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**Author(s): Ray Stachnik ; George J. Sullivan**

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**INTEGRATING COMMUNITY POLICING INTO THE SAN DIEGO  
REGIONAL PUBLIC SAFETY TRAINING INSTITUTE CURRICULUM:  
ANALYSIS, IMPLEMENTATION AND EVALUATION**

A regional effort involving the following agencies:

- San Diego Regional Public Safety Training Institute
- Carlsbad Police Department
- Chula Vista Police Department
- Coronado Police Department
- El Cajon Police Department
- Escondido Police Department
- La Mesa Police Department
- National City Police Department
- Oceanside Police Department
- San Diego County District Attorney's Office
- San Diego Harbor Police Department
- San Diego Marshal's Office
- San Diego Police Department
- San Diego Sheriff's Department
- San Diego State University Police Department
- University of California, San Diego Police Department

By

Sergeant Ray Stachnik, Project Manager  
San Diego Police Department

George J. Sullivan, Project Researcher  
Police Management Advisors

**FINAL REPORT**

Approved By: \_\_\_\_\_

October, 1998

Date: \_\_\_\_\_

*Stachnik*  
*[Signature]*  
7/16/01

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**“INTEGRATING COMMUNITY POLICING INTO THE SAN DIEGO REGIONAL PUBLIC SAFETY TRAINING INSTITUTE CURRICULUM: REVISION RECOMMENDATIONS FOR SPECIFIC COURSES”.**

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## EXECUTIVE SUMMARY

This report describes the process and results of the work performed on an innovative training project. The project addressed the question of whether the appreciation and understanding of Community Policing by police recruits can be achieved during academy training so that they will be better prepared to perform Problem Solving at the neighborhood level after graduation. This would be accomplished by revising existing courses in a way that Community Policing concepts, strategies, techniques, and approaches were incorporated in the curriculum as a "common theme" -- all without expanding the current number of training hours.

The method of infusing an understanding and appreciation of Community Policing in academy recruits that was tested here, has much to offer those agencies that are looking for effective ways to acculturate their personnel into their respective organizations.

### **Background**

This novel training project took place at the San Diego Regional Public Safety Training Institute (Academy) which serves much of the safety training needs of 19 municipalities, the Port District, the County Marshal's Office, the Sheriff's Office, three state universities, and the unincorporated area of San Diego County. All of the law enforcement agencies represented at the Academy fully subscribe to the philosophy of Community Policing and are working to put those concepts into practice. The Sheriff and all the city police chiefs recognized the importance of including Community Policing in the initial academic and field training experiences of officer recruits, and all pledged their full support for this endeavor.

Recognizing the need for early training, a four-hour course on Problem Oriented Policing was added to the recruit training curriculum in 1993. A year later it was expanded to eight hours and two years later eight more hours of Community Oriented Policing material were added. Once referred to as C.O.P./P.O.P., the Academy curriculum (like so many other academies across the country) previously included only specific and separate courses on Problem Solving and Community Policing concepts. Throughout the San Diego area, however, Community Policing is no longer seen as a separate topic or as an optional way of policing. Rather, it is seen as an organizational philosophy that subsumes Problem Solving at the neighborhood level and encourages police-community partnerships and inter-agency alliances for enhancing the quality of life throughout San Diego County. As such, Community Policing training could no longer be perceived as a "module" like Report Writing, Laws of Evidence, etc. With this new understanding, the San Diego Regional Public Safety Training Institute was ready to review and revise its recruit training curriculum to better support Community Policing principles and practices.

### **Process**

This curriculum revision project was specifically directed toward developing modifications that incorporate community Problem Solving as a common theme throughout the entire curriculum. The objective of the project was to have each possible day, training model, instructor, example, test, or simulation at the Academy carry the message about the emerging culture of true community partnerships and Problem Solving in the field. Every course was examined for possible revisions to reinforce the principles and practices of Community Policing.

In order to review all of the 77 courses taught at the Academy, 90 Subject Matter Experts (S.M.E.s) were recruited. The S.M.E.s not only monitored ongoing training sessions, but created curriculum recommendations to incorporate Community Policing examples into the specific courses. This group consisted of recognized experts from 13 law enforcement agencies and ranks of chief of police to officer. Other individuals from various governmental and social service agencies, as well as volunteer citizens, were also selected as S.M.E.s.

In order to accomplish this work and all the other tasks that lied ahead, a Task Force of 34 members was assembled and met, at first, on a weekly basis. Composed of members of all the law enforcement agencies in the County, the Task Force reviewed all the courses to determine which should be candidates for monitoring and possible revision. Courses not selected for monitoring were those that were purely instructional such as, Close Order Drill, Radio Operations, etc. Officer safety related courses were carefully examined to avoid negatively affecting their content. Courses instructing immediate responses to protect one's self and others were not revised so as not to delay the required response (by analytically reasoning out the situation).

**Curriculum revisions.** It was originally proposed that 20 courses be revised. However, after careful review the Task Force identified 65 courses as candidates for revision and thus, the course monitoring by S.M.E.s began. This process took six months (an entire Academy class) and resulted in 63 courses being targeted. This number was further reduced to 57 courses after S.M.E. review. Included in this list was the 16-hour course on C.O.P./P.O.P. These 16 hours were separated into five separate modules. In doing so, the recruits are introduced to the philosophy and strategies on

*days one and two* of the program, rather than mid-way through as it once was. The recruits now have the Community Policing context at the beginning of the Academy in which to frame the rest of their training.

Another substantial change occurred in the "Community Partnership Week" course. Set up originally to enable recruits to interact with local community agencies, it suffered from a lack of purposeful learning experiences. It was rescheduled at various times throughout the Academy program, and structured to provide more meaningful learning situations. The organizations that opted for the newer, more rigorous course received training in Community Policing and help in restructuring the assignments the recruits would engage in.

Revised course curricula prepared by S.M.E.s (and at times in conjunction with Community Policing specialists) were reviewed and refined by the Project Manager and Task Force sub-committees. Before the 178 instructors presented their revised courses, they received the revised 16-hour course in Community Policing since many had limited experience in this area. These training sessions also helped instructors better understand the reasons for the revised curriculum, and encouraged them to employ a greater variety of instructional techniques. These included group activities to increase teamwork, role-playing, panel presentations, and other methods to augment the traditional lecture.

The revised courses were implemented from August 1997 through March 1998. To determine if the recommended revisions were implemented appropriately, two-thirds (38) of the 57 courses were monitored by the Project Manager or S.M.E.s. Monitors were asked to complete an assessment of

each class. The assessment called for rating the *quantity* of recommendations presented on a five-point scale, from 1 = "none" to 5 = "just about all". Over three-fourths of the instructors presented "most" or "just about all" of the recommended revisions. As it relates to the *qualitative* aspects of the training, monitors were also asked to rate the presentation with respect to their degree of support for Community Policing. Similarly, in about 75% of the classes the instructors were rated either "highly supportive" or "very highly supportive" of the revised curriculum.

### **Assessment Instruments**

During the time the curriculum changes were being revised, instruments were being developed to determine whether the recruit class receiving the revised curriculum would be better prepared to perform their duties in a context of Community Policing. One of the early activities of the Curriculum Revision Task Force was to help define the attributes of a fully-functioning officer doing Community Policing. After several "brainstorming" sessions, lists of desired Knowledge, Perceptions, and Attitudes attributes were suggested. These attributes led to a list of *topics* to be researched to determine if assessment measures could then be developed. The lists appear below.

#### **Knowledge assessment topics:**

- Definitions of terms and fundamentals
- Differences and similarities between C.O.P. and P.O.P.
- Myths associated with C.O.P and P.O.P.
- Roles of police and Community - Neighborhood Policing
- Crime Prevention concepts

- Steps in the S.A.R.A. model
- Familiarity with the "Crime Triangle"
- Community involvement/participation
- Understanding limitations of policing responses
- Available resources
- Analyzing crime/disorder problems
- Selecting responses to problems
- Scanning for problems
- Assessing results of police responses

**Perceptions topics:**

- Role of police in a free society
- Police - community relations
- Police - community partnerships
- Reactive policing approaches
- Proactive policing approaches
- Recruit's satisfaction with current policing efforts
- Perception of public's satisfaction with current policing efforts

### **Attitude assessment topics:**

- Optimistic Vs Pessimistic outlook
- Active Vs Passive orientation
- Internal Vs External motivation
- Leader Vs Follower role preference
- Open Vs Closed communication style
- Creative Vs Traditional approach to Problem Solving
- Analytical Vs Impulsive approach to decision making
- Goal Vs Activity centered work orientation
- Tolerance Vs Intolerance for ambiguity
- Values team Vs Individual work orientation
- Values knowing community and resource availability
- Values learning in all aspects of the job
- Values perseverance for goal attainment
- Values time management and priority setting
- Values other's ideas in Problem Solving
- Values Constitution Vs expedience
- Values participation of outside agencies/persons
- Values Problem Solving approaches to policing
- Willing to take nonphysical risks
- Ethical orientation - acts on convictions



It was thought that officers would need to possess these attributes to a greater extent than officers not working in a Community Policing environment. Developing *reliable* measurements that would later prove *valid* indicators of these attributes would require a considerable amount of social science & Community Policing research, test construction, testing, revision, more testing, and statistical analysis. After several test modifications, a 213-item questionnaire was developed that was reliable enough to measure:

- Knowledge of Community Policing concepts and Practices
- Perceptions of Effectiveness of Reactive Policing Approach
- Perceptions of Effectiveness of Interactive Policing Approach
- Perceptions of Effectiveness of Proactive Policing Approach
- Perceptions of Effectiveness of Coactive Policing Approach
- Satisfaction with Community Policing Efforts in San Diego County
- Favorable Attitude Toward Teamwork
- Accepts Nonphysical Risk
- Trusts Other People
- Prefers Active Leadership
- Open to New Ideas
- Flexible/Tolerant of Others
- Internally Vs Externally Motivated

The above scales capture much of what was originally described for an "ideal" officer, but it was not known if real officers did in fact possess these attributes to a high degree. If they did, would they be the type of officer thought desirable by the Task Force. This was a question of validity -- the instrument measuring what it purports to measure. To ascertain the degree of validity of the test, 31 officers from the San Diego area were identified by a Task Force sub-committee as "expert" in the application of Community Policing. The list of officers could have been longer except the experts could not have participated as Task Force members or have been part of the development and reliability testing of the questionnaire.

Comparing the Expert Officers group with a group of 98 officers, not known to have expertise in Community Policing, but having the same level of tenure (about 11 years), suggested that the instrument was valid -- with one exception. The attribute "Internal Vs External Motivation" failed to appear to a greater degree in the Expert Officer group than the tenured Non-Expert Officer Control group. A second comparison was made with a group of 116 less tenured (Junior Officers) and similar results were obtained. For all attributes (but one), the Expert Officer group scored significantly stronger than controls.

With a degree of confidence that we had an instrument that could distinguish between officers that possess attributes favorably disposed toward Community Policing and those who may not be, the experimental groups could now be compared.

### **Research Design**

The assessment instrument would be used to measure the results of the revised curriculum by comparing before and after test scores of Academy recruits who received the standard curriculum (control groups) with those who received the modified courses (research group). This was set up as a nonequivalent control group quasi-experimental design, with pre-test and post-test, as illustrated in the following schematic.

<b>Group</b>	<b>Pre-test Measure</b>	<b>Experimental Condition</b>	<b>Post-test Measure</b>
Current Curriculum Recruit Class 1 & 2 <b>(Controls)</b>	Yes	No	Yes
Revised Curriculum Recruit Class 3 <b>(Research)</b>	Yes	Yes	Yes

**Results.** Comparing the Academy Research and Control groups at their respective start dates (pre-test) revealed no significant differences. Both groups were similar in age, education, exposure to law enforcement, and scored about the same on the 12 attributes desired in a Community Policing officer. The Academy Controls received the standard recruit curriculum before the changes were applied, and the Academy Research group received the revised curriculum. It should be noted that there was no way to compare individual gain scores since all the respondents to the questionnaire were assured anonymity. Consequently, only group scores could be compared at post-test.

At the end of their respective Academy classes, both the Research and the Control groups showed significant improvements in Community Policing Knowledge and a less favorable perception of the *Reactive Approach* to policing. The fact that the Research group scored so much higher than the Control groups on this portion of the post-test indicates that a considerable amount of understanding about Community Policing and Problem Solving was imparted with the revised curriculum. The Research group also posted significant gains in "Favors Teamwork", "Open to New Ideas", and "Flexible/Tolerant of Others".

### **Conclusions**

When comparing the post-test scores of the Academy Research group to the Academy Control group, the Research group out performed them on these attributes:

- Community Policing Knowledge
- Favors Teamwork
- Open to New Ideas
- Flexible/Tolerant of Others

Although recruits receiving the revised curriculum did not out score those who received the standard curriculum on the other eight attributes, they didn't score lower either. In fact, there were several attributes that were rated rather highly by both groups. Attributes such as having favorable perceptions toward Community Policing practices (*Proactive, Interactive, and Coactive Approaches*) and preferring *Active Leadership* posted high scores by both groups. However, the Research group did score significantly closer to the Community Policing Expert Officers than the

Controls on four major attributes. The Academy Research group also scored higher than the Academy Controls on seven of the eight attributes, but the differences were too small to be statistically significant.

In sum, at the end of their training, the Academy Research participants had a Community Policing "attribute profile" closer to the Expert Officers than the other trainees did. The desirable attributes that they demonstrated should serve them well after graduation as they perform their duties in a context of Community Policing. The method of infusing an understanding and appreciation of Community Policing in academy recruits that were tested here, has much to offer those agencies that are looking for effective ways to acculturate their personnel into their respective organizations.

## INTRODUCTION

This report describes the activities and evaluation of a project designed to bring Community Policing into the earliest stages of training (recruit academy) in order to acculturate new officers in the understanding and appreciation of Community Policing and its problem oriented strategies such as Problem Solving, interaction with other agencies, forging partnerships with the community, and greater empowerment of officers in their proactive efforts, as suggested by Herman Goldstein (1). What made this project different from most other training approaches is that rather than adding on separate Community Policing courses, or just adding hours to current courses, all existing courses in the recruit Academy curriculum were targeted for inclusion of Community Policing as a "common thread", as proposed by Trojanowicz & Bucqueroux (2).

In other words, recruits could get an early, clear, and consistent message that this is the type of policing they should be doing. This was attempted by revising existing curricula to include Community Policing in examples, training scenarios, simulations, role playing, and discussions throughout the entire six-month academy. This approach was anticipated by Southerland & Reussellanni (3), "For successful values transmission, direction should be given in the training academy, by the field training officer, and by the immediate supervisor. The training academy experience must be more than lecturing and listening..." The project may have had some small influence on what the field training officers might emphasize, and no influence on what the graduate officer's immediate supervisor might do or say, but the Academy curriculum was substantially revised.

With the help of grant funds, the San Diego Regional Academy management has been able to determine how and where to best integrate the concepts and practices of Community Policing into its curriculum.

### **Background**

Similar to many other police departments nationwide, the San Diego Police Department has made the transition to the Community Policing philosophy and Problem Solving strategies of policing. The San Diego Police Department began this transition in the late 1980's, when it was selected by the Bureau of Justice Assistance to receive a grant to implement a Problem Solving approach to drug abuse. This program provided the resources and experience that resulted in the adoption and expansion of Problem Oriented Policing throughout the Department. Since the initial success of Problem Oriented Policing, the San Diego Police Department has been at the forefront of both Problem Solving and Community Policing.

In 1993, the entire San Diego Police Department was reorganized in an effort to expand and promote the philosophy of Community Policing and the routine use of Problem Solving. After the general acceptance and utilization of Problem Solving, through the adoption of Problem Oriented Policing (P.O.P.) by the Department's patrol force, all officers were formally trained on the Community Policing philosophy and strategies. Formal training began with experienced field officers. In 1993, a four-hour course on P.O.P. was added to the Academy curriculum for recruit officers.

This course was expanded to eight hours in 1994. Community Policing was incorporated into the class and the course time was expanded to sixteen hours in 1996. About this time, other police academies nationwide began training their recruits in Community Policing in the same manner.

Although it was deemed important to introduce Community Policing into the academy curricula, many problems and issues were identified with the original format and method that was used to implement it at the San Diego Academy. Instructing recruits on Community Policing and Problem Solving only in a specific course reinforced misperceptions that were shared by many experienced police officers. One of the misperceptions conveyed to the recruits with this format of instruction was that Community Policing and Problem Solving were the same, since they were taught in one combined course. Perhaps the principle problem with this approach to training is that Community Oriented Policing and Problem Oriented Policing can be mistakenly perceived as specialized topics of policing (like narcotics, traffic, burglary, etc.), since they are taught as an individual subject. However, Community Policing is not a separate topic of particular policing methods, but an organizational philosophy that defines an entire way of policing.

The original training structure also reinforced the incorrect belief that Community Oriented Policing and Problem Oriented Policing are primarily the concern of specialized community or neighborhood policing units. Many of the County agencies had organized units labeled "Neighborhood" or "Community" Policing Teams during their departments' transition period. These teams were directed to devote their full time toward Problem Solving within the community. Due to the development of these teams, some officers felt that Community Policing efforts should be left to specialized teams,



since these teams were assigned to devote all their time toward this effort. When the recruits were going through field training, this misperception was reinforced by other officers in the field, including some field training officers. These findings reinforced the belief that the philosophy of Community Policing should be a fundamental element influencing the entire recruit training, rather than just an isolated class. With this in mind, the San Diego Regional Public Safety Training Institute decided that a complete review of the curriculum was necessary to better support the Community Policing philosophy.

In an effort to revise recruit training to fully include the Community Policing philosophy and Problem Solving strategies, the San Diego Police Department submitted a grant funded project proposal to the National Institute of Justice, on behalf of all the San Diego County local law enforcement agencies. The proposal was to use the San Diego Regional Public Safety Training Institute as a test site for development of a curriculum that would comprehensively reinforce the Community Policing philosophy and Problem Solving strategies. The project was approved and initiated in 1996.

This project was specifically directed toward developing modifications to incorporate the Community Policing philosophy and its applications as a "common theme" throughout the curriculum. The objective of the project was to have each day, each training model, each instructor, each example, and each test or simulation at the Academy evaluated for the possibility of carrying the message about the emerging culture of Community partnerships and Problem Solving. Officers graduating from the Academy would then be better prepared, and more likely to apply, the principles of Community Policing once out in the field.

### The San Diego Regional Public Safety Training Institute, test site

All the newly hired officers (recruits) in San Diego County are trained at the San Diego Regional Public Safety Training Institute. The S.D.P.D. plays an active role in the development of the Academy curriculum since it is a large contributor of recruits there. Although each of the various law enforcement agencies within San Diego County were at different stages of implementing Community Policing into the daily activities of its personnel at the onset of this project, all subscribed to the philosophy and practices; all had made the transition or were in the process of moving toward Community Policing as the foundation of their law enforcement activities; and all recognized the importance of including Community Policing in the initial academic and field training of recruit officers.

The San Diego Regional Public Safety Training Institute is not only regionalized, training recruits from all law enforcement agencies within San Diego County, but it is also associated and located at Miramar College. The academy course is both college accredited and P.O.S.T. certified (Peace Officers Standards and Training certification is a requirement set by the California Commission for Police Officers in the State of California). The Academy staff primarily consists of full-time veteran officers from the various law enforcement agencies within the county. Training officers are rotated routinely, allowing all the participating law enforcement agencies the opportunity to have officers assigned to the Academy. Course instruction is overseen by six full-time core instructors and taught by over 175 accredited sworn and civilian personnel teaching on a part-time basis. The curriculum consists of 77 different subjects. Each Academy class is six months long (over 900 curriculum hours) and overlaps approximately every four months, training approximately 75 to 100 recruits with each

class. The Academy operations are overseen by a Chief's Advisory Board, representing the various law enforcement agencies in the county, with input from the Miramar College Criminal Justice staff.

### **The Curriculum Revision Project Staff**

The project staffing consisted of individuals already assigned to the Academy as well as positions that were specifically developed for managing the project. The following is a list of the personnel, their roles and responsibilities:

**Academy Captain.** This person commands the daily events at the Academy. The Academy Captain's duties regarding the project included attending the Task Force meetings; advising the Academy's Chiefs' Advisory Board on all project activities; making recommendations for selections of both the Task Force members and Subject Matter Experts; supervising the Project Manager; and ensuring the activities and revisions coordinated with the Academy operations and the curriculum continued to meet P.O.S.T. requirements.

**S.D.P.D. Training and Development Manager.** The Training and Development Manager is an assistant chief responsible for overseeing all training activities within the San Diego Police Department. The project duties included attending the Task Force Committee meetings; reporting to the S.D.P.D. chain of command on project activities and progress; recommending Task Force members and Subject Matter Experts; monitoring and approving project expenditures; reviewing recommended modifications to ensure Community Policing was appropriately presented; and coordinating with the Captain on all project activities.

**Project Sergeant.** The Project Sergeant was a temporary, full time position developed specifically for the project. Also referred to as Project Manager, the duties of this position included leading project activities, reviewing nominations and recommending Task Force members and Subject Matter Experts; organizing and chairing Task Force Committee meetings and advising Task Force members; training Subject Matter Experts; coordinating and participating in curriculum review and revisions; preparing progress reports; coordinating and participating in the training and development of Academy instructors; developing and directing the administration of the assessment survey; documenting the project's progress and preparing the final report.

**Project Researcher.** The researcher was also a position developed specifically for this project. Serving as principle investigator for the evaluation of the project, the position was filled by an outside, private law enforcement researcher/consultant. The duties of this position included participating in the Task Force Committee meetings; constructing and following the experimental design; developing assessment instruments; evaluating and documenting the processes and results; monitoring project activities; and preparing the final process and outcome evaluations.

**Task Force Committee Members.** As a reflection of the training institute, this revision project was a regional law enforcement effort. The project's operations were directed by a 34 member Task Force representing the law enforcement agencies throughout San Diego County. The members were recommended by the various agencies to represent them and considered by these agencies to be their department's experts in Community Policing. The committee had many different duties and responsibilities. The first assignment was the most time consuming and difficult; assisting in

formulating an assessment survey instrument to measure the success of the project. This work is discussed in greater detail later in this report. Another duty of the Task Force was to assist in recruiting and approving the selection of Subject Matter Experts, who would monitor classes and make recommendations. The committee members selected candidates from their respective departments. The committee members also reviewed the courses as a group to decide which courses should be monitored for revisions.

**Subject Matter Experts.** Also referred to as S.M.E.s, these people played a key role in the development of the revisions. It was these individuals who created the curriculum recommendations to incorporate Community Policing examples into the specific courses. Since they would play such an important role in the success of the project, the selection and assignment of qualified S.M.E.s was carefully done. The prospective S.M.E.s were first interviewed and evaluated for their qualifications by the Project Sergeant. A total of 90 S.M.E.s were selected to monitor the courses. They were then assigned to specific courses according to their expertise. They consisted of representatives from the 13 different law enforcement agencies within San Diego County, with ranks ranging from chief to officer. Individuals from various governmental and social service agencies were also selected as S.M.E.s, as well as citizen volunteers from local communities.

## ACADEMY CURRICULUM REVISION PROCESS

The Task Force Committee first met on a weekly basis to organize the structure of the program. The first few sessions were used to familiarize the members with the structure and responsibilities of the Academy. The members were trained on current developments in Community Policing so that the knowledge base would be more equal and uniform among the group. Individuals also gave input on the progress of implementation of Community Policing in their respective department.

### Curriculum Review

The Task Force was to review the Academy curriculum to decide which courses would be evaluated for revisions. Each topic was examined with the use of current outlines and input from the Academy staff and core instructors. Several of the courses were first monitored by the Project Sergeant in their original format to decide whether they should be revised to include examples of Community Policing. Those courses that were undecided by the Task Force for review were automatically scheduled for monitoring for future revisions. The courses that were not scheduled for monitoring were those that were purely instructional (ie., Fingerprinting, Close Order Drill, Radio Operations, Physical Training, etc.). Officer safety related courses were also examined carefully in order to avoid negatively affecting their content with the inclusion of Community Policing precepts and methods. Courses instructing immediate responses to protect the safety of the officer or others, were not revised so as to not delay the officer's responses (to analytically reason out the situation) if an immediate trained response was necessary. These courses included High-Risk Vehicle Stops, some Defensive Tactic courses, and Firearms training.

However, the first portion of Firearms training includes a lecture portion at the beginning of the training. The firearms instructors developed revisions to this portion by including the use of the S.A.R.A. model to increase target accuracy.

Although the grant proposal originally set the number of courses to be revised at 20, after careful review of the original curriculum, the Task Force identified 65 of the 77 course topics for formal monitoring (for revisions). The course topics monitored by S.M.E.s for possible Community Policing revisions are presented in Appendix A. in bold typeface.

The increased number of courses to be monitored also increased the difficulty in locating qualified experts. With some of the course topics it was difficult to locate an expert on the subject matter of the course as well as expertise in Community Policing. In these instances, S.M.E.s were combined to monitor the courses. Experts on the specific topics taught were combined with an individual with expertise in Community Policing. Since the S.M.E.s were volunteering their time, many were unable to attend all of the classes taught under the course they were assigned. This was especially true for some of the courses that consisted of over 40 hours of training in a narrow time span. In these situations, S.M.E. teams were organized. Their recommendations were then combined into a single report, by the Project Manager, at the conclusion of the monitored course. A total of 90 S.M.E.s were selected to monitor the 65 courses identified for revisions. Although many of the Academy instructors were experienced in Community Policing, they were not utilized as S.M.Es. The Task Force believed that outside observers would be more objective and better suited in developing new and innovative ideas than those who regularly taught those very courses.

**Preparing Subject Matter Experts.** The S.M.E.s were instructed that the project goal was to monitor the targeted courses specifically for the purpose of developing ways to incorporate Community Policing precepts, methods, and applications. It was made clear that they should not focus on evaluating the instructor's abilities or on the general structure of the courses; at the onset of the project some instructors voiced concern that the project would be used to critique their qualifications. Since the S.M.E.s and Academy instructors would later be meeting to discuss the revision recommendations, it was important to keep the rapport between them as positive as possible. Refresher training on Community Policing was made available to the S.M.E.s prior to their monitoring the courses. This was important for those that had expertise on specific course subject matter, but were deficient in any of the areas covered by Community Policing.

The S.M.E.s were allowed to document their recommendations in the manner they felt most comfortable. Since S.M.E.s were from a variety of professions, departments, and skill levels, they were allowed to use their usual documenting methods. Some used tape-recorded reports (that were later transcribed), while others submitted typed or handwritten reports. Since all the recommendations would be combined into one uniform report (by the Project Sergeant), it did not matter what documenting structure the S.M.E.s used. What was important, and emphasized to them, was the content and quality of the recommendations. The S.M.E.s were instructed to document any recommendations they envisioned, no matter how trivial or complex. It was stressed that they should document all the ideas they had, even if they could not be used in the future (due to time, complexity, repetitiveness, etc.). Many of the recommendations originally believed unsuitable for use were later utilized in some novel way.



**Monitoring.** The S.M.E.s monitored the 35th Regional Academy class, from August 1996 to March 1997. Of the 65 courses selected for monitoring, feedback was received from 63 of them. Some courses were eliminated for revisions as a result of the monitoring. The recommendations ranged from single, general suggestions to 15 pages of recommendations for a single topic. Some of the Community Policing recommendations included refining previously used case studies and instructor's personal "war stories" and other experiences to illustrate examples of Problem Solving. Other suggestions included the use of the S.A.R.A. model, the Crime Triangle, Crime Prevention Through Environmental Design, and other Problem Oriented Policing strategies. Community partnership examples and collaboration with outside agencies were also suggested.

Although the S.M.E.s were advised not to evaluate the general information and instruction of the courses, some information being previously taught was found to be contrary to the Community Policing philosophy. An example of this was the instruction given the recruits regarding traffic stops. The recruits were told to decide on their responses (citation, traffic warning or verbal warning) to a traffic violation *prior* to contacting the violator. This style was originally developed to avoid subjective and possibly prejudicial accusations. However, this method is contrary to the Community Policing precept where officers are supposed to determine a course of action after an analysis of the situation, and then implement the appropriate response. The violator's state of mind, behavior, and statements are an important part of analyzing such a situation.

## Revised Curriculum

The initial recommendations were combined per course topic, developed into applicable formats for integrating them into the course outlines, and edited into a uniform report by the Project Sergeant. A total of 57 courses were identified with solid curriculum change recommendations. The revision recommendation report was used to help the instructors to integrate Community Policing into their course materials.

**Specific Courses.** The original 16-hour course on C.O.P./P.O.P. was revised both in content as well as structure. The original course was separated into several courses to better convey Community Policing as a philosophy and Problem Solving as a strategy instead of as a specific, combined topic on policing. The 16 hours were separated into five different courses. These new courses include “Community Policing”, “Problem Oriented Policing”, “Community Mobilization”, “Resources”, and “Facilitation/Community Meetings.” Another course topic being developed as a result of the project is “Obstacles in Community Policing.” This course will deal with new issues police officers are facing as a result of their increased empowerment, such as dealing effectively with local politicians, community organizations, and other government agencies. These courses were arranged more appropriately for the revised Academy curriculum. The original course on Community Policing and Problem Solving was taught midway through the Academy training. The recruits now receive the Community Policing introduction on the first day of training and the Problem Solving course on the second day. This gives the recruits the knowledge to apply the philosophy and strategies throughout their training and the revised courses will serve to reinforce and classify the meaning and applications of Community Policing.

Another course that received major revisions was the "Community Partnership Week" course. This four-day course was originally set up to enable the recruits to interact with local community groups. The recruits were assigned on an individual basis to work at a designated community organization site for the week. There were several problems with the original structure of this program. There was no specific direction given to the community organization or the recruits as to what was to be learned or what was expected of them. This resulted in many of the recruits just "hanging out" at their assigned organizations. An example was the recruits assigned to the Boy's Club where the majority of their time was spent attending the sporting events organized at the facility. Although this was enjoyable for many of the recruits, it was not a very effective learning experience. Many of the organizations involved were primarily using the recruits as a temporary personnel pool. Another criticism voiced by past recruit classes going through the program was that it was too long and they were experiencing Community Partnership "burn out."

In an effort to revitalize this potentially promising program, the following changes were implemented. The program was separated into days throughout the Academy, rather than a full week at one time. The first day was rescheduled toward the beginning of the curriculum so the recruits could experience and understand earlier in their training the importance of interacting effectively with the community. Several of the less effective organizations were dropped from the program, as well as those organizations that did not wish to devote the extra effort required in making the experience more beneficial to both the recruits and their organization. The organizations that were now involved received training in Community Policing. They were also given a task list that they were expected

to complete with the assigned recruits. These modifications greatly increased the effectiveness of the program. What used to be a program that the recruits complained about was reconstructed into a course that received only positive feedback from the Academy recruits.

### **Preparing and Administering the Revisions**

In preparing the implementation of the revisions, a training session on the basics of Community Policing was developed specifically for the 178 instructors. Although most of the instructors were eager to implement the revisions, many had very limited experience in this area. In order for them to understand the changes and effectively integrate the revisions into their course outlines, they first attended training.

**Instructor training.** This training was similar to the revised training developed for the future recruits, and was administered by the Project Manager and members of the Task Force. These sessions included discussions of shifts in policing approaches to explain the reason for the changes and improve the attitudes of the instructors concerning their acceptance of the revisions. The training also encouraged the use of a variety of instructional techniques. These included group activities to increase teamwork skills, panel presentations to enhance communication skills, role playing to practice skills and knowledge in a more realistic manner, and field studies (to problem sites) to increase understandings of the issues. The instructors were also encouraged to utilize group facilitating instead of traditional lecture, whenever possible. Once they attended the required training, the instructors were given the revision recommendations. The Project Manager and the S.M.E.s then

assisted the instructors (which requested help) in integrating the recommendations into their course outlines. Some of the instructors also added related examples to their course outlines that they had independently developed.

Other Academy reinforcements were developed prior to implementing the curriculum revisions. The Academy training officers and field training officers received formal training on Community Policing, as previously mentioned. Since these role models are a very important source of information and guidance for the recruits, it was vital that they had the ability to reinforce Community Policing when questioned by the recruits. These trainers were also asked to encourage the recruits to utilize analytical reasoning to address Academy problems, instead of the traditional method of simply giving them instructions/orders. Environmental changes to the Academy were also implemented. Charts and statements reinforcing Community Policing concepts and applications were placed in the classrooms. This not only reinforced the importance of Community Policing to the recruits, but also reminded the instructors as well.

**Monitoring the revisions.** The curriculum revisions were implemented with the 38th Regional Academy, which started in August 1997 and completed in March 1998. To ensure that the recommendations were implemented appropriately, the Project Manager and other designated monitors were selected to attend the revised courses. These monitors also assisted some of the apprehensive instructors in implementing the revisions for the first time. Class monitors completed an assessment instrument (Appendix B) to determine both the quality and quantity of the presentation of the revised curriculum for two-thirds (38) of the 57 affected courses. The results of this assessment are presented in the following section.

**Academy revision refinements.** Some minor refinements were made as a result of the first implementation of the revised Academy curriculum. It was discovered that some courses were restating information/examples of Community Policing in the exact same way. This redundancy was not necessary and was therefore deleted. The amount of reinforcements was also reduced amongst the courses. An example was the Spanish language course. Community Policing related phrases were initially added to the course, but it was discovered that the recruits had enough difficulty remembering the basic and necessary phrases to handle emergency situations. In spite of these refinements, the vast majority of the recommendations were retained.

## MEASURING THE IMPACT OF TRAINING

Task Force meetings were held shortly after project commencement in order to guide the general direction of the research, elicit ideas on assessing process and outcomes, administer assessment instruments, and help design curriculum changes. With respect to assessing outcomes of this new type of recruit training, we asked the group to think of the attributes fully functioning officers should have in a Community Policing environment. This "brainstorming" session produced the list shown in Appendix B. However, many of the attributes in that list could only be classified as skills, such as public speaking, using Problem Solving techniques, and conflict resolution. Developing such skills would take longer than the six-month Academy would allow. The attributes that might be instilled or strengthened had to be of the type that could be realized in six months, and therefore fell under one of three rubrics: *knowledge, attitudes, or perceptions*. Presented below is an early list of topics created by the Task Force which, if feasible, would translate into attributes of an effective Community Policing officer.

### **Knowledge Assessment-Topics**

- Definitions of terms and fundamentals
- Differences and similarities between C.O.P. and P.O.P.
- Myths associated with C.O.P and P.O.P.
- Roles of police and Community-Neighborhood Policing
- Crime Prevention concepts
- Steps in the S.A.R.A. model
- Familiarity with the "Crime Triangle"

- Community involvement/participation
- Understanding limitations of policing responses
- Available resources
- Analyzing crime/disorder problems
- Selecting responses to problems
- Scanning for problems
- Assessing results of police responses

As shown in the above list, there was a strong emphasis on the Problem Solving process and how it should be applied in day-to-day policing. Also, since there is often quite a bit of confusion over the meaning of Community Policing, Community Oriented Policing (C.O.P.), Problem Solving, Problem Oriented Policing (P.O.P.), Neighborhood Policing, Community Partnerships, Community Relations, and so on, it was thought that the recruits should have a good understanding what these various terms meant in the context of policing in San Diego County. These definitions, similarities, and differences formed the nucleus of the *Knowledge* portion of the assessment instrument.

How the trainees viewed current policing efforts throughout the County and how effective various policing approaches were thought to be was an important consideration inasmuch as the perception of policing helps define the context in which members of the public are brought into recruit training. Furthermore, such perceptions may affect the degree to which knowledge and attitudes are changed during the Academy experience. The topics created by the Task Force are listed below.



### **Perceptions - Topics**

- Role of police in a free society
- Police - community relations
- Police - community partnerships
- Reactive policing approaches
- Proactive policing approaches
- Recruit's satisfaction with current policing efforts
- Perception of public's satisfaction with current policing efforts

By far, the area that created the longest list of desirable attributes was in the realm of attitudes. The Task Force saw changes in the Academy curriculum as potentially having a great affect on the policing "culture". There were a number of attitudes that the group felt were important for the police officer of the future to process. Below is a list of those topics that, if possible, should be converted to attitude measures.

### **Attitude Assessment - Topics**

- Optimistic Vs Pessimistic outlook
- Active Vs Passive orientation
- Internal Vs External motivation
- Leader Vs Follower role preference
- Open Vs Closed communication style
- Creative Vs Traditional approach to Problem Solving

- Analytical Vs Impulsive approach to decision making
- Goal Vs Activity centered work orientation
- Tolerance Vs Intolerance for ambiguity
- Values team Vs Individual work orientation
- Values knowing community and resource availability
- Values learning in all aspects of the job
- Values perseverance for goal attainment
- Values time management and priority setting
- Values other's ideas in Problem Solving
- Values Constitution Vs Expedience
- Values participation of outside agencies/persons
- Values Problem Solving approaches to policing
- Willing to take nonphysical risks
- Ethical orientation - acts on convictions

The above listed topics constituted the domain in which we were to develop measures to assess the outcomes of the training changes. The group felt strongly about the comprehensiveness of the list of topics, thus suggesting a fair degree of content validity. However, to infer a greater level of validity from the instruments to be developed would require more work, as described next.

### Estimating Reliability of Measurements

Before attempting to determine the validity levels of instruments constructed to measure changes in the attitudes, perceptions, and knowledge of the Academy recruit classes, we deemed it appropriate to first test the *reliability* of these measures. According to Carmines & Zeller (4) "...reliability concerns the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials." In other words, it is the degree to which random error is not found in the measurement. Obviously, instruments that are not very consistent from one measurement to the next will introduce large amounts of random error (unreliability) into the testing process. The effect of reliability on the ability of a test to measure what it purports to measure (that is, *validity*) is that of setting an upper limit. In other words, an instrument can be no more valid than it is reliable: Low reliability guarantees low validity. Given our understanding of the important contributions of reliability to validity, attempts were made to construct from our testing instrument scales that would yield the highest possible reliabilities. Scales that failed to demonstrate a reasonable level of reliability were discarded. These calculations were performed on an initial sample of 355 persons who completed a very lengthy questionnaire and are presented below under three major headings: *Attitudes, Perceptions, and Knowledge*.

**Attitudes.** There were a number of values, or personal attitudes that the Task Force thought successful Neighborhood Policing officers should possess. To the extent these personal characteristics or values were currently being instilled during Academy training was not important, because it was largely unknown what types of attitudes, if any, were being influenced. An initial list of 20 topics (see above list) elicited from the Task Force was used to search public domain sources

for existing scales that could be adapted to measure any of these attitudes. After this task, the list was reduced to 12 topics and was comprised of 141, six-point "agree-disagree" questionnaire items. Due to the length of this instrument, it was felt that the number of items should be further reduced to 86. This version was administered to samples of Academy recruits, police officers, Criminal Justice students, and Navy personnel in order to get the widest possible distribution of scores on the various scales. By achieving a large variation in scores, inter-item correlation would be higher and, therefore, reliability could be maximized. After comparing inter-item correlation and testing original scale items using Cronbach's *alpha* as a measurement of internal consistency, only seven attitude scales remained. These seven are listed below with their reliability estimates in parentheses and the questionnaire numbers (see Appendix C.) that comprise their respective scales from Part-II of the instrument (an 'R' means the scoring is reversed).

**Favors Teamwork (0.62)**

4R, 15R, 17R, 19R, 29R, 70R

**Accepts Nonphysical Risk (0.68)**

26R, 30R, 42, 61, 66R, 68, 72, 75, 87

**Trusts Other People (0.84)**

13R, 20, 41, 43, 50, 53, 55, 56, 64, 74R

**Prefers Active Leadership (0.70)**

9, 12, 14, 16, 33, 35, 40, 52, 69, 83

**Open to New Ideas (0.63)**

22R, 23R, 25R, 29R

**Internal Vs External Motivation (0.65)**

8, 39, 44, 45, 54, 62, 65, 78, 80

**Flexible/Tolerant of Others (0.68)**

3, 10, 11, 28, 36, 51, 58, 59, 76, 82

As shown above, the reliability estimates using *alpha* range in value from the low 0.60's to the mid 0.80's. Although some of the scales at the lower end could be higher (preferably in the 0.70's), they are deemed satisfactory given that *alpha* is regarded as a lower bound to the reliability of an unweighted scale. In other words, "alpha provides a conservative estimate of a measure's reliability" (4). With the adoption of these seven attitude scales, this section of the test was now reduced from 86 items to 58.

**Perceptions.** In addition to personal orientations and values that were believed to be important to successful Community Policing, the Task Force also thought that Academy graduates should have favorable perceptions of police-community interaction, community partnerships, engaging in proactive police work, and not be too reactive. It was also believed that graduates would have some appreciation for current Community Policing efforts throughout San Diego County.

From the 45, six-point "agree-disagree" items in Part-I of the instrument, five scales were derived that reflect the following four basic policing approaches:

**Reactive Policing Approach (0.70)**

12, 31, 34, 35, 36, 37

**Interactive Policing Approach (0.74)**

15R, 16, 18, 20, 29, 30, 38

**Proactive Policing Approach (0.69)**

17R, 32, 39, 41, 42, 43

**Coactive Policing Approach (0.76)**

14, 19, 21, 22, 23, 28, 45

**Satisfaction with Community Policing Efforts (0.79)**

1, 3R, 5, 8, 10

The reliability estimate of each scale was computed using Cronbach's *alpha* and is listed next to the scale descriptive above. Overall, the reliability coefficients are a respectable size for scales of this kind.

**Knowledge.** This portion of the instrument was originally comprised of 40 multiple-choice and 42 true-false questions reflecting a number of topics including, community involvement/participation, responses to crime and disorder problems, the various stages of the S.A.R.A. model, Problem Solving techniques, basic definitions, fundamentals of Community Policing, facts Vs myths, and crime prevention strategies. The topics were circulated among the Task Force for ideas on constructing specific knowledge questions. Numerous item stems were produced and distracters were added later. After several iterations refining the structure of the questions and their wording, this 82 item section

of the assessment instrument was distributed to the various sub-populations for reliability testing. Preliminary analysis showed that the entire 82 item knowledge test was a fairly reliable instrument with a Kuder-Richardson (K/R 20) coefficient of 0.72 (this method is preferred over Cronbach's *alpha* when the scores are in the form of one or zero, right or wrong). There were, however, a number of items where either nearly everyone got it right or got it wrong. These items correlated poorly with the overall score and thereby tended to lower the reliability estimate. Due to systematically eliminating "poor" items, one at a time, the reduced item set left only questions that had fairly good inter-item correlations. After this process, we were able to reduce the length of the test from 82 items to 60 items, and increase the KR20 reliability estimate to 0.80 - a fairly high coefficient. The 60 items that comprised the *Knowledge* scale are highlighted in the entire instrument, which is presented with all items and choices in Appendix C.

### **Respondent Profiles**

There was concern that certain characteristics of the Academy recruits might affect the level of knowledge, perceptions, or attitudes aside from the revised curriculum.

**Recruit Profiles.** For recruits, we wanted to ascertain if their level of education (years of college), maturity (age), or exposure (previous law enforcement work) affected their responses on the scales we constructed. The following Exhibit of correlation coefficients shows the inter-relationships of these characteristics.

**Exhibit 1.**

**Correlation Matrix of Recruit Characteristics**

	<b>Education</b>	<b>Age</b>	<b>Exposure</b>
<b>Education</b>	-----	-0.05	-0.13
<b>Age</b>	-0.05	-----	0.03
<b>Experience</b>	-0.13	0.03	-----

From this table we see that each measure has virtually no relationship with others, all of them are small and statistically non-significant.

**Officer Profiles.** A similar concern surfaced with respect to the officers who would complete the instrument since a cross-validation test would be made between a group of experts and other officers throughout the County. In this instance, the characteristics tapped were education (years in college), maturity (tenure as a police officer), and experience (extent of P.O.P./C.O.P. training).

**Exhibit 2.**

**Correlation Matrix of Officer Characteristics**

	<b><u>Education</u></b>	<b><u>Tenure</u></b>	<b><u>Experience</u></b>
<b>Education</b>	-----	0.17	-0.03
<b>Tenure</b>	0.17	-----	-0.15
<b>Experience</b>	-0.03	-0.15	-----

Similar to the findings on the recruit respondents, the above Exhibit also shows no significant relationships between these characteristics of the officer respondents. To what extent these characteristics relate to the outcome measures is revealed later in this report.



### Validating Outcome Measures

As mentioned in the discussion on the construction of the testing instrument, the Task Force helped define the domain of knowledge about Community Policing. These "topics" as they were called, reflected the content of the *Knowledge* test. To the extent that the domain was fairly well sampled in the test, then a certain degree of *content validity* is realized. This was also true, but to a lesser extent, with the sections dealing with *Perceptions and Attitudes*. This was expected since the process (of establishing content validity) is considerably more complex when dealing with abstract concepts such as possessing an attitude that is "open to new ideas" than it is to know the difference between Community Oriented Policing (C.O.P.) and Problem Oriented Policing (P.O.P.).

Nevertheless, the Task Force realized we were exploring new ground and for the perceptions section re-worked a number of "satisfaction with Community Policing efforts" questions from Madison, Wisconsin (5) and from a 1993 Chicago Police Department questionnaire dealing with Community Policing perceptions (6). Also re-worked were items relating to (perceptions on the effectiveness of) four basic policing approaches: *reactive*, *proactive*, *interactive*, and *coactive* (7). Definitions of these four policing approaches appear in Appendix E.

With respect to the measurement of attitudes, the process started with a search of existing measures for concepts similar to those attitudes on the list of topics presented earlier. We started with the (5) altruism and trustworthiness scales used in the Madison study (5) and then went on to *The Eleventh Mental Measurements Yearbook* (8). *Measures of Personality and Social Psychological Attitudes* (9) were scoured to find attitude scales which matched that list of topics. Some published scales

might have suited our purpose, but their length often made them impractical (at one time we were nearing 200 questions on the attitude section alone while the other parts of the instrument were close to 150 items).

For the attitude assessment portion of the test, the scales were re-worded or re-formatted for better acceptance by the police officer respondents, while some were totally eliminated since they might have been viewed as too personal or too "psychological" by the officers who would eventually have to answer the questions. Consequently, we could not presume the published reliability and construct validity estimates for any of the attitude scales. We would have to establish new reliability and validity estimates. Specific reliability values for each of the seven remaining attitude topics were presented earlier in this report, but establishing new *construct* validity estimates was beyond the scope of this project. We therefore had to assume a modicum of validity based on the content of the scale as well as from the fact that many of the items were derived from scales that had published validity coefficients. Although this was an obvious weakness in the instrumentation, it was thought that with a cross-validation attempt, those scales that were not valid in the first place would fail to pass and would be dropped from further analysis. Those scales that did pass, we could reasonably presume to be valid.

### **Cross - Validating the Outcome Measures**

If the assumption is true that the measures developed here will reasonably reflect the attributes ascribed to effective Community Policing officers, then those attributes should appear to a greater

extent in those officers considered "expert" in Community Policing behaviors than officers who have not demonstrated such expertise. Such a test is referred to as *concurrent validation* (4). What this means is that the relationship between the test (the attribute scales in this case) and the criterion (Community Policing expertise) is demonstrated when different groups score differently, concurrently.

In order to test the validity of the various outcome scales, police officers from throughout the County were asked to complete the questionnaire described earlier. In all, 235 officers spent approximately one hour each answering the 213 questions on the instrument as well as completing a six question Respondent Profile (Appendix C). Meanwhile, members of the Task Force were asked to identify officers who have demonstrated the ability to do effective Neighborhood Policing; that is, show those behaviors that suggest competence in Community Policing. Thirty-one of the officers identified as experts agreed to be tested at various times during the course of the curriculum development stage.

**Expert Officers.** Before comparing the averaged scores on each one of the scales, in order to test validity, information from the Respondent Profile portion of the instrument was checked to see if the Expert Officer group and the Control Officer group were comparable. This was an important step because if there was any significant difference between the Experts and the Controls (other than Community Policing experience) that might confound any possible results found in knowledge, perceptions, or attitudes.

It was discovered that the Expert Officer group had substantially more tenure (11.27 years) than the average Control Officer group member (7.12 years\*). If differences in the outcome measures were found between the Experts and the Controls, we couldn't be sure to attribute that to the status of Expert or because they were just more mature officers and that Community Policing knowledge, perceptions, and attitudes might just as well improve with seniority. Therefore, for the purposes of comparing the Expert Officer group, the Control Officer group was split into two; those 116 officers with six or less years tenure were classified as "Junior" Officers (average 3.35 years) while those 98 officers with over six years tenure (average 11.58 years) were classified as "Senior" Officers. The scores on the various scales were then compared between the Expert Officer group and the Senior Officer group in the cross-validation attempt.

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\* Z-test, two-tail,  $Z=8.76$ ,  $SE=.474$

**Comparison by Tenure.** Before the comparisons with the Expert and Senior groups was performed, the Junior and Senior Officer groups were compared as follows:

**Exhibit 3.**

**Comparison of Junior to Senior Officers on All Scales**

<b>Attribute</b>	<b>Junior Officers N=116</b>	<b>Senior Officers N=98</b>	<b>Significance of Difference</b>
Community Policing Knowledge	54.1%	58.1% +	P<.05
Policing Satisfaction	4	4.04	None
Reactive Approach	3.78	3.55 -	P<.01
Proactive Approach	4.44	4.27 -	P<.05
Interactive Approach	4.86	4.60 -	P<.01
Coactive Approach	4.78	4.61	P<.05
Favors Teamwork	3.88	4.06 +	P=.05
Accepts Nonphysical Risk	4.32	4.18 -	P=.01
Trusts Other People	3.75	3.7	P<.01
Prefers Active Leadership	4.72	4.54 -	None
Open to New Ideas	4.04	4.17	None
Flexible/Tolerant of Others	3.6	3.59	None
Internal Vs External Motivation	3.86	3.70 -	P<.01

From the above comparison of Junior to Senior Officer groups we see that the less tenured officers tend to be more internally motivated, willing to take more nonphysical risks and prefer more active leadership. They also perceived that all four approaches to policing (including the *Reactive Approach*) were more efficacious compared to the Senior Officer group opinion. However, the Junior Officers scored lower on Community Policing knowledge and rated the value of teamwork lower than the Senior Officers. Four scales showed no significant difference between the groups: Satisfaction (with Community Policing efforts); Trusts Other People; Open to New Ideas; Flexible/Tolerant of Others. It appears that the attitude and perception scales revealed the enthusiasm and energy of Junior Officers, perceiving a higher importance of all approaches to policing, even opposing ones. Senior Officers, in contrast were more cautious and circumspect, more knowledgeable overall, and placed a higher value in teamwork. How the Expert Officer group did compared to the Senior Officer group was next determined and is presented below.

**Cross-validation results.** Scores from the 98 respondents in the Senior Officer group were compared with the 31 respondents in the Expert Officer group across the *Knowledge, Perception, and Attitude* scales. All the scales, with the exception of perception of the efficacy of the *Reactive Approach* to policing were thought to be positively related to a fully functioning Community Policing officer. Thus, higher scores on all the scales, except *Reactive Approach*, would be expected from the Expert Officer group; that is, if the scales were valid indicators of desirable policing attributes. The comparison of these contrasting groups is shown below.

**Exhibit 4.**

**Cross-validation of Knowledge, Perception, and Attitude Scales**

<b>Attribute</b>	<b>Control Officers N=98</b>	<b>Expert Officers N=31</b>	<b>Significant Difference</b>
Community Policing Knowledge	58.1%	85.3% +	*P<.0001
Policing Satisfaction	4.04	4.56 +	P<.0001
Reactive Approach **	3.55	2.66 -	P<.0001
Proactive Approach	4.27	4.44 +	P<.0001
Interactive Approach	4.6	5.20 +	P<.0001
Coactive Approach	4.61	5.16 +	P<.0001
Favors Teamwork	4.06	4.74 +	P<.0001
Accepts Nonphysical Risk	4.18	4.48 +	P<.0001
Trusts Other People	3.7	4.40 +	P<.0001
Prefers Leadership Activity	4.54	5.01 +	P<.0001
Open to New Ideas	4.17	4.89 +	P<.0001
Flexibility/Tolerance of Others	3.59	4.12 +	P<.0001
Internal Vs External Motivation	3.7	3.85	P<.09

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\* t-test, two tail, df 60, p<.05

\*\* A lower score reflects a more positive view of Community Policing

From the above comparisons, one can readily see that the Expert Officer group scored more favorably in the direction of Community Policing for every attribute tested except for Internal Vs External Motivation, where the difference failed to reach statistical significance.

A question still remains regarding the validity of the scales since the Junior Officer group scored higher than the Senior Officer group on some desirable attributes. Does the Expert Officer group still outscore the less tenured group on those scales? To answer this question the same comparisons were made with the Junior Officer group, the results of which are presented in Exhibit 5. As shown there, the differences were also highly significant, statistically speaking. Once again, the Expert Officer group scored more favorably in the direction of Community Policing for all the scales developed except for the Internal Vs External Motivation scale. And again, the differences in scores are highly significant.

From both of these comparisons, one can reasonably conclude that the scales on the testing instruments, with the noted exception, have demonstrated an acceptable degree of validity.



**Exhibit 5.**

**Comparison of Expert Officers to Junior Officers**

<b>Attribute</b>	<b>Control Officers N=116</b>	<b>Expert Officers N=31</b>	<b>Significance of Difference</b>
Community Policing Knowledge	54.1%	85.3% +	*P<.0001
Policing Satisfaction	4.00	4.56 +	P<.0001
Reactive Approach**	3.78	2.66 -	P<.0001
Proactive Approach	4.44	4.44 +	P<.0001
Interactive Approach	4.86	5.20 +	P<.0005
Coactive Approach	4.78	5.16 +	P<.0001
Favors Teamwork	3.88	4.74 +	P<.0001
Accepts Nonphysical Risk	4.32	4.48 +	P<.01
Trusts Other People	3.75	4.40 +	P<.0001
Prefers Active Leadership	4.72	5.01 +	P<.0001
Open to New Ideas	4.04	4.89 +	P<.0001
Flexible/Tolerant of Others	3.6	4.12 +	P<.0001
Internal Vs External Motivation	3.86	3.85	P<.45

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\* t-test, two-tail, df 60

\*\* A lower score reflects a more positive view of Neighborhood Policing

It bears mentioning here that one might have observed that in several cases there does not appear to be large differences between group scores. However, if the differences in the average scores between the Experts and the contrasting groups are consistent throughout the groups, the differences are highly significant nonetheless. There are a couple of reasons for this. One reason is that with large sized groups, even a small difference is meaningful because nearly all of one group shares more of a given trait than the other group. Another reason is that the variation within each group might be rather small. In other words, when each member of the group tends to score near the group average there is little variation within the group and thus, differences between the groups becomes more meaningful than if each group had a wide spread of scores. When this occurs, a group becomes easier to define (it becomes homogeneous) in terms of a particular attribute and therefore, the less it becomes like any other group. This point will become more noticeable as we compare the scores of various recruit Academy classes.

Exhibits 6 and 7 illustrate these group differences. In the first graph, one can readily see how closely the Junior and Senior Officers scored on the various scales, but how much more favorably the Expert Officers scored than either one of the control groups. In Exhibit 7, the *differences* between the Expert group and each control group is presented. The difference score was transformed to a per cent of the control group score. For example, the Expert Officers scored the *Reactive Policing Approach* 30% lower than the Junior Officers and 25% lower than the Senior Officers on the same scale.

Exhibit 6

Comparison of Attributes of Experts to Junior and Senior Officers

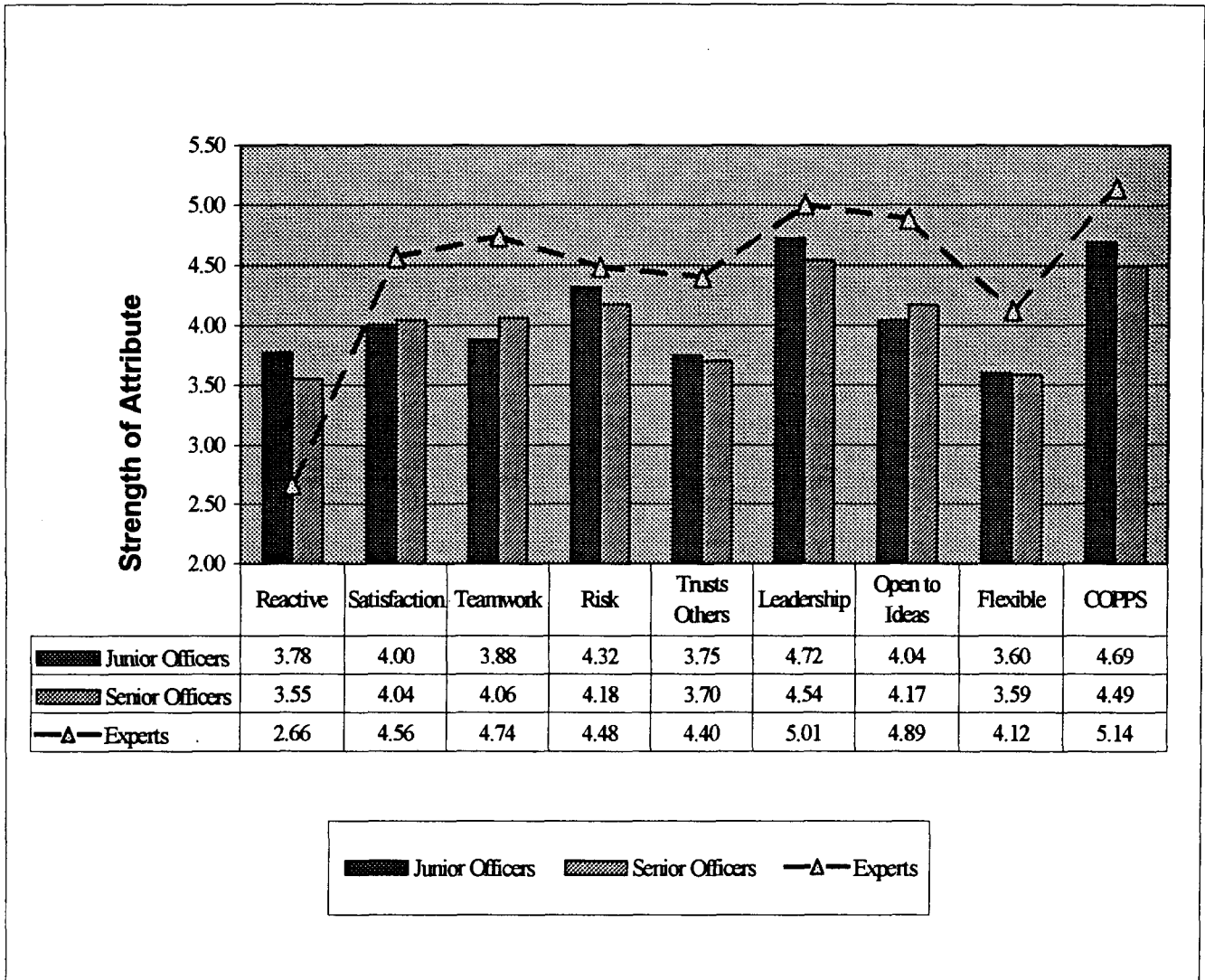
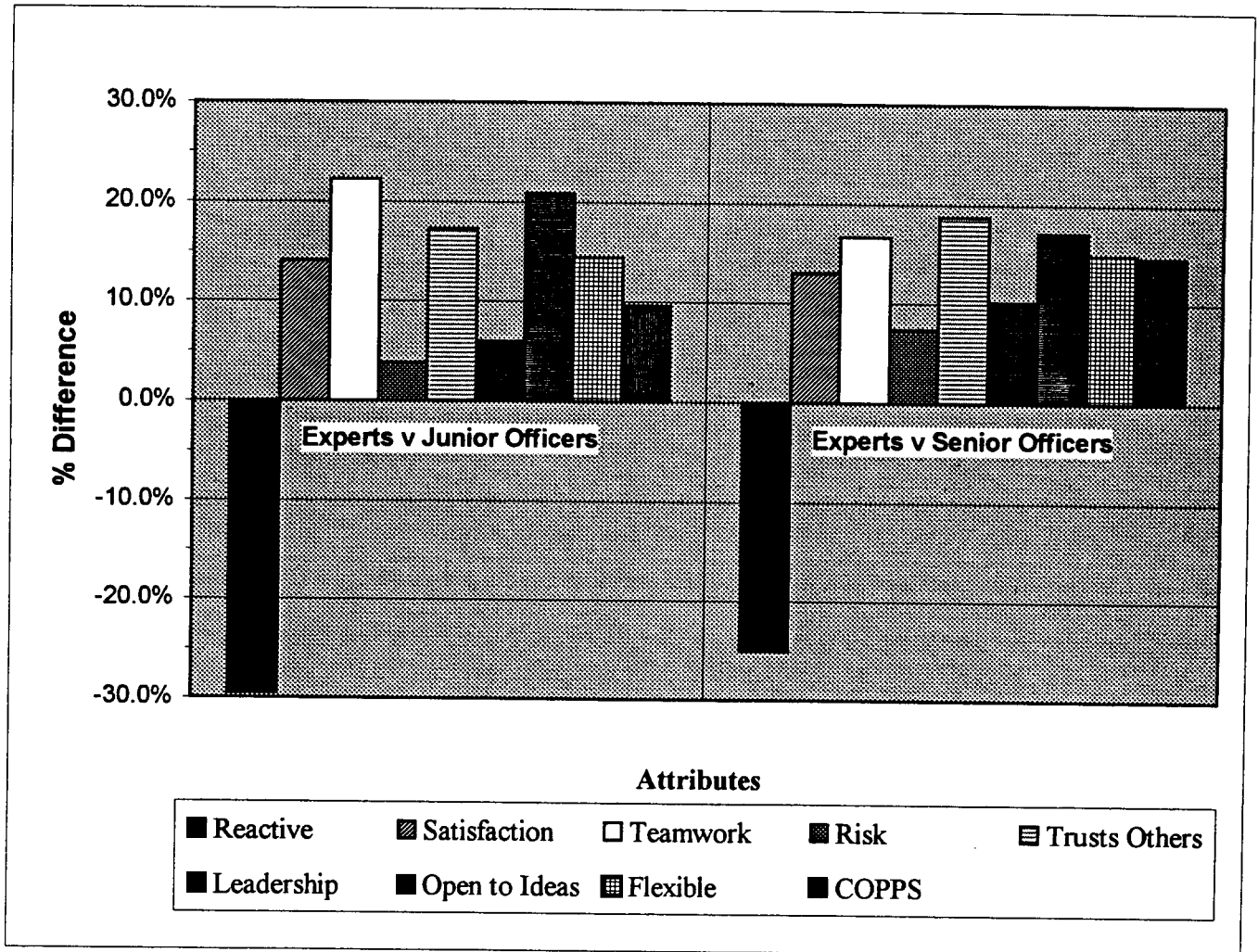


Exhibit 7.

Comparison of Differences in Attributes Between Experts and Other Officers



### Assessing the Revision Process

The process by which curriculum changes were made was previously described, and it was reported that many more training domains were modified than originally planned. However, as anyone who has designed training knows, it is not what the curriculum promises, but what is actually delivered that matters. In this case, it was decided that two-thirds of the 57 courses would be monitored to see whether or not the recommended curriculum revisions were included in the classes.

**Instruments.** To help the Project Sergeant and four other monitors achieve a degree of consistency, a "Course C.O.P./P.O.P. Evaluation" form was constructed. A rating scheme included in the instrument was designed to measure the degree to which recommended curriculum revisions were included in the presentation of the specific class. The five-point rating scale used by the class monitor is shown below.

5	4	3	2	1
"just about all"	"most"	"some"	"very little"	"none"

Evaluating the extent to which curriculum changes were made was thought to be a reasonable way to gauge the new instrument in a *quantitative* sense. It was thought, however, that the new curriculum should be assessed in a *qualitative* sense as well. To that end, another rating scheme was designed to measure the supportiveness (presentation structure and instructor emphasis) of how Community Policing was presented using the following scale:

5	4	3	2	1
"very highly supportive"	"highly supportive"	"moderately supportive"	"a little supportive"	"not supportive"

An additional section on the instrument was included so that the class monitor could report any observations and suggestions of improvement toward including Community Policing concepts and practices into the course in the future. This part of the form was also used to provide feedback to the instructors on their efforts.

**Results.** In all, the five monitors surveyed 38 separate classes, as illustrated in Exhibit 8, "Revised Curriculum Monitoring Ratings." From a cursory examination of that data, it is apparent that both *quantitatively* and *qualitatively*, the instructors of those classes adopted both the spirit and the letter of the new curriculum. In fact, nearly three-fourths of the instructors presented "most" or "just about all" of the curriculum changes, and were "highly" or "very highly supportive" of Community Policing concepts and practices.

There were only two cases where "very little" or "none" of the recommended changes were recorded; partly due to the technical nature of the courses (Crime Scene Search #1,2,3) or the way the instructors approached the subject (Report Writing). However, in both cases the instructors were found to be "highly supportive" of the new emphasis on Community Policing and made that clear to the students. For the rest of the classes, however, the instructors' enthusiasm for Community Policing was only slightly correlated ( $r=.33$ ) with the degree to which they presented the recommended curriculum changes. This relationship suggests that the separate ratings are fairly independent, and whether the instructors' support for Community Policing was high or not, they would present most of the recommended curriculum changes anyway. Another explanation might be that nearly three-fourths of the classes showed a high level of implementation because a monitor was present.

Nevertheless, it is quite clear that the new material and strong emphasis was infused into the Academy curriculum. Additional indicators of this effort were the many posters and signs explaining Community Policing concepts and principles in the classrooms occupied by the Academy Research group. To what extent did this new emphasis and curriculum have on the knowledge, perceptions, and attitudes of this class of recruits is reported in the following section.

**Exhibit 8.**

<u>Course Title</u>	<u>Recommended</u> (Quantitative)	<u>Supportiveness</u> (Qualitative)	<u>Total Rating</u>
Victim Assistance	5	4	9
Child Abuse Investigations	3	3	6
Telecommunications	4	4	8
Hate Crimes	4	4	8
Search & Seizure	4	4	8
Crimes Vs Children	5	2	7
Reasonable Force/ Civil	5	4	9
Patrol Techniques #2	5	5	10
Crime Scene Search 1,2,3	2	4	6
Patrol Techniques #1	5	4	9
Laws of Evidence #2	3	2	5
Community Policing	5	5	10
Admin. of Justice	5	5	10
Problem Oriented Policing	5	5	10
Stress Factors	4	4	8
Calif. Court Systems	5	5	10
Laws of Arrest #1	4	5	9
Verbal Judo	5	5	10
Professional Ethics #1	3	5	8
E.E.O. Issues	5	4	9
Laws of Arrest #2	3	3	6
Laws of Evidence #1	4	3	7
Intro to Investigations	4	3	7
Deadly Force	5	5	10
Criminal Law #5	3	4	7
Criminal Law #4	4	5	9
Report Writing	1	4	5
Professional Ethics #2	3	4	7
Search & Seizure #1	4	4	8
ABC/Vice Laws	4	4	8
Robbery Investigation	5	5	10
Crime Prevention	4	4	8
Sex Crime Laws	4	5	9
Court Demeanor & Testifying	3	3	6
Sex Crime Investigations	4	5	9
Victimology	4	4	8
Missing Persons	4	3	7
Domestic Violence	4	5	9
<b>Average</b>	<b>4.03</b>	<b>4.11</b>	<b>8.13</b>



## ASSESSING OUTCOMES

In the previous section we used a group of Expert Officers and compared them to non-expert controls to cross-validate 12 of the 13 scales developed to assess the effects of the revised Academy curriculum. In this part we compare Academy classes to determine if the revised curriculum resulted in desired changes in *Knowledge, Perceptions, and Attitudes* -- as measured by the 12 scales. First, however, it would be instructive to examine the research design in order to better understand the procedures used.

### Research Design

The validated instruments were used to measure the police recruit population as they entered the Academy and again when they completed it. In order to determine if any of the changes measured were due to the revised curriculum, a comparison, or control group, was necessary. In an "ideal" experiment, recruits would be randomly assigned to either the treatment or control group at the onset of training. Then if the treatment group demonstrated improvement scores, greater than that shown by the control group, one might legitimately infer that the improvement was due to the different treatment received. However, it was not possible to structure the delivery of training changes in this manner, so a "true" randomized design could not be used.

Inability to utilize a randomized assignment design is quite common in social science research, so the most frequently used design in these circumstances is the *nonequivalent control group design: the untreated control group with pre-test and post-test*, (10). Also referred to as a "quasi-experimental" design, its essential features are shown in the following schematic:

Group	Pre-test Measure	Experimental Condition	Post-test Measure
Current Curriculum Recruit Class 1 & 2 (Controls)	Yes	No	Yes
Revised Curriculum Recruit Class 3 (Research)	Yes	Yes	Yes

**Comparability.** After completion of the last measurement, post-test comparisons between the Research and Control groups should reveal any changes in the Academy Research group that may be attributed to the experimental condition, *if* both groups were at the same level at the pre-test. To the extent that there were differences between groups at the start, then one has to look at the differences between *gain scores* in each group. However, gain scores in the Research group may not be attributable to the experimental condition, but to selection or a combination of selection and maturation. With *two* control groups, however, the maturation effect can be better assessed and the data regarding the characteristics of the recruits can explain any possible selection factors, according to Spector (11).

### **Comparison of Experts with Academy Control Research Groups**

Before employing the critical test of post-test differences between the Academy Research and Control groups, it would behoove us to determine how the Expert Officers compare to these experimental groups. If any of the recruit groups score as well as or better than the Experts, a serious measurement problem would have to be addressed.

**Academy Control groups.** The chart in Exhibit 9 illustrates the average scale values for pre and post Control groups (as bars) and the Experts as symbols. For all perception and attitude scales, Experts scored better than the Control groups. Exhibit 10 presents similar information, but converts average Expert scores on each attribute to a percentage of the Control group scores. For example, the graph shows that the Experts viewed the *Reactive Approach* as a desired mode of policing almost 40% lower than Pre-academy Controls, but the difference drops to nearly 30% after Controls complete their Academy training. It is interesting that several desirable attributes showed *lower* scores after recruit training for the Control groups. Specifically, the attitudes of Accepts Nonphysical Risk, Prefers Active Leadership, and the perception that COPPS (the combination of the Community Policing Approaches: *Proactive, Interactive, and Coactive*) are less preferred policing modes.

A separate graph comparing the *Knowledge* scores was constructed because the measurement of that attribute was reflected as a percentage of correct scores while the attitude and perception attributes were scored using a scale ranging from one to six, militating against the use of a single graph. Exhibit 11 shows the Expert Officer group compared to pre and post Academy Control groups. Again, one notes the dramatic distinction between the Expert Officers and Controls.

Exhibit 9.

Comparison of Attributes of Experts to Pre and Post Academy Controls

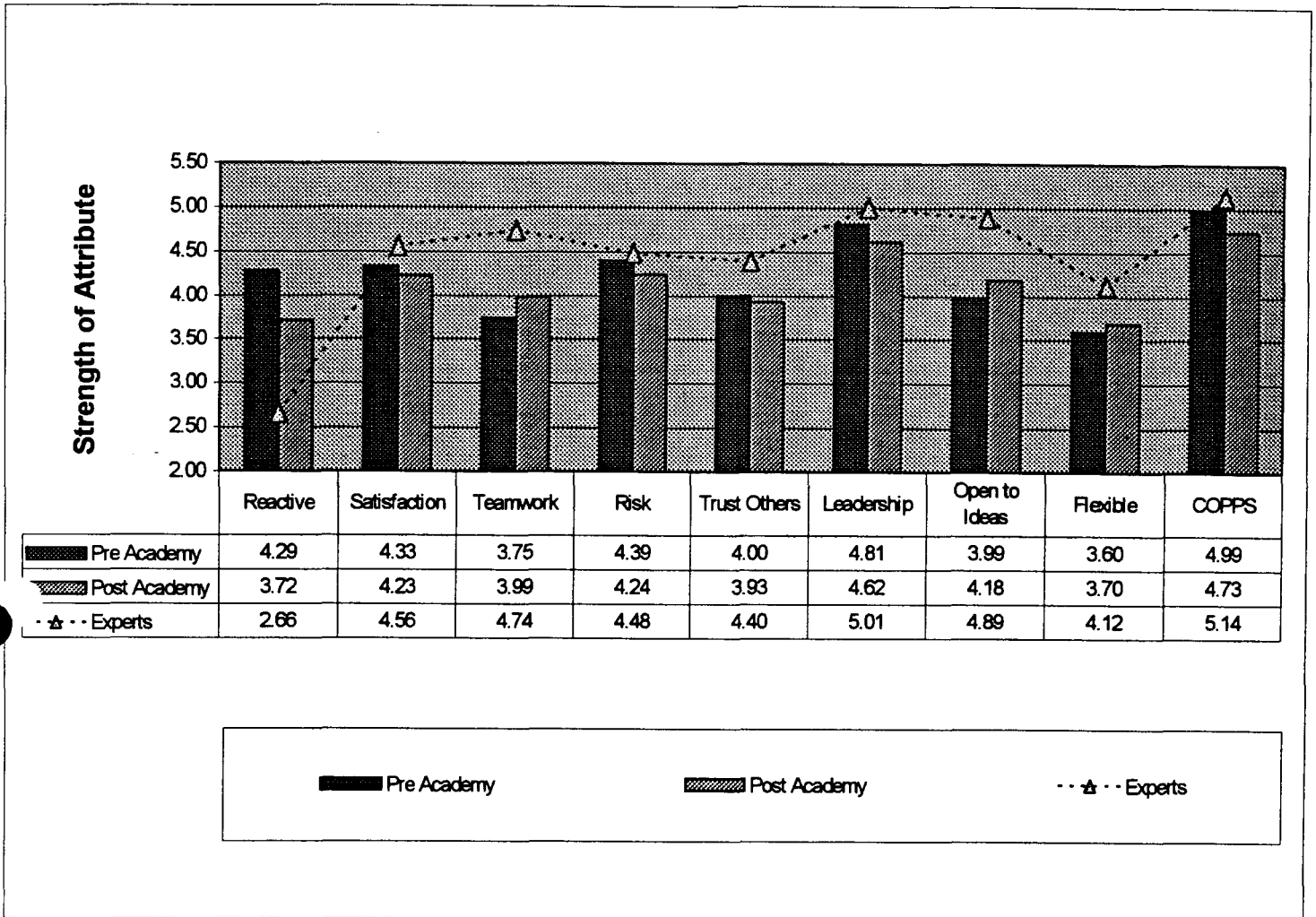
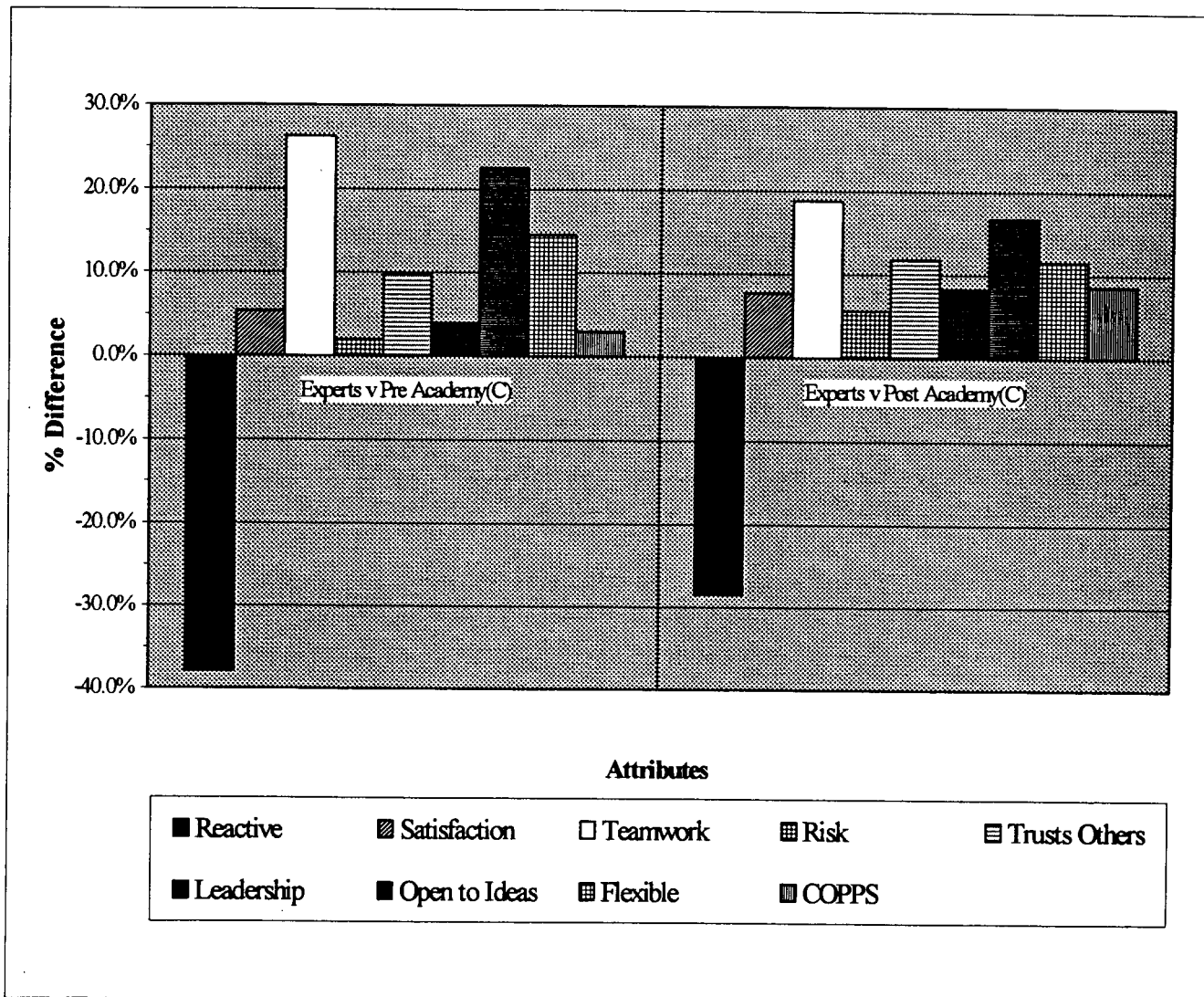


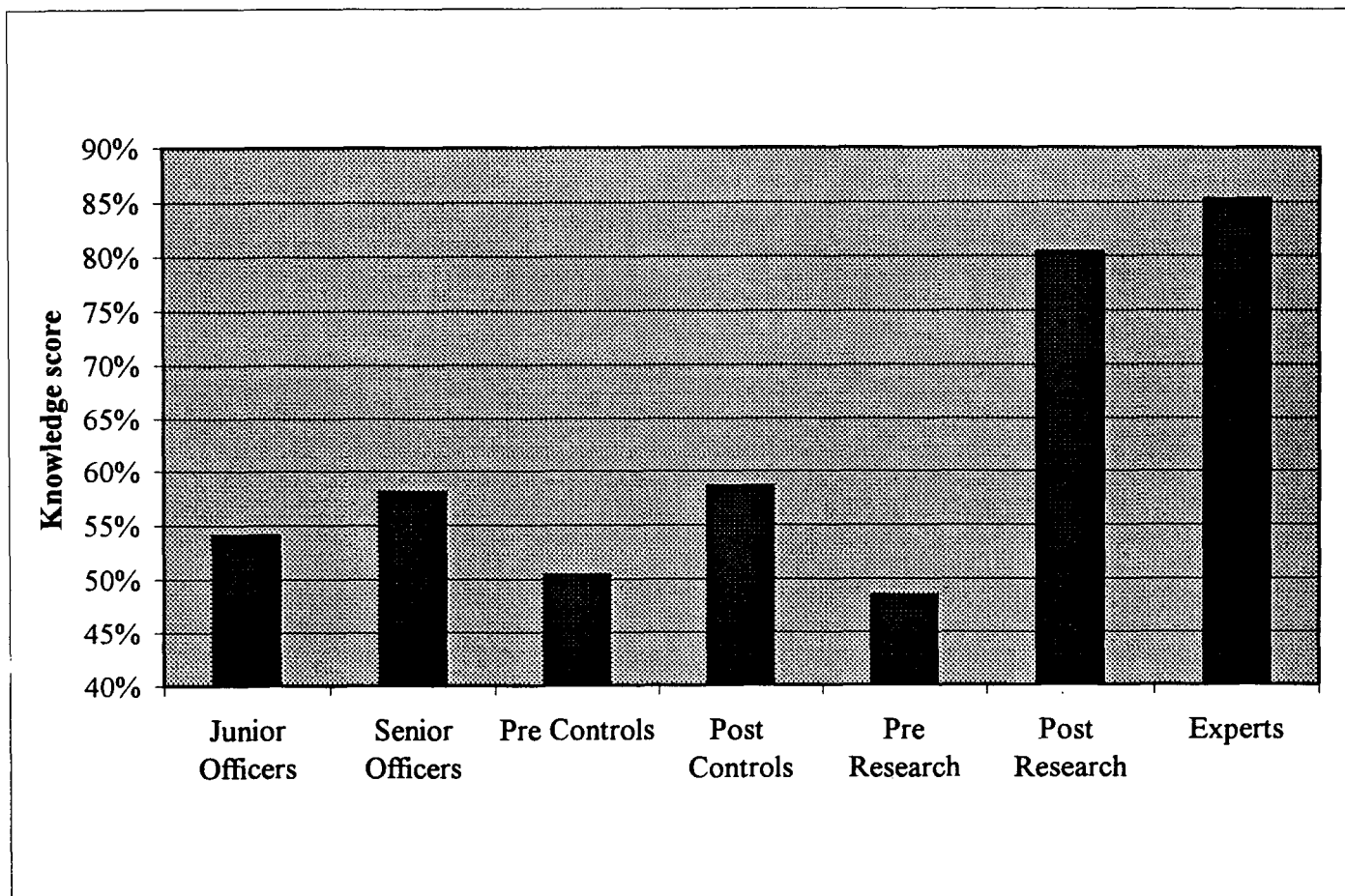
Exhibit 10.

Comparison of Differences in Attributes Between Experts and All Academy Controls



**Exhibit 11.**

**Community Policing Knowledge Scores for All Comparison Groups**



**Academy Research group.** Similar comparisons were made with the Expert Officers and the pre and post Academy Research group. Exhibit 12 illustrates the average scale values for the Experts as symbols and the pre and post Academy Research group as vertical bars. For all the validated attributes, the Experts scored substantially higher than the recruits did, even after receiving the revised curriculum. The graph in Exhibit 13. shows the same relationship, but the score differences were converted to a percentage first. This better illustrates the increase in the desirable attributes of the Academy Research group (after training) as their scores become closer to the Expert Officer scores. If the revised curriculum was working as intended, it should have made the post-test Research group look more like the Experts. This effect is markedly apparent in Exhibit 11. where knowledge scores appear to rise sharply after the Academy Research group received the revised curriculum. In fact, the Knowledge of Community Policing almost reaches the level of the Experts.

Exhibit 12.

Comparison of Attributes of Experts to Pre and Post Academy Research Group

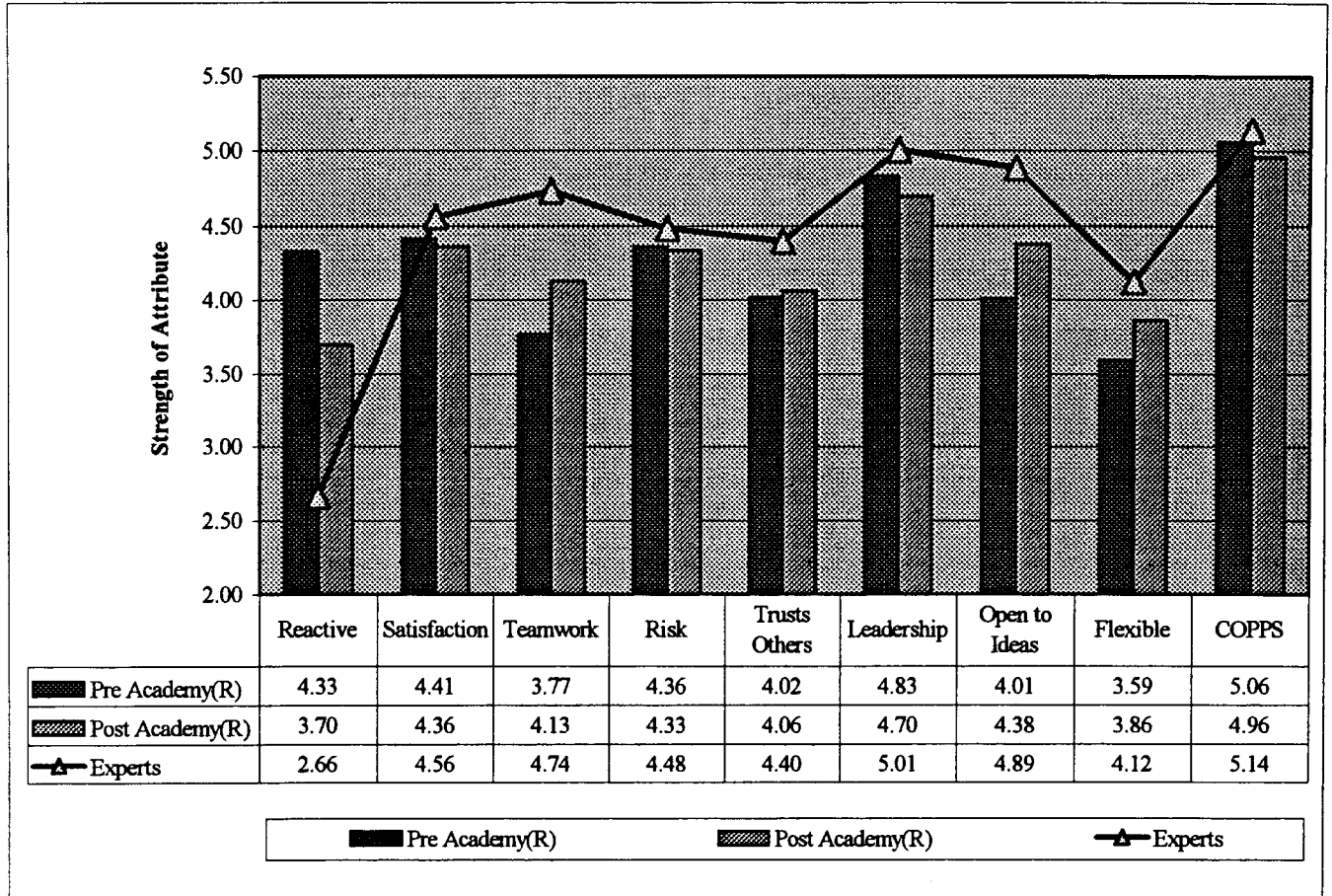
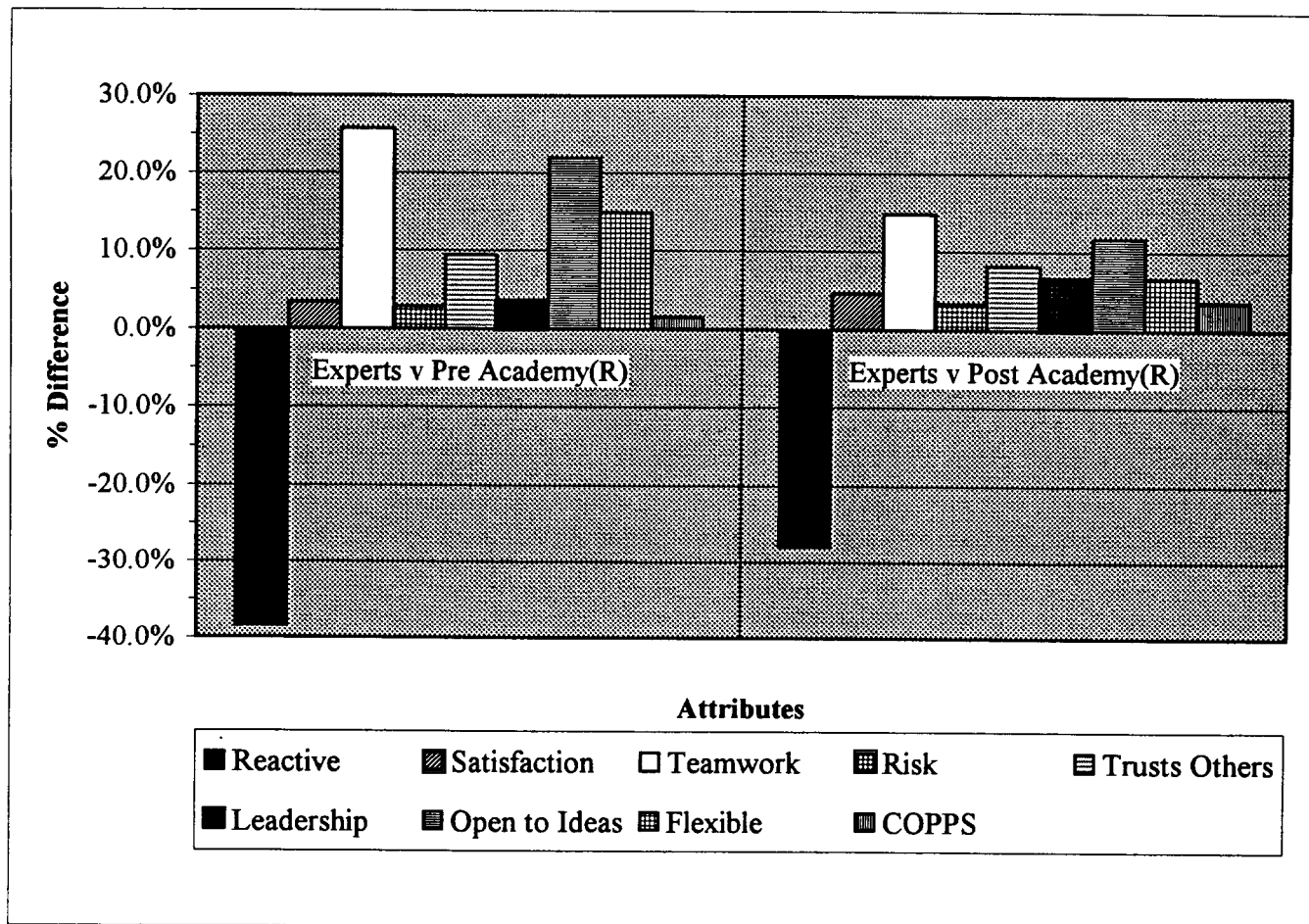




Exhibit 13.

Comparison of Differences in Attributes Between Experts and Pre and Post Academy Research Group



### Comparison of Academy Controls with Research Class

In this part of the analysis, comparisons are made between the Academy Research group and the Control groups, both at the beginning and end of recruit training. This represents the definitive test of whether the revised curriculum had its intended affect on the *Knowledge, Perceptions, and Attitudes* of the Academy Research class.

**Class Characteristics.** It was important for the integrity of the research that both the Academy Control and Research groups be considered similar in most relevant respects at the pre-test stage. This was so because if changes in the desirable attributes were later found in the Research group then they can be attributed to the treatment presented in the revised Academy curriculum and not to any other source. This condition is usually met when individuals are randomly assigned to either a treatment or control group from a given population (as described earlier). However, due to the nature of this treatment an entire Academy class had to be assigned to the revised curriculum class and other classes to the standard curriculum.

Two Academy Control groups were used because we wanted to be sure that if any marked difference between them and the Academy Research group existed, we could select the group that best matched the characteristics of the Academy Research group. If there were no differences, we could combine groups to create a larger group of controls by which to compare possible gain scores of the Academy Research group. Exhibit 14. shows the basic characteristics of Academy Control groups one and two, both groups combined, and the Academy Research group.

**Exhibit 14.**

**Characteristics of Academy Control and Research Groups**

<b>Characteristic</b>	<b>Control 2</b>	<b>Control 1</b>	<b>Combined Controls</b>	<b>Research</b>
Class Size	51	26	77	94
Age Range*	2.2 p=.53	1.9 p<.02	2.1	2.3
Years of College	2.3 p=.28	3.2 p=.20	2.7	2.7
Law Enforcement Exposure	21% p<.10	38% P<.85	0.27	0.36

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\* Age was determined by the following scale: Under 25=1, 25-29=2, 30-34=3, 35-39=4, 40+=5

Tests of statistical significance\*\* revealed that only one characteristic (age) in Control group 1 was sufficiently different from the Academy Research group. A second characteristic, law enforcement exposure, in Control group 2 was lower than the Research group, but did not reach the statistical significance level of  $p < .05$ . A younger control group could prove problematic for subsequent comparisons, so both classes were combined into one Academy Control group with a size closer to that of the Research group. The characteristics of this group are reflected in the above Exhibit. As shown there, the new controls look very much like the Academy Research group at the time of the pre-test.

**Pre-test Comparisons.** The combined Academy Control and Academy Research group pre-test scores were compared to determine whether the groups were equivalent with respect to the 12 validated attributes. This step was critical if differences were found in post-test comparisons. In particular, if the Control group scored *lower* on the pre-test than the Research group, it could help explain why it also scored lower on the post-test. The Exhibit presented below displays pre-test scores for both Academy Control and Research groups and the statistical significance of any differences in scores.

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\*\* t-test, two-tailed, df 47, 25,  $p < .05$

**Exhibit 15.**

**Comparison of Pre Academy Controls to Pre Academy Research Groups**

<b>Attribute</b>	<b>Academy Control</b>	<b>Academy Research</b>	<b>Significance of Difference*</b>
Community Policing Knowledge	50%	48.5%	P=.39
Policing Satisfaction	4.29	4.41	P=.07
Reactive Approach**	4.3	4.33	P=.79
Proactive Approach	4.75	4.89	P=.10
Interactive Approach	5.05	5.1	P=.55
Coactive Approach	5.06	5.19	P=.06
Favors Teamwork	3.72	3.77	P=.67
Accepts Nonphysical Risk	4.39	4.36	P=.59
Trusts Other People	3.99	4.02	P=.74
Prefers Active Leadership	4.83	4.83	P=.97
Open to New Ideas	3.94	4.01	P=.55
Flexible/ Tolerant of Others	3.57	3.59	P=.86

---

\* t-test, two-tail, df 76, p<.05

\*\* A lower score reflects a more positive view of Neighborhood Policing

From the data in Exhibit 15., it is clear that both groups posted very similar scores on all the attributes. None of the differences between the scores reached statistical significance ( $p < .05$ ), but perceptions about the effectiveness of *Proactive* and *Coactive* policing approaches as well as the Satisfaction with Current Community Policing Efforts were scored just slightly higher by the Research group. Nevertheless, from an experimental viewpoint, the two groups appeared to be similar enough to be classified as "comparable" at the beginning of their respective training curricula.

**Post-test comparisons.** At the end of their respective Academy training, each of the classes involved in this study were given the same test instrument as they had completed six months previously. Since it was decided in the test development phase that each person's responses to the test questions would remain anonymous, there was no way to compare pre and post scores other than at the group level. Consequently, we could not use the preferred method of analysis, Analysis of Covariance (ANCOVA) using individual gain scores (8) to adjust for potential errors in the selection of the groups and measurement errors in the pre-test and post-test.

As discussed earlier in this report, considerable effort went into designing a test instrument with high reliability (low random measurement error). In validating the instrument, special attention was given toward selecting similar groups for comparative purposes. These efforts should mitigate some of the threats to interpreting actual differences at the post-test. We are mindful of the fact that these steps do not substitute entirely for the desired ANCOVA statistical test; however, we analyzed the results in two ways.

First, we compared the pre and post scores of the Academy Research Group in order to determine whether any changes occurred as a result of the revised curriculum. From Exhibit 16, we see that positive changes in the scores of *five* attributes occurred after Academy training. Those that proved statistically significant in the desired direction were:

1. Community Policing Knowledge
2. Perceptions of Reactive Policing
3. Favors Teamwork
4. Open to New Ideas
5. Flexible/Tolerant of Others

There was also one attribute, however, that showed a lower rating in the post test; Prefers Active Leadership. This finding (and others) will be discussed later in this report. All the other differences in this comparison were not statistically significant.

**Exhibit 16.**

**Comparison of Academy Research Group Pre and Post-test**

<b>Attribute</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain Score</b>	<b>Significance of Difference</b>
Community Policing Knowledge	48.5%	80.4%	65.8%	P<.0001*
Policing Satisfaction	4.41	4.36	-1.2	P=.36
Reactive Approach**	4.33	3.7	-14.5	P<.0001*
Proactive Approach	4.89	4.76	-2.7	P=.10
Interactive Approach	5.1	5.05	-1	P=.54
Coactive Approach	5.19	5.06	-2.5	P=.07
Favors Teamwork	3.77	4.13	9.5	P=.002*
Accepts Nonphysical Risk	4.36	4.33	-0.6	P=.66
Trusts Other People	4.02	4.06	1.1	P=.67
Prefers Active Leadership	4.83	4.7	-2.8	P<.03*
Open to New Ideas	4.01	4.38	9.2	P<.0005*
Flexible/ Tolerant of Others	3.59	3.86	7.5	P<.004*

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\* t-test, two-tail, df 86, p<.05

\*\* A lower score reflects a more positive view of Neighborhood Policing



Since we answered the question of whether or not any changes occurred in the Academy Research Group in the affirmative, we next attempted to determine whether *any* changes occurred in the Academy Control Group as well. Exhibit 17. shows in similar format, the pre and post training scores of the Controls. A cursory look shows that there were *two* attributes that had significant gains after training; *Community Policing Knowledge* and the perception of *Reactive Policing*. As seen in the Academy Research scores, there were also a number of attributes that seemed to decrease after training, but none reached the preset statistical level of  $P < .05$ .

Thus far, we have found that after training the Research Group had improved scores on five attributes while the Control Group showed improvement in two areas. Apparently the regular curriculum was presenting *some* valuable material concerning the Community Policing attributes. So the next question to be asked was did the Research Group outscore the Controls at the end of training on those two attributes (or on any of the remaining attributes)? To answer that question we compared the post-test scores of the Academy Control Group to the Academy Research Group across the twelve validated attributes in the test instrument, as illustrated in Exhibit 18.

## Exhibit 17.

### Comparison of Academy Control Group Pre and Post-test

Attribute	Pre-test	Post-test	Gain Score	Significance of Difference*
Community Policing Knowledge	50%	61.9%	23.8%	P<.0001*
Policing Satisfaction	4.29	4.34	1.1	P=.53
Reactive Approach**	4.3	3.78	-12.2	P<.0001*
Proactive Approach	4.75	4.68	-1.5	P=.44
Interactive Approach	5.05	4.92	-2.5	P=.19
Coactive Approach	5.06	4.96	-1.8	P=.24
Favors Teamwork	3.72	3.88	4.3	P=.15
Accepts Nonphysical Risk	4.39	4.31	-1.8	P=.19
Trusts Other People	3.99	3.92	-1.7	P=.54
Prefers Active Leadership	4.83	4.72	-2.3	P=.10
Open to New Ideas	3.94	4.11	4.2	P=.15
Flexible/ Tolerant of Others	3.57	3.59	0.4	P=.88

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\* t-test, one-tail, df 86, p<.05

\*\* A lower score reflects a more positive view of Neighborhood Policing

**Exhibit 18.**

**Comparison of Academy Control and Research Groups at Post-Test**

<b>Attribute</b>	<b>Academy Control Group</b>	<b>Academy Research Group</b>	<b>Significance of Difference*</b>
Community Policing Knowledge	61.9%	80.4%	P<.0001*
Policing Satisfaction	4.34	4.36	P=.38
Reactive Approach**	3.78	3.70	P=.20
Proactive Approach	4.68	4.76	P=.18
Interactive Approach	4.92	5.05	P=.07
Coactive Approach	4.96	5.06	P=.10
Favors Teamwork	3.88	4.13	P<.02*
Accepts Nonphysical Risk	4.31	4.33	P=.34
Trusts Other People	3.92	4.06	P=.09
Active Leadership	4.72	4.70	P=.38
Open to New Ideas	4.11	4.38	P<.006*
Flexible/Tolerant of Others	3.57	3.86	P<.002*

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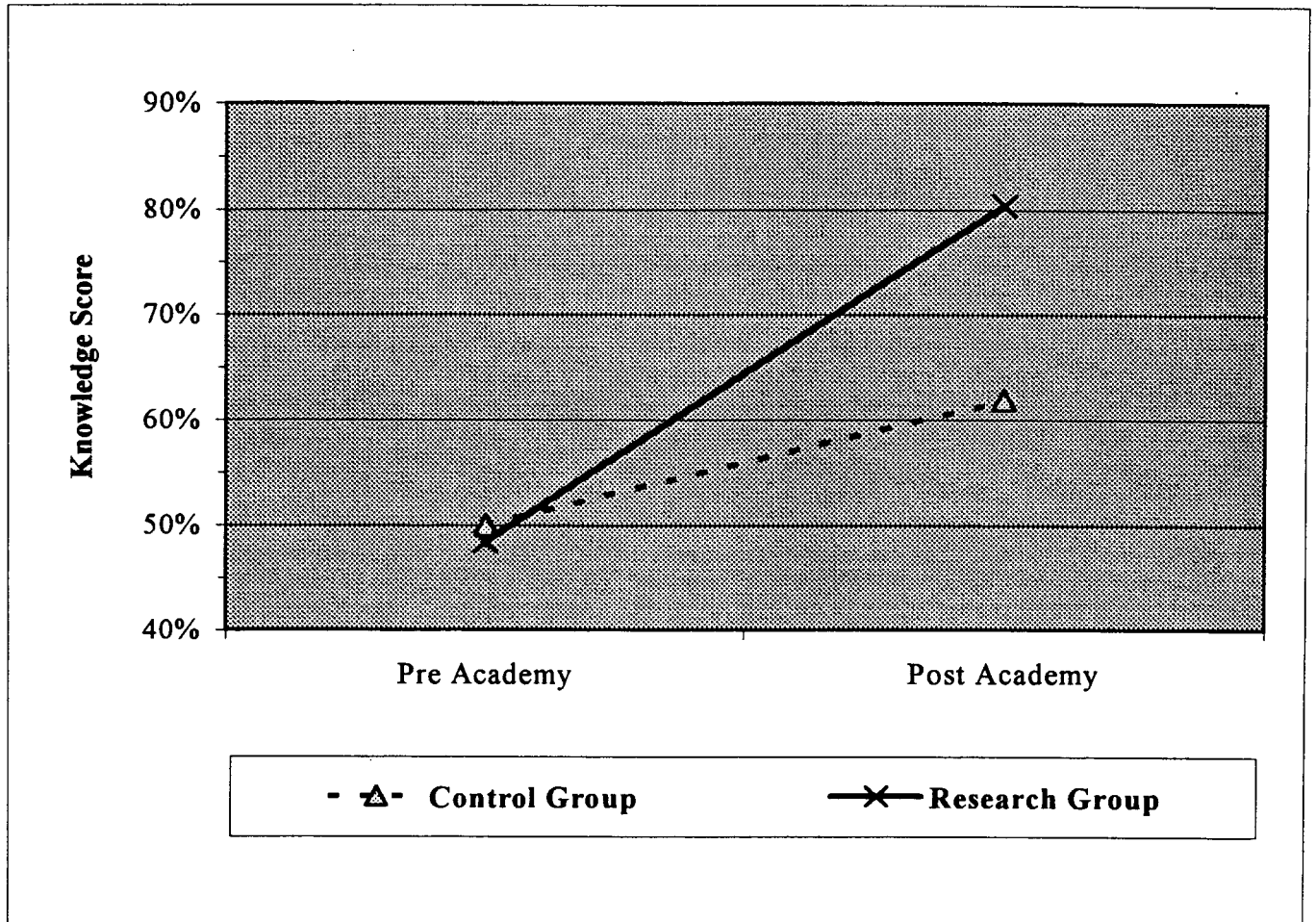
\* t-test, two-tail, df 86, p<.05

\*\* A lower score reflects a more positive view of Community Policing

Ideally, the comparison of individual gain scores between pre and post testing for both Research and Control groups would have been the next analysis. However, as mentioned previously, that could not be done because there was no way to calculate the gain from an individual's training experience. Due to the anonymity of the responses, all we were left with is the comparison of group gain scores on each particular attribute. This is best illustrated as a series of graphs that show pre and post scores for both groups, one attribute at a time. The following 10 charts are presented as Exhibits 19 through 28.

**Exhibit 19.**

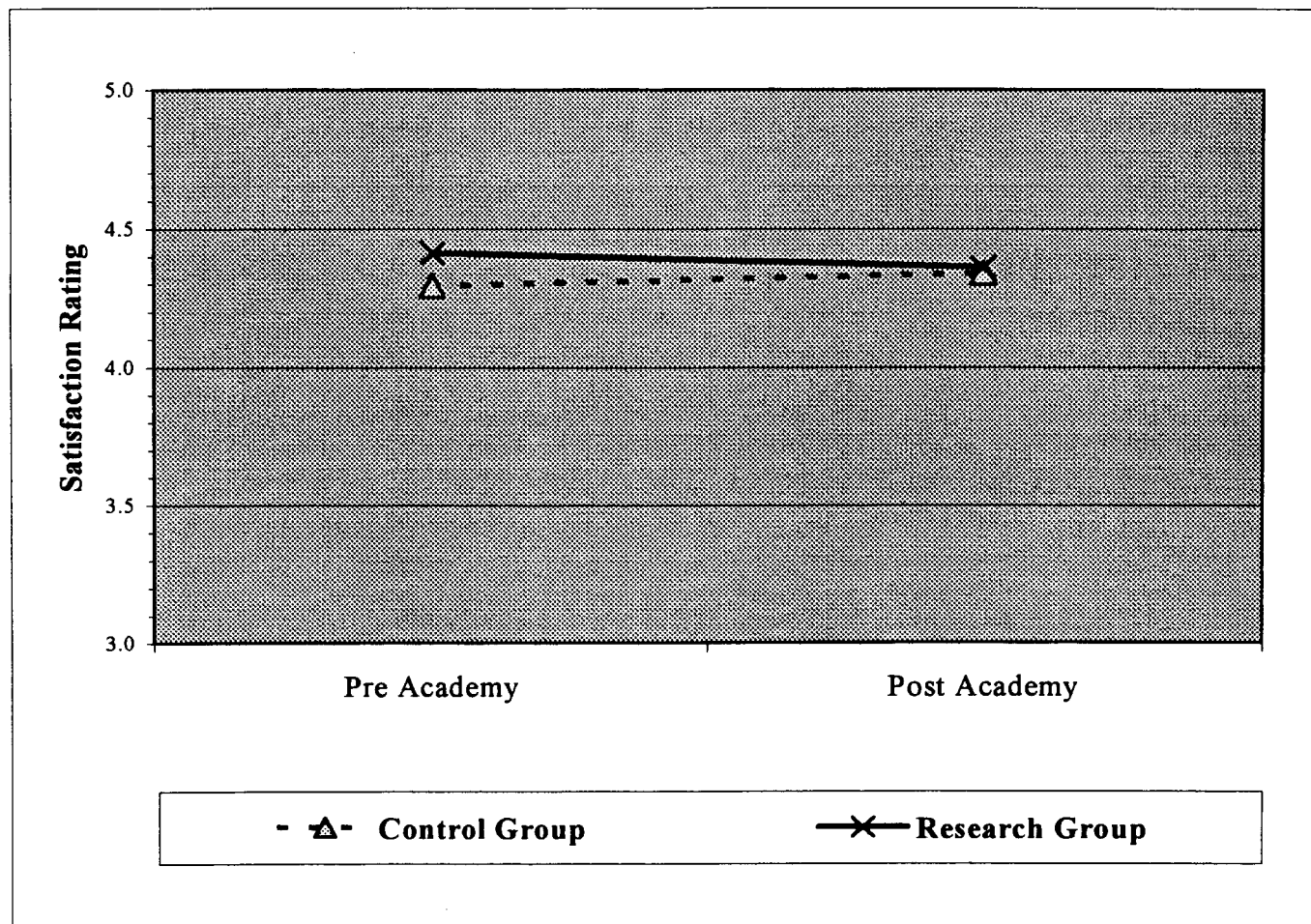
**Comparison of Control and Research Groups:  
Community Policing Knowledge**



**Exhibit 20.**

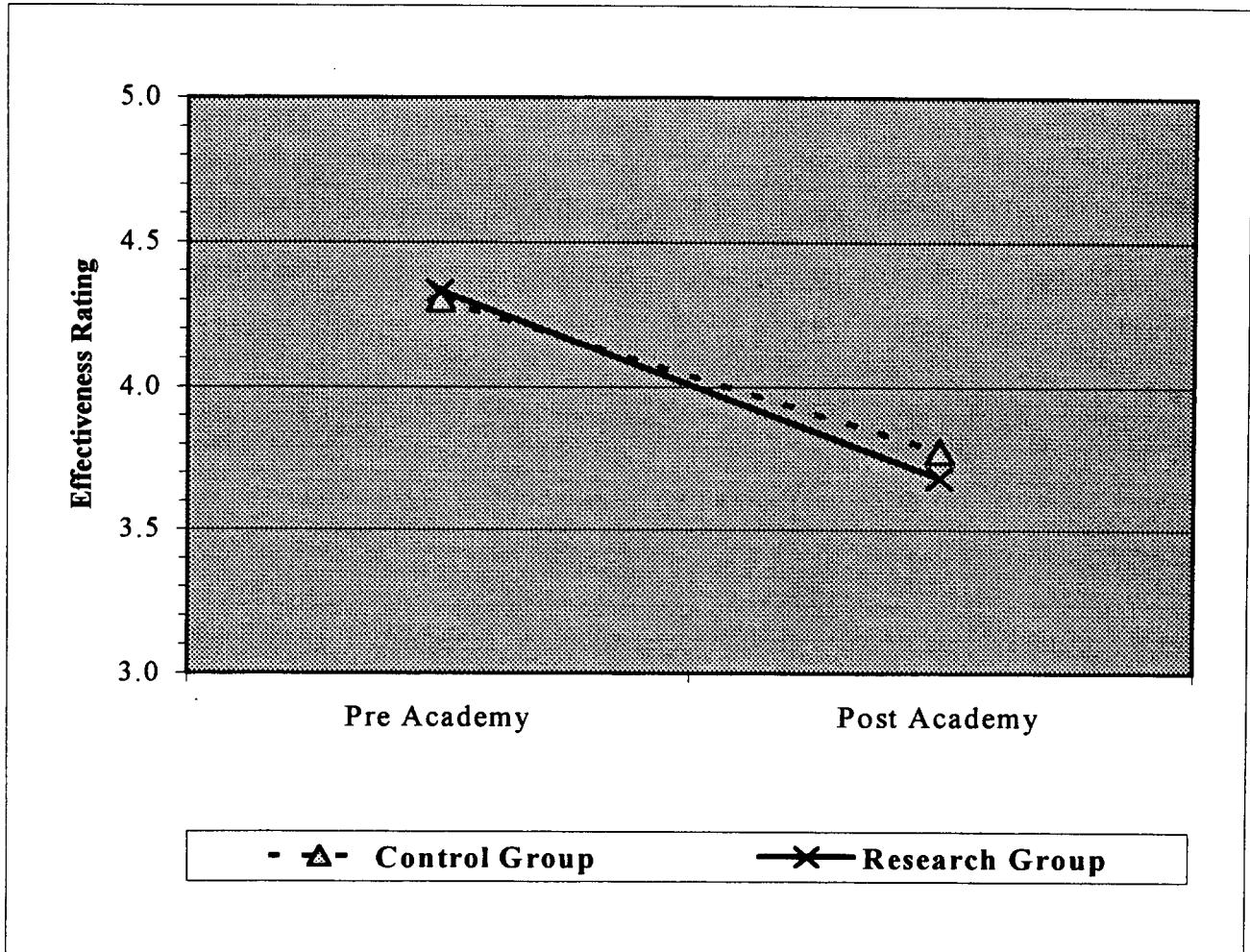
**Comparison of Control and Research Groups:**

**Satisfaction with Current Policing Efforts**



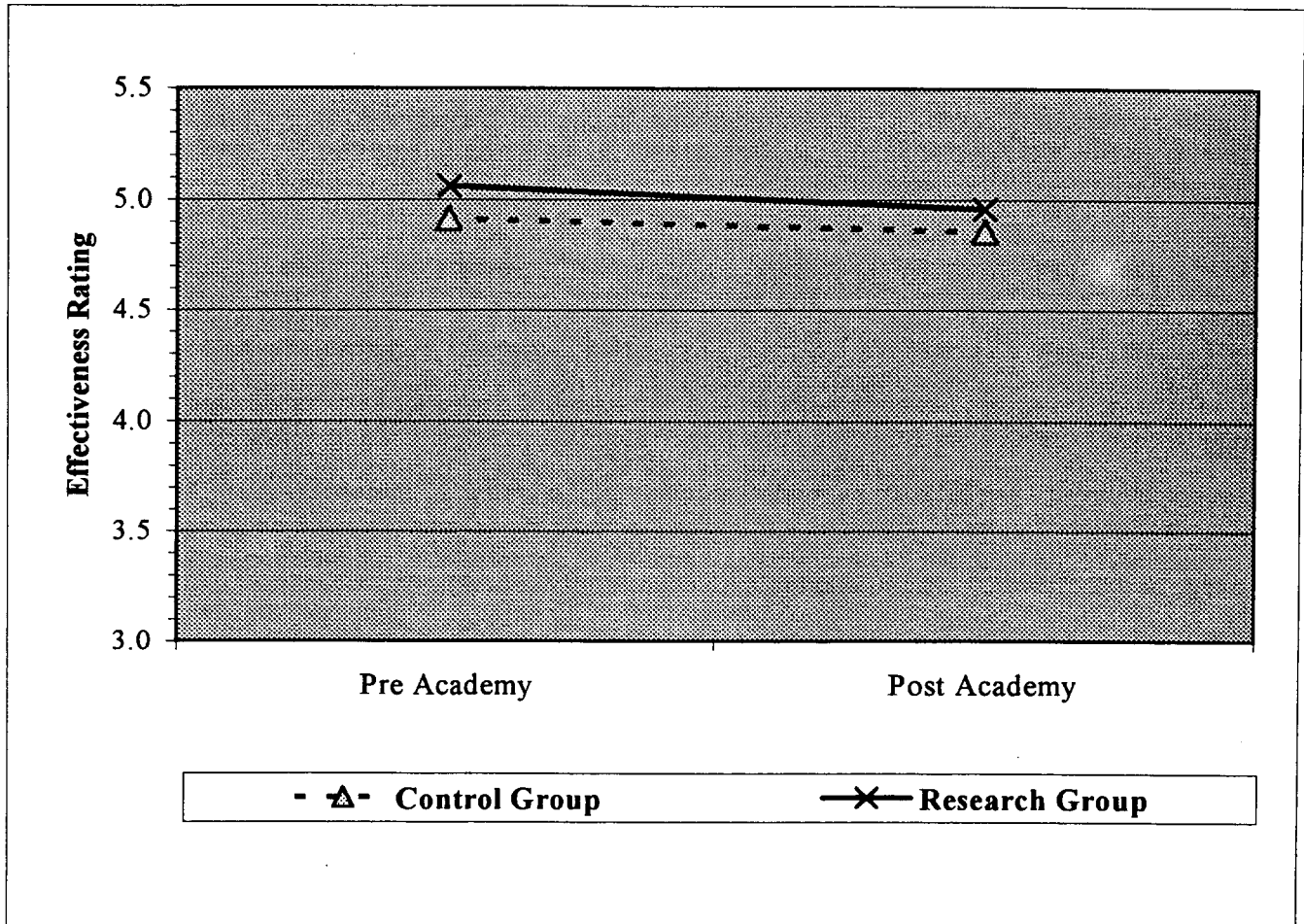
**Exhibit 21.**

**Comparison of Control and Research Groups:  
Effectiveness of Reactive Policing Approach**



**Exhibit 22.**

**Comparison of Control and Research Groups:  
Effectiveness of Community Policing Approaches**

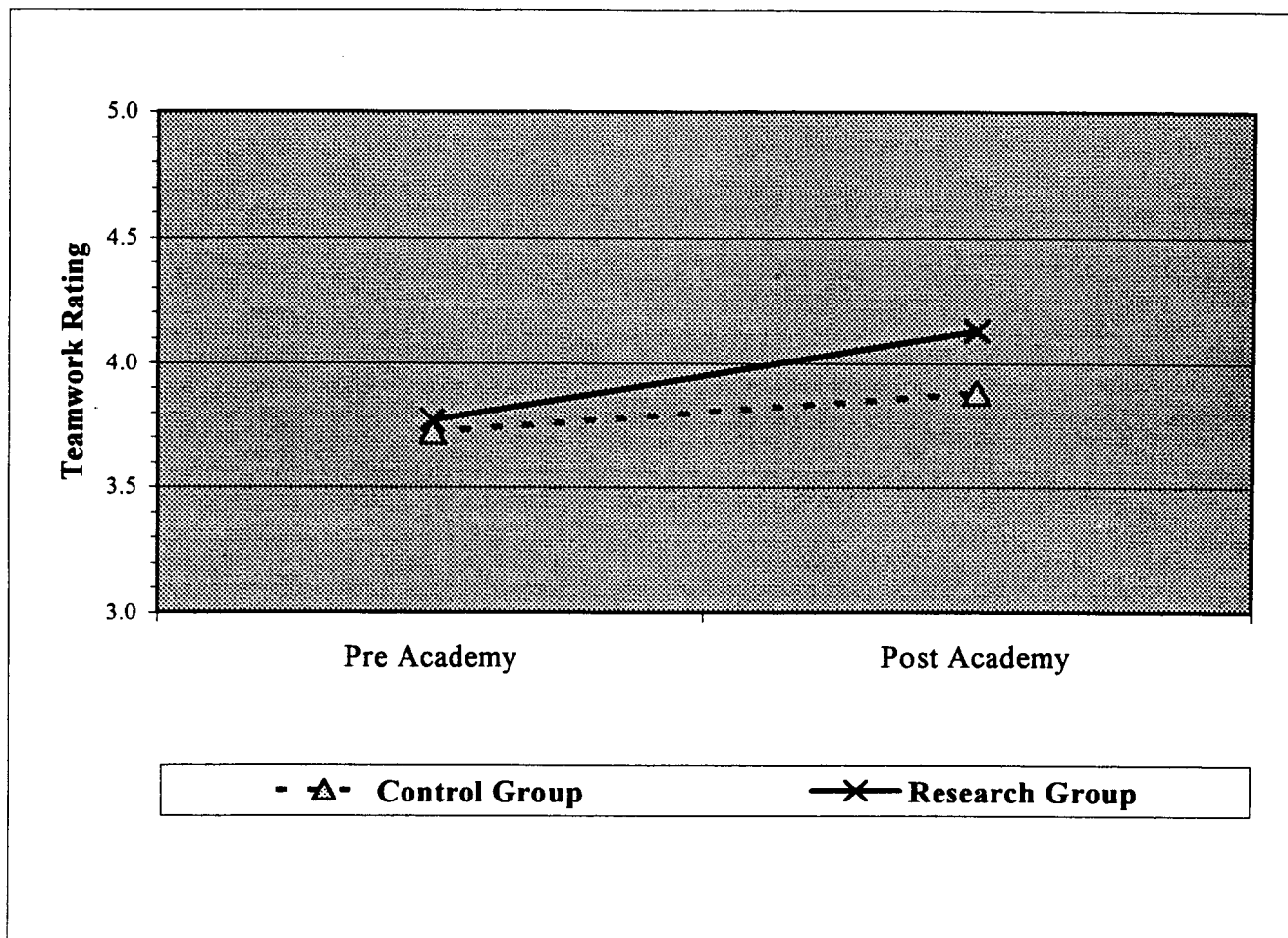




**Exhibit 23.**

**Comparison of Control and Research Groups:**

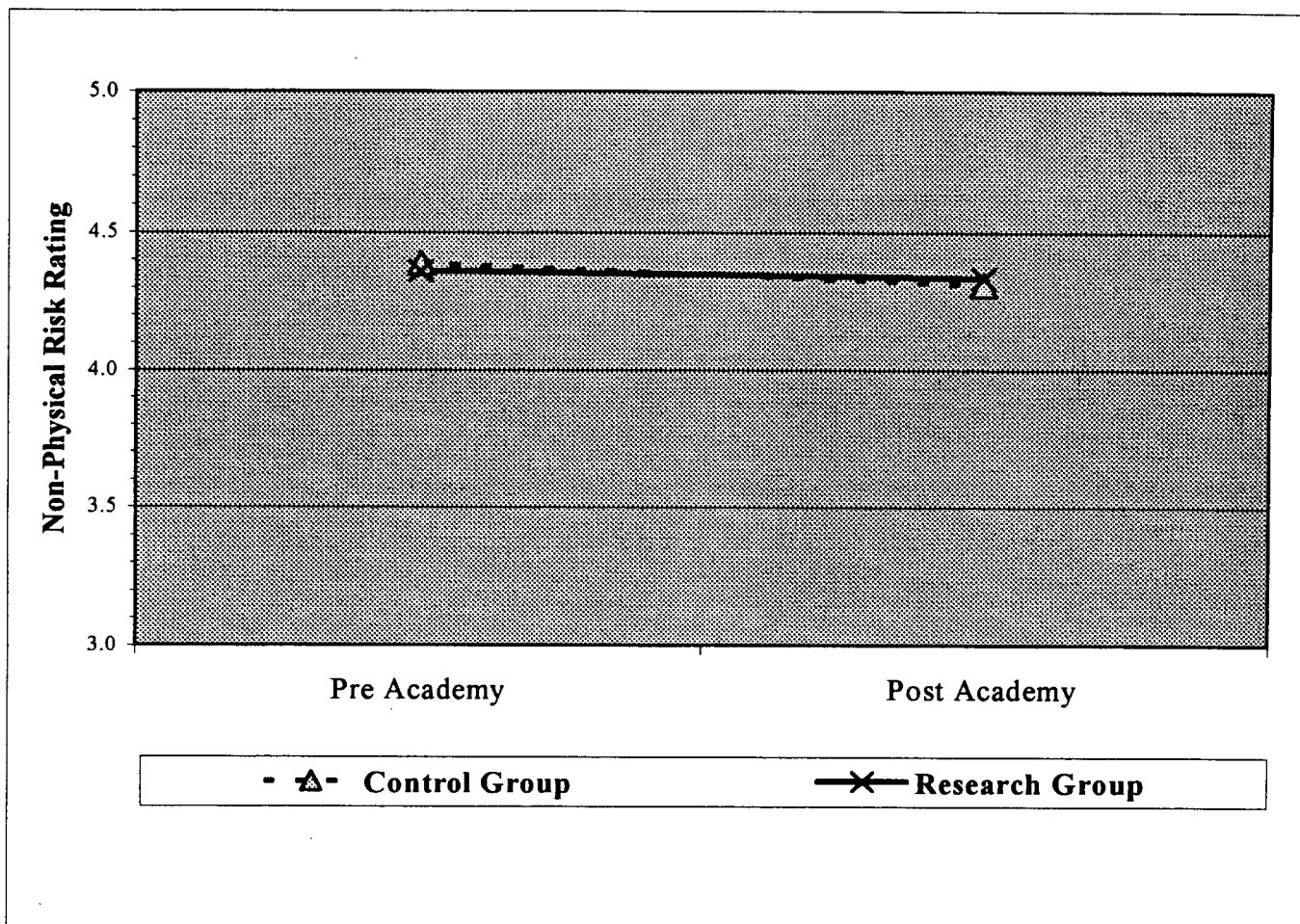
**Favors Teamwork**



**Exhibit 24.**

**Comparison of Control and Research Groups:**

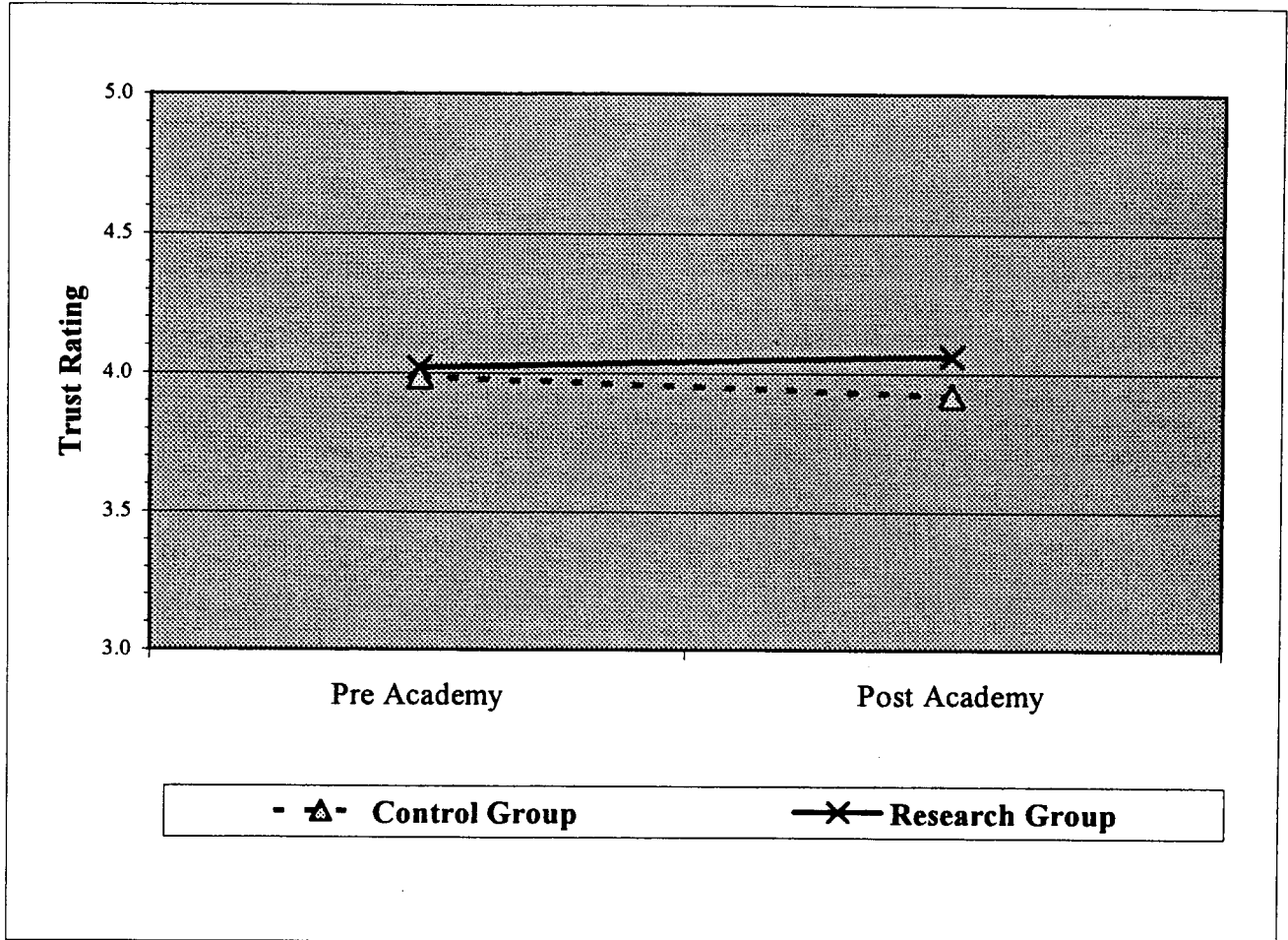
**Accepts Non-Physical Risk**



**Exhibit 25**

**Comparison of Control and Research Groups:**

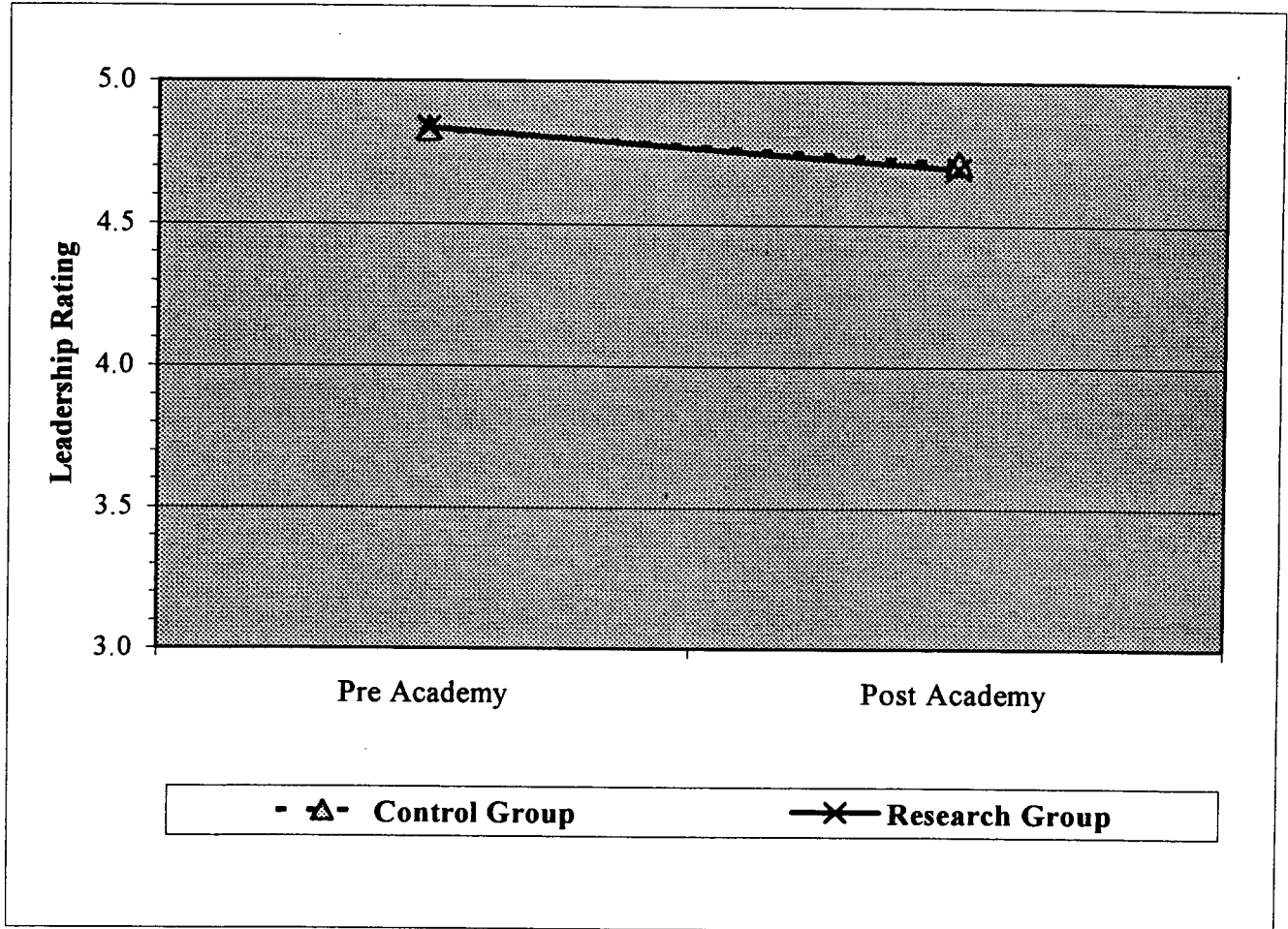
**Trusts Others**



**Exhibit 26.**

**Comparison of Control and Research Groups:**

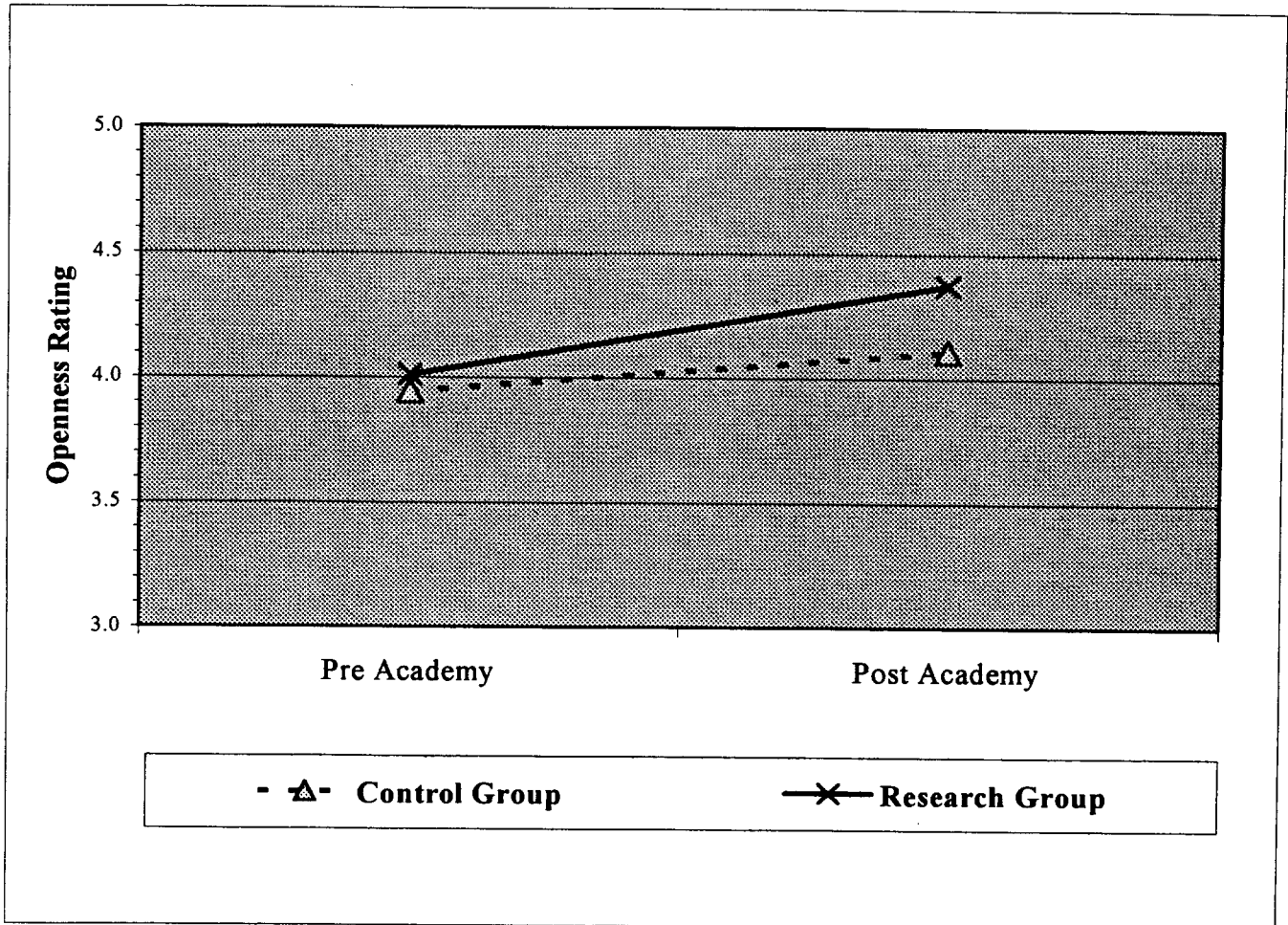
**Active Leadership**



**Exhibit 27.**

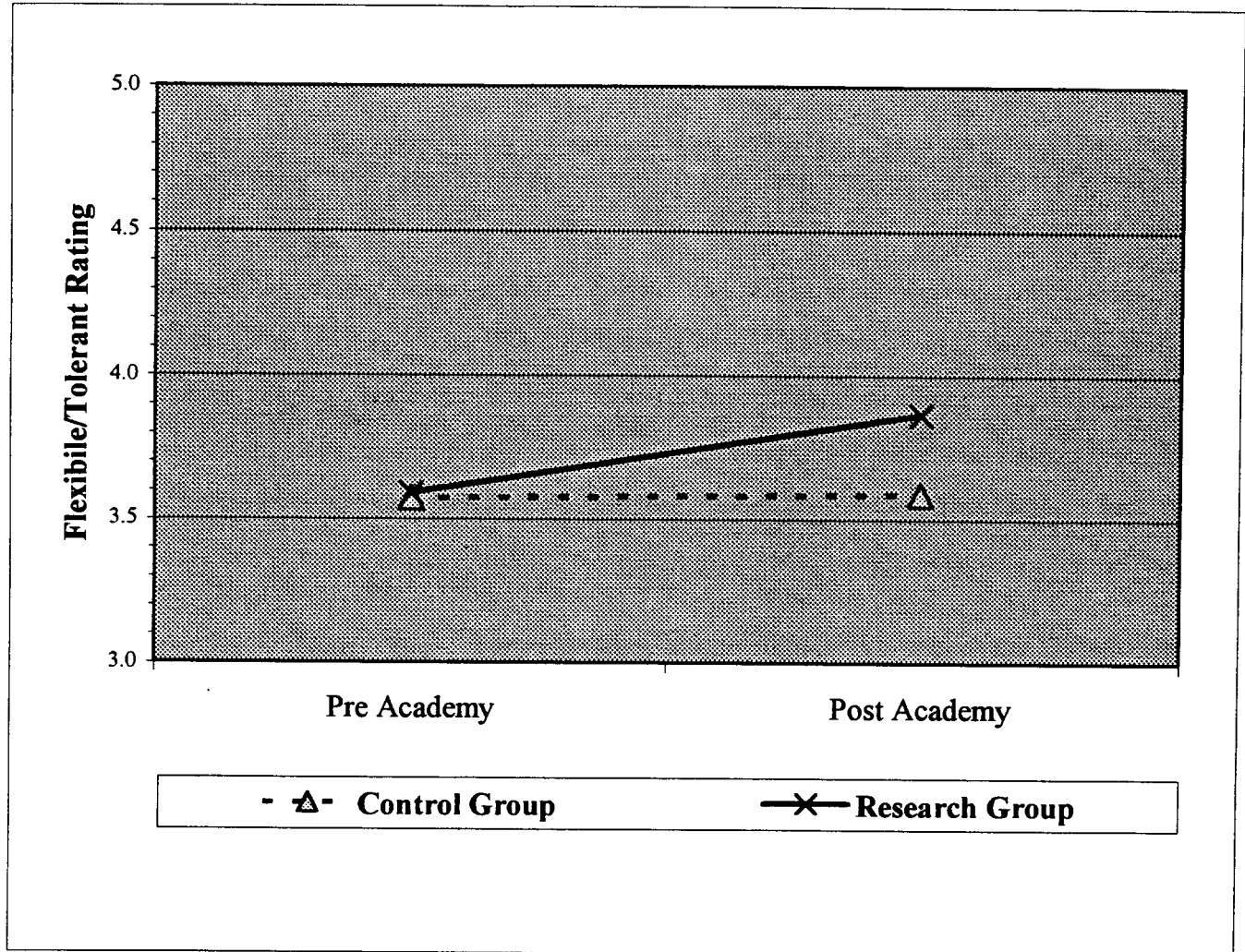
**Comparison of Control and Research Groups:**

**Open to New Ideas**



**Exhibit 28.**

**Comparison of Control and Research Groups:  
Flexible and Tolerant of Others**



## DISCUSSION AND CONCLUSIONS

In this portion of the report we draw inferences from the results and attempt to explain the findings in terms of the purpose of the project.

### Discussion of Results

The series of foregoing graphs that display the comparison of pre and post scores for both the Academy Research Group and the Academy Control Group illustrate findings that merit some explanation. This will be presented as a discussion of each attribute as follows:

**Community Policing Knowledge.** As depicted in Exhibit 19., both groups started at essentially the same level and both had a significant increase in their Knowledge scores. It should not be surprising, however, that the Academy Controls posted a gain in Community Policing Knowledge since the San Diego Regional Academy had in place a 16 hour course on Community Policing and Problem Solving for all recruits. The fact that the Research Group scored *so much* higher than the Control Group on the post-test indicates that a considerable amount of understanding about Community Policing and Problem Solving was imparted with the revised curriculum. This 60 item scale covers nearly all the topics proposed by the Task Force at the beginning of this project.

**Satisfaction with Community Policing.** This attribute was defined as the perception that policing throughout San Diego County was making a concerted effort to implement the principles of Community Policing. The graph in Exhibit 20. reveals that although the Research Group started out

with a slightly higher perception (though not significantly so) than the Controls, both groups ended at about the same level. That is, at the end of their academic training, both groups agreed that policing efforts were somewhat satisfactory. We conclude that the revised curriculum had no effect on this perception.

**Reactive Approach to Policing.** This measure attempted to tap into the perceptions about the effectiveness of "traditional", or random & reactive policing. As illustrated in Exhibit 21., both groups started off with similar, slightly favorable perceptions, but at the end of their Academy experience they *both* showed a significant drop in those perceptions (very close to the neutral point). This may have been due, once again, to the 16-hour Community Policing course. Although the Research group showed a greater decline toward accepting that policing approach, the difference was not significant. It is not until one looks at the perceptions of the Expert Officer group that one sees a *negative* view of this approach. Therefore, it cannot be said that the revised curriculum had any effect on this attribute.

**Proactive, Interactive, and Coactive Approaches.** For the sake of efficiency and simplicity, it was decided to combine these three perceptual scales into one (called COPPS), for illustrative purposes. All three scales are distinct from the *Reactive Approach* to policing, and correlate lowly with it, but correlate well with each other, as seen in the correlation matrix that appears as Exhibit 29.



Examining the graph in Exhibit 22. reveals that the Research and Control Groups started off with slightly high scores, then they both declined about the same amount during the Academy training and ended with the same relative score. It appears that the revised curriculum had no affect on these perceptions. It may be likely, however, that given the high scores on these policing approaches (an average of five out of six) that a "ceiling effect" (10) was operating. In other words, the ratings for these approaches had "topped out" and a slight, non-significant decline would be more likely than an increase. That is, the treatment effect would have to be *very* powerful indeed to be reflected in a significant gain score when starting at such high ratings.

**Exhibit 29.**

Correlation Matrix of Four Basic Policing Approaches

	<b>Reactive</b>	<b>Interactive</b>	<b>Proactive</b>	<b>Coactive</b>
<b>Reactive</b>	-	0.11	0.17	0.21
<b>Interactive</b>	0.11	-	0.56	0.69
<b>Proactive</b>	0.17	0.69	-	0.68
<b>Coactive</b>	0.21	0.69	0.68	-

**Favors Teamwork.** This scale reflected the degree to which one values working in concert with others versus "going it alone." This attribute, considered essential for an officer doing Community Policing, is shown in Exhibit 23. as being approximately the same at the beginning of recruit training for both the Research and Control groups and increasing at the end of training for both groups. The increase in scores for the Controls was not statistically significant, while the greater increase by the Research Group was. We surmise that the revised curriculum facilitated the growth of this attitude.

**Accepts Nonphysical Risk.** The willingness to try new approaches to policing problems was considered an essential attribute for officers working in a Community Policing environment. Many fresh strategies would likely fail at first, but an officer should risk those potential failures. The changes in this measure were virtually non-existent, as revealed in Exhibit 24. Both the Research and Control groups' scores were virtually the same on the pre-test and were basically unchanged by the end of the Academy training. Apparently nothing in either group's training facilitated a more positive attitude toward this type of risk. It should be mentioned, though, that both groups scored quite high: 4.31 and 4.33 compared to Senior Police Officers (4.18) and almost identical to Junior Police Officers (4.32); neutral on this trait is 3.50. This may be an attitude that is relatively higher for newcomers to policing, but may diminish over time unless they become accomplished problem solvers like the Expert Officers who scored 4.48 on this trait.

**Trusts Other People.** This attribute reflects the tendency to look for and expect the best in people. Certainly a prerequisite if one considers the movement to Problem Solving "partnerships" with non-law enforcement groups, agencies, and individuals. From Exhibit 25, we see that both the Control and Research groups scored the same on the pre-test, somewhat positive (about 4.0 on a six-point scale). At the post-test, there was a slight (non-significant) diversion in their scores with the Research Group basically leveling off and the Control Group dropping slightly. One concludes from the statistics that there was no significant effect from the revised curriculum on this attitude. Perhaps an increase in trust of others comes from actually performing Community Policing as suggested from the 4.4 score by the Expert Officers .

**Active Leadership.** Recognizing that Community Policing officers will have to be active in promoting Problem Solving and active in enrolling others to take part in such efforts were the underlying premise of this attribute. From the graph shown in Exhibit 26., basically similar scores on the pre-test and post-test by the Control and Research groups are displayed. One also recognizes a slight (and non-significant) decline at the end of Academy training by both groups. Once again, given the high level of these scores (4.72 and 4.70), we might be experiencing a "ceiling effect" on this attribute and could not expect to see any gain unless a very strong treatment was introduced.

**Open to New Ideas.** The notion that police, in partnership with non-police for joint Problem Solving, will need to work with others not just in the implementation of police developed strategies, but will need to be able to grasp ideas that may be new to the Community Policing officer. The predisposition to open oneself to the ideas of others that are different from one's peer group was an attitude that was seen as important here. From Exhibit 27., it can be seen that although the Research Group at the pre-test scored slightly higher than the Controls and both groups posted increased scores at the post-test, the Research Group showed a much higher gain. The 4.2% increase in the Control group was non-significant and was eclipsed by the 9.2% increase in the Research Group on this attribute. We presume that the revised curriculum contributed to this result.

**Flexible/Tolerant of Others.** It is thought that effective Community Policing officers, since they interact much more with the general public as well as other people from governmental departments and private agencies, need to be more flexible in their role as police officer. That is, to forgo the "enforcer" and "expert" roles *at times* and become group facilitators or just participants in the various

stages of the Problem Solving process with a wide range of people. Changes in this attribute are revealed in Exhibit 28. As shown there, pre-tests scores were almost identical for the Research and Control groups and the Control Group showed no change at all at the post-test. In contrast, the Research Group achieved a significant increase by the time of the post-test. Evidently, the experiences of the Research group recruits during Academy training influenced this improvement in their respective attitudes.

It needs to be noted that of the six attitudes measured, this one showed the lowest level of agreement. Recall that a value of 3.0 indicated a slight disagreement while a value of 4.0 meant slight agreement. Thus, at the pre-test both groups were somewhat ambivalent (near 3.5) on this attribute. At the end of the Academy training, the Research group was slightly in agreement (3.86) with the items in this scale. The Expert Officers were more in agreement (4.11) with the questions in the scale, but still scored lower on this attribute than on any other attitudinal scale.

### **Conclusions**

From the research evidence presented in this report it is clear that the recruits receiving instruction under the revised curriculum were much better informed of Community Policing concepts, practices, strategies, and approaches than their counterparts who received instruction under the previous curriculum. This understanding should lead to a greater appreciation of this policing philosophy and its applications in the field. As such, graduates of the "New Academy" should be better able to separate myth from fact, as it relates to Community Policing, and be better prepared to argue for its

benefits with peers: Other officers who may attempt to influence the recent graduate to "forget all the stuff you learned in the Academy, this is the way we do it in the real world."

Recent graduates should also be better problem solvers since they are more familiar with the Problem Solving model, its step-wise process, and the benefits it will accrue to those that employ the model. Furthermore, those that are more *Open to New Ideas*, as the Research group demonstrated, should make neighborhood Problem Solving even more effective than those who are not nearly as open. This attribute should also benefit officers and their agencies as they progress in their careers. Employees who are open to new ideas may not be as resistant to the inevitable organizational, technological, and social changes that will confront them and their respective police departments.

In the same vein, those who demonstrate higher levels of being *Flexible and Tolerant of Others* would necessarily be more valuable to organizations who not only are dealing with an increasingly diverse public, but whose own employees are becoming more and more diverse. This attribute should also serve to foster better communication between officers and the groups and individuals they come in contact with on a daily basis.

As policing moves away from the notion of a solitary officer as a fairly independent "law enforcer", to roles where everyone is becoming more interdependent, both within the police agency and with other governmental and public agencies, the need for effective teamwork will also increase. The graduates of the "New Academy" indicated a substantial increase in favoring teamwork and if this attitude continues to grow it should benefit the officer, the agency, and the public.

Taken together, the improvements recorded by the Research group have the potential of producing more effective officers in a Community Policing environment. One only needs to examine the characteristics of the Expert Officer group to see how well the twelve Community Policing attributes have served them. On this note, it might do well to ask how any recruit academy or police department can extend the progress made during this project. After all, there were still some positive attributes that did not show an appreciable level of growth after receiving the revised curriculum, but were present in the Expert Officers. Perhaps there are limits on what traits can be positively affected in a recruit academy. Nevertheless, one wonders what can be done to make all officers more like the expert.

## ENDNOTES

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## APPENDIX A

Academy Course Topics Monitored by Subject Matter Experts (in **Bold**)



## ACADEMY LEARNING DOMAIN COURSES

<b>ADMINISTRATION OF JUSTICE COMPONENTS</b>	<b>MISSING PERSONS &amp; RUNAWAYS</b>
<b>ARREST &amp; CONTROL #1-20</b>	<b>NARCOTICS &amp; DANGEROUS DRUGS #1-2</b>
<b>AUTO THEFT INVESTIGATIONS</b>	<b>OFFICER SAFETY &amp; FIELD TACTICS</b>
<b>BUILDING SEARCHES</b>	<b>OFFICER SAFETY/PURSUIT DRIVING</b>
<b>BURGLARY &amp; GRAND THEFT INVESTIGATIONS</b>	<b>PATROL TECHNIQUES #1-2</b>
<b>CALIFORNIA COURT SYSTEMS</b>	<b>PHYSICAL FITNESS</b>
<b>CHEMICAL AGENTS #1-2</b>	<b>PROBLEM ORIENTED POLICING #1-4</b>
<b>CITATIONS &amp; WARNINGS/LICENSE &amp; ID</b>	<b>PROFESSIONAL ETHICS</b>
<b>CLOSE ORDER DRILL</b>	<b>REASONABLE FORCE &amp; CIVIL LIABILITIES</b>
<b>CRIME PREVENTION TECHNIQUES</b>	<b>REPORT WRITING #1-16</b>
<b>CRIMES AGAINST CHILDREN</b>	<b>ROBBERY INVESTIGATIONS</b>
<b>CRIMINAL JUSTICE COURSES IN PROGRESS</b>	<b>ROLE PLAY #1-5</b>
<b>CRIMINAL LAW #1-10</b>	<b>SEARCH &amp; SEIZURE #1-4</b>
<b>CROWD CONTROL #1-2</b>	<b>SEX CRIME INVESTIGATION</b>
<b>CULTURAL DIVERSITY #1-5</b>	<b>SEX CRIME LAWS</b>
<b>CUSTODY PROCEDURES</b>	<b>S.I.D.S.</b>
<b>DEADLY FORCE #1-3</b>	<b>SPANISH #1-17</b>
<b>DEATH CASES #1-3</b>	<b>STREET &amp; MOTORCYCLE GANGS #1-3</b>
<b>DOMESTIC VIOLENCE #1-2</b>	<b>STRESS FACTORS</b>
<b>E.E.O. ISSUES</b>	<b>TACTICAL APPLICATIONS FOR PATROL</b>
<b>EMERGENCY VEHICLE OPERATIONS</b>	<b>TACTICAL SHOTS #1-3</b>
<b>FELONY ASSAULT INVESTIGATION</b>	<b>TRAFFIC ALCOHOL VIOLATIONS #1-2</b>
<b>FINGERPRINTING</b>	<b>TRAFFIC COLLISION INVESTIGATION #1-5</b>
<b>FIRST AID</b>	<b>TRAFFIC DIRECTION</b>
<b>GAY &amp; LESBIAN POPULATION</b>	<b>TRAFFIC STOPS &amp; FIELD PROBLEMS</b>
<b>HANDLING DISPUTES</b>	<b>UNUSUAL OCCURRENCES/ARSON &amp; EXPLOSIVES</b>

ACADEMY LEARNING DOMAIN COURSES

<b>LATE CRIMES</b>	<b>VEHICLE IMPOUNDS</b>
<b>HAZARDOUS MATERIALS</b>	<b>VEHICLE OPERATIONS #1-4</b>
<b>HIGH RISK VEHICLE STOPS #1-2</b>	<b>VEHICLE PULLOVERS #1-2</b>
<b>INFORMATION GATHERING</b>	<b>VERBAL JUDO #1-2</b>
<b>INTERVIEW TECHNIQUES</b>	<b>VICE AND ABC LAWS</b>
<b>INTRODUCTION TO INVESTIGATIONS</b>	<b>VICTIMOLOGY</b>
<b>INTRODUCTION TO TRAFFIC #1-4</b>	<b>VICTIM'S ASSISTANCE</b>
<b>JUVENILE LAW PROCEDURES &amp; BOOKING</b>	<b>WANTS &amp; WARRANTS</b>
<b>KIDNAP INVESTIGATION</b>	<b>WORKING WITH THE DISABLED</b>
<b>LANDLORD/TENANT DISPUTES</b>	<b>WORKING WITH THE MENTALLY ILL</b>
<b>LAW ENFORCEMENT TELECOMMUNICATIONS</b>	
<b>LAWS OF ARREST #1-2</b>	
<b>LAWS OF EVIDENCE #1-2</b>	
<b>EDIA SENSITIVITY</b>	
<b>MIRANDA WARNINGS</b>	

ACADEMY LEARNING DOMAIN COURSES

## **APPENDIX B**

### **Task Force List of Desirable Traits in Community Policing Officers**

<b>ATTITUDES</b>	<b>SKILLS</b>	<b>KNOWLEDGE</b>
Time Management	Participative Management	Resources (public, private)
Initiative	Facilitating (Effective Communication Skills, Individual/Group)	Problem Solving
“Value” Problem Solving	Interpersonal Skills	Information
Seek P.S. Opportunities (Proactive P.S.)	Problem Solving	Definitions
Community Interactions (Define Partnerships)	Neighborhood Assessments	Organization/Management Support
Resources (Value/Willingness to Use)	Resources	Engaging the Community
“Openness” to New Ideas	Analyzing Information (All Avenues)	Tools/Laws Supporting P.S.
“Innovativeness” (Empowerment)	Recognizing P.S. Opportunities	Political Realities
Team Orientation	Team Building	Roles/Responsibilities of Community
Creativeness (Reasonable vs. Unreasonable)	Creativeness	Influence/Control
Sphere of Influence/Control	Control of Situations/Incidents	Ethics
Ethics/Convictions	Effective Use of S.A.R.A.	
Ownership/Responsibility (Territoriality)	Community Involvement (Mobilization)	
“Go Find It” vs. “Let It Come To Me”		
Profiling vs. Stereotyping		
Control of Situations/Leadership (IE. “There’s Nothing I Can Do, It’s Not My Problem, It’s Always Been That Way, It’ll Never Work.”)		
Peer Influence		
Tenacity (Diplomatic/Positive)		
Goal Oriented		
Learning (Attitude) from Experiences vs. Task Oriented/Avoidance		

## APPENDIX C

Instrument to Assess: KNOWLEDGE, PERCEPTION, AND ATTITUDES



**SAN DIEGO REGIONAL LAW ENFORCEMENT  
TRAINING CENTER  
at Miramar College**

10440 Black Mountain Road • San Diego, CA 92126

**TRAINING ASSESSMENT SURVEY**

**Sponsored by the National Institute of Justice**

THIS IS A SURVEY OF POLICE TRAINING ISSUES IN A TWO-PART FORMAT. IN THE FIRST SECTION OF THIS SURVEY, YOU ARE ASKED TO INDICATE YOUR LEVEL OF *AGREEMENT OR DISAGREEMENT* ON A NUMBER OF DIFFERENT TOPICS. THERE ARE NO RIGHT OR WRONG ANSWERS. PLEASE BE SURE TO MARK A RESPONSE TO *EVERY* STATEMENT AS CANDIDLY AS POSSIBLE.

IN THE SECOND SECTION OF THIS SURVEY, YOU ARE ASKED TO DECIDE WHETHER CERTAIN STATEMENTS ARE RIGHT OR WRONG. AT TIMES, IT MAY APPEAR THAT MORE THAN ONE RESPONSE MAY BE CORRECT. YOU SHOULD THEN SELECT THE MOST CORRECT, INCLUSIVE AND DEFINITE ANSWER.

PLEASE TAKE NOTE THAT THIS SURVEY IS COMPLETELY ANONYMOUS. DO NOT WRITE YOUR NAME ON THE FORM. AN INDEPENDENT RESEARCH FIRM WILL SCORE THE RESPONSES AND AVERAGE THE SCORES IN GROUPS OF 30 OR MORE. NO INDIVIDUAL ANSWERS WILL BE AVAILABLE FOR REVIEW.

YOUR HELP IN DETERMINING TRAINING NEEDS IS IMPORTANT FOR THE FUTURE OF QUALITY POLICING THROUGHOUT SAN DIEGO COUNTY. THANK YOU FOR YOUR TIME AND COOPERATION.

PART-I



**THE FOLLOWING STATEMENTS REFER TO *POLICING TODAY* IN SAN DIEGO COUNTY**

**( Please circle the number corresponding to your level of agreement)**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**1) Community members believe that the police are working hard to make their neighborhoods safe.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**2) Obtaining support from the residents is a police priority.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**3) Most residents do not respect the police.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**4) The police are doing a good job of reducing citizens' fear of crime in the community.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**5) The police can be much more effective in promoting positive police-community relations.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**6) Obtaining support from business people is a police priority.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**7) The police are not doing a good job of creating a sense of security in the community.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**8) People throughout the area generally look upto the police.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**9) The relationship between the police and the community is not very good.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**10) The community believes the police are not focusing on the proper community issues.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**THE FOLLOWING STATEMENTS REFER TO HOW *POLICING SHOULD* BE PERFORMED**

**( Please circle the number corresponding to your level of agreement)**

**11) Police officers should not become personally involved with the residents of their patrol areas.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**12) Officers should be sincerely concerned about the well being of the people in the areas they patrol.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**13) Problem solving should not be part of an officer's primary responsibilities.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**14) Police should make frequent and informal contact with people in the area they patrol.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**15) Police should work with community members to address problems in the area they patrol.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**16) Officers should make a major effort to learn about the concerns of the citizens in their patrol areas.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**17) The most effective crime prevention activity is arresting lawbreakers.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

18) Responding rapidly to calls-for-service is likely to be productive only a small percentage of the time.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

19) Officers should remember that enforcing the law is by far their most important responsibility.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

20) Residents can be a vital source of information about the problems in their neighborhood.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

21) An effective police officer will spend a lot of time to find out what people think the local problems are.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

22) Police should respond to community concerns even if they have nothing to do with crime.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

23) Community Policing has no provisions for dealing with habitual offenders.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

24) Random patrol produces random results.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

25) The fear of crime can be as big a problem as crime itself.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

26) When dealing with community members and groups, police officers need to always maintain command and control of the situation.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

27) Police officers must understand that their role is more than just enforcing laws.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

28) Over time, assigning officers to the same neighborhood will lead to officer boredom/burnout.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

29) During community interactions, politically involved individuals/groups can place pressure on officers to violate proper procedures in order to suit their needs.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

30) As long as a law is on the books, the police must enforce it.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

31) Sometimes the best way the police could address a problem is to have some group or agency take over responsibility for it.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

32) Crime/disorder problems would almost disappear if officers just did their assigned jobs every day.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

33) The random patrol method is a consistent way of preventing street crime.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

34) Regardless of how urgent a citizen generated call for service may be, it is important that police respond as rapidly as possible.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

35) Since there are so many crime/disorder incidents everyday, what the police should do is to handle each one as best they can, and then move to the next case.

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**36) The general public has a reasonable expectation that a police officer will be dispatched to every call.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**37) Assisting the community can be as important as enforcing the law.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**38) The best way of handling a large number of incidents is to look for similarities and address those patterns in a planned, systematic way.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**39) All laws should be enforced at all times, or else people lose respect for the law.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**40) Police should try to solve non-crime problems if they are taking place in the area they patrol.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**41) All officers should have a daily plan as to how and what they will accomplish, and try hard to follow it**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**42) There are more enduring ways of addressing crime/disorder problems than arresting people.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**43) Crime and disorder problems are inherently similar in all neighborhoods.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**44) Community members should have input regarding how their community is policed.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**45) Officers should try to solve the problems identified by the people in the areas they patrol.**

Strongly Disagree..1.....Disagree..2.....Partially Disagree..3.....Partially Agree..4.....Agree..5.....Strongly Agree..6

**PART-II**

## TRAINING ASSESSMENT SURVEY

( Please circle the number corresponding to your level of agreement )

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**1) The quote, "The whole is greater than the sum of its parts", could definitely refer to teamwork.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**2) Working as part of a team is OK as long as I have "veto" power as to what I do.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**3) It's a good idea not to undertake a project unless you have a pretty good idea how it will turn out.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**4) The most productive team is comprised of all like-minded people.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**5) I check my progress against what I want to accomplish.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**6) As I'm working, it's easy to ignore noise and action around me.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**7) A big problem with most work teams is that they waste so much time discussing rather than doing.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**8) Capable people who fail to become leaders have not taken advantage of their opportunities.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**9) Successful team leaders pay as much attention to the needs of the team members as completing the task.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**10) A group which tolerates too much difference of opinion among its members cannot exist for long.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**11) It is often best to reserve judgment about what's going on until hearing the opinions of those one respects.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**12) I am able to persuade people without threats or coercion.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**13) Generally, most people can be trusted.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**14) I am quicker to praise than to criticize.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**15) A strong forceful leader is the best way to increase a team's effectiveness.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**16) I adapt my style of dealing with people in different situations.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**17) A mark of a high achieving team is its small number of disagreements in reaching decisions.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**18) It's best to focus on the project's goals before searching for past solutions to similar problems.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**19) Good team players go along with the group without trying to argue alternative views.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**20) You can't be too careful dealing with people.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**21) All team members should encourage others to work harder and contribute more to group goals.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**22) Once you have made up your mind, stick with it, don't change.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**23) People with no experience solving a particular problem have little to offer, you should only seek expert advice.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**24) I am more interested in achieving an outcome, rather than the specific way of working toward it.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**25) One must always watch out for "hidden motives" with other person's ideas.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**26) I am reluctant to take the initiative in meeting people, organizing, etc.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**27) It's important to focus on the positive aspects of an idea in the early stages of development.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**28) It would be best if people were more definite about things.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**29) Once you find that an idea isn't working as planned, scrap it and find a new one right away.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**30) It's best to avoid things that are uncertain and unpredictable.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**31) "Brainstorming" is a proven idea generating technique.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**32) The person who said, "Imagination is more important than knowledge", must have been a genius.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**33) One must possess considerable negotiating skills to be an effective team leader.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**34) One must be ever cautious about the dangers of "group think".**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**35) While skeptical of new ideas, I would be willing to try them out.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**36) It is often best to reserve judgment about what's going on until hearing the opinions of those one respects.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

- 37) **A step-by-step approach to problem solving that stresses analysis and planning is superior to other methods.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 38) **One should thoroughly investigate why a particular idea or plan failed before declaring it unusable.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 39) **On any sort of exam or competition, I like to know how well I do relative to everyone else.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 40) **If I need help carrying out a plan of mine, it's usually not difficult to get others to help.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 41) **Most people are not really honest for a desirable reason, they're really afraid of getting caught.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 42) **The best way to solve work problems is to trust your instincts and have the determination to follow through.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 43) **People pretend to care more about one another than they really do.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 44) **When I make plans I am certain to make them work.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 45) **I find it easy to play an important part in most group situations.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 46) **Unfortunately, an individual's worth often passes unrecognized no matter how hard he or she tries.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 47) **Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 48) **Of all the different philosophies which exist in this world there is probably only one which is correct.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 49) **Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 50) **Most of the time people try to be helpful.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 51) **Many people with whom I have discussed important social problems don't really understand what's going on.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 52) **I listen carefully to others before forming an opinion.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 53) **Most people will try to take advantage of you.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 54) **I can learn almost anything if I put my mind to it.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6
- 55) **Most people inwardly dislike putting themselves out to help others.**  
Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**56) There is something strange and different about most people; one never knows what they are thinking or planning nor what makes them tick.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**57) The extent of personal achievement is often determined by chance.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**58) The best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**59) Most people don't know what's good for them.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**60) Our thinking is much better off when we employ words like "probably", "approximately", and "perhaps".**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**61) It's rarely a bother when something unexpected interrupts my daily routine.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**62) I'm not good at guiding the course of conversation with a group of people.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**63) It's not necessary to be in control of the situation at all times.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**64) Most people would lie if they could gain by it.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**65) I exert a great deal of influence over most of my friends.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**66) I am reluctant to try out a new idea.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**67) I seek help from others on difficult tasks rather than going it alone.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**68) I stand up for what is right even if it could cost me my job.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**69) I find common ground among participants in a conflict.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**70) I realize that when I am in charge I make sure everyone is aware of it.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**71) Even if carefully planned and organized work does not succeed, there is great value in the effort alone.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**72) When things go wrong, I take steps to cover myself from blame.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**73) I review outcomes and priorities before responding to situations.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**74) Most people try to be fair.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6



**75) I devote effort to special projects in addition to my regular duties.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**76) Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**77) If somebody asks me to do something, I look at the trade off before deciding.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**78) When being interviewed I can usually steer the interviewer toward the topics I want to talk about.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**79) I have difficulty finding time to work on major projects without being interrupted.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**80) By taking an active part in political and social affairs the people can control world events.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**81) I make a list each day of things I want to get done, in order of importance.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**82) People who seem unsure and uncertain about things make me uncomfortable.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**83) I try to be as responsive as I can to every request for my service.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**84) It is frustrating to be told what to do and exactly how to do it.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**85) When I need to do some studying, writing, or analyzing, I can find a place to do it.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**86) I work better without time schedules.**

Strongly Disagree- 1.....Disagree- 2.....Slightly Disagree- 3.....Slightly Agree- 4.....Agree- 5.....Strongly Agree- 6

**PART-III**

**POLICE TRAINING ASSESSMENT SURVEY**  
(Circle only the most correct answer to each question.)

- 1) **Problem oriented policing can best be described as:**
  - a) a philosophy.
  - b) a departmental policy.
  - c) an operational process.
  - d) a community partnership method.
  - e) another term for professional policing.
  
- 2) **What percentage of serious crimes committed does the criminal actually serve "prison time" for?**
  - a) More than 25%
  - b) Between 20-25%
  - c) Between 10-20%
  - d) Between 5-10%
  - e) Less than 5%
  
- 3) **You are assigned to attend a community meeting to address complaints of a neighborhood problem. The attending citizens have formed a committee to address the problem, but are unsure how and where to begin. The most appropriate action would be to:**
  - a) take a report and allow the group to solve the problem on their own.
  - b) define what needs to be done, make assignments, and supervise the groups actions.
  - c) decide how to address the problem after receiving the group's input.
  - d) work with the group to examine the situation and develop a solution to it.
  - e) advise the group your department will take care of the problem.
  
- 4) **Neighborhood policing is:**
  - a) a term to describe a method of policing.
  - b) a type of patrolling to replace random patrolling.
  - c) a new term for foot patrol in residential areas.
  - d) an extension of the Neighborhood Watch program.
  - e) a strategy to deal specifically with residential problems.
  
- 5) **"Facilitating" as a role of an officer in community policing refers to:**
  - a) taking control at community meetings and keeping on schedule.
  - b) taking on the roles and responsibilities of other public agencies.
  - c) coordinating those who are responsible for addressing problems.
  - d) being the contact person for citizens on all neighborhood problems.
  - e) organizing community meetings and ensuring a successful outcome.
  
- 6) **Problem oriented policing differs from traditional policing in that:**
  - a) problem oriented policing involves more analytic effort.
  - b) problem oriented policing relies on community support as partners in decision making.
  - c) the police retain the initiative in defining and acting upon crime problems with problem oriented policing.
  - d) arrest and prosecution are no longer important tools of policing with problem oriented policing.
  - e) problem oriented policing requires rapid response to citizens' calls-for-service.

- 7) **Which of the following are factors for a police problem solving effort?**  
a) Two or more incidents which are similar in nature.  
b) A situation that has the potential to cause harm.  
c) A situation which the public expects a police response in handling the problem.  
d) Both a and b.  
e) All of the above.
- 8) **Neighborhood policing encourages the identification and resolution of problems by:**  
a) neighborhood residents.  
b) community groups active in the area.  
c) all those with a stake in the issue.  
d) officers assigned to the service area in question.  
e) specialists in the field.
- 9) **According to current national estimates, what percentage of an average police officer's work actually involves enforcing the law and/or arresting people?**  
a) 25%  
b) 40%  
c) 55%  
d) 70%  
e) 85%
- 10) **The first and most important consideration in determining the extent of community involvement in a problem solving effort should be:**  
a) information availability.  
b) the group's commitment to action.  
c) the group's cohesiveness.  
d) the nature of the problem.  
e) the department's ability to spend time with them.
- 11) **According to studies, the proportion of serious crimes that occur which are reported to the police are?**  
a) greater than 50%  
b) between 40-50%  
c) between 30-40%  
d) between 20-30%  
e) less than 20%
- 12) **A police or sheriff department's primary representative to the public is the:**  
a) public affairs officer.  
b) chief or sheriff.  
c) patrol officer.  
d) 911 dispatcher.  
e) crime prevention officer.
- 13) **The difference between problem oriented policing and community relations is:**  
a) one is a policing philosophy and the other is a policing method.  
b) none, they basically have the same meaning.  
c) one is a policing philosophy and the other is a way of improving the public's perception of the department.  
d) one sometimes involves working with citizens and the other does not.  
e) one is a policing method and the other is a way to improve the public's perception of the department.

- 14) **The "S.A.R.A." problem solving model stands for:**  
a) searching, attending, revealing, arresting.  
b) scanning, analyzing, responding, assessing.  
c) starting, attending, responding, arresting.  
d) simplifying, analyzing, revealing, assessing.  
e) surveying, attending, responding, arresting.
- 15) **Which of the following survey techniques is low cost, yet is highly efficient and yields results that most reflect the views of all the residents of a given neighborhood?**  
a) Telephone  
b) Mail  
c) Door-to-door  
d) Malls/shopping centers  
e) Community meetings
- 16) **The main difference between community oriented policing and problem oriented policing is:**  
a) one is a police philosophy and the other is a policing method.  
b) none, they basically have the same meaning.  
c) one is a policing philosophy and the other is a way of improving the public's perception of the department.  
d) one sometimes involves working with citizens and the other does not.  
e) one is a policing method and the other is a way of improving the public's perception of the department.
- 17) **Which of the following is not a principle of community policing?**  
a) Empowers and strengthens community-based efforts.  
b) Requires greater hierarchial management structures.  
c) Requires police to be constantly flexible in their responses.  
d) Redefines the roles and relationships between the police and the public.  
e) Requires knowledge of available resources, and how to acquire and use them.
- 18) **Neighborhood policing is not:**  
a) value driven.  
b) decentralized.  
c) incident driven.  
d) time consuming.  
e) proactive.
- 19) **During regularly held community meetings, the most common complaint voiced by citizens regarding their neighborhood usually involves:**  
a) safety in their homes.  
b) quality of life issues.  
c) crimes of violence.  
d) gang activity.  
e) property crimes.
- 20) **The main difference between community oriented policing and neighborhood policing is:**  
a) one is a police philosophy and the other is a policing method.  
b) none, they basically have the same meaning.  
c) one is a policing philosophy and the other is a way of improving the public's perception of the department.  
d) one sometimes involves working with citizens and the other does not.  
e) one is a policing method and the other is a way of improving the public's perception of the department.

- 21) **Which of the following governmental departments have proven to be useful in neighborhood policing?**
- Planning.
  - Building and Safety.
  - Housing.
  - Public Works.
  - All of the above.
- 22) **What is the most encompassing role of the typical patrol officer?**
- Form and foster a partnership with the community to solve neighborhood problems.
  - Attend community meetings to convince the public that their concerns are important to the police.
  - Staff a storefront office to take reports and disseminate information.
  - Engage in public relations events so the public will get to know the police.
  - Investigate crimes and arrest those responsible for them.
- 23) **You respond repeatedly to a domestic disturbance at the same location over the course of a week. The level of violence increases with each subsequent incident. What action should you take?**
- Write the report and advise the Domestic Violence Unit.
  - Seek the cooperation of both subjects and don't leave until the situation is resolved.
  - Advise those involved that arrests may occur and then provide appropriate extra patrol.
  - Utilize problem solving techniques and appropriate resources to resolve the problem.
  - Make necessary arrests and/or crime reports and volunteer your assistance to the Domestic Violence Unit.
- 24) **The main difference between community policing and neighborhood policing is:**
- one is a policing philosophy and the other is a policing method.
  - none, they basically have the same meaning.
  - one is a policing philosophy and the other is a way of improving the public's perception of the department.
  - one sometimes involves working with citizens and the other does not.
  - one is a policing method and the other is a way of improving the public's perception of the department.
- 25) **Your patrol area has a high crime business district. There have been arrests for prostitution and narcotics for years in the immediate area. Lighting is poor, and there is a low income hotel with both hourly and long term rates. With the information provided, how would you best describe the problem?**
- Prostitutes are responsible for detrimentally affecting the area.
  - There are not enough cops to do the job correctly.
  - Environmental/historical issues are the causes.
  - There are other more important issues than a victimless crime like prostitution.
  - The Vice Unit has not been effective there.
- 26) **You have started a problem solving project. You have many ideas about how the issue(s) can be addressed. As you identify resources that might be used, you should do the following with them:**
- contact the Crime Prevention Unit and have them organize the resources.
  - develop a detailed resource list that can be used in this and similar projects.
  - collect business cards as you make contacts and keep them for future use.
  - make notes on your patrol log and keep copies for future reference.
  - identify the most promising resource and develop a response that will utilize it.
- 27) **Prior to developing a response to a problem, which one of the following should not be a consideration in planning for the project's outcome?**
- Reduce the harm caused by the problem.
  - Lower the priority of the problem.
  - Eliminate the problem.
  - Reduce the frequency of the problem.
  - Remove the problem from police consideration.

- 28) **When forming a response to a disorder problem, your strongest consideration should be choosing:**
- a) from the response(s) you have had the most prior experience.
  - b) none that involve a large expenditure of public resources.
  - c) one your supervisor favors.
  - d) several ones which can be compared and evaluated.
  - e) the one the community will be most enthusiastic about.
- 29) **While preparing to implement a response to an identified harm, which activity is the least important?**
- a) Developing alternative responses.
  - b) Listing the resources needed.
  - c) Determining who will do what.
  - d) Calculating the amount of time each task will take.
  - e) Identifying all specific tasks needed to be performed.
- 30) **The best method of determining the extent of unreported crimes and disorder problems in a neighborhood is by:**
- a) field interviews.
  - b) crime reports.
  - c) radio calls-for-service .
  - d) officers observations.
  - e) residential surveys.
- 31) **The primary purpose for the final phase in the problem solving model is to:**
- a) document all activities as the plan is implemented.
  - b) report implementation problems to supervisors.
  - c) list tools, personnel, facilities and other resources used.
  - d) develop a record of performance for officers evaluations.
  - e) determine to what extent the responses achieved specific goals.
- 32) **Which of the following is not an accurate indicator of effective community policing?**
- a) Cultural sensitivity during citizen contacts.
  - b) Community satisfaction with police service.
  - c) Responsiveness to community defined issues.
  - d) Response time to all calls-for-service .
  - e) Citizen's fear of crime in neighborhoods.
- 33) **The main difference between community relations and community oriented policing is:**
- a) one is a policing philosophy and the other is a policing method.
  - b) none, they basically have the same meaning.
  - c) one is a policing philosophy and the other is a way of improving the public's perception of the police.
  - d) one sometimes involves working with citizens and the other does not.
  - e) one is a policing method and the other is a way of improving the public's perception of the department.
- 34) **A variation of the "Crime Triangle" often used in problem solving, has which of the following basic components:**
- a) desire, motive, opportunity.
  - b) criminal, time, location.
  - c) offender, time, opportunity.
  - d) suspect, victim, location.
  - e) motive, means, victim.

- 36) **Crime prevention through environmental design (CPTED) is based on the premise that:**  
a) the proper placement and effective use of the built environment can reduce opportunities for crime.  
b) lights, locks, bars, and other security measures prevent criminal activity.  
c) the fact that crime and disorder are prevented when citizens take responsibility for their neighborhoods.  
d) a well maintained neighborhood shows that "somebody cares" and tends to deter potential offenders.  
e) if it is very difficult for a person to get in and out of a building, the chances of crime there are reduced.
- 37) **The main difference between problem oriented policing and problem solving is:**  
a) one is a policing philosophy and the other is a policing method.  
b) none, they basically have the same meaning.  
c) one is a policing philosophy and the other is a way to influence the public's view of the department.  
d) one sometimes involves working with citizens and the other does not.  
e) one is a policing method and the other is a way to influence the public's view of the department.
- 38) **In developing strategies (responses), "risk taking" is a term referring to:**  
a) departmental approval in doing whatever it takes to get positive results.  
b) utilizing innovative methods that are legal and ethical.  
c) thinking creatively and positively for successful outcomes.  
d) taking chances as long as the percentages of success are in your favor.  
e) bypassing departmental policies/procedures as long as it is for a good cause.
- 39) **P.O.P. is an acronym which means:**  
a) Professional officer policing.  
b) Professional oriented policing.  
c) Problem officer policing.  
d) Problem oriented policing.  
e) Potential officer policing.
- 40) **The four CPTED concepts of natural surveillance, access control, territorial reinforcement and maintenance can be applied:**  
a) when the designated area has been identified as a problem location by the police.  
b) single or multi-family sites but not to commercial or institutional settings.  
c) to insure that the sites are crime-proof  
d) in commercial and institutional settings, and for both single and multi-family dwellings.  
e) only with the approval of the land use planning agency that has authority over the sites.



(The following statements are either true/mostly true (T) or false/mostly false (F)--circle the best answer)

- 1) T / F In certain situations it is right to choose your project goals after you form your response.
- 2) T / F You are employing the concept of “diversion” when you reduce target vulnerability.
- 3) T / F Enhancing “guardianship” as a response to a crime/disorder problem strictly refers to the use of uniformed police or security guards.
- 4) T / F It’s often wise to develop a response that removes the problem from police consideration.
- 5) T / F The strategy of “promoting responsibility” means getting people to respect others’ rights.
- 6) T / F Making it difficult for an offender to gain access to a target is “reducing vulnerability.”
- 7) T / F A common mistake officers make, when involved in problem solving, is prematurely moving into the response phase.
- 8) T / F It’s often more effective to form an analysis to fit a predetermined response.
- 9) T / F Problem solving project assessments have statistically proven that the most productive response used by officers is the arrest of a suspect.
- 10) T / F There are only two categories of assessment that are relevant to success: resources developed and results achieved.
- 11) T / F If pre-assessments reveal the response(s) used are having little immediate impact, a new response strategy must quickly be developed before the problem changes or moves location.
- 12) T / F Determining who is affected by a harm is the first step in the response to a problem.
- 13) T / F There is no benefit in information on strategies that were unsuccessful in solving problems.
- 14) T / F Since every situation is different, no structured methods of analyzing crime/disorder problems exist.
- 15) T / F A working knowledge of statistical techniques by officers is essential for a complete analysis of crime/disorder problems.
- 16) T / F Community partnerships mean law enforcement is expected to get approval from the affected citizens prior to starting any anti-crime strategy in their neighborhoods.
- 17) T / F For community partnerships to be effective all parties must share the work equally.
- 18) T / F Suspect and victim profiling can be a form of analysis in problem solving.
- 19) T / F Community members will often rate general disorder and petty crimes as a higher priority than felony/serious crimes occurring in their neighborhoods.
- 20) T / F Community newspapers and newsletters could be sources for early problem identification.

- 21) T / F Neighborhood policing concepts encouraging direct community involvement also increases the likelihood of those citizens overstepping their authority.
- 22) T / F There is no specific definition of community policing.
- 23) T / F A reason for performing neighborhood assessments is to rapidly familiarize officers to the unique aspects and diverse customs in the various areas.
- 24) T / F Your problem solving project should be written in a structured form.
- 25) T / F Most police officers are unaware of many of the sources of data they have available to them.
- 26) T / F The term "scanning" means surveillance of known offenders and their hangouts.
- 27) T / F Crime stats are the best indicator of a neighborhood problem since a majority of felony crimes are reported to the police.
- 28) T / F Typically, it is important to conduct the analysis of the crime/disorder problem as quickly as possible so you can move on to the action stages of the problem solving process.
- 29) T / F The "crime triangle" is a valuable method of understanding the underlying factors of crime problems.
- 30) T / F In contrast to the response stage, analysis is really a one person operation.
- 31) T / F Properly completed crime reports should be the basis for analyzing many crime problems.
- 32) T / F The analysis process is where questions are posed and attempts to answer them are made.
- 33) T / F The application of problem solving is open to interpretation by an individual or agency.
- 34) T / F All neighborhoods have the capability of fully participating in problem solving.
- 35) T / F One of the aims of community policing is to direct more responsibility of handling crime problems to the community.
- 36) T / F The average officer will naturally become familiar enough with an area/neighborhood by just answering radio calls and performing routine patrol duties.
- 37) T / F The true definition of "community partnership" means an equal amount of participation and effort by both police and the community on crime/disorder issues.
- 38) T / F A good way to get started with the analysis of a problem is to ask yourself, "What do I need to know and where do I find it?"
- 39) T / F Officers practicing neighborhood policing expend less effort on real crime issues.
- 40) T / F Improved community-police interaction aids in investigative effectiveness.
- 41) T / F Community groups should be able to determine how they are policed.
- 42) T / F Problem solving is one of an officer's primary responsibilities..

YOUR AGE: 24 or less\_\_\_ 25-29\_\_\_ 30-34\_\_\_ 35-39\_\_\_ 40 or more\_\_\_

NUMBER OF YEARS OF COLLEGE: \_\_\_\_\_

NUMBER OF YEARS IN LAW ENFORCEMENT: \_\_\_\_\_

NUMBER OF P.O.P./C.O.P./N.O.P COURSES TAKEN: \_\_\_\_\_

NUMBER OF MONTHS ACTIVELY ENGAGED IN P.O.P./C.O.P./N.O.P. WORK: \_\_\_\_\_

## RESPONDENT PROFILE

- 1) How many years have you been a police officer? \_\_\_\_\_
- 2) Have you had formal training in Community Policing/Problem Oriented Policing? \_\_\_\_\_
  - a) If yes, approximately how many hours of training? \_\_\_\_\_
- 3) How long have you actively utilized Problem Oriented Policing concepts? \_\_\_\_\_
- 4) How long has your department been actively/officially involved in Problem Oriented Policing?  
\_\_\_\_\_
- 5) How long has your department been actively/officially involved in Community Policing?  
\_\_\_\_\_
- 6) Number of years in college? \_\_\_\_\_

## APPENDIX D

### Course Monitoring Evaluation Form

# COURSE COP/POP EVALUATION

Course Title: \_\_\_\_\_

Instructor(s): \_\_\_\_\_

Dates: \_\_\_\_\_

Monitor: \_\_\_\_\_

Circle the **single** most appropriate response to the following questions concerning the course:

\* This class included the following amount of recommended curriculum revisions emphasizing Community Policing and Problem Solving (based on the previously written recommendations).

5	4	3	2	1
“just about all”	“most”	“some”	“very little”	“none”

\* The effectiveness (presentation structure and instructor attitude) of how the recommendations were presented to support the concepts and practices of Community Policing and Problem Solving.

5	4	3	2	1
“very highly supportive”	“highly supportive”	“moderately supportive”	“a little supportive”	“not supportive”

Please list any observations (if any) directly related to enhancing the reinforcement of COP and/or POP into this course (this would include adding and/or deleting any recommendations or suggestions on how the specific revisions are presented):

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## APPENDIX E

### Four Basic Policing Approaches

## C.O.P./P.O.P. BASIC POLICING STYLES

**Policing Styles:** Levels of Community Oriented Policing and Problem Oriented Policing, when combines, form four basic approaches, or “styles” an agency may use in accomplishing its mission. It is important to stress that there is *no best style for all situations*. A particular policing style can be beneficial only when the agency has the capacity to adopt it, the community and employees are ready to accept it, and the nature of the particular policing situation is appropriate for it. The four C.O.P./P.O.P. policing styles are defined below.

**Reactive:** We attempt to answer all the calls for police service as soon as we can and as expeditiously as possible. When particular crime or disorder incidents are brought to our attention, our department expends a great deal of effort to solve them. We have a number of experts whose respective specialities cover just about every type of situation encountered in modern policing. If we can't solve the case within a given amount of time we call in outside agencies or suspend action on it; we then move on to the next one because there always seems to be many more radio calls, complaints, and cases waiting for us than we have resources to handle the way we would like to.

**Interactive:** When we fail to solve crime or disorder incidents, we turn to the community for help. We tell them specifically what they should and should not do and to report immediately to us any information relative to the problem at hand. We recognize that the police can't “protect and serve” our jurisdiction without a great deal of help from its citizens, so we developed a number of programs for them to adopt reasonable security measures, obey laws and ordinances, report offenses promptly



to us, and cooperate with us in the investigation and prosecution of criminal cases. We also help citizens organize their neighborhoods for self protection, and achieve environments that inhibit crime and disorder.

**Proactive:** An incident that we can't deal effectively with is promptly checked to see if it is part of a pattern. Depending on where or what type of pattern is identified, the problem is assigned to an employee accountable for its solution. Since that person is accountable for the resolution of the problem, supervisory follow-up and support is expected by our management, as well as periodic progress reports, and a final assessment of the total effort. Our systems and procedures facilitate Problem Solving, including the full cooperation of other city departments as well as other public agencies.

**Coactive:** Problems identified by, or assigned to, an employee are routinely checked with the people likely affected by those problems. This serves as a validity check and better defines the problem. Together with community members, our personnel further analyze the problem and develop goals, strategies, and action plans. Members of the community may also collect data, implement solutions, and monitor various activities associated with the action plan. If the solution to the problem doesn't seem to be working, community members are usually the first to know and do not hesitate to contact their local police officers(s). A second round of joint Problem Solving may then begin.

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National Criminal Justice Reference Service (NCJRS)  
Box 6000  
Rockville, MD 20849-6000