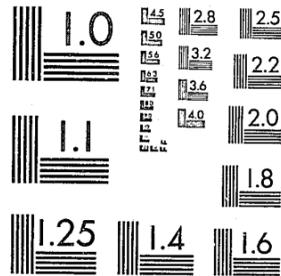


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National Institute of Justice
United States Department of Justice
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A Technical Assistance Report

Prepared by

THE EVALUATION UNIT

Crime Control Planning Board

444 Lafayette Road

St. Paul, Minnesota 55101

February, 1978

U.S. Department of Justice
National Institute of Justice

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THE BCA ADVANCED INVESTIGATION COURSE, 1977

TABLE OF CONTENTS

I. INTRODUCTION 1

II. STUDENT CHARACTERISTICS 1

 A. Education 2

 B. Work Experience 2

 C. Other Characteristics 3

III. TRAINING DELIVERY 3

IV. COURSE CONTENT 7

V. SUMMARY 9

APPENDICES 9

 Appendix A: Comments from Questionnaires 10

 Appendix B: Advanced Investigation Questionnaire 14

NCJRS
SEP 29 1981
ACQUISITIONS

I. INTRODUCTION

Advanced Investigation is a 40-hour (1 week) course offered by the Bureau of Criminal Apprehension to law enforcement officers with some investigative experience. The course includes discussion of topics such as forensic science, line-ups, handling of physical evidence, psychological evaluation of victims, interviewing female victims, silent alarms, sex motivated murders, privacy and freedom acts, organization of SWAT teams, and white collar crime. The course was held twice during the evaluation period, in February and March 1977 at the Air Force Base, Twin Cities International Airport. A total of 39 students enrolled in the two classes.

This report consists of three major sections. First, the background of students in the two classes is discussed. Second, student attitudes about how training can most appropriately be delivered are examined. Third, student views on the course content are analyzed.

II. STUDENT CHARACTERISTICS

A. EDUCATION

Eighty percent of the students had completed high school; one other student had earned a GED certificate. The remaining seven students (18%) failed to respond to this question. Almost sixty percent of the students had some college work; three had done graduate study. To summarize the students' higher education, 15% had earned an associate degree, 10% a bachelors degree, and one student completed a masters degree.

B. WORK EXPERIENCE

Several students indicated they were just beginning in a new position, while the majority had held their current position for from six months to 15 years. The average student had about five years of law enforcement experience three students mentioned having had experience elsewhere in the criminal justice system. Small percentages of students also had experience in military police or the police reserve prior to their present assignment.

C. OTHER CHARACTERISTICS

More than two-thirds of this all-male group were veterans. They range in age from 52 to 24. The average age is 37. Table 1 includes information on the agencies represented by the trainees. Most students (81%) are from police agencies. Larger, suburban departments are predominantly represented by this group.

	<u>N</u>	<u>%</u>
<u>AGENCY TYPE</u>		
Sheriff	7	19%
Police	30	81
Missing	2	
TOTAL:	39	
<u>AGENCY LOCATION</u>		
Urban	6	16%
Suburban	23	68
Rural	5	15
Missing	5	
TOTAL:	39	
<u>AGENCY SIZE</u>		
1- 4	0	-
5- 9	2	5%
10-24	12	32
25-49	15	41
50+	8	22
TOTAL:	39	

III. TRAINING DELIVERY

Most students (76%) feel that 40 hours is an appropriate length for the course. None thought the course should be shorter but a few (9,24%) desired a longer course. Less than half (41%) the students felt the mix of practical and theoretical materials was appropriate. While only 5% feel there should be a more theoretical orientation to the training, 35% would like to see more use of practical exercises.

Students were divided almost evenly among three alternative approaches to training delivery. A third favored the present system of offering courses in the metro area, a third felt that a permanent training academy should be set up in each region, and a third would like to see the establishment of a central training academy in the metro area. Unlike students from other in-service classes, more of the Advanced Investigation students favored holding courses in the regions on an occasional basis.

Though several students complained about the lack of heat and the disruption from airport noise, 70% of the students rated the facilities as "good."

IV. COURSE CONTENT

As noted at the outset of this report, the course was divided into ten topics. Students were asked to rate each topic in five areas: its importance to their job, the appropriateness of the amount of time spent on the topic, the quality of instruction, the materials used, and the method of instruction.

Table 2 shows that students had mixed feelings about the importance of various topics for job effectiveness. They were asked to rate each topic on a scale from one ("not important") to five ("extremely important"). Forensic Science, Line-ups, and Handling Physical Evidence were rated very high by students.

On the other hand, White Collar Crime was rated very low and SWAT Teams was also deemed by the students to be relatively unimportant for job effectiveness.

TOPIC	MEAN RATING	RANK
Forensic Science	4.3	1
Line-Ups and Legal Problems	4.3	2
Handling of Physical Evidence	4.3	3
Psychological Evaluation of Victims	4.2	4
Interviewing Female Victims	4.2	5
Silent Alarms and Police Killed	4.0	6
Obscene Calls and Sex Motivated Murders	3.8	7
Privacy and Freedom Acts	3.7	8
Organization of SWAT Teams	3.4	9
White Collar Crime	2.1	10

^a1 = not important
2
3 = somewhat important
4
5 = extremely important

Students were asked to judge the appropriateness of the amount of time spent on a particular topic. They rated each topic from one ("much less time") to five ("much more time"); a score of 3.0 would indicate satisfaction with the time actually spent on that topic. Table 3 shows that students were satisfied with the amount of time spent on most topics; in fact, on several they would like to see a little more time spent. Two exceptions to this are Privacy and Freedom Acts and White Collar Crime which students felt could have been handled in a shorter length of time.

TOPIC	MEAN RATING	RANK
Forensic Science	3.6	1
Psychological Evaluation of Victims	3.4	2
Interviewing Female Victims	3.4	3
Handling of Physical Evidence	3.4	4
Line-Ups and Legal Problems	3.3	5
Obscene Calls and Sex Motivated Murders	3.3	6
Silent Alarms and Police Killed	3.1	7
Organization of SWAT Teams	3.0	8
Privacy and Freedom Acts	2.9	9
White Collar Crime	1.8	10

^a1 = much less time
2 = less time
3 = about the same
4 = more time
5 = much more time

Students were asked to rate the quality of instruction on a scale from one ("very poor") to five ("very good"). Table 4 indicates that with the exception of White Collar Crime students were quite positive about the instruction. They are especially satisfied with instruction in SWAT Teams and Forensic Science. Again, White Collar Crime is rated lowest.

TOPIC	RATING	RANK
Organization of SWAT Teams	4.4	1
Forensic Science	4.2	2
Obscene Calls and Sex Motivated Murders	4.0	3
Interviewing Female Victims	4.0	4
Psychological Evaluation of Victims	3.9	5
Silent Alarms and Police Killed	3.8	6
Line-Ups and Legal Problems	3.8	7
Handling of Physical Evidence	3.6	8
Privacy and Freedom Acts	3.5	9
White Collar Crime	2.2	10

^a1 = very poor
2 = poor
3 = average
4 = above average
5 = very good

Materials used in each topic were rated by the students on a scale of one ("not helpful") to five ("very helpful"). With the exception of White Collar Crime, students rated the materials quite high. Materials used in four topics --Line-ups, Privacy and Freedom Acts, Forensic Science, and SWAT Teams--received very high scores.

TOPIC	MEAN RATING	RANK
Line-Ups and Legal Problems	4.6	1
Privacy and Freedom Acts	4.5	2
Forensic Science	4.4	3
Organization of SWAT Teams	4.4	4
Silent Alarms and Police Killed	4.1	5
Obscene Calls and Sex Motivated Murders	4.1	6
Interviewing Female Victims	3.9	7
Psychological Evaluation of Victims	3.8	8
Handling of Physical Evidence	3.6	9
White Collar Crime	2.4	10

^a1 = not helpful
2
3 = somewhat helpful
4
5 = very helpful

Table 6 presents student assessments of the appropriateness of methods used to teach a particular topic. A score of one indicates satisfaction with the methods used; a score of two, uncertainty; a score of three, dissatisfaction. Students appear to be satisfied with the methods used.

TOPIC	MEAN RATING	RANK
White Collar Crime	1.0	1
Obscene Calls and Sex Motivated Murders	1.0	2
Interviewing Female Victims	1.0	3
Psychological Evaluation of Victims	1.0	4
Forensic Science	1.0	5
Privacy and Freedom Acts	1.0	6
Line-Ups and Legal Problems	1.1	7
Organization of SWAT Teams	1.1	8
Handling of Physical Evidence	1.1	9
Silent Alarms and Police Killed	1.2	10

^a1 = appropriate
2 = uncertain
2 = not appropriate

V. SUMMARY

Table 7 summarizes ranks of the ten course topics in each of the five aspects evaluated. The purpose of the table is to assist the reader in identifying those aspects of topics which students feel need the most or the least improvement. Since many topics had identical¹ means in some categories, the reader should be cautioned in making assumptions about distinctions in ranks. Ranks for "methods" are not included in the table since most topics had the same score.

¹Means were rounded to the nearest tenth.

TABLE 7				
RANKINGS OF TOP RATINGS				
	<u>IMPORTANCE</u>	<u>TIME</u>	<u>INSTRUCTION</u>	<u>MATERIALS</u>
Privacy and Freedom Acts	8	9	9	2
Forensic Science	1	1	2	3
Silent Alarms and Police Killed	6	7	6	5
Line-Ups and Legal Problems	2	5	7	1
White Collar Crime	10	10	10	10
Psychological Evaluation of Victims	4	2	5	8
Obscene Calls and Sex Motivated Murders	7	6	3	6
Interviewing Female Victims	5	3	4	7
Organization of Swat Teams	9	8	1	4
Handling of Physical Evidence	3	4	8	9

Two things are clear from Table 7. First, students are consistently positive about Forensic Science. Second, students are consistently negative about White Collar Crime. Reviews of the remaining topics are mixed. Administrators can use this table to determine future curricula by examining the relative strengths and weaknesses of each topic. For instance, SWAT Teams was rated high by the students in terms of instruction and materials, but was judged to be relatively unimportant to the job and not worth spending a great deal of time. Conversely, Handling of Physical Evidence was judged important to the job and worth spending more time but was rated relatively low in terms of instruction and materials. Using the table in this way, administrators can determine how best to allocate course resources.

. APPENDICES

APPENDIX A
COMMENTS FROM QUESTIONNAIRES

ADVANCED INVESTIGATION CLASS #3

QUESTION 4 : uncomfortable chairs

QUESTION 4 : airplane noises, wooden chairs, suggest tables with soft cushioned chairs.

Instruction by FBI was super, especially by Bob Harvey and Bob Taubert. Taubert tends to pack everything into a fixed time period - should be given 2 more hours to provide more classroom participation.

QUESTION 4 : airport noise

QUESTION 4 : airport noise

QUESTION 4 : airport noise

Areas: Interviewing and Interrogation, body language comments maybe get a lawyer to instruct on how to make our cases better or more complete.

QUESTION 4 : noise

QUESTION 4 : noisy, poor climate control and seating

QUESTION 5 : a & b some ideas for police only
some ideas for coordinated schooling

Areas: Interrogation and interview methods

QUESTION 6 : (b) - gives the foundation

Areas: more techniques

QUESTION 3 : (d & e) - and still maintain the schools in metro area

QUESTION 4 : airplane noise - seats uncomfortable

Areas: the fines points of interrogation techniques

QUESTION 4 : airplane noise

Comments: more role playing and field practice

Areas: more on interrogation and interview techniques

Comments: very good course; all courses could use more time

QUESTION 4 : airplanes

Course - well planned, instructors - highest quality.
Could use more time so instructors could elaborate more.
Course very helpful.

QUESTION 4 : desk problem, suited for children

QUESTION 6 : Subject matter was not that advanced

Comments: Add 40 hours in practical field exercises
and/or demonstrations included, so student can apply
new knowledge

plane noise - heat 1st day or 2

Areas: Techniques of following up evidence, interrogating
or interviewing suspects or witnesses.

QUESTION 4 : - desks were the worst

Comments: More practical application of investigation

COMMENTS - BCA ADVANCED INVESTIGATION
COURSE EVALUATION CLASS #4

There are many available instructors at the local level that would be
better qualified to instruct subjects than FBI instructors that have
little or no street experience.

At beginning - name tags or introduction of class members; also, class
roster passed out at beginning. Handling of Physical Evidence - "Too
Basic".

"I think FBI agents and instructors should be advised that the education
level of Minnesota Police classes is above TV level. (11 years)
Organization of SWAT - "more handouts".

Line-ups and Legal Problems "repetitive from" Privacy and Freedom Acts.

Freedom Acts
(same as above comment)

Have a couple of hours on interrogation techniques; including psychological
advantages and disadvantages.

Privacy and Freedom Acts - "more on privacy acts and how apply to us.

Wants more practical application in areas of silent alarms, line-ups and
interviewing female victims. Otherwise material was very informative.

Areas not covered: Field practice in handling physical evidence and
tactical techniques.

"I would like to see the BCA courses become more value towards a formal
degree." Knowledge gained at BCA is equal to that gained by same amount
of time in college class and should be credited the same hour for hour
towards a degree.

Areas not covered: Building "probable cause".

APPENDIX B
ADVANCED INVESTIGATION QUESTIONNAIRE

BCA ADVANCED INVESTIGATION

Course Evaluation

The Governor's Commission on Crime Prevention and Control, in conjunction with the Minnesota Peace Officer Training Board and the Police Training Section of the Bureau of Criminal Apprehension, is conducting an evaluation of basic law enforcement training. We hope this evaluation will result in recommendations to improve the methods, content and effectiveness of training programs. Your cooperation in completing the attached questionnaire and your frank opinions will be of great value.

PERSONAL DATA

Year of birth: _____

Years of education completed (please circle);

high school 8 9 10 11 12

(if no high school, GED? yes no)

vo-tech school 1 2 3 4

college 1 2 3 4

graduate school 1 2 3 4

Degree obtained:

Associate degree _____

Bachelor's degree _____

Master's degree _____

Other _____

Veteran: yes no

Sex: male female

Previous law enforcement related experience (check any that apply):

<input type="checkbox"/> Law Enforcement Officer	No. of months	_____
<input type="checkbox"/> Criminal Justice Related Area	No. of months	_____
<input type="checkbox"/> Military Police	No. of months	_____
<input type="checkbox"/> Police Reserve	No. of months	_____
<input type="checkbox"/> Other (Describe: _____)	No. of months	_____

If currently employed, size of department for which you are working:

No. of full-time officers: 1-4 _____
5-9 _____
10-24 _____
25-49 _____
50+ _____

Type of department:

A.	[urban _____	B.	[sheriff's office _____
	[suburban _____		[police department _____
	[rural _____		

1. Was the length of this training course appropriate?

- a) The current length of 40 hours is best.
- b) Fewer hours would be better. (How many? _____)
- c) More hours would be better. (How many? _____)

2. Was the orientation of the training appropriate?

- a) The training should have had a more practical orientation.
- b) The training should have had a more theoretical orientation.
- c) The mix of practical and theoretical was appropriate for this course.

3. How would you prefer to have the training programs offered?

- a) Schools offered in the metropolitan area (current system)
- b) Permanent training academies set up in each region of the state.
- c) A central training academy in the metropolitan area.
- d) Regional schools, set up as needed.
- e) Other _____

4. What do you think of your training facilities?

- a) Good
- b) Adequate
- c) Poor

5. If some form of permanent training academy were established, would you prefer a coordinated criminal justice program (i.e., including personnel of courts, prisons, etc.) or a program limited to police training?

a) Police only

b) Coordinated criminal justice training

c) Uncertain

6. How do you feel about the following statement regarding the advanced investigation training course: "I could learn more by spending the same amount of time on the job."

a) Strongly disagree

b) Disagree

c) No opinion

d) Agree

e) Strongly agree

	IMPORTANCE					TIME					INSTRUCTION					MATERIALS						METHODS			If "No," what would be a better method? 1. Lecture 2. Group discussion 3. Field practice 4. Role playing 5. Simulations 6. Other _____
	How important is your effectiveness in your job as a result of each of the following areas?		How much time do you feel should have been spent on each of the areas?			How would you rate the quality of instruction you received?					How helpful to you were the handout materials you received?						Do you think the method of instruction was appropriate to the subject matter?								
	Not Important	Somewhat Important	Extremely Important	Much Less	Less	About the Same	More	Much More	Very Poor	Poor	Avg.	Above Avg.	Very Good	Not Helpful	Somewhat helpful	Very helpful	N/A	Yes	Uncertain	No					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6			
Privacy and Freedom Acts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3						
Forensic Science		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Silent Alarms and Police Killed		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Line-ups and Legal Problems		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
White Collar Crime		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Psych. Evaluation of Victims		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Obscene Calls and Sex Motivated Murders		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Interviewing Female Victims		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Organization of Suspect Teams		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Explosives		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					
Handling of Physical Evidence		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3					

-19-

Are there any areas not covered which you feel should have been? _____
 Comments: _____

END