THE NEW YORK CITY POLICE CADET CORPS:
FINAL EVALUATION REPORT

by

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TABLE OF CONTENTS

TABLE OF CONTENTS - continued

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EXECUTIVE SUMMARY

In 1985, the New York City Police Department announced the creation of the Police Cadet Corps, a program designed to attract college students to careers as police officers. The idea behind this program, that police officers with higher education make "better" officers than those without such education, is one which has frequently been espoused but seldom stringently tested. Police reformers have long claimed that recruits with higher education will make "better" police officers than those without it, the evidence concerning the effectiveness of higher education in policing is far from conclusive. The New York City Police Cadet Corps, therefore, offered a valuable opportunity to provide more information about the validity of this idea. With funding from the National Institute of Justice, the Police Foundation conducted an evaluation of how that program was implemented during its initial stages and the the extent to which, during that period, it achieved its objectives.

The Police Cadet Corps

The Police Cadet Corps program offered full-time sophomores in New York City colleges, who were also residents of the city, $9,000 toward their tuition over the remainder of their college enrollment. Of this amount, $6,000 would be in the form of payment for work to be performed; the remaining $3,000 would be an interest-free loan which would be forgiven altogether if the Cadet serves two years as a police officer. The Cadets were to be provided full-time employment during the summer (35 hours per week for ten weeks, at $5 per hour, eventually raised to

$8.14, per hour), and part-time employment during the school year (3 days per month). In order to become a Cadet, applicants had to pass a medical examination, a series of psychological examinations, a background investigation, and an oral examination. The program had five major objectives:

1. *To increase the educational level of the department.*
2. *To test a more rigorous selection process for recruits.*
3. *To increase the representativeness of the uniform force.*
4. *To increase the orientation toward community policing.*
5. *To improve the leadership skills of new officers.*

An assessment of the extent to which the Cadet Corps has met these objectives was conducted based on information obtained from four Cadet cohorts-- the 1986 cohort hired in June of 1986, 1987A cohort hired in June of 1987, 1987B cohort hired in August of 1987; and the 1988 cohort hired in June of 1988.

Evaluation Activities

An on-site process evaluator was hired to observe the Police Cadet Corps in action during its first year of operations. In addition, data concerning the program applicants were collected and analyzed. Further, to obtain information about Cadets and non-Cadet Police Academy members, questionnaires were designed and administered at various stages of the program. The questionnaires were generally administered to Cadets at their entry to the program, after their first summer, at the end of the program, at their entry to the Academy, and at their exit from the Academy. For non-Cadet recruits, the questionnaire was administered at entry and exit from the Academy Class.

Program Evaluation Findings

Some of the major findings are highlighted below.

The Applicants

- Of an estimated 39,801 full-time sophomores attending college in New York City, approximately 3.7 percent of those students applied to the Cadet Corps program in 1986.

- The distribution of the 1986 applicants by race and sex indicated that 39.6 percent were white, 33.8 percent were black, 22.2 percent were Hispanic, and 2.4 percent were Asian/Pacific Islanders. Males represented 66.9 percent of the applicants, females 33.1 percent. Data for later years were not available.

The Screening Process

- In 1986, 74.3 percent of the applicants who took the medical examination were able to pass it. No statistically significant differences in the success rate among ethnic or gender subgroups were found.

- Among the 1986 applicants who took the psychological examination, 74.2 percent were able to pass it. White males were significantly more likely to pass than were either black or Hispanic males. In addition, white females were significantly more likely to pass than were black females.

- Sixty-six percent of the applicants subjected to a background investigation were found to have be acceptable as a Cadet. Whites were significantly more likely to pass this investigation than were either blacks or Hispanics. In addition, the success rate of white males was significantly higher than that for black males.

- Among the candidates invited to appear for an oral assessment, 89.2 percent were able to pass it. No statistically significant differences among ethnic or gender subgoups were found.

- Overall, only 9 percent of the total applicants took and passed all four aspects of the screening process and become Cadets. White applicants were significantly more likely to become Cadets than were black or Hipanic applicants.

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The Cadets

- Of the 1986 Cadet cohort, 70 percent were white, 15 percent were black, and 13.5 percent were Hispanic. Over 71 percent of the Cadets were males.

- Of the 1987A Cadet cohort, 44.3 percent were white, 22.9 percent were black, and 31.4 percent were Hispanic. Over 70 percent of the Cadets were males.

- Of the 1987B Cadet cohort, 33.7 percent were white, 36.6 percent were black, and 26.7 percent were Hispanic. Males comprised 64.4 percent of the cohort.

- Of the 1988 Cadet cohort, 48.1 percent were white, 22.9 percent were black, and 26 percent were Hispanic. Over 63 percent of this cohort were males.

- The distribution of race and sex among the Cadets revealed that all four Cadet cohorts were generally more representative of the population of the city than were current sworn personnel or the 1986 recruit class.

Status of Cadet Cohorts As of January 1991

- Among the 1986 Cadet cohort, 50.4 percent were promoted to police officer. Differences across racial groups revealed that only 20 percent of the black Cadets had been promoted to police officer, while whites and Hispanics were promoted 57 and 50 percent, respectively. Among male Cadets, 54.7 percent had been promoted; among females 39.5 percent had been promoted.

- Among the 1987A Cadet cohort, 50.7 percent were promoted to police officer. Promotion rates across racial groups ranged from a low of 43.2 percent among Hispanics to a high of 53.2 percent among white Cadets. More than 54 percent of male Cadets had been promoted; 40.5 percent of female Cadets had been promoted.

- Among the 1987B Cadet cohort, 31.7 percent were promoted to police officer. The low completion rate was attributed to the fact that the cohort was allowed to enter the program without first meeting eligibility criteria. As a consequence, many dropped out because of their failure to meet those criteria. Among male Cadets, 27.7 percent had been promoted; 38.9 percent of female Cadets had been promoted.

- The program did implement a more rigorous selection process for recruits, including requiring that Cadets passs an oral selection interview and two years of in-the-field training.

- The program achieved its goal of increasing the representativenessof the uniformed force. The percentages of black, Hispanic, and female Cadets were consistently higher than comparable percentages of sworn officers or non-Cadet recruits.

- The program accomplished its goal of increasing the orientation toward community policing. All Cadet cohorts placed strong emphasis on both a community orientation and a helping orientation as criteria for evaluating police officer performance.

- It is too early to determine the extent to which the program was able to achieve its goal of improving the leadership skills of newofficers. However, the attainment of this goal is a major focus of the training and work experience provided to the Cadets.

In summary, the New York City Police Department Police Cadet Corps program has, to date, proven to be an encouraging effort to invite college students to investigate the possibility of becoming a member of the police department and to train them concerning the tenets of community policing even before they enter the Police Academy. Although fewer Cadets have completed the program than originally intended, the Cadet Corps has, to a large extent, succeeded in accomplishing its preliminary objectives. The extent to which the program achieves its long-term goals of creating a "new elite corps" of leaders for the future, with an enlightened community-oriented approach to policing, must await further investigation.

I. INTRODUCTION

On September 3, 1985, New York City Mayor Edward I. Koch and Police Commissioner Benjamin Ward announced the creation of the Police Cadet Corps, an innovative recruitment program designed to attract college students to careers as police officers. The idea behind this program, that police officers with higher education make "better" officers than those without such education, is one which has frequently been espoused but seldom stringently tested. The New York City program offered an outstanding chance to provide more information about the validity of this idea. Seizing this opportunity, the Police Foundation proposed to conduct, and the National Institute of Justice agreed to fund, an evaluation of how that program was implemented during its initial stages and the extent to which, during that period, it achieved its objectives. This report presents a summary of the results of that evaluation.

II. HIGHER EDUCATION AND THE POLICE

The Background

The first concerted attempt to involve college-educated persons in police work began in 1917 when August Vollmer recruited University of California students as part-time officers in the Berkeley Police Department (Deutsch, 1955, p.122). Vollmer's positive view of education stemmed from his belief that persons

who have attended college have more favorable attributes for policing than do those with less formal education. He stated this position explicitly:

> Whatever may be achieved in remedying police defects must be done through enlisting the service of intelligent men of excellent character who are sufficiently educated to perform the duties of a policeman. (Vollmer, 1929, p.360)

Largely due to Vollmer's efforts, the Wickersham Commission recognized the need for better educated police personnel in its recommendations (National Commission on Law Observance and Enforcement, 1931, p.19). Although the rampant unemployment caused by the depression led many college graduates to become police officers,[1] few police departments outside of California actively recruited them. As prosperity returned, the number of graduates entering policing declined sharply. In a 1968 study, only 25 percent of the police in the Pacific states, and only 5 percent of those in other parts of the country, had college degrees (Watson, 1968).[2]

After the urban riots of the 1960s, many of which arose from misconduct of police officers, a number of national commissions were created to examine the police of the nation and how they might be improved. The reports of these commissions, the President's Commission of Law Enforcement and the Administration of Justice (1967), the National Advisory Commission on Civil

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[1] Of the 300 recruits appointed to the New York City Police Department in June, 1940, more than half were college graduates (Niederhoffer, 1969, p. 17).

[2] In New York City, during the 1960s, recruits with college degrees rarely reached 5 percent of the average class (Niederhoffer, op. cit., p. 17).

Disorders (1968), the National Commission on the Causes and Prevention of Violence (1970), and the National Advisory Commission on Criminal Justice Standards and Goals (1973), were virtually unanimous in their recommendation that the education and training provided to police officers should be improved. For example, the President's Commission on Law Enforcement and Administration of Justice (1967, p. 126) recommended that, "The ultimate aim of all police departments should be that all personnel with general enforcement powers have baccalaureate degrees." The Commission proposed that education standards be immediately established and raised, step by step, until this goal was reached. The National Advisory Commission on Criminal Justice Standards and Goals further reinforced the earlier recommendations, suggesting that at least one year of college education be required immediately as a condition of initial employment and that four years be required no later than 1982 (1973, p. 369).

In 1968, partially in response to these recommendations, Congress created the Law Enforcement Education Program, to provide federal support for police education and training programs. State and local governments have also taken steps to increase the educational level of law enforcement officers, including incentive programs for college credits and increased educational standards for initial appointment and promotion.

By the late 1970s:

The idea that police officers should be college educated [had] become a cornerstone of the movement to professionalize the police. The faith that better people can provide better policing has produced a vision of police reform through higher education. (Sherman, 1978, p. 18)

3

Reflecting this emphasis, a recent survey (Carter, Sapp, and Stephens, 1989) found that 62 percent of law enforcement agencies responding have at least one formal policy in support of officer pursuit of higher education; most agencies have more than one policy. Further, the study found that a majority of the responding agencies have an <u>informal</u> policy to give preference to applicants with some college credit and fully 82 percent recognized a college education as an important element in promotion decisions.

In the remainder of this section, we summarize the arguments, and counterarguments, concerning the value of better educated police officers and review the evidence in support of those positions.

The Arguments for Education

Many arguments have been offered to support the proposition that more college graduates should become police officers -- and that more officers should become graduates. In essence, however, these arguments fall into three basic categories:

1. Arguments, based on quality and image, that contend that police departments should select their personnel from among college graduates whether or not a college education produces better police officers;

2. Functional arguments, that claim that higher education will make the police more effective and efficient at performing existing tasks; and

3. Reformist arguments, that assert that education, by producing qualitatively different officers with different tactics and objectives, can change the very nature of policing.

Although the specific reasoning of those espousing arguments in the first category varies, they all endorse college education for police irrespective of what is learned and how it affects performance. The most starkly practical form of this argument has been summarized by Goldstein:

> ...the police must recruit college graduates if they are to acquire their share of the able, intelligent young people from each year's addition to the work force. (1977, p. 286)

Stated simply, this argument contends that, although the percentage of high school graduates going on to college has been steadily increasing, the police, by recruiting largely from among those who did not, were not keeping pace with society, choosing instead those individuals who lacked the intelligence and motivation required for higher education. As Bittner has reasoned:

> While it must certainly not be assumed that all those young people who decide not to go to college are necessarily lacking in intelligence or aspirations, it is only reasonable to expect that as progressively larger percentages of high school graduates do continue their education, the remaining pool of eligibles will decline in average quality. (1970, pp. 83-84)

Bittner, however, is careful to point out that this argument is not a functional one:

> All they will learn will not make the students any better policemen in a practical sense.... In particular, making the college degree a requirement for admission to police work should not be misunderstood: four years of a liberal arts education of any kind will not prepare a young man for police work. And it would be absolutely pernicious to encourage the belief, either in the minds of the new recruits or of existing personnel, that a B.A. in sociology or psychology equips a person to do peace keeping or crime control. (1970, p. 86)

5

Some contend that police departments, in recruiting college graduates, would attract a broader cross section of the population, thereby making its members more representative of the community as a whole and, by virtue of their association with students of different races, cultures, and nationalities, more exposed to different view points (Goldstein, 1977, pp. 287-288).

In another formulation, Bittner argues that the image of policing could be improved by increasing the educational level of its practitioners:

> In simplest terms: it must be made clear as unambiguously as possible that education does matter in police work.... We do not propose that education be made to matter in the sense that what is taught be specifically relevant to practice.... Instead, we merely propose that the need for protracted and assiduous study be firmly associated with the occupation of policing. The main objective of the recommendations is to abolish permanently the idea that is all too prevalent in our society that if one does not want to take the trouble of becoming something worthwhile, he can always become a cop (1970, p. 83).

An improved image, whether it leads to better policing or not, could be expected to bring increased respectability, dignity and status to police service. It has not escaped the notice of some union leaders that attendant with increased prestige might be expected to follow increased salaries.

The second category of arguments, those that contend that higher education will allow police officers to become better at what they do, also takes several forms. The most specific reasoning is that "a unique body of knowledge, directly relevant to police practice, can appropriately be taught at the college level" (Goldstein, p. 287). This argument has been used as the basis for the creation of courses in "police science" offered by both two-and four-year colleges.

It has also been argued that because law enforcement is a complicated

endeavor requiring a wide range of skills, departments should recruit persons with

a wide range of specialized educational backgrounds. The Task Force Report on

the Police, for example, pointed out that:

> ...lawyers are needed as legal and administrative advisors;
> business and pubic administration experts are needed for fiscal
> and management positions; engineers and scientists are needed
> for communications and other technological programs; and
> personnel with a variety of backgrounds are needed for planning
> and research. (1967, p. 128)

The most sweeping functional arguments have been those which recognize

the social and political implications of day-to-day police work and emphasize the

contributions education can make toward dealing with them. A leading police

official stated this case succinctly:

> It is nonsense to state or assume that the enforcement of the
> law is so simple a task that it can be done best by those
> unencumbered by an inquiring mind nurtured by a study of the
> liberal arts. The man who goes into our streets in hopes of
> regulating, directing or controlling human behavior must be
> armed with more than a gun and the ability to perform
> mechanical movements in response to a situation. Such men
> as these engage in the difficult, complex and important
> business of human behavior. Their intellectual armament -- so
> long restricted to the minimum -- must be no less than their
> physical prowess and protection. (Tamm, 1965, p. 6)

Formulated differently, Saunders has argued that:

> The qualities which law enforcement leaders claim to look for in
> recruits are the very ones which liberal education is believed to
> nurture: knowledge of changing social, economic and political
> conditions; understanding of human behavior; and the ability to
> communicate; together with the assumption of certain moral
> values, habits of mind, and qualities of self-discipline which are

7

important in sustaining a commitment to public service.
(Saunders, 1970, pp. 82-83)

Proponents of the third category of arguments present -- sometimes

explicitly, sometimes less so -- extensions of the positions provided by those who

support the functional value of a liberal arts education. These exponents contend

that a broad range of education can not only enhance the performance of what is

currently expected of police officers but can, by placing a different type of officer

into critical roles, actually change what officers do. Perhaps the most explicit of

these arguments is that provided by Bittner:

> What the recruitment of college graduates will accomplish...is
> to impel the occupation in the direction of becoming a social
> mechanism functioning at the level of complexity,
> sophistication, and responsibility commensurate with the
> gravity of the problems it is meant to meet. (Bittner, 1970, pp.
> 86-87)

The case for reform usually rests on the premise that policing should be a

profession. Although there are widely different concepts of police professionalism

(see Geller, 1986; Radelet, 1986; Blumberg and Niederhoffer, 1985; Sapp, 1978),

there is, some argue, "an intuitive, fundamental understanding of the concept and

its role in the practice of policing" (Carter, Sapp, and Stephens, 1989). After

emphasizing the points of similarity between the tasks of police officers and those

of other professions, the advocates of reform typically highlight the absence of

formal education among police (Task Force on the Police, 1967, pp. 126-127;

Clark, 1970, pp. 146-148; Harvie, 1971, pp. 59-61). To professionalize policing,

the argument concludes, would entail implementing what Moore has prescribed for

professional status, that "the minimum educational requirements be placed at the equivalent of the college baccalaureate degree" (Moore, 1970, p. 11).

The Counterarguments

The arguments in favor of increasing the educational level of police officers have by no means been without critics. The contentions based on the enhanced quality and image to be achieved by the addition of college graduates have been subjected to several objectives. First, some (Chevigny, 1967; Niederhoffer, 1967) have argued that academic training is irrelevant, college education unnecessary, and that the authoritarian aspects of police work will overwhelm any liberal impulses derived from college experience. Further, they argue, police attitudes are so deeply rooted in the requirements of the job that education alone cannot be expected to change them.

Second, others have argued that college graduates will never "...find a police career very attractive -- especially in big cities, where police work is much of the time a boring, monotonous, messy routine, occasionally interrupted by intense hostility, physical danger, and social conflict" (Wilson, 1968, p. 281).

Third, some have argued that even if some persons with college educations were interested in police work, there are too few of them available to fill the positions necessary (Wilson, 1968, p. 281). Since there are currently estimated to be approximately 500,000 police personnel, this contention, taken to its extreme, has some merit. It does not, however, argue against attempting to recruit as many graduates as possible.

Fourth, even some of the quality/image arguments appear inherently self-contradictory, implying either that there is no demonstrable reason to recruit more

college graduates to policing, or if there is, it must be for functional reasons which can be more rigidly tested. The 1962 report of the Royal Commission on the Police in England, for example, argued that failing to attract "...a sufficient proportion of entrants of graduate standards endangers the future leadership of the service..." while, at the same time, alleging that, "We do not suggest that graduates are necessarily more likely than others..." to be leaders (1962, p. 94). It is difficult to have it both ways.

Others have made the dual arguments that many good officers do not have college degrees--and that many poor officers do (O'Rourke, 1971; Miller and Fry, 1976). If that is the case, proponents argue, what reason is there to believe that education is valuable for police officers. This position is frequently reinforced by the contention that officers with a college education lack "common sense" (Carter, Sapp, and Stephens, 1989: p. 19).

Another argument against recruiting college graduates is that, because minority group members are underrepresented among such graduates, requiring higher education for police officers would be discriminatory. This argument was noted by the President's Commission on Law Enforcement and Administration of Justice:

> ...recruitment from minority groups will be all but impossible in the immediate future if rigid higher entry standards are instituted for all police jobs. (1967, p. 107)

In the now famous Davis v. City of Dallas case, in which police department's imposition of college education requirements were challenged, "the City...conceded

that the challenged [educational] requirements have a statistically significant

disparate impact on blacks" (Davis at 207).

Some have argued that recruiting college graduates will produce resentment

and resistance on the part of personnel without such degrees (Bittner, 1970, p.

87; Niederhoffer, 1967, p. 32). Others have argued that recruiting college

graduates "is inviting trouble since, because only a small number of officers can be

promoted, the college graduates who must remain patrol officers will become

discontented, frustrated, and disaffected" (International City Managers

Association, 1954, p. 146). A corollary of this argument is that, due to the

dissatisfaction, better-educated officers who do not get promoted are likely to

leave, producing a high turnover rate (Saunders, 1970, p. 85).[3]

Functional arguments about the increased effectiveness to be expected from

officers with a college degree have also been subjected to criticism. The basic

objection has been that a college education is neither necessary nor particularly

valuable to the basic patrol function of policing (Saunders, 1970, p. 84; Chevigny,

1969). A more specific version of this argument is that a college degree would be

unnecessary for a recruit but insufficient training in itself for an administrator

(Blum, 1964, pp. 58-59).

Proponents of the utility of a technical or vocational education have been

criticized for not recognizing the need for the broader perspective provided by

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[3]. Conceding this may be the case, O.W. Wilson argued that, nevertheless, "the superior quality provided by the more intelligent policeman justifies a higher turnover" (1963, p. 145). More bluntly, one chief was quoted as saying he would rather have in his department "one good man for one year than a bum for twenty years" (Muehleisen, 1965, p. 315).

liberal arts training (Report of the Task Force on the Police, 1967, p. 127).

Similarly, arguments have been made that the quality, as well as the quantity, of

education must be taken into account and that particular types of education may

be suitable for certain police assignments but not others (Report of the Task Force

on Police, p. 128). The prevailing opinion, according to the National Advisory

Commission on Higher Education, assembled by the Police Foundation, is that

"...police education is generally low in quality" (Sherman and the National Advisory

Commission, 1978, p. x). To the extent that this is accurate, these critics

contend, no significant effects can be expected.

Reformist arguments, in addition to being subjected to the critiques routinely

leveled against advocates of liberal arts graduates in policing, have been subjected

to additional scrutiny. Some have argued that education is no guarantee against

the abuse of power -- and that it may simply produce more sophisticated ways to

circumvent the law (Chevigny, 1969, p. 273). A more basic argument has been

that, until the basic culture, ethic and reward structure of policing are changed, the

addition of police officers with college degrees cannot possibly be expected to

produce fundamental change (Goldstein, 1977, p. 292; Chevigny, 1969, p. 273).

A more general criticism, leveled against all categories of the pro-education

arguments, has addressed the fundamental definitions involved. Saunders, for

example, asserts:

> There is no common agreement among police officials or
> educators as to what is meant by "higher education for police"
> and the resultant confusion further complicates efforts to raise

professional standards or to develop new educational programs.
(1970, p. 92)

Myren has raised an even more fundamental question:

How can we say what we want education to do for policing
until the public can agree on what it wants policing to do for
the community? (1976)

The Evidence

Regardless of the persuasiveness of the arguments and counterarguments

made about the effectiveness of higher education in policing, the ultimate test of

these arguments is provided by the empirical research that has been designed to

test these arguments.

Although the President's Commission on Law Enforcement and

Administration of Justice (1967) strongly endorsed the imposition of education

requirements for police officers, it presented no evidence to support that position.

The Report of the Task Force on Police of that commission, upon which the

recommendations were based, although it offered some documentation concerning

the relatively small percentage of college graduates among police officers, provided

no evidence that such graduates would make better police officers.

A few years later, after reviewing the available literature, James Q. Wilson

concluded:

...it is not yet clear exactly in what ways, if at all, middle-class,
college-educated men make better police officers. (1968, p.
281)

At about the same time, a systematic review of existing evidence produced

a similar result:

> The reasons advanced for college education for police are
> essentially the same as those used to justify higher education
> as preparation for any other career. They rest more on faith
> than fact. (Saunders, 1970, pp. 81-82)

The National Advisory Commission on Criminal Justice Standards and Goals,

although it endorsed the application of minimum education requirements for police

officers, provided what Goldstein (1977, p. 290) has characterized as "meager"

evidence, all of it demonstrating some type of positive result (Geary, 1970; Cohen

and Chaiken, 1972; Baehr et al., 1968; Witte, 1969; and Smith et al., 1968).

However, they failed to mention negative findings such as those produced by

McGreevy, 1964; Levy, 1967; Niederhoffer, 1967; Watson, 1968; and others.

A more comprehensive review of the existing literature on the relationship

between higher education and police performance was conducted under the

auspices of the National Advisory Commission on Higher Education for Police

Officers (Smith, 1978). That review found only twelve studies that measured

actual police performance in relation to higher education: Cross and Hammond,

1951; March, 1962; McGreevy, 1964; Levy, 1967; Cohen and Chaiken, 1972;

Spencer and Nichols, 1971; Bozza, 1973; Smith and Ostrom, 1974; Finckenauer,

1975; Van Maanen, 1974; Smith, 1976; and Ostrom, 1976.

Three of the studies found that more highly educated officers did better on

such measures of performance as arrests and civilian complaints. Another found

that more highly educated officers were more likely to resign or be dismissed. A

fifth study found that more educated officers received higher departmental

performance ratings (Spencer and Nichols, 1971), but two others (McAllister,

14

1970, and Gottlieb and Baker, 1974) discount this. The remaining studies

generally report findings of no relationships between educational level and the

measures of performance they used.

Furthermore, Smith argued:

> All the studies reviewed suffer from one or more serious
> methodological flaws. All of them crudely measure education
> as a quantity, ignoring the wide qualitative variations in the
> nature of the college educations that police officers receive.
> The measurement of police performance suffers from both a
> lack of consensus in the field about what good police
> performance is and a lack of direct observation of police
> performance. The measures of performance allow education to
> be confounded with other causal factors, such as motivation,
> which might be the true cause of any observed effects.
> Studies comparing police departments (rather than police
> officers) have suffered from a lack of substantial variation in
> educational levels across departments. Almost none of them
> measures changes over time, which is the research design
> needed to assess properly the causal impact of higher
> education.

Smith, after his extensive review, concluded that existing studies of the

relationship between education and police performance:

> leave most of the questions of greatest import to relevant
> policymakers unanswered. The findings across the studies are
> inconsistent, and each of the studies has been shown to have
> serious defects as guides to policy formation.

Subsequently, a considerable amount of attention has been paid to the issue

of the effect of higher education on police officer attitudes and behavior. Topics of

research have included such issues as officers' emphasis on obedience to

supervisors (Hudzik, 1978), open-mindedness (Roberg, 1978), preference for

autonomy (Smith, 1978), job satisfaction (Hudzik, 1978; Barry, 1978; Fischer,

Golden, and Heininger, 1985), relationships to peers (Madell and Washburn, 1978; Weirman, 1978), officer performance (Kelling and Wycoff, 1978; Murrell, 1982), professional identity (Sapp, 1978; Regoli and Miracle, 1980; Greene, Bynum, and Webb, 1984), and use of force (Sherman and Blumberg, 1981; Binder, Scharf, and Galvan, 1982). Because several excellent reviews of this literature have been published recently (Murrell, 1982; Scott, 1986; Carter, Sapp, and Stephens, 1989; Carter and Sapp, 1989; Worden, 1990), we will not attempt to describe that research in detail.

In general, however, what emerges from this research is the impression that, as Mastrofski (1990, p.16) concludes, the claims of advocates of higher education are frequently overly broad and ambiguous--and that there is a "dearth" of studies to substantiate those claims. What is also remarkable about the reviews of the literature on the benefits of higher education for police officers is the fact that there is still considerable dissension concerning the overall results. Scott (1986, p. 26), for example, concluded that:

> Although some empirical studies indicate that a college education produces better police officers, the value of college for police is still, to a large degree, a matter of conjecture.

Similarly, Worden (1990) found that college education was only weakly related to some attitudes and unrelated to others; he found analyses of police performance also to have yielded mixed results.

On the other hand, Carter and Sapp (1990, pp. 61-62) conclude:

> Although not conclusive, the research suggested that higher education provided a number of benefits for law enforcement.

Given the limited number of valid studies of the relationship between higher education and police performance, and the highly variable interpretations of those studies, the need to conduct more rigorous research is still a pressing one. The New York City Police Cadet Corps offers a valuable opportunity to conduct such research.

III. THE NEW YORK CITY POLICE CADET CORPS CONCEPT

Origins

The Police Cadet Corps program is a blending of two previous proposals, the Police Corps and the Police Cadet ideas, put forward to increase the educational level of police officers in New York. The most significant highlights of these two proposals, and of the Cadet Corps program, are presented in Table 1. The Police Corps proposal, originated by Adam Walinsky, former investigations commissioner for the State of New York, was to be a statewide effort aimed at ameliorating the personnel problems of police departments throughout the state by enticing college graduates to agree to three years' service as police officers in return for four-year college scholarships. As shown in Table 1, this would have been a large and expensive program enlisting the participation of police departments across the state. For a number of reasons, it received little support from either police unions or police managers.

Another proposal was jointly put forward by the John Jay College of Criminal Justice and the New York Patrolmen's Benevolent Association. This Police

Cadet idea would have been limited to Criminal Justice majors at John Jay but had no residency requirements. This program also evoked less than enthusiastic support, partly because of its cost, partly because of its exclusive reliance upon John Jay graduates for enrollees.

Rejecting both of the earlier proposals but adhering to the premise that college-educated officers might, in some important respects, be superior to those without such education, The New York City Police Department, at the urging of Police Commissioner Ward, devised a program designed to combine many of the best features of the two earlier ideas. Under this program, full-time sophomores in New York City colleges who were also residents of the city could, if they met all other entry qualifications, receive $9,000 toward their tuition over the remainder of their college enrollment. Of this amount, $6,000 would be in the form of payment for work to be performed; the remaining $3,000 would be an interest-free loan which would be forgiven altogether if the Cadet serves two years as a police officer. The Cadets were to be provided full-time employment during the summer (35 hours per week for ten weeks at $5 per hour) and part-time employment during the school year (3 days per month). (After the program began, the Cadets' hourly rate was raised from $5 to $7 and then to $8.14 per hour, bringing their pay to $7,500 and their total benefits to $10,500 and, eventually, $17,490. In addition, eligibility was extended to include residents of Nassau and Westchester counties.)

Objectives

The police department had five major objectives for this program:

1. <u>To Increase the Educational Level of the Department</u>. At the time of the creation of the Cadet Corps program, 17.8 percent of the entire department and 12.5 percent of those at the police officer rank had a bachelor's degree or higher. By focusing recruitment efforts on college students, the department hoped to increase the number of its members who were college graduates.

2. <u>To Test a More Rigorous Selection Process for Recruits</u>. Under the usual selection process, recruits are screened by taking a series of physical, psychological, and background examinations and by being required to undergo academy training. The new program would institute, in addition, a selection interview and two years of in-the-field training before the Cadets would enter the academy. Furthermore, this training period would give the department an extended period in which to observe the Cadet's performance, thus providing an additional opportunity for screening out those not qualified to serve as police officers.

3. <u>To Increase the Representativeness of the Uniformed Force</u>. Unlike other members of the police department, who are required to reside in New York City or one of the six surrounding counties, the Cadets would be required to be residents of one of the five boroughs of the city itself. Such a requirement was expected to make the Cadets more demographically representative of the city than are current recruits. In addition, by recruiting Cadets exclusively among college students, the

department would be drawing on a pool of potential police officers which had previously gone largely untapped.

4. To Increase the Orientation Toward Community Policing. The New York City Police Department believed that it was important that police officers maintain close contacts with, and pay particular attention to the problems faced by, the citizens they serve. As part of its commitment to this orientation, the department started the Community Patrol Officer Program (CPOP) in which individual officers are assigned to a permanent beat of about fifteen square blocks and are directed to work with the community to develop crime control strategies. By assigning Cadets to serve as aides to CPOs, the department expected to instill this community orientation in those Cadets even before they enter the academy.

5. To Improve Leadership Skills of New Officers. In the long run, the NYCPD expected the Cadets to produce a disproportionate number of the future leaders of the department, both because of their college education and because of the higher entry standards and additional training and experience they would receive.

Stages of the Program

The stages through which a Cadet was expected to pass are represented in Figure 1. These stages are summarized below.

1.   Meet Entrance Criteria. Once a student applied to become a Cadet, he/she had to meet two basic criteria. The student:

- Had to be a resident of New York City and a student in good standing at a New York City college or university, and

- Had to pass the medical (including drug testing) examination, psychological examination, background investigation and an oral examination.

2. **Participate in Summer Program During Summer After Their Sophomore Year.** During the summer after their sophomore year, Cadets were to participate in an 80-hour training and orientation program in order that they may become familiar with the operations of the police department and receive leadership training.

3. **Participate in Community Patrol Officer Program: Stage One.** After the two-week training and orientation program, Cadets were to participate in an eight-week program working in one of the Community Patrol Officer precincts throughout the city. Their duties were to include such assignments as crime prevention inspections, service referrals, and working with community organizations. When possible, the Cadets were to be assigned to work together as a group at major events such as the Statue of Liberty Centennial ceremony, parades, or other celebrations.

4. **Receive Training During Junior Year.** During their junior year, the Cadets were to work part-time in precinct assignments and receive additional training.

5. Participate in Community Patrol Officer Program: Stage Two. During the summer between their junior and senior years, Cadets were again to participate in a ten-week program working in a Community Patrol Officer precinct, working more directly with the Community Affairs or Crime Prevention officers.

6. Receive Training During Senior Year. Cadets were again to work part-time in precinct assignments and receive training.

7. Pass Police Entrance Exam. Each Cadet would be required to take the next regularly scheduled police entrance exam. Unlike regular recruits who take this exam, Cadets were to take it as a promotional exam (for promotion from Cadet to police officer) and those who pass will be placed on a separate promotion list.

8. Graduate From College. Upon completion of their baccalaureates, Cadets were to be eligible to join the next class, entering the Police Academy as police recruits.

9. Be Promoted to Police Officer. Once a Cadet has passed the police entrance examination, and has graduated from college, he or she was to be promoted to the rank of police officer.

11. Graduate From Police Academy. The Cadets who entered the program together in their sophomore year were to enter the Academy together upon graduation. A Cadet who graduated from the Academy was to receive one year's credit toward eligibility to take the   .

sergeants' exam, to make up for the fact that he/she could have entered the Department, at age 20, as a junior as an alternative to the Cadet program.

The Police Department sought to select approximately 200 Cadets by the summer of 1986. If the program proved successful, more Cadets were to be selected in future years, contingent upon hiring needs. Eventually, the Department anticipated that as many as half of its recruits might enter through the Police Cadet Corps program.

The first cohort of 133 Cadets was hired in June of 1986 (the 1986 cohort). A second cohort of 140 Cadets was hired a year later (the 1987A cohort). Because a larger number of Cadets was sought, another group of 101 Cadets (the 1987B cohort) was hired in August of 1987, largely from among those who did not complete the original screening procedures for the June, 1987 hires. In June of 1988, 131 more Cadets were hired (the 1988 cohort). In 1989, the program was reduced to one year; Cadets hired during that year were Juniors in college. In 1990, the program returned to recruiting Sophomores for a two-year commitment.

IV. EVALUATION DESIGN

Goals

The evaluation was designed to answer the following questions:

1. How was program recruitment implemented and with what success?

2. How did the applicants fare in the screening process? Were there notable differences in success rates across different types of applicants?

3. How did the race, sex, and ethnic origin of the Cadets compare to the city's population, the present composition of the department, and the latest recruit class?

4. What were the role-related perceptions and attitudes of the Cadets and how did they differ, if at all, among different types of Cadets and from those of the members of the latest recruit class?

5. What did the Cadets' training consist of and what did they think of it?

6. What was the Cadets' summer experience in the field like and what did they think of it?

7. How, if at all, did the program experience affect the Cadets' perceptions and attitudes?

8. What was the attrition rate among Cadets and to what factors was it attributable?

9. What did the Cadets like best and least about the program?

10. How did the attitudes and perceptions of Cadets compare to non-Cadet recruits with and without some college education in the same Academy class?

11. What tentative conclusions can be drawn so far about the Cadet Corps program?

The original intention was to focus only on the 1986 Cadet cohort. It quickly became apparent, however, that, because the number of Cadets recruited was much smaller than expected and because the program was in considerable flux during the first year, additional cohorts should be included. With the approval of the New York City Police Department and the National Institute of Justice, it was decided to collect data concerning those Cadets hired in 1987 and 1988 as well.

Evaluation Activities

In order to answer these questions, a full-time process evaluator was hired to observe the program in action while the 1986 Cadets were actively involved. Because of budget limitations, such observations were not possible for the 1987 and 1988 cohorts. In addition, data concerning 1986 program applicants were gathered from the Management Information Systems Division and the Police Cadet Corps office. Because of technical problems, similar data were not available for the 1987 and 1988 Cadets. Further, to obtain information about Cadets and non-Cadet Police Academy members, a questionnaire was designed and administered at various stages of the program. A summary of the administration dates is provided

in Figure 2. As that figure indicates, the questionnaire was generally administered to Cadets at their entry to the program, after their first summer, at the end of the program, at their entry to the Academy, and at their exit from the Academy. For non-Cadet recruits, the instrument was administered at entry and exit from the 1988 Academy class. Because of cost limitations, the instrument was administered only at the time of entry to the 1989 Academy class.

The questionnaire contained several items concerning demographic characteristics, reasons for entry, perceptions, and attitudes. A copy of the instrument is included as Appendix A.

Measures

A large number of questions, covering a wide range of dimensions, were included on all of the questionnaires. To produce more reliable measures, these items were subjected to factor analysis to determine those items which might justifiably be combined to form multi-item scales. Tables 2 through 4 present the names of the items and scales among the three principal sets of measures examined and the question(s) constituting the measure. The first set of measures, presented in Table 2, includes those that indicate the reasons why Cadets entered the program (or, for recruits, why they joined the police department). Certain of those reasons, the need for financial assistance, the desire to find out about policing, and the desire for career advancement applied only to Cadets. Table 3 shows those measures found to indicate how Cadets and recruits think that police

26

performance should be evaluated. Table 4 indicates those items and scales that measure the perceptions and attitudes of Cadets and recruits.

Analysis

Several different types of analyses were performed. Specifically, the differences of mean responses were examined across waves for all respondents. In addition, differences across waves were examined across waves for panels of respondents answering questions at both times. For questionnaires administered to Academy recruits, differences were examined between Cadets, recruits with any college education, and those without college education.

V. THE PROGRAM IN ACTION

Recruitment

The NYCPD began recruiting the first group of Cadets in the fall of 1985. Forty-four colleges and universities in New York City were determined to be eligible for the program and were contacted by representatives of the police department and informed of the program. Members of the Recruitment and Retention Unit conducted presentations at 33 of the 44 eligible campuses. Application forms and information about the Cadet Corps Program were distributed to the career centers of all of those campuses. Advertisements concerning the program were placed in school newspapers. Recruitment posters were placed in areas frequented by students. A copy of the recruiting poster is included as Figure 3. Figure 4

presents one of the information flyers that were distributed on campus. Similar posters and flyers were utilized during later recruitment efforts.

Direct mail and radio were also used to advertise the program. Where possible, the police department used college mailing lists to contact potential recruits. In addition, an advertising agency was hired to develop a radio commercial. The text of the commercial, based on the same theme as the recruiting poster, was as follows:

> The NYPD is looking for a select group of college sophomores, who will go on to become a new breed of New York City cop. If you're graduating from college in the class of '88, there's a chance you could be one of them, one of this choice group that makes up the New York City Police Cadet Corps.
>
> If accepted, you'll begin training in the spring. You'll work in your community full-time summers and part-time during the year. And earn about $6,000 while you're still in school. Additionally, you'll receive $750 a semester toward tuition for your junior and senior years. That amounts to a $3,000 loan you won't have to pay back if you remain a police officer for two years.
>
> To be considered for selection, call 212-RECRUIT or your career counselor for an application. Remember, to be chosen you have to stand out. Because the NYPD expects tomorrow's leaders to come from the Cadet Corps.

The commercial was played during two months over seven local radio stations in the winter of 1985-1986. As is clear from the poster and the radio commercial, the thrust of the recruiting theme was that the Cadet Corps sought to

hire a "new elite," a "new breed" who will not have to wait the "customary length of time to be eligible for promotions and advancements."

By the end of the recruitment campaign, March 31, 1986, 1,479 applications had been received. Unfortunately, data were not available for applicants in 1987 and 1988. It should be pointed out, however, that the two recruitment efforts in 1987 were somewhat different. The first used procedures similar to those of 1986 but with a greater emphasis on recruiting minority students. The second effort relied mainly on recontacting earlier applicants not hired during the first wave of recruiting. To expedite the process, the Cadets recruited during the second drive were allowed to pass the various selection criteria after they were employed, rather than before, as was the case with all other cohorts. The 1988 effort returned to the original procedure, requiring applicants to satisfy eligibility criteria before employment.

The Applicants

There were an estimated 39,801 full-time sophomores attending college in New York City in the fall of 1985. Approximately 3.7 percent of those students made application to the Cadet Corps program. Because many of those sophomores were not residents of the city of New York, it is reasonable to assume that perhaps as many as five percent of the eligible students applied to the program.

Altogether, applications were received from students at 87 schools, several of which were outside of New York City. Figure 5 shows the number of program

applicants from each school. Not surprisingly, as the figure indicates, the largest number of applications (277, 18.7 percent of the total) were received from students at the John Jay College of Criminal Justice, a school attended principally by police officers or persons wanting to become one. Nevertheless, large numbers of applications were also received from students at St. John's University (142), Manhattan Community College (103), Brooklyn College (70), the College of Staten Island (57), Kingsborough Community College (52), and Queens College (47).

In an attempt to estimate the relative attractiveness of the program, controlling for the number of full-time sophomores, the numbers of program applicants were standardized by the number of such students at the time of the program announcement. Figure 6 presents the results of that standardization. As that figure indicates, John Jay students, where 359.7 out of every 1000 full-time sophomores applied, were still by far the most likely to apply. This standardization procedure, however, shows that students at certain schools demonstrated a higher response rate to the recruitment campaign than would otherwise be revealed by the absolute number of the applicants. Out of every 1000 students at the College of Human Services, for example, over 121 applied to become members of the Cadet Corps. Other colleges with a high response rate per 1000 full-time sophomore were Long Island University (77.9), St. Joseph's College (74.5), Manhattan Community College (69.9), St. Francis College (67.9), St. John's University (61.7), and Medgar Evers Community College (58.4).

Two hundred and ninety-five (19.9 percent) of the total program applicants

were majoring in criminal justice or police science at the time of their application.

Other numerous majors included accounting (94 applicants, 6.4 percent of the

total), liberal arts (80 applicants; 5.4 percent), business (71 applicants; 4.8

percent), and psychology (48 or 3.2%). No other major was represented by more

than one percent of applicants.

Table 5 indicates the race and sex of the applicants to the Cadet Corps

program. As the table shows, 39.6 percent of the total applicants were white,

33.8 percent were black, 22.2 percent were Hispanic, and 2.4 percent were

Asians or Pacific Islanders. Males made up 66.9 percent of the applicants, females

33.1 percent. Of the white applicants, 80 percent were males, compared to 62.8

percent males among Hispanics, and 53 percent males among blacks.

As is shown in Table 6, the distribution of 1986 applicants by race varied

greatly by the college from which those applicants came. John Jay College, for

example, supplied 28 percent of the Hispanic applicants, 23 percent of the black

applicants, and 13.9 percent of Asian applicants, but only 9.6 percent of the white

applicants. Similarly, Manhattan Community College provided 10.6 percent of the

black applicants, 7.6 percent of the Hispanics, and 8.3 percent of Asian

applicants, but only 2.9 percent of those who were white. On the other hand,

17.9 percent of white applicants came from St. John's University, while only 6.6

percent of Hispanics and 2.8 percent of blacks or Asians came from that

institution. Long Island University provided 4.8 percent of the black applicants but

only 2.1 percent of the Hispanics, 1.9 percent of the whites, and none of the Asians. The relatively small number of Asians came disproportionately from Baruch College (19.4 percent) and Queens College (11.1 percent).

Table 7 shows a similar breakdown of the sex of 1986 applicants by school. As that table indicates, there were some notable differences in the percent of female and male applicants coming from certain schools. John Jay College, for example, supplied 23.1 percent of the female applicants but only 16.6 percent of the male applicants. Similarly, 9.8 percent of the female applicants came from Manhattan Community College, compared to only 5.6 percent of the male applicants. Hunter College, Medgar Evers, and New Rochelle also provided a disproportionate number of the female applicants. On the other hand, schools such as St. John's, the College of Staten Island, and NYIT supplied disproportionate numbers of males.

As indicated earlier, similar analyses of the applicants in 1987 and 1988 were not possible because of the absence of data.

The Screening Process

Of the 1,479 applicants to the Cadet program in 1986, 419 (28.3 percent) were not New York City residents who were full-time sophomores in a New York City institution of higher education. Of the 1,060 eligible applicants, 684 (46.3 percent of the total applicants, 64.5 percent of those eligible) appeared for an orientation meeting at which specific details of the Cadet Corps program were explained and application forms accepted.

All eligible applicants who completed forms at an orientation meeting were invited to take the same medical examination, psychological tests, and background investigation as are given to all other police applicants. In addition to these three tests, Cadet applicants were expected to pass an oral examination conducted by three lieutenants to determine their eligibility for the program. Unlike regular police applicants, however, who must pass the medical, then the psychological, then the background investigation, the Cadets did not have to pass these tests in any particular order. As a result, applicants who may not have taken the psychological and/or background investigations as normal aspirants to become recruits, because they had failed to pass an earlier test, were more likely to take all of these tests. Consequently, success rates for these tests for the two types of applicants are not strictly comparable.

The medical examination was a comprehensive physical, involving X-rays, a blood test, urine tests (including one for the presence of drugs), an orthopedic examination, as well as hearing and sight tests. Table 8 presents the results of that test by the sex and race of the applicants. As the table indicates, 373 applicants actually took the medical examination. Overall, 74.3 percent of 1986 applicants taking the medical examination were able to pass it. This is comparable to the 76.3 percent of usual department applicants who are able to pass this examination. Figure 7 portrays the results of these examinations by race and sex. (Because there were so few applicants of Asian or "other" background, they have

been excluded from this figures.) None of the differences among subgroups reached the .05 level of statistical significance.

The psychological examination was administered over two days, one day consisting of written examinations, a second day of oral interviews. Both sets of testing were supervised by psychologists. Among the tests administered are the Minnesota Multiphasic Personality Inventory (MMPI), a test for neuroses such as paranoia and schizophrenia; the California Personality Inventory, a general set of measures of personality characteristics; the Detroit test, a group test of general intelligence; the Cornell test of motor skills; the House-Tree-Person (HTP) test, a projective test of self-concept; and a general personality inventory.

Table 9 presents the results of the psychological tests by race and sex of the 1986 applicants. As that table indicates, 267 of the applicants eventually took the psychological examination. Of those taking it, 198 (74.2 percent) managed to pass, compared to 80 percent of usual department applicants. Figure 8 portrays the success rates by race and sex of the applicants. (Again, Asians and "other" have been excluded.) The differences between the success rates of blacks (52.8 percent) and of Hispanics (65.3 percent), compared to that of whites (89.2 percent) both reached the .05 level of statistical significance. The results also indicate that 56.8 percent of black males were able to pass the psychological examination, compared to 61.8 percent of Hispanic males, and 90.0 percent of white males. The difference between the success rate of white males, as compared to Hispanic and black males, reached the .05 level of statistical

significance. In addition, the differences betweeen the success rate of white females (86.2 percent) and that of black females (48.6 percent) reached the .05 level of statistical significance.

To become part of the New York City Police Department, each applicant, whether to become a Cadet or a recruit, must pass a background investigation, in which his/her criminal record, employment history, military record, school record, and associations are scrutinized. Table 10 presents the results of those background investigations by race and sex. As the table reveals, only 259 applicants were subjected to a complete background investigation. Figure 9 shows the results of those investigations by race and sex. As the figure indicates, 66.0 percent of those subjected to background investigations were able to pass them. This compares to 93 percent of normal police applicants who pass the background investigation. However, because, as was explained above, Cadets did not pass through the various tests in a particular order, the screening process did not operate in the same way for the two types of applicants. As a result, these two success rates are not comparable.

The difference between the success rate of whites (78.4 percent) was significantly higher than for blacks (45.5 percent) and Hispanics (58.0 percent). In addition, the success rate of white males (75.9 percent) was significantly higher than that for black males (42.1 percent). None of the other differences reached the .05 level of statistical significance.

All applicants who had not otherwise been disqualified were invited to appear for a personal oral interview before three lieutenants who were assigned the task of determining whether the applicants were suitable candidates for the Cadet Corps. Twenty-five lieutenants were given three days of training in the interview procedure to be used. By design, each panel of three lieutenants contained at least one female and one member of a minority ethnic group. A total of seven panels conducted five interviews a day for ten days. Each lieutenant provided a grade (ranging from A to D) to each candidate on the following dimensions, previously found to be relevant by a job analysis of the position of New York City police officer:

1. Breadth of Thinking
2. Conceptual Skills
3. Innovativeness
4. Interpersonal Skills
5. Communication Skills
6. Problem Analysis
7. Decisiveness
8. Judgment
9. Adaptability
10. Reaction to Pressure
11. Perseverance

Of the 286 candidates invited in 1986 to appear for an interview, 251 applicants appeared, as shown in Table 11. Of those 251, 224 passed both the initial interview and the review by a four-person panel. As shown in Figure 10, 89.2 percent of those applicants taking the oral assessment passed it. None of the differences among subgroups reached the .05 level of statistical significance.

Because the applicants took the four types of eligibility tests in no particular order, an examination of the individual success rates, although revealing, does not convey the selectivity of the screening process as a whole. The cumulative effect of this four-stage process is demonstrated in Tables 12 and 13, which show the disposition of applications to the Cadet Corps program. Table 12 presents data concerning the actual numbers of applicants according to how they fared on each of the four selection criteria. As that table indicates, only 134 applicants were able to pass all four aspects of the screening process. Table 13 presents data concerning the percent of total applicants falling into each category. Thus, as that table shows, only 9.0 percent of the total of 1,478 applicants successfully completed all four aspect of the process.

As Figure 11 indicates, the success rate varied considerably by school. Half of the applicants from Pratt Institute, 36.4 percent of those from Wagner College, and over 20 percent of those from Lehman College, Columbia University, Fordham University, and St. John's University managed to pass all four aspects of the screening process. On the other hand, fewer than ten percent of the applicants from John Jay, CCNY, LIU, and several other institutions eventually passed all four eligibility tests.

Figure 12 shows the ultimate effect of the differential success rates across sex and racial groups. As that figure indicates, white males went from 31.7 percent of applicants to 53.7 percent of Cadets. White females constituted 8.0 percent of applicants but 15.7 percent of Cadets. Conversely, black males were

18.0 percent of applicants but only 9.0 percent of Cadets. Black females fell from 15.9 percent of applicants to 6.0 percent of Cadets. Hispanic males and females were 13.9 and 8.2 percent of the applicants, respectively, but only 8.2 and 6.0 percent of Cadets.

Figures 13 through 15 show the percentage of applicants that were accepted as Cadets, by race, by sex, and by race and sex. Figure 13 provides information about the percentage of applicants accepted by race. As that figure reveals, 15.9 percent of white applicants were finally accepted, compared to only 5.8 percent of Hispanic applicants, 5.6 percent of Asian applicants, and 4 percent of black applicants. The differences between the percentage of white applicants accepted and that of Hispanics and blacks both reached the .05 level of statistical significance.

Figure 14 shows that 9.9 percent of male applicants became Cadets, compared to 8 percent of female applicants. The difference between these two accceptance rates was not statistically significant.

Figure 15 indicates that the percent of applicants becoming Cadets ranged from 18 percent among white females to 3 percent among Asian males. The difference between the acceptance rate among white males (15.4 percent) and that of black males (4.5 percent) and Hispanic males (5.3 percent) reached the .05 level of statistical significance. The difference between the acceptance rate among white females (18.0 percent) was also significantly higher than that among black females (3.4 percent).

The Cadets

Tables 14 through 17 provide information about the race and sex of the Cadets hired between 1986 and 1988. As Table 14 indicates, almost 70 percent of the 1986 Cadets were white, 15 percent were black, and 13.5 percent were Hispanic. Over 71 percent of the 1986 Cadets were males; 28.6 percent were females.

As shown in Table 15, among the Cadets hired in June, 1987 (the 1987A cohort), only 44.3 percent were white, 22.9 percent were black, and 31.4 percent were Hispanic. This dramatic increase in the number of minority members is apparently attributable to a concerted effort to recruit at colleges with large numbers of minorities and to advertise on radio stations and periodicals that had high visibility in minority communities. The number of male Cadets in the 1987A cohort remained high, at 70 percent.

Table 16 indicates that 33.7 percent of the 1987B Cadet cohort, hired in August of 1987, was white, 36.6 percent were black, and 26.7 percent were Hispanic. The high percentage of minority Cadets appears to be partially attributable to the continued emphasis on minority recruitment and the fact that the second 1987 cohort was composed largely of those applicants who had failed to complete the initial application process, many of whom, according to program spokespersons, were minorities. Males comprised 64.4 percent of the 1987B cohort.

As shown in Table 17, of the 1988 Cadet cohort, 48.1 percent were white, 22.9 percent were black, and 26 percent were Hispanic. Somewhat over 63 percent of this cohort were males.

To provide perspective, the demographic characteristics of the Cadet cohorts should be compared to those of the general population, the recruit class when the program began, and the department as a whole. According to 1980 census data, the population of the city, aged 18 to 29, consisted of 24.1 percent of white males, 13.9 percent of white females, 10.7 percent black males, 13.9 percent black females, 9.8 percent Hispanic males, and 12.3 percent Hispanic females. In 1986, the summer recruit class consisted of 61.8 percent white males, 10.1 percent white females, 7 percent black males, 4.3 percent black females, 9.8 percent Hispanic males, and 3.6 percent Hispanic females. In 1986, among all sworn NYCPD sworn personnel, 72.8 percent were white males, 5.8 percent were white females, 8.1 percent were black males, 2.7 percent were black females, 8.3 percent were Hispanic males, and 1.7 percent were Hispanic females.

To provide a measure of the extent to which the demographic composition of the various Cadet cohorts, the 1986 recruit class, and the 1986 department personnel are representative of the city as a whole, indices of representativeness were calculated by dividing the percentage of each police subgroup who belonged to a particular ethnic or gender group by the percentage belonging to that group in the city as a whole. Thus, if exactly the same percentage of any ethnic or gender group were found in a subgroup and the city, the index would equal 1.0. Indices

40

larger than 1.0 indicate that an ethnic or gender group is overrepresented in the police department subgroup. An index below 1.0 indicates that the ethnic group is underrepresented.

Figure 16 presents the indices of representativeness for the various police subgroups by ethnic categories. As that figure indicates, the 1986 sworn personnel greatly overrepresented whites and greatly underrepresented blacks and Hispanics. The 1986 recruit class also overrepresented whites, although by less than did the department personnel as a whole; blacks in the 1986 recruit class were almost as underrepresented as in the department generally; Hispanics were slightly less underrepresented in the 1986 recruit class than in the department overall.

Among the 1986 Cadet cohort, whites were somewhat less overrepresented than among the 1986 as a whole but almost equal in overrepresentativeness to the 1986 recruit class. The 1986 Cadets were slightly more representative of blacks in the city than were either the 1986 recruits or the sworn personnel in general. Hispanic Cadets were somewhat more representative than Hispanics in the department in general but equal in representativeness to the 1986 recruits.

The 1987A Cadet cohort overrepresented whites considerably less than did either the 1986 recruit class or the department sworn personnel in general. Blacks were much closer to being representative of the city than were either the recruit class or the total sworn personnel. Hispanic Cadets in the 1987A cohort were actually overrepresentative of their percentage in the city as a whole.

The 1987B Cadets who were white were actually underrepresentative of the percentage in the city at large. Black and Hispanic Cadets in the 1987B cohort were considerably overrepresentative of the percentage in New York City itself.

In the 1988 Cadet cohort, whites and Hispanics were slightly overrepresented while blacks were slightly underrepresented.

Figure 17 provides a graphic representation of the representativeness of males and females in the Cadet cohorts, the 1986 recruit class, and the 1986 sworn personnel. The results indicate that females have been consistently less underrepresented among the four Cadet cohorts than among either the 1986 recruits or the total complement of sworn personnel in 1986. Concomitantly, males have been less overrepresented among all four Cadet cohorts.

In Figure 18 are provided the results of the combined ethnic and sex representativeness of the various police subgroups. As that figure indicates, the 1986 sworn personnel greatly overrepresented white males, somewhat underrepresented Hispanic and black males, considerably underrepresented white females, and greatly underrepresented black and Hispanic females.

The 1986 recruit class displayed a generally similar pattern to that of the sworn personnel as a whole. However, white males were somewhat less overrepresented among the recruits than among the total personnel; white females, black females, Hispanic males, and Hispanic females were somewhat less underrepresented; and black males were somewhat more underrepresented.

Among the Cadet cohorts, white males were consistently less overrepresented than among the 1986 recruit class or the total sworn personnel. White females were actually overrepresented among the 1986 Cadets and only slightly underrepresented among the 1988 cohort; among the 1987B, and especially the 1987A Cadets, however, white females were even more underrepresented than among the 1986 recruits. Black males were consistently more representative among Cadets than among the 1986 recruit class or the 1986 sworn personnel; in the 1987A cohort, black males were slightly overrepresentative of the city as a whole; in the 1987B cohort, they were considerably overrepresented. Similarly, black females, Hispanic males, and Hispanic females were consistently better represented among Cadets than among the recruits or the total personnel.

Thus, with the occasional exception of white females, all four Cadet cohorts were generally more representative of the population of the city than were current sworn personnel or the most recent recruit class.

Table 18 provides information concerning the colleges or universities which the Cadets attended. As that table indicates, in all four cohorts the largest percentages of Cadets came from John Jay College or St. John's University.

As shown in Table 19, the most common college majors of the Cadets was criminal justice/police science, business, and social science.

43

Sources of Information

Table 20 provides information about how the Cadets first heard about the program. As that table indicates, the 1986 and 1987A cohorts were most likely to have learned about the program through advertisements on local radio or television stations, school newspapers, or a police recruiter. The 1987B cohort was much more likely to have been approached by a recruiter. By 1988, the program came to rely less on radio and television advertising, as is reflected in the lower frequency of that source of information. The percentage of Cadets learning of the program from friends increased consistently through the four cohorts.

Reasons for Entry

The importance of various reasons for entering the program is summarized in Table 21. As that table indicates, the reasons given most often by the Cadets were to find out about policing, the excitement and challenge of police work, the opportunity to work in the community, and to advance their career.

Training

Except for the second 1987 cohort, Cadets officially began their service in June. On the day, they were welcomed to the program, required to complete numerous forms, and were issued uniforms and a manual of instructions (included as Appendix B of this report). For the next few days, they attended to other administrative matters, heard speeches from city and department notables, engaged in physical training,and attended classes on the following topics:

1. Law
2. Department Orientation

3. Social Science
4. Communications

During the second week, the Cadets attended a three-day Leadership/Teamwork program (developed by the Cradlerock Network) at Fort Totten. This program was a variant of the "Outward Bound" approach in which the participants learn to work together to overcome physical challenges. Also during that week, they received orientation training concerning the Community Patrol Officer Program (CPOP).

Assignment to Precincts

During the third week, the Cadets were assigned to precincts in which they were to work as aides to officers participating in the Community Police Officer Program (CPOP). The intention of this assignment was to expose Cadets to officers with a community orientation. In the precincts, the Cadets engaged in such activities as attending community meetings, walking foot patrol, riding in a CPOP van, performing clerical work, visiting crime victims, and other such duties.

As part of the evaluation, Cadets were observed while they were assigned to work in a precinct. Cadet activities varied considerably, depending upon the situation in the precinct and the preferences of the CPOP officer. Two typical observations will serve to represent the range of activities observed.

In one Brooklyn precinct, three cadets were assigned to patrol in a van with a CPOP officer. Upon appearing for duty, the female officer informed the Cadets that their primary mission for the day was to disperse illegal peddlers from the downtown area of the precinct. On the way to their assignment, the CPOP officer

explained how she intended to deal with the problem. As they arrived, two Cadets and the CPOP officer left the CPOP van and asked the peddlers to disperse, leaving one Cadet in the van. The peddlers dispersed. Later on the tour, the group returned to the area to find that some of the peddlers had returned. Leaving the CPOP officer and the third Cadet, two Cadets left the van and explained to the peddlers that they were in violation of the law and that their merchandise would be confiscated if they did not leave immediately. When the Cadets returned to the van, the CPOP officer explained that, although peddlers may be chased out of this particular area, there are streets where such business would be allowed to occur.

During the remainder of the tour, the CPOP officer and the Cadets shared the responsibilities required to handle a variety of different situations. In addition, the officer took every opportunity to explain what she was doing and why. When dealing with citizens, she would always introduce them to the Cadets and explain the nature of the program. While patrolling in a largely commercial area, the officer pointed out that in such a neighborhood it is common to receive calls concerning arguments between customers and shopowners. The officer explained that it was rare that a law was violated but that, by listening to both sides, it was possible to calm the situation down.

Later, a taxi picked up a passenger without pulling to the curb. The officer stopped the taxi, warned the driver that he had violated the law, and allowed the driver to leave with only a warning. The officer then explained what law had been broken, the apparent reason for the law, and why she had not issued a summons.

At another point, the officer sent the two Cadets to search for the driver of a double-parked truck.

At the scene of a traffic accident, one of the Cadets was given the assignment of obtaining the license and registration from the driver of one of the vehicles. As the officer filled out an accident report, the other Cadet was given the assignment of calling in the accident. The Cadet accidentally used the wrong signal, resulting in the dispatch of an ambulance to the scene. The officer corrected the signal and patiently explained the need for coded signals (to reduce the time on the air) and the importance of using them correctly.

While the officer was completing the accident report, a woman came up to the van and asked if she could park at a broken parking meter. The officer advised her not to do so. After the woman left, the officer explained to the Cadets that they should never tell anyone to do anything wrong, even if they might be able to get away with it.

One of the Cadets had just transferred from another precinct. He explained that the CPOP sergeant at the other precinct had caught him sleeping in the precinct lounge. The Sergeant was infuriated not only because the Cadet was sleeping but also because Cadets are not allowed in the lounge. As a result of this episode, the Cadet was given only clerical assignments. Out of frustration, he requested a transfer. The officer took advantage of this situation to explain that police officers must always be prepared. For example, she said, "If you are caught wearing white socks, say that you have an athlete's foot problem."

During lunch, the officer gave the Cadets suggestions about how to prepare for the Police Entrance Examination. Later, during a conversation about the drug problem in the precinct, the officer explained the division of labor within the department for dealing with that problem. She said that the CPOP officers seldom made arrests, but restricted themselves to filling out Intelligence Reports about the drug activity they observed. She explained that, in order to protect the rights of suspects, it was important to plan arrests very carefully. For that reason, she said, such arrests are usually left to the Narcotics Division.

The Cadets excitedly discussed their recent trip to the morgue, where they witnessed an autopsy. They said that they liked that much more than when they were given the assignment to visit victims of crime, talk to them about their experience, and distribute a pamphlet explaining their rights. Working with another Cadet, they said they spent much of their time looking for the correct address, only to find in most cases that the victim was not home. Although they had been given a police radio with which to call for help, they had found the experience of wandering dark hallways to be frightening.

The overriding characteristics of this tour were mutual respect and communication, the CPOP officer offering information and advice, the Cadets providing obedience and interest. Whether the issue was how to handle emotionally disturbed persons or precinct politics, curiosity led to inquiry, followed by instruction, and open discussion. The Cadets, treated as nascent police officers, responded in kind.

At the other extreme, in a precinct in downtown Manhattan, Cadets were treated with notable disdain, forced to wait long periods of time to be given only menial assignments. During the week prior to our observations, the Cadets had been given no assignments by the responsible sergeant. When discovered sitting idle by a Lieutenant, the Cadets were assigned to work the telephone switchboard and to enter complaint data in log books. During one tour, the Cadets were responsible for filling out the "beat books" for all the CPOP officers, an assignment which called for them to walk in pairs throughout the beat while recording all business addresses and telephone numbers. This assignment, similar to most of their assignments, had been solicited from the officers of the precinct. "After all," one of the Cadets volunteered, "doing something, no matter how boring it might be, is better than waiting around for nothing."

On another tour, the Cadets spent the first half hour entering crime records in a log book, then waited over one hour to be given an assignment. While waiting, the Cadets read newspapers and talked to themselves and our observer. During this entire time, several police officers entered the room, conducted business, and left without speaking to the Cadets. Finally, the Cadets were told to accompany a CPOP officer. After going to the officer's bank to deposit his pay check, the Cadets accompanied the officer while he distributed flyers about a block association meeting. Little conversation occurred between the officer and the Cadets. After approximately one hour, it began to rain. At this point, the officer

requested transportation back to the station. For the remainder of the tour, the Cadets sat reading newspapers.

During another tour, three Cadets accompanied three CPOP officers in a van. While patrolling through the precinct, the officers spoke primarily among themselves. Occasionally, a Cadet would ask questions about what was happening. Most responses were terse; some appeared to be condescending. The officers warned several drivers about being in violation of traffic codes. When a Cadet asked why they seldom issued tickets, one officer explained that they tried to give people the benefit of the doubt. Another officer added, "Yeah, and we've already met our monthly quota for traffic tickets."

A few minutes later, the officers were told by the owners of a warehouse that a woman they know to be a prostitute had entered his property. Leaving the Cadets in the van, the officers interrogated the woman and told her to leave the premises. After returning to the van, the Cadets asked why the woman was not arrested. The officers explained that they could not do so unless they had seen her proposition someone. In order to do that, they said, it would be necessary to work "undercover." The officers then joked that the woman must have had several good "tricks" lately because she was wearing a new blouse.

Upon seeing an old car containing three black youths parked in an alley, all three officers left the van, loosened their holsters, and approached the car. Upon returning to the car, the officers said that although they were certain that the

youths were involved with drugs, they had no proof. They had told the young men that they could not "hang around" in the alley and had to move.

After driving without incident (or conversation) for almost an hour, the officers took a call for a shoplifting. On the way to the scene, one of the officers announced that he wanted to make the arrest because he was "short on collars" for that month. Five minutes after arriving at a drug store, the officers returned to the van with the owner and a suspect arrested for stealing street maps. While searching the suspect at the precinct station, the arresting officer found a fake police lieutenant's identification card. The officer requested the Cadets to look up in the penal codes to determine if there were grounds for making a felony, rather than a misdemeanor, arrest. After almost an hour of searching, the officer proceeded to make a misdemeanor arrest.

At this point, the four Cadets and our observer ordered sandwiches from a nearby deli and returned to the precinct lounge to eat them. For several minutes, no officers talked to the Cadets. Finally, the awkward silence was broken by an officer who, in a very loud voice, complained that the Cadets were taking the space of "real" police officers. After the meal break, the Cadets returned to the CPOP office, where they waited without an assignment for the remainder of the tour.

Our observations suggest that most Cadets had experiences falling between these two extremes. Cadets were often unsure what to expect; CPOP sergeants were often uncertain what to ask. Patrol officers, who were largely uninformed

about the program, looked upon the Cadets with a mixture of curiosity, compassion, and suspicion. Without a clearly defined role, the jobs of Cadets became largely determined by the imagination of the CPOP officer to whom they were assigned. Unfortunately, many CPOP sergeants, who had been informally briefed about the goals and methods of the program, went on vacation during the period when the Cadets were assigned to them. As a result, some supervisors were uninformed about, or frankly unsupportive of, the program.

After the first summer of the program, the Police Foundation provided a preliminary evaluation report to the police department in which the observations were presented. After reviewing that report, the department began a series of seminars for CPOP sergeants and precinct commanders concerning the nature and goals of the Cadet Corps program.

Table 22 contains a summary of how the Cadets estimated that they spent their time. As that table indicates, the most frequently mentioned activities were walking foot patrol with an officer, riding in a CPOP van, learning about the precinct station, riding in a patrol car, and visiting crime victims.

Friday Sessions

On most Fridays during the summer, the Cadets returned to the Police Academy. For the first two hours of each Friday, the Cadets were divided into four companies and required to engage in gymnastic exercises as well as first aid and lifesaving training. According to the questionnaire results, approximately 80

percent of the Cadets found the gymnastic exercises to be very or somewhat useful.

Cadets spent the rest of Friday mornings listening to lectures on topics generally related to law enforcement. A representative from the Intergovernmental Relations section of the Office of the Mayor, for example, talked about the relationship between the state and city governments. On another day, the Commissioner of Corrections talked about the theory and practice of punishment, after which the Cadets visited the Rikers Island prison facility. The deputy director of the Department of Environmental Affairs spoke about the danger of environmental pollution and what can be done about it. During one session, a representative of the Coalition for the Homeless spoke about the plight of the homeless in New York City; later in the day, the Cadets were provided with a tour of a shelter for homeless persons. In August, the United States Attorney talked about organized crime, a Special State Prosecutor spoke of state/federal relations, and a Federal judge talked about the role of the courts in protecting individual rights. Approximately 66 percent of the Cadets found these sessions to be very or somewhat useful.

After lunch, the Cadets reassembled in companies to discuss the morning presentation. After this discussion, Cadets were given professional training, consisting primarily of uniform inspection, parade procedures, rule enforcement, and other types of disciplinary training. Slightly less than 80 percent of the Cadets found these sessions to be very or somewhat useful.

Attitudes About the Program

Table 23 summarizes the responses of the Cadets when asked what aspects of the program they liked best. Across all cohorts, the Cadets indicated that the aspects they liked best were the training and experience they received, the knowledge they had acquired, the tuition loan they received, and the opportunity to earn a salary

Table 24 summarizes the responses of the Cadets when asked what aspects of the program they would most want to change. Although the results differed considerably across cohorts, the most common complaints were made about the uniforms, which many Cadets found to be uncomfortably hot. There were also several complaints about the training, which some Cadets found to be less useful than it could be. There were also some complaints about the work hours, the nature of the work they were given while in the precincts, the organization of the program, and the benefits provided.

Status of Cadets

Tables 25 through 28 indicate the status of the four Cadet cohorts as of January 10, 1991. As Table 25 indicates, 67 (50.4 percent) of the original cohort have completed the program and been promoted to police officer. It is important to note that at least 15 of the 54 resignations were because the Cadet left the program to enter the Police Academy. It is also worth noting that approximately 57 percent of the white Cadets, 50 percent of the Hispanic Cadets, but only 20 percent of the black Cadets have been promoted to police officer. Among male

Cadets, 54.7 percent have been promoted; among females, 39.5 percent have completed the program.

Table 26 indicates that 71 (50.7 percent) of the 1987A Cadet cohort have completed the program and been promoted to police officer. The differences among the promotion rates across ethnic groups was much less than in the 1986 cohort, ranging from a low of 43.2 percent among Hispanics to a high of 53.2 percent among whites. Slightly more than 54 percent of male Cadets have been promoted to police officer; 40.5 percent of female Cadets have been promoted.

As shown in Table 27, only 32 (31.7 percent) of the 101 Cadets in 1987B cohort have completed the program and become police officers. This low completion rate appears to stem partially from the fact that this cohort was allowed to enter the program without first meeting all of the eligibility criteria (medical examination, psychological testing, background investigation, and oral examination) required of all the other cohorts. As a result, many Cadets dropped out of the program because of their failure to meet one or more of those criteria. The completion rates across different ethnic groups were quite small. Among male Cadets, 27.7 percent have been promoted to police officer; 38.9 percent of female Cadets have been promoted.

Table 28 reveals that even though there were still 28 active Cadets in the 1988 cohort, 47 (42.3 percent) of the original 131 have already completed the program and have become police officers. As with the 1986 cohort, however, the completion rate varies widely across ethnic groups, ranging from 16.7 percent

among blacks, 26.5 percent among Hispanics, and 49.2 percent among whites. Among male Cadets, 39.8 percent have been promoted, whereas among females only 29.2 percent have achieved that status.

VI. QUESTIONNAIRE RESULTS

Changes in Survey Responses of Cadet Cohorts Over Time

Reasons for Entry. Certain Cadet cohorts were asked to indicate their reasons for entry into the Cadet program at the beginning of their experience and again upon their entry into the Police Academy. Table 29 indicates the mean response for the total number of 1986 Cadets providing answers at either administration. Table 30 indicates that the average Cadet upon entry to the program was significantly less likely to say that he or she entered the program because of a desire to work in the community than was the average Cadet upon entry to the Academy. Table 31 presents the results of the analyses of the responses of the panel of Cadets who provided responses at both administrations of the questionnaire. The results indicate that, among the panel members, Cadets became more likely to mention the chance to work in the community, less likely to mention the influence of others, and less likely to mention a good job opportunity as reasons for entry.

Tables 32 through 34 indicate that no significant changes in reasons for entry were found for the 1987A cohort.

Tables 35 through 37 reveal that only one significant difference was found among the responses of the 1987B cohort. For both the total and panel samples, the Cadets at entry to the program were more likely to have entered because of the excitement and challenge of policing than they were when they entered the Academy.

Preferred Criteria For Evaluating Police. Cadets were asked to indicate their preferred criteria for evaluating police officers at various times. Table 38 presents the results for the total responses of the 1986 cohort over three waves. Table 39 provides a summary of the significant differences for the total sample; Table 40 provides similar information for the panel sample. Table 39 indicates a general reduction among the total sample in the importance placed on obedience and traditional policing, responding quickly to calls, and meeting area needs. Table 40 shows similar results among the panel respondents. In addition, there was a significant increase in emphasis on community orientation between waves 1 and 5.

Tables 41 through 43 provide the results of the analysis of the responses of the 1987A cohort. Table 42 indicates that, among the total sample, there was a decrease in emphasis on responding to patrol area needs, in responding quickly to calls, obedience, and in receiving few complaints; the results concerning the importance of responding to calls produced were varied. No significant differences were found among the panel sample.

Tables 44 through 46 provide the results of the analysis of the responses of the 1987B cohort. Table 45 indicates a reduction in the perceived importance of

obedience and of traditional policing among the total sample. No significant differences were found among the members of the panel sample.

The analysis of the responses of the 1988 cohort are presented in Tables 47 through 49. The results indicate an increase in the emphasis on activity as a criterion, but a decrease in the importance of receiving recognition and in having a helping orientation.

Perceptions and Attitudes. As shown in Table 4, the Cadets were requested to supply information about a wide variety of perceptions and attitudes. Although many of these responses provide valuable insights, for the purposes of this study we will focus on those measures dealing most directly with the goals of the program, including attitudes about the police role, the use of force, and dealing with the community.

Tables 50 through 52 provide the results of the analyses of the responses of the 1986 cohort. The results from the total samples, presented in Table 51, indicate few consistent patterns. There was some tendency, however, for Cadets to come to see the job of police officer as less exciting and to involve more paper work as they went through the program. In addition, the Cadets came to reduce their support for rigid law enforcement, believe less strongly that the use of force is justified, believe less strongly that officers must always be on guard, and to increase their belief that family problem-solving is a part of real police work. Similar results were found among the panel samples. In addition, panel members became less likely to think that citizen complaints are an inevitable part of the job

and less likely to believe that the ideals of politeness and decency are unworkable on the street.

Tables 53 through 55 provide the results of the analyses of the perceptions and attitudes of the 1987A cohort across several waves. Again, few consistent patterns emerge. However, there was again a tendency for Cadets to come to believe less strongly in the need to rigidly enforce the law, believe less strongly that the use of force is justified, but also a tendency for them to reduce their belief that citizens have the right to complain about police misconduct.

The results of the analyses of the perceptions and attitudes of the 1987B cohort are presented in Tables 56 through 58. Table 57 indicates that there was a tendency for the total sample of Cadets to come to believe less strongly in the need to rigidly enforce the law and to believe less strongly that the use of force is justified; on the other hand, they became somewhat more likely to believe that citizen complaints are an inevitable part of the job. As shown in Table 63, no consistent patterns were found among members of the panel samples.

Tables 59 through 61 present the results of the analysis of perceptions and attitudes of the 1988 Cadet cohort. Table 60 indicates that there was a tendency for the total sample of Cadets to come to believe less strongly in the need to rigidly enforce the law and an increased tendency to believe it should be up to an officer's discretion as to whether to enforce most laws. Similar results are shown for the panel samples in Table 61.

Comparisons of Cadet and Non-Cadet Recruits at Entry to Academy

As mentioned above, members of the 1986 Cadet cohort, and the other non-Cadet recruits in the 1988 Police Academy class, were requested to complete a questionnaire both at entry and exit from the Police Academy. Members of the 1987A and 1987B Cadet cohorts, and the other non-Cadet recruits in the 1989 Police Academy class were given a questionnaire upon entry to the Academy only. This section summarizes the analyses performed to compare the responses to those questionnaires.

Demographic Characteristics. Table 62 provides a comparison of the demographic characteristics of the 1986 Cadet cohort and the non-Cadet recruits who entered the Police Academy in 1988. As that table indicates, the Cadets were somewhat younger--the median age of Cadet recruits was 20.7 years, for non-Cadet recruits, the median was 23.6 years. Cadet recruits were also somewhat more likely to be female, slightly more likely to be non-white, and much less likely to have never been married and to be living with their parents. Cadet recruits tended to earn less, come from low income families, and be less likely to have ever worked full-time.

Table 63 provides similar comparisons between the 1987A and 1987B Cadet cohort recruits and their non-Cadet colleagues in the 1989 Academy class. The differences were quite similar to those found in the 1988 class, although the Cadet recruits were even more likely to be minority females than in the previous class.

60

Reasons For Entry. Tables 64 and 65 provide the results of the comparisons between reasons for entering the 1988 Police Academy class provided by Cadet recruits, non-Cadet recruits with some college education, and non-Cadet recruits with no college education. The results indicate that Cadet recruits were significantly less likely to say that they entered because of the excitement and challenge of policing or because they had always wanted to become a police officer. No significant differences between non-Cadet recruits with and without education were found.

Similar comparisons are provided for the 1989 Academy class at entry in Tables 66 and 67. The only significant difference found was that non-Cadet recruits with no college experience were more likely than Cadet recruits to indicate that they had always wanted to become a police officer.

Preferred Criteria For Evaluating Police. Comparisons among the importance of various criteria for evaluating police officers for Cadet and non-Cadet recruits are provided in Tables 68 and 69. The results indicate that Cadet recruits placed the least emphasis on obedience, followed by non-Cadet recruits with some college education, followed by recruits with no college education. Similarly, Cadet recruits placed the most emphasis on having a community orientation, followed by non-Cadet recruits with some college education, followed by recruits with no college education. Finally, Cadet recruits were less likely to emphasize the importance of traditional policing than were non-Cadet recruits, regardless of their college experience.

As shown in Tables 70 and 71, no significant differences in preferred criteria for evaluating police officers were found among Cadet recruits and non-Cadet recruits among those entering the 1989 Police Academy class.

Perceptions and Attitudes. Tables 72 and 73 summarize the analyses of the perceptions and attitudes of the Cadet and non-Cadet recruits at entry to the 1988 Academy class. Although these perceptions are not central to our evaluation, it is interesting to note that, by the time they entered the Academy, Cadets were likely to find the job of police officer more boring, repetitious, less busy, less exciting, and more full of paperwork than were non-Cadet recruits, although not all of these differences were statistically significant. More to the point, Cadet recruits were more likely to be community-oriented, more likely to have a problem-solving orientation, less likely to think laws should be rigidly enforced, less likely to value obedience, more likely to think good officers depart from standard operating procedures, and more likely to think that a college education was desirable for a police officer.

Tables 74 and 75 provide summaries of the comparisons of the perceptions and attitudes of the entering members of the 1989 Academy class. Few significant differences were found. However, Cadet recruits still were more likely to find the job of police officer boring and lacking excitement. In addition, Cadet recruits were less likely to value obedience and more likely to believe a college education was desirable for a police officer.

Comparisons of Cadet and Non-Cadet Recruits at Exit From Academy

Preferred Criteria for Evaluating Police. Tables 76 and 77 summarize the results of the comparisons of preferred criteria for evaluating police officers at exit from the 1988 Academy class. Although there were three criteria that were significantly different at the time they entered the Academy, the tables indicate that none of the differences among the three groups was statistically significant by the time they had completed the six months of Academy training.

Perceptions and Attitudes. Tables 78 and 79 present the results of the comparisons of the perceptions and attitudes of the Cadet and non-Cadet recruits at their exit from the 1988 Academy class. Far fewer differences reached the level of statistical significance than was the case at the time of entry to the Academy. Nevertheless, Cadet recruits were less likely to value obedience, more likely to think that a good officer should deviate from standard operating procedures, and to think that a college education was desirable for a police officer.

VII. SUMMARY AND DISCUSSION

The New York City Police Department instituted its Police Cadet Corps with five major objectives:

1.   To increase the educational level of the department.

2.   To test a more rigorous selection process for recruits.

3.   To increase the representativeness of the uniformed force.

63

4.   To increase the orientation toward community policing.

5.   To improve leadership skills of new officers.

A comprehensive assessment of the extent to which the program has met those objectives would require a long-term evaluation involving an appraisal of field performance, supervisors' ratings, promotion experience, and demonstrated leadership. Although such an evaluation is not yet possible, a preliminary assessment can be made based on the information available at this time.

Objective 1

Although a total of 217 Cadets have graduated from the program and become police officers, this is considerably fewer than the 200 per year that was the goal of the program. Further, these Cadets amount to less than one percent of the total complement of sworn personnel. It is also not known how many of those Cadets would have become police officers even if the program had not been created.

Objective 2

As planned, the Cadet program did institute an oral interview and two years of in-the-field training for those in the program. It should be noted, however, that black males and Hispanic females performed relatively poorly on the oral interview, although the ethnic and gender differences on the interview were smaller than for the background investigation and the psychological examination. It also should be noted that the percentage of Cadets who are members of minority ethnic groups, especially African-Americans, who have completed the program and become police

officers has generally been lower than the percentage of whites. Further examination of this result appears warranted in order to determine the reasons for this difference.

Objective 3

The program sought to increase the representativeness of the uniformed force by increasing the percentages of blacks, Hispanics, and other racial/ethnic minorities as well as females. In fact, blacks (both males and females) and Hispanics (both males and females) were consistently better represented among all four Cadet cohorts than among the 1986 recruits or the total complement of sworn personnel when the program began. The representativeness of white females was higher among two cohorts and lower in the two others than among the two department comparison groups. White males were consistency less overrepresented than among recruits or the department as a whole.

Objective 4

The fourth goal of the program was to increase the orientation toward community policing. All four Cadet cohorts placed a relatively high importance on being able to work in the community as a reason for entering the program. The 1986 Cadets were more likely to find this reason important at the time they entered the 1988 Police Academy class than when they entered the program. When asked about the importance of various criteria for evaluating police officer performance, all cohorts placed relatively strong emphasis on both a community orientation and a helping orientation. The 1986 Cadet panel members were more

likely to find a community orientation important after two years in the program than when they began. Further, for most Cadet cohorts, the importance placed on "traditional policing" declined during the two years in the program. Cadet recruits entering the 1988 Academy class were more likely to find a community orientation an important evaluation criterion than were their non-Cadet classmates.

It is important to emphasize that these differences were present before the Cadets or their non-Cadet recruit had assumed their role of police officer and been exposed to the prevailing police culture. Further study of these same people after some time in the field would be necessary to determine if the observed differences persisted.

Objective 5

It is too early to determine the extent to which the program was able to achieve its fifth goal, to improve the leadership skills of new officers. The attainment of this goal, however, has been a major focus of the training and work experience provided to the Cadets.

Summary Assessment

In summary, the New York City Police Department Police Cadet Corps program has, to date, proven to be an encouraging effort to invite college students to investigate the possibility of becoming a member of the police department and to train them concerning the tenets of community policing even before they enter the Police Academy. Although fewer Cadets have completed the program than originally intended, the Cadet Corps has, to a large extent, succeeded in

accomplishing its preliminary objectives. The extent to which the program

achieves its long-term goals of creating a "new elite corps" of leaders for the

future, with an enlightened community-oriented approach to policing, must await

further investigation.

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TABLES AND FIGURES FOR NEW YORK CADET CORPS REPORT

LIST OF TABLES AND FIGURES FOR NEW YORK CADET CORPS REPORT
11/13/91

iii

iv

v

TABLE 1

COMPARISON OF POLICE CORPS, POLICE CADETS AND CADET CORPS CONCEPTS

	A. WALINSKY POLICE CORPS	JOHN JAY & PBA POLICE CADET	NYPD CADET CORPS
EMPLOYER	NYS POLICE	NYPD	NYPD
COLLEGE	ANY IN NYS	JOHN JAY COLLEGE	ANY IN NYC
COLLEGE MAJOR	ANY	CRIMINAL JUSTICE	ANY
CADET SERVICE DURING COLLEGE	SOPHOMORE & JUNIOR SUMMERS	100 DAYS PER YR. (12 WKS IN SUMMER +40 DAYS DURING SCHOOL YEAR)	10 WEEKS IN SUMMERS OF SOPH. AND JR. YEARS; 3 DAYS PER MONTH DURING SCHOOL YEAR
TUITION	FULL SCHOLARSHIP (UP TO $8,000/YR)	FREE TUITION AT JOHN JAY	$1,500/YR ($3,000 TOTAL)
DURATION	4 YEARS	4 YEARS	2 YRS (JR & SR)
SALARY	UNCERTAIN	$5 PER HR.	$7 PER HR
RESIDENCE	NYS	NONE SPECIFIED	NYC
START UP COST	$100 MILLION	$9-12 MILLION	$1 MILLION
FULL PROGRAM COST	$600 MILL-$1 BILL	$30 MILLION	$2.3 MILLION
PILOT SIZE	10,000	500	200
FULL PROGRAM SIZE	40,000 CADETS	5,000	400
P.O. YIELD	7,000/YR (TO NYC)	1,200/YR	200/YR
POLICE SERVICE REQUIREMENT	3 YRS + VOLUNTARY RESERVE DUTY	NONE	2 YEARS
TRAINING	POLICE ACADEMIES THROUGHOUT STATE	JOHN JAY & POLICE ACADEMY	POLICE ACADEMY
SPECIAL PROVISIONS	REDUCED SALARY AS P.O. $20,000/YR	OVER 19 YRS OLD; ON CURRENT PO LIST	MEET ALL CURRENT REQUIREMENTS FOR PO - PASS PO EXAM

Figure 1

Stages of Cadet Corps Program

TABLE 2

MEASURES OF REASONS FOR ENTRY

VARIABLE/SCALE NAME	CONSTITUENT ITEM(S)

"HOW IMPORTANT WERE THE FOLLOWING FACTORS IN YOUR DECISION TO JOIN THE CADET CORPS?"

VARIABLE/SCALE NAME	CONSTITUENT ITEM(S)
WORK IN COMMUNITY	A chance to experience working in the community.
FREEDOM OUTDOORS (scale)	A chance to work outdoors.
	Freedom of the job.
EXCITEMENT AND CHALLENGE (scale)	Excitement of police work.
	Challenge of police work.
INFLUENCE OF OTHERS	Influence of friends or relatives who are not police officers.
GOOD JOB OPPORTUNITY (scale)	It just seemed like a good job opportunity.
	Pay as a police officer.
CARRY GUN	Carrying a gun.
NEED FINANCIAL ASSISTANCE (scale)	Need for financial assistance in order to finish college.
	Tuition loan.
FIND OUT ABOUT POLICING	Find out if policing is really for me.
CAREER ADVANCEMENT (scale)	Better chance to enter the Police Academy.
	Help me get ahead faster in the police force.
RECRUITMENT	Recruitment information about program.
ALWAYS	Have always wanted to be a police officer.

TABLE 3

MEASURES OF PREFERRED CRITERIA FOR EVALUATING POLICE

SCALE NAME/VARIABLE	CONSTITUENT ITEM(S)
ACTIVITY (scale)	Frequent misdemeanor arrests. High number of miles driver per shift. Frequent traffic arrests. Frequent interrogations of suspicious people.
CALLS	Efficient handling of calls.
PATROL AREA NEEDS	High responsiveness to needs of his/her patrol area.
QUICK RESPONSE	Quick response to calls.
OBEDIENCE (scale)	Strict obedience of rules and regulations. Good knowledge of rules and regulations. Punctuality and good attendance.
COMPLAINTS (scale)	Infrequent valid citizen complaints. Infrequent disciplinary actions.
RECOGNITION (scale)	Frequent commendations. Rapid promotions.
RATINGS BY OTHERS (scale)	High evaluations by fellow officers. High performance ratings by supervisor.
COMMUNITY ORIENTATION (scale)	Telling the public about police work.

COMMUNITY ORIENTATION - continued
(scale)

Explaining crime
prevention techniques to
citizens.

Informing people about
available services.

Understanding problems of
people in the community.

TRADITIONAL POLICING
(scale)

Patrolling in cars.

Patrolling on foot.

Investigating crimes.

HELPING ORIENTATION
(scale)

Assisting persons in
emergencies.

Assisting victims of
crime.

TABLE 4

MEASURES OF PERCEPTIONS AND ATTITUDES

VARIABLE/SCALE NAME	CONSTITUENT ITEM(S)

A. PERCEPTIONS OF PEOPLE IN GENERAL

1.	CYNICISM (scale)	It's only a rare person who would risk his life to help someone else.
		Police are usually out for their own good.
		Most people would lie if they could benefit from it.
2.	TRUST (scale)	Most people are basically honest.
		The average person is sincerely concerned about the problems of others.
		"Do unto others as you would have them do unto you" is a motto most people follow.
		If you act in good faith with people, almost all of them will reciprocate with fairness towards you.
		Most people do not hesitate to go out of their way to help someone in trouble.

B. PERCEPTIONS OF POLICE JOB IN GENERAL

1.	LOW PRESTIGE	The job of police officer is very low in prestige.
2.	NOT ENJOYABLE	Being a police officer is not a very enjoyable job.

C. PERCEPTIONS OF POLICE OFFICERS

1.	NO DIFFERENT	Police officers are really no different from other citizens.

6

TABLE 4 - continued

C. PERCEPTIONS OF POLICE OFFICERS - continued

2. DIFFERENT

Police officers have different interests and concerns than those of other citizens.

3. MORE HONEST

Police officers are much more honest than the other citizens of New York City.

4. LIKE POWER

Police officers are people who like power and tend to abuse it.

5. PICK CRIMINALS

There is something about the personal appearance of a criminal - the way he/she looks - by which an experienced officer can pick him/her out.

D. PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

1. EXCITEMENT

A police officer's day is usually filled with excitement.

2. LITTLE PAPER WORK

One of the good things about being a police officer is that it does not require much paper work.

3. BUSY

Police officers are kept so busy that they seldom have a chance to relax.

4. REPETITIOUS

During a working day, a police officer often has to do the same things time after time.

5. BORING

Police officers often have so much time on their hands they get bored.

TABLE 4 - continued

D. PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY - continued

| 6. | ENFORCE TRAFFIC | The average officer on patrol spends a great deal of time enforcing traffic laws. |

E. PERCEPTIONS OF GENERAL POLICE BEHAVIOR

| 1. | COURTEOUS | You can generally rely on the police to be helpful and courteous. |
| 2. | SLOW | The police do not always arrive quickly when called. |

F. PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

| 1. | ABUSE LIKELY | The likelihood of a police officer being abused by citizens in New York City is very high. |
| 2. | MUST GUARD | Police officers must be on guard or citizens will take advantage of them. |

G. PERCEPTIONS OF POLICE ARREST BEHAVIOR

| 1. | ATTITUDE ARREST | A police officer is more likely to arrest a person who displays what the officer considers to be a bad attitude. |
| 2. | OVERLOOK | The police tend to overlook minor law violations. |

H. PERCEPTIONS OF POLICE USE OF FORCE

| 1. | EXCESSIVE FORCE | Some police officers consistently use more physical force than is necessary in making arrests. |
| 2. | OVERREACT | The police often overreact in confrontations with citizens. |

TABLE 4 – continued

I.   PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

1.   GOOD RELATIONS
     (scale)

Citizens in New York City have a great deal of respect for police officers.

Most people in New York City do not respect police officers.

The relationship between the police and the people in New York City is very good.

2.   HOSTILITY

Citizens in New York City view the police as a hostile force.

3.   HELP IDENTIFY

Most citizens are willing to help police identify criminal suspects.

4.   WILL NOT COOPERATE

There are some groups of citizens who simply will not cooperate with the police.

5.   POLICE MISUNDERSTAND

Police officers don't really understand the problems of citizens in New York City.

6.   PEOPLE MISUNDERSTAND

Citizens don't really understand the problems of police in New York City.

7.   POLICE KNOW
     (scale)

Police know better than citizens what police services are required in an area.

Police are better informed about problems on their beat than citizens.

8.   CITIZENS KNOW
     (scale)

Citizens know more about what goes on in their area than the police who patrol there.

Citizens don't know very much about crime problems in their area.

TABLE 4 - continued

J. PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

1. WHITES TREATED BETTER

Police officers often treat whites better than they do blacks.

K. PERCEPTIONS OF THE CIVILIAN COMPLAINT PROCESS

1. ACCEPT COMPLAINTS
(scale)

An officer who is doing a good job is bound to get an occasional citizen complaint.

2. CITIZEN WORD TAKEN

In an investigation of citizen complaints it seems that a citizen's word is worth more than that of a police officer.

3. POLICE BIAS

Investigations of police misconduct are usually biased in favor of the police.

L. PERCEPTIONS OF VALUE OF POLICE EXPERIENCE COMPARED TO SOCIAL SCIENCE

1. POLICE UNDERSTAND

Because they get so much experience in real life, police officers understand human behavior as well as psychologists and sociologists.

2. PSYCH UNRELATED

The trouble with psychology and sociology is that they are not related to the everyday realities of the police job.

M. ATTITUDES ABOUT POLICE TACTICS

1. IDEALS UNWORKABLE

Some of the ideals of politeness and decency taught in police schools are unworkable under the actual conditions on the street.

2. IGNORE VERBAL ABUSE

Police should always ignore verbal abuse.

TABLE 4 - continued

N. ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

1. RIGIDLY ENFORCE
    (scale)

All laws should be enforced at all times, otherwise people lose respect for the law.

The best officer is one who knows departmental procedures and sticks strictly to them.

If a law is on the books, it ought to be enforced, no matter what the consequences may be.

2. OFFICER DISCRETION

It should be up to the discretion of the individual officer as to whether to enforce most laws.

3. ARREST DEMONSTRATORS

Persons who deliberately violate the law in order to attract attention to their cause should be arrested, searched, booked in the same manner as other violators.

4. CONSIDER FAMILY

An officer should consider a juvenile's family background in deciding what to do with him.

5. LISTEN BEFORE

A police officer should listen before deciding whether to issue a traffic ticket.

6. RIGHT TO ORDER

Preservation of the peace requires that police have the authority to order people to "move along" or "break it up" even though no law is being violated.

O. ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

1. VALUE OBEDIENCE

The good police officer is one who gives his/her commanding officer unquestioning obedience.

2. DEPART S.O.P.

The best officer is one who knows when to depart from standard operating procedures in order to get the job done.

TABLE 4 - continued

P. ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

1. BE CONCERNED

Police officers should be sincerely concerned about the well being of the citizens in the neighborhood they patrol.

2. RESIST FAMILIARITY

Police officers should not become personally familiar with residents of the area they patrol.

Q. ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

1. RIGHT TO COMPLAIN

Citizens must have the right to complain about improper police behavior.

2. AVOID COMPLAINTS

It is more important that a police officer has very few citizen complaints than to have an impressive record of making arrests.

3. CITIZEN BIAS

In investigation of citizen complaints it seems like a citizen's word is worth more than that of a police officer.

R. ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

1. RIGHT TO JUDGE

Since ours is a government "of the people and for the people," the public has the right to pass judgment on the way the police are doing their job.

2. NOTHING TO HIDE

The police have nothing to hide and need not be concerned about public scrutiny of their work.

S. ATTITUDES ABOUT POLICE ETHICS

1. BEWARE FREE MEALS

Persons who give officers free meals or other considerations are usually expecting something in return.

TABLE 4 - continued

T. ATTITUDES ABOUT POLICE USE OF FORCE

1. **FORCE JUSTIFIED (scale)**

There are times when an officer is justified in using physical force in response to verbal abuse.

A police officer should never respond to verbal abuse from a citizen by using force.

Unarmed suspects who assault police officers deserve to be treated roughly.

The use of pressure tactics to obtain information from suspects is never justified.

It is sometimes justified to use more force than is really necessary in handling someone who physically assaults an officer.

2. **USE RESTRAINT**

Police officers have a responsibility to restrain themselves when confronted with physical force from unarmed suspects.

3. **FREE TO USE FORCE**

Police officers should have the freedom to use as much force as they think is necessary in making arrests.

4. **AGGRESSION USEFUL**

In certain areas of New York City, physical combat skills and an aggressive bearing will be more useful to a police officer on the street than book learning and a courteous manner.

5. **FORCE LANGUAGE**

Physical force is the only language some people understand.

TABLE 4 - continued

U.   ATTITUDES ABOUT APPROPRIATE POLICE ROLE

1.   IMPROVE PREVENTION

If police put as much effort into crime prevention as they do into investigation after a crime has been committed, we would be further ahead in reducing crime.

2.   FAMILY PROBLEMS
     (scale)

Family problem-solving is a part of real police work.

The police don't have any business trying to resolve family disputes.

3.   COMMUNITY-ORIENTED
     (scale)

Police officers should make a major effort to learn about the things that concern the people on their beat.

A good police officer will spend a lot of time to find out what people think the local problems are on the beat.

Police should work with citizens to try to solve problems on their beat.

4.   PROBLEM-ORIENTED
     (scale)

Police should respond to the concerns of citizens even if they have nothing to do with crime.

Crime isn't the only problem that police officers should be concerned about on their beat.

Police should not spend much time trying to solve non-crime problems on their beat.

Police shouldn't spend a great deal of their time trying to solve the problems identified by the people on their beat.

V.   ATTITUDES ABOUT COURTS AND COURT DECISIONS

1.   POOR COURT TREATMENT

When testifying in court, police officers are often treated no better than criminals.

14

TABLE 4 - continued

2. COURTS BELIEVE POLICE — Courts are more likely to believe a police officer's testimony than that of other court witnesses.

3. COURTS RESTRICT — Court decisions restricting police interrogations of suspects will undoubtedly result in fewer solutions of criminal cases.

W. ATTITUDES ABOUT DESIRABILITY OF EDUCATION FOR POLICE OFFICERS

1. EDUCATION DESIRABLE (scale) — It would be desirable if candidates for police service were required to complete certain college courses in order to be certified for initial employment.

The police service needs more college trained career officers.

The best officers generally have more education than the others.

2. EDUCATION UNNECESSARY — It does not take much formal education to be a good police officer.

X. ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

1. BE OWN BOSS — I want to be my own boss in almost every work-related situation.

2. AVOID ACTION — I am uncomfortable when I work on a project requiring quick action affecting others.

FIGURE 2

NEW YORK CITY CADET EVALUATION QUESTIONNAIRE
ADMINISTRATION DATES

Cohort	June 86	Sept 86	June 87	Aug 87	June 88	July 88	Nov 88	Dec 88	Oct 89	Dec 89
1986 Cadet Cohort (June 86)	Wave 1 (N=135)	Wave 2 (N=124)	-----	Wave 3 (N=48)	-----	Wave 4 (N=63)	-----	Wave 5 (N=55)	-----	-----
1987A Cadet Cohort (June 87)	-----	-----	Wave 1 (N=124)	Wave 2 (N=97)	-----	-----	Wave 3 (N=65)	-----	Wave 4 (N=12)	Wave 5 (N=23)
1987B Cadet Cohort (August 87)	-----	-----	-----	Wave 1 (N=79)	-----	-----	Wave 2 (N=20)	-----	Wave 3 (N=17)	Wave 4 (N=6)
1988 Cadet Cohort (June 88)	-----	-----	-----	-----	Wave 1 (N=118)	-----	Wave 2 (N=79)	-----	Wave 3 (N=45)	-----
1988 Non-Cadet Cohort	-----	-----	-----	-----	-----	Wave 1 (N=519)	-----	Wave 2 (N=385)	-----	-----
1989 Non-Cadet Cohort	-----	-----	-----	-----	-----	-----	-----	-----	-----	Wave 1 (N=828)

In 1988 there will be a new elite corps of cops in NYC. We're looking for the first 200.

If you're graduating from college in the Class of '88, there's a chance you could be one of them.

One of this select group that will make up the Police Cadet Corps. A newly formed corps of college students who will go on to become a new breed of NYC cop.

If you're accepted, you will begin training at the end of this school year. You'll work in your community, full-time summers and part-time during the year. And you'll earn about $6000 while you're still in school.

In addition, you'll receive $750 a semester toward tuition for both your junior and senior years. A $3000 loan you won't even have to pay back if you remain a police officer for 2 years.

Once you become a police officer, you won't have to wait the customary length of time to be eligible for promotions and advancements.

To be eligible for this elite corps, you have to be a NYC resident enrolled in a 4-year college degree program in a college or university in NYC. And you have to have an anticipated graduation date in the Spring of '88.

To be considered for selection you have to apply to the NYC Police Cadet Corps.

To be chosen you have to stand out. Only 200 will be selected from the Class of '88.

If you think you've got what it takes to join this new elite corps, call 212-RECRUIT. Or your Career Counselor.

Do it now. The NYPD is looking for the best people. Because we want New York's Finest to be just that.

Talk with our Police Cadet Corps recruiting team on your campus March 10, 1986, from 12:30-1:30pm in room 313 Powder Maker Hall.

FIGURE 4
CADET CORPS RECRUITING FLYER
NEW YORK CITY POLICE DEPARTMENT

POLICE CADET CORPS 1986

What is the Cadet Corps?

The Police Cadet Corps is a dynamic new unit in the New York City Police Department comprised of a select group of college juniors and seniors who upon graduation will become New York City Police Officers. The Police Department expects that many of its future leaders will come from these ranks.

What does the Cadet Corps offer?

Members of the Cadet Corps are offered the following:

-$3000 to defray college costs. This money will be distributed to the Cadets in their junior and senior year in the form of loans. If the Cadet becomes a New York City Police Officer and remains one for a minimum of two years the loan will not have to be repaid.

-Employment full-time during the summer and part-time during the school year. Work schedules will be adjusted to conform to the student's academic schedule. Additional compensation during this time will total about $6000.

-Job experience and accelerated advancement opportunities.

-The opportunity to receive a 4-year Baccalaureate Degree in the major field of the Cadet's choice prior to becoming a Police Officer.

REQUIREMENTS TO BECOME A MEMBER OF THE POLICE CADET CORPS

-You must be a New York City resident, and projected to graduate in the Spring of 1988 with a Baccalaureate Degree from an accredited college or university, located within the City.

-You must successfully complete all degree requirements and graduate on time.

-You will be required to pass a psychological and medical examination, in addition to a background character investigation. Among other physical requirements eyesight must be a minimum of 20/40 uncorrected.

-You will be subjected to drug screening through urinalysis as part of your medical examination and at intermittent points during the program.

-You must be willing to be employed as a New York City Police Officer, for a minimum of two years, after the completion of the program.

-You will be required to take and pass the civil service examination for Police Officers prior to completion of the program.

To participate in the Corps an individual will be chosen only after passing a careful screening process.

JOB DESCRIPTION AND RESPONSIBILITIES

Cadets will be utilized in a non law enforcement capacity. They will assist Police Officers in community service functions. These include, for example: organizing tenant/block associations, distributing crime prevention and safety related material, escorting senior citizens, assisting in lost children searches, and various related duties.

If interested in learning more about the Police Cadet Corps, CALL 212-RECRUIT.

FIGURE 5

Cadet Corps Applicants by School 1986

```
                              ┬ -277 John Jay
                              │

                          ^^^^^

              150- │
                   │
                   │
              140- │-142 St. John's
                   │
                   │
              130- │
                   │
                   │
              120- │
                   │
                   │
              110- │
                   │-103 Manhattan C.C.
              100- │
                   │
                   │
               90- │
                   │
                   │
               80- │
                   │
                   │
               70- │-70 Brooklyn
                   │
                   │
               60- │
                   │-57 Staten Island
                   │
                   │-52 Kingsborough C.C.
               50- │
                   │-47 Queens
                   │
                   │-42 LIU-Brooklyn
               40- │-41 Baruch;Hunter
                   │-39 NYC Technical
                   │-38 City College
                   │-37 Queensborough C.C.
               30- │-33 Lehman; Fordham
                   │
                   │-27 Bronx C.C.
                   │-22 NY Inst. of Technology
                   │-21 York
               20- │-20 Hostos C.C.
                   │-19 St.Francis;Pace;La Guardia C.C.
                   │-18 NYU
Medgar Evers C.C. 16- │-13 Touro
               10- │-11 Wagner
        Columbia 9- │-8 College of Human Services
Manhattan; Polytechnic │-7 St. Joseph's
    Boricua; Marymount 3- │-2 Pratt; Mt. St. Vincent
                   0 │-1 Cathedral; Barnard; Yeshiva
                   ┴
```

19

FIGURE 6
Cadet Corps Applicants Per 1000 Full Time Sophomores by School
1986

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                           ┬─
                           │ -360
                           │ -359.7 John Jay (N=277)
                    ^^^^^
                           │ -121.2 College of Human Services (N=8)
                    ^^^^^
                  80-
                           │ -77.9 LIU-Brooklyn (N=42)

                           │ -74.5 St. Joseph's (N=7)

                  70-
                           │ -69.9 Manhattan C.C. (N=103)
                           │ -67.9 St. Francis (N=19)

                           │ -61.7 St. John's (N=142)
                  60-
                           │ -58.4 Medgar Evers C.C. (N=16)



                  50-
                           │ -48.0 NY Inst. of Technology (N=22)
Staten Island (N=57) 47.6-
       York (N=21) 40.2-   │ -41.7 Cathedral (N=1)
                  40-
                           │ -37.2 OVERALL
   Brooklyn (N=70) 35.4-   │ -31.9 Kingsborough C.C. (N=52)
  Hostos C.C. (N=20) 31.7-
   Bronx C.C. (N=27) 30.9- │ -31.2 Wagner (N=11)
                  30-      │ -28.9 Lehman (N=33)


    Fordham (N=33) 24.2-   │ -23.3 Baruch (N=41)
       City (N=38) 21.8-
     Hunter (N=41) 20.4-   │ -20.3 Pace (N=19)
                  20-      │ -18.9 Queens College (N=47)
Queensbrgh.C.C.(N=37) 18.7-
New York Tech (N=39) 18.2- │ -18.1 Marymount (N=3)
                           │ -15.9 Touro (N=13)
    Boricua (N=3) 14.2-
                           │ -11.4 La Gaurdia C.C. (N=19)
                  10-      │ -9.9 Polytechnic (N=5)
                           │ -9.8 Mt. St. Vincent (N=2)
                           │ -7.5 Columbia (N=9)
      NYU (N=18) 6.8-      │ -6.1 Manhattan College (N=5)
                           │ -4.7 Pratt (N=2)
                           │ -2.4 Yeshiva (N=1)
                           │ -2.0 Barnard (N=1)
                  0-       └─
```

TABLE 5

CADET CORPS APPLICANTS
1986

Sex	By Race and Sex						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Male	6 (85.7%) (0.6%) (0.4%)	33 (91.7%) (3.3%) (2.2%)	265 (53.0%) (26.8%) (18.0%)	206 (62.8%) (20.8%) (13.9%)	469 (80.0%) (47.4%) (31.7%)	10 (45.5%) (1.0%) (0.7%)	989 (66.9%) (100.0%) (100.0%)
Female	1 (14.3%) (0.2%) (0.1%)	3 (8.3%) (0.6%) (0.2%)	235 (47.0%) (48.0%) (15.9%)	122 (37.2%) (24.9%) (8.2%)	117 (20.0%) (23.9%) (8.0%)	12 (54.5%) (0.0%) (0.8%)	490 (33.1%) (100.0%) (100.0%)
Total	7 (100.0%) (0.5%)	36 (100.0%) (2.4%)	500 (100.0%) (33.8%)	328 (100.0%) (22.2%)	586 (100.0%) (39.6%)	22 (100.0%) (1.5%)	1479 (100.0%) (100.0%)

(% column)

(% row)

(% of Total)

TABLE 6

CADET CORPS APPLICANTS
By Race and School
1986

School	Unknown	Asian	Black	Hispanic	Other	White	Total
John Jay College	2 (0.7) (28.6)	5 (1.8) (13.9)	115 (41.5) (23.0)	92 (33.2) (28.0)	7 (2.5) (31.8)	56 (20.2) (9.6)	277 (100.0) (18.7)
St. John's University	0 (0.0) (0.0)	1 (0.7) (2.8)	14 (9.9) (2.8)	22 (15.5) (6.7)	0 (0.0) (0.0)	105 (73.9) (17.9)	142 (100.0) (9.6)
Manhattan Community Col.	0 (0.0) (0.0)	3 (2.8) (8.3)	54 (50.0) (10.8)	25 (23.1) (7.6)	4 (3.7) (18.2)	22 (20.4) (3.8)	108 (100.0) (7.3)
Brooklyn College	1 (1.4) (14.3)	2 (2.9) (5.6)	22 (31.4) (4.4)	7 (10.0) (2.1)	1 (1.4) (4.5)	37 (52.9) (6.3)	70 (100.0) (4.7)
College of Staten Island	0 (0.0) (0.0)	1 (1.8) (2.8)	9 (15.8) (1.8)	3 (5.3) (0.9)	0 (0.0) (0.0)	44 (77.2) (7.5)	57 (100.0) (3.9)
Kingsborough Community Col.	1 (1.9) (14.3)	2 (3.8) (5.6)	17 (32.7) (3.4)	6 (11.5) (1.8)	2 (3.8) (9.1)	24 (46.2) (4.1)	52 (100.0) (3.5)
Queens College	0 (0.0) (0.0)	4 (8.5) (11.1)	12 (25.5) (2.4)	5 (10.6) (1.5)	0 (0.0) (0.0)	26 (55.3) (4.4)	47 (100.0) (3.2)
Long Island University	0 (0.0) (0.0)	0 (0.0) (0.0)	24 (57.1) (4.8)	7 (16.7) (2.1)	0 (0.0) (0.0)	11 (26.2) (1.9)	42 (100.0) (2.8)
Hunter College	0 (0.0) (0.0)	0 (0.0) (0.0)	13 (31.7) (2.6)	9 (22.0) (2.7)	0 (0.0) (0.0)	19 (46.3) (3.2)	41 (100.0) (2.8)
Baruch College	0 (0.0) (0.0)	7 (17.1) (19.4)	11 (26.8) (2.2)	6 (14.6) (1.8)	1 (2.4) (4.5)	16 (39.0) (2.7)	41 (100.0) (2.8)
NYC Technical College	0 (0.0) (0.0)	1 (2.6) (2.8)	20 (51.3) (4.0)	8 (20.5) (2.4)	0 (0.0) (0.0)	10 (25.6) (1.7)	39 (100.0) (2.6)
City College of New York	1 (2.6) (14.3)	1 (2.6) (2.8)	20 (52.6) (4.0)	10 (26.3) (3.0)	0 (0.0) (0.0)	6 (15.8) (1.0)	38 (100.0) (2.6)
Queensborough College	0 (0.0) (0.0)	2 (5.4) (5.6)	5 (13.5) (1.0)	3 (8.1) (0.9)	0 (0.0) (0.0)	27 (73.0) (4.6)	37 (100.0) (2.5)

Table 6 continued

School	Race						
	Unknown	Asian	Black	Hispanic	Other	White	Total
Lehman College	0 (0.0) (0.0)	1 (3.0) (2.8)	5 (15.2) (1.0)	17 (51.5) (5.2)	1 (3.0) (4.5)	9 (27.3) (1.5)	33 (100.0) (2.2)
Fordham University	0 (0.0) (0.0)	1 (3.0) (2.8)	4 (12.1) (0.8)	4 (12.1) (1.2)	0 (0.0) (0.0)	24 (72.7) (4.1)	33 (100.0) (2.2)
New York Institute	0 (0.0) (0.0)	0 (0.0) (0.0)	7 (31.8) (1.4)	5 (22.7) (1.5)	0 (0.0) (0.0)	10 (45.5) (1.7)	22 (100.0) (1.5)
York College	0 (0.0) (0.0)	0 (0.0) (0.0)	10 (47.6) (2.0)	7 (33.3) (2.1)	0 (0.0) (0.0)	4 (19.0) (0.7)	21 (100.0) (1.4)
Hostos Community Col.	0 (0.0) (0.0)	0 (0.0) (0.0)	6 (30.0) (1.2)	14 (70.0) (4.3)	0 (0.0) (0.0)	0 (0.0) (0.0)	20 (100.0) (1.4)
Interborough College	0 (0.0) (0.0)	0 (0.0) (0.0)	14 (70.0) (2.8)	4 (20.0) (1.2)	1 (5.0) (4.5)	1 (5.0) (0.2)	20 (100.0) (1.4)
Pace College	0 (0.0) (0.0)	0 (0.0) (0.0)	5 (26.3) (1.0)	4 (21.1) (1.2)	0 (0.0) (0.0)	10 (52.6) (1.7)	19 (100.0) (1.3)
La Guardia Community Col.	0 (0.0) (0.0)	2 (10.5) (5.6)	10 (52.6) (2.0)	2 (10.5) (0.6)	0 (0.0) (0.0)	5 (26.3) (0.9)	19 (100.0) (1.3)
St. Francis	0 (0.0) (0.0)	0 (0.0) (0.0)	4 (21.1) (0.8)	1 (5.3) (0.3)	0 (0.0) (0.0)	14 (73.7) (2.4)	19 (100.0) (1.3)
New York University	0 (0.0) (0.0)	2 (11.1) (5.6)	2 (11.1) (0.4)	1 (5.6) (0.3)	0 (0.0) (0.0)	13 (72.2) (2.2)	18 (100.0) (1.2)
Medgar Evers	0 (0.0) (0.0)	0 (0.0) (0.0)	15 (93.8) (3.0)	0 (0.0) (0.0)	0 (0.0) (0.0)	1 (6.3) (0.2)	16 (100.0) (1.1)
Nassau Community Col.	0 (0.0) (0.0)	0 (0.0) (0.0)	1 (6.7) (0.2)	0 (0.0) (0.0)	1 (6.7) (4.5)	13 (86.7) (2.2)	15 (100.0) (1.0)
New Rochelle	0 (0.0) (0.0)	0 (0.0) (0.0)	10 (71.4) (2.0)	4 (28.6) (1.2)	0 (0.0) (0.0)	0 (0.0) (0.0)	14 (100.0) (0.9)
Touro	0 (0.0) (0.0)	0 (0.0) (0.0)	10 (76.9) (2.0)	3 (23.1) (0.9)	0 (0.0) (0.0)	0 (0.0) (0.0)	13 (100.0) (0.9)
Other	2 (1.0) (28.6)	1 (0.5) (2.8)	61 (29.6) (12.2)	59 (28.6) (18.0)	4 (1.9) (18.2)	79 (38.4) (13.5)	206 (100.0) (13.9)
Total	7 (0.5) (100.0)	36 (2.4) (100.0)	500 (33.8) (100.0)	328 (22.2) (100.0)	22 (1.5) (100.0)	586 (39.6) (100.0)	1479 (100.0) (100.0)

TABLE 7

CADET CORPS APPLICANTS
By School and Sex
1986

School	Female	Male	Total
John Jay	113 40.8% 23.1%	164 59.2% 16.6%	277 100% 18.7%
St. Johns	31 21.8% 6.3%	111 78.2% 11.2%	142 100% 9.6%
Manhattan C.C.	48 46.6% 9.8%	55 53.4% 5.6%	103 100% 7.0%
Brooklyn	20 28.6% 4.1%	50 71.4% 5.1%	70 100% 4.7%
College of Staten Island	12 21.1% 2.4%	45 78.9% 4.6%	57 100% 3.9%
Kingsborough CC	17 32.7% 3.5%	35 67.3% 3.5%	52 100% 3.5%
Queens College	12 25.5% 2.4%	35 74.5% 3.5%	47 100% 3.2%
LIU-Brooklyn	16 38.1% 3.3%	26 61.9% 2.6%	42 100% 2.8%
Hunter	19 46.3% 3.9%	22 53.7% 2.2%	41 100% 2.8%
Baruch	8 19.5% 1.6%	33 80.5% 3.3%	41 100% 2.8%
NYC Technical	10 25.6% 2.0%	29 74.4% 2.9%	39 100% 2.6%
City College	11 28.9% 2.2%	27 71.1% 2.7%	38 100% 2.6%
Queensborough City College	4 10.8% 0.8%	33 89.2% 3.3%	37 100% 2.5%

Lehman	13 39.4% 2.7%	20 60.6% 2.0%	33 100% 2.2%
Fordham	5 15.2% 1.0%	28 84.8% 2.8%	33 100% 2.2%
NYIT	2 9.1% 0.4%	20 90.9% 2.0%	22 100% 1.5%
York	9 42.9% 1.8%	12 57.1% 1.2%	21 100% 1.4%
Hostos C.C.	11 55.0% 2.2%	9 45.5% 0.9%	20 100% 1.4%
Interboro C.C.	7 35.0% 1.4%	13 65.0% 1.3%	20 100% 1.4%
Pace	5 26.3% 1.0%	14 73.7% 1.4%	19 100% 1.3%
La Guardia	10 52.6% 2.0%	9 47.4% 0.9%	19 100% 1.3%
St. Francis	8 42.1% 1.6%	11 57.9% 1.1%	19 100% 1.3%
NYU	11 33.3% 1.2%	5 66.7% 1.2%	16 100% 1.2%
Madger Evers	11 68.8% 2.2%	5 31.2% 0.5%	16 100% 1.1%
Nassau C.C.	4 26.7% 0.8%	11 73.3% 1.1%	15 100% 1.0%
New Rochelle	10 71.4% 2.0%	4 28.6% 0.4%	14 100% 0.9%
Touro	9 69.2% 1.8%	4 30.8% 0.4%	13 100% 0.9%
Wagner	1 9.1% 0.2%	10 90.9% 1.0%	11 100% 0.7%
Other	58 28.6% 11.8%	142 71.4% 14.4%	199 100% 13.5%
Total	490 33.1% 100%	989 66.9% 100%	1479 100% 100%

TABLE 8

CADET CORPS APPLICANTS
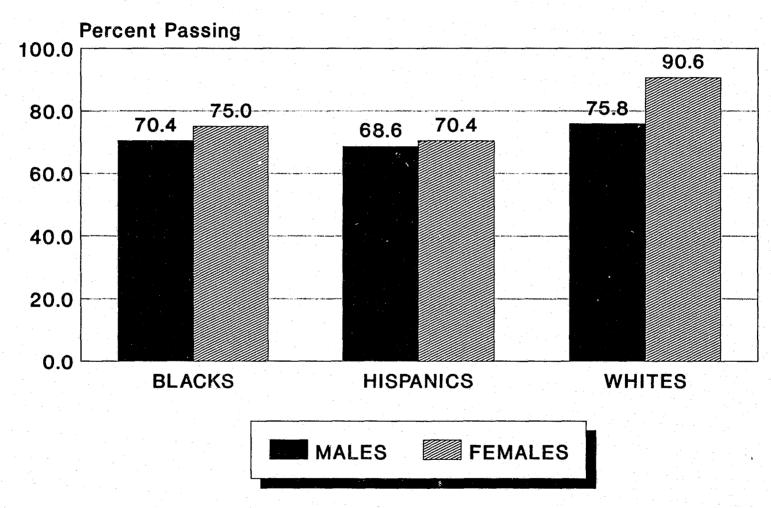
Results of Medical Examination by Sex and Race 1986

Males

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	0 (0.0%)	3 (9.1%)	38 (14.3%)	35 (17.0%)	113 (24.1%)	2 (20.0%)	191 (19.3%)
No Record/ Review	6 (100.0%)	23 (69.7%)	183 (69.1%)	138 (67.0%)	291 (62.0%)	7 (70.0%)	648 (65.5%)
Discon-tinued	0 (0.0%)	3 (9.1%)	28 (10.6%)	17 (8.3%)	29 (6.2%)	1 (10.0%)	78 (7.9%)
Failed	0 (0.0%)	4 (12.1%)	16 (6.0%)	16 (7.8%)	36 (7.7%)	0 (0.0%)	72 (7.3%)
Total	6 (100.0%)	33 (100.0%)	265 (100.0%)	206 (100.0%)	469 (100.0%)	10 (100.0%)	989 (100.0%)
Passed/ (Passed & Failed)	——	42.9%	70.4%	68.6%	75.8%	100.0%	72.6%

Females

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	1 (100.0%)	1 (33.3%)	36 (15.3%)	19 (15.6%)	29 (24.8%)	0 (0.0%)	86 (17.6%)
No Record/ Review	0 (0.0%)	2 (66.7%)	174 (74.0%)	90 (73.8%)	82 (70.1%)	11 (91.7%)	359 (73.2%)
Discon-tinued	0 (0.0%)	0 (0.0%)	13 (2.6%)	5 (4.1%)	3 (2.6%)	0 (0.0%)	21 (4.3%)
Failed	0 (0.0%)	0 (0.0%)	12 (5.1%)	8 (6.6%)	3 (2.6%)	1 (8.3%)	24 (4.9%)
Total	1 (100.0%)	3 (100.0%)	235 (100.0%)	122 (100.0%)	117 (100.0%)	12 (100.0%)	490 (100.0%)
Passed/ (Passed & Failed)	100.0%	100.0%	75.0%	70.4%	90.6%	0.0%	78.2%

FIGURE 7

PERCENT OF CADET CORPS APPLICANTS PASSING MEDICAL EXAMINATION BY RACE AND SEX, 1986

Percent Passing

Overall Average: 74.3

TABLE 9

CADET CORPS APPLICANTS

Results of Psychological Examination by Sex and Race 1986
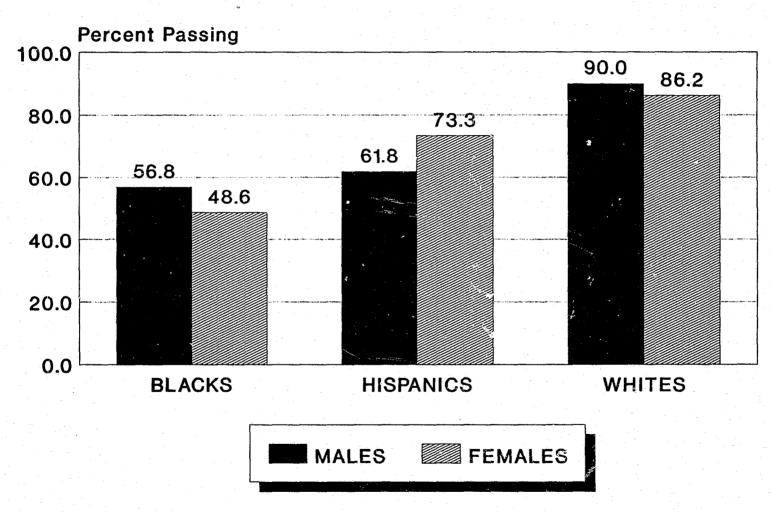
Males

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	0 (0.0%)	1 (3.0%)	21 (7.9%)	21 (10.2%)	99 (21.1%)	2 (20.0%)	144 (14.6%)
No Record/ Review	1 (16.7%)	28 (84.8%)	215 (81.1%)	167 (81.1%)	343 (73.1%)	8 (80.0%)	762 (77.0%)
Discon-tinued	5 (83.3%)	2 (6.1%)	13 (4.9%)	5 (2.4%)	16 (3.4%)	0 (0.0%)	41 (4.1%)
Failed	0 (0.0%)	2 (6.1%)	16 (6.0%)	13 (6.3%)	11 (2.3%)	0 (0.0%)	42 (4.2%)
Total	6 (100.0%)	33 (100.0%)	265 (100.0%)	206 (100.0%)	469 (100.0%)	10 (100.0%)	989 (100.0%)
Passed/ (Passed & Failed)	——	33.3%	56.8%	61.8%	90.0%	100.0%	77.4%

Females

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	0 (0.0%)	1 (33.3%)	17 (7.2%)	11 (9.0%)	25 (21.4%)	0 (0.0%)	54 (11.0%)
No Record/ Review	0 (0.0%)	2 (66.7%)	187 (79.6%)	98 (80.3%)	86 (73.5%)	12 (100.0%)	385 (78.6%)
Discon-tinued	0 (0.0%)	0 (0.0%)	13 (5.5%)	9 (7.4%)	2 (1.7%)	0 (0.0%)	24 (4.9%)
Failed	1 (100.0%)	0 (0.0%)	18 (7.6%)	4 (3.3%)	4 (3.4%)	0 (0.0%)	27 (5.5%)
Total	1 (100.0%)	3 (100.0%)	235 (100.0%)	122 (100.0%)	117 (100.0%)	12 (100.0%)	490 (100.0%)
Passed/ (Passed & Failed)	0.0%	100.0%	48.6%	73.3%	86.2%	——	66.7%

PERCENT OF CADET CORPS APPLICANTS PASSING PSYCHOLOGICAL EXAMINATION BY RACE AND SEX, 1986

Percent Passing

Overall Average: 74.2

TABLE 10

CADET CORPS APPLICANTS

Results of Background Investigation by Sex and Race 1986

Males

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	0 (0.0%)	2 (6.1%)	16 (6.0%)	19 (9.2%)	85 (18.1%)	0 (10.0%)	122 (12.3%)
No Record/ Review	3 (50.0%)	1 (3.0%)	8 (3.0%)	9 (4.4%)	24 (5.8%)	1 (10.0%)	46 (4.7%)
Discon-tinued	3 (50.0%)	30 (90.9%)	219 (82.6%)	163 (79.1%)	333 (71.0%)	8 (80.0%)	756 (76.4%)
Failed	0 (0.0%)	0 (0.0%)	22 (8.3%)	15 (7.3%)	27 (5.8%)	1 (10.0%)	65 (6.6%)
Total	6 (100.0%)	33 (100.0%)	265 (100.0%)	206 (100.0%)	469 (100.0%)	10 (100.0%)	989 (100.0%)
Passed/ (Passed & Failed)	——	100.0%	42.1%	55.9%	75.9%	0.0%	65.2%

Females

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	0 (0.0%)	1 (33.3%)	14 (6.0%)	10 (8.2%)	24 (20.5%)	0 (0.0%)	49 (10.0%)
No Record/ Review	1 (100.0%)	0 (0.0%)	7 (3.0%)	7 (5.7%)	3 (2.6%)	0 (0.0%)	18 (3.7%)
Discon-tinued	0 (0.0%)	2 (66.7%)	200 (85.1%)	99 (81.1%)	87 (74.4%)	12 (100.0%)	400 (81.6%)
Failed	0 (0.0%)	0 (0.0%)	14 (6.0%)	6 (4.9%)	3 (2.6%)	0 (0.0%)	23 (4.7%)
Total	1 (100.0%)	3 (100.0%)	235 (100.0%)	122 (100.0%)	117 (100.0%)	12 (100.0%)	490 (100.0%)
Passed/ (Passed & Failed)	——	100.0%	50.0%	62.5%	88.9%	——	68.1%

30

FIGURE 9

PERCENT OF CADET CORPS APPLICANTS PASSING BACKGROUND INVESTIGATION BY RACE AND SEX, 1986

Overall Average: 66.0

TABLE 11

CADET CORPS APPLICANTS

Results of Oral Examination by Sex and Race 1986
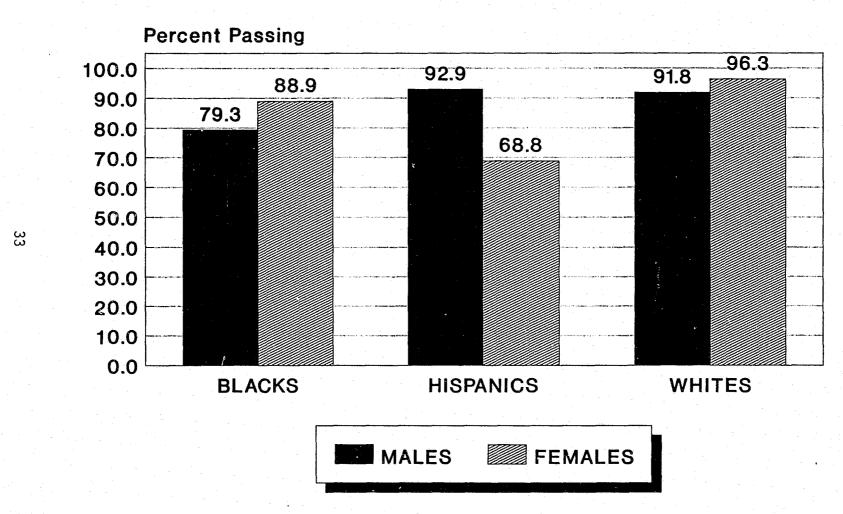
Males

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	0 (0.0%)	2 (6.1%)	23 (8.7%)	26 (12.6%)	101 (21.5%)	2 (20.0%)	154 (15.6%)
Did Not Take Exam	6 (100.0%)	31 (93.9%)	236 (89.1%)	178 (86.4%)	359 (76.5%)	8 (80.0%)	818 (82.7%)
Failed	0 (0.0%)	0 (0.0%)	6 (2.3%)	2 (1.0%)	9 (1.9%)	0 (0.0%)	17 (1.7%)
Total	6 (100.0%)	33 (100.0%)	265 (100.0%)	206 (100.0%)	469 (100.0%)	10 (100.0%)	989 (100.0%)
Passed/ (Passed & Failed)	——	100.0%	79.3%	92.9%	91.8%	100.0%	90.1%

Females

Results	Race						Total
	Unknown	Asians	Blacks	Hispan-ics	Whites	Others	
Passed	0 (0.0%)	1 (33.3%)	32 (13.7%)	11 (9.0%)	26 (22.2%)	0 (0.0%)	70 (14.3%)
Did Not Take Exam	1 (100.0%)	2 (66.7%)	197 (84.5%)	106 (86.9%)	90 (76.9%)	12 (100.0%)	408 (83.6%)
Failed	0 (0.0%)	0 (0.0%)	4 (1.7%)	5 (4.1%)	1 (0.9%)	0 (0.0%)	10 (2.0%)
Total	1 (100.0%)	3 (100.0%)	235 (100.0%)	122 (100.0%)	117 (100.0%)	12 (100.0%)	488 (100.0%)
Passed/ (Passed & Failed)	——	100.0%	88.9%	68.8%	96.3%	——	87.5%

FIGURE 10

PERCENT OF CADET CORPS APPLICANTS PASSING ORAL EXAMINATION BY RACE AND SEX, 1986

Percent Passing

Overall Average: 89.2

TABLE 12

DISPOSITION OF APPLICATIONS TO CADET CORPS
(ACTUAL NUMBERS OF APPLICANTS)
(N=1479)

Did Not Take Oral Exam

No Record Of Background Investigation

		MEDICAL				
		F	D	NR	P	T
P	P	0	0	0	0	0
S						
Y	NR	42	2	3	0	47
C						
H	D	0	0	4	0	4
O						
L	F	1	0	0	8	9
G						
L	T	43	2	7	8	60

Passed Background Investigation

		MEDICAL				
		F	D	NR	P	T
P	P	1	0	0	1	2
S						
Y	NR	1	0	0	0	1
C						
H	D	0	0	0	0	0
O						
L	F	0	0	0	2	2
G						
L	T	1	0	0	3	5

Failed Background Investigation

		MEDICAL				
		F	D	NR	P	T
P	P	0	0	0	7	7
S						
Y	NR	0	7	10	3	20
C						
H	D	0	1	2	2	5
O						
L	F	0	1	1	4	6
G						
L	T	0	9	13	16	38

Background Investigation Discontinued

		MEDICAL				
		F	D	NR	P	T
P	P	2	0	0	8	10
S						
Y	NR	26	67	957	5	1055
C						
H	D	6	15	6	19	46
O						
L	F	1	0	3	10	14
G						
L	T	35	82	966	42	1125

TABLE 12 - continued

DISPOSTION OF APPLICATIONS TO CADET CORPS
(ACTUAL NUMBERS OF APPLICANTS)
(N=1479)

Failed Oral Exam

**No Record of
Background Investigation**

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0	0	0	0	0
	NR	1	0	0	0	1
	D	0	0	0	0	0
	F	0	0	0	0	0
	T	1	0	0	0	1

**Passed
Background Investigation**

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0	0	0	0	0
	NR	0	0	0	0	0
	D	0	0	0	0	0
	F	0	0	0	1	1
	T	0	0	0	1	1

**Failed
Background Investigation**

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0	0	0	14	14
	NR	0	1	1	1	3
	D	0	0	0	1	1
	F	0	1	1	1	3
	T	0	2	2	17	21

**Background Investigation
Discontinued**

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0	0	0	0	0
	NR	1	0	0	0	1
	D	0	0	0	1	1
	F	0	0	0	2	2
	T	1	0	0	3	4

35

TABLE 12 - continued

DISPOSTION OF APPLICATIONS TO CADET CORPS
(ACTUAL NUMBERS OF APPLICANTS)
(N=1479)

Passed Oral Exam

No Record of Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0	0	1	0	1
	NR	0	0	0	0	0
	D	0	0	0	0	0
	F	0	0	1	1	2
	T	0	0	2	1	3

Passed Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	2	2	0	133	137
	NR	3	1	4	0	8
	D	1	0	0	2	3
	F	2	3	0	12	17
	T	8	6	4	147	165

Failed Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0	1	1	10	12
	NR	0	4	0	2	6
	D	0	1	2	0	3
	F	0	1	0	7	8
	T	0	7	3	19	29

Background Investigation Discontinued

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	1	0	0	14	15
	NR	3	1	0	1	5
	D	1	0	0	1	2
	F	1	0	0	4	5
	T	6	1	0	20	27

P = Passed, NR = No Record, D = Discontinued, F = Failed, T = Total

TABLE 13
DISPOSITION OF APPLICATIONS TO CADET CORPS:
PERCENT OF TOTAL APPLICANTS
(N = 1479)

Did Not Take Oral Exam

No Record of
Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	0.0	0.0	0.0	0.0
	NR	2.8	0.1	0.2	0.0	3.2
	D	0.0	0.0	0.3	0.0	0.3
	F	.07	0.0	0.0	0.5	0.6
	T	2.9	0.1	0.5	0.5	4.1

Passed
Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	.06	0.0	0.0	.06	0.1
	NR	.06	0.0	0.0	0.0	.06
	D	0.0	0.0	0.0	0.0	0.0
	F	0.0	0.0	0.0	0.1	0.1
	T	0.1	0.0	0.0	0.2	0.3

Failed
Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	0.0	0.0	0.5	0.5
	NR	0.0	0.5	0.7	0.2	1.4
	D	0.0	.07	0.1	0.1	0.3
	F	0.0	.07	.07	0.3	0.4
	T	0.0	0.6	0.9	1.1	2.6

Background Investigation
Discontinued

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.1	0.0	0.0	0.5	0.7
	NR	1.8	4.5	64.7	0.3	71.3
	D	0.4	1.0	0.4	1.3	3.1
	F	.07	0.0	0.2	0.7	0.9
	T	2.4	5.6	65.3	2.8	76.1

Failed Oral Exam

No Record of
Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	0.0	0.0	0.0	0.0
	NR	.06	0.0	0.0	0.0	.06
	D	0.0	0.0	0.0	0.0	0.0
	F	0.0	0.0	0.0	0.0	0.0
	T	.06	0.0	0.0	0.0	.06

Passed
Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	0.0	0.0	0.0	0.0
	NR	0.0	0.0	0.0	0.0	0.0
	D	0.0	0.0	0.0	0.0	0.0
	F	0.0	0.0	0.0	.06	.06
	T	0.0	0.0	0.0	.06	.06

Failed
Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	0.0	0.0	0.9	0.9
	NR	0.0	.06	.06	.06	0.2
	D	0.0	0.0	0.0	.06	.06
	F	0.0	.07	.07	.06	0.2
	T	0.0	0.1	0.1	1.1	1.4

Background Investigation
Discontinued

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	0.0	0.0	0.0	0.0
	NR	.06	0.0	0.0	0.0	.06
	D	0.0	0.0	0.0	.06	.06
	F	0.0	0.0	0.0	0.1	0.1
	T	0.6	0.0	0.0	0.2	0.3

TABLE 13 - continued
DISPOSITION OF APPLICATIONS TO CADET CORPS
PERCENT OF TOTAL APPLICANTS
(N = 1479)

Passed Oral Exam

No Record of Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	0.0	.06	0.0	.06
	NR	0.0	0.0	0.0	0.0	0.0
	D	0.0	0.0	0.0	0.0	0.0
	F	0.0	0.0	.06	.06	0.1
	T	0.0	0.0	0.1	.06	0.2

Passed Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.1	0.1	0.0	9.0	9.3
	NR	0.2	.06	0.2	0.0	0.5
	D	.06	0.0	0.0	0.1	0.2
	F	0.1	0.2	0.0	0.8	1.1
	T	0.5	0.4	0.2	9.9	11.2

Failed Background Investigation

		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	0.0	.06	.06	0.7	0.8
	NR	0.0	0.2	0.0	0.1	0.4
	D	0.0	.06	0.1	0.0	0.2
	F	0.0	.06	0.0	0.4	0.5
	T	0.0	0.4	0.2	1.3	2.0

Background Investigation Discontinued
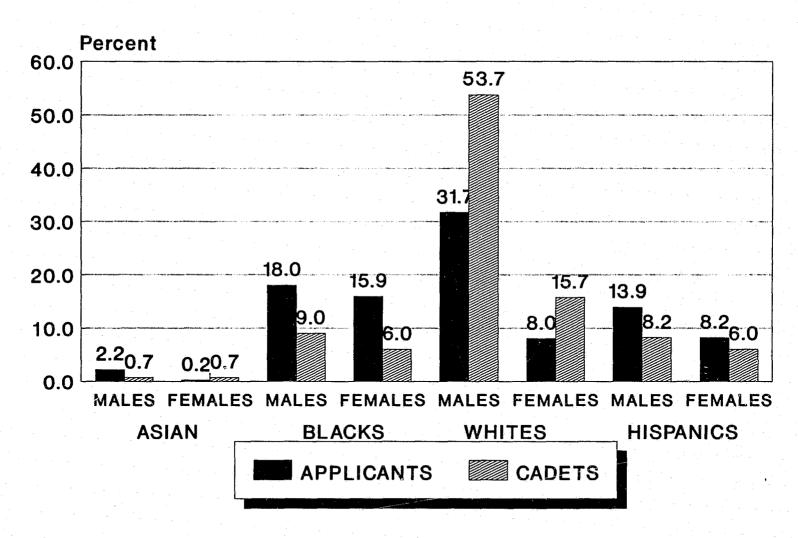
		MEDICAL				
		F	D	NR	P	T
P S Y C H O L G L	P	.06	0.0	0.0	0.9	1.0
	NR	0.2	.06	0.0	.06	0.3
	D	.06	0.0	0.0	.06	0.1
	F	.06	0.0	0.0	0.2	0.3
	T	0.4	.06	0.0	1.4	1.8

P = Passed, NR = No Record, D = Discontinued, F = Failed, T = Total

FIGURE 11
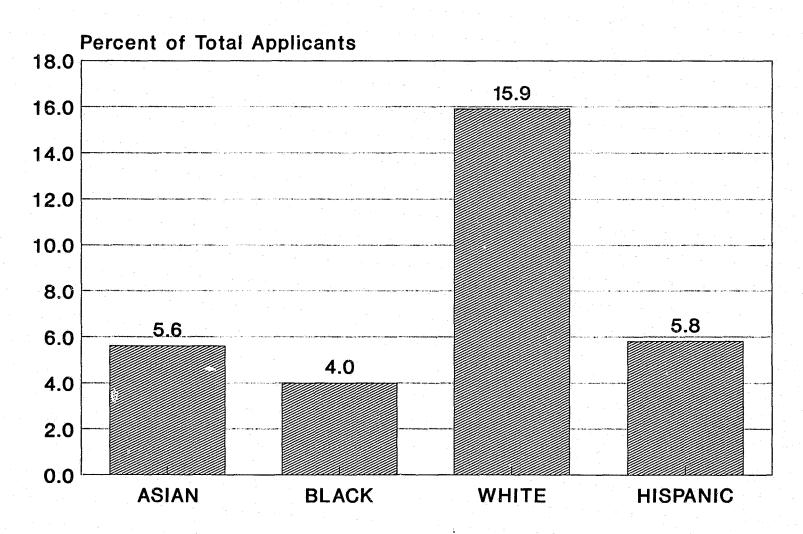
Percent of Applicants By School Selected for Cadet Corps
1986
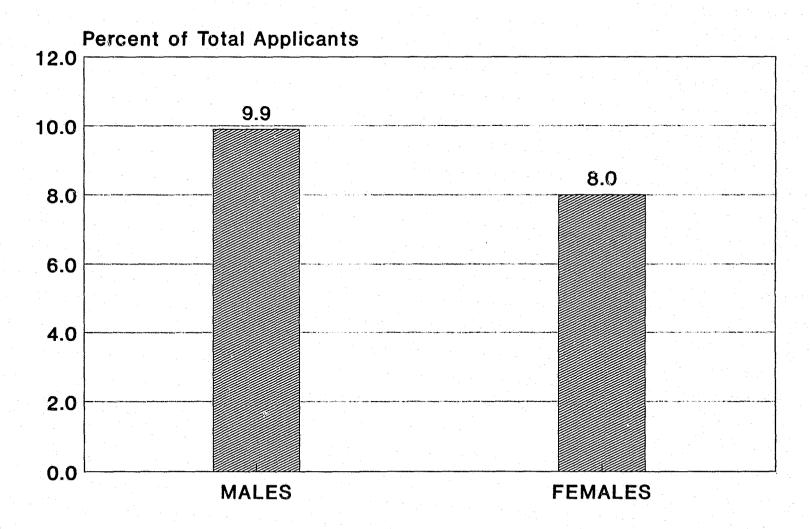
```
50- -50.0 Pratt (1/2)



45-




40-




     -36.4 Wagner (4/11)
35-




30-




25-
     -24.2 Lehman (8/33)

     -22.2 Columbia (2/9)
     -21.2 Fordham (7/33)
     -20.4 St. John's (29/142)
20- -20.0 Manhattan College (1/5)

     -17.1 Baruch (7/41)
     -16.7 NYU (3/18)
     -15.8 College of Staten Island (9/57)
15-
     -14.3 Brooklyn (10/70); St. Joseph's (1/7)

     -12.8 Queens College (6/47)
     -12.2 Hunter (5/41)
10- -10.5 Pace (2/19)
ALL APPLICANTS 9.1- -9.1 New York Institute (2/22)

     -7.7 New York City Tech (3/39)
Nassau C.C.(1/15) 6.6- -6.1 John Jay (17/277)
     5- -5.3 City Col. (2/38); LaGuardia C.C. (1/19);
             St. Francis (1/19)
     -4.8 LIU (2/42); York (1/21)
Manhattan C.C. (4/103)3.9- -3.8 Kingsborough C.C. (2/52)



0-
```

FIGURE 12
PERCENT OF APPLICANTS AND CADETS
BY RACE AND SEX

Percent

	53.7

Bar chart values by group:

- ASIAN MALES: 2.2 (applicants), 0.7 (cadets)
- ASIAN FEMALES: 0.2 (applicants), 0.7 (cadets)
- BLACKS MALES: 18.0 (applicants), 9.0 (cadets)
- BLACKS FEMALES: 15.9 (applicants), 6.0 (cadets)
- WHITES MALES: 31.7 (applicants), 53.7 (cadets)
- WHITES FEMALES: 8.0 (applicants), 15.7 (cadets)
- HISPANICS MALES: 13.9 (applicants), 8.2 (cadets)
- HISPANICS FEMALES: 8.2 (applicants), 6.0 (cadets)

Legend: ■ APPLICANTS ▨ CADETS

FIGURE 13

PERCENT OF TOTAL APPLICANTS ACCEPTED
AS CADETS BY RACE

FIGURE 14

PERCENT OF TOTAL APPLICANTS ACCEPTED AS CADETS BY SEX

FIGURE 15

PERCENT OF TOTAL APPLICANTS ACCEPTED
AS CADETS BY RACE AND SEX

Percent of Total Applicants

* Too few cases to permit calculation of
reliable percentages.

TABLE 14

1986 CADETS
BY RACE AND SEX

GENDER	WHITE	BLACK	HISPANIC	ASIAN	OTHER	TOTAL
MALE	71 (74.7) (76.3) (53.4)	12 (12.6) (60.0) (9.0)	11 (11.6) (61.1) (8.3)	1 (1.1) (50.0) (0.8)	0 (0.0) (0.0) (0.0)	95 (100.0) (71.4) (71.4)
FEMALE	22 (57.9) (23.7) (16.5)	8 (21.1) (40.0) (6.0)	7 (18.4) (38.9) (5.3)	1 (2.6) (50.0) (0.8)	0 (0.0) (0.0) (0.0)	38 (100.0) (28.6) (28.6)
TOTAL	93 (69.9) (100.0) (69.9)	20 (15.0) (100.0) (15.0)	18 (13.5) (100.0) (13.5)	2 (1.5) (100.0) (1.5)	0 (0.0) (0.0) (0.0)	133 (100.0) (100.0) (100.0)

Note: % Row
         % Column
         % Total

45

TABLE 15

1987A CADETS
BY RACE AND SEX

GENDER	WHITE	BLACK	HISPANIC	ASIAN	OTHER	TOTAL
MALE	53 (54.1) (85.5) (37.9)	16 (16.3) (50.0) (11.4)	28 (28.6) (63.6) (20.0)	1 (1.0) (100.0) (0.7)	0 (0.0) (0.0) (0.0)	98 (100.0) (70.0) (70.0)
FEMALE	9 (21.4) (14.5) (6.4)	16 (38.1) (50.0) (11.4)	16 (38.1) (36.4) (11.4)	0 (0.0) (0.0) (0.0)	1 (2.4) (0.0) (0.7)	42 (100.0) (30.0) (30.0)
TOTAL	63 (44.3) (100.0) (44.3)	32 (22.9) (100.0) (22.9)	44 (31.4) (100.0) (31.4)	1 (0.7) (100.0) (0.7)	1 (0.7) (100.0) (0.7)	140 (100.0) (100.0) (100.0)

Note: % Row
     % Column
     % Total

TABLE 16

1987B CADETS
BY RACE AND SEX

GENDER	WHITE	BLACK	HISPANIC	ASIAN	OTHER	TOTAL
MALE	25 (38.5) (73.5) (24.8)	20 (30.8) (4.6) (19.8)	17 (26.1) (63.0) (16.8)	2 (3.1) (100.0) (2.0)	1 (1.5) (100.0) (1.0)	65 (100.0) (64.4) (64.4)
FEMALE	9 (25.0) (26.5) (8.9)	17 (47.2) (45.9) (16.8)	10 (27.8) (37.0) (9.9)	0 (0.0) (0.0) (0.0)	0 (0.0) (0.0) (0.0)	36 (100.0) (35.6) (35.6)
TOTAL	34 (33.7) (100.0) (33.7)	37 (36.6) (100.0) (36.6)	27 (26.7) (100.0) (26.7)	2 (2.0) (100.0) (2.0)	1 (1.0) (100.0) (1.0)	101 (100.0) (100.0) (100.0)

Note: % Row
         % Column
         % Total
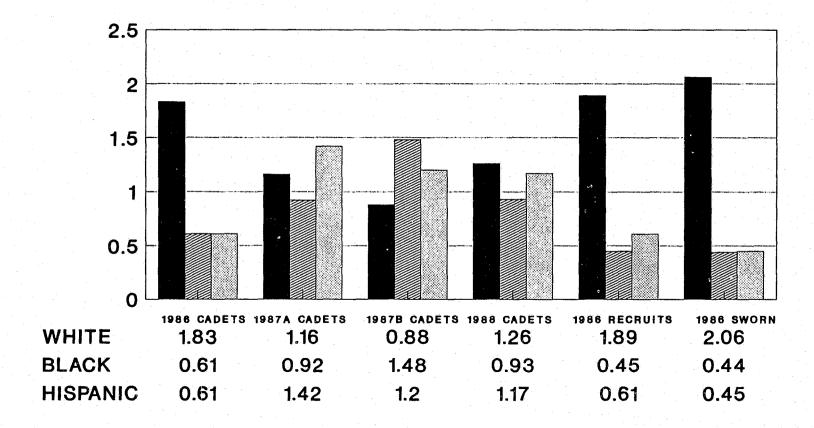
TABLE 17

1988 CADETS
BY RACE AND SEX

GENDER	WHITE	BLACK	HISPANIC	ASIAN	OTHER	TOTAL
MALE	46 (55.4) (73.0) (35.1)	14 (16.9) (46.7) (10.7)	20 (24.1) (58.8) (15.3)	2 (2.4) (100.0) (1.5)	1 (1.2) (50.0) (0.8)	83 (100.0) (63.4) (63.4)
FEMALE	17 (35.4) (27.0) (13.0)	16 (33.3) (53.3) (12.2)	14 (29.2) (41.2) (10.7)	0 (0.0) (0.0) (0.0)	1 (2.1) (50.0) (0.8)	48 (100.0) (36.6) (36.6)
TOTAL	63 (48.1) (100.0) (48.1)	30 (22.9) (100.0) (22.9)	34 (26.0) (100.0) (26.0)	2 (1.5) (100.0) (1.5)	2 (1.5) (100.0) (1.5)	131 (100.0) (100.0) (100.0)

Note: % Row
             % Column
             % Total

FIGURE 16

ETHNIC REPRESENTATIVENESS
OF THE CADET COHORTS, 1986 RECRUITS, AND
1986 SWORN PERSONNEL

49

	1986 CADETS	1987A CADETS	1987B CADETS	1988 CADETS	1986 RECRUITS	1986 SWORN
WHITE	1.83	1.16	0.88	1.26	1.89	2.06
BLACK	0.61	0.92	1.48	0.93	0.45	0.44
HISPANIC	0.61	1.42	1.2	1.17	0.61	0.45
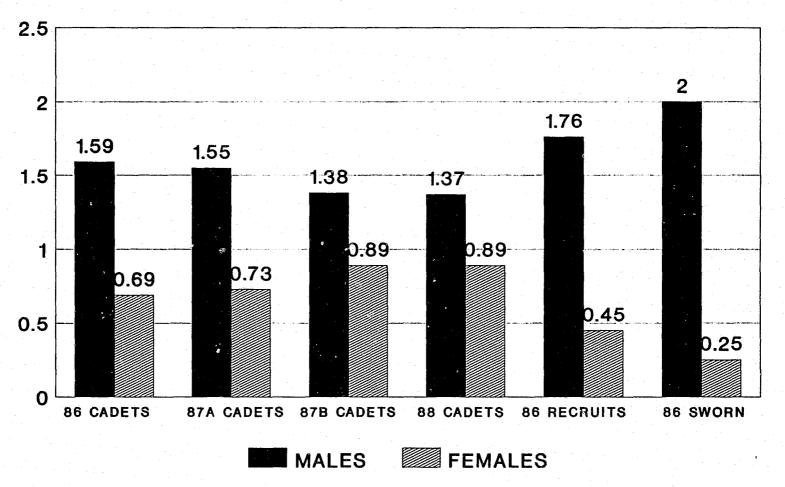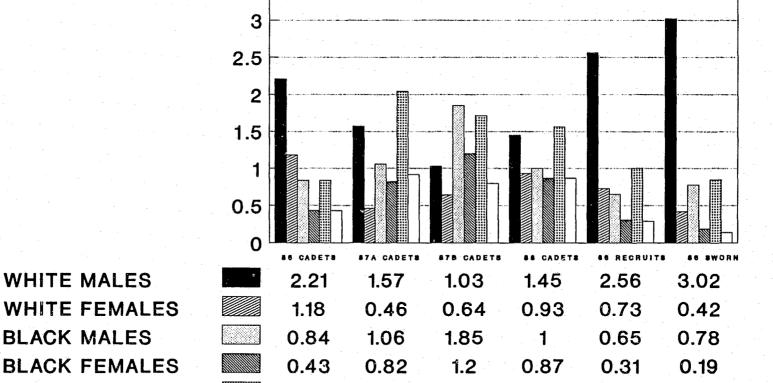
■ WHITE ▨ BLACK ▨ HISPANIC

Note: Ethnic representativeness is computed by dividing the percentage of cadets who belong to a given ethnic group by the percentage of the general population for that group.

FIGURE 17

SEX REPRESENTATIVENESS OF THE CADET COHORTS, 1986 RECRUITS, AND 1986 SWORN PERSONNEL

Note: Sex representativeness is computed by dividing the percentage of personnel who belong to a given sex group by the percentage of the general population for that group.

50

FIGURE 18

ETHNIC AND SEX REPRESENTATIVENESS OF THE CADET COHORTS, 1986 RECRUITS, 1986 SWORN PERSONNEL

	86 CADETS	87A CADETS	87B CADETS	88 CADETS	86 RECRUITS	86 SWORN
WHITE MALES	2.21	1.57	1.03	1.45	2.56	3.02
WHITE FEMALES	1.18	0.46	0.64	0.93	0.73	0.42
BLACK MALES	0.84	1.06	1.85	1	0.65	0.78
BLACK FEMALES	0.43	0.82	1.2	0.87	0.31	0.19
HISPANIC MALES	0.84	2.04	1.71	1.56	1	0.85
HISPANIC FEMALES	0.43	0.92	0.8	0.87	0.29	0.14

Note: Ethnic representativeness is computed by dividing the percentage of cadets who belong to a given ethnic group by the percentage of the general population for that group.

51

TABLE 18

College/University Attended by Cadet Cohort

1986 Cadet Cohort		1987A Cadet Cohort		1987B Cadet Cohort		1988 Cadet Cohort	
School	%	School	%	School	%	School	%
John Jay College	17.5	John Jay College	28.6	John Jay College	28.7	John Jay College	26.7
St. John's University	23.0	St. John's University	13.6	St. John's University	6.9	St. John's University	9.2
Brooklyn College	7.9	Brooklyn College	4.3	Barauch College	5.9	Barauch College	6.1
College of Staten Island	6.3	Lehman College	4.3	Queens College	5.9	Brooklyn College	6.1
Fordham University	6.3	New York University	3.6	City College of New York	5.0	College of Staten Island	6.1
Queens College	5.6	Other	45.7	Other	47.5	Queens College	5.3
Lehman College	5.6					City College of New York	5.3
Other	32.6					Other	35.1

TABLE 19

College Majors by Cadet Cohort
1986

Major	%	Major	%	Major	%	Major	%
Criminal Justice/ Police Science	23.0	Criminal Justice/ Police Science	33.6	Criminal Justice/ Police Science	19.8	Criminal Justice/ Police Science	23.7
Business	19.3	Social Science	18.6	Business	10.9	Business	13.7
Social Science	15.6	Business	16.4	Other	69.3	Social Science	8.4
Other	42.2	Liberal Arts	4.3			Other	54.2
		Other	27.1				

TABLE 20

CADETS' SOURCES OF INFORMATION
How Cadets Firt Heard About the
Cadet Corps Program

		1986 Cadets (N=135) (%)	1987A Cadets (N=124) (%)	1987B Cadets (N=79) (%)	1988 Cadets (N=118) (%)
1.	Through a police recruiter on campus	13.1	17.6	34.3	29.9
2.	Through a college instructor/counselor	4.9	5.9	9.0	5.2
3.	Through school newspaper/ bulletin	23.8	9.2	9.0	15.5
4.	Through local newspaper	7.4	3.4	0.0	2.1
5.	Through local radio/tv station	37.7	40.3	25.4	20.6
6.	Through relatives	4.9	11.8	6.0	9.3
7.	Through friends	8.2	11.8	16.4	17.5

TABLE 21

MEANS FOR WAVE 1 FOR REASONS FOR ENTRY

VARIABLE/SCALE NAME	86 CADET COHORT (N=135)	87A CADET COHORT (N=124)	87B CADET COHORT (N=79)	88 CADET COHORT (n=118)
Work in Community	2.37	2.63	2.50	2.63
Freedom Outdoors	2.05	2.00	2.10	1.86
Excitement and Challenge	2.55	2.60	2.53	2.43
Influence of Others	1.61	1.56	1.54	1.51
Good Job Opportunity	2.39	2.37	2.46	2.07
Carry Gun	1.47	1.42	1.64	1.30
Need Financial Assistance	1.91	2.27	2.19	2.03
Find Out About Policing	2.62	2.58	2.54	2.76
Career Advancement	2.31	2.46	2.54	2.54

TABLE 22

TIME SPENT BY CADETS
ENGAGED IN VARIOUS TYPES OF ACTIVITIES

ACTIVITY	1986 Cadets		1987 Cadets		1988 Cadets
	Summer of 1986	Summer of 1987	Summer of 1987	Summer of 1988	Summer of 1988
Attending Community Meetings	2.02	1.60	1.83	2.03	1.53
Calling or visiting crime victims/distributing victim referral pamphlet	2.74	2.08	2.28	2.59	2.23
Riding in a radio patrol car	2.64	1.85	2.22	2.39	2.89
Accompanying crime prevention officers	2.03	1.68	2.03	1.78	1.82
Working telephone switchboard	2.34	2.10	2.47	2.20	1.70
Walking foot patrol with an officer	3.21	2.54	2.62	2.97	2.65
Walking foot patrol without an officer	1.59	1.81	1.83	1.51	1.30
Escorting senior citizens	1.77	1.69	1.60	1.62	1.38
Working reception desk	2.09	1.66	2.20	1.92	1.86
Attending street fairs	1.74	1.48	1.62	1.85	1.51
Learning about the precinct station	3.14	2.17	2.74	2.60	2.74
Updating business index	1.82	2.60	2.43	2.03	1.91
Operating Fun Wagon	1.20	1.17	1.19	1.40	1.37

TABLE 22 - continued

ACTIVITY	1986 Cadets		1987 Cadets		1988 Cadets
	Summer of 1986	Summer of 1987	Summer of 1987	Summer of 1988	Summer of 1988
Riding in CPOP van	3.21	2.65	3.06	2.98	2.73
Recording or mapping crime/accident reports	2.27	1.79	2.42	2.42	1.96
Going on field trips	1.86	1.48	1.77	1.67	1.43
Riding in a fingerprint car	1.28	1.08	1.12	1.79	1.65
Typing roll call assignments or reports	1.62	1.48	1.76	1.79	1.42
Fingerprinting day care children	1.17	1.35	1.28	1.33	1.18
Waiting for an assignment	2.30	2.30	2.24	2.20	2.56

4 = Very Much Time
3 = A Moderate Amount of Time
2 = A Little Time
1 = No Time At All

TABLE 23

ASPECTS OF PROGRAM LIKED BEST BY CADETS

ASPECT	86 COHORT TOTAL MENTIONS	87A COHORT TOTAL MENTIONS	87B COHORT TOTAL MENTIONS	88 COHORT TOTAL MENTIONS
Training/ Experience	73 (19.9%)	64 (25.5%)	17 (30.4%)	63 (28.3%)
Knowledge/ Awareness	66 (18.0%	36 (14.3%)	8 (14.3%)	27 (12.1%)
Tuition/Loan	24 (6.5%)	22 (8.8%)	3 (5.4%)	5 (2.2%)
Salary	23 (6.3%)	14 (5.6%)	0 (0.0%)	14 (6.3%)
None	22 (6.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Combine School & Career	17 (4.6%)	12 (4.8%)	5 (8.9%)	13 (5.8%)
Other	17 (4.6%)	21 (8.4%)	2 (3.6%)	11 (4.9%)
People	16 (4.4%)	13 (5.2%)	4 (7.1%)	13 (5.8%)
Cadets/Friends	11 (3.0%)	6 (2.4%)	1 (1.2%)	9 (4.0%)
CPOP	9 (2.5%)	1 (0.4%)	0 (0.0%)	5 (5.2%)
Career Advantage	8 (2.2%)	4 (1.6%)	0 (0.0%)	4 (1.8%)
Career Opportunity	8 (2.2%)	9 (3.6%)	1 (1.2%)	2 (0.9%)
Chance to Decide	7 (1.9%)	1 (0.4%)	0 (0.0%)	4 (1.8%)
Police Officers	7 (1.9%)	9 (3.6%)	3 (5.4%)	11 (4.9%)
Helping	7 (1.9%)	3 (1.2%)	0 (0.0%)	3 (1.3%)
Job Security	7 (1.9%)	11 (4.4%)	4 (7.1%)	11 (4.9%)
Supervisors	6 (1.6%)	4 (1.6%)	0 (0.0%)	0 (0.0%)
Field Trips	6 (1.6%)	3 (1.2%)	1 (1.2%)	1 (0.4%)

TABLE 23 - continued

ASPECTS OF PROGRAM LIKED BEST BY CADETS

ASPECT	86 COHORT TOTAL MENTIONS	87A COHORT TOTAL MENTIONS	87B COHORT TOTAL MENTIONS	88 COHORT TOTAL MENTIONS
Prestige	6 (1.6%)	6 (2.4%)	0 (0.0%)	7 (3.1%)
Motor Patrol	6 (1.9%)	2 (0.8%)	0 (0.0%)	0 (0.0%)
Job Before Graduation	4 (1.1%)	3 (1.2%)	3 (5.4%)	2 (0.9%)
Schedule	4 (1.1%)	2 (0.8%)	1 (1.2%)	3 (1.3%)
Community	4 (1.1%)	4 (1.6%)	2 (3.6%)	9 (4.0%)
Benefits/General	3 (0.8%)	1 (0.4%)	0 (0.0%)	2 (0.9%)
Foot Patrol	3 (0.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Physical Training	2 (0.5%)	0 (0.0%)	0 (0.0%)	4 (1.8%)
Speakers	1 (0.3%)	0 (0.0%)	1 (1.2%)	0 (0.0%)
Total	367 (100.0%)	251 (100.0%)	56 (100.0%)	223 (100.0%)

TABLE 24

ASPECTS OF PROGRAM CADETS WOULD CHANGE

ASPECT	86 COHORT TOTAL MENTIONS	87A COHORT TOTAL MENTIONS	87B COHORT TOTAL MENTIONS	88 COHORT TOTAL MENTIONS
Protective Equipment	38 (15.2%)	5 (2.5%)	1 (2.4%)	4 (2.9%)
Training	29 (11.6%)	23 (11.3%)	5 (12.2%)	21 (15.1%)
Uniforms	22 (8.8%)	18 (8.8%)	8 (19.5%)	11 (7.9%)
Friday Sessions	22 (8.8%)	1 (0.5%)	0 (0.0%)	4 (2.9%)
Organization	18 (7.2%)	13 (6.4%)	4 (9.8%)	14 (10.1%)
Role	15 (6.0%)	3 (1.5%)	2 (4.9%)	8 (5.8%)
Self-Defense Training	14 (5.6%)	0 (0.0%)	2 (4.9%)	7 (5.0%)
Job Assignment	14 (5.6%)	43 (21.1%)	2 (4.9%)	7 (5.8%)
Work Hours	12 (4.8%)	37 (18.1%)	7 (17.1%)	28 (20.1%)
Discipline	10 (4.0%)	2 (1.0%)	4 (9.8%)	1 (0.7%)
Benefits	10 (4.0%)	30 (14.7%)	1 (2.4%)	9 (6.5%)
Police Awareness	9 (3.6%)	3 (1.5%)	0 (0.0%)	2 (1.4%)
Physical Training	7 (2.8%)	7 (3.4%)	1 (2.4%)	11 (7.9%)
Motor Patrol	6 (2.4%)	3 (1.5%)	1 (2.4%)	4 (2.9%)
Public Awareness	5 (2.4%)	2 (1.0%)	0 (0.0%)	0 (0.0%)
Transportation	5 (2.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Police Officers	2 (0.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Other	12 (4.8%)	13 (6.4%)	3 (7.3%)	6 (4.3%)
Total	250 (100.0%)	204 (100.0%)	41 (100.0%)	139 (100.0%)

TABLE 25

STATUS OF 1986 CADET COHORT BY RACE AND SEX
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
PROMOTED 7/88	37	2	4	0	0	10	0	3	0	0	56
	(66.1)	(3.6)	(7.1)	(0.0)	(0.0)	(17.9)	(0.0)	(5.4)	(0.0)	(0.0)	(100.0)
	(52.1)	(16.7)	(36.4)	(0.0)	(0.0)	(45.5)	(0.0)	(42.9)	(0.0)	(0.0)	(42.1)
	(27.8)	(1.5)	(3.0)	(0.0)	(0.0)	(7.5)	(0.0)	(2.3)	(0.0)	(0.0)	(42.1)
PROMOTED 7/89	6	0	1	0	0	0	2	0	0	0	9
	(8.5)	(0.0)	(11.1)	(0.0)	(0.0)	(0.0)	(22.2)	(0.0)	(0.0)	(0.0)	(100.0)
	(8.5)	(0.0)	(9.1)	(0.0)	(0.0)	(0.0)	(25.0)	(0.0)	(0.0)	(0.0)	(6.8)
	(4.5)	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)	(0.0)	(6.8)
PROMOTED 4/90	0	0	1	0	0	0	0	0	0	0	1
	(0.0)	(0.0)	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(0.0)	(9.1)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
PROMOTED 7/90	0	1	0	0	0	0	0	0	0	0	1
	(0.0)	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(8.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
ACTIVE	0	0	0	0	0	0	0	0	0	0	0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
RESIGNED	24	6	5	1	0	10	4	3	1	0	54
	(44.4)	(11.1)	(9.3)	(1.9)	(0.0)	(18.5)	(7.4)	(5.6)	(1.9)	(0.0)	(100.0)
	(33.8)	(50.0)	(45.5)	(100.0)	(0.0)	(45.5)	(50.0)	(42.9)	(100.0)	(0.0)	(40.6)
	(18.1)	(4.5)	(3.8)	(0.8)	(0.0)	(7.5)	(3.0)	(2.3)	(0.8)	(0.0)	(40.6)

TABLE 25 - continued

STATUS OF 1986 CADET COHORT BY RACE AND SEX - continued
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
TERMINATED	3	2	0	0	0	0	2	1	0	0	8
	(37.5)	(25.0)	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(12.5)	(0.0)	(0.0)	(100.0)
	(4.2)	(16.7)	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(14.3)	(0.0)	(0.0)	(6.0)
	(2.3)	(1.5)	(0.0)	(0.0)	(0.0)	(0.0)	(1.5)	(0.8)	(0.0)	(0.0)	(6.0)
DISQUALIFIED	1	1	0	0	0	2	0	0	0	0	4
	(25.0)	(25.0)	(0.0)	(0.0)	(0.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(1.4)	(8.3)	(0.0)	(0.0)	(0.0)	(9.1)	(0.0)	(0.0)	(0.0)	(0.0)	(3.0)
	(0.8)	(0.8)	(0.0)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)	(0.0)	(0.0)	(3.0)
TOTAL	71	12	11	1	0	22	8	7	1	0	133
	(53.4)	(9.0)	(8.3)	(0.8)	(0.0)	(16.5)	(6.0)	(5.3)	(0.8)	(0.0)	(100.0)
	(100.0)	(100.0)	(100.0)	(100.0)	(0.0)	(100.0)	(100.0)	(100.0)	(100.0)	(0.0)	(100.0)
	(53.4)	(9.0)	(8.3)	(0.8)	(0.0)	(16.5)	(6.0)	(5.3)	(0.8)	(0.0)	(100.0)

% Row
% Column
% Total

62

TABLE 26

STATUS OF 1987A CADET COHORT BY RACE AND SEX
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
PROMOTED 7/88	0	0	1	0	0	1	0	0	0	0	2
	(0.0)	(0.0)	(50.0)	(0.0)	(0.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(0.0)	(3.6)	(0.0)	(0.0)	(11.1)	(0.0)	(0.0)	(0.0)	(0.0)	(1.4)
	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.0)	(0.0)	(1.4)
PROMOTED 7/89	28	4	10	0	0	3	5	3	0	1	54
	(51.9)	(7.4)	(18.5)	(0.0)	(0.0)	(5.6)	(9.3)	(5.6)	(0.0)	(1.9)	(100.0)
	(52.8)	(25.0)	(35.7)	(0.0)	(0.0)	(33.3)	(31.3)	(18.8)	(0.0)	(100.0)	(38.6)
	(20.0)	(2.9)	(7.1)	(0.0)	(0.0)	(2.1)	(3.6)	(2.1)	(0.0)	(0.7)	(38.6)
PROMOTED 4/90	4	2	0	0	0	0	2	0	0	0	8
	(50.0)	(25.0)	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(7.6)	(12.5)	(0.0)	(0.0)	(0.0)	(0.0)	(12.5)	(0.0)	(0.0)	(0.0)	(5.7)
	(2.9)	(1.4)	(0.0)	(0.0)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)	(0.0)	(5.7)
PROMOTED 7/90	1	0	3	0	0	1	0	1	0	0	6
	(16.7)	(0.0)	(50.0)	(0.0)	(0.0)	(16.7)	(0.0)	(16.7)	(0.0)	(0.0)	(100.0)
	(1.9)	(0.0)	(10.7)	(0.0)	(0.0)	(11.1)	(0.0)	(6.3)	(0.0)	(0.0)	(0.4)
	(0.7)	(0.8)	(2.1)	(0.0)	(0.0)	(0.7)	(0.0)	(0.7)	(0.0)	(0.0)	(0.4)
PROMOTED 12/90	0	0	0	0	0	0	0	1	0	0	1
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(6.3)	(0.0)	(0.0)	(0.7)
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.7)
ACTIVE	0	1	2	0	0	0	0	1	0	0	4
	(0.0)	(25.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(6.3)	(7.1)	(0.0)	(0.0)	(0.0)	(0.0)	(6.3)	(0.0)	(0.0)	(2.9)
	(0.0)	(0.7)	(1.4)	(0.0)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(2.9)

TABLE 26 - continued

STATUS OF 1987A CADET COHORT BY RACE AND SEX - continued
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
RESIGNED	16	7	10	1	0	4	8	9	0	0	54
	(29.1)	(12.7)	(18.2)	(1.8)	(0.0)	(7.3)	(14.6)	(16.4)	(0.0)	(0.0)	(100.0)
	(30.2)	(43.8)	(35.7)	(100.0)	(0.0)	(44.4)	(50.0)	(56.3)	(0.0)	(0.0)	(39.3)
	(11.4)	(5.0)	(7.1)	(0.7)	(0.0)	(2.9)	(5.7)	(6.4)	(0.0)	(0.0)	(39.3)
TERMINATED	4	2	2	0	0	0	1	1	0	0	10
	(40.0)	(20.0)	(20.0)	(0.0)	(0.0)	(0.0)	(10.0)	(10.0)	(0.0)	(0.0)	(100.0)
	(7.6)	(12.5)	(7.1)	(0.0)	(0.0)	(0.0)	(6.3)	(6.3)	(0.0)	(0.0)	(7.1)
	(2.9)	(1.4)	(1.4)	(0.0)	(0.0)	(0.0)	(0.7)	(0.7)	(0.0)	(0.0)	(7.1)
TOTAL	53	16	28	1	0	9	16	16	0	1	140
	(37.9)	(11.4)	(20.0)	(0.7)	(0.0)	(6.4)	(11.4)	(11.4)	(0.0)	(0.7)	(100.0)
	(100.0)	(100.0)	(100.0)	(100.0)	(0.0)	(100.0)	(100.0)	(100.0)	(0.0)	(100.0)	(100.0)
	(37.9)	(11.4)	(20.0)	(0.7)	(0.0)	(6.4)	(11.4)	(11.4)	(0.0)	(0.7)	(100.0)

% Row
% Column
% Total

TABLE 27

STATUS OF 1987B CADET COHORT BY RACE AND SEX
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
PROMOTED 7/88	1	2	0	0	0	0	1	0	0	0	4
	(25.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(4.0)	(10.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.9)	(0.0)	(0.0)	(0.0)	(4.0)
	(1.0)	(2.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(4.0)
PROMOTED 7/89	5	2	1	0	1	2	4	1	0	0	16
	(31.3)	(12.5)	(6.3)	(0.0)	(6.3)	(12.5)	(25.0)	(6.3)	(0.0)	(0.0)	(100.0)
	(20.0)	(10.0)	(5.9)	(0.0)	(100.0)	(22.2)	(23.5)	(10.0)	(0.0)	(0.0)	(15.8)
	(5.0)	(2.0)	(1.0)	(0.0)	(1.0)	(2.0)	(4.0)	(1.0)	(0.0)	(0.0)	(15.8)
PROMOTED 4/90	1	1	4	0	0	0	1	1	0	0	8
	(12.5)	(12.5)	(50.0)	(0.0)	(0.0)	(0.0)	(12.5)	(12.5)	(0.0)	(0.0)	(100.0)
	(4.0)	(5.0)	(23.5)	(0.0)	(0.0)	(0.0)	(5.9)	(10.0)	(0.0)	(0.0)	(7.9)
	(1.0)	(1.0)	(4.0)	(0.0)	(0.0)	(0.0)	(1.0)	(1.0)	(0.0)	(0.0)	(7.9)
PROMOTED 7/90	0	0	0	0	0	1	1	2	0	0	4
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(25.0)	(50.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(11.1)	(5.9)	(20.0)	(0.0)	(0.0)	(4.0)
	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(1.0)	(1.0)	(2.0)	(0.0)	(0.0)	(4.0)
ACTIVE	0	0	1	0	0	0	0	1	0	0	2
	(0.0)	(0.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(50.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(0.0)	(5.9)	(0.0)	(0.0)	(0.0)	(0.0)	(10.0)	(0.0)	(0.0)	(2.0)
	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(2.0)
RESIGNED	17	12	8	2	0	5	9	4	0	0	57
	(29.8)	(21.1)	(14.0)	(3.5)	(0.0)	(8.8)	(15.8)	(7.0)	(0.0)	(0.0)	(100.0)
	(68.0)	(60.0)	(47.1)	(100.0)	(0.0)	(55.6)	(52.9)	(40.0)	(0.0)	(0.0)	(56.4)
	(16.8)	(5.0)	(7.9)	(2.0)	(0.0)	(5.0)	(8.9)	(4.0)	(0.0)	(0.0)	(56.4)

TABLE 27 - continued

STATUS OF 1987B CADET COHORT BY RACE AND SEX - continued
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
TERMINATED	1	3	3	0	0	1	1	1	0	0	10
	(10.0)	(30.0)	(30.0)	(0.0)	(0.0)	(10.0)	(10.0)	(10.0)	(0.0)	(0.0)	(100.0)
	(4.0)	(15.0)	(17.7)	(0.0)	(0.0)	(11.1)	(5.9)	(10.0)	(0.0)	(0.0)	(9.9)
	(1.0)	(3.0)	(3.0)	(0.0)	(0.0)	(1.0)	(1.0)	(1.0)	(0.0)	(0.0)	(9.9)
TOTAL	25	20	17	2	1	9	17	10	0	0	101
	(24.8)	(19.8)	(16.8)	(2.0)	(1.0)	(8.9)	(16.8)	(9.9)	(0.0)	(0.0)	(100.0)
	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(0.0)	(0.0)	(100.0)
	(24.8)	(19.8)	(16.8)	(2.0)	(1.0)	(8.9)	(16.8)	(9.9)	(0.0)	(0.0)	(100.0)

% Row
% Column
% Total

66

TABLE 28

STATUS OF 1988 CADET COHORT BY RACE AND SEX
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
PROMOTED 7/89	1	0	1	0	0	0	0	0	0	0	2
	(50.0)	(0.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(2.2)	(0.0)	(5.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.5)
	(0.8)	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.5)
PROMOTED 4/90	5	0	0	0	0	0	1	1	0	0	7
	(71.4)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(14.3)	(14.3)	(0.0)	(0.0)	(100.0)
	(10.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(6.3)	(7.1)	(0.0)	(0.0)	(5.3)
	(3.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)	(0.8)	(0.0)	(0.0)	(5.3)
PROMOTED 7/90	16	2	4	0	1	5	2	2	0	1	33
	(48.5)	(6.1)	(12.1)	(0.0)	(3.0)	(15.2)	(6.1)	(6.1)	(0.0)	(3.0)	(100.0)
	(34.8)	(14.3)	(20.0)	(0.0)	(100.0)	(29.4)	(14.3)	(14.3)	(0.0)	(100.0)	(25.2)
	(12.2)	(1.5)	(3.1)	(0.0)	(0.8)	(3.8)	(1.5)	(1.5)	(0.0)	(0.8)	(25.2)
PROMOTED 9/90	1	0	0	0	0	0	0	0	0	0	1
	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(2.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
	(0.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
PROMOTED 12/90	2	0	0	0	0	1	0	1	0	0	4
	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(0.0)	(25.0)	(0.0)	(0.0)	(100.0)
	(4.3)	(0.0)	(0.0)	(0.0)	(0.0)	(5.9)	(0.0)	(7.1)	(0.0)	(0.0)	(3.1)
	(1.5)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.8)	(0.0)	(0.0)	(3.1)
ACTIVE	7	3	7	0	0	1	5	5	0	0	28
	(25.0)	(10.7)	(25.0)	(0.0)	(0.0)	(3.6)	(17.9)	(17.9)	(0.0)	(0.0)	(100.0)
	(15.2)	(21.4)	(35.0)	(0.0)	(0.0)	(5.9)	(31.3)	(35.7)	(0.0)	(0.0)	(21.4)
	(5.3)	(2.3)	(5.3)	(0.0)	(0.0)	(0.8)	(3.8)	(3.8)	(0.0)	(0.0)	(21.4)

67

TABLE 28 - continued

STATUS OF 1988 CADET COHORT BY RACE AND SEX - continued
(as of January 10, 1991)

STATUS	MALE WHITE	MALE BLACK	MALE HISPANIC	MALE ASIAN	MALE OTHER	FEMALE WHITE	FEMALE BLACK	FEMALE HISPANIC	FEMALE ASIAN	FEMALE OTHER	TOTAL
RESIGNED	14	9	8	2	0	9	8	5	0	0	55
	(25.5)	(16.4)	(14.5)	(3.6)	(0.0)	(16.4)	(14.5)	(9.1)	(0.0)	(0.0)	(100.0)
	(30.4)	(64.3)	(40.0)	(100.0)	(0.0)	(52.9)	(50.0)	(35.7)	(0.0)	(0.0)	(42.0)
	(10.7)	(6.9)	(6.1)	(1.5)	(0.0)	(6.9)	(6.1)	(3.8)	(0.0)	(0.0)	(42.0)
TERMINATED	0	0	0	0	0	1	0	0	0	0	1
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)
TOTAL	46	14	20	2	1	17	16	14	0	1	131
	(35.1)	(10.7)	(15.3)	(1.5)	(0.8)	(13.0)	(12.2)	(10.7)	(0.0)	(0.8)	(100.0)
	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(0.0)	(100.0)	(100.0)
	(35.1)	(10.7)	(15.3)	(1.5)	(0.8)	(13.0)	(12.2)	(10.7)	(0.0)	(0.8)	(100.0)

% Row
% Column
% Total

89

TABLE 29

REASONS FOR ENTRY: MEANS FOR TOTAL 1986 CADET COHORT AT WAVES 1 AND 4

	WAVE 1 (N=133)	WAVE 4 (N=63)
Work in Community	2.37	2.60
Freedom Outdoors	2.05	2.06
Excitement and Challenge	2.55	2.50
Influence of Others	1.61	1.42
Good Job Opportunity	2.39	2.26
Carry Gun	1.47	1.38

TABLE 30

REASONS FOR ENTRY
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 4
FOR TOTAL 1986 CADET COHORT

Work in Community	W1 < W4 p=.002

TABLE 31

REASONS FOR ENTRY
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 4
FOR 1986 CADET COHORT PANEL

Work in Community	W1 < W4 p=.000
Influence of Others	W1 > W4 p=.000
Good Job Opportunity	W1 > W4 p=.000

TABLE 32

REASONS FOR ENTRY:
MEANS FOR TOTAL 1987A CADET COHORT
AT WAVES 1 AND 5

VARIABLE/SCALE NAME	WAVE 1 (N=124)	WAVE 5 (N=23)
Work in Community	2.63	2.64
Freedom Outdoors	2.00	2.09
Excitement and Challenge	2.60	2.59
Influence of Others	1.56	1.52
Good Job Opportunity	2.37	2.20
Carry Gun	1.47	1.52

TABLE 33

REASONS FOR ENTRY:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 5
FOR TOTAL 1987A CADET COHORT

No significant differences

TABLE 34

REASONS FOR ENTRY:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 5
FOR 1987A CADET COHORT PANEL

No Significant Differences

TABLE 35

REASONS FOR ENTRY:
MEANS FOR TOTAL 1987B CADET COHORT
AT WAVES 1 AND 4

VARIABLE/SCALE NAME	WAVE 1 (N=79)	WAVE 4 (N=6)
Work in Community	2.50	2.44
Freedom Outdoors	2.10	2.25
Excitement and Challenge	2.53	2.08
Influence of Others	1.54	1.33
Good Job Opportunity	2.46	2.17
Carry Gun	1.64	1.50

TABLE 36

REASONS FOR ENTRY:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 4
FOR TOTAL 1987B CADET COHORT

Excitement and Challenge	W1 > W4
	p=.052

TABLE 37

REASONS FOR ENTRY:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 4
FOR 1987B CADET COHORT PANEL

Excitement and Challenge	W1 > W4
	p=.016

TABLE 38

PREFERRED CRITERIA FOR EVALUATING POLICE: MEANS FOR TOTAL 1986 CADET COHORT AT WAVES 1, 4 AND 5

	WAVE 1 (N=133)	WAVE 4 (N=63)	WAVE 5 (N=48)
Activity	2.54	2.41	2.45
Calls	3.48	3.41	3.38
Patrol Area Needs	3.61	3.50	3.30
Quick Response	3.53	3.31	3.36
Obedience	3.52	3.33	3.17
Few Complaints	3.00	3.19	2.94
Recognition	2.93	2.99	2.95
Ratings by Others	3.42	3.42	3.36
Community Orientation	4.12	4.23	4.31
Traditional Policing	4.51	4.13	4.20
Helping Orientation	4.63	4.57	4.68

TABLE 39

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1, 4 AND 5
FOR TOTAL 1986 CADET COHORT

Patrol Area Needs	W1 > W5 p=.050	
Quick Response	W1 > W4 p=.050	
Obedience	W1 > W5 p=.050	W4 > W5 p=.050
Few Complaints	W1 < W4 p=.050	
Traditional Policing	W1 > W4 p=.050	W1 > W5 p=.050

79

TABLE 40

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1, 4 AND 5
FOR 1986 CADET COHORT PANELS

Calls	W1>W4 p=.013		
Patrol Area Needs	W1>W4 p=.048	W1>W5 p=.012	
Quick Response	W1>W4 p=.006		
Obedience	W1>W4 p=.002	W1>W5 p=.000	W4>W5 p=.000
Few Complaints	W4>W5 p=.051		
Community Orientation	W1<W5 p=.016		
Traditional Policing	W1>W4 p=.000	W1>W5 p=.000	

TABLE 41

PREFERRED CRITERIA FOR EVALUATING POLICE:
MEANS FOR TOTAL 1987A CADET COHORT
AT WAVES 1, 4 AND 5

	WAVE 1 (N=124)	WAVE 4 (N=12)	WAVE 5 (N=23)
Activity	2.38	2.44	2.47
Calls	3.42	3.58	3.39
Patrol Area Needs	3.59	3.75	3.35
Quick Response	3.42	3.50	3.26
Obedience	3.45	3.19	3.13
Few Complaints	3.20	3.10	3.13
Recognition	3.10	3.18	3.04
Ratings by Others	3.46	3.29	3.39
Community Orientation	--	4.30	4.02
Traditional Policing	--	4.30	4.17
Helping Orientation	--	4.23	4.64

TABLE 42

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 5
FOR TOTAL 1987A CADET COHORT

Helping Orientation	W4 < W5
	p=.028

TABLE 43

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 5
FOR 1987A CADET COHORT PANEL

No Significant Differences

TABLE 44

PREFERRED CRITERIA FOR EVALUATING POLICE:
MEANS FOR 1987B CADET COHORT
AT WAVES 1, 3 AND 4

	WAVE 1 (N=79)	WAVE 3 (N=17)	WAVE 4 (N=6)
Activity	2.39	2.25	2.35
Calls	3.34	3.27	3.40
Patrol Area Needs	3.47	3.50	3.60
Quick Response	3.30	3.13	3.20
Obedience	3.33	2.40	3.17
Few Complaints	3.18	2.86	3.30
Recognition	3.12	2.87	3.00
Ratings by Others	3.41	3.30	3.50
Community Orientation	--	4.36	4.20
Traditional Policing	--	4.36	3.93
Helping Orientation	--	4.32	4.10

TABLE 45

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1, 3 AND 4
FOR TOTAL 1987B CADET COHORT

Obedience	W1 > W3 p=.050	W4 > W3 p=.050
Traditional Policing	W3 > W4 p=.027	

85

TABLE 46

PREFERED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1, 3 AND 4
FOR 1987B CADET COHORT PANEL

No significant differences

TABLE 47

PREFERRED CRITERIA FOR EVALUATING POLICE: MEANS FOR 1988 CADET COHORT AT WAVES 1 AND 3

	WAVE 1 (N=119)	WAVE 3 (N=45)
Activity	2.37	2.65
Calls	3.44	3.45
Patrol Area Needs	3.57	3.60
Quick Response	3.52	3.38
Obedience	3.41	3.29
Few Complaints	3.12	3.31
Recognition	3.30	3.07
Ratings by Others	3.47	3.37
Community Orientation	4.23	4.26
Traditional Policing	4.30	4.27
Helping Orientation	4.67	4.25

TABLE 48

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 3
FOR TOTAL 1988 CADET COHORT

Activity	W1 < W3 p=.003
Few Complaints	W1 < W3 p=.046
Recognition	W1 > W5 p=.005
Obedience	W1 > W3 p=.000
Helping Orientation	W1 > W3 p=.000

TABLE 49

PREFERRED CRITERIA FOR EVALUATING POLICE: SIGNIFICANT DIFFERENCES BETWEEN WAVES 1 AND 3 FOR 1988 CADET COHORT PANEL

Activity	W1<W3 p=.003
Recognition	W1>W3 p=.007
Helping Orientation	W1>W3 p=.000

TABLE 50

PERCEPTIONS AND ATTITUDES:
MEANS FOR TOTAL 1986 CADET COHORT
AT WAVES 1 THROUGH 5

VARIABLE/SCALE NAME	WAVE 1 (N=133)	WAVE 2 (N=124)	WAVE 3 (N=48)	WAVE 4 (N=63)	WAVE 5 (N=48)

PERCEPTIONS OF PEOPLE IN GENERAL

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
CYNICISM	--	--	--	2.31	2.24
TRUST	--	--	--	2.81	2.83

PERCEPTIONS OF POLICE JOB IN GENERAL

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
LOW PRESTIGE	1.83	--	2.00	1.89	1.73
NOT ENJOYABLE	1.79	1.77	1.94	1.83	1.77

PERCEPTIONS OF POLICE OFFICERS

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
NO DIFFERENT	3.14	--	2.83	3.06	2.88
DIFFERENT	2.02	--	2.17	2.02	1.94
MORE HONEST	2.26	--	2.34	2.48	2.40
LIKE POWER	1.80	1.76	1.92	1.62	1.73
PICK CRIMINALS	2.48	2.77	2.74	2.52	2.49

PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
EXCITEMENT	2.51	2.27	2.15	2.30	2.29
LITTLE PAPERWORK	1.85	1.37	1.56	1.38	1.38
BUSY	2.13	2.10	2.02	2.24	2.17
REPETITIOUS	2.69	2.86	3.00	2.95	2.88
BORING	2.01	2.18	2.19	2.08	2.21
ENFORCE TRAFFIC	2.34	2.25	2.23	2.33	2.31

TABLE 50 - continued

PERCEPTIONS OF GENERAL POLICE BEHAVIOR

COURTEOUS	3.24	3.22	3.04	3.23	3.17
SLOW	2.63	--	2.46	2.55	2.38

PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

ABUSE LIKELY	2.22	--	2.37	2.35	2.44
MUST GUARD	2.47	2.76	2.66	2.19	2.29

PERCEPTIONS OF POLICE ARREST BEHAVIOR

ATTITUDE ARREST	2.42	2.64	2.92	2.57	2.50
OVERLOOK	2.57	2.59	2.71	2.51	2.51

PERCEPTIONS OF POLICE USE OF FORCE

EXCESSIVE FORCE	2.52	2.33	2.47	2.46	2.56
OVERREACT	1.99	1.94	2.00	2.03	1.98

PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

GOOD RELATIONS	2.66	2.60	2.47	2.72	2.77
HOSTILITY	2.13	2.32	2.41	2.08	2.04
HELP IDENTIFY	2.55	--	2.50	2.75	2.71
WILL NOT COOPERATE	3.13	3.20	3.17	3.05	3.00
POLICE MISUNDERSTAND	1.74	1.81	1.92	1.78	1.81
PEOPLE MISUNDERSTAND	2.79	3.18	3.06	2.68	2.67
POLICE KNOW	--	--	--	2.37	2.09
CITIZENS KNOW	--	--	--	2.95	3.11

TABLE 50 - continued

PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

WHITES TREATED BETTER	2.09	1.82	2.09	1.87	1.75

PERCEPTION OF THE CIVILIAN COMPLAINT PROCESS

ACCEPT COMPLAINTS	2.41	2.85	2.84	2.52	2.66
CITIZEN WORD TAKEN	2.29	2.81	2.78	2.37	2.63
POLICE BIAS	2.19	1.93	1.94	1.87	1.81

PERCEPTIONS OF VALUE OF POLICE EXPERIENCE
COMPARED TO SOCIAL SCIENCE

POLICE UNDERSTAND	2.63	2.67	2.43	2.65	2.72
PSYCH UNRELATED	2.25	2.09	2.16	1.90	2.13

ATTITUDES ABOUT POLICE TACTICS

IDEALS UNWORKABLE	2.44	2.69	2.48	2.56	2.52
IGNORE VERBAL ABUSE	2.57	--	2.46	2.65	2.52

ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

RIGIDLY ENFORCE	2.70	2.47	2.19	2.37	1.99
OFFICER DISCRETION	2.18	--	2.45	2.24	2.29
ARREST DEMONSTRATORS	2.94	--	2.87	3.02	2.98
CONSIDER FAMILY	2.73	--	2.60	2.79	2.81
LISTEN BEFORE	2.78	--	2.87	2.83	2.98
RIGHT TO ORDER	2.97	--	3.13	2.90	2.77

TABLE 50 - continued

ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

VALUE OBEDIENCE	2.58	2.48	2.33	2.52	2.23
DEPART S.O.P.	2.83	2.81	2.87	2.71	2.75

ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

BE CONCERNED	3.65	--	3.40	3.71	3.65
RESIST FAMILIARITY	1.76	--	1.69	1.89	1.75

ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

RIGHT TO COMPLAIN	3.38	--	3.33	3.40	3.38
AVOID COMPLAINTS	2.44	--	2.27	2.40	2.35
CITIZEN BIAS	--	--	2.78	2.37	2.63

ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

RIGHT TO JUDGE	3.10	--	2.91	3.00	3.00
NOTHING TO HIDE	2.60	--	2.70	2.70	2.80

ATTITUDES ABOUT POLICE ETHICS

BEWARE FREE MEALS	2.53	--	2.61	2.70	2.87

ATTITUDES ABOUT POLICE USE OF FORCE

FORCE JUSTIFIED	2.26	2.35	2.35	2.11	2.00
USE RESTRAINT	2.74	2.57	2.71	2.76	2.49
FREE TO USE FORCE	2.35	--	2.31	2.10	2.60
AGGRESSION USEFUL	2.94	2.92	2.73	2.76	2.67
FORCE LANGUAGE	2.45	2.49	2.33	2.23	2.33

TABLE 50 - continued

ATTITUDES ABOUT APPROPRIATE POLICE ROLE

IMPROVE PREVENTION	2.53	--	2.61	2.61	2.56
FAMILY PROBLEMS	3.00	3.13	3.04	3.27	3.34
COMMUNITY-ORIENTED	--	--	--	3.34	3.22
PROBLEM-ORIENTED	--	--	--	3.15	3.19

ATTITUDES ABOUT COURTS AND COURT DECISIONS

POOR COURT TREATMENT	2.36	--	2.55	2.40	2.44
COURTS BELIEVE POLICE	2.50	--	2.41	2.44	2.35
COURTS RESTRICT	2.69	2.80	2.78	2.45	2.41

ATTITUDES ABOUT DESIRABILITY OF EDUCATION
FOR POLICE OFFICERS

EDUCATION DESIRABLE	3.00	2.77	3.01	3.05	2.88
EDUCATION UNNECESSARY	2.22	2.39	2.31	2.24	2.10

ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

BE OWN BOSS	2.15	--	--	2.19	2.31
AVOID ACTION	1.85	--	--	2.03	2.02

TABLE 51

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES ACROSS WAVES
FOR TOTAL 1986 CADET COHORT

No Different	W1 > W3 p=.050				
Pick Criminals	W2 > W1 p=.050				
Excitement	W1 > W3 p=.050				
Little Paperwork	W1 > W2 p=.050	W1 > W4 p=.050	W1 > W5 p=.050		
Must Guard	W1 < W2 p=.050	W2 > W4 p=.050	W2 > W5 p=.050	W3 > W4 p=.050	
Attitude Arrest	W1 < W3 p=.050				
Hostility	W3 > W5 p=.050				
People Misunderstand	W1 < W2 p=.050	W2 > W4 p=.050	W2 > W5 p=.050		
Police Know	W4 > W5 p=.002				
Citizens Know	W4 < W5 p=.048				
Whites Treated Better	W1 > W2 p=.050				
Accept Complaints	W1 < W2 p=.050	W1 < W3 p=.050	W1 < W5 p=.050	W2 > W4 p=.050	W3 > W4 p=.050
Citizen Word Taken	W1 < W2 p=.050	W1 < W3 p=.050	W2 > W4 p=.050	W3 > W4 p=.050	
Police Bias	W1 > W2 p=.050	W1 > W4 p=.050	W1 > W5 p=.050		

TABLE 51 - continued

Rigidly Enforce	W1 > W2 p=.050	W1 > W3 p=.050	W1 > W4 p=.050	W1 > W5 p=.050	W2 > W5 p=.050
	W4 > W5 p=.050				
Right to Order	W3 > W5 p=.050				
Be Concerned	W3 < W4 p=.050				
Citizen Bias	W3 > W4 p=.050				
Beware Free Meals	W1 < W5 p=.050				
Force Justified	W1 > W5 p=.050	W2 > W4 p=.050	W2 > W5 p=.050	W3 > W5 p=.050	
Free to Use Force	W4 < W5 p=.050				
Family Problems	W1 < W4 p=.050	W1 < W5 p=.050	W3 < W5 p=.050		
Courts Restrict	W2 > W4 p=.050	W2 > W5 p=.050			
Education Desirable	W1 > W2 p=.050	W2 < W4 p=.050			

TABLE 52

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES ACROSS WAVES
FOR 1986 CADET COHORT PANELS

No Different	W3<W4 p=.031					
Different	W3>W4 p=.002					
Pick Criminals	W1<W2 p=.000	W1<W3 p=.007	W2>W4 p=.026	W2>W5 p=.001		
Excitement	W1>W2 p=.000	W1>W3 p=.032	W1>W4 p=.009	W1>W5 p=.017		
Little Paperwork	W1>W2 p=.000	W1>W4 p=.000	W1>W5 p=.000	W3>W4 p=.049		
Repetitious	W1<W2 p=.012	W1<W3 p=.005	W1<W4 p=.040			
Boring	W1<W2 p=.018	W1<W5 p=.011	W1<W3 p=.058			
Must Guard	W1<W2 p=.000	W1>W4 p=.049	W1>W5 p=.048	W2>W4 p=.000	W2>W5 p=.000	W3>W4 p=.007
Attitude Arrest	W1<W2 p=.013	W1<W3 p=.002	W2<W3 p=.010	W3>W4 p=.055	W3>W5 p=.028	
Overlook	W3>W5 p=.031					
Excessive Force	W1>W2 p=.002	W2<W4 p=.049	W2<W5 p=.008			
Good Relations	W1>W3 p=.013	W2>W3 p=.004	W2<W5 p=.024	W3<W4 p=.002	W3<W5 p=.012	
Hostility	W1<W2 p=.006	W2>W4 p=.017	W2>W5 p=.000	W3>W5 p=.008		
Will Not Cooperate	W1>W5 p=.017	W2>W4 p=.012	W2>W5 p=.000	W3>W5 p=.056		

TABLE 52 - continued

People Misunderstand	W1<W2 p=.000	W1>W4 p=.022	W1>W5 p=.041	W2>W3 p=.026	W2>W4 p=.000	W3>W4 p=.016	W3>W5 p=.017
Police Know	W4>W5 p=.006						
Whites Treated Better	W1>W2 p=.000	W1>W4 p=.027	W1>W5 p=.002	W2<W4 p=.048			
Accept Complaints	W1<W2 p=.000	W1<W3 p=.000	W1<W5 p=.048	W2>W4 p=.000	W2>W5 p=.017	W3>W4 p=.002	
Citizen Word Taken	W1<W2 p=.000	W1<W3 p=.000	W1<W5 p=.031	W2>W4 p=.001	W3>W4 p=.003	W4<W5 p=.012	
Police Bias	W1>W2 p=.000	W1>W3 p=.001	W1>W4 p=.000	W1>W5 p=.001			
Psych Unrelated	W1>W4 p=.002	W2>W4 p=.025					
Ideals Unworkable	W1<W2 p=.003	W2>W3 p=.037	W2>W4 p=.041	W2>W5 p=.012			
Ignore Verbal Abuse	W3<W4 p=.056						
Rigidly Enforce	W1>W2 p=.000	W1>W3 p=.000	W1>W4 p=.000	W1>W5 p=.000	W2>W4 p=.010	W2>W5 p=.000	W4>W5 p=.003
Right To Order	W3>W5 p=.042						
Value Obedience	W1>W5 p=.001	W4>W5 p=.031					
Citizen Bias	W3>W4 p=.003	W4>W5 p=.012					
Right to Judge	W3<W4 p=.056						
Force Justified	W1>W4 p=.001	W1>W5 p=.000	W2>W4 p=.000	W2>W5 p=.000	W3>W4 p=.001	W3>W5 p=.000	W4>W5 p=.040
Use Restraint	W1>W5 p=.033						

TABLE 52 - continued

Free to Use Force	W3>W4 p=.035	W4<W5 p=.022			
Aggression Useful	W1>W4 p=.002	W1>W5 p=.001	W2>W4 p=.019	W2>W5 p=.010	
Force Language	W1>W3 p=.037	W2>W4 p=.022	W2>W5 p=.050	W3>W4 p=.055	
Family Problems	W1<W2 p=.028	W1<W4 p=.000	W1<W5 p=.000	W2>W3 p=.033	W3<W4 p=.037
Courts Restrict	W1>W4 p=.000	W1>W5 p=.000	W2>W4 p=.001	W2>W5 p=.001	W3>W4 p=.030	W3>W5 p=.016
Education Desirable	W1>W2 p=.000	W2<W3 p=.000	W2<W4 p=.001	W3>W5 p=.018	W4>W5 p=.038
Education Unnecessary	W1<W2 p=.007	W2>W4 p=.033	W2>W5 p=.001		

TABLE 53

PERCEPTIONS AND ATTITUDES:
MEANS FOR TOTAL 1987A CADET COHORT AT
WAVE 1 THROUGH WAVE 5

VARIABLE/SCALE NAME	WAVE 1 (N=124)	WAVE 2 (N=97)	WAVE 3 (N=65)	WAVE 4 (N=12)	WAVE 5 (N=23)

PERCEPTIONS OF PEOPLE IN GENERAL

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
CYNICISM	--	--	2.43	2.36	2.27
TRUST	--	--	2.60	2.65	2.79

PERCEPTIONS OF POLICE JOB IN GENERAL

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
LOW PRESTIGE	1.91	1.93	2.05	2.25	1.77
NOT ENJOYABLE	1.87	2.06	2.11	2.00	1.68

PERCEPTIONS OF POLICE OFFICERS

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
NO DIFFERENT	2.96	2.90	2.92	2.91	2.86
DIFFERENT	1.98	2.20	2.17	2.33	2.13
MORE HONEST	2.36	2.31	2.35	2.33	2.48
LIKE POWER	1.85	1.82	1.98	1.92	1.55
PICK CRIMINALS	2.44	2.63	2.56	2.58	2.41

PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

VARIABLE/SCALE NAME	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
EXCITEMENT	2.23	2.09	2.63	2.08	2.17
LITTLE PAPERWORK	1.60	1.46	1.42	1.50	1.26
BUSY	2.25	2.15	2.42	2.25	2.17
REPETITIOUS	2.65	2.72	2.85	2.67	2.74
BORING	1.92	2.04	2.05	2.00	2.45
ENFORCE TRAFFIC	2.41	2.41	2.54	2.42	2.35

TABLE 53 - continued

PERCEPTIONS OF GENERAL POLICE BEHAVIOR

COURTEOUS	3.13	3.07	3.06	3.08	3.14
SLOW	2.69	2.54	2.30	2.50	2.00

PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

ABUSE LIKELY	2.34	2.54	2.65	2.42	2.45
MUST GUARD	2.42	2.53	2.48	2.42	2.26

PERCEPTIONS OF POLICE ARREST BEHAVIOR

ATTITUDE ARREST	2.65	2.65	2.59	2.75	2.61
OVERLOOK	2.48	2.38	2.47	2.67	2.52

PERCEPTIONS OF POLICE USE OF FORCE

EXCESSIVE FORCE	2.60	2.55	2.37	2.33	2.45
OVERREACT	1.99	1.94	1.98	2.25	1.91

PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

GOOD RELATIONS	2.57	2.53	2.39	2.44	2.77
HOSTILITY	2.15	2.39	2.40	2.42	2.14
HELP IDENTIFY	2.45	2.57	2.65	2.55	2.59
WILL NOT COOPERATE	3.06	3.19	3.08	3.33	2.96
POLICE MISUNDERSTAND	1.72	1.76	1.95	2.00	1.96
PEOPLE MISUNDERSTAND	2.86	3.00	2.98	2.73	2.68
POLICE KNOW	--	--	2.43	2.42	2.26
CITIZENS KNOW	--	--	2.86	2.88	3.02

TABLE 53 - continued

PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

WHITES TREATED BETTER	2.22	2.04	2.03	2.17	1.82

PERCEPTION OF THE CIVILIAN COMPLAINT PROCESS

ACCEPT COMPLAINTS	2.36	2.56	2.58	2.54	2.39
CITIZEN WORD TAKEN	2.18	2.42	2.68	2.33	2.45
POLICE BIAS	2.15	1.97	2.02	2.25	1.82

PERCEPTIONS OF VALUE OF POLICE EXPERIENCE COMPARED TO SOCIAL SCIENCE

POLICE UNDERSTAND	2.65	2.63	2.38	2.50	2.77
PSYCH UNRELATED	2.06	2.18	2.22	1.92	2.05

ATTITUDES ABOUT POLICE TACTICS

IDEALS UNWORKABLE	2.50	2.50	2.43	2.50	2.73
IGNORE VERBAL ABUSE	2.55	2.69	2.58	2.50	2.61

ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

RIGIDLY ENFORCE	2.75	2.70	2.56	2.42	1.97
OFFICER DISCRETION	2.06	2.15	2.35	2.58	2.22
ARREST DEMONSTRATORS	3.17	3.01	3.03	3.25	3.05
CONSIDER FAMILY	2.82	2.72	2.86	2.92	2.50
LISTEN BEFORE	2.87	2.88	2.80	2.92	2.77
RIGHT TO ORDER	2.93	2.97	2.83	2.83	3.00

TABLE 53 - continued

ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

VALUE OBEDIENCE	2.58	2.50	2.55	2.33	2.45
DEPART S.O.P.	2.73	2.76	2.75	2.92	2.68

ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

BE CONCERNED	3.63	3.57	3.49	3.67	3.61
RESIST FAMILIARITY	1.68	1.66	1.75	1.17	1.70

ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

RIGHT TO COMPLAIN	3.47	3.41	3.31	3.25	3.09
AVOID COMPLAINTS	2.52	2.57	2.57	2.25	2.45
CITIZEN BIAS	2.18	2.42	2.68	2.33	2.45

ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

RIGHT TO JUDGE	3.10	3.03	2.89	2.83	2.91
NOTHING TO HIDE	2.64	2.74	2.69	2.75	2.77

ATTITUDES ABOUT POLICE ETHICS

BEWARE FREE MEALS	2.45	2.69	2.60	2.75	2.73

ATTITUDES ABOUT POLICE USE OF FORCE

FORCE JUSTIFIED	2.28	2.25	2.26	2.18	2.00
USE RESTRAINT	2.70	2.61	2.63	2.58	2.61
FREE TO USE FORCE	2.24	2.54	2.42	2.50	2.61
AGGRESSION USEFUL	2.77	2.87	2.74	2.75	2.91
FORCE LANGUAGE	2.23	2.27	2.27	2.17	2.17

TABLE 53 - continued

ATTITUDES ABOUT APPROPRIATE POLICE ROLE

IMPROVE PREVENTION	2.64	2.64	2.77	2.67	2.64
FAMILY PROBLEMS	2.94	3.11	3.12	3.29	3.16
COMMUNITY-ORIENTED	--	--	3.28	3.36	3.14
PROBLEM-ORIENTED	--	--	3.13	3.08	3.05

ATTITUDES ABOUT COURTS AND COURT DECISIONS

POOR COURT TREATMENT	2.29	2.50	2.40	2.42	2.32
COURTS BELIEVE POLICE	2.59	2.51	2.69	2.42	2.45
COURTS RESTRICT	2.70	2.61	2.52	2.50	2.18

ATTITUDES ABOUT DESIRABILITY OF EDUCATION
FOR POLICE OFFICERS

EDUCATION DESIRABLE	3.00	2.86	2.97	2.85	2.77
EDUCATION UNNECESSARY	2.10	2.44	2.15	2.25	1.91

ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

BE OWN BOSS	2.14	--	2.20	2.25	2.09
AVOID ACTION	1.96	--	2.11	2.08	2.09

TABLE 54

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES FOR TOTAL 1987A CADET COHORT
AT WAVES 1 THROUGH 5

Excitement	W3 > W2 p=.050	W3 > W1 p=.050	
Repetitious	W1 > W2 p=.050	W3 > W2 p=.050	W5 > W2 p=.050
Boring	W5 > W1 p=.050		
Slow	W1 > W5 p=.050	W1 > W3 p=.050	W2 > W5 p=.050
Citizen Word Taken	W3 > W1 p=.050		
Rigidly Enforce	W1 > W5 p=.050	W2 > W5 p=.050	W3 > W5 p=.050
Right to Complain	W1 > W5 p=.050		
Citizen Bias	W1 < W3 p=.050		
Courts Restrict	W1 > W5 p=.050		
Education Unnecessary	W1 < W2 p=.050		

TABLE 55

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES ACROSS WAVES
FOR 1987A CADET COHORT PANELS

Not Enjoyable	W3 > W5 p=.055			
Different	W1 < W2 p=.001	W1 < W3 p=.005		
Like Power	W1 > W5 p=.049	W2 < W3 p=.021	W3 > W5 p=.019	
Pick Criminals	W1 < W2 p=.007	W1 < W4 p=.033		
Excitement	W1 > W2 p=.037	W1 < W3 p=.002	W2 < W3 p=.000	W3 > W5 p=.015
Little Paper Work	W1 > W5 p=.000	W2 > W5 p=.010		
Busy	W1 < W3 p=.038	W2 < W3 p=.006	W3 > W5 p=.001	
Repetitious	W1< W3 p=.040			
Boring	W1 < W2 p=.054	W1 < W5 p=.014	W3 < W5 p=.015	
Slow	W1 > W3 p=.016	W1 > W5 p=.001	W2 > W5 p=.030	
Abuse Likely	W1 < W2 p=.002	W1 < W3 p=.001		
Must Guard	W1 < W2 p=.056	W1 < W3 p=.022		
Excessive Force	W1 > W3 p=.058			
Good Relations	W1 < W5 p=.045	W3 < W5 p=.013		
Hostility	W1 < W2 p=.001	W1 < W3 p=.040		

TABLE 55 - continued

Help Identify	W1 < W2 p=.042	W1 < W3 p=.022		
Will Not Cooperate	W2 > W5 p=.056			
Police Misunderstand	W1 < W3 p=.022	W1 < W4 p=.016	W2 < W3 p=.049	
Accept Complaints	W1 < W2 p=.001	W1 < W3 p=.000		
Citizen Word Taken	W1 < W2 p=.001	W1 < W3 p=.000	W2 < W3 p=.002	
Police Bias	W1 > W2 p=.010	W1 > W5 p=.055		
Police Understand	W1 > W3 p=.031	W2 < W5 p=.055	W3 < W5 p=.054	
Psych Unrelated	W2 > W5 p=.016			
Rigidly Enforce	W1 > W5 p=.000	W2 > W5 p=.001	W3 > W5 p=.023	
Officer Discretion	W1 < W2 p=.052	W1 < W3 p=.008		
Be Concerned	W1 > W2 p=.027	W1 > W5 p=.042		
Right to Complain	W1 > W3 p=.033	W1 > W5 p=.001	W2 > W5 p=.056	W3 > W5 p=.041
Citizen Bias	W1 < W2 p=.001	W1 < W3 p=.000	W2 < W3 p=.002	
Right to Judge	W1 > W3 p=.007			
Beware Free Meals	W1 < W2 p=.026	W3 < W5 p=.055		
Force Justified	W1 > W5 p=.002	W2 > W5 p=.002		

TABLE 55 - continued

Free to Use Force	W1 < W2 p=.003	W2 < W4 p=.057	
Force Language	W1 < W4 p=.016		
Poor Court Treatment	W1 < W2 p=.028	W3 > W5 p=.014	
Courts Restrict	W1 > W5 p=.005	W2 > W5 p=.002	W3 > W5 p=.027
Education Desirable	W1 > W2 p=.000	W1 > W5 p=.001	
Education Unnecessary	W1 < W2 p=.000	W2 > W3 p=.051	W2 > W5 p=.035
Avoid Action	W1 < W5 p=.029		

TABLE 56

PERCEPTIONS AND ATTITUDES:
MEANS FOR 1987B CADET COHORT PANELS
AT WAVES 1 THROUGH 4

VARIABLE/SCALE NAME	WAVE 1 (N=79)	WAVE 2 (N=20)	WAVE 3 (N=17)	WAVE 4 (N=4)

PERCEPTIONS OF PEOPLE IN GENERAL

CYNICISM	--	2.30	2.22	2.13
TRUST	--	2.65	2.61	2.84

PERCEPTIONS OF POLICE JOB IN GENERAL

LOW PRESTIGE	1.97	2.40	1.88	2.00
NOT ENJOYABLE	1.94	2.05	1.82	1.80

PERCEPTIONS OF POLICE OFFICERS

NO DIFFERENT	3.03	3.00	3.06	3.20
DIFFERENT	1.97	2.20	2.12	2.00
MORE HONEST	2.28	2.45	2.35	2.50
LIKE POWER	1.93	2.00	1.67	1.60
PICK CRIMINALS	2.69	2.65	2.73	2.40

PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

EXCITEMENT	2.31	2.70	1.88	2.40
LITTLE PAPERWORK	1.34	1.50	1.41	1.20
BUSY	2.28	2.35	2.12	2.00
REPETITIOUS	2.70	2.70	2.53	3.00
BORING	2.01	2.05	1.93	2.00
ENFORCE TRAFFIC	2.47	2.60	2.24	2.50

TABLE 56 - continued

PERCEPTIONS OF GENERAL POLICE BEHAVIOR

COURTEOUS	3.04	3.15	3.27	3.20
SLOW	2.90	2.40	2.29	2.00

PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

ABUSE LIKELY	2.45	2.65	2.18	2.20
MUST GUARD	2.47	2.10	2.06	2.20

PERCEPTIONS OF POLICE ARREST BEHAVIOR

ATTITUDE ARREST	2.64	2.55	2.47	2.20
OVERLOOK	2.29	2.60	2.35	2.33

PERCEPTIONS OF POLICE USE OF FORCE

EXCESSIVE FORCE	2.77	2.35	2.53	2.20
OVERREACT	2.08	2.05	1.94	1.80

PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

GOOD RELATIONS	2.49	2.57	2.57	2.80
HOSTILITY	2.21	2.37	2.19	2.00
HELP IDENTIFY	2.36	2.70	2.65	2.80
WILL NOT COOPERATE	3.19	3.10	3.12	3.20
POLICE MISUNDERSTAND	1.85	1.95	1.71	1.80
PEOPLE MISUNDERSTAND	3.03	2.75	2.71	2.60
POLICE KNOW	--	2.40	2.19	2.30
CITIZENS KNOW	--	2.85	3.18	2.70

TABLE 56 - continued

PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

WHITES TREATED BETTER	2.28	1.85	2.07	2.00

PERCEPTION OF THE CIVILIAN COMPLAINT PROCESS

ACCEPT COMPLAINTS	2.33	2.63	2.50	2.70
CITIZEN WORD TAKEN	2.32	2.65	2.47	2.40
POLICE BIAS	2.25	1.95	1.82	2.00

PERCEPTIONS OF VALUE OF POLICE EXPERIENCE
COMPARED TO SOCIAL SCIENCE

POLICE UNDERSTAND	2.65	2.50	2.53	2.40
PSYCH UNRELATED	1.95	2.16	2.00	1.60

ATTITUDES ABOUT POLICE TACTICS

IDEALS UNWORKABLE	2.36	2.60	2.47	2.20
IGNORE VERBAL ABUSE	2.67	2.25	2.76	2.80

ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

RIGIDLY ENFORCE	2.79	2.62	2.44	2.00
OFFICER DISCRETION	1.86	2.05	2.06	2.20
ARREST DEMONSTRATORS	2.99	2.95	3.07	2.80
CONSIDER FAMILY	2.77	2.50	2.60	2.50
LISTEN BEFORE	2.86	2.75	2.71	2.80
RIGHT TO ORDER	2.99	2.95	3.13	2.80

TABLE 56 - continued

ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

VALUE OBEDIENCE	2.64	2.56	2.40	2.60
DEPART S.O.P.	2.69	2.60	2.64	2.40

ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

BE CONCERNED	3.64	3.35	3.59	3.33
RESIST FAMILIARITY	1.64	1.60	1.24	1.67

ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

RIGHT TO COMPLAIN	3.55	3.30	3.29	3.40
AVOID COMPLAINTS	2.61	2.60	2.63	2.50
CITIZEN BIAS	2.32	2.65	2.47	2.40

ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

RIGHT TO JUDGE	3.05	2.60	2.71	2.80
NOTHING TO HIDE	2.62	2.60	2.67	2.80

ATTITUDES ABOUT POLICE ETHICS

BEWARE FREE MEALS	2.61	2.75	2.73	2.40

ATTITUDES ABOUT POLICE USE OF FORCE

FORCE JUSTIFIED	2.32	2.28	1.96	1.92
USE RESTRAINT	2.76	2.70	2.59	2.20
FREE TO USE FORCE	2.31	2.60	2.29	2.67
AGGRESSION USEFUL	3.07	2.85	2.64	2.60
FORCE LANGUAGE	2.55	2.00	2.12	2.20

TABLE 56 - continued

ATTITUDES ABOUT APPROPRIATE POLICE ROLE

IMPROVE PREVENTION	2.85	2.75	2.87	2.40
FAMILY PROBLEMS	3.07	3.15	3.19	3.40
COMMUNITY-ORIENTED	--	3.18	3.40	3.20
PROBLEM-ORIENTED	--	3.14	3.22	3.15

ATTITUDES ABOUT COURTS AND COURT DECISIONS

POOR COURT TREATMENT	2.38	2.61	2.31	2.40
COURTS BELIEVE POLICE	2.64	2.55	2.53	2.40
COURTS RESTRICT	2.72	2.74	2.21	2.20

ATTITUDES ABOUT DESIRABILITY OF EDUCATION
FOR POLICE OFFICERS

EDUCATION DESIRABLE	3.06	2.93	2.90	2.87
EDUCATION UNNECESSARY	2.22	2.00	2.29	2.00

ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

BE OWN BOSS	2.10	2.00	2.06	2.40
AVOID ACTION	1.84	2.00	1.94	2.17

113

TABLE 57

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES ACROSS WAVES
FOR TOTAL 1987B CADET COHORT

Excitement	W2 > W3 p=.050	
Slow	W1 > W3 p=.050	W1 > W4 p=.050
Accept Complaints	W2 > W1 p=.050	
Police Bias	W1 > W3 p=.050	
Rigidly Enforce	W1 > W4 p=.050	
Force Justified	W1 > W3 p=.050	
Force Language	W1 > W2 p=.050	

TABLE 58

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES ACROSS WAVES FOR 1987B CADET COHORT PANELS

Pick Criminals	W1 > W3 p=.000	
Boring	W1 > W3 p=.000	
Enforce Traffic	W2 < W3 p=.000	
Overlook	W2 > W3 p=.000	
Excessive Force	W1 > W3 p=.000	
Citizen Word Taken	W1 < W2 p=.020	
Psych Unrelated	W1 > W3 p=.000	
Ideals Unworkable	W1 < W2 p =.009	
Consider Family	W1 > W2 p=.033	
Right to Complain	W1 > W2 p=.001	
Citizen Bias	W1 < W2 p=.020	
Family Problems	W1 < W3 p=.000	
Courts Believe Police	W1 > W3 p=.000	

TABLE 59

PERCEPTIONS AND ATTITUDES:
MEANS FOR TOTAL 1988 CADET COHORT
AT WAVES 1 THROUGH 3

VARIABLE/SCALE NAME	WAVE 1 (N=119)	WAVE 2 (N=79)	WAVE 3 (N=45)

PERCEPTIONS OF PEOPLE IN GENERAL

	WAVE 1	WAVE 2	WAVE 3
CYNICISM	--	2.36	2.45
TRUST	--	2.65	2.65

PERCEPTIONS OF POLICE JOB IN GENERAL

	WAVE 1	WAVE 2	WAVE 3
LOW PRESTIGE	2.03	2.02	2.02
NOT ENJOYABLE	2.03	2.06	2.00

PERCEPTIONS OF POLICE OFFICERS

	WAVE 1	WAVE 2	WAVE 3
NO DIFFERENT	2.94	2.93	3.02
DIFFERENT	2.08	2.15	2.17
MORE HONEST	2.28	2.39	2.26
LIKE POWER	1.97	1.93	1.97
PICK CRIMINALS	2.39	2.69	2.54

PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

	WAVE 1	WAVE 2	WAVE 3
EXCITEMENT	2.17	2.62	2.11
LITTLE PAPERWORK	1.61	1.55	1.64
BUSY	2.25	2.26	2.20
REPETITIOUS	2.76	2.83	2.77
BORING	2.04	2.09	2.13
ENFORCE TRAFFIC	2.43	2.37	2.39

TABLE 59 - continued

PERCEPTIONS OF GENERAL POLICE BEHAVIOR

COURTEOUS	3.02	3.13	3.11
SLOW	2.57	2.53	2.46

PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

ABUSE LIKELY	2.43	2.52	2.46
MUST GUARD	2.26	2.33	2.24

PERCEPTIONS OF POLICE ARREST BEHAVIOR

ATTITUDE ARREST	2.54	2.60	2.40
OVERLOOK	2.37	2.50	2.66

PERCEPTIONS OF POLICE USE OF FORCE

EXCESSIVE FORCE	2.48	2.45	2.48
OVERREACT	2.02	2.05	2.26

PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

GOOD RELATIONS	2.50	2.45	2.50
HOSTILITY	2.25	2.46	2.28
HELP IDENTIFY	2.43	2.62	2.60
WILL NOT COOPERATE	3.00	3.00	3.02
POLICE MISUNDERSTAND	1.91	1.84	1.95
PEOPLE MISUNDERSTAND	2.70	2.62	2.67
POLICE KNOW	--	2.31	2.18
CITIZENS KNOW	--	2.99	2.86

TABLE 59 - continued

PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

WHITES TREATED BETTER	2.13	2.01	2.04

PERCEPTION OF THE CIVILIAN COMPLAINT PROCESS

ACCEPT COMPLAINTS	2.23	2.40	2.46
CITIZEN WORD TAKEN	2.17	2.42	2.40
POLICE BIAS	2.12	2.09	2.09

PERCEPTIONS OF VALUE OF POLICE EXPERIENCE COMPARED TO SOCIAL SCIENCE

POLICE UNDERSTAND	2.46	2.53	2.46
PSYCH UNRELATED	2.03	1.95	2.11

ATTITUDES ABOUT POLICE TACTICS

IDEALS UNWORKABLE	2.46	2.42	2.45
IGNORE VERBAL ABUSE	2.61	2.85	2.71

ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

RIGIDLY ENFORCE	2.81	2.63	2.43
OFFICER DISCRETION	2.08	2.41	2.38
ARREST DEMONSTRATORS	3.04	2.88	2.90
CONSIDER FAMILY	2.77	2.63	2.86
LISTEN BEFORE	2.77	2.88	2.86
RIGHT TO ORDER	2.94	3.00	2.68

TABLE 59 - continued

ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

VALUE OBEDIENCE	2.49	2.54	2.42
DEPART S.O.P.	2.61	2.73	2.70

ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

BE CONCERNED	3.66	3.64	3.31
RESIST FAMILIARITY	1.84	1.65	1.66

ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

RIGHT TO COMPLAIN	3.29	3.30	3.17
AVOID COMPLAINTS	2.59	2.64	2.68
CITIZEN BIAS	2.17	2.42	2.40

ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

RIGHT TO JUDGE	2.92	2.82	2.97
NOTHING TO HIDE	2.78	2.88	2.63

ATTITUDES ABOUT POLICE ETHICS

BEWARE FREE MEALS	2.60	2.84	2.86

ATTITUDES ABOUT POLICE USE OF FORCE

FORCE JUSTIFIED	2.22	2.20	2.19
USE RESTRAINT	2.70	2.62	2.50
FREE TO USE FORCE	2.39	2.30	2.60
AGGRESSION USEFUL	2.74	2.59	2.61
FORCE LANGUAGE	2.21	2.21	2.22

TABLE 59 - continued

ATTITUDES ABOUT APPROPRIATE POLICE ROLE

IMPROVE PREVENTION	2.82	2.55	2.86
FAMILY PROBLEMS	2.99	3.06	2.96
COMMUNITY-ORIENTED	--	3.35	3.19
PROBLEM-ORIENTED	--	3.04	3.12

ATTITUDES ABOUT COURTS AND COURT DECISIONS

POOR COURT TREATMENT	2.32	2.36	2.25
COURTS BELIEVE POLICE	2.60	2.53	2.42
COURTS RESTRICT	2.62	2.65	2.50

ATTITUDES ABOUT DESIRABILITY OF EDUCATION FOR POLICE OFFICERS

EDUCATION DESIRABLE	2.96	2.76	2.81
EDUCATION UNNECESSARY	2.01	2.34	2.33

ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

BE OWN BOSS	2.15	2.23	2.11
AVOID ACTION	1.98	2.12	2.06

TABLE 60

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES ACROSS WAVES
FOR TOTAL 1988 CADET COHORT

Pick Criminals	W1 < W2 p=.050	
Excitement	W2 > W1 p=.050	W2 > W3 p=.050
Overlook	W1 < W3 p=.050	
Overreact	W1 < W3 p=.050	
Hostility	W1 < W2 p=.050	
Accept Complaints	W1 < W2 p=.050	W1 < W3 p=.050
Citizen Word Taken	W1 < W2 p=.050	
Rigidly Enforce	W1 > W3 p=.050	
Officer Discretion	W1 < W2 p=.050	W1 < W3 p=.050
Right to Order	W2 > W3 p=.050	
Be Concerned	W1 > W3 p=.050	W2 > W3 p=.050
Resist Familiarity	W1 > W3 p=.005	
Citizen Bias	W1 < W2 p=.048	
Beware Free Meals	W1 < W3 p=.011	

TABLE 60 - continued

Citizen Bias	W1 < W2 p=.050	
Beware Free Meals	W1 < W2 p=.050	
Improve Prevention	W1 > W2 p=.050	
Education Desirable	W1 > W2 p=.050	
Education Unnecessary	W1 < W2 p=.050	W1 < W3 p=.050
Community-Oriented	W2 > W3 p=.050	

TABLE 61

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES ACROSS WAVES
FOR 1988 CADET COHORT PANELS

Pick Criminals	W1 < W2 p=.002	
Excitement	W1 < W2 p=.002	W2 > W3 p=.003
Repetitious	W1 < W3 p=.044	
Overlook	W1 < W2 p=.031	W1 < W3 p=.002
Hostility	W1 < W2 p=.001	
Accept Complaints	W1 < W2 p=.002	W1 < W3 p=.023
Ignore Verbal Abuse	W1 < W2 p=.045	
Rigidly Enforce	W1 > W2 p=.001	W1 > W3 p=.000
Officer Discretion	W1 < W2 p=.019	W1 < W3 p=.029
Resist Familiarity	W1 > W2 p=.031	W1 > W3 p=.012
Beware Free Meals	W1 < W2 p=.003	
Aggression Useful	W1 > W3 p=.020	
Improve Prevention	W1 > W2 p=.017	
Education Desirable	W1 > W2 p=.002	
Education Unnecessary	W1 < W2 p=.001	W1 < W3 p=.012
Avoid Action	W1 < W3 p=.046	

TABLE 62

COMPARISON OF DEMOGRAPHIC CHARACTERISTICS
86 CADET COHORT AND 88 NON-CADET RECRUITS

DEMOGRAPHIC CHARACTERISTICS	86 CADET COHORT (%)	88 NON-CADET RECRUITS (%)
Mean Age	20.7	23.6
Age		
18	—	-
19	4.8	-
20	49.6	15.4
21	27.2	11.1
22	11.2	16.0
23	4.8	14.3
24	1.6	10.2
25	0.8	8.0
26	—	9.0
27	—	5.1
28	—	3.5
29	—	2.5
30	—	3.1
31	—	1.6
32	—	-
33	—	-
34	—	0.2
35	—	-
Sex		
Male	72.4	84.2
Female	27.6	15.8
Race		
Black	13.4	13.0
White	69.3	72.1
Hispanic	15.7	13.9
Other	1.6	1.0
Marital Status		
Married	4.1	17.3
Widowed	0.0	0.0
Divorced	0.0	1.6
Separated	0.0	0.6
Living with Someone	0.0	1.6
Never Married	95.9	79.0

TABLE 62 - continued

COMPARISON OF DEMOGRAPHIC CHARACTERISTICS
86 CADET COHORT AND 88 NON-CADET RECRUITS

DEMOGRAPHIC CHARACTERISTICS	86 CADET COHORT (%)	88 NON-CADET RECRUITS (%)
Living Situation		
Alone	4.0	6.6
With parents	83.3	65.6
With spouse	3.2	16.5
With relatives	7.9	7.4
With friends	1.6	3.9
Personal Income		
Under $2,000	36.3	5.9
$2,000—$3,000	29.8	6.7
$4,000—$5,999	12.1	6.5
$6,000—$7,999	8.1	6.1
$8,000—$9,999	5.6	6.5
$10,000—$11,999	5.6	9.3
$12,000 or more	2.4	59.0
Family Income		
Under $19,999	25.5	14.3
$20,000—$29,999	22.2	23.1
$30,000 or more	52.5	62.6
Employment History		
Never worked	4.8	2.0
Rarely, only part-time	10.4	1.8
Rarely, but full-time	2.4	1.8
Occasionally, only part-time	20.0	4.0
Occasionally, but full-time	4.8	11.3
Usually, only part-time	52.0	16.8
Usually, full-time	5.6	62.4
Employment Status Before Entry		
Working	74.6	93.5
Not Working	25.4	6.5
Education		
High School or G.E.D.	0.0	25.8
Some College	100.0	51.5
Two Year Degree	0.0	—
Four Year Degree	0.0	16.0
Some Grad Work	0.0	1.2
Masters' Degree	0.0	—
Some Post Masters	0.0	—
Median Wage Earned	$4.85/hr.	$9.00/hr.

TABLE 63

COMPARISON OF DEMOGRAPHIC CHARACTERISTICS
87A AND 87B CADET COHORT AND 89 NON-CADET RECRUITS

DEMOGRAPHIC CHARACTERISTICS	87A CADET COHORT (%)	87B CADET COHORT (%)	89 NON-CADET RECRUITS (%)
Mean Age	21.0	21.5	24.1
Age			
18	—	2.9	—
19	2.5	2.9	—
20	50.8	31.4	2.7
21	21.3	25.7	17.7
22	12.3	11.4	14.0
23	6.6	10.0	12.9
24	0.8	8.6	15.3
25	1.6	1.4	10.6
26	1.6	0.0	7.8
27	—	4.3	5.7
28	1.6	1.4	4.8
29	0.8	—	3.1
30	—	—	2.7
31	—	—	2.3
32	—	—	0.5
33	—	—	—
34	—	—	—
35	—	—	—
Sex			
Male	71.8	60.5	87.2
Female	28.2	39.5	12.8
Race			
Black	22.6	33.3	10.4
White	46.0	38.7	74.1
Hispanic	30.6	24.0	13.7
Other	0.8	4.0	1.7
Marital Status			
Married	3.2	9.3	20.8
Widowed	0.0	0.0	0.0
Divorced	0.0	0.0	1.2
Separated	1.6	0.0	1.3
Living with Someone	0.8	2.7	4.1
Never Married	94.4	88.0	72.6

TABLE 63 - continued

COMPARISON OF DEMOGRAPHIC CHARACTERISTICS
87A AND 87B CADET COHORT AND 89 NON-CADET RECRUITS

SOURCE OF SUPPORT	87A CADET COHORT (%)	87B CADET COHORT (%)	88 NON-CADET RECRUITS (%)
Living Situation			
Alone	6.5	4.0	8.6
With parents	79.0	77.3	58.8
With spouse	3.2	4.0	22.0
With relatives	6.5	14.7	4.9
With friends	4.8	0.0	5.8
Personal Income			
Under $2,000	36.6	30.6	4.6
$2,000—$3,000	26.0	29.2	4.3
$4,000—$5,999	12.2	12.5	3.7
$6,000—$7,999	6.5	6.9	5.0
$8,000—$9,999	6.5	8.3	4.8
$10,000—$11,999	5.7	2.8	7.2
$12,000 or more	6.5	9.7	70.4
Family Income			
Under $19,999	30.3	40.3	7.4
$20,000—$29,999	23.5	20.8	15.9
$30,000 or more	46.2	38.9	76.6
Employment History			
Never worked	6.5	1.4	0.7
Rarely, only part-time	11.3	12.2	1.3
Rarely, but full-time	4.0	1.4	1.3
Occasionally, only part-time	17.7	21.6	3.0
Occasionally, but full-time	7.3	5.4	6.6
Usually, only part-time	42.7	47.3	11.7
Usually, full-time	10.5	10.8	75.2
Employment Status Before Entry			
Working	71.8	81.7	94.9
Not Working	28.2	18.3	5.1
Education			
High School or G.E.D.	0.0	0.0	27.1
Some College	100.0	100.0	50.2
Two Year Degree	0.0	0.0	—
Four Year Degree	0.0	0.0	17.0
Some Grad Work	0.0	0.0	1.7
Masters' Degree	0.0	0.0	—
Some Post Masters	0.0	0.0	—
Median Wage Earned	$5.00/hr.	$6.00/hr.	$11.00/hr.

TABLE 64

REASONS FOR ENTRY:
MEANS FOR CADETS AND COLLEGE/NON COLLEGE NON CADET RECRUITS
AT ENTRY TO 1988 ACADEMY CLASS

	CADETS (N=62)	COLLEGE RECRUITS (N=365)	NON COLLEGE RECRUITS (N=132)
Work in Community	2.62	2.62	2.67
Freedom Outdoors	2.05	2.06	2.05
Excitement and Challenge	2.48	2.68	2.67
Influence of Others	1.44	1.53	1.61
Good Job Opportunity	2.26	2.27	2.24
Carry Gun	1.37	1.49	1.52
Always	2.16	2.47	2.50

TABLE 65

REASONS FOR ENTRY:
SIGNIFICANT DIFFERENCES BETWEEN CADET AND COLLEGE/NO COLLEGE
NON-CADET RECRUITS AT ENTRY TO 1988 ACADEMY CLASS

Excitement and Challenge
College Non-Cadet Recruits > Cadets
No College Non-Cadet Recruits > Cadets
Always
College Non-Cadet Recruits > Cadets
No College Non-Cadet Recruits > Cadets

TABLE 66

REASONS FOR ENTRY:
MEANS FOR CADETS AND COLLEGE/NO COLLEGE NON CADET RECRUITS
AT ENTRY TO 1989 ACADEMY CLASS

	CADETS (N=44)	COLLEGE RECRUITS (N=588)	NON COLLEGE RECRUITS (N=222)
Work in Community	2.60	2.58	2.60
Freedom Outdoors	2.12	2.08	2.07
Excitement and Challenge	2.51	2.51	2.56
Influence of Others	1.69	1.58	1.69
Good Job Opportunity	2.20	2.14	2.22
Carry Gun	1.52	1.46	1.50
Always	2.34	2.35	2.50

TABLE 67

REASONS FOR ENTRY:
SIGNIFICANT DIFFERENCES BETWEEN CADET AND COLLEGE/NO COLLEGE
NON CADET RECRUITS AT ENTRY TO 1989 ACADEMY CLASS

Always
        No College Non-Cadet Recruits > Cadets

TABLE 68

PREFERRED CRITERIA FOR EVALUATING POLICE:
MEANS FOR CADETS AND COLLEGE/NO COLLEGE NON CADET RECRUITS
AT ENTRY TO 1988 ACADEMY CLASS

	CADETS (N=62)	COLLEGE RECRUITS (N=365)	NON COLLEGE RECRUITS (N=132)
Activity	2.39	2.49	2.48
Calls	3.40	3.42	3.51
Patrol Area Needs	3.50	3.49	3.45
Quick Response	3.31	3.42	3.42
Obedience	3.30	3.45	3.57
Few Complaints	3.18	3.16	3.14
Recognition	2.99	3.00	2.88
Ratings by Others	3.42	3.41	3.33
Community Orientation	4.25	4.11	3.93
Traditional Policing	4.15	4.27	4.32
Helping Orientation	4.58	4.67	4.69

TABLE 69

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN CADET AND COLLEGE/NO COLLEGE
NON CADET RECRUITS AT ENTRY TO 1988 ACADEMY CLASS

Obedience
     No College Non-Cadet Recruits > Cadets
     No College Non-Cadet Recruits > College Non-Cadet Recruits

Community-Orientation
     Cadets > No College Recruits
     College Recruits > No College Recruits

Traditional Policing   No College Recruits > Cadets

TABLE 70

PREFERRED CRITERIA FOR EVALUATING POLICE:
MEANS FOR CADETS AND COLLEGE/NO COLLEGE NON CADET RECRUITS
AT ENTRY TO 1989 ACADEMY CLASS

	CADETS (N=44)	COLLEGE RECRUITS (N=588)	NON COLLEGE RECRUITS (N=222)
Activity	2.51	2.48	2.49
Calls	3.34	3.31	3.33
Patrol Area Needs	3.41	3.37	3.30
Quick Response	3.19	3.24	3.26
Obedience	3.19	3.26	3.27
Few Complaints	3.13	2.99	2.95
Recognition	3.00	2.82	2.85
Ratings by Others	3.34	3.27	3.28
Community Orientation	4.13	4.12	4.10
Traditional Policing	4.12	4.25	4.24
Helping Orientation	4.57	4.68	4.66

TABLE 71

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN CADETS AND COLLEGE/NO COLLEGE
NON CADET RECRUITS AT ENTRY TO 1989 ACADEMY CLASS

No Significant Differences

TABLE 72

PERCEPTIONS AND ATTITUDES:
MEANS FOR CADETS AND COLLEGE/NO COLLEGE NON CADET RECRUITS
AT ENTRY TO 1988 ACADEMY CLASS

VARIABLE/SCALE NAME	CADETS (N=62)	COLLEGE RECRUITS (N=365)	NO COLLEGE RECRUITS (N=132)

PERCEPTIONS OF PEOPLE IN GENERAL

CYNICISM	2.28	2.27	2.32
TRUST	2.79	2.75	2.67

PERCEPTIONS OF POLICE JOB IN GENERAL

LOW PRESTIGE	1.86	1.82	1.83
NOT ENJOYABLE	1.80	1.85	1.88

PERCEPTIONS OF POLICE OFFICERS

NO DIFFERENT	3.06	2.75	2.66
DIFFERENT	2.00	2.18	2.29
MORE HONEST	2.45	2.55	2.65
LIKE POWER	1.61	1.71	1.69
PICK CRIMINALS	2.50	2.47	2.60

PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

EXCITEMENT	2.27	2.39	2.54
LITTLE PAPERWORK	1.36	1.51	1.58
BUSY	2.26	2.40	2.45
REPETITIOUS	2.95	2.82	2.82
BORING	2.06	1.95	1.90
ENFORCE TRAFFIC	2.36	2.48	2.47

TABLE 72 - continued

PERCEPTIONS OF GENERAL POLICE BEHAVIOR

COURTEOUS	3.23	3.30	3.29
SLOW	2.53	2.36	2.44

PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

ABUSE LIKELY	2.32	2.39	2.35
MUST GUARD	2.18	2.46	2.51

PERCEPTIONS OF POLICE ARREST BEHAVIOR

ATTITUDE ARREST	2.57	2.28	2.17
OVERLOOK	2.54	2.32	2.28

PERCEPTIONS OF POLICE USE OF FORCE

EXCESSIVE FORCE	2.47	2.48	2.38
OVERREACT	2.01	1.92	1.93

PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

GOOD RELATIONS	2.72	2.70	2.69
HOSTILITY	2.06	2.05	2.06
HELP IDENTIFY	2.73	2.70	2.77
WILL NOT COOPERATE	2.70	2.63	2.65
POLICE MISUNDERSTAND	1.78	1.76	1.80
PEOPLE MISUNDERSTAND	2.65	2.70	2.80
POLICE KNOW	2.36	2.67	2.73
CITIZENS KNOW	2.94	2.88	2.84

TABLE 72 - continued

PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

WHITES TREATED BETTER	1.86	1.80	1.78

PERCEPTION OF THE CIVILIAN COMPLAINT PROCESS

ACCEPT COMPLAINTS	2.51	2.33	2.27
CITIZEN WORD TAKEN	2.36	2.30	2.32
POLICE BIAS	1.83	2.01	2.00

PERCEPTIONS OF VALUE OF POLICE EXPERIENCE COMPARED TO SOCIAL SCIENCE

POLICE UNDERSTAND	2.63	2.64	2.74
PSYCH UNRELATED	1.88	1.93	2.05

ATTITUDES ABOUT POLICE TACTICS

IDEALS UNWORKABLE	2.54	2.34	2.37
IGNORE VERBAL ABUSE	2.60	2.72	2.71

ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

RIGIDLY ENFORCE	2.33	2.68	2.94
OFFICER DISCRETION	2.23	2.21	2.14
ARREST DEMONSTRATORS	3.01	3.05	3.12
CONSIDER FAMILY	2.81	2.64	2.65
LISTEN BEFORE	2.81	2.67	2.62
RIGHT TO ORDER	2.90	2.87	2.80

TABLE 72 - continued

ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

VALUE OBEDIENCE	2.50	2.92	3.03
DEPART S.O.P.	2.71	2.51	2.46

ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

BE CONCERNED	3.70	3.67	3.72
RESIST FAMILIARITY	1.86	1.97	1.88

ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

RIGHT TO COMPLAIN	3.40	3.40	3.28
AVOID COMPLAINTS	2.40	2.63	2.56
CITIZEN BIAS	2.36	2.30	2.32

ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

RIGHT TO JUDGE	2.98	2.95	2.95
NOTHING TO HIDE	2.67	2.66	2.72

ATTITUDES ABOUT POLICE ETHICS

BEWARE FREE MEALS	2.68	2.58	2.50

ATTITUDES ABOUT POLICE USE OF FORCE

FORCE JUSTIFIED	2.11	2.06	2.10
USE RESTRAINT	2.73	2.64	2.46
FREE TO USE FORCE	2.13	2.23	2.24
AGGRESSION USEFUL	2.76	2.76	2.66
FORCE LANGUAGE	2.25	2.20	2.18

TABLE 72 - continued

ATTITUDES ABOUT APPROPRIATE POLICE ROLE

IMPROVE PREVENTION	2.59	2.43	2.33
FAMILY PROBLEMS	3.29	3.11	3.11
COMMUNITY-ORIENTED	3.35	3.12	3.03
PROBLEM-ORIENTED	3.15	2.98	2.96

ATTITUDES ABOUT COURTS AND COURT DECISIONS

POOR COURT TREATMENT	2.40	2.41	2.30
COURTS BELIEVE POLICE	2.42	2.45	2.40
COURTS RESTRICT	2.45	2.42	2.44

ATTITUDES ABOUT DESIRABILITY OF EDUCATION
FOR POLICE OFFICERS

EDUCATION DESIRABLE	3.05	2.47	2.08
EDUCATION UNNECESSARY	2.21	2.18	2.22

ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

BE OWN BOSS	2.19	2.04	2.05
AVOID ACTION	2.00	1.93	2.06

TABLE 73

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES BETWEEN CADET AND COLLEGE/NO COLLEGE
NON CADET RECRUITS AT ENTRY TO 1988 ACADEMY CLASS

Police Know	College Non-Cadet Recruits > Cadets No College Non-Cadet Recruits > Cadets
Community-Oriented	Cadets > College Non-Cadets Recruits Cadets > No College Non-Cadet Recruits
Problem-Oriented	Cadets > College Non-Cadet Recruits Cadets > No College Non-Cadet Recruits
No Different	Cadets > College Non-Cadet Recruits Cadets > No College Non-Cadets Recruits
Different	No College Non-Cadet Recruits > Cadets
Excitement	No College Non-Cadet Recruits > Cadets
Little Paper Work	No College Non-Cadet Recruits > Cadets
Must Guard	College Non-Cadet Recruits > Cadets No College Non-Cadet Recruits > Cadets
Attitude Arrest	Cadets > College Recruits Cadets > No College Recruits
Overlook	Cadets > College Recruits Cadets > No College Recruits
Accept Complaints	Cadets > College Recruits Cadets > No College Recruits
Rigidly Enforce	College Non-Cadet Recruits > Cadets No College Recruits > Cadets No College Recruits > College Recruits
Value Obedience	College Recruits > Cadets No College Recruits > Cadets
Depart S.O.P.	Cadet > No College Recruits
Improve Prevention	Cadet > No College Recruits

TABLE 73 - continued

Family Problems	Cadet > College Recruits
Education Desirable	Cadets > No College Recruits Cadets > College Recruits College Recruits > No College Recruits

TABLE 74

PERCEPTIONS AND ATTITUDES:
MEANS FOR CADETS AND COLLEGE/NON COLLEGE NON-CADET RECRUITS
AT ENTRY TO 1989 ACADEMY CLASS

VARIABLE/SCALE NAME	CADETS (N=44)	COLLEGE RECRUITS (N=588)	NO COLLEGE RECRUITS (N=222)

PERCEPTIONS OF PEOPLE IN GENERAL

	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
CYNICISM	2.25	2.21	2.24
TRUST	2.80	2.74	2.67

PERCEPTIONS OF POLICE JOB IN GENERAL

	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
LOW PRESTIGE	1.90	1.86	1.83
NOT ENJOYABLE	1.80	1.80	1.88

PERCEPTIONS OF POLICE OFFICERS

	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
NO DIFFERENT	2.90	2.74	2.78
DIFFERENT	2.13	2.16	2.19
MORE HONEST	2.50	2.50	2.50
LIKE POWER	1.69	1.70	1.69
PICK CRIMINALS	2.46	2.38	2.42

PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
EXCITEMENT	2.26	2.24	2.34
LITTLE PAPERWORK	1.30	1.39	1.45
BUSY	2.20	2.27	2.30
REPETITIOUS	2.74	2.82	2.77
BORING	2.37	2.11	2.07
ENFORCE TRAFFIC	2.27	2.29	2.37

TABLE 74 - continued

PERCEPTIONS OF GENERAL POLICE BEHAVIOR

COURTEOUS	3.10	3.22	3.21
SLOW	2.13	2.25	2.28

PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

ABUSE LIKELY	2.39	2.42	2.47
MUST GUARD	2.28	2.37	2.38

PERCEPTIONS OF POLICE ARREST BEHAVIOR

ATTITUDE ARREST	2.46	2.22	2.10
OVERLOOK	2.45	2.45	2.42

PERCEPTIONS OF POLICE USE OF FORCE

EXCESSIVE FORCE	2.51	2.37	2.37
OVERREACT	2.00	1.94	1.89

PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

GOOD RELATIONS	2.78	2.69	2.62
HOSTILITY	2.12	2.03	2.05
HELP IDENTIFY	2.68	2.78	2.78
WILL NOT COOPERATE	2.97	2.96	2.97
POLICE MISUNDERSTAND	2.04	1.86	1.92
PEOPLE MISUNDERSTAND	2.63	2.66	2.71
POLICE KNOW	2.40	2.40	2.44
CITIZENS KNOW	2.84	2.83	2.81

TABLE 74 - continued

PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

WHITES TREATED BETTER	1.89	1.73	1.70

PERCEPTION OF THE CIVILIAN COMPLAINT PROCESS

ACCEPT COMPLAINTS	2.53	2.45	2.50
CITIZEN WORD TAKEN	2.39	2.41	2.45
POLICE BIAS	1.97	1.91	1.94

PERCEPTIONS OF VALUE OF POLICE EXPERIENCE COMPARED TO SOCIAL SCIENCE

POLICE UNDERSTAND	2.70	2.50	2.54
PSYCH UNRELATED	2.10	2.04	2.21

ATTITUDES ABOUT POLICE TACTICS

IDEALS UNWORKABLE	2.55	2.40	2.42
IGNORE VERBAL ABUSE	2.66	2.64	2.78

ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

RIGIDLY ENFORCE	2.09	2.18	2.26
OFFICER DISCRETION	2.27	2.25	2.22
ARREST DEMONSTRATORS	3.05	2.95	2.91
CONSIDER FAMILY	2.57	2.65	2.56
LISTEN BEFORE	2.82	2.74	2.75
RIGHT TO ORDER	2.92	2.73	2.74

TABLE 74 - continued

ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

VALUE OBEDIENCE	2.51	2.55	2.68
DEPART S.O.P.	2.53	2.41	2.51

ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

BE CONCERNED	3.50	3.48	3.42
RESIST FAMILIARITY	1.68	1.77	1.83

ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

RIGHT TO COMPLAIN	3.16	3.20	3.18
AVOID COMPLAINTS	2.52	2.41	2.54
CITIZEN BIAS	2.39	2.41	2.45

ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

RIGHT TO JUDGE	2.92	2.91	2.92
NOTHING TO HIDE	2.80	2.73	2.80

ATTITUDES ABOUT POLICE ETHICS

BEWARE FREE MEALS	2.65	2.78	2.90

ATTITUDES ABOUT POLICE USE OF FORCE

FORCE JUSTIFIED	1.95	2.06	2.06
USE RESTRAINT	2.45	2.38	2.39
FREE TO USE FORCE	2.59	2.63	2.65
AGGRESSION USEFUL	2.74	2.70	2.73
FORCE LANGUAGE	2.11	2.06	2.00

TABLE 74 - continued

ATTITUDES ABOUT APPROPRIATE POLICE ROLE

IMPROVE PREVENTION	2.50	2.38	2.37
FAMILY PROBLEMS	3.23	3.17	3.12
COMMUNITY-ORIENTED	3.17	3.14	3.09
PROBLEM-ORIENTED	3.09	3.08	3.05

ATTITUDES ABOUT COURTS AND COURT DECISIONS

POOR COURT TREATMENT	2.32	2.32	2.39
COURTS BELIEVE POLICE	2.41	2.29	2.26
COURTS RESTRICT	2.20	2.30	2.28

ATTITUDES ABOUT DESIRABILITY OF EDUCATION
FOR POLICE OFFICERS

EDUCATION DESIRABLE	2.81	2.40	2.07
EDUCATION UNNECESSARY	2.11	2.35	2.47

ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

BE OWN BOSS	2.23	2.15	2.11
AVOID ACTION	2.04	1.96	1.98

TABLE 75

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES BETWEEN CADET AND COLLEGE/NO COLLEGE
NON CADET RECRUITS AT ENTRY TO 1989 ACADEMY CLASS

Trust 　　　Cadets > No College Non-Cadet Recruits 　　　College Non-Cadet Recruits > No College Non-Cadet Recruits
Excitement 　　　No College Non-Cadet Recruits > College Non-Cadet Recruits
Boring 　　　Cadets > College Non-Cadet Recruits 　　　Cadets > No Collee Non-Cadet Recruits
Attitude Arrest 　　　Cadets > College Non-Cadets Recruits 　　　Cadets > No College Non-Cadet Recruits 　　　College Non-Cadet Recruits > No College Non-Cadet Recruits
Psych Unrelated 　　　No College Non-Cadet Recruits > College Non-Cadet Recruits
Ignore Verbal Abuse 　　　No College Non-Cadet Recruits > College Non-Cadet Recruits
Value Obedience 　　　No College Non-Cadet Recruits > College Non-Cadet Recruits
Beware Free Meals 　　　No College Non-Cadet Recruits > Cadets 　　　No College Non-Cadet Recruits > College Non-Cadet Recruits
Education Desirable 　　　Cadets > No College Non-Cadet Recruits 　　　Cadets > College Non-Cadet Recruits 　　　College Non-Cadet Recruits > No College Non-Cadet Recruits
Education Unnecessary 　　　No College Non-Cadet Recruits > Cadets
Family Problems 　　　Cadet > College Recruits

TABLE 76

PREFERRED CRITERIA FOR EVALUATING POLICE:
MEANS FOR CADETS AND COLLEGE/NO COLLEGE NON CADET RECRUITS
AT EXIT FROM 1988 ACADEMY CLASS

	CADETS (N=53)	COLLEGE RECRUITS (N=270)	NO COLLEGE RECRUITS (N=99)
Activity	2.48	2.49	2.51
Calls	3.33	3.37	3.34
Patrol Area Needs	3.26	3.37	3.32
Quick Response	3.32	3.29	3.34
Obedience	3.10	3.23	3.21
Few Complaints	3.04	3.02	3.08
Recognition	2.95	2.85	2.75
Ratings by Others	3.34	3.33	3.24
Community Orientation	4.28	4.22	4.22
Traditional Policing	4.18	4.18	4.25
Helping Orientation	4.63	4.68	4.62

TABLE 77

PREFERRED CRITERIA FOR EVALUATING POLICE:
SIGNIFICANT DIFFERENCES BETWEEN CADETS AND COLLEGE/NO COLLEGE
NON CADET RECRUITS AT EXIT FROM 1988 ACADEMY CLASS

No Significant Differences

TABLE 78

PERCEPTIONS AND ATTITUDES:
MEANS FOR CADETS AND COLLEGE/NO COLLEGE NON CADET RECRUITS
AT EXIT FROM 1988 ACADEMY CLASS

VARIABLE/SCALE NAME	CADETS (N=53)	COLLEGE RECRUITS (N=270)	NO COLLEGE RECRUITS (N=99)

PERCEPTIONS OF PEOPLE IN GENERAL

VARIABLE/SCALE NAME	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
CYNICISM	2.23	2.21	2.16
TRUST	2.82	2.81	2.69

PERCEPTIONS OF POLICE JOB IN GENERAL

VARIABLE/SCALE NAME	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
LOW PRESTIGE	1.74	1.83	1.86
NOT ENJOYABLE	1.77	1.76	1.88

PERCEPTIONS OF POLICE OFFICERS

VARIABLE/SCALE NAME	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
NO DIFFERENT	2.81	2.88	2.72
DIFFERENT	1.92	2.00	2.10
MORE HONEST	2.37	2.42	2.37
LIKE POWER	1.69	1.70	1.77
PICK CRIMINALS	2.47	2.42	2.37

PERCEPTIONS OF LEVEL AND NATURE OF POLICE ACTIVITY

VARIABLE/SCALE NAME	CADETS	COLLEGE RECRUITS	NO COLLEGE RECRUITS
EXCITEMENT	2.18	2.20	2.20
LITTLE PAPERWORK	1.30	1.30	1.38
BUSY	2.16	2.27	2.29
REPETITIOUS	2.90	2.80	2.79
BORING	2.20	2.09	2.15
ENFORCE TRAFFIC	2.30	2.32	2.28

151

TABLE 78 - continued

PERCEPTIONS OF GENERAL POLICE BEHAVIOR

COURTEOUS	3.20	3.24	3.20
SLOW	2.32	2.23	2.26

PERCEPTIONS OF RISK OF BEING A POLICE OFFICER

ABUSE LIKELY	2.41	2.47	2.39
MUST GUARD	2.26	2.31	2.38

PERCEPTIONS OF POLICE ARREST BEHAVIOR

ATTITUDE ARREST	2.49	2.24	2.19
OVERLOOK	2.54	2.51	2.43

PERCEPTIONS OF POLICE USE OF FORCE

EXCESSIVE FORCE	2.49	2.54	2.42
OVERREACT	1.98	1.95	2.00

PERCEPTIONS OF POLICE RELATIONSHIPS WITH CITIZENS

GOOD RELATIONS	2.79	2.80	2.74
HOSTILITY	2.03	2.08	2.12
HELP IDENTIFY	2.67	2.78	2.78
WILL NOT COOPERATE	2.92	2.96	3.00
POLICE MISUNDERSTAND	1.83	1.76	1.88
PEOPLE MISUNDERSTAND	2.66	2.64	2.72
POLICE KNOW	2.06	2.27	2.26
CITIZENS KNOW	3.12	2.97	2.89

TABLE 78 - continued

PERCEPTIONS OF POLICE RACIAL DISCRIMINATION

WHITES TREATED BETTER	1.69	1.74	1.70

PERCEPTION OF THE CIVILIAN COMPLAINT PROCESS

ACCEPT COMPLAINTS	2.64	2.51	2.50
CITIZEN WORD TAKEN	2.60	2.57	2.51
POLICE BIAS	1.77	1.85	1.85

PERCEPTIONS OF VALUE OF POLICE EXPERIENCE COMPARED TO SOCIAL SCIENCE

POLICE UNDERSTAND	2.73	2.61	2.55
PSYCH UNRELATED	2.05	1.97	2.03

ATTITUDES ABOUT POLICE TACTICS

IDEALS UNWORKABLE	2.51	2.35	2.37
IGNORE VERBAL ABUSE	2.62	2.73	2.67

ATTITUDES ABOUT LAW ENFORCEMENT AND ORDER MAINTENANCE

RIGIDLY ENFORCE	2.00	2.10	2.15
OFFICER DISCRETION	2.28	2.28	2.25
ARREST DEMONSTRATORS	2.92	2.97	2.84
CONSIDER FAMILY	2.82	2.68	2.69
LISTEN BEFORE	2.96	2.94	2.89
RIGHT TO ORDER	2.80	2.70	2.71

153

TABLE 78 - continued

ATTITUDES ABOUT EVALUATING POLICE PERFORMANCE

VALUE OBEDIENCE	2.30	2.63	2.46
DEPART S.O.P.	2.70	2.46	2.36

ATTITUDES ABOUT POLICE-COMMUNITY RELATIONS

BE CONCERNED	3.64	3.44	3.47
RESIST FAMILIARITY	1.73	1.76	1.80

ATTITUDES ABOUT CITIZEN COMPLAINT PROCEDURES

RIGHT TO COMPLAIN	3.33	3.34	3.20
AVOID COMPLAINTS	2.36	2.51	2.45
CITIZEN BIAS	2.60	2.57	2.51

ATTITUDES ABOUT PUBLIC OVERSIGHT OF THE POLICE

RIGHT TO JUDGE	3.05	2.96	2.89
NOTHING TO HIDE	2.90	2.73	2.79

ATTITUDES ABOUT POLICE ETHICS

BEWARE FREE MEALS	2.86	2.87	2.77

ATTITUDES ABOUT POLICE USE OF FORCE

FORCE JUSTIFIED	2.01	1.98	2.04
USE RESTRAINT	2.56	2.35	2.34
FREE TO USE FORCE	2.69	2.62	2.59
AGGRESSION USEFUL	2.67	2.65	2.67
FORCE LANGUAGE	2.30	2.07	2.04

TABLE 78 - continued

ATTITUDES ABOUT APPROPRIATE POLICE ROLE

IMPROVE PREVENTION	2.54	2.40	2.27
FAMILY PROBLEMS	3.33	3.25	3.20
COMMUNITY-ORIENTED	3.26	3.19	3.10
PROBLEM-ORIENTED	3.10	3.00	2.98

ATTITUDES ABOUT COURTS AND COURT DECISIONS

POOR COURT TREATMENT	2.50	2.48	2.36
COURTS BELIEVE POLICE	2.32	2.27	2.22
COURTS RESTRICT	2.36	2.33	2.31

ATTITUDES ABOUT DESIRABILITY OF EDUCATION FOR POLICE OFFICERS

EDUCATION DESIRABLE	2.82	2.46	2.06
EDUCATION UNNECESSARY	2.16	2.12	2.22

ATTITUDES ABOUT LEADERSHIP RESPONSIBILITIES

BE OWN BOSS	2.30	2.13	2.16
AVOID ACTION	2.00	2.00	2.01

TABLE 79

PERCEPTIONS AND ATTITUDES:
SIGNIFICANT DIFFERENCES BETWEEN CADETS AND COLLEGE/NO COLLEGE
NON CADET RECRUITS AT EXIT FROM 1988 ACADEMY CLASS

Trust   College Non-Cadet Recruits > No College Non-Cadet Recruits
Police Know   College Recruits > Cadets
Citizens Know   Cadets > No College Recruits

Attitude Arrest
     Cadets > College Recruits
     Cadets > No College Recruits

Value Obedience   College Recruits > Cadets
Depart S.O.P.   Cadets > No College Recruits
Improve Prevention   Cadets > No College Recruits

Education Desirable
     Cadets > College Recruits
     Cadets > No College Recruits
     College Recruits > No College Recruits

APPENDICES

APPENDIX A

CADET CORPS SAMPLE QUESTIONNAIRE

NEW YORK CITY POLICE DEPARTMENT EVALUATION

BASELINE QUESTIONNAIRE

The attached questionnaire is part of a study of the New York Police Department being conducted by the Police Foundation, a non-profit research organization located in Washington, D.C. The Police Foundation is interested in finding out what you expect from the Police Department and what you think of the police profession in general. The information you provide will contribute significantly to the improvement of the New York City Police Department.

ASSURANCE OF CONFIDENTIALITY

All information which will permit identification of individual Cadets will be held in strict confidence. The information will be used only by the staff of the Foundation for purposes of the study and will not be disclosed or released to the New York City Police Department or others for any other purpose.

The Foundation will maintain custody of all responses to this survey. The data will be used for statistical purposes only. There is no requirement for your participation in the survey. However, your cooperation will greatly enhance the value of this study.

WE DO NOT WANT YOU TO SIGN YOUR NAME. HOWEVER, SO THAT WE CAN KEEP TRACK OF YOUR RESPONSES OVER TIME, WE WOULD LIKE FOR YOU TO TELL US YOUR COMPANY AND YOUR TAX ID NUMBER. SINCE THIS WILL BE THE CODE WE WILL USE TO IDENTIFY YOU THROUGHOUT THE STUDY, IT IS VERY IMPORTANT THAT YOU PROVIDE THIS INFORMATION.

COMPANY ___ ___ - ___ ___   (4-7)

TAX ID# ___ ___ ___ ___ ___ ___   (8-12)

Thank you for your cooperation.

The first series of questions are designed to find out what factors influenced your decision to join the Police Department.

1. Before you actually applied, how did the following people feel about your joining the Police Department. For each person, circle the appropriate number to indicate whether they felt very favorable, somewhat favorable somewhat unfavorable, or very unfavorable. (Please circle the number for "Don't Know" or "Not Applicable" where appropriate).

		Very Favorable	Somewhat Favorable	Somewhat Unfavor.	Very Unfavor.	DK N/A	
a.	Father/Stepfather	4	3	2	1	5	(13)
b.	Mother/Stepmother	4	3	2	1	5	(14)
c.	Friends	4	3	2	1	5	(15)
d.	Spouse/Partner	4	3	2	1	5	(16)
e.	Brothers/Sisters	4	3	2	1	5	(17)

2. How important were the following factors in your decision to join the Police Department? For each factor indicate whether it was very important, somewhat important, or not important at all in your decision to join the Department. Please circle the appropriate number).

	Very Import.	Somewhat Import.	Not Import. At All	
a. A chance to experience working in the community..	3	2	1	(18)
b. A chance to work outdoors.......................	3	2	1	(19)
c. Ability to work directly with people...........	3	2	1	(20)
d. Chance to wear a uniform........................	3	2	1	(21)
e. Ability to help people..........................	3	2	1	(22)
f. Influence of friends or relatives who are police officers.............................	3	2	1	(23)
g. Influence of friends or relatives who are not police officers.........................	3	2	1	(24)
h. Have always wanted to be a police officer......	3	2	1	(25)
i. Excitement of police work......................	3	2	1	(26)
j. Challenge of police work.......................	3	2	1	(27)
k. Pay as a police officer........................	3	2	1	(28)
l. Chance to carry a gun..........................	3	2	1	(29)
m. Freedom of the job of a police officer.........	3	2	1	(30)
n. Just seemed like a good job opportunity........	3	2	1	(31)
o. We've always had a police officer in the family...	3	2	1	(32)
p. A secure civil service job as a police officer.	3	2	1	(33)

3. How do you feel about joining the Police Department? Would you say you feel...

       Very positive,.......................4
       Somewhat positive,...................3
       Slightly positive, or...............2
       Unsure?.............................1

4. How appropriate do you think the medical test was in determining your potential ability to serve as a police officer? Would you say it was...

       Very appropriate,...................4
       Somewhat appropriate,...............3
       Somewhat appropriate, or...........2
       Very inappropriate?................1

5. How about the psychological exam you had to take? How relevant do you think that was in determining your potential ability to serve as a police officer? Would you say it was...

       Very relevant,......................4
       Somewhat relevant,..................3
       Somewhat irrelevant, or.............2
       Very irrelevant?....................1

6. How sure are you that the police profession is for you? Would you say you are...

       Very sure,..........................4
       Somewhat sure,......................3
       Somewhat unsure, or.................2
       Not sure?...........................1

7. How interested are you in a career as a police officer? Would you say you are...

       Definitely interested,............. 5
       Interested,........................ 4
       Uninterested,...................... 3
       Definitely uninterested, or........ 2
       Not sure?.......................... 1

8. Compared to the jobs that most college graduates get, would you say
    the job of a police officer is...

                                                                    (39)

            Much better than average,........... 6
            Better than average,................ 5
            About average,...................... 4
            Below average,...................... 3
            Much below average, or.............. 2
            Not sure?........................... 1

9. What about the starting salaries for police officers? Compared to
    jobs most college graduates get, would you say police officer's
    salaries are...

                                                                    (40)

            Much better than average,........... 6
            Better than average,................ 5
            About average,...................... 4
            Below average,...................... 3
            Much below average, or.............. 2
            Not sure?........................... 1

10. In general, how would you rate the New York City Police Department as
    a place for women to work? Would you say it is...

                                                                    (41)

            Much better than average,........... 5
            Better than average,................ 4
            About average,...................... 3
            Below average, or................... 2
            Much below average?................. 1

11. How would you rate the New York City Police Department as a place for
    Blacks, Hispanics and other minority groups to work? Would you say i
    is...

                                                                    (42)

            Much better than average,........... 5
            Better than average,................ 4
            About average,...................... 3
            Below average, or................... 2
            Much below average?................. 1

3

12. On the following pages, statements are listed which represent opinion you might have. Please indicate the extent to which you personally agree or disagree with each statement by circling the number which best represents your response to that statement.

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	Police officers should not become personally familiar with the residents of the area they patrol..........	4	3	2	1 (43)
b.	Police officers should have the freedom to use as much force as they think is necessary in making arrests..	4	3	2	1 (44)
c.	Police officers should be sincerely concerned about the well-being of the citizens in the neighborhood they patrol..................	4	3	2	1 (45)
d.	All laws should be enforced at all times, otherwise people lose respect for the law.......................	4	3	2	1 (46)
e.	The average officer on patrol spends a great deal of time enforcing traffic laws.......	4	3	2	1 (47)
f.	Police officers are kept so busy that they seldom have a chance to relax.............	4	3	2	1 (48)
g.	There are times when an officer is justified in using physical force in response to verbal abuse......................	4	3	2	1 (49)
h.	The police tend to overlook minor law violations........	4	3	2	1 (50)
i.	Most people in New York City do not respect police officers	4	3	2	1 (51)
j.	Unarmed suspects who assault police officers deserve to be treated roughly............	4	3	2	1 (52)
k.	Police officers are much more honest than the other citizens of New York City............	4	3	2	1 (53)

4

		Strongly Agree	Agree	Disagree	Strongly Disagree
l.	The relationship between the police and the people in New York City is very good.......	4	3	2	1 (54)
m.	I am uncomfortable when I work on a project requiring quick action affecting others	4	3	2	1 (55)
n.	It should be up to the discretion of the individual officer as to whether to enforce most laws...........	4	3	2	1 (56)
na.	Police know better than citizens what police services are required in an area......	4	3	2	1 (57)
o.	One of the good things about being a police officer is that it doesn't require much paperwork......................	4	3	2	1 (58)
p.	A police officer should never respond to verbal abuse from a citizen by using force.....	4	3	2	1 (59)
q.	Family problem-solving is a part of real police work.....	4	3	2	1 (60)
r.	A police officer is more likely to arrest a person who displays what he considers to be a bad attitude......................	4	3	2	1 (61)
nb.	The average person is sincerely concerned about the problems of others....................	4	3	2	1 (62)
s.	Police officers have a responsibility to restrain themselves when confronted with physical force from unarmed suspects.............	4	3	2	1 (63)
t.	A police officer's day is usually filled with excitement	4	3	2	1 (64)
u.	It doesn't take much formal education to be a good police officer................	4	3	2	1 (65)

		Strongly Agree	Agree	Disagree	Strongly Disagree
v.	Citizens can generally rely on the police to be helpful and courteous.........	4	3	2	1 (66)
w.	When someone gets angry at me I often get angry too...	4	3	2	1 (67)
x.	During a working day, a police officer often has to do the same things time after time..............	4	3	2	1 (68)
y.	When bossy people try to push me around, I do just the opposite of what they wish....................	4	3	2	1 (69)
nc.	Police should have frequent informal contacts with the people on their beat.........	4	3	2	1 (70)
z.	Police officers have different interests and concerns than those of other citizens..............	4	3	2	1 (71)
aa.	The police don't always arrive quickly when called......................	4	3	2	1 (72)
nd.	Police should not spend much time trying to solve non-crime problems on their beat........	4	3	2	1 (73)
ab.	Physical force is the only language some people really understand......	4	3	2	1 (74)
ac.	Citizens must have the right to complain about improper police behavior......	4	3	2	1 (75)
ad.	I don't often say things on the spur of the moment that I later regret..........	4	3	2	1 (76)
ae.	It is sometimes justified to use more force than is really necessary in handling someone who physically assaults an officer..........	4	3	2	1 (77)

		Strongly Agree	Agree	Disagree	Strongly Disagree
ne.	Police are better informed about problems on their beat than citizens..................	4	3	2	1 (78)
af.	Police officers must be on guard or citizens will take advantage of them.........	4	3	2	1 (79)
ag.	If a law is on the books, it ought to be enforced no matter what the consequences may be...........	4	3	2	1 (80)
ah.	Police officers should always ignore verbal abuse...........	4	3	2	1 (81)
ai.	Police officers don't really understand the problems of citizens in New York City.....	4	3	2	1 (82)
aj.	I am always able to keep the expression of my feelings under control........	4	3	2	1 (83)
nf.	Police shouldn't spend a great deal of their time trying to solve the problems identified by the people on their beat...	4	3	2	1 (84)
ak.	An officer who is doing a good job is bound to get an occasional citizen complaint......................	4	3	2	1 (85)
al.	There are some groups of citizens who simply will not cooperate with the police......................	4	3	2	1 (86)
am.	I want to be my own boss in almost every work-related situation............	4	3	2	1 (87)
an.	Some police officers consistently use more physical force than is necessary in making arrests..	4	3	2	1 (88)
ng.	Police are usually out for their own good...............	4	3	2	1 (89)

		Strongly Agree	Agree	Disagree	Strongly Disagree	
ao.	In investigations of citizen complaints it seems like a citizen's word is worth more than that of a police officer......................	4	3	2	1	(90)
ap.	Most citizens are willing to help police identify criminal suspects............	4	3	2	1	(91)
nh.	Police officers should remember that enforcing the law is by far their most important responsibility...............	4	3	2	1	(92)
aq.	The likelihood of a police officer being abused by citizens in New York City is very high................	4	3	2	1	(93)
ar.	Being a police officer is not a very enjoyable job.....	4	3	2	1	(94)
ni.	Most people are basically honest.......................	4	3	2	1	(95)
	Citizens in New York City have a great deal of respect for police officers..........	4	3	2	1	(96)
	I can usually find enough energy to face my difficulties	4	3	2	1	(97)
	Citizens don't really understand the problems of the police in New York City..	4	3	2	1	(98)
	Police officers are really no different from other citizens	4	3	2	1	(99)
.w.	Investigations of police misconduct are usually biased in favor of police....	4	3	2	1	(100)
nj.	Police officers should make a major effort to learn about the things that concern the people on their beat........	4	3	2	1	(101)
ax.	When some diplomacy and persuasion are needed, I am generally able to provide them......................	4	3	2	1	(102)

		Strongly Agree	Agree	Disagree	Strongly Disagree
ay.	Courts are more likely to believe a police officer's testimony than that of other court witnesses................	4	3	2	1 (103
az.	I often get angry with people too quickly............	4	3	2	1 (104
ba.	Because they get so much experience in real life, police officers understand human behavior as well as psychologists and sociologists	4	3	2	1 (105
bb.	The police often overreact in confrontations with citizens......................	4	3	2	1 (106
nk.	Citizens can be a vital source of information about the problems in their neighborhood.................	4	3	2	1 (107
bc.	Most of the people who make citizen complaints are just trying to harass the police...	4	3	2	1 (108
bd.	An out-dated law should very seldom be changed............	4	3	2	1 (109
be.	Adult citizens seldom do as much as they can about juveniles who are causing trouble in their neighborhood.	4	3	2	1 (110
bf.	I am a fairly strict person, always insisting on doing things as correctly as possible......................	4	3	2	1 (111
bg.	A police officer should listen to a violator's story before deciding whether to issue a traffic ticket................	4	3	2	1 (112
bh.	The job of police officer is very low in prestige.......	4	3	2	1 (113
nl.	"Do unto others as you would have them do unto you" is a motto most people follow......	4	3	2	1 (114

		Strongly Agree	Agree	Disagree	Strongly Disagree
bi.	The newspapers generally seem to enjoy giving unfavorable news coverage about the police.............	4	3	2	1 (115
nm.	Police should respond to the concerns of citizens even if they have nothing to do with crime.......................	4	3	2	1 (116
bj.	I like it when I know so well what has to be done that I naturally become the leader....................	4	3	2	1 (117
bk.	Citizens in New York City view the police as a hostile force................	4	3.	2	1 (118)
bl.	When testifying in court, police officers are often treated no better than criminals....................	4	3	2	1 (119)
bm.	The police don't have any business trying to resolve family disputes.......	4	3	2	1 (120)
bn.	In my personal life, I almost always reach the goals I set.................	4	3	2	1 (121)
bo.	It is more important that a police officer has very few citizen complaints than to have an impressive record of making arrests......	4	3	2	1 (122)
nn.	Most people would tell a lie if they could benefit from it.	4	3	2	1 (123)
bp.	An officer should consider a juvenile's family background in deciding what to do with him...............	4	3	2	1 (124)
bq.	Preservation of the peace requires that police have the authority to order people to "move along" or "break it up" even though no law is being violated.....................	4	3	2	1 (125)

10

		Strongly Agree	Agree	Disagree	Strongly Disagree
br.	Police officers often treat whites better than they do blacks................	4	3	2	1 (126
bs.	The use of pressure tactics to obtain information from suspects is never justified...	4	3	2	1 (127
bt.	Police are people who like power and tend to abuse it....	4	3	2	1 (128
no.	A good police officer will spend a lot of time to find out what people think the local problems are on their beat........................	4	3	2	1 (129
bu.	You can generally rely on the police to be helpful and courteous.................	4	3	2	1 (130
bv.	The police are not receiving the backing they should from thee political power structure in New York City..............	4	3	2	1 (131
bw.	The good police officer is one who gives his/her commanding officer unquestioning obedience.......	4	3	2	1 (132)
bx.	The police service needs more college trained career officers................	4	3	2	1 (133)
np.	Most people do not hesitate to go out of their way to help someone in trouble.............	4	3	2	1 (134)
by.	In certain areas of New York City, physical combat skills and an aggressive bearing will be more useful to a patrol officer on the street than book learning and a courteous manner........................	4	3	2	1 (135)
bz.	The best officer is one who knows when to depart from standard operating procedures in order to get the job done...............	4	3	2	1 (136)

11

		Strongly Agree	Agree	Disagree	Strongly Disagree
nq.	Citizens know more about what goes on in their area than the police who patrol there...	4	3	2	1 (137
ca.	Since ours is a government "of the people, and for the people," the public has a right to pass judgment on the way police are doing their job.........................	4	3	2	1 (138
cb.	The trouble with psychology and sociology is that they are not related to the everyday realities of the police job................	4	3	2	1 (139
cc.	Experience has shown that there is a big difference between whether a man really is guilty and whether the court says he is........................	4	3	2	1 (140
nr.	Assisting citizens can be as important as enforcing the law...........................	4	3	2	1 (141)
cd.	If police put as much effort into crime prevention as they do into investigation after a crime has been committed, we would be further ahead in reducing crime............	4	3	2	1 (142)
ce.	The best officers generally have more education than the others....................	4	3	2	1 (143)
cf.	It would be desirable if candidates for police service were required to complete certain college courses in order to be certified for initial employment....................	4	3	2	1 (144)
ns.	Citizens don't know very much about crime problems in their area........................	4	3	2	1 (145)

		Strongly Agree	Agree	Disagree	Strongly Disagree
cg.	Some of the ideals of politeness and decency taught in police schools are unworkable under the actual conditions on the street......................	4	3	2	1 (146
ch.	Court decisions restricting police interrogations of suspects will undoubtedly result in fewer solutions of criminal cases..............	4	3	2	1 (147
ci.	An officer's efficiency record should take into account the number of arrests he/she makes or the tickets he/she issues.....	4	3	2	1 (148
nt.	It's only a rare person who would risk his own life to help someone else.............	4	3	2	1 (149
cj.	The police are often responsible for the fact that defendants are not found guilty...................	4	3	2	1 (150
ck.	The police have nothing to hide and need not be concerned about public scrutiny of their work........	4	3	2	1 (151
nu.	The police should ask citizens what kind of service they want....................	4	3	2	1 (152
cm.	Persons who give officers free meals or other considerations are usually expecting something in return...................	4	3	2	1 (153)
nv.	Crime isn't the only problem that police officers should be concerned about on their beat.......................	4	3	2	1 (154)

		Strongly Agree	Agree	Disagree	Strongly Disagree
cn.	Persons who deliberately violate the law in order to attract attention to their "cause" should be arrested, searched, and booked in the same manner as other violators...........	4	3	2	1 (155)
nw.	If you act in good faith with people, almost all of them will reciprocate with fairness towards you...................	4	3	2	1 (156)
co.	Under no conditions is it right and proper for a police officer to accept gifts or favors for his/her services.........	4	3	2	1 (157)
cp.	There is something about the personal appearance of a criminal--the way he/she looks--by which and experienced officer can pick him out.............	4	3	2	1 (158)
nx.	Police should work with citizens to try to solve problems on their beat........	4	3	2	1 (159)
cq.	The best officer is one who knows departmental procedures and sticks strictly to them.............	4	3	2	1 (160)
cr.	Police officers often have so much time on their hands they get bored.........................	4	3	2	1 (161)
ny.	While both victims and offenders have rights that should be protected, the primary responsibility of a police officer is to protect the rights of the accused.....	4	3	2	1 (162)

13. Several factors which <u>could</u> be used as indicators of a "good" police officer are listed below. Please indicate whether each of these factors <u>should</u> be very important, somewhat important, somewhat unimportant, or very unimportant in a good police officer.

	Very Important	Important	Unimportant	Very Unimportant
a. Frequent commendations........	4	3	2	1 (163)
b. Infrequent valid citizen complaints..................	4	3	2	1 (164)
c. High evaluations by fellow officers....................	4	3	2	1 (165)
d. Frequent traffic arrests......	4	3	2	1 (166)
e. Infrequent disciplinary actions	4	3	2	1 (167)
f. Rapid promotions..............	4	3	2	1 (168)
g. High performance ratings by supervisor..................	4	3	2	1 (169)
h. Quick response to calls.......	4	3	2	1 (170)
i. Frequent misdemeanor arrests..	4	3	2	1 (171)
j. Efficient handling of calls...	4	3	2	1 (172)
k. Frequent felony arrests.......	4	3	2	1 (173)
l. Punctuality and good attendance	4	3	2	1 (174)
m. High number of miles driven per shift...................	4	3	2	1 (175)
n. High responsiveness to needs of his/her patrol area......	4	3	2	1 (176)
o. Good knowledge of rules and regulations.................	4	3	2	1 (177)
p. Frequent interrogations of suspicious people..........	4	3	2	1 (178)
q. Strict obedience of rules and regulations............	4	3	2	1 (179)

14. The following is a list of activities performed by police officers. For each activity, please indicate whether you think an officer should spend very much effort, much effort, little effort, very little effort, or no effort, by circling the appropriate number.

	Very Much Effort	Much Effort	Little Effort	Very Little Effort	No Effort
a. Patrolling in cars...........	5	4	3	2	1 (180)
b. Patrolling on foot...........	5	4	3	2	1 (181)
c. Investigating crimes.........	5	4	3	2	1 (182)
d. Telling the public about police work................	5	4	3	2	1 (183)
e. Assisting persons in emergencies................	5	4	3	2	1 (184)
f. Questioning suspicious persons	5	4	3	2	1 (185)
g. Understanding problems of people in the community.....	5	4	3	2	1 (186)
h. Explaining crime prevention techniques to citizens......	5	4	3	2	1 (187)

15

	Very Much Effort	Much Effort	Little Effort	Very Little Effort	No Effort	
i. Informing people about available services............	5	4	3	2	1	(188
j. Assisting victims of crime....	5	4	3	2	1	(189

The next series of questions are designed to provide information about your background.

15. For the last four years, how much of the time have you had a job? (CIRCLE THE APPROPRIATE NUMBER).

(190)

```
            Never................................ 1
            Rarely, and only part-time......... 2
            Rarely, but then full-time......... 3
            Occasionally, but only part-time... 4
            Occasionally, but then full-time... 5
            All the time, but only part-time... 6
            All the time, full-time............ 7
```

16. When you were accepted into the Police Department, did you hold a full-time or part-time job?

(191)

```
            YES.................................. 1
            NO................................... 2 [SKIP TO Q17]
```

16a. How many hours a week did you work? _____ HOURS (192-193)

16b. What was that job? _____ (194-196)

16c. How much did you make an hour? $_____ · (197-200)

16d. Do you plan to keep the job while you are enrolled in the Academy? (PLEASE CIRCLE THE APPROPRIATE NUMBER)

(201)

```
            YES.................................. 1
            NO................................... 2
```

17. What is your normal living situation? (PLEASE CIRCLE THE APPROPRIATE NUMBER)

(202)

```
            Live alone.......................... 1
            Live with parent(s)................. 2
            Live with spouse.................... 3
            Live with other relatives.......... 4
            Live with friend(s)................. 5
```

18. How much did you _personally_ earn in 1987?   (PLEASE CIRCLE THE NUMBER THAT MATCHES YOUR 1987 INCOME).

(203

```
        Under $2,000........................ 1
        $2,000-$3,999...................... 2
        $4,000-$5,999...................... 3
        $6,000-$7,999...................... 4
        $8,000-$9,999...................... 5
        $10,000-$11,999....................6
        $12,000 or more.................... 7
```

19. What about your family? What was your _total family_ income for 1987? "Total Family" as used here means you and your spouse or parents.

(204

```
        Under $5,000........................ 1
        $5,000-$9,999...................... 2
        $10,000-$14,999................... 3
        $15,000-$19,999................... 4
        $20,000-$24,999................... 5
        $25,000-$29,999....................6
        $30,000 or more................... 7
```

20. In what year were you born? _____ Year   (205-206

21. What is your racial or ethnic background? (CIRCLE THE APPROPRIATE NUMBER).

(207

```
        Black.............................. 1
        White.............................. 2
        Hispanic........................... 3
        Asian/Pacific Islander............. 4
        American Indian.................... 5
```

22. What is your sex?

(208)

```
        Male............................... 1
        Female............................. 2
```

23. What is your height?   _____ Feet _____ Inches   (209-211)

24. What is your weight? _____ Pounds   (212-214)

25. What is your marital status?

(215)

```
        Married............................ 1
        Widowed............................ 2
        Divorced........................... 3
        Separated.......................... 4
        Living with someone................ 5
        Never married...................... 6 [SKIP TO Q27]
```

17

26. Is (or was) your spouse or living partner a police officer?

(216

       YES................................. 1
       NO.................................. 0

27. Do you have any other family members who are (or were) police officers? (CIRCLE ALL APPROPRIATE NUMBERS)

	YES	NO	
Father..............................	1	0	(217
Mother..............................	1	0	(218
Brother(s)..........................	1	0	(219
Sister(s)...........................	1	0	(220
Uncle(s)............................	1	0	(221
Aunt(s).............................	1	0	(222
Cousin(s)...........................	1	0	(223

28. Do you have any children?

(224

       YES................................. 1
       NO.................................. 2

29. Have you ever served in the military?

(225

       YES................................. 1
       NO.................................. 2 [SKIP TO Q30]

29a. Which branch did you serve in?

(226

       Army................................ 1
       Air Force........................... 2
       Navy................................ 3
       Marines............................. 4
       Coast Guard......................... 5
       Reserves............................ 6
       Merchant Marines.................... 7

29b. How long did you serve in the military? _____ Years   (227-228)

29c. Are you currently in the reserves?

(229)

       YES................................. 1
       NO.................................. 2

18
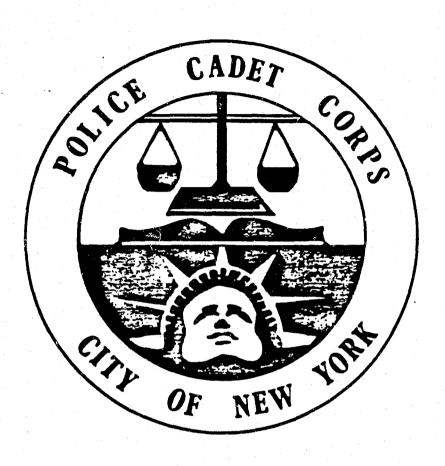
30. What is the highest level of education you have completed?

        Less than 8th grade................ 1
        Eighth grade....................... 2
        Some high school................... 3   [SKIP TO Q35]
        Graduated from high school......... 4
        Technical college.................. 5
        Some college....................... 6
        Graduated from college............. 7
        Graduate work...................... 8

31. What college/university did you attend?

_____   (231-232

32. In what field(s) did you major?

_____   (233-240)

33. Do you get any financial assistance from your parents towards your college education?

(241)

        YES................................ 1
        NO................................. 2 [SKIP TO Q34]

33a. How much assistance do you get per semester? $_____ (242-245)
                                                      Amount

34. Do you get any financial assistance from any <u>other</u> source(s) toward your college education?

(246)

        YES................................ 1
        NO................................. 2 [SKIP TO Q35]

34a. How much assistance do you get per semester? $_____ (247-250)
                                                      Amount

35. What was the highest level of school which your parents completed? (CHECK THE APPROPRIATE LEVEL FOR EACH PARENT).

(251-252)

	Father	Mother
Less than 8th grade	1	1
Eighth grade	2	2
Some high school	3	3
Graduated from high school	4	4
Technical college	5	5
Some college	6	6
Graduated from college	7	7
Graduate work	8	8
Don't Know	9	9

19

36. Have you been a member of the Cadet Corps Program?

YES................................ 1
NO................................. 2

THIS CONCLUDES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION. IF
THERE ARE ANY COMMENTS YOU WOULD LIKE TO MAKE, PLEASE USE THE SPACE
PROVIDED BELOW.

APPENDIX B

POLICE CADET MANUAL

POLICE CADET CORPS

CITY OF NEW YORK

POLICE
CADET
MANUAL

June 9, 1986

Dear Police Cadet:

　　Welcome to the New York City Police Department. I want
to congratulate you for becoming a Cadet and let you know that
I have great expectations for your future. As a firm believer
in the value of higher education, I am very excited about the
Police Cadet Corps Program.

　　You have taken an important first step in beginning a career
in policing, a career that offers unique rewards and challenges.
I am confident that your experiences as a Cadet will go a long
way toward preparing you to become an outstanding police officer.

　　Throughout your apprenticeship with the Department, you
will be exposed to the community service aspects of police work.
You will find that a career in law enforcement provides you
with the chance to serve the people of New York City in a very
special and fulfilling way. Take advantage of the next two years
and learn as much as you can about the New York City Police
Department, about each other, and about the communities that
you have the opportunity to serve.

　　I look forward to meeting and working with each of you.

　　　　　　　　　　　　　Sincerely,

　　　　　　　　　　　　　Benjamin Ward
　　　　　　　　　　　　　POLICE COMMISSIONER
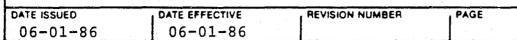
On September 3, 1985, Mayor Edward I. Koch and Police
Commissioner Benjamin Ward announced the inauguration of
the Police Cadet Corps, a program designed to recruit
students from New York City colleges and universities to
become police officers.

The Police Cadet Corps plan was developed by the
Police Department after reviewing two similar proposals -
one called the Police Corps Program, the other called the
Police Cadet Program. The Department evaluated both
proposals and built upon the positive aspects of these to
form a third option tailored to the current and future
needs of the Police Department. The result was the Police
Cadet Corps.

It is the goal of the Corps to attract a group of
people who have demonstrated their interest in law
enforcement and have attained a level of educational
achievement which will enhance their abilities to lead the
Police Department of tomorrow. These people will
hopefully make their career choices based on mature self
reflection and a sense of devotion to the community.

CADET GUIDE

PROCEDURE No

TABLE OF CONTENTS

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		

The Police Commissioner of New York is a civilian who is appointed by the Mayor. He is responsible for directing the New York, Transit and Housing Police Departments. However, the final responsibility for police service still rests with the Mayor. This system assures that the police reflect the will of the people as expressed through the election process.

The mission of the police, as stated in the Administrative Code, includes:

a. protecting life and property

b. detecting and arresting offenders

c. preventing crime

d. enforcing all law and ordinances, and

e. preserving the public peace

These tasks are imposed by law and are necessary for an orderly society. This may easily be recalled by the acronym, PD-PED.

The performance of these tasks creates a difficult role for the police. They have to protect the rights of citizens at the same time they enforce laws against them. This requires a delicate balancing of the rights of the individual and the interests of society.

The Service Model Concept is an attempt to state a working philosophy for our Department. It is a "people oriented" approach to police work. It requires the officer to:

a. recognize the importance of the full breach of police functions, which involves much more than pure law enforcement activity.

b. view himself as a professional; as a flexible decision maker.

c. attempt to improve police-community relations by reducing the distance between himself and the community he is sworn to serve.

The concept requires an officer to see himself as more than just a law enforcer. He must realize that he is sworn to serve the community, and he can do that better by becoming a part of it. It does not minimize the officer's law enforcement role, but rather places it in proper perspective. The officer should primarily view himself as one who serves in all possible ways. It should be apparent that he can also perform his law enforcement duties better by interacting with the community and learning who the "bad guys" are.

In any large organization, such as the Police Department, directions, control and continuity is achieved through the formal structure of a bureaucracy. It is designed to coordinate the efforts of its members to achieve the goals of the department, service to the public. It is characterized by specialization of functions, fixed rules, and a hierachy of authority. However, it must be flexible enough to change with the needs of society. As a part of this large and often impersonal team, we must try hard to retain "the personal touch" when dealing with the public and each other.

The concept of "unity of command" places each member of the department directly under the command of one supervisor, accountable only to him in normal operations. Of course, this principle may be violated in emergency situations, when other supervisors may assume command and issue orders.
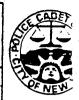
As in any bureaucracy, one's authority is based on position, or rank, in the organization. Advancement up to the rank of captain may be attained through civil service promotions and largely depends on written examinations and performance. Above this rank, persons are appointed by the Police Commissioner on the basis of performance or expertise. Detectives have the civil service rank of police officer. They are appointed to detective by, and serve at the discretion of the Police Commissioner.

While the Department's size often makes one feel like a "number", it also means that opportunities for promotion or special assignment are virtually unlimited. Failing to take advantage of them is a loss of both the individual and the Department.

A police officer's job is seldom simple. It is complex, challenging and demands that he be a professional. He can better achieve this standing by adopting the Service Model Concept as the basis for his actions.

1. The order of rank in the police service is:

    a. Chief of Department
    b. Chief of Patrol, Chief of Detectives, Chief of Organized Crime Control, Chief of Inspectional Services and Chief of Personnel
    c. Assistant Chief
    d. Deputy Chief
    e. Inspector
    f. Deputy Inspector
    g. Captain
    h. Lieutanant
    i. Sergeant
    j. Police Officer

2. Police Department Chaplains and Surgeons have the assimilated rank of Inspector.

3. Seniority in rank among members appointed or promoted at the same time is determined by position on appointment list.

THE CHIEF OF DEPARTMENT

The Chief of Department is the highest ranking uniform member of the service and reports directly to the Police Commissioner. The Chief is responsible for all major units providing direct police service to the public. Directly under the Chief of Department is the Communications Division, which operates the City's 911 emergency telephone service, and the Support Service Bureau, with its special units such as the Property Clerk Division and the Motor Transportation Division.

MAJOR BUREAUS

The department's five major bureaus are headed by uniformed members of the service. The following lists these three-star chiefs and a brief summary of their duties and responsibilities:

Chief of Detectives is responsible for the efficient performance of the Detective Bureau which provides in-depth investigations of serious crimes to achieve arrest and conviction of offenders

<u>Chief of Inspectional Services</u> heads the Inspectional Service Bureau which determines the integrity and efficiency levels of the department. Under this bureau are the Internal Affairs, Inspections, and Intelligence Divisions.

<u>Chief of Organized Crime Control</u> supervises the department's efforts to combat organized crime. The Narcotics, Public Morals and Auto Crime Division all fall under his area of responsibilities.

<u>Chief of Patrol</u> directs, coordinates and controls patrol services by deploying resources to effectively combat crime. He heads the Patrol Services Bureau with its 75 Precincts, and the Special Operations and Traffic Divsions.

<u>Chief of Personnel</u> is responsible for the personnel needs of the entire department. He oversees the efficient performance of Applicant Processing Division, Employee Management Division, Employment Section, Personnel Orders Section, Staff Services Section, Health Services Division and the Police Academy.

INSIGNIA OF RANK

CHIEF OF DEPARTMENT
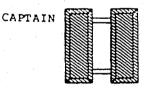
DEPUTY INSPECTOR

BUREAU CHIEFS

CAPTAIN

ASSISTANT CHIEF

LIEUTENANT

DEPUTY CHIEF

SERGEANT

INSPECTOR

CADET GUIDE

PRECINCT ORIENTATION

The City of New York is divided into five counties for government representation purposes. However the New York Police Department divides the City into seven "Patrol Boroughs" for its own special needs. These patrol boroughs are the Bronx, Queens, Staten Island, Manhattan North, Manhattan South, Brooklyn North and South. Most of these boroughs are then sub-divided into patrol precincts according to local community board boundaries. This idea of "co-terminality" insures that local precincts are responsive to the communities they serve. There are seventy-five (75) of these precincts throughout the City of New York and although the actual physical layout of station houses varies considerably, they all have several features in common. Included among these are:

Sitting Room - This is the area in which officers prepare for their tours of duty. It is here they can scan bulletin boards that list current post and sector conditions, recent crimes, and pick up any mail or Department correspondence. This room is also used for conducting roll call and pre-tour "training sessions". During the tour, the tables and desks of the sitting room are frequently used by officers for paperwork, investigations, etc.

Muster Room - The Muster Room is the area where the Precinct Desk is located. At the beginning of tours, super-visors may use this room to address or inspect out-going platoons. The area behind the desk is considered "off-limits" to everybody not assigned to duty in the station house, so that all other police personnel should request permission of the desk officer before entering it.

In this area are kept such Department directives as Personnel Orders, Interim Orders, Operations Orders, Legal Bulletins and the like. The precinct telephone switchboard, the FINEST machine and binder containing current alarms are also usually found here, as are portable radios.

If the nature of an assignment necessitates return-ing to the station house during your tour, first report to the Muster Room and inform the desk officer of your presence and reason.

Station House Clerk - A member of the service, usually civilian, who types reports from worksheets prepared by members on patrol, records incidents on indexes of various types, and assigns precinct serial numbers to many types of cases. The Station House Clerk, also referred to as the "124 person", performs duty in the Station House adjacent to the Desk Officer.

Other Offices

All precincts contain offices for clerical, investigative and administrative personnel. A few precincts have detention facilities in which prisoners are lodged during hours when court is not in session.

Juvenile Detention Area
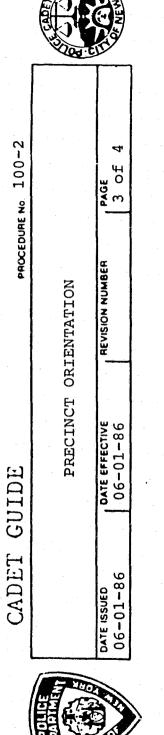
Most precincts have areas which have been specifically designated by the Family Court Act to hold minors during investigations.
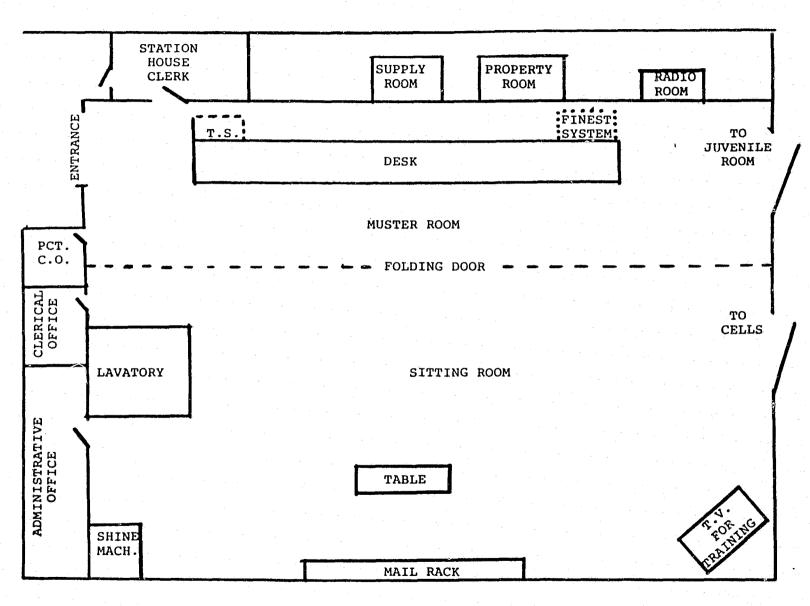
Desk Officer - A Sergeant or Lieutenant, performing duty in the Station House, who directs police operations within a command during his tour of duty. The Desk Officer assigns personnel at the start of the tour, and makes necessary adjustments during the tour. The Desk Officer will also make notifications to certain department units or outside agencies when members on patrol inform him of unusual incidents.

Command Log - A bound, ruled book with serially numbered pages maintained by the Desk Officer. This is used to provide a concise chronological listing of police incidents. The entries in the Command Log also indicate what records should be consulted to analyze these incidents in greater detail. The Command Log is also referred to as the "Blotter".

The Telephone Record Book contains official messages from one unit of the Department to another, communicated via telephone. In order to properly record these messages and provide a means for future references, it is necessary that a written record of their receipt or transmission be maintained. This is done by recording the message, the name of the person sending and receiving it, and the date and time.

Finally, precinct security is of paramount importance. Precincts are always open to those citizens who wish to report a crime or seek information or help. In view of this, you will observe all police officers make certain that those who enter are there for a legitimate purpose. Despite the Department's genuine desire to be an accessible service organization, experience has shown that the station house and the police can be the target of a violent act by those in society who are deranged or who are discontented with government or police policy.

CADET GUIDE

PRECINCT ORIENTATION

REVISION NUMBER

DATE EFFECTIVE
06-01-86

DATE ISSUED
06-01-86

STATION
HOUSE
CLERK

SUPPLY
ROOM

PROPERTY
ROOM

RADIO
ROOM

ENTRANCE

T.S.

FINEST
SYSTEM

DESK

TO
JUVENILE
ROOM

MUSTER ROOM

PCT.
C.O.

— — FOLDING DOOR — — —

CLERICAL
OFFICE

TO
CELLS

LAVATORY

SITTING ROOM

ADMINISTRATIVE
OFFICE

TABLE

SHINE
MACH.

T.V.
FOR
TRAINING

MAIL RACK

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                        PATROL BOROUGH
                          COMMANDER
                              |
                            ZONE
                          COMMANDER ──────────── Neighborhood
                              |                   Stabilization
                          PRECINCT                Units
                         COMMANDING
                          OFFICER
                              |
                          EXECUTIVE
                           OFFICER
            ┌─────────────────┼──────────────────────┐
          Desk            Integrity              Operations
         Officer           Control              Coordinator
                           Officer
   ┌──────┬────────┬────────┬────────┬──────┐     ┌────────┬──────────┐
  CPOP  Supervisor Attendant Station Sergeant    Unit      Planning
Supervisor Anti-Crime and/or  House   Patrol    Training    Officer
                    Matron    Clerk Supervisor   Officer
   |         |        └───┬─────┘      |            |
  CPOP    Anti-Crime  Patrolwagon   Patrol       Crime     Highway
 Officers  Officers   Operator     Officers    Prevention   Safety
                      Telephone                  Officer    Officer
                     Switchboard     
                      Operator        
                                               Community    Youth
                                                Affairs    Officer
                                                Officer
                                                   
                                                Clerical
                                                 Staff
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I. <u>Background</u>

Two decades ago the everyday task of policing America's largest city was heavily reliant on foot patrol. Although radio motor patrol was moving into the forefront with the advance of communications technology, traditional foot patrol remained an important mainstay of our patrol efforts.

With the advent of the 911 emergency response system, in 1969 we in New York entered a new period of police patrol operations. For the first time, all city residents could easily assess a centralized system of rapid police response. Easy access along with central dispatching resulted in an increasing use of this system, especially during the early years after its introduction. This required that more of our resources be devoted to motorized response, and so over a period of years, the use of foot patrol diminished as the use of motor patrol increased. Financial constraints, resulting in manpower cutbacks during the mid 1970's, required a further reduction in foot patrol, until the traditional community contract with a foot beat officer was almost entirely eliminated.

We in New York have been reexamining as of late the important concerns that issue has raised. We have recognized that there is a need to reestablish closer ties with our communities, but we questioned the wisdom of returning to past practices without understanding their limitations.

Foot patrol, in its original form, was primarily used for the following purposes.

- to address crime, parking and peddling conditions in heavy shopping districts, as well as create a secure climate for shoppers,

- to create high police visibility in specific areas where there are disorderly persons, public drinking and vandalism, and

- to address specific crime patterns that existed in limited areas.

While foot patrol was effective when concentrated on a particular problem, it was generally limited to a linear beat and was crime preventive only in the immediate area and

during the hours the officer was present. It was also believed by some that foot patrol did not attract enthusiastic officers, who saw motorized patrol as a more diverse and interesting assignment.

In deciding upon a course of action we were well aware of the limitations of the traditional foot beat officer, but at the same time desirous of being closer to the people we served. We recognized the supposed advantages of motorized patrol, but understood the impersonal effect it often creates. We were encouraged by recent findings that some forms of foot patrol made residents feel safer, but knew the difficulty in having a real impact on crime. Further, we want to create a role for our patrol officers that would provide greater job enrichment and encourage those who possessed the enthusiasm, to try innovative approaches to solving the problems they encountered.

The concept that followed was not entirely original. It borrowed for the experience of Flint, Michigan and from the thinking of James Q. Wilson and George Kelling. We built upon this previous work and with the able assistance of the Vera Institute of Justice, put forth our own effort, the Community Patrol Officer Program. What follows is a description of that program, as implemented in New York City, and a sharing of our experienced thus far.

II. Concept
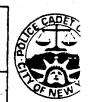
The CPO Program is based on the concept that meaningful ongoing contact between police and the communities they patrol must be established and further developed in order to effectively combat "quality of life" conditions and other crimes. This program strives to improve cooperation between the Police Department and community residents by forming a cohesive and functional partnership between the police, the community and various other services and self help organizations. With this cooperative effort the department feels we can more effectively combat crime and improve the quality of life in designated communities.

III. Introduction

On June 18, 1984, the Police Deapartment began a patrol demonstration project in the 72nd Precinct in Kings County. Designed by the Vera Institute and personnel from the office of Management Analysis and Planning, the Community

NEW YORK CITY COMMUNITY PATROL OFFICER PROGRAM

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		3 of 6

Patrol Officer Program (CPO) is attempting to create a patrol officer role through which the residents of neighborhoods can link effectively into the resources of the Department. The CPO embodies the law enforcement activities of the traditional foot officer, the outreach and community organizational activities of the community realations officers and the problems analysis, strategy development and tactical specification activities of the police planner. Over the year that followed, this program was expanded to an additional 20 precincts and we are continuing that expansion.

IV. Duties of Community Patrol Officers

CPOs are permanently assigned to a sizeable beat area. The officer is responsible for crime identification and order-maintenance, within his or her beat area, and is responsible for devising strategies for responding to these community problems. Community patrol emphasizes community involvement. By meeting regularly with residents and business persons in the beat area and discussing community issues, the officers and the community create a partnership to address those issues.

The officer also plays an active crime prevention role by conducting public education programs on crime prevention specifically geared to the various groups in the beat area, conducting residential and business premises inspections, and making recommendations to improve physical security. Community patrol efforts are based on each patrol officer's planning and organization of his or her everyday activities with a view toward long-range peace keeping and crime control objectives in the beat area. Officers are required to engage in crime analysis activities by reviewing all reported criminal activity within the beat area. The officers advise community residents of crime trends in the area, and based on their analysis, suggest methods of combatting them.

Officers confer with the precinct's Community Patrol Sergeant in planning coordinated approaches to dealing with beat problems, and work with personnel assigned to radio motor patrol and anti-crime patrol units in the execution of such plans. They act as a resource person for community residents in other than criminal matters and are knowledgeable regarding both community and city-wide resource person for addressing various kinds of community needs.

NEW YORK CITY COMMUNITY PATROL OFFICER PROGRAM

V. Logistics

The average CPO unit consist of the following:

- Nine Community Patrol Officers on nine CPO beats
- One CPO sergeant
- One CPO coordinator, who also serves as
  sergeant's drive
- One Police Administrative Aide (P.A.A.)

The average CPO beat is eighteen (18) square blocks
(with the smallest nine (9) square blocks and largest forty
(40) square blocks).

Each CPO unit has access to an office (within the
Station House) and separate phone lines (which bypass the
switchboard) where a recording machine takes messages when the
CPO office is closed. Each CPO beat officer keeps an ongoing
community profile in a "Beat Book" which is specifically
designed for this program. Each CPO unit is supplied with
a CPO van. Of the 21 Precincts involved eight are covered
entirely geographically by CPO beats.

VI. Training

CPO training consists of twelve to fourteen forma-
lized training days interspersed with patrol. Six of these
training days are spent at centralized locations (including
two days at Crime Prevention School) which the remainder are
given at decentralized locations, such as the precinct itself
or a facility nearby (Local Community Board etc.). During
their training officers are taught how to utilize both depart-
ment and outside resources (public and private) in order to
accomplish goals. There are also given instruction on such
things as networking, organizing and public speaking. Along
with this they are taught patrol strategies which involve
long term goal orientaion, strategy development and time
management as valid patrol practices. CPOs are also encouraged
(and motivated) to take an enthusiastic and innovative approach
to their new duties.

VII. Community Perception

Periodic and ongoing interviews are conducted with
community residents (within the beat areas) by the CPO

sergeant, the precinct commanding officer, the zone commander, and borough commander as part of this program. The reports of these interviews have continued to be positive throughout this program. In most cases the resident not only feels safer but can easily identify a visible change for the better in their community, which they attribute to the program. Besides feeling better about their own beat officers, most residents interviewed say they feel better about the Police Department in general. Many citizens state that they feel more responible for their community now, and feel that they themselves are an important part of the program.

VIII. Job Satisfaction

Interviews conducted with the CPOs indicate that they volunteered for their assignment for a variety of reasons, including: the frustration they experience from the inability to follow up on conditions when doing conventional police work; the opportunity apparently afforded by the program to use greater initiative in addressing community problems; the opportunity to understand better the people in the neighbor-hood and to convince them of the Department's desire to be of assistance in improving the quality of life on the streets' the opportunity to work reasonable steady tours and to be a special team of officers.

IX. Enforcement Activities

Besides performing their new roles CPOs have not reduced their efforts in traditional law enforcement activities. The following is a summary of activity from the fifteen CPO precincts which went operational prior to June 1985.

- Community Patrol Officer made 1,846 arrests

- Community Patrol Officers issued a total of 34,450 summonses

- A total of 1,123 abandoned autos were removed from the streets as a result of Community Patrol Officer's efforts

- Community Patrol Officers submitted a total of 498 intelligence reports concerning sus-pected criminal activity on their beat

NEW YORK CITY COMMUNITY PATROL OFFICER PROGRAM

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		6 fo 6

X. **C.P.O. Community Programs**

       The current CPO precincts are presently involved
in over forty different ongoing community programs: The
majority of which involves crime prevention, Senior Citizens
Services, Youth Activities and Counseling. Many educational
programs are also being conducted in CPO precincts.

DUTIES AND RESPONSIBILITIES

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		1 of 3

The duties and responsibilities described below are not meant to be all encompassing but are a medley of possible tasks that are deemed appropriate for the Police Cadet to perform.

GENERAL STATEMENT OF DUTIES AND RESPONSIBILITIES

Under supervision receives training and performs routine non-enforcement tasks for the police department.

The following is a list of REQUIRED assignments for Police Cadets during full-time summer employment period.

1. Two (2) day precinct orientation with Community Patrol Officer program supervisors.

2. Attendance at one (1) community board meeting with the C.P.O.P. supervisor and to be introduced to the district manager.

3. Assisting and working with C.P.O.'s with the organization and planning of street fairs and bazaars.

4. Five (5) tours of foot partol with C.P.O.'s.

5. Attend a minimum of three (3) community meetings.

6. One (1) tour with C.P.O.P. clerical staff.

7. One (1) tour with station house clerk in assigned precinct.

8. Two (2) tours with crime prevention officer assisting in residential crime security.

9. One (1) tour as observer with precinct RMP Unit.

The following is a list of <u>optional</u> assignments that Police Cadets can be utilized for if the opportunities avail themselves in the Cadet's assigned precinct.
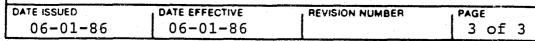
1. Assist C.P.O.P. personnel with escorting senior citizens.

2. Lecture appropriate topics in local school programs.

3. Man fun wagon if one exists in the precinct.

4. Assist C.P.O.'s with lot clean-up programs.

5. Assist with C.P.O./Community Affairs Officers' programs.

6. Involvement in the "Vial of Life' program.

7. Conduct Community surveys.

8. Conduct Victim Compensation notifications.

9. Act as an extension of the C.P.O. in his/her organization of block watching programs.

10. Utilization in derelict auto/row tow programs.

11. Assist in food distribution to senior citizens.

12. Assist in recovery of property from County Clerk's Office.

13. Any other duties deemed appropriate by precinct commanding officer.

Police Cadets are PROHIBITED from engaging in the following duties:

1. Under <u>NO</u> circumstances will the Police Cadet be involved in law enforcement activities.

2. Cadets will not be utilized for extended manual labor.

3. Police Cadets are prohibited from being used exclusively for clerical and messenger functions.

1. Perform duty in appropriate uniform (duty or dress) as directed by competent authority. (See Section 105)

2. Proceed to post or assignement as directed.

3. Report to desk officer when entering or leaving the station house during tour of duty indicating reason for presence therein.

4. Report immediately to the desk officer any crime, unusual occurrence or condition.

5. Signal the station house each hour if not equipped with a radio AND not assigned with a uniformed member of the service.

6. Report services rendered in another precinct to the desk officer of that precinct.

7. Sign return Roll Call at end of tour.

8. Call the Desk Officer when detained on post or elsewhere and unable to return to the station house to sign the Return Roll Call at end of tour.

9. Maintain a daily activity log.

10. Preserve completed activity logs and produce them as required by competent authority.

11. Monitor portable radio.

12. Do not leave post until meal actually commences and be back on post when meal is over. (Travel time is not authorized).

13. Avoid remaining in areas where radio reception is poor.

14. Safeguard all department property assigned.

What follows are lists of do's and don'ts to help guide you while you are in the Police Cadet Corps. Keep in mind that the Police Department is a paramilitary organization resembling to some degree the Army and that rules and regulations are designed to instill discipline and maintain uniformity. A Police Cadet who fails to comply with any of the Cadet or Department rules and regulations or who fails to obey a lawful order of a ranking officer or who is found wanting in the performance of duty will be referred for a hearing before the Commanding Officer, Police Cadet Corps or to the commanding officer where assigned.

As Police Department employees you will be expected to obey all city, state, local and federal laws. You must notify the Police Cadet Corps Commanding Officer if you are arrested or involved in any police related incident. Should you fail to procedures may be invoked against you.

READY FOR WORK

You must be fit at all times, except when on Sick Report. The Police Cadet Corps is an introduction into a police career and a way of life.
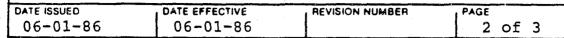
CONDUCT

These rules pertain to setting an example as much as they do to instilling discipline and presenting a good public image. Conformity to any organization rules, of course, involves some loss of individuality. The regulations of the Cadet Corps and the Department as a whole, however, attempt to minimize this and can hardly be described as arbitrary or capricious. They are, instead, the result of long experience and consideration. They are designed to motivate team effort without unnecessarily stifling individual initiative.

1. You must perform all duties as directed by a competent authority.

2. When addressing or being addressed by a ranking officer, you must stand. A Police Cadet must give their name, to anyone who requests it.

3. Line-of-duty injury whenever it occurs will be reported immediately to a supervisor in the place of occurrence. Failure to report a line-of-duty injury promptly may result in disapproval of line-of-duty designation.

4. You must be deligent in respecting the rights of others in their persons and property.

5. Take meal period in the station house, a bona fide restaurant or department vehicle.

6. Make accurate concise entries in department records in chronological order without delay using black or blue ink.

7. Sign department reports or forms with full first name middle initial and surname.

8. Make corrections on department records by drawing an ink line thru the incorrect matter. Enter correction immediately above and initial change.

9. Use numerals when entering dates on department forms, e.g. 1/5/86.

10. Use abbreviation "do" for ditto.

11. Answer telephone promptly stating in a courteous manner command, rank or title, and surname.

12. Maintain department property used or assigned for use in serviceable condition.

13. Deliver recovered property to the desk officer of the precinct where obtained unless otherwise directed.

14. You must be familiar with the contents of the Cadet Guide and revise it as directed.

15. You must be punctual when reporting for duty.

CADET GUIDE

PROCEDURE No. 104-1

GENERAL REGULATIONS

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		3 of 3

16. Avoid conflict with department policy when lecturing, giving speeches or submitting articles for publication. Questions concerning fees received will be resolved by the Commanding Officer, Personnel Bureau.

17. You must reside within the City of New York.

18. You must provide the Commanding Officer, Police Cadet Corps and the commanding officer of your assigned precinct with your telephone number for emergency notifications.

19. Notify Commanding Officer, Police Cadet Corps, commanding officer of precinct where assigned, and payroll/time clerk, when name, residence, social condition, or telephone number is changed.

20. Notify Commanding Officer, Police Cadet Corps whenever college status is changed by:

    A.) Projected date of graduation.
    B.) Number of credits obtained.
    C.) College being attended.
    D.) Suspension or revocation of student status.
    E.) Any other circumstance which would warrant the attention of the Police Cadet Corps.

PROHIBITED CONDUCT

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		1 of 3
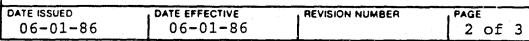
The following activities are strictly prohibited:

      1. Police Cadets, while in uniform, must not smoke in public view.

      2. A Police Cadet on or off duty may not enter any premises licensed for on-premises consumption of alcohol beverages while in uniform except in the performance of duty.

      3. You may not drink alcohol while on duty; you may not drink intoxicants at any time to any extent that makes you unfit for duty.

      4. You may not bring an intoxicant into any department facility except in the performance of duty.

      5. You may not patronize unlicensed premises (social clubs, after hour clubs, etc.) where there is illegal sale of alcohol.

      6. Using your official capacity for soliciting, collecting, or receiving money for any polictical fund, club, association, society or committee.

      7. Possessing or displaying Police Corps indentification card or similar object except as authorized by the Police Commissioner.

      8. You are prohibited from associating with any person or organization:

          A. Advocat:ng hatred, prejudice or aggression of any race or religious group.
          B. Disseminating deformatory material.
          C. Reasonably believed to be engaged in or to have engaged in criminal activities.
          D. Preventing or interferring with performance of police duty.

      9. Playing cards or games of chance in any department facility, and you may not engage in illegal conduct at any time.

      10. Using identification cards to gain free passage on public transportation in the City of New York.

11.   Patronizing street peddlers/vendors or partaking of food or refreshments in public while in uniform. Police Cadets while in uniform may not eat on street, in parks, on private stoops, or in public conveyances.

12.   Using vile or indecent language, being loud or boisterous, or engaging in raucious conduct at any time.

13.   Divulging or discussing official department business except as authorized.

14.   Engaging in conduct prejudicial to the good order or discipline of the department.

15.   Having an interest in or an association with premises engaged in illegal gambling operations, smoke shops, after hour clubs or similar illegal activities except in the performance of duties.

16.   Using confidential official information to advance financial interest of self or another.

17.   Soliciting, accepting, printing or publishing advertisements or booster lists or receiving funds from a businessman or any other person, directly or indirectly, relating to a journal or any other publication of any organization that has the word "POLICE", in its organization title or its literature, cards, tickets, etc. used to raise funds for any purpose indicating, in any way, an affiliation with this department, without approval of the Chief of Inspectional Services.

18.   Authorizing use of photograph in uniform or mentioning rank, title or membership in department for commercial advertisement.

19.   Accepting testimonial award, gifts, loan or things of value to defray or reimburse any fine or penalty, or reward for police service except:

    A.   Award from City of New York Employee's Suggestion Board.
    B.   Award of Departmental recognition.
    C.   Award to a member of officer's family for a brave or meritorious act, from a metropolitan newspaper.
    D.   Loans provided through Police Cadet Corps.
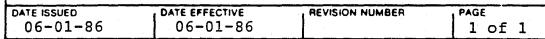
20. Purchase or acquire property of another, without approval of commanding officer, knowing or having reason to know, that such property was held in custody of this department.

21. Soliciting, contributing, or paying directly or indirectly or otherwise aiding another to solicit, contribute or pay any money or other valuable consideration which will be used in connection with a matter affecting the department or any person connected with the department, without permission of the Chief of Inspectional Services Bureau.

22. Soliciting or accepting loans from merchants, firms or persons doing business located or residing in area of assignment.

23. Enlisting or accepting a commission in any federal military reserve or state militia organization without written approval of the Commanding Officer, Police Cadet Corps and the Police Commissioner.

COMMAND DISCIPLINE

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		1 of 1

DISCIPLINARY PROCEDURES

Disciplinary procedures are of two basic types:

1. Minor violations your supervisor may warn you and/or admonish you, orally and/or in writing.

2. Violations of more serious nature may result in the formal procedures of command discipline. Command discipline permits a commanding officer to correct violations, and/or deficiencies in order to maintain discipline within his command.

The penalties a commanding officer may impose under Command Discipline are:

-Forfeiture of up to (5) five days pay.

-Change assignment within the command either for a fixed period or indefinite.

-Refer the complaint to Commanding Officer Police Cadet Corps for adjudication.

The Police Cadet is entitled to:

-Accept finding and proposed penalty.

-Accept finding, but appeal proposed penalty to Commanding Officer, Police Cadet Corps.

-Appeal both the finding and the penalty to the Commanding Officer, Police Cadet Corps.

The Police Cadet will notify the Commanding Officer, Police Cadet Corps of his election and also inform his assigned commanding officer within three (3) working days.

While you are assigned to the Police Cadet Corps you will be issued Cadet uniforms. These uniforms identify you as a member of the department and should be correct at all times. No personal items such as pins, ribbons, or jewelry are permitted and no civilian clothing should be worn except in inclement weather.

All items of clothing and equipment issued remain the exclusive property of the New York City Police Department and must be maintained in serviceable condition. Resignation or termination from the program requires the return of all said items.

Read the following regualtions carefully - they are very important:

1. You must wear the prescribed uniform at all times when on duty unless otherwise instructed. Keep the uniform securely buttoned and the tie in place when appropriate. If you choose to wear your uniform in transit to and from work, you must wear the complete uniform. Outer garment may be worn over Cadet uniform in inclement weather only.

2. Wearing eyeglasses with mirrored lenses is prohibited.

3. Uniforms must be clean, pressed and in good condition at all times. Shoes must be kept polished to a high gloss shine.

4. When directed to wear civilian attire you must dress conservatively in business attire.

5. When wearing civilian clothing, no items of the uniform must be visible and vice versa except outdoors when required by weather conditions.

6. Do not wear uniform or display identification card while participating in a rally, demonstration or other public assembly except as authorized by the department.

7. Wear uniform of the day or uniform sepcified by unit commander.

8. While performing duty indoors, wear regulation Class B (Duty) uniform with tie.

UNIFORMS, EQUIPMENT, AND APPEARANCE

9. Seasonal changes in uniform will be made as directed by the Chief of Patrol and Commanding Officer, Police Cadet Corps.

10. Wear Class "A" dress uniform when appearing in court, the trial room or at the office of a ranking officer above the rank of captain, except if off duty, on sick report, or excused by competent authority.

11. You must wear a wristwatch, properly set, in good working condition.

12. You must be neat and clean shaven at all times.

A. Male Cadets will have their hair tapered to the general shape of the head and at no time will the hair touch the collar. Sideburns will be closely trimmed and must not extend below the bottom of the earlobe (gross mutton-chopped are not permitted). Mustaches will be neatly trimmed and must not extend beyond or drop below the corner of the mouth. Beards and goatees are prohibited.

B. Female Cadets will have their hair neatly arranged so that it does not hang down past the shirt collar and conforms to the general shape of the head. Hairpins and combs must blend with the color of the hair. Makeup is to be conservative and not theatrical. Ponytails are prohibited.

13. Carry identification card at all times and wear on outermost garment when in civilian clothes in any department facility.

NOTE: Soap and towel must be purchased by Cadet. Showers will be taken after each gym period and before and after pool sessions. Shower shoes are recommended when taking showers.

ADDITIONAL
DATA   - Cadets will secure their lockers with prescribed department combination locks only. Cadets will mark rank, name and file number on back of lock.

- When reporting to Police Academy or Headquarters you must wear the uniform of the day unless otherwise directed.

UNIFORM			
DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		1 of 3

The Cadet uniforms have been chosen for durability, comfort and functional use. Although they are the property of the New York City Police Department, you as Cadets are responsible for their maintenance and upkeep for as long as you remain in the Cadet Program. Furthermore, while it is imperative that none of the uniforms be "mixed and matched" with civilian clothing, it is equally important that none of the Cadet uniforms (Class A, B or C) be mixed with each other. Therefore the following standards will be strictly adhered to:

CLASS A (DRESS) UNIFORM

JACKET — Navy blue, Caleb V Smith brand 100% polyester with New York City Police Department buttons (2 on each sleeve; 2 fasten the front).

NAMEPLATE — White metal to be worn on left breast pocket. Above pocket seam.

CLUTCH PATCH — Gold on blue Cadet logo to be worn on jacket centered on left breast pocket.

SHIRT — White Elbecco brand shirt non-uniform style, polyester and cotton blend.

CADET CORP TIE — Navy blue with white, gold and light blue stripe and Cadet logo; Valenti brand (No tie clasp in dress uniform).

SHIRT — White Elbecco brand shirt non-uniform style, polyester and cotton blend.

BELT — Black leather 1½ inches wide with gun-metal buckle.

TROUSERS — Grey, Caleb V Smith brand, 100% polyester.

SHOES/SOCKS — Black plain smooth leather, lace type shoe:
Bates Centurion II Style for males
Bates Parade Style for females
Black socks.

CLASS B (DUTY) UNIFORM

CAP — Grey with black chin strap and chrome cap device Cap may be removed indoord, but must be worn squarely on head when outside.
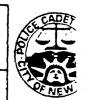
CADET GUIDE PROCEDURE No. 105-2

UNIFORMS			
DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		2 of 3

SHIRT Light blue; Elbecco brand, dacron polyester, uniform style with two shirt pockets and military creases sewn in. Cadet Corps patch will be worn at left sleeve 2½ inches below shoulder seam. Police Cadet Corps rocker will be worn on right sleeve 3/4 inches below shoulder seam. Police Department patch will be worn on right sleeve ½ inch below rocker.

TIE Navy blue, break away tie; Valenti Brand.

TIE CLASP Regulation P.D. tiw clasp to be positioned between the 3rd and 4th button from the top.

NAMEPLATE White metal to be worn on shirt immediately above left breast pocket.

BELT Same as dress belt but must have regulation pen and pencil holder with pen attached to front left side followed by regulation traffic whistle and belt whistle holder resting on or near left trouser seam.

TROUSERS Same as Class A (Dress) trousers.

SHOES/SOCKS Same as Class A (Dress) shoes/socks.

CLASS C (DUTY) UNIFORM

SHIRT Short sleeve summer shirt may be worn only when authorized during the summer months. NO tie is to be worn with this shirt and only the top button may be unfastened. NO T-shirt will be visible.

NAMEPLATE White metal will be worn immediately above the left breast pocket. The rest of the uniform will remain the same.

CLASS D (GYM) UNIFORM

T-SHIRT Grey Champion Brand cotton and rayon blend with Cadet Corps logo on left chest.

SHORTS Grey Champion Brand cotton and rayon blend with Cadet Corps logo on lower left leg.

SNEAKERS/SOCKS Blue low-cut running shoes, predominant color must be blue; white laces. Plain white socks; NO stripes.

UNIFORMS			
DATE ISSUED 06-01-86	DATE EFFECTIVE 06-01-86	REVISION NUMBER	PAGE 3 of 3

WARM-UP SUIT — Grey Champion Brand with Cadet logo on jacket on left chest and on pants on left leg; warm-up suit may be worn over T-shirt and shorts.
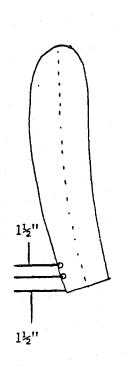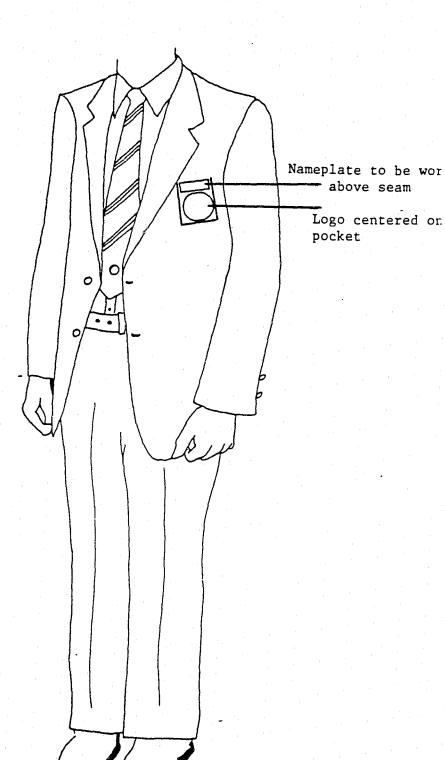
SWIMSUIT — One piece suit only; conservative cut; bathing caps may be worn if necessary; shower shoes are recommended.
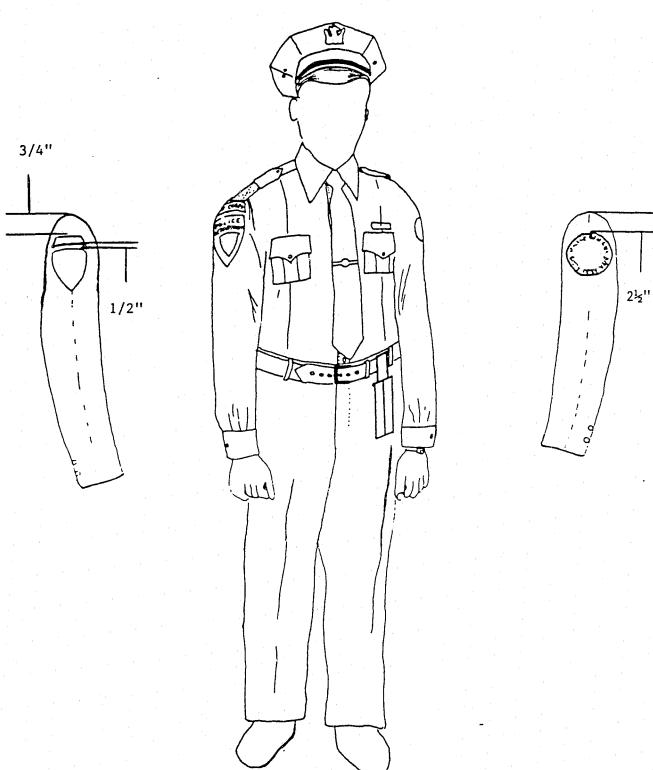
POLICE DEPARTMENT CITY OF NEW YORK

POLICE CADET CITY OF NEW YORK

1½"

1½"

Nameplate to be worn above seam

Logo centered on pocket

CLASS *A* UNIFORM

3/4"

1/2"

2½"

CLASS *B* UNIFORM

CADET GUIDE

PROCEDURE No 105-3

UNIFORMS			
DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		3 of 3

POLICE DEPARTMENT CITY OF NEW YORK

POLICE CADET CITY OF NEW

3/4"

1/2"

2½"

CLASS *C* UNIFORM

TIME AND RECORDS
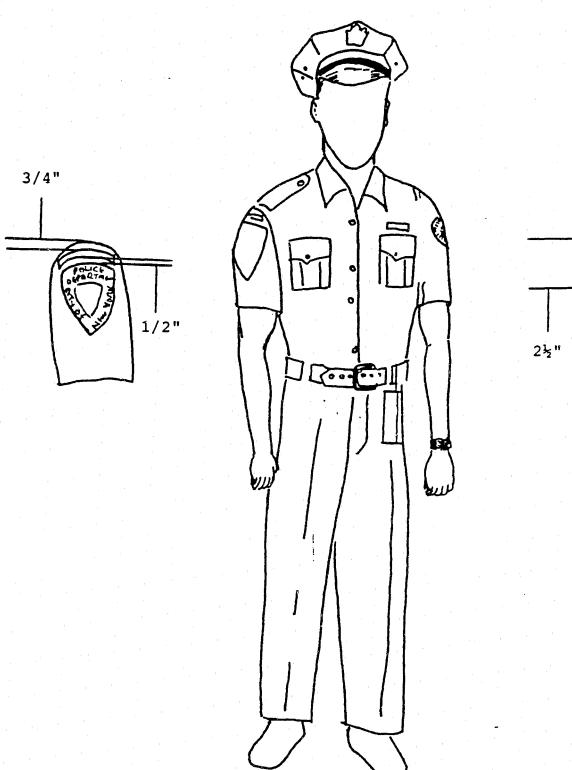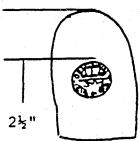
DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		1 of 7

Of all Police Department employees you, the Police Cadet, are the most unique. You will be working what is referred to as flex-time. Flex-time is the ability to work hours which are most suited to the employer within reasonable days and hours. As a consequence you will receive no night shift differential nor overtime. You are hourly employees and will be paid only for the hours you work. You will however accrue one hour leave time for every twenty-two (22) hours actually worked in your first year. You will accrue one hour leave time for every seventeen (17) hours actually worked in your second year. As Cadets you will also accrue one (1) hour sick leave for every twenty (20) hours actually worked. Any other leave time you take will be uncompensated and may be utilized only after all other accrued time is exhausted and only after permission is received from your immediate supervisor and the Commanding Officer, Police Cadet Corps.

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		2 of 7

INSTRUCTIONS: a) Prepare in quadruplicate. First three (3) copies to Payroll Section in A.M. mail on Tuesday following bi-weekly pay period. File Buff (fourth copy). b) Enter names in strict Social Security number order.

LEGEND:
P/S - Paid Sick (enter # hours paid)
SNP — Sick No Pay
L/H — Legal Holiday
R/H — Religious Holiday

N/S — No School other than L/H or R/H
C — Wkmn's Compensation (enter # hours)
C/PS — Paid Sick on Comp. (option #1)
C/SNP — No pay on Comp. (option #3)

BI—WEEKLY TIME REPORT —
POLICE CADET

APPENDIX "A"

REPORTING DATES	FROM		TO		PAY DATE		COMMAND

INSERT DATES →

SURNAME INITIAL SOCIAL SECURITY NO.	MON.	TUES	WED.	THU.	FRI.	WKLY TOTAL	MON.	TUES.	WED.	THU.	FRI.	*WKLY TOTAL	*HOURS WORKED	PAID SICK	OTHER PAID LEAVE	VAC EARNED	ADJ.	* TOTAL HOURS TO BE PAID	REMARKS
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* All Total Columns Should Be Converted to the Next Hour or Quarter Hour and in Decimal form (either .25, .5 or .75)

DATE	TITLE/RANK	SIGNATURE OF PREPARER		TITLE/RANK	SIGNATURE OF REVIEWER

DISTRIBUTION: (WHITE, BLUE and PINK) to Payroll Section.   **BUFF -** Precinct File Copy

TIME AND RECORDS

LEAVE OF ABSENCE/EXCUSAL PROCEDURE

1. Prepare leave of absence report (PD 433-04) and submit to your commanding officer/supervisor head for approval at least five (5) days before leave commences except in emergency.

2. Leaves may be terminated by the Police Commissioner or the Commanding Officer, Police Cadet Corps.

3. Cadets who are granted extended leaves of absence without pay must take all accrued leave prior to start of leave of absence. (See Procedure for Extended Leave, Patrol Guide 120-25).

4. Approval must be obtained before leave begins.

NOTE: Failure to report to work without notifying your command will result in disciplinary action. Five days of such unauthorized leave will result in automatic suspension from the Police Cadet Corps. It is mandatory that you notify your command whenever you are unable to report to work.

If you do not fulfill the minimum three (3) days per month during the school year you must report to the Commanding Officer Police Cadet Corps. Prior to reporting you will call the Cadet Corps Administrative Officer (212-477-9249) to make an appointment.

LEAVE OF ABSENCE REPORT

LEAVE OF ABSENCE REPORT
PD 433-041 (Rev. 10-82)

□ MEMBER OF THE SERVICE
□ CIVILIAN EMPLOYEE
Date

Rank/Title | Name Printed (Last, First, M.I.)

Signature | Shield No.

Tax Registry No. | Social Security No. | Squad No.

Chart No. | Command

TYPE OF LEAVE □ VACATION □ MILITARY □ OTHER — EXPLAIN UNDER "REASONS"

FOR _____ DAYS/TOURS, FROM _____ HOURS _____ 19___
□ NO PAY
TO _____ HOURS _____ 19___ WITH □ FULL PAY
REASONS:

MILITARY LEAVE
ATTACH COMPETENT ORDERS IN THE FORMAT ILLUSTRATED IN P.G. 120-28. MIMEOGRAPHED ORDERS OR ORDERS BEARING A FACSIMILE SIGNATURE MUST BE CERTIFIED BY A COMMISSIONED OFFICER AS A TRUE COPY.

COMPLETE FOR ALL MILITARY LEAVE APPLICATIONS | Service Rank

Leave requested under provisions of Sec. 242/243 State Military for training
with _____
at _____

COMPLETE FOR 1, 2 or 3 DAYS MILITARY LEAVE APPLICATIONS ONLY

Actual hours of drill Date(s) | Time(s) | Police Duty scheduled to be performed during leave Tour(s) | Date(s)

Court or other appearances scheduled during above period? □ YES □ NO
COURT OR AGENCY | DATE | TIME | PRINCIPALS

DAYS LEAVE TAKEN DURING CURRENT YEAR (Excluding above)

FULL PAY		WITHOUT PAY		TOTAL	VACATION		CIVILIANS (BALANCE)	
Military Leave	Other (Exc Vac)	Military Leave	Other		Allowance	Taken	Annual	Sick

ENTRIES IN DEPARTMENT RECORDS:
TIME/OVERTIME RECORD

DATE	BY		CARD NO	LINE NO	DIARY DATE	BY

LOCATION DURING ABSENCE — CITY, STATE AND COUNTRY OF VISIT (If Residence, so state)

APPROXIMATE DATE OF DEPARTURE	APPROXIMATE DATE OF RETURN

Addresses where applicant can be communicated with during absence | Dates | Telephone Nos

RECOMMENDATIONS

DATE	COMMANDING OFFICER OR SUPERVISORY HEAD		RANK/TITLE SIGNATURE
		APPROVED DISAPPROVED	
		APPROVED DISAPPROVED	
		APPROVED DISAPPROVED	
		APPROVED DISAPPROVED	
	CHIEF OF PERSONNEL	APPROVED DISAPPROVED	
	C.O. MILITARY AND EXTENDED LEAVE DESK	APPROVED DISAPPROVED	

FINAL ACTION

APPROVED
DISAPPROVED

POLICE COMMISSIONER | Date

NO DAYS | Day have been/will be deducted from payroll period ending | DATE | PAYROLL CLERK

Reasons for any recommendation made

INSTRUCTIONS:
1. An application for leave of absence, except in exceptional circumstances, shall be submitted sufficiently in advance of the desired period of leave to allow action to be completed thereon.
2. Commanding officers approving leaves of absence without pay shall be guided by current provisions of appropriate department manuals.

FRONT

REAR

- Complete and submit at least 5 days prior to taking leave, except in emergency situations.

SICK LEAVE, ATTENDANCE, ABSENCE

Your presence in good health throughout the training period is required. You may report sick only when suffering from an illness or injury which prevents the proper performance of duty. If you report sick you must do so in compliance with Police Cadet Corps regulations. It is advisable to inform members of your immediate family of these regulations so that in the event you are unable to report sick personally, they will know what to do.

REPORTING SICK

1. To report sick, call the Desk Officer at the command to which you are assigned at least two (2) hours before the start of your scheduled tour of duty, if possible. Record the name of the supervisor you speak to at your command. If command is close, report illness/injury as soon as possible on next business day.

2. Call your immediate supervisor at the start of your assigned tour and give him the name of the desk officer who took the initial call.

3. Prepare and submit a Civilian Sick Leave Report (PD 424-123) to your immediate supervisor on the first day of your return to duty.

4. Have your personal physician prepare section B of the Civilian Sick Report within five (5) business days upon request of your immediate supervisor.

5. Request supervisor to forward one (1) copy of report to Commanding Officer, Police Cadet Corps.

TIME AND RECORDS

DATE ISSUED	DATE EFFECTIVE	REVISION NUMBER	PAGE
06-01-86	06-01-86		6 of 7

CIVILIAN SICK LEAVE REPORT

PD 429-123

INSTRUCTIONS: Complete Section A below. If medical certification is required, have your Doctor complete Section B. Submit this report to your supervisor immediately upon return to duty.

SECTION A: To be completed by employee.

Name (Print or Type—Last, First, M.I.)		Title		Identification No.
Organizational Unit		From (Mo-Day-Hr)	To (Mo-Day-Hr)	No. of Hrs.

During Absence I was Incapacitated for Duty by:
- ☐ SICKNESS   ☐ ON-THE-JOB INJURY
- ☐ OFF-THE-JOB INJURY   ☐ PREGNANCY AND CONFINEMENT

DESCRIBE INCAPACITY:

Signature of Employee	Date

SECTION B: CERTIFICATE OF PHYSICIAN OR PRACTITIONER

Date of Exam	First	Most Recent	Period under Prof'l Care	From (Mo-Day-Yr)	To (Mo-Day-Yr)

DIAGNOSIS:

PROGNOSIS: Advise of complications and/or prospects for residual disability.

The employee named above was under my professional care during the period stated above. From the Medical standpoint, his/her condition was such that I considered it inadvisable for him/her to report to work.

Name and Specialty (Print or Type)	Signature	Date
Office Address		

SECTION C: TO BE COMPLETED BY SUPERVISOR

Discussion held on	Date	Original Call Rec'd	Date	Time	Caller

REMARKS: (Include Pertinent Comments and Action Taken, if any)

- Section A must be completed and submitted to your immediate supervisor on the first day of your return to duty.

- Section B must be completed by your physician and submitted to your immediate supervisor <u>upon his request</u> within five (5) business days after return to duty.

PAYROLL PROCEDURES

You will be paid by check every other Thursday after 1500 hours at your work site. A stub attached to each check shows gross bi-weekly salary, the amount of each deduction (taxes, saving, bond and your net salary). If you require additional information or need assistance your immediate supervisor or payroll clerk will lend assistance.

LOSS OF PAY CHECK

If you lose your pay check you must report the loss to the precinct desk officer in the precinct in which the loss occurred or where the loss was discovered. The desk officer will telephone the Payroll Section and report the loss. You will also be required to give a written report to the Payroll Section. If you find the check and have been reissued a check, the old check must be delivered to the City Payroll Accounting Office, Room 900, Municipal Building, One Centre Street. If you find your check prior to issuing of a new check, you must notify your local precinct of the recovery and deliver the check to Payroll Accounting Office for validation. (Be sure you write down the UF61 Number).

REQUEST FOR TRANSFER

Police Cadet requesting transfer from his permanent assignment must forward his/her request on Police Department Form PD406-041 Request For Transfer Form to the Commanding Officer of the Police Cadet Corps, 235 East 20th Street, Room 740. All requests for transfer will be reviewed, those request deemed necessary and/or appropriate will be acted upon. Request for transfer may be based on any of the following:

-To improve work environment
-To resolve work-related problems
-To enhance skills

PURPOSE

To report and record line of duty injuries and deaths.

DEFINITION

Investigating Supervising Officer - As used in this procedure the investigator will normally be the Operating Officer of the precinct of occurrence. If the Operating Officer is not available, a patrol supervisor will perform the investigator's task. In any case, if the injured member dies, or is likely to die, the precinct commander or duty captain will conduct the investigation. In addition, if the injured member is assigned to other than a precinct command, a supervising officer of the injured member's command, if available, or the Police Academy if appropriate, will perform the tasks of the patrol supervisor and the investigating officer.

PROCEDURE

Upon receiving an injury in the performance of police duty, whether on or off duty, or arriving at a location where a member is injured.

MEMBER OF THE SERVICE

1. Request patrol supervisor and operation officer to respond.

2. Notify desk officer of:

    a. Circumstances of injury
    b. Names and addresses of witnesses
    c. Whether reporting sick.

3. Request witnesses to await arrival of supervisor.

4. Remain at scene unless:

    a. Hospitalization or medical attention is required
    b. Further action is necessary

REFERENCE

PATROL GUIDE 120-3