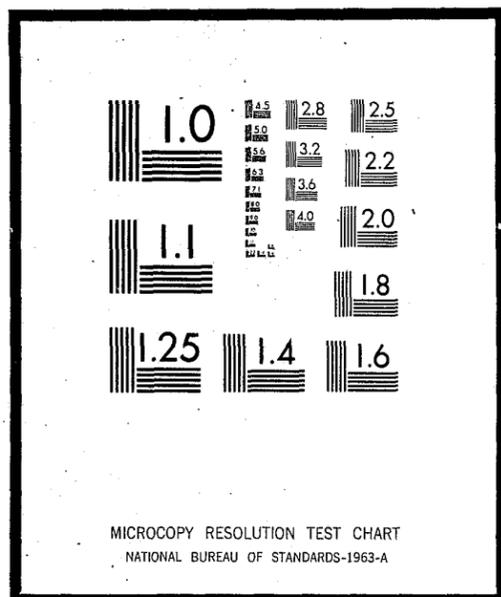


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EVALUATION OF THE MATERIALS AND PROCEDURES (INCLUDING A VALIDATION MODEL) FOR INDIVIDUALIZED LEARNING MATERIALS AT THE LOS ANGELES POLICE ACADEMY

FINAL REPORT

Frederick G. Knirk
Project Evaluation Consultant

Jack Housden
Evaluation Coordinator

March 31, 1972

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FINAL REPORT

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I. Purpose of the Project

Supported by a grant from the California Council on Criminal Justice, the Los Angeles Police Department contracted for the design, production and evaluation of instructional materials in the following areas: DR Numbers, Notetaking/Field Officer's Notebook, Form Determination, Basic English, Narrative Writing, and Form Completion. The contract for the design and production of the materials was awarded to General Behavioral Systems, Inc. of Torrance, California. The contract for the design and implementation of the evaluation of these materials and the construction of a validation model was awarded to Frederick G. Knirk, Anaheim, California.

The instructional materials and the evaluation instruments were constructed in reference to the Terminal Performance Objectives provided by the Los Angeles Police Department. The instructional materials were administered to a group of R.O.'s at the Los Angeles Police Academy beginning on January 24, 1972. The use of the experimental materials ended on March 17, 1972 when the experimental group of students and the control group of students, who received conventional instruction over the same T.P.O.'s, were tested and their test results compared. This report is primarily concerned with the reporting of this cognitive and affective data. The primary question being tested was: Do the instructional materials developed in this project enable the R.O.'s at the Los Angeles Police Academy to learn better than they would with the traditional methods? In addition, a validation model, or process, is suggested which can help to

insure that the "real world" requirements are met by the instructional materials now and in the future.

II. Validation Model

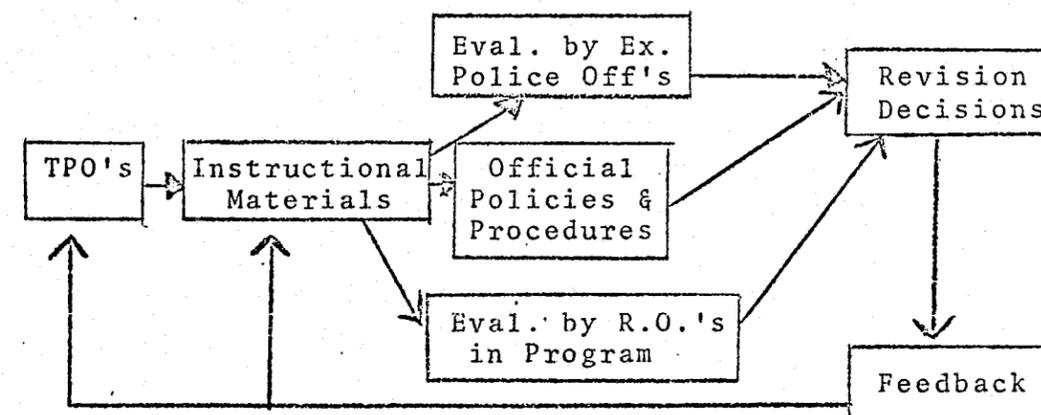
There are two primary questions concerning the validity of these instructional materials which must be examined: 1) are the contents included in the materials reflective of the real-world requirements, and 2) how do you keep a set of instructional materials up-to-date? This section of the report will examine these two questions related to the relevancy of the content presented by the self-instructional materials.

The relevancy of the materials which have been developed can be determined in a number of ways. First, experienced officers, as the instructors at the Los Angeles Police Academy, should be asked to make specific recommendations concerning the accuracy of the content in the instructional materials and the TPO's. Other experienced officers from the field can also be asked to review the materials for accuracy.

Second, the materials and TPO's should be checked and rechecked for their consistency with the official policies of the Los Angeles Police Department to insure that the actual practices in the field, the policies of the Department and the instructional materials are consistent and/or it is known where the inconsistencies occur.

Third, the R.O.'s who used the materials can be asked to respond to the TPO's and the materials following the phases where they must go into the field to work directly with experienced officers

on real problems. They should also be asked to review their instruction after they have graduated from the Academy. Perhaps six months after they have been in the field they should be asked "Did your program at the Academy work?" and then "Where it didn't work, what specific changes can you suggest?" A diagram of these validation procedures in relation to the objective and revision process appears below.



Instead of asking all of the R.O.'s who have, and who will go through the instructional materials, to respond to the appropriateness of the materials, it would make more efficient use of time if the graduated R.O.'s were sampled according to the type of assignments they pull. A sample of three or four R.O.'s from each graduating class should be asked to provide information about the appropriateness of the materials. A R.O. from the top, middle and lower thirds of the graduating class might be selected to insure that data from different types of R.O.'s is evaluated.

After the sampling has been accomplished then they can be questioned in an interview situation, a test situation similar

to a phase examination and/or a review of their performance in the field can be examined and related to the instructional procedures and materials. The determination of which of these procedures to use should be made at the appropriate time by the Academy staff.

In order to keep the materials constantly up-dated and thus useful, it will also be necessary to monitor changes in the policies, procedures, forms, etc. that are related to the instructional program. As a new form, for example, is adopted for use by the Los Angeles Police Department it will be necessary to delete the instructional materials related to the current forms and develop new materials covering the new forms. This can be done in at least two ways. First, the Los Angeles Police Academy can contract for the needed materials. Secondly, the instructors at the Academy can acquire training in programmed instruction construction and develop their own programs. Assuming that sufficient instructors with the programming skills are available it would probably be less expensive for the Academy to use these experienced officers to revise the materials to reflect the changed policies, forms, etc.

In addition these officers who are trained to develop programmed materials could take the data from the graduating R.O. classes and continually improve the materials by using better (more timely, shortened, more affective) examples and problems. They should also rewrite those parts of the program which the R.O.'s find difficult or which the phase examination data indicates

are not well taught by the existing materials. This validation model assumes that if the R.O.'s don't learn, it is the materials, not the R.O.'s, which are at fault. Continued assessment of the programmed materials should occur in the future by having the experienced officers (including at least the instructors) evaluate the materials and the R.O. test scores should continue to be examined.

III. Evaluation

A. Summary of the Experimental Materials

1. General Comments

The purpose of monitoring the self-instructional materials was essentially two-fold: (1) to provide feedback to the designers for review and revision of the materials. (2) To assemble data concerning the interaction of the R.O.'s and the instructional materials.

This section of the report will discuss general types of reactions of the monitored experimental R.O.'s to the instructional materials in terms of pacing, interest, clarity, difficulty, classroom procedures, audio-visual aides, effectiveness, etc.

Detailed and specific information (provided to the designers for review and revision) can be found in the Evaluation of the Materials and Procedures reports available at the Los Angeles Police Academy.

2. Basic English Materials

In general, the Basic English materials were clear and

appeared to provide for ease of reading. Several typographical errors were observed, but they rarely interfered with the clarity of the learning material. Although none of the R.O.'s reported that the instructional materials had unique interest value, none of the monitored R.O.'s complained of boredom. One R.O., however, commented that the self-instruction approach was much more interesting than his high school English experiences.

Some R.O.'s completed the materials quickly (one week) while others required considerably more time (8 weeks). There was confusion on the part of the instructors concerning what to do with the ones who finished early. The "rules" provided in the workbook were difficult for the R.O.'s to remember, but were helpful aides to other R.O.'s. The instructional level was too difficult for an exceptionally poor English student.

The tapes prepared to assist the R.O.'s in spelling did appear to function well. They were useful, though the pronunciation of some of the words was a source of confusion at times. The tapes were labeled in a manner which did not facilitate their use as evidenced by the frequency with which the R.O.'s would select an inappropriate tape for review.

The Basic English materials appeared to require considerable instructor direction. The R.O.'s consistently asked for more direction as to what to do and when to do it. Most likely, this situation occurred because of the newness of

the procedures to both instructors and learners.

In general, the instruction was effective for TPO's 12 (Spelling), 15 (Sentence structure, third person), and 16 (Sentence structure, past tense), but less effective in achieving TPO's 13 (Word usage) and 14 (Punctuation).

3. DR Number Materials

The TPO's for the DR Numbers material were exceptionally clear and highly specific. As a result, the instruction was relatively easy for the R.O.'s. The slide/tape presentation on DR's was interesting and apparently provided some motivation to the R.O.'s in completing the workbook.

The organization of the instructional material in the workbook was exceptionally well done. One R.O. noted, specifically, that the review page was helpful to him. Another R.O. said, "The DR explanations were too easy at times and the summary and review material was tremendous."

The pacing of the material was not a factor in the sense that the content was well defined and the workbook short. The interest level was generally high and the material appeared easy for the R.O.'s to learn.

In general, the DR Numbers' instruction was effective in achieving TPO's 1, (DR's - order of precedence) 2, (Types of DR's units and telephone numbers) and 3 (Types and number of DR's needed per enactment).

4. Notetaking and Field Officers Notebook Materials

Before the R.O.'s began working with these materials they reviewed some of their earlier instruction via slide/tape presentations. The slide/tape presentation on MO (Modus Operandi) provided R.O.'s with insight and information relevant to recording MO aspects of crimes. The presentation appeared to be effective in holding the attention and interest of the R.O.'s. In a similar vein, the Preliminary Investigation slide/tape presentation succeeded in holding the interest of the R.O.'s as well as stimulating their questions and comments. The script was well constructed and did provide significant information.

The slide/tape presentation on the Field Officers Notebook contained several distracting elements such as difficult-to-read visuals and weak audio, but the R.O.'s indicated they wanted to view it twice. The audio-tape practice in notetaking created considerable confusion due to several observable features: (1) Early in the narrative two voices were heard simultaneously; (2) the narration was too quickly paced; (3) Static and weak voice quality, and (4) Uncomfortably loud volume. Regardless of the technical quality of the tape, the exercise did seem to be of value to the R.O.'s in notetaking.

The workbook was concise, clear and well programed. Time could have been saved had the instructor lectured less and allowed the students to ask questions of the instructor on an individual, one-to-one basis.

In general, the R.O.'s performed poorly on the TPO post tests (TPO's, 4, 5, 6, 7, 8, and 9). A plausible explanation for the R.O.'s discouraging performance is that the TPO's required a high level of memory. Provisions for facilitating memorization of the notetaking components were apparently inadequate.

5. Narrative Writing Materials

Narrative writing was one of the more difficult workbooks involved. The R.O.'s were aware that narrative writing involved individual styles and that each desk sergeant would probably have different requirement for writing narratives in reports.

Apparently, narrative writing is difficult to program for self-instruction. The R.O.'s experienced problems in constructing appropriate written responses to contrived situations. In addition, the materials seem to be poorly developed for retention. The narrative writing examples consumed considerable time, and as such, the interest level waned at times and signs of boredom were observable.

The pacing of the material depended largely upon the R.O.'s reading ability and his interest level. No serious pacing problems emerged.

In general, TPO's 18, 19, 20, and 21 (relating to Narrative Writing) were achieved through the instructional materials. The evaluators recommend, however, that the 100%

performance level for TPO 18 be re-examined. Likewise, other TPO performance levels should be re-examined from the standpoint of a "realistic expectation" of R.O. performance.

6. Form Determination Materials

The Form Determination workbook is generally very well done. It is well programed and requires considerable student involvement and provides positive feedback to the student on his progress. The students seemed to like this workbook despite its length.

A major weakness of the instruction reported by one of the R.O.'s was that the workbook failed to emphasize situations in which no crime report was needed.

The instructor was called upon by the R.O.'s to expand upon several of the concepts involved in Form Determination such as: apartment dwelling procedures involved with the burglary report, short form - long form procedures involved with the arrest report, illustrations of situations requiring police reports, etc. The time consumed in explaining the concepts resulted in less R.O. time for completing the workbook materials.

The Form Determination TPO's were broad and general. One R.O. observed that the number of pages in the workbooks was inversely related to the specificity of the TPO's. In other words, when the TPO's were few, the workbook was long and when the TPO's were many, the workbook tended to be small. More specific Form Determination TPO's would permit, a) the student to better study for the most important points, i.e., the TPO's,

b) the evaluators to do a more detailed examination of the materials, and c) anyone else in the LAPD, or elsewhere, to know the content of the materials by examining the TPO's.

In summary, TPO #10 (Determining whether or not a report should be taken) was poorly learned, indicating that additional instruction should be provided in this area. TPO #11 (determining the type and number of reports required) was fairly well achieved, providing evidence concerning the positive value of the materials in teaching form determination.

7. Form Completion Materials

The bulk of the Form Completion workbook was awesome at first sight. However, the post test results demonstrated that the materials were good and that the report writing skills of the R.O.'s was facilitated.

The exemplars provided served as excellent guidelines to the R.O.'s in completing the exercises, but they were not without inhibiting flaws. For example, some exemplars omitted pertinent information which resulted in the R.O.'s wasting time searching for it; some of the exemplars contained contradicting information which confused the reader.

The exercises provided created numerous occasions of anxiety and unrest. For example, the information contained in the exercises was incomplete and/or inadequate; the instructor frequently disagreed with the workbook's approach to completing the report forms; too few continuation sheets were included in

the workbook.

In addition, the R.O.'s were concerned about the correct answers to the questions: - "What kind and how many reports would you complete?" and "What kind of DR number(s) would you use?" -- as no feedback was provided in the workbook.

Toward the end of the eight weeks of the report writing instruction, the R.O.'s skipped over some of the exercises in order to complete the workbook in the allotted time. Apparently, only one exercise per report form is actually needed.

The workbook section on CITATIONS was exceptional. The R.O.'s moved rapidly through the material with a high level of concentration and a minimum of error. The slide/tape presentation on citations was also well done. There were several minor distracting features, but they did not seem to interfere with the effectiveness of the presentation.

The tape on Introduction to Form Completion proved a useful guide in orienting the R.O.'s to the essentials of completing appropriate forms.

A highlight of the Form Completion experience was a motion picture film - "Introduction to Report Writing." The film captured the attention of the R.O.'s and stimulated discussion. One R.O. commented on the amount of time a patrol officer spends writing reports and was reassured by experienced officers in attendance, that indeed, the major responsibility of a patrol officer is with respect to report writing.

The Form Completion TPO's (#22, 23, and 24) were not met for the property report. However, the R.O.'s did meet the TPO performance criteria for the vehicle report. The robbery and PSR report performances did indicate a need for further instruction for some R.O.'s.

B. Comparative Data on the Experimental and Control Groups

1. Review of Research Design

A total of 21 recruit officers were randomly selected from the 1-72 Los Angeles Police Academy class. An experimental-monitored group (N=3), an experimental group (N=8) and a control group (N=10) were administered a pretest developed from the TPO's. Both the experimental-monitored group and the experimental group received self-instruction in report writing. The control group received conventional academy instruction. Post tests were administered at the completion of 8 weeks of instruction to measure report writing ability and attitudes toward the training. The Mann-Whitney U test was employed to test the significance of difference between the experimental (N=8) and control groups (N=10).

(Note: An attempt to record the time required to master the TPO's failed to yield interpretable data. Consequently no report of the amount of time involved in the self-instructional approach is included.)

2. Learning Effectiveness

A report writing post test was administered to both the experimental groups and the control group following eight

weeks of instruction. The post test consisted of three report writing exercises involving: selection of appropriate forms, completion of the statistical portion of the reports, and writing narratives for each of the reports. Scoring of the post tests was performed by the LAPD Academy training staff. Individual post test scores represent an average of the three form completion scores.

Data	Mean
Experimental-Monitored (N=3)	58.5
Experimental (N=8)	62.4
Control (N=10)	73.5

The difference between the experimental (N=8) and control (N=10) groups did not reach statistical significance. However, the difference between the experimental-monitored (N=3) and control (N=10) groups was statistically significant beyond the .01 probability level.

Additional data of relevance are the following:

Grand Mean (Post test scores of the experimental groups and the control group combined.)	67.1
Control group mean	73.5
Experimental groups mean (experimental-monitored and experimental groups combined)	61.2
The experimental group mean (N=8)	62.4
The experimental-monitored group mean (N=3)	58.8

Number of R.O.'s Scoring below 60:	
Experimental-monitored	1
Experimental	3
Control	2

Interpretations and conclusions

The experimental group did not perform as well as the control group on the report writing post test. The experimental-monitored group (N=3) scored significantly lower on the post test than the control group. More experimental group R.O.'s scored below 60 on the post test than did control R.O.'s. See Appendix D for more individual R.O. data.

The results indicate that the self-instruction report writing materials are less effective than conventional instructional techniques in achieving the TPO's. Data in Appendix D indicates that one R.O. in the control group and no R.O.'s in the experimental group obtained post test scores of 90% or higher as required by TPO 22. Based upon the data presented in this report, it would be erroneous to conclude that the experimental R.O.'s "can't write reports." It would likewise be a misconception to assume that the experimental R.O.'s can be distinguished from control R.O.'s on the basis of report writing scores alone.

3. Attitude Data

A modified semantic differential was used to ascertain the relative attitudes of the R.O.'s in the experimental group and in the control group. The attitudes toward the experimental instructional system were compared with that of the traditional

system. The semantic differential, attached as a part of Appendix B, measured three primary areas of instruction:

- a. Attitudes regarding instruction at the Academy.
- b. Attitudes regarding the instructor at the Academy.
- c. Attitudes regarding films, tapes, work tools and other materials used at the Academy.

Open-ended comments concerning the instruction of the Academy were obtained from section 4 of the attitude instrument and are reported separately from the semantic differential data.

a. Attitudes regarding your instruction at the Academy.

Data

The most positive score = $\frac{10}{70}$
The most negative score = $\frac{70}{10}$

	Mean	Statistical test for group differences
Experimental (N=8)	32.6	p < .05*
Control (N=10)	23.9	

Interpretation

*P < .05 indicates that the experimental group had significantly poorer attitudes toward instruction than the control group. The experimental-monitored group (N=3) had a mean attitude score of 33.3, which represents attitudes lower than the other groups.

b. Attitudes regarding your instructors at the Academy.

Data

The most positive attitude score = $\frac{9}{63}$
The most negative attitude score = $\frac{63}{9}$

	Mean	Statistical test for group differences
Experimental (N=8)	27.4	p < .05*
Control (N=10)	17.4	

Interpretation

*P < .05 indicates that the experimental group had significantly poorer attitudes toward instructors than the control group. The experimental-monitored group (N=3) had a mean attitude score of 30.7, which was lower than the other groups.

c. Attitudes regarding films, tapes, work tools and other materials you have used at the Academy.

Data

The most positive attitude score = $\frac{7}{49}$
The most negative attitude score = $\frac{49}{7}$

	Mean	Statistical test for group differences
Experimental (N=8)	27.6	p < .10
Control (N=10)	18.3	

Interpretation

P < .10 indicates, even though the experimental group had poorer attitudes toward instructional materials than the control group, that the differences was not statistically significant. The experimental-monitored group (N=3) had a mean attitude score of 28.0, which represents attitudes lower than the other groups.

Open-ended R.O. comments about the training program.

"I feel that the learning aspect was quite fast and that too much information was given in too short of time. A little shorter pace would have been helpful so we could have had more time for our study habits. A little more explanation with our report writing class would have been helpful."

"More audio-visual aids should be added. Report writing should be expanded. More first aid classes with lab work."

"I liked: report writing, law, patrol. I disliked: harrassment during shooting and P.T."

"Report writing should be explained so every recruit has a better understanding of the material."

"I liked: field problems. Expand: Law. Shortened: P.T. and first aid. Taken out: Strict discipline; the learning process would be easier."

"The over all academic training should be expanded."

"I dislike the experimental method of teaching report writing and written and oral communication."

"I would like more visual aids. P.T. is sometimes too much on phase exam weeks."

"Criminal law was very good. P.T. was not liked but I feel it should be expanded. Shooting instructors should be more professional instead of yelling they should try to keep you calm more like a policeman."

"Being in squad 1, I found it extremely hard to devote proper amount of time to the workbooks. To really learn all of the reports I needed more time. I think more visual aids are needed. I definitely feel there should not be any classes after P.T. to be fair to both instructors and recruits."

"I feel the area of report writing was too short and crammed. It is hard to digest at the pace given."

Summary and Conclusions with Respect to Attitudes

The experimental-monitored group R.O.'s evidenced the most negatively inclined attitudes toward their instruction, instructors, and instructional materials. The experimental group R.O.'s had significantly poorer attitudes toward their instruction and instructors than the control group of R.O.'s. The experimental group of R.O.'s also had markedly more negative attitudes toward films, tapes, work tools and other materials (instructional materials) than the control group.

In conclusion, it is apparent that the experimental procedures have had a significant detrimental influence upon the attitudes of the experimental group of recruit officers.

IV. Conclusions and Recommendations for Change

1. The R.O. attitudes toward the instructional materials were negatively influenced by: a) grouped administrative procedures (The R.O.'s took common breaks, turned their papers in on some topics at common times, and took their tests at common times); and b) instructional materials which had yet to have the final revisions or modifications on them (tapes needed final professional production, workbooks to be modified by this evaluation). I recommend retesting and comparing the traditionally taught and the experimentally taught groups after these parameters have been modified.
2. The T.P.O.'s for the content areas taught by these materials need clarification and expansion. There are too few T.P.O.'s to reflect all of the content taught by the instructional materials. I recommend using some of the Academy staff (i.e., Sobie, Pooler, Stone) and some of the R.O.'s who know the materials (i.e., Toledo and Kindler) jointly work on refining the T.P.O.'s.
3. The attainment of the T.P.O.'s by the experimental R.O.'s was somewhat, but not statistically, less than the attainment of the T.P.O.'s by the R.O.'s in the control group. The modification of the materials as suggested in the individual reports on the materials should increase the

effectiveness of the experimental materials. I recommend retesting the materials after they have been revised to reflect these suggestions.

4. The temperature in the classroom was usually much too warm for the R.O.'s. They could work better if they were more comfortable. Considering that this experiment was conducted in February and March, not July and August, this problem will become more debilitating in the future.
5. The equipment purchased for this project was of good to excellent quality and generally worked well throughout the experimental program. The Norelco Synchroplayer cassette recorders and the Kodak Ektographic slide projectors are excellent pieces of equipment. The Avid H/88 headsets and the Ealing rear-screens are more than adequate.
6. Physical training should be scheduled in a manner which does not result in the R.O.'s coming to academic classes exhausted from the exercise.
7. The progress tests should be administered on an individual demand basis and the tapes and other materials should be made readily available for individual use.
8. Instructor preparation should include:
 - A. A familiarity with the instructional materials.
 - B. Procedures for managing Individualized Instruction specifically:
 - 1) Having students break on an individual basis.
 - 2) Answering questions on an individual basis.
 - 3) Using pretest information to branch the students to needed instruction on an individual basis.

V. Summary Statement

Concluding Comments Concerning the Materials

It appears as if the program has been successful for DR's, and Citations TPO's and less successful for Form Determination, Form Completion, and Basic English related TPO's.

A number of problems were encountered in the use of the materials and have been described in this report. These problems could well have arisen from the unfamiliarity of the instructors and students with appropriate self-instruction procedures. Report writing is a complex subject to teach to recruit officers, but it can be done with self-instructional materials. The suggestions provided in this report on the materials should increase 1) the R.O.'s appreciation and valuing of the instruction at the Los Angeles Police Academy and 2) the R.O.'s comprehension of the content in the materials.

- i. sketches of the scene
- j. DR numbers
- k. MO and trademark elements
- l. other applicable information

Entry Level of Performance - 60%, 10 minutes of enactment.
Expert Level of Performance - 70%, 7 minutes of enactment.

7. Given a simulated witness of a crime, a simulated DFE radio, and a request to secure the information necessary for and to transmit an initial crime broadcast, the trainee will state the following:
- a. type of crime
 - b. time of occurrence
 - c. location of occurrence
 - d. name and type of business
 - e. number, sex and descent of suspects
 - f. oddities concerning suspect's appearance
 - g. weapons used or simulated
 - h. method and direction of departure from scene
 - i. description of car, if used
 - j. property taken (description and value)

Entry Level of Performance - 100%, within 4 minutes of request.
Expert Level of Performance - 100%, within 3 minutes of request.

8. Given a simulated witness of a crime, a DFE radio, and a request to obtain the information necessary for and to transmit a supplemental broadcast, the trainee will construct a response to include:

- a. any important information not given in the initial crime broadcast
- b. detailed description of suspect
- c. other information that would assist in apprehension of suspect

Entry Level of Performance - 100%, 5 minutes of request.
Expert Level of Performance - 100%, 3 minutes of request.

9. Given an officer's field notebook, a series of enacted crime situations in which there are both adult and juvenile suspects, and a request to explain the importance of proper admonition and the admonition procedures in each, the trainee will construct a response to include:

- a. all juvenile arrestees must be admonished immediately
- b. admonition is read verbatim from officer's field notebook
- c. arrestee is asked if he understands his rights
- d. arrestee is not questioned until admonition is given

- e. if adult arrestee is not to be questioned, do not admonish

Entry Level of Performance - 100%, within 3 minutes of enactment.

Expert Level of Performance - 100%, within 3 minutes of enactment.

C. FORM DETERMINATION TPO

10. Given a series of enactments and a request to recall Department reporting procedures, the trainee will construct a response to include whether or not a report should be taken.

Entry Level of Performance - 80%, within 5 minutes of enactment.

Expert Level of Performance - 90%, within 4 minutes of enactment.

11. Given a series of enactments requiring reports, and a request to recall Department reporting procedures, the trainee will construct a response to include:

- a. the type of report(s) required
- b. the number of report(s) required

Entry Level of Performance - 80%, within 10 minutes of enactment.

Expert Level of Performance - 90%, within 7 minutes of enactment.

D. SPELLING TPO, BASIC ENGLISH

12. Given an audio presentation of a representative sample of words from the LAPD Academy spelling list the trainee will spell the words correctly.

Entry Level of Performance - 80%, time factor not critical.
Expert Level of Performance - 80%, time factor not critical.

13. Given a list of word pairs of commonly confused usage, and an incomplete sentence for each word pair, the trainee will select the correct word of the pair to complete the sentence.

Example: The drug (affected, effected) him strangely.

Entry Level of Performance - 80%, time factor not critical.
Expert Level of Performance - 80%, time factor not critical.

14. Given a short passage containing police terminology with partially incorrect punctuation, the trainee will identify and correct punctuation errors.

Entry Level of Performance - 70%, time factor not critical.
Expert Level of Performance - 70%, time factor not critical.

15. Given a written list of complete and incomplete sentences, the trainee will identify and correct the incomplete sentences.

Entry Level of Performance - 90%, time factor not critical.
Expert Level of Performance - 90%, time factor not critical.

16. Given a list of declarative sentences, the trainee will indicate whether or not each sentence is written in the third person.

Entry Level of Performance - 100%, time factor not critical.
Expert Level of Performance - 100%, time factor not critical.

17. Given a list of sentences, the trainee will indicate whether or not the verb for each sentence is past tense.

Entry Level of Performance - 100%, time factor not critical.
Expert Level of Performance - 100%, time factor not critical.

E. NARRATIVE WRITING TPO's

18. Given a request to indicate the proper grammatical and Department rules to be used when completing narratives for all police reports, the trainee will construct a response to include:

- a. the use of third person, past tense
- b. printing in capital letters
- c. correct spelling, grammar and punctuation
- d. short, clear, simple sentences
- e. proper paragraphing

Entry Level of Performance - 100%, within 5 minutes of request.
Expert Level of Performance - 100%, within 4 minutes of request.

19. Given a request to describe the topic order for narratives of crime reports, the trainee will construct a response to include:

- a. the identification of additional victims and witnesses

- b. the reconstruction of the crime presented in a concise word picture simultaneously explaining unclear descriptors and corpus delicti of the offense
- c. a complete and accurate description of physical evidence and its disposition
- d. a summary of other details relating to the crime
- e. the time and location where victims and witnesses can be located
- f. a list of stolen items

Entry Level of Performance - 100%, within 5 minutes of request.
Expert Level of Performance - 100%, within 4 minutes of request.

20. Given a set of facts, and a request to organize them and complete narrative portions of applicable reports, the trainee will:

- a. organize facts into sequential order
- b. put information into sentence form
- c. eliminate irrelevant information
- d. complete the narrative of the applicable reports as required, referencing TPO's #18 and #19

Entry Level of Performance - 80%, within 40 minutes of request.
Expert Level of Performance - 90%, within 30 minutes of request.

21. Given a series of enactments, the trainee will write a narrative report in the third person, past tense. The report will include information on who, what, when, where, why, and how. Performance will be evaluated on the basis of clarity, conciseness, sentence structure and agreement, spelling, punctuation, word usage, completeness and absence of ambiguity.

Entry Level of Performance - 70%, within 30 minutes of enactment.
Expert Level of Performance - 80%, within 20 minutes of enactment.

F. FORM COMPLETION TPO's

22. Given a series of enactments, related forms and a request to accurately complete the appropriate report for each enactment, the trainee will respond by:

- a. legibly printing the appropriate information under the proper headings of each report form
- b. legibly and accurately printing the narrative portion of each report form to include the appropriate information

- c. verbally indicating the requirement to request the victim's or reporting person's signature

Entry Level of Performance - 90%, within 3 hours of enactment.

Expert Level of Performance - 90%, within 2 hours of enactment.

- 23. Given a series of simulated traffic citation situations and a request to perform according to the circumstances, the trainee will enact the citation situation to include:

- a. selection of the proper form
- b. completion of the form

Entry Level of Performance - 80%, within 15 minutes of enactment.

Expert Level of Performance - 90%, within 10 minutes of enactment.

- 24. Given a series of enactment calls (e.g., radio, citizen, station, officer, officers' observation), information relating to their disposition, and a request to log the data and indicate the use of Daily Field Activities Report (DFAR), the trainee will construct a response to include:

- a. log:

1. time call was received, time was completed and time lapsed
2. source of call and code assignment if any
3. location and nature of call/observation
4. name and unit of supervisor and other units at scene
5. follow-up and disposition of call/observation
6. DR number, booking number, charge, name of arrestee location booked, citation number
7. name of reporting party or license number of vehicle involved
8. completion (closing log)

- b. indicate the following uses of a DFAR:

1. recording of officer activities
2. protection of officer from erroneous charges
3. statistical data

Entry Level of Performance, 70%, within 6 minutes of enactment.

Expert Level of Performance, 90%, within 3 minutes of enactment.

APPENDIX B
ATTITUDE QUESTIONNAIRE

Please put an "X" on the line between the following descriptions. If you feel strongly about a statement put your "X" on the line near that statement. If you do not feel strongly, or if you feel so-so, about the statement, put your "X" near the middle of the line. There are seven (7) different ratings, or places, you can put your "X".

Please do not place your name to this form.

O.K. Let's go to work on the form:

- 1. Regarding your instruction at the Academy.

	1	2	3	4	5	6	7	
Relaxing								Not relaxing
Something special								Poor
Modern								Sort of old-fashioned
Reliable								Unreliable
Poorly paced								Well paced
Lots of examples								Too few examples
Good examples								Poor examples
Information is covered too fast								Information is covered too slow
Well organized								Poorly organized
Enjoyable								Boring

- 2. Regarding your instructors at the Academy.

	1	2	3	4	5	6	7	
Friendly								Unfriendly
Knowledgeable								Not very knowledgeable
Helpful								Not very helpful
Regular guys								Snobs
Unsure of themselves								Sure of themselves

2. Regarding your instructors at the Academy (Continued)

	1	2	3	4	5	6	7	
Make good use of audio-visual devices								Make poor use of audio-visual devices
Up-to-date								Out-of-date
Good speakers								Poor speakers
Care for the cadets								Do not care for the cadets

3. Regarding the films, tapes, work tools and other materials you have used at the Academy.

	1	2	3	4	5	6	7	
Helpful								Not very helpful
Up-to-date								Out-of-date
Well paced								Poorly paced
Enough examples								Not enough examples
Good examples								Poor examples
Clear & usable								Unclear & unusable
Enjoyable								Boring

4. What aspects of your instruction at the Academy have you especially liked or disliked? What should be expanded, shortened, taken out?

APPENDIX C

Summary of Individual Attitude Scores by Group

		Attitude toward Instruction	Attitude toward the Instructor	Attitude toward Films, Tapes, and other Materials
Control N=10	C1	13	9	7
	C2	27	11	20
	C3	35	30	21
	C4	24	18	17
	C5	17	19	10
	C6	22	14	25
	C7	18	19	13
	C8	24	17	17
	C9	29	24	37
	C10	30	13	16
		Mean	23.9	17.4
Experimental N=8	E1	26	21	19
	E2	38	34	44
	E3	43	31	36
	E4	31	26	24
	E5	30	25	23
	E6	30	37	22
	E7	18	12	18
	E8	37	33	35
		Mean	32.6	27.4
Experimental-Monitored N=3	EM1	41	50	45
	EM2	21	12	10
	EM3	38	30	19
		Mean	33.3	30.7

Note: The more positive the R.O. response, the lower the number.

APPENDIX D

Summary of Individual Form Completion Post Test Scores

Control N=10	C1	49
	C2	55
	C3	95
	C4	65
	C5	78
	C6	82
	C7	67
	C8	82
	C9	89
	C10	73
Mean	73.5	
Experimental N=8	E1	47
	E2	59
	E3	65
	E4	57
	E5	77
	E6	65
	E7	68
	E8	61
Mean	62.4	
Experimental - Monitored N=3	EM1	26
	EM2	79
	EM3	69
Mean	58.8	

APPENDIX E

Evaluation Monitors

Burns, William

Conklin, Jack

Garlock, Don

Gettinger, Ted

Housdan, Jack

Knirk, Frederick

Meador, Sue

Rasmus, Brigetta

Trugman, Ron

Whelan, Jane

END