

**Texas Commission
on
Law Enforcement Officer
Standards and Education**

**POLICE OFFICER
SELECTION PROCEDURE
VALIDITY REPORT**

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ACQUISITIONS

THE VALIDATION OF ENTRY-LEVEL
POLICE OFFICER SELECTION PROCEDURES

Prepared

for

TEXAS COMMISSION ON LAW ENFORCEMENT
OFFICER STANDARDS AND EDUCATION

by

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I. Problem Statement

In July, 1975, the firm of Wollack, Waibel & Associates, Inc. was retained by the Texas Commission on Law Enforcement Officer Standards and Education for the purpose of developing and validating entry-level municipal police officer selection procedures. The purpose of this project is to produce such job-related selection procedures in conformance with state and federal equal employment opportunity laws on the basis of a cooperative, statewide validation study under the direction of the Consultants and in cooperation with the TCLEOSE staff.

The effectiveness of the law enforcement profession is to a large degree dependent upon the employment standards and practices adopted by municipal police departments for entry-level officers. It is clear that effective law enforcement mandates the use of employment tests which enable departments to identify and hire the very most competent of police personnel. It is essential that the principles of merit selection must be rigorously upheld.

The public employer, including police departments, was made subject to Title VII of the Civil Rights Act of 1964 when this Act was amended by the Equal Employment Opportunity Act (1972). Federal compliance agency guidelines, including the Equal Employment Opportunity Commission and the Law Enforcement Assistance Administration, require that all employment procedures used to hire police officers be job related. This means that all examinations, whether they be written, physical performance tests, oral board standards, or any potentially disqualifying factor, must be shown to be related to the requirements of the position of entry-level police officer. Any selection factor which adversely affects the employment opportunity of job applicants who are protected under Title VII may be challenged with respect to its job relatedness (validity).

The EEOC Guidelines on Employee Selection Procedures (1970) in section

1607.1 state:

". . . properly validated and standardized employee selection procedures can significantly contribute to the implementation of non-discriminatory personnel policies. . ."

The establishment of job related, valid employment qualifications and standards is essential to both the selection of competent police officers and the removal of artificial barriers to employment. It is not enough that employment standards are objective and are applied equally to all candidates irrespective of race or sex. Evidence showing those standards to be job related or valid is also mandated by the before-mentioned federal guidelines. This requirement of job relatedness is the principal focus of the current investigation of the employment requirements for entry-level municipal police officers.

It should be emphasized that no prior assumptions were made about the nature of the job requirements for entry-level police officers. This study was not an attempt to validate or confirm the legitimacy of existing testing procedures for municipal police officers. To the contrary, a systematic and comprehensive analysis of the requirements for entry-level police work was undertaken by the Consultants. Based upon the conclusions of this job analysis study, a new set of examination procedures was developed by the Consultants. In the view of the Consultants, these procedures will permit public agencies in the State of Texas to develop a broadly-based assessment of all relevant applicant characteristics required for the position of entry-level municipal police officer. The validation project described herein is based upon these newly-developed employment procedures.

This study represents an explicit effort by the Consultants to develop and validate police employment procedures in a manner which is consistent with all applicable federal guidelines and professional standards. Consultants, therefore, have prefaced each section of the following report with a listing of all applicable federal and professional guidelines in order to demonstrate in a convincing manner that the following validation study has been responsive to the prevailing requirements.

There is no doubt but that different experts in the area of psychometrics may have different perspectives regarding their philosophies and methodologies for conducting validation studies. Accordingly, Consultants have adhered closely to published guidelines and standards in order to develop testing procedures which, if challenged, can be shown to be job related in accordance with such recognized standards.

Project Administration

The responsibility for the design and development of all forms, questionnaires, tests, manuals, etc. was assumed by the consulting firm of Wollack, Waibel & Associates, Inc. While Consultants were entirely responsible for the technical aspects of this research, the responsibility for coordination of the validation project was assigned to the TCLEOSE staff under the direction of Mr. Keith Bannon. Mr. Bannon's staff was wholly responsible for the administration and coordination of each phase of the validation project within the State of Texas. Close liaison was maintained with the Commission staff for the purpose of: distributing project materials; arranging meetings; assisting in the selection of samples for the project components; administering tests; obtaining ratings; collecting demographic information, and, in general, administering and coordinating the project with the participating police departments.

Cooperative Validation Studies

Applicable federal guidelines and professional standards on test validation strongly encourage cooperative validation studies. The EEOC Guidelines (1970) state in section 1607.4(c)(2):

" . . . where the validation process requires the collection of data throughout a multiunit organization, evidence of validity specific to each unit may not be required. There may also be instances where evidence of validity is appropriately obtained from more than one company in the same industry. Both in this instance and in the use of data collected throughout a multiunit organization, evidence of validity specific to each unit may not be required: provided, that no significant differences exist between units, jobs, and applicant populations."

The import of this section is that statewide validation for the newly-developed procedures, if properly performed, will be recognized by the EEOC even though the validation study does not include all Texas departments. Under these guidelines, it would only be necessary to show, for those departments not directly involved in the validation study, that the requirements of their entry-level police positions are highly similar to the requirements of departments directly involved in the project.

The Industrial-Organizational Division of the American Psychological Association has issued Principles of the Validation and Use of Personnel Selection Procedures (1975). In their "Statement of Purpose" the Principles note:

"These principles are meant to be consistent with the Standards for Educational and Psychological Tests (APA, 1974). They are intended to clarify the applicability of the Standards (written for measurement problems in general) to the specific problems of employee selection, placement, and promotion."

On page 13 of the APA Principles, psychologists are:

". . .strongly urged to engage in cooperative research ventures such as industry-wide validation studies, consortia of civil service jurisdictions, and the like. . ."

The Equal Employment Opportunity Coordinating Council was established under section 715 of Title VII of the Civil Rights Act, as amended. This council has issued draft Uniform Guidelines on Employee Selection Procedures in order to consolidate the guideline requirements for establishing the job relatedness of testing procedures. Section 2 defines the scope of these guidelines:

"They will be applied by the Equal Employment Opportunity Commission to private and state and local government employers. . .subject to Title VII of the Civil Rights Act of 1964; by the Department of Labor to contractors and subcontractors subject to Executive Order 11246; and by the Civil Service Commission to federal agencies subject to Section 717 of the Civil Rights Act of 1964. . ., and by the Department of Justice in exercising its responsibilities under Federal law."

As of the date that this report was prepared, the most recent draft of these proposed Guidelines was dated May 10, 1976.

Section 6, which deals explicitly with cooperative validation studies, states:

"It is the intent of the agencies issuing these guidelines to encourage and facilitate cooperative development and validation efforts by employers. . . to achieve selection procedures which are consistent with these guidelines. . . Selection procedures shown by one user to be content valid in accord with S 12 c will be considered acceptable for use by another user for a performance domain if the borrowing user's job analysis shows that the same performance domain is measured by the selection procedure."

Clearly, applicable federal and professional standards strongly encourage efforts similar to the one undertaken by TCLEOSE to develop and validate employment testing procedures on a statewide basis.

Sample Selection

An effort was made to involve as many Texas municipal police departments in the validation study as was practicable. Table 1 summarizes the municipal police departments, by size, who participated in the TCLEOSE validation project.

Table 1

Texas Municipal Police Departments,
by Size, Who Participated in Validation Project

Population	Total Statewide	Project Sample	Sampling Percentage*
			%
Over 1,000,000	1	1	100
500,000 - 1,000,000	2	2	100
250,000 - 449,999	3	3	100
100,000 - 249,999	8	8	100
50,000 - 99,999	13	12	92
25,000 - 49,999	21	21	100
10,000 - 24,999	79	37	47
5,000 - 9,999	90	15	17
Under 5,000	<u>248</u>	<u>8</u>	<u>3</u>
	465	107	23

*Sampling percentage is based upon the number of departments in the sample as a percent of the total number of departments in each size category.

There are 465 municipal police departments in the State of Texas. Of this number, 248 departments serve communities with 5,000 or fewer population. An additional 90 departments serve communities of less than 10,000 population. It should be noted, however, that the majority of police personnel are concentrated in the 217 municipal police departments which serve populations of 5,000 and above. An effort was made, therefore, to sample more heavily from the moderate to large police departments in the state. As such, it can be observed that the percent of departments serving communities of over 25,000 were almost universally involved in the validation study. Of the 48 departments in this size category, 47 of these departments participated in one or more phases of the TCLEOSE validation project. Forty-seven percent of the departments in the size category of 10,000 to 24,999 population were also represented. The validation sample included a lesser percentage of those departments serving populations below 10,000. In all, a total of 107 municipal police departments were represented in one or more phases of the project for a statewide sample of 23% of all Texas municipal police departments. Table 2 contains an alphabetical listing of participating departments.

Table 2

Alphabetical Listing of Participating Departments

Abilene	Gainesville	Odessa
Alvin	Galveston	Orange
Amarillo	Garland	
Angleton	Grand Prairie	Palestine
Arlington	Greenville	Pampa
Austin		Paris
	Harket Heights	Pasadena
Baytown	Harlingen	Plainview
Beaumont	Hondo	Plano
Bedford	Houston	Port Arthur
Beeville	Humble	Port Lavaca
Bellaire	Huntsville	
Benbrook	Hurst	Richardson
Big Springs		Richmond
Brownsville	Irving	Rockdale
Brady		
Bryan	Jasper	San Angelo
	Jefferson	San Antonio
Canyon		Seabrook
Cleburne	Kaufman	Sherman
Conroe	Kermit	Silsbee
Corpus Christi	Kerrville	Snyder
Corsicana	Killeen	Spring Valley
	Kingsville	Sweetwater
Dalhart		
Dallas	La Marque	Taylor
Deer Park	Lamesa	Temple
Denison	Laredo	Terrell
Denton	League City	Texarkana
De Soto	Longview	Texas City
Dimmit	Lubbock	
Duncanville	Lufkin	University Park
		Uvalde
Eagle Pass	Marshall	
El Paso	McAllen	Vernon
Eules	Mesquite	Victoria
	Midland	Village
Farmer's Branch	Mineral Wells	
Fort Stockton		Waco
Fort Worth	Nacogdoches	Waxahachie
Freeport	North Richland Hills	West University Place
Friendswood		White Settlement
		Wichita Falls

II. Validation Methodology

The following section of the validation report explains the rationale for the choice of the content validation approach in the present project. For the most part, the components of the entry-level police officer selection system developed in conjunction with this project will rely upon the technique of content validity for sustaining the job relatedness of these procedures.

There has been some controversy concerning the appropriate validation method for sustaining an employer's burden of proof in Title VII litigation. This section of the report speaks to the rationale underlying the choice of an appropriate validation methodology. The report focuses upon the content validation method which the Consultants utilized for most components of the selection process. This section of the validation report includes a pre-publication copy of a paper prepared by Dr. Stephen Wollack of Wollack, Waibel & Associates, Inc. entitled: Content Validity: Its Legal and Psychometric Basis. This paper was submitted to International Personnel Management Association for publication in "Public Personnel Management." The purpose of the paper is to explain and analyze pertinent case law pertaining to the selection of the validation method. The publication is an attempt to reconcile conflicting legal and psychological standards pertaining to the content validation of employment tests. The author has reviewed the case law dealing with content validation. This law is characterized as out-of-step with the professional testing standards, specifically as it addresses the use of content validity. The problem stems from a failure by the courts and by expert witnesses to identify the psychometric basis for selecting a validation method. Moreover, existing federal guidelines on test validation have been improperly cited by the courts. The criteria for conducting an appropriate content validation study are spelled out by the author.

CONTENT VALIDITY: ITS LEGAL AND PSYCHOMETRIC BASIC

Typically, society permits out community of scholars to engage in their harmless theorizing without much interest or concern. It is not so much motivated out of a commitment to some lofty principle, such as academic freedom, but more out of sense of indifference for the irrelevant. There have been some exceptions, Darwinian evolution is one of a number of notable examples. There are, of course, thousands of less dramatic examples of intervention by segments of government into scientific and technical issues. Scientists frequently become embroiled in controversial questions pertaining to the environmental impact of a bridge, or a road, or a dam; the effect of a paper mill or a petroleum plant on water quality; the relationship of some smog control device to air quality, and so forth.

One sincerely hopes that the eventual interface between our scientific and judicial institutions will be fruitful in a societal sense. By and large, I feel, the courts have been successful in adjudicating complex technical issues. The ability of the federal courts, in particular, to deal with an incredible range of technical and scientific subject matter certainly merits the recognition and appreciation of all of us in this land. Unfortunately, this discussion deals with one significant exception to the fine track record of which I speak. The issue involves the attempt to reconcile the psychometric and legal standards for establishing the job relatedness of employment tests.

Fairness requires that the federal judiciary be exonerated. The fault rests not so much with the courts as with the so-called "experts," who have brought confusion and contradiction to a particular question which happens to have a fairly straight-forward answer, one which contravenes an impressive number of rulings. The specific issue at hand concerns the adequacy of the content validation methodology for establishing the job relatedness of employment tests. What distinguishes this entire matter from other technically-oriented litigation is the absence of controversy within the scientific literature concerning the appropriateness of the content validation methodology. To the contrary, the major standards and guidelines on test validation of the psychological profession, the proposed standards for test validation of the Equal Employment Opportunity Coordinating Council, and existing EEOC Guidelines all endorse the appropriate use of content validation. The bad case law arises mainly out of two blunders: (1) a failure by defendants to present to the courts the rationale for the choice of validation methods, and (2) a failure by the courts to interpret correctly an important section of the EEOC Guidelines.

I. The Misreading of EEOC 1607.5(a).

The misreading of this particular section by the courts is difficult to understand. Perhaps the blame should be placed mainly upon the EEOC which managed to produce a guideline so poorly written as to invite speculation about their intent. The section is 1607.5(a) of the Guidelines on Employee Selection Procedures which reads:

"For the purpose of satisfying the requirements of this part, empirical evidence in support of the test validity must be based on studies employing generally accepted procedures for determining criterion-related validity, such as those described in 'Standards for Educational and Psychological Tests and Manuals' published by the American Psychological Association, 1200 Seventeenth Street, NW, Washington, D. C. 20036. Evidence of content or construct validity, as defined in that publication, may also be appropriate where criterion-related validity is not feasible. However, evidence for content or construct validity should be accompanied by sufficient information from job analyses to demonstrate the relevance of the content (in the case of job knowledge or proficiency tests) or the construct (in the case of trait measures). Evidence of content validity alone may be acceptable for well-developed tests that consist of suitable samples of essential knowledge, skills or behaviors composing the job in question. The types of knowledge, skills or behaviors contemplated here do not include those which can be acquired in a brief orientation to the job."

Frankly, while the guideline is written in a somewhat confusing fashion, one must take great liberty with logic to interpret this section as requiring a demonstration of technical infeasibility before permitting the use of content validation for tests of skills, knowledge, and job behaviors. Yet courts have so ruled. My own reading of this section leads to these conclusions:

1. Criterion-related validation is required by the EEOC if feasible.
2. If criterion-related validation cannot be performed feasibly, content and construct may be appropriate.

3. One exception to my first conclusion is noted: Content validity alone (emphasis added) may be acceptable for well-developed tests. . . of essential knowledge, skills, or behaviors composing the job in question. . .

Clearly, to read 1607.5(a) as mandating a demonstration of infeasibility of criterion validity for tests of certain knowledge, skills, and job behaviors requires that the reader ignore the explicit statement indicating the acceptability of content validity alone for such tests. More than that, if the statement concerning evidence of content validity alone is not seen as an exception to the requirement of criterion-related validation, then it is incompatible with that requirement. Since these guidelines have been accorded great deference by the courts, one wonders why any court would ponder the sufficiency of content validation as a methodology for establishing the job relatedness of certain tests.

Nevertheless, some courts have held that infeasibility must be shown before any application of content validity may be entertained. Additionally, there have been rulings to the effect that criterion-related validation is the "preferred" or "best" method of validation. Both conclusions are erroneous.

It is highly instructive to consider the evolution of these rulings. In Chance v. Board of Examiners (3 EPD 8286), the District Court pondered the issue of criterion versus content validation. Despite some conflicting evidence on the technical merits of the various methodologies, Judge Mansfield correctly noted that:

"Predictive validity is of greater significance in evaluating aptitude tests than proficiency tests. . ."

Since the content validity study offered by defendants was ruled inadequate, the court did not reach the question of which methodology is preferred. The decision in Chance was affirmed by the Second Circuit (4 EPD 7756) and represents, in my opinion, one of the best reasoned decisions by a federal judge in the area of employment testing. However, in Fowler v. Schwarzwald (5 EPD 8062), the District Court ruled that the infeasibility of conducting a criterion-related study must be shown before a content study may be accepted. Nevertheless, the ruling was not definitive, because the court went on to hold that the job analysis in question was improperly conducted. Plaintiff's expert maintained that the most accurate method of insuring fairness "was through use of an examination, the validity of which had been tested by the predictive validity method. . ." Defendant's expert concurred in his observation that "test validation generally means predictive validity or statistical evidence of validity and that content validity is acceptable only when predictive validity studies are not feasible." It is regrettable that the findings did not focus more clearly on the reported testimony of the plaintiff's expert that:

"while the use of content validity methodology is appropriate to verify an achievement test, it is ineffective to validate an ability test intended to predict the suitability of a candidate for a job."

This important bit of testimony concurs fully with Chance, however, this language has been consistently ignored by subsequent rulings which have cited Fowler as

standing for the propositions that predictive validation is preferred and technical infeasibility of criterion-related validation must be proven before content validity may be applied. It should also be observed that the type of test in question in Fowler cannot be adduced from the language of the opinion. Therefore, if the test were substantially of an aptitude character, both experts may have been entirely correct in insisting upon criterion-related validation. However, because the court failed to focus on this essential issue, we are left in Fowler with very unfortunate language which has been cited as dictum in subsequent decisions.

In Bridgeport Guardians v. Bridgeport Civil Service Commission (5 EPD 8502) "experts" agreed that content validation is "less reliable" than predictive validity. Experts for defendants in this case consisted of an Associate Dean of Arts and Sciences at a local university and a retired New York City police officer. Plaintiffs' expert was a well-known psychologist who has developed something of a reputation for having worked plaintiffs' side of the issue in many such testing cases. While it is not my intention to be critical of these individuals, personally, it should be noted that the cases pertaining to testing issues are characterized so frequently by the presence of "experts" who are either: (1) the same persons working the same sides of issues, or (2) individuals who have little if any training in the area of psychometrics, some of whom acknowledge themselves to be inexpert. Their impact on the case law has been profound.

In Bridgeport (see footnote 7) the trial court observed:

"Evidence of content or construct validity, as defined in that publication, (EEOC Guidelines) may also be appropriate where criterion-related validity is not feasible."

This citation is a correct interpretation of EEOC 1607.5(a), however, it is a partial summary of the language in that section, as I have indicated previously. The footnote does not speak to the exception under which content validity alone is acknowledged by those Guidelines as being sufficient (i.e., tests of skills, knowledge, and job behaviors).

What is more remarkable with regard to Bridgeport is that the Second Circuit in affirming the District Court's ruling on the validation study (6 EPD 8755) referred to the predictive approach as the "best method," citing for authority all the previous cases in which the issue of validation methodology was obscured.

In WACO v. Alioto (5 EPD 8624) the issue of content versus criterion-related validation was once again adjudicated. The court noted:

"Although the Guidelines (Section 1607.5) provide that evidence of 'content' validity alone may be acceptable for well-developed tests. . .they also provide that this method of validation is appropriate only 'where criterion-related (i.e., empirical) validity is not feasible' (original emphasis). . .and, further (emphasis added), when the tests consist of. . .knowledge or skills. . ."

The editorial license taken by the WACO court in rearranging the language of 1607.5(a) amounts to a clearly erroneous interpretation of this guideline. They concluded that the infeasibility showing and the knowledge and skills limitations are conjunctive requirements which must be satisfied before content validity can be considered. It is worth noting, once again, that the court failed to establish a nexus between the requirement of establishing infeasibility and the aptitude content of the examination. The result of these mistakes has been that several courts have cited WACO as standing for a mandatory showing of technical infeasibility despite the content of the examination (i.e., aptitude or achievement test).

The court noted in Smith v. City of East Cleveland (6 EPD 8831) that experts for both sides agreed that criterion-related validity is "preferred". Moreover, the court cited for authority Bridgeport Guardians. Once again, the critical issue of examination type was not treated explicitly. The examination challenged in that case was the Army General Classification Test, a well known aptitude examination intended to screen applicants for the military. My discussion of the psychometric requirements underlying the choice of a validation rationale will strongly support a similar preference for criterion-related validity for broad-band, abstract examinations such as the AGCT. Nevertheless, the case law on the issue of validation methodology does not clearly distinguish the various approaches on psychometric grounds.

In Vulcan Society v. Civil Service Commission of City of New York (6 EPD 8904) the court cited a "preference" for criterion-related validation based upon Fowler v. Schwarzwald. The District Court held in Vulcan:

"Some courts have taken the position that predictive or concurrent validation of employment examinations is absolutely required, at least in the absence of a showing that studies employing these methods have been attempted and found impractical to be implemented. The strong preference for these types of validation is based upon the fact that empirical comparison between test and job performance is the only means of conclusively establishing that an examination actually accomplishes its goal." (emphasis added)

It is, indeed, ironic that the court should argue on behalf of criterion-related validation on the basis of the examination's goal. Notwithstanding the specific issues of this case, the appropriate goal of an employment test may be to measure an applicant's existing level of achievement rather than to predict his future level of job performance. Both goals, we will see, are legitimate objectives of employment

tests and have been recognized as such by the psychometricians who have written the professional standards and guidelines for test development and validation and by the EEOC in 1607.5(a) which specifically permits the use of content validation alone for establishing the job relatedness of achievement tests.

The court in Vulcan perpetuated the misreading of 1607.5(a) (see footnote 25) by citing only that language in the applicable guideline which refers to the use of content validity in those situations where criterion-related validity is appropriately more suitable (abstract examinations, i.e., aptitude tests, etc.). The specific language explicitly permitting the use of content validation for tests of skills, knowledge, or job behaviors is once again omitted.

In the Vulcan appeal, the Second Circuit astutely observed:

"Cases like this one have led the courts deep into the jargon of psychological testing. Plaintiffs insist that the only satisfactory examinations are those which have been subjected to 'predictive validation' or 'concurrent validation,' preferably the former. . . The judge wisely declined to insist on either. The Fourteenth Amendment no more enacted a particular theory of psychological testing than it did Mr. Herbert Spencer's Social Statics. Experience teaches that the preferred method of today may be the rejected one of tomorrow. What is required is simply that an examination must be 'shown to bear a demonstrable relationship to successful performance of the jobs for which it was used.' "

In reference to the criterion-related methodologies, the Circuit in Vulcan also noted that:

"these two schemes have their own difficulties, and the failure to use one of them is not fatal, at least from a constitutional standpoint, as long as the examination is properly job related."

In a similar ruling, the District Court in Officers for Justice v. Civil Service Commission, San Francisco (6 EPD 8956) concluded the following based upon the previously noted decisions of Bridgeport Guardians and WACO:

"The EEOC Guidelines, it should be noted, allow for the use of content validation studies only when the use of predictive validation studies is not feasible." (emphasis added)

The adverse consequences of perpetuating an inexact, incomplete citation of 1607.5(a) is evident in the fallacious reasoning of the District Court in Officers for Justice in which the trial court noted:

"Defendants once again had not performed any type of statistical analysis necessary to meet EEOC Guidelines. . . had made no significant attempt to determine the predictive validity of the sergeant examination"

What is fundamentally wrong with this holding is the acknowledgement by the court that:

"Essentially, the examinations are achievements tests. . ."

The import of this holding is to require predictive validation even where technical standards indicate the use of content validity. In fairness to the District Court, however, it should be noted that the issues of this case were resolved as required on the grounds of the appropriateness of the content validation study for the promotional examination.

The District Court in Kirkland v. N. Y. State Department of Correctional Services (7 EPD 9268) cited Vulcan, Bridgeport Guardians, and EEOC 1607.5(a) in concluding:

"That criterion-related or empirical validation is preferable to other validation methods."

They further note:

"The EEOC's minimum standards for validation. . . require an employer to undertake criterion validation if it is feasible. They demand (emphasis added) empirical evidence in support of a test's validity. . ."

It is interesting to note the evolving degree of positiveness or certainty with which the criterion-related validation standard is asserted as buttressed by the language of preceding case law. Accordingly, one notes the "suggestions" which the Kirkland court infers from previous litigation (Vulcan and Guardians) that criterion-related validation may be the only:

"method (which) suffices to carry the burden of proof as to job relatedness. . ."

The District Court correctly notes, however, that:

"Those cases which have indicated a preference for criterion-related validation have also found a lack of content and construct validation before striking down an examination."

Unfortunately, the District Court subsequently ordered a new test to be developed and validated by means of criterion-related validation if feasible (8 EPD 9675). The Second Circuit affirming in part the trial court's holding on the testing issue (10 EPD 10,357), similarly held that a showing of technical infeasibility must be made. Finally, in the appellate level ruling in Douglas v. Hampton (9 EPD 9973), the Circuit correctly held that construct validity may be considered only after a showing that criterion-related validation is infeasible. Unlike content validation, the EEOC Guidelines do not exempt the employer from demonstrating infeasibility of criterion validation prior to claiming construct validity. However,

In footnote 80, the Circuit holds:

"After some period of time empirical studies should be required unless the employer can establish the infeasibility of such studies. . . We hold only that absent proof that empirical validity is not feasible, other techniques for establishing validities are not acceptable."

Here too, we find the categorical assertion that the EEOC Guidelines require criterion-related validation or a demonstration of infeasibility as they pertain to all "other techniques for establishing validity." As a nonattorney, I am prompted to speculate that the courts are more disposed on such matters to place greater confidence in the holdings of other courts, however poorly reasoned, than in their own reading of the pertinent guideline in dispute as it was written.

The evolutionary process described herein is worth a brief review. EEOC 1607.5(a), though somewhat poorly written, permits the employer to sustain his burden of proof for tests of skills, knowledge, or job behaviors exclusively on the basis of content validation. In Fowler, defendant's expert testified that in his view "content validity is acceptable only when predictive validity studies are not feasible." The court felt that this view was consistent with 1607.5. Experts for both sides preferred predictive validation, but plaintiff's expert did allow as how the use of content validation is appropriate for achievement tests. What experts failed to note, and the court similarly overlooked, is that the preference for validation method is always dictated by the examination type, aptitude (predictive) or achievement (content). In Bridgeport, the Guidelines were cited in part without noting the exception within 1607.5(a). The Circuit affirmed, describing predictive validation as the "best method," citing the cases

which evolved from Fowler. WACO blatantly misinterpreted the pertinent guideline by suggesting that the skills and knowledge limitations for content validity are "further" requirements in addition to a showing of infeasibility. A preference for criterion validity was also expressed in East Cleveland citing Bridgeport, and in Vulcan, citing Fowler. Similarly, Officers for Justice cited Bridgeport and WACO, and Kirkland cited Vulcan and Bridgeport, and so it goes. The evolutionary process reaches its conclusion when Officers for Justice requires predictive validation or a demonstration of its infeasibility for a test which it acknowledges to be an achievement test. In this context, it is not particularly surprising that the Kirkland court would wonder whether any content study will suffice to carry the employer's burden of proof as to job relatedness. To say the least, this sequence of cases is a most extraordinary example of the triumph of precedent over truth. When Title VII liability frequently involves substantial backpay awards and court-ordered ratio hiring, the stakes are simply too high to permit a standard of review which is, itself fallacious.

II. Professional Standards Support Content Validation.

Contrary to the pertinent case law, very little confusion or disagreement exists within the professional standards and guidelines with respect to the choice of the various validation methodologies. In general, it may be said that the choice of the validation methodology is determined by the nature of the inference which one draws from any test. If one is interested in inferring from the use of the test whether future job performance can be predicted, then the appropriate validation methodology is criterion-related validity. A criterion-related validation study is one in which the burden is to demonstrate that the test in question is adequately correlated with the applicant's future job performance. Typically, abstract employment tests (e.g., aptitude tests, intelligence tests, and personality measures) require that criterion-related validity be established. These examinations which are abstract on their face can hardly be represented as measures of job content or required skills and knowledge, rather, they are constructed to measure certain traits or characteristics which are thought to be relevant to future job performance. Because the inference from the abstract measure to job performance is substantial, criterion-related validity is required to confirm or disconfirm the validity of the predictive inference.

Content validity is applicable when a test purports to measure existing job skills, knowledge, or behaviors. The purpose of content validation is to show that the test measures the job or adequately reflects the skills or knowledge required to do the job. There is no question of prediction in this sense but rather an assessment or a measurement of existing capabilities. If, for example, a welding

test were given to job applicants for the position of welder, it would not be necessary to do a criterion-related study. In this example, content validity alone is acceptable under the EEOC Guidelines because the test purports to measure an existing skill rather than an abstract trait. In summary, the choice of the appropriate validation methodology depends upon the nature of the inference which the test user wishes to draw. If the inference is in regard to the measurement of present skills or knowledge, content validation alone is an acceptable methodology for establishing the job relatedness of a test. If the inference is with respect to the prediction of future job performance, then the federal guidelines and professional standards require that a criterion-related validation study be done.

The Equal Employment Opportunity Coordinating Council has issued several drafts of Uniform Guidelines on Employee Selection Procedures. The Council is composed of several major federal agencies including the EEOC. These draft guidelines are the end-product of an extensive process which has been going on for several years for the purpose of developing common or uniform guidelines in this complex area of employee selection. While final guidelines have not as yet been issued, the most recent draft of May 10, 1976 does reflect a great deal of input from the professional community of psychometricians and personnel researchers who have been provided ample opportunity to respond to various proposals for such standards. Therefore, the proposed Uniform Guidelines are important inasmuch as they reflect substantially the thinking of the professional community regarding the validation of employment tests and should, accordingly, be given the weight of expert testimony. The proposed

Uniform Guidelines strongly support the use of content validation when appropriate. Those of us who work in the testing area recognize that the Uniform Guidelines have greatly expanded upon the subject matter of content validation and have treated both criterion-related and content methodologies as discrete, separate sections of these standards for test validation.

The Division of Industrial-Organizational Psychology of the American Psychological Association (Division 14) has issued Principles for the Validation and Use of Personnel Selection Procedures (1975). Because of growing concern over professional standards for employee selection research, an ad hoc committee was formed to develop an appropriate set of principles for the validation and use of personnel selection procedures. In section B (page 10) under content validity, these principles require that the content domain, or that which a content valid test purports to measure, should be defined:

". . . principally in terms of activities or consequences of activities which can either be observed or be reported by the job incumbent. One can add to this nucleus, without straining credulity, statements of specific items of knowledge, or specific job skills, prerequisite to effective activity. It is a much larger 'inferential leap,' however, to move from observation to inferences concerning underlying psychological constructs such as empathy, dominance, dexterity, leadership skill, spatial ability, etc. Such constructs suggest hypotheses to be tested in criterion-related or other empirical research. It is therefore inappropriate to define job domains in such terms if one's purpose is to develop and justify a test solely on the basis of that domain."

The principle articulated in these guidelines and those of the EEOCC is unmistakable: the closer the test resembles the content or required knowledge and skill of the job, the more justified is the claim of content validity. The Division 14 guidelines indicate in section A(4) dealing with the same subject:

"Essentially, the content validity of an employment test should be seen as the degree to which a sample of elements from a test content domain matches the elements of a job content domain."

The Standards for Educational and Psychological Tests of the APA (1974)

state the conditions for the determination of content validity in unambiguous terms:

"Evidence of content validity is required (emphasis added) when the test user wishes to estimate how an individual performs in the universe of situations the test is intended to represent. Content validity is most commonly evaluated for tests of skill or knowledge. . ."

III. Burden of Proof.

As noted, a number of courts have raised the question of whether the content validation methodology is sufficient to sustain the burden of proof which an employer must bear in litigation. While the courts have striven to do their best to weigh the evidence, despite the often conflicting testimony of adversary experts, there is still absent a clear-cut understanding that the strictest burden of proof must be based on the most appropriate standard rather than on the belief that one particular method presumptively offers the strongest "proof."

This notion that there is a hierarchy of the various methodologies as they pertain to the certainty of the proof of job relatedness accounts for a significant portion of the misunderstanding concerning the adequacy of content validation. This point of view is most clearly illustrated by reference to footnote 28 in Vulcan:

"The difference between content validation and criterion-related methods of validation can best be described as the difference between determining that the content of an examination is logically related to the content of a job and being able to conclude empirically that the examination in question does in fact accurately predict job performance."

What the courts fail to understand is that the inference of measurement does not necessarily imply prediction. Let us consider, for example, the use of a reading comprehension examination for entry-level police officers based upon a content validation rationale. Few individuals deny the critical relationship of reading skills to success in police work. In order to read the training materials and the subject matter which an officer routinely encounters on the job, it is necessary to select for employment those individuals who demonstrate a level of reading proficiency which is comparable to the level of proficiency required

for job success as an officer. This requirement implies the clear-cut need to select individuals whose reading skills are sufficiently high as to enable them to become proficient in police work. To require that a predictive validation study be done for such an examination would surely lead to the conclusion of little if any validity for such an examination. If the criterion-related validation standard were used in this instance, one would most likely be forced to conclude that police officers do not need to read in order to do their jobs. This conclusion is obviously contradicted by many job analysis studies of police work in which the reading requirement has been amply demonstrated.

The reason why a predictive study would most likely fail is simply this: reading ability is a fundamental requirement, and it is, therefore, not expected to be an important criterion for distinguishing superior police officers from those whose performance is sub-standard. In other words, reading skills are important to a point, however, beyond that point, one should not expect to observe a correlation between one's reading skills and one's job performance. Criterion-related validation is, of course, based upon a correlational strategy. Such a strategy is appropriate only in those cases in which one can reasonably expect that a predictor will lead to a rank ordering of individuals with respect to their future job performance. If it is not reasonable to expect, beyond a certain point, that the better readers among the applicants will be the better police officers, then the choice of the predictive validation method is not only inappropriate in psychometric terms, but it is most likely to lead one to the conclusion of invalidity for certain kinds of knowledge or skill tests which seek to determine minimal levels of

acceptability.

The fact is, in a psychometric sense, the various methodologies are not interchangeable. Criterion-related and content validation are addressed to different questions. Just as tests which are designed to measure achievement are often unsuited for predictive purposes, it may be equally true that examinations designed for predictive purposes lack content validity. This observations calls in to question that subsection of 1607.5(a) which permits one to "substitute" content validity if criterion-related validation becomes infeasible. The use of aptitudes or traits for the purpose of defining a test's "content domain" is inappropriate. The inferences which are inherent in the assessment of psychological processes are far too abstract to be satisfied by a mere showing that a written examination samples segments of the job which require such processes.

A predictive inference based upon this reading comprehension example implies that the best readers also make the best police officers. A correlational analysis demonstrating a significant relationship between a reading test and police officer performance is the only means by which this predictive inference may be verified. Should the test user be inclined to rely on a reading test merely to assure some minimal level of reading proficiency among the successful applicants, then no prediction is implied. What is required is that the test user demonstrate positively that police officers must read proficiently (job analysis), and that the test calls for the same level of reading skill as required by the job (content validity). The employer's burden of proof in this case is best demonstrated by the implementation of a validation strategy which is directed at an assessment

of the test's suitability for its intended use. Predictive validation would not answer this question for all or even most of the typical civil service examinations.

IV. The Boundaries of Content Validation.

I am often faced with questions from examination specialists and personnel technicians concerning the appropriateness of the content validation methodology as it pertains to the interview process, or the police background investigation, assessment centers, and so forth. The question of whether a particular validation methodology is appropriate for a specific selection technique misunderstands the technical rationale underlying the choice of methodology. To be precise, one does not validate the technique, but rather the inference drawn from the technique in question. As such, it may or may not be appropriate to use a particular validation methodology in support of, let us say, the interview. What is it that we seek to learn in the interview? To what extent is a predictive inference being made? To what extent is the inference of measurement being made? In other words, the boundaries of content validation are not so much affected by the selection technique in which we are interested as by the inference which we draw in utilizing that technique. Strictly speaking, one cannot look entirely at the nature of the subject matter in order to determine one's choice of validation methodology. The problem is somewhat more complicated than that.

The inference of measurement is most profoundly affected by: (1) the fidelity of the test; (2) the objectivity of the content domain, and (3) an interaction of two factors. One recognized principle is that the claim of content validity is affected by the degree to which the nature of the examination procedure approximates the conditions of the job. Therefore, a strong claim for content validity can be made

for an employee's evaluation during a probationary period; or a work sample examination which seeks to simulate aspects of job performance which are required; or "miniature situation" tests which are structured in a manner which closely resemble the actual job, etc. The claim of content validity for assessing communication skills in the interview is another example of how the authenticity of the testing situation affects the case for content validity.

A second variable which affects the inference of measurement is the objectivity of the content domain to be measured by the test. A domain which is relatively objective would be, for example, typing ability or welding skills. Required job knowledge and skills are also frequently of an objective nature. To purport, however, to measure such vague qualities as leadership, learning ability, emotional stability, motivation, and so forth, is hypothetical and must be verified by means of a correlational analysis. The important principle here is that content validation is a rational process which requires some precise, though not necessarily quantitative, procedure for establishing that the content of the test does, in fact, correspond to the job content domain. When we are operating exclusively within the domain of nebulous personal traits, it is most questionable whether the judgmental process, however empirically based, is sufficient for sustaining such an inference.

Also, one should consider not merely the fidelity of the test or the objectivity of what it purports to measure, but also a combination or interaction of both factors. These qualities of tests often tend to counterbalance one another such that they compensate in the validity "equation." Unless we intend to employ individuals for the purpose of

taking written examinations, it must be recognized that the written examination format represents a substantial departure from the duties and responsibilities of most jobs. One can hardly claim a high degree of fidelity or realism based upon the assessment of required capabilities on the basis of a written examination. However, this shortcoming is often overridden by the fact that the examination seeks to measure a highly objective set of capabilities. An abstract capability such as leadership skills as assessed by an abstract testing instrument, a written examination, requires a predictive approach because of the substantial "inferential leap" between the test and the job. Conversely, the assessment of an employee's leadership skills based upon his performance during a probationary period could be sustained by content validity providing that the performance appraisal methodology is well-developed. Even though the personal capability being assessed is somewhat abstract, the realism of the measurement situation (i.e., the job itself) certainly provides the opportunity for the reliable observation of such qualities. To continue with the example of leadership assessment, let us consider next the possible use of assessment centers. Assessment centers, as most readers will recognize, are well-developed and often elaborate procedures frequently used for executive selection. Assessment centers seek to simulate, to a degree, the variables which are present in the actual work situation. Assessors are trained evaluators who are given extensive preparation in the procedures and methodologies for appraising candidates' performance in the assessment center. In such circumstances where painstaking care has been evidenced in the development of a highly realistic testing environment, the assessment

of personal qualities such as leadership and problem-solving skills may be defensible on the basis of content validation. The hard and fast delineation between aptitude and achievement tests, and their implications for choice of validation methodology, is a substantial oversimplification. In summary, the fidelity of the testing instrument and the objectivity of the personal qualities being measured, or a combination of these factors, determines the degree of inference to be drawn and, in turn, the appropriate validation methodology.

V. Requirements for Content Validation.

I do feel that the courts have done an extraordinarily good job of spelling out in detail the basic requirements of content validation. The courts have identified four general criteria for the establishment of content validity. These criteria pertain to the:

1. Soundness of test, itself
2. Adequacy of job analysis
3. Demonstration of the degree of relationship
4. Use of Test

The Second Circuit in Vulcan showed great insight in their development of a sliding scale for evaluating the examination in dispute. The court noted in their opinion:

" . . . wherein the poorer the quality of the test preparation, the greater must be the showing that the examination was properly job-related, and vice versa. This was the point he (the trial judge, Weinfeld) made in saying that a showing of poor preparation of an examination entails the need of 'the most convincing testimony as to job relatedness.' The Judge's approach makes excellent sense to us. If an examination has been badly prepared, the chance that it will turn out to be job-related is small. Per contra, careful preparation gives ground for an inference, rebuttable to be sure, that success has been achieved. A principle of this sort is useful in lessening the burden of judicial examination-reading and the risk that a court will fall into error in umpiring a battle of experts who speak a language it does not fully understand."

Several courts have pointed out the fundamental requirement of a comprehensive, well-done job analysis for any claim of content validity. As noted in Bridgeport Guardians:

"The burden of proof is upon the defendants, not simply to show that the employer could rationally believe the exam is job-related but to demonstrate by persuasive evidence that the exam is in fact, job related."

What has been required by the courts is a systematic, comprehensive assessment of the duties, tasks and responsibilities of the particular job, an assessment of required knowledges, skills and other abilities, and an in-depth, detailed documentation of the job requirements based upon an empirical analysis.

It is implicit in content validity that the domain of the test and the job content domain will be defined with a sufficient degree of precision to permit a reliable inference concerning the degree of content validity. Even though content validation requires an inferential, judgmental process, there should be some suitable standard or yardstick which is provided by the test user by which a comparison between test and job content can be made by another person. In Fowler, the court found the failure to provide importance ratings of job analysis factors to be fatal. The court saw this information as being required in the determination of the number and emphasis of the test questions. The matching up of difficulty level between test and job content is another possible yardstick for measuring the degree of correspondence. The burden, as noted, is upon the employer.

The claim of content validity is affected also by the general soundness of the evidence in support of the examination's use. It must be shown, for example, that examination cut-off scores have been set in a reasonable manner (see EEOC 1607.6). Some courts have taken this requirement to involve the application of the newly-developed examinations to incumbent employees for the purpose of establishing normative data. Another factor which has received some attention in Title VII litigation is the degree of weight which is accorded the selection techniques. In Kirkland the court observed that the examination in question failed:

". . .to examine a number of traits, skills and abilities which witnesses for both sides singled out as important to the sergeant job."

Likewise, in Bridgeport Guardians, the court ruled:

"Even if the exam need not be comprehensive as to content or constructs, the evidence does not indicate whether the few areas of knowledge and the few traits measured are the ones that will identify suitable candidates for the job. . .An exam of this sort, which does not attempt to be comprehensive in testing for content or constructs, employs a sampling approach. Such an exam might, in some circumstances, be shown to meet the standard of job relatedness. But the evidence does not establish the representativeness of the knowledge or traits sampled by the exam used here."

Finally, the WACO court ruled:

"Further, the proposed examination does not meet the content validation requirement that it must consist of samples 'composing the job in question' because, admittedly it purports to test only two skills--written communication and mechanical aptitude--which, according to the evidence adduced at the hearings, are admittedly only two out of ten, and by no means, the most important skills and traits related to the. . .job."

This requirement of comprehensiveness should not be construed narrowly as pertaining to written examinations, but should be viewed, as I believe the requirement to be intended, to pertain to the entire examination system.

As one who has suffered through a substantial number of first-hand experiences in Title VII litigation, I understand the potential risks of developing unfavorable case law--law which mandates psychometrically inappropriate conclusions. Such conclusions, I fear, often have more to do with the competence of attorneys, experts, and judges, than with their scientific accuracy. To those of us who believe that

sound, merit-based examination systems can be developed, it is a hazardous state of affairs. What is required is that we do our best to comprehend the difficult issues which are involved here, and to make every reasonable effort to bring our examination procedures into compliance. If the courts have failed to comprehend the technical requirements of test validation, the blame must be placed upon those of us who presume to speak for the psychology profession.

III. Job Analysis

The following index of governmental guidelines/professional standards are relevant to the topic of job analysis, especially for the purpose of content validation. The citations are drawn from the Equal Employment Opportunity Commission Guidelines on Employee Selection Procedures (1970); the American Psychological Association Standards for Educational and Psychological Tests (1974), and the American Psychological Association Division of Industrial-Organizational Psychology (Division 14) Principles for the Validation and Use of Personnel Selection Procedures (1975). These standards and guidelines describe the technical requirements for conducting job analysis. Listed below are the relevant citations, a description of the corresponding requirements, and an index referring to the section of the validity report which is addressed specifically to the satisfaction of that requirement.

Index

Requirements of Governmental Guidelines/Professional Standards for Job Analysis

Citation	Requirement	Reference*
EEOC 1607.5(b)(3)	"The work behaviors or other criteria of employee adequacy which the test is intended to identify must be fully described . . ."	pp. 61-77
Division 14 Principles Content Validity: A 1	"Job content domains should be developed and defined by job analysis, which may be a formal investigation, or the pooled judgments of informed persons such as production engineers, job incumbents, their supervisors, or personnel specialists. The domain should be defined on the basis of competent information about job tasks and responsibilities."	pp. 41-77

Index (contd.)

Citation	Requirement	Reference*
APA Standards E 12.4	"When a test is represented as having content validity for a job or class of jobs, the evidence of validity should include a complete description of job duties, including relative frequency, importance, and skill level of such duties. Essential."	pp. 41-45 Texas A & M Report
EEOC 1607.5(b) (3)	"Whatever criteria are used they must represent major or critical work behaviors as revealed by careful job analyses."	pp. 61-77
Division 14 Principles Content Validity: A 2	"Job content domain should be defined in terms of those things an employee is expected to do without training or experience on the job, i.e., the content should not cover knowledge or skills the employee will be expected to learn after placement on the job or in training for the job."	pp. 61-77
Division 14 Principles Content Validity: A 3	"The definition may be restricted to 'critical, most frequent, or prerequisite work behaviors' . . . There is no virtue in measuring ability to handle trivial aspects of the work."	pp. 61-77
EEOC 1607.5(a)	"The types of knowledge, skills or behaviors contemplated here do not include those which can be acquired in a brief orientation to the job."	pp. 61-77

*Reference information pertains to the sections of this validity report which deal with the corresponding requirement for job analysis.

A job inventory (task analysis) for entry-level municipal police officers was prepared for TCLEOSE by the Occupational Research Program of the Industrial Engineering Department, Texas A & M University. The results of that analysis are reported in a separate document. It was necessary, however, to supplement this analysis for the purpose of complying with federal and professional standards for test development and validation.

Based upon a preliminary analysis of the Texas A & M tasks inventory, Consultants prepared a 275-item Task Questionnaire for Patrol Officers. The items of this questionnaire were selected on the basis of their possible relevance to the duties of the entry-level police officer. Specifically omitted from the questionnaire were any duties and responsibilities which were supervisory in nature (i.e., sergeant-level responsibilities). The Task Questionnaire was administered to a representative sample of police officers for the purpose of providing an objective description of the kinds of activities in which officers engage while on duty (uniformed patrol officers with full or part-time field responsibilities). Table 3 is an alphabetical listing of departments participating in the task analysis phase of this project. A total of 375 survey forms were returned by 32 departments.

Table 3

Alphabetical Listing of Departments
Completing Task Analysis Questionnaire

Department	Number of Questionnaires Completed
Abilene	11
Amarillo	12
Arlington	11
Austin	21
Beaumont	8
Brownsville	40
Corpus Christi	12
Eagle Pass	7
Fort Worth	6
Garland	3
Houston	41
Kermit	4
Killeen	7
Laredo	9
Lubbock	14
Lufkin	2
McAllen	8
Midland	12
Nacogdoches	12
Odessa	11
Orange	4
Pampa	1
Paris	4
Port Arthur	4

Table 3 (contd.)

Department	Number of Questionnaires Completed
San Angelo	16
San Antonio	28
Spring Valley	4
Taylor	4
Temple	23
Texarkana	4
Victoria	10
Waco	<u>22</u>
	375

Table 4 is a description of the task analysis sample of 375 police personnel by rank. The sample is composed predominantly of patrol level officers who were asked to describe the duties and responsibilities of their own jobs.

Table 4

Task Analysis Sample (N = 375) by Rank of Respondent

Rank	Number
Patrol Level	338
Sergeant	16
Lieutenant	5
Detective	6
Other	<u>10</u>
	375

The task analysis questionnaire (see Appendix A) called for a rating of the importance of each listed task or duty. If a particular task or duty did not apply to the officer's job, a rating of "0" was assigned to that item. If a task or duty was seen as relevant to the officer's job, a rating of "1" to "5" points was assigned utilizing the following rating scale:

<u>Rating</u>	<u>Importance</u>
0	Does not apply
1	Little importance
2	Some importance
3	Important
4	Very important
5	Critically important

A task or duty was considered to be most important if the consequences of making an error or performing poorly was seen as extremely detrimental to the attainment of effective law enforcement.

Table 5 contains a listing of the task statements in descending order of rated importance. In interpreting the information in this table, one must refer back to the rating scale previously described for evaluating the degree of importance of the various task statements.

Table 5

Results of Task Questionnaire Analysis

Task Statement	Mean Rating	Standard Deviation
Protect physical evidence at the scene	4.27	0.76
Subdue subject resisting arrest	4.21	0.82
Advise suspects of their legal and civil rights	4.14	0.90
Secure prisoner	4.10	0.83
Testify in court on criminal cases	4.08	0.83
Mark physical evidence for later identification	4.04	0.87
Prepare to testify in court on criminal cases	4.04	0.81
Service police weapons	4.03	1.01
Search subject	3.99	0.97
Store and establish chain of custody for evidential or acquired property	3.96	1.01
Conduct frisk search	3.95	0.91
Detect and stop felony suspects who are in or on a motor vehicle	3.92	0.91
Conduct preliminary robbery investigations	3.89	0.82
Respond to alarm systems for sign of unlawful entry	3.85	0.82
Conduct field search of suspected felons	3.85	0.88
Prepare physical evidence for submittal in court	3.81	1.13
Review report prior to testifying in court on traffic cases	3.78	1.01
Direct traffic under emergency conditions	3.77	0.93

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Investigate traffic accidents associated with aggravated assault	3.73	0.98
Collect physical evidence from scene and carry to station	3.71	0.96
Conduct preliminary investigation in felony theft cases	3.71	0.85
Sketch crime scene and record measurements	3.70	1.04
Conduct complete investigation in felony theft cases	3.68	1.06
Assist citizens with emergency cases	3.67	0.92
Fill out arrest report forms	3.66	0.93
Prepare reports of arrests (narrative)	3.64	0.96
Record physical evidence at scene	3.63	0.91
Fill out burglary report forms	3.61	0.87
Conduct preliminary investigation in suicide and attempted suicide cases	3.59	1.01
Conduct preliminary investigation in injury and death cases	3.58	0.99
Discuss criminal cases with prosecutor	3.57	0.96
Reroute or direct traffic around accident scene to prevent further accidents or injury	3.56	0.95
Conduct preliminary burglary investigation	3.55	0.85
Conduct preliminary sex crime and deviant behavior investigations	3.54	0.92

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Fill out robbery report forms	3.54	0.85
Entry data in N.C.I.C.	3.53	1.19
Review case prior to appeal court	3.52	0.97
Conduct complete robbery investigations	3.52	1.00
Plan search for evidence at crime scene	3.51	1.05
Prepare reports of crimes (narrative)	3.51	0.89
Plan search for evidence at crime scene	3.47	1.04
Secure prisoners' property	3.45	0.97
Locate and question witnesses and potential witnesses in criminal cases	3.45	0.92
Investigate traffic accidents associated with commission of a crime	3.45	0.95
Request coroner/medical examiner to come to scene of crime	3.44	1.01
Conduct complete burglary investigations	3.43	1.06
Conduct complete investigation in injury and death cases	3.43	1.00
File complaint and obtain arrest warrant	3.43	1.12
Apply first aid	3.40	1.22
Serve arrest warrant within jurisdiction	3.39	0.96
Conduct complete investigation in suicide and attempted suicide cases	3.39	1.10

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Conduct preliminary investigation in bomb threat cases	3.38	1.12
Man police station radio	3.37	1.26
Conduct search for evidence in motor vehicles	3.36	0.85
Prepare reports of dead bodies (narrative)	3.35	1.05
Estimate driver(s) capability to drive	3.35	1.00
Update data in N.C.I.C.	3.34	1.17
Obtain information from the National Crime Information Center	3.34	1.01
Set up and maintain personal notebook or memorandum book	3.34	1.05
Issue moving traffic citations	3.34	0.89
Fill out theft report forms	3.34	0.89
Conduct preliminary auto theft investigations	3.33	0.89
Conduct DWI traffic law enforcement patrols	3.33	0.96
Record data on persons, stolen property, vehicles, on-scene observations in notebook	3.33	0.96
Send evidence to labs for analysis	3.33	1.00
Answer calls on domestic quarrels, and brawls	3.33	0.91
Conduct preliminary investigation on hit and runs	3.32	0.96
Interview victims and those involved in traffic accident	3.32	0.90

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Collect traffic accident evidence	3.31	1.01
Check autos against stolen car list	3.31	0.83
Identify suspects through records and pictures	3.31	0.93
Diagram and record measurements of traffic accident scene	3.31	1.03
Conduct breath analyzer test	3.30	1.01
Advise citizens and businessmen on ways to prevent crime and protect themselves	3.30	0.89
Conduct strip search of suspected felons	3.30	1.15
Conduct preliminary investigation in assault cases	3.29	0.85
Interrogate suspects in the field	3.29	0.86
Call for supplementary aid (e.g., wreckers, fire departments) for traffic accidents	3.28	0.94
Use notebook as reference for reports	3.27	1.06
Report hazardous roadway conditions and defective traffic control equipment to supervisor	3.26	0.96
Secure search warrant	3.26	1.20
Control spectators at civil disturbances	3.25	0.97
Prepare criminal case summary sheet for prosecutor	3.24	1.06
Book prisoner by completing the arrest cards and arrest folder	3.21	1.05
Escort or guard prisoners while in transfer	3.21	1.07
Determine point(s) of impact or point(s) of occurrence	3.21	0.89
Conduct preliminary larceny, forgery, false pretense and embezzlement investigations	3.21	0.94

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Take custody of stolen or lost property	3.20	0.86
Testify in court on traffic cases	3.20	1.03
Plan tactics for conducting patrols (individual)	3.19	0.99
Prepare charge for magistrate	3.19	1.06
Determine key or crucial events related to the traffic accident	3.19	0.95
Search premises or property with consent	3.19	0.93
Fill out death report forms (not death certificate)	3.18	1.15
Take statements or depositions in criminal cases	3.18	1.11
Plan sound tactics to apprehend suspects	3.17	1.01
Record driver(s) condition and appearance	3.17	0.95
Conduct complete investigation in assault cases	3.17	0.91
Engage in high speed pursuit driving	3.16	1.20
Present charge before magistrate	3.15	1.08
Plan methods for handcuffing prisoner(s)	3.15	1.09
Vary method of interrogation based on suspects' background, cultural differences	3.14	1.07
Engage in moderate speed pursuit driving	3.13	1.00
Conduct complete sex crime and deviant behavior investigations	3.13	1.02

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Study background, rap sheet, and M.O. of suspects prior to interrogation	3.13	1.07
Check establishments in districts for undesirable or wanted characters	3.13	0.88
Conduct complete auto theft investigations	3.13	0.94
Record location and description of skidmarks, glass, and broken off parts in traffic accidents	3.13	1.04
Conduct complete investigation in disorderly conduct, domestic complaints, and minor offenses	3.13	1.01
Conduct preliminary investigation in misdemeanor theft	3.12	0.85
Conduct complete investigation in bomb threat cases	3.12	1.07
Conduct complete investigation in misdemeanor theft	3.12	0.88
Move (or arrange for moving) damaged vehicles	3.09	0.92
Request subject to submit to arrest	3.08	1.08
Conduct open observation for traffic law violators	3.08	0.89
Record visibility conditions at time of accident	3.08	0.99
Observe high accident frequency locations to identify factors contributing to high accident rates	3.08	1.11
Conduct preliminary narcotic and drug offense investigations	3.08	0.97
Conduct preliminary investigation in disorderly conduct, domestic complaint, and minor offenses	3.06	0.94
Serve search warrant	3.06	1.06
Record motor vehicle damage in traffic accidents	3.06	1.02

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Conduct follow-up on hit and runs	3.06	0.95
Conduct complete larceny, forgery, false pretense and embezzlement investigations	3.06	1.05
Try doors and windows	3.04	1.00
Pilot helicopter in law enforcement work	3.04	1.20
Protect traffic accident evidence for collection	3.03	1.03
Handle mentally ill persons	3.03	1.07
Identify high accident frequency locations	3.02	1.11
Control spectator access to traffic accident scene	3.01	0.91
Send traffic accident evidence to lab for analysis	3.01	1.06
Photograph prisoners	3.01	1.19
Take statements or depositions from witnesses or violators in traffic accidents	3.01	1.04
Check vehicles for evidence of mechanical defects that contributed to accident	3.01	0.96
Interview traffic law violators	3.00	1.01
Handle juvenile offenders	3.00	0.97
Locate, interview, and establish credibility of witnesses to traffic accidents	3.00	1.01
Operate radar to identify violators of speed laws	2.99	0.98
Follow-up nature and extent of personal injuries resulting from traffic accidents	2.98	0.97
Conduct complete narcotic and drug offense investigations	2.98	1.02

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Fill out suspect interrogation card	2.97	0.87
Clean up traffic accident scene to the extent necessary to prevent debris becoming a traffic hazard	2.97	0.98
Discuss traffic cases with judge or prosecutor	2.97	1.07
Interrogate suspects in the station or office	2.97	0.96
Conduct complete arson investigations	2.96	1.27
Administer field tests for intoxication (coordination tests, etc.)	2.96	0.97
Receive incoming calls from the public	2.95	1.14
Show mug shots to witnesses	2.94	1.02
Physically restrain demonstrators	2.94	1.07
Prepare narrative reports on traffic accidents	2.94	1.02
Answer request for aid (i.e., sick calls)	2.93	1.09
Determine secondary collisions or secondary points of impact in traffic accidents	2.93	0.94
Record type and condition of road surface	2.93	0.98
Conduct complete organized crime investigations	2.93	1.16
Conduct preliminary missing persons investigations	2.92	0.94
Conduct preliminary investigation on obscene, harassing, or threatening phone calls	2.91	0.99
Fingerprint prisoner	2.91	1.20

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Request witnesses to submit written report in criminal cases	2.91	1.06
Interrogate traffic law violators involved in traffic accidents	2.90	0.93
Check parking lots for suspicious vehicles	2.90	0.90
Conduct complete missing persons investigations	2.90	0.91
Fill out injury report forms	2.89	1.02
Communicate with leaders of demonstrations	2.88	1.13
Report hazardous roadway conditions and defective traffic control devices directly to the Municipal Traffic Engineer	2.87	0.98
Check parks and school grounds	2.86	1.00
Transcribe field notes into record for personal notebook	2.86	0.96
Review testimony after criminal court appearance with prosecuting attorney	2.86	0.99
Conduct preliminary arson investigations	2.85	0.99
Photograph accident scene	2.85	1.09
Interrogate suspects with aid of partner	2.85	1.00
Carry traffic accident victims to hospitals	2.84	1.21
Fill out missing persons report forms	2.84	0.91
Remove vehicles that obstruct traffic flow	2.84	0.96

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Maintain reference data (phone numbers, ordinances, operational data) in notebook	2.79	1.04
Conduct preliminary organized crime investigations	2.79	1.02
Make reports by use of recorder	2.78	1.19
Record duty shifts activities in station or division log book	2.78	1.14
Prepare criminal case folders	2.77	1.07
Direct or control traffic with flashlight	2.76	1.00
Patrol freeways	2.74	0.86
Conduct complete investigation in obscene, harassing, or threatening phone calls	2.73	0.90
Direct traffic by hand signals	2.73	1.05
Check homes of people on vacation	2.72	0.96
Escort money or valuables in transfer	2.72	1.08
Update file system	2.72	1.24
Conduct preliminary vice investigations	2.71	0.95
Direct traffic at scheduled times and places	2.71	1.05
Discuss criminal cases with defense attorney	2.70	1.31
Request assistance from traffic accident investigation squad	2.69	0.90
Report malfunctioning traffic control devices to the State Highway Engineering Officer	2.69	0.94
Use public records, private organizations and agencies to develop information for use in investigations	2.68	1.10

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Request witnesses or violators to submit written reports or accounts of occurrence in traffic accidents	2.67	1.08
Contact next-of-kin in traffic accident investigations	2.67	1.05
Control spectators at special events	2.66	0.91
Work at scene of demonstrations	2.66	0.99
Provide performance ratings on other officers	2.66	1.08
Dispose of personal property following a traffic accident investigation	2.65	1.02
Direct or control non-routine congested traffic	2.64	0.90
Plan tailing routine to apprehend suspects	2.64	1.06
Watch traffic accident scene for theft or vandalism	2.64	0.98
Escort ambulances, fire equipment or other emergency vehicles	2.62	1.14
Photograph line-up	2.62	1.23
Communicate with management and labor over strike disturbances	2.61	1.25
Request the installation of traffic signal devices	2.61	1.01
Tail the suspect	2.61	1.06
Conduct complete vice investigations	2.61	1.13
Direct or control traffic with illuminated baton	2.61	1.09

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Organize line-up	2.60	1.06
Prepare report or case folders on traffic cases	2.60	1.00
Enter data on cards for filing	2.59	1.14
Assist out-of-town visitors	2.59	0.94
Conduct stakeout	2.58	1.05
Maintain prison file system	2.58	1.11
Conduct hidden from view surveillance	2.58	0.92
Answer civil complaints and refer to appropriate agency	2.57	0.93
Man police station desk	2.56	1.09
Record nature of sight obstructions	2.55	0.95
Write narrative reports in notebook	2.55	1.12
Conduct surround operations	2.55	1.02
Contact Department of Public Safety for information	2.52	1.03
Record activities on time study card or sheet	2.52	1.08
Check bars for liquor violations	2.51	0.90
Physically restrain members of either party to a strike	2.50	1.07
Use mathematical formulas to calculate pavement friction factors in traffic accidents	2.50	1.07
Issue citations for mechanical defects on motor vehicles	2.48	0.93

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Operate roadblocks	2.48	1.03
Assist stranded motorist	2.47	0.92
Observe and record driver obedience to traffic control devices	2.47	1.00
Implement restraining order against demonstrators	2.45	1.03
Implement restraining order against strikers	2.45	1.14
Request the installation of traffic control signs	2.43	0.98
Use mathematical formula to calculate speed estimates in traffic accidents	2.42	1.05
Investigate traffic accidents reported late	2.41	0.97
Inspect the interior features of business buildings	2.41	1.05
Survey or cause to have surveyed accident scene	2.41	1.00
Plan stakeout duty	2.40	1.03
Advise parents of childrens' violation of traffic laws	2.39	0.99
Supervise prisoner work or recreational activities	2.39	1.04
Conduct open surveillance	2.37	0.93
Record location of traffic control devices	2.36	0.98
Conduct stationary or roving guard duty	2.35	0.95
Prepare reports of civil disturbances (narrative)	2.35	1.00
Request the installation of traffic pavement markings	2.34	0.90
Conduct line-up	2.32	1.10

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Direct or control traffic with flares	2.32	1.07
Issue warning tickets	2.31	0.95
Review testimony after traffic court appearance with prosecuting attorney	2.26	1.07
Maintain file set up by dates	2.26	1.06
Observe and record traffic conflict or near-miss incidents and situations at assigned locations	2.26	0.86
Schedule visitors for prisoners	2.23	1.14
Work driver license or vehicle inspection check points	2.22	0.99
Work at scene of strikes	2.18	0.93
Fill out worthless document report forms	2.18	1.05
Advise city planners on traffic planning	2.12	0.92
Conduct off-street (out-of view) observations for traffic law violators	2.11	0.94
Manually control traffic lights	2.10	0.91
Prepare cards for filing	2.09	1.03
Serve arrest warrant outside of jurisdiction	2.09	1.16
Receive complaints on city services	2.07	0.98
Escort the transportation of oversized truck-trailer loads	2.07	0.99
File cards	2.07	1.16
Request mechanic to test vehicles involved in traffic accident	2.04	1.01

Table 5 (contd.)

Task Statement	Mean Rating	Standard Deviation
Interview pedestrian traffic law violators	2.03	0.95
Call on bystanders to assist in apprehension	2.02	1.02
Investigate consumer complaints	2.01	0.97
Issue parking citations	1.89	0.96
Escort wedding or funeral processions	1.88	0.92
Escort dignitaries	1.86	0.96
Investigate repossession complaints	1.76	0.88
Escort parades	1.76	0.97
Issue citations to pedestrians who violate traffic laws	1.74	0.88
Answer animal calls	1.70	0.94
Escort military convoys	1.65	0.88
Deliver departmental mail	1.53	0.87
Issue moving traffic citations to bicycle riders	1.49	0.76
Run errands and deliver messages	1.40	0.76

While any study of job requirements must begin with an analysis of tasks, duties and responsibilities of the position in question, it is also important, having determined these factors, to ascertain the areas of knowledge, skills, and other capabilities which are required for the performance of these duties. Accordingly, a number of job analysis studies previously conducted were reviewed for the purpose of identifying the personal characteristics which these other research studies have shown to be important for the performance of the entry level police function. It should be noted that no a priori assumptions were made about the relevance of the personal characteristics identified in previous research. In fact, the explicit purpose of this particular phase of the job analysis project was to administer a questionnaire to a sample of supervisory personnel in police departments to determine the relevance of such personal characteristics to the task categories identified in the previously described task analysis. In other words, the personal characteristics which were identified in previous research studies of police work were compared to the police functions (task categories) which were determined on the basis of the present task analysis. The 11 personal characteristics which were identified in previous studies of police work are defined in Table 6.

Table 6

Personal Characteristics Which Were Rated for Relevance
to the Functions of Entry-Level Police Work

Personal Characteristic	Definition
APPEARANCE	adopts a reasonable grooming standard consistent with contemporary community standards and expectations
	takes pride in his personal appearance and professional bearing
	works to stay in good physical condition
	maintains his uniform and equipment in top condition
DEPENDABILITY	reports for duty on time
	does not malingering on calls
	reacts quickly to problems observed on the street or to dispatches received over the radio
	is accurate and thorough in handling the details of an assignment
	submits reports on time
	can be counted on to follow through on all assignments
INITIATIVE	strives to put forth his best effort at all times
	works diligently and conscientiously in carrying out his assignments rather than merely "putting in his time"
	cares about his competence as a law enforcement officer and wants to improve his skills

Table 6 (contd.)

Personal Characteristic	Definition
INITIATIVE (contd.)	<p>sees himself as being responsible for learning the job and staying abreast of new developments in his occupational field</p>
	<p>proceeds on assignments without waiting to be told what to do</p>
	<p>recognizes his own deficiencies and strives to correct them</p>
INTERPERSONAL SKILLS	<p>understands the motives of people and is usually able to anticipate how people will act in a given situation</p>
	<p>considers individual differences when dealing with people rather than treating everyone alike</p>
	<p>interacts with people in a wide variety of circumstances without arousing antagonism</p>
	<p>is effective in persuading and influencing others to behave in an alternative manner</p>
	<p>resolves domestic and other interpersonal conflicts through persuasion and negotiation rather than by force</p>
	<p>is capable of being assertive in appropriate circumstances</p>
	<p>works effectively as a member of a team when required to do so</p>

Table 6 (contd.)

Personal Characteristic	Definition
INTEGRITY	conducts himself, on and off duty, in a manner which comports with contemporary community standards
	does not engage in behavior which would diminish community respect for or trust in law enforcement agencies
	refrains from using one's badge, uniform or authority for personal gain
	maintains a record of personal conduct which if exposed in court would not detract from the credibility of his testimony
	presents evidence fully and completely, without distortion
ORAL COMMUNICATION SKILL	speaks clearly and intelligibly to individuals, small groups and large crowds
	communicates effectively with persons of widely divergent cultural and educational background
	speaks clearly over police radios and other electronic transmission equipment
	makes concise and meaningful oral reports to supervisory police personnel
	communicates effectively with persons who are emotionally disturbed or seriously injured
	is articulate and understandable when testifying in court

Table 6 (contd.)

Personal Characteristic	Definition
SELF-CONTROL	maintains a high level of self-control when involved in frustrating or otherwise stressful situations
	does not overreact to criticism or verbal abuse
	does not "go to pieces" in a crisis
	maintains his composure during rock and bottle-throwing incidents or similar situations involving hostility or provocation
	uses the minimum amount of force necessary to handle any given situation (e.g., dispersing a crowd, breaking up a fight, or taking a suspect into custody)
SITUATIONAL REASONING ABILITY	demonstrates good "common sense" in handling field situations
	knows how to analyze a situation, identify the important elements and make a logical decision without undue delay
	accurately assesses the potential consequences of alternative courses of action and selects the one which is most acceptable
	has little difficulty deciding what to do in most situations
	recognizes dangerous situations and acts decisively to protect persons and property from harm
	is able to reach a decision quickly when faced with several alternative courses of action

Table 6 (contd.)

Personal Characteristic	Definition
READING SKILLS	<p>is able to apply information derived from written materials</p> <p>is able to read the following job-related written materials with comprehension:</p> <ul style="list-style-type: none"> - training materials utilized in the basic academy - vehicle and penal codes - inservice training bulletins and related materials - procedural manuals and administrative directives <p>is able to recall factual information pertaining to and derived from laws, statutes, codes and other written materials</p>
WRITING SKILLS	<p>expresses himself in a narrative style which is clear and concise</p> <p>writes legibly</p> <p>uses acceptable grammar, punctuation and spelling</p> <p>makes sure that all of his reports are accurate and objective</p> <p>provides a complete account of what happened</p> <p>includes all relevant details which may aid in the reconstruction of an incident</p>
PHYSICAL ABILITY	<p>has good physical strength, agility, balance, coordination and endurance</p> <p>has good hearing, visual acuity, depth perception, and color vision</p> <p>is free from disabling diseases and handicaps</p>

Table 7 describes the police functions or general task categories based upon the analysis of the task questionnaire. It was against these police functions that the personal characteristics were evaluated to determine their relevance.

Table 7

Police Functions Which Were Identified in the Task Analysis
and Against Which the Personal Characteristics Were Compared

Police Functions	Definition
CONDUCTING ROUTINE PATROL AND ENFORCEMENT ACTIVITIES	<ul style="list-style-type: none"> Answer calls for assistance Conduct preliminary criminal investigations Take custody of stolen or lost property Report hazardous roadway conditions and defective traffic control equipment to supervisor Direct traffic under emergency conditions Interrogate suspects in the field Check autos against stolen car list Advise citizens on ways to prevent crime and protect themselves Respond to alarm systems for signs of unlawful entry Search premises or property with consent Administer field tests for intoxication (coordination tests, etc.) Issue moving traffic citations

Table 7 (contd.)

Police Functions	Definitions
HANDLING AND INVESTIGATING TRAFFIC ACCIDENTS	Call for supplementary aid (e.g., wreckers, fire departments)
	Apply first aid
	Reroute or direct traffic around accident scene to prevent further accidents or injury
	Control spectator access to traffic accident scene
	Move (or arrange for moving) damaged vehicles
	Protect traffic accident evidence for collection
	Interview victims and those involved in traffic accident
	Diagram and record measurements of traffic accident scene
	Collect traffic accident evidence
	INVESTIGATING CRIMINAL CASES
Locate and question witnesses and potential witnesses in criminal cases	
Take statements or depositions in criminal cases	
Sketch crime scene and record measurements	
Mark physical evidence for later identification	

Table 7 (contd.)

Police Functions	Definitions
INVESTIGATING CRIMINAL CASES (contd.)	<p>Send evidence to labs for analysis</p> <p>Identify suspects through records and pictures</p> <p>Study background, rap sheet, and M.O. of suspects prior to interrogation</p> <p>Serve search warrant</p>
PREPARING REPORTS	<p>Fill out suspect interrogation card</p> <p>Use notebook as reference for reports</p> <p>Prepare reports of crimes (narrative)</p> <p>Fill out death report forms</p> <p>Prepare reports of dead bodies</p> <p>Prepare reports of arrests (narrative)</p> <p>Prepare narrative reports on traffic accidents</p>
APPREHENDING AND ARRESTING SUSPECTS	<p>File complaint and obtain arrest warrant</p> <p>Serve arrest warrant within jurisdiction</p> <p>Search subject</p> <p>Subdue subject resisting arrest</p> <p>Engage in high speed pursuit driving</p> <p>Advise suspects of their legal and civil rights</p> <p>Conduct search for evidence in motor vehicles</p> <p>Book prisoner by completing arrest cards and arrest folders</p> <p>Photograph prisoners</p> <p>Secure prisoner's property</p>

Table 7 (contd.)

Police Functions	Definitions
<p>PREPARING CASES FOR TRIAL AND TESTIFYING IN COURT</p>	Prepare charge for magistrate
	Prepare evidence for submittal in court
	Prepare criminal case summary sheet for prosecutor
	Prepare to testify in court on criminal matters
	Discuss criminal cases with prosecutor
	Testify in court on criminal cases
	Discuss traffic cases with judge or prosecutor
Testify in court on traffic cases	
<p>PERFORMING STAFF SUPPORT DUTIES</p>	Man police station radio
	Conduct breath analyzer tests
	Enter data in N.C.I.C.
	Service police weapons

The Definitions of Police Officer Functions and Personal Characteristics were distributed to a sample of 37 municipal police departments. Table 8 is a listing of the departments which participated in the phase of the job analysis study which sought to determine the required personal characteristics.

Table 8

Alphabetical Listing of Departments Participating in
Personal Characteristics Phase of Job Analysis

Department	No. of Questionnaires Completed	Department	No. of Questionnaires Completed
Abilene	5	Kermit	4
Angleton	2	Longview	5
Arlington	5	Midland	5
Austin	4	Odessa	5
Baytown	2	Orange	2
Beaumont	5	Pasadena	5
Big Spring	3	Port Arthur	1
Brady	1	Port Lavaca	1
Bryan	2	Richardson	9
Corsicana	2	San Angelo	3
Dallas	7	Sherman	2
De Soto	1	Spring Valley	2
El Paso	9	Sweetwater	1
Fort Worth	6	Temple	5
Galveston	5	Texas City	3
Garland	5	Victoria	5
Grand Prairie	4	Village	2
Houston	11	Waco	5
	—	Wichita Falls	<u>2</u>
	79		67

Table 9 is a listing of the rank of respondents completing the personal characteristics questionnaire.

Table 9

Rank of Respondents Completing
Personal Characteristics Questionnaire (N = 146)

Rank	No. of Respondents
Chief	12
Assistant Chief	4
Major	2
Captain	31
Lieutenant	73
Sergeant	12
Patrolman	6
Other	<u>6</u>
	146

In addition to the definitions of the functions of the personal characteristics to be evaluated in this phase of the job analysis, a questionnaire was developed to evaluate the personal characteristics required of a police officer in the performance of his duties (see Appendices B and C). The questionnaire focused upon the police officer whose primary duties are those of a uniformed field patrol officer. Respondents were asked to decide the degree to which each personal characteristic may be required of a police officer in order to perform successfully each of the police functions. The following rating scale was used to ascertain relevance of each personal characteristic to the successful performance of each police function:

0	Never Required
1	Seldom Required
2	Occasionally Required
3	Often Required
4	Usually Required
5	Always Required

Using the rating scale shown here, the job analysis sample was asked to evaluate the relevance of the eleven personal characteristics to the seven police functions described. In this manner, a matrix was developed for the purpose of determining the relevance of the various personal characteristics to the functions of police work. Of the 146 questionnaires which were returned, 144 were considered to be usable and the following data in Table 10 summarize this phase of the analysis.

Table 10

Degree to Which Personal Characteristics Were Seen
as Required for the Successful Performance of the Police Function (N = 144)

Personal Characteristic	Mean Rating
Dependability	4.71
Integrity	4.66
Initiative	4.45
Situational Reasoning Ability	4.35
Self-Control	4.30
Writing Skills	4.27
Oral Communication Skill	4.21
Reading Skills	4.10
Interpersonal Skill	4.09
Physical Ability	3.44

Two additional ratings were obtained from the job analysis sample in this phase of the project. Respondents were asked to indicate for each personal characteristic whether some minimum degree of that characteristic was required for successful performance. If respondent believed that an officer cannot perform his job in a satisfactory manner unless he possesses some minimum degree of the personal characteristic being evaluated, he was asked to so indicate. All eleven personal characteristics contained in the questionnaire were seen by the entire job analysis sample as being universally required for success in police work to some minimum degree.

Moreover, respondents were asked to indicate by means of a numerical rating the importance of each personal characteristic for distinguishing superior officers. They were asked to provide a numerical rating that reflects the extent to which a police officer who is above average in any given characteristic is, all other things being equal, a better police officer than someone who possesses only the required minimum level of this characteristic. In other words, once you get above the minimum level of a characteristic required to do an adequate job, does more of that particular ability or personal characteristic significantly improve upon an officer's general performance level? In making this judgment, respondents were asked to refer to the following rating scale:

<u>Rating</u>	<u>Importance in Distinguishing Superior Officer</u>
0	Does not distinguish superior officer
1	Little Importance
2	Some Importance
3	Important
4	Very Important
5	Critically Important

The following in descending order are the personal characteristics and the degree to which they were seen as being important for distinguishing superior performance.

Table 11

Degree to Which Personal Characteristics Were Seen as Distinguishing Superior Performance (N = 144)

Personal Characteristic	Mean Rating
Integrity	4.74
Dependability	4.60
Self-Control	4.49
Initiative	4.42
Situational Reasoning	4.40
Interpersonal Skills	4.22
Oral Communication Skill	4.14
Writing Skills	3.99
Appearance	3.83
Reading Skills	3.83
Physical Ability	3.56

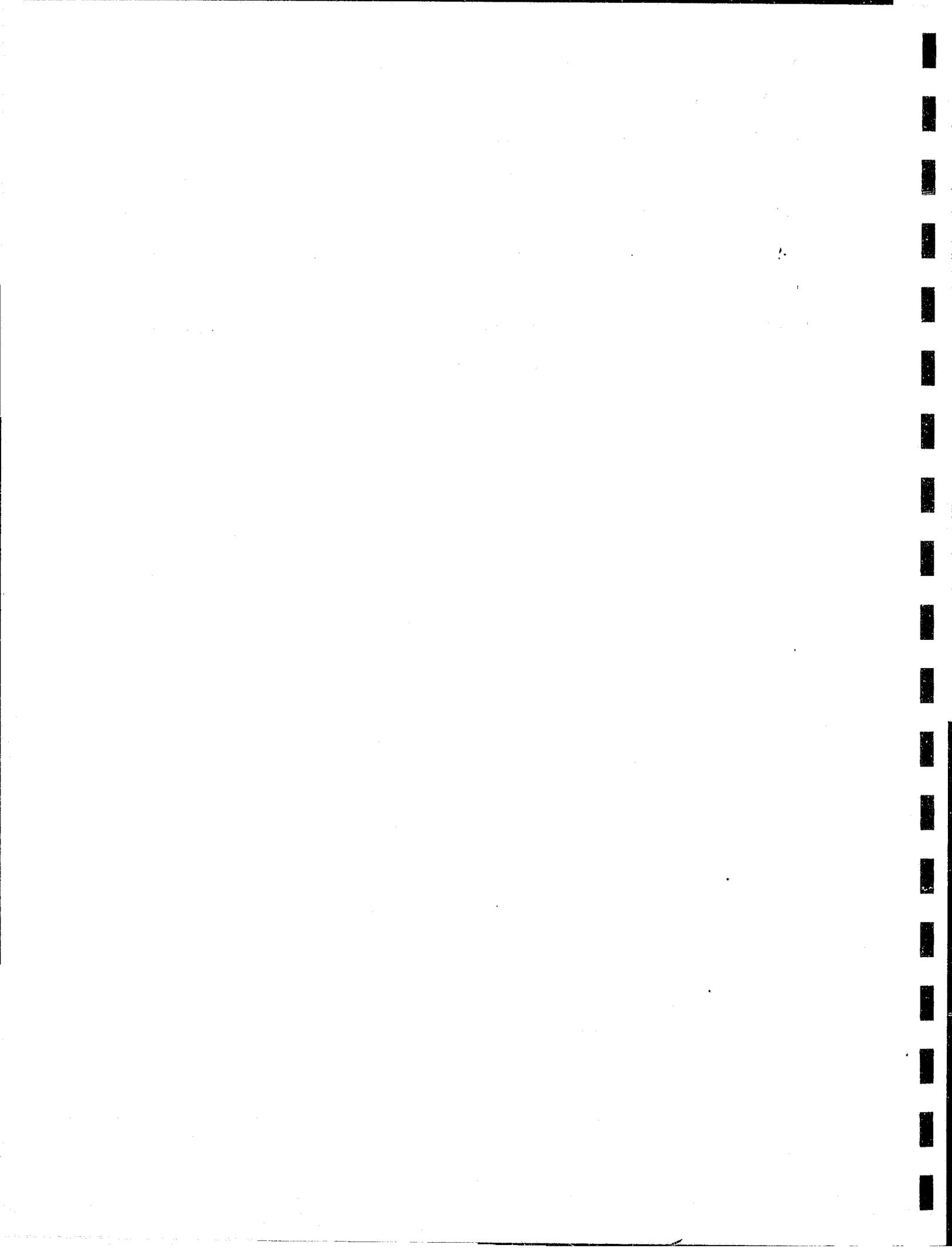
It is worth noting a very high degree of correspondence between the personal characteristics as they were rated by the sample with respect to distinguishing superior performance and the previously described ratings of the degree to which the characteristics were seen as related to the performance of the task functions (Table 10).

The job analysis, in summary, sought to identify the various tasks, duties and responsibilities of the entry-level police officer's position. A sample composed primarily of entry-level officers rated the importance of the task statements which were developed in the Texas A & M study of municipal police departments in the state. Tasks were summarized into categories or functions

for the purpose of determining the required knowledges, skills, and personal characteristics necessary for the successful performance of these functions. A sample composed primarily of supervisory personnel in police departments rated the degree to which these personal characteristics were seen as being required for the successful performance of these functions, the degree to which the personal characteristics were required at some minimum level, and the degree to which these characteristics distinguish successful performers among the entry-level police officers. The personal characteristics identified in this phase of the job analysis constitute the foundation of the selection system developed for entry-level officers. Based upon this analysis, Consultants developed three written examinations: a reading comprehension test, a measure of writing skills, and a situational reasoning examination. Also, in order to provide a comprehensive selection system, Consultants developed a standardized interview procedure, and a standardized background investigative procedure. The intent of the Consultants was to develop an entry-level selection system which would provide as much relevant information as practicable pertaining to the personal characteristics which were seen as necessary for police work by the job analysis sample. All of the personal characteristics so identified are qualities which may be possessed by applicants. It should be emphasized that none of the personal characteristics which were identified in the analysis require job specific information (i.e., that which one could be expected to acquire in the course of training). Rather, the personal characteristics represent general qualities which

one could reasonably expect to encounter among applicants lacking any prior police experience.

It should be noted that additional job analysis information specific to the various components of the entry-level police officer selection system was gathered in conjunction with the development and validation of the selection techniques and instruments to be described. Such job analysis information is seen as being specific to those techniques and will be described in conjunction with the following discussions of the validation of such techniques.



IV. Reading Comprehension Examination

The following index describes the citations, the corresponding requirements, and a listing of reference pages indicating the appropriate sections of this validation report which deal explicitly with the requirements of the EEOC Guidelines/ APA Standards/APA Principles:

Index

Citation	Requirement	Reference*
EEOC 1607.5(a)	"Evidence of content validity above may be acceptable for well-developed tests that consist of suitable samples of the essential knowledge, skills or behaviors composing the job in question."	pp. 81-102
Division 14 Principles Content Validity: A 4	". . .Essentially, the content validity of an employment test should be seen as the degree to which a sample of elements from a <u>test</u> content domain matches the elements of a <u>job</u> content domain."	pp. 91-92
EEOC 1607.5(a)	"Evidence for content. . .validity should be accompanied by sufficient information from job analyses to demonstrate the relevance of the content (in the case of . . . proficiency tests) . . ."	pp. 81-92
Division 14 Principles Content Validity: A 5	"Once a specific job content domain has been defined, subject to the above constraints, an employer can justify the use of an employment test on the grounds of content validity if he can demonstrate that the content of the test is reasonably representative of important aspects of the job domain."	pp. 91-92

Index (contd.)

Citation	Requirement	Reference*
Division 14 Principles Content Validity: B	"A content domain should ordinarily be defined in terms of tasks, activities, or responsibilities. The principle here is that the domain be defined principally in terms of activities or consequences of activities which can either be observed or be reported by the job incumbent. One can add to this nucleus, without straining credulity, statements of specific items of knowledge, or specific skills, prerequisite to effective activity . . ."	pp. 82-90
Division 14 Principles Content Validity: C	"Sampling of a job content domain should assure the inclusion in a measure of the major elements of the defined domain . . ."	p. 91
APA Standards E 12	"If test performance is to be interpreted as a representative sample of performance in a universe of situations, the test manual should give a clear definition of the universe represented and describe the procedures followed in the sampling from it. Essential"	pp. 81-92
Division 14 Principles Content Validity: A .	"The job content domain to be sampled should be defined . . .The domain need not be inclusive insofar as any larger domain is concerned. By this we mean that it does not have to cover the entire universe of duties of a particular job . . .for what it <u>does include</u> , a content domain should be completely defined and thoroughly described."	pp. 81-92
EEOC 1607.5(b)(2)	"Tests must be administered and scored under controlled and standardized conditions . . ."	pp. 92-94

Index (contd.)

Citation	Requirement	Reference*
Division 14 Principles Content Validity: A 2	"Job content domain should be defined in terms of those things an employee is expected to do without training or experience on the job, i.e., the content should not cover knowledge or skills the employee will be expected to learn after placement on the job or in training for the job."	p. 98
EEOC 1607.5(b)(2)	"Copies of tests and test manuals, including instructions for administration, scoring, and interpretation of test results, that are privately developed and/or are not available through normal commercial channels must be included as part of the validation evidence."	Appendix
EEOC 1607.6	"Furthermore, for each test that is to be established or continued as an operational employee selection instrument as a result of the validation study, the minimum acceptable cutoff (passing) score on the test must be reported"	p. 96
EEOC 1607.6	"It is expected that each operational cutoff score will be reasonable and consistent with normal expectations of proficiency within the workforce or group on which the study was conducted."	pp. 92-98
APA Standards E 12.1.2	"Test content should be examined for possible bias. Essential. . . Bias may exist where items do not represent comparable tasks and therefore do not sample a common performance domain for the various subgroups. . . Care must be taken to assure that the investigation is clearly directed to an analysis of content in relation to an adequately defined performance domain . . ."	pp. 99-100

*Reference information pertains to the sections of this validity report which deal with the corresponding requirements for reading comprehension examinations.

The preceding task analysis and the subsequent analysis of relevant knowledges, skills and other abilities support the use of a job related reading comprehension examination for police officers. Table 12 shows the clear importance of reading comprehension to police work as determined by the ratings provided by the job analysis sample (N = 144).

Table 12

Degree to Which Reading Skills Were Rated as Required of a Police Officer in Order to Perform Successfully the Functions of His Job

Police Function	Degree to Which Reading is Required*	
	Mean	Standard Deviation
Conducting routine patrol and enforcement activities	4.81	0.54
Handling and investigating traffic accidents	4.47	0.86
Investigating criminal cases	4.08	1.10
Preparing reports	4.79	0.57
Apprehending and arresting suspects	4.51	0.90
Preparing cases for trial and testifying in court	4.49	0.90
Performing staff support duties	4.18	1.07

*Rated on a five-point scale in which a rating of 4.0 = "usually required; and 5.0 = "always required."

Purpose of Readability Analysis

This report summarizes the readability analysis conducted on a large sample of written material utilized by municipal police officers in the State of Texas. The objective of this research was to provide the necessary data supporting the job relatedness of a reading comprehension examination used as part of a selection process for hiring entry-level municipal police officers.

Pursuant to EEOC Guidelines 1607.5(a), evidence of content validity:

" . . . should be accompanied by sufficient information from job analysis to demonstrate the relevance of the content (in the case of job knowledge or proficiency tests) . . . Evidence of content validity alone may be acceptable for well-developed tests that consist of suitable samples of the essential knowledge, skills, or behaviors comprising the job in question." (emphasis added)

The readability analysis described in this report constitutes the basis for the definition of the test's "content domain." An analysis of the degree of content validity of an employment test should be based upon the degree to which the content domain of the test matches the job content domain. To this end, a readability analysis was undertaken to determine the reading difficulty level of subject matter which must be read by police officers.

The index used in this research for determining reading difficulty is the FOG Index developed by R. Gunning (1952). The procedure used in calculating this Index is as follows:

1. Select in a systematic manner samples of 100 words;
2. Divide the number of words by the number of sentences to determine average sentence length;
3. Count the number of words of three or more syllables (with certain exceptions) to get the percent of polysyllable words;
4. Calculate the FOG Index by adding together average sentence length plus percent polysyllables and multiplying this sum by 0.4.

Using this formula, the higher the Index, the more difficult the passage is to read and understand. This formula is an adaptation of the widely recognized Reading Ease formula published by R. F. Flesch (1948). The Reading Ease formula is itself an adaptation of earlier research on reading difficulty conducted by Bear (1927) and Johnson (1930). Both of these researchers also focused on sentence length and syllable count as accurate indices of reading difficulty.

In addition to this research, there are a large number of other readability formulas that may be utilized in determining the comprehensibility of written passages. One researcher (Klare, 1963) has systematically analyzed 31 different readability formulas. To choose from among this array, it was necessary to establish three criteria. The criteria for selecting a formula were the following: Accuracy. The accuracy of readability formulas is generally determined by reference to a set of standardized criterion passages, or by reference to agreement with other formulas which have been previously evaluated for accuracy. An acceptable degree of accuracy for Gunning's FOG Index was clearly demonstrated by R. Powers et al. (1958). These researchers utilized a regression technique to demonstrate a high degree of agreement between the Flesch, the Dale-Chale, the Farr-Jenkins-Patterson, and the Gunning (FOG) readability formulas. The

authors conclude that the differences in accuracy between the FOG Index and other indices analyzed are small enough to be of little practical significance. An analysis of the various methodologies indicates that the FOG Index yields readability values that are quite similar to other readability measures commonly used, and this high degree of correspondence is consistent throughout all levels of difficulty. Another important aspect of index accuracy is the reliability of the measurements. In calculating a large number of reading index scores, the simplest technique is likely to be the most reliable. By this standard alone, the Gunning FOG Index is preferable to most other reading indices because of its simplified counting and calculation procedures.

Convenience. In undertaking readability analysis on a large number of passages, it is desirable to utilize an index that will minimize the amount of time required per passage. As previously noted, the FOG Index is clearly superior on this criterion. With minimum training and experience, an analyst can quickly and accurately conduct readability analysis on several passages with no significant loss of accuracy due to fatigue or distraction. The convenience of this formula also allows researchers to monitor thoroughly all readability analysis by independently checking a significant portion of passages sampled.

Suitability. The final criterion for selecting the FOG Index was its appropriateness for use with the material under investigation. Of the 31 formulas reviewed by Klare (1963), nearly one-third of these formulas were not suitable for use with material to be read by adults. Hence the choice of formulas was somewhat limited. The

FOG Index was initially standardized on material utilized in high school, but there was no apparent limit to its suitability for more difficult or even less difficult materials.

Interpretation of the FOG Index, and most other commonly used indices, has traditionally been made with respect to average grade level. In determining this grade level figure, a number of students at various grade levels were tested on their comprehension of reading material, in the form of standardized test passages, at various difficulty levels. The average grade level of students who were able to comprehend at least 70% of the material in the test passages was the index value or grade level assigned to that passage. Consultants wish to caution that reading grade levels ought not to be related to actual educational attainment. A comparison of "reading difficulty grade levels" with school grade may be irrelevant and misleading. The fundamental difficulty with a literal interpretation of grade level is, of course, the lack of uniformity in educational attainment at a given grade when comparing one school with another, or one district with another. When attempting to make these complex comparisons, the concept of an "average grade level" becomes virtually meaningless.

For the purposes of this research, the FOG Index is significant because it provides a common standard to evaluate the difficulty level of job materials and the difficulty level of test content. What is important is that individuals be able to read and comprehend material that is of the same difficulty as material they will encounter as a police officer. Thus, Consultants have utilized the FOG Index in analyzing the reading difficulty of a large sample of reading materials encountered by police officers. Further, Consultants have utilized the same index in analyzing

the reading difficulty of test passages specifically designed to measure reading comprehension of police-related material. Comparison of reading difficulty levels for job materials and for test materials is appropriate and meaningful only when the same index is used on both sets of materials. In this manner, the degree of correspondence (i.e., content validity) between the test and job requirement may be clearly demonstrated.

All written materials analyzed for reading difficulty levels were provided by municipal police departments and municipal and regional police training academies. These sources included large and small departments, as well as rural and urban departments located throughout the state. Collection and organization of this material was coordinated by the TCLEOSE staff.

A total of nearly 15,000 pages of written material was collected from these sources. The elimination of redundant and non-textual material still resulted in over 10,000 pages for analysis. From these pages, a total of 475 samples of 100 words (or more) were analyzed using the FOG Index.

In selecting samples of materials for analysis, it is necessary to insure that the sampling is, in some manner, representative of the job itself. For this reason, reading material samples were selected on the basis of subject areas relevant to police training curricula. The proportion of samples analyzed for reading difficulty level was selected to correspond to the proportion of police training time (classroom hours) in a given area, as summarized in Table 13.

Proportion of required training time for police personnel is based on TCLEOSE Rules and Regulations, Specifications S-7, "The Basic Course--Regular Officers."

Table 13

A Comparison of the Percentage of Classroom Hours with the Percentage of Reading Samples Dealing with Required Subject Areas of Police Training (TCLEOSE)

Subject Area	% of Reading Samples Taken	% of Classroom Hours
I. General Education	4	2
II. Criminal Justice	6	8
III. Basic Law	23	23
IV. Police Procedures	23	20
V. Traffic Control	14	17
VI. Criminal Investigation	11	14
VII. Juvenile Procedures	3	2
VIII. Proficiency Areas	9	8
IX. Community Relations	7	6

It can be seen from the comparisons shown in this table that the sampling of reading subject matter closely paralleled the classroom hours spent in training for each of the subject areas. All information relevant to this analysis is contained in Appendix D which identifies the sources, the samples, etc.

Table 14 summarizes the readability analysis conducted on this material.

Table 14

Reading Difficulty Level of Police Job Material by
Subject Area

Subject Area	Number of Passages Sampled	Average FOG Index	Standard Deviation
General Education	18	13.37	4.10
Criminal Justice	30	16.05	3.67
Basic Law	107	17.53	5.45
Police Procedures	107	15.58	4.81
Traffic Control	65	18.37	9.54
Criminal Investigation	52	14.89	3.97
Juvenile Procedures	16	19.78	6.19
Proficiency Areas	45	12.64	2.78
Community Relations	35	11.93	2.52

Based upon 475 passages of police subject matter which were analyzed for reading difficulty, the average readability index of Texas police department material is 15.84. A decision was made to define the job content domain in terms of the average reading difficulty level of job materials. Of the materials analyzed, 22.7 percent had readability indices of 11.99 or below; 16.9 percent of the job materials had readability indices of 20.00 or above. These extremely easy or extremely difficult materials were excluded from the content domain in order to develop a test which is geared towards the measurement of the average difficulty level of required police reading subject matter. It was reasoned that the elimination of the extremes would allow for the development of the most reliable measure of the typical or usual sorts of materials which must be read by a police officer both in training and on the job. The examination to be developed was thus aimed at the assessment of the mid-range (the mid 60%) of reading difficulty of job related materials. It was felt that the inclusion of the very simple subject matter would

not add materially to the discrimination among applicants with respect to reading comprehension skills. Similarly, the inclusion of highly difficult subject matter might significantly increase the adverse effect of this examination against racial minorities. The safest and most reliable basis for the written examination was, therefore, viewed as the mid-range of the readability samples of job materials.

Of the 475 passages analyzed, 60 percent of the samples or 287 passages have reading difficulty levels between 12.00 - 19.99. Table 15 shows the number of samples and their corresponding percentages based upon the mid-range of the readability distribution of job materials.

Table 15

Distribution of Reading Difficulty Levels of Job Materials
for Mid-range of Readability Samples

FOG Index	No. of Passages	Percent of Passages
12.00 - 13.99	92	32
14.00 - 15.99	81	28
16.00 - 17.99	73	25
18.00 - 19.99	<u>41</u>	14
	287	

The objectives of the test development effort were: (1) to develop an examination which is highly reliable; (2) to develop an examination which approximates the reading level of the mid-range of the subject matter, and (3) to develop an examination which has the same distribution of reading difficulty level as the mid-range of the job materials.

Examination Item Analysis

EEOC 1607.5(a) permits the claim of content validity for well-developed measures. The best approach to the development of examinations, to assure reliability, is the psychometric technique of item analysis. In the development of a reading comprehension examination, it is desirable to include items which correlate highly with other items in the test. To the extent that a high degree of intercorrelation exists among test items, the examination is said to possess some degree of internal consistency reliability. In addition to assuring a high degree of reliability, item analysis procedures are recognized as highly important for identifying those test items which result in maximum variability in the scores of those individuals who are tested. If an examination is to be used for the purpose of rank ordering applicants, it is necessary to have a substantial spread of scores among them. An additional objective of item analysis procedures is to evaluate the responses to each test item to determine whether the items are of an appropriate level of difficulty and, further, whether the item alternatives make a meaningful contribution to the examination process. An examination item pool composed of 192 items was administered to a non-police sample of 234 persons. The best 60 items were selected from the item pool to assure a high degree of



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reliability as well as close correspondence to the reading difficulty level of the job materials. The item statistics resulting from this analysis are reported in Table 16.

Table 16

Item Statistics of
Reading Comprehension Examination (N = 234)

Mean Score	41.13
Standard Deviation	10.50
Standard Error of Measurement	3.60
K-R 20 Reliability	0.89

The most significant statistic in Table 16 is the Kuder-Richardson Formula 20 reliability coefficient of 0.89 which is regarded as a high degree of internal consistency reliability for a 60-item examination of this nature. Of greater significance to the matter of job relatedness is the information in Table 17 which compares the number and percentage of examination items with the percentage of job materials at the various reading difficulty levels previously described.

Table 17

A Comparison of Test and Job Content Domains

FOG Index	No. of Exam Items	Percentage of Exam Items	Percentage of Job Content
12.00 - 13.99	17	28	32
14.00 - 15.99	17	28	28
16.00 - 17.99	20	33	25
18.00 - 19.99	<u>6</u>	10	14
	60		

It should be noted that the average readability index of the 60-item reading comprehension examination is 15.61 as compared with the average readability index of all Texas police department material of 15.84. It is, therefore, concluded that a high degree of correspondence exists between the test and job content domains and Consultants believe that the data strongly support a conclusion of content validity for the examination.

The Establishment of a Cut-off Score

The EEOC Guidelines mandate that operational cut-off scores be "reasonable and consistent with normal expectations of proficiency within the workforce or group on which the study was conducted" (1607.6). In order to determine what is reasonable and consistent, Consultants undertook to administer the newly-developed examination to a sample of incumbent police officers for the purpose of determining a reasonable cutting score.

The TCLEOSE staff assisted Consultants in the selection of a normative sample and in the administration of the reading comprehension examination. Instructions for selecting the reading test normative sample were issued to the TCLEOSE staff (see Appendix E). The following criteria were applied in selecting the normative sample:

1. Officers selected had at least 12 months of actual, full-time field experience as patrol officers but not more than 36 months of experience. The purpose of this requirement was to identify officers with relatively brief job experience in order to assure a high degree of comparability with respect to age between this group and the applicants for whom the examination is intended.

2. Participation in the sample of as many minority and female officers as feasible was encouraged, given the above-stated experience limitations.
3. The officers selected for inclusion in the normative study were limited to those regarded by their supervisors as satisfactory performers with respect to their job knowledge. It was pointed out that an officer may be considered satisfactory in the area of job knowledge even though he or she may be viewed as below standard on other aspects of a police officer's job such as motivation and attitude.

The following words of caution were distributed in the instructions for selecting the normative sample:

"It should be emphasized that the choice of officers for this test tryout should not be limited to the very best performers as it is necessary for the purpose of acquiring accurate normative data to consider all officers whose performance with respect to job knowledge is considered to be satisfactory. To limit the choice of this test sample to the very best performers would seriously detract from the representativeness of the sample. Also, it should be noted that those officers who are operating below standard with regard to their job knowledge (unsatisfactory performers) should not be included in the sample."

In order to maintain test security and standardized administration conditions, the examination was administered in several group sessions. One hour was allowed for the administration of the examination. In selecting the test sample, the TOLECSE staff circulated printed instructions containing the information cited above to all supervisors so that the standards for selecting test sample participants was clearly understood.

While the reading comprehension test is considered to be self-administering, instructions for the administration of this examination were spelled out in detail for the TCLEOSE staff which actually administered the examination.

A total of 377 entry-level police officers participated in the normative study of the reading comprehension examination. Table 18 contains an alphabetical listing of the 31 departments participating in this phase of the project and the number of officers tested in each department.

Table 18

Participating Departments in Normative Study With
Number of Officers Tested Per Department

Participating Departments	Number of Officers Tested	Participating Departments	Number of Officers Tested
Abilene	13	McAllen	7
Amarillo	14	Midland	11
Arlington	14		
Austin	25	Nacogdoches	9
Beaumont	10	Odessa	14
Brownsville	8	Orange	4
Corpus Christi	5	Pampa	2
		Paris	7
Eagle Pass	7	Port Arthur	4
El Paso	6		
		San Angelo	18
Fort Worth	8	San Antonio	30
Garland	8	Temple	31
		Texarkana	5
Houston	46		
		Victoria	9
Kermit	4		
Killeen	7	Waco	24
Laredo	10		
Lubbock	14	Total	377
Lufkin	3		

Table 19 provides a breakdown of the age, racial makeup, and sexual composition of the police officer normative sample.

Table 19

Characteristics of Normative Sample (N = 377)

Median Age	25 years
Males	367
Females	10
Whites	291
Blacks	14
Mexican-Americans	72

Based upon the normative sample of N = 377, the obtained mean score is 45.43 with a standard deviation of 7.63. Table 20 shows the proportions of incumbent officers passing the examination using different cutting scores. It should not be assumed that these proportions would pertain to an unselect group of applicants, since one can reasonably assume the ability level to be higher among officers who have proven to be successful on the job.

Table 20

Effect of Several Different Examination Cut-off Scores on "Passing Rates" of Incumbent Officers in Normative Sample (N = 377)

Cut-offs	Passing Rates
45	61%
43	70%
40	81%
37	90%

Of course, the matter of what is reasonable and consistent with normal expectations of proficiency is entirely judgmental. The Division 14 Principles, under "Implementation" (p. 13) state that:

"Selection standards may be set as high or as low as the purposes of the employer require, if they are based on valid predictors."

On the basis of the normative study, Consultants recommend that operational cut-off scores for the examination's use fall within the range of 40-43. In our view, any cutting score in this range would be reasonable, in that, it may be shown that the effect of any such cut-off would be to pass the vast majority of incumbent officers (70%-80%) in the normative sample. Frequently, large numbers of applicants are tested for a highly limited number of openings. It is necessary, therefore, to establish a cutting score which will have the effect of reducing significantly the number of applicants to whom consideration should be given for employment. The EEOCC Guidelines, Section 5f acknowledge that administrative factors are legitimate considerations in establishing cut-off scores:

"Where cut-off scores are used, they should normally be set so as to be reasonable and consistent with normal expectations of acceptable proficiency within the workforce. If other factors are used in determining cut-off scores, such as the relationship between the number of vacancies and the number of applicants, the degree of adverse impact should be considered."

Frequently, because of differences in the quality of education, minorities tend to do less well than non-minorities on written examinations. While the employer may retain the inherent right to set very high passing scores, Consultants strongly recommend that the setting of a lower or more reasonable cutting score

(in the range of 40-43) would most likely result in a lessening of adverse effect against racial minorities. It should be recalled that the analysis of the required personal characteristics (knowledges, skills, and abilities) resulted in the finding that all required capabilities were seen as distinguishing superior performance. Accordingly, while the use of a lower cut-off score might significantly lessen adverse effect, it should not be assumed that all individuals passing the examination with a low cut-off score are equally capable with respect to their reading skills. Therefore, Consultants recommend that the examination be used with the cut-off scores within the range described, however, it is further recommended that the examination scores be weighted above the cutting score. This use of the examination is consistent with the finding that reading skills distinguish superior performance. The use of weighted scores for the examination above the cut-off, also, enables the test user to combine the information from the various components of the selection system in order to derive a composite score which reflects the applicant's capabilities in a number of ability areas which are assessed in the employment process. This kind of broad band, comprehensive evaluation of all relevant applicant capabilities is consistent with the mandate of several federal courts. Reading skills are a highly important, even critical ability, but it should not be assumed that this factor alone should be given more weight in the total selection process than is justified by the importance of this factor in relation to the other factors required for success as a police officer.

The use of weighted scores for the various components of the selection system, therefore, enables the employer to obtain a balanced assessment of an applicant's relevant skills. Those applicants with the strongest combination of abilities are certainly to be viewed as having the most potential for success as a police officer.

Analysis for Effects of Job Experience

A test of reading comprehension measures a fundamental skill or proficiency which is necessary in order that a police officer can learn the material he must know to perform his job. Obviously, reading skills are not based upon job specific knowledge, nor does reading comprehension ability fall within the definition of those job specific knowledge areas which may be learned within a brief orientation to the job. Because the test presumes to measure reading comprehension, it is important to consider whether the examination does in fact offer any significant advantage to individuals who possess experience as police officers. If the examination result is highly correlated with job experience (tenure), then it can hardly be argued that the examination measures a fundamental learning skill rather than job specific knowledge. A correlational analysis was performed to determine whether a statistically significant relationship exists between length of experience as a police officer and test score. Based upon the normative sample of 377 officers, a correlation coefficient of $r = 0.06$ was obtained. This correlation coefficient is regarded as being quite small, and it is not statistically significant. Consultants believe that this analysis clearly demonstrates that the content of the reading comprehension examination is not affected by job experience as a police officer.

A Word about Test Bias

The APA Standards E 12.1.2 state:

"Test content should be examined for possible bias. Essential . . . Bias may exist where items do not represent comparable tasks and therefore do not sample a common performance domain for the various sub-groups. . . Care must be taken to assure that the investigation is clearly directed to an analysis of content in relation to an adequately defined performance domain . . ." (emphasis added).

The federal and professional standards and guidelines distinguish between criterion-related validation studies and content validation studies insofar as test bias is concerned. In doing a criterion-related validation study, the EEOC Guidelines and professional standards require a differential analysis by protected group status to determine whether the examination in question is fair for all sub-groups (EEOC 1607.5[b][5]). For tests which are sustained on the basis of a content validation study, no equivalent requirement exists in the EEOC Guidelines. The reason for this distinction is merely because the criterion-related approach is based upon prediction of future job performance, while the content approach relies upon the measurement of existing skills or proficiencies. Where there is prediction involved, an analysis must be undertaken to determine the comparability of the predictions for the various sub-groups. However, content validity is based upon the matching up of the test content with the job content. To determine whether bias exists in a content valid examination, one merely shows that the job content for the various sub-groups is identical (i.e., minority and non-minority police officers perform essentially the same job). To this extent, the APA Standards indicate that a content valid test may be biased where "items do not represent comparable tasks and therefore do not

sample a common performance domain for the various sub-groups." It should be noted that the Standards go on to caution that an analysis of test scores by race would not speak to the question of content validity. What is required is that:

" . . .the investigation is clearly directed to an analysis of content in relation to an adequately defined performance domain. . ." Absent any reason to believe that minority and non-minority officers perform different jobs, Consultants believe that the previously described analysis relating test and job content satisfies the concerns expressed by the APA Standards with respect to possible bias. Bias in a content validated examination would exist, for example, where the content of the examination exceeds or goes beyond the requirements of the job. This could occur in situations where a common selection test is used for all job applicants even though some applicants may be assigned to positions requiring a substantially lesser degree of capability than suggested by the employment test. This kind of bias is particularly appropriate in circumstances where minorities are systematically assigned to those positions requiring the lowest levels of capability. This circumstance was clearly demonstrated in the landmark case of Griggs v. Duke Power which was heard by the U. S. Supreme Court.

Summary of Findings

1. A job analysis was conducted to identify the important tasks, duties and responsibilities of the entry-level police officer. Relevant knowledges, skills, and other personal characteristics were identified in the job analysis. All of these capabilities were seen as being frequently required for successful performance

as a police officer. Moreover, these capabilities, including reading comprehension, were seen as distinguishing superior performance.

2. An extensive analysis was performed of the reading difficulty level of police training and on-the-job reading subject matter. Several hundred passages of reading material were surveyed. These passages were selected in a proportionate manner in accordance with the percentage of training time devoted to a variety of subject areas. The job content domain focused upon the mid-range of reading difficulty levels (i.e., the mid 60%) and excluded from consideration material which was either very easy or very difficult. The objective, therefore, was to obtain a written examination which would assess the typical or usual sorts of reading requirements which a police officer must face.

3. An item pool was constructed for the purpose of conducting an item analysis. Based upon this analysis an examination was developed, and this examination demonstrated a high degree of reliability.

4. A comparison of the test and job content domains showed a high degree of relationship in the reading difficulty level of the two domains (i.e., a high degree of content validity).

5. The examination was administered to a large sample of incumbent police officers in order to obtain normative data necessary for establishing a reasonable cut-off score.

6. An analysis was conducted to determine whether job experience is related to test performance. The result of this analysis showed a non-significant correlation between length of experience and test performance.

7. The matter of test bias was discussed. It was concluded that an analysis for bias pertaining to a test which purports to be content valid must be based on a comparison of test content with job content. In this sense, a test may be biased only if minority police officers are required to perform different jobs than their non-minority counterparts. In particular, such differences might conceivably result in different reading requirements for minority and non-minority officers. However, since the training requirements for the police profession are common for all officers regardless of race or sex, Consultants concluded that the analysis of test content in relation to job content for the total group was sufficient to sustain the test user's burden of proof.

References

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V. Writing Skills Examination

The following federal guidelines and professional standards are referenced.

The pages of this report which are indexed below refer to the portions of the report which deal with the relevant guideline requirements.

Index

Citation	Requirement	Reference
EEOC 1607.5(a)	"Evidence for content. . . validity should be accompanied by sufficient information from job analyses to demonstrate the relevance of the content (in the case of . . . proficiency tests). . .	pp. 106-165
APA Standards E 12.4	"When a test is represented as having content validity for a job or class of jobs, the evidence of validity should include a complete description of job duties, including relative frequency, importance, and skill level of such duties. Essential"	pp. 106-165
Division 14 Principles Content Validity: A 1	"Job content domains should be developed and defined by job analysis, which may be a formal investigation, or the pooled judgments of informed persons such as production engineers, job incumbents, their supervisors, or personnel specialists. The domain should be defined on the basis of competent information about job tasks and responsibilities.	pp. 106-165
EEOC 1607.5(b)(3)	"The work behaviors or other criteria of employee adequacy which the test is intended to identify must be fully described . . ."	pp. 159-165

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Citation	Requirement	Reference
EEOC 1607.5(a)	"Evidence of content validity above may be acceptable for well-developed tests that consist of suitable samples of the essential knowledge, skills or behaviors composing the job in question."	pp. 106-177
Division 14 Principles Content Validity: C	"Sampling of a job content domain should assure the inclusion in a measure of the major elements of the defined domain . . ."	pp. 159-165
EEOC 1607.5(b)(3)	"Whatever criteria are used they must represent major or critical work behaviors as revealed by careful job analyses."	pp. 159-165
Division 14 Principles Content Validity: A 2	"Job content domain should be defined in terms of those terms an employee is expected to do without training or experience on the job, i.e., the content should not cover knowledge or skills the employee will be expected to learn after placement on the job or in training for the job."	pp. 159-165
EEOC 1607.5(a)	"The types of knowledge, skills or behaviors contemplated here do not include those which can be acquired in a brief orientation to the job."	pp. 159-165
Division 14 Principles Content Validity: A	"The job content domain to be sampled should be defined . . .The domain need not be inclusive insofar as any larger domain is concerned. By this we mean that it does not have to cover the entire universe of duties of a particular job . . .for what it <u>does include</u> , a content domain should be completely defined and thoroughly described."	pp. 159-165

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Citation	Requirement	Reference
APA Standards E 12	"If test performance is to be interpreted as a representative sample of performance in a universe of situations, the test manual should give a clear definition of the universe represented and describe the procedures followed in the sampling from it. Essential"	pp. 166-167
Division 14 Principles Content Validity: A 5	"Once a specific job content domain has been defined, subject to the above constraints, an employer can justify the use of an employment test on the grounds of content validity if he can demonstrate that the content of the test is reasonably representative of important aspects of the job domain."	pp. 166-167
EEOC 1607.5(b)(2)	"Tests must be administered and scored under controlled and standardized conditions. . ."	pp. 167-175
EEOC 1607.5(b)(2)	"Copies of tests and test manuals, including instructions for administration, scoring and interpretation of test results, that are privately developed and/or are not available through normal commercial channels must be included as part of the validation evidence."	Appendix
EEOC 1607.6	"It is expected that each operational cut-off score will be reasonable and consistent with normal expectations of proficiency within the workforce or group on which the study was conducted."	pp. 172-175
EEOC 1607.6	"Furthermore, for each test that is to be established or continued as an operational employee selection instrument, as a result of the validation study, the minimum acceptable cut-off (passing) score on the test must be reported."	pp. 172-175

The job analysis study supports the use of a writing skills examination for police officers. Table 21 demonstrates that writing skills are a substantial requirement and were seen by the job analysis sample as necessary for the successful performance of several police functions.

Table 21

The Degree to Which Writing Skills Was Rated as Being Required of a Police Officer in Order to Perform Successfully Each of the Police Functions

Police Function	Mean Rating	Standard Deviation
Conducting routine patrol and enforcement activities	4.39	0.88
Handling and investigating traffic accidents	4.56	0.85
Investigating criminal cases	2.74	1.60
Preparing reports	3.73	1.35
Apprehending and arresting suspects	4.64	0.73
Preparing cases for trial and testifying in court	4.29	1.10
Performing staff support duties	3.83	1.18

The mean ratings should be interpreted with regard to the following rating scale:

- 0 Never Required
- 1 Seldom Required
- 2 Occasionally Required
- 3 Often Required
- 4 Usually Required
- 5 Always Required

It can be seen that writing skills were considered by the job analysis sample to be required frequently for performing most of the duties of police work.

In accordance with EEOC 1607.5(a), a content validity rationale was adopted for the purpose of establishing the job relatedness of the test. As with the reading comprehension examination, writing skills is a fundamental area of proficiency which is required in many facets of police officer training, as well as performance in the field.

In order to develop a job related writing skills examination for police officers, it was necessary to perform a highly specialized job analysis study of the nature and scope of the writing skills requirements for police officers. Consultants, therefore, prepared a separate job analysis form to obtain the specific information required for this purpose.

Field Report Writing Requirements

The Report Writing Survey Form for Patrol Officers (see Appendix F) was distributed by the TCLEOSE staff to a sampling of police departments. A total of 63 departments returned completed questionnaires describing the report writing requirements for their departments. Table 22 lists the departments participating in this phase of the validation project.

Table 22

Police Departments Participating in the
Report Writing Survey (N = 63)

Participating Departments		
Abilene	Gainesville	North Richland Hills
Angleton	Garland	
Arlington	Grand Prairie	Odessa
Austin	Greenville	Orange
Baytown	Harlingen	Palestine
Beaumont	Hondo	Paris
Bedford	Houston	Pasadena
Beeville	Huntsville	Plano
Benbrook	Hurst	
Brownsville		Richardson
Bryan	Irving	
Cleburne	Jefferson County	San Angelo
Conroe		Sherman
Corpus Christi	Kermit	Temple
Corsicana	Kerrville	Terrell
	Kingsville	Texarkana
Dallas		
Denison	Lamesa	University Park
Denton	Longview	
Duncanville	Lubbock	Victoria
Eules	Marshall	Waco
	Mesquite	Waxahachie
Farmer's Branch	Midland	West University Place
Fort Worth	Mineral Wells	Wichita Falls
Freeport		

Table 23 shows the distribution of officers, by rank, completing the job analysis questionnaire describing the report writing requirements.

Table 23

Distribution of Officers, by Rank, Completing Job Analysis
Questionnaires for Report Writing Requirements (N = 88)

Rank	Number
Chief	17
Assistant Chief	2
Major	1
Captain	8
Lieutenant	9
Sergeant	9
Patrolman	17
Other	<u>25</u>
	88

Respondents were asked to indicate the types of reports which are completed by patrol officers as a routine part of their duties. Table 24 shows the percent of the survey respondents indicating routine use of the following report forms.

Table 24

Percent of Sample Indicating Routine Use of Field Report Forms (N = 88)

Type of Report	Percent
Motor Vehicle Accident Report (and related forms)	98.9
Traffic Citations	97.8
DWI/DUID Arrest and Offense File Sheet	95.5
Offense Report	94.4
Arrest Report	94.4
Evidence Forms/Property Tags	87.6
Lost/Found/Confiscated Property	70.8
Bicycle Theft Report	65.2
Missing Person	61.8
Vacation Check	56.2
Information Sheets	48.3
Radio Call Sheets	42.7
Hospital Report	29.2
Apparatus/Firearms Usage Report	21.3
Roll Call Information	20.2
Application for Admission for Emergency Observation	7.9

Table 25 is a listing of additional field report forms, by type, which the survey sample identified as being required by patrol officers in the performance of their routine duties.

Table 25

Additional Field Report Forms, by Type, Identified by Survey

Type of Report	Specific Reports Used
Offense	Assignment Report Field Release Citation Complaint Report General Offense Report Crimes Against Person Crimes Against Property Burglary Offense Robbery Offense Daily Report Case Report Telephone Complaint Miscellaneous Incident Intoxication Complaint Death Report Field Officer Complaint Form Unlawful Entry Affidavit Fraudulent Check Report Worthless Document Report
Traffic Type	Driver's License Review Check Hit and Run Offense Parking Tickets Traffic Warning Radar Log Accident Prevention Bureau Officer's Field (Motor Vehicle Accident) Report Texas Peace Officer's Casualty Supplementary

Table 25 (contd.)

Type of Report	Specific Reports Used
Supplementary	Bicycle Pound Slip
	Bicycle Pound Tag
	Supplementary Offense Report
	Affidavit Form
	Non-consent
	Chemical Analysis
	Breathalyzer Operator Check
	Breathalyzer Refusal
	Witness Statement
	Suspect Statement
	Bicycle Recovery Sheet
	Submission to Lab
	Fingerprint Submission
	Description Questionnaire
	Prosecution Report
	Non-consent Shoplifting
	Identification Bureau Crime Search
	Gun Record
Vehicle	Abandoned Motor Vehicle Tag
	Vehicle Impoundment Form
	Wrecker Selection Service
	Motor Vehicle Theft Offense
	Recovered Vehicle Supplement
	Wrecker Pull Forms
	Auto Pound Ticket
	Tow Slip
	Vehicle Report
	Vehicle Inventory Sheet
	Motor Vehicle Pull Sheet
	Vehicular Record
	Impounded Vehicle Report
	Salvage Vehicle Inspection
	Identification Certificate
	Automobile Theft Report

Table 25 (contd.)

Type of Report	Specific Reports Used
Juvenile	Juvenile Report Child Neglect or Abuse Juvenile Detention Card Juvenile Field Interrogation Juvenile Warning Juvenile Conditions of Release
Property	Property Release Form Weapon Inventory Property Form Contraband Confiscation Property Inventory Slip Ballistics Submission Form Gun Registration
Arrest	Daily Arrest Blotter Hold Card Jail Card Complaint Form
Information	Criminal Records Check Field Observation Card Intelligence Report Inter-Office Memo Record of Long Distance Telephone Call Radio Card Building Check Card Interview Report Warrant Register Form Observation Memos Known Offender Contacts Clear Call Slips Alert Slips Prisoner's Jail Record Field Interrogation Card Work Cards Observation Memos Daily Activity Report Field Interview

Table 25 (contd.)

Type of Report	Specific Reports Used
Police Personnel Type	Overtime Assignment Replacement Request Change of Address Vehicle Maintenance Personal Commendation Leave Request Form Emergency Telephone Information Vehicle Mileage Equipment Check Sheet Outside Employment Request Facilities Damage Report Equipment Accident Report Work Card Gas Card Vehicle Repair Card Court Attendance Vacation Application Form Patrol Car Trip Tickets Vehicle Check-out Sheet City Vehicle Accidents Officer Probationary Evaluation
Miscellaneous	Dog Bite Offense Teletype Message Form Prisoner Injury Crime Scene Search Form Magistrates Warning Receipts (property, fines, bonds, etc.) Miranda Warning Commercial Crime Risk Report Alcoholic Beverage Commission Report Inter-Departmental Special Service Report Legal Warning Forms

Survey respondents were asked to respond to a listing of offenses and incidents for which a patrol officer would be required to complete a field report form. For each offense or incident identified in Table 26, the specific forms completed by the participating departments have been indicated. Also, the percentage of the total surveys sample indicating use of a particular form has been identified.

Table 26

Offenses and incidents for which a patrol officer is required to complete a field report form (N = 88)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Abandoned Vehicle, to be towed	Vehicle Impound Card	19.3
	General Offense Report	18.2
	Abandoned Vehicle/Property	11.4
	Wrecker Pull Forms	9.1
	Daily Activity Sheets	8.0
	Miscellaneous Incident	6.8
	Vehicle Pull Card	5.7
	Auto Pound Ticket	5.7
	Tow Slip	5.7
	Complaint	4.5
	Vehicle Storage	4.5
	Information/Field Report	4.5
	Citation	4.5
	Officer's Report	2.3
	Supplementary Report	1.1
	Property Tag/Form	1.1
	Telephone Complaint	1.1
Evidence Report	1.1	
Accidental Injury or Death (Non- Traffic)	General Offense Report	54.5
	Miscellaneous Incident	8.0
	Offense Against Person	6.8
	Hospitalization	6.8
	Supplementary Report	5.7
	Information/Field Report	5.7
	Daily Activity Sheet	4.5
	Accident Report	2.3
	Felony Offense Report	1.1
	Complaint	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
	Evidence Report	1.1
Accidental Injury Report	1.1	
Affray	General Offense Report	47.7
	Arrest Report	22.7
	Miscellaneous Incident	13.6
	Daily Activity Sheet	6.8
	Information/Field Report	6.8

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Affray (contd.)	Complaint	5.7
	Offense Against Person	4.5
	Officer's Report	2.3
	Felony Offense	1.1
	Supplementary Report	1.1
	Telephone Complaint	1.1
	Citation	1.1
Animal Bite	General Offense	36.4
	Animal Bite Report	15.9
	Daily Activity Sheet	11.4
	Miscellaneous Incident	11.4
	Information/Field Report	6.8
	Complaint	3.4
	Officer's Report	2.3
	Felony Offense	1.1
	Supplementary Report	1.1
	Offense Against Person	1.1
	Hospitalization Report	1.1
	Telephone Complaint	1.1
	Arson	General Offense
Miscellaneous Incident		6.8
Supplementary Report		4.5
Daily Activity Sheet		4.5
Offense Against Property		3.4
Arrest Report		3.4
Felony Offense		2.3
Offense Against Person		1.1
Complaint		1.1
Property Form/Tag		1.1
Officer's Report		1.1
Telephone Complaint		1.1
Evidence Report		1.1
Assault, Aggravated	General Offense	65.9
	Offense Against Person	14.8
	Arrest Report	11.4
	Supplementary Report	5.7
	Daily Activity Sheet	5.7
	Miscellaneous Incident	5.7
	Felony Offense	1.1
	Misdemeanor Offense	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Assault, Aggravated (contd.)	Complaint	1.1
	Property Form/Tag	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Assault, Simple	General Offense	59.1
	Offense Against Person	12.5
	Arrest Report	10.2
	Daily Activity Sheet	10.2
	Miscellaneous Incident	8.0
	Supplementary Report	3.4
	Complaint	3.4
	Officer's Report	2.3
	Felony Offense	1.1
	Telephone Complaint	1.1
Citation	1.1	
Bad Checks	General Offense	58.0
	Worthless Document Report	6.8
	Miscellaneous Incident	5.7
	Supplementary Report	4.5
	Arrest Report	4.5
	Daily Activity Sheet	4.5
	Felony Offense	2.3
	Misdemeanor Offense	2.3
	Offense Against Property	2.3
	Complaint	2.3
	Fraudulent Check Form	2.3
	Offense Against Person	1.1
	Information/Field Report	1.1
	Property Form/Tag	1.1
	Telephone Complaint	1.1
	Officer's Report	1.1
	Evidence Report	1.1
Bicycle Theft	General Offense	52.3
	Bicycle Theft Report	26.1
	Daily Activity Sheet	5.7
	Miscellaneous Incident	4.5
	Complaint	3.4
	Supplementary Report	2.3
	Offense Against Property	2.3
Motor Vehicle Theft Report	2.3	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Bicycle Theft (contd.)	Felony Offense	1.1
	Arrest Report	1.1
	Offense Against Person	1.1
	Non-Consent Form	1.1
	Information Report	1.1
	Property Form/Tag	1.1
	Telephone Complaint	1.1
Bombs - Manufacture, Sale, Possession, etc.	General Offense	69.3
	Supplementary Report	4.5
	Miscellaneous Incident	4.5
	Arrest Report	3.4
	Daily Activity Sheet	3.4
	Offense Against Person	3.4
	Felony Offense	2.3
	Offense Against Property	2.3
	Complaint	2.3
	Information Report	1.1
	Property Form/Tag	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Bomb Threat	General Offense	63.6
	Daily Activity Sheet	9.1
	Miscellaneous Incident	5.7
	Information/Field Report	4.5
	Supplementary Report	3.4
	Offense Against Person	3.4
	Felony Offense	1.1
	Misdemeanor Offense	1.1
	Arrest Report	1.1
	Complaint	1.1
	Property Form/Tag	1.1
	Officer's Report	1.1
Telephone Complaint	1.1	
Breaking and Entering Coin-operated machines	General Offense	73.9
	Miscellaneous Incident	5.7
	Supplementary Report	4.5
	Daily Activity Sheet	4.5
	Offense Against Property	4.5
	Burglary Offense	3.4
	Arrest Report	2.3
	Complaint	2.3
	Felony Offense	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Breaking and Entering Coin-operated machines (contd.)	Misdemeanor Offense	1.1
	Offense Against Person	1.1
	Non-Consent Form	1.1
	Property Form/Tag	1.1
	Telephone Complaint	1.1
Breaking Into or Entering Vehicle	General Offense	73.9
	Daily Activity Sheet	5.7
	Miscellaneous Incident	5.7
	Supplementary Report	4.5
	Arrest Report	3.4
	Offense Against Property	3.4
	Burglary Offense	3.4
	Felony Offense	2.3
	Complaint	2.3
	Offense Against Person	1.1
	Non-Consent Form	1.1
	Property Form/Tag	1.1
	Telephone Complaint	1.1
Burglary	General Offense	68.2
	Miscellaneous Incident	8.0
	Burglary Offense	8.0
	Daily Activity Sheet	6.8
	Supplementary Report	4.5
	Offense Against Property	4.5
	Felony Offense	2.3
	Arrest Report	2.3
	Complaint	2.3
	Offense Against Person	1.1
	Non-Consent Form	1.1
	Property Form/Tag	1.1
	Telephone Complaint	1.1
Child Neglect	General Offense	59.1
	Daily Activity Sheet	9.1
	Offense Against Person	6.8
	Supplementary Report	5.7
	Information/Field Report	4.5
	Child Neglect/Abuse Form	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Arrest Report	1.1
	Complaint	1.1
	Juvenile Report	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Child Neglect (contd.)	Officer's Report	1.1
	Telephone Complaint	1.1
Civil Rights	General Offense	42.0
	Daily Activity Sheet	8.0
	Miscellaneous Incident	8.0
	Complaint	4.5
	Information/Field Report	4.5
	Supplementary Report	2.3
	Offense Against Person	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Blue Card	1.1
Telephone Complaint	1.1	
Contributing to the delinquency of child	General Offense	65.9
	Daily Activity Sheet	5.7
	Offense Against Person	5.7
	Supplementary Report	4.5
	Arrest Report	3.4
	Juvenile Report	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Complaint	1.1
	Child Neglect/Abuse Form	1.1
Telephone Complaint	1.1	
Counterfeiting	General Offense	71.6
	Daily Activity Sheet	5.7
	Miscellaneous Incident	5.7
	Supplementary Report	3.4
	Arrest Report	2.3
	Offense Against Person	2.3
	Offense Against Property	2.3
	Felony Offense	1.1
	Worthless Document Report	1.1
	Complaint	1.1
	Information Report	1.1
	Property Form	1.1
	Officer's Report	1.1
Telephone Complaint	1.1	
Dead on Arrival	General Offense	51.1
	Miscellaneous Incident	11.4
	Daily Activity Sheet	10.2
	Offense Against Person	6.8

Table 23 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Dead on Arrival (contd.)	Hospitalization	6.8
	Information/Field Report	4.5
	Supplementary Report	2.3
	Offense Against Property	1.1
	Autopsy Report	1.1
	Complaint	1.1
	Property Form	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Defrauding an Innkeeper, Restaurant, etc.	General Offense	75.0
	Miscellaneous Incident	6.8
	Supplementary Report	5.7
	Daily Activity Sheet	5.7
	Offense Against Person	3.4
	Felony Offense	2.3
	Offense Against Property	2.3
	Misdemeanor Offense	1.1
	Complaint	1.1
Telephone Complaint	1.1	
Demented Person	General Offense	40.9
	Daily Activity Sheet	10.2
	Miscellaneous Incident	9.1
	Supplementary Report	4.5
	Complaint	4.5
	Information/Field Report	4.5
	Offense Against Person	3.4
	Hospitalization	3.4
	Officer's Report	2.3
	Arrest Report	1.1
	Offense Against Property	1.1
	Application for Emergency Observation	1.1
Telephone Complaint	1.1	
Destroying Private Property	General Offense	76.1
	Miscellaneous Incident	5.7
	Supplementary Report	4.5
	Daily Activity Sheet	4.5
	Arrest Report	3.4
	Offense Against Property	3.4
	Felony Offense	2.3
	Misdemeanor Offense	1.1
	Complaint	1.1
	Offense Against Person	1.1
	Non-Consent Form	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Destroying Private Property (contd.)	Property Form/Tag	1.1
	Radio Call Sheet	1.1
	Telephone Complaint	1.1
Discharging Firearms in the City	General Offense	56.8
	Arrest Report	11.4
	Miscellaneous Incident	8.0
	Daily Activity Sheet	8.0
	Supplementary Report	5.7
	Complaint	5.7
	Officer's Report	2.3
	Felony Offense	1.1
	Notarized Affidavit	1.1
	Citation	1.1
	Offense Against Person	1.1
	Property Form/Tag	1.1
	Information/Field Report	1.1
	Telephone Complaint	1.1
Disorderly Conduct	General Offense	47.7
	Arrest Report	15.9
	Miscellaneous Incident	11.4
	Complaint	10.2
	Daily Activity Sheet	8.0
	Supplementary Report	5.7
	Citation	4.5
	Offense Against Person	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Property Form/Tag	1.1
	Radio Call	1.1
	Telephone Complaint	1.1
Driving Vehicle without Owner's Consent (Joyriding)	General Offense	62.5
	Motor Vehicle Theft Report	12.5
	Arrest Report	8.0
	Miscellaneous Incident	5.7
	Supplementary Report	4.5
	Daily Activity Sheet	4.5
	Felony Offense	2.3
	Offense Against Person	2.3
	Citation	1.1
	Complaint	1.1
	Non-Consent	1.1
	Radio Call	1.1
Officer's Report	1.1	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Driving Vehicle without Owner's Consent (contd.)	Telephone Complaint	1.1
	Impounded Vehicle Report	1.1
Driving While Intoxicated	DWI Traffic Case Report	73.9
	General Offense	22.7
	Arrest Report	12.5
	Supplementary Report	2.3
	Test Refused Report	2.3
	Complaint	2.3
	Impounded Vehicle Form	2.3
	Citation	1.1
	Offense Against Person	1.1
	Miscellaneous Incident	1.1
	Property Form/Tag	1.1
	Radio Call	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Breathalyzer Form	1.1	
Driving While Under the Influence of Drugs	DUID Traffic Case Report	73.9
	General Offense	25.0
	Arrest Report	14.8
	Supplementary Report	2.3
	Citation	1.1
	Complaint	1.1
	Offense Against Person	1.1
	Miscellaneous Incident	1.1
	Property Form/Tag	1.1
	Radio Call	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
	Impounded Vehicle Report	1.1
Drugs (all violations except DUID)	General Offense	70.5
	Arrest Report	12.5
	Offense Against Person	4.5
	Miscellaneous Incident	4.5
	Supplementary Report	3.4
	Daily Activity Sheet	3.4
	Officer's Report	2.3
	Felony Offense	1.1
	DUID Traffic Case Report	1.1
	Notarized Affidavit	1.1
	Complaint	1.1
	Non-Consent Form	1.1
	Property Form/Tag	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Drugs (all violations except DUID) contd.	Information/Field Report	1.1
	Radio Call	1.1
	Narcotic Submission Report	1.1
	Evidence Report	1.1
	Telephone Complaint	1.1
	Consent to Search	1.1
	Waiver of Rights	1.1
Drunk	Arrest Report	37.5
	General Offense	22.7
	Miscellaneous Incident	8.0
	Complaint	6.8
	Supplementary Report	4.5
	Citation	2.3
	Officer's Report	2.3
	Miscellaneous Property Report	1.1
	Property Form/Tag	1.1
	Information/Field Report	1.1
	Radio Call	1.1
	Daily Activity Sheet	1.1
	Telephone Complaint	1.1
	Notice to Appear	1.1
Driving While License Suspended	General Offense	46.6
	Arrest Report	29.5
	Citation	14.8
	Offense Against Person	3.4
	Supplementary Report	2.3
	Miscellaneous Incident	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Notarized Affidavit	1.1
	Complaint	1.1
	Radio Call	1.1
	Daily Activity Sheet	1.1
	Telephone Complaint	1.1
	Enticing Child for Immoral Purpose (purpose of com- mitting assault)	General Offense
Offense Against Person		12.5
Arrest Report		10.2
Miscellaneous Incident		4.5
Supplementary Report		3.4
Daily Activity Sheet		3.4
	Felony Offense	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Enticing Child (contd.)	Complaint	1.1
	Radio Call	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Failure to Stop and Render Aid	General Offense	56.8
	Accident Report	34.1
	Arrest Report	11.4
	Citation	11.4
	Offense Against Person	8.0
	Miscellaneous Incident	3.4
	Hit and Run Report	3.4
	Supplementary Report	2.3
	Officer's Report	2.3
	Complaint	2.3
	Notarized Affidavit	1.1
	Hospitalization Report	1.1
	Property Form/Tag	1.1
	Radio Call	1.1
	Daily Activity Sheet	1.1
	Telephone Complaint	1.1
Felony Offense	1.1	
Forgery	General Offense	64.8
	Arrest Report	10.2
	Worthless Document Report	8.0
	Supplementary Report	5.7
	Miscellaneous Incident	5.7
	Daily Activity Sheet	3.4
	Felony Offense	2.3
	Offense Against Person	2.3
	Complaint	1.1
	Offense Against Property	1.1
	Non-Consent Form	1.1
	Property Form/Tag	1.1
	Information/Field Report	1.1
	Radio Call	1.1
	Evidence Report	1.1
Telephone Complaint	1.1	
Found Property	General Offense	37.5
	Property Form/Tag	20.5
	Miscellaneous Incident	8.0
	Daily Activity Sheet	8.0
	Evidence Report	6.8
Supplementary Report	5.7	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Found Property (contd.)	Lost/Found/Confiscated Property	4.5
	Complaint	3.4
	Information/Field Report	3.4
	Radio Call	3.4
	Officer's Report	2.3
	Felony Offense	1.1
	Miscellaneous Property	1.1
	Offense Against Property	1.1
	Telephone Complaint	1.1
Gaming	General Offense	60.2
	Arrest Report	14.8
	Supplementary Report	5.7
	Miscellaneous Incident	5.7
	Offense Against Person	4.5
	Felony Offense	2.3
	Officer's Report	2.3
	Citation	1.1
	Complaint	1.1
	Property Form/Tag	1.1
	Radio Call	1.1
	Daily Activity Sheet	1.1
	Evidence Report	1.1
Telephone Complaint	1.1	
Handling or Fondling Child's Sexual Parts	General Offense	64.8
	Arrest Report	12.5
	Offense Against Person	12.5
	Supplementary Report	5.7
	Miscellaneous Incident	4.5
	Felony Offense	2.3
	Daily Activity Sheet	2.3
	Complaint	1.1
	Radio Call	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Hospital Call	General Offense	33.0
	Daily Activity Sheet	10.2
	Miscellaneous Incident	9.1
	Information/Field Report	6.8
	Hospitalization	5.7
	Radio Call	5.7
	Complaint	4.5
Supplementary Report	3.4	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Hospital Call (contd.)	Officer's Report	2.3
	Offense Against Person	1.1
	Property Form/Tag	1.1
	Telephone Complaint	1.1
Indecent Exposure to Child	General Offense	63.6
	Offense Against Person	13.6
	Arrest Report	11.4
	Supplementary Report	4.5
	Miscellaneous Incident	4.5
	Felony Offense	2.3
	Daily Activity Sheet	2.3
	Complaint	1.1
	Radio Call	1.1
	Officer's Report	1.1
Telephone Complaint	1.1	
Illegal Use of Credit Card	General Offense	70.5
	Arrest Report	10.2
	Daily Activity Sheet	5.7
	Supplementary Report	4.5
	Miscellaneous Incident	4.5
	Offense Against Property	3.4
	Worthless Document Report	3.4
	Felony Offense	2.3
	Complaint	1.1
	Offense Against Person	1.1
	Non-Consent Form	1.1
	Property Form/Tag	1.1
	Information/Field Report	1.1
	Radio Call	1.1
Evidence Report	1.1	
Officer's Report	1.1	
Telephone Complaint	1.1	
Industrial Accident	General Offense	33.0
	Miscellaneous Incident	11.4
	Information/Field Report	9.1
	Hospitalization	5.7
	Daily Activity Sheet	5.7
	Supplementary Report	4.5
	Complaint	3.4
Offense Against Person	3.4	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Industrial Accident (contd.)	Radio Call	2.3
	Officer's Report	2.3
	Arrest Report	1.1
	Property Form/Tag	1.1
	Telephone Complaint	1.1
Kidnapping	General Offense	64.8
	Offense Against Person	13.6
	Arrest Report	8.0
	Supplementary Report	5.7
	Miscellaneous Incident	4.5
	Daily Activity	3.4
	Felony Offense	2.3
	Complaint	1.1
	Information/Field Report	1.1
	Radio Call	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Lewd Phone Calls	General Offense	56.8
	Daily Activity Sheet	8.0
	Offense Against Person	6.8
	Supplementary Report	5.7
	Miscellaneous Incident	5.7
	Arrest Report	4.5
	Information/Field Report	4.5
	Complaint	3.4
	Officer's Report	2.3
	Felony Offense	1.1
	Misdemeanor Offense	1.1
	Line Tap Form	1.1
	Radio Call	1.1
	Telephone Complaint	1.1
Lost Property	General Offense	45.5
	Daily Activity Sheet	11.4
	Miscellaneous Incident	10.2
	Supplementary Report	6.8
	Complaint	5.7
	Property Report	4.5
	Information/Field Report	4.5
	Lost/Found/Confiscated Property	2.3
	Felony Offense	1.1
	Miscellaneous Property	1.1
	Offense Against Property	1.1
	Evidence Report	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Lost Property (contd.)	Officer's Report	1.1
	Telephone Complaint	1.1
Malicious Mischief (vandalism)	General Offense	72.7
	Daily Activity Sheet	10.2
	Miscellaneous Incident	8.0
	Arrest Report	5.7
	Supplementary Report	3.4
	Offense Against Property	3.4
	Felony Offense	2.3
	Complaint	2.3
	Misdemeanor Offense	1.1
	Non-Consent Form	1.1
	Property Report	1.1
	Vandalism Report	1.1
Telephone Complaint	1.1	
Minor in Possession or Consumption	General Offense	48.9
	Arrest Report	28.4
	Juvenile Forms	6.8
	Citation	5.7
	Complaint	4.5
	Supplementary Report	3.4
	Daily Activity Sheet	3.4
	Miscellaneous Incident	3.4
	Officer's Report	3.4
	Evidence Report	2.3
	Information/Field Report	2.3
	Felony Offense	1.1
	Offense Against Person	1.1
	Juvenile Field Release	1.1
	Property Report	1.1
	Telephone Complaint	1.1
Notice to Appear	1.1	
Murder	General Offense	67.0
	Offense Against Person	13.6
	Arrest Report	10.2
	Supplementary Report	6.8
	Daily Activity Sheet	4.5
	Miscellaneous Incident	4.5
	Evidence Report	3.4
	Felony Offense	2.3
	Complaint	1.1
	Property Report	1.1
Telephone Complaint	1.1	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Missing Person	General Offense	43.2
	Missing Person Report	28.4
	Daily Activity Sheet	8.0
	Miscellaneous Incident	5.7
	Information/Field Report	4.5
	Supplementary Report	3.4
	Offense Against Person	2.3
	Felony Offense	1.1
	Arrest Report	1.1
	Complaint	1.1
	Evidence Report	1.1
Telephone Complaint	1.1	
Narcotic Drug Laws	General Offense	67.0
	Arrest Report	10.2
	Offense Against Person	4.5
	Supplementary Report	4.5
	Miscellaneous Incident	4.5
	Daily Activity Sheet	3.4
	Evidence Report	3.4
	Felony Offense	1.1
	Complaint	1.1
	Chemical Analysis	1.1
	Property Report	1.1
	Information/Field Report	1.1
	Narcotic Submission Report	1.1
	Officer's Report	1.1
Telephone Complaint	1.1	
Negligent Homicide	General Offense	63.6
	Offense Against Person	12.5
	Arrest Report	8.0
	Supplementary Report	5.7
	Accident Form	5.7
	Daily Activity Sheet	4.5
	Miscellaneous Incident	4.5
	Felony Offense	2.3
	Complaint	1.1
	Evidence Report	1.1
	Property Report	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Auto Pound Ticket	1.1	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Nuisances	General Offense	35.2
	Miscellaneous Incident	13.6
	Daily Activity Sheet	10.2
	Supplementary Report	5.7
	Complaint	5.7
	Information/Field Report	3.4
	Radio Call	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Arrest Report	1.1
	Citation	1.1
	Offense Against Person	1.1
	Offense Against Property	1.1
Telephone Complaint	1.1	
Open Door, Window	General Offense	21.6
	Miscellaneous Incident	20.5
	Daily Activity Sheet	12.5
	Complaint	6.8
	Information/Field Report	6.8
	Burglary Report	3.4
	Radio Call	3.4
	Officer's Report	3.4
	Supplementary Report	2.3
	Offense Against Property	1.1
	Building Check Card	1.1
	Telephone Complaint	1.1
Pandering	General Offense	58.0
	Arrest Report	10.2
	Miscellaneous Incident	10.2
	Daily Activity Sheet	6.8
	Supplementary Report	4.5
	Complaint	3.4
	Offense Against Person	3.4
	Officer's Report	2.3
	Felony Offense	1.1
	Telephone Complaint	1.1
Peddler	General Offense	38.6
	Miscellaneous Incident	14.8
	Daily Activity Sheet	11.4
	Arrest Report	9.1
	Supplementary Report	4.5
	Complaint	4.5
	Officer's Report	3.4

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Peddler (contd.)	Citation	2.3
	Information/Field Report	2.3
	Radio Call	1.1
	Interview Form	1.1
	Telephone Complaint	1.1
	Notice to Appear	1.1
Possession of Burglary Tools by Convicted Felon	General Offense	62.5
	Arrest Report	17.0
	Daily Activity Sheet	5.7
	Supplementary Report	4.5
	Miscellaneous Incident	4.5
	Complaint	2.3
	Offense Against Person	2.3
	Evidence Report	2.3
	Property Report	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Offense Against Property	1.1
	Information/Field Report	1.1
	Interview Report	1.1
Telephone Complaint	1.1	
Prowler	General Offense	35.2
	Miscellaneous Incidence	17.0
	Daily Activity Sheet	14.8
	Arrest Report	8.0
	Complaint	5.7
	Radio Call	4.5
	Supplementary Report	3.4
	Information/Field Report	2.3
	Officer's Report	2.3
	Offense Against Person	1.1
	Evidence Report	1.1
	Telephone Complaint	1.1
Rape, Attempt	General Offense	65.9
	Offense Against Person	14.8
	Arrest Report	12.5
	Supplementary Report	5.7
	Miscellaneous Incident	4.5
	Daily Activity Sheet	3.4
	Felony Offense	2.3
	Complaint	1.1
	Property Card	1.1
Hospitalization	1.1	

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Rape, Attempt (contd.)	Officer's Report	1.1
	Telephone Complaint	1.1
Rape	General Offense	65.9
	Offense Against Person	14.8
	Arrest Report	10.2
	Supplementary Report	5.7
	Miscellaneous Incident	4.5
	Daily Activity Sheet	3.4
	Felony Offense	2.3
	Evidence Report	2.3
	Complaint	1.1
	Property Card	1.1
	Hospitalization	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
Recovery of Stolen Auto	General Offense	37.5
	Supplementary Report	19.3
	Auto Theft Supplement	10.2
	Vehicle Report	8.0
	Auto Pound Ticket	6.8
	Miscellaneous Incident	4.5
	Burglary Offense	4.5
	Arrest Report	3.4
	Daily Activity Sheet	3.4
	Auto Recovery Report	3.4
	Information/Field Report	3.4
	Offense Against Person	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Complaint	1.1
	Offense Against Property	1.1
	Property Card	1.1
	Evidence Report	1.1
Lost/Found/Confiscated Property	1.1	
Telephone Complaint	1.1	
Refrigerators, Unsafe	General Offense	30.7
	Daily Activity Sheet	12.5
	Miscellaneous Incident	12.5
	Complaint	6.8
	Information/Field Report	5.7
	Supplementary Report	4.5
	Citation	2.3
	Officer's Report	2.3

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Refrigerators, Unsafe (contd.)	Arrest Report	1.1
	Offense Against Person	1.1
	Radio Call	1.1
	Telephone Complaint	1.1
	Notice to Appear	1.1
Robbery	General Offense	65.9
	Arrest Report	9.1
	Robbery Offense	8.0
	Offense Against Person	6.8
	Miscellaneous Incident	5.7
	Supplementary Report	4.5
	Daily Activity Sheet	4.5
	Evidence Report	3.4
	Complaint	2.3
	Offense Against Property	2.3
	Felony Offense	2.3
	Non-Consent Form	1.1
	Property Card	1.1
Telephone Complaint	1.1	
Sale of Liquor to Minor, Intoxicated Person, Drunk, Insane Person	General Offense	62.5
	Arrest Report	12.5
	Miscellaneous Incident	6.8
	Supplementary Report	4.5
	Daily Activity Sheet	4.5
	Offense Against Person	4.5
	Evidence Report	3.4
	Complaint	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Citation	1.1
	Property Card	1.1
	Information/Field Report	1.1
Hospitalization	1.1	
Telephone Complaint	1.1	
Shoplifting	General Offense	70.5
	Arrest Report	17.0
	Daily Activity Sheet	8.0
	Miscellaneous Incident	5.7
	Complaint	4.5
	Offense Against Property	4.5
	Supplementary Report	3.4
	Felony Offense	2.3
	Evidence Report	2.3

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Shoplifting (contd.)	Property Card	2.3
	Misdemeanor Offense	1.1
	Citation	1.1
	Offense Against Person	1.1
	Non-Consent Form	1.1
	Juvenile Form	1.1
	Telephone Complaint	1.1
Sodomy	General Offense	63.6
	Offense Against Person	14.8
	Arrest Report	13.6
	Daily Activity Sheet	5.7
	Miscellaneous Incident	4.5
	Supplementary Report	3.4
	Felony Offense	2.3
	Misdemeanor Offense	1.1
	Complaint	1.1
	Officer's Report	1.1
Telephone Complaint	1.1	
Suicide and Attempts	General Offense	62.5
	Daily Activity Sheet	10.2
	Offense Against Person	6.8
	Hospitalization	5.7
	Miscellaneous Incident	5.7
	Supplementary Report	4.5
	Evidence Report	2.3
	Information/Field Report	2.3
	Felony Offense	1.1
	Complaint	1.1
	Interview Report	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
	Property Report	1.1
Theft	General Offense	75.0
	Arrest Report	11.4
	Daily Activity Sheet	8.0
	Miscellaneous Incident	5.7
	Offense Against Property	4.5
	Supplementary Report	3.4
	Felony Offense	2.3
	Offense Against Person	2.3
	Complaint	2.3
	Misdemeanor Offense	1.1
	Evidence Report	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Theft (contd.)	Non-Consent Form	1.1
	Telephone Complaint	1.1
	Property Report	1.1
	Theft Report	1.1
Theft from the Person	General Offense	73.9
	Arrest Report	10.2
	Daily Activity Sheet	8.0
	Miscellaneous Incident	5.7
	Supplementary Report	3.4
	Felony Offense	2.3
	Offense Against Person	2.3
	Offense Against Property	2.3
	Complaint	2.3
	Misdemeanor Offense	1.1
	Evidence Report	1.1
	Non-Consent Form	1.1
	Telephone Complaint	1.1
	Property Report	1.1
	Robbery Offense	1.1
	Theft Report	1.1
Threat to Take Life	General Offense	69.3
	Arrest Report	8.0
	Daily Activity Sheet	8.0
	Offense Against Person	5.7
	Supplementary Report	4.5
	Miscellaneous Incident	4.5
	Felony Offense	1.1
	Misdemeanor Offense	1.1
	Complaint	1.1
	Evidence Report	1.1
	Information/Field Report	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
	Property Report	1.1
Trespassing	General Offense	68.2
	Arrest Report	11.4
	Daily Activity Sheet	8.0
	Miscellaneous Incident	8.0
	Supplementary Report	2.3
	Complaint	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Offense Against Person	1.1

Table 26 (contd.)

OFFENSE OR INCIDENT	TYPE OF REPORT	PERCENT OF USE
Trespassing (contd.)	Offense Against Property	1.1
	Evidence Report	1.1
	Telephone Complaint	1.1
	Citation	1.1
Unlawfully Carrying Arms	General Offense	69.3
	Arrest Report	18.2
	Daily Activity Sheet	4.5
	Miscellaneous Incident	4.5
	Supplementary Report	3.4
	Offense Against Person	3.4
	Evidence Report	3.4
	Felony Offense	1.1
	Notarized Affidavit	1.1
	Complaint	1.1
	Officer's Report	1.1
	Telephone Complaint	1.1
	Property Report	1.1
Vagrancy (Prostitution)	General Offense	56.8
	Arrest Report	21.6
	Daily Activity Sheet	8.0
	Miscellaneous Incident	4.5
	Offense Against Person	3.4
	Complaint	2.3
	Information/Field Report	2.3
	Officer's Report	2.3
	Felony Offense	1.1
	Evidence Report	1.1
Telephone Complaint	1.1	

Survey respondents were asked to estimate the number of times in a one-month period that a patrol officer is likely to complete each type of report. Table 27 shows the reported frequency with which patrol officers utilize the ten most common field report forms.

Table 27

Frequency With Which Patrol Officers Utilize the Ten Most Common Field Report Forms (N = 88)

Type of Report	Estimated Times per Month Completed by Each Officer (Rounded)
Radio Call Sheets	61
Traffic Citations	37
Offense Reports	34
Information Sheets	16
Roll Call Information	15
Arrest Reports	14
Motor Vehicle Accident Report (and related forms)	12
Evidence Forms/Property Tags	9
Bicycle Theft Report	5
Lost/Found/Confiscated Property	4

Responses to the questionnaire survey describing the purpose and use of field report forms has been summarized in Table 28. In conjunction with the questionnaire survey, participating departments were asked to submit completed field report forms obtained from their files or sample forms completed by departmental personnel. The purpose of obtaining these sample reports is to provide documentary evidence in support of a writing skills examination. These sample reports have been indexed (under separate cover) and will be made available to appropriate parties by the TCLEOSE staff. It should be noted that Consultants relied heavily upon these completed field reports and forms for the purpose of developing the content of the writing skills examination to be described.

Table 28

A listing of the field report forms identified in the survey and
A description of their purpose and use

1. Motor Vehicle Accident Report (and related forms)

Purpose: To relate all pertinent information related to a collision. Such information serves as a reference for court proceedings, both civil and criminal; for insurance companies; for statistical information; to aid in the improvement of traffic flow and safety; and to serve as an investigative tool to show that the incident happened, when it happened, who was involved, and whether or not there is cause for criminal action.

When Used: Private property collision reports are filed when one or more vehicles collide on property other than that defined as the public roadway. No citations are filed. Minor collisions are those with no injuries, property damage estimated less than \$25.00. These are to occur on the public roadway. Major collisions are those with/without injuries and property damage in excess of \$25.00. These occur on the public roadway. Collision in which city property is damaged. Irregardless as to occurring on private property or the public roadway, a regular collision report is made. Accompanying the collision diagram will be a Leaving the Scene Offense report, with the followup investigation to be conducted by Traffic Detail. If someone is injured seriously, any collision will be termed a major collision. If someone is fatally injured, a followup investigation is conducted by the Traffic Detail. When a driver involved in a collision fails to stop when someone is injured, a Failure to Stop and Render Aid report is filed. It is investigated by the Traffic Detail.

2. Traffic Citations

Purpose: To record an observed traffic violation seen by an officer, showing the alleged offender, his vehicle and its license number, the driver's license number, date of birth, sex, occupation, place of employment, his residence, the type of violation, instructions to the alleged offender as to how disposition is to be made, and the officer(s) making the observation and issuing the citation. Also shown will be the location of the violation, the date and time, the existing road conditions, the speed limit, whether the alleged offender was wearing glasses and if involved in a collision. Issued in lieu of placing alleged offender in jail, for the arresting officer to have a copy if he is called to court, and to aid in keeping the accident rate down.

When Used: The citation is filed any time an officer makes an observation of traffic law violation and such conditions warrant a citation. When such observed violations are violations of state law, and the issuance of such a citation is in compliance with state law, city ordinance, and/or departmental policies and procedures. A citation is also issued in the event of traffic accidents, defective equipment, and/or improper registration.

3. Radio Call Sheets

Purpose: To record information from the calling party indicating a request for service or the reason for calling for an officer's assistance and the disposition of that assistance. Maintains a constant record of an officer's activities by listing all calls by date and time. Keeps a running account of all phone calls, radio calls, lookouts, and other pertinent information regarding patrol unit and headquarter exchanges. Provides a factual account of police action when no other report is necessary.

When Used: When a call comes in and an officer is assigned a complaint. When information is exchanged between dispatchers and radio cars. When calls and requests for service are to be placed on the blotter for the attention of the whole department or one officer in particular.

4. Offense Reports

Purpose: The designation of a report as an "Offense" implies that a follow-up investigation is required by a respective detail. The Offense report should provide all pertinent information of a case, giving the assigned investigator all information needed to contact all parties involved so that proper disposition of the case may be made. The report should be written so that the investigator will not have to complete it.

When Used: The Offense report should be used after the patrol officer gathers all information from all parties involved, and sees that the case must have followup investigation and can not be resolved following the officer's initial contact. The report is filled out anytime an officer investigates a report of an offense.

5. Arrest Reports

Purpose: Designed to show pertinent information about an arrested person such as: residence, sex, age, D.O.B., names of relatives, occupation, employer's address, names and numbers of arresting officer/s, assigned offense number, nature of the charge, location of the arrest, information on car and disposition if applicable, facts of the arrest, itemized personal belongings on person when arrested and when booked, disposition of arrested person, fingerprints, to show he was checked for any sickness and if so, granted an opportunity to seek medical assistance before being confined, and allowed to make a phone call as provided by the Constitution.

When Used: Used whenever a person is arrested regardless of whether the arrested person actually stays in jail or not.

6. DWI/DUID Arrest and Offense File Sheet

Purpose: To record all pertinent information related to a DWI/DUID incident, starting from the first observation and traffic stop to the final disposition of the arrested person (either released or booked). Information will show that a particular individual was arrested after being observed driving a motor vehicle (with detailed information on the driver and the vehicle). Witnesses, if any, will be listed and general observations of the driver should be recorded. The summary instructs the officer to "describe what you did and what you found, showing information such as why you started case, manner of driving, condition of vehicle and defendant, witnesses and doctors, physical condition of road, possession of specific driver's license, pertinent remarks of defendant, traffic, weather, disposition of vehicle and defendant."

When Used: The DWI/DUID report should be used at any time a person has been arrested for suspicion of DWI or DUID to show information required above. The report is to be filled out in its entirety, regardless of whether the arrested person is booked or released. This serves as future reference.

7. Information Sheets

Purpose: To provide information to one or more divisions of the Police Department. To provide additional information regarding criminal or non-criminal matters that come to the attention of the department. To record all information for further investigation of an incident or happening.

When Used: Anytime an officer thinks information needs to be passed on to other divisions in the department. When the information is useful or confidential but not of offense nature at the time of the report. When an officer stops and questions any person as a result of suspicious circumstances.

8. Missing Person

Purpose: To record pertinent information regarding a reported missing person. Such information should consist of time last seen, personal habits, associates, any physical and/or mental handicap, physical description, last clothing description, list of any money and/or luggage, jewelry carried, list of any birth marks or deformities, dental records, photographs, possible destination, reasons for leaving such as family arguments or other personal grievances, and any other related information. To aid and assist in the location of the missing person.

When Used: Anytime an officer feels that an individual may be missing possibly due to his own choosing or to possible foul play. Depending on the circumstances, an officer may desire to check local hospitals and the police booking desk before filing such a report. If this does not locate the reported missing person then a general broadcast for missing person or for request to locate may be made over the radio and the

Table 28 (contd.)

8. Missing Person (contd.)

report is filed. This is all done 24 hours after a missing person is last seen or heard from, any time foul play is suspected, or if a child is missing for any amount of time.

9. Hospital Reports

Purpose: To record information on an injury to the victim of an offense. To record information concerning serious injuries, suicides, and attempts at suicide, natural death, overdose of drugs, and any injury for which the city could be held responsible. Used as evidence in court. To notify the Police Department that the victim of an offense is at the hospital. To provide information concerning the illness or injury of a prisoner placed in the city jail.

When Used: Used anytime an officer investigates reports of injury or illness. When the hospital notifies the department that the victim of an offense is there. When a prisoner is injured or becomes ill after or during his arrest, and when medical complaints are lodged and treatment is refused by the complainant (prisoner).

10. Roll Call Information

Purpose: To disseminate information and lookouts to officers. To record the names of the men working each shift, where they are working, what car they are using, etc. Conveys daily items of concern, requests for service, etc. to beat officers.

When Used: Whenever it is necessary to give out information, usually at each roll call at the beginning of each shift, daily.

11. Vacation Check

Purpose: Lists the address and instructions of the party who owns the residence. Gives information of what is at the home such as vehicles in the driveway, lights on in the house, and if the neighbor has a key in case of emergency, who to be contacted in an emergency, who has permission to be on the property, and any other information the owner wishes to leave. Serves as a request to have a residence or place of business more closely watched while the owner is away for some length of time.

When Used: Whenever a citizen requests that his residence or place of business be more closely watched while he is away.

12. Lost/Found/Confiscated Property

Purpose: To have a permanent record of property lost/found, to list the loser/finder and his address, phone number(s) for reference if needed, to gain a description of the lost/found property. The department should be the first referral for most persons. If the property

Table 28 (contd.)

12. Lost/Found/Confiscated Property (contd.)

is lost/found and inquiry is made to the station by a loser/finder of property, a check can be made to determine if the property has been found and if so who the finder is. Disposition of confiscated property may be recorded and used as reference information and will usually relate to another case.

When Used: Anytime an officer is called by a complainant to report lost/found property. Anytime property is confiscated, regardless of the nature of the cause for confiscation.

13. Bicycle Theft Report

Purpose: The bicycle report is a record of information about a stolen bicycle. It is designed to give investigators who work bike theft cases all pertinent information such as date and time of occurrence, location, name of owner and his address, phone number(s) of the victim for contact, detailed description of the bicycle and other information listed in a narrative form. This may include such information as the method of the theft and possible suspects. Information such as frame, stamp, and serial numbers may be recorded in various manners for bicycle registration information and/or stolen check.

When Used: Anytime a complainant calls and reports a bicycle theft, when a theft and recovery has occurred, for bicycle theft information, or when a bicycle has been found to be abandoned.

14. Application for Admission for Emergency Observation

Purpose: To provide all the necessary information to have a person who is suffering from probable mental disorder and who is about to do harm to himself or others to be admitted to a hospital for temporary observation.

When Used: To be completed when an officer has reason to believe that a person is suffering from a mental disorder and may do harm to himself or others. When no next of kin or friends are available to generate the paperwork.

15. Apparatus/Firearms Usage Report

Purpose: To make a record of firearm usage. To record the officer's justification for his usage of his firearm or other equipment. To furnish the Chief with all information on a shooting incident. To record information of damage to a department vehicle.

When Used: Completed anytime an officer discharges his firearm, mace, or any other department equipment in the line of duty. Anytime a vehicle is damaged in the course of performing duty.

Table 28 (contd.)

16. Evidence Forms/Property Tags

Purpose: Designed to record information relating to seized physical evidence. The information included is the offense report number, storage number, from whom the evidence was taken, from where it was taken, description of the evidence, and the person who seized the evidence. This aids in maintaining a chain of custody for court purposes.

When Used: Completed when any evidence is seized during an arrest. May be completed when evidence is seized but no arrest is made.

17. Worthless Document Offense

Purpose: To record reports of and/or occurrences of forgery and credit card abuse.

When Used: At any time an officer is called to investigate such reports of and/or occurrences of forgery and credit card abuse.

18. Robbery Offense

Purpose: To aid as an investigative tool and to record a permanent record of any incident related to those following under the category of robbery.

When Used: At any time an officer is called to make the preliminary investigation of a robbery, to include armed, strong armed, attempted, and information to related incidents.

19. Burglary Offense

Purpose: To aid as an investigative tool and the permanent recording of any related incidents to burglary.

When Used: To be completed at any reporting of burglary related incidents. These include day/night time occurrences of resident/non-resident burglaries, and for information on attempts.

20. Crime Against Person Offense

Purpose: To provide a permanent record to the department and aid as an investigative tool during crimes of violence, or reported crime of violence against persons. Such reports would also serve for various statistical information.

When Used: At any time an officer is called to investigate reported crimes of violence against a person. This category would consist of such areas as murders, assaults, kidnapping, sex offenses, serious injury collisions, and for informational-type offenses.

21. Miscellaneous Incident Report

Purpose: To include those incidents which may not be included in the general offense report.

Table 28 (contd.)

21. Miscellaneous Incident Report (contd.)

When Used: Used to include certain minor incidents that may require a report but are not significant in themselves to be placed under a general offense report (i. e., prowler, unsafe refrigerator, etc.).

22. Case Report

Purpose: Filing of cases in county or district court.

When Used: County cases, felony cases.

23. General Offense

Purpose: Serves as a kind of "catchall" report as offense reports are written on this form that do not have a specific form.

When Used: To be used at any time an officer is to investigate an offense and when a specific form is not required.

24. Complaint Form

Purpose: To record facts of witnesses to a misdemeanor offense handled in Municipal Court to permit the swearing out of a formal complaint.

When Used: At officer's discretion he may choose to assist the victim or the complainant, normally in simple assault cases.

25. Death Report

Purpose: When there is a death that occurs in any place other than a hospital. To record all information on such death.

When Used: When a death occurs in any place other than a hospital.

26. Field Release Citation

Purpose: To record the facts and circumstances surrounding an alleged non-traffic misdemeanor violation where the alleged offender is not placed in jail. The officer may, if necessary, use the citation to testify from during any court proceedings. The form is used by court to record the incident, and by the department for data.

When Used: Used at the officer's discretion and has been suggested to be used when possible to allow the officer more time on the street and give the alleged offender the privilege of not staying in jail. The form pertains to certain misdemeanor cases and the alleged offender is booked and/or processed, and released.

27. Field Officer Complaint Report

Purpose: To describe briefly the action taken by an officer when answering a call. It is used when a general offense report is not made. To

Table 28 (contd.)

27. Field Officer Complaint Report (contd.)

supply information regarding the action taken by the field officer as a result of having been summoned by a complainant.

When Used: When a request for police action is received.

28. Hit and Run Offense Report

Purpose: To provide additional description information not included on the standard motor vehicle accident form. Serves as an investigative tool for officers assigned to Leaving the Scene (Traffic) Detail. Also as a permanent record for any related incidents in which one or more vehicles leaves the scene of a collision without first filing a police report.

When Used: When any hit and run accident is reported and it fulfills the requirements necessary to be investigated. The officer completes all victim information on the reports. Any information provided by the witnesses is recorded. Descriptions of both vehicles are included. To be used at any time an officer investigates a collision in which one or more of the collision vehicles fails to remain at the scene of the collision. When a routine accident is compounded by hit and run.

29. Radar Log

Purpose: To provide a record of all vehicles stopped for speeding by the use of radar recorder. Such information as time, license number, vehicle description, location, speed, speed limit, and citation number are recorded on the log sheet.

When Used: Completed by an officer assigned a radar unit. Identifying information is completed on each vehicle stopped for a speeding violation with the use of radar.

30. Accident Prevention Bureau Report

Purpose: Designed to provide statistical information relating to students in schools who are involved in traffic accidents. This report is an aid in a community service program to eliminate traffic accidents.

When Used: When any students in the public school district are involved in a traffic accident within the city limits.

31. Officer's Field (Motor Vehicle Accident) Report

Purpose: Designed for an investigating officer to record information required on the DPS form in the field where conditions are not always suitable for the neatness required by the DPS form.

When Used: Completed during the field investigation of a traffic accident. The information is transcribed from this form to the DPS form.

Table 28 (contd.)

32. Texas Peace Officer's Casualty Supplementary

Purpose: To provide statistical and identifying information to Texas DPS in order to establish permanent record of traffic related deaths.

When Used: Completed when there is a death as a result of a motor vehicle accident.

33. Driver's License Review Check

Purpose: To file a formal written request by a police officer to the Texas Department of Public Safety, which requests the re-examination or the re-evaluation of an individual's driving record and/or license status.

When Used: At any time an officer may have personal knowledge of an individual's wreckless driving record or know one's habitual violations. The report should be filed at any time an officer feels that in the public interest this person's driving status be reviewed.

34. Identification Bureau Crime Search

Purpose: To enable field officers to provide identification personnel information as to type of crime, latent prints taken, and by whom. This same form is to be completed by ID personnel when they process the scene.

When Used: Utilized by any crime scene investigator who was able to obtain latent prints to be processed. May be completed when any crime scene was processed for prints, although no prints were obtained.

35. Witness Statements

Purpose: Take statements from witnesses to crimes. Taken from an individual who has witnessed (or been involved) a crime. It states clearly in their own words what took place.

When Used: When a person is (a witness) to a crime, as evidence to help solve the crime, as evidence in a court case, and as a permanent part of files.

36. Suspect Statement Forms

Purpose: To take statements from participants in crime with Miranda Warning as a part of that statement.

When Used: When taking confession type statements.

Table 28 (contd.)

37. Supplementary Offense Report

Purpose: To provide officers a form on which to record additional information to already completed offense reports. Used to add information to original reports after the original reports have already been placed in final form. It is also used in taking the original report when the officer doesn't have enough room on his original report to record all the information he wishes to record. Typed and kept as evidence. Should an officer, at the scene, not receive all the information at that time, a supplement is made with additional information.

When Used: To be used to supplement information to offense reports, if more complete information needed to close a case; to be kept as a permanent part of files, should it be needed in court case.

38. DWI/DUID Refusal Form

Purpose: Serves as a documentation of the fact that the suspect was in fact offered a chemical test to determine the alcoholic content of his/her blood but did in fact refuse. Shows the courts and the department that a subject refused to take the blood alcohol breath test.

When Used: When a subject has been arrested for DWI and has refused to take the blood alcohol breath test.

39. Gun Record

Purpose: To log and keep a record of any fire arm used in an offense, and recovered. Also used to tie the weapon to the offense.

When Used: Anytime a firearm is used in an offense and is recovered.

40. Chemical Analysis Request

Purpose: To request work to be done by the laboratory.

When Used: Used on drug cases and at anytime a lab analysis is needed to prosecute a case.

41. Non-Consent Form

Purpose: Short affidavit to save appearance of a complainant at preliminary court hearings.

When Used: Used for any offense where non-consent is a necessary element of the prosecution.

42. Bicycle Recovery Sheet

Purpose: To record the recovery and release of stolen bicycles.

When Used: Anytime a bicycle is recovered. It should also show the subsequent release of the bicycle.

Table 28 (contd.)

43. Prosecution Report

Purpose: To forward information for prosecution to the county court.

When Used: Whenever a case is to be tried originally in the county court.

44. Motor Vehicle Theft Report

Purpose: To record preliminary investigation data about any crime involving loss of an automobile. This form is also used to record recovery of an automobile, all impounds or "tow ins" and requests to locate. Designed to give accurate information about vehicles reported to be stolen and provide recovery information when the vehicle is recovered. Records description of auto taken, when and where taken, name and address of owner and provides for a permanent record of theft. To serve as an investigative tool, to record the investigation of any offense or related incident to an auto theft.

When Used: Used when auto or motor vehicle is stolen or taken through fraudulent means. Also used when tampering appears to have been for the purpose of stealing the vehicle rather than its contents. When recording the recovery of a stolen vehicle or facts of an impounded or towed vehicle or request to locate.

45. Tow Slip

Purpose: To record all data on vehicles taken in police custody.

When Used: When vehicles are impounded.

46. Vehicle Impoundment Form

Purpose: To have a permanent record for reference and disposition purposes about any motor vehicle taken into custody by the department. With the offense number and respective information about each item, offense reports are more readily matched to a particular item. Provides necessary information to identify an impounded vehicle, the reason for impoundment, and the location. Also, this form provides an inventory space to list items of value in the vehicle. To document that a vehicle has been impounded into police custody and the facts surrounding the impoundment. As a record of vehicles placed into the pound.

When Used: Used at any time a vehicle is taken into custody, relating to an arrest, high accumulation of unpaid parking violations, or recovered stolen. Must be completed at the time a vehicle is impounded for either being abandoned or involved in some criminal activity which meets the requirements of impoundment. At the city pound the vehicle's contents are inventoried by an on-duty police officer, as a matter of policy and the items found are listed on this impoundment card.

Table 28 (contd.)

47. Motor Vehicle Pull Sheet

Purpose: Provides a record of all vehicles impounded by the department.

When Used: Whenever a vehicle is impounded in the city vehicle pound.

48. Wrecker Selection Service Form

Purpose: To record a request for a wrecker to pull a car for any reason and to record disposition of any private property in the vehicle. To provide the department a permanent record showing that the owner/driver of a vehicle involved in a collision (and which vehicle could not be safely driven from the collision scene) allowed the investigating officer to summon a wrecker to pick up their vehicle.

When Used: Anytime a wrecker is called by an officer to pull a vehicle. Anytime when officer feels a collision vehicle can not safely be driven from the collision scene. Common sense should be used here. Also, this form protects the department from any possible future allegations that someone did not allow, or give the officer permission to have their car picked up.

49. Vehicle Pound Books

Purpose: Designed for the impounding of vehicles into the vehicle pound. Records dents, damage, license number, V.I.N., make, model, and color of the vehicle so that the owner can claim his vehicle when the time comes. Used for purpose of accounting for impounded vehicles, and the condition of said vehicles at the time of impoundment.

When Used: It is used when a vehicle has to be put in the pound. This form will be used at all times when a vehicle is placed in the auto pound.

50. Abandoned Vehicle Notice/Tag

Purpose: Notice designed to advise the owner of an abandoned vehicle that failure to remove such vehicle will result in impoundment of that vehicle. A bright sticker placed on the windshield of a vehicle coming under the classification of abandoned. This serves as a visible identification tag to wrecker drivers when picking the vehicle up.

When Used: At anytime an officer observes a vehicle meeting the requirements as an abandoned motor vehicle under state law, and in accordance with local city ordinances and departmental policies in enforcing the law.

Table 28 (contd.)

51. Identification Certificate

Purpose: Standardized form designed by the Texas Highway Department to record identification information on any out-of-state vehicle desiring Texas registration.

When Used: Every non-resident vehicle must be inspected by a law enforcement officer for identification purposes before acquiring a Texas title or registration. This form is completed by an officer from the Traffic Section upon request by an out-of-state vehicle owner.

52. Salvage Vehicle Inspection

Purpose: Provides identifying information on salvaged vehicles in operable condition, to prevent violation of vehicle registration and title laws.

When Used: May be utilized by an officer on a random inspection of a salvage yard for vehicles in possible operable condition, or when a vehicle is declared by an insurance company to be a total loss, but is still in operable condition.

53. Juvenile Report Form

Purpose: Provides the special information necessary when juvenile actors are involved.

When Used: When any juvenile is taken into custody for any offense.

54. Juvenile Release Form

Purpose: To secure the agreement of parent or guardian to have his/her child present when required to do so by appropriate authorities when a child has been taken into custody by the department and is being released to his/her parent or guardian on their word that they will assume full responsibility for that juvenile's behavior while he/she is on conditional release. Allows release of juvenile without transportation to the police station.

When Used: Whenever a juvenile is released from police custody to the custody of his/her parent or guardian. Used on minor offenses where a child is released to his/her parents without being brought into the station.

55. Juvenile Detention Report

Purpose: To provide a record of juveniles taken into custody by the department. Records name, address, date of birth, reason for detention, and disposition.

When Used: Whenever a juvenile is taken into custody above the age of ten years and below the age of 17 years. When a juvenile is detained for any reason.

Table 28 (contd.)

56. Juvenile Warning Report

Purpose: To record arrest information on persons under 17 years of age. The form contains the same basic information as the form in use for adults. Used to bring to the attention of the juvenile probation officer as well as the department and the offender's parents that the child has been involved in some type of trouble. The warning is to be issued in lieu of taking a child into custody.
When Used: To record the taking into custody of a person under 17 years of age. Used in all very minor offenses where the offender is a child and he/she is cooperative.

57. Juvenile Field Interrogation Report (F.I.R.)

Purpose: Designed to record information on any juvenile who has committed a misdemeanor. By the utilization of this form, juvenile cases may be disposed of in the field. Used as an alternative to placing the offender in a detention center. Reports actions of juveniles to parents and records those actions in files. Filled out upon contact with juveniles when circumstances may indicate that a report should be made regarding nature of contact with youths.
When Used: When a juvenile has been involved in a minor or non-drug related offense. An officer may complete this form in the field and return the juvenile to the custody of his/her parents. Used when a juvenile has committed a small criminal behavior (theft under \$5.00, not attending school, etc.) and the behavior does not warrant an official arrest.

58. Property Release Form

Purpose: To record the release of any property that has been seized, recovered, or found by the officer. Designed for the reporting of property which has been given back to its true owner.
When Used: Anytime an officer releases a piece of property to a citizen.

59. Ballistics Submission Form

Purpose: Identification of (firearm) or related item.
When Used: All (firearms), shells and missiles, alleged or known to be involved in a criminal offense involving discharge of (firearms), except discharging (firearms) in the city.

60. Weapons Inventory

Purpose: To notify the courts of all weapons that are confiscated. It also serves as a record for the department of all weapons seized.
When Used: Whenever a weapon is seized by police and held as evidence in a criminal action.

Table 28 (contd.)

61. Gun Registration

Purpose: To register with the Police Department any firearms taken into custody or involved in any police-related activity. This would allow the department to maintain a permanent file for future reference, if needed.

When Used: At anytime an officer confiscates, recovers, or seizes as evidence, weapons (firearms) received relating to police activity.

62. Hold Cards

Purpose: To be used in processing an arrested person for an offense other than a Municipal Court offense, even if the person is only suspected of committing an offense. To give information of arrest to Detective Division, stating the offense report number, location, name of arrested party, and to avoid putting persons in jail without just cause.

When Used: Each arrest made of a County Court offense or higher. When charges have not been filed, or to be held until charges can be filed.

63. Jail Card

Purpose: To record information about the arrest of an individual. Also records all property taken from individuals at the time of their arrest.

When Used: To be filled out anytime a person is arrested and placed in the city jail.

64. Complaint Forms

Purpose: To be used in processing an arrested person for a Municipal Court offense and also in court.

When Used: Each arrest made for a Municipal Court offense.

65. Field Interrogation Card

Purpose: To provide orderly and accurate information on known offenders checked through the NCIC terminal that patrol officers have contacted in their patrol duties or that have been contacted under suspicious circumstances.

When Used: Whenever a subject is stopped and checked through the NCIC terminal or found in suspicious circumstances.

66. Field Observation Cards

Purpose: Serves as a source of information, as when officers come upon suspicious persons, vehicles, or circumstances. They may record such information, and if desired, bring this to the attention of certain details. To establish the fact that a condition exists that needs the attention of another division of city government (not relating to a criminal offense) that does not need immediate attention.

When Used: At anytime an officer observes suspicious circumstances, persons, vehicles, etc., and feels the recording of such information may consequently aid the department. Whenever an officer becomes aware that a condition exists that needs the attention of another division of the city and that does not require immediate attention (i. e., street signs down, vacant fields need mowing, holes in roadway, abandoned vehicles on private property, etc.)

67. Warrant Register

Purpose: Designed for officers or communications personnel to record pertinent information on a suspect to discover any pending criminal status.

When Used: Any information on a suspect is recorded on this form and coded into the various criminal computer systems. The result of the computer search is recorded on this sheet and is submitted to the requesting officer either on this form or by radio communication.

68. Field Interview Report

Purpose: To gather information concerning a subject. Local records and information disseminated. To retain information on persons interviewed in the field or Police Department that is suspected of having committed a crime or is about to commit a crime, or may have information on a crime committed.

When Used: Whenever it becomes necessary to gather any pertinent data on any subject or subjects should a crime be discovered in their certain area. Any investigation in relation to any crime in which any officer interviews or questions a person. Persons who obtain soliciting permits, persons who are found in suspicious places and circumstances. Whenever a person is detained and interviewed for any reason.

69. Work Cards

Purpose: To keep a total of daily activity. To keep individual records of each officer's daily activities, calls, and arrests made.

When Used: Daily

Table 28 (contd.)

70. Clear Call Slips

Purpose: To show what police action was taken. To describe. action taken by officer at the scene of each call. Disposition of the call is stated and sent to the Records Division to be matched up with the call slip from the dispatcher's office.
When Used: On all call slips. Each call or assignment given to officer by the dispatcher. To be used when dispatched by the dispatcher to a scene.

71. Daily Activity Report

Purpose: Show daily activity of field officers. To list the number of traffic citations issued, persons arrested, accidents investigated, and offense reports written during a single tour of duty. To give the officer's supervisor a quick look at what the officer did during his tour of duty. Chronological accountability of the officer's time spent during his tour of duty.
When Used: At the termination of a tour of duty.

72. Criminal Records Check (ID)

Purpose: To allow officers and other justifiably interested parties the opportunity to review any criminal records in the identification section.
When Used: After request is granted, any concerned person may be granted access to another's files.

73. Building Check Card

Purpose: Used to keep a record that a building was found open by officers.
When Used: This form is used when a place of business is found open or something appears unusual and the owner does not come down to check the building.

74. Inter-Officer Memo

Purpose: To provide the department with a record of requests or explanations by officers of an inter-departmental nature.
When Used: To be used whenever an officer makes a request (other than vacation, compensatory time, etc.) or an explanation of misconduct or mistake. This would be directed to a specified supervisor, and would serve to explain officer's conduct, also response to any citizen complaint.

75. Intelligence Reports

Purpose: Allows the officer to forward information which he feels may be beneficial to the department (respective details) and is forwarded through the Intelligence and Vice Detail.

When Used: To be used at officer's discretion at any time he feels that information he has received may be of significant value to the department.

76. Known Offender Contacts

Purpose: To document the facts surrounding an officer's contact with a known offender in order to establish why the subject was checked, where he was, time of contact, any associates with him, vehicle description, arrest made, etc., in order that the Intelligence Division can be aware of the movement of convicted and active felons within city limits. For comparison with known offenses in the area.

When Used: Whenever an officer checks wanted information on a subject, and the information clerk advises that the subject is a known offender.

77. Change of Address

Purpose: To record the change of address, telephone number, and other pertinent information by all personnel. File is kept in Central Records Section.

When Used: At anytime when personnel change their residences.

78. City Vehicle Accidents

Purpose: Designed to provide information relating to vehicles owned by the city when involved in a traffic accident. Information included is: the division to which the vehicle is assigned, the vehicle unit number, the person photographing the scene, the name of the I. D. officer, the supervising officer, safety coordinator, insurer of the other driver, witnesses, and any remarks.

When Used: Completed by the investigating officer when any vehicle owned and operated by the city is involved in a traffic accident.

79. Equipment Accident Report

Purpose: To report all information necessary pertaining to city equipment accidents.

When Used: When any city equipment is involved in an accident.

80. Equipment Check Sheet

Purpose: To show the condition of the equipment that a patrol officer uses and checks out for a tour of duty.

When Used: Completed by each officer assigned to a vehicle.

Table 28 (contd.)

81. Facilities Damage Report

Purpose: To report all information connected with damage of any city facility.

When Used: Report is used when damage occurs to city facility.

82. Gas Cards

Purpose: To keep up with gas, to be used by the garage division to keep up with each unit as to needed repair, to show the amount of gas used.

When Used: Every time gas is put into a police car, when a police vehicle is serviced.

83. Officer Probationary Evaluation

Purpose: This form is designed for senior officers to provide a standardized evaluation of a probationary officer.

When Used: Any senior officer who is assigned a probationary officer must complete an evaluation form on the new officer at least every thirty days or if less, during the period of assignment to that officer.

84. Outside Employment Request

Purpose: Serves as vehicle for application to gain approval, permitting the employee to accept part-time employments while a full-time employee of the city.

When Used: When employees request permission to gain outside employment.

85. Overtime

Purpose: To record any overtime assignments worked by personnel. Officers may be assigned overtime assignments or they may request overtime, for example, after remaining late to complete offense reports.

When Used: Used at anytime an officer is assigned or volunteers to work any overtime.

86. Vehicle Mileage Report

Purpose: Notes gasoline consumption, oil usage.

When Used: Each time gas or oil is added.

Table 28 (contd.)

87. Personal Commendation

Purpose: To commend an individual or group of individuals for excellent performance or efforts. This form may be written by an officer to another officer, officer to civilian employee, or officer by a citizen.

When Used: To be used at anytime an officer feels the special efforts and/or work of another are commendable.

88. Replacement (officer works for another)

Purpose: Designed to record the event when officers agree to exchange or work for one another on a particular day. This is up to the officers and subject to supervisor approval.

When Used: Whenever officers desire to exchange working days.

89. Vacation Check

Purpose: A supervisor will normally record and approval all requested vacation. The officers will fill out the vacation request form. This form will show that an officer has requested vacation time, how much, the current shift he is working, his availability for court, where he can be reached if needed to be contacted, and a phone number. A permanent vacation log is kept in the Service Division.

When Used: Used at anytime an officer requests to use his allowed vacation time. The approval will be subject to supervisor approval.

90. Vehicle Repair Form

Purpose: Shows that service is needed. Gives officers the benefit of "writing their car up" when they feel there is a vehicle malfunction, or even just requires minor repair. Consequently, with better care and close watch, the cars will be safer and last longer.

When Used: Using officer's own discretion, whenever he feels vehicle needs to be checked for possible equipment or mechanical problems. This form is also used when, according to shop records, the vehicle is scheduled for certain repairs or adjustments, such as tire and oil changes.

91. Consent to Search Form

Purpose: Designed for the purpose of a person giving police officers the right to search a person's property.

When Used: Every time a police officer wants or needs to search a person's property.

92. Inter-Departmental Special Service Report

Purpose: To relay information to other departments of the city such as fire department, public works, or building inspection department. Can be related to road hazards, missing signs, fire hazards, accumulation of trash, etc.

When Used: Anytime information is to be relayed to another department of the city.

93. Prisoner's Injury Report

Purpose: Designed to provide a narrative description of any injury to a prisoner as a result of accident or by use of force. The narrative is reviewed and filed for future reference, if necessary.

When Used: Completed when a prisoner receives an injury prior to or during an arrest or while in custody at the department. If the prisoner receives injury prior to arrest, that injury must be noted in this report. If an injury to a prisoner occurs during an arrest or while in custody, the events leading to the injury must be provided in detail. If the treatment for the injury requires first-aid or hospitalization, it must be noted.

94. Magistrate's/Legal Warning Form

Purpose: To comply with the state law on the rights of an arrestee or person suspected of committing an offense. To give each arrested person a copy of his rights.

When Used: Prior to any questioning. Anytime a person is jailed other than for a violation of a city ordinance.

95. Animal Bite Offense

Purpose: To record the occurrence of a dog or cat bite (and alleged occurrences). Such report will be forwarded to the city Health Department for followup investigation. When juveniles are bitten, parents are requested to file affidavit that such incident occurred. If the dog is located the city Health Department will require dog to be placed in custody of a local veterinarian for a 10 day observation at the owner's expense. To provide an accurate account of animal bites and assist animal control in maintaining proper records on vicious or stray animals.

When Used: When a report is received of a person bitten by an animal. At anytime an officer is sent to make an investigation of such, or an alleged occurrence.

Approximately half of the participating departments reported that they had training material, manuals, or guidelines which provide general procedures regarding the preparation of field reports. Most police departments reported reviewing completed reports at the end of each shift or immediately upon completion of the officer's report. The majority of departments utilized supervisors as report reviewers (typically sergeants). Many departments send their reports directly to the Central Records Division upon completion where they are reviewed by a clerk. If there is incorrect or incomplete information, the report is returned to the officer who issued it to be satisfactorily completed. Seventy-eight of the 88 departments which completed survey forms indicated the presence of a routine procedure for reviewing field reports in their departments.

Defining the Job Content Domain

Survey respondents were asked to list the factors which are taken into consideration in their departments in evaluating a completed field report to determine whether it is satisfactory. Table 29 is a listing of these evaluation factors and the percentage of respondents who identified these factors as being important.

Table 29

Factors Used by Police Departments Surveyed in
Reviewing Completed Field Reports

Factor	Percent of Survey Sample
Completeness	63.2
Legibility	44.7
Where	40.8
When	40.8
What	40.8
How (modus operandi)	35.5
Correct spelling	34.2
All pertinent details & facts	31.6
Clarity	28.9
Accuracy	23.7
Brevity & conciseness	23.7
Grammar	23.7
All pertinent complainant information	21.1
All pertinent suspect information	19.7
Why (motive)	18.4
Degree of detail	17.1
Punctuation	14.5
Factual	14.5
All pertinent witness information	11.8
Neatness	11.8
Understandable	11.8
Chronological order	10.5
Complete account of occurrence	9.2
Adherence to procedure	9.2
Impartiality, Objectivity	6.6
Vehicle description	5.3
Officer's signature	5.3
Written plainly	3.9
Use of proper form	2.6
Preciseness	1.3
Logic	1.3
Content	1.3

In order to determine the importance of the various evaluation factors which are used to review completed field reports, a Supplementary Writing Skills Survey Form was prepared by the Consultants (see Appendix G). The purpose of the supplementary form was to obtain importance ratings for a number of factors which were identified in the survey of field report writing requirements as being pertinent to the evaluation of completed field reports. These evaluation factors and their definitions are based upon the most frequently mentioned factors in the questionnaire survey. The evaluation factors which were rated are as follows:

Legibility. Is the handwriting clear?

Completeness. Does report include required factual information?

Clarity. Is description of persons or event unambiguous and understandable?

Grammar. Is language of report grammatically correct?

Spelling. Are the words correctly spelled?

Punctuation. Is the report punctuated properly?

Detail. Is description of persons or events detailed enough to provide a full account of the facts?

Procedure. Has departmental procedure been followed in preparing the report?

This supplementary survey form was distributed to the sample of police departments listed in Table 30.

Table 30

Departments Completing Supplementary
Writing Skills Survey Form (N = 77)

Participating Departments

Abilene	Harker Heights	Richmond
Alvin	Harlingen	Rockdale
Amarillo	Hondo	
Arlington	Houston	San Angelo
Austin	Humble	San Antonio
	Huntsville	Seabrook
Beaumont		Sherman
Bellaire	Irving	Silsbee
Brownsville		Snyder
Bryan	Jasper	Spring Valley
		Sweetwater
Canyon	Kaufman	
Cleburne	Kermit	Temple
Conroe	Killeen	Texarkana
Corpus Christi		Texas City
	La Marque	
Dalhart	Lamesa	University Park
Dallas	League City	
Deer Park	Longview	Vernon
Denton	Lubbock	Victoria
Dimmitt	Lufkin	Village
El Paso	McAllen	Waco
Eules	Midland	White Settlement
	Mineral Wells	
Farmer's Branch		
Fort Stockton	North Richland Hills	
Fort Worth		
Freeport	Orange	
Friendswood		
	Pampa	
Gainesville	Paris	
Galveston	Pasadena	
Garland	Plainview	
Grand Prairie	Port Arthur	
Greenville	Port Lavaca	

A total of 77 Texas police departments completed survey forms which provided the job analysis foundation for the development of the writing skills examination. Because police supervisory personnel typically have the responsibility for evaluating field reports, most of the sample completing the supplementary survey form was composed of sergeants and lieutenants. In all, a total of 694 police personnel evaluated the eight defined criteria for the preparation of field reports. Table 31 is a listing of the officers who participated in this phase of the validation project.

Table 31

Rank Distribution of Respondents Who Completed Supplementary Writing Skills Survey Form

Rank	Number
Chief	15
Assistant Chief	7
Major	4
Captain	63
Lieutenant	115
Sergeant	471
Patrolman	1
Other	<u>18</u>
	694

What Consultants sought to determine by this survey was the degree to which the police sample saw the various factors as being important in evaluating the satisfactoriness of field reports prepared by police officers. A five-point rating scale was used to evaluate the importance of the rated factors:

<u>Rating</u>	<u>Importance</u>
1	Little importance
2	Some importance
3	Important
4	Very important
5	Critically important

The eight factors were rated by the sample and the results of that analysis are summarized in Table 32.

Table 32

Degree to Which Factors Were Rated as Being Important
Criteria for the Evaluation of Field Reports (N = 694)

Factor	Mean Rating	Standard Deviation
Legibility	3.91	0.86
Completeness	4.68	0.52
Clarity	4.33	0.67
Grammar	3.07	0.79
Spelling	3.10	0.83
Punctuation	2.69	0.91
Detail	4.60	0.56
Procedure	3.77	0.83

The factors which were rated as most important in the evaluation of field reports were: completeness, clarity, and detail. Of these three most important factors, Consultants felt that no practicable means of testing job applicants could be devised to measure the ability to prepare a complete report. The term completeness as defined by the survey form deals with the question of whether a report includes all the information which should have been included in that report. The factor of detail deals with the specificity and factualness of the information provided. Because Consultants saw the development of an examination

measuring completeness to be impractical and infeasible, this evaluation factor was deleted from the content domain to be measured by the written examination. The factor of legibility, while no means unimportant, was not considered to be appropriate for inclusion in the written examination because of the inherent subjectivity in this area of evaluation. The factor of procedure, Consultants feel, is amply covered by the reading comprehension examination which is part of the total entry-level selection system. Of the remaining evaluation factors: spelling, grammar, and punctuation, only the factors of grammar and spelling were rated by the police sample as being, at least, important. For these reasons, Consultants undertook to develop a pool of examination items measuring four content areas: clarity, detail, grammar, and spelling.

Test Development

The pool of examination items was administered to a sample of 235 non-police personnel for the purpose of conducting an item analysis. Based upon this item analysis, a 60-item examination was developed. The item statistics for that examination are reported in Table 33. The writing skills examination has a reliability coefficient of .89 which is considered to be a high level of reliability for any 60-item examination.

Table 33

Item Statistics of Writing Skills Examination (N = 235)

Mean Score	42.78
Standard Deviation	11.48
Standard Error of Measurement	3.81
K-R 20 Reliability	0.89

Based upon the importance ratings for the four factors of: clarity, grammar, spelling, and detail (i.e., the job content domain) the percent of importance for the four areas was calculated. The mean importance ratings when converted to percentages result in a 30% weighting for the detail factor, 29% weighting for clarity, 21% weighting for spelling, and 20% weighting for grammar. These percentages are of significance with regard to the determination of the number and emphasis of the test questions. Table 34 compares the percent importance in the job for the four content areas compared with the percent of items in the test measuring the same areas. The degree of similarity or correspondence between the content domain of the test and that of the job is, of course, the most essential aspect of content validity.

Table 34

Comparison of Test and Job Content Domains for Writing Skills Examination

Content Area	Percent Importance in Job	Percent Items in Test
Spelling	21	20
Clarity	29	30
Grammar	20	20
Detail	30	30

Table 34 clearly illustrates a very high correspondence between the test and job content domains, therefore, Consultants conclude a high degree of content validity for the writing skills examination.

The use of an objectively-scored examination measuring writing skills is highly preferable for public agencies for two important reasons. Frequently a large number of job applicants will apply, even in those circumstances where relatively few job openings may exist. It is important, therefore, to have an examination which can be readily scored. Moreover, objectively scored examination eliminate the subjective evaluations which are inherent in the scoring of essay type tests. Nevertheless, there remains the question of whether any objectively-scored writing skills examination does, in fact, correlate with the actual ability to complete a field report. Consultants, therefore, undertook a small scale study which was addressed to this specific question.

A Correlational Study of the Writing Skills Examination

A small sample of non-police personnel who participated in the item analysis phase of this project were also required to complete an actual field report. For a sample of 32 non-police personnel, the objectively-scored writing skills examination was administered as well as a "field report exercise." In this exercise, participants were given a report form to complete which is similar to the forms used by police officers in their field work. Instructions for completing the form were provided. After these instructions were read by the participants, a fictitious tape recorded interview between a police officer and some crime victims was played.

This interview was simulated for experimental purposes only. During the course of the interview, participants were allowed to take extensive notes on the interview subject matter. After the taped interview was completed (approximately 10 minutes), participants were asked to complete a blank report form based upon the notes which they had taken.

The field report form which was completed in this experiment was called a Crime Report. The Crime Report used in this study was designed to record the preliminary investigation of a variety of criminal offenses. The Crime Report was based upon the typical sort of Offense Report utilized by a large number of police departments in the State of Texas. There were two parts to the Crime Report. The first part of the report consisted of a number of fill-in spaces in which the "reporting officer" was required to write identifying information such as the name, sex, race, telephone number, etc. The second part of the report called for more lengthy descriptions of the details of the crime, suspects, witnesses, and so forth. In their instructions for the field report exercise, participants were given a detailed description of the information required in completing the Crime Report (see Appendix H). The following is an outline of the detailed instructions which were provided to the 32 participants:

Outline of the Crime Report

1. Crime. The reporting officer must indicate the law that was violated (armed robbery, burglary, aggravated assault, etc.)
2. Date. The date on which the offense occurred.

Complaining Party

3. Name. The name of the person who brings the complaint. The first name is listed first, followed by the middle and last name.
4. Date of birth. The date of birth of the complaining party.
5. Address. The complaining party's home address.
6. Telephone. The complaining party's home telephone number.

Business Firm

7. Name. If the offense is committed against a business firm, enter the name of the firm in this space.
8. Type of business. The line of work or business in which the firm is engaged.
9. Address. Firm's complete street address.
10. Telephone. Complete phone number of firm.

Witness

11. Name. The witness' complete name.
12. Date of birth. The witness' date of birth.
13. Address. The witness' home address.
14. Telephone. The witness' home telephone number.

15. Method of entry. The method by which entry was made into the premises of the business firm.
16. Tool or weapon. Describe any tool or weapon which was used in the offense.
17. Time. Exact time during which offense occurred. Be sure to indicate a.m. or p.m.
18. Statement of the incident. Briefly state what has occurred. Be sure that your written statement is complete, legible, and factual. This part of the report should describe exactly what took place. It is not necessary in this particular section to repeat the detailed information concerning the descriptions of suspects, vehicles, or loss which are covered in the following sections.
19. Description of suspect. Give as full an account as possible of the suspect. This account should include: sex, race, approximate age, height, weight, hair color, distinguishing physical characteristics (marks, scars, etc.), clothing, and any other pertinent information.
20. Description of vehicle used. If a motor vehicle was involved in the commission of an offense, it should be described in this section of the report. Information should include the make or manufacturer's brand name, the model name, body style, year model or an approximation thereof, license plate number, and any special identification information pertaining to the vehicle. Also include a description of the location of the vehicle and the general direction in which it was travelling.
21. Description of the loss. Describe the actual items which were stolen, listing any serial numbers available or other identifying information including the general appearance of the object, etc.

In addition to the above noted instructions, participants were given a sample Crime Report to review. This sample report appears on the following page.

Your Name (Print): John Doe

Identification: 204-71-7422

CRIME REPORT

1. Offense: Breaking and Entering

2. Date: 1/10/76

Complaining Party

3. Name: Robert Reed

4. Date of birth: 12/3/30

5. Address: 211 Court St.

6. Telephone: 212-4770

Business Firm

7. Name: E-Z Market

8. Type of Business: Grocery

9. Address: 4418 Ridge St.

10. Telephone: 214-9941

Witness

11. Name: Emma Hunt

12. Date of birth: 9/2/27

13. Address: 901 Beech St.

14. Telephone: 402-9114

15. Method of Entry: Forced lock on rear door

16. Tool or Weapon: Crow bar

17. Time: 8:20 p.m.

18. Statement of the Incident: Reporting officer responded to call and interviewed complaining party who stated that he was driving his taxi cab when Mrs. Hunt flagged him down and reported that someone was breaking into rear, alley door of E-Z Market. Mrs. Hunt reported that she was walking east on the south side of Ridge St. at approximately 8:20 p.m. when she saw a young boy attempting to enter rear door of market off of alley. Suspect fled when he saw witness, and drove west on Ridge St. in a pickup truck. A search of the scene revealed that the door lock had been forced. A crow bar was discovered next to the door, and was taken into custody.

19. Description of Suspect: Suspect was a juvenile, approximately 16 years of age. He was a white male, 140-150 pounds, about six feet in height, light blond hair which was worn in a crew cut. He wore a yellow jacket with a light fur collar and blue jeans.

20. Description of Vehicle Used: A red pickup truck with oversized tires. Witness thought it was a recent model, maybe a Dodge.

21. Description of the Loss: Not determined

The Crime Reports completed by the participants in this experiment were distributed to a sample of 14 police sergeants and one lieutenant in three departments: Temple Police Department, Austin Police Department, and Victoria Police Department. These supervisory personnel, without knowledge of/or access to the results of the objectively-scored writing skills examination, rated the completed field reports based upon their overall quality. These field reports were sorted into three categories: above average, average, or below average.

Consultants performed a statistical analysis for the purpose of correlating the participants' scores on the objectively-scored writing skills examination with their rated performance in completing the field report from the tape recorded interview. The resulting correlation coefficient of $r = .48$ is highly statistically significant (.01) for the sample of $N = 32$. The result of this study strongly supports the usefulness of the objectively-scored writing skills examination for the selection of entry-level police officers.

The Establishment of a Cut-off Score

EEOC 1607.6 requires the establishment of cut-off scores which are "reasonable." In order to make this determination, the writing skills examination was administered to a total of 163 police officers, at the patrol level, in twelve Texas police departments. Table 35 summarizes the participating departments and the number of officers from each department.

Table 35

Participating Departments in the Cut-off Study for
the Writing Skills Examination

Department	Number of Officers
Amarillo	18
Austin	22
Beaumont	14
El Paso	9
Houston	15
Kingsville	7
Midland	10
San Angelo	10
San Antonio	22
Temple	20
Victoria	8
Wichita Falls	8
	<u>163</u>

The age, racial, and sexual characteristics of the normative sample used for establishing the cut-off score are summarized in Table 36.

Table 36

Characteristics of Normative Sample (N = 163)

Median Age	27 years
Males	151
Females	12
Whites	140
Blacks	6
Mexican-American	17

As with the reading comprehension examination, instructions were provided for selecting the writing skills normative sample (see Appendix I). Officers selected had at least 12 months of actual, full-time field experience as patrol officers. The majority of the normative sample had fewer than three years of job experience. The presence of minority and female officers in the normative sample was encouraged. Further, officers selected for inclusion in this part of the study were limited to "satisfactory performers with respect to their ability to complete field reports." As with the previously described reading comprehension study, it was emphasized that the choice of officers for the test tryout should not be limited to the very best performers as it was deemed necessary for the purpose of acquiring accurate normative data to consider all officers whose performance with respect to writing skills was considered to be satisfactory. While the 60-item writing skills examination is considered to be self-administering, specific instructions were provided to the TCLEOSE staff which administered the test to the normative sample (see Appendix J).

Table 37 shows the effects of several different examination cut-off scores on the "passing rates" of incumbent officers in the normative sample.

Table 37
Effects of Several Different Examination Cut-off Scores
on "Passing Rates" of Incumbent Officers
in Normative Sample (N = 163)

Cut-offs	Passing Rates
	%
53	61
52	70
49	82
47	91

While the interpretation of what is reasonable is purely judgmental, Consultants are willing to adopt as a yardstick that range of examination scores which corresponds to the 70-80 percent passing rate for the incumbent officer sample. In other words, if 70-80 percent of the incumbent officers in the normative sample would successfully pass an examination, given a specific cutting score, then it may be argued that any such cutting score is reasonable within the meaning of EEOC 1607.6. Consultants, therefore, recommend that the cut-off score adopted for this examination be in the range of 49-52. These scores correspond to a 70 percent passing rate for a cut-off score of 52 and an 82 percent passing rate for a cut-off score of 49. Moreover, as a means of reducing adverse effect against minorities, examination scores ought to be used in a weighted fashion above the cutting score. This recommendation is consistent with the job analysis finding that writing skills are important for distinguishing superior performance among police officers. The importance of using weighted scores above the cut-off is to provide a mechanism for obtaining a total assessment of all relevant applicant capabilities, each weighted in proportion to their importance.

Effects of Length of Experience on Test Score

The validation sought to determine whether any degree of correlation can be identified between test performance and length of tenure. Certainly, any such demonstrated relationship if statistically significant might raise substantial questions about the usefulness of any such examination with job inexperienced applicants. To address this question, a correlational analysis was carried out between the

performance of the incumbent officers in the normative sample as compared with their length of experience on the job. The resulting correlation coefficient of $r = -.08$ was not statistically significant, therefore, Consultants conclude that no advantage is gained in performance on the writing skills examination by virtue of prior experience as a police officer.

Summary of Findings

1. A job analysis was conducted for the purpose of determining the relevant tasks, duties, and responsibilities of the entry-level municipal police officers in the State of Texas. A secondary analysis was carried out to ascertain the relevant knowledges, skills and abilities required for successful performance. Among those abilities, writing skills was judged to be necessary for successful performance in the entry-level position.
2. An in-depth analysis of the field report requirements of entry-level police officers was implemented. The purpose of this survey was to determine, in detail, the nature of the writing skills requirements for police work; their frequency; the circumstances under which these reports are prepared, and the means by which they are evaluated by departmental personnel.
3. A supplementary survey based upon a large sample of police supervisory personnel judged the importance of the various criteria which pertain to the evaluation of field reports.
4. A content domain was established from the job analysis information. The factors of detail, clarity, grammar, and spelling were considered to be the most relevant, measurable, non-duplicative evaluation criteria --therefore, in the Consultants' view, constituted the performance domain.

5. An objectively-scored examination with a high degree of reliability was developed by means of an item analysis.

6. Examination items were selected in a proportionate manner to the importance ratings obtained in the job analysis. In this fashion, the emphasis and number of questions was based entirely upon an empirical result.

7. The high degree of correspondence between the test content domain and the domain of the job content, in the Consultants' view, justifies the claim of a high degree of content validity.

8. A correlational study comparing performance on the writing skills examination with the actual ability of job inexperienced personnel to complete a field report resulted in a highly statistically significant relationship between these factors. A correlation coefficient of $r = .48$ ($N = 32$) established a clear relationship between test score and required job performance.

9. A sample of 163 patrol officers participated in a normative study for the purpose of establishing a reasonable cut-off score. On the basis of this normative sample, the recommended cut-off score range was 49-52.

10. Length of experience was correlated with test score in the normative sample to determine whether any systematic relationship exists between the two factors. The resulting correlation coefficient was not significantly different from zero, therefore, it was concluded that no advantage is gained in test performance by virtue of prior police experience.

VI. Introduction

The Method of Construct Validation

The United States Supreme Court in the case of Washington v. Davis (11 EPD 10,958; see footnote 13) established the acceptability of construct validation as an appropriate methodology for demonstrating the job relatedness of employment tests:

"It appears beyond doubt by now that there is no single method for appropriately validating employment tests for their relationship to job performance. Professional standards developed by the American Psychological Association in its Standards for Educational and Psychological Tests and Manuals (1966), accept three basic methods of validation: 'empirical' or 'criterion validity' . . . 'construct' validity (demonstrated by examinations structured to measure the degree to which job applicants have identifiable characteristics that have been determined to be important in successful job performance), and 'content' validity. . . These standards have been relied upon by the Equal Employment Opportunity Commission in fashioning its Guidelines on Employment Selection procedures. . ."

As previously noted in this validity report, EEOC 1607.5(a) states:

" . . . construct validity, as defined in that publication, may also be appropriate where criterion-related validity is not feasible. However, evidence for . . . construct validity should be accompanied by sufficient information from job analyses to demonstrate the relevance of the . . . construct (in the case of trait measures). . ."

Consultants conclude that a technically competent criterion-related validation study for the police employment interview is technically infeasible. Our basis for this finding is the specific nature of some of the personal characteristics which are assessed in this interview. The Principles of the Division 14 (American Psychological Association) state that:

". . . a competent criterion-related validation study is based on a sample representative of the population of people and jobs to which the results are to be generalized. A wide variety of influences may distort actual samples: restriction of range. . . Severe distortion from any source may render criterion-related validation infeasible." (p. 5)

The restriction of range phenomenon refers to the necessity, in any criterion-related research, to include a full range of applicant capabilities in the validation sample. In other words, in order to do a criterion-related validation study, it would be necessary to hire individuals without regard to their rated ability in the areas which are measured by the employment interview. This is necessary for the purpose of assuring a full range of abilities in order that a correlational analysis may be carried out. If, for example, individuals were screened prior to employment on the basis of their oral communication skills, then the range of abilities available for study among the applicants would be insufficient for research purposes. Guion in his textbook: Personnel Testing (1965) discusses the restriction of range problem:

"Unhappily, it also occurs that some impatient personnel testers will go ahead and use tests prior to validation, so that criterion data are not available for low scorers who do not get hired." (p. 141)

The effect of the restriction of range phenomenon is to reduce the size of the obtained validity coefficient in any criterion-related study. Cronbach in his text: Essentials of Psychological Testing (1960) explains the rationale underlying the restriction of range phenomenon:

"Tests predict less accurately when they are applied to a homogeneous group. Validity coefficients rise when a test is applied to a group with a wide range of ability, and drop when the test is used on a restricted, pre-selected group . . . Investigators are frequently perplexed when a variable listed in the job analysis fails to predict a criteria of success. The job analysis may have been correct in listing the ability as essential to the job, yet selection may have reduced its significance as a predictor. If future applicants will be drawn from a similarly selected group, this variable will not help in prediction. But if the tests are applied to an unselected group, the variable which had no predictive value in the restricted group, may turn out to be a good predictor. For example, intelligence tests have consistently been poor predictors for success in teaching. The explanation is obvious: nearly every teacher has survived years of schooling with at least adequate grades, which assures a fair to superior degree of intelligence . . . Among those so selected, differences in tested intelligence play little part in determining success as teachers. Granted that an intelligence test will not help a school system hire teachers, an intelligence test is still a major factor in advising a girl in high school whether she is able to complete a teacher-training course. Failure to recognize the effects of restricting range sometimes leads to discarding useful tests" (pp. 351-352)

It must be understood that the restriction of range effect is a mathematical phenomenon not a theory. In some instances where the restriction of range is slight, it may be possible to apply mathematical formulas which "correct" the obtained validity coefficients (increasing the magnitude of those coefficients) for the restriction of range effect. However, where restriction of range is severe, no mathematical corrections are possible. Therefore, one can see the absolute necessity to hire individuals with a full range of abilities in order to avoid the restriction of range problem. To do so in the instant case would require the hiring of applicants who have received low (unfavorable) ratings in such areas as: dependability, interpersonal skill, initiative, oral communication skill, etc.

To eliminate applicants with low levels of capability in these areas would be to restrict the range of scores and obscure the true degree of validity of these characteristics which have been identified in the job analysis as necessary for police work. The social consequences of any such decision to hire knowingly individuals who are deficient in these areas would be staggering, particularly in an occupational area which involves public safety. The draft Uniform Guidelines of the EEOCC (5/10/76) include the following provision under the subject heading of criterion-related validity:

"Users choosing to validate a selection procedure by a criterion-related validity strategy should determine whether it is technically feasible (as defined in Part IV) to conduct such a study in the particular employment context. These guidelines do not require a user to hire or promote persons for the purpose of making it possible to conduct a criterion-related study. (emphasis added) EEOCC 12 b (1)

Technical feasibility is defined in those guidelines, in part, as

"having or being able to obtain a sufficient range of scores on the selection procedure and job performance measures to produce validity results which can be expected to be representative of the results if the ranges normally expected were utilized. . ."

The Principles of Division 14 state:

"The notion of construct validity, with its many optional procedures, may be extended to the point where it may be used to justify selection procedures. That justification requires that the construct be well-defined, that the selection procedure considered is a measure of that construct, and that an appropriate criterion of job behavior involves that construct to more than a tangential degree." (emphasis added)

The EEOC Guidelines offer no specific guidance on the appropriate methodology for conducting construct validity studies except in 1607.5(a) in which it is stated:

" . . . evidence for . . . construct validity should be accompanied by sufficient information by job analyses to demonstrate the relevance of the . . . construct (in the case of trait measures)."

The construct validity methodology described herein is, therefore, based upon the satisfaction of the three criteria for construct validation which are expressed in the Division 14 Principles. Test users bear the burden of showing that a construct is sufficiently "well defined" such that it is interpreted in a consistent, reliable fashion by those individuals who have the responsibility for evaluating applicants. Moreover, it is necessary to make a positive demonstration that the evaluation procedure under consideration does, in fact, measure that construct. Finally, one must show by means of job analysis that the construct in question is necessary for the successful performance of a police officer's job duties.

VII. Interview Development and Validation

Development of the job related interview was completed in three major phases. The first phase involved development of the interview content. In this phase, comprehensive job analytic information was reviewed to determine which personal characteristics important to the police officer job could be appropriately evaluated in the interview. The second phase of interview development involved empirical development of the measurement techniques, i.e., rating scales, for evaluating these personal characteristics. This was accomplished through a structured allocation and scaling procedure described below. The final phase of interview development required the preparation of a detailed Interviewer's Manual. This Manual contains specific information regarding the nature of the interview, the use of the rating scales, and a systematic procedure for evaluating each candidate with respect to this interview.

Development of Interview Content

Development of the interview content is the process whereby the determination is made concerning which aspects of a candidate's qualifications may be appropriately evaluated in the interview. This process requires that a systematic evaluation of the job be conducted in order to determine which characteristics or qualifications of a candidate are, in fact, related to job performance. Furthermore, it must be decided which of those characteristics are most appropriately evaluated in an interview. Finally, specific factors of a candidate's current and previous behavior or background that are relevant to an evaluation of a candidate in the interview must be systematically identified.

In undertaking this research, two significant sources of information were utilized. The first source used was the results of an interview survey conducted among a large number of municipal police departments in Texas. This survey was conducted by means of an Interview Survey Form. A copy of this form is in Appendix K of this report. This survey provided two kinds of information. First, each department was asked to identify the personal characteristics or qualifications that they currently evaluate in the interview for police officer candidates. Second, the responding departments were asked to identify specifically what factors were used to assess these personal characteristics and to describe how those factors were related to the characteristics in question.

A total of 70 police officers in 53 municipal police departments completed and returned 67 usable survey forms. The distribution and collection of these forms were arranged through the staff of the Texas Commission on Law Enforcement Officer Standards and Education. A listing of the name and rank of officers completing the survey form appears in alphabetical order by department name in Table 1.

As part of the survey, each department responding was asked to indicate if their current interviews for police officers were evaluating any of 18 specific factors which were listed in the survey form. A summary of the percent of departments currently evaluating each of these 18 factors is listed in Table 2. Obviously, interviews are used by almost every police department to evaluate factors such as work history, military record, appearance, and educational history. Of the 18 factors specified, only the factor of "religious affiliations"

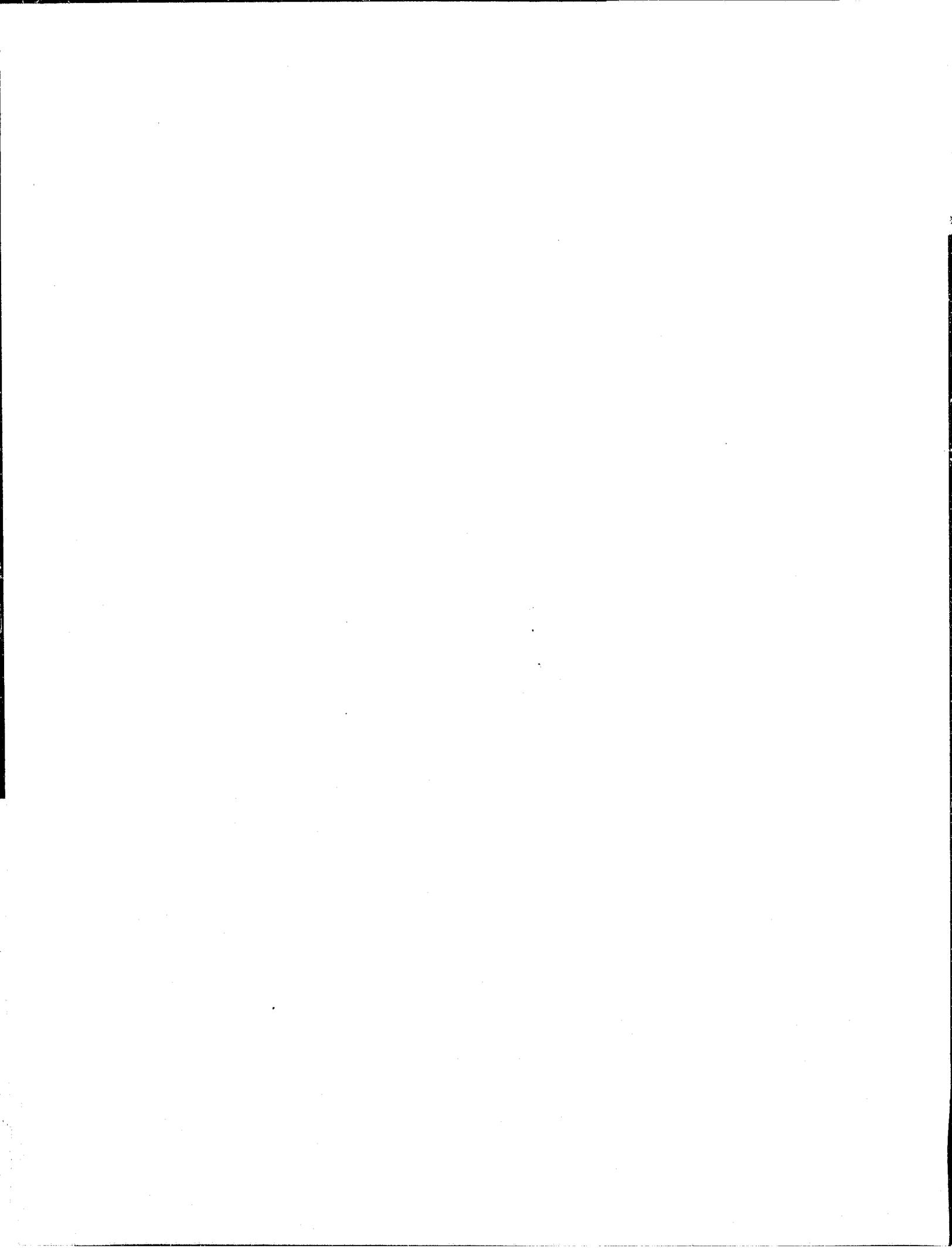
Table 1

Interview Survey Sample

Department (N = 53)	Name (N = 70)	Rank
Angleton	Derwood Kennedy	Chief
Arlington	Don F. Martin	Sergeant
Austin	E. E. Kuhnel Major Biggerstaff H. F. Moore B.H. Rosen Don H. Doyle	Spec. Asst. to Chief Major Captain Ser. Div. Major Major
Beaumont	George D. Schuldt	Capt. / Training
Bedford	J. B. Wallace	Chief
Beeville	C. B. McWhorter, Jr.	Det. Sgt.
Benbrook	--	--
Brownsville	Kenneth F. Ross Douglas Ward Eliberto Garza Robert Rivera	Detective Captain Detective Int. Affairs
Bryan	John LeFlore	Narc. Officer
Carrollton	Ronald Harris	Officer
Cleburne	Claude Zachary	Chief
Conroe	Arlie C. Ellisor Robert S. Cherry	Chief Corporal
Corpus Christi	Walter Wilkins	Lieutenant
Corsicana	Dan Maney	Chief
Denison	E. E. Eubank	Chief
Denton	Robert Mills	Asst. Chief
Eules	Kenneth A. Taylor	Asst. to City Mgr.
Farmer's Branch	Harold Ward	Asst. Chief

Table 1 (contd.)

Department	Name	Rank
Freeport	Charles G. Bankston	Chief
Gainesville	Lewis Theobald	Chief
Garland		
Grand Prairie	Kenneth Burr	Chief
Greenville	Tom Witt	Personnel Officer
Harlingen	Guy Anderson	Chief
Hondo	Gerald Keown	Chief
Huntsville	Vance Hayman	Asst. Chief
Hurst	Dalton Gilbert	Major
Irving	J. L. Richard	Lieutenant
Kermit	David Norwood	Asst. Chief
Kingsville	Juan A. Soliz George Gomez Al Gutierrez	Lieutenant Det. Captain Patrol Captain
Lamesa	Lee Bartlett, Jr.	Chief
Longview	Roy Stone	Chief
McAllen	F. R. Funke	Major
Mesquite	Howard Bale	Lieutenant
Mineral Wells	Fred Foreman	Chief
No. Richland Hills	H. S. Scruggs B. D. Becknal Ernie R. Parrish	Chief Sgt/Serv. Div. Admin. Asst.
Odessa	Tommy Calendar James M. Hallman Victor Crumnine G. J. Scarpar Wendell L. Walker	Asst. Chief Traffic Lieut. Lieutenant Asst. Chief Det. Sgt.



CONTINUED

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Table 1 (contd.)

Department	Name	Rank
Orange	N. D. Davis	Major
Palestine	-- --	-- --
Pasadena	E. L. Gilbert	Inspector
Paris	Charles Whitley	Asst. Chief
Richardson	K. R. Yarbrough	Chief
San Angelo	Richard A. Palmer	Asst. Chief
Sherman	Lee Campbell	Secretary
Temple	W. A. Lange	Captain
Terrell City	Joseph Patton	Chief
Texarkana	Donald Campbell	Lieutenant
University Park	Joe B. Churchman	Asst. Chief
Victoria	Wm. Praitka	Manager
Waco	Harold E. O. Stieg	Lieut. / Training
Waxahachie	Charles LaFeuer	Captain
West University	Richard K. Kesselus	Chief
Wichita Falls	C. C. Daniel	Chief

Table 2

Summary of Texas Departments Currently Evaluating
Specified Factors in the Interview

Factor	% of Departments
1. Work History	98.4
2. Military Record	96.9
3. Appearance	96.8
4. Educational History Drug Abuse/Alcoholism	93.8
5. Traffic Offenses	92.3
6. Convictions	90.9
7. Detention/Arrest Record	90.8
8. Marital/Family Problems	89.1
9. Credit/Financial Status	86.2
10. Medical History	79.4
11. Unemployment Record	75.0
12. Emotional Problems	73.4
13. Sexual Conduct	70.3
14. Memberships	68.3
15. Juvenile History	64.6
16. Personal Assoc./Friends	62.9
17. Residence	59.7
18. Religious Affiliations	34.9

was currently being evaluated by less than half of the departments surveyed.

In addition, responding departments were asked to list and identify the objectives of the interview for police officers. Specifically, they were asked to indicate what personal characteristics or abilities could be identified and evaluated in the interview and listed as an objective of the interview. Most departments listed two or more specific characteristics or abilities which should be evaluated as an objective of the interview. A total of 52 personal characteristics/abilities were identified on the survey forms. This information is summarized in Table 3. This table indicates that an evaluation of "Personal Appearance" was listed as an objective of the interview by 35 departments (65% of those responding). However, only 6 departments (11% of the total) indicated that an assessment of "Motivation" should be an objective of the interview. Of course, some of those six departments also have been among the 35 who listed "Personal Appearance" as an objective of the interview. In general, there was only moderate agreement concerning the personal characteristics that are evaluated in the interview.

The second source of data utilized in establishing the interview content was the municipal police officer job analysis conducted for the Texas Commission. This comprehensive job analytic study was part of a large scale validation effort designed to develop job related selection system components (including the interview) for police officers. The results of this job analysis are provided in an earlier section of this report. A major result of this study was the identification of 11 personal characteristics or abilities which are essential for adequate performance as a police officer. These are the following:

Table 3

Police Officer Interview Objectives

Objective: Evaluation of Following Personal Characteristic/Ability	No. Responding Departments	%
1. Personal Appearance	35	64.8
2. Ability to Present Ideas	31	57.4
3. Judgment/Common Sense	22	40.7
4. Emotional Stability, Alertness	17	31.5
5. Social Adaptability	16	29.6
6. Training/Education, Voice & Speech	14	25.9
7. Compatibility, Interest	12	22.2
8. Manner, Intellectual Capacity	10	18.5
9. Bearing, Independence/Responsibility, Self-assurance/ Pride/Confidence	9	16.7
10. Personality, Initiative, Honesty/Integrity, Attitudes/ Awareness/Acceptance of Dept. Policies, Decision making under pressure, Experience	8	14.8
11. Work Habits/Employment Record	7	13.0
12. Motivation	6	11.1
13. Moral Principles, Scholastic Record, Physical Strength/ Ability, Human Relations Attitude, Sincerity, Perception/ Sensitivity, Self-control/Temper	5	9.3
14. Family Life, Leadership Potential, Dependability, Outside Interests	4	7.4
15. Drive, Wife's Thoughts, Intentions, Military History, Courtesy	3	5.6
16. Future Career Plans, Arrest Record, Aggressiveness, Trustworthiness, Patience, Responsiveness, Loyalty	2	3.7
17. Endurance, Objectivity, Gun Happy, Steadfastness, Disposition, Attentiveness	1	1.9

Appearance
Dependability
Initiative
Integrity
Interpersonal Skill
Oral Communication Skill
Physical Ability
Reading Skill
Self-Control
Situational Reasoning Ability
Writing Skills

Obviously, some of these factors could not and should not be evaluated in the interview. A careful review of the definition of each of these characteristics combined with an analysis of input from the Interview Survey resulted in the conclusion that six of these 11 personal characteristics may be evaluated in the interview. The six characteristics relevant to the interview are:

1. Appearance
2. Oral Communication Skill
3. Interpersonal Skill
4. Dependability
5. Initiative
6. Situational Reasoning Ability

These six personal characteristics actually fall into three categories in terms of the way in which they can be evaluated in an interview. The first category includes those characteristics which may be evaluated based upon actual observation of these characteristics in the interview. These characteristics are Appearance and Oral Communication Skill. The second category includes those personal characteristics which may be considered psychological constructs. As noted earlier, the evaluation of these characteristics should be based on construct validation. The personal characteristics (constructs) in this category are: Interpersonal Skill, Dependability, and Initiative. The final category includes

only the personal characteristics of Situational Reasoning Ability which is, strictly speaking, an aptitude that is most appropriately validated using a criterion-related methodology. However, pending the outcome of a predictive (longitudinal) criterion-related validation study of an objectively scored situational reasoning test, it is recommended that the characteristic of Situational Reasoning Ability be evaluated in a structured, systematic fashion in the interview, provided that significantly less weight is given to this factor in the interview than might otherwise be appropriate.

The six characteristics named above were, therefore, established as the basic content of the interview. That is, it was determined that these six characteristics would be appropriate to include in the interview since they are characteristics required for successful performance on the job. Since these personal characteristics actually represent six separate ways of evaluating each candidate, it is convenient to refer to these characteristics as "dimensions" for purposes of the interview. At this point, it was necessary to determine if candidates could be reliably and meaningfully evaluated on each of the six dimensions during the course of an interview.

Development of Interview Rating Scales

The first step in establishing the meaningfulness and reliability of these interview dimensions was to prepare a set of explicit, precise definitions for each of these personal characteristics for use in the interview. The definitions utilized were, of course, precisely the same definitions utilized in establishing the job relatedness of these dimensions in the job analytic study. The definitions for each of these interview dimensions appears in Table 4. These

Table 4

Definitions of Interview Dimensions

Interview Dimension

Definition

Appearance

The appearance of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- adopt a reasonable grooming standard consistent with contemporary community standards and expectations
- take pride in his personal appearance and professional bearing
- work to stay in good physical condition
- maintain his uniform and equipment in top condition

Oral Communication Skill

The oral communications skill of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- speak clearly and intelligibly to individuals, small groups and large crowds
- communicate effectively with persons of widely divergent cultural and educational background
- speak clearly over police radios and other electronic transmission equipment
- make concise and meaningful oral reports to supervisory police personnel
- communicate effectively with persons who are emotionally disturbed or seriously injured
- be articulate and understandable when testifying in court

Dependability

The dependability of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- report for duty on time
- not malingering on calls
- react quickly to problems observed on the street or to dispatches received over the radio

Table 4 (contd.)

Interview Dimension

Definition

Dependability (contd.)

- be accurate and thorough in handling the details of an assignment
- submit reports on time
- follow through on all assignments

Initiative

The initiative of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- strive to put forth his best effort at all times
- work diligently and conscientiously in carrying out his assignments rather than merely "putting in his time"
- care about his competence as a law enforcement officer and want to improve his skills
- see himself as being responsible for learning the job and stay abreast of new developments in his occupational field
- proceed on assignments without waiting to be told what to do
- recognize his own deficiencies and strive to correct them

Interpersonal Skill

The interpersonal skill of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- understand the motives of people and is usually able to anticipate how people will act in a given situation
- consider individual differences when dealing with people rather than treating everyone alike
- interact with people in a wide variety of circumstances without arousing antagonism
- be effective in persuading and influencing others to behave in an alternative manner
- resolve domestic and other interpersonal conflicts through persuasion and negotiation rather than by force
- be assertive in appropriate circumstances
- work effectively as a member of a team when required to do so

Table 4 (contd.)

Interview Dimension

Definition

Situational Reasoning
Ability

The situational reasoning ability of a candidate is based on the extent to which the individual, as a law enforcement officer, might be expected to:

- demonstrate good "common sense" in handling field situations
- know how to analyze a situation, identify the important elements and make a logical decision without undue delay
- accurately assess the potential consequences of alternative courses of action and select the one which is most acceptable
- have little difficulty deciding what to do in most situations
- recognize dangerous situations and act decisively to protect persons and property from harm
- be able to reach a decision quickly when faced with several alternative courses of action

definitions are presented in terms of how the individual should display or express this characteristic as a police officer. It would not be meaningful to give a generalized definition of any of these personal characteristics and then require each interviewer to interpret that definition as the interviewer thinks it may apply to the police officer position. Thus, each interviewer is presented with the same set of job related personal characteristics and with an explicit definition of each characteristic as it applies to the police officer position.

The next step in the interview validation process was to empirically determine the extent of agreement among individuals with respect to their understanding and use of these interview dimensions, as defined. This was accomplished by conducting research on the allocation and scaling of behavioral statements (see References). This method was chosen because it has generally resulted in the development of rating scales that are more meaningful and reliable than scales developed with other methods.

For purposes of interview development, the basic steps in this research process are the following:

1. Prepare a series of "behavioral statements." These statements are written in one of two ways. They may be statements of actual, observable behavior or statements of possible expected behavior.
 - a). The statements of observable behavior are written as descriptions of what actually may be seen and heard when an individual appears as a candidate at the police officer interview situation. This type of statement is most appropriate for developing interview rating scales of the Appearance and Oral

Communication Skills dimensions. An example of this type of statement is "Speaks in a clearly intelligible manner."

- b). The statements of possible behaviors are written as descriptions of behavior that may be expected of an individual who is performing the job of a police officer. This type of statement is most appropriate for developing interview rating scales of the Dependability, Initiative, Interpersonal Skill, and Situational Reasoning Ability dimensions.

An example of a statement of expected behavior is "Could be expected to always be present and on time for scheduled court appearances."

Because these statements are later scaled or "rated," it is necessary to prepare both positive and negative statements, i.e., statements that may be favorable or unfavorable about an individual.

2. Assemble a group of individuals ("raters") knowledgeable about the job and instruct them to independently assign each statement to one of the dimensions. A statement should be assigned (or allocated) to the dimension with which that statement most closely corresponds in the opinion of the rater. Raters are also instructed to discard any statement that does not clearly describe some behavior corresponding to the definition of one of the dimensions.
3. Establish a "criterion of agreement" among judges to determine which statements should actually be retained, e.g., allocated, to each dimension. The criterion of agreement is stated in a way such that a statement would be retained in a dimension only if more than a specific

percentage of raters assigned that statement to that dimension. In this way, a set of statements describing behaviors on each dimension are finally assembled. Each behavioral description in the final set for a dimension is consistently and uniformly seen by independent observers as, in fact, relating to that specific dimension.

In accordance with this general procedure, the following research activities were undertaken:

1. A total of 92 actual or observable behavior statements were written describing the dimensions of Appearance and Oral Communication Skills. An additional 193 statements of expected behavior were written describing the dimensions of Dependability, Initiative, Interpersonal Skill, and Situational Reasoning Ability. The complete list of behavioral statements prepared in conjunction with this research appears in Appendix L of this report.
2. The staff of the Texas Commission then assembled a group of individuals to serve as raters in an allocation and scaling workshop. These 25 individuals were all experienced police supervisory personnel from six various-sized departments throughout the State of Texas. A list of the name, rank, and department of officers participating in this workshop is presented in Table 5. Individuals were informed of the purpose of the workshop and then instructed to allocate each of the 285 behavioral statements into the six dimensions. Each rater was provided with a separate set of behavioral statements, and each rater was also given the definition for each of the six dimensions as they have been

Table 5

Officers Participating in
Interview Allocation and Sealing Workshop

<u>Name</u>	<u>Rank</u>	<u>Department</u>
Don H. Doyle	Major	Austin
Michael K. Livingston	Sergeant	Austin
John Vasquez	Lieutenant	Austin
M. W. White	Sergeant	Austin
R. G. Wilson	Captain	Austin
Hugh C. Anderson III	Lieutenant	Killeen
John E. Cruddas, Jr.	Patrolman	Killeen
Vossler S. Hinkel	Bureau Commander	Killeen
Donnie R. Patton	Sergeant	Killeen
Jack E. Flesher	Sergeant	San Antonio
R. B. Maldonado	Lieutenant	San Antonio
D. McKenzie	Sergeant	San Antonio
F. L. Whitley	Sergeant	San Antonio
Bill Dake	Patrolman II	Temple
Dan Hudec	Lieutenant	Temple
J. B. Stevenson	Sergeant	Temple
Dave Wilde	Sergeant	Temple
T. Allen	P. S. T.	Victoria
Glenn Futch	Manager	Victoria
C. L. Luna	Detective	Victoria
M. J. Tulley	P. S. T. Officer	Victoria
Larry Scott	Lieutenant	Waco
Elwood W. Hoherz	Sergeant	Waco
Glenn W. Lothlen	Sergeant	Waco
Robert McCollum	Lieutenant	Waco

used throughout the study. Raters were given as much time to complete this allocation process as they needed.

3. A two-part criterion of agreement was established a priori. This criterion was the following:

- a). No statement would be assigned to a dimension unless at least 75% of the raters assigned the statement to that dimension, and
- b). If the remaining 25% of the raters all assigned the statement to a single, different dimension, then the statement would be discarded and not assigned to any dimension.

The results of this allocation process are contained in Table 6. This table indicates that a relatively large number of statements were retained through the process. The number of statements assigned to each category in accordance with the allocation criterion is summarized in Table 7. In summary, the results of the allocation process indicate that independent observers can consistently identify behaviors associated with each of the interview dimensions. Therefore, each interview dimension as defined represents a distinct and uniquely identifiable personal characteristic on which candidates may be evaluated.

The remaining problem in constructing the interview rating scales was to use these statements of behavior (expected and actual) as descriptive anchor-points on a numerically-based scale. At this point, it was necessary to take the statements that had been assigned to each dimension and have these statements "scaled." The same group of raters who participated in the allocation process (see Table 5) also participated in the scale development process. The steps in this process were the following:

Table 6

Allocation of Behavioral Statements
to Interview Dimension

Interview Dimension: Appearance

Observable Characteristics:

- Wearing "cut-off" jeans or shorts
- Clothes are neat
- Make-up is caked or streaked
- Sideburns neatly trimmed
- Broken or disfigured nose
- Fingernails badly split, broken, or chewed
- Fingernails dirty
- Fresh foodstains on clothing
- Clothing is neatly ironed
- Belt not buckled/fastened
- Eyeglasses are soiled/spotted
- Noticeable body odor
- Skimpy or revealing clothing
- Small hands
- Hair neatly combed
- Shirt/blouse not buttoned properly
- Facial hair neatly trimmed
- Missing most or all teeth
- Pants unzipped/unfastened
- Shoes untied or shoelaces missing
- Nervous tic or twitch in face
- Wearing contact lenses
- Staggering; unsteady on feet
- Smiling
- Very large feet
- Hair hangs down in front of eyes
- Completely bald
- Does not stand or walk upright--has severe slouch
- Buck teeth
- Very poor posture
- Sweating palms
- Clothing heavily soiled and dirty
- Is calm, relaxed, at ease
- Clean hands
- Insects on clothing or body
- Barefoot
- Very slight build; appears weak and puny
- Does not sit upright in chair--has severe slump
- Pronounced scars on face
- Very dirty teeth; badly stained
- Appears drowsy and lethargic
- Hair is extremely dirty, greasy, or tangled

Interview Dimension: Appearance (contd.)

Observable Characteristics:

- Noticeable accumulation of dirt in or around ears
- Bald spot on top of head
- Clothing has heavy accumulation of animal fur/hair or lint
- Clothing badly torn

Interview Dimension: Oral Communication Skill

Observable Characteristics:

- Frequently interrupts when others are speaking
- Has a pleasant voice
- Asks for clarification if question is not understood
- Does not pay attention to others when they are speaking
- Seems to "talk in circles"
- Speech is difficult to understand because of severe accent
- Appears to listen carefully when being spoken to
- Nasal voice; talks through nose
- Belches frequently during conversation
- Speaks in a whining voice
- Uses lots of "big" words in speaking to others
- Maintains good "eye-contact" when speaking or listening
- Speaks too rapidly to be understood
- Volume of speech is within normal range--can be clearly heard
- Answers questions with a question
- Talks with lisp
- Has clear, strong voice
- Verbal presentation is logical
- Speech is rambling or confused
- Uses obscene language in conversation
- Speaks slowly and distinctly
- Speaks in a voice that is abnormally loud; appears to be shouting
- Is conversant in some language in addition to English
- Has severe speech impediment (i. e., stuttering, stammering, etc.)
- Mumbles when speaking
- Stares at one place (i. e., ceiling, floor, etc.) while speaking
- Waits for others to finish before he starts talking
- Is very familiar with "street lingo"
- Appears to have a good vocabulary for police work
- Answers to questions are brief but thorough
- Does not struggle to make himself understood
- Speech is slurred
- Appears to respond to some questions with a "canned" or memorized speech
- Doesn't ramble when speaking; is very concise and to the point
- Giggles or laughs nervously when speaking

Table 6 (contd.)

Interview Dimension: Oral Communication Skill (contd.)

Observable Characteristics:

- When speaking, uses hand and arm gestures so much that it is distracting
- Uses colorful or flowery language
- Monopolizes conversation
- Appears to have difficulty understanding spoken English
- Volume of speech is so low that it is difficult to hear

Interview Dimension: Dependability

Expected Behaviors:

- Could be expected not to respond to a call for assistance on a crime in progress
- Could be expected to call in sick along with other officers to protest some working conditions
- Could be expected to always be present and on time for scheduled court appearances
- Could be expected to occasionally fail to make court appearances even when he is a key witness
- Could be expected to consistently use the maximum sick time allowed every year
- Could be expected to work at another job and frequently go to sleep during his tour of duty
- Could be expected to turn off his police radio for awhile because he is tired of running from one minor complaint to another
- Could be expected to be out of service longer than necessary on routine calls
- Could be expected to report radio trouble when dispatched to an unpleasant assignment
- Could be expected to be back in service quickly on routine calls
- Could be expected to need disciplinary action before reducing his lateness for assignments
- Could be expected to stay with his assigned beat even though not much happens
- Could be expected to remain awake and alert throughout a 12 hour nighttime stakeout where there is no activity going on
- Could be expected to be late in submitting about half of his reports
- Could be expected to turn in required paperwork without being reminded
- Could be expected to have his weapon serviceable at all times
- Could be expected to be late for roll call about half the time
- Could be expected to be unpredictable in his court appearances
- Could be expected to get his reports in on time even if incomplete
- Could be expected to be an officer that can always be counted on
- Could be expected to read his suspect his rights at the appropriate time
- Could be expected to do his share of the paperwork even though he thinks it's boring stuff

Interview Dimension: Dependability (contd.)

Expected Behaviors:

- Could be expected to be suspended at least once in his first year because he consistently wouldn't follow procedures
- Could be expected to consistently miss important details in an assignment
- Could be expected to submit reports that can't be used because of inaccuracies

Interview Dimension: Initiative

Expected Behaviors:

- Could be expected to think all officers have about the same chance of getting ahead no matter what you do
- Could be expected to read the latest bulletins before going on patrol
- Could be expected to take notes at roll call when relevant information is being presented
- Could be expected to refuse remedial training in an area of weakness if he doesn't get paid overtime for it
- Could be expected to develop good reliable "contacts" shortly after being assigned to a new beat
- Could be expected to request additional training in an area where he may be weak
- Could be expected to maintain his own set of departmental memos with notes and his own cross-reference system worked out
- Could be expected to keep track of crime trends in other areas that might affect his own area
- Could be expected to just stand around during an investigation until he's told what to do
- Could be expected to actively look for an evaluation of his performance in order to improve his abilities as an officer
- Could be expected to spend extra time on his own improving his skill at the firing range
- Could be expected to sign-up for voluntary training programs, but not complete very many of them
- Could be expected to work hard preparing for promotional opportunities
- Could be expected to be completely satisfied being a patrol officer until he retires
- Could be expected to be satisfied if he just barely qualifies on the firing range
- Could be expected to volunteer for difficult assignments
- Could be expected to volunteer for a parade
- Could be expected to follow-up on a report he submitted to find out how it could be improved
- Could be expected to not try and learn anything new during in-service training programs

Interview Dimension: Initiative (contd.)

Expected Behaviors:

- Could be expected to think he has learned about all there is to know about police work and not seek any more training
- Could be expected to learn valuable information from cases he wasn't even assigned to
- Could be expected to participate in most voluntary in-service training
- Could be expected to learn the crime problems in a particular area before being assigned there

Interview Dimension: Interpersonal Skill

Expected Behaviors:

- Could be expected to verbally insult someone who calls him names
- Could be expected to listen patiently to an excited witness who is providing some irrelevant information
- Could be expected to issue a citation in a manner such that the violator would be likely to file charges of police harassment
- Could be expected to ignore information received from a fellow officer because that officer is a different race
- Could be expected to upset other officers because he constantly complains about his assignments
- Could be expected to try to intimidate night watchmen he encounters on his beat
- Could be expected to be respected by juvenile gang members because he is seen as tough but fair
- Could be expected to appear as a mean, tough cop to a group of school-age children
- Could be expected to cooperate fully with others in working on a team project
- Could be expected to tell a lost motorist that he is too busy fighting crime to give directions
- Could be expected to ignore an angry citizen complaining about a speeding ticket that the officer issued two years ago
- Could be expected to remain friendly and polite to children when assigned to school crossing guard duties during a severe thunderstorm
- Could be expected to work better as a "loner" rather than with a partner
- Could be expected to issue a citation in a manner such that the violator would actually be grateful for receiving the ticket
- Could be expected to issue a citation in a manner such that the violator would feel his breaking the law was a personal insult to the officer
- Could be expected to be considered by other officers as a "real loser"
- Could be expected to ignore someone who insults him
- Could be expected to have trouble getting along with his partner, even after several changes in personnel assignments

Interview Dimension: Interpersonal Skill (contd.)

Expected Behaviors:

- Could be expected to diplomatically calm down two neighbors arguing about property rights
- Could be expected to always be friendly and helpful
- Could be expected to be a real asset to any team assigned to because he can make the team more effective
- Could be expected to make a citizen feel like calling the police was a dumb thing to do
- Could be expected to change his behavior as appropriate when dealing with individuals of a different ethnic background
- Could be expected to be considered by other officers as a "really fine person"
- Could be expected to convince a hardened criminal that the officer is really his friend
- Could be expected to convince an obviously distraught victim that the danger is past and the officer has the situation under control
- Could be expected to be equally respectful and polite to witnesses, suspects, and victims in a family disturbance
- Could be expected to permanently end his friendship with a neighbor who accidentally blows his cover while on a stakeout
- Could be expected to really cuss-out a group of bystanders who have innocently interfered with his attempt to catch a fleeing suspect
- Could be expected to tell the participants in a neighborhood dispute that he would arrest them all if he was called back again
- Could be expected to laugh at the parents of a child who is reported missing
- Could be expected to strike at someone who calls him names
- Could be expected to satisfy a complaining citizen that the police department is doing a good job
- Could be expected to carefully explain the reasons for writing a citation to an angry or upset motorist
- Could be expected to advise a pregnant woman to remain calm before proceeding normally in a neighborhood dispute
- Could be expected to appear as if he is always carrying a chip on his shoulder
- Could be expected to be discourteous and insulting to other officers

Interview Dimension: Situational Reasoning Ability

Expected Behaviors:

- Could be expected to "lose his cool" in a tight situation
- Could be expected to take unnecessary risks
- Could be expected to think he has a solution before he even knows what the problem is
- Could be expected to seldom know which way to go if faced with a difficult decision

Interview Dimension: Situational Reasoning Ability (contd.)

Expected Behaviors:

- Could be expected to generally take the correct course of action in a tough situation
- Could be expected to stay calm in the middle of a shoot-out
- Could be expected to make snap decisions when the situation does not require it
- Could be expected to have almost no difficulty in deciding what to do when facing a new situation
- Could be expected to have considerable difficulty in deciding what to do when facing a new situation
- Could be expected to pick-out the leader of a disturbance and remove him from the area
- Could be expected to immediately check the operating condition of the elevator in a building where he just observed someone running down the fire escape
- Could be expected to ignore an obviously overloaded vehicle observed in the vicinity of a just-received report of stolen appliances
- Could be expected to never fail to do the right thing in every situation
- Could be expected to know when a situation requires additional backup units
- Could be expected to not recognize when a situation is deteriorating
- Could be expected to continue on response to burglary call rather than assist a citizen screaming for help
- Could be expected to shoot at a car containing bank robbery suspects and their hostages
- Could be expected to try and reduce tension between two gangs by letting the leaders fight it out for the top spot
- Could be expected to change his approach to a situation if his first idea isn't working
- Could be expected to make correct decisions in simple situations, but generally "blow" the tough ones
- Could be expected to fail to recognize some obvious alternative courses of action in many situations
- Could be expected to act first and think later in all situations
- Could be expected to exercise reasonable caution when entering an unlighted warehouse at night
- Could be expected to stop and think things out when the situation requires fast action
- Could be expected, when time permits, to carefully consider all alternatives before acting

Table 7

Summary of Allocation Process
in Interview Scale Development

<u>Interview Dimension</u>	<u>Type of Statement</u>	<u>No. of Statements *</u>
Appearance	Actual/Observed Characteristic	46
Oral Communication Skill	Actual/Observed Behavior	40
Dependability	Expected Behavior	25
Initiative	Expected Behavior	23
Interpersonal Skill	Expected Behavior	37
Situational Reasoning Ability	Expected Behavior	25

* Number of statements allocated to this dimension by at least 75% of raters; remaining 25% of raters not allocating statement to a single, different dimension.

1. Each rater took the statements that he had assigned to a dimension and rated that statement on a scale of "1" to "7." The ratings on this scale were made with respect to what each statement implied about an individual's qualifications to be a police officer. The scale is reproduced below:

<u>Rating</u>	<u>Level of Qualification</u>
1	Absolutely unqualified
2	Very unqualified
3	Somewhat less than qualified
4	Just qualified
5	Somewhat more than qualified
6	Very qualified
7	Absolutely qualified

Two items must be noted about the use of this scale:

- a). The complete 7-point scale was not used to rate statements allocated to the "Appearance" dimension. It was apparent that a multi-value scale for rating a candidate's appearance would be psychometrically unsound and logically unacceptable. Therefore, raters were instructed to rate all statements allocated to "Appearance" as either a "1--Unacceptable Appearance" or "7--Acceptable Appearance." In this manner, it would be theoretically possible to build a set of statements describing "acceptable" and/or "unacceptable" appearance for candidates in the interview.
- b). Raters were instructed to utilize the entire scale for rating statements allocated to all other dimensions. Nevertheless, it was expected that there would be some compression of the scale because of common rater tendencies such as centrality, leniency and severity. Combining judgments of several raters also generally results in scale compression.

Thus it was anticipated that average scaled values for the statements probably would result in something less than a full 7-point interview rating scale. A set of instructions for the scaling process as they were provided to the raters appears in Appendix M of this report.

2. For all statements allocated to a given dimension, the mean and standard deviation of the scale values assigned to each statement within that dimension was computed, and a distribution of these means was then prepared. The distribution of mean scale values for each statement in each dimension is presented in Table 8.
3. It was then necessary to select statements that "clustered" at various points on this distribution of means. The statements so selected would be utilized as "anchors" describing various points on the interview rating scale for each dimension. The items selected in this fashion for each dimension are presented in Table 9. This table indicates that a five-point interview rating scale was developed for each of the dimensions, except Appearance. For the Appearance dimension, items were selected that all raters agreed were descriptive of "unacceptable appearance." These items are listed in Table 10.

The process described above completed the development of a set of interview rating scales. The rating scales developed by this process are clearly based on carefully defined job-related content. Furthermore, the ratings used with these interview scales have been empirically derived using a research methodology designed to maximize the reliability and meaningfulness of these ratings.

Table 8

Distribution of Average Scaled Value for All Statements
Allocated to Each Dimension ¹

Dimension	Statement No. *	Average Scaled Value
Oral Communication Skill	40	1.60
	39	1.96
	15	2.00
	54	2.00
	9	2.16
	90	2.20
	10	2.56
	3	2.68
	55	2.72
	82	2.74
	89	2.80
	77	2.80
	11	2.80
	16	2.80
	27	2.88
	57	2.91
	35	2.92
	36	3.00
	91	3.00
	44	3.04
	84	3.26
	78	3.56
	14	3.76
	88	3.92
	23	4.12
	76	5.56
	59	5.56
	4	5.92
	53	6.04
	8	6.08
58	6.13	
41	6.20	
31	6.24	
37	6.24	
68	6.28	
38	6.28	
75	6.32	
81	6.36	
24	6.40	
13	6.52	

¹Excluding "Appearance" Dimension
* See Appendix

Table 8 (contd.)

Dimension	Statement No.	Average Scaled Value
Dependability	95	1.30
	142	1.42
	268	1.95
	285	1.96
	119	1.96
	141	2.00
	283	2.05
	224	2.20
	146	2.21
	96	2.27
	232	2.32
	179	2.44
	126	2.45
	151	2.57
	143	2.96
	237	3.79
	266	5.44
	239	5.65
	221	5.88
	222	5.91
	152	5.95
	147	6.00
	177	6.10
104	6.20	
238	6.41	

Table 8 (contd.)

Dimension	Statement No.	Average Scaled Value
Initiative	256	2.21
	255	2.35
	109	2.91
	149	2.94
	225	3.25
	214	3.33
	98	3.33
	210	3.39
	245	5.11
	106	5.32
	274	5.67
	105	5.67
	228	5.87
	128	5.90
	211	5.96
	187	6.04
	148	6.08
	246	6.10
	281	6.16
	259	6.20
137	6.29	
186	6.36	
138	6.50	

Table 8 (contd.)

Dimension	Statement No.	Average Scaled Value
Interpersonal Skill	247	1.30
	120	1.58
	121	1.63
	273	1.68
	113	1.70
	248	1.74
	242	1.77
	159	2.00
	132	2.00
	123	2.23
	127	2.24
	272	2.29
	161	2.42
	122	2.50
	158	2.52
	241	2.82
	243	2.95
	153	3.64
	133	3.83
	191	5.30
	160	5.33
	218	5.44
	265	5.50
	199	5.52
	124	5.64
	114	5.67
	249	5.70
	264	5.88
	220	6.00
	206	6.04
173	6.05	
233	6.05	
134	6.05	
157	6.32	
184	6.38	
129	6.46	
185	6.60	

Table 8 (contd.)

Dimension	Statement No.	Average Scaled Value
Situational Reasoning Ability	203	1.70
	201	1.72
	94	1.80
	254	1.83
	197	2.09
	111	2.18
	139	2.33
	193	2.37
	107	2.42
	196	2.58
	235	2.70
	253	2.76
	166	2.81
	182	3.00
	192	3.15
	276	3.44
	260	5.50
	195	5.73
	234	5.96
	188	6.16
280	6.23	
181	6.26	
140	6.38	
194	6.38	
162	6.65	

Table 9

Interview Rating Scales
Resulting from Allocation and Scaling Research

<u>Rating Scale Value</u>	<u>Statements of Oral Communication Skills</u>	<u>Average Scaled Value of Statements</u>
"1"	<ul style="list-style-type: none"> - uses obscene language in conversation - speech is rambling or confused - has severe speech impediment (i. e. , stut- tering, stammering, etc.) - does not pay attention to others when they are speaking - appears to have difficulty understanding spoken English 	1.98
"2"	<ul style="list-style-type: none"> - speech is slurred - speech is difficult to understand because of severe accent - speaks too rapidly to be understood - stares at one place while speaking - volume of speech is so low that it is difficult to hear - speaks in voice that is abnormally loud; ap- pears to be shouting 	2.91
"3"	<ul style="list-style-type: none"> - appears to respond to some questions with a "canned" or memorized speech - nasal voice; talks through nose - uses colorful or flowery language - uses lots of "big" words in speaking to others 	3.84
"4"	<ul style="list-style-type: none"> - does not struggle to make self understood - is very familiar with "street lingo" - has a pleasant voice 	5.68
"5"	<ul style="list-style-type: none"> - waits for others to finish before starting to talk - speaks slowly and distinctly - has clear, strong voice - verbal presentation is logical - answers to questions are brief but thorough - maintains good "eye contact" when speaking or listening 	6.26

Table 9 (contd.)

<u>Rating Scale Value</u>	<u>Statements of Dependability</u>	<u>Average Scaled Value of Statements</u>
"1"	<ul style="list-style-type: none"> - could be expected not to respond to a call for assistance on a crime in progress - could be expected to turn off his police radio for awhile because he is tired of running from one minor complaint to another - could be expected to be suspended at least once in his first year because he consistently would not follow procedures - could be expected to occasionally fail to make court appearances when he is a key witness - could be expected to consistently miss important details in an assignment 	1.74
"2"	<ul style="list-style-type: none"> - could be expected to be late for roll call about half the time - could be expected to report radio trouble when dispatched to an unpleasant assignment - could be expected to call in sick along with other officers to protest some working conditions - could be expected to be unpredictable in his court appearances - could be expected to be late in submitting about half his reports 	2.29
"3"	<ul style="list-style-type: none"> - could be expected to need disciplinary action before reducing his lateness for assignments - could be expected to be out of service longer than necessary on routine calls - could be expected to get his reports in on time even if incomplete 	3.11
"4"	<ul style="list-style-type: none"> - could be expected to do his share of paper work even though he thinks it's boring stuff - could be expected to read a suspect his rights at the appropriate time - could be expected to turn in required paper work without being reminded - could be expected to have his weapon serviceable at all times 	5.72

Table 9 (contd.)

<u>Rating</u> <u>Scale Value</u>	<u>Statements of Dependability (contd.)</u>	<u>Average Scaled Value</u> <u>of Statements</u>
"5"	<ul style="list-style-type: none">- could be expected to be back in service quickly on routine calls- could be expected to remain awake and alert throughout a 12-hour nighttime stake-out where there is no activity going on- could be expected to always be present and on time for scheduled court appearances- could be expected to be an officer that can always be counted on	6.18

Table 9 (contd.)

Rating Scale Value	<u>Statements of Initiative</u>	Average Scaled Value of Statements
"1"	<ul style="list-style-type: none"> - could be expected to think he has learned all there is to know about police work and not seek any more training - could be expected to not try to learn anything new during in-service training programs - could be expected to refuse remedial training in an area of weakness if he doesn't get paid overtime for it - could be expected to just stand around during an investigation until he is told what to do 	2.60
"2"	<ul style="list-style-type: none"> - could be expected to be satisfied if he just barely qualifies on the firing range - could be expected to be satisfied being a patrol officer until he retires - could be expected to think all officers have about the same chance of getting ahead no matter what they do - could be expected to sign up for voluntary training programs, but not complete very many of them 	3.33
"3"	<ul style="list-style-type: none"> - could be expected to volunteer for a parade - could be expected to take notes at roll call when relevant information is being presented - could be expected to participate in most voluntary in-service training - could be expected to read the latest bulletin before going on patrol 	5.44
"4"	<ul style="list-style-type: none"> - could be expected to volunteer for difficult assignments - could be expected to develop good, reliable "contacts" shortly after being assigned to a new beat - could be expected to work hard preparing for promotional opportunities - could be expected to spend extra time on his own improving his skill at the firing range - could be expected to keep track of crime trends in other areas that might affect his own area 	5.97

Rating
Scale Value

Statements of Initiative (contd.)

Average Scaled Value
of Statements

"5"

- could be expected to request additional training in an area where he may be weak
- could be expected to actively look for an evaluation of his performance in order to improve his abilities as an officer
- could be expected to maintain his own set of departmental memos with notes and his own cross-reference system worked out

6.38

Table 9 (contd.)

<u>Rating Scale Value</u>	<u>Statements of Interpersonal Skill</u>	<u>Average Scaled Value of Statements</u>
"1"	<ul style="list-style-type: none"> - could be expected to laugh at the parents of a child who is missing - could be expected to ignore information received from a fellow officer because that officer is a different race - could be expected to be discourteous and insulting to other officers - could be expected to verbally insult and/or strike at someone who calls him names 	1.58
"2"	<ul style="list-style-type: none"> - could be expected to be considered by other officers as a "real loser" - could be expected to tell a lost motorist that he is too busy fighting crime to give directions - could be expected to appear as a mean, tough cop to a group of school age children 	2.17
"3"	<ul style="list-style-type: none"> - could be expected to permanently end his friendship with a neighbor who accidentally blows his cover while on a stake-out - could be expected to tell the participants in a neighborhood dispute that he would arrest them if he was called back again - could be expected to work better as a "loner" rather than with a partner - could be expected to ignore an angry citizen complaining about a speeding ticket that the officer issued two years ago 	3.31
"4"	<ul style="list-style-type: none"> - could be expected to ignore someone who insults him - could be expected to convince a hardened criminal that the officer is really his friend - could be expected to change his behavior as appropriate when dealing with individuals of a different ethnic background - could be expected to satisfy a complaining citizen that the police department is doing a good job 	5.50

Table 9 (contd.)

<u>Rating Scale Value</u>	<u>Statements of Interpersonal Skill (contd.)</u>	<u>Average Scaled Value of Statements</u>
"5"	<ul style="list-style-type: none"> - could be expected to be considered by other officers as a "really fine person" - could be expected to issue a citation in a manner such that the violator would actually be grateful for receiving the ticket - could be expected to always be friendly and helpful - could be expected to cooperate fully with others in working on a team project 	6.30

Table 9 (contd.)

<u>Rating Scale Value</u>	<u>Statements of Situational Reasoning Ability</u>	<u>Average Scaled Value of Statements</u>
"1"	<ul style="list-style-type: none"> - could be expected to shoot at a car containing bank robbery suspects and their hostages - could be expected to "lose his cool" in a tight situation - could be expected to think he has a solution before he even knows what the problem is - could be expected to act first and think later in all situations 	1.88
"2"	<ul style="list-style-type: none"> - could be expected to seldom know which way to go if faced with a difficult situation - could be expected to take unnecessary risks - could be expected to not recognize when a situation is deteriorating 	2.44
"3"	<ul style="list-style-type: none"> - could be expected to make correct decisions in simple situations, but generally "blow" the tough ones - could be expected to fail to recognize some obvious alternative courses of action in many situations - could be expected to make snap decisions when the situation does not require it - could be expected to have considerable difficulty in deciding what to do when facing a new situation - could be expected to stop and think things out when the situation requires fast action 	2.81
"4"	<ul style="list-style-type: none"> - could be expected to exercise reasonable caution when entering an unlighted warehouse at night - could be expected to know when a situation requires additional backup units - could be expected to change his approach to a situation if his first idea is not working 	5.73

Table 9 (contd.)

<u>Rating Scale Value</u>	<u>Statements of Situational Reasoning Ability (contd.)</u>	<u>Average Scaled Value of Statements</u>
"5"	<ul style="list-style-type: none"> - could be expected, when time permits, to carefully consider all alternatives before acting - could be expected to have almost no difficulty in deciding what to do when facing a new situation - could be expected to generally take the correct course of action in a tough situation - could be expected to never fail to do the right thing in every situation 	6.31

Table 10

Statements Describing Unacceptable Appearance
for Candidates in the Interview

a. Body and clothing:

- noticeable body odor
- insects on body or clothing
- noticeable accumulation of dirt in or around ears
- make-up caked or streaked
- fingernails dirty
- wearing "cut-off" jeans or shorts
- fresh food stains on clothing
- belt not buckled/fastened
- skimpy or revealing clothing
- shirt/blouse not buttoned properly
- pants unzipped/unfastened
- clothing heavily soiled and dirty
- clothing has heavy accumulation of animal fur,
hair or lint
- clothing badly torn
- shoes untied or shoelaces missing
- barefoot

b. Grooming:

- hair hangs down in front of eyes
- hair is extremely dirty, greasy or tangled

c. Posture and bearing:

- very poor posture
- does not stand or walk upright--has severe slouch
- does not sit upright in chair--has severe slump
- staggering; unsteady on feet
- appears drowsy and lethargic

Development of Interviewer's Manual. To complete the interview development process, it was necessary to prepare an Interviewer's Manual. This Manual was designed as an administrative supplement to the validation report, because appropriate use of the interview is contingent upon a thorough understanding of the procedures and terms utilized in development of the interview. It would be inappropriate to attempt to implement this recommended interview procedure without becoming thoroughly knowledgeable of the Interviewer Manual content. It is strongly recommended, therefore, that interviewers be given complete training in the use of this interview with the Manual serving as a guide to this training.

Specific administrative guidance for conducting the interview is provided in the Manual. The most important of these procedural recommendations concerns the discussion of factors in a candidate's background which may be relevant to an assessment of the candidate on each interview dimension. For example, it is suggested that information concerning the candidate's previous attendance and punctuality record may be relevant to an assessment of the candidate's Dependability. An Interview Guide provided in the Manual relates relevant background factors to the job-related interview dimensions.

To maintain reasonable consistency in the interview content, it is desirable to prepare a brief form that may be used to document the content of each interview. The Interview Summary Form has been prepared for this interview and is presented in the Manual. A copy of the Interview Summary Form is contained in Appendix K of this report. The purpose of the summary form is twofold: first, it serves as a systematic outline to be followed, insuring that all items of the

interview are consistently covered with each candidate. Second, the Interview Summary Form is a concise way of recording notes, comments, and other relevant documentation regarding each interview. If properly used, the summary form may be retained as documentation of the interview content in support of the ratings given to candidates.

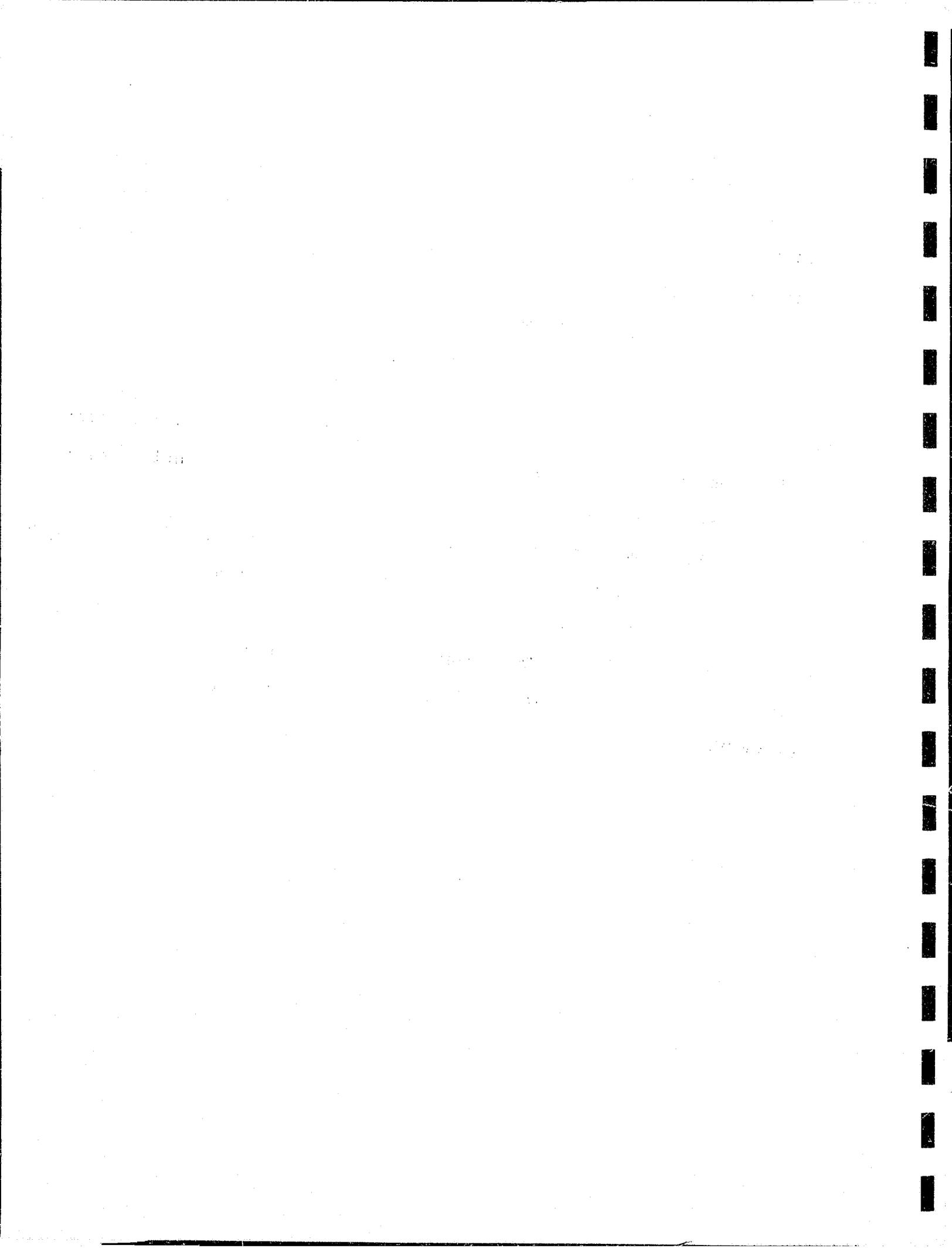
There are two dimensions which require special instructions to the interviewers, and these instructions are contained in the Manual. These dimensions are: Appearance and Situational Reasoning Ability. As noted previously, Appearance is not a "rated" dimension. Instead, this dimension is treated on a pass-fail basis. This requires that the interviewer(s) observe the candidate's appearance in the interview and evaluate this appearance on a pass-fail basis. However, a candidate fails this dimension only under the following circumstances: current appearance is unacceptable, i.e., candidate has some or all characteristics listed in Table 10, and the unacceptable appearance is not due to temporary extenuating circumstances, and the candidate is unwilling/unable to modify the unacceptable aspects of his appearance. Evaluation of a candidate's Situational Reasoning Ability is based principally on the responses to hypothetical situations presented in the interview. Interview personnel are instructed to develop a series of reasonable hypothetical situations that could conceivably be encountered by an officer on patrol, and present these situations verbally to the candidate. The candidate's response to these situations is then evaluated in terms of the logic and reasoning demonstrated in selecting and pursuing alternative courses of action. It is not necessary for each candidate to be given precisely the same hypothetical situation, but responses to these situations should be evaluated in the same manner for each candidate.

In summary, the interview content and procedures resulting from this research are clearly job-related and valid. All appropriate guidelines and standards have been followed to the fullest extent possible in each of the following steps:

- defining interview content
- developing interview rating scales
- providing for the instruction of interviewers

Use of the interview procedures as recommended should aid significantly in the identification of candidates with the greatest potential for becoming outstanding law enforcement officers.

However, it must be emphasized that the interview developed through this research has been designed to be used as part of a comprehensive employment process. This interview is not designed to be used as the sole selection criteria. To achieve maximum benefit from this interview, it should be used in a balanced fashion with other valid, job-related employment procedures.



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