (continued)

78. I feel the academy should use more hands on practices and in the role play use less "no win situations."

79. Instructors need to take more control over certain people who run their mouths too much during lectures.

80. Identifying crimes in progress or about to happen before they happen.

81. Trim excess from lectures such as personal experiences stories which are nice but several got carried away - An overview of what information we can request on an individual and how we can request it (i.e. traffic history, criminal record etc.).

82. Lengthen time in the academy - Devote more time to the areas the officers will do everyday (i.e. accidents, domestics, etc.).

83. Need to spend more time on search and seizure, domestic violence, state law, Title 47 traffic laws, and report writing.

84. More traffic accident investigation procedures - interrogation skills - handgun nomenclature and identification of weapon types and how to make them safe at a scene.

85. Personally, I don't feel there should be a class leader - Squad leaders were good and can make decisions as a group - There is no need for class leader - in the instance of my class, there was a power struggle between the squad leaders and the class leader, it caused a lot of problems which weren't necessary to add to the stress of expected requirements in class.

86. Physical training is talked about as being important, however, it does not come across that way when physical training only lasts for 2 weeks - Too many people, too few instructors on building searches - I was disappointed by the lack of discipline, I thought it would be more regulated/military.

87. We had only 30 minutes of baton training, more time should be devoted to this area.

88. I feel that there should be more teaching on the crime scene preservation - I would recommend that the driving pursuit school be implemented.

89. Basic academy should be longer and breathalyser and intoxilyzer, radar, SFST, LEDT, and ASP training should be added to the basic academy.

GRADUATE RECOMMENDATIONS (continued)

90. I think more emphasis should be on the physical fitness, what little physical fitness we did was a joke.

91. Give more time to all subjects, 2 to 4 weeks - Have a practical exercise for interpretation of Oklahoma law.

92. Add more time to legal block and to traffic block.

93. Allow more time to practice finding and collecting latent fingerprints, and reconstructing accident scenes.

94. Need more training in dealing with victims of domestic and sexual assault.

95. First Aid and CPR class need improvement - Eliminate first aid - I realize first aid could be helpful in some cases, but the amount of time spent in class on the subject does not give me enough knowledge or confidence to give aid to someone.

96. The first aid , CPR block needs to be extended - I recommend that a first responder or even EMT qualification be added - Defensive driving and tactical driving needs to be added - I would recommend that the physical training be more rigorous - I would like to see the academy extended about 4 weeks so that certain areas can be covered more in depth, such as officer safety, self-defense, law block and any other area that the officer will use more.

97. More time should be spent on firearms, custody and control, filling out state paperwork and handling the mentally ill and domestic with only one officer - Driving school should be part of the basic academy.

98. I would make the custody and control class along with weapons retention longer - Some or most law enforcement agencies you are the only person to take care of yourself - Most places, backup is along way off.

99. I think the academy needs to be approximately 2 weeks longer, it would give the students more time for practical exercises.

100. I believe that more emphasis should be placed on domestic issues - Some of the things we need most in dealing with situations when back-up maybe 15 to 20 minutes away - More training is needed for the rural officer who is alone and has to react and think alone.

101. I would like to see more custody and control on how to deal with people near roadways, highways, etc. - Need more training on how smaller officers can deal with larger persons - The academy should be more like boot camp, more exercise, have someone do them who knows what they are doing - Need more crime scene hands on training, not just lectures.

102. Make it longer.

103. Provide a brief history of police uniform development, it relation to military styles, and its current function and variations - As important as appearance is, give information on functional design and safety (materials used, colors, tailoring, etc.) - The OMA barracks is not adequate for student access and study environment - Reduce the use of student reports as a disciplinary measure - Basic academy students should be motivated to prepare clear, concise, accurate reports, instead of trained to hate or dread writing them.

104. Firearms, custody control.

105. Need longer time on FATS - The legal block is good, but you lose a lot that was taught because it was all taught at once in the beginning.

106. Expand legal block for one week to allow more complete coverage - Lengthen traffic block - More instruction on accident investigation - Do some type of SFST training.

107. More physical and militaristic, and challenging.

108. Needs to be lengthened to at least 3 months to cover the daily changes in laws, procedures, and police training techniques.

109. Radar instruction should be offered like law enforcement driver training was at the end of the academy as an option - More detail and emphasis on civil process and legal aspects and training about domestic abuse/violence - More emphasis on proper techniques vs some intimidation approaches to firearms qualification - More time spent on sexual assaults - More information about OLETS - More about removing dead animals.

APPENDIX D

LAW ENFORCEMENT TASKS, ACTIVITIES, OR KNOWLEDGE FOR WHICH NO TRAINING WAS RECEIVED

LAW ENFORCEMENT TASKS, ACTIVITIES, OR KNOWLEDGE FOR WHICH NO TRAINING WAS RECEIVED

1. Standardized field sobriety testing.

2. Law enforcement driver training was not a part of the academy when I attended and our chief will not let us attend.

3. Graduates should have a working knowledge of the laws and circumstances involving emergency orders of detention for juveniles as well as adults.

4. Scenario situations for court testimony - Non felony traffic stops - Sobriety tests.

5. Dealing with gangs, crowd control - Communications with hostile and uncooperative suspects, victims etc.

6. Gang recognition and crowd control.

7. Pursuit driving - What to do with animals when there is no animal control - Natural deaths - determining cause of wounds (Example: knife, screwdriver, gun, etc.)

8. As an officer I have had many occasions to write affidavits of probable cause for search warrants, search warrants, and ofc. returns. While state law explains the form it does not address content or wording.

9. Law enforcement driver training for dirt road driving.

10. Emergency situations arising from storms - downed power lines etc.

11. The use of OC spray - Field sobriety testing - Pursuit driving - Breathalyser operation certification.

12. Actually jailing of a person - The procedure of putting a person in jail.

13. How to fill out an offense report.

14. Breathalyser operator course - Field sobriety test.

15. Proper surveillance techniques.

16. Radar operation.

17. Courtroom testimony involving traffic accidents with serious injury or death.

LAW ENFORCEMENT TASKS, ACTIVITIES, OR KNOWLEDGE
FOR WHICH NO TRAINING WAS RECEIVED (continued)

18. Law enforcement driver training - Breathalyser and intoxilizer certification - Photographing crime and accident scenes - Dealing with immigrants - Basic Spanish - OC spray - PR-24.

19. Vehicle search - Daily activity and dangerous law enforcement appearance - Very important for safety and public eye.

20. Physical training.

21. Intoxilizer school - Radar certification - Standard Field Sobriety Testing.

22. They need to teach about gangs - Standard Field Sobriety Testing - Radar certification.

23. No felony stops where officer must go any direction but to left of felon.

24. How to establish a small department undercover narcotics unit - Law enforcement driver training.

25. Received no driver skill training - Need some type of training on how to identify drug labs - Need crisis intervention training to deal with hostage or barricaded situations.

26. Standard Field Sobriety Testing - Breathalyser - Rife Instruction.

27. Radar, use of radar and Standard Field Sobriety Testing.

28. Crowd and large group control techniques (i.e. riot control etc.)

29. Situations in notifying the next of kin in a death - Situations dealing with how to react to an emotionally hysterical person.

30. Standard Field Sobriety Testing - Breathalyser/Intoxilyzer training - Radar operator training.

31. Standard Field Sobriety Testing - Breathalyser and Intoxilyzer - Radar-use operations.

32. Standard Field Sobriety Testing - Breathalyser/Intoxilyzer Operator - Radar certification.

33. Law enforcement driver training.

LAW ENFORCEMENT TASKS, ACTIVITIES, OR KNOWLEDGE
FOR WHICH NO TRAINING WAS RECEIVED (continued)

34. Search and seizure laws and ways to apply in every task - Civil disputes - Knowledge on how to better handle civil situations.

35. Interviews and interrogations of suspects, their rights and when you can ask specific questions in reference to crime they are suspected of committing.

36. Law enforcement driving techniques - Stress management - Inter-departmental relations.

37. The Oklahoma Uniform Incident/Offense report, some time needs to be spent on procedure of filling the form out and the different codes used.

38. Overcoming language barriers - Drug interdiction and identifying techniques - Dealing with victims of domestic abuse.

39. We received information on OLETS but no information on correct use of radios themselves.

40. Expandable baton (ASP etc.) - OC spray - Coordination of area searches (i.e. woods, fields, etc.).

41. Court room testimony - Mock court sessions.

42. Court testimony was touched on, but it was geared for dress and mannerisms, it did not prepare me for testimony and dealing with attorneys - how to testify in front of a jury - I realize that it's something that is acquired from experience but being prepared and estimating questions is important.

43. Pursuit driving.

44. Breathalyser and intoxilyzer, radar, Standardized Field Sobriety Testing, law enforcement driver training and ASP training.

45. When to when not to arrest, citizens complaint and citizen arrest, limitations of laws on private property.

46. Dealing with combative prisoners in custody.

47. Breathalyser operator course - SFST course - OC spray.

48. Was never showed how to take fingerprints in CLEET and now I am paying for it.

LAW ENFORCEMENT TASKS, ACTIVITIES, OR KNOWLEDGE
FOR WHICH NO TRAINING WAS RECEIVED (continued)

49. During firearms block, no training was given about concealed carry methods or carry for plain-clothes officers.

50. Breathalyser training.

51. Breathalyser school - Pepper mace school.

52. Field sobriety testing - OC spray.

APPENDIX E

LABS OR PRACTICAL EXERCISES

LABS OR PRACTICAL EXERCISES

1. AFIS, tour OSBI lab, tour medical examiners office, observe autopsy.

2. Lifting prints.

3. Dealing with bomb threats.

4. Practical exercise in writing affidavits.

5. More time taking fingerprints.

6. Physical exercise.

7. Adding elements of probable cause to different situations, pedestrians, vehicle stops, domestic situations, larceny, and DUI.

8. Breathalyser operator.

9. Interview, interrogation, handling mentally ill.

10. I feel S.F.S.T. should be added to the basic academy.

11. More lab time on fingerprints - More lab time on determining the cause of an accident and accident reconstruction - More lab time on vehicle pullovers and vehicle approach and violator contact.

12. I believe that more practical exercises in accident reconstruction - This is an important part of a patrol officers job.

13. Setting up actual reporting writing scenarios - Practical interrogations and interviews - PR-24 class - OC spray class.

14. The CPR lab was inadequate, should be longer with more involvement of students.

15. Return shotgun course back to 50 shots for the reason that a subject needs to learn consistency and accuracy as well as quickness.

16. More dealing with uncooperative subjects and legal ways to get the information or cooperation that you want (especially on field interviews, midnights) - By the time you get out of the academy and deal with someone like that for the first time, you spend too much time thinking about what you can do or how far you can go with them.

LABS OR PRACTICAL EXERCISES (continued)

17. The CPR and First Aid training were terrible - There was little instruction and no supervision - People will die depending on us - Fingerprint training was minimal - This is at least a weekly task - The officers that are required to work crime scenes don't even receive enough to take an obvious print.

18. More crime scene investigation.

19. Add more accident scene investigation exercises - Also simulated stops of possible D.U.I. suspects and drug violators - Should add also at least one exercise for handling the mentally ill.

20. Standard Field Sobriety Testing - Divided attention tests and H.G.N. test.

21. More intense education on fingerprinting and lifting prints should be added.

22. Non-felony traffic stops.

23. More training in conducting "routine" traffic stops - Making contact with drivers and passengers in situations other than felony stops - Means to identifying drivers of vehicles who are under the influence prior to a traffic stop (characteristics of their driving behavior) - Standard Field Sobriety Testing - Practical exercise pertaining to "routine" traffic stops.

24. Field testing drug or narcotics samples.

25. Add practical exercises for traffic stops other than felony stop and extraction.

26. The practical exercises for law enforcement driver training, firearms, building searches and felony stops should be lengthened.

27. Daytime and nighttime traffic stops - Identifying a violation, effecting the stop, proper vehicle placement, use of auxiliary lights, approaches the vehicle safely, and contacting the violator - Standard Field Sobriety Testing - Radar Operator Training.

28. More time spent working wrecks, 76's and 82's.

29. Preparing search warrants.

30. Lab on traffic stops other than felony.

31. More driving exercises, custody and control, building searches, and felony stops.

32. Expand the lab on handling evidence.

LABS OR PRACTICAL EXERCISES (continued)

33. Practical fingerprinting for the patrol officer.

34. Main instructor for custody control was too rough with trainees - We did not do a traffic stop, the closest exercise was a felony stop but not all stops are felony stops.

35. ASP - OC.

36. Intoxilyzer 5000D certification.

37. Accident investigation, more emphasis on visual techniques.

38. More traffic scenarios - More domestic related exercises.

39. Inventories on towed vehicles.

40. Standardized Field Sobriety Test - Breathalyser school.

41. Practical exercises for responding to alarms (all types), 911 hangups, fights, etc.

42. Need more exercises in collecting crime scene evidence.

43. Breathalyser 900 course - Courtroom testimony could be made effective if it was conducted like the courtroom.

44. Practical exercise in handling the mentally ill, handling domestics with only one officer and preparing state paperwork.

45. I would like to see more lab or practical exercises on filling out affidavits for probable cause, D.A. cover sheets, search warrants, etc. - I would like to see someone fill them out, showing me what was needed on them, also letting classmates fill them out.

46. More crime scene labs.

47. Submittal of drug evidence to OSBI.

48. Incorporate more report writing throughout the academy.

49. Need longer time on FATS.

50. Longer FATS session - Have several mock accident scenes.

51. More domestic situations - Standard Field Sobriety Testing.

LABS OR PRACTICAL EXERCISES (continued)

52. Ways to deal with stress and related situations.

53. More domestic violence contact labs - Radar instruction - Field sobriety techniques - Add a lab on how easy it is to miss small items on searches - Lab on how a prisoner's body language can tell if he has something to hide.

APPENDIX F

GRADUATES RESPONSE TO GENERAL QUESTIONS

Table F1

General Questions

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
Question					
1. Quality of Basic Training					
Unsatisfactory	1	1	.5	.5	1
Poor	1	2	.5	1.1	2
Fair	16	18	8.7	9.8	3
Satisfactory	33	51	18.0	27.9	4
Good	69	120	37.7	65.6	5
Excellent	55	175	30.1	95.6	6
Outstanding	8	183	4.4	100.0	7
2. Quality of Instructors					
Unsatisfactory	1	1	.5	.5	1
Poor	1	2	.5	1.1	2
Fair	8	10	4.4	5.5	3
Satisfactory	16	26	8.7	14.2	4
Good	70	96	38.3	52.5	5
Excellent	66	162	36.1	88.5	6
Outstanding	21	183	11.5	100.0	7
3. Length of Basic Academy					
Much Too Long	1	1	.5	.5	1
A Little Too Long	39	40	21.4	21.9	2
About Right	99	139	54.1	76.0	3
A Little Too Short	43	182	23.5	99.5	4
Much Too Short	1	183	.5	100.0	5
4. Learning Difficulty					
Much Too Difficult	0	0	0.0	0.0	1
Somewhat Difficult	3	3	1.6	1.6	2
About Right	92	95	50.3	51.9	3
Somewhat Easy	75	170	41.0	92.9	4
Much Too Easy	13	183	7.1	100.0	5
5. Student Evaluation System					
Unsatisfactory	4	4	2.2	2.2	1
Fair	12	16	6.6	8.7	2
Satisfactory	60	76	32.8	41.5	3
Good	90	166	49.2	90.7	4
Excellent	17	183	9.3	100.0	5

Table F1 (continued)

General Questions

Variables	Graduate Count	Cum Count	Pct	Cum Pct	Scale
Question					
6. Handout Useful Resource Material On Job					
Strongly Agree	19	19	10.4	10.4	1
Agree	124	143	67.8	78.1	2
Disagree	15	158	8.2	86.3	3
Strongly Disagree	9	67	5.0	91.3	4
Have Not Used	16	183	8.7	100.0	5

APPENDIX G

ACCOMPANYING AND FOLLOW-UP LETTERS

(DATE)

FIELD(7) FIELD(8)
FIELD(4)
FIELD(5)
FIELD(9) Oklahoma FIELD(10)

Dear Chief FIELD(8):

One stated objective of the Council on Law Enforcement Education and Training is to raise the level of professional competence and integrity of law enforcement by establishing and administering minimum curriculum and instructional standards for training. Additionally, it is necessary that the Council conduct training related research and program evaluation activities. Validation studies of training programs help to ensure that the program meets the training needs of participants and their organizations. Program validation helps the refinement of our training and helps to ensure that training is relevant, practical, and meets the standards we have set. CLEET plans to conduct a training program validation study of the Basic Academy Training Program.

Our staff has developed a questionnaire, and we would like to mail it to recent graduates of the CLEET Basic Academy. We designed the questionnaire around the knowledge, tasks and skills on which we train basic academy cadets. The questionnaire as designed will collect the following types of information:

1. How important is the information provided in the basic academy to the performance of an entry level police officer?
2. How well was the basic training presented?
3. How frequently do recent graduates use the information or perform the tasks taught in the basic academy on the job?
4. Should CLEET *expand* each lesson within a block, *keep it as is, condense it, replace it,* or *delete it?*

We are planning to conduct personal interviews in the field with a small sample of the graduates. These interviews will serve to check the reliability of the information collected from the mailed questionnaires. We will then conduct a comprehensive analysis of all the information we obtain from the graduates and a report of the results will be made.

We would like 1992 and later graduates to complete and return a survey instrument. Listed below is/are the name(s) of the officer(s) with your department that we would like to participate.

FIELD(2)
FIELD(11)
FIELD(13)
FIELD(15)
FIELD(17)
FIELD(19)
FIELD(21)

FIELD(3)
FIELD(12)
FIELD(14)
FIELD(16)
FIELD(18)
FIELD(20)
FIELD(22)

Chief, CLEET needs the support and cooperation of your department to complete this effort before the beginning of the 1996 legislative session. Assuming your willingness to help, please write, call or fax the name of a supervisory person from your department who can serve as our contact for this validation project. The contact's name and phone number should be sent to our Curriculum Specialist, Jim Tidmore. We will ask that the contact person help encourage your officer(s) to complete the survey and promptly return it to CLEET in the self-addressed stamped envelopes that we will provide them.

The cooperation and candid, objective participation of the graduates is essential to the successful completion of this project. I would ask that officers be encouraged to provide the necessary training program validation information in a frank and objective manner. I would also ask that the surveys be returned by January 31, 1996. The data obtained from the questionnaires and personal interviews will remain confidential. We will analyze and report the data on a group basis.

Please contact Curriculum Specialist, Jim Tidmore, (405) 425-2761, for answers to questions that might arise.

Sincerely,

Director

By: Jim Tidmore
Curriculum Specialist

(DATE)

FIELD(25) FIELD(11) FIELD(12)
FIELD(4)
FIELD(5)
FIELD(9) Oklahoma FIELD(10)

Dear FIELD(25) FIELD(12):

Enclosed is/are the Basic Academy Training Validation Project Questionnaire(s). If you would please, distribute it/them immediately. Officers should return the survey to you or your designee when completed. When all the survey's have been completed and returned, please use the self-addressed stamped envelope to return them to CLEET.

We have included one extra copy of the survey for you or a supervisor to complete if possible. Responses by you or a supervisor do not necessarily have to apply to the graduate(s) listed, but can apply to any of your departments recent entry level officers. You or the supervisor need ***not*** fill out the Quality Column on the survey, since more than likely, you did not witness the actual training of the graduate or recent entry level officer.

FIELD(2)
FIELD(3)
FIELD(13)
FIELD(14)
FIELD(15)
FIELD(16)
FIELD(17)
FIELD(18)
FIELD(19)
FIELD(20)
FIELD(21)
FIELD(22)
FIELD(23)
FIELD(24)

Please contact Curriculum Specialist, Jim Tidmore, (405) 425-2761, for answers to questions that might arise. Thank you for all your help.

Sincerely,

Director

By: Jim Tidmore
Curriculum Specialist

(DATE)

Dear _____,

Enclosed is a copy of a survey instrument that I have prepared. My chairman at the University of Oklahoma, Dr. Gary Green has ask me to submit the instrument to several experts in the area of law enforcement training for the purpose of establishing its validity.

As you well know, validity answers the question "Does the instrument measure what it claims to measure?" There are many types of validity but the one which I am most concerned with is called "content validity." Content validity, as it pertains to a program validation study, simply means "Are we asking the right questions so that we can determine if the program is doing what it was designed and developed to do, that is, to provide adequate entry level skills for law enforcement officers. The questionnaire items are directly based on the Council on Law Enforcement Education and Training's basic academy training program.

While training has been conceptualized as a continually evolving process, the existing literature fails to provide adequate information for linking training evaluation to transfer of training and program redesign. My study will focus on the usefulness and adequacy of the basic police academy training program provided by the Oklahoma Council on Law Enforcement Education and Training. Although the basic police academy administers a final comprehensive examination, there has never been a posttraining follow-up undertaken to measure transfer of learning. Consequently, the effectiveness, usefulness, and adequacy of the basic police academy are left open to question.

Your comments, I hope, will help me establish the validity of the survey and allow me to continue with my research and my dissertation. Please return the survey with your comments to me at Post Office Box 11476, Oklahoma City, Oklahoma, 73136.

Thank you for helping me with this project.

Sincerely,

Jim Tidmore

DATE

FIELD(7) FIELD(8)
FIELD(4)
FIELD(5)
FIELD(9) Oklahoma FIELD(10)

Dear Chief FIELD(8),

The purpose of this letter is to thank you for your participation in the basic academy training program validation study.

In January of this year, all questionnaires were mailed directly to contact persons in each agency. On January 30th we had a return rate below the necessary 60% to make the study statistically valid. In order to tabulate the results and report the findings to the Director, a cut-off date of February 15, 1996 was established. By February 15th our return rate had reached 67% and we had achieved our goal. Questionnaires received after February 15th were not included in the study.

The study has generated an enormous amount of information. The following tables give a summary of the graduate's and supervisor's responses.

(Insert Tables Here)

You may notice that the number of supervisors does not equal the number of departments surveyed in the study. The reason for the varied numbers is that some of the supervisors participated in the study as a recent graduate.

Thank you for your departments active participation and assistance in this validation study.

Sincerely,

Director

By: Jim Tidmore
Curriculum Specialist

APPENDIX H

SURVEY INSTRUMENT

TRAINING PROGRAM
VALIDATION STUDY

COUNCIL ON LAW ENFORCEMENT EDUCATION AND TRAINING
POLICE BASIC ACADEMY TRAINING

GRADUATE SURVEY

RETURN TO:

Curriculum Specialist
Council on Law Enforcement Education and Training
P.O. Box 11476
Oklahoma City, Oklahoma 73136

CODE_____

POLICE BASIC ACADEMY TRAINING PROGRAM

GRADUATE SURVEY INTRODUCTION

The Council on Law Enforcement Education and Training (CLEET) wants to determine how well the BASIC ACADEMY TRAINING PROGRAM, also known as the BASIC ACADEMY, is preparing its graduates to perform entry level law enforcement duties and tasks. As a graduate of this program, your assistance in providing information on the relevancy and usefulness of training provided will be of great value. With your assistance, CLEET will be able to assess the effectiveness of the program and identify changes needed to enhance the program.

In this questionnaire you are asked to complete three (3) sections. Instructions are provided in each section.

Section I The Biographical Data Section will be used to establish a profile of graduates and of his/her work environment.

Section II The Course Evaluation Section has two (2) parts and allows you to evaluate each block of training in the Basic Academy as well as asking you to respond to four questions about each block:

(Part A) How adequate was the AMOUNT of training presented for the law enforcement aspects of your job?
How IMPORTANT is the information provided in the Basic Academy to the law enforcement aspects of your job?
In terms of preparing you to perform entry level law enforcement duties, what was the QUALITY of training you received in the Basic Academy?

(Part B) How frequently do you use the skills or knowledge taught?

Section III The Graduate Recommendation Section will help to identify specific deficiencies in the Basic Academy.

It will take approximately one hour for you to complete the questionnaire. We cannot emphasize too strongly the value of your responses. This is your opportunity to help CLEET enhance the quality of training presented to officers who will soon be working beside you. Your candid responses are needed.

All responses will be kept strictly confidential and all data will be grouped to eliminate any individual identifying characteristics. A code number is placed on this questionnaire to help follow up on graduates and supervisors who fail to return a completed questionnaire. A similar questionnaire is being sent to some supervisors so that we may obtain his/her perceptions of Basic Academy training.

This questionnaire pertains only to the BASIC TRAINING ACADEMY and does NOT apply to any training or experience which you may have received before or since. If you choose to make any comments, please identify the block or specific topic to which they relate.

Thank you for your assistance.

Johnny F. Dirck
Director

SECTION I
GRADUATE BIOGRAPHICAL DATA

Biographic data will be used to establish a profile of a Basic Academy graduate. This will enable CLEET to propose changes to the program to better meet future officers needs. Data will be grouped to eliminate any personal identification.

Instructions: Please place a check (✓) or an (X) in the appropriate space for each item, or fill in the requested information.

1. ☐ Male ☐ Female

2. Your current position: _____

3. What educational level have you completed?

   ☐ GED
   ☐ High School
   ☐ Associate Degree
   ☐ Bachelors Degree
   ☐ Masters Degree
   ☐ Doctors Degree
   ☐ Other (specify) _____

4. Age Range (check one)

   ☐ Under 20
   ☐ 20 -24
   ☐ 25-29
   ☐ 30-39
   ☐ 40 and over

5. Employing Agency? (presently)

   ☐ 1 to 5 Member Department
   ☐ 6 to 10 Member Department
   ☐ 11 to 15 Member Department
   ☐ 16 to 20 Member Department
   ☐ 21 to 25 Member Department
   ☐ 26 to 30 Member Department
   ☐ Over 30 Member Department

6. How long have you worked for this agency?

   ___Year(s) ___ Month(s)

7. Prior to coming to the Basic Academy did you work as a "reserve"?

   ☐ Yes (If "yes," how long?) _____
   ☐ No

8. Are you subject to law enforcement "call-outs" outside you normal duty hours?

   ☐ Yes
   ☐ No

9. From this list, identify the first, second, and third MOST important aspects of your current position: (indicate 1, 2, 3)

   ___Law Enforcement
   ___Management/Supervision
   ___Resource Management
   ___Interpretation
   ___Investigation
   ___Community Policing Activities
   ___Vehicle Maintenance
   ___Emergency Services
   ___Fee Collection
   ___Other (Specify) _____

10. Does your department have established procedures to assist newly commissioned personnel in becoming effective law enforcement officers in the "field"?

- ☐ Yes
- ☐ No
- ☐ I don't know

11. Have you been given a current copy of your agency guidelines which affect your position/area of responsibility?

- ☐ Yes
- ☐ No

12. Have you attended any additional law enforcement training since graduating from the Basic Academy?

- ☐ Yes ___Hours
- ☐ No

13. In the next five years, do you expect your law enforcement duties to increase or decrease with regard to your other responsibilities?

- ☐ Increase
- ☐ Decrease
- ☐ Staying about the same
- ☐ Have no idea

14. What law enforcement equipment are you normally assigned? (check all that apply)

- ☐ Straight baton
- ☐ Extendable baton
- ☐ OC
- ☐ Handcuffs
- ☐ Hearing protection
- ☐ PR 24 baton
- ☐ Body armor
- ☐ Mace
- ☐ Eye protection
- ☐ Other (specify) _____

15. What weapon(s) are you currently assigned? (check all that apply)

- ☐ Rifle
- ☐ Shotgun
- ☐ Revolver
- (Semiautomatic)
- ☐ Sig-Sauer P226
- ☐ S & W 6906
- ☐ Glock
- ☐ Other (specify) _____

16. What type of vehicle are you assigned? (check all that apply)

- ☐ Pickup
- ☐ Utility
- ☐ Sedan
- ☐ None or Other (specify)
- ☐ 4-wheel drive
- ☐ 2-wheel drive
- ☐ Front wheel drive
- ☐ Rear wheel drive

17. Equipment on your primary law enforcement vehicle. (check all that apply)

- ☐ Flashing lights
  - ☐ Roof mounted
  - ☐ Dash mounted
  - ☐ Grille mounted
- ☐ PA system
- ☐ Siren
- ☐ Radar
- ☐ Radio (2-way, VHF) hi-band lo-band
- ☐ CB radio

18. Since graduating from the Basic Academy, have you performed the following activities on the job? If YES, check the box front of each which you have performed.

- ☐ Issued verbal warning for violation
- ☐ Issued written warning for violation

- ☐ Custodial arrest (you made arrest)
- ☐ Custodial arrest (you were backup)
- ☐ "Frisked" a suspect for weapon(s)
- ☐ Searched a person (whatever reason)
- ☐ Transported an in-custody person
- ☐ Prepared affidavit for any warrant
- ☐ Executed a search warrant (any involvement)
- ☐ Completed a police/incident report
- ☐ Interviewed a suspect, witness or victim
- ☐ Collected/processed evidence (crime scene)
- ☐ Secured fingerprints/latent fingerprints
- ☐ Summoned law enforcement "backup"
- ☐ Made emergency responses (lights/siren)
- ☐ Used defensive equipment (i.e., cuffs, baton)
- ☐ Had occasion to "draw" duty firearm
- ☐ Had LE occasion to "discharge" duty firearm
- ☐ Attended local/magistrate/district court
- ☐ Testified in any courtroom proceeding
- ☐ Investigated traffic accident
- ☐ Performed/assisted criminal investigations
- ☐ Formally assisted another LE agency
- ☐ Given a Miranda warning

..... PLEASE NOTE .....

If any items in the biographic data section have identified any training deficiencies or areas of possible improvement, please turn to page 28 in Section III and write down your recommendations now.

SECTION II (Part A) COURSE EVALUATION

This section of the survey lists the blocks and the major lessons within each block, and evaluates three areas for each lesson:

Each area identified is to be rated on the scale provided to obtain your evaluation of the block. Use the following response codes:

I. How satisfactory was the ***AMOUNT*** of training you received? The term satisfactory refers to time allotted to present the instruction. Was the time sufficient to fully address all objectives?

SCALE	MEANING
1. Less	LESS TRAINING IS NEEDED, too much time was allowed to present the material.
2. Satisfactory	THE RIGHT AMOUNT OF TRAINING WAS PROVIDED, the time allowed was sufficient to cover the material.
3. More	MORE TRAINING IS NEEDED, the time allowed to present instruction was not sufficient to cover the material.

II. How ***IMPORTANT*** is this information to the law enforcement aspects of your job?

SCALE	MEANING
1. Not Important	the information or skills taught ARE NOT NEEDED to do my job.
2. Minimally Important	the information or skills taught ARE NICE TO KNOW BUT NOT ESSENTIAL to do my job.
3. Important	the information or skills taught ARE NEEDED to do my job.
4. Very Important	the information or skills taught ARE CRITICAL to do my job.

III. In preparing you to do your job, what was the ***QUALITY*** of training you received? Quality as used here refers to the content of instruction. It answers questions such as: Are we teaching the right objectives? Are they being taught in a manner which enables you to perform your job?

SCALE	MEANING
1. Unsatisfactory	THE TRAINING WAS INADEQUATE, the skills and knowledge taught were NOT addressed to a degree that enables me to do my job.
2. Fair	THE TRAINING WAS BARELY ADEQUATE, the skills and knowledge were taught but NOT in sufficient detail to fully meet the demands of my job.
3. Satisfactory	THE TRAINING WAS ADEQUATE, I am satisfied that I have the basic skills and knowledge required by my job.
4. Good	THE TRAINING WAS OF HIGH QUALITY, I am fully capable of performing most of my law enforcement responsibilities.
5. Excellent	THE TRAINING WAS OUTSTANDING, I feel very confident that I can apply the skills and knowledge taught.

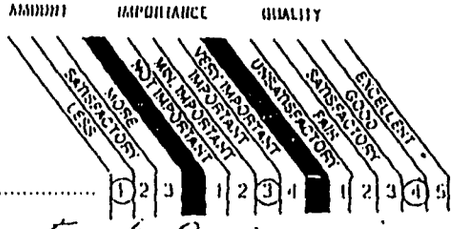
INSTRUCTIONS: Please read each lesson title beginning with Learning in the Classroom, number 1.1, through LEDT, number 11.1, and rate the AMOUNT, IMPORTANCE, and QUALITY for each on the scales provided. Each page contains space for optional comments.

The following definitions apply:

1. Lecture - A training situation in which course material is presented by an instructor.
2. Laboratory - A non-evaluated training situation in which students practice a law enforcement skill under the guidance of an instructor.
3. Practical Exercise - A training/evaluation situation in which students, under the supervision of an instructor, participate in a law enforcement related scenario or perform a law enforcement related skill which is graded and must be satisfactorily performed to receive a graduation certificate.

EXAMPLE

I	II	III
AMOUNT	IMPORTANCE	QUALITY
1. Less	1. Not Important	1. Unsatisfactory
2. Satisfactory	2. Min. Important	2. Fair
3. More	3. Important	3. Satisfactory
	4. Very Important	4. Good
		5. Excellent



PATROL

7.6 Collection and Preservation of Evidence (3 .5L, 1lab)
(obtaining, protecting, and preserving accident scene evidence).....

Comments: (Optional) #7.6 Most of my classmates had experience in evidence collection. Less lab time is needed.

INTERPRETATION OF EXAMPLE:

- Collection and Preservation of Evidence instruction is presented as a 3.5-hour lecture and a 1-hour laboratory and addresses the topics identified.

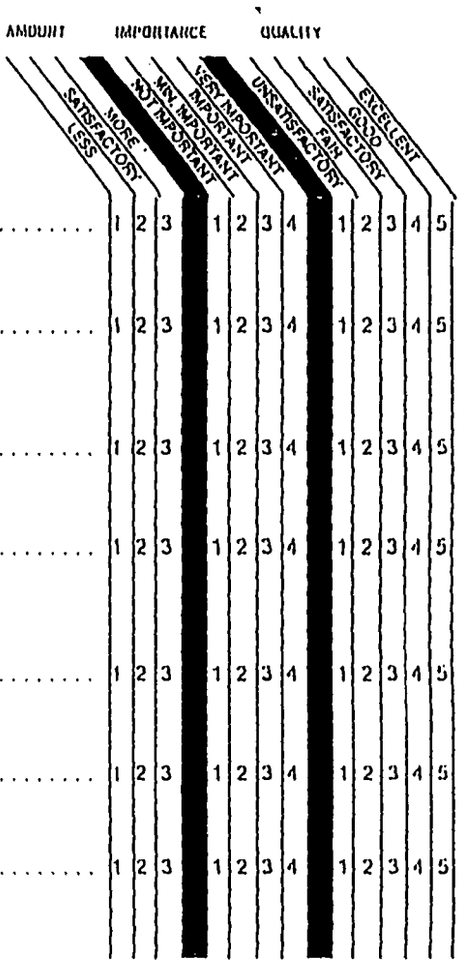
- A category I (AMOUNT) rating of 1 "Less training needed" means that less time should be allowed to teach the objectives.
- A category II(IMPORTANCE) rating of 3 "Important" means that the training is needed to perform the law enforcement aspects of my job.
- A category III (QUALITY) rating of 4 "Good" means that the training was of high quality and that I can perform most of the responsibilities of my job regarding accident scene evidence collection and preservation.
- The comment is keyed to lesson #7.6 and indicates that less laboratory time is needed.

INSTRUCTIONS: Circle number to indicate your rating of AMOUNT, IMPORTANCE and QUALITY of training. (2 L = 2 hr Lecture, 2 lab = 2 hr Laboratory, PE = Practical Exercise)

	AMOUNT			IMPORTANCE				QUALITY				
	LESS SATISFACTORY	MORE SATISFACTORY		NOT IMPORTANT	MIN. IMPORTANT	IMPORTANT	VERY IMPORTANT	UNSATISFACTORY	FAIR	SATISFACTORY	GOOD	EXCELLENT
ORIENTATION BLOCK												
1.1 Learning in the Classroom (1L) (elements of note-taking, uses of notes, strategies of notetaking, pitfalls, long and short term memory, study methods)	1	2	3	1	2	3	4	1	2	3	4	5
1.2 Introduction to Law Enforcement (1.5L) (CLEET authority in 70 O.S., 3311, types of training authorized by CLEET, basic academy goals, characteristics of quality law enforcement personnel, performance pitfalls)	1	2	3	1	2	3	4	1	2	3	4	5
1.3 Field Note Taking (2L) (functions of field notes, systems of note taking, types of information to be included in field notes, preliminary steps in investigation report writing)	1	2	3	1	2	3	4	1	2	3	4	5
1.4 Introduction to Report Writing (.5L) (questions answered by a complete report, report uses)	1	2	3	1	2	3	4	1	2	3	4	5
1.5 Mechanics of Report Writing (4L, 1lab) (purpose and use of police reports, characteristics of good report, questions answered by a comprehensive report, differences between active voice and passive voice, inappropriate words for police reports)	1	2	3	1	2	3	4	1	2	3	4	5
LEGAL MATTERS BLOCK												
2.1 Interview and Interrogation (2L) (4th, 5th and 6th amendments, contact that constitutes an interview, differences between confession and admission, admissibility of a confession, Miranda Warning, elements of a legal waiver of rights)	1	2	3	1	2	3	4	1	2	3	4	5
2.2 Civil Liability (2L) (difference between tort and crime, burden of proof difference between civil and criminal cases, elements of negligence , intentional tort, constitutional tort, defenses against constitutional tort, persons entitled to absolute immunity)	1	2	3	1	2	3	4	1	2	3	4	5

Comments: (Optional) (Comments should refer to lesson number)_____

INSTRUCTIONS: Circle number to indicate your rating of AMOUNT, IMPORTANCE and QUALITY of training. (2 L = 2 hr Lecture, 2 lab = 2 hr Laboratory, PE = Exercise)



2.3 Legal Research (1L)
(titles in Oklahoma Statutes commonly used by Oklahoma peace officers, resources of Oklahoma Statutes Annotated) 1 2 3 1 2 3 4 1 2 3 4 5

2.4 Major Crimes (2.0L, .5lab)
(major felonies listed in 21 O.S. § 701.7 to 1436, requisite elements of offense applicable to given felony crimes) 1 2 3 1 2 3 4 1 2 3 4 5

2.5 Introduction to Criminal Law (1L)
(statutory law, case law, private wrong, crime, forms of punishment, felony punishments, mala in se, mala prohibita, requisite elements of a crime, principal and accessory to a crime, municipal court powers) 1 2 3 1 2 3 4 1 2 3 4 5

2.6 Concepts of Probable Cause (1.5L)
(4th Amendment, mere suspicion, reasonable suspicion, probable cause, source of fact, probable cause affidavit elements) 1 2 3 1 2 3 4 1 2 3 4 5

2.7 Laws of Arrest (1L)
(purpose of an arrest, elements necessary to affect an arrest, who can make arrests, arrest warrant, warrant execution times, requirements of "John Doe" warrant, warrantless arrest circumstances, citizens arrest process) 1 2 3 1 2 3 4 1 2 3 4 5

2.8 Use of Force (2L)
(excessive use of force, amount of force factors, legitimate amount of force, deadly force, use of deadly force by a peace officer) 1 2 3 1 2 3 4 1 2 3 4 5

2.9 Weapons Law (2L)
(weapons per se, legal carry weapons, limitations on convicted felons, carrying or transporting weapons, prohibited acts using a firearm, peace officer weapon carrying) 1 2 3 1 2 3 4 1 2 3 4 5

Comments: (Optional) (Comments should refer to lesson number)_____

_____

_____

	AMOUNT			IMPORTANCE				QUALITY				
INSTRUCTIONS: Circle number to indicate your rating of AMOUNT, IMPORTANCE and QUALITY of training. (2 L = 2 hr Lecture, 2 lab = 2 hr Laboratory, PE = Exercise)	LESS SATISFACTORY	MORE SATISFACTORY		NOT IMPORTANT	MIN. IMPORTANT	IMPORTANT	VERY IMPORTANT	UNSATISFACTORY	FAIR	SATISFACTORY	GOOD	EXCELLENT
2.10 Search Warrants (3.5L) (definition, classes of property, affidavit of probable cause, requisites of valid warrant, oral affidavit, supplement, warrant, night service, return process, criminal consequences for violation of search warrant statutes)	1	2	3	1	2	3	4	1	2	3	4	5
2.11 Search Warrant Exceptions (4.5L) (exigent circumstances, stop and frisk, incidental search, custodial search, plain view search, open field search, abandoned property, consent, inventory, administrative, parameters and requisites)	1	2	3	1	2	3	4	1	2	3	4	5
2.12 Rules of Evidence (4.5L) (testimonial, physical, documentary, demonstrative, direct, and circumstantial evidence, requisites of admissibility, stipulation, judicial notice, proof, statutory privileges of evidence code, hearsay evidence, hearsay rule)	1	2	3	1	2	3	4	1	2	3	4	5
2.13 Exclusionary Rule (2L) (exclusionary rule, "Weeks v. U.S.", "Silverthorne Lumber v. U.S.", "Mapp v. Ohio", Miranda v. Arizona", exceptions to exclusionary rule)	1	2	3	1	2	3	4	1	2	3	4	5
2.14 Juvenile Code (3L) (philosophy, categories of adjudication, certifying juveniles as adults, reverse certification, secure lockups with adults, fingerprinting, interrogation	1	2	3	1	2	3	4	1	2	3	4	5
2.15 Defenses to Crimes (3L) (role of defense counsel, role of prosecutor, defense categories, persons not capable of committing crimes, immunity)	1	2	3	1	2	3	4	1	2	3	4	5
2.16 Trial of a Criminal Case (4L) (initial appearance, preliminary hearing, arraignment, plea bargaining, officer appearance and behavior, deferred sentence, suspended sentence)	1	2	3	1	2	3	4	1	2	3	4	5
2.17 Civil Process (1.5L) (methods of service, service standards, replevin, order of delivery, injunction, conduct standards, domestic abuse, emergency ex-parte order, burden of proof)	1	2	3	1	2	3	4	1	2	3	4	5

Comments: (Optional) (Comments should refer to lesson number)_____

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2.18 Narcotics Law & Drug Identification (4L) (functions of Oklahoma Bureau of Narcotics and Dangerous Drugs, drug schedules, joint forces and adoption, property seizure)	1	2	3	1	2	3	4		1	2	3	4	5				
2.19 Liquor Laws (2L) (function of ABLE Commission, intoxicating beverage, non-intoxicating beverage, juvenile processing, liquor related offenses, officer responsibilities under Oklahoma Alcoholic Beverage Control Act)	1	2	3	1	2	3	4		1	2	3	4	5				
2.20 Command Presence & Verbal Control (4L) (non-physical & physical restraints, fighting words, command presence control techniques, verbal control techniques)	1	2	3	1	2	3	4		1	2	3	4	5				
CPR BLOCK (3.0.0)	1	2	3	1	2	3	4		1	2	3	4	5				
FIRST AID BLOCK (4.0.0)	1	2	3	1	2	3	4		1	2	3	4	5				
FIREARMS BLOCK																	
5.2 Handgun Nomenclature & Maintenance (1L, .5lab) (weapon cleaning, parts of handgun, life and/or reliability factors of cartridges, disassemble and reassemble duty weapon)	1	2	3	1	2	3	4		1	2	3	4	5				
5.3 Shotgun Nomenclature & Maintenance (.5L, .5lab) (major parts of shotgun, disassemble & reassemble shotgun)	1	2	3	1	2	3	4		1	2	3	4	5				
5.4 Firearms Safety (2L) (safety rules, general safety rules, range safety rules, off-duty & home safety rules)	1	2	3	1	2	3	4		1	2	3	4	5				
5.5 Basic Shooting Fundamentals (1L) (six basic fundamentals of shooting, gun/arm positions, one & two handed tactical shooting stances, target related body position, advantages of barricade support, advantages of tactical kneeling position)	1	2	3	1	2	3	4		1	2	3	4	5				

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5.6 Presentation of the Handgun (1L) (sequence for presenting a weapon)	1	2	3	1	2	3	4	1	2	3	4	5
5.7 Handgun Handling Skills (1L) (weapon handling, weapon loading, weapon unloading, malfunction clearing)	1	2	3	1	2	3	4	1	2	3	4	5
5.8 Shotgun Handling (1L) (ready gun position, shooting from standing or kneeling position, clearing jams, combat loading)	1	2	3	1	2	3	4	1	2	3	4	5
5.9 Shotgun Capabilities & Considerations (.5L) (advantages & disadvantages of shotgun, securing the shotgun on duty, cruiser safe condition)	1	2	3	1	2	3	4	1	2	3	4	5
5.10 Range Qualification (32PE)	1	2	3	1	2	3	4	1	2	3	4	5
CRIMINAL INVESTIGATION BLOCK												
6.1 Preliminary Investigation & Crime Scene Investigation (3.5L) (preliminary investigation elements, observations of first officer on scene, crime broadcast procedures, crime scene notes, crime scene tasks, duties of first officer on crime scene, crime sketch, crime scene photography, chain of custody)	1	2	3	1	2	3	4	1	2	3	4	5
6.2 Identification, Collection & Preservation of Evidence (3L, 1lab) (collect and package evidence, marking and/or tagging evidence)	1	2	3	1	2	3	4	1	2	3	4	5
6.3 Interviews & Interrogations (4L) (subject types, characters, attitudes, interview preparation, interview procedures, demeanor, types of information, custodial interrogation)	1	2	3	1	2	3	4	1	2	3	4	5
6.4 Informants & Information (1.5L) (source development, identifying sources, informant motives, private records, public records)	1	2	3	1	2	3	4	1	2	3	4	5

Comments: (Optional) (Comments should refer to lesson number) _____

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6.5 Fingerprints (3.5L, 1lab) (locating latent prints and/or plastic prints, developing prints, rolling prints)	1	2	3	1	2	3	4		1	2	3	4	5
6.6. Automobile Theft (4L) (high theft vehicles, methods of theft, theft tools, types of vehicle theft, types of commercial theft, elements of unauthorized use of motor vehicle)	1	2	3	1	2	3	4		1	2	3	4	5
6.7 Child Abuse & Exploitation Investigation (3L) (identifying child abuse, removing abused children from a home, identify abuse injuries, identifying objects used to injure children, characteristics of failure to thrive, social indicators of child abuse, identifying evidence to support child's allegations of sexual abuse, establishing rapport with children of abuse, useful interviewing techniques)	1	2	3	1	2	3	4		1	2	3	4	5
6.8 Sexual Assaults (1L) (sex offender patterns and traits, Title 21 Oklahoma Criminal Laws, sex crime investigation information, rape case procedures, interaction with victims of sex crimes)	1	2	3	1	2	3	4		1	2	3	4	5
TRAFFIC BLOCK													
7.1 Oklahoma Vehicle Laws (3.5L) (Title 47-Chapter 1, types of drivers licenses, exemptions from license requirements, persons who cannot be licensed, authority of DPS to suspend or revoke licenses, driver responsibility if the event of property damage, traffic signs, signals, traffic markers, driving on the right side of roadway enforcement, right-of-way enforcement, rights and duties of pedestrians, signal use, special stops, vehicle speed restrictions, DUI enforcement, reckless driving enforcement, negligent homicide, stopping standing or parking or roadway enforcement, bicycle and/or play vehicle enforcement, Oklahoma Mandatory Seat Belt Use Act, tinted windshields and windows)	1	2	3	1	2	3	4		1	2	3	4	5
7.2 Uniform Violations Complaint Forms (1L) (use of originals and copies, 'other violations' portion of form, minor versus adult procedural differences for summons to appear)	1	2	3	1	2	3	4		1	2	3	4	5

Comments: (Optional) (Comments should refer to lesson number) _____

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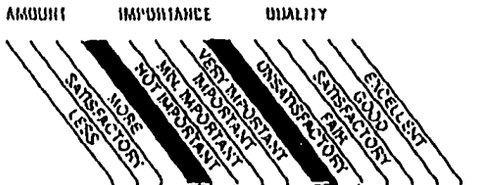

7.3 Responding to the Scene of an Accident (1L)
(emergency criteria, definition of emergency, emergency mode, disregarding traffic signals, audio and/or visual warning device requirements, responding in an emergency vehicle, circumstances surrounding 'failure to yield to emergency vehicle', officer procedural responsibilities in a property damage or personal injury accident) 1 2 3 1 2 3 4 1 2 3 4 5

7.4 Protecting the Scene of an Accident (1L)
(accident scene priorities, authority to call for public assistance, advantages and disadvantages of public assistance, emergency vehicle positioning, use of cones and/or flares, use of warning flagman or other controls) 1 2 3 1 2 3 4 1 2 3 4 5

7.5 Oklahoma Implied Consent Law (3L)
(admissibility of chemical testing evidence, blood-alcohol testing and reporting guidelines, refusal to submit to chemical testing, implied consent hearings, revocation or denial of driving privilege appeal process, related blood-alcohol evidence, purpose of the Board of Tests for Alcohol and Drug Influence) 1 2 3 1 2 3 4 1 2 3 4 5

7.6 Collection and Preservation of Evidence (4.5L)
(automobile accident evaluation procedures, vehicle speed calculations, techniques for collection and preservation of physical evidence, holding of vehicles for removing and processing evidence) 1 2 3 1 2 3 4 1 2 3 4 5

7.7 Determining the Cause of an Accident (1L, .5lab)
(primary causes of an accident, contributory causes of an accident, suspicious accidents) 1 2 3 1 2 3 4 1 2 3 4 5

7.8 Clearing the Scene (1L)
(officer responsibility and authority for wrecker services, clearing of vehicles and debris from roadway, notification of vehicle storage, safeguarding of personal property, hit and run evidence collection, hospital interviews, notification of relatives for dead and injured, further investigation procedures) 1 2 3 1 2 3 4 1 2 3 4 5

7.9 Accident Reconstruction (1L, .5lab)
(crush characteristics, grid coordinate system, triangulation measurement, scale drawing methodology) . 1 2 3 1 2 3 4 1 2 3 4 5

Comments: (Optional) (Comments should refer to lesson number)_____

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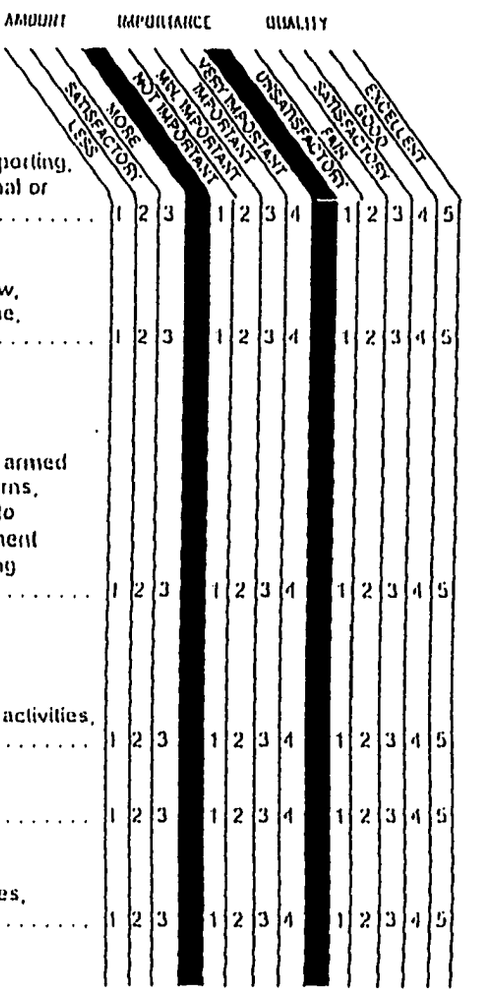

7.10 Oklahoma Police Traffic Collision Report (2.5L, 1lab)
(processing procedures for the Financial Responsibility Report Form, motor vehicle accident reporting, non-traffic accident reporting, private property accidents, pedestrian or bicyclist accidents, animal or livestock accidents, vehicle train accidents, non-contact accidents, collision diagraming) 1 2 3 1 2 3 4 1 2 3 4 5

7.11 Accident Investigation Project (4lab)
(response procedures, handling injuries, protecting the scene, applying the Implied Consent Law, obtaining physical evidence, determining the cause, map & diagram accident, clearing the scene, complete official report, identify violations, issue appropriate citation) 1 2 3 1 2 3 4 1 2 3 4 5

CUSTODY CONTROL BLOCK

8.1 Custody Control (4L, 36PE)
(control of cooperative and uncooperative suspects, control of assailants, control of aggressive armed or unarmed suspects, correct control and defense procedures, movement and positioning patterns, use of force options, excessive force or unnecessary use of force, types of resistors, defenses to common attacks on police, countering resistance to arrest, body areas with potential for permanent injury, intermediate range techniques that can be fatal, nerve receptor tactics, proper handcuffing techniques, verbal commands, defenses to weapon attacks) 1 2 3 1 2 3 4 1 2 3 4 5

PATROL BLOCK

9.1 Introduction to Patrol (2.5L)
(patrol activity, service activities, prevention and apprehension activities, selective enforcement activities, patrol methods, foot versus motor patrols) 1 2 3 1 2 3 4 1 2 3 4 5

9.2 Observation and Perception (1L)
(elements of observation, factor affecting perception, accurate observations) 1 2 3 1 2 3 4 1 2 3 4 5

9.3 Patrol Techniques (2L)
(patrol speed, physical signs of security breach, planning driving routes, identifying district profiles, silhouetting, tell-tale officer noise, encountering undercover officers) 1 2 3 1 2 3 4 1 2 3 4 5

Comments: (Optional) (Comments should refer to lesson number)_____

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9.4 Pedestrian Approach (1.5L) (investigative detention, why, when, where, vehicle approach, foot approach)	1	2	3	1	2	3	4	1	2	3	4	5
9.5 Vehicle Pullover (2L) (recording vital information, desirable locations for stops, techniques for gaining driver attention, use of spotlights)	1	2	3	1	2	3	4	1	2	3	4	5
9.6 Vehicle Approach/Violator Contact (1.5L) (primary concerns, unknown risks, moth syndrome, officer positioning, driver in vehicle, driver exiting vehicle, passenger(s) exiting vehicle, two officer investigative stop procedures, personal identification documents)	1	2	3	1	2	3	4	1	2	3	4	5
9.7 Felony Vehicle Stops (2.5L) (pre-stop procedures, risk assessment, positioning primary unit, deployment of backups, securing suspect vehicle, multiple suspects, extracting multiple suspects, safe and full searches)	1	2	3	1	2	3	4	1	2	3	4	5
9.8 Crimes in Progress (2L) (methods of approach, route of approach, responsibilities of primary unit, sequence of action, criteria for entering robbery in progress location, responding to prowler call)	1	2	3	1	2	3	4	1	2	3	4	5
9.9 Building Search (4.5L, 3lab) (elements of safe and effective building search, tactical approaches, door entry techniques)	1	2	3	1	2	3	4	1	2	3	4	5
9.10 Mechanics of Arrest (1.5L) (elements of arrest, purpose of arrest, amount of force, use of restraints, obligation of citizens to assist)	1	2	3	1	2	3	4	1	2	3	4	5
9.11 Search of Prisoners (1L) (frisk search, field search, administrative search, strip search)	1	2	3	1	2	3	4	1	2	3	4	5
9.12 Transportation of Prisoners (1.5L) (transporting in restraints, searching transport vehicle, unconscious person, talking to prisoners, searching jail transfer prisoners, transporting prisoners on commercial air carriers)	1	2	3	1	2	3	4	1	2	3	4	5

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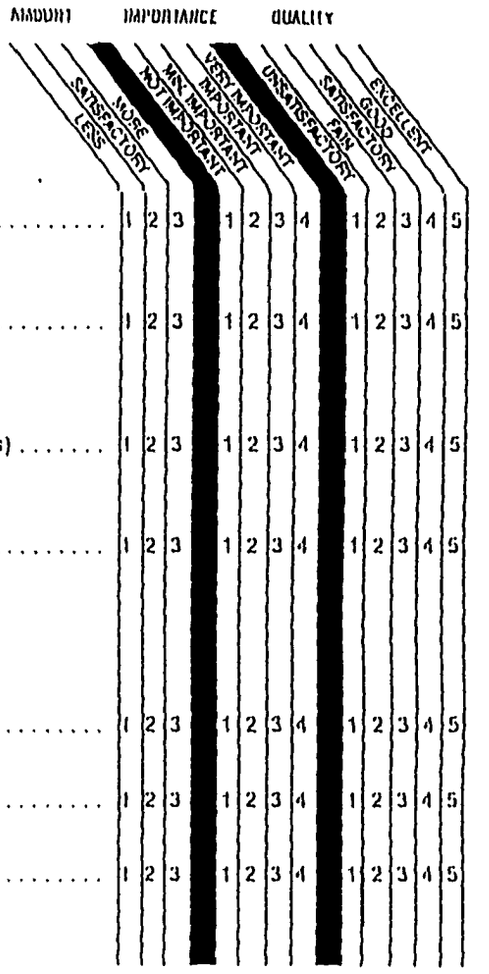

9.13 *Telecommunications* (4.5L)
(Intending to transmit procedures, CYMBALS, *registering* disapproval by radio, message acknowledgment, 'hit' information) . . . . . 1 2 3 | 1 2 3 4 | 1 2 3 4 5

9.14 Victim Protective Order (1L)
(Information *needed by first interviewer*, warrantless arrest restrictions, temporary protection for victim, obtaining a VPO, Safeline *program*) . . . . . 1 2 3 | 1 2 3 4 | 1 2 3 4 5

9.15 Crisis Intervention (2L, 2.5lab)
(*anatomy of a crisis*, impact of a crisis, crisis prone people, emotional causes, most common encounters, abusive relationships, *phases of family violence*, low profile arrival procedures, seating and visual *separation of disputants*, calming techniques, advising victims of *their rights*) . . . . . 1 2 3 | 1 2 3 4 | 1 2 3 4 5

9.16 Shooting Decisions (2L, 8lab)
(Oklahoma law *governing use of force*, *federal* law governing the use of force, Tennessee v. Garner, psychomotor firearms training system-FATS) . . . . . 1 2 3 | 1 2 3 4 | 1 2 3 4 5

COMMUNITY RELATIONS

10.1 Unusual Occurrences (1L)
(initial responsibilities at an air crash, vehicle accident or disaster scene, factors unique to a military air crash, hazardous material accidents, *missing* children reports, discovery of a dead body, removing dead animals) . . . . . 1 2 3 | 1 2 3 4 | 1 2 3 4 5

10.2 Evolution of Victim Rights (.5L)
(Oklahoma Victim Compensation Program, *officer responsibilities*) . . . . . 1 2 3 | 1 2 3 4 | 1 2 3 4 5

10.3 *Introduction & Overview to Victimization* (1L)
(victimology, victim precipitated crime, *characteristics of crisis*) . . . . . 1 2 3 | 1 2 3 4 | 1 2 3 4 5

Comments: (Optional) (*Comments should refer to lesson number*)_____

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10.4 Officer Survival (3.5L) (minimizing an ambush 'set-up', sniper situations, sniper attacks on vehicles, firebombs, cover and concealment, preparing for the eventuality of a shooting situation, dynamics of armed confrontations, triangle for survival)	1	2	3	1	2	3	4	1	2	3	4	5
10.5 Post Shooting Trauma (2L) (post shooting trauma, symptoms, effects on family, seeking help)	1	2	3	1	2	3	4	1	2	3	4	5
10.6 Human Relations (3.5L) (psychology of human relations, cornerstones for human relations, Mazlow's hierarchy of needs, reactions to stress, coping with stress)	1	2	3	1	2	3	4	1	2	3	4	5
10.7 Civil Rights (2L) (Civil Rights Act of 1866, FBI's jurisdiction, elements of intent)	1	2	3	1	2	3	4	1	2	3	4	5
10.8 Community Relations (1L) (officers role, individual influence, public relations and community relations, methods for improved relations, benefits of community relations program)	1	2	3	1	2	3	4	1	2	3	4	5
10.9 Crime and Drug Prevention (1.5L) (role of crime prevention, officer functions in crime prevention, program elements, security devices for residential and/or commercial establishments)	1	2	3	1	2	3	4	1	2	3	4	5
10.10 Minority Relations (1.5L) (cultural socio-economic differences, officer behavior as perceived by the public, the ways prejudice is revealed, levels of law enforcement brutality, chief complaints by minorities)	1	2	3	1	2	3	4	1	2	3	4	5
10.11 Unethical Behavior (1L) (accepting gratuities, officer criminal and/or unethical behavior, non-enforcement by personal choice, officer reaction to criminal and/or unethical behavior)	1	2	3	1	2	3	4	1	2	3	4	5

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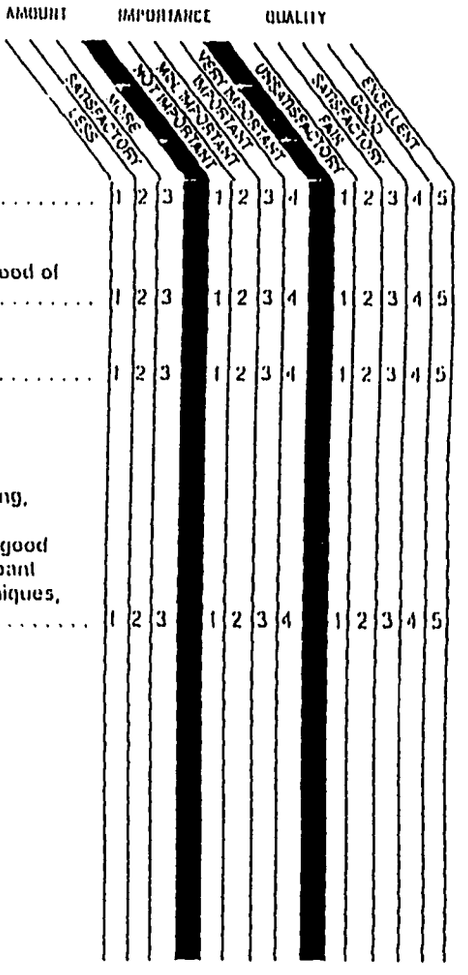

10.12 Ethics (1L)
(officer ethical and moral standards, law enforcement code of ethics) 1 2 3 1 2 3 4 1 2 3 4 5

10.13 Mental Illness (4L, .5lab)
(handling a mentally ill person, procedures for referral of a mentally ill person, immediate likelihood of serious harm, protective custody) 1 2 3 1 2 3 4 1 2 3 4 5

10.14 How to Recognize & Handle the Mentally Ill (1L)
(officer responsibilities, predictive clues to violent behavior, violent episodes) 1 2 3 1 2 3 4 1 2 3 4 5

LAW ENFORCEMENT DRIVER TRAINING

11.1 Law Enforcement Driving (8L, 16PE)
(unique characteristics of law enforcement driving, liability associated with non-emergency driving, liability associated with emergency driving, liability associated with pursuit driving, civil liability circumstances, effects of emotion and attitude on driving, human factors and driving collisions, good driving components, contributions of vehicle defects to collisions, inspecting your vehicle, occupant protection devices, environmental factors impact on collisions, vehicle dynamics, steering techniques, collision avoidance, braking techniques) 1 2 3 1 2 3 4 1 2 3 4 5

SECTION II (Part B)

FREQUENCY OF USAGE

INSTRUCTIONS: Circle the letter to indicate how frequently you use the information or skill(s) taught. The number indicates the course number in Section II (Part A) where that topic was taught. Not all courses are listed. Circle the appropriate letter: N = never, Y = yearly, M = monthly, W = weekly, and D = daily.

Precede each statement with, "HOW FREQUENTLY HAVE YOU . . . "

NEVER	YEARLY	MONTHLY	WEEKLY	DAILY

EXAMPLE:

"HOW FREQUENTLY HAVE YOU: 6.5 conducted any type of Surveillance." . . . . . N Y (M) W D

MEANING: The N is circled indicating that you have not conducted any type of surveillance since completing the Basic Academy.

ORIENTATION BLOCK

1.1 used the Noting Taking/strategies skills . . . . . N Y M W D

1.3 used the P-R-E-L-I-M-I-N-A-R-Y method to gather investigation information . . . . . N Y M W D

1.4, 1.5 used your law enforcement Report Writing skills . . . . . N Y M W D

LEGAL BLOCK

2.1 used your skills to interview a witness or victim . . . . . N Y M W D

2.1 used your skills to interrogate a person suspected of a crime . . . . . N Y M W D

2.1 performed a Custodial interrogation . . . . . N Y M W D

2.1 used the MIRANDA warning . . . . . N Y M W D

2.1 taken a Confession . . . . . N Y M W D

2.2 been involved with a Civil Liability situation . . . . . N Y M W D

LEGAL BLOCK

2.3 used the resources contained in the Oklahoma Statutes Annotated	N	Y	M	W	D
2.3 used your knowledge of Research Methods to locate specific cases	N	Y	M	W	D
2.4 utilized your knowledge of felonies or Major Crimes	N	Y	M	W	D
2.5 applied the principles of Criminal Law to a situation	N	Y	M	W	D
2.5 used your knowledge of the Oklahoma Court System	N	Y	M	W	D
2.6 used your knowledge of Probable Cause	N	Y	M	W	D
2.6 used your knowledge of a Warrantless Arrest	N	Y	M	W	D
2.7 effected a Detention or Arrest	N	Y	M	W	D
2.8 applied your knowledge regarding excessive Use of Force	N	Y	M	W	D
2.9 used your knowledge of Oklahoma Weapons Law	N	Y	M	W	D
2.10 used your knowledge of Search Warrants	N	Y	M	W	D
2.10 applied for a warrant to Search or Seize property	N	Y	M	W	D
2.10 performed or assisted in the execution of a Search Warrant	N	Y	M	W	D
2.11 used your knowledge of Search Warrant Exceptions	N	Y	M	W	D
2.12 used your knowledge of Rules of Evidence	N	Y	M	W	D
2.12 used Hearsay, admissions, confessions or other testimony as Evidence	N	Y	M	W	D
2.13 used your knowledge of the Exclusionary Rule	N	Y	M	W	D
2.14 been confronted with situations involving a Juvenile	N	Y	M	W	D
2.14 had occasion to become involved with the Juvenile Court System	N	Y	M	W	D
2.15 applied your knowledge of Crime Defenses	N	Y	M	W	D

LEGAL BLOCK

2.16 used your knowledge of Oklahoma Court Procedures . . . . . N Y M W D

2.16 given Courtroom Testimony . . . . . N Y M W D

2.17 served a Civil Process document . . . . . N Y M W D

2.18 used your knowledge of the Oklahoma Controlled Dangerous Substances Act (Title 63) . . . . . N Y M W D

2.19 used your knowledge of the Oklahoma Alcoholic Beverage Control Act (Title 37) . . . . . N Y M W D

2.20 used Verbal Control and Tactics to compel subjects to obey . . . . . N Y M W D

CPR BLOCK

3.1 used the techniques taught in CPR . . . . . N Y M W D

FIRST AID BLOCK

4.1 used the techniques taught in First Aid . . . . . N Y M W D

FIREARMS BLOCK

5.2, 5.3 used Handgun and Shotgun Maintenance procedures . . . . . N Y M W D

5.4 used Firearms Safety precautions and procedures . . . . . N Y M W D

5.4 applied Off-Duty/Home Safety principles . . . . . N Y M W D

5.5, 5.6, 5.7, 5.8, 5.9 used shooting fundamentals and firing skills learned in the firearms block . . . . . N Y M W D

CRIMINAL INVESTIGATION BLOCK

6.1 conducted a preliminary criminal investigation . . . . . N Y M W D

6.1 conducted a crime scene search . . . . . N Y M W D

6.2 collected and packaged physical evidence . . . . . N Y M W D

6.2 submitted evidence to a laboratory . . . . . N Y M W D

CRIMINAL INVESTIGATION BLOCK

6.4 used an informant ..... N Y M W D

6.5 conducted any type of Surveillance ..... N Y M W D

6.5 had occasion to deal with a situation involving Fingerprints ..... N Y M W D

6.6 had occasion to deal with an Automobile Theft ..... N Y M W D

6.7 had occasion to deal with a situation involving Child Abuse ..... N Y M W D

6.8 had occasion to deal with a situation involving Sexual Assault ..... N Y M W D

TRAFFIC BLOCK

7.1 used your knowledge of Title 47, Oklahoma Vehicle Laws ..... N Y M W D

7.2 had occasion to deal with the Uniform Violation Complaint form ..... N Y M W D

7.3 responded to the Scene of an Accident ..... N Y M W D

7.3 responded in Emergency Mode ..... N Y M W D

7.4 been responsible for Protecting an Accident Scene ..... N Y M W D

7.4, 7.7 been responsible for Determining the Accident Cause ..... N Y M W D

7.4 been responsible for conducting an Accident Investigation ..... N Y M W D

7.5 conducted a violator stop in which you believed the person was DUI ..... N Y M W D

7.6 used mathematical computations to identify the speed of accident vehicles ..... N Y M W D

7.6 had a stolen vehicle impounded ..... N Y M W D

7.8 been responsible for authorizing wrecker service at an accident scene ..... N Y M W D

7.9 conducted measurements at an accident scene ..... N Y M W D

7.10 prepared a written report of an accident on the standard Oklahoma Official Police Traffic Collision form ..... N Y M W D

CUSTODY CONTROL BLOCK

8.1 used proper approach and communication techniques for non-lethal control ..... N Y M W D

8.1 handcuffed persons and conducted a systematic search ..... N Y M W D

8.1 escorted a person using the non-compliant escort position ..... N Y M W D

8.1 uncuffed a person using the Oklahoma Custody and Control Training System ..... N Y M W D

8.1 used a straight Baton ..... N Y M W D

PATROL BLOCK

9.1 conducted a motorized patrol using techniques taught in the patrol block ..... N Y M W D

9.2 used the techniques taught in the lesson on observation and perception ..... N Y M W D

9.3 conducted a foot patrol ..... N Y M W D

9.4 conducted an Investigative Detention, a 'Stop' ..... N Y M W D

9.5 conducted a stop of a Van or Motor Home ..... N Y M W D

9.5 conducted a stop of a Semi-Truck ..... N Y M W D

9.6 conducted a stop with Multiple Vehicle Occupants ..... N Y M W D

9.7 conducted a Felony Vehicle pullover ..... N Y M W D

9.8 responded to a Crime in Progress call ..... N Y M W D

9.8 had occasion to be the Primary Unit with tactical responsibilities ..... N Y M W D

9.8 had occasion to respond to a Prowler Call ..... N Y M W D

9.9 conducted Building or room searches ..... N Y M W D

9.9 used proper Tactics to clear a threat area or to enter a Building ..... N Y M W D

9.10 placed an arrested person in Restraints ..... N Y M W D

PATROL BLOCK

9.11 conducted a Frisk Search (pat down) ..... N Y M W D

9.11 conducted a Skin or Strip Search (visual in nature) ..... N Y M W D

9.12 Transported a Prisoner ..... N Y M W D

9.12 placed an Unconscious Person in a cell ..... N Y M W D

9.12 had occasion to Travel by Air with a prisoner ..... N Y M W D

9.13 used the Oklahoma Law Enforcement Telecommunications System (OLETS) ..... N Y M W D

9.14 been the first officer who interviews a Victim of Domestic Abuse ..... N Y M W D

9.14 had to provide services to Victims/Witnesses ..... N Y M W D

9.15 used Intervention Procedures and Conflict Mediation techniques ..... N Y M W D

9.16 used principles of shoot-don't shoot (Firearms Training System - FATS) ..... N Y M W D

COMMUNITY RELATIONS BLOCK

10.1 responded to an Air Crash or Disaster scene ..... N Y M W D

10.1 responded to a Military air crash ..... N Y M W D

10.1 responded to an accident involving Hazardous Material ..... N Y M W D

10.1 responded to call where a Dead Body has been discovered and no relative can be located immediately ..... N Y M W D

10.2 used your knowledge of the Oklahoma Victim Compensation Program ..... N Y M W D

10.3 had occasion to interact with Victims of high anxiety-emotional shock, denial, or anger ..... N Y M W D

10.4 been confronted with a situation involving a Sniper ..... N Y M W D

10.4 had occasion to deal with a situation involving Domestic Terrorism ..... N Y M W D

10.4 been confronted with situations involving Officer Safety and Survival ..... N Y M W D

COMMUNITY RELATIONS BLOCK

10.5 utilized your knowledge of Post Shooting Trauma ..... N Y M W D

10.6 used your knowledge of Human Relations ..... N Y M W D

10.7 been confronted with 'Color of Law' situations ..... N Y M W D

10.8 applied your Community Relations skills in either maintaining order or providing service unrelated to violations . N Y M W D

10.9 had occasion to take positive steps to Prevent the development of crime ..... N Y M W D

10.10 been confronted with racially challenging situations ..... N Y M W D

10.11, 10.12 been confronted with ethically challenging situations ..... N Y M W D

10.13, 10.14 utilized your knowledge of handling the Mentally Ill ..... N Y M W D

LAW ENFORCEMENT DRIVER TRAINING BLOCK

11.1 applied the principles of Defensive Driving ..... N Y M W D

11.1 applied Pursuit Driving techniques ..... N Y M W D

11.1 used Skid Control techniques ..... N Y M W D

11.1 used Shuffle Steering techniques ..... N Y M W D

SECTION III

GRADUATE RECOMMENDATIONS

INSTRUCTIONS: This section of the survey allows you to identify deficiencies in the content of the Police Basic Academy Training Program. Please identify law enforcement tasks and activities which you perform on the job for which you received no training in the Basic Academy. Please identify information that is important to the performance of your job which was not taught in the Basic Academy. Identify laboratories or practical exercises which you think should be added to the program. Indicate any other recommendations for changes to the program. Finally, respond to some general questions on the Basic Academy Training program as a whole and on the quality of administrative services provided.

A. List law enforcement tasks, activities, and knowledge that you need on the job for which you received no training in the Basic Academy.

B. Identify any laboratories or practical exercises which should be added to the Basic Academy.

C. What recommendations do you have for improvements in the Basic Academy?

D. *Please provide responses to the following general questions and on administrative services provided during the Basic Academy.*

1. Overall, I believe the quality of the basic training I received was:

1	2	3	4	5	6	7
unsatisfactory	poor	fair	satisfactory	good	excellent	outstanding

2. Overall, I believe the quality of the instructors who presented instruction was:

1	2	3	4	5	6	7
unsatisfactory	poor	fair	satisfactory	good	excellent	outstanding

3. Overall, I believe the length of the Basic Academy was:

1	2	3	4	5
much too long	a little too long	about right	a little too short	much too short

4. In terms of learning difficulty, the Basic Academy was:

1	2	3	4	5
much too difficult	somewhat difficult	about right	somewhat easy	much too easy

5. Rate the student evaluation system used in the Basic Academy (written examinations and graded practical exercises):

1	2	3	4	5
unsatisfactory	fair	satisfactory	good	excellent

6. The Basic Academy printed handout material has been a useful resource to me on the job:

1	2	3	4	5
strongly agree	agree	disagree	strongly disagree	have not used

7. Rate the following administrative services of CLEET:

	poor	fair	satisfactory	good	excellent
food service	1	2	3	4	5
housing	1	2	3	4	5
classroom	1	2	3	4	5
student lounge	1	2	3	4	5
training equipment	1	2	3	4	5

THANK YOU FOR PARTICIPATING IN THIS GRADUATE SURVEY. THE INFORMATION YOU HAVE PROVIDED WILL BE USEFUL IN IMPROVING THE BASIC POLICE OFFICER TRAINING PROGRAM.

PLEASE RETURN YOUR COMPLETED SURVEY IN THE ATTACHED ENVELOPE.

DIRECT INQUIRES TO:

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