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ABSTRACT

A statewide needs assessment project was designed to identify the continuing education needs of Minnesota peace officers. Phase one measured perceptions of law enforcement administrators or training officers. The needs assessment committee conducted a literature review to identify items for the survey instrument and weighting formulas. A survey identified 65 training tasks that were highly representative of the most often cited training needs of peace officers. It was distributed to 97 percent of Minnesota's law enforcement agencies (n=525); 307 were returned. Data analysis resulted in a prioritization of training needs based on three criteria (time spent performing the task, harm resulting from inadequate performance, and need for additional training) and organized by demographic considerations. The amount of time and amount of harm did not appear to change the rank ordering significantly. Of the top 10 items, 2 were from the law-related group, 2 from the human behavior/communication category, and 7 from patrol procedure/investigation categories. Recommendations were made suggesting action strategies for the further evaluation of continuing education needs and future delivery of training courses. (Appendixes, amounting to two-thirds of the report, include the instrument, rank order tables, and additional needs identified by respondents.) (YLB)

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STATEWIDE NEEDS ASSESSMENT SURVEY OF THE CONTINUING EDUCATION NEEDS OF MINNESOTA PEACE OFFICERS: PHASE ONE

OCTOBER, 1990

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Minnesota Board
of Peace Officer
Standards and Training

1600 University Avenue
Suite 200
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DATE: October 15, 1990

TO: Members of the Board of Peace Officer Standards and Training

FROM: William R. Carter, III
Executive Director

RE: **Statewide Needs Assessment Survey**

In 1988 the POST Board, at the request of law enforce- continuing education providers, became involved in a statewide needs assessment project. This project was designed to measure the continuing education needs of Minnesota's licensed peace officers. The project marked the first time that a comprehensive, statewide attempt had been made to identify these education needs.

This report is a summary of the information which was gathered as a result of the project. For the first time, the Board can now provide to continuing education providers and law enforcement agencies, valid and important information concerning continuing education needs. This information is regionalized and sorted in a manner which makes it relevant and meaningful to all types and sizes of law enforcement agencies.

The report is the result of a colloborative and multi-disciplinary effort involving POST, the Minnesota Bureau of Criminal Apprehension, Government Training Service and the Law Enforcement Training Center. I would like to thank these organizations for their assistance and expertise in this project.

Ideally, this report will serve as a roadmap in the future development of continuing education courses for peace officers. I also believe this report presents a strong argument for the development of regional training committees and the need for individual law enforcement agencies within each region to assume active leadership roles in such committees.

AN EQUAL OPPORTUNITY EMPLOYER

STATEWIDE NEEDS ASSESSMENT SURVEY

OF THE CONTINUING EDUCATION NEEDS

OF MINNESOTA PEACE OFFICERS:

PHASE ONE

PREPARED BY TIMOTHY ERICKSON

MINNESOTA BOARD OF PEACE OFFICER STANDARDS AND TRAINING

ST. PAUL, MINNESOTA

OCTOBER, 1990

ACKNOWLEDGEMENT

The author and the Minnesota Board of Peace Officer Standards and Training would like to thank John Nierengarten and Beverly Shepherd of the University of Wisconsin—River Falls Academic Computing Center for their patience, assistance and guidance in the processing of the data collected during phase one of the statewide needs assessment project.

We would also like to thank the 307 law enforcement agencies which responded to the needs assessment survey. Their response resulted in statistically valid training needs data which can now be used by all Minnesota continuing education providers and law enforcement agencies.

Finally, we would like to acknowledge the assistance of staff from the following agencies for their contributions to the construction of the needs assessment survey: Government Training Service; Law Enforcement Training Center, and Minnesota Bureau of Criminal Apprehension.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF FIGURES	v
CHAPTER 1 - INTRODUCTION	1
1.1 Significance and purpose	1
1.2 Statement of problem	2
1.3 Formation of project committee	3
1.4 Project objectives	4
1.5 Definition of terms	5
1.6 Limitations of project	6
CHAPTER 2 - SELECTED REVIEW OF LITERATURE	9
CHAPTER 3 - METHODOLOGY	13
3.1 Development of survey instrument	13
3.2 Survey distribution and return	18
3.3 Data analysis	20
3.4 Validity and reliability	21
CHAPTER 4 - RESULTS OF SURVEY	25
4.1 Demographic data	25
4.2 Summary data of all respondents	27
4.3 Data by agency size	31
4.4 Data by agency type	33
4.5 Data by regional location	35
4.6 Additional training needs	37

Page

CHAPTER 5 - SUMMARY AND RECOMMENDATIONS 39

REFERENCES 47

APPENDIXES 49

A. Cover letter, survey instrument, and response form 51

B. Alphabetical listing of responding agencies by region number 87

C. Rank order of composite mean scores for all respondents . . 93

D. Rank order of degree of need mean scores for all respondents 97

E. Rank order of amount of time scores for all respondents . . 101

F. Rank order of amount of harm scores for all respondents . . 105

G. Rank order of the top 15 degree of need mean scores by agency size 109

H. Rank order of the top 15 degree of need mean scores by agency type 115

I. Rank order of degree of need mean scores by geographic region 119

Region 1 121

Region 2 123

Region 3 125

Region 4 127

Region 5 129

Region 6 131

Region 7 133

Region 8 135

Region 9 137

J. Additional needs identified by respondents 139

LIST OF TABLES

TABLE		PAGE
1.	List of 65 items contained in the needs assessment survey	15
2.	Response percentage of agencies by agency size	19
3.	Response percentage of agencies by agency type	20
4.	Preferred length of training sessions by agency size	27
5.	Comparison of composite and degree of need mean scores of the top ten survey items from all regions	28
6.	Listing of the verbal descriptions of the top ten training priorities	31
7.	Comparison of degree of need training priorities by agency size	32
8.	Comparison of degree of need training priorities by agency type	34
9.	Comparison of degree of need training priorities by geographic region	36

LIST OF FIGURES

FIGURE		PAGE
1.	Map of Minnesota designating the nine regions used in the needs assessment survey	26
2.	Map of Minnesota designating the number of law enforcement agencies in each region	41
3.	Map of Minnesota designating the number of licensed peace officers in each region	42

CHAPTER 1

INTRODUCTION

On August 17, 1988 the Minnesota Board of Peace Officer Standards and Training (POST Board) hosted a meeting of Minnesota law enforcement continuing education providers. The POST Board is the state licensing agency for peace officers, part of whose mission is to provide technical assistance to law enforcement agencies, educational institutions, private vendors, and other providers of continuing education courses designed for licensed Minnesota peace officers. The above meeting was the first formal meeting of these providers of continuing education. The statewide needs assessment project which this paper describes was one of the results of that meeting.

1.1 Significance and Purpose

The importance of the existence and organization of continuing education providers lies in the fact that licensed Minnesota peace officers are required by law to earn 48 hours of continuing education credit in each three-year license renewal period in order to be eligible to renew their peace officer licenses (Minnesota Administrative Rules, 6700.1000, Subpart 3). Many larger law enforcement agencies in Minnesota have the internal resources and training expertise necessary to provide for most or all of the continuing education needs of their officers, and to at least minimally meet the license renewal requirements. In many cases, the continuing education hours earned by officers in these larger agencies far exceed the minimum requirements.

However, many of the smaller law enforcement agencies, and this is particularly true as agencies are located farther away from the large urban

areas, have a very difficult time creating internal training experiences for their officers, or identifying external continuing education experiences which are both cost-effective and reasonably accessible.

The purpose of the August, 1988 formal meeting of the continuing education providers was to encourage discussion and exchange of information among recognized providers of continuing education. The POST Board had identified and invited to this meeting agencies or organizations which were known to conduct continuing education courses on a regular basis. Fifteen of the eighteen invited continuing education providers attended the first meeting. One of the themes which emerged during this meeting was the need for a formal network of continuing education providers who would meet regularly to share information and identify strategies to more effectively deliver continuing education opportunities throughout the state. This theme resulted in a POST Board commitment to host a similar meeting annually.

A second theme which emerged was the need for a comprehensive statewide needs assessment survey to assist continuing education providers in identifying the training needs of Minnesota peace officers. It was the consensus of the meeting participants that the POST Board facilitate this needs assessment. This paper represents the final report of the needs assessment project conducted by the POST Board in 1989.

1.2 Statement of Problem

No comprehensive statewide assessment of law enforcement continuing education needs had been conducted prior to this needs assessment. Although many larger Minnesota law enforcement agencies and many continuing education providers did conduct individual needs assessments on a fairly regular basis, these assessments were specific to individual agencies or target group

populations. Again, many of the smaller law enforcement agencies or those removed from the larger urban areas did not have the expertise or resources to conduct such surveys. Without any comprehensive statewide needs assessment information available, continuing education providers were either relying on sporadic requests for specific training topics, or guessing which topics were needed throughout the state. The combination of these concerns led the POST Board to become involved in this statewide needs assessment project.

1.3 Formation of Project Committee

The first step in the project involved forming a committee to decide the scope and content of the needs assessment project. Following the suggestions of the participants of the continuing education providers meeting, the author, as a member of the POST Board staff, was designated director of this project and organized a representative committee of continuing education providers. This committee consisted of three persons, each affiliated with a unique form of continuing education provider. Richard Gregory, special agent assigned to the training division of the Minnesota Bureau of Criminal Apprehension (BCA) was chosen as a representative of a state agency which has historically provided a large share of the continuing education experiences for peace officers throughout the state. Mr. Gregory brought to the committee his experience of years working in the area of law enforcement education both within the state of Minnesota and also as an educator in the states of Iowa and Missouri. A second committee person was Helene Johnson, the executive director of Government Training Service (GTS), a public organization active throughout the state in various educational programs designed for the public sector, and which is currently the contract provider for continuing education for the Police Training Advisory Committee, Hennepin County Chief's of Police Association.

Ms. Johnson's agency had formerly conducted comprehensive state-wide needs assessment projects in several content areas outside of the law enforcement arena. GTS is a recognized expert in the area of needs assessment construction and administration. The final committee member was Virginia Lane, the continuing education coordinator for the Law Enforcement Training Center (LETC). LETC is a higher education institution affiliated with the Minnesota Community College System. Ms. Lane is also a faculty member (on educational leave) in the criminal justice program at St. Cloud State University, and a former director of the Region D Criminal Justice Program, which was responsible for administering federal grants designed to assist Minnesota criminal justice agencies.

The committee was formed with the intent that it be multi-disciplinary in nature, and have content area expertise in law enforcement training issues and needs assessment theory. The committee began to meet formally in October of 1988 and finalized the survey, which is the basis for this paper, in February of 1989.

1.4 Project Objectives

The early work and discussions of the committee resulted in the identification of the following objectives for the statewide needs assessment:

1) the assessment would identify and prioritize training needs using job task or training topic categories;

2) the assessment of needs would be based on three criteria: a) amount of time spent on each task/category; b) amount of harm which would result if the task/category were to be performed poorly; and c) the need for additional training in the task/category area;

3) the assessment would attempt to identify needs based on three demographic criteria: a) geographic region; b) size of the law enforcement agency; and c) type of law enforcement agency;

4) the assessment would attempt to identify the preferred or optimum length of time for continuing education courses; and

5) the assessment would be conducted in two stages: a) stage one would involve administering the survey to police administrators or training officers; and b) stage two would be a survey of field officers.

In summary, the committee determined that they did not want the needs assessment to be merely a "wish list" of training topics, but an attempt to measure, on several levels, the continuing education needs of peace officers.

1.5 Definition of Terms

The committee decided to replicate, where appropriate, the techniques used in a survey which had been developed by the Institutional Research Unit of the Federal Bureau of Investigation (FBI). (The FBI survey was a national survey which was administered between 1983 and 1986, and is cited in Chapter Two of this paper.) The committee wanted to measure items contained in the survey by three criteria similar to those used in the FBI survey. These criteria in the Minnesota needs assessment survey are: 1) amount of time; 2) amount of harm; and 3) degree of need. For the purposes of this survey, a definition of amount of time is the amount of time spent by a peace officer performing duties in the particular item area listed in the survey. Amount of harm is defined as the amount of harm which would be created if a peace officer did not perform adequately in the particular item area. The degree of need is defined by the respondent identifying the current level of training of peace officers in his or her respective agency and the level of training which

the respondent perceives is needed for satisfactory performance in the item area measured. The difference between these two levels of perception is the degree of need for additional training in the item area.

The data analysis of the returned needs assessment surveys consists of a mean ranking of responses based on the above criteria. In addition, a composite score has been computed which represents the mean ranking of each of the 65 items. The composite score is represented by the combined mean scores of the three criteria scores, using the following formula:

Composite Score = T + 2H + 3N (T=time; H=harm; N=need)

A discussion of the rationale for the use of this formula will be found in Chapter Two of this paper.

1.6 Limitations of Project

Phase one of this survey was designed to be distributed to law enforcement chief administrators. The committee members assumed that many chief administrators, especially those in the larger law enforcement agencies, would assign the completion of the survey to either a training officer or an administrator closely connected to the training function. (An informal follow-up survey conducted by the author indicated that this assumption proved to be true.) Therefore, it must be stressed that the results of this survey represent the perceptions of either administrators or trainers, relative to the current continuing education needs of officers. While many of the respondents might also have functioned as line officers, it would be unwise to suggest that similar findings would be made if the survey had been sent to line

officers only. Phase two of this survey is designed to determine the continuing education needs of officers as perceived by the line officer.

In addition, limitations of the survey software package available for use by the POST Board, allowed for the inclusion of only 65 training tasks or topics, which is certainly not an all-inclusive list of possible training topics. In many cases the items describe broad training areas, a situation which may have resulted in respondents rating a broad area topic higher based on a perceived need which was relevant to only one specific sub-area of the topic. As an example, a particular agency may have expressed a high degree of need for training in the area of property crimes investigation, but may only need increased training in the area of forgery investigation.

Finally, there is always a question of whether administrators have a clear knowledge or understanding of the needs of line personnel, and thus the results of phase one of the survey must be viewed primarily as the perception of training needs from the perspective of the administrator.

CHAPTER 2

SELECTED REVIEW OF LITERATURE

There are many techniques and methods which can be used in conducting a needs assessment. Needs assessments can be broad or narrow in scope, can be conducted on a formal or informal basis and can be based in whole or in part on previous job task studies or analyses.

The needs assessment committee chose to construct the survey instrument used in this project using both job task descriptions as well as broad training topic items. In choosing the items which appear as the 65 items in the survey, the members of the committee reviewed numerous previous law enforcement job task analyses which had been conducted both within Minnesota and throughout the United States.

Although no previous statewide needs assessment had been conducted in Minnesota, several efforts had been made on a smaller scale in the 1960s and 1970s. The College of St. Thomas Management Center (1968), the Minnesota Governor's Commission on Crime Prevention and Control (1975), the Metropolitan Council (1977), the Minnesota Department of Personnel (1978), and the Minnesota Crime Control Planning Board (1978) conducted studies or surveys of training needs of either specific target populations or specific topic areas (i.e., in-service needs, skills inventories, task listings). Although these surveys or studies were of value to the target populations, it appears that the results of the surveys were too specific to use as a guide or documentation of statewide training needs, and, in fact, were not intended to do so.

Nationally, several states had previously conducted statewide needs assessments or job task analyses which also served as format models as well as

providing ideas for item or task inventories. Prior surveys conducted by the following organizations were reviewed by committee members: Maine Department of Public Safety Criminal Justice Academy (1982); Ohio Peace Officer Training Council (1983); Illinois Local Government Law Enforcement Officers Training Board (1981, 1981), and the Florida Department of Law Enforcement Police Standards and Training Commission (1981). In addition, the Law Enforcement Assistance Administration (1979) had funded a national symposium on job task analysis which resulted in the publication of presentation summaries of various job and task analyses which had been conducted in various states during the 1970s. Finally, the California Commission on Peace Officer Standards and Training (1976, 1981) had conducted a detailed analysis of performance objectives which were translated into a statewide training needs assessment.

As mentioned previously, in 1983, the FBI (1983-1986) embarked upon a four-year national survey of the training needs of state and local law enforcement officers. The needs assessment committee chose to replicate a technique used in the FBI survey which resulted in the formulation of a composite score reflecting a combination of the three criteria measured in the Minnesota survey: amount of time, amount of harm, and degree of need for training. As was the case in the FBI study, committee members did not want the needs assessment to be a one-dimensional "wish list" of training topics or tasks. In order to mitigate this possibility, the FBI survey created a weighted formula to measure the three dimensions of time, harm, and need (described as "gap" in the FBI study), using the following rationale:

> ...a rank ordering solely of training needs is deficient in that it ignores the importance of the job activity in which the need exists. For the purpose of this study, importance to the job is defined as being comprised of amount of time spent performing the activity and the amount of harm which would result from inadequate performance. (FBI, 1983, p.39)

The FBI survey further assigned weights to the three measured dimensions based on the following concepts:

1. Importance to the job and the [need for additional training] are of equal weight in prioritizing training needs.
2. Within importance to the job, harm is more critical than time.

(FBI, 1983, p. 40)

Using this rationale, the Minnesota survey created a similar formula which weighted the three criteria which were measured in the statewide survey, the formula being:

$$\text{Composite Score} = T + 2H + 3N$$

Where T = time score

H = harm score

N = need score

This formula resulted in a composite score for each of the 65 items in the survey which is a matrix of the three mean scores of time, harm, and need, weighted by use of the above formula. This composite score thus reflects not only the need for additional training in the task or topic item, but also the amount of time officers spend performing in the task or topic area and the amount of harm which would be created if the performance level was not adequate.

Both Johnson (1986) and Mager (1967) supported the idea of this use of multiple dimensions in measuring training needs. Mager discussed the idea that all tasks are not of equal importance; that tasks that are performed often do not always represent critical skills and, conversely, that many tasks that are performed rarely are vital to job performance. The measuring of existing conditions versus desired conditions (in the Minnesota survey, the criteria of need for additional training to achieve optimum functioning) has been discussed by several needs assessment experts (Kaufman, 1972; Witkins, 1977; Johnson,

1986) and the process has been described by various terminologies such as discrepancy format or multi-attribute method. In fact, Kaufman described needs assessment as "the formal process of identifying outcome discrepancies" and need as "the measurable discrepancy between where we are now and where we should be" (Kaufman, 1972).

Finally, the results of this survey are presented as ordinal data based on response to a Likert-type scale. Use of this method is supported in much of the needs assessment literature as well as in most research methodology literature (Wolpert, 1984; Campbell & Stanley, 1966).

CHAPTER 3

METHODOLOGY

The primary research task of this survey was to first identify and then prioritize the training needs of Minnesota peace officers. The first step in this process involved the construction of a survey instrument which would measure relevant training tasks or topics and to distribute the survey in a manner which would ensure the most effective response. A copy of the cover letter, survey instrument, and response form appear as Appendix A.

3.1 Development of the Survey Instrument

An initial task faced by the committee was to develop a list of training tasks or topics which would be representative of the areas of continuing education which were of most concern to Minnesota law enforcement agencies and peace officers. This task was complicated by the fact that the survey software package which was available for use by the POST Board would limit the total responses to the survey to 196 responses. Given the fact that each item of the survey elicited responses to three criteria, the total number of tasks or topics which could be measured was limited to 65 items (196/3 = 65).

The committee began the process of identifying items by reviewing the numerous job task analyses and needs assessment efforts which had previously been conducted within Minnesota and in other areas of the country. These sources are listed in the Selected Review of Literature (Chapter 2). The initial efforts of the four committee persons to identify task or topic areas to be used in the survey resulted in the formation of a list of more than 125 items. In an effort to condense the number of total items, specific task items

which could be identified by broader training topic categories were combined to produce one item. One example of this procedure resulted in the formation of Item #35 (see Table 1) of the final survey: Crimes Against Property Investigation. In the first item lists constructed, this item appeared as six separate training topics. In the final survey, these six topics are represented by the specific property crimes listed in the parenthetical list accompanying the broader topic area of crimes against property investigation.

Several meetings of the committee resulted in the formation of a consensus list of 65 survey items. Each committee member then had the list of items reviewed by his or her respective organization's personnel. Although several minor changes were made, committee members reported that their groups appeared satisfied that the 65 items adequately represented the primary training tasks or topics which were relevant to Minnesota peace officer continuing education needs. For purposes of organization, the 65 items were then divided into five major topic areas: (1) law related issues (six items); (2) human behavior/communications (11 items); (3) patrol procedures/ investigation (33 items); (4) administration/services (six items); and (5) management/supervision (nine items).

The second step in this process involved designing the survey instrument itself. This process was again limited by the survey software package and the optical scanning response forms available for use. The response forms allowed for 196 total responses. Given the choice by the committee to measure all items based on three criteria (time, harm, and need), this required three responses to each item. To ensure that respondents accurately completed the response form, individual items in the survey booklet were assigned to one of the five major topic areas, and given a letter designation. The three responses were then assigned a numerical designation matching those on the

response form. Thus, item number one of the survey: Arrest/search and seizure law update/review, is listed under the broad topic area "Law Related Issues" and assigned letter A; its three responses are documented on the response form as numbers one, two, and three. Similarly, the last item of the survey, item number 65: Performance rating techniques and procedures, is listed urder broad topic area "Administration/Services" and assigned a letter (I) and the responses are documented on the response form as numbers 193, 194, and 195. For purposes of clarification, all references in this paper to the 65 items of the survey will identify the individual items by their numerical sequence in the survey booklet, and not by the broad area designation, letter, or number on the response form. Table 1 is a listing of the 65 items which represent the job tasks or topics measured in this survey.

TABLE 1

Sixty-five Items Listed in Needs Assessment Survey

Item No.	Task or Topic Description
1	Arrest/Search and Seizure Law Update/Review
2	General Statute and Ordinance Update/Review
3	Traffic Law Update/Review
4	Criminal, Civil, and Vicarious Liability of Officers and Agencies
5	Preparing For and Testifying in Criminal, Civil and Administrative Cases
6	Juvenile Law Procedures
7	Handling Personal Stress
8	Physical Wellness Programs
9	Cultural Awareness
10	Verbal Communication Skills
11	Written Communication Skills
12	Second Language Instruction
13	Crisis Intervention
14	Hostage Negotiation/Communication with Distressed Subjects
15	Career Planning/Development/Retirement
16	Employee Assistance Procedures and Programs
17	Special Needs of Children as Victims/Witnesses
18	Emergency/Pursuit Driving Operation and Techniques
19	Traffic and Accident Investigation
20	Traffic Law Enforcement

TABLE 1
(continued)

Item #	Task or Topic Description
21	Officer Survival Skills and Techniques
22	Police Report Writing Skills
23	Crime Scene Documentation and Evidence Collection
24	Use of Force—Policies and Techniques
25	First Aid Skills/CPR/Re-certification
26	Crime Prevention Techniques
27	Jail/Booking Procedures
28	Serving Criminal or Civil Process
29	Terrorist/Gang/Cult Investigation
30	Organized Crime Investigation
31	Narcotic/Vice Crimes Investigation
32	Developing Informants and Other Information Sources
33	Surveillance Techniques
34	Undercover Operations
35	Crimes Against Property Investigation (to include: homicide/violent death, robbery, sex crimes and family violence)
36	Crimes Against Persons Investigation (to include: homicide/violent death, robbery, sex crimes and family violence)
37	Misdemeanor and Felony Arrest Laws and Procedures
38	Analytical Investigation Techniques
39	White Collar Crime Investigation
40	Responding to Needs of Victims and Witnesses
41	Photography and Videotape Techniques
42	Fingerprint Techniques
43	Fish and Game Violations
44	Interview and Interrogation Techniques
45	Weapons Practice/Qualifications
46	Unarmed Defense Tactics
47	Conduct of Tactical Operations
48	Police Response to Child Abuse, Sexual Assault and Neglect
49	DWI Procedures and Enforcement
50	Hazardous Materials Investigation
51	Budget/Records Management
52	Data Privacy Law, Policy and Procedure
53	Crime Analysis Techniques
54	Familiarization With and Use of Computers
55	Telecommunications Operator/Dispatcher Skills
56	Jail Operation/Management
57	Labor Relations Issues
58	FTO Program Development
59	Time Management Theory and Techniques
60	Developing Supervisor Skills (new supervisors)
61	Background Investigations/Selection Standards/Assessment
62	Instructor Development
63	Management Team Effectiveness
64	Supervising Criminal Investigations
65	Performance Rating Techniques and Procedures

In addition, the response forms had to be modified to collect the identification and demographic data of respondents. The needs assessment survey booklet explained to respondents the procedures for entering the demographic data into the coded boxes of the optical scanning response forms. These coded responses resulted in the collection of the following data: (1) agency name; (2) agency type; (3) agency size (number of peace officers in the agency); (4) the geographic region location of the agency; and (5) the maximum length of time that the agency could release personnel for the purposes of receiving continuing education training.

Finally, realizing that the committee had made several arbitrary decisions when constructing the list of items contained in the survey, the final page of the survey allowed respondents to list any training needs of their respective agencies which were not included in the 65 items listed in the survey. Respondents were instructed to return this page of the survey with their optical scanning response forms.

The response form which was used allowed for respondents to choose five responses for each item and its attendant criteria. The response form labeled these five responses A through E. The instruction booklet gave verbal descriptors to each of the letter responses as follows:

A = very small/zero

B = small

C = moderate

D = large

E = very large

The respondent was required to assign one letter or verbal descriptor to each criterion (time, harm, and need) for the 65 tasks or topics in the survey.

The data analysis assigned numerical ratings to the letters using a five point Likert-type scale, A being assigned a value of one, B a value of two, C a value of three, D a value of four, and E a value of five. Final data analysis produced a rank ordering of the mean scores of all items in the survey, based on the 307 usable surveys returned.

3.2 Survey Distribution and Return

The statewide needs assessment survey booklet, the optical scanning response sheet and an introductory letter written by the Executive Director of the POST Board (contained in Appendix A) were mailed to 525 Minnesota law enforcement agencies on March 1, 1989. In an effort to consolidate costs, the surveys were sent out with an annual POST Board mailing which goes to all Minnesota chief administrators, and which contains license renewal information for officers employed by the respective agencies. The cover letter outlined the importance of responses to the survey, and emphasized a return deadline date of March 25, 1989. At the time of the survey administration, these 525 agencies represented the number of Minnesota law enforcement agencies contained in the data base of the POST Board. Table 2 represents the total number of surveys sent to law enforcement agencies grouped by size (i.e., the number of licensed officers within the agency), the number of usable returned surveys and the return rate percentage. As indicated in Table 2, the overall response rate to the needs assessment survey was 58.4 percent. It is important to note that the total rate of return is significantly affected by the fact that only 45.6 percent of the very small departments (agencies with from one to five licensed officers) responded to the survey, whereas each of the remaining agency size response rates were 70 percent or greater. This would indicate that administrators of agencies which represent larger numbers of officers (therefore a

significantly large number of the potential audience for continuing education courses) have indicated their training needs by returning this survey.

TABLE 2

Response Percentage of Agencies by Agency Size

AGENCY SIZE	TOTAL SENT	TOTAL RETURNED	% RETURNED
1- 5 officers	309	141	45.6%
6- 10	81	60	75.3%
11- 25	82	67	80.4%
26- 50	37	26	70.2%
51-100	10	8	80.0%
101-200	1	1	100.0%
201 +	5	4	80.0%
Total	525	307	58.4%

Table 3 represents the total number of surveys sent to law enforcement agencies grouped by agency type, the number of usable surveys returned and the return rate percentage. Again, the relatively low response percentage of municipal agencies can be attributed to the fact that many of these agencies are one or two-person departments. In fact, upon review of the response rates, a manual data search of the POST Board data base was conducted and indicated that of the 309 agencies listed as having one to five officers, 129 of these agencies had only one officer listed (the chief administrator). A manual search of the returned survey response forms indicated that of these 129 one-officer agencies, only 40 returned the survey, for a response rate of 31 percent. Excluding these 129 agencies from the sent and returned data base would result in an overall response rate of 67.4 percent.

TABLE 3

Percentage Response of Agencies by Agency Type

TYPE OF AGENCY	TOTAL SENT	RETURNED	% RETURNED
Municip[1]	430	238	55.3%
County	87	61	70.1%
State	3	3	100.0%
Other	5	5	100.0%

In summary, the response to the needs assessment survey was excellent and survey results indicate that the agencies which returned the survey represent well over 90 percent of the licensed law enforcement officers within the state of Minnesota. Due to this response, there was no need to do follow-up mailings to encourage additional response. A complete list of all law enforcement agencies which responded to the survey, grouping agencies by their geographic region, is found in Appendix B.

3.3 Data Analysis

As mentioned previously, there were 307 usable response forms returned to the POST Board by responding agencies. The overwhelming number of returned forms were usable, indicating that respondents had very little trouble correctly following the instructions in the survey booklet. A random review of coded data, however, indicated that there were several instances in which respondents incorrectly identified their geographic region of the state. To correct this situation, the 307 response forms were alphabetized, agencies were grouped by the nine geographic regions, and any incorrect regional data were manually corrected. In addition, eight of the response forms had been filled out in either ink or pencil other than number two lead, resulting in the

response forms being rejected by the optical scanning equipment of the POST Board. The information from these eight response forms were manually transferred to new response forms using the proper writing instrument.

Originally, it had been the intention of the POST Board to perform the data analysis of the optical scanning response forms. Unfortunately, due to POST Board staff changes, inadequate resources were available to accomplish this task, and the raw data of the response forms was processed by staff from the Academic Computing Center, University of Wisconsin, River Falls. This resulted in the processing of the following data: (1) demographic data which resulted in the ability to rank order training needs by agency type, agency size, and geographic region; (2) a rank ordering of training tasks or topics measuring the three criteria of time spent performing the task, harm resulting form inadequate performance, and the need for additional training; and (3) specific information indicating the length of time which an optimum training session would encompass.

The mean data resulting from this data analysis were not rank ordered, but followed the sequencing of the numbering of the 65 items in the survey instrument. Therefore, POST Board staff manually rank ordered the mean scores for all of the time, harm, and need data collected. Appendixes C through I contain a complete listing of the rank ordered data resulting from this data re-organization.

3.4 Validity and Reliability

Because the survey which was constructed is being used to measure the training needs of peace officers in certain task or topic areas, it is important to address whether or not the instrument exhibits content validity. In other words, are the items being measured truly representative of the

continuing education domain of the peace officer. As mentioned in the introduction to this paper, the committee was faced with certain limitations in constructing the survey. Most obvious, perhaps, is the limitation imposed by having only 65 items of measurement. However, it was the consensus of the committee that while the 65 items chosen were in no way all-inclusive of the training needs of peace officers, the specific tasks or topic areas contained the most often used items in the instruments known to the committee which had been used in previous efforts to measure law enforcement training needs. In addition, as discussed in Chapter 4, respondents had the opportunity to identify training topics which were not included in the 65 items, and very few additional training tasks or topics were identified which had not been included in some form in the instrument. The survey was not concerned with either predictive or construct validity.

During construction of the instrument and survey booklet, there was concern that the need to modify the answer sheet to conform with the survey booklet and to gather necessary demographic data would result in unclear or confusing directions and, thus, inaccurate completion of the survey. There was also a question of whether the survey, as constructed, would take an inordinate amount of time to complete. In an attempt to determine whether these concerns were valid, the instrument was pre-tested on February 3, 1989. During a training session conducted by Government Training Service and attended by law enforcement training officers and administrators, the survey booklet and response forms were given to four individuals who were asked to read the instructions and complete the response form. No further verbal instructions were given with the exception that the individuals were requested to compute the time it took them to complete the survey. Results of this pre-test indicated that all four persons were able to accurately complete all areas of the

survey and returned usable response forms. The individuals listed that the time required to complete the survey ranged from 25 minutes to 45 minutes. In addition, staff members of the POST Board, who had not been part of the development of the instrument, were similarly pre-tested and similar results were obtained.

The author also conducted a follow-up telephone interview with three of the four peace officers who had pre-tested the instrument. The respondents were asked whether the instrument had been difficult to complete and were also solicited for additional input for missing training items. Although the response to the question of the level of difficulty varied, all officers stated that after reading the instructions, which they stated were very clear, they had no trouble completing the response form. None of the officers could list an item which he felt had been omitted nor identify new items for the survey; in fact, one officer stated "it was a fairly comprehensive list, perhaps too long."

Finally, the fact that very few response forms received by the POST Board were found to be unusable would seem to indicate that respondents understood the survey instructions and properly completed the survey.

CHAPTER 4

RESULTS OF SURVEY

The data which were collected as a result of this survey can be found in complete form in Appendixes C through I. An attempt will be made at this time to summarize these data and to highlight what appear to be relevant findings.

4.1 Demographic Data

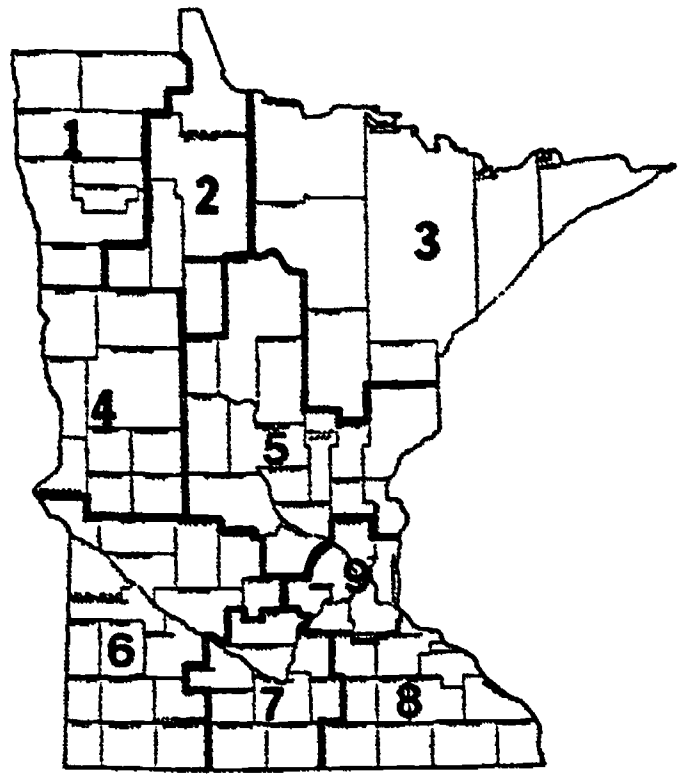
For the purposes of the needs assessment survey, the state of Minnesota was divided into nine regions and respondents were requested to identify the regional location of their respective law enforcement agency. Figure 1 is a map of Minnesota which indicates the regions and region number assigned to each of the nine regions. These regions were not created by the needs assessment committee, but in fact correspond with a regional division which had previously been used to disburse federal funds to criminal justice agencies within the state during the 1970s. The committee chose to use this regional division with the assumption that it was familiar to most of the respondents and had been conceived taking into consideration regional similarities. For purposes of the needs assessment, however, the numbers which the committee assigned to each region may differ slightly from earlier versions of this regional map.

As mentioned previously, 307 usable surveys were returned to the POST Board. The following number of surveys were returned from each region: Region One—12 surveys; Region Two—6 surveys; Region Three—33 surveys; Region Four—25 surveys; Region Five—52 surveys; Region Six—49 surveys; Region Seven—28 surveys; Region Eight—31 surveys; and Region Nine—68 surveys. There were also three surveys returned from state law enforcement agencies,

which have jurisdiction throughout the state and, therefore, do not bear a regional designation.

FIGURE 1

Regions and Region Number Designations



The committee felt it was important to gather information concerning the preferred length of training sessions. This information could then be used by continuing education providers in organizing their curricula and packaging training experiences which would meet the needs of respondents. The survey requested respondents to choose among six possible responses by estimating the time the agency could release an employee from regularly assigned duties to attend training sessions. The choices available were: (1) cannot release at all; (2) one day; (3) two to three days; (4) one week; (5) two weeks; and (6)

more than two weeks. Table 4 is a representation of the responses to this question.

TABLE 4

Preferred Length of Training Sessions by Agency Size

Length of Training Session	Size of Agency (Number of Peace Officers) 1-5	6-10	11-25	26-50	51-100	101+	TOTAL
cannot release	1	1	0	0	0	0	2
one day only	18	5	2	1	0	0	26
2-3 days	90	33	38	13	4	3	181
one week	29	18	25	10	3	2	87
two weeks	2	1	2	2	0	0	7
+ two weeks	1	2	0	0	1	0	4

As the data indicate, the overwhelming choice for preferred length of training sessions is two to three days (181 agencies) and this choice is consistent regardless of agency size. With the exception of one week, (87 agencies), none of the other time lengths appeared to be popular choices.

4.2 Summary Data of All Respondents

The rank order of the mean scores of all respondents (N=307) in the three criterion areas, as well as the composite score of the total respondents is found in Appendixes C, D, E and F. Appendix C contains the rank order of composite scores and Appendix D the rank order of the degree of need criteria. Appendixes E and F are the rank ordering of the remaining two criteria, amount of time and amount of harm.

Table 5 provides a comparison of the rank ordering of both the composite mean score and the degree of need mean scores of the top ten items of all respondents.

TABLE 5

Comparison of Composite and Need Mean Scores (N=307)

Item #	Composite Rank	Degree of Need Rank
18	1	2
44	2	1
21	3	7
4	4	4
22	5	6
36	6	3
13	7	10
35	8	5
45	9	20
23	10	8

It is interesting to note that with the exception of item number 45 (weapons practice/qualification), both the composite score and the degree of need scores for the nine other top ten ranked items are all similarly ranked, with some juxtapositioning. A review of the entire data found in Appendixes C and D will show parallel similarities. Based on these similarities, it would appear that the weighting of the composite score to reflect the amount of time spent performing a task and the harm caused by inadequate performance did not result in a significant difference in the ranking of training items by degree of need. This would seem to indicate that when respondents identified task or topic items where there was a need for more training, these items were evaluated as having similar time and harm ratings.

Although the amount of time and amount of harm data do not appear to significantly change the rank ordering of the items in the needs assessment survey, these data do serve as a valuable information source. The amount of time data could be used to identify those tasks which occupy the majority of

the peace officer's duty time and the harm data serves to identify areas of criticality, which the quality of training must reflect. If a task is highly rated as a training need, and is also a task which is performed on a consistent basis (amount of time), it would appear that training in that particular area would be a high priority. A prime example in this survey would be police report writing skills. This item was ranked as the number two item in terms of the amount of time officers spend performing the task, and ranked number five and six on the composite score and degree of need scores respectively. Similarly, if a task is rated high in having a large amount of harm and appears as a highly rated item in the composite/degree of need data, this would indicate a high priority item.

Conversely, there may be items that ranked low on the amount of harm and amount of time data which might be training priorities to a specific agency or at a specific time in a given geographic area. An example of this might be item 29, terrorist/gang/occult investigations. Although it is ranked relatively low in the harm and time data, the apparent increase and importance of gang activities in the larger urban areas might dictate that this area become a training priority for those specific geographic areas.

The criteria of amount of time and amount of harm will not be discussed further in this paper and readers are encouraged to review the data contained in Appendixes E and F if they appear to be relevant to agency or organization specific needs.

Returning to the composite score and degree of need data, it is interesting to note several findings. While much of the recent literature has highlighted the need for law enforcement to address the area of officer stress, item number seven of the survey (handling personal stress) ranked 15th and 17th respectively in the state needs assessment. This is especially interesting to

note in view of the fact that the previously cited national FBI needs assessments consistently rated handling personal stress as the number one priority of the respondents to the national survey. In addition, employee assistance programs (which would be designed to address officer stress issues) are ranked as the 57th priority in both the composite and need data bases of our state survey. There are several items which were ranked similarly in both the national survey and the Minnesota survey, such as the items concerning interview/interrogation skills, evidence collection, emergency vehicle operation, and report writing.

Table 6 provides a rank ordering of the top ten training priorities, using their verbal descriptions, with the numerical rankings in the composite/degree of need data listed. Of these top ten items, two of the items are from the law related group, two from the human behavior/communication category and seven are patrol procedure/investigation categories. A review of the entire rank order data indicates that there are no administration or management/supervision items listed as priorities until the 27th ranked item in the composite data and the 28th item in the degree of need data. Also of interest is the fact that all of the law related items (items one through six) are ranked as being within the top twenty-five priorities in both sets of data, indicating that these issues are viewed by administrators as being critical to performance as well as in need of additional training. The more technical investigative skills, such as surveillance techniques, organized/white collar crime investigation, fingerprinting techniques and photography/videotape techniques received relatively low priority ratings in both sets of data. Finally, neither the composite data nor the degree of need data gave high priority to the so-called "soft" topics related to law enforcement (i.e., cultural awareness, crime prevention),

although both sets of data gave relatively high priorities to responses to victims and witnesses.

Table 6

Top Ten Training Priorities (N=307)

Composite Rank	Needs Rank	Item Descriptor
1	2	Emergency/Pursuit Vehicle Operation
2	1	Interview/Interrogation Techniques
3	7	Officer Survival Skills
4	4	Criminal/Civil Vicarious Liability
5	6	Report Writing Skills
6	3	Crime vs. Persons Investigations
7	10	Crisis Intervention
8	5	Crime vs. Property Investigations
9	20	Weapons Practice/Qualification
10	8	Crime Scene Documentation/Evidence Collection

A final note of interest is directed toward the apparently contradictory data found in reviewing the priority placement of the officer survival item and physical wellness programs. While both sets of data rank officer survival very high on the list of priorities (number three and number seven), neither ranks physical wellness programs, (which could certainly have a beneficial effect in officer survival situations) as a top priority (ranked 35th on the composite data and 33rd in the degree of need data).

4.3 Data by Agency Size

One of the goals of the needs assessment survey was to determine whether the size of an agency dictated the training needs particular to the agency. Appendix G contains a rank ordering of the top fifteen items by degree of need, for the six agency sizes which the survey identified. For the purpose of this

survey, agencies were divided into sizes based on number of licensed officers. The size of the agency and the total number of respondents in each size category were as follows: 1) one to five officers (N=141); 2) six to ten officers (N=60); 3) 11 to 25 officers (N=67); 4) 26-50 officers (N=26); 5) 51 to 100 officers (N=8); and 6) over 100 officers (N=5). Table 7 compares the rank ordering of training need priorities of the six agency sizes, listing the survey items which most of the agencies chose as priority topics.

TABLE 7

Comparison of Degree of Need Mean Ranking Among Six Agency Sizes

Survey Item	Rank Order of Item Based on Agency Size					
	1-5	6-10	11-25	26-50	51-100	100+
Interview & Interrogation	1	1	2	7	5	4
Crimes vs. Property Investigation	2	3	9			4
Criminal/Civil/Vicarious Liability	4	6	7	6	1	4
Emergency/Pursuit Driving	5	8	3	2	4	3
Crime Scene Documentation	6	5	5			
Crimes vs. Persons Investigation	6	4	4	6	2	5
Officer Survival	7	7	6	3	3	5
Response to Child Abuse	8		10		5	
Crisis Intervention	10	10		8		3
Police Report Writing	9	8	1	7	5	2

As can be seen in this table, all agencies, regardless of size, appear to identify as common training priorities areas such as interview and interrogation skills; criminal, civil, and vicarious liability issues; emergency/pursuit vehicle operation; officer survival; police report writing; and crimes against persons investigation. The other items listed in Table 7 are also similarly rated by most of the agencies.

It is interesting, however, to review the data of all agency sizes contained in Appendix G to identify needs which do appear to be unique to departments based on their officer complement. For instance, the number one and two priorities for agencies with over 100 officers are management team effectiveness and field training officer programs. These items do not appear in the top fifteen items of any of the other department size groups. Although management team effectiveness might not be important to smaller size departments, it is interesting that field training officer programs apparently are not of high priority either. Another interesting observation is the fact that handling personal stress appears on the priority lists of two department sizes (11 to 25 officers, and 100+ officers), but is not found in the top priorities of the other sized agencies. Finally, developing supervisor skills appears to be a priority in only one agency size (agencies having 51 to 100 officers) but is not listed as a priority for the other agency sizes.

It appears that while there are numerous similarities in the training needs of agencies of varying size, specific training needs can be identified which appear to be unique to departments based on their officer numbers.

4.4 Data by Agency Type

The needs assessment survey was also designed to collect and sort priority training need data by agency type. Agencies were divided into four agency types; the numerical breakdown of these four types is as follows: municipal agencies (N=235); county agencies (N=60); state agencies (N=3); and other (N=9). Those agencies described as other consist of such specialty law enforcement groups as airport, university, or park police agencies. Again, it was the intention that these data might indicate whether training need was

influenced by the type of law enforcement agency. Appendix H contains the rank order for the top 15 degree of need items of agencies sorted by type of agency.

TABLE 8

Comparison of Degree of Need Ranking Among Four Agency Types

Survey Item	Rank Order of Item Based on Agency Type			
	Municipal	County	State	Other
Interview and Interrogation	1	2	2	3
Emergency/Pursuit Driving	2	6	3	1
Report Writing	3	9	2	2
Criminal, Civil, Vicarious Liability	4	3	3	3
Officer Survival	5	10	3	2
Crimes vs. Property Investigation	5	2		
Crimes vs. Persons Investigation	6	1		
Crime Scene Documentation & Evidence Collection	7	5		
Arrest/Search & Seizure Law	8		1	3
Response to Child Abuse	9	8		
Crisis Intervention	10	6		

Table 8 represents a comparison of the rank ordering of the most highly rated survey items based on agency type. As was the case with our comparison by agency size, certain survey items appear to be universal priorities across agency type. Most notable (and consistent with the agency size data) are the topic areas of interview and interrogation skills, emergency/pursuit driving, report writing, liability issues, and officer survival. In reviewing the total data in Appendix H, there does not appear to be the pronounced unique training priorities present which characterized the agency size data. It should be noted that with the exception of the state agencies, the size of the other agency types vary greatly. The state agencies and those listed as "other" obviously also have narrowly defined missions, and thus do not always have the

same training needs as the more generic municipal and county agencies. Despite these differences, training priorities are very similar.

4.5 Data by Regional Location

Perhaps the most useful category of data collected in this survey is the degree of need data organized by geographic region. Since continuing education providers are often located in the larger urban areas, much of the training which emanates from providers is "delivered" to agencies outside of the providers geographic area. As mentioned earlier in this paper, oftentimes the choice of course content is made in response to a specific request from one agency or interest group, or the choice is made by the provider based on the needs seen within the larger urban area. It is hoped that the regional data which are contained in Appendix I will provide specific training priority data for continuing education providers to consider when planning for needs in the various regions of the state. There are some general and universal themes which can be developed from the information in Appendix I. However, continuing education providers are encouraged to use the data of specific regions when attempting to identify and prioritize training needs of that particular region.

Table 9 represents a comparison of the rank ordering of the priority training items by geographic region. As can be seen in Table 9, the eleven survey items listed appear as the top ten ranked priority items in all nine regions of the state with only five exceptions. As was the case in previous comparisons, these survey items appear to be universal priority needs. However, despite these similarities, there are some noticeable differences in the ranking of these priorities. These differences are most apparent when comparing the priorities of the predominantly urban region (Region Nine), with the markedly rural regions which characterize the rest of the state.

A closer look at the individual region data in Appendix I reveals additional priority needs which appear to be specific to only certain regions. As an example, in Region One, supervising criminal investigations is ranked as the sixth priority, but is not rated nearly as high in any of the other regions. Similarly, in Region Two, photography and video taping techniques ranks fifth as a priority item, but does not appear as a top ten item in any of the other regions.

TABLE 9

Comparison of Degree of Need Ranking by Geographic Region

	Rank by Region								
Survey Item	One	Two	Three	Four	Five	Six	Seven	Eight	Nine
Emergency/pursuit driving	1	3	9	6	7	10	3	1	1
Interview and Interrogation	1	5	6	1	1	1	2	3	2
Crisis Intervention	9	1	9	5	6	4	6	6	13
Crime vs. Property	1	2	2	2	2	5	1	8	14
Crime vs. Person	3	1	1	3	4	9	3	4	5
Criminal, Civil and Vicarious Liability	2	2	6	12	5	3	4	4	4
Officer Survival	8	1	6	4	13	6	11	2	2
Report Writing	9	4	3	9	3	6	5	6	3
Narcotic/Vice Crimes	8	1	4	6	10	8	9	9	8
Crime Scene Documentation/Evidence	2	6	5	7	4	2	5	4	13
Arrest/Search/ Seizure Law	4	2	7	10	13	7	5	5	10

It might be valuable for readers to review the totality of the specific regional data to form a clearer view of the perceived training needs beyond these universal or common themes.

4.6 Additional Training Needs Identified by Respondents

An important component of the needs assessment survey was the request for respondents to identify training needs which did not appear in the 65 items used in the survey booklet. Appendix J contains an alphabetical listing of the 57 agencies which returned this part of the response form from the survey booklet.

A review of the training items which are listed would seem to indicate three types of responses. First, since many of the submitted responses identified training needs which were in fact listed in the survey, it appears these respondents misunderstood the intent of the response form. It would seem that the re-listing of survey items is an attempt to emphasize that the responding agency was especially in need of training in these areas. The majority of items found in Appendix J are re-statements of items which were listed in the survey.

A second type of response resulted in the identification of what might be described as perceived educational delivery deficiencies. Examples of such responses would be: teach more proactive rather than reactive methods; better notification of training classes; not enough training experiences in greater Minnesota, and the need for affordable training. While these responses are valuable in identifying training delivery deficiencies, they also represent a misunderstanding of the intent of the response form.

The third type of response does address the issue of specific training topics or items. A review of the responses which identified specific training items which were not duplicative of survey items indicates that several agencies have particular needs associated with the agency which were not identified in the needs assessment instrument. Many of these needs could be categorized as geographic/demographic specific (i.e., boat and water enforcement;

agricultural crimes; rural law enforcement issues). Others appear to be specific to the agency role, examples of which would be bailiff training and federal campground laws. In addition, highly technical or highly specific items were listed, including such topics as DNA identification, plaster casting and supervising internships. A final group of responses appears to reflect concerns that are both agency-specific and generic in nature, and perhaps should be considered as items for future needs assessment efforts. Examples of these items would be: media relations; development of agency rules, regulations, and procedures; ideas/sources for grants and funding; dealing with stress in the officer's family; and police ethics and professionalism.

In summary, the information contained in Appendix J is valuable in identifying several items or topic areas which were not included in the survey instrument. Many of the listed items merely repeat or re-state topics which were contained in the survey, perhaps to re-emphasize their importance to the responding agency. This appendix also identifies highly technical or highly specific topics which are of concern to the identifying agency.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

This paper reports the results of the first phase of a statewide needs assessment project designed to identify the continuing education needs of Minnesota peace officers. Phase one of the project was designed to measure the perceptions of law enforcement administrators or training officers regarding the continuing education needs of peace officers.

The committee which constructed the survey instrument identified five primary objectives for the needs assessment project. These objectives were: (1) to identify and prioritize training needs of Minnesota peace officers based on job-task or training topic categories; (2) to evaluate survey items by three criteria (time, harm, and need); (3) to identify needs based on demographic differences of geographic region, agency size, and agency type; (4) to identify the optimum or preferred length of time for continuing education courses; and (5) to survey law enforcement administrators as phase one of this project.

It would appear that phase one of this project has successfully met the objectives outlined by the committee. A survey was constructed which identified 65 training tasks or topics which were highly representative of the most often cited training needs of peace officers. The survey was distributed to 525 law enforcement agencies (which represent 97% of the law enforcement agencies in Minnesota), and 307 surveys were returned, resulting in an overall response rate of nearly 60%. Data analysis resulted in a prioritization of training needs based on the three criteria and organized by demographic

considerations. In addition, respondents expressed clear preferences for the length of time for training sessions.

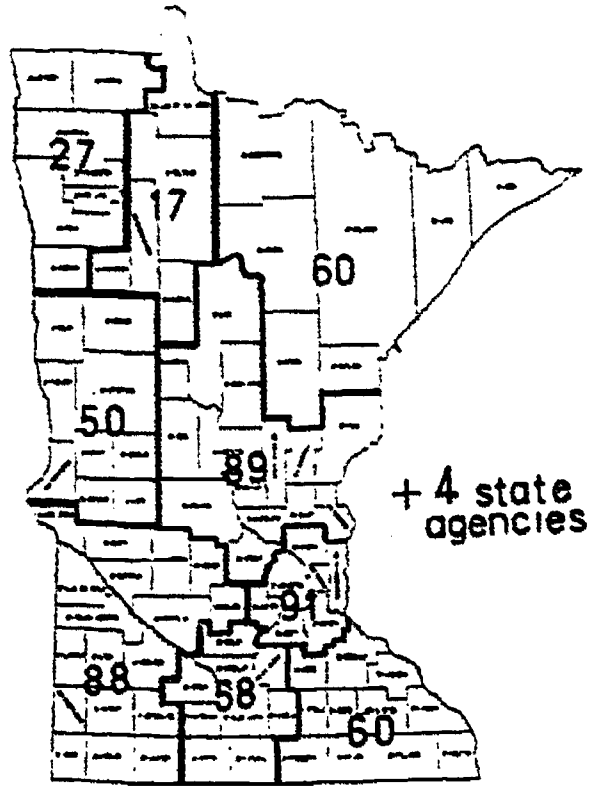
The information which has been collected to date may have a variety of uses. Ideally, continuing education providers will use the information to more accurately identify the training needs of agencies and officers based on the demographic differences which exist. Additionally, law enforcement agencies themselves will be able to identify their own needs or the needs within their regions or agency types, and perhaps either identify strategies to address these needs or articulate the needs to appropriate providers of continuing education.

As mentioned previously, phase one of the needs assessment project was limited to a survey of law enforcement administrators or training officers. While the accuracy of these administrators' perceptions may be questioned and probably cannot be accurately measured, the data obtained is nonetheless important for two reasons: (1) it is the first comprehensive attempt to identify and prioritize statewide continuing education needs of Minnesota peace officers; and (2) to the extent that administrators control the use of training funds, perceptions will be reflected in both the content and quantity of continuing education experiences available to line officers.

Phase one of the needs assessment project also prompted the gathering and documentation of demographic data concerning the distribution of law enforcement agencies and officers throughout the state. Figure 2 is a map of Minnesota depicting the nine geographic regions used in the needs assessment survey, and listing the number of law enforcement agencies in each region. As mentioned previously, this division was used in previous regionalization projects.

FIGURE 2

NUMBER OF LAW ENFORCEMENT AGENCIES IN EACH REGION OF THE STATE



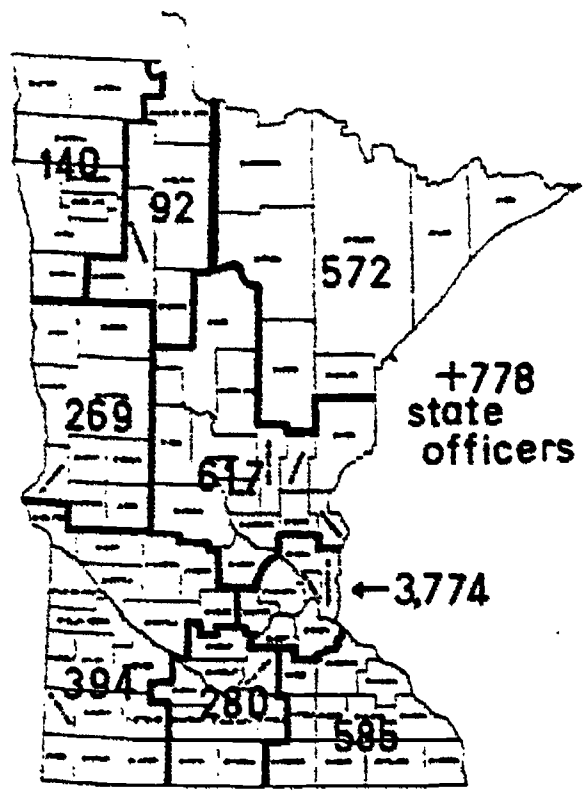
As can be seen in Figure 2, Regions One and Two have significantly fewer agencies than all of the other regions. Even combined, Regions One and Two have fewer agencies than any other region. This information should certainly be taken into consideration by continuing education providers when planning strategies to deliver training experiences to these regions. In retrospect, the needs assessment survey might have collected more effective data for regions one and two if these regions had been combined. The response N of each region was very low (region one, N=12; region two, N=6) and resulted in

collected data which was not very effective in differentiating between the 65 items of the survey.

The total number of full-time peace officers in each region is represented in Figure 3. Again, referring to regions One and Two, the number of potential consumers of continuing education courses is quite low compared to other regions. These low numbers would seem to imply that different delivery strategies need to be developed when continuing education providers plan training in these regions.

FIGURE 3

NUMBER OF FULL-TIME PEACE OFFICERS IN EACH REGION OF THE STATE



Additionally, based on feedback which is often directed to the POST Board, it would appear that those regions which have the fewest agencies and officers,

and those agencies which are furthest away from large urban areas, are the agencies whose officers are most in need of sources for continuing education.

The results of the needs assessment survey, as well as the demographic information which was generated as a result of the survey, seem to suggest the following action strategies concerning the further evaluation of continuing education needs and the future delivery of training courses to Minnesota peace officers.

Recommendation One: Phase two of the needs assessment project should be conducted as soon as possible. As mentioned previously, officers themselves may have valid but differing perspectives concerning their training needs. Due to the fact that the use of the formula which resulted in the creation of the composite score did not result in a significant difference in the prioritization of training needs, consideration should be given to simplifying the phase two survey. This simplification would require surveyed officers to merely rate their perceived need for training in the training topics or tasks. This change would produce two benefits: (1) Individuals would need far less time to complete the survey, thus increasing the probability of survey response; and (2) Additional items could be added reflecting the suggestions generated from the phase one survey.

Recommendation Two: A third survey population, which was also discussed by the needs assessment committee, is county and city attorney offices. Prosecuting attorneys dealing with the work product of peace officers (testimony, actions, reports, etc.) are in a unique position to evaluate officer functioning levels and to identify areas in need of additional training. An evaluation by persons outside of the profession, yet familiar with the work

product, could provide valuable, objective feedback. Again, this survey could be simplified to evaluate only the criteria of need for additional training.

Recommendation Three: There are only a handful of continuing education providers who have the resources, mission, or desire to deliver training to all areas of the state. As mentioned several times in this report, certain geographic areas of the state have historically had difficulty identifying and providing continuing education to agencies and officers within their geographic region. Therefore, although this report has generated geographic-specific information concerning training needs, the question remains regarding who will use the data and how these needs will be met. The POST Board has begun to address the third recommendation of this report: to assist regional agencies in identifying and attempting to organize continuing education resources which exist within each region of the state. This facilitation process has been based on a plan to identify a core of multi-disciplinary resources in each region (law enforcement administrators, county attorneys, higher education institutions, and other continuing education providers) to serve on regional training committees. These committees would assume the responsibility of identifying regional training needs, regional resources, and organizing the resources in a manner which most efficiently addresses identified needs. In addition, the committees would be in a unique position to identify and communicate to other sources (such as the POST Board or BCA) needs which cannot be satisfied by regional resources.

Recommendation Four: Results of the needs assessment survey must be distributed in the most efficient way to potential providers of continuing education. Therefore, this report and future survey information should be made

available to all identified providers of continuing education, as well as to any regional training committees which organize as a result of Recommendation Three. In addition, periodic meetings of continuing education providers and regional committees are essential to continue efforts to identify needs and resources.

Recommendation Five: Needs assessment must be a continuing process, with a timeline created to insure that some type of formal needs assessment is conducted on a regular basis. Participation in these assessments must be broad based and include representatives of all types of agencies and officers as well as objective observers who interact with these agencies and peace officers.

Nothing contained in this report is meant to imply that previous needs assessment efforts were in any way insufficient. Nor is this report an attempt by the POST Board or the project committee to assume the responsibility for on-going needs assessment of Minnesota peace officers. This project has merely attempted to do on a statewide level, that which has been done in many agencies and organizations on a local level. Agencies must continue to conduct their own needs assessments to identify and validate their training choices. As regional training committees organize, these organizations must also make a commitment to formally survey their constituencies to determine training needs. Ideally, regional organizations may eliminate the necessity for on-going statewide needs assessment efforts. It is hoped that the 1989 needs assessment project, phase two of the project, and any follow-up surveys and reports, will serve as a catalyst to encourage and promote needs assessment by those most affected by their results: agencies and organizations providing continuing education experiences.

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54

APPENDIXES

APPENDIX A

Cover Letter, Survey Instrument and Response Form

March 1, 1989

Dear Chief Law Enforcement Officer:

Enclosed you will find a survey which is the result of several months of research and cooperation involving the POST Board and law enforcement continuing education providers. The survey is being sent to every chief law enforcement officer in the state of Minnesota.

Importance of Survey

This survey is intended as a state-wide needs assessment of the current training needs of all law enforcement officers and agencies in the state. To our knowledge, it is the first time that a needs assessment of this magnitude has ever been attempted within the state.

This survey is important to you because, for the first time, we will be able to identify training needs which are particular to individual departments based on the agency's size, type, geographic location and state region. The results of this survey will be available to you and will also be provided to continuing education providers. These continuing education providers have the capability of designing courses to address your specific needs and to schedule these courses in your specific geographic area.

Contents of Survey

The survey consists of 65 job task or training topic statements. These are specific statements which either identify a task often performed by a peace officer or a training topic that addresses a broader range of issues relevant to law enforcement training. Pre-tests indicate that it will take anywhere between 30 minutes and one hour to complete the survey.

Because this survey is computerized to allow for a variety of correlations, it is important that you read and follow the directions carefully. Errors will result in invalid individual or regional information, which will reduce the effectiveness of the survey. Please read the instructions in the survey booklet before proceeding with the survey.

Necessity for Timely Return

Since a survey of this nature is only of value if it is responded to by all those surveyed, and since the data we are attempting to collect will change over time, it is very important that you respond to this survey as soon as possible. DO NOT PUT THIS SURVEY ASIDE, OR UNDER YOUR OTHER CORRESPONDENCE. If you choose to assign the task of filling out this survey to another staff person, please advise him or her to FILL IT OUT IMMEDIATELY. Prior experience tells us that if you do not return this survey within the next three weeks, you will probably not return it at all. Therefore, we need you to return the survey no later than:

March 25, 1989

To return the survey, you need only fold the answer sheet three times and insert it into a standard letter-size envelope. Do not return the survey booklet!

Conclusion

We feel that the results of this survey will be well worth your efforts. The survey is designed to extract meaningful data about your agency so that the data can be provided to continuing education providers who have the ability to schedule pertinent courses in your geographic area. We feel it will be the most economical way of providing needed continuing education to the officers in your department.

If you have any questions concerning this survey, please feel free to contact Tim Erickson of our staff, at phone number (612) 296-2620. I thank you in advance for your assistance and response to this survey.

Sincerely,

William R. Carter, III
Executive Director

WRC:cle

STATE-WIDE NEEDS ASSESSMENT SURVEY OF THE CONTINUING EDUCATION NEEDS OF MINNESOTA PEACE OFFICERS

FACILITATED BY

THE MINNESOTA BOARD OF
PEACE OFFICER STANDARDS AND TRAINING

MARCH, 1989

ACKNOWLEDGEMENT

The POST Board would like to acknowledge the assistance of the staff from the following agencies for their contributions to the construction of this needs assessment survey:

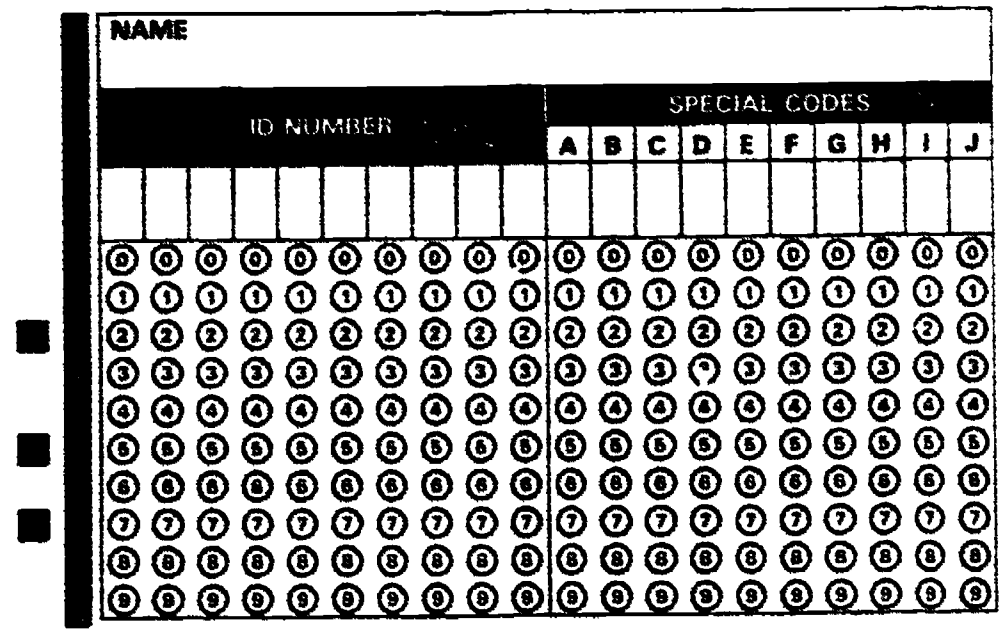
Government Training Services
Law Enforcement Training Center
Minnesota Bureau of Criminal Apprehension

DEMOGRAPHIC DATA

PLEASE USE #2 LEAD PENCIL TO FILL OUT ALL AREAS OF THIS SURVEY.

Please find the machine scored answer sheet which is enclosed with this survey.

On one side of the answer sheet you will find circles and boxes in which you will be asked to supply identifying information about your agency. The following is a representation of this area on your answer sheet:



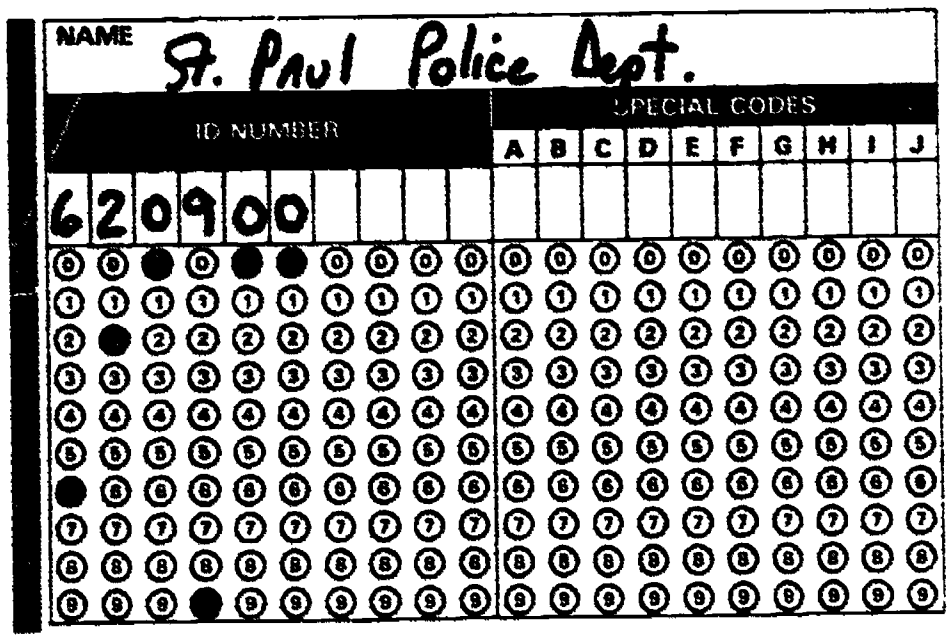
For the purpose of this survey, it will be necessary to use codes to collect the demographic data which follows. Please read the following directions carefully and supply the requested information using the appropriate boxes and circles as described or illustrated.

AGENCY: NAME AND ORI NUMBER

In the area requesting NAME information on the answer sheet (see illustration below) fill in your city, county or state agency name. In the area requesting ID NUMBER, fill in your agency's designated ORI number.

Fill in the appropriate boxes and circles on your answer sheet, using the following example:

> The St. Paul Police Department has ORI # MN0620900.
> Since MNO is the common state identifier, the number 620900 would be St. Paul's ORI identifier and thus the St. Paul Police Department would be represented as follows:



Remember to fill in the boxes starting from the box on the far left under ID NUMBER, filling in the first six boxes and circles only, as indicated in the illustration. Leave the succeeding boxes and circles blank.

All additional information will now be supplied in the SPECIAL Codes area of the boxes and circles.

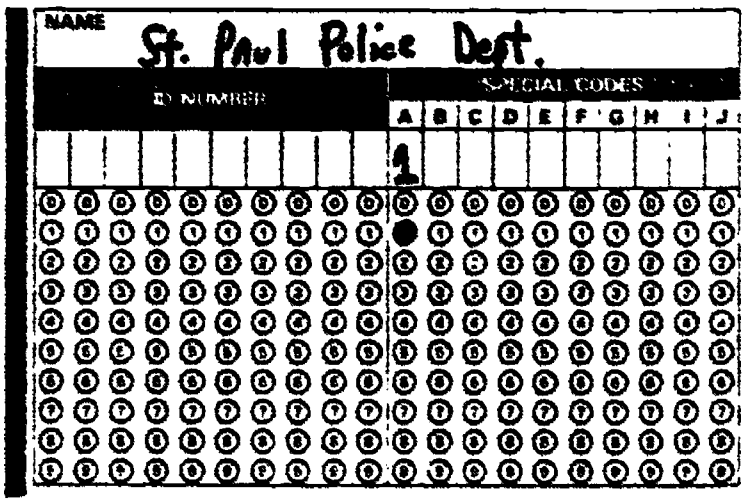
AGENCY TYPE

In the area labeled SPECIAL CODES, under the box labeled A, describe the type of agency your department would represent, using the following numerical code:

municipal law enforcement agency	= 1
county law enforcement agency	= 2
state law enforcement agency	= 3
other type of agency	= 4

Now fill in the box and darken the appropriate circle under the letter A, using the following example:

The St. Paul Police Department, a municipal law enforcement agency, would be represented as follows:

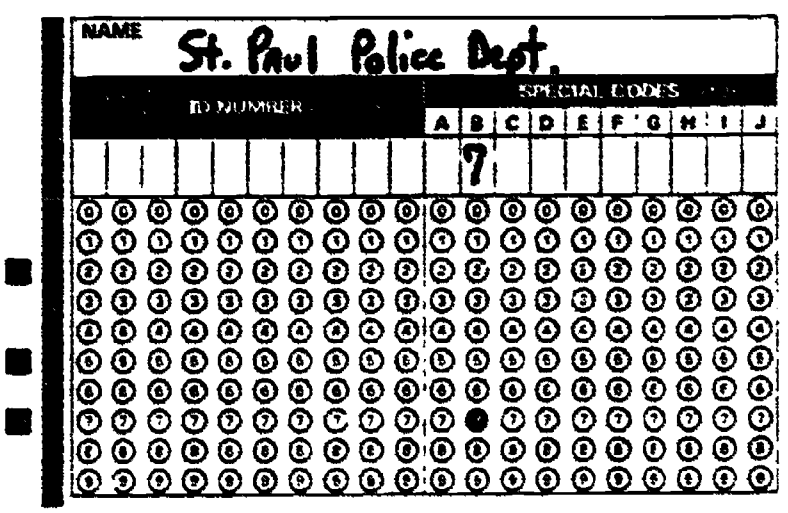


NUMBER OF SWORN PERSONNEL

In the box under SPECIAL CODES labeled B, indicate the number of sworn law enforcement personnel in your agency using the following numerical code:

1 to 5 officers	= 1	51 to 100 officers	= 5
6 to 10 officers	= 2	101 to 200 officers	= 6
11 to 25 officers	= 3	over 200 officers	= 7
26 to 50 officers	= 4		

St. Paul Police Department, having 512 officers would be as follows:



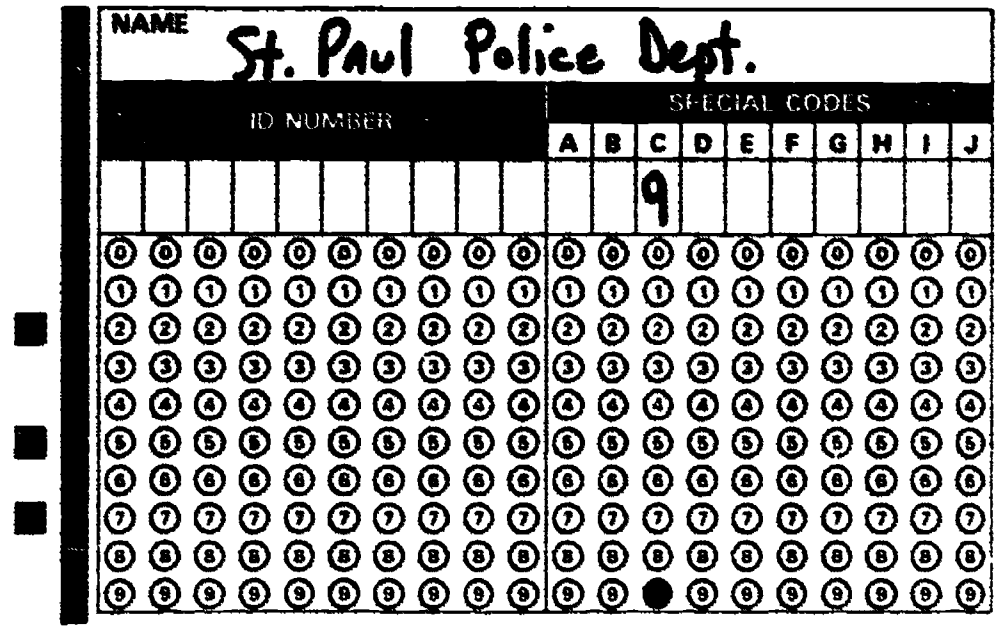
GEOGRAPHIC LOCATIONS

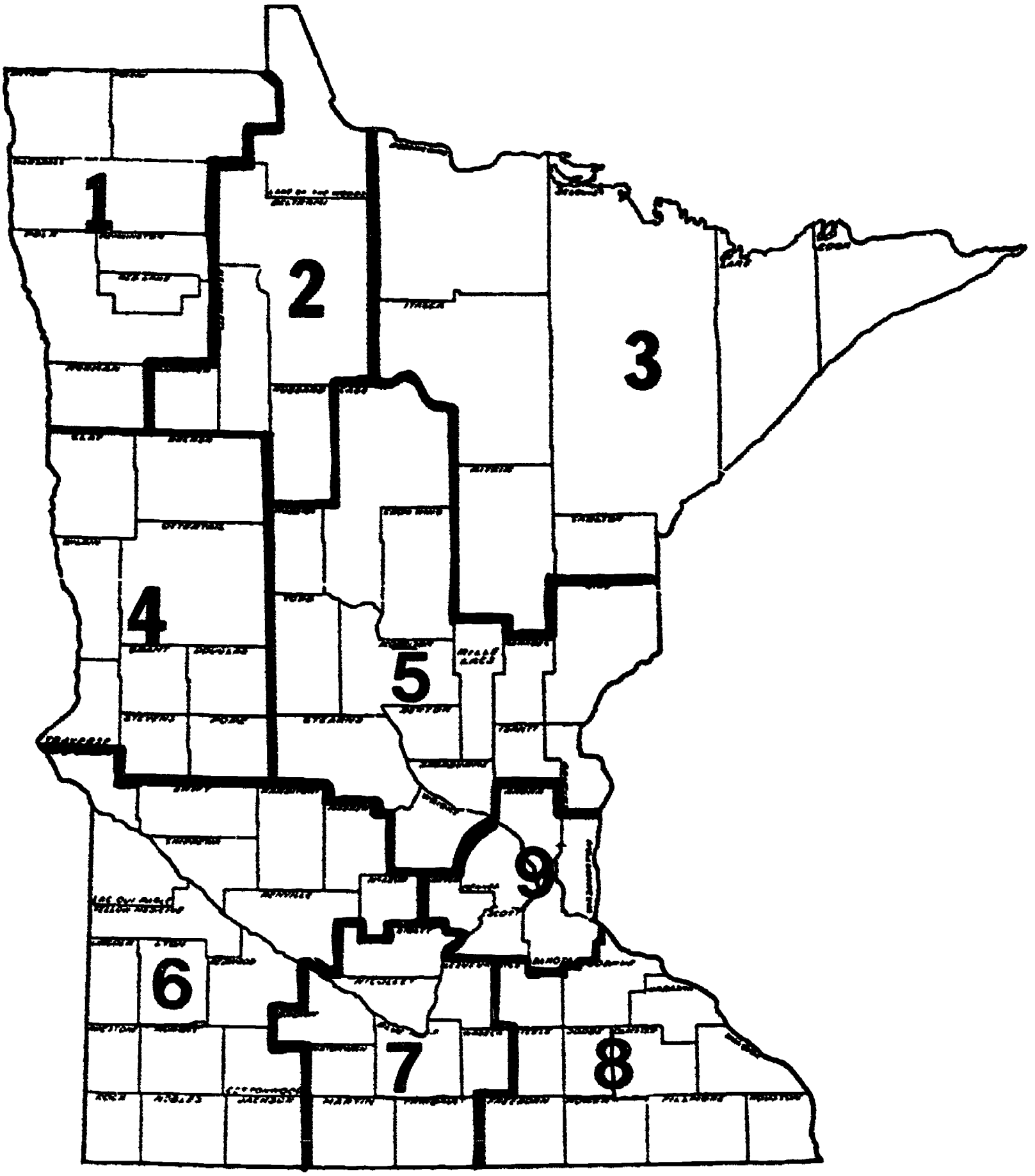
In the box labeled C in the SPECIAL CODES section, indicate the geographic region of the state in which your agency is located. The codes listed below correspond to the state map located on the next page. (Turn to the next page, observe the map and identify the location of your city, county or state agency.) You will notice that the map is divided into nine (9) separate regions. These regions correspond with planning regions which the POST Board will use to regionalize survey data. Find the county in which your agency is located and note the number which is assigned to counties within that region. Using the code below, insert the code number and darken the corresponding circle under letter C, which depicts your geographic location.

Post Planning Region 1 = box and circle 1
Post Planning Region 2 = box and circle 2
Post Planning Region 3 = box and circle 3
Post Planning Region 4 = box and circle 4
Post Planning Region 5 = box and circle 5
Post Planning Region 6 = box and circle 6
Post Planning Region 7 = box and circle 7
Post Planning Region 8 = box and circle 8
Post Planning Region 9 = box and circle 9

Using the following example, fill in the appropriate information in the box and circle under C:

The St. Paul Police Department is located in Post Planning Region 9, thus, using the code above, the number 9 would be inserted in the box and the corresponding circle 9 would be darkened:





POST BOARD PLANNING REGIONS
CONTINUING EDUCATION NEEDS ASSESSMENT

POST BOARD PLANNING REGIONS
CONTINUING EDUCATION NEEDS ASSESSMENT

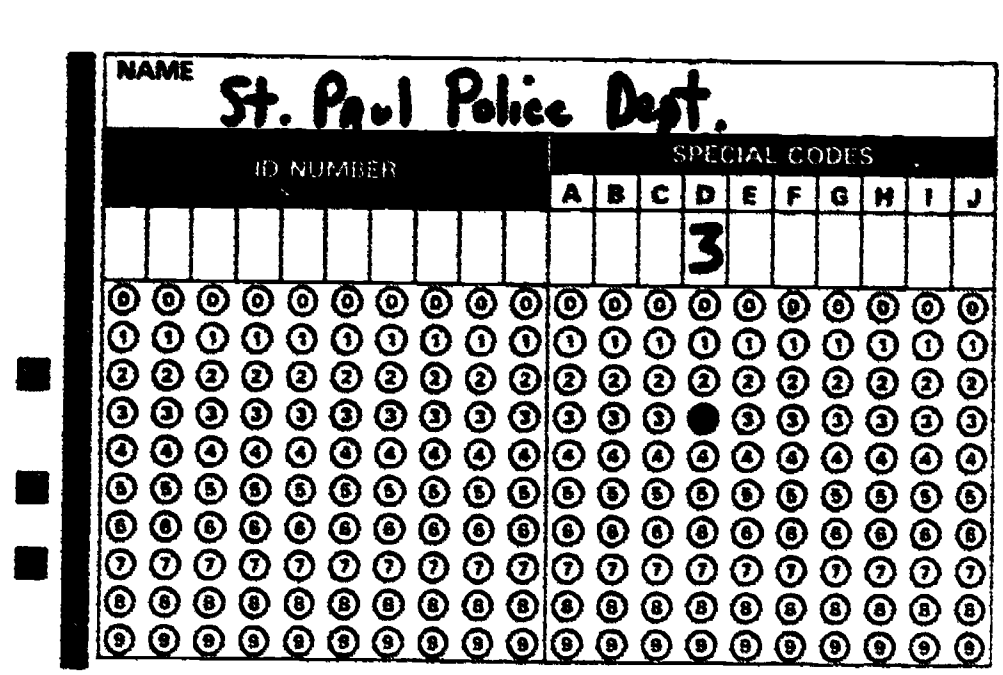
LENGTH OF TRAINING

In the box under SPECIAL CODES labeled D, indicate the estimated amount of time you might be able to release an employee in your agency to attend a <u>needed</u> training course if one were offered in your geographic region. (Note: We realize that this amount of time will vary depending on season, type of training, etc. We need you to indicate a preferred length of training time, realizing this will not always be constant.)

Use the numerical code below to fill in the appropriate number in the box and circle under letter D:

0 = I cannot release any employee for training
1 = one day only
2 = 2 to 3 days
3 = one week
4 = two weeks
5 = more than two weeks

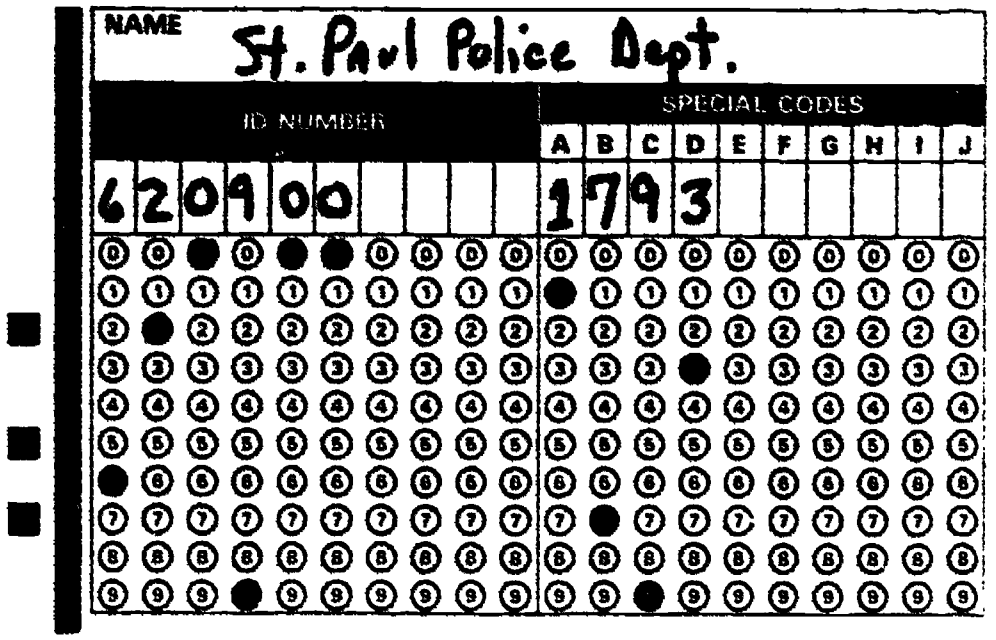
Example: St. Paul Police Department prefers to release officers for up to one week to attend training courses. The code number 3 would be entered in the box under letter D, and the corresponding circle would be darkened:



THIS COMPLETES THE DEMOGRAPHIC INFORMATION PORTION OF THIS SURVEY.

DO NOT FILL IN ANY FURTHER BOXES OR CIRCLES IN THIS AREA OF THE ANSWER SHEET.

If you have been following the directions supplied in this section correctly, your completed agency information should look as follows:



If you have not filled in the boxes or circles in the manner similar to that above, please re-read the instructions before continuing.

IF YOU HAVE COMPLETED THE ABOVE INFORMATION CORRECTLY, TURN TO THE NEXT PAGE FOR SURVEY INSTRUCTIONS AND TO BEGIN THE SURVEY.

SURVEY AND INSTRUCTIONS

69

This survey consists of 65 training topic items or job task items. Each is followed by three (3) response statements. To respond accurately to this survey, it is imperative that you understand the definitions of the following three (3) response statements. The three response statements and the appropriate definitions are as follows:

AMOUNT OF TIME = What amount of time is spent by your officers in performing in this topic or task area?

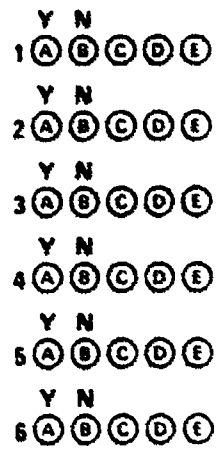
AMOUNT OF HARM = What amount of harm would be created if your officers did not perform adequately in this area?

DEGREE OF NEED = Given the current level of training of your officers in this area, and the level you perceive is needed for satisfactory performance, how much need is there for training in this area?

Suggestion: You may wish to pull this page of definitions from your survey booklet for easy reference as you complete the survey.

Your answer sheet is coded to allow you to rate these response statements at five (5) levels, represented by circles coded A through E on your answer sheet. (Disregard the Y and N codes on the answer sheet.) The following represents the value of the response circles and an example of the response area on your answer sheet:

A	B	C	D	E
very small/ zero	small	moderate	large	very large



As you begin the survey, you will notice that each training topic item or job task item will be followed by the three response statements defined on the previous page. You should read the individual topic item or task, and then rate the three response statements that follow, using your perceptions of the personnel in your agency and how these personnel relate to the topic or task item relative to the response statement.

For example, the first two items in the survey, items A and B read as follows:

A. Arrest, search and seizure law update/refresher.
   1) Amount of time.
   2) Amount of harm.
   3) Degree of need.

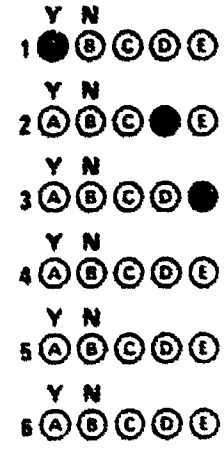
B. General statute and ordinance update/refresher.
   4) Amount of time.
   5) Amount of harm.
   6) Degree of need.

In this example, if for the first item you feel that "arrest, search and seizure law..." occupies a very small amount of the time of your personnel, you would darken the circle of letter A corresponding with number one on your answer sheet.

If you feel that the amount of harm that would be created if your officers performed inadequately in this area would be large, you would darken the circle of letter D corresponding with the number 2 on the answer sheet.

If you feel that the degree of need for additional training of your personnel in this area is very large, you would darken the circle of letter E corresponding with the number 3 on the answer sheet.

You have now responded to the first item on the survey and your answer sheet would look as follows:



You may have noticed in the example on the previous page that the responses to the next item, item B, will continue the numerical sequence on the answer sheet. The three responses for item B would be marked as answers 4, 5 and 6 on the answer sheet.

It is important that you follow the numerical sequence for each item and its three responses, making sure that the responses you are making on the answer sheet correspond with the number given the response statement in the survey booklet.

There are a total of 65 training topics or job tasks listed in this survey. Each topic or task item requires the three responses discussed above. Thus, when the survey is completed, you will have responded to 195 of the 196 items on the answer sheet.

YOU ARE NOW READY TO BEGIN THE SURVEY.

Please remember that:

1. There are three responses to each item in the survey:

   - amount of time.
   - amount of harm.
   - degree of need.

2. You must use only #2 lead pencil to fill out the survey.

3. Blacken the entire circle you wish to choose.

4. If you change answers, be sure to completely erase your first response. Provide only one response for each item. Do not make any stray marks on the answer sheet.

5. Remember: You should respond to this survey with your individual agency needs in mind. Do not consider what might be the needs of other agencies or law enforcement in general.

TURN TO THE NEXT PAGE AND BEGIN THE SURVEY.

A	B	C	D	E
very small/ zero	small	moderate	large	very large

LAW RELATED ISSUES:

A. Arrest/search and seizure law update/review.

1) amount of time.
2) amount of harm.
3) degree of need.

B. General statute and ordinance update/review.

4) amount of time.
5) amount of harm.
6) degree of need.

C. Traffic law update/review.

7) amount of time.
8) amount of harm.
9) degree of need.

D. Criminal, civil & vicarious liability of officers and agencies.

10) amount of time.
11) amount of harm.
12) degree of need.

E. Preparing for and testifying in criminal, civil and administrative cases.

13) amount of time.
14) amount of harm.
15) degree of need.

F. Juvenile law procedures.

16) amount of time.
17) amount of harm.
18) degree of need.

HUMAN BEHAVIOR/COMMUNICATIONS:

A. Handling personal stress.

19) amount of time.
20) amount of harm.
21) degree of need.

A	B	C	D	E
very small/ zero	small	moderate	large	very large

B. Physical wellness programs.

22) amount of time.
23) amount of harm.
24) degree of need.

C. Cultural awareness (i.e., bias crime, minority relations, etc.).

25) amount of time.
26) amount of harm.
27) degree of need.

D. Verbal communication skills.

28) amount of time.
29) amount of harm.
30) degree of need.

E. Written communication skills (non-police report writing).

31) amount of time.
32) amount of harm.
33) degree of need.

F. Second language instruction (i.e., foreign or sign language).

34) amount of time.
35) amount of harm.
36) degree of need.

G. Crisis intervention (i.e., domestic disturbances, emergency situations, etc.).

37) amount of time.
38) amount of harm.
39) degree of need.

H. Hostage negotiation/communication with distressed subjects.

40) amount of time.
41) amount of harm.
42) degree of need.

I. Career planning, development and retirement.

43) amount of time.
44) amount of harm.
45) degree of need.

A very small/ zero	B small	C moderate	D large	E very large

J. Employee assistance procedures and programs.

46) amount of time.
47) amount of harm.
48) degree of need.

K. Special needs of children as victims/witnesses.

49) amount of time.
50) amount of harm.
51) degree of need.

PATROL PROCEDURES/CRIMINAL INVESTIGATION:

A. Emergency/pursuit vehicle operation—policies & techniques.

52) amount of time.
53) amount of harm.
54) degree of need.

B. Traffic and accident investigation.

55) amount of time.
56) amount of harm.
57) degree of need.

C. Traffic law enforcement.

58) amount of time.
59) amount of harm.
60) degree of need.

D. Officer survival skills & techniques.

61) amount of time.
62) amount of harm.
63) degree of need.

E. Police report writing skills.

64) amount of time.
65) amount of harm.
66) degree of need.

F. Crime scene documentation and evidence collection.

67) amount of time.
68) amount of harm.
69) degree of need.

A very small/ zero	B small	C moderate	D large	E very large

G. Use of force—policies and techniques.

70) amount of time.
71) amount of harm.
72) degree of need.

H. First aid skills/CPR/re-certification.

73) amount of time.
74) amount of harm.
75) degree of need.

I. Crime prevention techniques.

76) amount of time.
77) amount of harm.
78) degree of need.

J. Jail/booking procedures.

79) amount of time.
80) amount of harm.
81) degree of need.

K. Serving criminal or civil process.

82) amount of time.
83) amount of harm.
84) degree of need.

L. Terrorist/gang/cult investigations.

85) amount of time.
86) amount of harm.
87) degree of need.

M. Organized crime investigation.

88) amount of time.
89) amount of harm.
90) degree of need.

N. Narcotic/vice crimes investigation.

91) amount of time.
92) amount of harm.
93) degree of need.

A very small/ zero	B small	C moderate	D large	E very large

O. Developing informants & other information sources.

94) amount of time.
95) amount of harm.
96) degree of need.

P. Surveillance techniques.

97) amount of time.
98) amount of harm.
99) degree of need.

Q. Undercover operations.

100) amount of time.
101) amount of harm.
102) degree of need.

R. Crimes against property investigation (to include: theft, burglary, auto theft, criminal damage, fraud/forgery & arson).

103) amount of time.
104) amount of harm.
105) degree of need.

S. Crimes against persons investigation (to include: homicide & violent death, robbery, sex crimes and family violence).

106) amount of time.
107) amount of harm.
108) degree of need.

T. Misdemeanor & felony arrest laws & procedures.

109) amount of time.
110) amount of harm.
111) degree of need.

U. Analytical investigative techniques.

112) amount of time.
113) amount of harm.
114) degree of need.

A very small/ zero	B small	C moderate	D large	E very large

V. White-collar crime investigation (to include: computer fraud, insurance embezzlement, etc.).

115) amount of time.
116) amount of harm.
117) degree of need.

W. Responding to needs of victims & witnesses.

118) amount of time.
119) amount of harm.
120) degree of need.

X. Photography and videotape techniques.

121) amount of time.
122) amount of harm.
123) degree of need.

Y. Fingerprint techniques.

124) amount of time.
125) amount of harm.
126) degree of need.

Z. Fish and game violation investigation.

127) amount of time.
128) amount of harm.
129) degree of need.

AA. Interview/interrogation techniques.

130) amount of time.
131) amount of harm.
132) degree of need.

BB. Weapons practice/qualification.

133) amount of time.
134) amount of harm.
135) degree of need.

CC. Unarmed defense tactics.

136) amount of time.
137) amount of harm.
138) degree of need.

A very small/ zero	B small	C moderate	D large	E very large

DD. Conduct of tactical operations (i.e., raids, crimes in progress, etc.).
139) amount of time.
140) amount of harm.
141) degree of need.

EE. Police response to child abuse, child sexual assault and neglect.

142) amount of time.
143) amount of harm.
144) degree of need.

FF. DWI procedures and enforcement.

145) amount of time.
146) amount of harm.
147) degree of need.

GG. Hazardous materials investigation.

148) amount of time.
149) amount of harm.
150) degree of need.

ADMINISTRATION/SERVICES:

A. Budget/records management.

151) amount of time.
152) amount of harm.
153) degree of need.

B. Data privacy law, policy and procedure.

154) amount of time.
155) amount of harm.
156) degree of need.

C. Crime analysis techniques.

157) amount of time.
158) amount of harm.
159) degree of need.

D. Familiarization with and use of computers.

160) amount of time.
161) amount of harm.
162) degree of need.

A very small/ zero	B small	C moderate	D large	E very large

E. Telecommunications operator/dispatcher skills.

163) amount of time.
164) amount of harm.
165) degree of need.

F. Jail operation/management.

166) amount of time.
167) amount of harm.
168) degree of need.

MANAGEMENT/SUPERVISION:

A. Labor relations issues.

169) amount of time.
170) amount of harm.
171) degree of need.

B. FTO program development.

172) amount of time.
173) amount of harm.
174) degree of need.

C. Time management theory and techniques.

175) amount of time.
176) amount of harm.
177) degree of need.

D. Developing supervisor skills (new supervisors).

178) amount of time.
179) amount of harm.
180) degree of need.

E. Instructor development.

181) amount of time.
182) amount of harm.
183) degree of need.

F. Background investigations/selection standards/assessment.

184) amount of time.
185) amount of harm.
186) degree of need.

A very small/ zero	B small	C moderate	D large	E very large

G. Management team effectiveness.

187) amount of time.
188) amount of harm.
189) degree of need.

H. Supervising criminal investigations.

190) amount of time.
191) amount of harm.
192) degree of need.

I. Performance rating techniques and procedures.

193) amount of time.
194) amount of harm.
195) degree of need.

THIS ENDS THE TRAINING TOPIC RATING PORTION OF THE SURVEY.

PLEASE TURN TO THE NEXT PAGE.

You have now completed this survey.

This survey was developed with the intent of listing the most important training needs of peace officers. Since no list limited to 65 topics could identify every possible need, we would request you to assist us in identifying any major training need of your agency which was not listed in this survey.

We have attached a final page to this survey. We ask you to fill in your agency name, and then list any training needs which you have and which were not addressed in the survey. You might also have noticed that several of our training topics were very broad (i.e., crimes against persons or crimes against property) . If you feel that there is a specific topic within one of our broad area topics which would warrant an individual training course, also list those topics.

If you use this page of the survey, please separate it from the booklet and enclose it with your machine scored answer sheet when you respond to the survey. DO NOT STAPLE THE SHEET TO YOUR ANSWER SHEET.

We thank you for taking the time to respond to this survey. Remember, we need you to return this survey to the POST Board no later than:

MARCH 25, 1989

Return your answer sheet and any identified training needs to:

POST Board
333 Sibley St., Suite 495
St. Paul, MN 55101

AGENCY NAME: _____

The following are training needs of our agency which were not specifically addressed in this survey:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Please remove this page from the survey booklet and enclose it with your machine scored answer sheet. Do not staple the forms together.

NAME

ID NUMBER

SPECIAL CODES

A B C D E F G H I J

WRITE-IN AREA 1

WRITE-IN AREA 2

54

GENERAL PURPOSE DATA SHEET I

form no. 19543

SIDE 1

USE NO. 2 PENCIL ONLY

1 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	11 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	21 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	31 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	41 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	12 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	22 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	32 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	42 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
3 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	13 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	23 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	33 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	43 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
4 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	14 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	24 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	34 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	44 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
5 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	15 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	25 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	35 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	45 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
6 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	16 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	26 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	36 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	46 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
7 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	17 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	27 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	37 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	47 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
8 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	18 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	28 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	38 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	48 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
9 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	19 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	29 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	39 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	49 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
10 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	20 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	30 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	40 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	50 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

51 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	61 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	71 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	81 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	91 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
52 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	62 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	72 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	82 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	92 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
53 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	63 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	73 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	83 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	93 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
54 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	64 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	74 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	84 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	94 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
55 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	65 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	75 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	85 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	95 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
56 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	66 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	76 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	86 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	96 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
57 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	67 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	77 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	87 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	97 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
58 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	68 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	78 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	88 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	98 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
59 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	69 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	79 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	89 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	99 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
60 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	70 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	80 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	90 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	100 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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SIDE 2

101 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	111 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	121 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	131 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	141 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
102 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	112 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	122 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	132 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	142 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
103 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	113 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	123 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	133 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	143 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
104 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	114 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	124 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	134 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	144 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
105 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	115 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	125 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	135 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	145 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
106 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	116 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	126 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	136 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	146 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
107 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	117 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	127 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	137 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	147 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
108 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	118 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	128 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	138 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	148 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
109 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	119 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	129 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	139 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	149 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
110 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	120 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	130 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	140 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	150 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

151 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	161 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	171 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	181 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	191 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
152 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	162 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	172 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	182 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	192 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
153 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	163 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	173 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	183 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	193 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
154 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	164 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	174 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	184 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	194 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
155 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	165 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	175 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	185 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	195 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
156 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	166 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	176 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	186 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	196 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
157 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	167 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	177 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	187 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
158 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	168 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	178 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	188 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
159 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	169 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	179 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	189 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
160 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	170 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	180 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	190 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	

NATIONAL COMPUTER SYSTEMS

WRITE-IN AREA 3

WRITE-IN AREA 4

197 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
198 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
199 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
200 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

APPENDIX B

Alphabetical Listing of Responding Agencies

by Region Number

Region 1

Ada
Crookston
East Grand Forks
Fertile
Fosston
Kittson County
Norman County
Polk County
Red Lake County
Roseau
Thief River Falls
Warren

Region 2

Bemidji
Clearwater County
Hubbard County
Mahnomen
Nevis
Warroad

Region 3

Aitkin
Babbitt
Biwabik
Buhl
Canosia
Cloquet
Cook
Cook County
Deer River
Duluth
Ely
Fredenberg
Gilbert
Grand Rapids
Hill City
Hoyt Lakes
International Falls
Itasca County
Keewatin
Kinney
Koochiching County
Lake County
Marble
McDavitt
Proctor

Region 3 (Cont.)

Rothsay
Scanlon
Silver Bay
St. Louis County
U/M--Duluth
Virginia
White

Region 4

Ashby
Audubon
Barnesville
Battle Lake
Becker County
Breckenridge
Browns Valley
Carlos
Clay County
Douglas County
Fergus Falls
Glyndon
Grant County
Moorhead
Morris
Osakis
Pelican Rapids
Perham
Stearns County
Starbuck
Traverse County
Ulm
U/M--Morris
Wheaton
Wilkin County

Region 5

Annandale
Avon
Becker
Benton County
Big Lake
Braham
Brainerd
Cambridge
Cass County
Chisago City
Clarissa

Region 5 (Cont.)

Cold Spring
Crosby
Crow Wing County
Elk River
Foley
Freeport
Holdingford
Isanti
Isanti County
Kanabec County
Lindstrom
Little Falls
Melrose
Menahga
Mille Lacs County
Mora
Morrison County
North Branch
Paynesville
Paynesville Twp.
Pine County
Pine River
Princeton
Richmond
Rockford
Rush City
St. Cloud Twp.
St. Joseph
Sauk Center
Sauk Rapids
Sebeka
Staples
Stearns County
Todd County
Verndale
Wadena
Waite Park
Walker
Wyoming

Region 6

Adrian
Appleton
Atwater
Benson
Big Stone County
Bird Island
Brownton

Region 6 (Cont.)

Chippewa County
Clarkfield
Cosmos
Dassell
Dawson
Fairfax
Glencoe
Hector
Heron Lake
Hutchinson
Ivanhoe
Jackson
Jackson County
Kerkoven
Lac Qui Parle County
Lake Benton
Lakefield
Lincoln County
Lyon County
Madison
Marshall
McLeod County
Morgan
Murray County
Nobles County
Olivia
Ortonville
Pipestone
Pipestone County
Redwood County
Renville County
Rock County
Sacred Heart
Swift County
Tracy
Tyler
Walnut Grove
Watkins
Willmar
Windom
Winsted
Worthington

Region 7

Arlington
Blue Earth County
Comfrey
Dunnell
Fairmont

Region 7 (Cont.)

Faribault County
Gaylord
Henderson
Janesville
Le Center
Madelia
Madison Lake
Mapleton
Martin County
New Richland
New Ulm
North Mankato
St. James
St. Peter
Sherburn
Sibley County
Sleepy Eye
Springfield
Waseca
Waseca County
Waterville
Wells
Winthrop

Region 8

Adams
Albert Lea
Austin
Brownsdale
Caledonia
Dodge County
Faribault
Fillmore County
Goodview
Houston
Houston County
Kasson
Kenyon
Lake City
Lanesboro
Mabel
Mapleview
Mower County
Northfield
Olmsted County
Owatonna
Plainview
Preston
Red Wing

Region 8 (Cont.)

Rice County
Rochester
St. Charles
Wabasha County
Winona
Winona County
Zumbrota

Region 9

Airport
Anoka County
Anoka Parks
Apple Valley
Bayport
Belle Plaine
Blaine
Bloomington
Brooklyn Center
Burnsville
Chanhassen
Chaska
Circle Pines/
Lexington
Columbia Heights
Coon Rapids
Corcoran
Cottage Grove
Crystal
Dakota County
Dayton
Deephaven
Eagan
Edina
Farmington
Forest Lake
Fridley
Golden Valley
Hastings
Hennepin County
Inver Grove
Heights
Jordan
Lakeville
Lino Lakes
Maple Grove
Minneapolis
Minneapolis Parks
Medina
Mendota Heights

Region 9 (Cont.)

Mound
Mounds View
New Brighton
New Hope
New Prague
New Scandia
Oakdale
Orono
Ramsey
Ramsey County
Richfield
Robbinsdale
Rosemount
Roseville
St. Anthony
St. Bonifacious/
Minnestrista
St. Louis Park
St. Paul Park
Savage
Shakopee
So. Lake Minnetonka
Spring Lake Park
Stillwater
U/M--Twin Cities
Wayzata
West Hennepin
West St. Paul
White Bear Lake
Woodbury

State Agencies

Bureau of Criminal Apprehension
Department of Natural Resources
State Patrol

APPENDIX C

Rank Order of Composite Mean Score for All Respondents

Composite Score—All Respondents (N=307)

Mean	Item
21.666	Emergency/pursuit vehicle operation/policies & techniques
21.584	Interview/interrogation techniques
21.547	Officer survival skills/techniques
21.381	Criminal/civil/vicarious liability of officers and agencies
21.320	Police report writing skills
21.169	Crimes against persons investigation
21.146	Crisis intervention
21.029	Crimes against property investigation
20.895	Weapons practices/qualification
20.873	Crime scene documentation and evidence collection
20.795	Arrest/search and seizure/law update/review
20.750	Police response to child abuse/sexual assault/neglect
20.643	Misdemeanor/felony law update/review
20.628	Use for force—policy and techniques
20.110	Verbal communication skills
19.814	Narcotic/vice crimes investigation
19.752	Handling personal stress
19.507	Unarmed defense tactics
19.487	DWI procedures and enforcement
19.450	General statute update/review
19.258	Responding to needs of victims and witnesses
19.238	First aid skills/CPR/re-certification
18.898	Traffic law update/review
18.685	Traffic law enforcement
18.659	Juvenile law procedures
18.653	Special needs of children as victims/witnesses
18.588	Data privacy law—policy and procedures
18.378	Developing informants and other information sources
18.248	Conduct of tactical operations
18.235	Preparing for and testifying in criminal, civil, and administrative cases
17.890	Traffic/accident investigation
17.861	Supervising criminal investigations
17.741	Hazardous materials investigation
17.352	Background investigation/selection standards/assessment
17.247	Physical wellness programs
17.062	Hostage negotiation/communication with distressed persons
16.787	Budget/records management
16.611	Photography and videotape techniques
16.466	Crime prevention techniques
16.182	Written communication skills

Composite Score—All Respondents (N=307) (Cont.)

Mean	Item
16.136	Developing supervisor skills (new supervisors)
16.121	Surveillance techniques
16.090	Performance rating techniques and procedures
15.410	Familiarization with and use of computers
15.325	Labor relations issues
15.303	Fingerprint techniques
15.003	FTO program development
14.948	Crime analysis techniques
14.843	Undercover crime operations
14.801	Cultural awareness
14.673	Management team effectiveness
14.607	Analytical investigation techniques
14.308	Terrorist/gang/cult investigations
14.216	Telecommunication operator/dispatch skills
13.967	Time management theory and techniques
13.482	Instructor development
13.433	Career planning/development/retirement
13.324	White-collar crime investigation
13.045	Employment assistance procedures and programs
11.851	Organized crime investigation
11.800	Serving criminal/civil process
11.173	Jail/booking procedures
10.304	Jail operation/management
10.234	Second language instruction
9.326	Fish/game violation investigation

APPENDIX D

Rank Order of Degree of Need Mean Scores for All Respondents

Degree of Need--All Respondents (N=307)

Mean	Item
3.76	Interview/interrogation techniques
3.65	Emergency/pursuit vehicle operation--policy and techniques
3.63	Crime against persons investigations
3.62	Criminal/civil/vicarious liability of officers and agencies
3.62	Crime against property investigation
3.61	Police report writing skills
3.58	Officer survival skills and techniques
3.56	Crime scene documentation and evidence collection
3.52	Arrest/search and seizure law update/review
3.50	Crisis intervention
3.49	Narcotic/vice crime investigation
3.48	Police response to child abuse/sexual assault/neglect
3.41	Use of force--policy and technique
3.41	Misdemeanor/felony law update/review
3.37	Handling personal stress
3.37	Developing informants and other information sources
3.35	Verbal communication skills
3.33	Unarmed defense tactics
3.31	General statute and ordinance law update/review
3.29	Weapons practice/qualification
3.26	Response to the needs of victims and witnesses
3.21	Juvenile law update
3.20	Special needs of children as victims/witnesses
3.18	Traffic law update/review
3.17	DWI procedures/enforcement
3.10	Conduct of tactical operations
3.09	Preparing for and testifying in criminal, civil, and administrative cases
3.05	Data privacy law--policy and procedure
3.04	Traffic law enforcement
3.02	First aid skills/CPR/recertification
3.01	Traffic/accident investigation
3.01	Supervising criminal investigations
2.95	Physical wellness programs
2.95	Surveillance techniques
2.93	Photography and videotape techniques
2.92	Hazardous materials investigations
2.89	Crime prevention techniques
2.88	Hostage negotiation/communication with distressed persons
2.87	Background investigation/selection standards/assessment

96

Degree of Need—All Respondents (N=307) (Cont.)

Mean	Item
2.86	Familiarization with and use of computers
2.81	Performance rating techniques
2.76	Budget/records management
2.75	Written communication skills (non-report writing)
2.74	Developing supervisory skills (new supervisors)
2.65	Fingerprint techniques
2.64	Undercover operations
2.62	Crime analysis techniques
2.59	Labor relations issues
1.56	Analytical investigative techniques
2.52	Management team effectiveness
2.49	FTO program development
2.48	Terrorist/gang/cult investigations
2.47	Cultural awareness
2.42	Time management theory and techniques
2.39	Career planning/development/retirement
2.33	Instructor development
2.329	Telecommunication operator/dispatcher skills
2.321	White collar crime investigation
2.24	Employee assistance procedures—programs
2.01	Organized crime investigation
1.92	Serving criminal/civil process
1.78	Second language instruction
1.74	Jail/booking procedures
1.66	Jail operations/management
1.59	Fish/game violation investigation

APPENDIX E

Rank Order of Amount of Time Mean Scores for All Respondents

Amount of Time — All Respondents (N=307)

Mean	Item
3.215	Traffic law enforcement
3.199	Police report writing skills
3.173	Verbal communication skills
3.137	Crime against property investigation
3.023	Traffic law update/review
2.904	Interview/interrogation techniques
2.873	Crisis intervention
2.873	DWI procedures/enforcement
2.833	Misdemeanor/felony law update/review
2.752	General statute and ordinance law update/review
2.694	Traffic/accident investigation
2.598	First aid skills/CPR/recertification
2.569	Weapons practice/qualification
2.565	Response to the needs of victims and witnesses
2.495	Officer survival skills and techniques
2.459	Juvenile law update
2.444	Crime against persons investigations
2.423	Crime scene documentation and evidence collection
2.408	Arrest/search and seizure law update/review
2.402	Criminal/civil/vicarious liability of officers and agencies
2.389	Handling personal stress
2.370	Police response to child abuse/sexual assault/neglect
2.357	Budget/records management
2.351	Supervising criminal investigations
2.336	Written communication skills (non-report writing)
2.301	Narcotic/vice crime investigation
2.283	Preparing for and testifying in criminal, civil, and administrative cases
2.281	Crime prevention techniques
2.266	Data privacy law—policy and procedure
2.251	Use of force—policy and technique
2.228	Emergency/pursuit vehicle operation—policy and techniques
2.190	Developing informants and other information sources
2.075	Special needs of children as victims/witnesses
2.059	Photography and videotape techniques
2.052	Unarmed defense tactics
2.043	Developing supervisory skills (new supervisors)
2.003	Performance rating techniques
2.000	Physical wellness programs
2.000	Background investigation/selection standards/assessment
1.987	Familiarization with and use of computers

Amount of Time — All Respondents (N=307)

Mean	Item
1.980	Labor relations issues
1.958	Telecommunication operator/dispatcher skills
1.956	FTO program development
1.912	Time management theory and techniques
1.908	Surveillance techniques
1.875	Fingerprint techniques
1.852	Management team effectiveness
1.824	Crime analysis techniques
1.810	Conduct of tactical operations
1.773	Analytical investigative techniques
1.717	Cultural awareness
1.716	Instructor development
1.635	Serving criminal/civil process
1.614	Jail/booking procedures
1.574	Undercover operations
1.569	Hazardous materials investigations
1.550	Career planning/development/retirement
1.511	Hostage negotiation/communication with distressed persons
1.508	Employee assistance procedures—programs
1.467	Jail operations/management
1.451	Terrorist/gang/cult investigations
1.418	White collar crime investigation
1.288	Fish/game violation investigation
1.285	Organized crime investigation
1.251	Second language instruction

APPENDIX F

Rank Order of Amount of Harm Mean Scores for All Respondents

Amount of Harm—All Respondents (N=307)

Mean	Item
4.235	Emergency/pursuit vehicle operation/policies and techniques
4.216	Weapons practice/qualification
4.147	Officers survival skills and techniques
4.056	Criminal/civil and vicarious liability of officers/agencies
4.056	Use of force/policies and procedures
3.967	Police response to child abuse/sexual assault/neglect
3.918	Crimes against persons investigation
3.905	Arrest/search and seizure law update
3.895	Crime scene documentation/evidence collection
3.889	Crisis intervention
3.789	Misdemeanor/felony arrest laws and procedures
3.775	First aid skills/CPR/recertification
3.734	Unarmed defense tactics
3.706	Interview/interrogation techniques
3.693	Hazardous materials investigation
3.642	Police report writing skills
3.616	Handling personal stress
3.572	Data privacy law/policy and procedures
3.569	Conducting tactical operations
3.542	DWI procedures/enforcement
3.528	Narcotic/vice crimes investigation
3.520	Crime against property investigation
3.482	Special needs of children as victims/witnesses
3.466	Hostage negotiation/communication with distressed subjects
3.452	Responding to needs of victims and witnesses
3.440	Verbal communication skills
3.382	General statue and ordinance updates
3.366	Background investigation/selection standards/assessment
3.343	Preparing for testifying in criminal, civil, and administrative cases
3.287	Juvenile law procedures
3.205	Supervising criminal investigations
3.186	Physical wellness programs
3.170	Traffic law update/review
3.166	Traffic law enforcement
3.085	Traffic/accident investigation
3.059	Budget/records management
3.036	Developing informants and other information sources
2.928	Developing supervisor skills (new supervisors)
2.882	Photography and video-tape techniques
2.834	Cultural awareness

Amount of Harm—All Respondents (N=307)

Mean	Item
2.811	Performance rating techniques
2.796	Labor relations issues
2.792	Written communication skills (non-police report writing)
2.769	FTO program development
2.752	Crime prevention techniques
2.745	Fingerprint techniques
2.707	Terrorist/gang/cult investigations
2.696	Undercover operations
2.683	Surveillance techniques
2.636	Telecommunications operator
2.631	Crime analysis techniques
2.620	Management team effectiveness
2.574	Analytical investigative techniques
2.477	White-collar crime investigation
2.405	Familiarization with and use of computers
2.401	Employee assistance procedures and programs
2.399	Time management theory/techniques
2.360	Instructor development
2.342	Career planning/development/retirement
2.260	Organized crime investigation
2.201	Serving criminal/civil process
2.176	Jail/booking procedures
1.921	Jail operation/management
1.811	Second language instruction
1.621	Fish/game violation investigation

APPENDIX G

Rank Order of the Top 15 Degree of Need Mean Scores by Agency Size

Degree of Need by Agency Size

1-5 Officers (N=141)

Mean	Item
3.73	Interview and interrogation techniques
3.70	Crime against property investigation
3.64	Arrest/search and seizures law update/review
3.62	Criminal, civil and vicarious liability of officers and agencies
3.59	Emergency/pursuit vehicle operation-policies and techniques
3.58	Crime scene documentation and evidence collection
3.58	Crime against persons investigation
3.54	Officer survival skills and techniques
3.53	Police response to child abuse, sexual assault and neglect
3.52	Crisis intervention
3.52	Police report writing skills
3.44	Misdemeanor and felony arrest laws and procedures
3.41	General statute and ordinance update/review
3.39	Narcotic/vice crimes investigation
3.37	Weapons practice/qualification

6-10 Officers (N=60)

Mean	Item
3.86	Interview/interrogation techniques
3.72	Narcotic/vice crimes investigation
3.69	Crime against property investigation
3.66	Crime against persons investigation
3.66	Crime scene documentation and evidence collection
3.61	Criminal/civil/vicarious liability of officers and agencies
3.60	Officer survival skills
3.58	Emergency/pursuit vehicle operation-policies and procedures
3.52	Police report writing skills
3.50	Arrest/search and seizure law update/review
3.50	Use of force/policies and techniques
3.48	Crisis intervention
3.47	Developing informants and other information sources
3.40	Misdemeanor/felony arrest laws and procedures
3.40	Police response to child abuse, sexual assault and neglect

Degree of Need by Agency Size

11-25 Officers (N=67)

Mean	Item
4.00	Police report writing skills
3.97	Interview/interrogation techniques
3.85	Emergency/pursuit vehicle operation-policies and procedures
3.82	Crimes against persons investigation
3.73	Crime scene documentation and evidence collection
3.71	Officer survival skills
3.67	Criminal/civil/vicarious liability of officers and agencies
3.65	Handling personal stress
3.61	Narcotic/vice crimes investigation
3.61	Crimes against property investigations
3.60	Police response to child abuse/sexual assault and neglect
3.58	Crisis intervention
3.58	Developing informants and other information sources
3.56	Misdemeanors/felony arrest laws and procedures
3.53	Use of force/policies and techniques

25-50 Officers (N=26)

Mean	Item
3.73	Handling personal stress
3.69	Emergency/pursuit vehicle operations-policies & procedures
3.50	Officer survival skills
3.50	Verbal communication skills
3.46	Narcotic/vice crimes investigation
3.46	Criminal/civil/vicarious liability of officers & agencies
3.42	Use of force/policy & techniques
3.42	Familiarization with and use of computers
3.38	Crimes against persons investigation
3.38	Unarmed defense tactics
3.38	Background investigation/selection standards/assessment
3.34	Physical wellness programs
3.34	Police report writing skills
3.34	Interview/interrogation techniques
3.30	Crisis intervention

Degree of Need by Agency Size

51-100 Officers (N=8)

Mean	Item
3.87	Criminal/civil/vicarious liability of officers and agencies
3.87	Crime against persons investigations
3.62	Officer survival skills
3.50	Emergency/pursuit vehicle operation-policies & procedures
3.50	Conduct of tactical operations
3.50	Police response to child abuse/child sexual assault/neglect
3.50	Developing supervisor skills (new supervisors)
3.37	Responding to needs of victims and witnesses
3.37	Weapons practice/qualification
3.37	Unarmed defense tactics
3.37	Background investigation/selection standards/assessment
3.37	Management team effectiveness
3.25	Physical wellness programs
3.25	Cultural awareness
3.25	Police report writing skills
3.25	Use of force/policy and techniques
3.25	Narcotic/vice crimes investigation
3.25	Interview/interrogation techniques
3.25	Familiarization with and use of computers

101+ Officers (N=5)

Mean	Item
4.50	Management team effectiveness
4.25	Police report writing skills
4.25	FTO program development
4.00	Verbal communication skills
4.00	Written communication skills (non-report writing)
4.00	Crisis intervention
4.00	Emergency/pursuit vehicle operation/policy & procedures
4.00	Misdemeanor/felony law update
3.75	Physical wellness programs
3.75	Crimes against property investigation
3.75	Needs of victims/witnesses
3.75	Interview/interrogation techniques
3.75	Background investigation
3.50	Arrest/search and seizure law update/review
3.50	Handling personal stress
3.50	Employee assistance programs
3.50	Special needs of children as victims/witnesses
3.50	Crimes against persons investigation
3.50	Unarmed defense tactics
3.50	Instructor development

APPENDIX H

Rank Order of the Top 15 Degree of Need Mean Scores by Agency Type

Degree of Need by Agency Type

State Agencies (N=3)

Mean	Item
4.33	Arrest/search and seizure law update/review
4.00	Police report writing skills
4.00	Interview/interrogation techniques
3.66	Criminal/civil/vicarious liability/officers and agencies
3.66	Emergency/pursuit vehicle operation-policies and procedures
3.66	Officer survival skills and techniques
3.66	Developing supervisor skills (new supervisors)
3.33	Preparing for and testifying in criminal, civil, and administrative cases
3.33	Use of force--policies and techniques
3.33	Misdemeanor/felony arrest laws and procedures
3.33	Weapons practice/qualification
3.33	Familiarization and use of computers
3.33	FTO program development
3.33	Instructor development
3.33	Background investigation/selection standards/assessment

County Agencies (N=60)

Mean	Item
3.83	Crimes against persons investigation
3.68	Crime against property investigation
3.68	Interview/interrogation techniques
3.58	Criminal/civil/vicarious liability of officers and agencies
3.56	Narcotic/vice crimes investigation
3.53	Crime scene documentation and evidence collection
3.53	Developing informants and other information sources
3.51	Crisis intervention
3.51	Emergency/pursuit vehicle operation-policies and procedures
3.50	Telecommunications operator/dispatcher skills
3.45	Police response to child abuse/sexual assault/neglect
3.43	Police report writing skills
3.41	Officer survival skills and techniques
3.38	Verbal communication skills
3.35	Handling personal stress
3.35	Photography and videotape techniques

Degree of Need by Agency Type (Cont.)

Municipal Agencies (N=235)

Mean	Item
3.79	Interview and interrogation techniques
3.68	Emergency/pursuit vehicle operation-policies and procedures
3.65	Police report writing skills
3.63	Criminal/civil/vicarious liability/officers and agencies
3.62	Officer survival skills and techniques
3.62	Crime against property investigations
3.61	Crimes against persons investigations
3.59	Crime scene documentation & evidence collection
3.56	Arrest/search & seizure law update/review
3.53	Police response to child abuse/child sexual assault/neglect
3.51	Crisis intervention
3.48	Narcotic/vice crimes investigation
3.44	Misdemeanor/felony arrest laws and procedures
3.43	Use of force/policies and techniques
3.40	Handling personal stress

Other Agency Types (N=9)

Mean	Item
3.77	Emergency/pursuit vehicle operation-policies & procedures
3.77	Narcotic/vice crimes investigation
3.66	Traffic law enforcement
3.66	Officer survival skills and techniques
3.66	Police report writing skills
3.66	Use of force/policy and techniques
3.66	Misdemeanor/felony arrest laws and procedures
3.66	Weapons practice/qualification
3.66	DWI procedures/enforcement
3.55	Arrest/search & seizure law update/review
3.55	Criminal/civil/vicarious liability—officers and agencies
3.55	First aid skills/CPR/recertification
3.55	Responding to needs of victims and witnesses
3.55	Interview and interrogation techniques
3.44	General statute update/review
3.44	Traffic/accident investigation

APPENDIX I

Rank Order of Degree of Need Mean Scores by Geographic Region

Degree of Need--Region 1 (N=12)

Mean	Item
3.83	Emergency/pursuit vehicle operation--policy & techniques
3.83	Developing informants and other information sources
3.83	Crime against property investigation
3.83	Interview/interrogation techniques
3.75	Criminal/civil/vicarious liability of officers and agencies
3.75	Crime scene documentation and evidence collection
3.66	Crime against person investigation
3.58	Arrest/search and seizure law update/review
3.50	Use of force/policy and technique
3.41	Traffic law update/review
3.36	Supervising criminal investigations
3.33	General statute update/review
3.33	Officer survival skills and techniques
3.33	Narcotic/vice crime investigation
3.33	Police response to child abuse/sexual assault/neglect
3.25	Handling personal stress
3.25	Verbal communication skills
3.25	Crisis intervention
3.25	Special needs of children as victims/witnesses
3.25	Police report writing skills
3.25	Surveillance techniques
3.16	Preparing for and testifying in criminal, civil, and administrative cases
3.16	Weapons practice/qualification
3.16	Unarmed defense tactics
3.08	Traffic/accident investigation
3.08	Misdemeanor/felony arrest laws and procedures
3.08	Responding to needs of victims and witnesses
3.08	Performance rating techniques
3.00	Juvenile law update
3.00	Traffic law enforcement
3.00	DWI procedures/enforcement
2.91	Photography/videotape techniques
2.91	Conduct of tactical operations
2.91	Background investigation/selection standards/assessment
2.90	Familiarization and use of computers
2.81	Developing supervisor skills (new supervisors)
2.75	First aid skills/CPR/recertification
2.75	Hazardous materials investigation
2.66	Hostage negotiation
2.66	Data privacy law--policy and procedure

Degree of Need--Region 1 (N=12) (Cont.)

Mean	Item
2.66	Labor relations issue
2.66	Instructor development
2.63	Fingerprint techniques
2.58	Physical wellness programs
2.58	Written communication skills (non-police report writing)
2.58	Undercover operations
2.58	White collar crime investigation
2.50	Crime prevention techniques
2.50	Budget/records management
2.45	Telecommunication operator/dispatcher skills
2.41	Time management theory--techniques
2.36	Crime analysis techniques
2.33	Second language instruction
2.33	Analytical investigation techniques
2.25	Cultural awareness
2.25	Employee assistance programs
2.16	Career planning/development/retirement
2.09	FTO program development
2.08	Management team effectiveness
2.00	Serving criminal and civil process
1.83	Terrorist/gang/cult investigations
1.83	Organized crime investigations
1.83	Jail operation/management
1.75	Jail/booking procedures
1.30	Fish/game violations investigation

Degree of Need—Region 2 (N=6)

Mean	Item
4.00	Crisis intervention
4.00	Officer survival skills and techniques
4.00	Narcotic/vice crimes investigation
4.00	Crime against persons investigation
4.00	Police response to child abuse/sexual assault/neglect
3.83	Arrest/search & seizure law update/review
3.83	Criminal/civil/vicarious liability of officers/agencies
3.83	Crime against property investigation
3.66	General statute and ordinance update
3.66	Emergency/pursuit vehicle operation—policy and techniques
3.66	Developing informants and other information sources
3.50	Response to special needs of children as victims/witnesses
3.50	Police report writing skills
3.50	Surveillance techniques
3.33	Juvenile law update
3.33	Traffic/accident investigation
3.33	Photography and videotape techniques
3.33	Interview and interrogation techniques
3.33	DWI procedures/enforcement
3.16	Preparing for testifying in criminal, civil, and administrative cases
3.16	Handling personal stress
3.16	Traffic law enforcement
3.16	Crime scene documentation and evidence collection
3.16	Use of force—policy and techniques
3.16	First aid skills/CPR/recertification
3.16	Misdemeanor/felony law update/review
3.16	Unarmed defense tactics
3.16	Familiarization and use of computers
3.00	Traffic law update/review
3.00	Hostage negotiation/communication with distressed subjects
3.00	Weapon practice/qualification
3.00	Hazardous materials investigation
3.00	Supervising criminal investigation
3.00	Performance rating techniques
2.83	Organized crime investigation
2.83	Undercover operations
2.83	Police response to needs of victims/witnesses
2.83	Fingerprint techniques
2.83	Conduct of tactical operations
2.83	Instructor development

Degree of Need—Region 2 (N=6) (Cont.)

Mean	Item
2.83	Background investigation/selection standards/assessment
2.66	Serving criminal/civil process
2.66	Data privacy law policy and procedure
2.50	Physical wellness
2.50	Cultural awareness
2.50	Verbal communication skills
2.50	Crime prevention techniques
2.50	Developing supervisory skills (new supervisors)
2.33	Terrorist/gang/cult investigation
2.33	White collar crime investigation
2.33	Budget/records management
2.16	Employee assistance programs
2.16	Crime analysis techniques
2.16	Labor relations issues
2.16	Management team effectiveness
2.00	Written communication skills (non-report writing)
2.00	Second language instruction
2.00	Career Planning/development/retirement
2.00	Telecommunication operator/dispatcher skills
2.00	Jail operation/management
2.00	Time management theory/techniques
1.80	FTO program development
1.66	Analytical investigative techniques
1.50	Jail-booking procedures
1.33	Fish/game violation investigation

Degree of Need—Region 3 (N=33)

Mean	Item
3.69	Crime against person investigation
3.66	Crime against property investigation
3.60	Police report writing skills
3.57	Narcotic/vice crimes investigation
3.54	Crime scene documentation and evidence collection
3.51	Criminal/civil/vicarious liability of agencies/officers
3.51	Officer survival skills and techniques
3.51	Development of informants/other information sources
3.51	Interview and interrogation techniques
3.48	Arrest/search and seizure law update
3.48	Police response to child abuse/sexual assault/neglect
3.39	General statute ad ordinance update/review
3.39	Misdemeanor and felony law update/review
3.39	DWI procedures/enforcement
3.36	Crisis intervention
3.36	Emergency/pursuit vehicle operation
3.36	Traffic and accident investigation
3.33	Preparing for and testifying in criminal, civil, and administrative cases
3.33	Unarmed defense tactics
3.30	First aid skills/CPR/recertification
3.24	Juvenile law update
3.24	Weapons practice/qualification
3.21	Traffic law update/review
3.18	Special needs of children as victims/witnesses
3.15	Handling personal stress
3.12	Traffic law enforcement
3.12	Use of force—policy and techniques
3.12	Responding to the needs of victims and witnesses
3.12	Data privacy law policy and procedures
3.06	Hazardous materials investigations
2.97	Verbal communication skills
2.93	Surveillance techniques
2.90	Photography/video tape techniques
2.87	Conduct of tactical operations
2.87	Fingerprint techniques
2.84	Supervising criminal investigations
2.81	Physical wellness programs
2.81	Crime prevention techniques
2.78	Hostage negotiation
2.66	Budget/records management

Degree of Need--Region 3 (N=33) (Cont.)

Mean	Item
2.63	Analytical investigation techniques
2.63	Crime analysis techniques
2.53	Developing supervisor skills (new supervisors)
2.53	Performance rating techniques
2.51	Written communication skills (non-police report writing)
2.45	Familiarization ad use of computers
2.42	Time management theory/techniques
2.42	Terrorist/gang/occult investigation
2.42	Background investigations/selection standards
2.42	Undercover operations
2.39	Labor relations issues
2.30	White-collar crime investigation
2.18	Employee assistance procedures/programs
2.15	Management team effectiveness
2.09	Cultural awareness
2.03	Telecommunication/dispatcher skills
1.97	Career planning/development/retirement
1.90	Jail/booking procedures
1.87	Organized crime investigation
1.78	FTO program development
1.75	Instructor development
1.72	Serving criminal/civil process
1.57	Jail operation/management
1.54	Second language instruction
1.48	Fish/game violations

Degree of Need Region 4 (N=25)

Mean	Item
3.60	Interview and interrogation techniques
3.56	Crime against property investigation
3.52	Crime against person investigation
3.50	Officer survival skills and techniques
3.44	Crisis intervention
3.40	Emergency/pursuit vehicle operation
3.40	Narcotic/vice crimes investigation
3.36	Crime scene documentation and evidence collection
3.32	Misdemeanor/felony law update and review
3.29	Police report writing skills
3.28	Arrest/search & seizure law update/review
3.28	General statue and ordinance update/review
3.24	Traffic law update/review
3.24	Police response to child abuse/sexual assault/neglect
3.20	Criminal/civil/vicarious liability of officers and agencies
3.16	Use of force policy/techniques
3.16	Development of informants/other information sources
3.16	DWI procedures/enforcement
3.12	Traffic law enforcement
3.08	Verbal communication skills
3.04	Handling personal stress
3.04	First aid skills/CPR/refresher
3.04	Crime prevention techniques
3.00	Response to the needs of victims and witnesses
3.00	Weapons practice/qualification
2.96	Preparing for and testifying in criminal, civil, and administration cases
2.96	Written communication skills (non-report writing)
2.96	Special needs of children as victims/witnesses
2.96	Traffic and accident investigation
2.84	Hostage negotiation
2.84	Surveillance techniques
2.84	Conduct of tactical operations
2.84	Hazardous materials investigation
2.84	Familiarization and use of computers
2.83	Supervising criminal investigations
2.80	Juvenile law update
2.80	Physical wellness programs
2.80	Unarmed defense tactics
2.76	Data privacy law/policy and procedures
2.64	Telecommunication/dispatcher skills

Degree of Need—Region 4 (N=25) (Cont.)

Mean	Item
2.64	Background investigations/selection standards
2.60	Photography and video-tape techniques
2.58	FTO program development
2.56	Performance rating techniques
2.56	Undercover operations
2.52	Analytical investigation techniques
2.48	Budget/records management
2.48	Crime analysis techniques
2.45	Career planning/development/retirement
2.40	Labor relations issues
2.36	Terrorist/gang/occult investigations
2.36	White-collar crime investigation
2.36	Instructor development
2.32	Time management theory/techniques
2.29	Developing supervisor skills
2.29	Organized crime investigation
2.28	Employee assistance procedures/programs
2.25	Cultural awareness
2.20	Fingerprint techniques
2.20	Management team effectiveness
2.00	Serving criminal and civil process
1.96	Second language instruction
1.68	Jail/booking procedures
1.56	Jail/operation and management
1.52	Fish/game violations

Degree of Need—Region 5 (N=52)

Mean	Item
3.90	Interview/interrogation techniques
3.80	Crime against property investigation
3.74	Police report writing skills
3.68	Crime scene documentation/evidence collection
3.68	Crimes against persons investigation
3.63	Criminal/civil and vicarious liability of officers/agencies
3.61	Crisis intervention
3.57	Emergency/pursuit vehicle operation/policies and techniques
3.56	Police response to child abuse/sexual assault/neglect
3.55	General statue and ordinance updates
3.49	Narcotic/vice crimes investigation
3.49	Misdemeanor/felony arrest laws and procedures
3.48	Handling personal stress
3.45	Unarmed defense tactics
3.44	Arrest/search and seizure law update
3.44	Officers survival skills and techniques
3.42	Verbal communication skills
3.41	Use of force/policies and procedures
3.41	Police response to the needs of victims and witnesses
3.35	Developing informants and other information sources
3.34	Traffic law update/review
3.31	DWI procedures/enforcement
3.26	Special needs of children as victims/witnesses
3.25	First aid skills/CPR/recertification
3.22	Weapons practice/qualification
3.19	Juvenile law update/review
3.19	Traffic law enforcement
3.11	Conducting tactical operations
3.05	Traffic/accident investigation
3.03	Crime prevention techniques
3.03	Data privacy law/policy and procedures
3.03	Preparing for testifying in criminal, civil, and administrative cases
2.98	Photography and video-tape techniques
2.96	Budget/records management
2.92	Performance rating techniques
2.90	Supervising criminal investigations
2.88	Hostage negotiation/communication with distressed subjects
2.88	Fingerprint techniques
2.88	Familiarization with and use of computers
2.84	Physical wellness programs

Degree of Need--Region 5 (N=52) (Cont.)

Mean	Item
2.80	Written communication skills (non-police report writing)
2.80	Background investigation/selection standards/assessment
2.76	Surveillance techniques
2.72	Hazardous materials investigation
2.70	Undercover operations
2.70	Analytical investigative techniques
2.70	Crime analysis techniques
2.68	Developing supervisor skills (new supervisors)
2.56	FTO program development
2.52	Management team effectiveness
2.46	Cultural awareness
2.44	Terrorist/gang/cult investigations
2.41	Labor relations issues
2.29	Time management theory/techniques
2.25	Career planning/development/retirement
2.25	Telecommunications operator
2.19	White-collar crime investigation
2.13	Employee assistance procedures and programs
2.07	Instructor development
1.98	Jail operation/management
1.88	Organized crime investigation
1.80	Serving criminal/civil process
1.72	Jail/booking procedures
1.64	Fish/game violation investigation
1.48	Second language instruction

Degree of Need—Region 6 (N=49)

Mean	Item
3.93	Interview/interrogation techniques
3.85	Crime scene documentation/evidence collection
3.81	Criminal/civil and vicarious liability of officers/agencies
3.73	Crisis intervention
3.71	Crime against property investigation
3.67	Officers survival skills and techniques
3.67	Police report writing skills
3.65	Arrest/search and seizure law update
3.63	Narcotic/vice crimes investigation
3.61	Crimes against persons investigation
3.59	Emergency/pursuit vehicle operation/policies and techniques
3.59	Police response to child abuse/sexual assault/neglect
3.57	Developing informants and other information sources
3.49	Juvenile law procedures
3.49	Use of force/policies and procedures
3.46	Weapons practice/qualification
3.44	Misdemeanor/felony arrest laws and procedures
3.42	Unarmed defense tactics
3.40	Preparing for testifying in criminal, civil, and administrative cases
3.40	Handling personal stress
3.40	Responding to needs of victims and witnesses
3.36	Verbal communication skills
3.30	Photography and video-tape techniques
3.24	Special needs of children as victims/witnesses
3.24	Conducting tactical operations
3.24	Data privacy law/policy and procedures
3.22	Traffic law update/review
3.20	General statue and ordinance updates
3.16	Physical wellness programs
3.10	DWI procedures/enforcement
3.04	Surveillance techniques
3.02	Traffic/accident investigation
3.00	Fingerprint techniques
2.98	Traffic law enforcement
2.95	Crime prevention techniques
2.95	Supervising criminal investigations
2.91	Hazardous materials investigation
2.89	First aid skills/CPR/recertification
2.87	Budget/records management
2.85	Hostage negotiation/communication with distressed subjects

Degree of Need—Region 6 (N=49) (Cont.)

Mean	Item
2.83	Written communication skills (non-police report writing)
2.79	Familiarization with and use of computers
2.79	Background investigation/selection standards/assessment
2.75	Terrorist/gang/cult investigations
2.73	Undercover operations
2.70	Analytical investigative techniques
2.64	Crime analysis techniques
2.63	Telecommunications operator
2.59	Cultural awareness
2.55	Labor relations issues
2.46	White-collar crime investigation
2.46	Time management theory/techniques
2.41	Management team effectiveness
2.39	Developing supervisor skills (new supervisors)
2.37	FTO program development
2.38	Career planning/development/retirement
2.36	Performance rating techniques
2.33	Instructor development
2.22	Second language instruction
2.20	Employee assistance procedures and programs
2.18	Serving criminal/civil process
2.14	Organized crime investigation
1.69	Jail/booking procedures
1.65	Fish/game violation investigation
1.65	Jail operation/management

Degree of Need—Region 7 (N=28)

Mean	Item
3.92	Crime against property investigation
3.78	Interview and interrogation techniques
3.75	Emergency/pursuit vehicle operation and procedures
3.75	Crime against person investigations
3.64	Criminal/civil/vicarious liability of officers and agencies
3.60	Arrest, search and seizure update/review
3.60	Police report writing skills
3.60	Crime scene documentation and evidence collection
3.53	Crisis intervention
3.46	Verbal communication skills
3.46	Misdemeanor/felony law update/review
3.42	Use of force/policy and procedure
3.42	Developing informants and other information sources
3.42	Police response to child abuse/sexual assault/neglect
3.39	Traffic law update/review
3.39	Special needs of children as victims/witnesses
3.39	Narcotic/vice crimes investigation
3.35	General statute and ordinance update/review
3.32	Handling personal stress
3.32	Officer survival skills and techniques
3.28	Weapons practice/qualification
3.25	Juvenile law update
3.25	Traffic law enforcement
3.25	DWI procedures/enforcement
3.10	First aid skills/CPR/recertification
3.10	Unarmed defense tactics
3.07	Surveillance techniques
3.07	Hazardous materials investigation
3.03	Preparing for and testifying in criminal, civil, and administrative cases
3.03	Police response to the needs of victims and witnesses
2.96	Hostage negotiation
2.96	Background investigation/selection standards
2.92	Crime prevention techniques
2.92	Data privacy law/policy and procedure
2.92	Supervising criminal investigations
2.89	Traffic and accident investigation
2.89	Photography and videotape techniques
2.89	Conduct of tactical operations
2.85	Written communication skills (non-report writing)
2.78	Undercover operations

Degree of Need—Region 7 (N=28) (Cont.)

Mean	Item
2.75	Performance rating techniques
2.64	Terrorist/gang/occult investigation
2.60	Crime analysis techniques
2.57	Analytical investigation techniques
2.57	Fingerprint techniques
2.50	Career planning/development/retirement
2.42	Physical wellness programs
2.42	Budget/records management
2.39	Cultural awareness
2.39	Developing supervisor skills
2.35	Familiarization and use of computers
2.29	White-collar crime investigation
2.28	Instructor development
2.17	Labor relations issues
2.10	Organized crime investigation
2.10	Time management theory/techniques
2.10	Management team effectiveness
2.07	Serving criminal/civil process
2.07	Telecommunication/dispatcher skills
2.07	FTO program development
1.92	Employee assistance programs
1.85	Second language instruction
1.81	Fish/game violations
1.50	Jail/booking procedures
1.46	Jail operations/management

Degree of Need--Region 8 (N=31)

Mean	Item
3.83	Emergency pursuit vehicle operation/policies and techniques
3.77	Officer survival skills
3.74	Interview and interrogation techniques
3.67	Criminal/civil/vicarious liability of officers/agencies
3.67	Verbal communication skills
3.67	Crime scene documentation/evidence collection
3.67	Crime against person investigation
3.64	Arrest/search and seizure law update
3.61	Crisis intervention
3.61	Police report writing skills
3.61	Use of force/police and techniques
3.61	Police response to child abuse/sexual assault/neglect
3.58	Handling personal stress
3.54	Crime against property investigation
3.58	Weapons practices/qualification
3.51	Narcotic/vice crimes investigation
3.48	Developing informants and other information sources
3.48	Misdemeanor/felony arrest laws and procedures
3.45	Preparation and testifying in criminal/civil/administrative cases
3.45	Responding to needs of victims and witnesses
3.45	Unarmed defense tactics
3.45	Conducting tactical operations
3.35	General statute and ordinance updates
3.35	Traffic law enforcement
3.32	Juvenile law procedures
3.32	Traffic/accident investigation
3.29	Traffic law enforcement
3.26	Supervising criminal investigations
3.25	Special needs of children as victims/witnesses
3.22	DWI procedures/enforcement
3.22	Hazardous materials investigation
3.16	Surveillance techniques
3.12	Physical wellness programs
3.12	Hostage negotiation/communication with distresses subjects
3.09	Budget/records management
3.00	First aid skills/CPR/recertification
2.96	Data privacy law/policy and procedure
2.90	Crime prevention techniques
2.87	Photography and video-tape techniques
2.87	Familiarization with and use of computers

Degree of Need—Region 8 (N=31) (Cont.)

Mean	Item
2.82	Developing supervisor skills (new supervisors)
2.80	Performance rating techniques
2.77	Background investigation/selection standards/assessment
2.74	Fingerprint techniques
2.73	Terrorist/gang/cult investigations
2.64	Written communication skills (non-report writing)
2.61	Undercover operations
2.61	Labor relations issues
2.60	Serving criminal/civil process
2.60	FTO program development
2.54	Analytical investigative techniques
2.54	Crime analysis techniques
2.51	White-collar crime investigation
2.48	Career planning/development/retirement
2.45	Instructor development
2.38	Management team effectiveness
2.35	Telecommunication operator/dispatcher skills
2.29	Employee assistance procedures/programs
2.29	Time management theory/techniques
2.25	Cultural awareness
2.10	Organized crime investigations
1.90	Jail/booking procedures
1.71	Fish/game violation investigation
1.64	Second language instruction
1.64	Jail operation/management

Degree of Need—Region 9 (N=67)

Mean	Item
3.83	Emergency/pursuit vehicle operation
3.73	Officer survival skills
3.73	Interview and interrogation techniques
3.64	Police report writing skills
3.61	Criminal/civil/vicarious liability of officers/agencies
3.58	Crimes against person investigation
3.51	Handling personal stress
3.51	Use of force/policy and techniques
3.50	Verbal communication skills
3.50	Unarmed defense tactics
3.47	Narcotic/vice crimes investigation
3.46	Police response to child abuse/sexual assault/neglect
3.44	Arrest/search and seizure law update/review
3.41	Misdemeanor/felony law update/review
3.35	Police response to needs of victims and witnesses
3.35	Developing supervisor skills (new supervisors)
3.32	Crisis intervention
3.32	Crime scene documentation and evidence collection
3.30	Crime against property investigation
3.29	Weapons practice/qualification
3.26	Physical wellness programs
3.26	Familiarization and use of computers
3.26	Background investigation/selection standards
3.23	Data privacy law/policy and procedures
3.23	Management team effectiveness
3.22	Performance rating techniques
3.20	Conduct of tactical operations
3.16	Special needs of children as victims and witnesses
3.14	Juvenile law update
3.14	Supervising criminal investigations
3.13	General statute and ordinance update/review
3.11	Labor relations issues
3.10	Developing informants and other information sources
3.02	FTO program development
3.00	DWI procedures/enforcement
2.89	Hostage negotiation
2.89	Hazardous materials investigation
2.88	Crime prevention techniques
2.86	First aid skills/CPR/recertification
2.85	Traffic law update/review

Degree of Need--Region 9 (N=67) (Cont.)

Mean	Item
2.83	Surveillance techniques
2.80	Written communication skills (non-report writing)
2.80	Photography and videotape techniques
2.79	Cultural awareness
2.79	Traffic law enforcement
2.76	Budget/records management
2.76	Crime analysis techniques
2.75	Traffic and accident investigation
2.73	Time management theory
2.70	Career planning/development/retirement
2.69	Preparing for and testifying in criminal, civil, and administrative cases
2.63	Instructor development
2.60	Undercover operations
2.48	Employee assistance programs
2.45	Analytical investigative techniques
2.38	Terrorist/gang/occult investigations
2.33	Fingerprint techniques
2.29	Telecommunication/dispatcher skills
2.19	White-collar crime investigation
1.85	Organized crime investigation
1.77	Jail/booking procedures
1.69	Second language instruction
1.59	Jail operation/management
1.51	Fish/game violations
1.50	Serving criminal/civil process

APPENDIX J

Additional Needs Identified by Respondents

Additional Needs Identified by Respondents

Apple Valley P.D.

1. Supervisor development (not new supervisors).
2. Scheduling systems.
3. Firearms instructors course (including range, design, and set-up, advanced instructor training.
4. Dealing with difficult/impossible employees/supervisors.
5. Development of rules, regulations, and procedures.
6. Establishing joint powers boards—mutual aid agreements.

Babbitt P.D.

1. Motor cycle gangs.
2. Police department policies and ordinances for snow machines & 4-wheelers.

Blue Earth County S.O.

1. Importance of equipment, operation, repair, and maintenance.
2. Search and rescue operations.
3. Policing lakes and parks.
4. Animal abuse—crimes involved.
5. ATV enforcement.

Bovey P.D.

1. Joint powers agreements.
2. Liability laws when helping or assisting other departments.

Braham P.D.

1. Evidence collection and handling.
2. Officer survival techniques.

Chippewa Co. S.o.

1. Arson Investigation.
2. Course for family stress to coincide with officer stress course.

Circle Pines-Lexington P.D.

1. FTO
2. Refresher class for veterans (especially law changes).
3. Vehicle tows and impounds—legal basis for towing, including insurance cases, DUI, etc.

Clearwater Co. S.O.

1. Intermediate photography course.
2. Pursuit driving course.

Additional Needs (Cont.)

Cook Co. S.O.

1. Bailiff.

Corcoran P.D.

1. Training for Councilpersons (city)—understanding L.E. profession.

Faribault P.D.

1. Teaching of more pro-active, rather than just reactive methods.
2. Refresher course to cover liabilities.

Fertile P.D.

1. Better notification of training classes.

Gaylord P.D.

1. Develop good P.R. Skills
2. Dealing with city councils.
3. Officer survival on the streets.

Gilbert P.D.

1. Casting.
2. Advanced photography.

Glencoe P.D.

1. Hostage negotiations.

Hennepin Parks Ranger Dept.

1. Firearms instructor refresher course.

Heron Lake P.D.

1. Not enough out-state training opportunities.

Hutchinson P.D.

1. Incident command.
2. Rape sensitivity.
3. Immigration laws.
4. Criminal law updates.

Additional Needs (Cont.)

Itasca Co. S.O.

1. Boat & water.
2. Body & evidence recovery from water.
3. Federal camp ground laws and regulations.
4. Arson laws and investigation.
5. Warrant actions (inter-state).
6. Juvenile investigation responsibilities.
7. Lost persons (field or woodland).

Jackson Co. S.O.

1. Coordinating multi-jurisdictional investigations or mutual aid requests (drugs, drownings, searches, etc.).
2. Providing contract services to other jurisdictions.
3. Dealing with county boards, city councils, etc.

Jackson P.D.

1. Police driving techniques.

Kenyon P.D.

1. Public relations.
2. Employee relations.

Kinney P.D.

1. Arson.

Lake City P.D.

1. Plaster casting, etc.

Lindstrom P.D.

1. Routine tactical patrol of districts.
2. Crime prevention activities for patrol while on patrol.
3. Weapons familiarity: found weapons, seized weapons: safety.

Mahnomen P.D.

1. Fingerprints.
2. Crime scene evidence collection.

Additional Needs (Cont.)

Maple Grove P.D.

1. Drug education--in the schools.
2. Career information for L.E.
3. Juvenile Specialist: overall school liaison--dealing with schools, administrations, teachers, kids.
4. Public speaking presentations.
5. In-depth computer training/analysis.

Marble P.D.

1. Interaction with county attorney's office.
2. Officer court training.

McLeod Co. S.O.

1. Violent death and robbery investigation.
2. Unarmed defense tactics.
3. Cult investigation.

McDavitt Township P.D.

1. Dealing with adolescent sex offenders within and outside of family.
2. Dealing with mentally ill and retarded.
3. Agricultural crimes, specifically livestock theft.

Melrose P.D.

1. Police report writing expanded to include sentence structure, punctuation, etc.

Mendota Heights P.D.

1. DNA identification.
2. Officer survival for women.
3. Shotgun training.
4. PR-24 training (including expandable baton).

Mille Lacs Co. S.O.

1. Profiling of complainants and suspects.
2. Topics for rural law enforcement.
3. Dealing with high risk calls without backup.
4. Classes offering ideas and sources for grants and funding.

Additional Needs (Cont.)

Minneapolis Park P.D.

1. Police candidate recruitment.
2. Pursuing alternative sources of funding.
3. Media relations.
4. Supervising meaningful internships.
5. Pursuit of excellence--maintaining enthusiasm and motivation.
6. Sensitivity and effective handling of violators/arrestees.

Minnesota State Patrol

1. Report writing.
2. Street survival--approach to motorist.
3. Dealer law.

New Scandia Township P.D.

1. Working with suicidal persons.
2. More on abuse.

Norman Co. S.O.

1. A 2-day refresher of laws and changes (every 2 years).

New Brighton P.D.

1. Community or problem oriented policing.
2. Internal affairs investigation.
3. Property/evidence material.
4. Media relations and practices.
5. Arson.
6. Patrol distribution, deployment, and scheduling.

New Prague P.D.

1. Law updates.
2. Physical wellness program for officers, including handling stress.
3. Crime scene investigation, collection, and preservation of evidence.
4. Interview and interrogation.
5. Emergency pursuit and vehicle operation.
6. Felony stops.
7. How to use and develop informants.
8. Crisis and hostage intervention and negotiation.
9. Videotaping crime scenes, techniques.
10. Weapon qualification.

North Branch P.D.

1. Range officer development.

Orono P.D.

1. Public relations skills for patrol officers.

Rochester P.D.

1. Basic SLR camera operations and techniques.
2. Advanced SLR camera operations and techniques.
3. Video camera operations and techniques.
4. Records management design, implementation, and operating methods.

Rockford P.D.

1. Police ethics and professionalism.
2. Responding to modern social problems:
   — women's issues
   — aging
   — dysfunctional families
   — disabled and distressed
3. Responding to civil disputes (business law, rental, divorce, custody, eviction, etc.).
4. Interpersonal communications.
5. Preparing business-like work products, office procedures, public image, etc.
6. Coordinating and developing team work with social service agencies.
7. Resolving inter-office and inter-agency disputes, conflicts, petty attitudes.
8. Law enforcement's role as a community resource, referral agency and mediator.

St. Joseph P.D.

1. Liquor laws update.

St. Louis Co. S.O.

1. Handling explosives.
2. Dealing with mentally ill people
3. Identifying and rewarding good employees other than through promotion and pay increases.

St. Louis Park P.D.

1. Positive community relations, emphasis on customer service.
2. Refresher on constitutional issues, i.e., search, seizure, etc.
3. Refresher for first line supervisory personnel.
4. Sensitivity training, relating to minorities.
5. Handling large demonstrations, protests, large public disturbances.
6. Handling news media and press to insure fair and accurate reporting of events.

Additional Needs (Cont.)

St. Peter P.D.

1. Interpersonal communication skills.
2. Public relation skills/techniques.
3. Goal setting/problem solving.
4. Pro-active patrol procedures/techniques.
5. Listening skills/techniques.
6. Telephone skills/techniques for dispatchers.

Sebeka P.D.

1. Tactical response techniques for small departments.

Shakopee P.D.

1. Courses (seminars) for police officers and their families for better understanding.

Spring Lake Park P.D.

1. Crime scene processing for patrol (the patrolman as investigator).
2. Photography for patrol (accident & investigation).
3. We need some affordable pursuit driving training.
4. Public relations building skills.

Staples P.D.

1. Burglary investigation--for small departments where the responding officer takes the investigation from step one all the way through court.
2. Supervision and legalities of hire and fire techniques--and promotions.
3. Crime prevention for smaller departments.
4. Minimum credits required for each 3-year renewal should be raised to 55.
5. community relations for patrol officer.

Tyler P.D.

1. Radar certification and refresher course.

Waseca Co. S.O.

1. Dispatcher skills for dispatch officers.
2. Drug identification and enforcement for all officers.
3. Laws and procedures on alcohol arrest (selling to minors).
4. How to get rid of police officers who should not be officers.

Waseca P.D.

1. Training. Need more at less cost. City does not increase funding for police training, surcharge is not credited back to budget.
2. Employment rights for non-union personnel, i.e., job security, overtime, benefits, etc.

Additional Needs (Cont.)

Willmar P.D.

1. Officer defense tactics for edged weapons.
2. Pursuit and defensive driving.
3. Use of chemical weapons.

Winthrop P.D.

1. Skywarn (weather I.D.).

Worthington P.D.

1. Felony vehicle stops.
2. Misc. vehicle stops.
3. Building searches and entry.