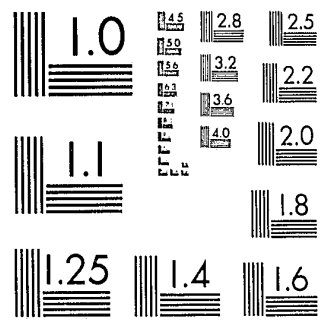


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A VALIDITY STUDY OF POLICE OFFICER
SELECTION, TRAINING AND PROMOTION

VOLUME VIII

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ACQUISITIONS

PREFACE

This report describes a comprehensive study of the City of Houston Police Department's selection, training, and promotional procedures. The report is divided into nine volumes as follows:

- | | |
|-------------|--|
| Volume I | Research Overview, Summary and Bibliography for the Validity Study of Selection, Training and Promotion within the Houston Police Department |
| Volume II | Analysis of the Labor Force Composition within the Recruiting Area of the Houston Police Department |
| Volume III | Adverse Impact Analyses of the Selection, Training, Assignment and Promotion Procedures of the Houston Police Department |
| Volume IV | Job Analysis of Positions within the Houston Police Department |
| Volume V | Evaluation of the Selection Requirements of the Houston Police Department |
| Volume VI | Validation of the Physical Requirements for the Selection of Police Officers |
| Volume VII | Validation of the Personal Background Requirements for the Selection of Police Officers |
| Volume VIII | Evaluation and Validation of the Houston Police Department Academy and Probationary Training Period |
| Volume IX | Validation of the Houston Police Department Promotional Process |

While each volume is intended to stand alone as a unified component of the study, much of the data is referred to in several volumes, but presented in detail in only one volume. For example, the job analysis data reported in Volume IV

served as a foundation for the research described in Volumes V through IX. Consequently, at times the reader will need to refer to two or more volumes to obtain a comprehensive understanding of a specific component of the research.

It is expected that this report will be read by individuals who have a wide range of familiarity with the technical nature of the research study. Consequently, the authors have attempted to provide sufficient explanations of research methodology, statistical analyses, etc., to facilitate understanding by readers who do not have formal training or experience in the applied demographic and psychological research disciplines. At the same time, however, the authors have included appropriate technical information in the report, whereby professionals experienced in demographic and validation research can review the work of the research team.

Appendix A of Volume I is a comprehensive bibliography. The bibliography also contains detailed descriptions of reference materials cited or quoted (referred to by author and date) throughout all volumes of the report.

VOLUME VIII

EVALUATION AND VALIDATION OF THE
HOUSTON POLICE DEPARTMENT
ACADEMY AND PROBATIONARY TRAINING PERIOD

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CHAPTER 1

INTRODUCTION

This volume presents the rationale, methodology, and results of an evaluation of the City of Houston Police Department's entry-level police officer training program. This entry-level training program consists of two major components: 1) a formal 16-18 week, 640 hour Police Academy curriculum, about 20 percent of which is devoted to "field training"; and 2) on-the-job training received throughout the six-month probationary period following completion of Academy training.

The proper training of new police officers is crucial in two related respects. First, since the training process can be one possible source for the elimination of individuals whose performance is substandard, the "fairness" of the training process becomes an issue as it impacts the Department's total employment process. Second, the quality of training impacts the Department, its personnel, and the community as a whole, considering 1) the fact that training is an expensive process; 2) the need to deliver appropriate skills and knowledge to cadets in order to ensure a satisfactory level of job performance; and 3) the human and economic costs of allowing poorly trained officers onto the police force.

Given the important role that training has in the development of City of Houston police officers, four major topics were studied in this phase of the research program.

- The relevance and job-relatedness of the training content taught in the Academy.
- The relationship between the emphasis given to various law enforcement topics during training, and the importance of these materials to the satisfactory performance of the entry-level police officer job.
- The validity of written examinations given to Academy cadets.
- The effectiveness of various procedures and techniques utilized during the training process.

In designing the research program to study the above topics, the researchers focused on selecting methodologies that would provide quantitative data to evaluate the training process whenever feasible. However, certain conclusions (e.g., instructor performance) were based on the judgment of the researchers, as appropriate.

As a general policy throughout the report, needs for improvement in the training process are emphasized more than positive findings. The tendency for certain parts of this report to highlight weak areas in the training program is intended to give management sufficient information to strengthen the training process. This is not meant to indicate that the present program is weak on an overall basis. In fact, after considering all the findings, the researchers concluded that the Houston Police Department training program for the entry-level

position has many more strengths than weaknesses.

Training of City of Houston Police Officers

The Procedural and Substantive Rules issued by the Texas Commission on Law Enforcement Officer Standards and Education (promulgated under the authority of Article 4413 (29aa), V.T.C.S.) require that all peace officers in the State of Texas meet all the requirements for the basic peace officer qualification certificate, referred to as the Basic Certificate. One component of the qualification process requires all individuals seeking full-time employment as a police officer to satisfactorily complete a prescribed basic training course within a one-year period from the date of original appointment. The minimum training standards for peace officers (rule 210.01.02.003 of the Procedural and Substantive Rules issued by TCLEOSE) consists of a 240 classroom hour program as outlined in Appendix A.

Accordingly, the training provided to cadets by the Houston Police Department must comply with the above requirement in order for officers to qualify for their Basic Certificate. In completing the review of the Academy curriculum, it was found that the Houston Police Department training program meets (and, in fact, exceeds) the minimum requirements for the Basic Certificate.

CHAPTER 2

OVERVIEW OF THE TRAINING RESEARCH EVALUATION CRITERIA

The evaluation of any training program can be completed with reference to any number of criteria or standards. However, it is important that any evaluation procedure be as objective as possible, be sensitive to specific components of the training process, and provide constructive information for training program improvement when appropriate. Accordingly, these guidelines were followed by the research team in developing a research methodology for evaluating the Houston Police Department's training program for individuals assigned to the entry-level police officer job.

The four criteria utilized to evaluate the training program are defined below:

1. Job-Relatedness of Training. The job-relatedness of the training program was examined in terms of the extent to which there is a logical relationship between training content and job behavior. Stated in more evaluative terms, examination of the job-relatedness of the Department's entry level training involved determining the degree to which training content (subject matter) corresponds to job content (tasks performed by entry-level police officers).
2. Efficiency of Training. Based upon the constraints of business necessity, training must be conducted within a

reasonable time period. Given finite time limitations, decisions must be made regarding the relative emphasis placed upon each of the various training topics. The most reasonable basis for such decisions is based on the occurrence of the topics in the job to be performed after completion of training. For the purposes of evaluation, therefore, efficiency of training is defined as how well the allocation of training effort across training topics fits training needs as determined by the specific nature of the entry-level job.

Thus, both the job-relatedness of training and the efficiency of training are standards which can be used to evaluate the match of training to job behavior. The best fit occurs when both of the following conditions occur:

- a. Training content is most related to job content, and
- b. Training emphasis most reflects training needs.

3. Effectiveness of Training. This standard examines the outcomes of training rather than the training process. Of prime importance is the quality of the product of training - the trainee. The criterion chosen was the trainees' level of preparedness to perform the various entry-level tasks at the completion of training.
4. Validity of Training Examinations - Various specific methods of validation might be employed in addressing the

question of validity of training examinations (content, construct, criterion-related, etc.). For the purposes of the present study, "examination validity" will refer to the correspondence between examination results and knowledge or skill required by the job. Thus, a criterion-related validity study was undertaken in this phase of the research program.

CHAPTER 3

THE TASK-BASED APPROACH TO TRAINING EVALUATION

The Basic Methodology

A "task-based" approach to training evaluation was selected as the methodology that would best meet the objectives for this phase of the research program. Certain of the specific advantages of this approach are described below:

- Important to the evaluation of any training program is the research requirement to complete a "training needs" analysis. Such an analysis provides for the identification of those components (i.e., duties, tasks, behaviors, etc.) of a job that must be trained (i.e., trainees should be trained to perform these various components of the job). The task analysis results (described in Volume IV of the research report) of the entry-level police officer position define in very specific terms the essential job components required for a training needs analysis. In turn, the tasks serve as the criteria to analyze the job relatedness, validity and effectiveness of the training program.
- Quantitative data from the job analysis of the entry-level police officer position (such as "percent officers performing" a given task, "average time spent" on a given task, "average tenure of those performing", etc.)

were available and are described in Volume IV of this report.

- Whenever behaviors, attributes, attitudes, etc., are analyzed into their component parts, ratings made about the parts typically show a high degree of reliability. Also, when behaviors are stated specifically, ratings concerning their accomplishment/non-accomplishment achieve a higher degree of agreement across judges (Mass, 1965). Thus, if the entry-level police officer job is described in terms of behaviorally specific components or tasks, ratings of whether an officer is proficient at the activity tend to be more reliable than ratings of global or general job performance. For example, judgments made about an officer's performance at "pursuit driving" tend to be more reliable than ratings of overall performance in "traffic control". An officer's ability to "assume a role during an interrogation" can be assessed more reliably than overall performance in "criminal investigation". The task statement format, then, was used in order to increase the reliability of the rating schemes used in this research.
- The U. S. Air Force has developed a curriculum design program for use in technical training centers which relies upon task rating schemes (Christal, 1970). The

Air Force's rating scales have been developed after much time and experience. Air Force researchers have learned, for example, that one of the best methods of assessing "task difficulty" is through ratings made by experienced incumbents or supervisors on the "relative time required to learn" a task. Other rating schemes used by the Air Force include "consequences of inadequate performance" and "task delay tolerance". The various rating scales and their definitions as used in this study are reported in Appendix B.) Thus, by using a task-based approach to training evaluation, it was possible for the researchers to incorporate much of the Air Force's research experience into the current study.

Application of the Task Based Methodology

The training received by a cadet while in the Academy, compared with the training received on-the-job during the six month probationary period, are considered to be two distinctly separate phases of training. Therefore, in the present study, each phase was evaluated separately. Then the total impact of training was assessed by a combination of the results of the two separate evaluations.

The task analysis method used to analyze all the Class A Houston Police Department positions is described at length in

Volume IV. Part of this task analysis involved the identification of the task content domain of the entry level job. As described in Volume IV, the entry-level police officer position consists of 344 tasks of which the average number performed per incumbent is 182 tasks. However, it should be noted that some of the 344 tasks do not have a knowledge or skill training requirement. In fact, examination of the 344 tasks by the researchers resulted in the identification of 76 tasks which were considered to be "non-Academy trainable" or inappropriate. The identification (and subsequent elimination) of these "non-trainable" tasks was based upon one or more of the following criteria:

- Tenure related. If the task was not performed by officers who had been in the entry-level position two years or less, it was determined that learning of the task was tenure or experience-related. Thus, the training process for the entry-level job should not be responsible for the delivery of knowledge or skills used by officers only after they have completed the first two years on the job.
- Specialized training required. A task performed by only a very low percentage of officers in the entry level job, and for which specialized training is appropriate, was considered to be a "non-Academy trainable" task. For example, the task "command of police dogs" is one more amenable to specialized training for those few officers required to perform the task.

- Training not necessary. A task which requires skill or knowledge that should be possessed by cadets (for example, reading or non-technical writing) at the time of entrance into the Academy.

The remaining 268 "trainable" tasks comprise the training needs criteria for evaluation of the Houston Police Department Academy and the on-the-job probationary period training. These trainable tasks are listed in Appendix C and have been grouped by topical area for use in the content validity study described in Chapter 4 of this volume.

Reliability of Task Ratings

During the course of the training program evaluation, several thousand ratings were made relative to the task components of the entry-level job. Therefore, it was important that the reliability of these ratings be assessed in a workable yet effective manner. The method chosen was the computation of an F ratio (Hays, 1973) between the variance actually occurring from ratings (usually from a 7-point rating scale) and the maximum possible variance obtainable from ratings on the same task with the same mean value. If the F ratio (with $df = 1/\text{number of judges}$) was significant at the .10 or greater level of confidence, the task was classified as having been rated reliably.

Table 1 presents a summary of all task rating scales used in this phase of the project. It reports the name of the rating

TABLE 1

ESTIMATES OF THE RELIABILITY OF TASK RATING SCHEMES
USED THROUGH VARIOUS PHASES OF THE TRAINING PROGRAM EVALUATION STUDY

Name of Rating Scale	Number/Type of Raters	Rating Scale Points	Median Value For Tasks Rated	Number/Percent of Trainable Tasks Reliably Rated		Number/Percent of Trainable Tasks Unreliably Rated	
				N	%	N	%
Consequences of Inadequate Performance	20 Sgts.	7	3.60	265	99	3	1
Task Delay Tolerance	17 Sgts.	7	4.35	242	83	46	17
Difficulty (Relative Time Required to Learn)	20 Sgts.	7	3.52	232	87	36	13
Extent Emphasized by Academy	7 Instructors	7	3.89	183	68	85	32
How Well Academy Prepares	20 Sgts.	7	4.26	246	92	22	8
How Well Prepared by Academy	17 Prob.Officers	7	4.58	235	87	33	13
Performance by Probationary Policemen	29 Training Officers	5	3.09	(Not applicable: Each rater rated different officers.)			
How Well OJT Prepares	12 Sgts.	7	5.11	233	87	35	13
How Well Prepared by OJT	19 Prob.Officers	7	4.80	63	24	205	76
Extent Emphasized by OJT	10 OJT Trainers	7	3.84	217	81	51	19

scheme, the number of raters, the number of points in the scheme, the median of the average ratings for all tasks rated, and the tasks in the list of 268 "trainable" tasks which were both reliably and unreliably rated. Overall, there was a high degree of reliability in ratings made about the various task statements. As indicated by the data in Table 1, all but one of the rating schemes were reliable for a large majority of the tasks, and many were reliable for 90 percent or more of the tasks. It is interesting that for the factor "Consequences of Inadequate Performance" the ratings of Sergeants reach an extremely high degree of reliability, whereby 99 percent of the 268 tasks were rated consistently on this dimension. Police work is judged by the public in terms of its consequences and, apparently, experienced Sergeants easily agree upon which sets of task conditions could result in serious outcomes and which will likely have minimal consequences if performed inadequately by the officer.

CHAPTER 4

RESULTS FOR THE ACADEMY EVALUATION

A. JOB-RELATEDNESS OF ACADEMY TRAINING

Analysis of the job-relatedness of Academy training involved examination of the congruence between training content and entry level job content. The focus of the congruence analysis was that the training be inclusive in that all the major elements of the job be included in the training content and that training be exclusive in that anything not related to the job should be excluded from the training material.

- Determination of job content. The job content of the entry-level position is defined as the behaviors underlying the 268 "trainable" tasks obtained by the procedures described in the previous chapter of this volume.
- Determination of training content. The foundation for defining training content was the published, standard Houston Police Department Academy lesson plan. A summary of the Academy program is presented in Appendix D.
- Comparison of job and training contents. Inclusive-ness of training was evaluated by comparing training content with job content on a task-by-task basis.

A task performed in the entry-level position was judged to have representation in Academy training if any one of the three following conditions were satisfied:

1. The action clause of the task statement was stated directly in the subject title or training objective of a lesson plan.
2. The action clause of the task statement was identified by the Academy training staff as being covered during training and verified by the researchers through examination of the lesson plan.
3. The researchers were able to conclude, on examination of a lesson plan, that the behavioral outcome of the task statement and the implied outcome of the training were the same.

Tasks identified as not being included in the Academy training program according to the above criteria are listed in Table 2. In addition, the criticality (see Appendices B and F) of each task is given in the table.

A total of 23 tasks were identified as not being trained in the Academy. These tasks represent nine percent of the trainable tasks which comprise the entire patrolman position. Examination of the criticality indices for the untrained tasks indicates that about one-half of the tasks are

TABLE 2

"TRAINABLE" ENTRY-LEVEL JOB TASKS NOT INCLUDED IN FORMAL ACADEMY TRAINING

TASK LIST ITEM IDENTIFICATION		CRITICAL INDEX
C-17	Photograph traffic accident scene.	1
G-27	Photograph crime scenes, taking special precautions to record evidence as prescribed by law or by court requirements.	5
P-22	Type letters or worksheets.	1
S-30	Compose and type letters or reports.	2
B-26	Escort vehicles of visiting dignitaries, wide loads, funerals, etc.	1
I-2	Observe buildings and diagrams of buildings to learn basic physical plans to use in planning searches, raids and fugitive searches.	6
M-23	Contact and counsel parents, legal guardians or other parties interested in the case of a recently arrested or complained upon juvenile or runaway.	2
M-32	Answer inquiries concerning prisoners from their families, attorneys, or bondsmen.	1
M-38	Answer inquiries from victims or other persons involved in a case regarding the progress of the case, whether property has been recovered, etc.	3
A-8	Contact residents and businessmen in order to establish rapport, answer questions, exchange information of mutual interest, build public confidence and become familiar with situations, people and characteristics of beat.	3
A-22	Inform other law enforcement or service organizations of incidents that have occurred under their jurisdiction.	2
H-4	Re-interview complainants and witnesses to get better details or descriptions of property, actors, or events.	3
H-17	Take written statements and confessions.	5
G-8	Dust the surface of articles and objects to ascertain the presence of latent fingerprints and to lift the latent prints to preserve them for use as evidence.	4

TABLE 2 (Cont'd.)

SK LIST ITEM ENTIFICATION			CRITICALITY INDEX
CAL: DEX:	H-19	Assimilate clues to identify perpetrator of a crime.	4
1	H-32	Use CrissCross Directory to locate telephone numbers, addresses, or names of individuals.	1
5	H-37	Trace stolen goods, explosives, etc.	5
1	H-38	Conduct file searches to gather needed criminal information and other data to support investigations.	3
2	H-2	Study case reports and look for common factors across cases.	2
1	G-17	Investigate escort services, massage parlors, model studios and entertainment houses.	2
6	G-18	Become familiar with the M.O. of certain criminals by reading offense reports.	4
2	X-1	Keep informed about latest laws and technical developments by reading appropriate journals, newsletters or other publications.	4
1 3	X-3	Review the statistical reports prepared by the department and other law enforcement bodies to remain aware of current trends in crime and enforcement activities.	4
3			
2			
3			
5			
4			
* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance;" the full definition of the rating scale is given in Appendices B and F.			

relatively "non-critical" in nature. However, four of the tasks in Table 2 have a fairly high (scale value 5 or 6) criticality rating, and the subject matter indicated by these four tasks probably should be included in future Academy curricula. It should be recognized, however, that many of the tasks listed in Table 2 may be more suitable for training on-the-job as opposed to an academic setting. Therefore, conclusions about the "inclusiveness" of the overall training program should not be drawn solely from the results of the above analysis.

The converse issue, training which is presented to cadets but is not required by the job, also was evaluated by examining the Academy lesson plans. In this case, the focus was upon those areas of training not identified in the previous analysis as related to any of the "trainable" tasks. Examination of the lesson plans revealed that 100 percent of the training being presented in the Academy was related to those job duties performed during initial job assignments. None of the Academy training materials and lessons were judged to address topics not represented in the entry level police officer job.

In summary, by comparing job content and training content on a task-by-task basis, it was found that the Academy curriculum is totally job related. However, certain of the tasks performed by officers in the entry-level position

(9 percent) probably should be included in a formal training program, but are not covered presently by the Academy curriculum. These "non-trained" tasks are listed in Table 2.

B. EFFICIENCY OF ACADEMY TRAINING

Analysis of the efficiency of training (defined as the proper allocation of training effort within the constraints of a limited training period) required: 1) an examination of the entry level job to determine relative training needs; and 2) a determination of the Academy's relative emphasis across various training topics. The results of these findings then were compared to identify areas where training is properly emphasized, overemphasized and underemphasized. (It is recognized that the Houston Police Department Academy Curriculum is in part determined by the mandatory 240 hour curriculum set forth by the Texas Commission on Law Enforcement Officer Standards and Education referred to earlier in this volume.)

- Determination of training needs. The entry level police officer task list (Appendix C) served as a data source for the determination of training needs. In turn, it was necessary to establish the relative knowledge or skill training necessary for each of the 268 "trainable" tasks. This was accomplished by obtaining four different sources of information concerning each task: "the percent of time spent"

by entry-level officers performing each task; the "task delay tolerance"; the "probable consequences of inadequate performance"; and the "task difficulty". (These rating scales are defined in Appendix B.) The "percent time spent" performing each task by entry-level police officers was determined as a part of the initial job analysis (Volume IV). In order to obtain information concerning "delay tolerance", "consequences of inadequate performance" and "difficulty", separate questionnaires representing each of these three issues were completed by Sergeants who supervised officers in the entry-level position. Instructions given to the Sergeants for rating the tasks on seven-point scales regarding "task delay tolerance", consequences of inadequate performance" and "difficulty" are provided in Appendices E, F and G, respectively.

Twenty of each of the three types of questionnaires were administered to supervising Sergeants for completion. The distribution of Sergeants selected to complete the questionnaires was based upon the relative representation of the entry-level position in the Patrol, Traffic Enforcement and Accident Investigation Division of the Department. Each kind of questionnaire was sent to 14 Patrol, 3 Traffic

Enforcement and 3 Accident Investigation Sergeants.

No Sergeant, however, was asked to complete more than one of the three types of questionnaires.

Thus, a total of 60 different Sergeants participated in the rating process.

- Determination of training emphasis. Information on the amount of emphasis given to the training of cadets on how much to perform each of the entry level position tasks was obtained from seven members of the Houston Police Department Academy training staff. These Academy instructors were asked to rate each "trainable" task identified as comprising the entry level job, on a seven-point scale indicating the "training emphasis" placed upon teaching cadets the knowledge or skill required to perform the task.

Instructions to the Academy staff for completing these ratings are provided in Appendix H. Each staff member participating in the rating process had more than one year of Academy training experience, and had taught several parts of the Academy curriculum.

- Comparison of training needs and training emphasis. Mean responses for each task on the four training analysis scales were calculated giving equal weight to each scale. Thus, the rating for "percent time

spent", "task delay tolerance", "probable consequences of inadequate performance", and "task difficulty" were averaged across all raters (Sergeants) for each task. Then, the tasks were rank ordered from highest to lowest based upon their total mean ratings and each task was assigned to one of four categories according to its quartile range. Similarly, mean responses for each task on the instructor's training emphasis ratings were computed and ranked in quartiles. The priorities deriving from the two ranking systems then were compared in a four-by-four table to assess the "match" between training emphasis and training needs. In other words, the vertical axis of Table 3 is a quartile scale that provides a means for categorizing tasks in terms of how much training is necessary in order for individuals to be able to perform the tasks properly; the horizontal axis is a quartile scale that indicates the amount of training emphasis given to each task by the Academy's course of instruction. Ideally, those tasks having the highest "training needs" would receive the greatest amount of emphasis during Academy training. Conversely, those tasks that had the lowest "training needs" would receive the least amount of emphasis. If this ideal situation were achieved there would be no tasks falling within

TABLE 3
EFFICIENCY OF ACADEMY TRAINING -
A COMPARISON OF TRAINING NEEDS AND TRAINING EXPERIENCE¹

		ACADEMY TRAINING EMPHASIS			
		(Lowest) Lower Quartile	Third Quartile	Second Quartile	(Highest) Upper Quartile
TRAINING NEEDS	(Highest) Upper Quartile	3	12	18	34
	Second Quartile	17	17	16	17
	Third Quartile	17	16	22	12
	(Lowest) Lower Quartile	30	22	11	4

.....denotes tasks which are undertrained.

————denotes tasks which are overtrained.

¹Cell frequencies indicate the number of entry-level officer tasks comprising each combined quartile range.

the upper left hand or lower right hand corners of Table 3. However, the data in Table 3 indicate that there are 32 tasks that should have high training priority, but which are currently receiving less than the necessary emphasis (i.e. a mismatch of two or more quartiles). Also, the results given in Table 3 indicate that there are 27 tasks which should have low training priority but actually receive unduly high emphasis. These results indicate that 12 percent of all the tasks are undertrained and 10 percent are overtrained by the current Academy curriculum. Tasks which are either under or overtrained are listed in Tables 4 and 5, respectively. Additionally, the "criticality index" is given for each task listed in Tables 4 and 5.

Discussion of Efficiency of Academy Training Results

It is important to note that the training emphasis given by the Academy curriculum to the 209 "trainable" tasks corresponds closely to the indicated training needs for these same tasks. Thus, it is concluded that 78 percent (209/268 trainable tasks) of the entry-level job are being trained effectively. To further quantitatively assess the degree of fit between training needs and training analysis, a Chi-Square statistic was computed for the cell frequencies report in Table 3. The Chi-Square value obtained was 60.58

TABLE 4

EFFICIENCY OF ACADEMY TRAINING:
TASKS WHICH ARE UNDERTRAINED

TASK LIST ITEM IDENTIFICATION	Severely Undertrained (Training Emphasis three quartiles less than Training Need)	CRITICALITY INDEX *
E-2	Execute a planned raid.	7
K-8	Respond to incidents involving snipers.	7
K-9	Respond to incidents involving hostages.	7
	<u>Undertrained</u> (Training Emphasis two quartiles less than Training Need)	
A-7	Listen to police radio to determine which areas to patrol, which calls to run and what activity to look for.	4
A-9	Watch for hazards to life and property (such as downed power lines) and take appropriate action when discovered.	7
B-4	Pursue violator with red lights and engage siren if violator fails to stop.	6
F-3	Patrol through area containing labor pickets, marches, or demonstrators; observe their actions and talk with them to maintain peace and order and to document information about their activities.	7
F-5	Communicate with leaders of demonstrations.	7
F-9	Locate, observe and segregate agitators and/or leaders of crowd.	7
F-10	Decide whether to use force (and what type to use) in a group/crowd control situation, taking into consideration the size of the crowd and the number of officers at the scene.	7
F-12	Use tear gas or water to disperse crowd.	7
H-11	Serve warrants to suspected felons.	7
H-15	Develop theories about persons during interrogation (such as, "he is covering up").	2
H-35	Listen to and closely observe persons being interviewed (drivers, victims, witnesses, suspects, etc.) to evaluate what is being said in order to determine further interrogation strategies.	4

TABLE 4 (Cont'd.)

TASK LIST ITEM IDENTIFICATION		CRITICAL INDEX
H-36	Speak with and gain trust of persons to develop them as confidential informants and to gain information about criminals and planned or committed crimes.	4
I-1	While escorting or accompanying celebrities or dignitaries, survey crowds in order to detect and react to suspicious activity.	3
I-5	Follow or "tail" suspects, taking detailed precautions to prevent the arousal of suspicion.	5
J-19	Control fights among prisoners.	7
K-2	Protect the scene at disasters, weather emergencies and explosions, patrolling through area to prevent looting and to maintain law and order.	6
K-3	Implement search, evacuation and manning plans after receiving or hearing of bomb threat or other emergencies.	7
K-4	Prevent panic during bomb threat by convincing parties in building that necessary steps are being taken.	7
K-6	Attempt to persuade potential suicides and other mentally disturbed individuals not to harm themselves or others.	7
K-10	Participate in search parties following a designated plan to locate persons, property or evidence.	6
K-11	Participate in search of buildings, property and vehicles to locate explosive devices.	7
M-34	Testify before legislative or judicial bodies regarding police related activities and information.	5
N-15	Act as custodian of the records, taking records to court, qualifying records as the original and reading part of all of the text in court.	4
O-9	Keep units advised on serious crime in immediate vicinity and situations which could require immediate attention, such as street cave-ins, downed power lines, explosions, etc.	7
O-10	Notify adjacent districts of serious crimes or situations.	6
T-6	Call in ambulance, support units, etc., during emergencies.	7

TABLE 4 (Cont'd.)

CRITICAL INDEX	TASK LIST ITEM IDENTIFICATION		CRITICALITY INDEX
4	T-9	Evaluate need for bringing in specialized units (narcotics, vice, etc.) in specific geographical areas.	5
	T-11	Plan raids.	7
3	X-5	Keep abreast of court rulings and opinions as they relate to police policy.	5

* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance"; the full definition of the rating scale is given in Appendices B and F. A scale value of 1 is the lowest and 7 is the highest criticality rating.

TABLE 5

EFFICIENCY OF ACADEMY TRAINING:
TASKS WHICH WERE OVERTRAINED

TASK LIST ITEM IDENTIFICATION	Severely Overtrained (Training Emphasis three quartiles greater than Training Need)	CRITICAL INDEX
C-4	Assess damage to vehicles, using damage rating scale.	1
C-13	Interview victims and those involved in a traffic accident other than drivers.	2
D-14	Clear all calls with records division at end of tour of duty.	1
J-6	Book prisoners by completing the arrest cards and arrest folders.	2
	<u>Overtrained</u> (Training Emphasis two quartiles greater than Training Need)	
A-12	Check bars and entertainment establishments to inspect health permits and licenses and to detect wanted person, drunks, liquor law violations, etc.	1
A-27	Maintain appearance, clothing and personal equipment to satisfy inspection requirements.	2
B-15	Control Pedestrian traffic.	1
B-16	Give directions to pedestrians and motorists.	1
C-1	Interview drivers of wrecked vehicles to obtain versions of how the accident occurred.	3
C-5	Determine if damage to vehicle is fresh or old.	1
C-9	Determine the point(s) of impact of a collision.	3
C-11	Check wrecked vehicles for evidence of mechanical defects that may have contributed to the accident.	4
C-21	Determine if vehicle is drivable, and if it is not, have it towed away.	2
C-22	Provide owner or driver with information as to where vehicle has been towed.	1
C-23	Interview injured parties at hospital (and medical personnel if necessary).	2
D-3	Use address maps to locate scenes.	2

TABLE 5 (Cont'd.)

TASK LIST ITEM IDENTIFICATION			CRITICALITY INDEX
CAL DEX	E-11	Read legal rights to actor(s).	7
	E-15	Drive prisoner's vehicle to police lot or sub-station.	1
1	E-16	Fill out narrative complaint form on actor.	2
2	G-25	Talk via radio, telephone, or in person to request information checks on autos.	2
1	J-5	Check with identification division for other outstanding warrants on prisoners.	3
2	M-3	Give assistance to lost motorists and to motorists who have car trouble or are stranded.	1
	N-3	File charges in corporation court.	1
	N-4	After discussing case with D.A.'s office, file higher level misdemeanor or felony charges in J.P. court.	3
1	N-5	Prepare cases for prosecution.	5
	N-9	Take prisoners to magistrate to be informed of rights.	4
2	P-5	Prepare property tags.	1
1			
1			
3			
1			
3			
4			
2			
1			
2	* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance"; the full definition of the rating scale is given in Appendices B and F. A scale value of 1 is the lowest and 7 is the highest derived criticality rating.		
2			

(significant beyond the .0005 level of confidence), indicating a high degree of overall correspondence between what should be and what is emphasized during Academy training.

Additionally, it was desirable to obtain a measure of "overlap" or communality between the proprieties assigned to the tasks according to the training needs analysis, and the "emphasis" given the tasks by the Academy instructors. The numerical weight given each task according to the needs analysis was converted to a percentage by division of the sum of all weights; a similar procedure was performed on the tasks as weighted by the instructors on the "Training Emphasis ratings". Then an overlap statistic was computed for each task as follows:

Task Identi- fication	Percent of Weight Based Upon Training Needs Analysis	Percent of Weight Based Upon Academy Emphasis	Per- cent Over- lap
A 1	7.3	5.2	5.2
A 2	1.3	2.4	1.3
etc.	etc.	etc.	etc.

A more detailed discussion of the overlap computational procedure can be found in Archer (1966). However, to restate, percentage vectors were compared with one another, and the smaller percentage was taken as the overlap percentage for each task. The overlap percents were added together, and the result taken as the general overlap between training needs and training emphasis. The total

overlap obtained was 92.4 percent, indicating a very high degree of overlap between training needs and Academy emphasis.

The training efficiency analysis identified 32 tasks which are undertrained and 27 tasks which are overtrained (Tables 4 and 5). In reviewing the undertrained tasks, it was found that 21 of the tasks have a high (6 or 7) criticality rating. The majority of these tasks are in the duty categories of apprehending and/or arresting actors, performing group/crowd control and performing emergency control and special functions. Accordingly, it is recommended that more emphasis be placed on training the subject matter of these duties and tasks. Among tasks which are overtrained, 52 percent are ones with relatively low criticality (scale values of 1 or 2). Accordingly, without altering total training time, it is recommended that certain subject matter associated with overtrained tasks be reduced, and replaced with material related to the undertrained tasks. Further, the subject matter of the above tasks should be reviewed carefully to determine if certain topics might not be more efficiently trained on the job during the six month probationary period.

C. EFFECTIVENESS OF ACADEMY TRAINING

The effectiveness of Academy training was defined for this project in terms of how well Academy graduates are trained to perform the entry level job. Specific measures of training effectiveness were developed through multiple evaluations

of cadets' level of preparedness to perform the various entry level trainable tasks. These measures (or criteria for evaluating effectiveness) were comprised of ratings obtained from three separate sources. The development of these criteria is described below:

1. Twenty supervisors (Sergeants) rated the tasks trained in the Academy on a seven point scale (Appendix I), describing the degree to which the Academy prepares new officers to perform each task.
- 2) Sixty-five probationary officers, each with a minimum of five months post-Academy experience, used a similar seven point scale (Appendix J) to describe the degree to which they had been prepared while in the Academy to perform each of the trainable tasks.
- 3) Additionally, graduates from Academy Class numbers 73 and 74 were rated on their actual job performance during their first thirty days on the job by 29 experienced officers (evaluators) who were in daily contact with the graduates. The evaluators used a five point job performance rating scale (Appendix K) to rate each graduate's performance on those trainable tasks which the evaluators had actually observed the officers perform.

The above described criteria are based upon judgments from different evaluation sources who have different perspectives of the effectiveness of training. As a decision rule, a task was declared to be trained effectively if the mean rating

TABLE 6

EFFECTIVENESS OF ACADEMY TRAINING:
INEFFECTIVELY TRAINED ENTRY-LEVEL TASKSTASK LIST ITEM
IDENTIFICATIONCRITICAL
INDEX

A-7	Listen to police radio to determine which areas to patrol, which calls to run and what activity to look for.	4
B-3	Operate radar unit to detect speeding.	1
B-25	Terminate high-speed chase when violation of actor does not justify the danger involved.	7
C-11	Check wrecked vehicles for evidence of mechanical defects that may have contributed to the accident.	4
C-18	Request mechanical or laboratory analysis of vehicles or traffic accident scene evidence.	2
C-19	Use formulas to calculate pavement friction factors and speed estimates in traffic accidents.	2
F-1	Patrol through riot stricken or civil disturbance areas to deter criminal and riotous action.	7
F-3	Patrol through area containing labor pickets, marches, or demonstrators; observe their actions and talk with them to maintain peace and order and to document information about their activities.	7
F-9	Locate, observe and segregate agitators and/or leaders of crowd.	7
F-10	Decide whether to use force (and what type to use) in a group/crowd control situation, taking into consideration the size of the crowd and the number of officers at the scene.	7
F-11	If other officer appears about to overreact or use excessive force at a disturbance, intervene and use less forceful approach.	7
G-20	Accumulate names of suspected criminals, description of their vehicles, names of their associates, their "hang-outs", methods of operation, their addresses and any unusual habits.	4
G-22	Observe marks on roadway and/or debris made or left by hit-and-run vehicle, and use same to attempt to locate the hit-and-run vehicle.	
G-23	Inspect suspected hit-and-run vehicles for damage, taking samples of paint, grease, dirt, chrome strips, glass, etc.	5

on two of the three criteria met or exceeded the midpoint of the particular rating scale. Thus, for either of the two seven point rating scales a mean rating of four or above was required, and for the five point scale a mean rating of three or above was required to satisfy the decision rule.

Utilizing the above criteria, 40 tasks were judged to be ineffectively trained (Table 6). Tasks from the Investigating (In-Depth), Investigating (Routine), and Crowd Control duty categories received the lowest training effectiveness ratings. It is noteworthy that relatively few tasks from the more basic duty categories such as routine enforcement, traffic control, investigating traffic accidents, responding to calls for service, and apprehending and/or arresting actors were seen as ineffectively trained tasks. Table 6 also lists the criticality index for each of the ineffectively trained entry-level tasks. As indicated by these data, nine (22.5 percent of 40) ineffectively trained tasks have a high (6 or 7 scale value) criticality rating. Similarly, another nine ineffectively trained tasks have a low criticality index (1 or 2 scale value).

The data from Tables 4 and 5 also were compared with the data in Table 6 to identify those tasks that were both under or overtrained and ineffectively trained. The results of this comparison identified nine tasks that were both undertrained and ineffectively trained. Conversely, there

TABLE 6 (CON'T.)

TASK LIST ITEM IDENTIFICATION		CRITICALITY INDEX*
4 1 7 4 2 2 7 7 4 7 5	G-25 Talk via radio, telephone, or in person to request information checks on autos. G-26 Show mug shots to complainants. H-5 Discuss details of case with D.A.'s office to determine whether a case should be classified as civil or criminal. H-8 Determine reliability and creditability of witnesses, as well as whether the witness has anything of substance to contribute to the case. H-14 Interview prisoners regarding other cases in which they may have been involved. H-15 Develop theories about persons during interrogation (such as, "he is covering up"). H-16 Attempt to gain psychological advantages during an interrogation. H-21 Review recovered property and attempt to associate it with previous crimes. H-25 Determine what evidence can or should be removed from the scene. H-27 Conduct background investigation of victims. H-28 Identify motive for crime. H-29 Notify proper officials of warrants issued and served and attempts to serve warrants. H-30 Recover evidence from bodies. H-36 Speak with and gain trust of persons to develop them as confidential informants and to gain information about criminals and planned or committed crimes. I-3 Observe traffic, persons, buildings and surrounding areas to detect law violators, unusual conditions, suspicious persons and activities and to identify situations requiring further investigation. I-6 Participate in stake-outs, noting all pertinent activity around place of interest. I-9 Observe locations where stolen goods may be fenced in order to identify suspects and trace goods.	2 2 3 4 3 2 3 3 5 3 3 4 5 4 5 3

TABLE 6 (CON'T.)

TASK LIST ITEM IDENTIFICATION		CRITICALITY INDEX*
I-10	Maintain surveillance on locations in order to arrest actors upon arrival.	3
J-16	Answer questions of interested parties about prisoners regarding charges, release procedures, transfer status and similar topics.	1
K-2	Protect the scene at disasters, weather emergencies and explosions, patrolling through area to prevent looting and to maintain law and order.	6
K-3	Implement search, evacuation and manning plans after receiving or hearing of bomb threat or other emergencies.	7
K-4	Prevent panic during bomb threat by convincing parties in building that necessary steps are being taken.	7
L-3	Recommend to helicopter pilot the action to take at a scene - altitude, distance, etc.	4
L-5	Use key map to locate scene and direct helicopter to that location.	3
M-7	Individually search for missing persons, runaways, mentally retarded persons and persons needing emergency treatment who cannot be located through other means.	4
M-12	Hear and respond to complaints on city services.	1
M-13	Refer consumer complaints, repossession complaints and civil complaints to the proper agency or authority.	1

* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance;" the full definition of the rating scale is given in Appendices B and F. A scale value of 1 is the lowest and 7 is the highest derived criticality rating.

were only two tasks that were both overtrained and evaluated as being ineffectively trained. These tasks are listed in Table 7 along with their criticality indices. Six of the 9 tasks that were under and ineffectively trained have high criticality indices. These tasks are those associated with crowd control and the handling of disaster/emergency situations. Consequently, Academy training especially should be improved in training cadets in these two critical areas, or means should be developed to provide "simulated" exercises for training officers during their probationary training period.

The two tasks that are overtrained in the Academy and yet ineffectively trained according to field Sergeants and officers (evaluators) are related to investigative behaviors that have moderate to low criticality. It is suggested that the training approach to the subject matter reflected in these two tasks be examined by the Academy, since cadets apparently are not implementing the procedures stressed during classroom training.

D. VALIDITY OF ACADEMY EXAMINATIONS

The successful completion of Academy examinations is an integral part of the progression from trainee (cadet) to fully qualified and certified police officer. Examination results should be benchmarks of how much cadets have learned and indicators of whether or not they are prepared to

TABLE 7

TASKS RATED AS UNDER OR OVERTRAINED AND INEFFECTIVELY TRAINED BY THE ACADEMY

TASK LIST ITEM IDENTIFICATION		CRITICAL INDEX
	<u>Ineffectively trained and undertrained tasks</u>	
A-7	Listen to police radio to determine which areas to patrol, which calls to run and what activity to look for.	4
F-3	Patrol through area containing labor pickets, marches, or demonstrators; observe their actions and talk with them to maintain peace and order and to document information about their activities.	7
F-9	Locate, observe and segregate agitators and/or leaders of crowd.	7
F-10	Decide whether to use force (and what type to use) in a group/crowd control situation, taking into consideration the size of the crowd and the number of officers at the scene.	7
H-15	Develop theories about persons during interrogation (such as, "he is covering up").	1
H-36	Speak with and gain trust of persons to develop them as confidential informants and to gain information about criminals and planned or committed crimes.	4
K-2	Protect the scene at disasters, weather emergencies and explosions, patrolling through area to prevent looting and to maintain law and order.	6
K-3	Implement search, evacuation and manning plans after receiving or hearing of bomb threat or other emergencies.	7
K-4	Prevent panic during bomb threat by convincing parties in building that necessary steps are being taken.	7
	<u>Ineffectively trained and overtrained tasks</u>	
C-11	Check wrecked vehicles for evidence of mechanical defects that may have contributed to the accident.	4
G-25	Talk via radio, telephone, or in person to request information checks on autos.	2

* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance;" the full definition of the rating scale is given in Appendices B and F. A scale value of 1 is the lowest and 7 is the highest derived criticality rating.

successfully perform the entry level police officer job. While a few examinations require actual demonstration of skill or ability acquisition (i.e., physical fitness tests and firing range scores), the majority of Academy exams are written tests which assess cadet comprehension of specific law enforcement topics, and measure their knowledge about such critical matters as the law, enforcement procedures, and Department rules and regulations.

The Texas Commission on Law Enforcement Officer Standards and Education has promulgated Rules and Regulations (1976) which address the question of cadet performance during police academy training. Essentially, the regulations state that a cadet must achieve an overall average of 70 percent or better on all written examinations to graduate. More detailed information on the written test requirements have been issued by the Commission in a memorandum dated April 30, 1976. This memorandum is reproduced in Appendix L.

Written examinations are given throughout the Houston Police Department Academy curriculum on a weekly basis. These weekly tests cover materials presented in the previous week's classes. On the third, sixth, ninth and twelfth weeks, cadets are administered a three-week exam on materials covered in the previous three weeks. At the completion of the Academy curriculum a final written exam is administered by the Houston Civil Service that covers the

entire Academy training program. The test questions used on all of the written exams (including the final Civil Service exam) are selected from an item pool maintained by the Academy staff.

Given the number of written tests that are administered during training, it was not feasible to study each and every examination. However, since the final Civil Service exam is a composite of all test items, it is representative of the exam item pool. Additionally, this final exam is critical in terms of successful cadet graduation. Consequently, the Civil Service exam was selected for study utilizing both content and criterion-related validation designs.

Impact Analysis of the Written Final Exam

The impact associated with success and failure rates in the Academy as a part of the overall police officer selection process is discussed in Volume III of this report. To briefly review, it was shown that significant differences occurred between the graduation rates for Black and White cadets, but not for other protected groups. Differences in Academy performance also occurred between individuals who successfully complete Academy training. Table 8 presents the means and standard deviations for final Academy examination scores by race and sex for graduates of Academy class numbers 67 through 74. As indicated by the statistical tests

TABLE 8
ACADEMY FINAL (CIVIL SERVICE) EXAMINATION
MEANS AND STANDARD DEVIATIONS
(ACADEMY CLASSES 67 THROUGH 74)*

GROUP	NUMBER	MEAN	STANDARD DEVIATION	Test Value (Comparison with Whites)	Significance Level
White Males	275	85.41	7.00		
White Females	35	86.86	6.57	-1.16	n.s.
Hispanic Males	29	83.04	6.81	1.74	.05
Hispanic Females	4	78.45	5.03	1.98	.05
Black Males	28	82.44	5.27	2.18	.05
Black Females	8	80.30	7.28	2.03	.05
Oriental Male	1	88.80	-	-	-
Whites	310	85.57	6.95		
Hispanics	33	82.48	6.59	2.44	.01
Blacks	36	81.96	5.72	3.00	.01
Male	333	84.95	6.82		
Female	47	85.03	6.56	-.08	n.s.

* The scores for Class #67 include only those for minority and female cadets.

of differences in exam scores by sex and ethnic group, the primary differences are a function of race and not sex. That is, females as a group score slightly higher on the Civil Service exam than males, while Blacks and Hispanics obtain lower scores than Whites. It is noted, however, that the mean scores for all groups are above the score of 70 required to pass the exam and graduate.

Since significant differences exist in the performance of racial groups on Academy written examinations, analysis of these examinations in terms of their job-relatedness and validity is essential, according to equal employment opportunity testing guidelines (Equal Employment Opportunity Coordinating Council, 1976).

- Determination of the Job Relatedness and Content Validity of the Academy Final Examination. Whether an achievement test is job-related is best determined by its content validity. Generally, an achievement test is considered "content valid" if the job domain has been explicitly defined, and the test adequately samples that job domain. Similarly, an achievement test can be said to demonstrate job-relatedness if individual test items are significantly related to the job domain. For a test to be job-related and content valid, its questions or items must be directed at specific areas required by the job.

An article by Lawshe (1976) discusses the problem of measuring content validity and provides a quantitative methodology for discerning evidence of content validity. Lawshe's procedure requires members of a "Content Evaluation Panel" to establish the degree of overlap between a test and the job performance domain. The panel should consist of balanced numbers of supervisors and job incumbents who are the persons most familiar with the job in question. Each member of the panel is provided a copy of the test and a list of job tasks. Independent of the other panelists, each panelist is asked to select one of the following alternatives for each of the tasks:

Is the knowledge measured by this item (select one)

- a. Essential
 - b. Useful but not essential
 - c. Not necessary
- to the performance of the task?

Responses are pooled and a determination is made of the number of panelists indicating "essential" for each task. A content validity ratio (CVR) then is computed for each task based upon the number of "essential" ratings received by that task. A content validity index (CVI) for the entire test is obtained by computing the mean value of content

validity ratios (CVRs). A test of significance for the content validity index is provided in the Lawshe article.

Due to the large number (268) of trainable tasks describing the entry level police officer job, and the fact that the final examination was not designed to be factorially pure (it is a summary test composed of questions from each Academy topic area), a modification of Lawshe's procedure was utilized in determining the content validity of the Academy final examination. One hundred twenty-five questions from the summer 1976 Academy final examination were sorted by the researchers into 20 groups, each related to an independent concept such as "investigation", "accident investigation", etc. Appendix M presents an outline of the types of questions in the various item groups. The number of questions assigned to a "test item group" ranged from one to fifteen.

In similar fashion, the job analysis data was condensed by grouping the 268 "trainable" tasks according to their original duty categories from the task list inventory (see Volume III, Appendix E). This procedure resulted in the arrangement of tasks into 17 groups, with individual groups containing from 1 to 18 tasks.

statements (Appendix C of this volume).

A "Content Evaluation Panel" comprised of eight supervisors (Sergeants) and eight officers, each having three or more years experience in their present position, was convened to provide judgments concerning the Academy examination. Six of the supervisors and officers were from the Patrol Bureau, one of each was from Traffic Enforcement, and one of each was from the Accident Investigation Division. In addition to copies of the groups of questions and tasks arranged under duty categories, panelists were provided instructions and answer sheets (Appendix N). The panelists were asked to examine each group of questions and make the following decision regarding the relationship between the test questions and each duty category:

Is the knowledge measured by this question group:

- Essential
- Useful but not necessary
- Not necessary

to the performance of this duty category?

Analysis of the content validity ratios and the content validity indices of the examinations are presented in Table 9. For 14 of the 20 question groups, significant content validity ratios for one

TABLE 9

JOB RELATEDNESS OF ACADEMY EXAMINATION: CONTENT VALIDITY INDICES OF EXAM QUESTIONS

Test Question Group	Number of Questions	Categories	CVR (Content Validity Ratio) ¹	CVI (Content Validity Index) ¹
I. Vehicle and Traffic Law	12	B. Traffic Control C. Investigating Traffic Accidents	.71 .86	.79
II. Search and Seizure	2	E. Apprehending and Arresting Actors H. Investigating (In-depth) X. Continuing Education and Training	.57 .71 .71	.67
III. Physiology	4	None Reached Significance	-	
IV. City Government	2	None Reached Significance	-	
V. Criminal Law	15	G. Investigating (Routine) H. Investigating (In-depth) X. Continuing Education and Training	.71 .71 .86	.76
VI. Police Administration	9	None Reached Significance	-	
VII. Human Behavior	6	F. Group/Crowd Control	.57	.57
VIII. Civil Law	3	None Reached Significance	-	
IX. Public Relations	12	A. Routine Enforcement M. Public Service and Public Contact	.57 .71	.64
X. Point Control	4	B. Traffic Control	.57	.57
XI. Evidence Technology	6	G. Investigating (Routine) H. Investigating (In-depth) N. Court and Court-related Functions	.57 .57 .57	.57
XII. Drill	1	None Reached Significance	-	
XIII. Trial Procedures	8	None Reached Significance	-	
XIV. Criminal Behavior	6	G. Investigating (Routine) H. Investigating (In-depth)	.57 .71	.64
XV. City Geography	3	A. Routine Enforcement B. Traffic Control D. Responding to Calls for Service	.57 .57 .57	.57
XVI. Court Operations	9	N. Court and Court-related Functions	.57	.57
XVII. Patrol Procedures	8	A. Routine Enforcement	.57	.57
XVIII. History of Law	4	X. Continuing Education and Training	.57	.57
XIX. Highway and Traffic Law	4	B. Traffic Control C. Investigating Traffic Accidents	.57 .86	.72
XX. Investigation	7	C. Investigating (Routine) H. Investigating (In-depth)	.71 1.00	.85

¹ One tailed test, 16 judges, CVR and CVI = .49, $p < .05$

or more duty categories were obtained. The remaining 6 question groups, which were not found to be measuring knowledge related to any of the duty categories, contain 27 of the 125 examination questions. Therefore, 78 percent of the Academy final examination was found to be content valid using the above procedure, and was significantly related to the entry-level job domain.

The reason certain of the test question groups did not obtain significant content validity indices is in part a function of the methodology used in this phase of the study. Specifically, there was no separate duty category devoted entirely to tasks that require a knowledge of physiology. In fact, the duty category which includes tasks related to first aid is entitled "Performing Direct Public Service and Public Contact Functions". Only 1 of the 11 task statements in this category relates to first aid, which in turn requires some knowledge of physiology as taught in the Academy. Consequently, the content panel could not rate test questions on physiology as being "essential" to a duty category which did not stress first aid. In fact, the lack of content validity should not be interpreted as meaning that the learning of first aid physiology is not an important component of Academy training.

Similar methodological reasons underlie the lack of content validity for exam questions relating to city government and drill. Exam questions related to police administration typically refer to the Department's rules and regulations. However, there is no one set of task statements (i.e., duty category) that specifically refer to following Departmental rules, but instead it is implied that all duties are carried out in accordance with the Department's regulations. Consequently, the questions related to administrative matters could not be rated by the panel as being specific to any one category.

Apparently the exam questions related to civil law were too technical and specific in nature to be related to a duty category. As indicated in Appendix the three test questions studied were related to civil law regarding barbed wire and electrical fences abandonment of refrigerators and peace bond proceedings. The law regarding all three of these topics is enforced or administered by officers, but was not the subject matter for any particular task statement in one duty category. Similar methodological considerations accounted for the reason why the exam questions on trial procedures did not relate to the tasks in the "Performing Court and Court-Related Functions" duty category.

Essentially, the test questions were too technical and too specific about court proceedings to receive "essential" ratings for the tasks performed by officers in the course of court proceedings.

In summary, a majority of the test questions were found to be content valid using the Lawshe procedure. Further, the reason many of the exam questions did not obtain significant content validity indices was a function of the methodological procedures. Thus, it is concluded that the final Academy exam is highly content valid.

- Determination of the Predictive Validity of the Academy Final Examination. A second evaluation of the validity of the Academy written examination was conducted to determine if the examination predicted initial job performance. This criterion-related validation was accomplished by correlating cadets' Academy examination scores with measures of their subsequent job performance as probationary officers.

The graduates of Academy class numbers 73 and 74 were selected as the subjects for this study. Both classes were given the same final examination, scores on which served as the predictors of future job performance. The criterion was job performance ratings made by experienced officers (probationary

training officers) who were paired with the Academy graduates on their initial assignments. The ratings were performed thirty days after Academy graduation to insure that the experienced officers had adequate opportunity to observe a wide variety of job performances by the probationary officers, and also to insure that job performance more likely would be influenced by Academy training than by on-the-job training which lasted for five additional months. The performance ratings were made relative to the 268 trainable task statements. Experienced officers (raters) were provided a booklet containing the entry level job tasks, and instructed to first read through the list of tasks and place a check mark beside those tasks which they had witnessed the probationary officer perform. The raters next were instructed to go back and rate the performance of their trainee on those tasks checked, using a five point performance evaluation scale. Specific instructions for raters and the performance rating scale itself, described earlier in this chapter, are provided in Appendix K.

Measures of a probationary officer's performance were calculated by summing the ratings for all tasks within a given duty area, whereby there were 11 performance dimension ratings for each officer. In turn, the 11 dimension scores were summed to obtain

a total, overall performance rating. The 11 task duty areas (performance dimensions) are listed below:

- Routine Enforcement
- Traffic Control
- Investigating Traffic Accidents
- Responding to Calls for Service
- Apprehending and/or Arresting Actors
- Group/Crowd Control
- Investigating (Routine)
- Investigating (In-Depth)
- Public Service and Public Contact Functions
- Court-Related Functions
- Continuing Education Activities

One hundred six individuals graduated from Academy classes 73 and 74. However, because of terminations and assignment of graduates to more than one experienced officer during the first month of probationary duty, only 91 officers were evaluated and included in the analysis. The racial makeup of the sample consisted of 8 Black, 9 Hispanic, and 74 White officers. All subjects were male. The descriptive statistics for the Academy final exam test scores and performance ratings of the 91 officers are presented separately for each ethnic group in Table 10. Test score statistics are provided both for the total final

TABLE 10
MEANS AND STANDARD DEVIATIONS
FOR ACADEMY FINAL EXAM SCORES AND
JOB PERFORMANCE RATINGS

VARIABLE	MEAN	STANDARD DEVIATION
Summed Performance Rating		
Blacks (N=8)	32.13	7.18
Hispanics (N=9)	31.11	2.93
Whites (N=74)	30.77	4.85
Total Test Score		
(125 items)		
Blacks	96.63	5.83
Hispanics	99.67	5.63
Whites	101.44	7.67
Content Valid Test Score		
(98 items)		
Blacks	74.63	5.80
Hispanics	77.78	4.74
Whites	78.80	5.93

TABLE 11
ACADEMY FINAL EXAMINATION
CRITERION-RELATED VALIDITY COEFFICIENTS¹
(N = 91)

JOB PERFORMANCE RATINGS	TOTAL TEST SCORE (125 items)	CONTENT VALID TEST SCORE (98 items)	WEIGHTED CONTENT VALID TEST SCORE
Routine Enforcement	.20*	.20*	.20*
Traffic Control	.29**	.27**	.21*
Investigating Traffic Accidents	.16	.20*	.25**
Responding to Calls For Service	.26**	.25**	.26**
Apprehending and/or Arresting Actors	.18*	.17*	.16
Group/Crowd Control	.13	.10	.16
Investigating (Routine)	.14	.13	.17*
Investigating (In-depth)	.05	.07	.12
Public Service and Public Contact Functions	.11	.13	.16
Court-related Functions	.07	.09	.13
Continuing Education Activities	.14	.14	.16
SUMMED RATING	.20*	.22*	.25**

¹ Pearson Product Moment Correlation Coefficients

- * Significant at .05 level (one-tailed test)
- ** Significant at .01 level (one-tailed test)

exam score and for only those 98 test items shown to be content valid by the Lawshe procedure as described in the previous section of this chapter.

The relationship (predictive validity) between test scores and rated job performance is shown in Table 11. Ratings on each duty category and the sum of these ratings were correlated with three measures of test performance: the scores on the total test, scores on the 98 items shown to possess content validity, and a weighted score obtained by multiplying the score on each question group by the number of duty categories for which it was content valid (for example, the Vehicle and Traffic Law questions were related to two duty categories and therefore received a double weight). As indicated by the data in Table 11, the validity coefficients for both the total test scores and the 98 content valid item score reached the .05 level of significance when the summed performance rating served as the criterion. A significance level of .01 was reached when the weighted test score was correlated with the summed performance rating. A scatterplot (coded to identify ethnic group membership) of individual ratings versus total final exam scores is provided in Appendix O.

Validity coefficients also were significant for sever

of the specific duty area performance dimensions and the exam scores. These data indicate that the test is most predictive of officer performance in the areas of routine enforcement, traffic control, investigating accidents, responding to calls for service, and apprehending actors. As indicated by the job analysis results (Volume IV), these duty areas comprise a major portion of the entry level position. It is interesting to note that officer performance in two of the duty areas that are not predicted well by the final exam score are the same areas that are under-and ineffectively trained by the Academy - namely, Crowd Control and Investigating (In-Depth).

E. THE ACADEMY EXAMINATION AS AN ASSESSMENT OF INFORMATION GAIN DURING TRAINING

As mentioned previously, the Academy final examination serves as a benchmark indicating the amount of knowledge acquired during formal training. Given that the examination has a valid relationship to the job for which cadets are being trained, it is also relevant to analyze the magnitude of any gains in knowledge, especially in regard to any differences between racial groups. That is, does one group gain more or less knowledge than another group because of a lack of "fairness" in the training process?

One way to evaluate the "fairness" of training is to examine the differences (if any) in knowledge gained during the training period as measured by a written examination. To assess such differences in knowledge gained requires a pretraining-posttraining design. Cadets in Academy class number 74 were given a randomly selected 140-item final examination prior to the commencement of training and then given this same examination during the last week in the Academy (elapsed time 102 days). Seventy-one cadets took the exam on the two occasions. Prior to each administration, the cadets were informed that the examination was being given to see how much they knew, but that their scores would not count toward their overall Academy grades. No feedback of results was given to cadets on either occasion.

A frequency plot depicting pretraining and posttraining examination scores is presented in Appendix P, while descriptive statistics for the scores listed separately by ethnic group are provided in Table 12. As indicated by these data, the pretraining and posttraining scores differ greatly for all ethnic groups. As a measure of the differences in these two distributions, an overlap statistic was computed using an index of differentiation proposed by Stead, Shartle, and Associates (1940) to identify the optimum critical score between the two distributions. The percentage of overlap obtained was 3.5 percent, indicating almost complete disparity between the two distributions, and significant gains in test performance after

TABLE 12
Descriptive Statistics for Pretraining and
Posttraining Academy Examination Scores

	PRETRAINING SCORE		POSTTRAINING SCORE		GAIN
	MEAN	SD	MEAN	SD	
Blacks (N=6)	72.00	8.65	112.50	9.27	40.50
Hispanics (N=7)	81.00	16.01	117.71	11.18	36.71
Whites (N=58)	85.72	9.49	122.17	7.24	36.45
TOTAL (N=71)	84.10	10.14	120.40	8.24	36.94

completion of Academy training.

Of most importance was the comparison between the performances of different ethnic groups on the two administrations of the exam. An analysis of covariance was computed for ethnic group membership by testing for occasion (pre and post) effect. The results are depicted in Table 13. The general findings indicate significant differences in the test results among ethnic groups. Whites receive higher test scores than Blacks on both the pre and post training occasions. However, when analysis of covariance was used to correct for the initial disparities in the scores of ethnic groups, there were no differences in the gain scores of the three groups. Blacks and Hispanics benefited as much as Whites (when knowledge gained is measured in terms of test performance) from Academy training. In fact, the absolute values of the gain scores were lowest for Whites indicating a trend (although not reaching significance) for the minority ethnic groups to improve (or gain in knowledge) more than Whites as measured by the post training examination.

In summary, while Whites score higher on both pre and post training examinations, the gains in "tested" knowledge of ethnic minorities are as great (and in the direction of being greater) as the gains for Whites. These data support the conclusion that Academy training, in terms of imparting knowledge, is fair to all ethnic groups.

TABLE 13

Analysis of Covariance:
Ethnic Group Scores on a
Pre & Post Training Academy Examination

SOURCE OF VARIATION	SUM OF SQUARES	df	MEAN SQUARE	F	SIGNI- FICANCE
Covariates (Ethnic)	611.60	1	611.60	12.13	.01
Main Effects (Gain)	2521.27	36	70.04	1.39	.17
Explained	3132.87	37	84.67	1.68	
Residual	1614.00	32	50.44		
TOTAL	4746.86	69	68.80		

TABLE 14

TOPICS AND HOURS OF ACADEMY CLASS OBSERVATIONS

TRAINING TOPIC	NUMBER OF HOURS OBSERV
Introduction to Police Administration	1
Map Study	1
Penal Code	2
Code of Criminal Procedure	2
Laws of Evidence	4
Laws of Arrest & Search	2
Traffic Laws	2
City Ordinances	1
Gym	2
Crowd & Riot Control	2
Self Defense	2
First Aid	1
Drill	2
Community Relations	2
Human Relations	2
Sociology	2
Speech	2
Psychology	2
Police Records	4
Patrol Tactics	2
Robbery Investigation	2
Juvenile Investigation	2
Interrogations & Interviews	3
Criminalistics	2
Traffic Control	4
Interview of Traffic Violator	2
Traffic Ticket Writing	6
Accident Investigation	4
Crime Scene-Field Training	5
Pursuit Driving-Classroom & Field	4
Firearms Training-Classroom & Pistol Range	1
Quiz Review	

F. ASSESSMENT OF ACADEMY TRAINING TECHNOLOGY

In addition to the evaluation of the Houston Police Academy according to the standards of job relatedness, efficiency, effectiveness and validity of examinations, a separate evaluation was conducted concerning the "training technology" being employed in the Academy. Of interest was the process of training as defined by the methods of presenting instructional material, the types of training aids and extent of their utilization, the teaching skills possessed by Academy instructors, and the utilization of learning principles likely to facilitate transfer of learning to the job.

To accomplish an evaluation of the Academy training process, three researchers (industrial psychologists) observed actual Academy classes in person, and evaluated the classes using the Observation Record presented in Appendix Q. Since observation of all classes throughout the entire 640 hour curriculum would have been prohibitive, classroom activity was observed on a stratified sampling basis according to the relative number of instruction hours presented on the various major topic areas. Instructors were not given prior notice that a particular class session would be observed. Table 14 displays the observation periods according to the topics observed. In total, 76 hours of Academy training were observed by the researchers. Comments concerning the observations are addressed in this report by the following topical areas: methods of presentation of training; training aids; skill of instructors; and application of learning principles.

• Methods of Presentation

A distribution of the methods of presentation utilized during the training periods observed is presented below:

<u>Presentation Method</u>	<u>Percent Utilized</u>
Straight lecture	33
Lecture with discussion	26
Simulation/field work	22
Films	7
Demonstration/practice	7
Review/question period	5

Based upon the sessions observed, it is the opinion of the evaluators that there was, in the Academy, an over-reliance upon lecture and lecture/discussion (which accounts for 59 percent of the training observed) and a deficiency of demonstration/practice activities. It was concluded that while the particular methods of presentation employed were appropriate for given topics, other more appropriate methods of presentation could have been utilized. Further, in many instances the most appropriate method of training for a given subject matter was not used by the Academy instructor.

• Training Aids

There was wide variation in the extent to which training aids were incorporated in training and the quality of those same training aids. Of those classroom hours observed in which training aids would have been appropri-

ate, only half of the instructors actually used any type of training aid. Further, in those instances where training aids were used, the single most heavily used aid was the blackboard. Handouts and lecture outlines, definitions of terms, sample forms, etc. varied in quality from excellent to poor. There were too few handouts. As a result, students spent too much time taking tedious, nonstandardized notes and using time which could have been available for "listening", discussion, or other valuable training activities. The films shown to the class varied from excellent training films to old, antiquated ones, which lacked credibility and distracted cadets from the training topic. In conclusion, while there were some instances of excellent usage of training aids, such instances were too few in number. Furthermore, there were too few instances in which the students were actively involved in the use of the training aids.

● Instructor Skills

It should be noted that Academy instructors are obtained from three sources as follows: police personnel assigned to the Training Division; police officers assigned to other divisions who instruct in specialty areas; and professionals in city government, universities, etc. who instruct on topics related to their professions. Within

each of these three categories of instructors, a wide range of quality of instruction was displayed. In each group there were instructors who were knowledgeable, interested in what they were teaching, well prepared, and good speakers. Unfortunately, there also were instructors who were the opposite on each of the above dimensions. Examples of instructional problems might best illustrate the point:

- some instructors talked too fast, and had to be continually asked to slow down and repeat information.
- lecture information was sometimes presented in complicated, seemingly random order without first helping cadets understand the objectives and points of the lecture.
- there was heavy usage of lecture for presentation of information that easily could be provided in handouts.
- some instructors allowed themselves to be led off their topic areas by questions from cadets, and then remained off topic for considerable periods of time.
- in one class (which was the sixth on a particular topic) over one half the class had not yet been issued an outline. Furthermore, the outlines

which had been distributed were out of date and were different from the one which the instructor was following.

- on two occasions, instructors had developed handouts and sample forms for class illustration and practice; however, the instructors forgot to bring the handouts to class.
- on three occasions, a last minute change resulted in the substitution of a totally unprepared instructor. In another instance, the substitute instructor was very well prepared to teach the class.

In summary, the wide range of instructor behaviors observed suggests that there is insufficient standardization or control of the persons and techniques chosen for instruction.

● Application of Learning Principles

A number of comments can be made concerning the use of principles of learning by the Academy. First, in almost every instance, information was properly sequenced, proceeding from simple to more complex concepts. Secondly, in the majority of classes, student interest appeared to be maintained at a high level. A high level of motivation may be as much a function of the selection of

highly motivated cadets as the quality of Academy instruction, however. Occasionally, active participation by cadets was high; student participation was extremely high in all field classes. However, during the majority of the classroom observations, cadets played a very passive role. Furthermore, with the exception of field exercises, cadets were seldom given feedback or reinforced for what little positive performance they were allowed to exhibit. Further criticism includes the fact that students were seldom presented with the overall objectives of a training period or given an overview of how a particular training session fits into a greater "whole". It may have been difficult for cadets to determine what was important to remember from a training session. Some students seemed to try to solve the problem by writing down everything an instructor said; other cadets clearly were unsure about the importance of certain subject matters.

Another area of concern is that of transfer of training to actual work behavior. Although Academy training was found to be job related (as reported earlier) this does not mean that transfer will occur automatically. While the training topic may be related significantly to the job, information can be presented in such a manner that it is too "intellectual" or abstract for the police

cadet to understand its application "on the street". This was most notably the case in the psychology and sociology classes which were observed by the researchers. These presentations were extremely academic and little or no effort was made to show students practical examples of the concepts being presented and how they might apply to the police officer job.

The field training exercises exhibited far greater utilization of good learning principles than did the average classroom sessions. The greatest problem in the area of transfer of learning to the job was seen as the lack of practical, demonstrated application of training concepts to situations likely to be encountered by officers in the entry-level job. Further, cadets need to receive more immediate feedback from field exercises.

G. SUMMARY OF ACADEMY EVALUATION AND VALIDATION RESEARCH

This chapter has focused on an analysis of the Houston Police Department Academy from several perspectives. Overall, the results of these analyses have been very positive. Academy training was found to be highly job related and content valid. Further, only nine percent of the tasks performed by officers in the entry-level positions were not included in the Academy curriculum, and most of these tasks are learned during on-the-job training and from job experience.

The Academy program was found to be very efficient in terms of giving appropriate training emphasis to the various subject matter topics. A 92.4 percent overlap was found between the training needs of the entry-level jobs and Academy training emphasis.

Effectiveness of the Academy was measured in terms of the "preparedness" of cadets to perform the entry-level jobs. Of these tasks trained by the Academy, 15 percent were trained ineffectively, indicating some room for improvement. However, several of the tasks judged to be ineffectively trained are ones that can be learned best on the job and through experience, or through simulation exercises that are not employed currently by the Academy.

The Academy final exam given by the Houston Civil Service was found to be job related and have both content and criterion related validity. The exam also was used to measure gain in knowledge by cadets, and results indicated that the Academy generated an equal gain in law enforcement knowledge for all cadets regardless of ethnic group members.

Finally, the research team reviewed the training technology utilized by the Academy and recommended several improvements. These recommendations focused on methods of presentation, training aids, instructor skills and the application of learning principles. These recommendations are discussed further in the concluding chapter of this volume of the report.

CHAPTER 5

RESULTS OF THE EVALUATION OF ON-THE-JOB TRAINING PROGRAM

A. JOB RELATEDNESS OF ON-JOB TRAINING

On-the-job training is provided to new officers throughout their six month probationary period. In both the Patrol and Traffic Bureaus, this training consists of assigning a probationary officer to an experienced officer for a period of one month. The experienced officer is responsible for the performance of the probationary officer during this period. The probationary officer is allowed to actively participate in police activities as the senior partner deems appropriate, and is instructed and critiqued by the senior partner during and following job experiences. The probationary officer is rotated, usually at one month intervals, to a different shift and training partner. In such a manner it is anticipated that probationary officers will be exposed to a wide range of experiences and receive instruction from several qualified officers.

As indicated by the above description of the probationary period, it is training received through actual performance on the job. On-the-job training is, by definition, job-related and does not require a formal evaluation to

demonstrate attainment of job relatedness as a training objective.

B. EFFICIENCY OF ON-THE-JOB TRAINING

In a manner similar to that used in the study of the efficiency of Academy training, a comparison was made between training needs and the relative emphasis across the various training topics of on-the-job training. In such a manner, areas where training was properly emphasized, underemphasized, or overemphasized was identified by the researchers.

● Determination of Training Needs

The training needs analysis previously described for evaluating the efficiency of Academy training also was utilized in evaluating the efficiency of on-the-job training. This "needs analysis" utilized the following types of data on each task performed by officers in the entry level job: "percent time spent", "task delay tolerance", "consequences of inadequate performance", and "difficulty" (time required to learn). (See Appendix B.)

● Determination of Training Emphasis

Twenty experienced officers who had all served on more than one occasion as an on-the-job trainer rated the

268 trainable tasks using a 7 point scale to indicate the degree to which they emphasized the training of each task with a probationary officer (Appendix R). Since supervisors determine to a large extent what the on-the-job trainers emphasize, 20 sergeants also were asked to rate the tasks on a 7 point scale indicating the extent training of each task should be emphasized to probationary officers (Appendix S). For both groups of judges, 14 were drawn from the Patrol Bureau, 3 from Traffic Enforcement, and 3 from the Accident Investigation Division.

The responses for both groups were combined and the mean ratings computed for each task. The tasks were then rank-ordered and grouped according to their quartile range.

• Comparison of Training Needs and Training Emphasis

The tasks, arranged in quartiles according to "training needs", were compared in a 4x4 table (Table 15) to assess the match with their quartile assignment according to training emphasis. As indicated by these data, 26 tasks are either under or overemphasized during probationary training.

Table 16 lists the 17 tasks which have been identified as undertrained (i.e. on-the-job training emphasis is

TABLE 15
EFFICIENCY OF ON-THE-JOB TRAINING -
A COMPARISON OF TRAINING NEEDS AND TRAINING EMPHASIS¹

		ON-THE-JOB TRAINING EMPHASIS			
		(Lowest) Lower Quartile	Third Quartile	Second Quartile	(Highest) Upper Quartile
<u>TRAINING NEEDS</u>	(Highest) Upper Quartile	0	8	21	38
	Second Quartile	9	16	20	22
	Third Quartile	17	20	23	7
	(Lowest) Lower Quartile	41	23	3	0

.....denotes tasks which are undertrained.

——denotes tasks which are overtrained.

¹Cell frequencies indicate the number of entry level tasks comprising each combined quartile range.

TABLE 16
EFFICIENCY OF ON-THE-JOB TRAINING:
LISTING OF UNDERTRAINED TASKS

LIST ITEM IDENTIFICATION	CRITICALITY INDEX*
A-9 Watch for hazards to life and property (such as downed power lines) and take appropriate action when discovered	7
B-25 Terminate high-speed chase when violation of actor does not justify the danger involved.	7
B-31 Provide emergency escorts to area hospitals.	6
C-12 Estimate drivers' capabilities to drive after an accident.	6
C-20 Check drivers, passengers and pedestrians involved in a wreck for injuries and see that any are treated to the extent possible until an ambulance arrives.	5
F-12 Use tear gas or water to disperse crowd.	7
H-17 Take written statements and confessions.	5
J-19 Control fights among prisoners.	7
J-21 Calm aggressive prisoners by talking to them.	7
K-2 Protect the scene at disasters, weather emergencies and explosions, patrolling through area to prevent looting and to maintain law and order.	6
K-3 Implement search, evacuation and manning plans after receiving or hearing of bomb threat or other emergencies.	7
K-4 Prevent panic during bomb threat by convincing parties in building that necessary steps are being taken.	7
M-5 Administer first aid.	7
N-15 Act as custodian of the records, taking records to court, qualifying records as the original and reading part of all of the text in court.	4
T-9 Evaluate need for bringing in specialized units (narcotics, vice, etc.) in specific geographical areas.	5
T-11 Plan raids.	7

* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance;" the full definition of the rating scale is given in Appendices B and F. A scale value of 1 is the lowest and 7 is the highest derived criticality rating.

two quartiles less than the training need). Table 17 lists the converse; those tasks identified as over-trained (i.e., on-the-job training emphasis is two quartiles greater than the training need) which includes 9 tasks. The criticality indexes also are listed for the tasks in the two tables.

Using the above comparison criteria, 242 of the entry level tasks (90 percent) are trained efficiently. A Chi-Square value of 124.95 was obtained for the data in Table 15, indicating that the degree of association between on-the-job training emphasis and training needs, is significant beyond the .0005 level of confidence. The degree of overlap defined in the previous chapter of this volume also was computed between the "training needs" task list and the "training emphasis" task list. The percent overlap was found to be 93.4 percent, again indicating a high degree of association between the two measures of on-the-job training priorities.

C. EFFECTIVENESS OF ON-THE-JOB TRAINING

The criterion chosen to assess the effectiveness of on-the-job training was a multiple evaluation of the probationary officers' level of preparedness to perform the 268 entry level trainable tasks.

TABLE 17
EFFICIENCY OF ON-THE-JOB TRAINING:
LISTING OF OVERTRAINED TASKS

LIST ITEM DESCRIPTION	CRITICALITY INDEX*
A-18 Keep notebook of daily patrol activities.	3
E-11 Read legal rights to actor(s).	7
G-26 Show mug shots to complainants.	2
H-7 Determine whether complainant will really prosecute.	3
H-22 Obtain specific information from local businesses (such as serial numbers from dealers) to be used in investigations.	2
H-23 Follow-up on abandoned or stripped cars to identify owner, etc.	2
N-5 Prepare cases for prosecution.	5
X-1 Keep informed about latest laws and technical developments by reading appropriate journals, newsletters or other publications.	4
X-3 Review the statistical reports prepared by the department and other law enforcement bodies to remain aware of current trends in crime and enforcement activities.	4

* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance;" the full definition of the rating scale is given in Appendices B and F. A scale value of 1 is the lowest and 7 is the highest derived criticality rating.

Ratings from two sources were utilized: 1) Supervisors (Sergeants) rated the 268 trainable tasks on a 7 point scale (Appendix S) describing the degree to which on-the-job training prepares probationary officers to perform each task. 2) Probationary officers with a minimum of five months work experience used a similar 7 point scale (Appendix T) to rate the degree they believed on-the-job training prepared them to perform each of the tasks. Those tasks with a mean rating below the acceptable level of preparedness (defined as a 4 on the 7 point scale) are presented in Table 18. A total of 44 tasks were evaluated as ineffectively trained during the probationary period. The data in Table 18 include a list of the criticality indices for each of the tasks ineffectively trained during the probationary period. The only highly critical tasks in the list are 4 related to the duty of group/crowd control and planning raids. In most instances, there is little opportunity for probationary officers to receive training in these areas, which probably accounts for the "ineffectively trained" rating. Group/crowd control is the one topic that has been ineffectively trained in all phases of training and would be taught best through some form of simulation exercise.

The remaining tasks listed in Table 18 have relatively

TABLE 18
EFFECTIVENESS OF ON-THE-JOB TRAINING:
LISTING OF INEFFECTIVELY TRAINED TASKS

LIST ITEM DESCRIPTION	CRITICALITY INDEX*
B-3 Operate radar unit to detect speeding.	1
B-23 Take statements or depositions from witnesses or violators in traffic cases.	3
B-26 Escort vehicles of visiting dignitaries, wide loads, funerals, etc.	1
B-32 Drive car for visiting dignitaries.	1
B-33 Check trucks for permits, load, weight, width, height, flaps and license violations.	1
C-17 Photograph traffic accident scene.	1
C-18 Request mechanical or laboratory analysis of vehicles of traffic accident scene evidence.	2
C-19 Use formulas to calculate pavement friction factors and speed estimates in traffic accidents.	2
F-3 Patrol through area containing labor pickets, marches, or demonstrators; observe their actions and talk with them to maintain peace and order and to document information about their activities.	7
F-5 Communicate with leaders of demonstrations.	7
F-12 Use tear gas or water to disperse crowd.	7
G-8 Dust the surface of articles and objects to ascertain the presence of latent fingerprints and to lift the latent prints to preserve them for use as evidence.	4
G-17 Investigate escort services, massage parlors, model studios and entertainment houses	2
G-18 Become familiar with the M.O. of certain criminals by reading offense reports.	4
G-23 Inspect suspected hit-and-run vehicles for damage, taking samples of paint, grease, dirt, chrome strips, glass, etc.	5
G-24 Check repair garages, body shops, junk yards and automotive parts stores to obtain information and determine suspects in hit-and-run accidents or other crimes	3

TABLE 18 (CON'T)

G-26 Show mug shots to complainants.	2
G-27 Photograph crime scenes, taking special precautions to record evidence as prescribed by law or by court requirements.	5
H-3 Read offense reports to determine which ones to follow-up considering amount and kind of evidence available and severity.	3
H-16 Attempt to gain psychological advantages during an interrogation.	3
H-17 Take written statements and confessions.	5
H-21 Review recovered property and attempt to associate it with previous crimes.	3
H-24 Approve removal of body from scene.	4
H-27 Conduct background investigation of victims.	3
H-36 Speak with and gain trust of persons to develop them as confidential informants and to gain information about criminals and planned or committed crimes.	4
H-37 Trace stolen goods, explosives, etc.	5
H-38 Conduct file searches to gather needed criminal information and other data to support investigations.	3
I-1 While escorting or accompanying celebrities or dignitaries, survey crowds in order to detect and react to suspicious activity.	3
I-3 Observe traffic, persons, buildings and surrounding areas to detect law violators, unusual conditions, suspicious persons and activities and to identify situations requiring further investigation.	5
I-5 Follow or "tail" suspects, taking detailed precautions to prevent the arousal of suspicion.	5
I-6 Participate in stake-outs, noting all pertinent activity around place of interest.	4
I-9 Observe locations where stolen goods may be fenced in order to identify suspects and trace goods.	3
I-10 Maintain surveillance on locations in order to arrest actors upon arrival.	3

TABLE 18 (CON'T)

M-15	Analyze protective devices used to prevent unlawful entry into residence or business, and instruct public on how to defend against unlawful entry.	3
M-33	Issue news releases and/or answer questions for the various news media regarding such issues as details and status of prominent cases and other police related issues.	3
M-34	Testify before legislative or judicial bodies regarding police related activities and information.	5
N-7	Collect supportive data to justify and recommend high bonds when necessary	4
P-8	Question persons wanting to view property (bicycles, applicances, personal items, etc.) for a complete and accurate description before allowing examination.	2
P-21	Write bond receipts for prisoners.	
P-22	Type letters, worksheets or reports.	1
P-30	Deliver new police cars to substations.	1
S-1	Read robbery, rape, burglary or auto theft reports and extract pertinent information to determine crime patterns which may relate similar crimes to the same actor.	4
S-16	Man information desk at Central Station.	1
T-11	Plan raids.	7

* The Criticality Index was derived from Sergeants' ratings of tasks on "consequences of inadequate performance"; the full definition of the rating scale is given in Appendices B and F. A scale value of 1 is the lowest and 7 is the highest derived criticality rating.

low criticality indices. Further, many of the tasks are performed infrequently or by a relatively few entry level officers (See Volume IV, Appendix I). Consequently, it is concluded that probationary officers receive reasonably effective training on most of the critical components of the entry level jobs that are encountered frequently, and by a majority of officers in the field.

D. ON-THE-JOB TRAINING EXAMINATIONS

No performance or job knowledge tests similar to those administered in the Academy are required for successful completion of the probationary training period. Therefore, no test validation study was required or conducted for the six month probationary phase of training.

CHAPTER 6

COMBINATION OF RESULTS OF EVALUATIONS OF ACADEMY AND ON-THE-JOB TRAINING PROGRAMS

As mentioned previously in discussing the effectiveness of training conducted by the Houston Police Department, the overall question of effectiveness of training must be answered by examining the results of both Academy and on-the-job training. Those tasks which are not effectively trained in either the Academy or on the job are of greatest concern. Table 19 presents these results -- those tasks rated as ineffectively trained in both instances. A total of 27 tasks are listed along with the job analysis data showing each task's criticality, percentage of the total entry level job (the full 344 tasks), and the percent of officers in the entry level position who perform each task. The 27 tasks comprise only 3.29 percent of the time spent on the total entry level job and are for the most part tasks which are moderate in criticality, and are performed by only a small percentage of officers in the entry level job. There are, however, some notable exceptions which are relatively high both in terms of percent time spent, and the percent of officers performing the tasks. Certain of these tasks also are relatively critical to successful job performance. These tasks deserve special consideration for increasing the effectiveness of their training.

TABLE 19
LISTING OF ENTRY LEVEL TASKS NOT EFFECTIVELY
TRAINED IN EITHER THE ACADEMY
OR ON-THE-JOB TRAINING¹

Task List Item Ident.	Criti- cality ² Index	Average % Time Spent by Incum- bents In Entry Level Job	Percent Officers Perform
B-3 Operate radar unit to detect speeding.	1	0.15	15.0
B-26 Escort vehicles of visiting dignitaries, wide loads, funerals, etc.	1	0.07	25.9
C-17 Photograph traffic accident scenes.	1	0.10	21.8
C-18 Request mechanical or laboratory analysis of vehicles or traffic accident scene evidence.	2	0.06	17.0
C-19 Use formulas to calculate pavement friction factors and speed estimates in traffic accidents.	2	0.06	18.7
F-3 Patrol through area containing labor pickets, marches, or demonstrators; observe their actions and talk with them to maintain peace and order, and to document information about their activities.	7	0.21	65.7
F-5 Communicate with leaders of demonstrations.	7	0.05	20.1
F-12 Use tear gas or water to disperse crowd.	7	0.01	8.2
G-8 Dust the surface of articles and objects to ascertain the presence of latent fingerprints and to lift the latent prints to preserve them for use as evidence.	4	0.16	30.3
G-17 Investigate escort services, massage parlors, model studios and entertainment houses.	2	0.07	23.2

TABLE 19

LISTING OF ENTRY LEVEL TASKS NOT EFFECTIVELY
TRAINED IN EITHER THE ACADEMY
OR ON-THE-JOB TRAINING¹

Task List Item Ident.	Criti- cality Index ²	Average % Time Spent by Incum- bents In Entry Level Job	Percent Officers Performing
-18 Become familiar with the M.O. of certain criminals by reading offense reports.	4	0.30	66.0
-23 Inspect suspected hit-and-run vehicles for damage, taking samples of paint, grease, dirt, chrome strips, glass, etc.	5	0.09	25.5
-26 Show mug shots to complainants.	2	0.13	37.4
-27 Photograph crime scenes, taking special precautions to record evidence as prescribed by law or by court requirements.	5	0.13	25.5
-16 Attempt to gain psychological advantages during an interrogation.	3	0.26	51.0
-17 Take written statements and confessions.	5	0.05	16.7
-21 Review recovered property and attempt to associate it with previous crimes.	3	0.13	36.5
-27 Conduct background investigation of victims.	3	0.06	21.8
-36 Speak with and gain trust of persons to develop them as con- fidential informants and to gain information about criminals and planned or committed crimes.	4	0.26	55.5
-37 Trace stolen goods, explosives, etc.	5	0.08	23.8
-38 Conduct file searches to gather needed criminal information and other data to support investiga- tions.	3	0.08	22.9

TABLE 19

LISTING OF ENTRY LEVEL TASKS NOT EFFECTIVELY
TRAINED IN EITHER THE ACADEMY
OR ON-THE-JOB TRAINING¹

Task List Item Ident.	Criti- cality Index ²	Average % Time Spent by Incum- bents In Entry Level Job	Percent Officer Perform
I-1 While escorting or accompanying celebrities or dignitaries, survey crowds in order to detect and react to suspicious activity.	3	0.10	26.3
I-3 Observe traffic, persons, buildings and surrounding areas to detect law violators, unusual conditions, suspicious persons and activities and to identify situations requiring further inves- tigation.	5	0.40	62.6
I-5 Follow or "tail" suspects, taking detailed precautions to prevent the arousal of suspicion.	5	0.05	17.0
I-6 Participate in stake-outs, noting all pertinent activity around place of interest.	4	0.07	29.2
I-9 Observe locations where stolen goods may be fenced in order to identify suspects and trace goods.	3	0.05	17.8
I-10 Maintain surveillance on locations in order to arrest actors upon arrival.	3	0.11	35.7
PERCENTAGE OF TOTAL ENTRY-LEVEL JOB		3.29%	

¹Includes tasks not included in formal Academy Training (Table 2).

²The Criticality Index was derived from Sergeants' ratings of
tasks on "consequences of inadequate performance"; the full
definition of the rating scale is given in Appendices B and F.
A scale value of 1 is the lowest and 7 is the highest derived
criticality rating.

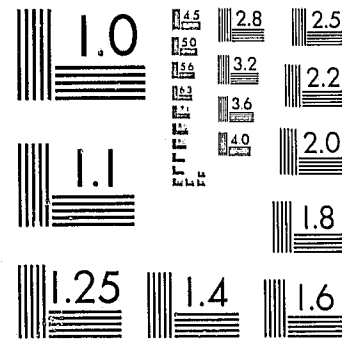
As indicated in the previous chapters, training in group/crowd control is the weakest component of the training process. Improvement also is necessary in the areas of investigation (both routine and in depth) and surveillance activities. It is interesting to note that many of the important tasks rated as being ineffectively trained are also ones that are considered to be under-trained (or not covered) by the Academy. This finding is good evidence of the degree of internal validity associated with the training study, since the data from so many different raters, having different perspectives, lead to the same conclusions.

CONTINUED

1 OF 3



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Law Enforcement Assistance Administration
United States Department of Justice
Washington, D. C. 20531

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CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Houston Police Department training program for the entry-level Class A police officer position was evaluated from several perspectives and by using many different analytical procedures. On an overall basis, the program was shown to be job related, valid, and effective. However, specific weaknesses were discovered and are documented in the previous chapters of this volume.

ACADEMY

Specifically, with regard to the formal Academy portion of the training program, the research results were as follows:

- (1) **JOB RELATEDNESS:** The entry-level police officer position requires the performance of 344 specific tasks, of which 268 can be classified as "trainable", meaning that the skills and knowledges required to perform these tasks are valid areas for training.

It was found that the formal Academy program was addressing the skills and knowledge areas required to perform 245 (91 percent) of the

268 tasks. It also was found that the Academy program was conducting no irrelevant training, i.e., all segments of the program are addressing content areas which are part of the job. In summary, then, the Academy's content is highly related to actual job needs.

- (2) EFFICIENCY: The efficiency of the Academy was defined as the overlap or match between training needs (as derived from a training needs analysis) and Academy emphasis (as indicated by instructors). It was shown that for 209 tasks or approximately 78 percent of the 268 trainable tasks, there was a reasonable fit between training need and emphasis. For 32 (12 percent) of the tasks, training need was not matched by training emphasis. For the remainder (27 tasks or 10 percent), training emphasis exceeded training need.

Statistical analysis showed an extremely high degree of association between training need and training emphasis (92.4 percent overlap).

- (3) EFFECTIVENESS: Based upon supervisory ratings of the performance of Academy graduates in

general, judgments of the performance of specific Academy graduates made by training officers during the immediate post-Academy period, and judgments made by Academy graduates themselves on the extent to which they felt prepared by the Academy, it was determined that the Academy was not effectively training the skills and knowledges for 40 of the 268 trainable tasks. A summary of the overall effectiveness of the Academy as it relates to the total content domain of the entry-level job, as well as to the domain of "trainable" tasks is given below:

	Number of Tasks	Percent of Total Domain	Percent of Trainable Domain
Entry-Level Job Content Domain	344	100.0	--
"Nontrainable" Tasks	<u>76</u>	22.1	--
Trainable Tasks	268	77.9	100.0
Trainable Tasks Not Included in Academy Curriculum	<u>23</u>	6.7	8.6
Academy Curriculum	245	71.2	91.4
Ineffectively Trained Tasks	40	11.6	14.9
Tasks Effectively Trained by Academy	205	59.6	76.5

Overall, the Academy is effectively training cadets on 76.5 percent of the total "trainable entry-level task domain".

- (4) ACADEMY EXAMINATION: Groups of questions containing 78 percent of the items on the Academy final (Civil Service) examination were shown to have content validity. Both the entire test and the 98 item content validity portion of the test were found to have criterion related validity by significantly predicting job performance after one month on the job. Although ethnic minorities score lower on the test than Whites, they do as well if not better in terms of information gain as measured by an examination given before Academy training and at the time of Academy graduation. For a group of 71 graduates an exam score improvement of approximately 36 points was found, indicating that the Academy program produced a high degree of knowledge acquisition for cadets from all ethnic groups.
- (5) ACADEMY PROCESS AND TECHNOLOGY: The researchers observed 76 hours of field and classroom training sessions conducted by the Academy. It was con-

cluded that methods of presentation, training aids, instructor skills, and the application of the principles of learning all could be improved. Specific needs were described and recommendations in these areas are given at the end of this chapter.

ON-THE-JOB TRAINING

- (1) JOB RELATEDNESS AND TESTS: On-the-job training given during the 6 month probationary period is job related by definition, so no research was conducted in this area. Also, there are no tests given during the probationary period.
- (2) EFFICIENCY: The on-the-job training program emphasis, as measured by task ratings given by sergeants and on-the-job training officers, was found to match the training needs of the entry level job. Six percent (17) of the tasks were undertrained, 4 percent (10) were overtrained, and the remaining 90 percent (241 tasks) were trained in relationship to need. Statistical measures of the relationship indicated a high degree of congruency (93.4 percent overlap).

(3) EFFECTIVENESS: Based on task ratings made by sergeants, and ratings about their on-the-job training preparation made by probationary officers, it was determined that approximately 224 tasks were trained effectively (83.5 percent of the 268 trainable tasks).

OVERALL

The overall training job relatedness, efficiency, effectiveness and examination validity were found to be at high levels from the present study. When the results of the Academy analysis and the on-the-job training analysis were combined, only 27 tasks were found to be trained ineffectively. These tasks represent 10 percent of the total 268 trainable tasks. However, many of the 27 tasks are performed by only a few officers in the entry job, and the 27 tasks account for only 3 to 4 percent of actual time spent on the job.

RECOMMENDATIONS

In each chapter of the body of this volume, the specific strengths and weaknesses have been documented for each phase of the Houston Police Department training program. With regard to the

efficiency of the Academy, it should be possible for curriculum designers to shift some emphasis from the overtrained areas to the undertrained topics without substantially altering the number of Academy classroom hours. With regard to the efficiency of on-the-job training, the training officers should be made aware of the areas over and underemphasized, and the program should be adjusted accordingly.

The topics which are not effectively trained during the probationary period perhaps should receive more emphasis in the Academy. It is probable that the Academy can augment these topic areas without major curriculum changes. The one topic that stands out is that of crowd control. This subject would be taught best through simulation exercises.

There are a number of organizational concepts that should be implemented to enhance the quality and effectiveness of the overall training program and its management. Recommendations in this area are listed below and most apply to both the Academy and probationary training:

- There needs to be more careful selection and development of Academy trainers. It is apparent that the Academy has focused more

attention on course content than upon the quality and the preparedness of its instructors. Instructors with interests and skills suitable for training should be selected. Also, "train the trainer" programs would result in the application of better training aids, better use of principles of learning, better methods of presentation, etc.

- Although the probationary training program is effective, it is highly dependent on the effectiveness of the training officer. While, this study did not collect specific evaluation information about these officers *per se*, it is clear that there is a wide range of interest in and effectively carrying out the training of probationary officers. One solution would be to increase the attractiveness of the function of "training officer". If organizational rewards such as special insignias, "graduation-like" exercises, or the creation of an "elite" quality associated with being an "OJT officer" were established, the result should be an increased quality of officers in the position. Possibly, even some form of additional compensation could be established for these OJT officers.

- Specific training objectives should be established for all phases of the training program.
- All training methods should be reviewed and modified as appropriate (e.g., information now presented in lecture form might be best taught through demonstrations). In general, the basic principles of training should be adhered to in all training methods.
- New and more training aids need to be developed and implemented effectively throughout the curriculum.
- Opportunities should be developed to obtain and stimulate more active classroom participation by cadets.
- Training materials should be integrated more effectively with up-to-date outlines and "check lists" for use by instructors and students.
- Students should be given training priorities and "important" versus "interest" items should be identified accordingly.
- Less emphasis should be given to lecture training and more use should be made of other

training techniques (e.g., simulations, programmed group exercises, role playing, discussion, etc.). The lecture method is one of the least effective training techniques and is not very favorable to "transfer" of skills and knowledge to the job.

- Objective evaluations and critiques should be made of probationary officer performance.
- Objective evaluations and critiques should be made of on-the-job training officer performance.
- Objective evaluations and critiques should be made of Academy instructors.
- There needs to be a greater degree of standardization among all trainers and a greater degree of coordination among them regarding the presentation of subject matter.
- The practical implications and utility of certain Academy topics (e.g., psychology, sociology, etc.) should be emphasized, not just theory and concepts.
- Academy class sizes should be structured and organized whereby all cadets can be learning for a majority of the time.

(Currently, there are many situations in which only a few cadets participate and the remainder wait.)

- Currently, Academy and on-the-job training are two separate processes with minimal integration or communication between them. Ideally, probationary training should come under the purview of the Training Division. Practically, there should be extensive integration between the two processes. For example, on-the-job training officers should receive input from Academy instructors regarding individual strengths and weaknesses of new officers, whereby the probationary period can be structured accordingly.
- Periodically, there should be an objective evaluation of the entire training process.

Since the Houston Police Department will be constructing a new Academy, a critique has not been made of the current training facilities. However, it should be recognized from the above recommendations that provisions for audio-visual equipment to provide multi-media training presentations are essential for the new facilities. Additionally, extensive

consideration should be given to the design of the training environment, including facilities for field exercises and practice.

In summary, there are many opportunities to improve the training program for the entry-level position. The planning and subsequent construction of new training facilities should provide the stimulus for developing and implementing the necessary changes in the training process.

List of References

A comprehensive bibliography that includes all reference sources reviewed during the conduct of the study and cited in this volume, is presented in Volume I of this report.

APPENDIX A

MINIMUM TRAINING STANDARDS FOR PEACE OFFICERS

Adopted directly from the Texas
Commission on Law Enforcement
Officer Standards and Education,
Rules and Regulations (Rule 210.
01.02.003) published Jan. 1, 1976.

Subject _____ Hours _____

I. GENERAL EDUCATION

1. Introduction 1

- a. Welcome and orientation
- b. Rules of the academy
- c. Reading assignments
- d. Assignment of research paper

2. Classroom Notetaking 2

- a. Academy notetaking requirements
- b. Notebook requirements
- c. Reference material
- d. Requirements for certification

3. Structure of Government 1

- a. Organization of local, state and federal government

II. CRIMINAL JUSTICE

1. History and Philosophy of Law Enforcement 4

- a. Development of law enforcement, court and correctional procedure and philosophies from pre-historic to modern.
- b. Explanation of American concept of criminal justice as a result of the heritage of Anglo-Saxon England.

2. Crime in America 1

- a. Brief survey of crime in the United States, quantity, measurement, trends, etc.
- b. Uniform crime reporting and crime statistics

Subject _____ Hours _____

as they relate to police operations.

3. The Criminal Justice System 2

- a. A review and examination of the system in terms of entry-exit, decision, police role as a part of the sub-system.

4. Agency Organization 1

- a. Basic review of agency organization
- b. Organizational structure and principles
- c. Line and staff functions
- d. Chain of command
- e. Relationship between supervisor and the subordinate.

5. Law Enforcement Coordination 1

- a. Define municipal, county, state and federal enforcement agencies.
- b. Define common patterns of jurisdictional authority.
- c. Formal and informal agreements of cooperation.
- d. Enforcement services related to police functions, but not provided by police agencies.

6. Courts 1

- a. Explain the place of criminal adjudication in the administration of justice.
- b. A review of the several common systems of court organization, both state and federal.
- c. Identify court officers and their roles and relationships.

7. Corrections 1

<u>Subject</u>	<u>Hours</u>
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- a. Functions of detention
- b. Custody and rehabilitation
- c. Review of effectiveness of institutional confinement, probation, parole and half-way programs.

8. <u>Social Agencies' Services</u>	1
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- a. Relationship between agencies of social concern and the police function.
- b. Introduction of the structure and function of welfare, health, education, rehabilitation and volunteer agencies as they relate to community stability.

9. <u>Law Enforcement Ethics and Professionalization</u>	2
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- a. A study of methods to make the police function a professional role.
- b. Explanation of and encouraging adherence to the code of ethics.
- c. An increasing level of training and education.

10. <u>Law Enforcement Careers</u>	1
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- a. A close look at police careers
- b. The many specialized occupational areas
- c. Attention to changing patterns of police work
- d. Attention to compensation, educational and advancement opportunities.

III. BASIC LAW

1. <u>Constitutional Law and Police Liability</u>	5
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- a. Provide an understanding of the U. S. Constitution as the basis for our criminal justice

<u>Subject</u>	<u>Hours</u>
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- system.
- b. Include constitutional basis for civil rights, civil liberties, and rights of the accused.
- c. Legal basis for limitations of police action.
- d. Acquaint officer with state, civil and criminal liability.
- e. Possible federal prosecution and civil liability under the U. S. Civil Rights Act.

2. <u>Texas Code of Criminal Procedure</u>	8
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- a. To acquaint the officer with the rules governing the administration of criminal justice.
- b. Cover jurisdiction of various courts.
- c. Each step of the procedure from arrest to final disposition of the criminal charge.

3. <u>Laws of Arrest</u>	3
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- a. State and federal constitutional basis laws governing arrest.
- b. Officer's rights and duties to make arrest.
- c. Recognizing and developing probable cause as a basis for arrest.
- d. Statutory authority for arrest.
- e. Legal use of force and attitude of officer.

4. <u>Texas Juvenile Law</u>	2
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- a. Discussion of the juvenile code
- b. Rights of juveniles
- c. Disposition of juveniles taken into custody
- d. Juvenile Court procedures
- e. Alternative to referral

5. <u>Introduction to Texas Penal Code</u>	2
--	---

- a. Acquaint the law enforcement recruit with

Subject	Hours
<ul style="list-style-type: none"> <ul style="list-style-type: none"> this body of the law that will enable him to recognize criminal law violations. b. To understand the elements of a crime c. To know what police actions are indicated d. How to research statutes (use of Law Books) 	

6. <u>Texas Penal Code</u>	12
<ul style="list-style-type: none"> a. Discuss source and basis for criminal law in Texas b. Definition of offenses, attempts and elements c. Discuss elements of selected offenses 	

7. <u>Rules of Evidence</u>	4
<ul style="list-style-type: none"> a. Definition and purpose of evidence b. Discuss legally admissible evidence c. Rules of admissible evidence 	

8. <u>Search and Seizure</u>	5
<ul style="list-style-type: none"> a. State and federal constitutional basis of laws of Search and Seizure. b. Officer's rights and duties for search and seizure. c. Recognizing and developing probable cause as a basis for search and seizure. d. Statutory authority for search and seizure and case law. e. Stop and frisk provisions. 	

9. <u>Identification of Civil Procedure</u>	1
<ul style="list-style-type: none"> a. Definition of common civil remedies b. Referral of civil complaints 	

IV. POLICE PROCEDURES

1. <u>General Patrol Procedure</u>	6
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Subject	Hours
<ul style="list-style-type: none"> a. Define purpose of patrol b. Describe types of patrol c. Identify police hazards d. Types of assignment e. Operation of vehicles f. Observation techniques g. Objectives and techniques of specialized types of surveillance h. Roadblock procedures 	

2. <u>Crime in Progress</u>	2
<ul style="list-style-type: none"> a. Tactical procedures for responding to and initial coverage of "crime in progress" calls b. Coverage points and plans c. Safety of officer and bystander 	

3. <u>Field Notetaking</u>	1
<ul style="list-style-type: none"> a. Development of the officer's field notebook b. Methods and reasons for taking complete, logical notes during an investigation 	

4. <u>Disorderly Conduct, Domestic Complaints and Minor Offenses</u>	2
<ul style="list-style-type: none"> a. Techniques - procedures for effectively handling disorderly conduct cases. b. Differences between domestic and civil disputes. c. Procedures for handling family disturbances and civil complaints - landlord - tenant, neighborhood feuds, business disputes, repossessions, etc. d. Drunk; affrays, trespass, etc. 	

5. <u>Recognizing and Handling Abnormal Persons</u>	2
<ul style="list-style-type: none"> a. Define and give examples of the symptoms of common types of mental illnesses. 	

<u>Subject</u>	<u>Hours</u>
<ul style="list-style-type: none"> b. Present techniques for the proper handling of mentally ill persons. c. Present the prescribed legal procedures for the officer to follow in emergency and routine cases. d. Attempted suicides. e. Explain symptoms of intoxication and illnesses mistaken for intoxication. f. Discuss techniques for handling drunks and problems encountered in handling violations of intoxication laws. 	
6. <u>Missing Persons</u>	1
<ul style="list-style-type: none"> a. The role and objectives of the officer in missing persons cases. b. Investigative techniques for locating missing adults and juveniles. c. Emphasizes the urgency of an incident involving young children and adults who have suicidal tendencies. 	
7. <u>Liquor Law Violations</u>	2
<ul style="list-style-type: none"> a. Responsibilities of local officers for enforcement of liquor laws and regulations. b. Procedures for recognizing and handling violations. 	
8. <u>Nature and Control of Civil Disorder and Crowd and Riot Control Operations</u>	4
<ul style="list-style-type: none"> a. Patterns of disorder, levels of violence and damage. b. The riot process, the riot participant, initial incidents, control capabilities. c. The use of force, community assistance, danger of over-reaction. 	
9. <u>Disaster Operations</u>	1

<u>Subject</u>	<u>Hours</u>
<ul style="list-style-type: none"> a. Role of civil defense and disaster agencies b. Emphasize the individual officer's responsibilities and duties when a typical law enforcement disaster plan is activated due to war, natural disaster or other calamity. 	
10. <u>Communications</u>	2
<ul style="list-style-type: none"> a. Use of telephone and police radio b. National Crime Information Center (NCIC) c. LETS, and similar systems d. Local teletypes and other information systems 	
11. <u>Case Preparation</u>	4
<ul style="list-style-type: none"> a. Finding the facts and recording the facts b. Selecting the charge c. Translating notes to formal reports d. Preparing case folders e. Interviewing prosecutor and witnesses f. Preparing to testify in court 	
12. <u>Jail Procedures</u>	2
<ul style="list-style-type: none"> a. Booking procedures, arrest cards, arrest jackets b. Prisoner's property c. Mugging and printing of prisoners d. File system e. Visitors for prisoners f. Duties of the I.D. Bureau in jail procedure 	
13. <u>Chemical Weapons</u>	1
<ul style="list-style-type: none"> a. Introduction to police chemical weapons b. Nature of chemical agents c. Protective masking and first aid d. De-gassing procedures 	

14. Defensive Driving**8**

- a. Vehicle and roadway observations
- b. Driver assumptions
- c. Detecting hazards
- d. Special driving conditions
- e. Adjustment after special conditions

V. TRAFFIC CONTROL

(A maximum of one-half the required hours of Instruction in Texas Motor Vehicle Law, Traffic Law Enforcement, and Accident Investigation may be taught in Civil Process for county officers.)

1. Texas Motor Vehicle Law**12**

- a. A study of law relating to the movement and control of motor vehicle traffic.
- b. The elements of traffic violations
- c. Licensing regulations

2. Traffic Law Enforcement**8**

- a. Traffic enforcement
 - (1) Need and responsibility for traffic enforcement
 - (2) Detection and apprehension
 - (3) Officer-violator interviews
 - (4) Selective enforcement
 - (5) Enforcement actions and uniformity in application
- b. Vehicle pull-overs
 - (1) Techniques of stopping vehicles under a variety of conditions
 - (2) The approach to and cover of the stopped vehicle

- (3) Proper removal of occupants
- (4) Emphasis on officer safety

c. Recognizing traffic violations and use of prescribed forms

- (1) DWI
- (2) DUID
- (3) MWMV
- (4) AAMV
- (5) FSRA

3. Accident Investigation and Reporting**12**

- a. Methods and procedure to be employed in investigating traffic accidents.
- b. Parking at scene, questioning witnesses, observation of drivers
- c. Checking vehicles involved in accidents
- d. Checking roadway, signs and signals, photography and measurements, including hit-and-run
- e. Making of accident reports, etc.

VI. CRIMINAL INVESTIGATION**1. Preliminary Investigation****2**

- a. General principles, attitudes and responsibilities applicable to all investigations
- b. Need for complete, accurate information, and complaint evaluations
- c. Crime scene protection and examination
- d. Officer-investigator relationship
- e. Responsibility in being first on the scene of the crime

2. Information Development**1**

- a. Gathering information from people, witness

<u>Subject</u>	<u>Hours</u>
<ul style="list-style-type: none"> b. perception, reporting physical descriptions b. Investigative techniques for developing information, resources, public records, private organizations and agencies as sources, and informants 	
3. <u>Interviews and Interrogations</u>	3
<ul style="list-style-type: none"> a. Instruction in interrogation, approach, attitude, securing complete essential information b. Interrogating and interviewing witnesses, victims, suspects c. Methods in office and field interrogation d. Admissibility of statements and suspect's legal rights. 	
4. <u>Physical Evidence</u>	2
<ul style="list-style-type: none"> a. Evidence collection, photography, fingerprint evidence, latent prints, tool marks b. Firearms identification and evidence, blood stains and analysis c. Location, recording, identification and collection, preservation, and transportation of all types of physical evidence. 	
5. <u>Burglary Investigation</u>	2
<ul style="list-style-type: none"> a. Review the elements of burglary b. Modus operandi of commercial, residential, safe, and other burglars. c. Review basic principles of burglary investigation from the field officer's viewpoint d. Preventive patrol techniques reviewed 	
6. <u>Assault Cases</u>	1
<ul style="list-style-type: none"> a. Review the elements of assault 	

<u>Subject</u>	<u>Hours</u>
<ul style="list-style-type: none"> b. Distinguish between misdemeanor and felonious assaults c. Preventing assaults 	
7. <u>Injury and Death Cases</u>	2
<ul style="list-style-type: none"> a. Include instruction in homicide and other cases involving the death of a human being. b. Provide general preliminary procedures to be taken at the scene of human injury or death. c. Emphasize the value of physical evidence necessary to establish the cause of injury or death by investigators and medical examiners. 	
8. <u>Robbery Investigation</u>	1
<ul style="list-style-type: none"> a. Review the elements of robbery b. Principles of robbery investigation c. Cover techniques for various kinds of robberies d. Preventive patrol techniques 	
9. <u>Theft and Related Cases</u>	2
<ul style="list-style-type: none"> a. Larceny, forgery, false pretense and embezzlement b. Investigative techniques c. Preventive action 	
10. <u>Auto Theft Investigations</u>	2
<ul style="list-style-type: none"> a. Review elements of and distinctions between "joyriding" and theft. b. Methods and techniques of investigation c. Modus operandi of auto thieves and auto theft rings d. Prevention and early apprehension 	

<u>Subject</u>	<u>Hours</u>
11. <u>Arson</u>	1
a. Review elements of arson	
b. Techniques of arson investigation and elements of proof	
c. Motives for arson	
d. Auto arson	
12. <u>Sex Crimes and Deviant Behavior</u>	2
a. Define sex crimes of more common occurrence	
b. Techniques of sex crime investigation	
c. Preventive procedures	
13. <u>Narcotics and Dangerous Drugs</u>	4
a. Overview of narcotic and dangerous drug laws	
b. Addiction, background, types of narcotics and dangerous drugs	
c. Investigation of narcotic and drug offenses	
14. <u>Organized Crime and Vice</u>	1
a. Types of organized criminal activities	
b. Nature and background of organized crime	
c. Organized crime control activities at federal, state and local levels	

VII. JUVENILE PROCEDURES

- | | |
|--|----------|
| 1. <u>Delinquency Causation and Prevention</u> | 1 |
| a. Responsibility of law enforcement officers and their interaction with various juvenile agencies | |
| b. Influence of environment; home, family life and youth culture. | |

<u>Subject</u>	<u>Hours</u>
2. <u>Delinquency Control</u>	3
a. Proper attitude, methods and techniques	
b. Preventive patrol efforts	
c. Specific juvenile problems	

VIII. PROFICIENCY AREAS

- | | |
|---|-----------|
| 1. <u>Firearms Training</u> | 16 |
| a. Legal aspects | |
| b. Firearms safety and range procedure | |
| c. Introduction to service revolver | |
| d. Shotgun, rifle and other police firearm familiarizations | |
| e. Range firing with service revolver for qualification | |

The student must qualify with the service revolver by firing the National Rifle Association National Police Course or an equivalent approved course as part of the 240 hour basic curriculum. The NRA National Police Course consists of 60 rounds fired as follows:

STAGE 1 - Seven Yards

Twelve shots double action from the crouch position, twenty-five second time limit.

STAGE 2 - Twenty-Five Yards

Six shots kneeling, six shots standing left hand from behind a barricade, six shots standing right hand from behind a barricade, all fired double action, ninety second time limit.

STAGE 3 - Fifty Yards

Six shots sitting, six shots prone, six shots standing

<u>Subject</u>	<u>Hours</u>
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left hand from behind a barricade, six shots standing right hand from behind a barricade, all fired either single or double action, two minute fifty-five second time limit.

STAGE 4 - Twenty-Five Yards

Six shots standing without support fired double action, twelve second time limit.

All stages are started with the gun loaded with six rounds in a conventional holster. The shooter's hand may not touch the gun before time begins. Target shall be the NRA B-27 Silhouette. This course may be reduced to a 50-round course by reducing the number of shots fired from six to five in all positions and stages. In the event a suitable fifty yard Police Combat Range is not available, the NRA Modified Police Course may be fired. This alternate course is the same as the NRA National Police Course except that a reduced size silhouette target designated NRA B-34 is used in Stage 3 at twenty-five yards instead of fifty yards. As a second alternative, the FBI Practical Pistol Course consisting of 50 rounds fired from the sixty, fifty, twenty-five and seven yard lines, using the Colt Silhouette Target, may be substituted.

Note: Any academy desiring to use a course of fire for qualification of the student in the Basic Certification Course other than the three courses outlined above must secure prior approval from the Commission in writing.

Additional specific information may be obtained from the IACP Notebook, the current NRA Pistol Rules or the FBI Law Enforcement Bulletin.

A total of 250 rounds of ammunition should be fired in the Service Revolver by each student; this will include

<u>Subject</u>	<u>Hours</u>
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familiarization and practice in single action bullseye and double action position shooting prior to firing a prescribed qualification course, which should be fired by each student at least twice. The minimum qualifying score reduced to a percentage of the possible score shall be not less than 60 percent.

Firearms training in the Basic Certification Course should not be restricted to one of the prescribed courses. Instruction in the use of the police shotgun, scope-sighted rifle, and other specialized equipment should be included, depending on their availability, range condition, etc.

2. <u>Public Speaking</u>	4
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- a. Effective speech techniques
- b. Preparation and presentation of speech
- c. Evaluation of students' speech

3. <u>Defensive Tactics</u>	10
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- a. Mechanics of arrest, search and transport of prisoners
- b. Fundamental use of baton and riot stick
- c. Disarming techniques
- c. Holds, come-alongs, handcuffing and restraint

4. <u>First Aid</u>	10
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- a. The Red Cross First Aid Course
(Multi-media course is optional)

5. <u>Traffic Direction</u>	2
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- a. Routine intersection and emergency traffic control procedures.
- b. Practice in standard hand signals and gestures

6.	<u>Crime Scene Techniques</u>	4
a.	Practical application of search patterns	
b.	Practical application of identification, presentation and handling of evidence	
c.	Practical application of measurements and sketches	
d.	Practical application of photography	
7.	<u>Court Room Demeanor and Testimony</u>	4
a.	Effective witness techniques	
b.	Pre-trial preparation	
c.	Practical application in mock-trial	
8.	<u>Crowd and Riot Control - Formations and Use of Chemical Weapons</u>	3
a.	Practical application in crowd and riot control formations	
b.	Demonstration in use of chemical weapons	
9.	<u>Written and Oral Reports</u>	4
a.	Review of procedures for field notetaking	
b.	Offense reports	
c.	Confessions and statements	
d.	Writing and critique of formal report	
10.	<u>Practical Problems - Disorderly Conduct, Minor Offenses, and Crime in Progress</u>	4
a.	Practical problems requiring student participation	
b.	Evaluation of student's use of laws concerning arrest, search and seizure	

IX. COMMUNITY RELATIONS

1.	<u>Human Relations</u>	8
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Subject	Hours
a. Psychological and sociological factors affecting behavior	
b. Behavioral conflicts	
c. Emotional self-discipline	
2. <u>The Officer and His Role in Society</u>	4
a. Racial, religious, cultural and ethnic backgrounds	
b. Prejudicial distractions affecting professional judgments	
c. Positive police-citizen contacts	
X. <u>ATTENDANCE, EXAMINATIONS AND EVALUATION</u>	

- A. Each trainee shall be required to attend all sessions of the training course in which he is enrolled except for absences approved by the training coordinator or training officer.
- B. Each trainee shall attend all sessions of any training course in which he is enrolled except for absences approved by the school coordinator or the training officer. Credit toward certification shall not be awarded if his absences have exceeded 10% of the hours of instruction. Should a trainee have a valid reason for absences in excess of 10% of the scheduled instruction, he may apply to the training coordinator or training officer for approval to make up the excused absences. The training coordinator or training officer may schedule the trainee for make-up work.
- C. Each approved training course is considered a single unit. A trainee must complete the full course during one scheduled presentation. He will not be permitted to enroll in subsequent courses for make-up purposes unless unusual circumstances exist and prior written approval is

obtained from the training coordinator.

- D. Each trainee enrolled in any basic training course shall prepare and maintain a reference notebook. The content, preparation, and maintenance of the notebook or notebooks shall meet specifications established by the training coordinator or training officer.
- E. A trainee must satisfactorily complete the course before an F-6 Form (Course Completion Report) is submitted to the Commission.
- F. To satisfactorily complete the course, a trainee must achieve an overall average of at least 70% on all written tests and not less than 60% on any single test. Provided, however, that should a trainee achieve an overall average of less than 70% but more than 60% on all written tests, such trainee shall be given the opportunity to retake any test on which a score of less than 70% was achieved. It is further provided that a trainee who achieves a score of less than 60% on any single test shall be given the opportunity to retake the test; such opportunity shall be limited to two (2) such occasions during any basic course.

In a situation where a trainee is entitled to retake a written test, the school coordinator may use the same test or another test equivalent to the original. The selection of the test shall be at the discretion of the school coordinator.

- G. All performance tests given the trainee shall be judged on a pass or fail basis. A trainee must pass all such performance tests to satisfactorily complete the course. A trainee shall be given the opportunity to retake any performance test failed. The determination of pass or fail on any performance test lies with the training officer administering the test or with the school coordinator.

overall average shall rest with the school coordinator, provided that a common formula is utilized for determining the overall average of all trainees enrolled in the same course.

- I. Trainees enrolled in any basic training course shall achieve a final firing average of no less than 60% out of a possible 100% in the firearms training segment. Any trainee who failed to achieve a qualifying score of 60% out of a possible 100% on firearms training may, with permission of the training coordinator, re-enroll in the firearms training segment of a subsequent recruit training course or undergo special tutoring conducted under the auspices of the training center by a certified instructor.

APPENDIX B

RATING SCALES UTILIZED IN THE TASK-BASED APPROACH TO TRAINING EDUCATION

PROBABLE CONSEQUENCES OF
INADEQUATE PERFORMANCE

Definition: Seriousness of result under typical conditions if the task is performed inadequately.

Scale: 7 Disastrous (Inadequate performance has disastrous consequences)
6 Extremely Serious
5 Very Serious
4 Serious
3 Fairly Serious
2 Not Very Serious
1 Minimal (Inadequate performance has minimal consequences)

TASK DIFFICULTY

Definition: Amount of time required for an officer to learn to adequately perform a task.

Scale: 7 Extreme Amount
6
5
4 Moderate Amount
3
2
1 Minute Amount

TASK DELAY TOLERANCE

Definition: The amount of time a person can delay before starting to perform the task.

Scale: 7 Extremely Low Delay (Must do immediately)
6 Low
5 Below Average
4 Average
3 Above Average
2 High
1 Extremely High Delay (Can wait for a long time)

TIME SPENT

Definition: Total time spent on the task, compared with the time spent on all other tasks in the job.

Scale: 7 Very Much Above Average
6 Above Average
5 Slightly Above Average
4 About Average
3 Slightly Below Average
2 Below Average
1 Very Much Below Average

APPENDIX C

"TRAINABLE" TASKS GROUPED BY DUTY CATEGORIES
FOR CONTENT VALIDITY PANEL

Y A. Performing Routine Enforcement

Attend roll call, receive assignments and review information (i.e., daily bulletins) useful on the job.

Inspect patrol vehicle or other police equipment.

Drive in a safe and courteous manner.

Listen to police radio for calls to run.

Communicate with dispatcher or other officers over the radio, to keep others advised of situations and to provide or obtain information used in vehicle checks, etc.

Patrol in marked vehicle to notice unusual activities or suspicious circumstances.

Be conspicuous and make police presence felt.

Become familiar with people, business establishments and problems of beat to provide better protection.

Intensify patrol in selected high crime areas.

Know shortest routes to all areas of beat.

Observe license plates and check on suspicious vehicles.

Check bar and entertainment establishments to inspect permits and license, and detect violations of the law.

Watch for hazards to life and property (i.e., downed power line).

Maintain personal appearance and clothing.

DUTY B. Engaging in Traffic Control

Patrol to detect violations of traffic laws.

Engage in high speed driving.

Radio dispatcher and/or other officers when pursuing or stopping a vehicle.

Cautiously approach stopped vehicles.

Issue traffic and parking citations.

Place drivers in patrol car and take to jail if necessary.

Take suspected intoxicated drivers in for breathalyzer test.

Direct and control the flow of pedestrians and motorists under normal and emergency conditions.

Take statements from witnesses or violators in traffic cases.

Check trucks for permits and safety or license violations.

Y C. Investigating Traffic Accidents

Secure the scene of a traffic accident.

Interview drivers, passengers, victims, witnesses and injured parties.

Analyze scene (i.e., speed of vehicles, points of impact, etc.) and establish probable cause.

File charges if justified.

Assess fresh damage to vehicles.

Photograph accident scene.

Request mechanical or laboratory analysis of vehicle or evidence.

Have inoperative vehicle towed away.

Assume responsibility for all property found in vehicles towed away.

Write full detailed report including sketches describing accident.

DUTY D. Responding to Calls for Service

Respond to calls from the dispatcher or other officers by proceeding to the location using the most direct route.

Use address map to locate scenes and to direct helicopters to locations.

Depending on the nature of the call, respond with appropriate speed and use of lights and/or siren.

Keep dispatcher informed of activities and information to be broadcasted.

Analyze scene and handle in the most appropriate manner.

Call for assistance from other officers, supervisors, detectives, ambulance service, or medical examiner when necessary.

Drive to general vicinity of calls given to other officers.

Coordinate activities of other officers and citizens at scene.

Determine if incident is civil or criminal and advise complainant of available legal recourse.

γ E. Apprehending and/or Arresting Actors

Arrest actor.

Subdue and handcuff resisting actors using appropriate force and/or weapon.

Pursue fleeing actors on foot.

Draw and discharge firearm when necessary.

Determine if there is enough evidence against an actor to justify and arrest and/or search.

Request actor's identification, read actor's legal rights and question actor.

Search clothing, possessions, building and/or motor vehicle.

Place actors in patrol car and deliver to jail.

Fill out narrative complaint form on actors.

Execute planned raids.

DUTY F. Performing Group/Crowd Control

Patrol on foot at large gatherings of people such as sports events.

Patrol riot stricken or civil disturbance areas.

Stand and/or march to confront numerically superior groups of agitated people.

Communicate with leaders of demonstration.

Locate, observe and segregate agitators and/or leaders of crowd.

Physically restrain individuals using appropriate force for situation.

Use tear gas or water to disperse crowd.

TY G. Investigating (Routine)

Interview complainant for detail and validity of complaint.

Survey crime scene to determine damages, etc., and to collect evidence.

Search for witnesses to crimes, accidents, etc.

Establish identities and interview victim(s) and witness(es) at a crime.

Dust the surface of articles for fingerprints and call for crime lab assistance when necessary.

Talk to victims and explain investigative procedures and what will be required of them in the following investigation.

Record evidence including drawing diagrams and photographing scenes.

Tag confiscated evidence and property.

Review photographs and rap sheets of known criminals and accumulate names and descriptions of suspected criminals.

Investigate escort services, massage parlors, model studios, and entertainment houses.

Become familiar with M.O. of certain criminals.

Y I. Maintaining Surveillance

Follow or tail suspects.

Participate in stake-outs.

Locate and observe fencing operations.

Become familiar with physical plan of building or area to use in planning searches or raids.

While accompanying celebrities survey crowd in order to detect and react to suspicious activity.

DUTY H. Investigate (In Depth)

Analyze cases for common factors or modus operandi.

Re-interview complainant and witnesses to get better details, determine reliability and credibility.

Classify cases as civil or criminal.

Search for suspects.

Serve warrants.

Take possession of recovered stolen property, confiscated drugs or narcotics.

Interview prisoners.

Determine further interrogation strategies and attempt to gain psychological advantage.

Take written statements and confessions.

Insure that prisoners are charged.

Search for and collect evidence.

Submit evidence to crime lab.

Review recovered property and attempt to return it to owner.

Identify motive for crime.

Conduct background investigation of victims.

Use Criss Cross Directory and other cross references to locate individuals.

Develop and use informants.

File offense reports and supplements.

DUTY J. Processing and Controlling Prisoners

Complete complaint forms or hold cards.

Check prisoners for injuries.

Search prisoners.

Complete arrest cards and folders.

Check for outstanding warrants on prisoner.

Escort or guard prisoners.

Provide information on release procedures.

Calm verbally aggressive prisoners.

Subdue physically aggressive prisoners.

TY K. Performing Emergency Control and Special Functions

Protect scene of disasters.

Conduct bomb search.

Attempt to persuade mentally disturbed individuals not to harm themselves or others.

Respond to incidents involving snipers or hostages.

Participate in search parties and in search of buildings.

DUTY M. Performing Direct Public Service and Public Contact Functions

Hear and respond to complaints on city services.

Analyze and suggest improvements for protective devices in businesses and residences.

Deliver death or emergency notification to citizens.

Have a working knowledge of laws as applied to juveniles.

Answer questions from District Attorney's office about a particular case.

Issue news releases and/or deal with the news media.

Give assistance to lost or stranded motorists.

Render aid to citizens who have personal emergencies.

Attempt to comfort emotionally upset persons.

Search for missing persons or runaways.

Man information desk at Central Station.

TY N. Performing Court and Court-Related Functions

Present sufficient evidence to court to obtain a warrant.

Take prisoners before magistrate to be informed of rights.

File charges.

Prepare case for prosecution.

Collect supportive data for high bonds.

Prepare evidence for court.

Review case prior to testifying in court.

Testify in court.

Act as custodian of court records.

DUTY P. Processing and Controlling Property, Automobile, Supplies and Records

Take custody of possessions or property.

Prepare property tags.

Make NCIC or HCIC checks on property.

Try to identify and contact owner of recovered property.

Determine property value of stolen goods.

Categorize stolen items on offense reports according to FBI guidelines.

Prepare station accident reports.

DUTY S. Performing Miscellaneous Office and Technical Functions

Compose and type letters or reports.

DUTY T. Directing and Organizing

Evaluate the need to bring special police or emergency units to a scene.

Plan raids.

Decide whether to send injured prisoners to hospital.

DUTY X. Engaging in Continuing Education and Training Activities

Keep informed of latest laws and court rulings, work-related technical issues, and criminal statistics by reading appropriate publications and reports.

Practice weaponry at firing range.

APPENDIX D

OUTLINE OF HOUSTON POLICE DEPARTMENT ACADEMY CIRRICULUM

HOUSTON POLICE ACADEMY 640 HOUR CURRICULUM

BLOCK I: 21 Hrs.

I. General Orientation

1. Opening Ceremonies
2. Moral Responsibility
3. How to Study
4. Orientation
5. Rules and Regulations
6. Notebook Procedure
7. Uniform Measurements
8. Pistol Information
9. I. D. Pictures
10. Police Duty Manual
11. Supervisor-Supervised Relationship
12. Credit Union

BLOCK II: 19 Hrs.

I. Introduction to Law Enforcement

1. Ethics and Professionalization
2. Law Enforcement as a Career
3. Agency Organization (H.P.D.)

II. The Criminal Justice System - Its Functions and Personnel

1. History of Police - Courts - Corrections
2. History of H.P.D.

III. Map Study

BLOCK III: 8 Hrs.

I. Government

1. State - Local - Federal
2. Bill of Rights
3. Omnibus Crime Bill (1968)

BLOCK IV: 57 Hrs.

I. Criminal Law

1. History of Criminal Law
2. Authority of Police
3. Penal Code

4. Code of Criminal Procedure
5. Pre-Trial
6. Laws of Evidence
7. Laws of Arrest and Search

BLOCK V: 51 Hrs.

I. Laws - State, Federal, and Local

1. Traffic
2. Motor Vehicle Inspection
3. Drivers License
4. Liquor
5. Alcohol - Tobacco - Firearms

II. Miscellaneous Agency - State, Federal, and Local

1. Arson
2. F.B.I.
3. Bomb Squad
4. Immigration
5. Counterfeiting
6. Parole Board
7. News Media
8. D.A.'s Office
9. Social Services
10. Vehicle Maintenance and Fleet Safety.

III. City Ordinances

1. Taxi-cab
2. Health Laws
3. Traffic Engineer

BLOCK VI: 118 Hrs.

I. Physical Education

1. Gym
2. Crowd and Riot Control
3. Self-Defense
4. Use of Handcuffs and Night Sticks
5. First Aid
6. Drill

BLOCK VII: 60 Hrs.

I. Public Relations

1. Community Relations
2. Human Relations
3. Professional Demeanor
4. Court Room Demeanor and Testimony
5. Sociology
6. Speech
7. Psychology

a. How to Recognize Abnormal People

BLOCK VIII: 20 Hrs.

I. Records and Reports

1. Field notetaking
2. Workcards
3. Filing City Complaints
4. Filing Criminal Charges
5. Booking of Prisoners

BLOCK IX: 28 Hrs.

I. Patrol Tactics

1. General Patrol Procedure
2. Crimes in Progress
3. Disorderly Conduct
4. Domestic Complaints
5. Minor Offenses

II. Radio Procedure

III. Communications

IV. Helicopter Patrol

V. S.W.A.T.

VI. Observation

BLOCK X: 51 Hrs.

I. Criminal Investigation

1. Robbery
2. Burglary and Theft
3. Juvenile
4. Vice
5. Narcotics
6. Homicide
7. Forgery
8. Crimes against Females (Sex Crimes)
9. Auto Theft

II. Criminalistics

III. Toxicology

IV. Fingerprinting

V. Interrogation and Interviews

VI. Mechanics of Arrest

VII. Searching Techniques (Buildings)

BLOCK XI: 25 Hrs.

I. Traffic Control

1. Traffic Control (Point)
2. Interview of Traffic Violator
3. Traffic Ticket Writing
4. Accident Investigation
 - a. Hit and Run
 - b. DUID - DWI
 - c. Diagramming
5. Traffic Enforcement

BLOCK XII: 107 Hrs.

I. In the Field Training

1. Crime Scene
2. Mock Trail
3. Pursuit Driving - Classroom
 - a. Pursuit Driving - Field

4. Firearms Training - Classroom

- a. Pistol Range - Field

5. Police Weapons

- a. Chemical Weapons

6. Patrol Investigation - Practice
7. Accident Investigation - Practice
8. Traffic Ticket Writing - Practice
9. Traffic Control Practice

BLOCK XIII: 75 Hrs.

I. Miscellaneous

1. Holidays
2. Quiz and Quiz Review
3. Extra Time
4. Last Week Activity (16th) (get pistols, oath, Civil Service exam)
5. Graduation

APPENDIX E

INSTRUCTIONS AND RATING SCALE FOR SUPERVISOR'S EVALUATION OF "TASK DELAY TOLERANCE"

INSTRUCTIONS

1. First complete the background items on page i.
2. This booklet contains a listing of tasks performed by Houston Police Officers who have been on the force two years or less. You are asked to rate each task to indicate Task Delay Tolerance. "Task Delay Tolerance" means the amount of time a person can delay before starting to perform the task.
 - a. *Extremely low delay tolerance* means the task must be done immediately, without delay. For example, "responding to an assist-the-officer call" is a task which must be done without delay.
 - b. *Extremely high delay tolerance* means there is no hurry and a person usually has time to ask someone else how to do it, look it up in a manual, or postpone the task until later. For example, "preparing property tags" could be delayed for a long time.
3. Rate each task on Task Delay Tolerance, using the following rating scale. It is recognized that task delay tolerance can vary depending on circumstances. In making your ratings, please try to indicate task delay tolerance in the most common, typical circumstances in the police department.
4. Using the rating scale below, assign a numerical rating to each task in this booklet which you feel describes the appropriate task delay tolerance. Make your ratings by simply writing a number 1 through 7 in the column to the right of each task. Be sure to rate *all* tasks.

<u>Rating Scale</u>	<u>Task Delay Tolerance</u>
7	Extremely low delay (must do immediately)
6	Low
5	Below average
4	Average
3	Above average
2	High
1	Extremely high delay (can wait for a long time)

5. Your efforts in completing this booklet will be sincerely appreciated. When you have completed the ratings, please check your work, then place this booklet in the enclosed envelope and return it to LWFV via the Planning and Research Division.

If you have any questions at all about these materials, please do not hesitate to contact either Patt Gaudreau, Dave Finley or Clyde Mayo at 529-3015.

APPENDIX F

INSTRUCTIONS AND RATING SCALE FOR SUPERVISOR'S EVALUATION
OF "PROBABLE CONSEQUENCES OF INADEQUATE PERFORMANCE"

INSTRUCTIONS

1. First complete the background items on page i.
2. In a police department, the consequences of inadequate performance of some tasks are far more serious than for other tasks. For example, if inadequate performance of a task will almost certainly cause a serious injury, the consequences would be far more serious than inadequate performance which merely causes inconvenience or irritation. As another example, the probable consequences of inadequate performance in searching an actor would be far more serious than the probable consequences of inadequate performance in giving a lost motorist directions.
3. This booklet contains a listing of tasks performed by Houston Police Officers who have been in the department two years or less. Rate each task to indicate the Probable Consequences of Inadequate Performance of the task, using the following rating scale. It is recognized that the actual consequences of inadequate performance of many tasks can vary, depending on circumstances. In making your ratings, please try to indicate "probable consequences" in the most common, typical circumstances in the police department.
4. Using the rating scale below, assign a numerical rating to each task in this booklet which you feel describes the Probable Consequences of Inadequate Performance of the task. Make your ratings by simply writing a number 1 through 7 in the column to the right of each task. Be sure to rate *all* tasks.

Rating Scale

If the task is *not* done correctly, the *probable* consequences of inadequate performance would be:

1. Minimal (inadequate performance has minimal consequences)
 2. Not very serious
 3. Fairly serious
 4. Serious
 5. Very serious
 6. Extremely serious
 7. Disastrous (inadequate performance has disastrous consequences)
5. Your efforts in completing this booklet will be sincerely appreciated. When you have completed the ratings, please check your work, then place this booklet in the enclosed envelope and return it to LWFV via the Planning and Research Division.

If you have any questions at all about these materials, please do not hesitate to contact either Patt Gaudreau, Dave Finley or Clyde Mayo at 529-3015.

APPENDIX G

INSTRUCTIONS AND RATING SCALE FOR SUPERVISOR'S EVALUATION OF "DIFFICULTY" (TIME REQUIRED TO LEARN)

INSTRUCTIONS

1. First complete the background items on page i.
2. This booklet contains a listing of tasks performed by Houston Police Officers who have been on the force two years or less. You are asked to rate each task to indicate the Time Required to Learn. "Time Required to Learn" means the amount of time required for an officer to learn to adequately perform a task.
 - a. *Minute amount* of time means the task is rather simple and easy to learn. For example, "operating the radio in a patrol car" is a task which is easy to learn.
 - b. *Extreme amount* of time means that the task is extremely difficult to learn and takes a long time before an officer can perform the task on his/her own. For example, "operating the polygraph" is a difficult task to learn, and it takes a great deal of time before an individual can adequately operate a polygraph.
3. Rate each task on Time Required to Learn, using the following rating scale. It is recognized that the time required to learn a task can vary depending on the circumstances. In making your ratings, please try to indicate the time required to learn a task in the most common, typical circumstances in the police department.
4. Using the rating scale below, assign a numerical rating to each task in this booklet which you feel describes the appropriate time required to learn. Make your ratings by simply writing a number 1 through 7 in the column to the right of each task. Be sure to rate *all* tasks.

Rating Scale

Time Required to Learn

1
2
3
4
5
6
7

Minute amount

Moderate amount

Extreme amount

5. Your efforts in completing this booklet will be sincerely appreciated. When you have completed the ratings, please check your work, then place this booklet in the enclosed envelope and return it to LFWF via the Planning and Research Division.

If you have any questions at all about these materials, please do not hesitate to contact either Patt Gaudreau, Dave Finley or Clyde Mayo at 529-3015.

APPENDIX H
INSTRUCTIONS AND SCALE FOR ACADEMY INSTRUCTOR'S
TASK TRAINING EMPHASIS RATINGS

HPD Training Officers:

An important part of the validation study currently underway is an analysis of the academy's operation. One of the things, in particular, that we are analyzing is the extent to which various police activities are emphasized during this initial instruction period.

This booklet contains a listing of tasks which the majority of officers in routine assignments say they perform. What we need you to do is the following:

- 1) Carefully read each task description.
- 2) Decide how much of the academy's training is directed toward the skills and knowledge required to perform that task.
- 3) Using the scale below, place a rating from 1 to 7 beside that task in the space at the right.

- 7 - Heavily emphasized
- 6 -
- 5 - Emphasized more than average
- 4 - Moderately emphasized
- 3 - Somewhat emphasized
- 2 -
- 1 - Not covered at all
- ? - Unable to say

Note: It is very important that you give careful consideration to each individual task and try to be as accurate as possible. Obviously, NOT ALL THE TASKS IN THIS BOOKLET REQUIRE OR ARE APPROPRIATE FOR ACADEMY TRAINING. You will recognize that some

of the tasks require no training and that some are best learned on the job during the probationary period, not in the academy. Of those tasks prepared for in the academy, some may not need a great deal of emphasis to be covered adequately.

This should be your strategy: After reading the task description, try to think of all the courses which contribute to training the cadet for that task. Then determine how much of training is actually directed toward preparing for that task. Be aware that "emphasis" does not necessarily mean amount of time spent on training. A simple task may be heavily emphasized, but it doesn't take a long time to teach it.

After you have finished rating all the tasks, please check your work and return to Planning and Research via interdepartmental mail using the envelope provided.

APPENDIX I

INSTRUCTIONS AND RATING SCALE FOR SUPERVISOR'S EVALUATION OF ACADEMY PREPARATION OF GRADUATES

GENERAL INSTRUCTIONS

1. An important part of the validation project currently being conducted by the Department is a careful study of the Training Academy. As a part of this study we must ask you to evaluate the job performance of newly assigned probationary officers. This is necessary in order to determine areas in which training has been effective and areas in which training might be improved.
2. First, please complete the information questions on page i.
3. Next, beginning on Page 1 you will find tasks which might be performed by officers during initial assignments in the Department. Read each task and if you have had the opportunity to see probationary officers perform that task, place a check mark (✓) in the block to the right of the task.
4. Next, go back to those tasks which you checked and rate each task in terms of how well you feel the Academy prepares new officers to perform that task. Use the following scale in making your ratings.

7 - Extremely well prepared

6 - Well prepared

5 - Moderately well prepared

4 - Somewhat prepared

3 - Not very well prepared

2 - Poorly prepared

1 - Not prepared at all

In making these ratings, please consider how the probationary officers perform on a task WHEN FIRST ASSIGNED OUT OF THE ACADEMY, NOT AFTER THEY HAVE BEEN GIVEN ADDITIONAL ON-JOB TRAINING.

5. When you have finished rating all the tasks which you checked (Pages 1 through 26), please check your work and then return the booklet to Planning & Research via inter-departmental mail using the envelope provided.

If you have any questions, please call Clyde Mayo or David Finley at 529-3015.

APPENDIX J

INSTRUCTIONS AND RATING SCALE FOR GRADUATES' EVALUATION OF THEIR PREPARATION BY THE ACADEMY

GENERAL INSTRUCTIONS

In providing us the necessary information, it is important that you carefully read the instructions before beginning and then follow each step as directed.

Starting on page 1 is a list of duties which are performed by officers on the Houston police force. While in the academy you received some training related to most of these duties. Please read all of the duties listed (pages 1 - 27) and rate each duty in terms of HOW WELL YOU WERE PREPARED BY THE ACADEMY TO PERFORM that task. Do not consider training which you received while on the job after graduation from the academy. Use the following scale in making your ratings:

- 7 extremely well prepared
- 6 well prepared
- 5 moderately well prepared
- 4 somewhat prepared
- 3 not very well prepared
- 2 poorly prepared
- 1 not prepared at all

Read each duty carefully and place a rating from 1 to 7 in the space provided. Please answer as truthfully as possible. The information you give in filling out this questionnaire will be used to help improve department training.

When you have rated every task, please return the questionnaire in the enclosed envelope to Planning and Research by departmental mail.

APPENDIX K

INSTRUCTIONS AND RATING SCALE FOR EVALUATING
PROBATIONARY OFFICERS' INITIAL JOB PERFORMANCE

General Instructions

1. To qualify for this survey, you must have worked for a minimum of one month with the probationary officer listed on page i during his/her first assignment (after graduation from the Police Academy.)
If this is not the case, please return this booklet to your supervisor.
2. Please complete the information questions of page iv.
3. Next, beginning on page 1 you will find tasks which might be performed by officers during initial assignments in the Department. Read each task, and if you have had the opportunity to see your trainee perform that task, place a check mark (✓) in the block to the right of the task.
4. Next, go back to those tasks which you checked and rate your probationary officer's performance on each task using the following scale:

PERFORMANCE RATING

- 5 - Performance was above average, even for an experienced officer.
- 4 - Performance was satisfactory, would be adequate even for a non-probationary officer.
- 3 - Performance was adequate for a probationary officer just out of the academy but would not be acceptable for an officer with more than six months experience.
- 2 - Performance was below par. Even with no experience, performance should be better than this.
- 1 - Performance was totally unacceptable.

APPENDIX L

TEXAS COMMISSION ON LAW ENFORCEMENT OFFICER STANDARDS AND EDUCATION MEMORANDUM ON WRITTEN EXAMINATION REQUIREMENTS

Texas Commission on
Law Enforcement Officer Standards and Education
503 E. SAM HOUSTON OFFICE BLDG AUSTIN, TEXAS 78701

D. TOLEP
E. DIRECTOR

MEMORANDUM

TO: Dale Williams, Director DATE: April 30, 1976
Field Services Division

FROM: John Brady, Legal Counsel

SUBJECT: Outline of written test requirements.

I. To satisfactorily complete the course:

1. A trainee must achieve an overall average of at least 70% on all written tests.
2. A trainee must achieve a score of not less than 60% on any single test.

II. When a trainee scores 60% or more, but less than 70% on any single test:

1. The trainee must be given the opportunity to retake any such test.
2. The trainee may retake any such test covering the same course matter only one time.
3. The school coordinator may at his discretion use the same test or another test equivalent to the original for the retaken test.

III. When a trainee scores less than 60% on any single test:

1. The trainee must retake the test and must score at least 60% on the retaken test.
2. The trainee is limited to retaking only two separate tests on which he scores less than 60% during any basic course.
3. The trainee may retake any such test covering the same course matter only one time.
4. The school coordinator may at his discretion use the same test or another test equivalent to the original for the retaken test.

IV. General Questions:

1. What grade should be given a student who requests to retake a test on which he has originally scored less than 70% but 60% or more, and then scores a lower score on retaking the test?

The trainee should be credited with the highest score even though the score on the retaken test is less than 60%.

2. What happens to a trainee who scores less than 60% on a test and upon retaking the test again scores less than 60%?

The trainee cannot satisfactorily complete the course since he has not scored at least 60% on the test and he can retake the test covering the same course matter only one time. This would hold true even if this was the first test given during the course.

3. What happens to a trainee who scores less than 60% on a third test after retaking two previous tests on which he scored less than 60% originally, but scored 60% or more upon retaking such two previous tests?

The trainee cannot satisfactorily complete the course since he has made less than 60% on two previous tests and he may retake only two such tests during any basic course. Therefore, there is no way he could bring his score up to the required 60% on the third test.

APPENDIX M

TOPICS OF ACADEMY FINAL EXAMINATION QUESTIONS GROUPED FOR CONTENT VALIDITY PANEL

(Note: The content panel reviewed actual examination questions. Only topics instead of actual questions are presented herein to protect the security of the examination.)

GROUP I

14. A passenger in a vehicle lending his driver's license to the driver of a car when he is stopped for a traffic violation.
33. The driver of a vehicle approaching the intersection of a through street or roadway from a street or roadway which terminates at the intersection and is not regulated by traffic control signs or signals.
37. The driver of a motor vehicle who has violated the traffic law dealing with mufflers.
38. Yielding the right-of-way at an intersection.
41. Police action to be taken when driver ignores traffic sign.
56. Vehicles exempt from Texas inspection.
59. Automobile with illegal mufflers (smitty type).
60. Driving while intoxicated as a Municipal Court offense.
79. When an officer is not sure of the facts surrounding a violation.
- Procedure for handling.
95. Prisoners to be booked on traffic violations.
109. Purposes of accident investigation.
122. Determining the time of an accident.

GROUP II

3. Conditions under which breaking down a door of a house for the purpose of effecting a felony arrest.
66. Admissibility of items in evidence when seized in open view.

GROUP III

6. Function of Keeler Polygraph Instrument.
5. Use of the Anti-Human Precipitin Test.
10. Disease associated with dazed condition, sweetish breath odor, profuse sweating.
4. A purplish discoloration of the body after death.

GROUP IV

1. Home Rule.
22. The Houston City Charter.

GROUP V

12. A prime element necessary to obtain a conviction for the offense of aiding and abetting another person to commit an unlawful act.
17. Requirements to prove misdemeanor theft.
18. Definition of the offense of alcohol in a public school stadium.
40. Death penalties under the new capital murder law.
47. Definition of the offense of aggravated kidnapping.
48. Definition of the offense of carrying a prohibited weapon.
49. Definition of rape of a child under the new Penal Code.
63. Definition of preparation to commit an offense.
94. When it is unlawful for a person to consume alcoholic beverages in a public place.
101. Degree of crime for turning in a false alarm.
105. Definition of the crime of theft.
106. Definition of aggravated robbery (deadly weapon).
113. A cardholder who continues to use his card after he has been notified that the card is expired or revoked.
119. Intentionally, knowingly, and recklessly obstructing a highway, street, or sidewalk, etc.
121. Possession of over four (4) ounces of marijuana.

GROUP VI

- 4. The purpose of an organization.
- 25. The law and its relationship to departmental policy.
- 31. Line versus staff functions.
- 64. Definition of police discretion.
- 70. Patrol manning.
- 74. Cost analysis of patrol functions.
- 76. Resignation from the Police Department.
- 77. Definition of neglect of duty.
- 92. Definition of a special order.

GROUP VII

- 32. The concept of personality.
- 44. Group norms.
- 46. Ethnocentrism.
- 57. Folkways.
- 58. Mob behavior.
- 103. Types of crowds.

GROUP VIII

- 13. Barbed wire and electric fences.
- 19. Abandonment of refrigerators or semi-airtight objects.
- 53. Peace bond proceedings.

GROUP IX

- 8. The minimum demands of the public upon the police.
- 9. The percentage of voluntary compliance with the law.
- 10. A police officer's first and primary duty.
- 11. Common complaints citizens make against police officers.
- 26. What the public demands from police officers.
- 27. The nature of police brutality complaints.
- 30. The bases for observation.
- 42. The policy of the Police Department towards out-of-town motorists.
- 65. Prevention of crime.
- 68. Types of contacts between the officers and citizens.
- 69. The public's attitude towards the Police Department.
- 72. Handling pedestrians.

GROUP X

- 73. Essentials in Point Control.
- 85. Positioning self in an intersection.
- 86. Leaving an intersection to investigate a disturbance.
- 87. Regulating vehicle and pedestrian flow.

GROUP XI

- 51. Opinions coming into evidence.
- 61. Competency of witnesses to a felony.
- 62. Definition of circumstantial evidence.
- 71. Res gestae statements.
- 82. Admissibility of evidence found in a search incident to a legal arrest.

GROUP XII

2. Definition of a preparatory command.

GROUP XIII

7. The legal and formal certification of the innocence of a person who has been charged with a crime.
16. The act of encouraging law suits.
35. Bill of Exceptions.
39. "Criminal Episode".
50. When the "rule" is invoked in a criminal case.
52. "Hold Over" Grand Jury.
54. Challenges for cause.
84. Spontaneous exclamation by defendants.

GROUP XIV

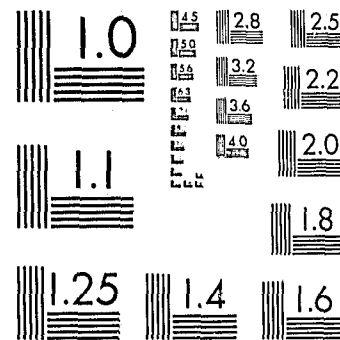
- 45. "Zones" or areas likely to have the highest rates of violent crimes.
- 104. Ten percent "juice money" or "vigorish".
- 110. A method commonly used by a criminal in opening a safe.
- 111. The most common felony crimes.
- 123. Auto theft statistics.
- 125. Cause for the majority of the auto thefts.

CONTINUED

2 OF 3



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National Institute of Law Enforcement and Criminal Justice
Law Enforcement Assistance Administration
United States Department of Justice
Washington, D. C. 20531

DATE FILMED

1/28/80

GROUP XV

20. Types of streets in Houston.
21. Names of streets in Houston.
36. Location of police substations.

GROUP XVI

- 15. Charges and violations which may be filed in the Municipal Courts.
- 29. Traffic ordinances.
- 75. Children under ten years of age.
- 88. Where state charges are filed.
- 89. The Juvenile Court.
- 93. Times for setting cases in Municipal Court.
- 100. An unforeseen incident or an emergency which prevents an officer from attending jury trial in Municipal Court.
- 114. Checks that are "true name" personal checks.
- 118. If an officer receives a subpoena for two separate courts of different jurisdiction at the same time.

GROUP XVII

- 24. Right of peace officers to use force.
- 43. A street arrest.
- 55. Giving descriptions of vehicles.
- 78. Stopping a traffic violator.
- 80. Searching the premises on burglary calls.
- 102. When an officer finds it necessary to make an arrest.
- 107. Robbery calls received via radio.
- 108. Obtaining witnesses.

GROUP XVIII

- 23. Blackstone's Commentary.
- 67. The basis for the laws of search and seizure.
- 81. The law regulating warning to be given defendants prior to taking any confessions.
- 90. The case law which had the greater impact on Juvenile procedure.

GROUP XIX

- 5. Factors in determining speed limits.
- 6. Restrictiveness of traffic signs.
- 28. The basic purposes of traffic signals.
- 34. Definition of an intersection.

GROUP XX

- 91. The Medical Examiner's investigation of a death.
- 97. Best ways to preserve evidence.
- 98. Marking evidence.
- 99. Requisites for a successful interrogation.
- 112. When investigating a reported burglary.
- 116. Taking imprints of shoe impressions.
- 117. The use of the polygraph in police work.

APPENDIX N

INSTRUCTIONS AND RESPONSE SHEET FOR CONTENT VALIDITY PANEL

INSTRUCTIONS FOR ANALYSIS OF HOUSTON POLICE ACADEMY

CIVIL SERVICE EXAMINATION

Introduction

One major part of the validation study being conducted for HPD has been to study the duties of new officers during their first two years with the Department. You will be shown today a summarized description of the kinds of tasks these officers typically perform.

The validation study also includes an analysis of the Police Academy's role in preparing new officers for service in the Department. The purpose of this meeting today is to call upon your experience as senior patrolmen and sergeants to assist us in this study of the Academy.

Your task will be to review questions from a final Academy exam administered to Cadets by the Civil Service Commission to help us decide which exam questions are related to actual performance on the job and which ones are not.

Procedure

Step #1

You have a page containing a group of test questions from a Civil Service exam (GROUP I).

These questions were grouped together because they seem to be measuring related knowledge about one or more parts of a patrolman's job.

Please read all the questions in GROUP I. Then try to think of a short description of what it is these questions are measuring. Write this description in the space provided (the column labelled "description") opposite GROUP I on your worksheet.

Step #2

Next we would like to review the descriptions of several kinds of duties which new officers typically perform.

(There are seventeen different categories of duties lettered: A, B, C, D, E, F, G, H, I, J, K, M, N, P, S, T, and X.)

Please read each of these duty categories carefully to get a feel for the full range of duties and for the differences between each duty.

Step #3

You are now ready to help us assess a Civil Service Exam.

Starting with DUTY A, compare the tasks in that duty with the questions in GROUP I and make the following decision:

Is the knowledge measured by this question group:

- E - Essential
- U - Useful but not essential
- N - Not necessary

to the performance of this duty category.

Depending upon your decision, place an E, U, or N on your worksheet in the box under GROUP A.

Next compare the test questions in GROUP I with the tasks in DUTY B, and so on, until you have made a rating for all seventeen duty categories.

When you have completed your comparisons for GROUP I you will be given a second group of test questions to read and compare with each duty category. This process will continue until your entire worksheet has been filled out.

Please work carefully and independently of one another. Your individual opinions are important.

TEST QUESTIONS

GROUP	(Description)	A	B	C	D	E	F	G	H	I	J	K	M	N	P	S	T	X
I																		
II																		
III																		
IV																		
V																		
VI																		
VII																		
VIII																		
IX																		
X																		
XI																		
XII																		
XIII																		
XIV																		
XV																		
XVI																		
XVII																		
XVIII																		
XIX																		
XX																		

Is the knowledge measured by this Question
 Group: E - Essential; U - Useful but not
 essential; or N - Not necessary
 to the performance of this Duty Category

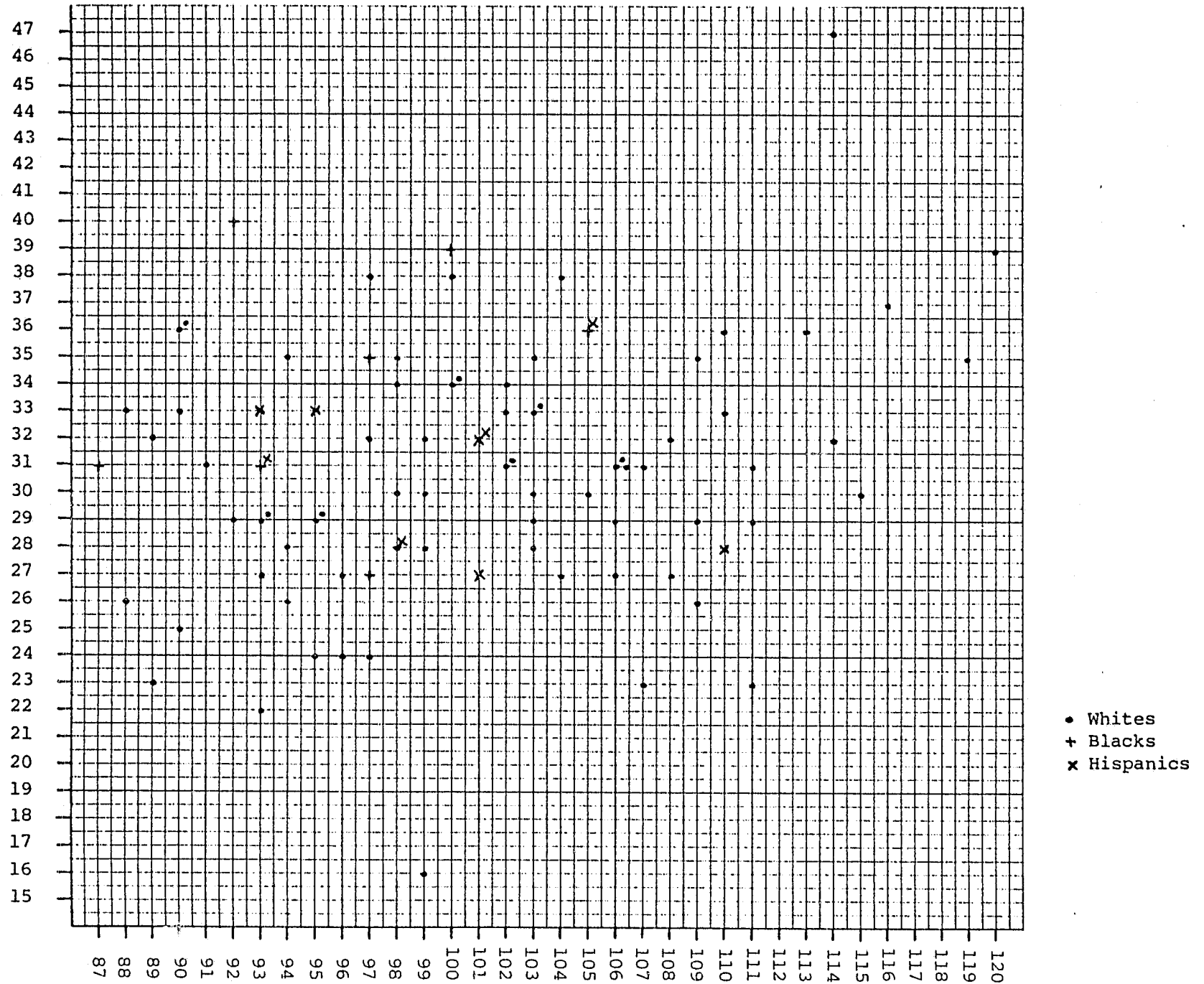
A	B	C	D	E	F	G	H	I	J	K	M	N	P	S	T	X
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

APPENDIX O

SCATTERPLOT OF PERFORMANCE RATINGS
VERSUS ACADEMY FINAL EXAMINATION SCORES

APPENDIX O

SCATTERPLOT OF PERFORMANCE RATINGS VERSUS ACADEMY FINAL EXAMINATION SCORES

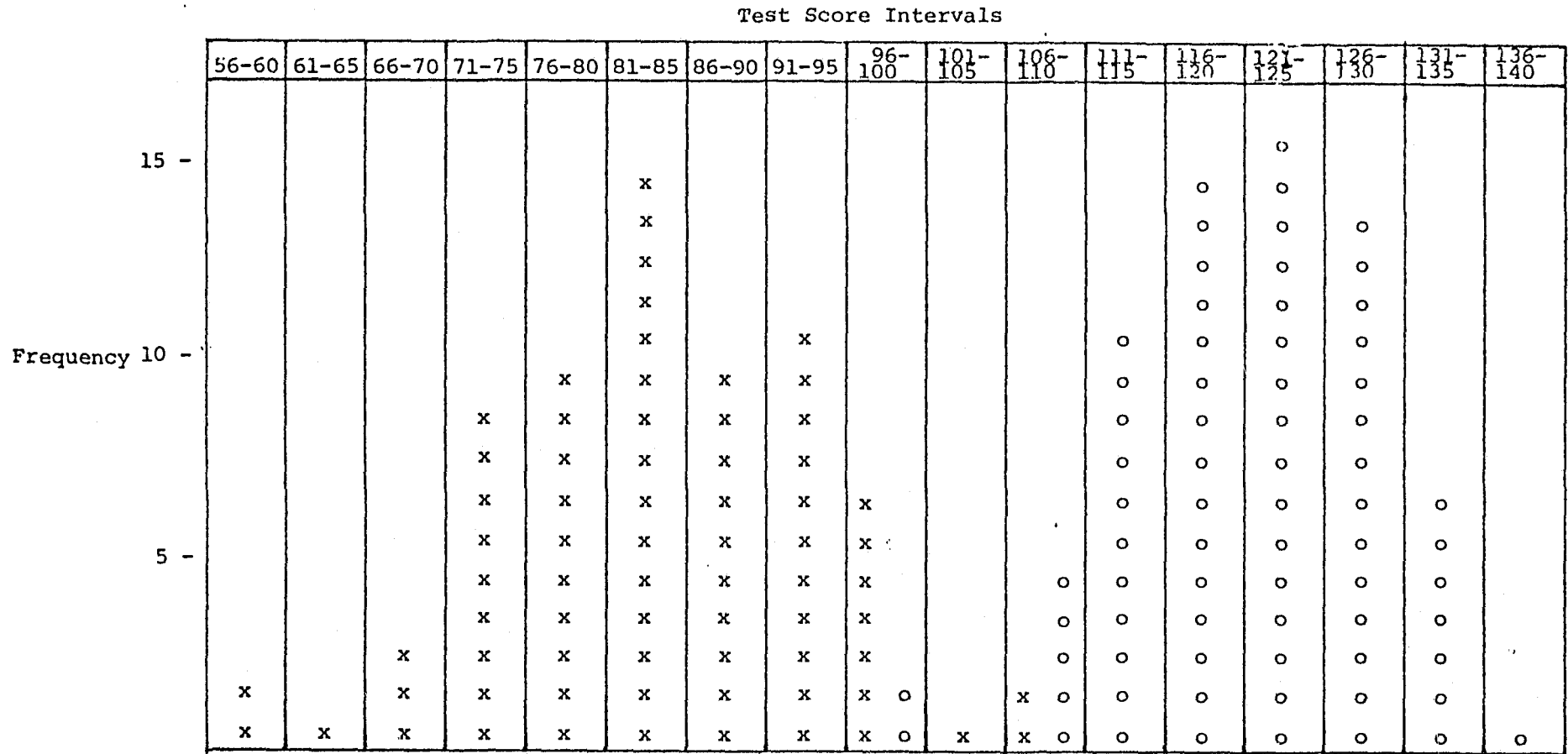


APPENDIX P

FREQUENCY PLOT OF PRE AND POST TRAINING
ACADEMY EXAMINATION SCORES

APPENDIX P

FREQUENCY PLOT OF PRE- AND POST-TRAINING ACADEMY EXAMINATION SCORES



x = Pre Training Exam Score

o = Post Training Exam Score

APPENDIX Q
POLICE ACADEMY OBSERVATION RECORD

Scheduled Training Period: day_____ from_____ to_____

I. Training Techniques	
BOX. TIME	BRIEF DESCRIPTION
A. Presentation	
_____	1. Straight lecture_____
_____	2. Lecture with discussion/questions_____
_____	3. Small group discussion/case study/role play_____
_____	4. Simulation/field work_____
_____	5. Independent study_____
_____	6. Film_____
_____	7. Field demonstration_____
_____	8. Other_____
B. Training Aids	
BRIEF DESCRIPTION	
_____	1. Photographs/slides_____
_____	2. Mock-up_____
_____	3. Specimen_____
_____	4. Diagram_____
_____	5. Blackboard_____
_____	Prepared material_____
_____	Unprepared_____
_____	6. Handout/notebook material_____

II. Evaluation of Training
(Circle one) *

A. Method	
2 3 4 5	1. Appropriateness of primary technique for subject matter.
2 3 4 5	2. Extent <u>all</u> appropriate training methods were used.
Comments: _____	
B. Training Aids	
2 3 4 5	1. Extent aids were actually used in training
2 3 4 5	2. Clarity and quality of training aids
2 3 4 5	3. Level of student interaction with or response to training aids.
Comments: _____	
C. Instructor's Platform Skills (Classroom only)	
2 3 4 5	1. Extent instructor seemed prepared.
2 3 4 5	2. Extent of instructor's knowledge of topic.
2 3 4 5	3. Extent of instructor's interest in topic and students.
2 3 4 5	4. Extent lesson plan was covered.
2 3 4 5	5. Instructor's communication skills (clarity of speech, etc.)
6. Actual training time spent on topic_____.	
Comments: _____	
D. Utilization of Learning Principles	
1. Lesson Plan	
2 3 4 5	a. Extent material was sequenced in meaningful, easy-to-follow manner.
2 3 4 5	b. Extent material was sequenced from simple to complex/primary to secondary.
2. Presentation	
2 3 4 5	a. Extent students were informed of objectives of training unit.
2 3 4 5	b. Extent students played a participative role in training.
2 3 4 5	c. Extent students provided opportunity for practice and repetition.
2 3 4 5	d. Extent feedback was provided to students.
2 3 4 5	e. Extent students were rewarded for good performance.
2 3 4 5	f. Extent training is likely to transfer to job performance.
2 3 4 5	g. Level of student interest in class (i.e. paying attention, meaningful questions, etc.)
Comments: _____	
2 3 4 5	E. Overall effectiveness of training period observed.

* For 1-5 rating scale: 1=Low or Poor, 5=High or Excellent

APPENDIX R

INSTRUCTIONS AND RATING SCALE FOR EVALUATING
ON-THE-JOB TRAINER'S TRAINING EMPHASIS

On-Job Training Officers:

An important part of the validation study currently being conducted by the Department is to learn about the on-job training which a probationary officer receives during his/her six month probationary period. We are asking you to help by showing us what aspects of the job it is necessary to emphasize to a new officer.

This booklet contains a listing of tasks which the majority of officers in routine assignments say they perform (pages 6-32). What we need you to do is the following:

- 1) Carefully read each task description.
- 2) Decide how much on-the-job training is required before the average probationary officer performs each task adequately.
- 3) Using the scale below, place a rating from 1 to 7 beside each task in the space provided.

- 1 - Should not be covered at all
- 2 -
- 3 - Should be somewhat emphasized
- 4 - Should be moderately emphasized
- 5 - Should be emphasized more than average
- 6 -
- 7 - Should be heavily emphasized

Note: It is very important that you give careful consideration to each individual task and try to be as accurate as possible. Obviously, NOT ALL THE TASKS IN THIS BOOKLET REQUIRE OR ARE APPROPRIATE FOR ON-JOB TRAINING. You will recognize that some

of the tasks require no training and that a few are best learned in the academy rather than on the job. Of those tasks which require on-job training, some may not need a great deal of emphasis to be covered adequately.

After you have finished rating all the tasks, please check your work and return to Planning and Research via interdepartmental mail using the envelope provided.

If you have any questions, please call us at 529-3015.

Sincerely,

Clyde C. Mayo
David Finley
Clyde C. Mayo, Ph.D.

David Finley, Ph.D.

APPENDIX S

INSTRUCTIONS AND RATING SCALE FOR SUPERVISOR'S EVALUATION
OF ON-THE-JOB TRAINING EMPHASIS

INSTRUCTIONS

1. First complete the background items on page i.
2. This booklet contains a listing of tasks performed by Houston Police Officers who have been on the force two years or less. You are asked to rate each task to indicate "Necessary On-The-Job Training". "Necessary On-The-Job Training" means the degree to which on-the-job training *should contribute* to gaining the skills necessary to function adequately as a police officer.

Note that the knowledge and/or skills necessary to perform a task can come from any of three places:

- already existing knowledge or already acquired skills before entering the academy
- training at the academy
- on-the-job training

Keep this in mind when deciding how much on-the-job training should contribute to acquiring the needed skills. Also, do not let your personal evaluation of police selection or police academy training enter into your judgments; make your judgments based on the extent to which on-the-job training is needed independent of selection procedures or academy training.

- a. On the 7-point scale below, "*Should be heavily emphasized*" means a task should be heavily emphasized in on-the-job training of Houston Police Officers.
 - b. "*Should not be covered at all*" means no on-the-job training should be necessary for an officer to perform the task because officers should have the skills or ability to perform the task when they start work *as a probationary officer*.
3. Rate each task on Necessary On-The-Job Training, using the rating scale below. It is recognized that the on-the-job training needs can vary depending on the individual and circumstances. In making your ratings, please try to indicate the necessary on-the-job training in the most common, typical circumstances in the police department. Make your ratings by simply writing a number from 1 through 7 in the column to the right of each task. Be sure to rate *all* tasks.

<u>Rating Scale</u>	<u>Necessary On-The-Job Training (OJT)</u>
1	Should not be covered at all in OJT
2	
3	Should be somewhat emphasized
4	Should be moderately emphasized
5	Should be emphasized more than average
6	
7	Should be heavily emphasized

APPENDIX T

INSTRUCTIONS AND RATING SCALE FOR SUPERVISOR'S EVALUATION
OF ON-THE-JOB TRAINING PREPARATION

Sergeant _____

An important part of the job analysis and validation study being conducted by the Department concerns the on-job training of new police officers during their six month probationary period. You and other sergeants have been selected to help determine areas in which this on-job training of probationaries by more experienced officers is effective and areas in which training might be improved.

Beginning on page 1 you will find a listing of tasks performed by police officers. Those tasks having a check (✓) mark to the right of them are tasks which might be performed by probationary officers.

Please read *each task which has been checked*. Next, use the following scale to rate *how well new officers are being prepared during their probationary period* to perform these tasks:

- 7 extremely well prepared
- 6 well prepared
- 5 moderately well prepared
- 4 somewhat prepared
- 3 not very well prepared
- 2 poorly prepared
- 1 not prepared at all

When you have finished rating all the tasks which are checked, please return the questionnaire to Planning and Research via interdepartmental mail using the envelope provided. Your answers to this questionnaire are confidential and will not be reported to the Department individually.

If you have any questions, please call Dr. David Finley at 529-3015.

Thank you.

APPENDIX U

INSTRUCTIONS AND RATING SCALE FOR PROBATIONARY OFFICERS' EVALUATION OF ON-THE-JOB TRAINING PREPARATION

GENERAL INSTRUCTIONS

In providing us the necessary information, it is important that you carefully read the instructions before beginning and then follow each step as directed.

Step #1

Starting on page 1 is a list of duties which are performed by officers on the Houston police force. During your probationary period you may have received some training on how to perform many of these tasks. Please read all of the duties listed (pages 1-27) and place a check mark (✓) to the right of those in which some training was given. (Do not consider training which you received while in the academy.)

Step #2

Next go back and rate each task which you checked in terms of How Well the Training by your Probationary Training Officers Prepared You to Perform That Task. Use the following scale in making your ratings:

- 7 extremely well prepared
- 6 well prepared
- 5 moderately well prepared
- 4 somewhat prepared
- 3 not very well prepared
- 2 poorly prepared
- 1 not prepared at all

Read each duty which you checked carefully and place a rating from 1 to 7 in the space provided. You probably received training from two or more experienced officers during your probationary period. Therefore, your rating should be based upon the combined effectiveness of all their instruction related to each task. Please answer as truthfully as possible. The information you give in filling out this questionnaire will be used to help improve department training.

When you have rated every task you checked, please return the questionnaire in the enclosed envelope to Planning and Research by departmental mail.

END