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A Study of Factors Influencing the Continuing Education of Law Enforcement Officers
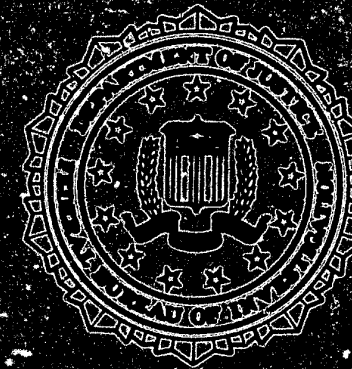
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FBI/DOJ

A STUDY OF FACTORS

INFLUENCING THE CONTINUING EDUCATION

OF LAW ENFORCEMENT OFFICERS

A Cooperative Research Effort

Conducted by the Federal Bureau of Investigation Academy

and the Bureau of Educational Research,

School of Education

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Introduction

The purpose of this study was to determine those factors which municipal and county law enforcement personnel identify as significantly influencing their decisions regarding pursuit of a college education. The study was limited to municipal and county law enforcement personnel since these officers represent the vast majority of American law enforcement officers. The study examined the relationship between two sets of variables. The first set of variables consisted of data concerning personal, work, and college environmental factors. The second set of variables measured commitment to the pursuit of a four-year college degree by factors such as educational attainment and current enrollment in college.

Following a pilot study to test the research instrument, a national random sample of 353 police departments and sheriff's offices stratified by size of agency was obtained. The New York City Police Department was excluded from consideration due to the unique characteristics of the department. Within the selected departments a five percent (5%) random sample of officers was selected to complete a questionnaire examining attitudes toward college.

Numerous Presidential commissions and authors have suggested that law enforcement officers should obtain a baccalaureate degree. Likewise, a smaller number of researchers have examined the advantages and disadvantages of college

educated officers. There is however, no comprehensive study which examines the underlying factors which influence the pursuit of higher education by law enforcement officers. This study is thus significant to two groups. The first group consists of police administrators who desire to encourage their officers to pursue a college degree. The second group consists of college and university administrators who desire to attract law enforcement officers as students.

There are two major purposes of this report. First, to provide descriptive data on the personal, professional and educational characteristics of American municipal and county law enforcement personnel. The second major purpose is to furnish the results of the study of factors which influence the decisions of law enforcement officers about pursuing a college education.

Background

In order to achieve a better understanding of the interest of the Federal Bureau of Investigation (FBI) in this study, a brief history of the FBI's efforts in the area of law enforcement training for the past 45 years, is furnished for the reader's consideration.

In 1935, at the urging of then Attorney General Cummings, FBI Director Hoover directed the FBI to establish a National Training Program for police managers. The purpose of the program was to furnish local law enforcement managers with information on police management, law, and scientific technology. The program was named the FBI National Academy (FBINA). Because of limited resources, the FBI training programs never reached a wide audience within the police community. From 1935 to 1972 only 200 officers were trained annually in the National Academy Program. Since 1972, a total of 1,000 officers per year have participated in the National Academy Program. Since the first session of the FBINA (or National Academy) in 1935, and through the 127th Session which ended in December 1981, 15,640 officers have graduated from the program.

The significance of the National Academy Program may be better understood by recalling that it was not until 1959 that California and New York became the first states to pass legislation which required that police officers receive training before assuming the duties of sworn law enforcement

officers. While large police agencies operated their own relatively minimal training programs, many smaller agencies supplied no training.

During the 1960's the sufficiency of existing police training began to be questioned. It is well documented in a wide variety of historical sources available, and known to the reader that the 1960's were turbulent years for our society. When one considers the Civil Rights Movement, the increasing disparity of affluence of Americans, the Viet Nam War, the increased use of drugs, increasing levels of crime, particularly violent crime, changes in traditional values, and the explosion of technological advances, the amount of change during the decade was staggering. Our basic institutions struggled to cope with the change, some with success and some with little or none. As the events converged, the entire criminal justice system was strained to its limit. In particular, law enforcement agencies were faced with problems which they were ill-equipped to handle.

As the decade unfolded and previously noted events began to impact on our society, it became increasingly apparent to observers from both within and outside law enforcement that the institution of law enforcement was not able to cope effectively with the change occurring in society. The answer most commonly offered to solve the problems of law enforcement was more training and education.

Somewhat sensitive to trends in the law enforcement community, the FBI decided in the mid-1960's that its own

training efforts had to be either greatly enhanced or abandoned and turned over to other institutions becoming involved in law enforcement training. The FBI decided to expand its effort and plans to implement that expansion were made. As one result, the Omnibus Crime Control Act of 1968 authorized the Bureau to construct a new training complex at the United States Marine Corp (USMC) Base, Quantico, Virginia, for the purpose of providing training to local law enforcement personnel on a greatly expanded basis. Construction of the 28 million dollar facility was completed in 1972. The facility allowed the Bureau to expand the National Academy Program from 200 to 1,000 students per year and to increase training in specialized areas. The Academy was designed to house 700 students and this capacity was rapidly achieved, and is sustained to this day.

In planning to open the new FBI Academy, FBI administrators turned for guidance to the academic community in those matters concerning the structure and objectives of the training facility. Recognizing the trend in law enforcement to affiliate high quality training programs with institutions of higher learning, the FBI entered into an agreement with the University of Virginia to affiliate the National Academy Program with the University. This agreement called for those courses in the National Academy curriculum which met the exacting academic standards of the University to receive academic credit. Working with faculty members from the University, FBI Academy staff restructured the National Academy courses to meet University standards. The new

curriculum allowed a National Academy student to receive 15 hours of credit, during the 12-week course, for coursework in law, forensic science, management science, education, and behavioral science. This has since been modified so that at present, a National Academy student can receive from 14-16 hours of credit with up to nine hours of graduate credit. At present, there are 35 credit courses offered in the National Academy curriculum.

From the University's standpoint, the Affiliation Agreement is administered by the Division of Continuing Education. University faculty advisors to the FBI Academy are chosen from the Schools of Education, Commerce, and Law, and the Departments of Chemistry, and Anthropology. Each University advisor interacts with the appropriate Unit Chief at the Academy in those matters involving course design, resource identification, and faculty selection. All courses and FBI Academy faculty members must meet the high standards of the University. The arrangement allows the University the opportunity to insure that academic standards are maintained and improved. This relationship has proved in the last ten years to be mutually beneficial. The outstanding quality of the National Academy Program is widely recognized in both academic and law enforcement communities while the working arrangement with the Division of Continuing Education serves as a model example of an off-site adult education program.

Since its inception, the FBI Academy has pursued three distinct objectives, one of which was to conduct basic research in appropriate academic and operational areas, and

thereafter disseminate this information to members of the law enforcement profession. As one would expect, this objective was not reached in the early years of the Academy's operation as time and energies were devoted to the other objectives of teaching and consultation. However, the FBI Academy faculty gained valuable experience in conducting a wide variety of internal research projects in such areas as personnel assessment, personnel selection, and criminal personalities.

By 1980, it was apparent to both University of Virginia advisors and Academy faculty that law enforcement higher education was a prime research area. In 1980, Jay Chronister and Bruce Gansneder, of the School of Education in concert with Edward Tully and John LeDoux, of the FBI Academy, submitted a joint research proposal which had two stated purposes, ". . . identify factors that law enforcement personnel report as influencing their decisions regarding enrollment in degree credit programs in colleges and universities, [and] . . . to determine whether these factors and selected other factors predict degree work and degree attainment." To understand the significance of the study one must have some exposure to the literature dealing with law enforcement education and adult education.

Law Enforcement Education

If law enforcement _training_ is considered to be minimal in the first half of this century, then law enforcement

education during that time would best be described as basic-
ally non-existent. No institution of higher education offered
law enforcement courses as part of the regular undergraduate
curriculum until 1929 (Prout, 1972). Only a relatively small
number of programs were added in the ensuing decades.

In 1965, however, Congress enacted legislation creating
the Office of Law Enforcement Assistance (OLEA) which was
designed to funnel federal monies into the search for a solu-
tion to problems affecting law enforcement. After enactment
of OLEA legislation, the number of institutions of higher
learning offering programs to police jumped from 26 to 64
institutions.

In 1968, Congress enacted additional legislation en-
titled the Omnibus Crime Control and Safe Streets Act. This
legislation established the Law Enforcement Assistant Admini-
stration (LEAA) to further assist the criminal justice
community in understanding its role in our society. Funding
for a wide variety of programs including technology, social
research, and education were lavish. Of particular concern
to police was the establishment within LEAA of the Law
Enforcement Education Program (LEEP). LEEP was charged with
the promotion and facilitation of law enforcement education
programs. By 1972 the number of institutions of higher
learning offering criminal justice programs rose to over 500.
By that time, it was estimated that over 50,000 criminal
justice personnel were attending college programs financed
in part by federal funding.

The need for college educated law enforcement officers
has been expressed by national commissions (Presidents Com-
mission on Law Enforcement and the Administration of Justice,
1967; National Advisory Commission on Criminal Justice Stan-
dards and Goals, 1973; National Commission on Law Observance
and Enforcement, 1931) and many authors (Germann, 1967;
Hoover, 1975; Leonard, 1971). One prevailing rationale for
college educated police was the need to professionalize law
enforcement (Lefkowitz, 1977). Education was seen as the
instrument which would increase police efficiency, and at the
same time make law enforcement more responsive to the needs
of the general citizenry.

Studies of the value of college for police, however, have
reached diverse conclusions. Some authors have suggested
benefits associated with higher education for police (Guller,
1972; Jagiello, 1971; LeDoux, 1980; Lefkowitz, 1974; Sander-
son, 1977; Smith, Lock, & Fenster, 1970), while other authors
have failed to find support for college educated officers
(Chevigny, 1969; Lefkowitz, 1971; Levy, 1967, 1973; McAlli-
ster, 1970; Weiner, 1976).

Adult Education

The factors which motivate adults to participate in edu-
cational activities have been the focus of increasing re-
search. Houle (1961), using a small sample of adult students,
developed a typology of three motivational types. Activity-
oriented learners participate in learning primarily for the
social contacts involved. Goal-oriented learners pursue

education with specific objectives in mind, while learning-oriented persons pursue knowledge for knowledge's sake. Houle later proposed a fourth motivational type labeled the universal learner (Boshier, 1971). For these persons learning is such an integral part of their personality they have never partialled it out for conscious attention.

A number of researchers have also examined adult motivation for education. Sheffield (1964) identified five motivational clusters of factors. He noted that since personal orientations vary, no single cluster is generalizable to all adults.

Boshier (1971) identified six pertinent motivational factors for participation in educational activities. These factors were social welfare, social contact, other-directed professional advancement, intellectual recreation, inner-drives for professional advancement, and social conformity.

Other researchers have developed categories of factors which motivate adults to participate in education (Burgess, 1971; Cross, 1979; Morstain and Smart, 1977). Most such studies have utilized populations actively enrolled in education activities. However, Pollok (1979) sampled registered nurses who were enrolled in baccalaureate programs as well as those who were not enrolled.

While various motivational factors have been identified in the above cited studies there are certain commonalities. First, social factors such as a desire to meet new people may be a participation motivator. Second, pursuit of

education to aid in reaching personal or professional goals is a rather pervasive motivator. Third, financial factors such as tuition costs may affect participation. And finally, convenience factors such as the geographic and time accessibility of colleges may influence participation.

The literature concerning higher education for law enforcement personnel and adult motivation for higher education is discussed more fully in the next section of the study.

REVIEW OF LITERATURE

This literature review presents the pertinent develop-
ments in the areas of law enforcement education and adult
participation in postsecondary education. The intent of this
section is to provide an insight into these two areas and to
establish a rationale for the factors which have been studied
in the research endeavor presented in this report.

Law Enforcement Education

Education for law enforcement is not a new concept but
is one which has become widespread only recently. Training
of law enforcement officers has been popular for a longer
period of time. Training, however, does not have the same
goals as education. Training is defined as "the acquisition
and use of operational knowledge, physical and communications
skill, and habits which relate to the performance of struc-
tured tasks." (Smith, Pelke & Weller, 1976, p. 137).
Education is defined as "the acquisition and use of values,
intellectual skills, basic knowledge, and understanding of
concepts or relationships which enhance independent action."
(Smith, et al., 1976, p. 136).

Higher education for law enforcement has existed under
a variety of labels. While some officers have pursued
courses such as liberal arts, the majority have entered pro-
grams with titles such as criminal justice, police science,
or police administration. The 1968 Omnibus Crime and Safe

Streets Act serves as a logical division point when discus-
sing the history of law enforcement higher education. This
Act marks the infusion of massive federal funds into higher
education from law enforcement. The specific impact of
this legislation will be discussed in a later section.

The Early Years

August Volmer, the town marshal and later chief of police
of Berkeley, California, was the first to recommend college
as a necessity for police officers. Volmer initially estab-
lished a training school utilizing faculty from the University
of California at Berkeley. In 1916, he convinced the school
to offer credit courses in criminology and police subjects
during the summer months. The courses became part of the
regular school year course offerings beginning in 1932
(Brandstatter, 1967). The courses offered included "photo-
graphy, first aid, criminal law, police methods, and elemen-
tary law" (Prout, 1972, p. 585). The uniqueness of Volmer's
program may be seen when one realizes that 75 percent of all
police at Volmer's time could not pass an Army intelligence
test (Sherman, 1978).

A number of higher education institutions began offering
training programs for police in the 1920s and 1930s. These
institutions included Northwestern, Harvard, and the Univer-
sity of Wisconsin. Northwestern created the Traffic Insti-
tute which is still extremely active in law enforcement
training. Harvard, through its Law School, conducted seminars
on Medico-Legal Problems which included police subjects.

The University of Wisconsin, beginning in 1927, offered non-credit, in-service training through its extension division (Brandstatter, 1967).

In 1929 the University of Chicago became the first school to offer law enforcement courses as part of the regular undergraduate curriculum (Prout, 1972). This program lasted only a brief period of time. Soon thereafter, the University of Southern California offered credit courses through its School of Citizenship and Public Administration (Brandstatter, 1967).

San Jose College in 1930 began a two-year program under the Social Science Program which led to an associate degree in Police Training (Kuykendall & Hernandez, 1975). The authors noted in an interesting historical aside, that T.M. McQuarrie, the President of San Jose State, had recorded that many women desired to take courses but were not permitted to enroll.

Michigan State University in 1935 began to offer a five-year pre-service curriculum. This program required chemistry and physics as well as field service training (Brandstatter, 1967). During this same time, Indiana University and Washington State University began police-oriented programs (Sherman, 1978).

It was also about this time that education began to be seen as the solution to problems in law enforcement. In 1931 the U.S. National Commission on Law Observance and Enforcement (Wickersham Commission), which was formed in response to

suspected police corruption in the New York City Police Department, found that most police officers were not suited for such employment either by education, training, or temperament (Langhoff, 1972). The Commission specifically recommended that officers be required to possess a four-year baccalaureate degree. The recommendation was generally ignored.

Several colleges began law enforcement programs in the ensuing years. Many occurred as a result of affiliations between police training academies and colleges. For example, in 1954, the New York Police Department and City College of New York established an associate degree program (Brandstatter, 1967). As another example, the Erie County Sheriff's Training Academy of Buffalo, New York, affiliated with the Erie County Technical Institute, a two-year community college member of the State University of New York in 1958 (Lankes, 1970).

Recent History

Despite the formation of the above educational programs, by 1960 only 26 colleges and universities offered full-time law enforcement programs (Tenney, 1971). Most of these programs were in California. Tracy (1970) reported that in 1965 only 17 colleges and universities had programs in law enforcement. Brandstatter (1967) advised that a total of 100 programs existed in all levels of higher education. The conclusion is inescapable. During the early 1960s,

relatively few higher education institutions offered education programs designed for law enforcement.

During the next decade, the number of law enforcement programs dramatically increased. Tracy (1970) noted that between 1965 and 1969 the number of criminal justice baccalaureate programs increased 260 percent. Adams (1976) reported that from the academic year 1966-67 to the year 1975-76 criminal justice programs at all levels had increased 596 percent. A more specific breakdown of the increase in law enforcement and criminal justice programs is presented in Table 1.

Table 1

Change in Number of Degree Programs in
Law Enforcement and Criminal Justice
1966-67 to 1975-76

Years	Associate	Baccalaureate
1966-67	152	39
1968-69	199	44
1970-71	257	55
1972-73	505	211
1975-76	729	376

Adapted from Richard W. Kobetz, Law Enforcement and Criminal Justice Education: Directory of 1975-76, Gaithersburg, Maryland: International Association of Chiefs of Police, 1975, p. 3.

More recently the data available indicates that by 1978 there were over 1200 programs. In 1981 the number of programs which offered courses in criminal justice was approximately 1500 (Ward, 1982).

There were two major stimuli which affected the growth in emphasis for a college education for police. These stimuli can be summarized as; 1) a desire to increase the general effectiveness of police, and 2) a desire to improve the professional stature of law enforcement as an occupation. Numerous authors suggested increased levels of education as a means of improving the professionalization of police (Lefkowitz, 1977). In 1963, President Lyndon Johnson established the Commission on Law Enforcement and the Administration of Justice (President's Crime Commission). The Challenge of Crime in Free Society was issued in 1967. The Commission recommended that the police should immediately require a baccalaureate degree of all supervisors/executives and strive for the same goal for patrol officers. These educational goals were later echoed in Police, a report issued by the National Advisory Commission on Criminal Justice Standards and Goals (1973). A specific target date of 1982 was suggested for adoption of the educational goal of a baccalaureate degree for all sworn officers.

The Ford Foundation in 1964 provided a grant to the International Association of Chiefs of Police (IACP) to allow for a full-time staff to stimulate interest in college for police (Prout, 1972). Two years later, the federal office of Law Enforcement Assistance (OLEA) began awarding a series of grants for the development of criminal justice curricula. Slightly less than one million dollars in grants were awarded to 28 colleges and universities (Tenney, 1971).

Professionalization

The previously outlined efforts to raise the education standards for police are concomitant with the goal for the professionalization of the field of law enforcement. Education is identified as an essential part of gaining the status of "professionalism" for an occupation. There are other important elements in the professionalization process which will be mentioned later, however it is first necessary to review the definition of "profession."

Niederhoffer (1969) suggests the following relevant criteria in defining a "profession": (1) a lengthy period of training for candidates, (2) higher standards of admission, (3) a special body of knowledge and theory, (4) altrusion and dedication to the service ideal, (5) a code of ethics, (6) licensing of members, (7) autonomous control, (8) pride of members in their profession, and (9) publicly recognized status and prestige.

A slightly different definition is provided in an article by Richard Mecum (1979) on police professionalism. He cites a study which listed the elements of a profession as:

1. An organized body of knowledge, constantly augmented and refined with special techniques based thereon.

2. Facilities for formal training for membership in, and identification with, the profession.

4. An organization which includes a substantial number of the members qualified to practice the profession and to exercise an influence on the maintenance of professional standards.

5. A code of ethics which, in general, defines the relations of the members of the profession to the public and to other practitioners within the group and normally recognizes an obligation to render services on other than exclusively economic consideration.

(Mecum, 1979, p. 46).

The transformation of an occupation into a profession is called professionalization. This can be accomplished through:

1. Prescribed courses of study, standardized and geared to one another in high schools, colleges and universities.

2. Application of prescribed methods in practice teaching, reading, briefing, etc.

3. Post-graduate courses, prescribed and administered if a specialized field is selected.

4. Internship for application of theory to practice for the purpose of developing skill.

5. Acknowledgement and acceptance of self-imposed ethical standards of professional practice and personal conduct.

6. Examination to determine fitness to practice and enter the profession.

7. Continuous study and research for improvement and advancement of professional techniques and their application with the profession.

(Mecum, 1979, p. 46)

Since the Wickersham Report in 1931, there has been an emphasis on formal education for law enforcement personnel. More recently, in the past two decades, the emphasis has been strengthened by several Presidential Commission recommendations and by federal financial assistance to criminal justice programs and students. In 1967, the Commission on Law Enforcement and the Administration of Justice stated that:

The failure to establish high professional standards in police service has been a costly one, both for the police and for society. Existing selection

requirements and procedures for the majority of
departments . . . do not screen out the unfit . . .
the quality of police service will not significantly
improve until higher educational requirements are
established for its personnel.
(President's Commission 1967,
p. 125-126)

As stated earlier, the Commission recommended a degree require-
ment for supervisory personnel and the eventual establishment
of a baccalaureate requirement of all police personnel.

These and numerous other recommendations were aimed at
increasing the quality of police service and upgrading the
law enforcement field through the imposition of higher educa-
tional standards. These concepts coincide and blend into a
move to professionalize the police field. Hoover stated
that "genuine professionalism based upon a service ideal is
intrinsically related to higher educational standards."
(Hoover, 1975, p. 2).

The rank and file police, as noted by Niederhoffer and
Westley, stated their motivation to improve educational stan-
dards was to gain higher social status for police, better pay
and working conditions and more autonomy from the judgments
of the laymen (Smith, 1976). Mecum (1979) noted that "gen-
erally when the topic of professionalism is discussed by the
peace officers themselves, money is also discussed simultane-
ously" (p. 49).

The efforts to professionalize can be seen in the rapid
establishment of new law enforcement/criminal justice pro-
grams in colleges and universities, of incentives and finan-
cial aid for higher educational attainments, and of the

creation of professional associations. Even though the
movement toward a police profession has not been entirely
established, the indications are reported by some to be "on
the verge" (Mecum, 1979, p. 49).

Value of College for Police

Attempts to empirically validate the effect of college
on students who are police have reached diverse conclusions.
Buracher (1977) and Hudzik (1978) have both noted the lack
of well designed studies to evaluate the impact of college
programs on the quality of police work.

Lefkowitz (1974) suggested that increased education is
associated with greater job satisfaction and personal involve-
ment with the job. Sanderson (1977) reported that officers
who attended college used less sick or injured days, performed
better at the training academy, and received fewer citizen
complaints. Several authors have suggested that higher
education is associated with officers who are more open
minded/less authoritarian (Dalley, 1975; Guller, 1972;
LeDoux, 1980; Newman, Articolo & Trilling, 1974; Smith,
Lock & Walker, 1967, 1968; Smith, et al., 1970).

Other authors, however, have not reported benefits asso-
ciated with higher education. Some suggested that college
educated persons are not attracted to a police career (Cray,
1972; Higgens, 1969; Myren, 1960; Piliavin, 1973; Wilson,
1968). This view is supported by data which suggests brighter/
more educated officers are not likely to make a career of
law enforcement (Levy, 1967, 1973; Marsh, 1962; Stoddard,

1973). McAllister (1970) reported an inverse relationship between IQ and officers' ratings of intelligence and common sense by their supervisors. Lefkowitz (1971) using the Dogmatism Scale and Weiner (1976) using a variety of instruments found no significant relationship between educational attainment and the instruments.

The efficacy and necessity of college programs for police continues to be debated. The debate surrounding the impact of college education on law enforcement is not dissimilar from the debate which has surrounded other developing professions over the years.

Federal Assistance to Law Enforcement Higher Education Programs

The earliest federal support for law enforcement higher education was not primarily designed for law enforcement. The Smith-Hughes Act of 1917, which was later expanded by the George-Dean Act of 1936, was designed to aid vocational education. Section Six of the latter act provided funds for vocational education in the public services (Fike, Harlan & McDowell, 1977). In California, which has been identified as a leader of criminal justice college programs, these early training programs evolved into college credit programs (Myren, 1970).

A second source of financial support was the educational benefits provided by the Veterans Administration (VA). The VA provided funds for former military personnel to attend college. The impact of VA funding may be indicated by a

study of 1970 census data which examined college attendance for persons with either a high school degree or one year of college. Vietnam veterans had an attendance rate of 321 per 10,000 higher than non-veterans (Bishop & Van Dyk, 1977). It is inappropriate, of course, to attribute this rate of attendance wholly to VA funding. No exact records, however, were kept of the major fields of study of those persons who received VA benefits for college attendance. One estimate for 1975 was developed by examination of the limited information concerning majors which was available. The analysis indicated between 58,400 and 69,500 of the persons who received VA educational benefits were in criminal justice programs (National Institute of Law Enforcement and Criminal Justice, 1976).

The major federal financial support, however, came from the Law Enforcement Assistance Administration (LEAA). When the LEAA was created following the passage of the 1968 Omnibus Crime and Safe Streets Act the Office of Law Enforcement Assistance was merged into the LEAA (Tenney, 1971). In support of the President's Crime Commission recommendation of baccalaureate degrees for sworn law enforcement officers, the LEAA created the Law Enforcement Education Program (LEEP) to provide financial support for officers to attend colleges (Fike, et al., 1977).

The impact of LEEP funds may be seen by referring to Table 2. Appropriations began at a relatively modest 6.5 million dollars for fiscal year 1969, but quickly climbed to

Table 2

National LEEP Funding and Participation

	FY 69-6 mos.	FY 70	FY 71	FY 72	FY 73	FY 74	FY 75	FY 76	*FY 77	FY 78	FY 79	FY 80
Appropriations in millions	6.5	18	21.25	29	40	40	40	40	40	40	30	25
Number of participating institutions	485	735	890	962	993	1,036	1,065	1,031	1,012	994	995	871
Number of recipients	17,992	51,358	64,836	81,165	102,147	113,119	109,447	84,630	79,203	72,897	65,888	32,237
Percent of recipients who are in-service officers	94.0	85.56	81.83	80.96	83.09	89.84	89.00	91.80	93.29	92.85	94.00	94.00

*The Program Year is August 1 through July 31. Note also: Some FY 80 data may be incomplete.

Source: W.W. Moeller in conversation with Agent J.C. LeDoux, January 5, 1982.

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40 million dollars for fiscal years 1973 through 1978. No funds were appropriated beginning in fiscal year 1981.

Only 485 institutions of higher education participated in LEEP during the six months of fiscal 1969 that the program was funded. By the next year, the number of participating institutions had increased more than 50 percent to bring the number to 735. During fiscal year 1975 a high of 1,065 institutions participated in LEEP. This number had dwindled to 871 during the last year in which LEEP was funded.

The number of recipients grew from 17,992 during fiscal year 1969 to a maximum of 113,119 during fiscal year 1974. Examination of the data indicates that during the 10 years LEEP was funded for an entire fiscal year an average (mean) of 77,875 students received funds. As indicated in Table 2, the vast majority of these recipients were persons who were already employed by law enforcement agencies.

The LEEP program was financially attractive to in-service law enforcement officers. Grants were given to cover tuition, mandatory fees, and books. In addition, full-time (12 semester hours) in-service personnel could receive up to $3,300 in loans upon demonstrating financial need. Determination of need was left up to the institutions (Jacobs & Magdovitz, 1977). Both the grants and the loans were forgiven at a rate of 25 percent per year of full-time employment in law enforcement (Stanley, 1979).

Adult Education

Introduction

Research on adult education has taken several approaches over the past two decades. In addition to basic studies which have utilized demographic data to describe who the adult learners are and how many of them are participating in formal or informal learning activities, increasing emphasis has been placed upon developing a body of knowledge about the adult as a learner and adult education as an important and viable area of inquiry.

The definition of the adult learner used by the National Center for Education Statistics (NCES) is assumed by most data-based studies (Cross, 1979). The adult learner is described as "persons seventeen or older, not enrolled full-time in high school or college, but engaged in one or more activities in organized instruction." (Cross, 1979, p. 76).

In this review of the literature primary emphasis will be placed on studies and publications which address; 1) the development of typologies of adult learners, such typologies being predicated upon the adults expressed reasons for participating in educational activities, and 2) the identification of factors which affect or influence the decision of adults to participate in educational services.

Typology of the Adult Learner

The nature of the adult learner and the purposes or reasons which motivate adults to participate in educational

activities have been the focus of numerous research efforts. Such research has been viewed as necessary to develop the body of knowledge which can serve as the base for the organization and delivery of quality learning experiences for adults.

Among the pioneering efforts in studying adult motivation for education was the research of Cyril Houle (1961). From this work Houle developed a typology of three motivational types which he labeled goal-oriented, activity-oriented, and learning-oriented. Boshier (1971) indicated Houle had subsequently suggested a fourth motivational type which can be called the universal learner. The goal-oriented include those who pursue education with some clear objectives in mind. The second group, the learning-oriented seek knowledge for the sake of knowledge and view education as a continuing process. The activity-oriented participate in learning for reasons that are unrelated to the activities in which they are presently engaged. This group seeks more of a social contact and select their activity based on the amount and kind of relationships it might bring. To the universal learner, learning is "interwoven in the very fabric of their being that they have never really partialled it out for conscious attention" (Boshier, 1971).

Sheffield (1964), using the Houle typology, prepared a list of 58 reasons for participation in adult education and sampled 453 adult education participants. From these results Sheffield extracted five factors, which he called orientations.

The orientations are: learning, desire-activity, personal-goal, societal-goal and need-activity.

Investigators who have utilized a factor analysis approach include Boshier (1971), Burgess (1971), and Morstain and Smart (1974). Boshier tested Houle's typology on a sample of 283 adult learners in New Zealand by use of an instrument called the Education Participation Scale (EPS). The scale is an inventory of 48 items with a scale-range of nine on which the learner indicates his reason for participating in education. A factor analysis of responses to the EPS provided 14 primary factors which accounted for slightly more than 69 percent of the variance among the items. Six of the factors accounted for approximately 48 percent of the observed variance. Accounting for 17.86 percent of the variance was the social welfare factor which consists of motivations to achieve social and community objectives. Social contact, the second factor, accounted for 12.48 percent of the variance and consisted of motivations related to meeting personal social needs such as participating in group activity and meeting new friends. Accounting for 5.71 percent of the variance was the third factor, labelled other-directed professional advancement. This factor consists of items concerned with meeting requirements or expectations of authority figures, peers, and/or the occupation. The fourth factor, accounting for 5.01 percent of the variance was labelled intellectual recreation and reflects the use of education as a break from routine and to relieve boredom. Factor five,

concerned with inner drives for professional advancement and factor six which dealt with social conformity accounted for 3.85 and 3.62 percent of the variance, respectively.

Continuing to build upon Houle's initial effort, Burgess' (1971) research involved study of a list of eight hypothesized categories of motivation for adult participation in education, which resulted in a final list of seven motivation types. Burgess' final categories included: the desire to know, desire to reach a personal goal, desire to reach a social goal, desire to reach a religious goal, desire to escape, desire to participate in an activity, and desire to comply with formal requirements.

Replicating the Boshier study, Morstain and Smart (1974) utilized the 48 item EPS Instrument in studying 648 adults enrolled for part-time course work. Principal axis factor analysis provided 11 factors of which six were retained for rotation. Factor I, social relationships, consisted of items expressing educational motivation such as to make new friends, improve social relationships, fulfill need for personal associations and friendships, and to share common interest. Factor II was entitled external expectations and consisted of variables which reflected a desire to pursue part-time study to comply with instructions or expectations of peers or someone of formal authority, or to meet employer policy and/or requirements.

Factor III was entitled social welfare and involved motivation reflecting humanitarian concerns. Factor IV

consisted of a concern for advancement in one's vocation or profession and was entitled professional advancement. Factor V was entitled escape/stimulation and consisted of variables reflecting a need to escape from routine activities and frustrations, or to become involved in stimulating pursuits. The final factor was labelled cognitive interest and, as the authors indicated, the dimension reflects a basic inquiry motivation. In a later publication Morstain and Smart (1977) cited five types of adult learners. The typology was labelled according to motivation as: non-directed, societal, stimulation seeking, career oriented, and life change.

In addition to this work directed to the development of motivation typologies there has been an increased effort at identifying personal and environmental factors which may inhibit or facilitate the adult's participation in educational activities.

Factors Affecting College Attendance

It is well documented in the literature on higher education that there is a meaningful relationship between certain social, economic and personal factors and individual motivation for, and participation in, education. Studies of the relationship between cost of education and the availability of financial aid on college attendance by traditional college-age undergraduate students is an example of such research on inhibiting-facilitating factors.

Interest in factors which differentiate between college enrollees and non-enrollees from the adult population has

gained increased interest in recent years. Whereas research on developing typologies of motivations for education has dealt primarily with populations of adults who are participating in educational activities, studies of factors which inhibit or facilitate such participation must by necessity involve a population of both participants and non-participants.

In a study of registered nurses, Pollok (1979) attempted to identify factors which differentiated between in-service personnel who did and did not choose to enroll in baccalaureate programs. Her study was designed to identify both encouraging and discouraging factors and utilized a population of 302 adults representing both enrollees and non-enrollees. The data for the study were gathered through use of a survey. The instrument included items pertaining to personal data as well as a prepared list of 55 items which could be identified as either encouraging or discouraging factors. This study utilized frequency distributions and cross-tabulations as the basic means of analysis in keeping with the population-specific descriptive nature of the investigation. Utilizing a minimum of 60 percent as the cut-off for commonality of factors across the population, 16 factors were identified as major or moderately supportive of enrollment. Among the major encouraging factors were: job improvement, relevance of courses, affordable level of tuition, courses available at appropriate time, courses available on part-time basis, desire for a baccalaureate

degree, intellectual stimulation, availability of financial aid, to meet promotion requirements, and the opportunity for self-directed learning. The major discouraging factors included: unavailability of financial resources, too much time required for courses, tuition too expensive, need to give up present job, and too much time required to complete degree requirements.

Many of the factors identified by Pollok (1979) are similar to the findings of other studies. A major contribution of this study was the use of both enrollees and non-enrollees in developing an understanding of factors which encourage and discourage adults as potential learners. Most studies to date have focused only upon adult participants in educational activities.

Much of the recent research on adult learners has been primarily descriptive in nature presenting a profile of this population on basic demographic factors (Arbeiter, 1977; Cross, 1979). One such profile of adult learners in 1975 states:

> Most were white high school graduates, between twenty-five and thirty-four years of age, employed more than thirty-five hours per week, with annual family incomes of $15,000 to $25,000. Female participants were slightly more numerous than male participants. Most participants were taking job related courses to improve or advance their status in their current jobs . . . Learners paid for their courses from their own or family funds, . . . (Cross, 1979, p. 80).

Cross then raised questions about who is not represented within this profile and makes general observations about the implications of certain demographic factors as barriers to participation.

A demographic variable often associated with participation in organized learning is the age of participants (Arbeiter, 1977; Cross, 1979; Glenny, 1980; Morstain & Smart, 1974, 1977). Cross stated that age clearly reveals certain social perceptions about the role of education in various life stages in that younger people pursue education to lay the groundwork for a career, while individuals in the age range of 25 to 44 years of age participate in education for career advancement, and those age 50 years and older participate for leisure purposes (Cross, 1979).

Related to age as a potential determinant of adult participation is the factor of prior educational attainment (Arbeiter, 1977; Cross, 1979). The younger adult cohort (ages 25-44) tends to have a higher level of educational attainment than the older cohort (age 50 plus) and those with higher levels of attainment are more likely to seek further education (Arbeiter, 1977; Glenny, 1980).

The differences in participation rates between men and women has been chronicled by a number of authors (Arbeiter, 1977; Bishop & Van Dyk, 1977; Cross, 1979; Glenny, 1980; Morstain & Smart, 1974, 1977). National Center for Education Statistics data reported the rate of participation as about the same in men and women, 11.7 percent and 11.6 percent respectively (Cross, 1979). Of particular note is that of men and women in the 35 to 54 year old range, the percentage of women in that cohort came from behind to surpass the proportion of men from the same cohort who were

participating in educational activities (Cross, 1979).
Although the proportion of women has increased significantly
the increase was centered primarily among white women.

Educational attainment examined in relation to sex has
been identified as a determinant of adult participation.
Cross (1979) reported that women with a high school educa-
tion only are less likely to seek further education than men.
However, the women with education beyond high school exceeded
the participation rate of men as educational attainment
increased.

As an indicator of motivation and participation of adult
learners, educational attainment is probably a better index
than any other lone characteristic (Cross, 1979). The more
education people have the more likely it is that they will
seek further education. Cross stated that "this observation
is consistent across a great variety of studies and is
responsible for predictions that adult education will con-
tinue to rise as the educational attainment of the populace
rises" (Cross, 1979, p. 93).

Race as a differentiating factor in adult participation
has been highlighted in several studies with evidence pointing
to a higher percentage of adult whites in the various age
groups participating in education than either Blacks or
Hispanics (Arbeiter, 1977; Cross, 1979). However, in the
Bishop and Van Dyk study (1977), which utilized a sample of
men and women from Standard Metropolitan Statistical Areas,
minority status did not appear to have a consistent effect

on attendance. The intervening variable in the Bishop and
Van Dyk findings on minority representation appeared to be
the existence of low tuition colleges which provided both
geographic and economic access for potential adult education
participants. The difference seems to be more of a class
bias than a color bias according to Cross (1979). In fact,
if educational attainment is controlled, the participation
rates for non whites were roughly equal (Cross, 1979).

The relationship between adult participation and family
income, college costs and the availability of financial
assistance has been addressed by a number of researchers.
Arbeiter (1977) presents 1972 data which showed increased
participation in adult education as a function of higher
family income. Cross, using 1975 data indicated that parti-
cipation from those with incomes less than $3,000 was 4.4%
while those with incomes of $25,000 the rate was 17.7%
(p. 97). In the Bishop and Van Dyk (1977) study an increase
in family income of $5,000 increased the rate of attendance
of both husbands and wives.

While this is evidence that money may be a barrier for
educational participation, Cross (1979) reported that if age
and educational attainment are controlled, income has little
influence on the rate of participation.

The impact of financial aid, in the form of the GI Bill,
as a facilitating factor was also highlighted by Bishop and
Van Dyk (1977) when they showed a significantly higher par-
ticipation rate among male GI Bill recipients than of male

non-recipients. Adult students were also found to be more responsive to tuition levels than younger (17-22 age) students in decisions on college attendance.

The number of dependents and the age of dependents has been found to have an effect upon the participation rate of both men and women. Children of any age serve as an inhibiting factor on the participation of both husband and wife, although the presence of children under the age of six had the strongest negative effect for wives (Bishop & Van Dyk, 1977).

Geography in terms of access to educational activities for adults is a variable receiving attention in the literature (Arbeiter, 1977; Bishop & Van Dyk, 1977; Cross, 1979). The availability of low tuition community colleges in urban areas increases participation (Bishop & Van Dyk, 1977). In relation to population density, Cross (1979) reported that "people living in surburban areas are more likely to participate in educational activities than those living in areas of sparse population or in the dense populations of central cities" (p. 100).

Cross has stated that geography in terms of residence has been related not only to interest in participation but in actual participation (Cross, 1979). The western states region was significantly above the national average in the adult education participation rate with a 16.6 percent rate compared to an 11.6 percent national rate. The West was the only region to have above average rates in all population density types--cities, suburbs, towns, and rural areas.

The obstacles that deter adults from participating in organized learning activities can be classified under three headings--situational, dispositional, and institutional (Cross, 1979). The situational barriers arise from situations in one's life at that time, such as transportation problems or lack of time due to job or family responsibilities. Dispositional barriers encompass attitudes about learning and a person's perception of his abilities, boredom with school, lack of confidence, or believing that one is too old to learn. The institutional barriers refer to barriers in which institutions discourage or exclude particular clusters of learners through inconvenient schedules, full-time fees for part-time study or geographic isolation (Cross, 1979).

Through this review of literature, factors have been identified by various authors which appear to influence the educational participation of the adult learner. If one were to compare the factors identified by these authors, certain commonalities become apparent. There is agreement that social factors, i.e. the need to meet new people or to escape, is a determinant of participation. The concept of pursuing a goal, either self-directed or professionally related is seen consistently throughout the literature. Also, such factors as financial considerations (tuition, student aid) and the convenience of college in terms of location, course schedule and offerings are identified by the studies mentioned.

Summary and the Conceptual Design

Drawing upon the studies reported in the review of literature, a conceptual model was developed to provide direction for the current study. A simplified schematic presentation of this model is shown as Figure 1.

The literature on adult education has provided information on personal characteristics and demographic factors which are related to adult participation in educational activities. Age, race, sex, marital status, number of dependents, prior educational attainment, and financial condition are some of the factors which have been cited in the literature as related to participation.

A second major category of characteristics was what may be termed environmental characteristics or conditions. Such characteristics were the availability of desirable educational opportunities, and professional/occupational factors. From the review of the literature on law enforcement education it was possible to identify forces which have been instrumental in creating a professional environment conducive to increased personnel involvement in degree credit programs in higher education. These forces can be summarized as a thrust for increasing the stature of law enforcement as a profession, a desire to increase the effectiveness of police work, a significant growth in the number of college degree programs in law enforcement as a profession, a desire to increase the effectiveness of police work, a significant growth in the number of college degree programs in law enforcement and

Personal
Characteristics
and Conditions

Hypothesized
Cluster Factors

1. Financial
2. Convenience
3. Social/
   Social Support
4. Institutional
   Atmostphere
5. Goal Congruence
6. Job Relevance

Attitudes
Shaped By

1. Reality of
   factors
2. Influence
   of factors

Educational Behavior

1. Have B.A. degree
2. Desire and pur-
   suing the degree
3. Desire but not
   pursuing degree
4. Do not desire and
   not pursuing

Environmental
Characteristics

1. Professional/
   Occupational
2. Educational
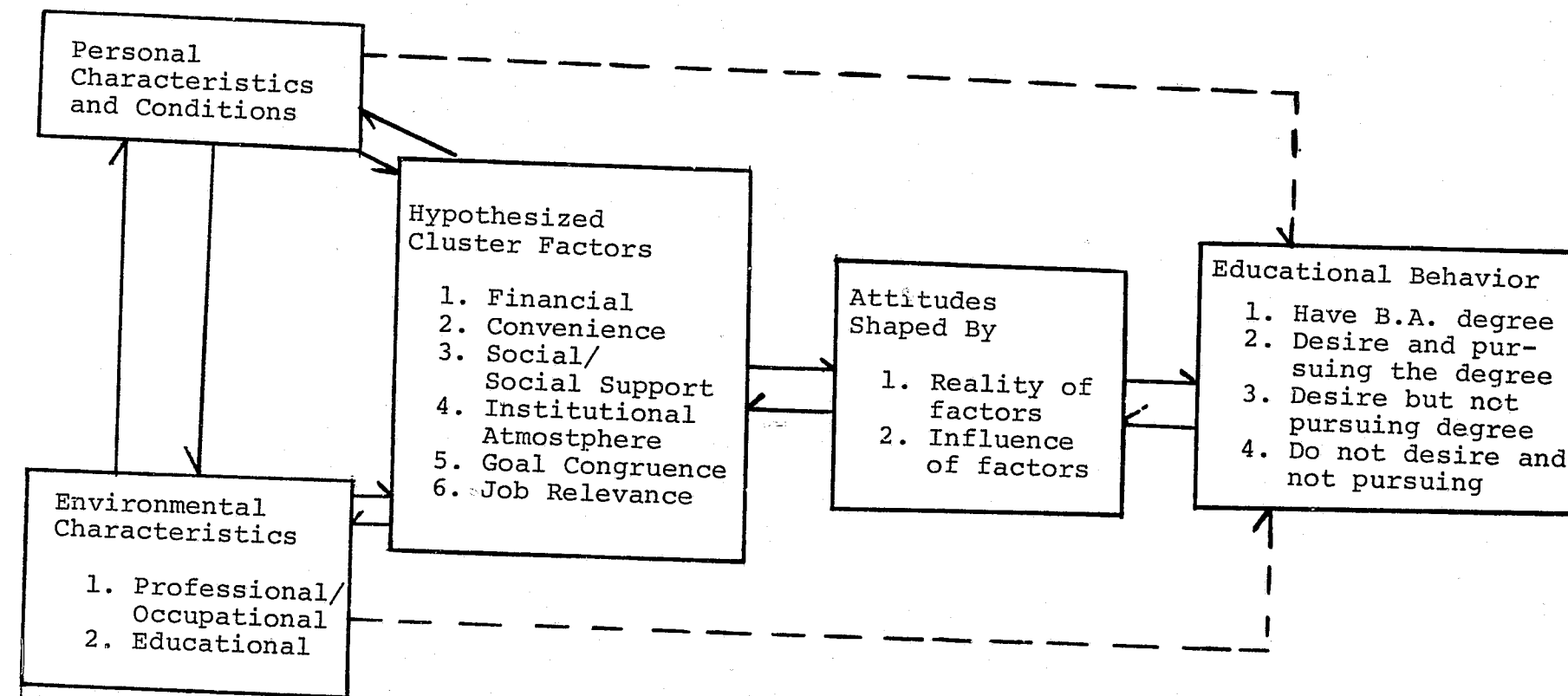
Figure 1.   A Conceptual Model for Studying Factors Influencing the Decisions
of Law Enforcement Officers' Pursuit of the Baccalaureate Degree.

criminal justice available to in-service personnel, and financial support to personnel for college enrollment through the federally funded Law Enforcement Education Program.

Studies of adult motivation research provided information on factors which adults have cited as inhibitors or facilitators of adult participation from which six common clusters of factors were identified for use in the current study. These clusters were hypothesized to be influential in the decision-making of law enforcement personnel regarding pursuit of the baccalaureate degree. The six clusters of factors were identified as: "Financial," "Convenience," "Social/Social Support," "Institutional Atmosphere," "Goal Congruence," and "Job Relevance."

It was also hypothesized by the authors of this study that the attitudes of officers toward pursuit of the degree and their educational behavior would be shaped by the "reality" of the hypothesized factors and the perceived "influence" of those factors. Finally, it was hypothesized that educational behavior could be identified which resulted from the interaction of respondent characteristics, environment, influence factors, and attitude. These educational behaviors would be reflected by: 1) individuals who already held the degree, 2) individuals who desired the degree and were actively pursuing it, 3) individuals who desired the degree but were not pursuing it, and 4) individuals with no desire to achieve the degree.

Therefore, through relating profession-specific characteristics of law enforcement personnel and their work environment with information and research findings on adult motivation for, and participation in higher education the general framework for this study was derived. This framework included a blending of the demographic characteristics of law enforcement personnel including their educational attainment and aspirations, with factors which previous studies have identified as facilitators or inhibitors of college attendance for adults.

METHODOLOGY

Purpose

The purposes of this study were to identify factors that law enforcement personnel reported as influencing their decisions regarding enrollment in degree credit programs in colleges and universities, and to determine whether these factors and certain demographic factors are predictive of degree work and degree attainment.

This section describes the methodology and procedures utilized in pursuit of those purposes.

Instrumentation

Development of the survey instrument proceeded from the conceptual framework described previously. Inclusion of items was based on the following criteria. Any item must:

1. provide relevant descriptive data

2. be hypothesized to be related to educational attainment

3. assess one of the four general dimensions: Department Characteristics, Personal Characteristics, Professional and Occupational Characteristics, and Educational Characteristics

4. elicit reality and influence assessments about Financial, Convenience, Social or Social Support, Institutional Atmosphere, Goal Congruence, or Job Relevance factors

5. meet standard criteria for the development of items.

A pilot instrument was developed in the fall of 1980. The items for this instrument were developed by adapting an instrument for determining the factors affecting the attainment of the baccalaureate degree by nurses (Pollok, 1979). The pilot instrument consisting of three major parts, included 134 items. The first part consisted of 24 items which focused on: 1) personal characteristics--sex, race, age, marital status, and number of dependents; 2) professional factors--rank, years in law enforcement, job responsibility, work shift, work setting, and size of department; and 3) educational factors--educational level, emphasis of course work, and educational plans. The second and third parts were an attempt to assess attitudes toward conditions believed to be related to educational attainment. Each of the items in the second part were worded negatively as inhibitors (e.g., "I do not have funds available to pay tuition and fees."). Items in the third part were worded positively as facilitators (e.g., "Part-time study is available."). Utilizing four point Likert-type scales, respondents were asked to rate each statement as to whether they agreed with the statement and whether this factor encouraged or discouraged their decision to enroll in college courses.

In previous studies (e.g., Pollok, 1979) respondents were asked whether these factors influenced their college attendance. This made it possible for respondents to indicate that a factor did not influence their college attendance for either of two reasons: the existence of this factor did not influence

Assessments

	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No

Financial

1. Adequate financial resources are available for me to pursue college course work.   1 2 3 4 | 1 2 3 4
2. The financial cost of pursuing college course work is too high.   1 2 3 4 | 1 2 3 4
3. GI Bill and LEEP funds are not available to me.   1 2 3 4 | 1 2 3 4
4. College course work or a bachelor's degree is necessary for promotion.   1 2 3 4 | 1 2 3 4
5. College course work or a bachelor's degree is a requirement for my current job.   1 2 3 4 | 1 2 3 4
6. College course work or a bachelor's degree increases my job security.   1 2 3 4 | 1 2 3 4

Convenience

7. College courses I might desire are offered at a convenient time.   1 2 3 4 | 1 2 3 4
8. College courses I might desire are offered at a convenient location.   1 2 3 4 | 1 2 3 4
9. College work requires too much of my time.   1 2 3 4 | 1 2 3 4
10. Shift rotation interferes with college class schedules.   1 2 3 4 | 1 2 3 4
11. Part time college programs I might desire are available.   1 2 3 4 | 1 2 3 4

Social/Social Support

12. I receive encouragement from my police co-workers to continue my education.   1 2 3 4 | 1 2 3 4
13. I receive encouragement from my superior officers to continue my education.   1 2 3 4 | 1 2 3 4
14. I receive encouragement from my family to continue my education.   1 2 3 4 | 1 2 3 4
15. Taking college courses will give me an opportunity to meet new people.   1 2 3 4 | 1 2 3 4
16. It is important for me to meet people who do not work in law enforcement.   1 2 3 4 | 1 2 3 4

Institutional Atmosphere

17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.   1 2 3 4 | 1 2 3 4
18. Other college students have a positive attitude toward students who are law enforcement officers.   1 2 3 4 | 1 2 3 4
19. I am apprehensive about going to school for a bachelor's degree.   1 2 3 4 | 1 2 3 4
20. College allows (will allow) an escape from the routine pattern of daily activities.   1 2 3 4 | 1 2 3 4
21. The people I meet in college programs are stimulating.   1 2 3 4 | 1 2 3 4
22. College faculties are not open to ideas from students who work in law enforcement.   1 2 3 4 | 1 2 3 4

Figure 2 Hypothesized Motivational Clusters, Items, and Response Alternatives

Assessments

	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No

Goal Congruence

23. I have a desire to improve my mind.   1 2 3 4 | 1 2 3 4
24. I wish to obtain a degree for personal reasons.   1 2 3 4 | 1 2 3 4
25. College programs provide opportunities for self-directed learning.   1 2 3 4 | 1 2 3 4
26. College programs available to me are not of the high quality I desire.   1 2 3 4 | 1 2 3 4
27. The goals of college degree programs are similar to my own.   1 2 3 4 | 1 2 3 4

Job Relevance

28. I need to learn more about law enforcement.   1 2 3 4 | 1 2 3 4
29. College programs are relevant to the problems I face (or will face) on the job.   1 2 3 4 | 1 2 3 4
30. College courses will help me learn more about law enforcement.   1 2 3 4 | 1 2 3 4
31. College programs are relevant to my future career plans in law enforcement.   1 2 3 4 | 1 2 3 4
32. College courses are available that will help me increase my leadership skills.   1 2 3 4 | 1 2 3 4

Figure 2 (continued)

their decision, or the factor did not exist. For example, if a respondent were asked whether having adequate financial resources to pursue college work influenced the decision to attend college, he or she might say no, either because funds were available or because he or she decided to attend even though there was a scarcity of funds. Accordingly, respondents were asked both about the existence (REALITY) of the factor and whether it influenced (INFLUENCE) their decision.

The actual items of the survey and the format were reviewed by FBI and University project personnel for face and content validity resulting in several revisions. The pilot draft was administered to 210 law enforcement officers who were attending the FBI National Academy in October, 1980. The primary purpose of that testing was to revise the instrument. The instrument was then revised on the basis of the results of this pilot test. The final instrument included 86 items (see Appendix A). Part I, Personal Data, included 22 items requesting data on personal, professional and educational characteristics. Part II included 32 items about conditions which might influence educational attainment. For each item judgments about both the Reality dimension and the Influence dimension were required (see Figure 2). The final instrument (see Appendix A) included six financial items, five convenience items, five social/social support items, six institutional atmosphere items, five goal congruence items, and five job relevance items. Each item had four response alternatives for each dimension. The response alternatives for the Reality dimension were:

Strongly Agree = 1, Agree = 2, Disagree = 3, and Strongly Disagree = 4. The response alternatives for the Influence dimension were: Major Influence = 1, Moderate Influence = 2, Slight Influence = 3, and No Influence = 4.

Sampling

A stratified random sample of 353 police departments and sheriff's offices from all fifty states and the District of Columbia, was generated from the data base of the Uniform Crime Reporting Section of the Federal Bureau of Investigation (see Appendix B). The New York City Police Department was excluded from the sample, a priori, because of the unique characteristics of the department. The departments and offices were stratified on the basis of the size of the agency. There were over 60,000 law enforcement officers in these 353 departments. Within each department a five percent (5%) random sample of officers was selected resulting in a total sample of 3280 officers and deputies. Departments with fewer than 30 officers received one survey resulting in some oversampling of smaller departments. A complete description of the sample by region, division, field training office, and size of department is included in the report under Return Rate.

One possible source of sampling error was the fact that police department personnel were responsible for executing the random sampling of respondents within each department. The procedure used is described as follows. The department was requested to develop a numbered list of all sworn

officers within the department. A list of random numbers was supplied for each department. The departments were requested to use those officers whose numbers matched the random numbers.

Although it was not possible to directly document the use of this procedure by departments, three kinds of evidence suggests that the procedures were followed. First, a random sample of departments was selected, all of whom were reached by telephone. When asked if they had difficulties in implementing the procedure each of the 30 departments indicated that they did not have difficulties and that the procedures were followed as requested. Another 18 departments called the FBI Academy with various questions and indicated in the course of the conversation that they followed the sampling procedures. Finally, 31 departments returned unsolicited documentation of the sampling procedure along with the completed surveys.

Procedures for Distribution and Return of Instruments

The surveys were distributed in May, 1981, to the Training Coordinators in 57 FBI field offices. The Training Coordinators distributed the surveys to each participating police department. The chief officer of each department, or his designee, drew the random sample of officers, administered, and collected the surveys. The surveys were then returned to the FBI Academy for delivery to the

University of Virginia. At the University of Virginia, the surveys were processed and converted to card form for analysis.

Distribution and data collection involved three stages. In stage one, the Chief Executive Officer of each of the 353 departments was notified of their selection for the study. Each Chief Executive Office recieved a packet (see Appendix C1) which contained: a memo from Agent LeDoux requesting the cooperation of each department; a general information sheet explaining the purpose of the study; a sample copy of the directions for administering the survey; a sample copy of the letter to respondents from Director Webster of the Federal Bureau of Investigation; a sample copy of the survey, and a routing slip. In the memorandum from Agent LeDoux, the chief executive officers were advised that they would be contacted by an FBI agent from the nearest field office, who would either mail or deliver the surveys and directions for administering the survey. These packets were mailed from the FBI Academy in Quantico, Virginia on May 12, 1981.

At the same time, packets (see Appendix C2) were sent to 57 FBI field offices around the country. The field office agent, designated Training Coordinator, was responsible for handling each packet. Within each field office packet there were three levels of materials. The first level was directed to the Training Coordinator and included: 1) an FBI routing slip from Agent LeDoux which had to be signed and returned; 2) a sample of the directions for

administration of the survey; 3) a sample of the survey; 4)
a general information sheet, and 5) a memo from Agent
Edward J. Tully explaining to each Training Coordinator
the purpose of the study and the role of the Training
Coordinator in distributing the survey. Within the packet
sent to the field office were unique packets designated for
each sampled police department within the geographic area
covered by that field office. These packets were to be
delivered to the person designated as "survey administrator"
in each department.

The police department packets (see Appendix C3) contained:
1) directions for selecting a random sample of respondents;
2) a copy of a letter, provided to all respondents, from the
Director of the Federal Bureau of Investigation; 3) a
general information letter providing background information
on the study; 4) sufficient pre-addressed, stamped envelopes
in which to return the completed surveys plus a few extra
surveys in case of loss. The directions for selecting a
random sample of respondents included a list of random num-
bers generated specifically for the department. The survey
administrators were requested to number an alphabetical
list of sworn officers and then circle those numbers which
appeared on the list of random numbers. Those officers whose
numbers were circled were included in the sample. In turn,
each respondent received an envelope containing a survey and
a copy of the letter from the FBI Director.

When each respondent completed the survey, they were in-
structed to seal the survey in an envelope provided and return
the envelope to the survey administrator. The survey admini-
strator collected all returned surveys and placed them in
pre-addressed, stamped, envelopes which were then returned
to Agent LeDoux at the FBI Academy.

To summarize, each department received an advance noti-
fication packet. The field offices then received packets
which included individual department packets. The field
office Training Coordinators delivered the Police
Department packets to the survey administrator in each depart-
ment. Then the survey administrators gave the actual surveys
to a five percent random sample of officers. The survey was
completed by the respondent, sealed in an envelope, and
returned to the survey administrator. The survey admini-
strator then mailed the instruments to the FBI Academy.

Data Processing

All surveys were forwarded from the FBI Academy to the
Bureau of Educational Research at the University of Virginia.
A logging procedure was developed to account for the origin
and status of all surveys. When a packet of surveys arrived
from a police department, the following were entered into
the log: date returned, police department, state, region,
division, number of sworn officers, size of sample and size
of return. Individual identification numbers were assigned
to each survey. These numbers were then affixed to each sur-
vey for key punching and a record was kept on an individual

log sheet (see Appendix D1). Simultaneously, receipt of the packet was logged into a master record, where running totals of returns by police department, state and field office were recorded. Coding and formating requirements were summarized in a Codebook (see Appendix D2).

The next phase involved the inspection of each survey for difficulties and hand coding of the items too complex for direct keypunch data entry. This included identification codes (i.e., region, division, department, respondent), multi code responses, and the coding of responses to a few open-ended questions. A protocol was developed for all out of range responses. After keypunching, the surveys were filed by identification number and kept available for crosschecks during data cleaning.

As each batch of surveys (between 50 and 200) was key-punched, a frequency distribution and a copy of the data was generated. The data was scanned for missing data, data entry shifts, inverted cards, etc. The frequency distribution was also examined for outliers. Outliers and other keypunch operator errors were corrected directly on the cards.

When all data had been punched, a disk file was created and outliers were searched for and cleaned. Corrections were made by editing the disk file. Next, cross checks within the data were examined. For example, there are two questions that request whether or not the respondent has a degree. Sub-programs were used to discover any responses

which did not meet the checks. The original document (survey) was checked and the corrections made.

When contradictory data entries appeared to be the result of a carelessness or confusion on the part of the respondent, a protocol was used. If two items contradicted a third, the third was changed to agree with the first two. If two items disagreed, the more complex item was changed to agree with the simpler. At all times, other sources of data were evaluated to assist in resolving contradictions.

Another data cleaning procedure involved sets and sub-sets of the sample. For example, the number of returns for a state should have been equal to the sum of the returns for each police department within that state. There were several checks of this type involving regions, states, FBI field offices, and police departments. Every attempt was made to find and correct errors in the data. We accept that the data is not error free, but extensive efforts were made to minimize errors.

Return Rate

As mentioned above, the original stratified random sample included 353 police departments from all fifty states and the District of Columbia. Within each department a five percent random sample of officers was selected resulting in a total sample of 3280 officers. Usable returns were received from 283 or 80 percent (80.2%) of the 353 departments and 2461 or 75 percent (75.3%) of the 3280 officers. As can be seen in Table 3 over two-thirds (69.4%) of the departments

Table 3

Frequency Distribution of Survey Return Rate by Police Department

Percent Distribution	Number of Police Departments	Percent of Police Departments in Sample	Number / Sample	Number Returned	Percent of Number Returned From Sample
100	245	69.4	704	781	110.9 [1]
99 – 90	6	1.7	394	376	95.4
89 – 80	11	3.1	312	264	84.6
79 – 70	7	2.0	271	205	75.6
69 – 60	5	1.4	790	534	67.6
59 – 50	3	.8	333	184	55.3
49 – 40	1	.3	151	64	42.4
1 – 39	5	1.4	144	34	23.6
0	70	19.8	181	0	0
Unidentified				19	
TOTAL	353	100.0	3280	2461	75.03

[1] Some departments included an extra survey.

returned 100 percent of the requested sample. Seventeen
departments (5.0%) had an 80 to 99 percent return rate.
Fifteen departments (3.9%) had a 50 to 79 percent return.
Six departments (1.7%) had a ten to 49 percent return and
70 departments (19.8%) returned no instruments at all.

Return rate differed by size of department. Three hun-
dred and ten of the departments sampled had 209 or fewer
officers. A total of 629 surveys were requested from these
departments and 602, or 96 percent (95.7%) were returned.
The nine departments with 210 to 309 officers had a 60 per-
cent (75 of 124) return rate. The six departments with 310
to 409 officers had a return rate of 79 percent (379 of 478).
Finally, the 14 departments with more than 1000 officers had
a return rate of 68 percent (1312 of 1941).

A summary of returns by region and division for police
departments is presented in Table 4. The percentages of
police departments in each region returning surveys were:
Region 1, Northeastern States--82.89%; Region 2, North Central
States--77.67%; Region 3, Southern States--75.42%, and,
Region 4, Western States--92.86%. The lowest police depart-
ment returns were from Division 7 (68.29%) and Divison 4
(71.05%) while the highest were from Division 9 (93.55%) and
Division 8 (88.00%). Return rates for individual law enforce-
ment officers by Region and Division are presented in Table
5. Region 1, the Northeastern States, had the lowest return
rate (63.99%) of the four regions. This was particularly
affected by the low return rate from Division 1 (48.91%).

Table 4

Department Return Rate by Region and Division

Region/Division	Police Dept. Sample Size	Percent Police Dept. Sample Size	Police Dept. Return Size	Percent Police Dept. Return Size	Police Dept. Return Rate
REGION 1 (North eastern states)	76	21.5	63	22.3	82.89
Division 1 (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont)	28	7.9	24	8.5	85.71
Division 2 (New Jersey, New York, and Pennsylvania)	48	13.6	39	13.8	81.25
REGION 2 (North central states)	103	29.2	80	28.3	77.67
Division 3 (Illinois, Indiana, Ohio and Wisconsin)	65	18.4	53	18.7	81.54
Division 4 (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)	38	10.8	27	9.5	71.05
REGION 3 (Southern states)	118	33.4	89	31.4	75.42
Division 5 (Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, Washington, D.C.)	54	15.3	40	14.1	74.07
Division 6 (Alabama, Kentucky, Mississippi, and Tennessee)	23	6.5	21	7.4	91.30
Division 7 (Arkansas, Louisiana, Oklahoma, and Texas)	41	11.6	28	9.9	68.29

Table 4 (Cont.)

	Police Dept. Sample Size	Percent Police Dept. Sample Size	Police Dept. Return Size	Percent Police Dept. Return Si	Police Dept. Return Rate
REGION 4 (Western states)	56	15.9	52	18.4	92.86
Division 8 (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming)	25	7.1	22	7.8	88.00
Division 9 (Alaska, California, Hawaii, Oregon, and Washington)	31	8.8	29	10.2	93.55
TOTAL	353		283		80.17

Table 5

Officer Return Rate by Region and Division

	Officer Sample Size	Percent of Total Sample	Number of Respondents	Percent of Total Return	Return Rate by Region and Division
REGION 1 (Northeastern states)	561	17.10	359	14.59	63.99
Division 1	184	5.61	90	3.66	48.91
Division 2	377	11.49	269	10.93	71.35
REGION 2 (North central states)	1321	40.27	1018	41.37	77.06
Division 3	1220	37.20	932	37.87	76.39
Division 4	101	3.08	86	3.49	85.15
REGION 3 (Southern states)	893	27.23	642	26.09	71.89
Division 5	384	11.71	285	11.58	74.22
Division 6	146	4.45	141	5.73	96.58
Division 7	363	11.07	216	8.78	59.50
REGION 4 (Western states)	505	15.40	423	17.19	83.76
Division 8	220	6.71	173	7.03	78.64
Division 9	285	8.69	250	10.16	87.72
UNIDENTIFIED			19	.77	
TOTAL	3280	100.00	2461	100.00	75.03

The Southern States, Region 3, had the second lowest return rate (71.89%). Division 7 had the lowest return rate (59.50%) of the three divisions in this region. The highest return rates were from Division 9 (87.72%) in Region 4, the Western States and from Division 6 (96.58%) in Region 3, the Southern States.

As can be seen in Table 6, one field training office had a 33 percent (32.6%) return rate from officers in the area while two field offices had return rates of 40-49 percent. All other field offices had return rates above 50 percent and 21 field offices had a 100 percent return rate. Return rates summarized across states are very similar (see Table 7). Two states had return rates of less than 40 percent while 19 had a 100 percent return rate. Return rate data on each field training office (E1), state (E2), and police department (E3) are presented in Appendix E.

Table 6

Frequency Distribution of Survey Return Rate by Field Office

Percent Distribution	Number of Field Offices	Percent of Field Offices	Number in Sample	/	Number Returned	Percent of Number Returned from Sample	Percent of Number Returned from Total
100%	21	36.8	332	/	354	106.6 [1]	14.38
90 - 99	5	8.7	192	/	176	91.7	7.15
80 - 89	12	21.1	794	/	694	87.4	28.20
70 - 79	9	15.8	362	/	274	75.7	11.13
60 - 69	4	7.0	816	/	559	68.5	22.71
50 - 59	3	5.3	437	/	239	54.7	9.71
40 - 49	2	3.5	304	/	132	43.4	5.36
40	1	1.8	43	/	14	32.6	.01
Unidentified					19		.01
TOTAL	57	100.0	3280	/	2461	75.0	100.0

[1] Some Departments returned on extra survey.

Table 7

Frequency Distribution of Survey Return Rate by State

Percent Distribution	Number of States	Percent of States	Number Sample	Number Returned	Percent of Number Returned From Sample	Percent of Number Returned From Total
100%	19	37.3	284	302	106.3 [1]	12.27
90 – 99	4	7.8	371	338	91.1	13.73
80 – 89	10	19.6	635	555	87.4	22.55
70 – 79	9	17.7	1142	818	71.6	33.24
60 – 69	2	3.9	119	77	64.7	3.13
50 – 59	4	7.8	545	289	53.0	11.74
40 – 49	1	2.0	12	5	41.7	.20
40	2	3.9	172	58	33.7	2.36
Unidentified				19		.77
TOTAL	51	100.0	3280	2461		75.03

[1] Some Departments returned one extra survey.

RESULTS

Descriptive Data

Descriptive analyses were completed for all responses. These included frequency and percentage distributions of demographic, environmental, attitudinal, and educational (pursuit of degree) factors. This section includes descriptive statistics on personal characteristics, professional and occupational characteristics, educational attainment and aspirations, and law enforcement officers' assessments of the "reality" and "influence" of factors which may affect their educational attainment and aspirations.

Personal Characteristics

The personal characteristics of respondents on the categories included in the study are set forth in Table 8.

The average age of the respondents was 37 years ($\overline{x}$ = 36.81). Nineteen percent (18.8%) were from 20 to 29 years of age, 49 percent (48.7%) were from 30 to 39 years of age, 32 percent were from 40 to 59 years of age and one percent were 60 years of age or older. Two thirds of the respondents were between 28 and 46 years of age.

The majority (78.1%) of the respondents were married. The remaining 22 percent were: single (10.5%), separated (2.4%), divorced (8.5%), or with a spouse deceased (.4%).

Table 8

Personal Characteristics of Respondents

Characteristic	N	Adjusted Percent [1]
Age		
under 20	1	0
20 - 29	457	18.8
30 - 39	1187	48.7
40 - 49	563	23.1
50 - 59	207	8.5
60 or over	21	.9
no response	25	
mean = 36.81 median = 35.16 S.D. = 8.47		
Marital Status		
Single	258	10.5
Married	1916	78.1
Separated	60	2.4
Divorced	209	8.5
Spouse deceased	10	.4
no response	8	
Race or Ethnic Group		
White or Caucasian	2049	83.5
Black or Afro-American	274	11.2
Chicano or Hispanic	64	2.6
Oriental	30	1.2
American Indian	7	.3
Other	30	1.2
no response	7	
Sex		
Male	2330	94.7
Female	130	5.3
no response	1	
Number of Dependents		
0	335	13.9
1	387	16.0
2	437	18.1
3	686	28.4
4	344	14.3
5	148	6.1
6 or more	77	3.2
mean = 2.46 median = 2.57 S.D = 1.62		

[1] Adjusted percent represents the percent of the total number of respondents supplying information within each category.

The majority (83.5%) of the respondents were white. Eleven percent (11.2%) were black, three percent (2.6%) were Chicano or Hispanic, and the remainder (2.7%) were Oriental (1.2%), American Indian (.3%) or "other" (1.2%).

Ninety-five percent (94.7%) were male and five percent (5.3%) were female. Fourteen percent (13.9%) had no dependents, 34 percent (34.1%) had one or two dependents, 43 percent (42.7%) had three or four dependents, and nine percent (9.3%) had five or more dependents.

Professional and Occupational Characteristics

The professional and occupational characteristics of respondents to the study on eight dimensions are presented in Table 9.

Over one-half (60.2%) of the sample identified themselves as patrol officers. Two percent (1.6%) were corporals, 16 percent (15.5%) were sergeants, eight percent (7.9%) were detectives, five percent (5.4%) were lieutenants, and two percent (2.4%) were captains. Personnel with ranks such as chief, inspector, deputy sheriff, etc., are represented in the sample also.

The average number of years in law enforcement of respondents was 12 (12.33) with a median of eleven (11.14). Only one percent had less than one year. Forty-five percent (44.9%) had one to ten years, 40 percent (39.5%) had 11 to 20 years, and the remainder (14.6%) had more than 20 years.

When asked to indicate their job responsibilities, 11 percent (10.7%) indicated that they had more than one

Table 9

Professional Characteristics of Respondents

Characteristics	N	Adjusted Percent [1]
Rank		
Patrol Person	1481	60.2
Corporal	40	1.6
Sergeant	381	15.5
Lieutenant	133	5.4
Captain	60	2.4
Major	8	.3
Chief	32	1.3
Detective	193	7.9
Inspector	20	.8
Other	89	3.6
Deputy, Sheriff	22	.9
no response	2	
Years in Law Enforcement		
less than 1	24	1.0
1 – 5	411	16.9
6 – 10	682	28.0
11 – 15	609	25.0
16 – 20	353	14.5
21 – 25	221	9.1
26 or more	135	5.5
no response	26	
	mean = 12.33 median = 11.14 S.D. = 7.36	
Job Responsibilities		
Traffic Duties	103	4.2
Patrol Duties	937	38.2
Crime Investigation	294	12.0
Evidence Technician	18	.7
Records	34	1.4
Supervisory Duties	222	9.1
Staff or Administrative Duties	247	10.1
Other	334	13.6
Two Primary Responsibilities	205	8.4
Three or more primary Responsibilities	57	2.3
no response	10	

Table 9 (cont.)

Characteristics	N	Adjusted Percent[1]
Watch/Shift		
I Rotate Shift	1000	41.8
non-shift (8-5)	568	23.7
morning shift	271	11.3
afternoon shift	262	10.9
midnight shift	130	5.4
other	163	6.8
no response	67	
Times Per Year Rotate Shift		
0	1377	58.1
1 - 10	139	5.9
12	282	11.9
13	324	13.7
14 or more	247	10.4
No response	92	
Second Job		
Yes - Full Time Second Job	96	3.9
Yes - Part Time Second Job	826	33.7
No	1530	62.4
no response	9	
Career Plans		
Remain in Law Enforcement until retirement	1746	71.9
Leave Law Enforcement before retirement	81	3.3
Undecided	604	24.8
no response	30	
Years remaining in Law Enforcement		
Undecided	614	26.4
0 - 5	289	12.4
6 - 10	374	16.1
11 - 15	347	14.9
16 - 20	378	16.2
21 - 25	201	8.6
26 or more	125	5.4
no response	133	

mean = 10.39   median = 9.57   S.D. = 9.34

[1] Adjusted percent represents the percent of the total number of respondents supplying information within each category.

primary responsibility while 89 percent (89.3%) indicated that they had only one primary responsibility. Thirty-eight percent (38.2%) had patrol duty, 12 percent (12.0%) were on crime investigation, ten percent (10.1%) had staff or administrative duties, nine percent (9.1%) had supervisory duties, four percent (4.2%) had traffic duties, and less than one percent (.7%) were evidence technicians. An additional 14 percent (13.6%) had duties which did not fall into any of the above categories. These included canine corps, corrections, training, narcotics, etc.

Forty-two percent (41.8%) of the sample indicated that they rotated shifts while 58 percent (58.2%) did not. Twenty-four percent (23.7%) worked a regular 8-5 shift, 11 percent (11.3%) worked the morning shift, 11 percent (10.9%) worked an afternoon shift, and five percent (5.4%) worked the midnight shift. Seven percent (6.8%) had some "other" shift arrangement (e.g. split shifts). Of the 992 officers who indicated that they rotated shifts during the year, 14 percent (14.0%) rotate from one to ten times a year, 28 percent (28.4%) rotate 12 times a year, and 33 percent (32.7%) rotate 13 times a year. The remaining 25 percent (25.0%) indicated they rotate 14 times or more per year.

Sixty-two percent (62.4%) of the officers indicated that they did not hold a second job. Thirty-four percent (33.7%) had a part time second job, while four percent (3.9%) had a full time second job.

When asked whether they intended to stay in law enforcement until retirement, 72 percent (71.9%) said yes, three

percent (3.3%) said they would leave law enforcement, and

25 percent (24.8%) said they were undecided. Of those who

said they would remain in law enforcement until retirement,

12 percent (12.4%) indicated that they would retire in five

years or less. Sixteen percent (16.1%) indicated that they

would retire in six to ten years, 15 percent (14.9%) in 11

to 15 years, 16 percent (16.2%) in 16 years to 20 years, and

14 percent (14.0%) indicated that it would be more than 20

years before retirement.

Educational Characteristics and Aspirations

With the emphasis upon increased educational preparation

for law enforcement personnel espoused by a number of national

commissions over the last 15 years, the educational aspira-

tions and achievements of respondents is of particular inter-

est (see Table 10). Twenty-one percent (20.7%) of the officers

indicated that the highest level of educational attainment was

the high school diploma. Fifteen percent (15.0%) had attended,

but finished less than one year of college, 20 percent (20.4%)

had finished either the freshman year (6.9%) or the sophomore

year (13.5%). Eleven percent (10.9%) had attained the associ-

ate degree, and the 32 percent (32.2%) had proceeded beyond

two years of college. Twenty-three percent (23.5%) reported

they had achieved at least the baccalaureate degree level.

Ten percent (10.1%) had completed work beyond the baccalaureate

degree.

In response to a question regarding their plans to acquire

the bachelor's degree, 23 percent (23.1%) indicated they had

obtained that degree, 30 percent (30.4%) stated they would

Table 10

Educational Attainment/Aspiration of Respondents

Educational Level	N	Adjusted Percent [1]
Less than High School	17	.7
High School	509	20.7
College Less Than 1 year	368	15.0
Freshman	169	6.9
Sophomore	333	13.5
Associate Degree	268	10.9
Junior	215	8.7
Bachelors Degree	331	13.4
Some Graduate Work	137	5.6
Masters Degree	93	3.8
Law Degree, Doctorate, etc.	19	.7
no response	2	
Bachelor's Degree Plans		
Have B.A. Degree	568	23.1
Will Get B.A. Degree	749	30.4
Won't Get B.A. Degree	1143	46.5
no response	1	
Degree Majors of B.A. Holders		
Criminal Justice/Police Science/Law Enforcement/ Police Administration	315	55.8
Liberal Arts and Sciences	179	31.6
Other	71	12.6
Are Officers Taking College Courses		
Presently Taking Courses	252	10.9
Never Have and will not	344	14.9
Finished taking all courses planned	633	27.4
Plan to take courses in future	1081	46.8
no response	151	
Major Course Emphasis of those Currently Enrolled		
Criminal justice, police science, law enforcement, police administration	138	54.9
Liberal Arts and Sciences	65	25.9
Other	37	14.7
Combination of Above	11	4.4
no response	1	

CONTINUED

1 OF 4

Table 10 (Cont.)

Educational Level	N	Adjusted Percent [1]
Major Course Emphasis of those Planning to Enroll		
Criminal justice, police science, law enforcement, police administration	590	57.3
Liberal Arts and Sciences	242	23.5
Other	169	16.4
Combinations of Above	28	2.7
no response	52	
Major Course Emphasis of those finished taking courses		
Criminal justice, police science, law enforcement, police administration	339	57.8
Liberal Arts and Sciences	156	26.6
Other	73	12.5
Combinations of above	18	3.1
no response	47	
Taking Courses under various work conditions		
No, I will not be taking more courses	1014	41.9
While working full time as a police officer	1261	52.1
While working on detached or part time duty as a police officer	55	2.3
While working full or part time on another job	65	2.6
While not working	24	1.0
no response	42	
Received Incentive Pay		
Yes	408	16.6
No	2044	83.4
no response	9	
Incentive Pay Possible		
Yes	695	28.6
No	1734	71.4
no response	32	

Table 10 (Cont.)

Educational Level	N	Adjusted Percent [1]
Desirable Part time B.A. Programs available		
Yes	1670	71.6
No	661	28.4
no response	130	
Miles One way to College		
0	13	.6
1 – 5	555	26.5
6 – 10	581	27.7
11 – 15	334	15.9
16 – 20	226	10.8
21 – 25	96	4.6
26 – 30	101	4.8
31 – 50	114	5.4
over 50	78	3.7
no response	363	

mean = 17.0   median = 10.2   S.D. = 29.6

[1] Adjusted percent represents the percent of the total number of respondents supplying information within each category.

get the degree, and 47 percent (46.5%) indicated they would not pursue the degree.

A total of 565 officers provided information on the program major of the bachelor's degree they had completed. Fifty-six percent (55.8%) had majored in either criminal justice, police science, law enforcement or police administration. Thirty-two percent (31.6%) had majored in liberal arts or sciences while the remaining 13 percent (12.6%) had majored in some other field of study.

In terms of their educational activities at the time of the survey, 11 percent (10.9%) indicated that they were currently taking college courses, 15 percent (14.9%) indicated that they never have and will not enroll in college courses, 27 percent (27.4%) have finished taking all courses planned, and 47 percent (46.8%) plan to take courses in the future.

The major emphases of course work among those currently enrolled, those who plan to enroll, and those who have completed all planned courses was similar. Courses in criminal justice, police science, law enforcement and police administration are favored by more than a two to one ratio over the liberal arts and sciences, the second ranked choice.

An important measure of the aspirations of respondents to acquire the baccalaureate degree can be obtained by relating desire for the degree with educational activity at the time of the survey. Among the 749 students who expressed a desire to obtain the degree, 151 or 20 percent (20.1%) were actively enrolled in courses. When the degree plans

of the sample are expanded to include those both active and inactive in pursuit of the degree the distribution of education plans for the baccalaureate degree is as follows:

	N	Adjusted Percentage
Have the degree	568	23.1%
Plan to acquire and currently enrolled	151	6.1%
Plan to acquire and not enrolled	598	24.3%
No plans to acquire	1143	46.5%
No response	1	

The geographic availability of college programs and the use of incentive pay to encourage college enrollment have been studied as inhibitors and facilitators of adult attendance in degree programs. The majority of respondents to this study indicated that officers in their department could not receive incentive pay for earning college credits (71.4%) and that they, themselves, did not receive incentive pay for earning college credits (83.4%). Twenty-nine percent (28.6%) said that officers in their department could receive incentive pay and 17 percent (16.6%) said that they had received incentive pay.

The majority (71.6%) of the respondents indicated that there were college programs leading to the bachelor's degree available that were of interest to them and which would permit enrollment on a part-time basis. Fifty-five (54.8%) of the respondents said that there was a bachelor's degree program no further than 10 miles away from their homes. Twenty-seven percent (26.7%) would have to travel 11 to 20

miles and 19 percent (18.5%) would have to travel 21 or more
miles one way for such a program.

Reality and Influence Assessments

In the Background section of this report one of the pur-
poses of this research project was described as an attempt to
"identify factors that law enforcement personnel report as
influencing their decisions regarding enrollment in degree
credit programs in colleges and universities." Information
on responses to 32 items which have been grouped into the
six clusters of variables which were hypothesized to influ-
ence enrollment in college for adults is presented in this
section. The officers were requested to indicate to what
degree the statements about the 32 factors (i.e. items) were
true (Reality), and then to rate the degree to which the fac-
tor (i.e. item) influenced (Influence) their decision to
enroll in a college degree program. The response scale for
"Influence Assessment" ranged from (1) "Major Influence" to
(4) "No Influence." Responses to these items are summarized
in Tables 11 to 16. The summary of the results below focuses
on "Agreement" ("Strongly Agree" plus "Agree") or "Disagree-
ment" ("Disagree" plus "Strongly Disagree") and "Influence
("Major Influence" plus "Moderate Influence") or "No Influence"
("Slight Influence" plus "No Influence").

Financial Factors. Six financial items were included
(see Table 11). Two dealt with the availability of funds,
one with the cost of college, and three with the relation
between going to college and the job (promotion, current

Table 11

A Summary of Responses to Statements About the "Reality" and "Influence" of Selected Financial Factors

STATEMENTS	Reality Assessment							Influence Assessment						
	Strongly Agree	Agree	Disagree	Strongly Disagree	N	X̄	S.D.	Major	Moderate	Slight	No	N	X̄	S.D.
1. Adequate financial resources are available for me to pursue college course work.	405 (17.3)	803 (34.3)	706 (30.2)	424 (18.1)	2338	2.49	.98	721 (31.8)	651 (28.7)	394 (17.4)	502 (22.1)	2268	2.30	1.14
2. The financial cost of pursuing college course work is too high.	682 (29.1)	1037 (44.2)	471 (20.1)	155 (6.6)	2345	2.04	.87	591 (26.2)	678 (30.1)	430 (19.1)	555 (24.6)	2254	2.42	1.12
3. GI Bill and LEEP funds are not available to me.	735 (32.0)	672 (29.3)	488 (21.3)	400 (17.4)	2295	2.24	1.08	693 (31.4)	448 (20.3)	308 (14.0)	755 (34.3)	2204	2.51	1.25
4. College course work or a bachelor's degree is necessary for promotion.	341 (14.7)	460 (19.8)	825 (35.5)	698 (30.0)	2324	2.81	1.02	451 (20.1)	486 (21.7)	375 (16.7)	932 (41.5)	2244	2.80	1.18
5. College course work or a bachelor's degree is a requirement for my current job.	106 (4.6)	134 (5.8)	948 (40.8)	1134 (48.8)	2322	3.34	.78	180 (8.0)	305 (13.5)	303 (13.4)	1470 (65.1)	2258	3.36	.99
6. College course work or a bachelor's degree increases my job security.	207 (9.0)	404 (17.6)	806 (35.0)	884 (38.4)	2301	3.03	.96	265 (11.9)	396 (17.8)	373 (16.7)	1196 (53.6)	2230	3.12	1.08

requirement, and job security). Fifty-two percent (51.6%) of the respondents agreed or strongly agreed that "Adequate finances are available for me to pursue college course work." Seventy-three percent (73.3%) agreed or strongly agreed that "The financial cost of pursuing college course work is too high." Sixty-one percent (61.3%) of the respondents indicated that GI Bill and LEEP funds were not available to them. In sum, the majority appear to have the necessary finances, think pursuing college course work or the degree costs too much, and can not get GI Bill or LEEP funds to finance educational costs.

Thirty-five percent (34.5%) indicated that college course work or a bachelor's degree was necessary for promotion. Only 10 percent (10.4%) indicated that college course work or a bachelor's degree was a requirement for their job. Twenty-seven percent (26.6%) of the respondents indicated that college course work or a bachelor's degree increases their job security. In sum, the majority of the respondents do not agree that college course work or a bachelor's degree is a job requirement, is necessary for promotion, or that it increases their job security.

The majority of the respondents indicated that finance and costs had a major or moderate influence on their decision to pursue course work or a bachelor's degree, and that whether this affected job retention, promotion, or security had either slight or no influence. Sixty-one percent (60.5%) of the respondents indicated that whether or not adequate financial

resources were available was a major or moderate influence in their decision to pursue or not pursue a degree. Fifty-six percent (56.3%) indicated that the high cost of pursuing college work has a major or moderate influence. Fifty-two percent (51.7%) of the respondents indicated that the availability or non-availability of GI Bill or LEEP funds was a major or moderate influence.

Forty-two percent (41.8%) of the respondents indicated that whether or not course work or a bachelor's degree was necessary for promotion was a major or moderate influence. Only 22 percent (21.5%) of the respondents indicated that whether or not course work or a bachelor's degree was a job requirement was a major or moderate influence on their decision. Similarly, only thirty percent (29.7%) of the respondents indicated that whether or not course work or a bachelor's degree increased job security was a major or moderate influence.

Convenience Factors. Five convenience items were included on the survey (see Table 12). Two items focused on availability (i.e. in terms of part time programs and location) and three items focused on time constraints (i.e. convenient time, too much time, interference of shift rotation). A majority of respondents agreed or strongly agreed that each convenience statement was true. Sixty percent (60.0%) of the respondents indicated agreement or strong agreement with the statements, "College courses I might desire are offered at a convenient time." Seventy-three percent (72.6%) agreed or strongly agreed that courses were

Table 12

A Summary of Responses to Statements About the "Reality" and "Influence" of Selected Convenience Factors

STATEMENTS	Reality Assessment							Influence Assessment						
	Strongly Agree	Agree	Disagree	Strongly Disagree	N	X̄	S.D.	Major	Moderate	Slight	No	N	X̄	S.D.
7. College courses I might desire are offered at a convenient time.	252 (10.9)	1140 (49.2)	628 (27.1)	299 (12.9)	2319	2.42	.85	544 (24.5)	788 (35.5)	412 (18.5)	478 (21.5)	2222	2.37	1.07
8. College courses I might desire are offered at a convenient location.	400 (17.1)	1294 (55.5)	423 (18.1)	216 (9.3)	2333	2.20	.83	541 (24.2)	825 (36.9)	399 (17.9)	470 (21.0)	2235	2.36	1.07
9. College work requires too much of my time.	329 (14.2)	937 (40.5)	862 (37.3)	183 (7.9)	2311	2.39	.83	469 (20.9)	657 (29.3)	508 (22.6)	610 (27.2)	2244	2.56	1.10
10. Shift rotation interferes with college class schedules.	898 (38.8)	710 (30.6)	428 (18.5)	281 (12.1)	2317	2.04	1.03	769 (34.4)	477 (21.3)	303 (13.6)	686 (30.7)	2235	2.41	1.24
11. Part-time college programs I might desire are available.	451 (19.4)	1509 (65.0)	258 (11.1)	104 (4.5)	2322	2.01	.70	461 (20.8)	876 (39.6)	406 (18.3)	471 (21.3)	2214	2.90	1.04

available at a convenient location. Fifty-five percent (54.7%) agreed or strongly agreed that college required too much of their time. Sixty-nine percent (69.4%) of the respondents indicated agreement that shift rotation interfered with college class schedules. Eighty-four percent (84.4%) of the respondents indicated the presence of desirable part time college programs. Although the majority of the officers felt that desirable part time college programs are available and that courses are offered at a convenient time and location, they felt that pursuing college course work or the degree required too much of their time and that shift rotation interferes with college class schedules.

A majority of the respondents indicated that each convenience factor had a major or moderate influence on their decision to pursue or not pursue a bachelor's degree. Sixty percent (60.0%) of the respondents indicated that whether courses were offered at a convenient time had a major or moderate influence. Sixty-one percent (61.1%) indicated that whether courses were offered at a convenient location had a major or moderate influence. Fifty percent (50.2%) indicated that the amount of time college work required had a major or moderate influence. Fifty-six percent (55.7%) indicated that whether shift rotation interfered with college class schedules had a major or moderate influence. Sixty percent (60.4%) indicated that whether desirable, part time college programs were available had a major or moderate influence on their decision to enroll for a college degree program.

Social/Social Support Factors. Five items were included.
Two items focused on law enforcement officers' desires to
interact with people outside law enforcement and three items
focused on support officers received from others (i.e. fam-
ily, supervisors, colleagues) to continue their education.
The majority (see Table 13) of the respondents agreed or
strongly agreed that: they received encouragement from their
families to continue their education (69.9%); taking college
courses would give them an opportunity to meet new people
(93.3%); and, it was important to meet people who were not
in law enforcement (79.3%). The majority of the respondents
disagreed or strongly disagreed that they received encourage-
ment from their co-workers to continue their education (65.8%)
and that they received encouragement from their superiors to
continue their education (64.6%).

While the majority of the respondents disagreed that
they received support from co-workers or superiors, the
majority also included that a lack of such support was of
slight or no influence on their decision to pursue a bache-
lor's degree (see Table 13). Over 70 percent indicated that
support from co-workers (72.9%) and support from superior
officers (71.4%) was of slight or no influence on their
decisions. On the other hand, the majority (56.6%) indicated
that family support was a major or moderate influence. Even
though a majority agreed or strongly agreed that college
would allow them to meet new people and that meeting non-law
enforcement people was important, a majority indicated that
both of these factors were either a slight influence or no

Table 13

A Summary of Responses to Statements About the "Reality" and "Influence" of Selected Social/Social Support Factors

STATEMENTS	Reality Assessment							Influence Assessment						
	Strongly Agree	Agree	Disagree	Strongly Disagree	N	X̄	S.D.	Major	Moderate	Slight	No	N	X̄	S.D.
12. I receive encouragement from my police co-workers to continue my education.	196 (8.4)	603 (25.8)	893 (38.2)	644 (27.6)	2336	2.85	.92	207 (9.2)	403 (17.9)	526 (23.3)	1120 (49.6)	2256	3.13	1.01
13. I receive encouragement from my superior officers to continue my education.	194 (8.3)	630 (27.1)	827 (35.5)	678 (29.1)	2329	2.85	.94	209 (9.2)	439 (19.4)	522 (23.1)	1093 (48.3)	2263	3.10	1.02
14. I receive encouragement from my family to continue my education.	634 (27.1)	999 (42.8)	505 (21.6)	198 (8.5)	2336	2.11	.90	533 (23.5)	750 (33.1)	424 (18.7)	557 (24.6)	2264	2.44	1.10
15. Taking college courses will give me an opportunity to meet new people.	611 (26.0)	1580 (67.3)	120 (5.1)	37 (1.6)	2348	1.82	.59	215 (9.5)	652 (28.8)	716 (31.7)	677 (30.0)	2260	2.82	.97
16. It is important for me to meet people who do not work in law enforcement.	590 (25.1)	1271 (54.2)	402 (17.1)	83 (3.5)	2346	1.99	.75	315 (14.0)	725 (32.1)	602 (26.7)	614 (27.2)	2256	2.67	1.02

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influence. Only thirty-eight percent (38.3%) indicated that the opportunity to meet new people at college was a major or moderate influence. Less than half (46.1%) of the respondents indicated that the opportunity to meet people who do not work in law enforcement was a major or moderate influence on their decision to pursue a Bachelor's degree.

Institutional Atmosphere Factors. Four of the Institutional Atmosphere Items had to do with the relationship of the officer/student to others (i.e. students, faculty) encountered in college programs. The remaining two concern apprehension about pursuing a degree and the opportunity for escape afforded by college programs. A slight majority (51.3%) of the respondents agreed or strongly agreed that college faculties have a positive or encouraging attitude toward students who are officers (see Table 14). About one-third (35.2%) of the respondents indicated that other college students have a positive attitude toward law enforcement students. Approximately one-third (34.3%) of the respondents agreed or strongly agreed that they were apprehensive about pursuing a bachelor's degree. Two-thirds (68.5%) of the respondents indicated that college would allow an escape from routine of daily activities. Nearly the same percentage (65.3%) indicated that the people they met in college programs were stimulating. Only 24 percent (24.2%) of the respondents indicated that college faculties were not open to new ideas from law enforcement students. In general, the officers agreed that college faculties had a positive attitude toward

Table 14

A Summary of Responses to Statements About the "Reality" and "Influence" of Selected Institutional Atmosphere Factors

STATEMENTS	Reality Assessment							Influence Assessment						
	Strongly Agree	Agree	Disagree	Strongly Disagree	N	$\bar{X}$	S.D.	Major	Moderate	Slight	No	N	$\bar{X}$	S.D.
17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	138 (6.1)	1030 (45.2)	901 (39.5)	210 (9.2)	2279	2.52	.75	130 (5.9)	553 (25.0)	744 (33.6)	789 (35.6)	2216	2.99	.92
18. Other college students have a positive attitude toward students who are law enforcement officers.	60 (2.7)	730 (32.5)	1167 (52.0)	286 (12.8)	2293	2.75	.71	85 (3.9)	396 (18.2)	739 (33.9)	960 (44.0)	2180	3.18	.86
19. I am apprehensive about going to school for a bachelor's degree.	125 (5.4)	665 (28.9)	879 (38.2)	631 (27.4)	2300	2.88	.88	154 (6.9)	439 (19.8)	445 (20.1)	1178 (53.2)	2216	3.19	.99
20. College allows (will allow) an escape from the routine pattern of daily activities.	272 (11.8)	1312 (56.7)	563 (24.3)	166 (7.2)	2313	2.27	.76	179 (8.0)	607 (27.2)	676 (30.3)	767 (34.4)	2229	2.91	.96
21. The people I meet in college programs are stimulating.	165 (7.3)	1303 (58.0)	666 (29.6)	113 (5.0)	2247	2.32	.68	119 (5.5)	683 (31.3)	715 (32.8)	666 (30.5)	2183	2.88	.91
22. College faculties are not open to ideas from students who work in law enforcement.	105 (4.7)	436 (19.5)	1389 (62.1)	306 (13.7)	2236	2.85	.71	941 (4.3)	413 (19.1)	704 (32.6)	950 (44.0)	2161	3.16	.88

them and were open to their ideas, but that students did not have a positive attitude toward them. They felt that people they met in college programs were stimulating and that college would provide an escape from daily activities.

For each of the Institutional Atmosphere Items, fewer then 40 percent indicated that the factor was a major or moderate influence on their enrollment decision.

Fewer than a third (30.9%) of the respondents indicated that the positiveness of college faculty toward law enforcement students was a major or moderate influence on their decision to pursue a degree. Less than one-fourth (22.1%) of the respondents indicated the positiveness of student attitudes towards law enforcement officers was a major or moderate influence. About one-fourth of the respondents (26.7%) indicated that apprehensiveness was a major or moderate influence. About a third (35.2%) indicated that the opportunity to escape daily routine which college enrollment offered was a major or moderate influence. Over one-third (36.8%) indicated that the opportunity to meet stimulating people was a major or moderate influence. Fewer than one-fourth (23.4%) of the respondents indicated that the degree of openness of college faculty members was a major or moderate influence.

Goal Congruence Factors. Three of the Goal Congruence Items pertain to characteristics of college programs (i.e. quality, goal similarity, self-directed learning). The remaining two items deal with personal desires related to education. Almost all (97.6%) of the respondents indicate a

desire to improve their minds (see Table 15). Three-quarters (75.2%) indicated they wished to obtain a degree for personal reasons. Eighty-four percent (83.8%) agreed or strongly agreed that college programs provided opportunities for self-directed learning. Conversely, only 18 percent (18.2%) of the respondents indicated that college programs of the high quality desired were not available. About two-thirds (64.5%) of the respondents indicated that the goals of a college degree program were similar to their own.

For all of the items, except one which pertained to the quality of college programs, over half of the respondents indicated that the factors were a major or moderate influence on their enrollment decisions. A substantial majority (83.7%) indicated that the desire to improve their minds was a major or moderate influence on their decision to pursue a bachelor's degree. Sixty-nine percent (69.0%) of the respondents indicated that personal reasons were a major or moderate influence. A majority (59.0%) indicated that opportunities for self directed learning were a major or moderate influence. On the other hand less than one-third (29.3%) indicated that the quality of the college programs was a major or moderate influence. A slight majority (51.3%) indicated that a similarity of college goals to their own goals was a major or moderate influence.

Job Relevance Factors. Four of the Job Relevance Items pertain to the relevance of college programs to different aspects of an officer's career (i.e. problems of the job,

Table 15

A Summary of Responses to Statements About the "Reality" and "Influence" of Selected Goal Congruence Factors

STATEMENTS	Reality Assessment							Influence Assessment						
	Strongly Agree	Agree	Disagree	Strongly Disagree	N	$\bar{X}$	S.D.	Major	Moderate	Slight	No	N	$\bar{X}$	S.D.
23. I have a desire to improve my mind.	1257 (54.6)	990 (43.0)	35 (1.5)	20 (.9)	2302	1.49	.58	1166 (53.0)	674 (30.7)	146 (6.6)	213 (9.7)	2199	1.73	.96
24. I wish to obtain a degree for personal reasons.	812 (35.5)	909 (39.7)	453 (19.8)	113 (4.9)	2287	1.94	.87	890 (40.3)	633 (28.7)	253 (11.5)	431 (19.5)	2207	2.10	1.14
25. College programs provide opportunities for self-directed learning.	515 (22.3)	1419 (61.5)	304 (13.2)	68 (2.9)	2306	1.97	.69	428 (19.4)	874 (39.6)	519 (23.5)	388 (17.6)	2209	2.39	.99
26. College programs available to me are not of the high quality I desire.	89 (3.9)	325 (14.3)	1401 (61.5)	464 (20.4)	2279	2.98	.71	180 (8.2)	464 (21.1)	581 (26.5)	969 (44.2)	2194	3.07	.99
27. The goals of college degree programs are similar to my own.	193 (8.6)	1255 (55.9)	666 (29.6)	133 (5.9)	2247	2.33	.72	276 (12.8)	831 (38.5)	584 (27.0)	468 (21.7)	2159	2.58	.97

career plans, leadership skills, and law enforcement know-
ledge). The remaining item pertains to the need to learn
more about law enforcement. A sizeable majority (see Table
16) of the respondents agreed or strongly agreed that: they
needed to learn more about law enforcement (89.3%); college
programs would help them learn more about law enforcement
(76.3%); and college courses would increase their leadership
skills (81.1%). A slight majority (51.1%) indicated that
college programs were relevant to problems on the job.
Sixty-one percent (61.1%) of the respondents indicated that
college programs were relevant to their future career plans
in law enforcement.

All but one of the relevance items (relevance to job
problems) was reviewed as a major or moderate influence by
a majority of the respondents (see Table 16). Seventy per-
cent (70.4%) of the respondents indicated that the need to
learn more about law enforcement was a major or moderate
influence. Slightly less than half (49.2%) indicated that
the degree of relevance college programs have to problems
faced on the job was a major or moderate influence on their
decision to pursue a bachelor's degree. Slightly more (57.3%)
indicated that whether or not college courses helped them
learn about law enforcement was a major or moderate influence.
About the same number (55.1%) indicated that the relevance
of college programs to future career plans was a major or
moderate influence. Approximately two-thirds (63.6%) were
influenced by the availability of courses that would increase
their leadership skills.

Table 16

A Summary of Responses to Statements About the "Reality" and "Influence" of Selected Job Relevance Factors

STATEMENTS	Reality Assessment							Influence Assessment						
	Strongly Agree	Agree	Disagree	Strongly Disagree	N	X̄	S.D.	Major	Moderate	Slight	No	N	X̄	S.D.
28. I need to learn more about law enforcement.	754 (32.8)	1298 (56.5)	173 (7.5)	74 (3.2)	2299	1.81	.71	721 (32.8)	827 (37.6)	318 (14.5)	333 (15.1)	2199	2.12	1.03
29. College programs are relevant to the problems I face (or will face on the job.	215 (9.4)	959 (41.7)	813 (35.4)	311 (13.5)	2298	2.53	.84	329 (14.9)	759 (34.3)	580 (26.2)	546 (24.7)	2214	2.61	1.02
30. College courses will help me learn more about law enforcement.	405 (17.6)	1353 (58.7)	412 (17.9)	135 (5.9)	2305	2.12	.76	403 (18.2)	866 (39.1)	533 (24.1)	413 (18.6)	2215	2.43	.99
31. College programs are relevant to my future career plans in law enforcement.	496 (21.5)	914 (39.6)	650 (28.1)	250 (10.8)	2310	2.28	.92	529 (23.7)	701 (31.4)	431 (19.3)	568 (25.5)	2229	2.47	1.11
32. College courses are available that will help me increase my leadership skills.	601 (25.9)	1281 (55.2)	319 (13.8)	118 (5.1)	2319	1.98	.18	569 (25.6)	846 (38.0)	414 (18.6)	397 (17.8)	2226	2.29	1.04

Summary

A summary of means and standard deviations of "Reality"
and "Influence" responses to all 32 attitude items and
Pearson correlations between "Reality" and "Influence" re-
sponses for each item is presented in Table 17. On the
average, respondents agreed most that: they have a desire
to improve their mind ($\overline{R} = 1.49$*; they need to learn more
about law enforcement ($\overline{R} = 1.81$); taking college courses will
provide an opportunity to meet new people ($\overline{R} = 1.82$); they
wish to obtain a degree for personal reasons ($\overline{R} = 1.94$);
college programs provide opportunities for self-directed
learning ($\overline{R} = 1.97$); college courses are available that
would help them increase their leadership skills ($\overline{R} = 1.98$);
it is important to meet people who are not in law enforcement
($\overline{R} = 1.99$); and, desirable part time college programs are
available ($\overline{R} = 2.01$). On the average, respondents indicated
that five of the above eight factors were a major or moder-
ate influence on their enrollment decision. On the average,
respondents indicated that their decision to enroll in a
degree program was most influenced by the following: whether
they had a desire to improve their mind ($\overline{I} = 1.73$); whether
they wished to obtain a degree for personal reasons ($\overline{I} = 2.10$);
whether they needed to learn more about law enforcement ($\overline{I} = 2.12$); whether college courses that would increase leadership
skills were available ($\overline{I} = 2.29$); whether adequate funds
were available to pursue college course work ($\overline{I} = 2.30$);

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* $\overline{R}$ indicates mean Reality response, $\overline{I}$ indicates mean
Influence response.

Table 17

A Summary of Means and Standard Deviations

for Reality and Influence Responses

Factors*		Reality		Influence	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
F	1. Adequate financial resources are available for me to pursue college course work.	2.49	.98	2.30	1.14
F	2. The financial cost of pursuing college course work is too high.	2.04	.87	2.42	1.12
F	3. GI Bill and LEEP funds are not available to me.	2.74	1.08	2.51	1.25
F	4. College course work or a bachelor's degree is necessary for promotion.	2.81	1.02	2.80	1.18
F	5. College course work or a bachelor's degree is a requirement for my current job.	3.34	.78	3.36	.99
F	6. College course work or a bachelor's degree increases my job security.	3.03	.96	3.12	1.08
C	7. College courses I might desire are offered at a convenient time.	2.42	.85	2.37	1.07
C	8. College courses I might desire are offered at a convenient location.	2.20	.83	2.36	1.07
C	9. College work requires too much of my time.	2.39	.83	2.56	1.10
C	10. Shift rotation interferes with college class schedules.	2.04	1.03	2.41	1.24
C	11. Part time college programs I might desire are available.	2.01	.70	2.40	1.04
SS	12. I receive encouragement from my police co-workers to continue my education.	2.85	.92	3.13	1.01
SS	13. I receive encouragement from my superior officers to continue my education.	2.85	.94	3.10	1.02
SS	14. I receive encouragement from my family to continue my education.	2.11	.90	2.44	1.10
SS	15. Taking college courses will give me an opportunity to meet new people.	1.82	.59	2.82	.97
SS	16. It is important for me to meet people who do not work in law enforcement.	1.99	.75	2.67	1.02
IA	17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	2.52	.76	2.99	.92
IA	18. Other college students have a positive attitude toward students who are law enforcement officers.	2.75	.71	3.18	.86
IA	19. I am apprehensive about going to school for a bachelor's degree.	2.88	.88	3.19	.99
IA	20. College allows (will allow) an escape from the routine pattern of daily activities.	2.27	.76	2.91	.96
IA	21. The people I meet in college programs are stimulating.	2.32	.68	2.88	.91
IA	22. College faculties are not open to ideas from students who work in law enforcement.	2.85	.71	3.16	.88
GC	23. I have a desire to improve my mind.	1.49	.58	1.73	.96
GC	24. I wish to obtain a degree for personal reasons.	1.94	.87	2.10	1.14
GC	25. College programs provide opportunities for self-directed learning.	1.97	.69	2.39	.99
GC	26. College programs available to me are not of the high quality I desire.	2.98	.71	3.07	.99
GC	27. The goals of college degree programs are similar to my own.	2.33	.72	2.58	.97
JR	28. I need to learn more about law enforcement.	1.81	.71	2.12	1.03
JR	29. College programs are relevant to the problems I face (or will face) on the job.	2.53	.84	2.61	1.02
JR	30. College courses will help me learn more about law enforcement.	2.12	.76	2.43	.99
JR	31. College programs are relevant to my future career plans in law enforcement.	2.28	.92	2.47	1.11
JR	32. College courses are available that will help me increase my leadership skills.	1.98	.78	2.29	1.04

*Factors are divided into:

F = Financial Factors   IA = Institutional Atmosphere Factors
C = Convenience Factors   GC = Goal Congruence Factors
SS = Social/Social Support   JR = Job Relevance Factors

whether desirable college courses were offered at a convenient location ($\bar{I}$ = 2.36) and time ($\bar{I}$ = 2.37); and, whether college programs provided opportunities for self-directed learning ($\bar{I}$ = 2.39). In summary, the eight items that respondents, on the average, most agreed with included the Social/Social Support items, one Convenience item, three Goal Congruence items, and two Job Relevance items. Mean Influence responses were most indicative of influence on college enrollment decisions for one Finance item, two Convenience items, three Goal Congruence items and two Job Relevance items.

On the average, respondents disagreed most and were least influenced by the following eight items: college course work of a bachelor's degree is a requirement for their current job ($\bar{R}$ = 3.34; $\bar{I}$ = 3.36) or increasing their job security ($\bar{R}$ = 3.03; $\bar{I}$ = 3.12); available college programs are not of the desired quality ($\bar{R}$ = 2.98; $\bar{I}$ = 3.07); they were apprehensive about pursuing a degree ($\bar{R}$ = 2.88; $\bar{I}$ = 3.19); college faculties are not open to ideas from the officer/student ($\bar{R}$ = 2.85; $\bar{I}$ = 3.16); they received support to continue their education from fellow officers ($\bar{R}$ = 2.85; $\bar{I}$ = 3.13) or from superior officers ($\bar{R}$ = 2.85; $\bar{I}$ = 3.10); and, other college students have a positive attitude toward the officer/student ($\bar{R}$ = 2.75; $\bar{I}$ = 3.18). It is noteworthy that those items with means most indicative of disagreement were the same items that had mean influence responses that were most indicative of non-influence on college enrollment decisions. In summary, those items with which respondents, on the average, did not agree and which did not influence

their decision to enroll were: two Finance items related to the financial benefits of pursuing a degree, two Social/ Social Support items related to professional support, three Institutional Atmosphere items, two of which related to attitudes of others (i.e. faculty, and students) in college programs, the third dealing with apprehensiveness about college, and one was a Goals Congruence item which dealt with the quality of college programs.

Inferential Analyses

The remainder of the Results section includes inferential analyses completed to answer the following questions:

1. What is the relationship between "reality" and "influence" assessments?

2. Is educational attainment/aspiration related to geographic, personal and professional characteristics of law enforcement officers?

3. Is the educational attainment/aspiration of law enforcement officers related to the degree to which they perceive the existence (Reality) and influence (Influence) of selected factors?

4. Is there a subset of Demographic, Reality, or Influence factors that best discriminates between law enforcement officers varying in educational attainment/aspiration?

Pearson r and chi square were used to answer questions one, two, and three. Stepwise multiple discriminant analyses were used to answer question four. Questions two, three, and four are concerned with explaining variations in educational attainment/aspiration. Why do some law enforcement officers seek and/or acquire more education while others do not?

The Association Between Reality and Influence Assessments

Typically, the adult education research has relied on responses from adult learners about the influence of various factors on their decision to enroll in adult education.

In this study respondents were asked about both reality and influence for two reasons. The influence only approach would have made it impossible to describe the state of affairs (Reality) in law enforcement relative to factors that may affect decisions about enrolling in degree programs. Also, the interpretation of influence assessments without having reality assessments seemed unclear in previous research. For example, although students may have limited financial resources, this may not have influenced their decision to enroll. Without the reality data, one might assume that if a respondent indicated that financial limitations did not influence their decision to enroll, that they did not have financial limitations.

In order to analyze the association between reality and influence assessments, crosstabulations, chi squares, and Pearson correlation coefficients were computed for each Reality/Influence assessment pair. The results of these analyses for each of the six clusters of factors are summarized in Table 18. All chi squares and Pearson product moment correlations listed were statistically significant at less than the .05 level.

Financial Factors. Respondents who agreed that financial resources were available to them tend to respond that this had no influence on their decision about enrolling in college degree programs. Respondents who disagreed that financial resources were available to them tended to respond that this did have an influence on their decision about enrolling in college.

Table 18

A Summary of Chi Square[1] and Pearson r[2] Analyses to Determine the Associations Between Reality and Influence Assessments of Each of Thirty-Two Factors

Factors*	x^2	r
F 1. Adequate financial resources are available for me to pursue college course work.	196.23	-.08
F 2. The financial cost of pursuing college course work is too high.	590.03	.38
F 3. GI Bill and LEEP funds are not available to me.	182.49	.15
F 4. College course work or a bachelor's degree is necessary for promotion.	858.35	.48
F 5. College course work or a bachelor's degree is a requirement for my current job.	626.33	.37
F 6. College course work or a bachelor's degree increases my job security.	1156.85	.53
C 7. College courses I might desire are offered at a convenient time.	379.77	.07
C 8. College courses I might desire are offered at a convenient location.	407.63	.10
C 9. College work requires too much of my time.	992.03	.51
C 10. Shift rotation interferes with college class schedules.	1207.43	.58
C 11. Part time college programs I might desire are available.	417.32	.13
SS 12. I receive encouragement from my police co-workers to continue my education.	973.50	.42
SS 13. I receive encouragement from my superior officers to continue my education.	971.85	.42
SS 14. I receive encouragement from my family to continue my education.	1304.76	.58
SS 15. Taking college courses will give me an opportunity to meet new people.	569.06	.38
SS 16. It is important for me to meet people who do not work in law enforcement.	1049.91	.52
IA 17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	581.36	.23
IA 18. Other college students have a positive attitude toward students who are law enforcement officers.	356.03	.12
IA 19. I am apprehensive about going to school for a bachelor's degree.	1173.91	.56
IA 20. College allows (will allow) an escape from the routine pattern of daily activities.	1067.82	.47
IA 21. The people I meet in college programs are stimulating.	1245.38	.52
IA 22. College faculties are not open to ideas from students who work in law enforcement.	476.65	.26
GC 23. I have a desire to improve my mind.	875.18	.48
GC 24. I wish to obtain a degree for personal reasons.	2000.95	.73
GC 25. College programs provide opportunities for self-directed learning.	1264.43	.51
GC 26. College programs available to me are not of the high quality I desire.	553.50	.30
GC 27. The goals of college degree programs are similar to my own.	1072.52	.44
JR 28. I need to learn more about law enforcement.	1237.64	.56
JR 29. College programs are relevant to the problems I face (or will face) on the job.	1447.91	.49
JR 30. College courses will help me learn more about law enforcement.	1505.35	.54
JR 31. College programs are relevant to my future career plans in law enforcement.	2104.14	.69
JR 32. College courses are available that will help me increase my leadership skills.	1505.04	.57

*Factors are divided into:

F = Financial Factors
C = Convenience Factors
SS = Social/Social Support

IA = Institutional Atmosphere Factors
GC = Goal Congruence Factors
JR = Job Relevance Factors

[1] x^2 df = 9

[2] r df = 2149 to 2337

Officers who agreed that the costs of college were too high tended to indicate that this had a major influence on their decision about going to college. Officers who disagreed that the costs of college are too high tended to indicate that the costs had little influence on their decision about going to college.

Individuals who agreed that the GI Bill and LEEP funds were not available to them were more likely to state that this was an influence on their decision to go to college. Individuals who indicated that they disagree that the GI Bill and LEEP funds were not available were more likely to state that this had little influence on their decision to attend college.

Individuals who agreed that either college course work or a bachelor's degree is needed for promotions tended to respond that it influenced their decision to attend college. Those who disagreed that either college work or a bachelor's degree was needed for promotions tended to respond that this was not an influence on their decision to attend college.

Respondents who indicated that they agree that college courses or the bachelor's degree were a job requirement tended to reply that this influenced their decision to go to college. Those who disagreed that college courses or the bachelor's degree were a job requirement tended to reply that this was not an influence that affected their decision to attend college. A majority of the respondents disagreed

that courses or a baccalaureate degree was required for their job (89.7%), of which 96 percent (96.0%) indicated that this did not influence their decision.

People who agreed that college courses or a bachelor's degree add to their job security were more likely to respond that this influenced their decision to enroll in college degree programs. People who disagreed that college courses or a bachelor's degree added to their job security were more likely to respond that this did not influence their decision to enroll in college degree programs.

Convenience Factors. Individuals who agreed that college courses were offered at a convenient time tended to respond that this was an influence in their decision to enroll in college. Individuals who disagreed that college courses are offered at a convenient time tended to respond that this was not an influence on their decision to attend college. However this relationship was one of the weakest relationships between the reality and influence assessments ($r = .07$). Of the officers who strongly disagreed with the statement that college courses are offered at a convenient time, 44 percent (44.2%) responded that it was a major influence in their decision. Twenty-five percent (24.7%) of the officers who strongly agreed with the statement responded that it influenced their decision.

Individuals who agreed that shift rotation interferes with college tended to reply that this was an influence in their decision. Individuals who disagreed with the statement

tended to reply that it was not an influence in their decision to enroll in college.

Individuals who agreed that desirable part time college programs were available tended to indicate that this was an influence in their decision to enroll. Individuals who disagreed that part time college programs were available tended to indicate that this was not an influence in their decision to enroll.

Social/Social Support Factors. Individuals who agreed that their co-workers are supportive were more likely to respond that this was an influence in their decision while people who disagreed with this statement were more likely to respond that this was not an influence.

Respondents who agreed that their superior officers were supportive tended to indicate that it was an influence in their decision to pursue college, while those that disagreed with the statement tended to respond that it was not an influence.

Respondents who agreed that their family is supportive tended to indicate that this was an influence in their decision to enroll in college. Respondents who disagreed with this statement tended to indicate that this was not an influence.

Respondents who agreed that they meet new people in college were more likely to respond that this was an influence in their decision while those who disagreed with the statement tended to say that this was not an influence in their decision.

Institutional Atmosphere Factors. Those officers who responded that the faculty attitude was positive toward law enforcement officers who are students were more likely to respond that this was an influence in their decision to enroll in college degree programs. The officers who responded that faculty attitudes were not positive were more likely to respond that this was not an influence in their decision to enroll.

Those individuals who responded that the student attitude was positive toward law enforcement officers who were students tended to respond that this was an influence in their decision while those who disagreed with the statement tended to respond that it was not an influence in their decision.

Individuals who responded that college programs offer an escape from routine tended to indicate that this was an influence in their decision to enroll while those who disagreed with the statement were more likely to indicate that this was not an influence in their decision to enroll.

Officers who responded that they met stimulating people in college degree programs tended to indicate that this was an influence on their decision while those who disagreed with the item tended to reply that this was not an influence.

Officers who responded that the college faculty was not open to police ideas tended to reply that this was an influence on their decision while those who replied that influence on their decision while those who replied that

the faculty was open to police ideas tended to respond that this was not an influence on their decision.

Goal Congruence Factors. officers who agreed that they have a desire to improve their mind were more likely to reply that this was an influence on their decision to enroll in college degree programs while those who disagreed were more likely to indicate that it was not an influence. This item was particularly interesting in that 98 percent (97.5%) agreed with the statement while two percent (2.5%) disagreed. On the influence assessment, 84 percent (83.8%) said it was an influence while only 16 percent (16.2%) said it was not an influence.

Individuals who agreed that they wanted to obtain a college degree for personal reasons tended to respond that this was an influence on their behavior while those who disagreed with this statement tended to respond that it was not an influence. This was the highest Pearson correlation ($r = .73$, $p < .001$) between the two assessments on the 32 factors.

Individuals who agreed that college allows for self-directed learning tended to reply that this influenced their decision on whether or not to enroll in college degree programs. Conversely, those who disagreed with this statement tended to respond that it was not an influence on their decision. Individuals who agreed that college degree programs are of low quality tended to respond that it was an influence while those who disagreed that the programs are of low quality tended to respond that it was not an influence.

Finally, those who agreed that the goals of college programs were similar to their own tended to indicate that this influenced their decision to enroll. The respondents who did not feel that the goals of college programs were similar to their own tended to indicate that this did not influence their decision.

Job Relevance Factors. Individuals who agreed that they needed to learn more about law enforcement tended to respond that this was an influence on their enrollment decision while those who disagreed with this statement tended to respond that this was not an influence. On this item 89 percent (89.4%) agreed that they needed to learn more about law enforcement and 71 percent (70.5%) replied that it was an influence in their decision to enroll.

Individuals who responded that college is relevant to job problems were more likely to respond that this was an influence in their decision to enroll. The officers who disagreed with the statement tended to respond that it was not an influence in their decision.

Officers who responded that college helps them learn more about law enforcement tended to indicate that it was an influence to enroll in college. Those who disagreed tended to indicate that it was not an influence.

Officers who agreed that college courses are relevant to their future career plans in law enforcement tended to indicate that they were influenced by this. Likewise, officers who disagreed with the statement tended to indicate that this did not influence their enrollment decisions.

Respondents who indicated that college courses were available which would increase their leadership skills tended to indicate that this influenced their enrollment decision. Similarly, those who disagreed with the statement indicated that it was not an influence.

Summary

A summary of Pearson correlation coefficients and chi square tests to determine the relationships between reality and influence assessments for each factor (i.e. item) are presented in Table 18. Each of the chi squares and Pearson r's are statistically significant at at least $p < .05$. In addition, all of the Pearson r's were positive except one. The one negative correlation was between reality and influence assessments with regard to the statement, "adequate financial resources are available for me to pursue college course work" ($r = -.08$, $p < .05$). Law enforcement officers who agreed that adequate financial resources were available tended to indicate that this did not influence their decision to enroll. In every other case if respondents agreed that a statement was true, they tended to indicate that it influenced their decision to enroll. For example, respondents who agreed that they receive encouragement from their family to continue their education tended to indicate that this influenced their decision while those who did not receive this encouragement from their family tended to indicate that this did not influence their decision.

Because of the large number of respondents and the large number of statistical tests it was useful to inspect the relative value of the Pearson r's. Eight items, including the Financial item above, had reality-influence assessment correlations of .26 or lower. Three of these were Convenience factors, three had to do with Institutional Atmosphere factors, and two were Financial factors. An inspection of crosstab tables indicated that for six of the eight cases, the low linear correlations were due to the fact that when officers responded either positively or negatively to the reality statement, they tended to indicate that this factor influenced their decision to enroll. This was true with the availability of financial resources, convenient time for courses, convenient location for courses, availability of a part time program, the attitude of faculty toward law enforcement officers, and the attitude of students toward law enforcement officers. Respondents who agreed or disagreed that financial resources were available tended to indicate that this influenced their decision to enroll. Those who agreed or disagreed that the time was convenient tended to indicate that this influenced their decision to enroll. Law enforcement officers' decision to enroll is influenced if the location is convenient or inconvenient, if faculty attitudes are seen as positive or negative, and if students' attitudes are seen as positive or negative. The other two low linear correlations, "availability of the GI Bill or LEEP funds" ($r = .15$, $p < .001$) and "faculty are not open to

ideas from law enforcement students" (r = .26, p < .001) did
not fit this pattern.

The Association between Educational Attainment/Aspiration and Geographic, Personal and Professional Characteristics of Law Enforcement Officers

For the remainder of the analyses, law enforcement
officers were divided into four groups: 1) those who do not
have the bachelor's degree and do not want to get it (n = 1143);
2) those who do not have the bachelor's degree, want it but
are not pursuing it (n = 598); 3) those who do not have the
bachelor's degree but want it and are pursuing it (n = 151);
and, 4) those who have the bachelor's degree (n = 568).
This new variable is hereafter referred to as "Educational
Attainment/Aspiration" or simply, "Educational Attainment."

Geographic Regions. Educational attainment/aspiration
was associated with geographic regions of the country (see
Table 19). The North Eastern Region is comprised of the
New England and Middle Atlantic States (Divisions), the North
Central Region is comprised of the East North Central and
West North Central States (Divisions), the Southern Region
is comprised of the South Atlantic, East South Central and
West South Central States (Divisions), and the Western Region
is comprised of the Mountain and Pacific States (Divisions).
The North Eastern Region had the highest percentage (29.4%)
of officers with a bachelor's degree and the Southern Region
had the lowest percentage (20.6%). The Western Region had
the highest percentage (8.1%) of officers pursuing a bachelor's

TABLE 19

THE ASSOCIATION BETWEEN GEOGRAPHIC REGIONS AND DIVISIONS AND EDUCATIONAL PLANS AND

ATTAINMENT: CONTINGENCY TABLES, FREQUENCIES, AND PERCENTAGES[1]

GROUPS	REGIONS[2]						
	NORTH EASTERN		NORTH CENTRAL		SOUTHERN		WESTERN	
% with B.A. (n)	29.4%	104	21.0%	213	20.6%	132	26.4%	111
% pursuing B.A. (n)	5.6%	20	4.6%	47	7.5%	48	8.1%	34
% planning B.A. (n)	16.1%	57	21.5%	218	28.7%	184	31.8%	134
% not wanting B.A. (n)	48.9%	173	52.8%	534	43.3%	278	33.7%	142
Total N (%)	(14.5%)	354	(41.4%)	1012	(26.2%)	642	(17.2%)	421

GROUPS	DIVISIONS[3]								
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific
% with B.A. (n)	31.4% 27	28.9% 77	21.2% 196	19.8% 17	21.9% 60	15.6% 22	23.1% 50	20.9% 36	30.1% 75
% pursuing B.A. (n)	9.3% 8	4.5% 12	4.6% 43	4.7% 4	8.4% 24	4.3 6	8.3% 18	7.0% 12	8.8% 22
% planning B.A. (n)	12.8% 11	17.2% 46	21.5% 199	22.1% 19	30.9% 88	33.3% 47	22.7% 49	34.9% 60	29.7% 74
% not wanting B.A. (n)	49.5% 40	49.6% 133	52.7% 488	53.5% 46	39.6% 113	46.8% 66	45.8% 99	37.2% 64	31.3% 78
% of Total sample N	(3.5%) 86	(11.0%) 268	(37.8%) 926	(3.5%) 86	(11.6%) 285	(5.8%) 141	(8.8%) 216	(7.0%) 172	(10.2%)249
STATES WITHIN REGIONS AND DIVISIONS	Connecticut Maine Massachusetts New Hampshire Rhode Island Vermont	New Jersey New York Pennsylvania	Illinois Indiana Michigan Ohio Wisconsin	Iowa Kansas Minnesota Missouri Nebraska North Dakota South Dakota	D.C. Deleware Florida Georgia North Carolina Maryland West Virginia Virginia South Carolina	Alabama Kentucky Mississippi Tennessee	Arkansas Louisiana Oklahoma Texas	Arizona Colorado Idaho Montana Nevada New Mexico Utah Wyoming	Alaska Calif. Hawaii Wash. Oregon

1   Based on 2447 Responses

2   Chi-Square for Region by Education Plans 73.8% df = 9   p = .0001   ETA = .102

3   Chi-Square for Divisions by Education Plans 95.14%   df = 24   p = .0001   ETA = .119

degree while the North Central Region had the lowest percentage (4.6%). The Western Region had the highest percentage (31.8%) of officers planning to obtain a bachelor's degree but not presently taking courses while the North Eastern Region had the lowest percentage (16.1%). The North Central Region had the highest percentage (52.8%) of officers not interested in pursuing a degree while the Western Region had the lowest percentage (33.7%). The association between educational plans and region was statistically significant ($X^2 = 73.88$, $p < .01$).

Of the nine divisions, the New England and Pacific Divisions had the highest percentage, (respectively 31.4% and 30.1%) of officers holding a bachelor's degree. While the East South Central and Mountain Divisions had the lowest percentage (respectively 15.6% and 20.9%). The New England and Pacific Divisions had the highest percentage of officers pursuing the bachelor's degree (respectively 9.3% and 8.8%) and the East South Central and the Middle Atlantic Divisions had the lowest percentages (respectively 4.3% and 4.5%). The Mountain and East South Central Division had the highest percentage (respectively 34.9% and 33.3%) of officers planning to but not actively pursuing the bachelor's degree while the New England and Middle Atlantic Divisions had the lowest percentages (respectively 12.8% and 17.2%). The West North Central and East North Central Divisions had the highest percentage (respectively 53.5% and 52.7%) of officers not interested in a bachelor's degree while the Pacific and Mountain

Divisions had the lowest percentages (respectively 31.3% and 37.2%). The association between division and educational plans was statistically significant ($X^2 = 95.14$, $p < .01$).

Personal Characteristics. Educational attainment was statistically associated with each of the five personal characteristics studied (see Table 20): age, marital status, race, sex, and number of dependents. In general, the older the law enforcement officer was, the less likely it was that he had the bachelor's degree. Only 14 percent (13.8%) of the officers above the age of 50 held a Bachelor of Arts Degree. In addition, most (82.1%) of the officers who had not received the degree by the age of 50 had no intention of acquiring it. This compares to 47 percent (46.5%) in the total sample who had no intention of getting the degree and 23 percent (23.0%) who had the degree.

Single persons (32.6%) were most likely to have the degree and separated persons (16. %) were least likely to have the degree. Over half (53.3%) of the officers whose marital status was designated as "separated" indicated that they will not get the degree as compared with 46 percent (46.4%) in the total sample, 49 percent (49.3%) of the married persons and 25 percent (25.2%) of the single persons. Proportionally more blacks (25.4%) and Orientals (26.7%) held the baccalaureate degree, while whites (22.5%) and persons classifying themselves as "other" (23.3%) reflected the total sample (23.1%). Chicanos who held the degree were underrepresented (18.8%). In addition, fewer non-Caucasians

Table 20
Educational Attainment/Aspirations
of Respondents by Personal Characteristics

Characteristics	Do Not Have or want B.A. %	No B.A., want B.A., not working on B.A. %	No B.A. Working on B.A. %	Have B.A. %
Age				
less than 20 – 29	21.8	41.9	12.2	24.0
30 – 39	41.7	27.6	6.1	24.6
40 – 49	61.7	12.5	3.0	22.8
50 or over	82.1	2.7	1.3	13.8
	$\chi^2 = 348.52$	df = 9	p < .001	
Marital Status				
Single	25.2	32.9	9.5	32.6
Married	49.3	22.3	5.9	22.4
Separated	53.3	25.0	5.0	16.7
Divorced or Spouse deceased	43.8	30.6	5.0	20.6
	$\chi^2 = 60.85$	df = 9	p < .0001	
Race				
White or Caucasian	50.0	21.4	6.1	22.5
Black or Afro-American	27.6	39.0	8.1	25.4
Chicano or Hispanic	31.3	48.4	1.6	18.8
Oriental, Indian and Other	26.9	37.3	4.5	31.3
	$\chi^2 = 93.61$	df = 9	p < .0001	
Sex				
Male	47.7	24.0	6.1	22.2
Female	23.3	31.8	7.8	37.2
	$\chi^2 = 31.31$	df = 3	p < .001	
Number of Dependents				
0	30.2	29.2	9.3	30.5
1	47.9	22.9	6.0	23.2
2	49.0	24.4	6.2	20.5
3	48.7	23.8	5.9	21.7
4	48.1	24.8	5.2	21.9
5	47.6	24.5	6.1	21.8
6	56.6	21.1	1.3	21.1
	$\chi^2 = 46.41$	df = 18	p < .001	

(28.0%) than Caucasians (50.0%) indicated that they would not get the degree. Thirteen percent (13.3%) of the Orientals, 28 percent (27.6%) of the blacks, 31 percent (31.3%) of the Chicanos, 37 percent (36.7%) of those classified as "other," and 43 percent (42.9%) of the American Indians reported that they will not get the degree. A higher percentage of the females (37.2%) than males (22.2%) had a Bachelor of Arts Degree and a lower percentage of the females (23.3%) than males (47.7%) indicated that they will not get the degree. Although the number of dependents an officer has was associated with educational attainment, this was primarily a function of whether or not the officer had any dependents at all. Those with no dependents were most likely to have the degree (30.5%) and least likely to indicate that they won't get the degree (30.2%). If there was at least one dependent the percentages of degree holders were similar (20%-23%) across number of dependents. This was also true of the percentages of persons who will not get the degree. These were similar (47%-49%) across number of dependents except among those who have six or more dependents (56.6%).

Department Size. Educational attainment was also related to the size (number of sworn officers) of the department (r = -.06, p <.01). This suggests that educational attainment/aspiration was lower in smaller departments. Grouped data on educational attainment by size of department are presented in Table 20. The chi square was statistically significant (χ^2 = 78.85, df = 21, p <.001). Clear, strong

patterns are not evident in this table, but an inspection of the data suggests the following. The majority (63.2%) of the officers in the smallest (3-14 officers) departments did not have or want a bachelor's degree and only seven percent (6.9%) had a bachelor's degree. Departments with 210 to 409 officers tended to have fewer (i.e., than expected statistically) officers who did not want the degree and more who wanted the degree but are not pursuing it. Finally, departments with from 410 to 999 officers tended to have a smaller than expected number of officers who are pursuing the degree.

Professional and Occupational Characteristics. Seven professional and occupational characteristics were studied: years in law enforcement, rank, current job, second job, years to retirement, shift worked, and career plans (see Table 21). Each of these, except whether or not the officer held a second job, was statistically associated with educational attainment. Officers who have been in law enforcement the longest (21 or more years) are least likely to hold the bachelor's degree (16%). In addition the longer the officer has been in law enforcement the more likely it is that the officer will report that he will not get the degree. Over half of the officers who have been in law enforcement for 11 to 15 years (52.1%) or from 16 to 20 years (52.8%) indicate that they will not acquire the degree. This percentage increases to 76 percent (76.0%) for those who have been in law enforcement from 21 to 25 years and to 80 percent (80.0%) for those with 26 or more years.

Table 21

Educational Attainment/Aspirations of Respondents
by Professional Characteristics

Characteristics	Do Not Have or want B.A. %	No B.A., want B.A., not working on B.A. %	No B.A. working on B.A. %	Have B.A. %
Number of Sworn Officers				
3 - 14	63.2	17.2	12.6	6.9
15 - 29	37.9	27.6	10.3	24.1
30 - 109	41.2	23.7	11.0	24.0
110 - 209	41.4	19.0	11.2	28.4
210 - 309	29.3	37.3	9.3	24.0
310 - 409	34.2	32.9	5.5	27.4
410 - 999	48.2	25.3	3.2	23.4
1000 or more	48.7	23.9	4.5	22.9
$\chi^2 = 78.85$	df = 21	p < .001		
Years in Law Enforcement				
Less than 1 - 5	23.5	41.7	10.4	24.3
6 - 10	37.4	30.3	8.3	24.0
11 - 15	52.1	22.1	4.1	21.7
16 - 20	52.8	14.5	4.0	28.7
21 - 25	76.0	5.1	3.2	15.7
26 or more	80.0	3.0	.7	16.3
$\chi^2 = 334.15$	df = 15	p < .001		
Rank				
Patrol person/corporal	46.9	28.5	6.5	18.1
Sergeant	49.3	17.7	4.5	28.6
Lieutenant	40.9	11.4	4.5	43.6
Captain/major/chief	43.0	9.0	6.0	42.0
Detective	40.3	27.2	7.3	25.4
Other	50.0	17.7	6.9	29.2
$\chi^2 = 106.75$	df = 15	p < .001		
Job Responsibilities				
Traffic duties	62.7	18.6	5.9	12.7
Patrol	42.6	32.3	6.4	18.6
Crime investigation	39.2	25.4	7.2	28.2
Evidence technician/ Records	78.8	7.7	1.9	11.5
Supervisory	52.1	16.1	1.8	29.7
Staff or Administration	42.7	13.4	5.7	38.5
Other	50.6	22.6	5.4	21.4
Two primary responsibilities	48.0	18.6	9.3	24.0
Three or more primary responsibilities	47.4	24.6	12.3	15.8
$\chi^2 = 145.43$	df = 24	p < .001		

Table 21 (cont.)

Characteristics	Do Not Have or want B.A.	No B.A., want B.A., not working on B.A.	No B.A. working on B.A.	Have B.A.
Routinely hold a second job				
Yes - full time	50.0	25.0	5.2	19.8
Yes - part time	45.9	25.2	5.5	23.5
No	46.5	24.0	6.6	22.8
$\chi^2 = 2.51$	df = 6	not significant		
Retirement Plans				
Remain until retirement	48.7	25.6	5.2	20.5
Leave law enforcement	25.0	18.8	13.7	42.0
Undecided	42.7	21.0	8.2	28.0
$\chi^2 = 54.97$	df = 6	p < .001		
Years left in law enforcement				
Undecided	42.9	20.9	8.2	28.0
0 - 5	61.7	9.4	3.5	25.4
6 - 10	53.9	20.1	4.3	21.7
11 - 15	49.1	28.0	4.9	17.9
16 - 20	40.0	30.4	6.9	22.7
21 - 25	38.0	35.0	6.0	21.0
26 or more	29.6	42.4	9.6	18.4
$\chi^2 = 126.86$	df = 18	p < .001		
Shift Work				
Yes	46.9	27.2	5.9	20.0
No, non-shift	46.5	17.2	6.7	29.6
No, first shift	57.5	16.8	4.9	20.9
No, second shift	39.5	30.3	6.9	23.4
No, third shift	41.5	33.1	5.4	20.0
No, other	43.5	31.1	7.5	18.0
$\chi^2 = 62.12$	df = 15	p < .001		
Times rotate per year				
0	46.2	22.0	6.3	24.6
1 - 10	37.4	30.2	10.1	22.3
12	45.2	30.6	5.3	18.9
13	52.2	21.7	4.7	21.4
14 or more	48.2	26.3	6.5	19.0
$\chi^2 = 24.64$	df = 12	p < .02		
Got Incentive pay				
Yes	26.0	23.1	10.3	40.5
No	50.5	24.6	5.4	19.5
$\chi^2 = 122.17$	df = 3	p < .001		
Incentive pay possible				
Yes	39.4	27.7	8.1	24.8
No	49.2	23.0	5.3	22.5
$\chi^2 = 21.95$	df = 3	p < .001		

Table 21 (cont.)

Characteristics	Do Not Have or want B.A.	No B.A., want B.A., not working on B.A.	No B.A. working on B.A.	Have B.A.
Part time programs available				
Yes	33.2	28.2	8.5	30.0
No	73.4	16.4	.9	9.3
$\chi^2 = 322.91$	df = 3	p < .001		
Miles from program				
5 or less	38.0	28.1	7.1	26.9
6 - 10	41.1	29.2	5.7	24.0
11 - 15	45.6	25.8	5.1	23.4
16 - 20	35.3	26.3	12.1	26.3
21 - 25	37.5	24.0	6.3	32.3
26 - 30	36.4	32.3	7.1	24.2
31 - 50	37.7	23.7	7.9	30.7
50 or more	32.5	16.9	13.0	37.7
$\chi^2 = 35.94$	df = 31	p < .001		

Eighteen percent (18.1%) of the officers who are either patrol persons or corporals hold the bachelor's degree as compared to 23 percent in the total sample. Law enforcement officers at each of the other ranks are more likely to hold the bachelor's degree: detectives, 25 percent (25.1%), sergeants, 29 percent (28.6%); those classified as "other," 29 percent (29.2%); inspectors, 30 percent (30.0%); chiefs, 34 percent (34.4%); captains, 42 percent (41.7%); lieutenants, 44 percent (43.6%); and majors, 75 percent (75.0%).

Persons who are evidence technicians (11.5%), have traffic duties (12.7%), or have patrol responsibilities (18.6%) are least likely to hold the degree. Persons who are on crime investigation (28.2%) have supervisory responsibilities (29.7%) and are staff or administrators (38.5%) are most likely to hold the degree. Evidence technicians (78.8%), those with traffic duties (62.7%), and supervisory personnel (52.1%) are most likely to indicate that they will not get the degree.

Respondents were asked if they planned to remain in law enforcement until retirement and if so, how many years they had left until retirement. Officers who intended to remain in law enforcement were least likely to hold the bachelor's degree. Twenty-one percent (20.5%) of them hold the degree while 28 percent (28.0%) of those who were undecided about remaining in law enforcement held the degree, and 43 percent (42.0%) of those who said they would leave law enforcement held the degree. About equal percentages (29% to 32%) of these three groups indicated that they planned

to get the degree. There is not a _linear_ relationship between number of years left in law enforcement and educational attainment. The group with five years or less to retirement includes the largest percentage of persons who do not want the degree (61.7%) and the largest percentage of persons who hold the degree. On the other hand, the further away officers were from retirement the more likely it was that they want to acquire the degree. Those who rotate more are less likely to want the degree or be actively pursuing it.

Officers who indicate that they cannot get incentive pay for earning college credits are more likely to say they will not get the degree (49.2%) than officers who say they can get incentive pay (39.4%). This difference is even more dramatic for those who actually did receive incentive pay for earning college credits. Only one-fourth (26.0%) of these officers say they will not get the degree while half (50.5%) of those who received incentive pay have the degree and only 20 percent (19.5%) of those who did not receive incentive pay have the degree.

The availability of college programs leading to a bachelor's degree which permit enrollment on a part time basis appears to be very important. Thirty percent (30.0%) of the officers responding "yes" to this question have the degree versus nine percent (9.3%) of those who indicate that such a program is not available. Only one-third (33.2%) of those for whom a program is available say they will not get a degree. Almost three-fourths (73.4%) of the officers for whom a program is not available say they will not get the

degree. The association between geographic distance from degree programs and educational attainment was not easily interpreted.

Summary

Analyses were done to determine the association between professional characteristics of law enforcement officers. The North Eastern and Western regions had the highest level of educational attainment/aspiration among the respondents. Educational attainment was also associated with age, marital status, race, sex, and number of dependents of law enforcement officers. Educational attainment/aspiration was highest among younger officers, females, single persons, those with no dependents, and non-caucasians.

The association between educational attainment/aspiration and size of department was not simple but, in general, the smallest (3 to 14 officers) and largest (410 or more officers) departments have the lowest educational attainment. Educational attainment/aspiration was associated with years in law enforcement, years to retirement, career plans, rank and current job but not with whether the officers held a second job. In general, educational attainment/aspiration was highest among those who have been in law enforcement a shorter period of time, were further away from retirement, were undecided about staying in law enforcement until retirement or planned to leave, were lieutenants, captains, majors, or chiefs, and those who had staff or administrative responsibilities. Finally, educational attainment/aspiration was highest

among those who received incentive pay to go to school and those for whom it was possible to get incentive pay to go to school.

The Association between Educational Attainment/
  Aspiration and Law Enforcement Officers'
  Perceptions of the Existence (Reality) and
  Influence (Influence) of Selected Factors:
  Reality Assessments

This section on reality assessment and the following one
on influence assessment summarize the results of analyses to
determine the association between educational attainment/
aspiration and officers' perception of the existence (Reality)
and influence (Influence) of selected factors on their deci-
sion about enrolling in a college degree program. The
percentages of officers who "agreed" (strongly agree and
agree) and "strongly agreed" that the factors existed (Real-
ity) are presented for each educational attainment/aspiration
level in Table 22. The percentages of officers who indicated
that each factor was an "influence" (major and moderate) or
"major infuence" on their enrollment decision are presented
for each educational attainment/aspiration level in Table 23.
A summary of chi square and Pearson r tests is presented in
Table 24.

Financial Factors. The majority (66.1%) of the degree
holders agreed that financial resources were available while
only 45 percent (45.3%) of the officers who said they will
not get a degree agreed with this statement. Approximately
two-thirds (67.7%) of the degree holders agreed that educa-
tional costs were too high, as compared with 72 percent
(72.3%) of those who were pursuing the degree, 73 percent
(73.0%) of those planning to acquire the degree, and 76 per-
cent (76.4%) of those who indicated that they would not get
the degree. Fewer degree holders (47.6%) than those who

Table 22

A Summary of the Percentages of Law Enforcement Officers at Each Educational Attainment/Aspiration Level

Who "Agreed" or "Strongly Agreed" With the Existence (Reality) of Selected Factors

Factors*	Percent "Agree" (Strongly Agree and Agree)				Percent Strongly Agree			
	Group 1 Do Not Want a Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree	Group 1 Do Not Want a Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree
F 1. Adequate financial resources are available for me to pursue college course work.	45.3	49.6	51.4	66.1	14.2	12.9	20.3	26.9
F 2. The financial cost of pursuing college course work is too high.	76.4	73.0	72.3	67.7	31.0	26.7	30.4	27.6
F 3. GI Bill and LEEP funds are not available to me.	66.5	65.6	59.5	47.6	30.9	35.0	36.4	29.9
F 4. College course work or a bachelor's degree is necessary for promotion.	26.0	42.4	53.1	37.2	10.0	18.3	25.5	16.7
F 5. College course work or a bachelor's degree is a requirement for my current job.	6.2	10.8	13.8	16.2	2.5	4.1	6.2	8.3
F 6. College course work or a bachelor's degree increases my job security.	20.5	33.1	43.0	27.1	7.0	11.5	16.2	8.2
C 7. College courses I might desire are offered at a convenient time.	56.4	57.0	63.9	68.9	8.6	10.2	11.8	15.3
C 8. College courses I might desire are offered at a convenient location.	70.7	72.6	71.4	76.6	13.7	18.0	21.1	21.7
C 9. College work requires too much of my time.	69.6	47.3	44.4	37.1	21.3	8.7	7.6	8.3
C10. Shift rotation interferes with college class schedules.	64.8	74.8	60.9	74.2	34.8	42.4	45.5	40.1
C11. Part time college programs I might desire are available.	82.4	85.7	86.9	86.5	15.8	21.0	24.8	23.1
SS12. I receive encouragement from my police co-workers to continue my education.	27.9	39.2	54.9	35.4	5.7	10.8	17.4	8.6
SS13. I receive encouragement from my superior officers to continue my education.	30.1	40.2	53.5	35.7	5.5	11.1	22.2	7.1
SS14. I receive encouragement from my family to continue my education.	52.0	81.6	91.3	84.9	11.7	31.8	54.1	43.4
SS15. Taking college courses will give me an opportunity to meet new people.	91.3	95.1	98.6	93.8	20.2	28.7	38.5	30.2
SS16. It is important for me to meet people who do not work in law enforcement.	76.4	78.3	87.1	83.7	21.8	24.3	82.4	30.6

Table 22
(continued)

Factors*	Percent "Agree" (Strongly Agree and Agree)				Percent Strongly Agree			
	Group 1 Do Not Want Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree	Group 1 Do Not Want a Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree
IA 17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	41.4	56.4	73.2	58.3	4.9	5.4	16.2	6.4
IA 18. Other college students have a positive attitude toward students who are law enforcement officers.	28.8	34.7	51.4	42.7	2.9	2.1	6.2	1.8
IA 19. I am apprehensive about going to school for a bachelor's degree.	52.4	28.7	19.2	10.5	8.0	4.6	5.5	1.3
IA 20. College allows (will allow) an escape from the routine pattern of daily activities.	63.0	70.2	72.8	75.6	9.4	11.6	18.4	14.1
IA 21. The people I meet in college programs are stimulating.	54.0	68.2	78.1	78.7	3.8	7.8	14.4	11.1
IA 22. College faculties are not open to ideas from students who work in law enforcement.	27.8	20.0	25.5	21.8	4.9	3.8	7.6	4.6
GC 23. I have a desire to improve my mind.	96.0	99.2	98.7	98.9	40.4	62.5	77.6	66.2
GC 24. I wish to obtain a degree for personal reasons.	49.8	93.9	96.6	95.5	13.0	47.3	65.1	55.6
GC 25. College programs provide opportunities for self-directed learning.	79.0	86.7	91.1	87.9	14.6	25.0	37.4	29.5
GC 26. College programs available to me are not of the high quality I desire.	17.7	16.6	23.1	19.3	3.3	2.7	8.4	5.1
GC 27. The goals of college degree programs are similar to my own.	50.5	75.3	82.0	73.4	6.3	9.6	17.4	9.4
JR 28. I need to learn more about law enforcement.	87.4	92.9	91.1	88.3	29.7	37.4	40.1	31.9
JR 29. College programs are relevant to the problems I face (or will face) on the job.	39.2	55.1	73.2	62.7	6.2	10.3	20.5	11.4
JR 30. College courses will help me learn about law enforcement.	71.9	77.4	86.9	80.0	13.6	21.4	26.9	18.1
JR 31. College programs are relevant to my future career plans in law enforcement.	41.1	77.5	81.7	74.2	9.5	29.7	40.5	29.4
JR 32. College courses are available that will help me increase my leadership skills.	75.3	87.6	87.1	83.8	18.2	31.6	38.1	30.6

*Factors are divided into:

F = Financial Factors
C = Convenience Factors
SS = Social/Social Support Factors

IA = Institutional Atmosphere Factors
GC = Goal Congruence Factors
JR = Job Relevance Factors

Table 23

A Summary of Percentages of Law Enforcement Officers at Each Educational Attainment/Aspiration Level
Who Indicated "Influence" or "Major Influence" of Selected Factors

Factors*	Percent "Influence" (Major & Moderate)				Percent Major Influence			
	Group 1 Do Not Want Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree	Group 1 Do Not Want Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree
F 1. Adequate financial resources are available for me to pursue college course work.	53.1	66.2	56.1	69.4	27.1	33.7	32.4	38.2
F 2. The financial cost of pursuing college course work is too high.	57.4	61.6	45.3	51.2	30.7	26.2	20.1	19.3
F 3. GI Bill and LEEP funds are not available to me.	51.8	57.2	41.4	48.6	30.2	34.9	24.4	31.7
F 4. College course work or a bachelor's degree is necessary for promotion.	34.1	47.9	56.4	45.9	15.0	23.5	29.6	23.2
F 5. College course work or a bachelor's degree is a requirement for my current job.	20.4	20.6	23.5	23.7	6.7	7.1	7.6	11.2
F 6. College course work or a bachelor's degree increases my job security.	25.8	34.2	37.4	30.1	9.8	14.6	12.2	12.7
C 7. College courses I might desire are offered at a convenient time.	50.2	69.7	64.5	66.7	20.2	30.4	32.6	24.3
C 8. College courses I might desire are offered at a convenient location.	50.7	68.3	69.5	70.4	19.3	27.9	34.0	26.9
C 9. College work requires too much of my time.	57.7	50.6	43.1	36.9	31.0	15.1	15.8	9.3
C 10. Shift rotation interferes with college class schedules.	52.4	61.5	52.2	56.5	34.9	37.3	37.9	29.0
C 11. Part time college programs I might desire are available.	48.9	67.1	71.2	71.1	14.6	22.7	32.4	26.2
SS 12. I receive encouragement from my police co-workers to continue my education.	23.2	31.8	35.7	27.2	7.6	11.0	13.6	9.1
SS 13. I receive encouragement from my superior officers to continue my education.	24.3	34.0	35.7	29.3	7.6	12.2	14.0	7.9
SS 14. I receive encouragement from my family to continue my education.	39.7	65.8	80.7	72.2	11.8	26.5	45.7	36.4
SS 15. Taking college courses will give me an opportunity to meet new people.	32.6	37.9	50.0	45.8	6.8	10.4	17.1	11.8
SS 16. It is important for me to meet people who do not work in law enforcement.	41.2	46.3	57.8	51.7	13.3	11.5	16.4	16.9

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Table 23

(continued)

		Percent "Influence" (Major & Moderate)				Percent Major Influence			
Factors*		Group 1 Do Not Want Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree	Group 1 Do Not Want Bachelor's Degree	Group 2 Plan to Get a Bachelor's Degree	Group 3 Are Presently Pursuing a Bachelor's Degree	Group 4 Already Have a Bachelor's Degree
IA 17.	College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	27.8	31.5	42.4	32.3	7.0	4.5	6.6	5.0
IA 18.	Other college students have a positive attitude toward students who are law enforcement officers.	22.3	22.4	22.4	21.0	5.6	3.8	.7	1.9
IA 19.	I am apprehensive about going to school for a bachelor's degree.	35.9	25.4	22.6	11.9	9.3	5.3	9.2	3.6
IA 20.	College allows (will allow) an escape from the routine pattern of daily activities.	31.2	34.1	45.4	40.7	5.8	8.9	12.8	9.6
IA 21.	The people I meet in college programs are stimulating.	29.1	37.6	45.4	46.4	3.5	5.2	10.6	7.7
IA 22.	College faculties are not open to ideas from students who work in law enforcement.	26.4	19.2	21.0	23.4	4.9	3.6	4.3	4.3
GC 23.	I have a desire to improve my mind.	71.7	92.2	94.3	93.8	35.9	62.4	76.3	67.9
GC 24.	I wish to obtain a degree for personal reasons.	43.8	86.0	92.1	90.1	16.8	53.1	65.7	62.0
GC 25.	College programs provide opportunities for self-directed learning.	46.9	66.0	69.1	70.2	11.3	22.5	29.5	27.4
GC 26.	College programs available to me are not of the high quality I desire.	25.7	29.0	35.8	34.5	6.0	8.6	13.9	10.3
GC 27.	The goals of college degree programs are similar to my own.	38.3	60.2	66.2	60.3	8.8	13.9	20.6	16.7
JR 28.	I need to learn more about law enforcement.	64.4	75.7	81.0	72.9	29.7	37.1	39.4	32.1
JR 29.	College programs are relevant to the problem I face (or will face) on the job.	42.9	50.5	60.0	55.5	12.4	14.6	20.7	17.8
JR 30.	College courses will help me learn about law enforcement.	50.5	60.3	61.9	64.9	13.4	22.1	25.2	20.4
JR 31.	College programs are relevant to my future career plans in law enforcement.	36.8	68.8	70.0	69.8	12.0	31.1	38.6	33.0
JR 32.	College courses are available that will help me increase my leadership skills.	51.3	71.2	77.7	73.9	16.2	30.5	39.6	33.4

*Factors divided into:

F = Financial Factors   IA = Institutional Atmosphere Factors
C = Convenience Factors   GC = Goal Congruence Factors
SS = Social/Social Support Factors   JR = Job Relevance Factors

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Table 24

A Summary of Chi Square[1] and Pearson r[2] to Determine the Associations
Between Educational Attainment/Aspiration Level and Thirty-Two Factors

Factors*	Reality		Influence	
	x^2	r	x^2	r
F 1. Adequate financial resources are available for me to pursue college course work.	86.96	-.17	75.28	-.14
F 2. The financial cost of pursuing college course work is too high.	22.46	.06	51.24	.07
F 3. GI Bill and LEEP funds are not available to me.	115.26	.13	20.53	.03
F 4. College course work or a bachelor's degree is necessary for promotion.	92.31	-.08	54.48	-.11
F 5. College course work or a bachelor's degree is a requirement for my current job.	79.73	-.05	14.42	-.05
F 6. College course work or a bachelor's degree increases my job security.	66.43	-.04	25.96	-.06
C 7. College courses I might desire are offered at a convenient time.	40.80	-.12	110.30	-.14
C 8. College courses I might desire are offered at a convenient location.	25.39	-.08	112.45	-.17
C 9. College work requires too much of my time.	204.67	.26	145.80	.19
C 10. Shift rotation interferes with college class schedules.	45.84	-.07	56.13	-.02
C 11. Part time college programs I might desire are available.	22.43	-.08	119.13	-.20
SS 12. I receive encouragement from my police co-workers to continue my education.	67.12	-.06	29.62	-.06
SS 13. I receive encouragement from my superior officers to continue my education.	73.96	-.05	33.19	-.05
SS 14. I receive encouragement from my family to continue my education.	406.75	-.35	314.10	-.32
SS 15. Taking college courses will give me an opportunity to meet new people.	49.43	-.10	66.69	-.15
SS 16. It is important for me to meet people who do not work in law enforcement.	30.59	-.11	53.95	-.12
IA 17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	102.13	-.14	47.85	-.07
IA 18. Other college students have a positive attitude toward students who are law enforcement officers.	64.79	-.12	28.24	-.01
IA 19. I am apprehensive about going to school for a bachelor's degree.	537.06	.45	171.66	.25
IA 20. College allows (will allow) an escape from the routine pattern of daily activities.	58.33	-.10	60.21	-.13
IA 21. The people I meet in college programs are stimulating.	134.61	-.22	101.83	-.20
IA 22. College faculties are not open to ideas from students who work in law enforcement	33.76	.07	14.31	.01
GC 23. I have a desire to improve my mind.	170.23	-.22	280.78	-.30
GC 24. I wish to obtain a degree for personal reasons.	736.13	-.46	613.45	-.45
GC 25. College programs provide opportunities for self-directed learning.	89.70	-.16	178.68	-.24
GC 26. College programs available to me are not of the high quality I desire.	24.45	.01	29.56	-.10
GC 27. The goals of college degree programs are similar to my own.	168.00	-.19	185.44	-.23
JR 28. I need to learn more about law enforcement.	23.51	-.02	64.33	-.09
JR 29. College programs are relevant to the problems I face (or will face) on the job.	135.03	-.19	69.21	-.14
JR 30. College courses will help me learn about law enforcement.	53.32	-.10	75.80	-.14
JR 31. College programs are relevant to my future career plans in law enforcement.	349.61	-.27	271.63	-.29
JR 32. College courses are available that will help me increase my leadership skills.	84.55	-.13	163.61	-.23

*Factors divided into:

F = Financial Factors IA = Institutional Atmosphere Factors
C = Convenience Factors GC = Goal Congruence Factors
SS = Social/Social Support JR = Job Relevance Factors

[1]when x^2 > 16.919, $p \leq .05$; df =9

[2]when r > .04, $p \leq .05$; df range 2149 to 2337

planned to get the degree (65.6%) or did not intend to get
the degree (66.5%) indicated that the GI Bill was not avail-
able to them. Slightly more than one-third (34.5%) of the
total sample agreed that courses or the bachelor's degree
were needed for promotion. Only 26 percent (26.0%) of those
who did not intend to get the degree agreed that this was
true. Thirty-seven percent (37.2%) of the degree holders and
42 percent (42.4%) of those who planned to get the degree
thought that courses or the degree were needed for promotions.
Even fewer officers in the total sample (10.3%) agreed that
courses or the degree were a job requirement. Again these
responses were associated with educational attainment. Six-
teen percent (16.2%) of the degree holders, 11 percent (10.8%)
of those who were planning to get the degree, and six percent
(6.2%) of those not intending to get the degree agreed with
this statement. Twenty-seven percent (26.6%) of the total
sample felt that taking courses or having the degree adds to
job security. About the same percentage (27.1%) of degree
holders agreed with this statement while 33 percent (33.1%)
of those planning to get the degree and 21 percent (20.5%)
of those not planning to get the degree agreed with this
statement.

Convenience Factors. More degree holders (68.9%) and
those pursuing the degree (63.9%), than those planning to
get the degree (57.0%) or those not intending to get the
degree (56.4%) agreed that college courses they might desire
were offered at a convenient time. Similarly, more degree
holders (76.6%) than those who plan to get the degree (72.6%)

or do not intend to get the degree (70.7%) agreed that col-
lege courses they might desire were offered at a convenient
location. Over two-thirds (69.6%) of those indicating that
they would not get the degree agreed that college work re-
quires too much of their time. Less than half of those plan-
ning to acquire and pursuing the degree (47.3% and 44.4%) or
already holding the degree (37.1%) agreed with this state-
ment. Over two-thirds (69.4%) of the total sample agreed
that shift rotation interferes with going to college. More
of the degree holders (74.2%) and those planning to acquire
the degree (74.8%) than those not planning (64.8%) to get the
degree or currently pursuing (60.9%) the degree agreed with
this statement. More degree holders (86.5%) and those plan-
ning to get the degree (85.7%) than those not planning to
get the degree (82.4%) agreed that part time college programs
were available.

Social/Social Support Factors. Fifty-five percent (54.9%)
of those actively pursuing the degree, as opposed to only
35 percent (35.4%) of those who have the degree, 39 percent
(39.2%) of those who plan to get it, and 28 percent (27.9%)
of those not intending to get the degree, agree that they
receive encouragement from co-workers in their department to
continue their education. Similar percentages are found
relative to encouragement from supervisors. Fifty-four
percent (53.5%) of those pursuing the degree, as opposed to
only 36 percent (35.7%) of the degree holders, 40 percent
(40.2%) of those planning to get the degree, and 30 per-
cent (30.1%) of those who do not intend to get the degree

agreed that they receive encouragement from their supervisors
to continue their education. The association between en-
couragement from the family and educational attainment is
even more dramatic. Eighty-five percent (84.9%) of the
degree holders, 82 percent (81.6%) of those planning to get
the degree, and 52 percent (52.0%) of those not intending to
get the degree agreed that they receive encouragement from
their family to continue their education, whereas 91 percent
(91.3%) of those actively pursuing a degree agreed with this
statement. The majority of the respondents agreed that going
to college would give them a chance to meet new people (93.3%)
and to meet non-police people (79.3%). In each case an even
larger percentage of degree holders and those planning to
get a degree than those who do not intend to get a degree
agreed with these statements. Ninety-nine percent (98.6%)
of those pursuing the degree as opposed to 91 percent (91.3%)
of those not intending to get the degree agreed that going to
college would give them a chance to meet new people. Eighty-
four percent (83.7%) of the degree holders, 87 percent (87.1%)
of those pursuing the degree, and 76 percent (76.4%) of those
not intending to get the degree agreed that going to college
would give them a chance to meet non-police people.

Institutional Atmosphere. Less than half (41.4%) of the
officers who do not want to get a degree agreed that college
faculty have a positive attitude toward police. Seventy-
three percent (73.2%) of those who are actively pursuing the
degree agreed with this statement as did 58 percent (58.3%)
of those who already have the degree and 56 percent (56.4%)

of those who plan to get the degree but are not actively
pursuing it. Fewer (28.8%) officers who are not planning to
get the degree agreed that students have a positive attitude
toward police than did those planning to get the degree but
not pursuing it (34.7%), those who already have the degree
(42.7%), or those currently pursuing the degree (51.4%).
Officers who did not plan to get the degree were also more
apprehensive about going to college than the other groups.
Over half (52.4%) of them agreed that they were apprehensive
about going to college while 29 percent (28.7%) of those plan-
ning to get the degree but not pursuing it, 19 percent (19.2%)
of those pursuing the degree, and 11 percent (10.5%) of those
who had the degree agreed that they were apprehensive about
going to college. More of the officers who had the degree
(75.6%) than those who planned to get the degree (70.2%) or
indicated that they would not get the degree (63.0%) agreed
that going to college would provide an escape from their
daily routine. More of the officers who had the degree (78.7%)
or were actively pursuing it (78.1%) than those who indicated
that they would not get the degree (54.0%) agreed that going
to college would give them the opportunity to meet stimu-
lating people. More of the officers pursuing the degree
(25.5%) and those who do not plan to get the degree (27.8%),
than those who have the degree (21.8%) or those who plan to
get the degree but are not currently working on it (20.0%)
agreed that college faculties are not open to police ideas.
This is the only case, except those where there was no

association with educational attainment, in which officers pursuing the degree responded like those who do not intend to get the degree.

Goal Congruence. Almost all (97.6%) of the officers agreed that they had a desire to improve their mind. Comparisons of percentages of persons in the four groups who agreed (i.e. Strongly Agree and Agree) with this statement reveal only slight differences. Much larger differences are found between percentages of persons in these groups who "strongly agree." Only 40 percent (40.4%) of those who do not plan to get the degree "strongly agree" that they have a desire to improve their mind. Sixty-three percent (62.5%) of those who plan to get the degree but are not actively pursuing it, 66 percent (66.2%) of those who have the degree, and 78 percent (77.6%) of those who are actively pursuing the degree "strongly agree" that they have a desire to improve their minds. Three-fourths (75.2%) of the respondents agreed that they wish to get a degree for personal reasons. Similar percentages of those who have the degree (95.5%), are pursuing the degree (96.6%), or plan to get the degree but are not pursuing it (93.9%) agreed with this statement but only half (50.0%) of those who do not plan to get the degree agreed with this statement.

The majority of the respondents agreed that college programs offer the opportunity for self-directed learning. Once again similar percentages of those who have the degree (87.9%), are pursuing the degree (91.1%), or plan to get it (86.7%) agreed with this statement but fewer (79.0%) of those who do

not plan to get the degree agreed with this statement. Few (18.2%) officers agreed that "college programs available to me are not of the high quality I desire." It is interesting to note that this was one of the few instances in which those who are actually pursuing the degree were more negative than other groups. Twenty-three percent (23.1%) of these people agreed with this statement while 19 percent (19.3%) of those who had the degree, 17 percent of those who plan to get it (16.6%) and 18 percent (17.7%) of those who do not intend to get the degree agreed with this statement. About two-thirds (64.5%) of the respondents agreed that "the goals of college programs are similar to my own." Eighty-two percent (82.0%) of those pursuing the degree agreed while 73 percent (73.4%) of those who have the degree, 75 percent (75.3%) of those who plan to get it but are not pursuing it, and 51 percent (50.5%) of those who do not intend to get the degree agreed.

Job Relevance. The majority (89.3%) of the officers agreed that they needed to learn more about law enforcement. While more degree oriented than non-degree oriented officers agreed with this statement these differences were not dramatic. Slightly more than half (51.1%) of the respondents agreed that college programs are relevant to the problems they face on the job. The officers who were pursuing the degree (73.2%) were more likely to agree with the statement than those who have the degree (62.7%), those who plan to get the degree but are not actively pursuing it (55.1%), and those who do not intend to get the degree (39.2%). Three-fourths (76.3%) of the respondents agreed that college courses will help them

learn more about law enforcement. Eighty-seven percent
(86.9%) of those pursuing the degree agreed with the state-
ment, followed by 80 percent (80.0%) of those who had the
degree, 77 percent (77.4%) of those who plan to get the degree
but are not working on it (77.4%), and 72 percent (71.9%) of
those who do not intend to get the degree. Slightly more
than half (51.1%) of the respondents agreed that college pro-
grams are relevant to their future career plans in law enforce-
ment. Eighty-two percent (81.7%) of those pursuing the degree,
78 percent (77.5%) of those who plan to get the degree but are
not pursuing it, but only 41 percent (41.1%) of those who do
not intend to get the degree agreed that college programs are
relevant to their career in law enforcement. The majority
(81.2%) of the officers agreed that college courses are avail-
able that would help them increase their leadership skills.
Similar percentages of those who have the degree (83.8%), are
pursuing it (87.1%), or plan to get it but are not pursuing
it (87.6%) agreed with this statement while 75 percent (75.3%)
of those not intending to get the degree agreed with this
statement.

The Association between Educational Attainment/
 Aspiration and Law Enforcement Officers'
 Perceptions of the Existence (Reality) and
 Influence (Influence) of Selected Factors:
 Influence Assessments

   Financial Factors. Sixty-one percent (60.5%) of the offi-
cers indicated that the availability of financial resources
was a major (31.8%) or moderate (28.7%) influence on whether
they enrolled in college. Hereafter these two categories are

added together and referred to as indicating "influence."
Sixty-nine percent (69.4%) of those who have the degree and
66 percent (66.2%) of those planning to get the degree but
not actively pursuing the degree indicated that this influ-
enced them. Fewer of those actively pursuing the degree
(56.1%) or not intending to get it (53.1%) indicated that
this was an influence. The officers who were actively pur-
suing their degree were least likely to indicate that the
costs of pursuing college course work being too high influ-
enced their decision to enroll (45.3%). Fifty-one percent
(51.2%) of those with the degree indicated that this was an
influence followed by those who did not intend to get the
degree (57.4%), and those planning to get the degree but not
pursuing it (61.6%). Those actively pursuing the degree
were least likely to indicate that not having the GI Bill and
LEEP funds influenced their decision to enroll (41.4%).
Forty-nine percent (48.6%) of those who had the degree, 52
percent (51.8%) of those not intending to get the degree, and
57 percent (57.2%) of those planning to get the degree but
not actively pursuing it indicated that not having the GI
Bill and LEEP funds influenced their decision to enroll or
not enroll.

   Forty-two percent of the respondents indicated that whether
or not college course work or a bachelor's degree was neces-
sary for promotion influenced their decision to enroll in a
college degree program. Fifty-six percent (56.4%) of those
actively pursuing the degree cited this as an influence.
Forty-eight percent (47.9%) of those planning to get the

degree but not pursuing it and 46 percent (45.9%) of those who had received the degree cited this as an influence. Only 34 percent (34.1%) of those not intending to get the degree cited this as an influence. Only about one-fifth of the respondents indicated that whether or not course work or the bachelor's degree was a requirement for their current job influenced their decision to enroll. The percentage indicating that this was an influence did not differ across the four groups. This was one of only two of the 64 Reality/Influence factors which was not associated with educational attainment. Thirty percent (29.6%) of the respondents indicated that whether or not courses or the bachelor's degree increases their job security influenced their decision to enroll. This was true for 37 percent (37.4%) of those pursuing the degree, 34 percent (34.2%) of those planning to get the degree but not pursuing it, 26 percent (25.8%) of those not intending to get the degree, and 30 percent (30.1%) of those who already received the degree.

Convenience. Sixty percent (60.0%) of the respondents indicated that whether college courses they might desire are offered at a convenient time influenced their decision about enrolling in a college degree program. While similar percentages of those with the degree (66.7%), pursuing the degree (64.5%) and planning to pursue the degree (69.7%) indicated that this was an influence, only half (50.2%) of those not intending to get the degree indicated that this was an influence. The majority (61.1%) of the respondents

indicated that whether college courses they might desire are offered at a convenient location influenced their decision to enroll in a degree program. Slight differences were found between those who had the degree (70.4%), those pursuing the degree (69.5%), and those planning to get the degree (68.3%), but only 51 percent (50.7%) of those not intending to get the degree cited this as an influence. Less than half of those pursuing the degree (43.1%) or already having received the degree (36.9%) indicated that whether college work required too much time was an influence on their decision to enroll in a degree program. About half (50.6%) of those planning to get the degree but not actually pursuing it and more than half (57.7%) of those not intending to get the degree indicated that this was an influence.

Over half (55.8%) of the respondents indicated that the interference of shift rotation with college schedules influenced their decision to enroll. This was more the case for officers planning to get the degree, but not pursuing it (61.5%), than for those who had the degree (56.5%), were pursuing the degree (52.2%), or did not intend to get the degree (52.4%). Whether part time college programs were available was cited as an influence by 60 percent (60.4%) of the officers. Less than half (48.9%) of those not intending to get the degree cited this as an influence. Larger percentages of those planning to get the degree (67.1%), actively pursuing the degree (71.2%), or actually holding the degree (70.8%), indicated that this was an influence.

Social/Social Support. Only about one-fourth (27.0%) of the officers indicated that receiving encouragement from police co-workers to continue their education influenced their decision to enroll in a degree program. Larger percentages of officers pursuing the degree (35.7%), planning to pursue the degree (31.8%) or holding the degree (27.2%), than those not intending to get the degree (23.2%), felt this way. Similar results were found relative to encouragement from superior officers. Twenty-nine percent (28.6%) of the total sample indicated that this was an influence. More of those pursuing the degree (35.7%), or planning to acquire the degree (34.0%) or holding the degree (29.3%), than those not intending to get the degree (24.3%) indicated that this was an influence. More than half (56.7%) of the respondents indicated that receiving encouragement from their family influenced them. Eighty-one percent (80.7%) of those actively pursuing the degree, 72 percent (72.2%) of those holding the degree, and 66 percent (65.8%) of those planning to pursue the degree indicated that this was an influence. Only 40 percent (39.7%) of those not intending to get the degree indicated that family encouragement was an influence.

Thirty-eight percent (38.3%) of the respondents indicated that the opportunity that college courses gave them to meet new people influenced them. Forty-six percent (45.8%) of those holding a degree, 50 percent (50.0%) of those actively pursuing the degree, and 38 percent (37.9%) planning to pursue the degree indicated that this was an influence.

Only 33 percent (32.6%) of those not intending to get the degree replied that this was an influence. Forty-six percent (46.2%) of the total sample indicated that the importance of meeting people who do not work in law enforcement was an influence on their decision to enroll or not. More of those actively pursuing the degree (57.8%) or planning to pursue the degree (46.3%) or holding the degree (51.7%) than those not intending to get the degree (41.2%) indicated that this statement was an influence.

Institutional Atmosphere Factors. Less than half (30.9%) of the officers surveyed indicated that the faculty having a positive attitude was an influence on their enrollment plans. The largest percentage indicating that this was an influence were those actively pursuing the degree (42.4%), compared with those who already have the degree (32.3%), those who plan to pursue the degree (31.5%), and those who are not planning to acquire the degree (27.8%). Only 22 percent (22.1%) of the respondents indicated that other college students having a positive attitude toward students who are law enforcement officers influenced their educational plans. The percentages by degree plans were very similar ranging from 21 percent (21.0%) for those who already have a degree, 22 percent (22.3%) for those who do not plan to get a degree, 22 percent (22.4%) for those who are either actively pursuing the degree or planning to pursue it. Twenty-seven percent (26.7%) of the respondents indicated that being apprehensive about school influenced their college degree plans. More of the respondents who do not plan to get the degree

(35.9%) indicated that this was an influence as compared with those who already have the degree (11.9%), those who are actively pursuing it (22.6%) and those who are planning to get the degree (25.4%).

Thirty-five percent (35.2%) of the respondents indicated that the possibility that college allows for an escape from the routine pattern of daily activities influenced their college degree plans. A larger percentage of the officers who were actively pursuing the degree (45.4%) indicated this was an influence compared with those who already have the degree (40.7%), those who plan to pursue it (34.1%) and those who do not plan to get a college degree (31.2%). Nearly half (46.4%) of those who have the degree indicated that the opportunity that college gives them to meet stimulating people influenced their decision whereas only 29 percent (29.1%) of those who do not plan to get the degree indicated that this was an influence. Forty-five percent (45.4%) of those actively pursuing the degree compared with 38 percent (37.6%) of those who plan to pursue the degree indicated that this was an influence. Only 19 percent (19.2%) of those who are planning to pursue the degree indicated that the openness of college faculties to ideas from students who are law enforcement officers influenced their educational plans. Twenty-one percent (21.0%) of those actively pursuing the degree replied that this was an influence compared with 23 percent (23.4%) of those who already have the degree and 26 percent (26.4%) of those who do not plan to get it.

Goal Congruence Factors. A large majority of the respondents (83.7%) indicated that their desire to improve their minds was an influence in their college enrollment decision. More of those actively pursuing the degree (94.3%), those holding a degree (93.8%), and those planning to pursue the degree (92.2%), than those not intending to get the degree (71.7%) indicated that this was an influence. The majority of the officers who have the degree (90.1%), are actively pursuing it (92.1%), and plan to pursue it in the future (86.0%), indicated that getting the degree for personal reasons influenced their college enrollment decision. Only 44 percent (43.8%) of those who do not intend to get a college degree indicated that this was an influence.

Fifty-nine percent (59.0%) of the officers surveyed replied that the opportunity for self-directed learning provided by college programs influenced their degree plans. More of those already holding a degree (70. %), or presently pursuing it (69.1%), or planning to acquire it (66.0%), than those not intending to get a degree (46.9%) indicated that this was an influence. Thirty-six percent (35.8%) of those presently pursuing the degree indicated that the unavailability of high quality programs was an influence on their decision to enroll. Thirty-five percent (34.5%) of those with a degree, 29 percent (29.0%) of those planning to pursue the degree and 26 percent (25.7%) of those who do not intend to get the degree replied that this was an influence.

Slightly more than half (51.3%) of all respondents indicated that the similarity of their goals and the goals

of college degree programs was an influence on their educa-
tional plans. More of those presently pursuing a degree
(66.2%), those holding a degree (60.3%), or planning to pur-
sue a degree (60.2%), than those who do not intend to get a
degree (38.3%) indicated that this potential congruence was
an influence.

Job Relevance Factors. Eighty-one percent (81.0%) of
those actively pursuing the degree indicated that their need
to learn more about law enforcement influenced their college
enrollment decision. Fewer of those who already hold a
degree (72.9%), who plan to get a degree but are not presently
pursuing it (75.7%), and who do not intend to get a degree
(64.4%) replied that this was an influence. Slightly less
than half (49.2%) of the respondents indicated that the rele-
vance of college programs to job problems was an influence
on their decision to enroll in college programs. More of
those pursuing the degree (60.0%), holding the degree (55.5%),
or planning to pursue the degree (50.5%) than of those who
do not intend to get a degree (42.9%) indicated that this
was an influence. More than half (57.3%) of all respondents
indicated that whether college courses will help them learn
more about law enforcement influenced their behavior. More
of those holding the degree (64.9%), presently pursuing the
degree (61.9%), or planning to pursue the degree (60.3%),
than of those not intending to get the degree (50.5%) indi-
cated that this was an influence on their decision.

The majority of the officers who hold the degree (69.8%)
are actively pursuing the degree (70.0%), or plan to acquire

the degree (68.8%) indicated that the relevance of college
programs to their future career plans in law enforcement
influenced their decision to enroll. Only 37 percent (36.8%)
of those not intending to acquire the degree indicated that
this was an influence. Similarly, the majority of those
actively pursuing the degree (77.7%), holding a degree (73.9%),
or planning to pursue a degree (71.2%) indicated that the
availability of college courses that would help increase
their leadership skills was an influence on their decision to
enroll. About half (51.3%) of those not intending to get a
degree indicated that this was an influence.

Summary

Crosstabulations, chi squares, and, Pearson corre-
lation coefficients were determined to analyze the associa-
tion between educational attainment/aspiration and each
Reality and Influence assessment. Educational Attainment
was statistically associated (chi square, $p < .01$) with
each of the 32 reality assessments and 30 of the 32 influence
assessments. Educational attainment was not statistically
associated with assessment of the influence of whether
college course work or the degree is a requirement for the
current job or with assessment of the influence of whether
college faculties are not open to ideas from students who
work in law enforcement. There was a statistically signifi-
cant ($p < .01$) linear (Pearson r) relationship between
educational attainment/aspiration and 29 of the 32 reality

assessments. Educational attainment was <u>not</u> linearly related to reality assessments of whether college course work or the degree increases job security, the availability of higher quality programs, and the need to learn more about law enforcement. There was a statistically significant ($p < .01$) linear (Pearson r) relationship between educational attainment and 28 of the 32 influence assessments. Educational attainment/aspiration was <u>not</u> linearly related to influence assessments of the availability of GI Bill and LEEP funds, the interferences of shift rotation with college classes, attitudes of college students toward students who are in law enforcement, and, the openness of college faculties to ideas from students who work in law enforcement. The remainder of this summary focuses on the assessments that were statistically associated with educational attainment/aspiration.

<u>Financial Factors</u>. Officers who have or want the degree are more likely than other officers to agree that financial resources were available, that the degree or course work is a current job requirement, that the degree was needed for promotion, and that the degree increased job security. They were less likely to agree that the costs were too high. Degree holders were more likely to have had LEEP funds or the GI Bill than were those who did not have the degree. In general, officers who do not want the degree were more likely than those who want it or have it to indicate that the costs being too high and not having

LEEP funds or the GI Bill influenced their decision about not enrolling. But they were less likely to cite the availability of financial resources, job promotion, or job security as influencing their decision about enrolling.

<u>Convenience Factors</u>. Officers who have or want the degree were more likely than officers who do not want the degree to agree that college courses are offered at a convenient time or location, that desirable part time programs are available, and that shift rotation interferes with college class schedules. They were less likely to agree that college course work requires too much of their time. Officers who do have or want the degree are less likely than those who do not want the degree to cite the time requirement as influencing their decision about enrollment, but they are more likely to cite convenience of time or location, the availability of programs, and the interference of shift rotation as influencing their decision about enrolling.

<u>Social/Social Support Factors</u>. Officers who have or want the degree were more likely than officers who do not want the degree to agree that they receive encouragement from their co-workers, superior officers and family to continue their education. They were also more likely to agree that college courses will give them an opportunity to meet new people who do not work in law enforcement. Finally, they were more likely to indicate that each of these factors influenced their decision to enroll in a degree program.

Institutional Atmosphere Factors. Officers who have the degree or want the degree were more likely than officers who do not want the degree to agree that college faculty members and students have a positive or encouraging attitude towards students who are law enforcement officers and that college allows an escape from the routine pattern of daily activities. Officers who have or want the degree were more likely than those who do not want the degree to indicate that the positive attitudes of students and the escape afforded from routine activities influenced their enrollment decision. Officers who have or want the degree are less likely than those who do not want the degree to agree that they are apprehensive about going to school and that college faculties are not open to ideas from students who work in law enforcement, and they were less likely to cite either as influencing their enrollment decision.

Goal Congruence Factors. Officers who have or want the degree were more likely than those who did not want the degree, to agree that: they have a desire to improve their mind; they wish to obtain a degree for personal reasons; college programs provide opportunity for self-directed learning; programs of high quality are available; and, goals of college degree programs are similar to their own. They were also more likely to indicate that each of these influenced their enrollment decision.

Job Relevance Factors. Officers who have or want the degree were more likely than those who do not want the

degree to agree that: they need to learn more about law enforcement; college courses will help them learn more about law enforcement; college courses are available that will help them increase their leadership skills, and, college programs are relevant to the problems they face on the job and to their future career plans in law enforcement. Officers who want or have the degree were also more likely to indicate that each of these influenced their decision to enroll.

Discriminant Analysis

As mentioned in previous sections of this report, educational attainment/aspiration was statistically associated (chi square, $p < .01$) with 13 of the 14 demographic variables, each of the 32 reality assessments, and 30 of the 32 influence assessments. In sum, 75 of the 78 variables that the investigators believed would be associated with educational attainment/aspiration, in fact were associated. Sixty-six of these statistically significant relationships were linear (Pearson r, $p < .01$). This section summarizes the results of analyses to determine whether a subset of the demographic, reality, and influence variables could be identified which would discriminate among the four educational attainment/aspiration groups: those who have the degree; those pursuing the degree; those planning to get the degree; and, those who do not want the degree.

Discriminant analysis, a statistical technique which enables the study of differences between two or more groups, with respect to several variables simultaneously, was employed. Discriminant analysis results in a selection of variables, which when weighted and combined in a linear combination, determine a discriminant function that maximally differentiates the groups. After the first discriminant function has been derived, other functions may be derived, which are uncorrelated with the first. In this case, the maximum number of possible functions is equal to

one less than the number of groups. There are four educational attainment/aspiration groups so it is possible to derive three distinct discriminant functions. Each function is evaluated to determine whether it provides a significant increase in the discrimination among the groups. This evaluation can be done using statistical criteria and more qualitative criteria, such as percentage increase in discriminability.

In the present analyses, three functions were derived. Data to evaluate these functions on the basis of statistical criteria are summarized in Table 25 and Table 26. Tests of statistical significance are presented in Table 25. Wilk's Lamda was used to test the statistical significance of each function (see Table 25). Wilk's Lamda is a measure of the power of several variables to discriminate among those groups. It is an inverse measure, hence, the closer Lamda is to zero, the better the variables discriminate among the groups on a given function. Wilk's Lamda is calculated prior to deriving each function, therefore, it is actually a test to determine if there is sufficient discriminating power in the variables, after the first function is used, to warrant deriving the second function. To test the statistical significance of Wilk's Lamda, Lamda is transformed to chi-square statistic, and the probability of a chi-square of that magnitude occurring by chance are computed. These tests suggest that each of the three functions account for systematic discriminating variance.

CONTINUED

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Table 25

Significance Tests for Discriminating Variance
Prior to Removal of Discriminant Functions

Before Function	Wilk's Lamda	Chi-Square	Degrees of Freedom	Significance
1	.3785	1946.0	162	< .0001
2	.7786	498.7	106	< .0001
3	.9367	131.1	52	< .0001

Table 26

A Summary of Canonical Discriminant Functions: Predicting Educational Attainment/
Aspiration with Selected Demographic and Attitude Variables

Function	Eigenvalue	Percent of Explained Variance	Canonical Correlation	Significance
1*	1.060	79.75%	.717	<.0001
2*	.201	15.16%	.409	<.0001
3	.068	5.09%	.252	<.0001

*Indicates the two functions that will be used in the analysis.

Data related to the predictive power of the functions are presented in Table 26. Three kinds of information are given for each function: the eigenvalue, the percent of explained variance, and, the canonical correlation. Since there are three functions we can compare the three eigenvalues in terms of their absolute value and in terms of the percentage of discriminating power. The eigenvalue (1.06) for function one is five times larger than the eigenvalue (.20) for function two and fifteen times larger than the eigenvalue (.07) for function three. Finally, the eigenvalue for function two is three times larger than that for function three. These can be converted to percentages of the explained variance by dividing each eigenvalue by the sum of the eigenvalues. Accordingly, function one accounts for almost 80 percent of the explained variance. Function two accounts for 15 percent of the explained variance and function three accounts for only five percent of the explained variances. The last piece of information presented is the correlation between each function and group membership. This correlation is called a canonical correlation. The square of this correlation is the percentage of variance among groups that is explained by the function. The canonical correlation (.252) and its square (6%) for function three are fairly small. Putting all of this information together, the investigators concluded that although function three was statistically significant it provided little practical predictability. In addition, function three was found

to be extremely difficult to interpret. Accordingly, the discriminant analysis was limited to a two function solution.

The placement of the four educational attainment/ aspiration groups on function one and two is graphically presented in Figure 3. The points identified in the figure are the average group scores on the weighted combination of variables. These are also called group centroids. As can be seen in Figure 3, function one primarily discriminates between the officers who do not want the degree and the other three groups. Function two primarily discriminates between those who want to get the degree (i.e. plan to get or are pursuing it) and those who don't want it or already have it.

The variables were entered into the discriminant analysis through a stepwise procedure. This procedure identifies those variables which provide the greatest discrimination when entered sequentially. Using this procedure 54 variables were found to make a statistically significant contribution to the discriminant analysis.

Interpretation of the two functions was based on two kinds of information. The first was the weighting of the variables in the function. These are known as discriminant function coefficients. These coefficients were standardized so that the size of the coefficients would not be dependent on the original scale form of the variable. The larger the standardized discriminant function coefficient, the more

MEAN DISCRIMINANT SCORES (FUNCTION 1)

MEAN DISCRIMINANT SCORES (FUNCTION 2)

GROUP CENTROIDS

GROUP	FUNCTION 1	FUNCTION 2
DO NOT WANT DEGREE	1.14326	-.11391
PLAN TO GET DEGREE	- .50234	.67216
PURSUING THE DEGREE	-1.15794	.27261
HAVE THE DEGREE	-1.17029	-.55137
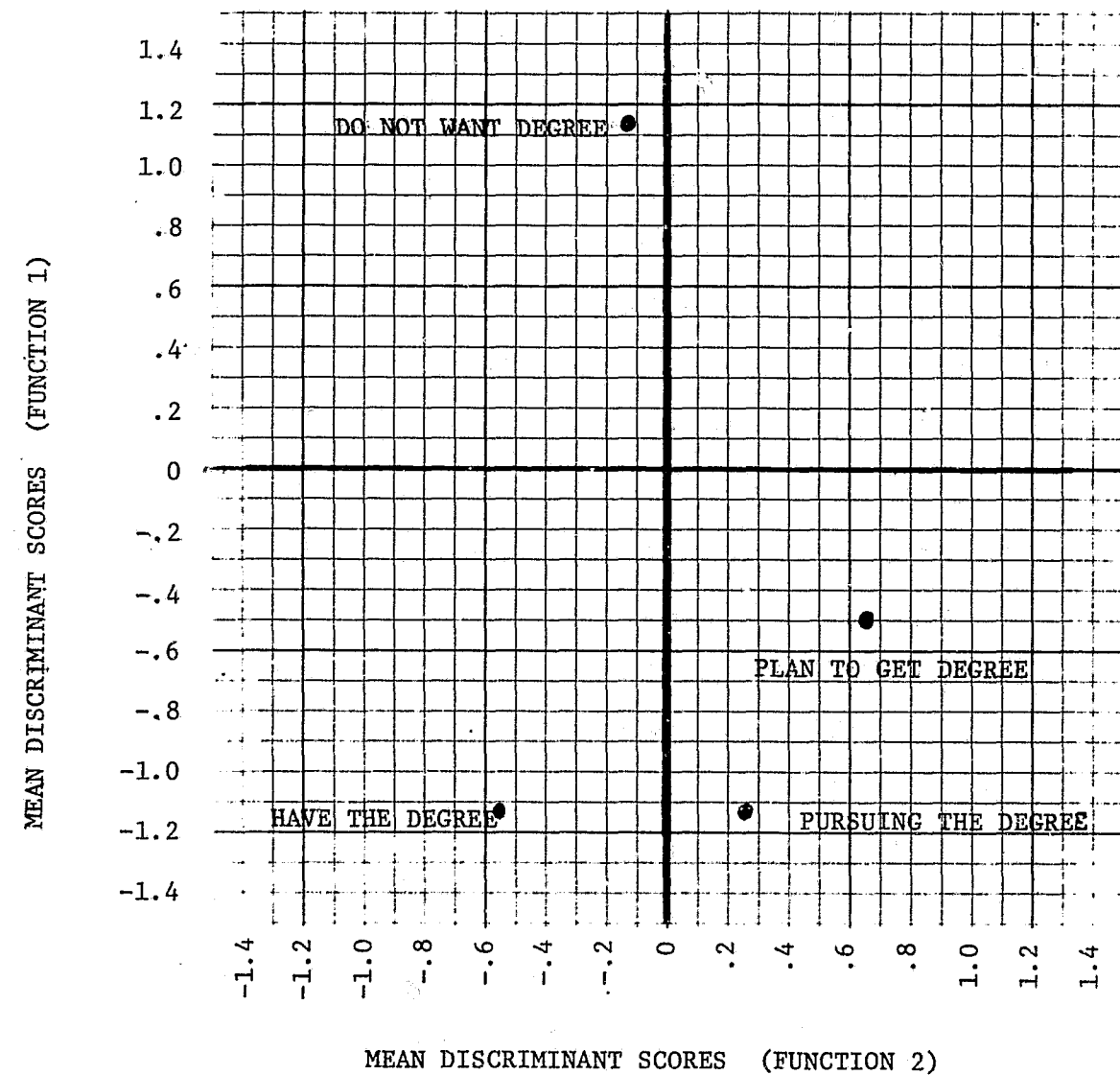
Figure 3   Discriminant Scores Evaluated At Group Means

weight it has in the function, therefore the more important it is. Consequently, only those variables with the highest standardized discriminant function coefficients are summarized here. The second kind of information used for interpretation was the within group structure coefficient. This coefficient is the Pearson correlation between scores on the original variable and scores on the discriminant function. Since function coefficients are more influenced by other variables included in the equation than are structure coefficients, the inspection of both simultaneously often assists in interpretation.

Major results are summarized for function one in Table 27. This table includes the original means for the four groups on the five variables with the highest standardized discriminate function coefficients, the standardized discriminate coefficients, and within group structure coefficient (Pearson correlations between scores on the original variable and the discriminate function scores). The lower an officer scores on this function, the more likely it is that the officer is younger, not a patrol officer, is not apprehensive about going to school, wants a degree for personal reasons, and was influenced about enrollment by the desire to get a degree for personal reasons. Those who want or have the degree score lowest on this function while those who do not want it score highest on the function. This function explains 51 percent of the variance between the groups.

Table 27

A Summary of Group Means, Discriminant Coefficients and Structure Coefficients for Function One

Items/Variable	Discriminant Groups				n = 2156	
	(4) Have The Degree	(3) Pursuing The Degree	(2) Plan To Get The Degree	(1) Do Not Want The Degree		
Group Centroids	-1.17	-1.16	-.50	1.14		
	Means	Means	Means	Means	Discriminant Coefficients	Structure Coefficients
Age	35.73	32.09	32.79	38.99	.199	.280
Rank-Patrolman (1 = Patrolman, 0 = Other)	.51	.67	.74	.66	.215	.075
[1]I19. I am apprehensive about going to school for a bachelor's degree.	3.46	3.20	2.91	2.50	-.346	-.461
[2]R24. I wish to obtain a degree for personal reasons.	1.50	1.40	1.59	2.45	.278	.602
I24. I wish to obtain a degree for personal reasons.	1.51	1.45	1.66	2.74	.282	.584

[1]Items marked (I) have the following response set: (1) major influence, (2) moderate influence, (3) slight influence, (4) no influence.

[2]Items marked (R) have the following response set: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree.

Major results for function two are summarized in Table 28. This table includes the original means for the four groups on the eleven variables with the highest standardized discriminate function coefficients, the standardized discriminate function coefficients, and the within group structure coefficients. The higher an officer scores on this function the more likely it is that the officer has been in law enforcement for fewer years, does not have the rank of lieutenant, major, captain or chief, and, is undecided about staying in law enforcement or plans to leave. Also it is more likely that the officer does not have GI Bill or LEEP funds, feels that college course work or the degree increases job security, is apprehensive about going to college, does not feel that college work or the degree is a requirement for the current job, thinks that courses desired are offered at a convenient time, receives encouragement from superior officers to continue getting education, and does not find the people met in college programs stimulating. Those who plan to get the degree or are pursuing the degree score highest on this function while those who have the degree or don't want the degree score lower on this function.

In very simple terms, this discriminant analysis appears to have identified two general types of officers. The first type (function one) are the older patrol officers who are not apprehensive about school and do not have personal reasons for acquiring a degree. The second type (function two) are newer officers in law enforcement at lower

Table 28

A Summary of Group Means, Discriminant Coefficients and Structure Coefficients for Function Two

Items/Variable	Discriminant Groups					
	(4) Have The Degree	(1) Do Not Want The Degree	(3) Pursuing The Degree	(2) Plan To Get The Degree	n = 2156	
Group Centroids	-.551	-.114	.273	.672		
	Means	Means	Means	Means	Discriminant Coefficients	Structure Coefficients
Number of years in Law Enforcement	11.72	14.30	8.78	8.69	-.264	-.509
Race-White (1 = White, 0 = Non-White)	.83	.90	.88	.73	-.180	-.259
Rank-Lt., Major, Captain, Chief = 1, Other = 0	.17	.09	.07	.04	-.200	-.347
Stay in Law Enforcement until retirement (1 = Yes, 0 = No)	.63	.76	.59	.75	.194	.138
[1]RO3: GI Bill and LEEP Funds are not available to me.	2.54	2.15	2.25	2.10	-.266	-.283
RO6: College course work or a bachelor's degree increases my job security.	3.09	3.15	2.72	2.88	-.216	-.238
R19: I am apprehensive about going to school for a bachelor's degree.	3.46	2.50	3.22	2.90	-.284	-.321
[2]I05: College course work or a bachelor's degree is a requirement for my current job.	3.25	3.39	3.28	3.37	.180	.071
I07: Courses I might desire are offered at a convenient time.	2.22	2.57	2.17	2.10	-.189	-.186
I13: I receive encouragement from my superior officers to continue my education.	3.09	3.23	2.91	3.01	-.225	-.191
I21: The people I meet in college programs are stimulating.	2.63	3.02	2.66	2.86	.219	.107

[1]Items marked (R) have the following response set: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree.

[2]Items marked (I) have the following response set: (1) major influence, (2) moderate influence, (3) slight influence, (4) no influence.

ranks. While not sure about staying in law enforcement, they see the degree not as a job requirement but as a way to increase job security. They feel that courses are convenient and they receive encouragement from superior officers to continue going to school. The four other variables have a somewhat more complicated interpretation. These officers do not have the GI Bill or LEEP funds that officers who got the degree several years ago had. They are more apprehensive about going to school than those who already have the degree but less apprehensive than those who do not want the degree. They are more likely to find the people they meet in college stimulating than are those who do not want the degree but less likely to feel this way than officers who already have the degree. Finally, while the majority of these officers are white, non whites are over-represented among those who want or are pursuing the degree.

Summary. A stepwise multivariate discriminant analysis was performed to determine whether a smaller subset of the seventy-eight variables could be identified which would discriminate among the four educational attainment/ aspiration groups. Fifty-four variables were found to make a statistically significant contribution to the discriminant analysis. Two relevant discriminant functions were identified. The first function primarily discriminated between the officers who do not want a degree and the rest of the officers (i.e. those who want it or have it). In general, those who do not want a degree are more likely

than the rest of the officers to be older, a patrol officer,
and more apprehensive about going to school. In addition,
they are less likely to want a degree for personal
reasons or be influenced to enroll in a degree program
by the desire to get a degree for personal reasons. The
second function primarily discriminated between those
who are pursuing the degree or want to pursue the degree
and those who don't want the degree or want to pursue
the degree or already have the degree. Those who are
pursuing the degree or want to pursue the degree are more
likely than the rest of the officers to have been in law
enforcement for fewer years, not have the rank of
lieutenent, major, captain or chief, and be undecided
about staying in law enforcement or plan to leave. Also
it is more likely that the officer does not have GI bill
or LEEP funds, feels that college course work or the
degree increases job security, is apprehensive about
going to college, does not feel that college work or the
degree is a requirement for the current job, thinks that
courses desired are offered at a convenient time,
receives encouragement from superior officers to continue
getting education, and does not find the people met in
college programs stimulating. Finally, non whites are
overrepresented among these officers.

SUMMARY

This section summarizes the major findings of the
study in regard to the two major purposes of the research
effort. The first purpose was to provide descriptive
data on personal, professional and educational character-
istics of American municipal and county law enforcement
personnel. The second purpose was to identify factors
which influence the decision of law enforcement officers
about pursuing a college education.

The conceptual model that was defined to provide
direction for the study was developed after an extensive
review of the literature. A description of components
of the research design and the simplified schematic
presentation of the model are reported here.

The literature on adult education provided informa-
tion on personal characteristics and demographic factors
which have been found to be related to adult participation
in educational activities. Age, race, sex, marital status,
number of dependents, prior educational attainment, and
financial condition are some of the factors which have
been cited in the literature as related to participation.

A second major category of characteristics are what
may be termed environmental characteristics or conditions.
Such characteristics are the availability of desirable
educational opportunities, and professional/occupational
factors. From the review of the literature on law enforce-
ment education it was possible to identify forces which have

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┌──────────────────┐                                    ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
│ Personal         │ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─                               │
│ Characteristics  │                                                          │
│ and Conditions   │                                                          │
└──────────────────┘                                                          │
         ┌──────────────────────┐                        ┌──────────────────────────┐
         │ Hypothesized         │    ┌────────────────┐  │ Educational Behavior     │
         │ Cluster Factors      │    │ Attitudes      │  │                          │
         │                      │    │ Shaped By      │  │ 1. Have B.A. degree      │
         │ 1. Financial         │    │                │  │ 2. Desire and pur-       │
         │ 2. Convenience       │    │ 1. Reality of  │  │    suing the degree      │
         │ 3. Social/           │    │    factors     │  │ 3. Desire but not        │
         │    Social Support    │    │ 2. Influence   │  │    pursuing degree       │
         │ 4. Institutional     │    │    of factors  │  │ 4. Do not desire and     │
         │    Atmostphere       │    │                │  │    not pursuing          │
         │ 5. Goal Congruence   │    └────────────────┘  │                          │
         │ 6. Job Relevance     │                        └──────────────────────────┘
┌──────────────────┐└──────────────────────┘
│ Environmental    │
│ Characteristics  │
│                  │
│ 1. Professional/ │
│    Occupational  │ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─
│ 2. Educational   │
└──────────────────┘
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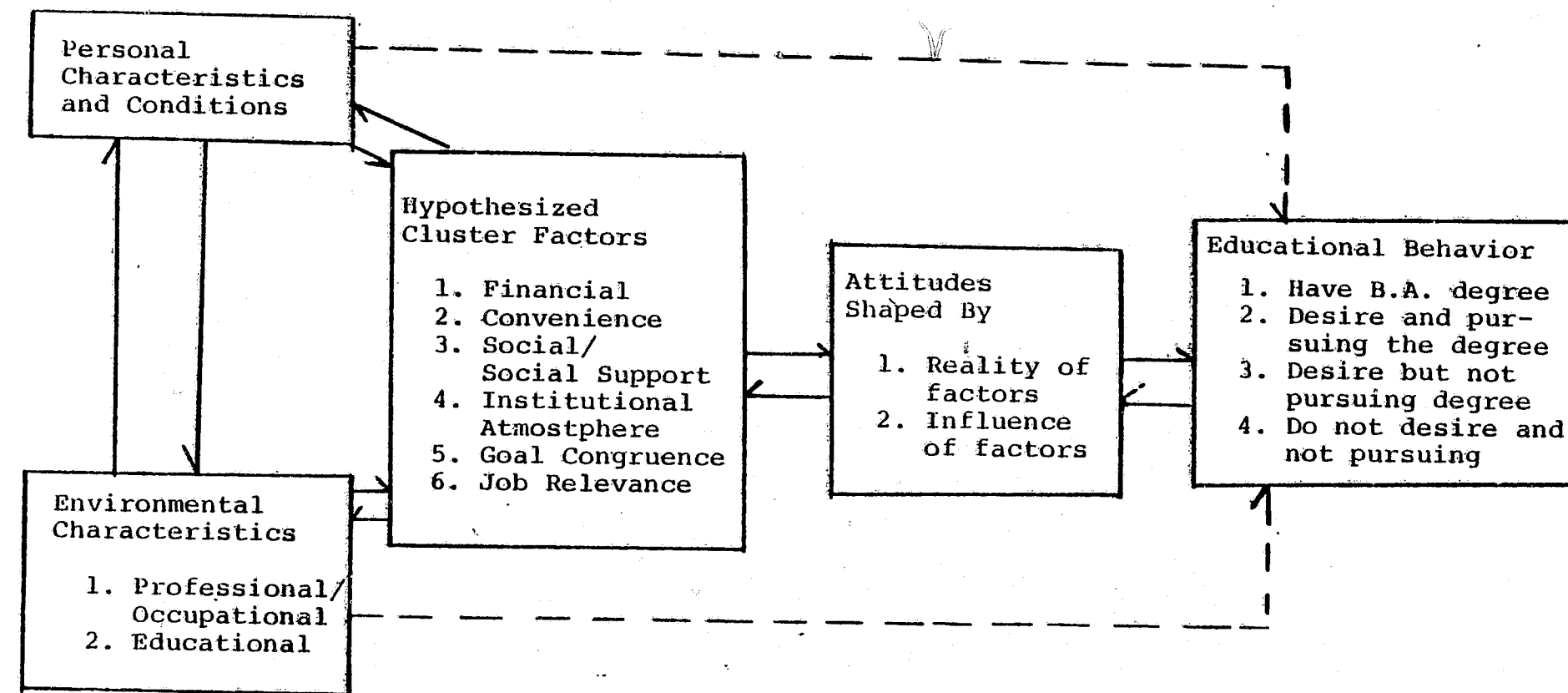
Figure 4.   A Conceptual Model for Studying Factors Influencing the Decisions
            of Law Enforcement Officers' Pursuit of the Baccalaureate Degree.

been instrumental in creating a professional environment conducive to increased personnel involvement in degree credit programs in higher education. These forces can be summarized as a thrust for increasing the stature of law enforcement as a profession, a desire to increase the effectiveness of police work, a significant growth in the number of college degree programs in law enforcement and criminal justice available to pre-service and in-service personnel, and financial support to personnel for college enrollment.

Studies of adult motivation research provided information on factors which adults have cited as inhibitors or facilitators of adult participation from which six common clusters of factors were identified for use in the current study. These clusters were hypothesized to be influential in the decision-making of law enforcement personnel regarding pursuit of the baccalaureate degree. The six clusters of factors were identified as: "Financial," "Convenience," "Social/Social Support," "Institutional Atmosphere," "Goal Congruence," and "Job Relevance."

It was also hypothesized by the authors of this study that the attitudes of officers towards pursuit of the degree and their educational behavior would be shaped by the "reality" of the hypothesized factors and the perceived "influence" of those factors. Finally, it

was hypothesized that educational behavior could be
identified which resulted from the interaction of
respondent characteristics, environment, influence
factors, and attitude. These educational behaviors
would be reflected by: (1) individuals who already
held the degree, (2) individuals who desired the degree
and were actively pursuing it, (3) individuals who
desired the degree but were not purusing it, and (4)
individuals with no desire to achieve the degree.

Therefore, through relating profession-specific
characteristics of law enforcement personnel and their
work environment with information and research findings
on adult motivation for, and participation in, higher
education the general framework for this study was derived.
This framework included a blending of the demographic
characteristics of law enforcement personnel including
their educational attainment and aspirations, with
factors which previous studies have identified as
facilitators or inhibitors of college attendance for
adults.

Methodology

Development of the survey instrument proceeded from
the conceptual framework described previously. A pilot
instrument was administered to 210 law enforcement officers
at the FBI Academy in October, 1980. On the basis of results

of this pilot test, the final instrument was developed. It
had two parts. Part I requested data on the personal,
professional and educational characteristics of the respond-
ing officers. Part II represented officers' perceptions of
the existence and influence of 32 selected factors believed
to influence the enrollment of adults in college degree pro-
grams.

A stratified random sample of 353 police departments
and sheriff's offices from all 50 states and the District of
Columbia, was generated from the data base of the Uniform
Crime Reporting Section of the Federal Bureau of Investiga-
tion. The departments and offices were stratified on the
basis of the size of the agency. There were over 60,000
law enforcement officers in these 353 departments.
Within each department a five percent (5%) random sample
of officers was selected resulting in a total sample of
3280 officers and deputies. Departments with fewer than
30 officers received one survey resulting in some over-
sampling of smaller departments.

The surveys were distributed in May, 1981 to the
Training Coordinators in 57 FBI field offices. The
Training Coordinators distributed the surveys to each
participating police department. The chief officer of each
department, or his designee, drew the random sample of
officers, administered, and collected the surveys. The
surveys were then returned to the FBI Academy for delivery
to the University of Virginia. At the University of Virginia,

the surveys were processed and converted to card form for analysis.

Usable returns were received from 283 or 80 percent (80.2%) of the 353 departments and 2461 or 75 percent (75.3%) of the 3280 officers. Over two-thirds (69.4%) of the departments returned 100 percent of the requested sample. Seventeen departments (5.0%) had an 80 to 99 percent return rate. Fifteen departments (3.9%) had a 50 to 79 percent return. Six departments (1.7%) had a ten to 49 percent return and 70 departments (19.8%) returned no instruments at all.

Return rate differed by size of department. Three hundred and ten of the departments sampled had 209 or fewer officers. A total of 629 surveys were requested from these departments and 602, or 96 percent (95.7%) were returned. The nine departments with 210 to 309 officers had a 60 percent (75 of 124) return rate. The six departments with 310 to 409 officers had a return rate of 79 percent (379 of 478). Finally, the 14 departments with more than 1000 officers had a return rate of 68 percent (1312 of 1941). The return rate by region for individual law enforcement officers was the lowest (63.99%) in Region 1, the Northeastern States, with Region 3, the Southern States, having the second lowest return rate (71.89%). The highest return rates were from Region 4 (83.76%), the Western States and from Region 2, the North Central States (77.06%).

Descriptive Data

This section includes descriptive statistics on personal characteristics, professional and occupational characteristics, educational attainment, and aspirations, and law enforcement officers' assessments of the "reality" and "influence" of factors which may affect their educational attainment and aspirations.

Personal Characteristics

The average age of the respondents was 37 years ($\overline{x}$ = 36.81). Nineteen percent (18.8%) were from 20 to 29 years of age, 49 percent (48.7%) were from 30 to 39 years of age, 32 percent were from 40 to 59 years of age and one percent were 60 years of age or older. Two thirds of the respondents were between 28 and 46 years of age.

The majority (78.1%) of the respondents were married. The remaining 22 percent were: single (10.5%), separated (2.4%), divorced (8.5%), or with a spouse deceased (.4%).

The majority (83.5%) of the respondents were white. Eleven percent (11.2%) were black, three percent (2.6%) were Chicano or Hispanic, and the remainder (2.7%) were Oriental (1.2%), American Indian (.3%) or "other" (1.2%).

Ninety-five percent (94.7%) were male and five percent (5.3%) were female. Fourteen percent (13.9%) had no dependents, 34 percent (34.1%) had one or two dependents, 43 percent (42.7%) had three or four dependents, and nine percent (9.3%) had five or more dependents.

Professional and Occupational Characteristics

Over one-half (60.2%) of the sample identified them-
selves as patrol officers. Two percent (1.6%) were corporals,
16 percent (15.5%) were sergeants, eight percent (7.9%) were
detectives, five percent (5.4%) were lieutenants, and two
percent (2.4%) were captains. Personnel with ranks such
as chief, inspector, deputy sheriff, etc., are represented
in the sample also.

The average number of years in law enforcement of
respondents was 12 (12.33) with a median of eleven (11.14),
and only one percent had less than one year. Forty-five
percent (44.9%) had one to ten years, 40 percent (39.5%) had
11 to 20 years, and the remainder (14.6%) had more than 20
years.

When asked to indicate their job responsibilities, 11
percent (10.7%) indicated that they had more than one
primary responsibility while 89 percent (89.3%) indicated
that they had only one primary responsibility. Thirty-eight
percent (38.2%) had patrol duty, 12 percent (12.0%) were on
crime investigation, ten percent (10.1%) had staff or admini-
strative duties, nine percent (9.1%) had supervisory duties,
four percent (4.2%) had traffic duties, and less than one
percent (.7%) were evidence technicians. An additional 14
percent (13.6%) had duties which did not fall into any of
the above categories. These included canine corps, correc-
tions, training, narcotics, etc.

Forty-two percent (41.8%) of the sample indicated
that they rotated shifts while 58 percent (58.2%) did not.
Twenty-four percent (23.7%) worked a regular 8-5 shift,
11 percent (11.3%) worked the morning shift, 11 percent
(10.9%) worked an afternoon shift, and five percent (5.4%)
worked the midnight shift. Seven percent (6.8%) had some
"other" shift arrangement (e.g. split shifts). Of the
992 officers who indicated that they rotated shifts during
the year, 14 percent (14.0%) rotate from one to ten times
a year, 28 percent (28.4%) rotate twelve times a year,
and 33 percent (32.7%) rotate 13 times a year. The
remaining 25 percent (25.0%) indicated they rotate 14
times or more per year.

Sixty-two percent (62.4%) of the officers indicated
that they did not hold a second job. Thirty-four percent
(33.7%) had a part time second job, while four percent
(3.9%) had a full time second job.

When asked whether they intended to stay in law
enforcement until retirement, 72 percent (71.9%) said yes,
three percent (3.3%) said they would leave law enforce-
ment, and 25 percent (24.8%) said they were undecided.
Of those who said they would remain in law enforcement
until retirement, 12 percent (12.4%) indicated that they
would retire in five years or less. Sixteen percent
(16.1%) indicated that they would retire in six to ten
years, 15 percent (14.9%) in 11 to 15 years, 16 percent
(16.2%) in 16 years to 20 years, and 14 percent (14.0%)

indicated that it would be more than 20 years before
retirement.

Educational Characteristics and Aspirations

With the emphasis upon increased educational prepa-
ration for law enforcement personnel espoused by a number of
national commissions over the last 15 years, the educational
aspirations and achievements of respondents is of particular
interest. Twenty-one percent (20.7%) of the officers
indicated that their highest level of educational attain-
ment was the high school diploma. Fifteen percent (15.0%)
had attended, but finished less than one year of college,
20 percent (20.4%) had finished either the freshman year
(6.9%) or the sophomore year (13.5%). Eleven percent
(10.9%) had attained the associate degree, and the 32
percent (32.2%) had proceeded beyond two years of college.
Twenty-three percent (23.5%) reported they had achieved
at least the baccalaureate degree level. Ten percent
(10.1%) had completed work beyond the baccalaureate
degree.

In response to a question regarding their plans to
acquire the bachelor's degree, 23 percent (23.1%) indicated
that they had obtained that degree, six percent (6.1%)
indicated they planned to obtain the degree and were
currently enrolled, 24 percent (24.3%) indicated they
planned to obtain the degree but were not currently
enrolled, and 47 percent (46.5%) indicated they would
not pursue the degree.

A total of 565 officers provided information on the
program major of the bachelor's degree they had completed.
Fifty-six percent (55.8%) had majored in either criminal
justice, police science, law enforcement or police admin-
istration. Thirty-two percent (31.6%) had majored in
liberal arts or sciences while the remaining 13 percent
(12.6%) had majored in some other field of study.

The major emphases of course work among those cur-
rently enrolled, those who plan to enroll, and those who
have completed all planned courses was similar. Courses
in criminal justice, police science, law enforcement and
police administration are favored by more than a two to
one ratio over the liberal arts and sciences, the second
ranked choice.

The geographic availability of college programs and
the use of incentive pay to encourage college enrollment
have been studied as inhibitors and facilitators of adult
attendance in degree programs. The majority of respondents
to this study indicated that officers in their department
could not receive incentive pay for earning college credits
(71.4%) and that they, themselves, did not receive incentive
pay for earning college credits (83.4%). Twenty-nine
percent (28.6%) said that officers in their department
could receive incentive pay and 17 percent (16.6%) said
that they had received incentive pay.

The majority (71.7%) of the respondents indicated
that there were college programs leading to the bachelor's
degree available that were of interest to them and which
would permit enrollment on a part-time basis. Fifty-
five (54.8%) of the respondents said that there was a
bachelor's degree program no further than 10 miles away
from their homes. Twenty-seven percent (26.7%) would
have to travel 11 to 20 miles and 19 percent (18.5%)
would have to travel 21 or more miles one way for such
a program.

Reality and Influence Assessments

One of the purposes of this research project was
an attempt to "identify factors that law enforcement per-
sonnel report as influencing their decision regarding
enrollment in degree credit programs in colleges and univer-
sities." Information on responses to 32 items which have
been grouped into the six clusters of variables which were
hypothesized to influence enrollment in college for adults
is presented in this section. The officers were requested
to indicate to what degree the statements about the 32 fac-
tors (i.e. items) were true (Reality), and then to rate the
degree to which the factor (i.e. item) influenced (Influence)
their decision to enroll in a college degree program. The
response scale for "Influence Assessment" ranged from (1)

"Major Influence" to (4) "No Influence." The summary of
the results below focuses on "Agreement" ("Strongly Agree"
plus "Agree") or "Disagreement! ("Disagree" plus "Strongly
Disagree") and "Influence" ("Major Influence" plus "Moder-
ate Influence") or "No Influence" ("Slight Influence" plus
"No Influence").

An analysis for each item indicates that on the
average, respondents agreed most that: they have a desire
to improve their mind ($\overline{R}$ = 1.49)*; they need to learn more
about law enforcement ($\overline{R}$ = 1.81); taking college courses
will provide an opportunity to meet new people ($\overline{R}$ = 1.82);
they wish to obtain a degree for personal reasons ($\overline{R}$ = 1.94);
college programs provide opportunities for self-directed
learning ($\overline{R}$ = 1.97); college courses are available that
would help them increase their leadership skills ($\overline{R}$ = 1.98);
it is important to meet people who are not in law enforce-
ment ($\overline{R}$ = 1.99); and, desirable part time college programs
are available ($\overline{R}$ = 2.01).

On the average, respondents indicated that five of
the above eight factors were a major or moderate influence
on their enrollment decision. Respondents indicated that
their decision to enroll in a degree program was most influ-
enced by the following: whether they had a desire to improve
their mind ($\overline{I}$ = 1.73); whether they wished to obtain a degree
for personal reasons ($\overline{I}$ = 2.10); whether they needed to learn

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* $\overline{R}$ indicates mean Reality response, $\overline{I}$ indicates mean
Influence response.

more about law enforcement ($\overline{I}$, 2.12); whether college courses that would increase leadership skills were available ($\overline{I}$ = 2.29); whether adequate funds were available to pursue college course work ($\overline{I}$ = 2.30); whether desirable college courses were offered at a convenient location ($\overline{I}$ = 2.36) and time ($\overline{I}$ = 2.37); and, whether college programs provided opportunities for self-directed learning ($\overline{I}$ = 2.39). In summary, the eight items that respondents, on the average, most agreed with included the Social/Social Support items, one Convenience item, three Goal Congruence items, and two Job Relevance items. Mean Influence responses were most indicative of influence on college enrollment decisions for one Finance item, two Convenience items, three Goal Congruence items and two Job Relevance items.

On the average, respondents disagreed most and were least influenced by the following eight items: college course work of a bachelor's degree is a requirement for their current job ($\overline{R}$ = 3.34; $\overline{I}$ = 3.36) or increasing their job security ($\overline{R}$ = 3.03; $\overline{I}$ = 3.12); available college programs are not of the desired quality ($\overline{R}$ = 2.98; $\overline{I}$ = 3.07); they were **apprehensive** about pursuing a degree ($\overline{R}$ = 2.88; $\overline{I}$ = 3.19); college faculties are not open to ideas from the officer/student ($\overline{R}$ = 2.85; $\overline{I}$ = 3.16); they received support to continue their education from fellow officers ($\overline{R}$ = 2.85; $\overline{I}$ = 3.13) or from superior officers ($\overline{R}$ = 2.85; $\overline{I}$ = 3.10); and, other college students have a positive attitude toward

the officer/student ($\overline{R}$ = 2.75; $\overline{I}$ = 3.18). It is noteworthy that those items with means most indicative of disagreement were the same items that had mean influence responses that were more indicative of non-influence on college enrollment decisions. In summary, those items with which respondents, on the average, did not agree and which did not influence their decision to enroll were: two Finance items related to the financial benefits of pursuing a degree; two Social/Social Support items related to professional support, three Institutional Atmosphere items, two of which related to attitudes of others (i.e. faculty, and students) in college programs, the third dealing with apprehensiveness about college and one was a Goal Congruence item which dealt with the quality of college programs.

Inferential Analysis

Association Between Reality and Influence Assessments

Pearson correlation coefficients and chi square tests were conducted to determine the relationships between reality and influence assessments for each factor (i.e. item). Each of the chi squares and Pearson r's were statistically significant at at least $p < .05$. In addition, all of the Pearson r's were positive except one. The one negative correlation was between reality and influence assessments with regard to the statement, "adequate financial resources are available for me to pursue college course work" ($r = -.08$, $p < .05$). Law enforcement officers

who agreed that adequate financial resources were available
tended to indicate that this did not influence their deci-
sion to enroll. In every other case if respondents agreed
that a statement was true, they tended to indicate that
it influenced their decision to enroll. For example,
respondents who agreed that they receive encouragement
from their family to continue their education tended to
indicate that this influenced their decision while those
who did not receive this encouragement from their family
tended to indicate that this did not influence their
decision.

Because of the large number of respondents and
the large number of statistical tests it was useful to
inspect the relative value of the Pearson r's. Eight
items, including the Financial item above, had reality-
influence assessment correlations of .26 or lower. Three
of these were Convenience factors, three had to do with
Institutional Atmosphere factors, and two were Financial
factors. An inspection of crosstab tables indicated
that for six of the eight cases, the low linear correlations
were due to the fact that when officers responded either
positively or negatively to the reality statement, they
tended to indicate that this factor influenced their
decision to enroll. This was true with the availability
of financial resources, convenient time for courses,
convenient location for courses, availability of a part

time program, and the attitude of faculty toward law enforce-
ment officers. Respondents who agreed or disagreed that
financial resources were available tended to indicate
that this influenced their decision to enroll. Those
who agreed or disagreed that the time was convenient tended
to indicate that this influenced their decision to enroll.
Law enforcement officers' decision to enroll is influenced
if the location is convenient or inconvenient, if faculty
attitudes are seen as positive or negative, and if
students' attitudes are seen as positive or negative.
The other two low linear correlations, "availability of
the GI Bill or LEEP funds" (r = .15, p <.001) and "faculty
are not open to ideas from law enforcement students"
(r = .26, p <.001) did not fit this pattern.

Association Between Educational Attainment/
    Aspiration and Geographic Personal and
    Professional Characteristics of Law
    Enforcement Officers

The North Eastern and Western regions had the highest
level of educational attainment/aspiration among the respon-
dents. Educational attainment was also associated with age,
marital status, race, sex, and number of dependents of law
enforcement officers. Educational attainment/aspiration
was highest among young officers, females, single persons,
those with no dependents, and non-caucasians.

The association between educational attainment/
aspiration and size of department was not simple but, in

general, the smallest (3 to 14 officers) and largest (410 or more officers) departments have the lowest educational attainment. Educational attainment/aspiration was associated with years in law enforcement, years to retirement, career plans, rank and current job but not with whether the officers held a second job. In general, educational attainment/aspiration was highest among those who have been in law enforcement a shorter period of time, were further away from retirement, were undecided about staying in law enforcement until retirement or planned to leave, were lieutenants, captains, majors, or chiefs, and those who had staff or administrative responsibilities. Finally, educational attainment/aspiration was highest among those who received incentive pay to go to school and those for whom it was possible to get incentive pay to go to school.

The Association Between Educational Attainment/Aspiration and Law Enforcement Officers' Perceptions of the Existence (Reality) and Influence (Influence) of Selected Factors

Crosstabulations, chi squares, and, Pearson correlation coefficients were determined to analyze the association between educational attainment/aspiration and each Reality and Influence assessment. Educational Attainment was statistically associated (Chi square, $p < .01$) with each of the 32 reality assessments and 30 of the 32 influence assessments. Educational attainments was not statistically associated with assessment of the influence of whether college course work or the degree is a requirement for the

current job or with assessment of the influence of whether college faculties are not open to ideas from students who work in law enforcement. There was a statistically significant ($p < .01$) linear (Pearson r) relationship between educational attainment/aspiration and 29 of the 32 reality assessments. Educational attainment was not linearly related to reality assessments of whether college course work or the degree increases job security, the availability of higher quality programs, and the need to learn more about law enforcement. There was a statistically significant ($p < .01$) linear (Pearson r) relationship between educational attainment and 28 of the 32 influence assessments. Educational attainment/aspiration was not linearly related to influence assessments of the availability of GI Bill and LEEP funds, the interference of shift rotation with college classes, attitudes of college students toward students who are in law enforcement, and, the openness of college faculties to ideas from students who work in law enforcement. The remainder of this summary focuses on the assessments that were statistically associated with educational attainment/aspiration.

Financial Factors. Officers who have or want the degree are more likely than other officers to agree that financial resources were available, that the degree or course work is a current job requirement, that the degree was needed for promotion, and that the degree increased job security. They were less likely to agree that the costs

were too high. Degree holders were more likely to have had
LEEP funds or the GI Bill than were those who did not have
the degree. In general, officers who do not want the degree
were more likely than those who want it or have it to indi-
cate that the costs being too high and not having LEEP funds
or the GI Bill influenced their decision about not enrolling.
But they were less likely to cite the availability of finan-
cial resources, job promotion, or job security as influencing
their decision about enrolling.

Convenience Factors. Officers who have or want the
degree were more likely than officers who do not want the
degree to agree that college courses are offered at a con-
venient time or location, that desirable part-time programs
are availale, and that shift rotation interferes with college
class schedules. They were less likely to agree that college
course work requires too much of their time. Officers who do
have or want the degree are less likely than those who do not
want the degree to cite the time requirements as influ-
encing their decision about enrollment, but they are more
likely to cite convenience of time or location, the avail-
ability of programs, and the interference of shift rotation
as influencing their decision about enrolling.

Social/Social Support Factors. Officers who have
or want the degree were more likely than officers who do not
want the degree to agree that they receive encouragement
from their co-workers, superior officers and family to con-
tinue their education. They were also more likely to agree

that college courses will give them an opportunity to meet
new people who do not work in law enforcement. Finally,
they were more likely to indicate that each of these factors
influenced their decision to enroll in a degree program.

Institutional Atmosphere Factors. Officers who have
the degree or want the degree were more likely than officers
who do not want the degree to agree that college faculty
members and students have a positive or encouraging attitude
toward students who are law enforcement officers and that
college allows an escape from the routine pattern of daily
activities. Officers who have or want the degree were more
likely than those who do not want the degree to indicate
that the positive attitudes of students and the escape
afforded from routine activities influenced their enrollment
decision. Officers who have or want the degree are less
likely than those who do not want the degree to agree that
they are apprehensive about going to school and that college
faculties are not open to ideas from students who work in
law enforcement, and they were less likely to cite either
as influencing their enrollment decision.

Goal Congruence Factors. Officers who have or want
the degree were more likely than those who did not want
the degree, to agree that: they have a desire to improve
their mind; they wish to obtain a degree for personal
reasons; college programs provide opportunity for self-
directed learning; programs of high quality are available;

and, goals of college degree programs are similar to their
own. They were also more likely to indicate that each of
these influenced their enrollment decision.

Job Relevance Factors. Officers who have or want
the degree were more likely than those who do not want
the degree to agree that: they need to learn more about
law enforcement; college courses will help them learn more
about law enforcement; college courses are available that
will help them increase their leadership skills, and,
college programs are relevant to the problems they face on
the job and to their future career plans in law enforcement.
Officers who want or have the degree were also more likely
to indicate that each of these influenced their decision
to enroll.

Discriminant Analysis

A stepwise multivariate discriminant analysis was
performed to determine whether a smaller subset of the
seventy-eight variables could be identified which would
discriminate among the four educational attainment/
aspiration groups. Fifty-four variables were found to
make a statistically significant contribution to the
discriminant analysis. Two relevant discriminant functions
were identified. The first function primarily discriminated
between the officers who do not want a degree and the rest
of the officers (i.e. those who want it or have it). In
general, those who do not want a degree are more likely

than the rest of the officers to be older, a patrol officer,
and more apprehensive about going to school. In addition,
they are less likely to want a degree for personal reasons
or be influenced to enroll in a degree program by the
desire to get a degree for personal reasons. The second
function primarily discriminated between those who are
pursuing the degree or want to pursue the degree and
those who don't want the degree or already have the
degree. Those who are pursuing the degree or want to
pursue the degree are more likely than the rest of the
officers to have been in law enforcement for fewer years,
not have the rank of lieutenent, major, captain or chief,
and be undecided about staying in law enforcement or
plan to leave. Also it is more likely that the officer
does not have GI bill or LEEP funds, feels that college
course work or the degree increases job security, is
apprehensive about going to college, does not feel that
college work or the degree is a requirement for the
current job, thinks that courses desired are offered at
a convenient time, receives encouragement from superior
officers to continue getting education, and does not
find the people met in college programs stimulating.
Finally, non whites are overrepresented among these
officers.

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Appendix A - SURVEY INSTRUMENT

LAW ENFORCEMENT OFFICER QUESTIONNAIRE
(You will *not* be identified as an individual in any way.)

PART I—PERSONAL DATA

DIRECTIONS: *For the following questions, please provide the necessary information, either by placing a check mark in the parentheses to the left of the appropriate answer or by writing your answer in the blank provided.*

1. Age: _____
   (please specify)

2. Marital Status
   ( ) 1. Single
   ( ) 2. Married
   ( ) 3. Separated
   ( ) 4. Divorced
   ( ) 5. Spouse deceased

3. Race/Ethnic Group
   ( ) 1. White/Caucasian
   ( ) 2. Black/Afro-American
   ( ) 3. Chicano/Hispanic
   ( ) 4. Oriental
   ( ) 5. American Indian
   ( ) 6. Other _____
   (please specify)

4. Sex
   ( ) 1. Male
   ( ) 2. Female

5. Excluding yourself, how many dependents do you have? _____
   (number of dependents)

6. Total number of years in law enforcement: _____
   (number of years)

7. Rank
   ( ) 01. Patrolman/Patrolwoman
   ( ) 02. Corporal
   ( ) 03. Sergeant
   ( ) 04. Lieutenant
   ( ) 05. Captain
   ( ) 06. Major
   ( ) 07. Chief
   ( ) 08. Detective
   ( ) 09. Inspector
   ( ) 10. Other _____
   (please specify)

8. My current job is primarily
   ( ) 1. Traffic Duties
   ( ) 2. Patrol Duties
   ( ) 3. Crime Investigation
   ( ) 4. Evidence Technician
   ( ) 5. Records
   ( ) 6. Supervisory Duties
   ( ) 7. Staff or Administrative Duties
   ( ) 8. Other _____
   (please specify)

PLEASE CONTINUE ON BACK OF THIS PAGE . . .

9. Do you routinely hold a *second* job?
( ) 1. yes/full-time
( ) 2. yes/part-time
( ) 3. no

10. In the future, I plan to
( ) 1. remain in the field of law enforcement until retirement in _____ years
             (please specify)
( ) 2. leave law enforcement before retirement to enter another field in _____ years
             (please specify)
( ) 3. undecided

11. Do you rotate shift/watch?
( ) 1. Yes; please specify how often you personally rotate: _____
( ) 2. No; please specify shift/watch you generally work:
       ( ) 1. *non-shift*—regular daytime work hours (approximately 8-5)
       ( ) 2. first shift (morning)
       ( ) 3. second shift (afternoon)
       ( ) 4. third shift (midnight)
       ( ) 5. other _____
                (please specify)

12. Highest educational level *completed*
( ) 01. Less than high school
( ) 02. High school
( ) 03. Some college, but did not finish first year
( ) 04. Freshman year
( ) 05. Sophomore year
( ) 06. Associate degree
( ) 07. Junior year
( ) 08. Bachelor's degree
( ) 09. Some graduate work
( ) 10. Master's degree
( ) 11. Other _____
                (please specify)

13. Do you plan to get a Bachelor's degree?
( ) 1. I already have a Bachelor's degree
( ) 2. Yes, I plan to get a Bachelor's degree in the future
( ) 3. No, I do not plan to get a Bachelor's degree

14. Have you *already* earned a degree (Bachelor's or above)?
( ) 1. No.
( ) 2. Yes, and the major emphasis of my coursework was

       ( ) a. criminal justice/police science/law enforcement/police administration
       ( ) b. liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
       ( ) c. other _____
                (please specify)

PLEASE CONTINUE ON NEXT PAGE . . .

15. Are you currently taking college courses? (Please check YES *or* NO, and appropriate blanks.)
( ) 1. YES, and the major emphasis of my coursework is:
       ( ) a. criminal justice/police science/law enforcement/police administration
       ( ) b. liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
       ( ) c. other _____
                (please specify)
( ) 2. NO, and
       ( ) a. I have *never* taken and do not plan to take any college courses
       ( ) b. I have *finished* taking all the college courses I plan to take. The major emphasis of my coursework was:
              ( ) 1. criminal justice/police science/law enforcement/police administration
              ( ) 2. liberal arts and sciences (social science, political science, public administration, humanities, natural science, etc.)
              ( ) 3. other _____
                       (please specify)
       ( ) c. I plan to take college courses in the future. The major emphasis of my coursework will be:
              ( ) 1. criminal justice/police science/law enforcement/police administration
              ( ) 2. liberal arts and sciences (social science, political science, public administration, humanities, natural science, etc.)
              ( ) 3. other _____
                       (please specify)

16. Do you plan to take *more* college courses?
( ) 1. No
( ) 2. Yes, while also working *full-time* as a police officer
( ) 3. Yes, while on *detached duty* with pay (for example, National Academy, Traffic Institute)
( ) 4. Yes, while working *part-time* as a police officer
( ) 5. Yes, while working *part-time* at a job other than at my police department
( ) 6. Yes, while working *full-time* at a job other than at my police department.
( ) 7. Yes, *without working* at any job.

17. Would you like to attend the FBI National Academy Program (a 3-month law enforcement professional development program, offered for 1,000 officers annually)?
( ) 1. Yes
( ) 2. No

18. Do you think you will have the opportunity to attend the FBI National Academy Program within the next three years?
( ) 1. Yes
( ) 2. No

19. Have you received incentive pay for earning college credits?
( ) 1. Yes
( ) 2. No

20. Can officers in your department receive incentive pay for earning college credits?
( ) 1. Yes
( ) 2. No

21. Are (were) college programs of interest to you leading to a Bachelor's degree available which permit enrollment on a *part-time* basis? (If you have finished your degree, answer this question as you would have when you were working on your degree.)
( ) 1. Yes
( ) 2. No

22. To enroll in a Bachelor's degree program of interest to you, how many miles from home would you (or did you) have to travel, *one way*? (If you have finished your degree, answer this question as you would have when you were working on your degree.) _____ (please specify)

PLEASE CONTINUE ON BACK OF THIS PAGE . . .

PART II

I. DIRECTIONS: *A number of statements are presented below. Please respond to each of these statements in two different ways. First, indicate the degree to which you think the statement is true (Reality Assessment). Second, indicate the degree to which this factor influences or influenced your decision to enroll in a college degree program (Influence Assessment).*

Some respondents have already completed a college degree. If you have already completed a Bachelor's degree or above, please make your ratings of "Reality Assessment" and "Influence Assessment" as you think you would have when you decided to complete the degree.

II. EXAMPLE:

Assessments — Reality | Influence

	Strongly Agree	Agree	Disagree	Strongly Disagree		Major	Moderate	Slight	No
The college in my area is too large.	①	2	3	4		1	2	3	④

If you strongly agree that the college in your area is too large, you would circle 1 in the Reality column, as shown. If, however, this does not (or did not) influence your enrollment you would circle 4 in the Influence column, as shown.

Assessments

	Reality					Influence			
For a *Bachelor's* degree:	Strongly Agree	Agree	Disagree	Strongly Disagree		Major	Moderate	Slight	No
1. Adequate financial resources are available for me to pursue college course work.	1	2	3	4		1	2	3	4
2. The financial cost of pursuing college course work is too high.	1	2	3	4		1	2	3	4
3. GI Bill and LEEP funds are not available to me.	1	2	3	4		1	2	3	4
4. College *course work* or a Bachelor's *degree* is necessary for promotion.	1	2	3	4		1	2	3	4
5. College *course work* or a Bachelor's *degree* is a requirement for my current job.	1	2	3	4		1	2	3	4
6. College *course work* or a Bachelor's *degree* increases my job security.	1	2	3	4		1	2	3	4
7. College courses I might desire are offered at a convenient *time.*	1	2	3	4		1	2	3	4
8. College courses I might desire are offered at a convenient *location.*	1	2	3	4		1	2	3	4
9. College work requires too much of my time.	1	2	3	4		1	2	3	4
10. Shift rotation interferes with college class schedules.	1	2	3	4		1	2	3	4
11. Part time college programs I might desire are available.	1	2	3	4		1	2	3	4
12. I receive encouragement from my police co-workers to continue my education.	1	2	3	4		1	2	3	4
13. I receive encouragement from my superior officers to continue my education.	1	2	3	4		1	2	3	4
14. I receive encouragement from my family to continue my education.	1	2	3	4		1	2	3	4

PLEASE CONTINUE ON NEXT PAGE . . .

Assessments

	Reality					Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree		Major	Moderate	Slight	No
15. Taking college courses will give me an opportunity to meet new people.	1	2	3	4		1	2	3	4
16. It is important for me to meet people who do *not* work in law enforcement.	1	2	3	4		1	2	3	4
17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	1	2	3	4		1	2	3	4
18. Other college students have a positive attitude toward students who are law enforcement officers.	1	2	3	4		1	2	3	4
19. I am apprehensive about going to school for a Bachelor's degree.	1	2	3	4		1	2	3	4
20. College allows (will allow) an escape from the routine pattern of daily activities.	1	2	3	4		1	2	3	4
21. The people I meet in college programs are stimulating.	1	2	3	4		1	2	3	4
22. College faculties are not open to ideas from students who work in law enforcement.	1	2	3	4		1	2	3	4
23. I have a desire to improve my mind.	1	2	3	4		1	2	3	4
24. I wish to obtain a degree for personal reasons.	1	2	3	4		1	2	3	4
25. College programs provide opportunities for self-directed learning.	1	2	3	4		1	2	3	4
26. College programs available to me are not of the high quality I desire.	1	2	3	4		1	2	3	4
27. The goals of college degree programs are similar to my own.	1	2	3	4		1	2	3	4
28. I need to learn more about law enforcement.	1	2	3	4		1	2	3	4
29. College programs are relevant to the problems I face (or will face) on the job.	1	2	3	4		1	2	3	4
30. College courses will help me learn more about law enforcement.	1	2	3	4		1	2	3	4
31. College programs are relevant to my future career plans in law enforcement.	1	2	3	4		1	2	3	4
32. College courses are available that will help me increase my leadership skills.	1	2	3	4		1	2	3	4

Please use the space below for additional comments that you would like to make:

Please seal questionnaire in envelope provided and return to survey administrator.

Appendix B - SAMPLING

POLICE OFFICER ATTITUDE SURVEY SAMPLE SELECTION PROCEDURE

The FBI's Training Division (Academic Section), in conjunction with Bureau of Educational Research of the University of Virginia, is conducting a survey to examine the attitudes of police officers toward attaining a baccalaureate degree. Special Agent John C. LeDoux of the Training Division's Academic Section requested that the Uniform Crime Reporting (UCR) Program select a sample of police officers for use in the study. The staff of UCR's Research and Analysis Unit devised a sampling plan, selected a sample of agencies, and indicated the number of officers to be chosen from each agency in the final selection process. The procedures used in selecting the sample are discussed below.

A number of constraints were imposed on the sampling process. In designing the sample, there was a proviso that between 200 to 400 agencies be chosen from which 2,000 to 4,000 police officers could be ultimately selected.

It was determined that a stratified systematic sample design was an economical approach to take for selecting the sample. The first phase of the sampling procedure involved grouping the police agencies by size of population served. Next, the total number of officers to be selected from agencies in each population stratus was determined. A proportionate allocation procedure was used.

The actual sampling process involved choosing the prescribed number of agencies within each stratum, i.e., population group. A random start was utilized within each stratum to commence the sampling operation. The predetermined number of agencies were systematically selected from each stratum.

The last step in the sampling operation involved the determination of the number of police officers to be chosen from each agency that fell into the sample so that the total is between 2,000 and 4,000.

The resulting sample is shown below:

Strata (Cities)	Population Coverage	Number of Agencies in Sample	Number of Officers in Sample
1	250,000 and over	35	1,537
2	100,000 to 249,999	27	350
3	50,000 to 99,999	34	444
4	25,000 to 49,999	73	413
5	10,000 to 24,999	111	401
6	Less than 10,000	67	157
		347	3,192

Table

Frequency Distribution of Police Department Sizes in Samples

1– 9	56	< 10 = 56
10– 19	72	
20– 29	45	178
30– 39	43	
40– 49	18	< 50 = 56 + 178 = 234
50– 59	14	
60– 69	8	
70– 79	13	47
80– 89	5	
90– 99	7	< 100 = 234 + 47 = 281
100– 199	14	
200– 299	14	
300– 399	7	35
400– 499	–	
500– 599	3	
600– 699	4	
700– 799	2	13
800– 899	–	
900– 999	4	< 1000 = 316 + 13 = 329
100–1999	8	
2000–2999	1	
3000–3999	1	11
4000–4999	1	< 5000 = 329 + 11 = 340
5000–9999	1	< 10,000 = 341
210,000	1	+ > 10,000 = 342

Estimated Sample population 64,335.

Appendix C - PROCEDURES FOR DISTRIBUTION

1. Chief Executive Officer Packet

2. Field Office Packet

3. Police Department Packet

APPENDIX C1

Sample Chief Executive Officer Packet

a) Memo to CEO

b) Judge Webster's Letter

c) General Information Sheet

d) Sample Directions

e) Sample Survey

MEMORANDUM

TO: Chief Executive Officer, Police Department

FROM: Special Agent John C. LeDoux
Education Unit/FBI National Academy
Quantico, Virginia

DATE: April 24, 1981

RE: FBI/UVA Joint Law Enforcement Officer Survey

Enclosures:
1 copy of a letter from FBI Director William H. Webster to law enforcement officers encouraging them to respond to the survey
1 General Information Sheet outlining the purpose and procedures of the study
1 copy of the Directions for Administering the Survey
1 copy of the Survey for your information.

The Police Training Coordinator or his representative for the FBI field office which covers your jurisdiction will contact you shortly. The Coordinator will ensure that you receive the appropriate number of surveys for your department in the near future. We appreciate your assistance with ensuring the success of this FBI project.

U.S. Department of Justice

Federal Bureau of Investigation

Office of the Director

Washington, D.C. 20535

April 20, 1981

Dear Colleague:

In recent years a growing emphasis has been placed on educational opportunities in higher education for law enforcement personnel. While much progress has been made in providing educational opportunities there has been a minimum of study of factors which influence the decisions of in-service police personnel to enroll in college credit programs.

Faculty of the Education Unit of the FBI Academy and of the School of Education of the University of Virginia have undertaken a cooperative research project designed to evaluate factors which influence the decision of law enforcement personnel about enrolling in college courses. They have chosen a national sample of law enforcement personnel to complete a questionnaire as a means of gathering data for the study. The success of the study depends on persons completing and returning the questionnaires.

I hope you will participate in the study by completing the enclosed questionnaire. The researchers will not be aware of the personal identity of any person filling out the questionnaire. The results of the survey will be published in a future edition of the Law Enforcement Bulletin. Your cooperation is deeply appreciated.

Sincerely,

William H. Webster
Director

Enclosure

GENERAL INFORMATION SHEET

FBI/UVA Joint Law Enforcement Officer Survey

The FBI, in conjunction with the University of Virginia, is sponsoring a research project to examine police officers' attitudes toward the pursuit of a college degree. The study will also attempt to identify factors that inhibit or promote the pursuit of a college education. The information will be obtained by having officers fill out a questionnaire which takes approximately 15 minutes to complete. The findings of the study should be of value to police administrators and educators. A summary of findings will be published in the FBI Law Enforcement Bulletin.

Successful completion of the study depends upon the cooperation of police administrators in obtaining a nationwide random sample. The sample must be random to ensure that the questionnaires are filled out by officers with a wide variety of education and police experience. The personal identities of the officers participating in the study will not be known to the researchers.

The first step was to randomly select approximately 350 police departments to be included in the study. These departments were selected in a manner which assured the sample would include departments from all geographical regions of the United States as well as departments of various sizes.

Next, the larger departments were contacted to determine if they already possessed an alphabetic listing of sworn officers. Those departments which did not have such a list were requested to supply a table of organization so that officers of the department could be randomly sampled. Smaller departments were not contacted as it was anticipated that these departments would be able to prepare an alphabetic list if they did not have one.

The third step is to obtain the questionnaires from the approximately 3,000 officers who will fill them out. Once this is done the laborious task of data analyses may begin.

Descriptive analyses will be completed for all questions answered. These analyses should enable the researchers to describe current police officers in terms of items such as race, age, sex, educational level, and years of experience as a police officer.

A second set of analyses, inferential analyses, will also be completed. These analyses will be for the purpose of identifying those factors which discriminate between police officers who pursue a college degree and those who do not. This data should suggest to police officials and educators the reasons why police officers pursue, or fail to pursue, a college degree.

DIRECTIONS FOR ADMINISTERING THE SURVEY

To the local law enforcement official in charge of administering the survey:

This survey is part of a project to determine the factors which encourage or discourage law enforcement personnel from enrolling in and completing baccalaureate degree programs. In order for the information to be useful it is *very important* that the procedures used to select officers to respond to the survey be followed *exactly*. Results of this survey will be published in the FBI Law Enforcement Bulletin.

Procedures:

1. List all *sworn law enforcement personnel* in the department in alphabetical order by last name. (If you have a numerical list you may skip alphabetizing.) Assign a number to each person in order as in the following example.

   Example

   1. Officer Jane Adams
   2. Sergeant Peter Baker
   3. Patrolman Juan Carlos
   4. Lieutenant Roy Deleno, etc.

2. Circle the following numbers from your list:

WILL BE SENT
WITH SURVEYS

3. The numbers circled are the officers that will receive the surveys. If for some reason you have fewer officers than one of your assigned numbers (for example, if one of your assigned numbers was 10 and there are only 9 officers in the department) use the last number on your list of officers, in this example 9.

   a. Give the survey to the selected respondents. If an officer cannot be surveyed within 5 working days, go to the next number on your list and survey that officer. For example, if one of your numbers was 4 and officer Deleno was on detached duty for more than 5 days, go to officer number 5.

   b. Make sure all respondents have read the cover letter from the Director and the directions.

   c. *Emphasize* the importance of carefully and accurately filling out the questionnaire.

   d. *Emphasize* that all individual results are confidential. Because of the procedure, anyone seeing the completed survey will have no way of knowing the names of the respondents.

   e. Have each respondent *seal* his or her survey in the envelope provided.

   f. Collect *all* the completed surveys from the respondents.

   g. Please provide the following information about your department.

      1. Would you characterize the area served by your department as primarily:
         ( ) urban
         ( ) suburban
         ( ) rural
         ( ) other (please specify) _____

2. Name and address of the Department

_____

_____

_____

_____

h. Insert this form (Directions for Administering the Survey) and the completed surveys sealed in white envelopes provided in the pre-addressed manilla envelope(s) provided and return to:

> FBI Academy
> Education Unit
> Quantico, Virginia
> ATTN: Special Agent John C. LeDoux

Each pre-addressed manilla envelope should hold approximately 20 surveys.

i. If you or the respondents have any questions which would cause an improperly completed survey, call: Special Agent John C. LeDoux
Education Unit
FBI Academy
Quantico, Virginia
(703) 640-6131
between 7:30 a.m. and 4:30 p.m. EDT.

LAW ENFORCEMENT OFFICER QUESTIONNAIRE
(You will *not* be identified as an individual in any way.)

PART I—PERSONAL DATA

DIRECTIONS: *For the following questions, please provide the necessary information, either by placing a check mark in the parentheses to the left of the appropriate answer or by writing your answer in the blank provided.*

1. Age: _____
(please specify)

2. Marital Status
( ) 1. Single
( ) 2. Married
( ) 3. Separated
( ) 4. Divorced
( ) 5. Spouse deceased

3. Race/Ethnic Group
( ) 1. White/Caucasian
( ) 2. Black/Afro-American
( ) 3. Chicano/Hispanic
( ) 4. Oriental
( ) 5. American Indian
( ) 6. Other _____
(please specify)

4. Sex
( ) 1. Male
( ) 2. Female

5. Excluding yourself, how many dependents do you have? _____
(number of dependents)

6. Total number of years in law enforcement: _____
(number of years)

7. Rank
( ) 01. Patrolman/Patrolwoman
( ) 02. Corporal
( ) 03. Sergeant
( ) 04. Lieutenant
( ) 05. Captain
( ) 06. Major
( ) 07. Chief
( ) 08. Detective
( ) 09. Inspector
( ) 10. Other _____
(please specify)

8. My current job is primarily
( ) 1. Traffic Duties
( ) 2. Patrol Duties
( ) 3. Crime Investigation
( ) 4. Evidence Technician
( ) 5. Records
( ) 6. Supervisory Duties
( ) 7. Staff or Administrative Duties
( ) 8. Other _____
(please specify)

PLEASE CONTINUE ON BACK OF THIS PAGE . . .

9. Do you routinely hold a *second* job?
   ( ) 1.   yes/full-time
   ( ) 2.   yes/part-time
   ( ) 3.   no

10. In the future, I plan to
   ( ) 1.   remain in the field of law enforcement until retirement in _____ years
                                                                    (please specify)
   ( ) 2.   leave law enforcement before retirement to enter another field in _____ years
                                                                    (please specify)
   ( ) 3.   undecided

11. Do you rotate shift/watch?
   ( ) 1.   Yes; please specify how often you personally rotate: _____
   ( ) 2.   No; please specify shift/watch you generally work:
       ( ) 1.   *non-shift*—regular daytime work hours (approximately 8-5)
       ( ) 2.   first shift (morning)
       ( ) 3.   second shift (afternoon)
       ( ) 4.   third shift (midnight)
       ( ) 5.   other _____
                    (please specify)

12. Highest educational level *completed*
   ( ) 01.   Less than high school
   ( ) 02.   High school
   ( ) 03.   Some college, but did not finish first year
   ( ) 04.   Freshman year
   ( ) 05.   Sophomore year
   ( ) 06.   Associate degree
   ( ) 07.   Junior year
   ( ) 08.   Bachelor's degree
   ( ) 09.   Some graduate work
   ( ) 10.   Master's degree
   ( ) 11.   Other _____
                    (please specify)

13. Do you plan to get a Bachelor's degree?
   ( ) 1.   I already have a Bachelor's degree
   ( ) 2.   Yes, I plan to get a Bachelor's degree in the future
   ( ) 3.   No, I do not plan to get a Bachelor's degree

14. Have you *already* earned a degree (Bachelor's or above)?
   ( ) 1. No.
   ( ) 2. Yes, and the major emphasis of my coursework was

       ( ) a.   criminal justice/police science/law enforcement/police administration
       ( ) b.   liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
       ( ) c.   other _____
                    (please specify)

PLEASE CONTINUE ON NEXT PAGE . . .

15. Are you currently taking college courses? (Please check YES *or* NO, and appropriate blanks.)
   ( ) 1.   YES, and the major emphasis of my coursework is:
       ( ) a.   criminal justice/police science/law enforcement/police administration
       ( ) b.   liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
       ( ) c.   other _____
                    (please specify)
   ( ) 2.   NO, and
       ( ) a.   I have *never* taken and do not plan to take any college courses
       ( ) b.   I have *finished* taking all the college courses I plan to take. The major emphasis of my coursework was:
           ( ) 1.   criminal justice/police science/law enforcement/police administration
           ( ) 2.   liberal arts and sciences (social science, political science, public administration, humanities, natural science, etc.)
           ( ) 3.   other _____
                        (please specify)
       ( ) c.   I plan to take college courses in the future. The major emphasis of my coursework will be:
           ( ) 1.   criminal justice/police science/law enforcement/police administration
           ( ) 2.   liberal arts and sciences (social science, political science, public administration, humanities, natural science, etc.)
           ( ) 3.   other _____
                        (please specify)

16. Do you plan to take *more* college courses?
   ( ) 1.   No
   ( ) 2.   Yes, while also working *full-time* as a police officer
   ( ) 3.   Yes, while on *detached duty* with pay (for example, National Academy, Traffic Institute)
   ( ) 4.   Yes, while working *part-time* as a police officer
   ( ) 5.   Yes, while working *part-time* at a job other than at my police department
   ( ) 6.   Yes, while working *full-time* at a job other than at my police department.
   ( ) 7.   Yes, *without working* at any job.

17. Would you like to attend the FBI National Academy Program (a 3-month law enforcement professional development program, offered for 1,000 officers annually)?
   ( ) 1.   Yes
   ( ) 2.   No

18. Do you think you will have the opportunity to attend the FBI National Academy Program within the next three years?
   ( ) 1.   Yes
   ( ) 2.   No

19. Have you received incentive pay for earning college credits?
   ( ) 1.   Yes
   ( ) 2.   No

20. Can officers in your department receive incentive pay for earning college credits?
   ( ) 1.   Yes
   ( ) 2.   No

21. Are (were) college programs of interest to you leading to a Bachelor's degree available which permit enrollment on a *part-time* basis? (If you have finished your degree, answer this question as you would have when you were working on your degree.)
   ( ) 1.   Yes
   ( ) 2.   No

22. To enroll in a Bachelor's degree program of interest to you, how many miles from home would you (or did you) have to travel, *one way*? (If you have finished your degree, answer this question as you would have when you were working on your degree.) _____ (please specify)

PLEASE CONTINUE ON BACK OF THIS PAGE . . .

PART II

I. DIRECTIONS: *A number of statements are presented below. Please respond to each of these statements in two different ways. First, indicate the degree to which you think the statement is true (Reality Assessment). Second, indicate the degree to which this factor influences or influenced your decision to enroll in a college degree program (Influence Assessment).*

Some respondents have already completed a college degree. If you have already completed a Bachelor's degree or above, please make your ratings of "Reality Assessment" and "Influence Assessment" as you think you would have when you decided to complete the degree.

II. EXAMPLE:

Assessments

	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
The college in my area is too large.	①	2	3	4	1	2	3	④

If you strongly agree that the college in your area is too large, you would circle 1 in the Reality column, as shown. If, however, this does not (or did not) influence your enrollment you would circle 4 in the Influence column, as shown.

Assessments

For a *Bachelor's* degree:	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
1. Adequate financial resources are available for me to pursue college course work.	1	2	3	4	1	2	3	4
2. The financial cost of pursuing college course work is too high.	1	2	3	4	1	2	3	4
3. GI Bill and LEEP funds are not available to me.	1	2	3	4	1	2	3	4
4. College *course work* or a Bachelor's *degree* is necessary for promotion.	1	2	3	4	1	2	3	4
5. College *course work* or a Bachelor's *degree* is a requirement for my current job.	1	2	3	4	1	2	3	4
6. College *course work* or a Bachelor's *degree* increases my job security.	1	2	3	4	1	2	3	4
7. College courses I might desire are offered at a convenient *time*.	1	2	3	4	1	2	3	4
8. College courses I might desire are offered at a convenient *location*.	1	2	3	4	1	2	3	4
9. College work requires too much of my time.	1	2	3	4	1	2	3	4
10. Shift rotation interferes with college class schedules.	1	2	3	4	1	2	3	4
11. Part time college programs I might desire are available.	1	2	3	4	1	2	3	4
12. I receive encouragement from my police co-workers to continue my education.	1	2	3	4	1	2	3	4
13. I receive encouragement from my superior officers to continue my education.	1	2	3	4	1	2	3	4
14. I receive encouragement from my family to continue my education.	1	2	3	4	1	2	3	4

PLEASE CONTINUE ON NEXT PAGE . . .

Assessments

	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
15. Taking college courses will give me an opportunity to meet new people.	1	2	3	4	1	2	3	4
16. It is important for me to meet people who do *not* work in law enforcement.	1	2	3	4	1	2	3	4
17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	1	2	3	4	1	2	3	4
18. Other college students have a positive attitude toward students who are law enforcement officers.	1	2	3	4	1	2	3	4
19. I am apprehensive about going to school for a Bachelor's degree.	1	2	3	4	1	2	3	4
20. College allows (will allow) an escape from the routine pattern of daily activities.	1	2	3	4	1	2	3	4
21. The people I meet in college programs are stimulating.	1	2	3	4	1	2	3	4
22. College faculties are not open to ideas from students who work in law enforcement.	1	2	3	4	1	2	3	4
23. I have a desire to improve my mind.	1	2	3	4	1	2	3	4
24. I wish to obtain a degree for personal reasons.	1	2	3	4	1	2	3	4
25. College programs provide opportunities for self-directed learning.	1	2	3	4	1	2	3	4
26. College programs available to me are not of the high quality I desire.	1	2	3	4	1	2	3	4
27. The goals of college degree programs are similar to my own.	1	2	3	4	1	2	3	4
28. I need to learn more about law enforcement.	1	2	3	4	1	2	3	4
29. College programs are relevant to the problems I face (or will face) on the job.	1	2	3	4	1	2	3	4
30. College courses will help me learn more about law enforcement.	1	2	3	4	1	2	3	4
31. College programs are relevant to my future career plans in law enforcement.	1	2	3	4	1	2	3	4
32. College courses are available that will help me increase my leadership skills.	1	2	3	4	1	2	3	4

Please use the space below for additional comments that you would like to make:

Please seal questionnaire in envelope provided and return to survey administrator.

Appendix C2

Sample Field Office Packet

    a) Memo to SAC/PTC

    b) Webster Letter

    c) General Information Sheet

    d) Routing Slip

    e) Sample Department Packet (included in C3)

To: SAC _____

    Attn: Police Training Coordinator
    _____

From: E. J. Tully
      Unit Chief, Education/Communication Arts
      FBI Academy

Re: FBI/UVA Police Education Study

Enclosed are the following:

1. A letter from the Director, FBI which is being provided to all survey respondents.
2. A general information letter providing background information on the study.
3. A routing slip to S.A. J. C. LeDoux
4. _____ research packets (1 each for the police departments listed below.

Administration: Each research packet is addressed to a specific police department and contains the following:

    1. For the police department survey administrator:
        a. A copy of a letter from the Director, FBI which is being provided to all survey respondents.
        b. Directions for administering the study.
        c. A general information letter providing background information on the study.
        d. Sufficient pre-addressed envelopes (or boxes with mailing lables) to allow return of the completed questionnaires.
    2. For the officers taking part in the study the packet contains the correct number of questionnaires plus a few extra in case some are lost in transit for that

department. Attached to each survey questionnaire is a copy of the letter from the Director of the FBI and a white business size envelope for returning the questionnaire to the police department survey administrator.

The enclosed routing slip to J. C. LeDoux, Education/Communications Arts Unit, is being utilized to allow the researchers to be sure each FBI office has received the research materials.

For the information of the receiving office it is noted that this study is not part of any graduate program being undertaken, but is rather the first attempt of a joint research effort by the faculties of the FBI Academy and the University of Virginia. It is realized that Police Training Coordinators are called upon to conduct a large number of studies. This study has thus attempted to keep the involvement of the Police Training Coordinator to an absolute minimum. The immediate distribution of the research packets to the police departments, however, is crucial. Once this distribution has occurred there should be no need for any additional efforts by the Police Training Coordinators.

To aid the Police Training Coordinators the Chiefs of Police for those departments in the study have been sent copies of the letter from the Director of the FBI, a generl information letter providing background information on the study, and the instructions for conducting the study in their department. These same items were sent as enclosures to this communication.

The Police Training Coordinators are requested to:

1. Send the enclosed routing slip to J. C. LeDoux upon receipt of this communication.
2. Immediately distribute the research pockets to the police departments listed under enclosure 4 (to facilitate distribution each of the research packets is labeled with the name of the department which **must** received **that exact** research packet.)

Any questions or problems should be addressed to John C. LeDoux, Education/Communications Unit, FBI Academy, (FTS) 925-2549.

- 2 -

Dear Colleague:

In recent years a growing emphasis has been placed on educational opportunities in higher education for law enforcement personnel. While much progress has been made in providing educational opportunities there has been a minimum of study of factors which influence the decisions of in-service police personnel to enroll in college credit programs.

Faculty of the Education Unit of the FBI Academy and of the School of Education of the University of Virginia have undertaken a cooperative research project designed to evaluate factors which influence the decision of law enforcement personnel about enrolling in college courses. They have chosen a national sample of law enforcement personnel to complete a questionnaire as a means of gathering data for the study. The success of the study depends on persons completing and returning the questionnaires.

I hope you will participate in the study by completing the enclosed questionnaire. The researchers will not be aware of the personal identity of any person filling out the questionnaire. The results of the survey will be published in a future edition of the Law Enforcement Bulletin. Your cooperation is deeply appreciated.

Sincerely,

William H. Webster
Director

Enclosure

GENERAL INFORMATION SHEET

FBI/UVA Joint Law Enforcement Officer Survey

The FBI, in conjunction with the University of Virginia, is sponsoring a research project to examine police officers' attitudes toward the pursuit of a college degree. The study will also attempt to identify factors that inhibit or promote the pursuit of a college education. The information will be obtained by having officers fill out a questionnaire which takes approximately 15 minutes to complete. The findings of the study should be of value to police administrators and educators. A summary of findings will be published in the FBI Law Enforcement Bulletin.

Successful completion of the study depends upon the cooperation of police administrators in obtaining a nationwide random sample. The sample must be random to ensure that the questionnaires are filled out by officers with a wide variety of education and police experience. The personal identities of the officers participating in the study will not be known to the researchers.

The first step was to randomly select approximately 350 police departments to be included in the study. These departments were selected in a manner which assured the sample would include departments from all geographical regions of the United States as well as departments of various sizes.

Next, the larger departments were contacted to determine if they already possessed an alphabetic listing of sworn officers. Those departments which did not have such a list were requested to supply a table of organization so that officers of the department could be randomly sampled. Smaller departments were not contacted as it was anticipated that these departments would be able to prepare an alphabetic list if they did not have one.

The third step is to obtain the questionnaires from the approximately 3,000 officers who will fill them out. Once this is done the laborious task of data analyses may begin.

Descriptive analyses will be completed for all questions answered. These analyses should enable the researchers to describe current police officers in terms of items such as race, age, sex, educational level, and years of experience as a police officer.

A second set of analyses, inferential analyses, will also be completed. These analyses will be for the purpose of identifying those factors which discriminate between police officers who pursue a college degree and those who do not. This data should suggest to police officials and educators the reasons why police officers pursue, or fail to pursue, a college degree.

Routing Slip
0-7 (Rev. 1-31-80)   (Copies to Offices Checked)

TO: SAC: (Attn: J. C. LeDoux)   **TO: LEGAT:**

☐ Albany   ☐ Houston   ☐ Oklahoma City   ☐ Bern
☐ Albuquerque   ☐ Indianapolis   ☐ Omaha   ☐ Bogota
☐ Alexandria   ☐ Jackson   ☐ Philadelphia   ☐ Bonn
☐ Anchorage   ☐ Jacksonville   ☐ Phoenix   ☐ Buenos Aires
☐ Atlanta   ☐ Kansas City   ☐ Pittsburgh   ☐ Hong Kong
☐ Baltimore   ☐ Knoxville   ☐ Portland   ☐ London
☐ Birmingham   ☐ Las Vegas   ☐ Richmond   ☐ Manila
☐ Boston   ☐ Little Rock   ☐ Sacramento   ☐ Mexico City
☐ Buffalo   ☐ Los Angeles   ☐ St. Louis   ☐ Ottawa
☐ Butte   ☐ Louisville   ☐ Salt Lake City   ☐ Paris
☐ Charlotte   ☐ Memphis   ☐ San Antonio   ☐ Rome
☐ Chicago   ☐ Miami   ☐ San Diego   ☐ Tokyo.
☐ Cincinnati   ☐ Milwaukee   ☐ San Francisco
☐ Cleveland   ☐ Minneapolis   ☐ San Juan
☐ Columbia   ☐ Mobile   ☐ Savannah
☐ Dallas   ☐ Newark   ☐ Seattle
☐ Denver   ☐ New Haven   ☐ Springfield
☐ Detroit   ☐ New Orleans   ☐ Tampa
☐ El Paso   ☐ New York City   ☐ Washington Field
☐ Honolulu   ☐ Norfolk   ☒ Quantico
  ☐ SAC, New Rochelle (MRA)
  ☐ SAC, Brooklyn-Queens (MRA)

RE: FBI/UVA STUDY

_____
(Date)

Retention
☐ For information ☐ optional ☐ For appropriate action ☐ Surep, by _____

☐ The enclosed is for your information. If used in a future report, ☐ conceal all sources, ☐ paraphrase contents.

☐ Enclosed are corrected pages from report of SA _____
  dated _____.

Remarks:

    This Division has received the research materials.

Enc.
Bufile
Urfile

Appendix C3

Sample Department Pack

a) Directions for Administering Survey

b) General Information Sheet

c) Webster Letter

d) Respondent Packets

    1. survey

    2. Webster Letter

DIRECTIONS FOR ADMINISTERING THE SURVEY

*To the local law enforcement official in charge of
administering the survey:*

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Example

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    2. Sergeant Peter Baker
    3. Patrolman Juan Carlos
    4. Lieutenant Roy Deleno, etc.

    2. Circle the following numbers from your list:

Random Numbers

    3. The numbers circled are the officers that will receive the surveys. If for some reason you have fewer officers than one of your assigned numbers (for example, if one of your assigned numbers was 10 and there are only 9 officers in the department) use the last number on your list of officers, in this example 9.

a. Give the survey to the selected respondents. If an officer cannot be surveyed within 5 working days, go to the next number on your list and survey that officer. For example, if one of your numbers was 4 and officer Deleno was on detached duty for more than 5 days, go to officer number 5.

b. Make sure all respondents have read the cover letter from the Director and the directions.

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_____

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U.S. Department of Justice

Federal Bureau of Investigation

Office of the Director   *Washington, D.C. 20535*

April 20, 1981

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Sincerely,

William H. Webster

William H. Webster
Director

Enclosure

FBI/DOJ

LAW ENFORCEMENT OFFICER QUESTIONNAIRE
(You will *not* be identified as an individual in any way.)

PART I—PERSONAL DATA

DIRECTIONS: *For the following questions, please provide the necessary information, either by placing a check mark in the parentheses to the left of the appropriate answer or by writing your answer in the blank provided.*

1. Age: _____
       (please specify)

2. Marital Status
   - ( ) 1. Single
   - ( ) 2. Married
   - ( ) 3. Separated
   - ( ) 4. Divorced
   - ( ) 5. Spouse deceased

3. Race/Ethnic Group
   - ( ) 1. White/Caucasian
   - ( ) 2. Black/Afro-American
   - ( ) 3. Chicano/Hispanic
   - ( ) 4. Oriental
   - ( ) 5. American Indian
   - ( ) 6. Other _____
            (please specify)

4. Sex
   - ( ) 1. Male
   - ( ) 2. Female

5. Excluding yourself, how many dependents do you have? _____
          (number of dependents)

6. Total number of years in law enforcement: _____
          (number of years)

7. Rank
   - ( ) 01. Patrolman/Patrolwoman
   - ( ) 02. Corporal
   - ( ) 03. Sergeant
   - ( ) 04. Lieutenant
   - ( ) 05. Captain
   - ( ) 06. Major
   - ( ) 07. Chief
   - ( ) 08. Detective
   - ( ) 09. Inspector
   - ( ) 10. Other _____
            (please specify)

8. My current job is primarily
   - ( ) 1. Traffic Duties
   - ( ) 2. Patrol Duties
   - ( ) 3. Crime Investigation
   - ( ) 4. Evidence Technician
   - ( ) 5. Records
   - ( ) 6. Supervisory Duties
   - ( ) 7. Staff or Administrative Duties
   - ( ) 8. Other _____
            (please specify)

PLEASE CONTINUE ON BACK OF THIS PAGE . . .

FBI/DOJ

9. Do you routinely hold a *second* job?
( ) 1. yes/full-time
( ) 2. yes/part-time
( ) 3. no

10. In the future, I plan to
( ) 1. remain in the field of law enforcement until retirement in _____ years
                                                        (please specify)
( ) 2. leave law enforcement before retirement to enter another field in _____ years
                                                        (please specify)
( ) 3. undecided

11. Do you rotate shift/watch?
( ) 1. Yes; please specify how often you personally rotate: _____
( ) 2. No; please specify shift/watch you generally work:
      ( ) 1. *non-shift* –regular daytime work hours (approximately 8-5)
      ( ) 2. first shift (morning)
      ( ) 3. second shift (afternoon)
      ( ) 4. third shift (midnight)
      ( ) 5. other _____
                                  (please specify)

12. Highest educational level *completed*
( ) 01. Less than high school
( ) 02. High school
( ) 03. Some college, but did not finish first year
( ) 04. Freshman year
( ) 05. Sophomore year
( ) 06. Associate degree
( ) 07. Junior year
( ) 08. Bachelor's degree
( ) 09. Some graduate work
( ) 10. Master's degree
( ) 11. Other _____
                    (please specify)

13. Do you plan to get a Bachelor's degree?
( ) 1. I already have a Bachelor's degree
( ) 2. Yes, I plan to get a Bachelor's degree in the future
( ) 3. No, I do not plan to get a Bachelor's degree

14. Have you *already* earned a degree (Bachelor's or above)?

( ) 1. No.
( ) 2. Yes, and the major emphasis of my coursework was

      ( ) a. criminal justice/police science/law enforcement/police administration
      ( ) b. liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
      ( ) c. other _____
                       (please specify)

15. Are you currently taking college courses? (Please check YES *or* NO, and appropriate blanks.)
( ) 1. YES, and the major emphasis of my coursework is:
      ( ) a. criminal justice/police science/law enforcement/police administration
      ( ) b. liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
      ( ) c. other _____
                     (please specify)
( ) 2. NO, and
      ( ) a. I have *never* taken and do not plan to take any college courses
      ( ) b. I have *finished* taking all the college courses I plan to take. The major emphasis of my coursework was:
            ( ) 1. criminal justice/police science/law enforcement/police administration
            ( ) 2. liberal arts and sciences (social science, political science, public adminis-tration, humanities, natural science, etc.)
            ( ) 3. other _____
                       (please specify)
      ( ) c. I plan to take college courses in the future. The major emphasis of my coursework will be:
            ( ) 1. criminal justice/police science/law enforcement/police administration
            ( ) 2. liberal arts and sciences (social science, political science, public adminis-tration, humanities, natural science, etc.)
            ( ) 3. other _____
                     (please specify)

16. Do you plan to take *more* college courses?
( ) 1. No
( ) 2. Yes, while also working *full-time* as a police officer
( ) 3. Yes, while on *detached duty* with pay (for example, National Academy, Traffic Institute)
( ) 4. Yes, while working *part-time* as a police officer
( ) 5. Yes, while working *part-time* at a job other than at my police department
( ) 6. Yes, while working *full-time* at a job other than at my police department.
( ) 7. Yes, *without working* at any job.

17. Would you like to attend the FBI National Academy Program (a 3-month law enforcement professional development program, offered for 1,000 officers annually)?
( ) 1. Yes
( ) 2. No

18. Do you think you will have the opportunity to attend the FBI National Academy Program within the next three years?
( ) 1. Yes
( ) 2. No

19. Have you received incentive pay for earning college credits?
( ) 1. Yes
( ) 2. No

20. Can officers in your department receive incentive pay for earning college credits?
( ) 1. Yes
( ) 2. No

21. Are (were) college programs of interest to you leading to a Bachelor's degree available which permit enrollment on a *part-time* basis? (If you have finished your degree, answer this question as you would have when you were working on your degree.)
( ) 1. Yes
( ) 2. No

22. To enroll in a Bachelor's degree program of interest to you, how many miles from home would you (or did you) have to travel, *one way*? (If you have finished your degree, answer this question as you would have when you were working on your degree.) _____ (please specify)

PART II

II. EXAMPLE:

	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
The college in my area is too large.	①	2	3	4	1	2	3	④

If you strongly agree that the college in your area is too large, you would circle 1 in the Reality column, as shown. If, however, this does not (or did not) influence your enrollment you would circle 4 in the Influence column, as shown.

Assessments

For a *Bachelor's* degree:	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
1. Adequate financial resources are available for me to pursue college course work.	1	2	3	4	1	2	3	4
2. The financial cost of pursuing college course work is too high.	1	2	3	4	1	2	3	4
3. GI Bill and LEEP funds are not available to me.	1	2	3	4	1	2	3	4
4. College *course work* or a Bachelor's *degree* is necessary for promotion.	1	2	3	4	1	2	3	4
5. College *course work* or a Bachelor's *degree* is a requirement for my current job.	1	2	3	4	1	2	3	4
6. College *course work* or a Bachelor's *degree* increases my job security.	1	2	3	4	1	2	3	4
7. College courses I might desire are offered at a convenient *time*.	1	2	3	4	1	2	3	4
8. College courses I might desire are offered at a convenient *location*.	1	2	3	4	1	2	3	4
9. College work requires too much of my time.	1	2	3	4	1	2	3	4
10. Shift rotation interferes with college class schedules.	1	2	3	4	1	2	3	4
11. Part time college programs I might desire are available.	1	2	3	4	1	2	3	4
12. I receive encouragement from my police co-workers to continue my education.	1	2	3	4	1	2	3	4
13. I receive encouragement from my superior officers to continue my education.	1	2	3	4	1	2	3	4
14. I receive encouragement from my family to continue my education.	1	2	3	4	1	2	3	4

PLEASE CONTINUE ON NEXT PAGE . . .

Assessments

	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
15. Taking college courses will give me an opportunity to meet new people.	1	2	3	4	1	2	3	4
16. It is important for me to meet people who do *not* work in law enforcement.	1	2	3	4	1	2	3	4
17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	1	2	3	4	1	2	3	4
18. Other college students have a positive attitude toward students who are law enforcement officers.	1	2	3	4	1	2	3	4
19. I am apprehensive about going to school for a Bachelor's degree.	1	2	3	4	1	2	3	4
20. College allows (will allow) an escape from the routine pattern of daily activities.	1	2	3	4	1	2	3	4
21. The people I meet in college programs are stimulating.	1	2	3	4	1	2	3	4
22. College faculties are not open to ideas from students who work in law enforcement.	1	2	3	4	1	2	3	4
23. I have a desire to improve my mind.	1	2	3	4	1	2	3	4
24. I wish to obtain a degree for personal reasons.	1	2	3	4	1	2	3	4
25. College programs provide opportunities for self-directed learning.	1	2	3	4	1	2	3	4
26. College programs available to me are not of the high quality I desire.	1	2	3	4	1	2	3	4
27. The goals of college degree programs are similar to my own.	1	2	3	4	1	2	3	4
28. I need to learn more about law enforcement.	1	2	3	4	1	2	3	4
29. College programs are relevant to the problems I face (or will face) on the job.	1	2	3	4	1	2	3	4
30. College courses will help me learn more about law enforcement.	1	2	3	4	1	2	3	4
31. College programs are relevant to my future career plans in law enforcement.	1	2	3	4	1	2	3	4
32. College courses are available that will help me increase my leadership skills.	1	2	3	4	1	2	3	4

Please use the space below for additional comments that you would like to make:

Please seal questionnaire in envelope provided and return to survey administrator.

Appendix D – DATA PROCESSING

1. Individual Log Sheet

2. Codebook

SURVEY LOG FORM/FBI PROJECT

1. __/__/__ Date Batch Received

2. _____ Name of PD/SO/ID Code

3. _____/_____/_____ State/Id. Code/Region ID Code

4. _____ Field Office Name/Id. Code

5. _____ Community Type/Id. Code

6. a. _____ No. of sworn officers prior

    b. _____ No. of sworn officers on return form

    c. _____ Discrepancy

7. a. _____ Size of sample

    b. _____ No. returned in this batch

    c. _____ Balance to be returned

8. Individual ID numbers assigned. (Range ____ to ____)

9. ID Code (ID2-ID6) _____.

10. Sent for Data Processing __/__/__

    Notes:

CODEBOOK FBI NATIONAL SURVEY

ꞵ = blank

Card/Column	Part/Item	Variable Name	Variable Label	Values/Value Labels
1/1		Card		1
2-4	-	ID		001 - 650
5-7	-	PD		001-354 see list
8-9	-	STATE		01-51 see list
10	-	REGION		1-4 see list
11	-	DIVISION		1-9 see list
12-13	-	FIELDOFF	Field Office	01-57 see list
14-18	-	NSWORN	No Sworn Officers	00001-16000
19	-	COMMTYPE	Community Type	1 - urban 2 - suburban 3 - rural 4 - other
20-21	I/1	AGE		
22	2	MARITAL		1 - single 2 - married 3 - separated 4 - divorced 5 - spouse deceased
23	3	RACE		1 white/caucasian 2 Black/Afro-American 3 Chicano/Hispanic 4 Oriental 5 American Indian 6 Other
24	I/4	SEX		1 male 2 female
25-26	5	DEPEND	No. of Dependents	
27-28	6	YEARSLE	Yrs. in Law Enforcement	

Card/Column	Part/Item	Variable Name	Variable Label	Values/Value Labels
1/29-30	I/7	RANK		01 Patrolman/woman
				02 Corporal
				03 Sergeant
				04 Lieutenant
				05 Captain
				06 Major
				07 Chief
				08 Detective
				09 Inspector
				10 Other
				11 Deputy
31-33	8	JOB	Current Job – up to 3 coded, right justified	12 Sheriff
				01 Traffic Duties
				02 Patrol Duties
			note: info 3 = 009	03 Crime Invest.
				04 Evidence/Tech.
				05 Records
				06 Supervisors
				07 Staff/Admin.
34	9	JOB2	Second Job	08 Other
				1 Yes/Full Time
				2 Yes/Part Time
35	I/10	RETIRE	Career Plans/Retire or Leave	3 No
				1 Remain until retire
				2 Leave L.E.
36-37	10	YRSLEFT	Years Remain in L.E.	3 Undecided
38	11	SHIFT		
				0 – yes
				1 – No, non-shift
				2 – No, 1st shift
				3 – No, 2nd shift
				4 – No, 3rd shift
				5 – No, other
39-40	11	ROTATE	Times per year rotate	6 – don't rotate

Card/Column	Part/Item	Variable Name	Variable Label	Values/Value Labels
1/41-42	I/12	EDLEVEL	Educ. Level	01 < HS 02 HS 03 College < 1 04 Freshman 05 Soph 06 Associate Degree 07 Junior 08 Bachelor's Degree 09 Graduate work 10 Master's Degree 11 Other
43	13	DEGPLANS	Degree Plans	1 Have degree 2 Will get degree 3 Won't get degree
44	14	HAVDEG	Have Degree	1 No 2 Yes
45	14	DEGMAJOR	Have Degree/Major	0 No 4 1+2 1 Police 5 1+3 2 Lib. Arts & Sci. 6 2+3 3 Other 7 1+2+3
46	15	COURSES	Taking Col. Courses	1 Yes 2 No
47	15	WHYNO	Not Taking College Courses	0 Yes 1 Never courses 2 Finished courses 3 Plan to take courses
48	15	MAJOR		0 Never courses 1 Police 2 Lib. Arts & Sci. 3 Other

Card/Column	Part/Item	Variable Name	Variable Label	Values/Value Labels
1/49	16	WORKCOLL	More courses while working?	1 – No 8 – 2+6 2 – Yes, Full 9 – 2+5 3 – Yes, Detached 0 – 2+0 4 – Yes, Part 5 – Yes, Part other 6 – Yes, Full other 7 – Yes, No job
50	17	WANTGONA	Like to go to Nat. Acad.	1 Yes 2 No 3 Have gone
51	18	CANGONA	Can go to Nat. Acad.	1 Yes 2 No
52	19	GOTINPAY	Received incentive pay	1 Yes 2 No
53	20	INPAYPOS	Incentive pay possible	1 Yes 2 No
54	21	PARTTIME	Parttime col. available	1 Yes 2 No
55–57	22	MILES	Miles to college oneway	
2/1	–	CARD		2
2–4	–	ID	REPEATED FROM CARD 1	
5–7	–	PD		
8	II/1 reality	RF01	Financial resources available	1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree
9	2	RF02	Costs- Too High	(same as above)
10	3	RF03	GI Bill not available	
11	4	RF04	Courses/BA need for promo	
12	5	RF05	Courses/BA is job requirement	
13	6	RF06	Courses/BA adds security	

Card/Column	Part/Item	Variable Name	Variable Label	Values/Value Label
2/14	II/7 Reality	RC07	Convenient Time for college	1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree
15	8	RC08	Convenient Location for college	
16	9	RC09	College Requires too much time	
17	10	RC10	Shift Interferes	
18	11	RC11	Parttime Col. available	
19	12	RS12	Co-workers Support	
20	13	RS13	Supervisors Support	
21	14	RS14	Family-support	
22	15	RS15	Meet new people	
23	16	RS16	Meet non-police people	
24	17	RI17	Faculty-positive attitude	
25	18	RI18	Students-positive attitude	
26	19	RI19	Apprehensive-about BA	
27	20	RI20	Escape from routine	
28	21	RI21	Stimulating people	
29	22	RI22	FAC not open-to ideas	
30	23	RG23	Improve mind	
31	24	RG24	Personal reasons	
32	25	RG25	Self-directed learning	
33	26	RG26	Low quality programs	
34	27	RG27	Col. goals similar to mine	
35	28	RR28	Need to learn about L.E.	
36	29	RR29	College Relev. to job problems	
37	30	RR30	Courses help learn about L.E.	

Card/Column	Part/Item	Variable Name	Variable Label	Values/Value Label
2/38	II/31	RR31	College Relev. to future problems	1 Strongly agree
				2 Agree
				3 Disagree
				4 Strongly disagree
39	32	RR32	College increases leadership	

NOTE: Go Back and punch the Influence Responses for Section II, Items 1-32, influence

40	II/1 influence	IF01	Finance Resources available	1 = major
41	2	IF02	Costs too high	2 = moderate
42	3	IF03	GI Bill not available	3 = slight
43	4	IF04	Courses/BA needed for promo	4 = no
44	5	IF05	Courses/BA job requirement	
45	6	IF06	Courses/BA adds security	
46	7	IC07	Convenient time for college	
47	8	IC08	Convenient location for college	
48	9	IC09	College requires too much time	
49	10	IC10	Shift interferes	
50	11	IC11	Part time col. available	
51	12	IS12	Co-workers support	
52	13	IS13	Supervisors support	
53	14	IS14	Family support	
54	15	IS15	Meet new people	
55	16	IS16	Meet non-police people	
56	17	II17	Faculty-positive attitude	
57	18	II18	Students-positive attitude	
58	19	II19	Apprehensive about BA	
59	20	II20	Escape from routine	
60	21	II21	Stimulating people	

CODEBOOK FBI NATIONAL SURVEY

Card/Column	Part/Item	Variable Name	Variable Label	Values/Value Labels
2/61	II/22 influence	II22	Fac. not open to ideas	1 = major 2 = moderate 3 = slight 4 = no
62	23	IG23	Improve mind	
63	24	IG24	Personal reasons	
64	25	IG25	Self-directed learning	
65	26	IG26	Low quality programs	
66	27	IG27	College goals similar to mine	
67	28	IR28	Need to learn about L.E.	
68	29	IR29	College relev. to job problems	
69	30	IR30	Courses help learn about L.E.	
70	31	IR31	College relev. to future problems	
71	32	IR32	College increase leadership	

Appendix E - RETURN RATE

1. Field Office

2. State

3. Police Department

Field Offices	Number of Surveys in Sample	Percent of Total Sample Size	Number of Surveys Returned	Percent of Total Surveys Returned	Survey Rate by Field Office
Albany	13	.40	12	.49	92.31
Albuquerque	13	.40	14	.57	100.00+
Alexandria	2	.06	3	.12	100.00+
Anchorage	1	.03	1	.04	100.00
Atlanta	22	.67	19	.77	86.36
Baltimore	12	.37	15	.61	100.00+
Birmingham	9	.27	9	.36	100.00
Boston	151	4.60	66	2.68	43.71
Buffalo	90	2.74	53	2.53	58.89
Butte	5	.15	3	.12	60.00
Charlotte	26	.79	23	.93	88.46
Chicago	687	20.94	476	19.34	69.29
Cincinnati	107	3.26	92	3.74	85.98
Cleveland	45	1.37	41	1.67	91.11
Columbia	4	.12	3	.12	75.00
Dallas	29	.88	25	1.02	86.21
Denver	89	2.71	65	2.64	73.03
Detroit	297	9.05	265	10.77	89.23
El Paso	6	.18	6	.24	100.00
Honolulu	74	2.26	57	2.32	77.03
Houston	153	4.66	66	2.68	43.14
Indianapolis	43	1.31	14	.57	32.56
Jackson	6	.18	7	.28	100.00+
Jacksonville	10	.30	10	.40	100.00
Kansas City	32	.98	25	1.02	78.13
Knoxville	23	.69	20	.80	86.96
Las Vegas	1	.03	1	.04	100.00
Little Rock	6	.18	5	.20	83.33
Los Angeles	36	1.10	38	1.54	100.00+
Louisville	57	1.43	57	2.32	100.00
Memphis	50	1.52	46	1.87	92.00
Miami	69	2.10	60	2.44	86.96
Milwaukee	26	.79	28	1.14	92.31
Minneapolis	53	1.62	49	1.99	92.45

Field Offices	Number of Surveys in Sample	Percent of Total Sample Size	Number of Surveys Returned	Percent of Total Surveys Returned	Survey Rate by Field Office
Newark	145	4.42	73	2.97	50.34
New Haven	30	.91	21	.85	70.00
New Orleans	116	3.54	75	3.05	64.66
New York	28	.85	30	1.22	100.00+
Norfolk	12	.37	12	.49	100.00
Oklahoma City	45	1.37	37	1.50	82.22
Omaha	8	.24	6	.24	75.00
Philadelphia	31	.95	28	1.14	90.32
Phoenix	110	3.35	86	3.49	78.18
Pittsburgh	82	2.50	86	3.49	100.00+
Portland	4	.12	6	.24	100.00+
Richmond	4	.12	5	.20	100.00+
Sacramento	21	.64	18	.73	85.71
St. Louis	8	.24	6	.24	75.00
Salt Lake City	2	.06	3	.12	100.00+
San Antonio	8	.24	5	.20	62.50
San Francisco	129	3.93	114	4.63	88.37
Savannah	7	.21	5	.20	71.43
Seattle	20	.61	16	.65	80.00
Springfield	15	.46	16	.65	100.00+
Tampa	5	.15	6	.24	100.00+
Washington	202	6.16	113	4.59	55.94
Mobile	1	.03	1	.04	100.00
Unidentified			19	.77	
TOTAL	3280	100.00	2461	100.00	75.03

State (Survey Rate)

State	Number in Sample	Number Returned	Survey Rate
Alabama	10 (.31%)	10 (.41%)	
Alaska	1 (.03%)	1 (.04%)	100.00%
Arizona	110 (3.35%)	86 (3.49%)	100.00%
Arkansas	6 (.18%)	5 (.20%)	78.18%
California	186 (5.67%)	170 (6.91%)	83.33%
Colorado	86 (2.62%)	61 (2.48%)	91.40%
Connecticut	30 (.92%)	21 (.85%)	70.93%
Washington, D.C.	202 (6.16%)	113 (4.59%)	70.00%
Delaware	4 (.12%)	8 (.33%)	55.94%
Florida	84 (2.56%)	76 (3.09%)	100.00%+
Georgia	29 (.88%)	24 (.98%)	90.48%
Hawaii	74 (2.26%)	57 (2.32%)	82.76%
Idaho	3 (.09%)	2 (.08%)	77.03%
Illinois	702 (21.40%)	492 (19.99%)	66.67%
Indiana	43 (1.31%)	14 (.57%)	70.09%
Iowa	4 (.12%)	3 (.12%)	32.56%
Kansas	12 (.37%)	5 (.20%)	75.00%
Kentucky	57 (1.74%)	57 (3.32%)	41.67%
Louisiana	116 (3.54%)	75 (3.05%)	100.00%
Maine	6 (.18%)	6 (.24%)	64.66%
Maryland	8 (.24%)	7 (.28%)	100.00%
Massachusetts	129 (3.93%)	44 (1.79%)	87.50%
Michigan	297 (9.05%)	265 (10.77%)	34.11%
Minnesota	47 (1.43%)	41 (1.67%)	89.23%
Mississippi	6 (.18%)	7 (.28%)	87.23%
Missouri	28 (.85%)	26 (1.06%)	100.00%+
Montana	2 (.06%)	1 (.04%)	92.86%
Nebraska	4 (.12%)	3 (.12%)	50.00%
Nevada	1 (.03%)	1 (.04%)	75.00%
New Hampshire	11 (.34%)	12 (.49%)	100.00%
New Jersey	145 (4.42%)	73 (2.97%)	100.00%+
New Mexico	13 (.40%)	14 (.57%)	50.34%
New York	128 (3.90%)	92 (3.74%)	100.00%+
North Carolina	26 (.79%)	23 (.93%)	71.88%
North Dakota	3 (.09%)	5 (.20%)	88.46%
Ohio	152 (4.63%)	133 (5.50%)	100.00%÷
Oklahoma	45 (1.37%)	37 (1.50%)	87.50%
Oregon	4 (.12%)	6 (.24%)	82.22%
Pennsylvania	104 (3.17%)	105 (4.27%)	100.00%+
Rhode Island	5 (.15%)	4 (.16%)	100.00%+
South Carolina	4 (.12%)	3 (.12%)	80.00%
South Dakota	3 (.09%)	3 (.12%)	75.00%
Tennessee	73 (2.23%)	66 (2.68%)	100.00%
Texas	196 (5.98%)	102 (4.14%)	90.41%
Utah	2 (.06%)	3 (.12%)	52.04%
Vermont	3 (.09%)	3 (.12%)	100.00%+
Virginia	18 (.55%)	20 (.81%)	100.00%
Washington	20 (.61%)	16 (.65%)	100.00%+
West Virginia	9 (.27%)	9 (.37%)	80.00%
Wisconsin	26 (.79%)	28 (1.14%)	100.00%
Wyoming	3 (.09%)	4 (.16%)	100.00%+
Unidentified		19 (.77%)	100.00%
TOTAL	3280 (100.00%)	2461 (100.00%)	75.03%

Frequency Distribution of Survey Return Rate by Police Department

Percent Distribution	Number of Police Dept.	Percent of Police Dept.	Number in/ Sample	Number returned	Percent of Number returned from sample
100	245	69.4	708	/ 789	111.4
99 – 90	6	2.0	394	/ 376	95.4
89 – 80	11	3.0	312	/ 265	85.0
79 – 70	7	1.9	271	/ 205	75.6
69 – 60	5	1.4	790	/ 544	68.9
59 – 50	3	.8	333	/ 184	55.3
49 – 40	1	.3	151	/ 64	42.4
39 – 30	–	–	–	–	–
29 – 20	4	1.1	133	/ 32	24.1
19 – 10	1	.3	11	/ 2	18.2
9 – 1	–		–	–	
0	70	19.8	181	/ 0	0
TOTAL	353	100			

END