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# A Study on the Effects of Accelerated Recruit Training on Police Officer Performance at the Port Authority Bus Terminal

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A STUDY ON THE EFFECTS OF ACCELERATED RECRUIT TRAINING ON POLICE  
OFFICER PERFORMANCE AT THE PORT AUTHORITY BUS TERMINAL

BY

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Submitted in partial fulfillment  
of the Requirements for the Degree  
Doctor of Education  
Seton Hall University

2007

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ii

ii

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## DEDICATION

To the memory of Columba Tobia who lived to be 102 years old and provided a loving household for her children and their grandchildren to imitate with memories of strong spiritual values and family commitment. You will always be remembered as the inspiration for many achievements in life.

To my wife, Jean and our four children, Andrew, Alec, Austin and Aidan, you were always behind me during long hours away from the family unit and shared the many uncertainties, challenges and sacrifices for completing this dissertation. I love you all very much.

To my brothers, sisters and their families, I often reflect on our early childhood experiences and realize that it provided the character, motivation and perseverance toward achievement.

To my professional colleagues in the Law Enforcement community and the 37 members of the Port Authority Police Department who lost their lives on September 11, 2001, accelerated training was conceived in hardship with the intent to preserve the reputation of the Port Authority Police and serve as a proof of concept in our endeavor for resiliency with Pride, Service and Distinction.

“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence” (Abigail Adams, 1780)

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ..... iii

DEDICATION .....iv

TABLE OF CONTENTS ..... v

LIST OF TABLES .....viii

LIST OF FIGURES ..... x

I INTRODUCTION ..... 1

    Statement of the Problem ..... 7

    Purpose of the Study ..... 10

    Hypothesis ..... 11

    Primary Research Question ..... 11

    Subsidiary Questions ..... 11

    Significance of the Study ..... 12

    Definition of Terms ..... 14

    Limitations of the Study ..... 15

    Organization of the Study ..... 16

    Summary ..... 16

II REVIEW OF RELATED LITERATURE ..... 18

    History of Policing ..... 20

        Political – 1840’s to 1900 ..... 21

        Reform – 1901 to 1920’s ..... 22

        Professional – 1920’s to late 1960’s ..... 23

        Community Policing – 1970 – to date ..... 25

    Significance of Training ..... 26

        Job Task Analysis ..... 29

        Bloom’s Taxonomy ..... 30

        Instructor Development. .... 32

    Port Authority of New York and New Jersey ..... 34

        Port Authority Police Department. .... 36

        Police Academy ..... 37

    CompStat. .... 40

    Unified Crime Reports ..... 43

    Use of Force ..... 45

    Civilian Complaint Review Board ..... 47

	Officer Safety	50
	Summary	53
III	DESIGN AND METHODOLOGY	55
	Introduction	56
	Primary Research Question	56
	Subsidiary Questions	57
	Sample Group Population	57
	Sample Community Population	58
	Primary Research Question	59
	Data Sources	59
	Materials	60
	Procedures	61
	Subsidiary Question 1	61
	Data Sources	62
	Materials	62
	Process	62
	Subsidiary Question 2	63
	Data Sources	63
	Materials	63
	Process	64
	Subsidiary Question 3	64
	Data Sources	65
	Materials	65
	Process	65
	Summary	66
IV	DATA ANALYSIS	67
	Introduction	67
	Primary Research Question	68
	Subsidiary Questions	68
	Subsidiary Question 1	86
	Subsidiary Question 2	91
	Subsidiary Question 3	96
	Summary	101
V	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	103
	Summary	103
	Conclusions	108
	Recommendations	113
	Policy	113
	Future Research	114

BIBLIOGRAPHY	116
APPENDICES	125
APPENDIX A – Letter of Introduction	126
APPENDIX B – Group Performance Data	128
APPENDIX C – Accelerated Program	150



LIST OF TABLES

Table 1	Statistics – Traditional Academy	71
Table 2	Frequency Table of Arrests in Traditional Group	72
Table 3	Frequency Table of Summonses in Traditional Group	73
Table 4	Frequency Table of Use of Force in Traditional Group	74
Table 5	Statistics – Accelerated Academy	74
Table 6	Frequency Table of Arrests in the Accelerated Group	75
Table 7	Frequency Table of Summonses in the Accelerated Group	76
Table 8	Frequency Table of Use of Force in the Accelerated Group	77
Table 9	Frequencies of Combined Data (Traditional and Accelerated Groups)	78
Table 10	Frequency of Arrests for Combined Groups (Traditional and Accelerated)	78
Table 11	Frequency Table of Combined Summons Data of Both Groups (Traditional and Accelerated)	79
Table 12	Frequency Table of Use of Force Data for Both Groups (Traditional and Accelerated)	80
Table 13	T-Test Arrests -- Group Statistics	81
Table 14	T-Test Arrests – Independent Samples Test.	82
Table 15	T-Test Summonses–Group Statistics	83
Table 16	T-Test Summonses – Independent Samples Test..	84
Table 17	T-Test Use of Force Complaints–Group Statistics	85
Table 18	T-Test Use of Force Complaints – Independent Samples Test..	86
Table 19	Frequencies of Time Loss Injuries	87
Table 20	Frequency Table of Time Loss Injury Reports for Traditional Group	88

Table 21	Frequency Table of Time Loss Injury Reports for Accelerated Group	88
Table 22	Frequency Table of Officer Injury Time Loss Reports for Combined Accelerated and Traditional Groups	89
Table 23	T-Test Officer Time Loss Injury Reports	90
Table 24	Independent Samples Test of Officer Injury Time Loss Reports	91
Table 25	Frequencies of CCIU Complaints for Traditional Group	92
Table 26	Frequency Table of CCIU Complaints for Traditional Group	93
Table 27	Frequency Table of CCIU Complaints for Accelerated Group	93
Table 28	Frequency Table of CCIU Complaints for Accelerated and Traditional Groups (Combined)	94
Table 29	T-Test CCIU Complaints	95
Table 30	Independent Samples Test of CCIU Complaints	96
Table 31	Part I UCR data for PABT 1997-2004	97
Table 32	Part II UCR data for PABT 1997-2004	99

## LIST OF FIGURES

Figure 1	Knowledge, Skills and Attitudes	31
Figure 2	Graph of UCR Major Crimes	97
Figure 3	Compstat Quality of Life Crimes	99

## Chapter I

### INTRODUCTION

*Accelerated recruit training* in this study refers to an alternate-route, entry-level recruit training program of 12 weeks in duration that was conducted at the Port Authority of New York and New Jersey (Port Authority) Police Academy from April 2002 to May 2003. Over a 13 month period, a total of three accelerated training classes, the 102<sup>nd</sup>, and 104<sup>th</sup>, and 105<sup>th</sup> sessions, were graduated concurrently with two other recruit classes, the 103<sup>rd</sup> and 106<sup>th</sup>. The later classes were conducted under the traditional model for recruit training that is 26 weeks in duration.

The police leadership and decision-making process to implement a new Port Authority policy of *accelerated recruit training* was brought about from the tragic events on September 11, 2001 when 37 members of the Port Authority police force were killed while attempting to evacuate approximately 25,000 civilian personnel from the World Trade Center towers. Numerous officers who survived the attacks suffered physical and/or psychological injuries by the events and were unable to return to duty. These unprecedented personnel losses, and post 9/11 demands to deploy additional police officers at 3 of the nation's busiest airports and other modes of transportation at the Port Authority, required an executive level review of current training practices to expedite the traditional recruit training process.

Recruits entering the police academy are initially drawn from a list of qualified candidates who passed an entry-level written exam administered in the typical civil service fashion that results in a certified list. Like most other law enforcement agencies in the nation, there are age, residency, education, and U.S. citizenship requirements to take the test. Applicants

must have at least a high school diploma, two years of college credit or two years of active military experience. Applicants who have prior law enforcement experience and graduated from a state recognized traditional recruit training program are not given preference. Active police officers in good standing from other federal, state or municipal organizations also must adhere to the same application requirements as all other civilian candidates. This is a common practice in the nation for police agencies, and few exceptions have been made for individuals. Recruit training is regulated by state requirements and includes classes in 12 functional areas; Administration, Criminal Justice, Law, Behavioral Science, police and the Community, Patrol Concepts and Functions, Basic Investigative Response, Weaponry and Defensive Tactics, Emergency Services, and Physical Fitness.

Based on an 8-hour workday of 6.5 actual contact hours of classroom time, a total of 26 weeks is normally required to complete this traditional recruit program at the Port Authority. All entry-level police personnel must complete the traditional recruit curriculum as a condition of employment regardless of past experience and/or attendance at a state recognized program.

The Port Authority's practice of recruit training for all entry-level personnel complies with the State of New York Municipal Police Training Council (MPTC), Chapter 446 of the Laws of 1959 and State of New Jersey, Police Training Commission (PTC) Administrative code, N.J.A.C. 13: 1-5.1 and 13: 6.1. Although there is no legal requirement for a bi-state police agency such as the Port Authority to adhere to state mandates, since inception, the Port Authority police academy trained its recruits in accordance with the competencies stipulated by the New Jersey PTC and New York MPTC respectively. In fact, due to the specialized nature of their work in crash fire rescue at airports, and laws of New York and New Jersey, in many topical

areas, the Port Authority police recruit curriculum has a long history in not only meeting, but also exceeding state requirements for recruit training.

Foundations for meeting state training requirements rests in the history of legal actions against improperly trained police officers. Essential to all recruit training, is the ability to protect the constitutional rights of the citizenry as cited in a seminal United States Supreme Court case, the *City of Canton v. Harris* (1989), which stated: “The failure to train properly may be construed as a deliberate indifference to the constitutional rights of persons whom the police come in contact with and may result in the imposition of municipal liability”. Accordingly, many law enforcement agencies in the region view training as a fundamental responsibility of policing to support the order maintenance function and are reluctant to alter the recruit training process.

The Port Authority is without exception in this regard and police actions that may result in a violation of an individual’s constitutional rights such as the excessive use of force are carefully documented, assigned a case number, and fully investigated by a dedicated staff of detectives assigned to the Internal Affairs Division (IAD) within the police department. Historical data is maintained in a secure database archive in the IAD unit. Complaints by citizens that are less serious in nature such as an abuse of authority are referred to a separate unit of dedicated investigators in the department and assigned to a Civilian Complaint Investigative Unit (CCIU). Whether a major complaint of constitutional right violations or minor complaints of disrespect toward a person, the Port Authority maintains an audit system to document, investigate, and take self-imposed corrective measures to ensure the quality of police services.

Considering the extent to which the Port Authority implemented a number of protective measures over its history to safeguard the constitutional rights of others and monitor police

actions in the performance of their patrol activities, any exception to the academy traditional training program would be impractical.

#### *Port Authority of New York and New Jersey*

The Port Authority of New York and New Jersey (PANYNJ) is a bi-state governmental agency that was created in the Great Hall of the Chamber of Commerce in the City of New York on the thirtieth day of April 1921 (Revell, 2000). The Port Authority was established to administer the common harbor interests of New York and New Jersey and it was the first public agency of its kind in the nation created under the United States Constitution by permitting compacts between States with Congressional consent. The compact made between the States of New York and New Jersey called for the creation of the "Port of New York District" and the establishment of the Port Authority for the comprehensive development of the "Port of New York" (Port of New York Authority, Chapter 154, 1921; Laws of New Jersey, Chapter 151, 1921). Today, the area of jurisdiction, called the "Port District," is a bi-state region of about 1,500 square miles centered on the Statue of Liberty.

The Port Authority's governing body is a Board of Commissioners comprised of six resident voters from the state of New York, two of whom are resident voters of the city of New York, and six resident voters from the state of New Jersey, two of whom are resident voters within the New Jersey portion of the district. The Governor of the State of New York chooses the New York Commissioners and the Governor of the State of New Jersey chooses the New Jersey Commissioners for six-year fixed terms.

Facilities owned and operated by the Port Authority include the three major airports in the metropolitan area, John F. Kennedy International Airport and Fiorello LaGuardia Airport in

the state of New York, and Newark Liberty International Airport in New Jersey. There are two smaller airports also operated by the Port Authority, Teterboro airport in New Jersey and Stewart Airport in New York.

Other facilities owned and operated by the Port Authority include the Lincoln and Holland Tunnels, the George Washington Bridge, three Staten Island Bridges, the Port Authority Bus Terminal, the PATH rapid transit system linking lower Manhattan with New Jersey, and World Trade Center complex that was the target of two major terrorist attacks. The first attack occurred on February 26, 1993, and the second on September 11, 2001. The Port Authority also operates the third largest marine terminal complex in the nation comprised of the Port Newark and Elizabeth Marine Terminals in New Jersey, and the Red Hook and New York Container Terminals in New York.

The Port Authority created a bi-state Police force upon graduation of its first class of police officers in 1928. Port Authority police officers have statutory police powers in two states, New York and New Jersey (Criminal Procedure Law of New York, Section 1.20, sub 34K; Laws of New Jersey, 32:2-25). After many years of infrastructure development, the Port Authority expanded the police force commensurate to its life safety responsibilities, and today has over 1,600 sworn officers that provide a wide-range of police services including crash fire rescue responsibilities at three of the largest metropolitan airports. Due to their specialized nature of work in firefighting and enforcement of laws governing the two states, the Port Authority police created its own police academy in June of 1928 to train the first class of police officers in basic recruit training program two weeks in duration. Since that time, the Port Authority police recruit curriculum has evolved to a 26-week traditional recruit training program of intensive basic



training in New York and New Jersey criminal law, behavioral sciences, patrol tactics, police procedures, laws of arrest, court proceedings, and courtroom testimony. The basic recruit training program also includes curriculum regarding the rules of evidence, defensive tactics, emergency first aid, fire fighting, lethal and non-lethal use-of-force, traffic management, firearms, defensive driving, public relations, vehicle pursuits, water safety, and rescue. The average class size for recruits in one session ranges from 60-80 recruits, and in the history of the Port Authority police only one recruit class graduated per annum. Recruit classes are normally conducted at the Port Authority police academy located in Jersey City, New Jersey. This facility contains a number of indoor classroom training facilities as well as a multi-purpose tactical training area, in addition to an indoor pistol range and physical fitness training area. All Port Authority police instructors are certified by New York and/or New Jersey in police methods of instruction by the State of New York, Chapter 446 of the Laws of 1959, Municipal Police Training Council (MPTC) and/or State of New Jersey Police Training Act of 1965, Police Training Commission (PTC).

Recruits entering the Port Authority police academy for basic training must first successfully pass a written examination, have at least a high school diploma, in addition to successful completion of a medical, physical agility, and psychological examination. The final step is a thorough background investigation check. The traditional training program for recruits is considered a condition of employment and must be successfully completed over a 26 week period in the disciplines previously discussed. Failure to do so will result in termination of employment.

## Statement of the Problem

The tragic events of September 11, 2001 were significant in many ways to the Port Authority and citizens of the United States. The civilian and military targets and suicide method of perpetration, made the threat of future terrorist attacks in our country a new reality. This study cannot accurately describe the fear generated in the citizenry of the New York/New Jersey region in people who witnessed the collapse of the World Trade Center towers on September 11, 2001. In order to mitigate this fear, reduce public anxiety for personal safety on American soil, and protect air transportation infrastructure, government officials immediately sought the assistance of uniformed law enforcement personnel to establish a greater security presence know as a “show of force in the New York area” (Bratton & Knoblev, 1998). Unfortunately, police agencies in the New York and New Jersey metropolitan area had insufficient resources to cover the proliferation of new post assignments that resulted from the demand to protect government buildings, educational institutions, places of worship, and most importantly, U.S. airports. In order to provide post coverage, most police agencies required police personnel in the region to work 12-hour tours with one day off and cancelled all scheduled vacations. Members of the National Guard augmented the police uniform presence in New York City (NYC) area for domestic infrastructure protection but would soon be needed abroad to fight the war against terror, and were eventually replaced by uniformed police officers.

The newly established Department of Homeland Security created by Presidential Security Directive (HSPD-1, 2001) caused additional staffing pressures through the implementation of stiffer screening requirements at major airports and enhanced security requirements in other modes of transportation. Risk assessments conducted at the time identified potential targets on

the national, state and local level. Each target was given a vulnerability rating and prioritized in terms of criticality. All of the Port Authority transportation facilities in the New York and New Jersey region were among those deemed most critical.

The New York City economy continued to feel the negative economic effects in the aftermath of the terrorist attacks especially in the lower Manhattan area covered with debris, and notable odor of mass destruction. Federal funding assurances for new police officers however, provided some hope to restore security in the region and caused Port Authority officials to expedite the call for new police officers from an existing waiting list but demand was greater than the normal supply of training new hires. Estimates at the time, projected the number of police officers needed to cover new post assignments to be 500, however, the time allotted to complete the hiring and training of these candidates was only 12 months. Under normal conditions, Port Authority police recruit training would require 60 months to meet this objective.

In order to address this issue, the organizational leadership of the Port Authority convened a panel of internal experts from Law, Risk Management, Human Resources, Public Safety, and Office of Medical Services to review course content of the traditional recruit training program and make recommendations for an expedited approach to traditional methods. The result was an *accelerated recruit training program*, which is the focal point of this study and retrospective investigation into whether accelerated post graduate job performance was consistent with graduates from the traditional recruit training program.

Accelerated training is a legally recognized practice by the respective police regulatory agencies, and does not eliminate or reduce proficiency standards as written in the MPTC and

PTC respectively. However, it does vary in each state from bypassing certain basic training requirements (PTC) to deferred basic training (MPTC) and immediate assignment.

Port Authority leadership at the time, regardless of the internal logistical issues and nature of the exigency, wanted to maintain a historical practice of providing above average training. Their primary goal was to drastically reduce the number of lecture hours to complete the basic course of study for recruits but administer testing and other proficiency requirements equal to the traditional recruit training program. This meant that the overall recruit testing would remain the same for attendees of the accelerated program as the traditional recruit training program but graduation requirements would be accomplished in a shorter period of time, 12 weeks versus 26 weeks, respectively. Recruits who were unable to meet the proficiency standards of the accelerated format were transferred to the next available traditional recruit training program and given the opportunity to complete training in the normal time frame.

The final aspect of the newly established *accelerated recruit training program* required group membership to include graduation from a previous state-recognized traditional recruit training program. This scenario would provide the best opportunity for candidates to succeed in a fraction of the time it would have taken candidates with no previous experience in a traditional recruit training program. There was also an expectation that graduation from a previous police academy would impart the state regulatory knowledge, skills, and attitudes (Jonassen, Hannum, & Tessmer, 1989) necessary to complete the traditional recruit training program.

The Port Authority's decision to implement this change of policy with respect to traditional recruit training practices was obviously warranted given the security demands in the Port region and time constraints to prepare new hires for the street. It was also a responsible

approach in maintaining the department's tradition of pride, service and distinction of the Port Authority police without any deprecation in proficiency graduation requirements.

At the time of implementation, a significant effort was dedicated toward program implementation of this new training methodology, and proper screening of candidates who participated in the *accelerated recruit training program*. Unfortunately, no time was available to deliberate on a system of measurement in post-graduation which is the primary reason for conducting this study.

#### Purpose of the Study

The purpose of this study is to analyze post graduation performance data in terms of crime trend analysis, time loss related injuries, use of force, and civilian complaints of candidates who attended the *accelerated recruit training program*, and successfully graduated as police officers in years 2002-2003 from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions as compared to post graduates of the traditional Port Authority police recruit program utilizing the same data points. Coincidentally, a high concentration of post-graduates from the *accelerated recruit program* were assigned to the Port Authority Bus Terminal, and this police command provided a good location for this study to measure police officer job performance in an actual post graduate work environment. The research data collected and quantitative analysis in this study will attempt to retrospectively investigate the null hypothesis, and either affirm or reject it based on performance of duty for members of the *accelerated recruit training program* that previously graduated a state-recognized traditional recruit training program.

The tragic events on September 11, 2001 created an unprecedented demand for critical infrastructure protection and enhanced security measures. Although the circumstances may have

justified an alternate route exemption from traditional recruit business practices, without a bona-fide metric of performance measurement in the community where the officers work, there is no reasonable process to fairly evaluate the effectiveness of the accelerated recruit program. Regardless of the nature of an exigency, it is the responsibility of the Port Authority police department to ensure that all members of the organization are properly trained in the enforcement of law equally (Gaines & Kappeler, 2003).

#### Hypothesis

There is no significant difference in performance of duty for police officers assigned to the Port Authority Bus Terminal Command in year 2004 who attended the *accelerated recruit training program* 12 weeks in duration from the 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> sessions from those police officers who were assigned to the same command and graduated from a traditional recruit training program 26 weeks in duration.

#### Primary Research Question

To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> affect post-graduate job performance of police officers assigned to the Port Authority Bus Terminal Command during the calendar year of 2004?

#### Subsidiary Questions

1. To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of officer time loss injury reports filed at the Port Authority Bus Terminal Command for year 2004 in the performance of official duty?

2. To what extent did accelerated training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of reported civilian complaints received from the transportation community at the Port Authority Bus Terminal during the same period?

3. What was the change in 2004 crime trends in relationship to a 10-year period covering 1997 to 2006 at the Port Authority Bus Terminal for five major crime indexes and five quality of life offenses indexes documented in the annual part I and part II Uniformed Crime Reports (UCR)?

#### Significance of the Study

The significance of police training, especially at the basic level of recruit training, is well documented in criminal and civil court cases at the federal, state and local level (Whisenand & Ferguson, 2001). The purpose of this study is to analyze post graduation job performance data in terms of crime trend analysis, time loss related injuries, use of force, and civilian complaints for candidates who attended the *accelerated recruit training program*, and successfully graduated as police officers in years 2002-2003 from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions as compared to post graduates of the traditional Port Authority police recruit program utilizing the same data points. A high concentration of post-graduates from the *accelerated recruit training program* were assigned to the Port Authority Bus Terminal, and this location subsequently provided a good research area for this study to measure police officer job performance in a post graduate work environment. The research data collected and quantitative analysis in this study will attempt to retrospectively investigate the null hypothesis and either affirm or reject it based on performance of duty for members of the *accelerated recruit training program* for new hires that previously graduated a state-recognized traditional recruit training program.

The tragic events on September 11, 2001 created an unprecedented demand for critical infrastructure protection and enhanced security measures. Although circumstances may have justified an exemption from traditional recruit business practices, without a valid metric for measuring job performance in the community where officers are assigned there is no legitimate way to investigate the effectiveness of an *accelerated recruit training program*.

Defense attorneys frequently request police officer recruit training records pertinent to a plaintiff's case (*Canton vs Harris*). For this reason, training records are continually maintained at the Port Authority police academy for each course of instruction that includes the number of students in attendance name, rank, instructor(s), date, time, location, curriculum, and student performance objectives. Training directors are responsible for ensuring the accuracy of these records, and compliance in accordance with the criterion set forth by the state regulatory commissions for New York (MPTC) And New Jersey (PTC) for police training.

Given the legal significance of academy training, police agencies recognize their training obligation to meet or exceed the state standards for recruit training. However, it should be noted that fiscal constraints to remain economically competitive and stay within the tax base of the community have forced training directors to continually seek cost effective alternatives that provide curriculum at a reduced cost. Accelerated training programs are now increasing in popularity in the industry with little to no formal research on the benefits of the program for the academic community and police leadership to evaluate their effectiveness. Since this is the first study that will aim to provide some data points on the efficacy of *accelerated recruit training* at the Port Authority Bus Terminal in terms of police officer job performance. The findings should be of interest to other police academy training directors in the region to evaluate the benefits of



*accelerated recruit training* as a possible future cost saving measure and feasible alternative to traditional practices. Thus, a study on the matter is certainly warranted.

#### Definition of Terms

*Accelerated Recruit Training (Program)* - An alternate route program created by the Port Authority police that includes all of the classes in the traditional recruit training program but in a condensed format. Membership to the accelerated program requires graduation from a previous traditional recruit training program at a certified police academy. Similar accelerated recruit training programs in the region are referred to as the rollover program in the state of New York, Municipal Police Training Council (MPTC) and waiver to the basic program in the state of New Jersey, Police Training Council (PTC).

*Certified Police Academy*– A police training facility that is approved by the state MPTC and/or PTC to conduct recruit basic training in the traditional format.

*Civilian Complaint Investigative Unit (CCIU)* – is a unit of Port Authority detectives assigned full time to investigate complaints of discourtesy and abuse of authority.

*Internal Affairs Division (IAD)* – is a unit of Port Authority detectives assigned full time to investigate complaints of serious misconduct and allegations of corruption.

*Lethal Force* – is physical force that is readily capable of causing death or serious physical injury to a person (Port Authority Instruction, 1994).

*Municipal Police Training Council (MPTC)* -The State of New York, by virtue of Chapter 446 of the Laws of 1959, became the first state in the nation to establish basic training for newly appointed police officers as well as promulgating rules and regulations with respect to the content and presentation of required training. Statutorily, the MPTC is obligated to

recommend for the governor's promulgation minimum requirements for conducting the basic course for police officers.

*Non-Lethal Force* – is physical force against a person that does not result in death or serious physical injury (Port Authority Instruction, 1994).

*Police Training Commission (PTC)* - The Police Training Commission (PTC) was created under the authority of the New Jersey Police Training Act (1965) and has many responsibilities for state regulated training which includes certification for police instructors and recruit courses administered at the county and local police level.

*Traditional Recruit Training Program* - The basic course of instruction that meets the state requirements of New York and New Jersey, MPTC and PTC respectively to perform the duties and responsibilities of a police officer in either state.

*Transportation Security Administration (TSA)* - Under the administration of United States Department of Homeland Security (DHS), this agency establishes enhanced security requirements for our nation's airports as well as all other transportation facilities (Homeland Security Presidential Directive 1, 2001).

#### Limitations of the Study

1. Only one organizational study on *accelerated recruit training program*
2. Data collected for this study refers to year 2004
3. Sample Population Size
4. Time Constraints
5. Dark figure of unreported crimes and complaints to the IAD and CCIU units
6. Crime Classification in Uniformed Crime Reports

## Organization of Study

The study is organized into five chapters. Chapter I contains the Introduction, which includes background information, purpose of the study, and research questions. Additional sections contained in Chapter I are the limitations of the study, definitions of terms, and the significance and organization of the study.

Chapter II is a review of literature and provides an in-depth review of relevant research to the questions under investigation on the roles and responsibilities of police in the community and development of recruit training. The chapter will also examine performance issues and related components with police utilizing Computer Statistical Analysis (Compstat).

Chapter III contains the methodology, research design, the population and sampling process, the instrumentation, data collection procedures, and data analysis. The chapter also contains a description of the testing instruments and treatment of the data. A summary follows at the conclusion of the chapter.

Chapter IV presents the findings of the data and the associated reports, graphs, charts, and results of several group comparison design measurements.

Chapter V contains the summary and conclusions of the study. It also contains recommendations for future studies.

A list of references and appendices follows Chapter V.

## Summary

Accelerated training has become a growing trend in the law enforcement community for many state and local municipalities over the past several years with little or no formal research on their benefits in terms of post-graduation job performance. The Port Authority made an

organizational decision to adopt an accelerated training policy in response to the demand created by the tragic events of September 11, 2001 in which 37 members of the police force made the ultimate sacrifice, and additional staff were needed to provide police services for a diverse network of transportation facilities, critical infrastructure protection and customer safety. Although circumstances at the time may have justified adoption of a policy to implement an accelerated recruit program, without a metric system for feedback on police officer job performance in the community where the officers work, there is no legitimate way to evaluate efficacy.

The purpose of this study is to analyze post graduation performance data in terms of crime trend analysis, time loss related injuries, use of force, and civilian complaints of candidates who attended the *accelerated recruit training program*, and successfully graduated as police officers in years 2002-2003 from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions as compared to post graduates of the traditional Port Authority police recruit program utilizing the same data points.

Regardless of the nature of an exigency, it is the responsibility of the Port Authority police Department to ensure that all members of the organization receive proper training and perform uniformly in the work environment.

## Chapter II

### REVIEW OF RELATED LITERATURE

This chapter will provide relevant literature to the primary research question in Chapter I with respect to a performance measurement system for post-graduates of the Port Authority police *accelerated recruit training program*. This review process will provide background information for the academic community to evaluate the contents of the study and formulate an opinion on the data and findings as presented in relation to the topical area. Discussion will focus on the historical literature with respect to the primary role of the police, and a system of impartial measurement that is mutually beneficial to the Port Authority and community served.

Data sources from internal performance metrics such as an employee appraisal form may have been utilized for this investigation to affirm or reject the null hypothesis; however, proprietary performance evaluations of this type tend to contain subjective variables and be one-dimensional in nature. They also have limited global value. Conversely, research obtained solely from a community perspective grounded in a model of interest to the citizenry may also cause skewed results in the final analysis for similar reasons. Accordingly, a mutually beneficial path of investigation was initiated. This is an important element to emphasize in the opening statement of the literature review because it defines how the researcher sought to compare the efficacy of post-graduates who attended an *accelerated recruit program* as compared to post-graduates of a traditional recruit training program. The primary and subsidiary research questions were drafted with this in mind in addition to, the notion of reducing bias in data collection process through utilization of historically sound that information will benefit the responsible organization and the community they served.

In support of these research objectives, Chapter II will specifically review data sources relevant to the primary role of the police through four eras of policing that include the political, reform, professional and community policing periods. The researcher will investigate linkages over a century of policing that will either support or reject the notion that crime control is an important element in the order maintenance function and serves as a common denominator of performance from an Agency and community perspective. Relevant research and case law with respect to recruit training in relation to post-graduate performance will also be examined, in addition to the significance of Bloom's taxonomy (1956) in the development of curricula and performance objectives. Next, the management and leadership role in the implementation of a new policy to conduct *accelerated recruit training* will be investigated for comparison to the Port Authority Charter in the Port of New York Compact (Laws of New York, 1921, Chapter 154; Laws of New Jersey 1921, Chapter 151) as well as the New York and New Jersey regulatory police training commissions. Finally, the research will aim to identify from historical data the significance of uniformed crime reports, computer statistical analysis meetings (Compstat), civilian complaints, use of force documents, and officer injury reports as tangible components for performance measurement of police officers in post graduation.

In order to begin the discussion on police training and a performance-based system of measurement in post-graduation other than an organizational personnel rating system, it is important to investigate how policing in America evolved, and the conceptual framework that shaped the role of the police in the community as we know it today.

## History of Policing

The development of law enforcement in the United States closely paralleled the development of Policing in England (Gaines & Kappeler, 2003). In the first American colonies of the 1600's, constables were among the first law enforcement officers and their numbers varied according to the size of the city they policed. For the most part, many of these early law enforcement officers were corrupt, used excessive force, violated citizens' rights, and protected illegal activities for a price. Although a number of reform efforts were made over the 200 years that followed, it is important to note the work of Sir Henry Fielding in England who organized a small group of plain-clothes constables to serve six local householders in breaking up a number of criminal gangs affecting citizens in the local area. This cadre of officers initially known as "thief-takers" concentrated their efforts on the activities of criminal gangs and was very effective in apprehending members while others fled the area. By 1805, this group became well known as the *Bow Street Runners* and was the first well-organized group of law enforcement officers to emphasize crime prevention as opposed to reactive response to crime (Gaines & Kappeler, 2003).

Sir Robert Peel built on the work of Fielding and numerous other reformers by implementing the Metropolitan Police Act of 1829 in London. This act organized the concept of crime prevention as well as many other principles that serve to guide modern police operations. There were total of nine overarching principles that exemplify the Peelian reform. Two in particular, "The absence of crime will best prove the efficiency of police," (p.65 ) and "The distribution of crime news is essential," (p.66 ) are relevant to the research and were more clearly

defined under Peel's administration as stated by Sir Richard Mayne, one of the first Commissioners, who wrote (as cited in Gaines & Kappeler, 2003, p. 73):

The primary objective of efficient police is the prevention of crime: the next that of detection and punishment of offenders if crime is committed. To these ends all the efforts of the police must be directed. The protection of life and property, the preservation of public tranquility, and the absence of crime, will alone prove whether those efforts have been successful and whether the objects for which the police were appointed have been attained (p.73)

The influence of English tradition and conceptual framework promulgated by Fielding, Peel, Mayne and others strongly influenced the police movement in the United States as police entities began to emerge in the Northeast and other parts of the nation. Many of the terms used in today's criminal justice system such as circuit courts, sheriffs, bailiffs and constables, used in various states of the union, are rooted in England, in addition to, the concepts that were founded by the Metropolitan Police Act (1829) in the area of crime prevention. Although these parallels are well documented throughout American history with respect to law enforcement, a greater refinement in the idea of crime prevention, and other modern day beliefs on the role of police occurred over a period of reform and professionalism that included several documented phases such as the Political, Reform, Professional, and Community Policing (Peak & Gleansor, 1999)

*Political – 1840's to 1900*

The first documented full-time police force was created in 1844 when the New York State Legislature passed laws that created the New York City Police Department. Philadelphia had actually initiated a paid, fulltime day police force 11 years earlier but it disbanded in a



relatively short period of time (Peak & Gleansor, 1999). Some of the other major cities that created a unified police force include stated police agencies such as the Texas Rangers and city departments such as Philadelphia, St. Louis, and Boston. At this time the police were initially faced with an unprecedented series of riots and civil disorder associated with social, economic, and ethnic conflicts which also served as an impetus to organize paid departments. The obvious contributions of Peel's (1844) principles were not noticeable until the late 1800's and beginning of the 20<sup>th</sup> century when American cities were absorbing millions of newcomers and the upheaval had passed. At this time many departments concentrated their efforts on crime prevention and order maintenance as well as other social services, such as operating soup lines, locating lost children and lodging new immigrants (Alpert & Dunham, 2004). From an organizational point of view, the political era of policing had numerous drawbacks in that it was decentralized with cities being divided into precincts and acting as individual police departments, hiring and firing personnel based on political affiliation and favoring the ethnicity of the dominant group for recruitment. Police officers were mostly corrupt and enjoyed an unprecedented amount of discretion with respect to law enforcement activities, practicing "curbside justice" (Birzer, 1999). One very positive aspect in this early approach was the contribution of integrating police officers in the neighborhoods in which they worked. This helped to contain riots and established "beat" officers on foot patrol dialoging with the community to prevent crime and maintain order.

#### *Reform-1901 to 1920's*

In 1918, August Vollmer who became widely recognized as the "patriarch of the police professionalism" (Hart, 1978), made many contributions to reform police practices of the

throughout the United States and has become institutionalized as a means of determining

Political era and change the public perception of police. Some of his accomplishments included the implementation of a basic records system, the first police motorcycle patrol and college education as a pre-requisite requirement to work as a police officer. August Vollmer was also known as the first individual to introduce the idea of tracking crime and initially proposed the concept of Uniformed Crime Reports (UCR's) to police organizations which was later adopted by the Federal Bureau of Investigations (FBI) as the national method of crime reporting. This system of data collection and reporting is still used today by thousands of reporting districts throughout the United States and has become institutionalized as a means of determining whether a department is acting on crime trends in their area of responsibility (Lynch & Addington, 2007a).

Another major contribution to the reform era by August Vollmer relative to the research was the notion of "the policeman as a social worker," a concept he presented to the International Association of Chiefs of Police (IACP) meeting in 1921. It was Vollmer's belief that police officers "should do more than merely arrest offenders, that they should actively seek to prevent crime by saving potential or actual offenders" as cited in (Peak & Gleansor, 1999, p.8). He also viewed the role of the police as one that plays an active part in the community they serve, and suggested they should intervene and be involved with individuals before they enter a life of crime and should work with social welfare agencies.

#### *Professional - 1920's to late1960's*

The introduction of science and technology was an important component in professionalizing law enforcement. With the emergence of federal agencies, crime laboratories, and other innovations that aided police investigations in fingerprints, chemistry, serology,

toxicology, evidence collection, communications and record management, police were recognized as “professional crime fighters.” Criminal apprehension and conviction was dependant upon sophisticated evidence collection techniques and the expertise of specialized units to handle and process the data and information. During this phase there was a “clear sense of mission for the police, a commitment to public service where one had not existed before” (Peak & Gleansor, 1999, p.11). In support of this concept of police as a public servant, a number of law enforcement agencies implemented entry-level requirements based on the work of Vollmer and required candidates to successfully complete a civil service examination before employment as well as graduation from a police academy (Gourley, 1962).

Police organizational hierarchy also reached a professional level during this time period when O.W. Wilson published the first edition of his “*Police Administration*” text that centralized operations and advocated the military model first noted by Sir Robert Peel (as cited in Alpert & Dunham, 1997). Law enforcement was the primary role of the police according to Wilson and this became public policy, similar to teachers who were responsible for education and doctors who were responsible for health problems. J. Edgar Hoover reinforced this public perception of police as crime fighters (Crank & Langworthy, 1992) and appointed the Wickersham Commission on law observance and law enforcement to study the rising crime rates and lack of effective police response to them. Although a subject of debate by members who argued against the establishment of a national system to report on criminal statistics, a significant impact of this commission on the history of crime reporting is the reinforcement of UCR reports under FBI control and the notion that rising crime trends are related to a perceived need to improve crime fighting capability.

### *Community Policing - 1970– to date*

As noted in American history, the 1960's were a significant period of social unrest. The antiwar and civil right movement stressed relations with the police, especially in the minority communities where the police were believed to treat the citizenry differently and the perception of unfair treatment was systemic. A contributing factor to poor relations with the community was the efficiencies of the professional era of policing. Technology and attitude toward professionalism removed officers from foot patrol to radio motor patrol and response times became efficacious in crime control. The concept of neighborhood police no longer existed in the community and was replaced by an impartial enforcer who advocated the "case" approach as compared to the "person" approach (Peak & Gleansor, 1999). Police administrators also looked at "the crime rate as the primary indicator of police effectiveness" (Peak & Gleansor, 1999 p.12).

A movement to improve communications and community relations was made through a number of studies most notable the creation of the National Center on Police and Community Relations that conducted a national survey on police-community relations from 1965 to 1973 (Brown, 1991). One of key results of this institute's work related to the research was to encourage police-community partnerships in reducing crime in the community with crime control as an important function but with an emphasis on prevention and the causes of crime. The professional phase of policing was found to be mostly re-active in nature and incident driven rather than pro-active and preventive, community oriented police and problem solving, (COPPS, 2003). It was suggested that police departments should spend more time and resources in analyzing crime trends and identifying persistence through the community-oriented police

problem solving model known as S.A.R.A. (Scan, Analyze, Respond, and Assess) in order to find creative solutions to crime.

Another important aspect of this phase was the effect of petty crime on the community and previous lack of interest by police in the past that helped shaped the perception of “no body cares.” The Community Policing phase is significant in the historical context of Policing because it stressed the need to enforce quality of life issues and focus on customer satisfaction, which was a dramatic change in the prior concept of concentrating police patrols and other resources on violent crimes and felonies.

#### Significance of Training

In 1989, the United States Supreme Court held in *Canton vs. Harris* that inadequate police training may result in the imposition of municipal liability when the failure to train could be construed as a deliberate indifference to the constitutional rights of persons with whom the police come in contact (Renahan, 2004). Through the history of police training there are numerous court cases beyond the scope of this study that document a clear legal connection between training and liability for failure to train employees properly. This important case was heard by the highest court in the United States and the plaintiff’s petition was “on this claim and upon the basis of evidence indicating that a city regulation gave shift commanders sole discretion to determine whether a detainee required medical care, and suggesting that commanders were not provided with any special training to make a determination as to when to summon such care for an injured detainee” (*Canton vs Harris*). The Supreme court stated “under Circuit precedent, a municipality is liable for failure to train its police force, where the plaintiff proves that the municipality acted recklessly, intentionally, or with gross negligence, and that the lack of

training was so reckless or grossly negligent that deprivation of persons' constitutional rights was substantially certain to result”(p.11). *Canton v. Harris* documented an important legal nexus between the failure to train officers and the imposition of some legal remedy if it was not conducted properly, but it did not serve as the impetus for training police officers in the historical context.

The significance of police training, especially at the basic entry-level, began well before any court rulings. The original notion of providing officers with basic and in-service training actually dates back to the Metropolitan Police Act of 1929, when Robert Peel included in his reform principles “the securing and training of proper persons is at the root of efficiency” (Gaines & Kappeler, 2003) Vollmer’s work and that of the IACP also contributed to the development of recruit training and other entry level education requirements for new hires before attendance at the police academy and subsequent performance in the communities. The process was expanded and refined throughout the professional phase of policing because of the obvious organizational benefit in efficacy notwithstanding any legal ramifications. The reform and professional phases of policing also reinforced the concept of training for in-service personnel and new supervisors. It should be noted, however, that across the country training varied greatly and was unregulated in terms of curriculum, contact hours, instructor qualifications and academy classroom requirements (Peak, 1997).

New York State became the first state in the nation to establish basic training for newly appointed police officers by creating the Municipal Police Training Council (MPTC) (State of New York, Chapter 446 of the Laws of 1959). The MPTC is statutorily obligated to recommend for the Governor's promulgation minimum requirements for conducting the Basic Course for

current regulation stipulates that an MPTC approved Basic Course must consist of at least 635 police officers. The MPTC was also given at that time the responsibility of making recommendations regarding police training schools, instructor qualifications and categories or classification of in-service training. According to Section 209-q of the General Municipal Law, “all persons seeking permanent appointment as a municipal police officer (including sheriff’s deputies) after July 1, 1960 must complete an MPTC approved Basic Course for police officers as a condition precedent to such appointment (p.15)“ The law also identified “basic police training must be completed within one year from the date of original appointment (p.9) The current regulation stipulates that an MPTC approved Basic Course must consist of at least 635 hours of instruction.

In the State of New Jersey the need to formalize police training also became a concern for many of the same reasons as New York and in 1961, the Police Training Act Title 52 stated a legislative declaration “for improvement in the administration of local and county law enforcement to better protect the health, safety and welfare of its citizens“ and that police work “requires proper education and clinical training“ (52:17B-66). This act also defined a law enforcement unit as “any police force or organization in a municipality or county which by statute or ordinance has the responsibility of detecting crime and enforcing the general laws of this state.“ The powers and duties in section 52:17B-71 specifically referenced the inclusion of crime courses of study in crime prevention as recommended by the advisory committee.

Many other states in addition to New York and New Jersey have regulated basic training for law enforcement, and require the certification of the academy buildings and instructors. Regardless of the academy designation, state, regional or local, the entry-level curriculum must be taught in compliance with the respective regulatory commission objectives for recruit

development, and instructors must be certified in the assigned course. This approach has allowed smaller law enforcement agencies that do not have instructor and equipment resources, the same opportunities of larger agencies with proprietary academy institutions.

Of all the reasons noted, the most important of requiring state mandated training was identifying a standardized curriculum and process of data collection approach in developing academy courses. In theory, course content supports the overall mission and role of law enforcement, and is normally based on some type of job task analysis from the various tasks performed by incumbents in the field (Gaines & Kappeler, 2003). This process of identifying curriculum is a critical component in the literature review and requires a brief discussion on the relationship of job task analysis, Bloom's taxonomy and instructor development.

### *Job Task Analysis*

Curriculum development for establishment of basic courses in the traditional recruit program that are adopted by the MPTC in New York and PTC in New Jersey are accomplished by an organizational job task analysis. The general purpose of a job task analysis is to document the work being performed by incumbents as a result of common duties and responsibilities (Blanchard & Thacker, 1988). Care is taken to obtain a cross-section of employees who have tenure on the job and not assigned to a specific detail or function. This approach ensures the list of tasks identified as an accurate reflection of actual duties performed on the job (Landy & Vasey, 1991). Supervisory participation in the data collection process is essential and includes incumbents who have performed the job tasks and can offer a different perspective of exactly what is required. Similarly, the objective is to select individuals who "know the job" (Blanchard & Thacker, 1998). Other organizational sources of information for data collection include any



published mission and goals, existing job descriptions, archival data, questionnaires, exit interviews, and customer expectations (Fine & Cronshaw 1999).

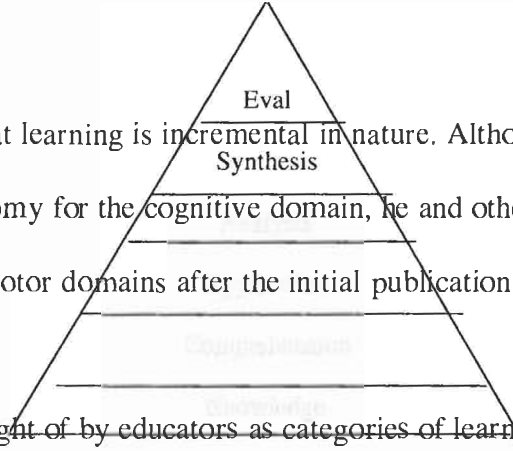
Various methods used to collect data from the work of Sidney Fine and others include the Position Analysis Questionnaire (PAQ) (Fine and Cronshaw, 1999), Functional Job Analysis (FJA) (Fine, S., Holt, A.M., & Hutchison, M.F., 1974), and Fleishman Job Analysis System (F-JAS) (Fleishman, 1988 p.672). Typically, these instruments identify a list of tasks performed by incumbents and rate the importance, frequency, and amount of time on each task (Fine & Cronshaw, 1999). Job task analysis may be used for a variety of reasons to include but not be limited to organization analysis and planning, promotion, compensation and training needs assessment. With respect to the relevance on developing a training curriculum, the job task analysis is a preliminary action to determining instructional goals and objectives, defining and describing primary and sub tasks, specifying the knowledge type that characterize tasks, selecting learning outcomes, determining instructional objectives, selecting an appropriate media, and constructing performance assessments and evaluations (Fine & Cronshaw 1999).

A prevailing theme in the literature on job task analysis is the relationship of identifying the knowledge, skills, and abilities or attitudes (KSA's) needed to perform a specific job. Much of the work in this area was the result of the taxonomy initially published by Benjamin Bloom in the middle of the 20th century (Bloom, 1954).

#### *Bloom's Taxonomy*

Benjamin Bloom originally proposed his taxonomy of educational objectives in 1956 as an educational psychologist at the University of Chicago (Bloom, 1956). The taxonomy divides educational objectives into three domains - cognitive, psychomotor and affective - and is

predicated on the idea that learning is incremental in nature. Although the original work of Bloom focused on taxonomy for the cognitive domain, he and others developed taxonomies for the affected and psychomotor domains after the initial publication (Krathwohl, Bloom & Masia, 1973).



Domains are thought of by educators as categories of learning and refer to them as knowledge, skills and attitudes or KSA's. The cognitive domain is depicted and defined in Figure 1.

Figure 1. *Category, educators associate an observable behavior with a desired learning outcome in the respective area and use action or key words verbs to describe the degree of difficulty as follows: (Bloom & Krathwohl, 1973).*

Category	Key Word (examples)
Knowledge	Analysis defines, describe, identify, label, name, recall
Comprehension	Application convert, comprehend, explain, interpret, translate
Application	Comprehension compute, construct, demonstrate, operate, solve
Analysis	Knowledge compare, select, diagram, discriminate, illustrate
Synthesis	

For each category, educators associate an observable behavior with a desired learning outcome in the respective area and use action or key words verbs to describe the degree of difficulty as follows: (Bloom & Krathwohl, 1973).

Category	Key Word (examples)
Knowledge	defines, describe, identify, label, name, recall
Comprehension	convert, comprehend, explain, interpret, translate
Application	compute, construct, demonstrate, operate, solve
Analysis	compare, select, diagram, discriminate, illustrate
Synthesis	categorizes, combine, create, design, and revise,
Evaluation	appraises, compare, conclude, contrast, critique

Categories for the psychomotor and affected domains also have a similar illustration for their respective areas (Harrow, 1972). The major educational benefit in using these taxonomies is related to the development of educational objectives that can be arranged in a hierarchal order from the most basic to complex. Bloom's taxonomy is one of the most applied at all levels of education since it was first published in 1956 when it received little attention (as cited by Anderson & Sonic, 1994; Krathwohl; 2002). The modern version of Bloom's taxonomy includes changes to the previously noted illustration in its original format to a new version that includes the use of nouns to replace verbs and the renaming of "knowledge" to "remembering." The evaluation and synthesis levels were also interchanged (Anderson, et al., 2001). However, the basic concept and principles have remained the same as well as the mastery learning theory that states, "The process of teaching needed to be geared towards the design of tasks that would progressively and ineluctably lead to the realization of the objectives that defined the goals of the curriculum" (Block, 1971, pg# 159).

### *Instructor Development*

The relevance of Bloom's taxonomy and work of other scholars in the field of education is mostly illuminated in the history and development of police instructor training, in that it is closely aligned with the notion of teaching classes that have a defined set of learning objectives at the recruit, in-service, and supervisor levels (New York State Division of Criminal Justice Services, 2004).

The states of New York and New Jersey by regulatory statute in the MPTC and PTC, respectively, require all police instructors to successfully complete an instructor development program. Often referred to as the "the train-the-trainer" program, IDC/MOI training is the critical

path in developing a cadre of personnel who assure the institution, training environment, class size, curriculum taught, performance objectives, record management system, and exist behaviors are consistent with state mandates. A general topics instructor program is normally 10 days, 80 hours in duration and provides basic instructor training in the role of the instructor, obligation to state law, and methodology in the preparation, administration, testing, and evaluation of police curriculum. Police training programs that required advanced knowledge and/or skills such as firearms, canine, and school resource officer, also require advanced instructor certification in the topic area.

Common in all the police instructor development programs is the inclusion of stated KSA's as instructional goals and commensurate "entry" and "exist" attributes as cited in the Instructor Development Course (IDC) of New York state and Methods of Instruction Course (MOI) of New Jersey state. With respect to recruits, one example of an observable performance objective in the psychomotor domain that is carefully written in support of achieving a particular level of proficiency to perform a specific job tasks, is found in firearms training (Simpson, 1972). "The student will be able to using a department authorized service weapon fire four shots in three seconds at the ten yard and achieve a overall passing score of 80%" (Dave, 1975). A further example of using other domains in Bloom's taxonomy associated with this topic include the knowledge associated with using a firearm to stop a particular action within the constraints of procedural law that encompasses the cognitive domain, and attitude toward inflicting serious physical injury and/or bodily harm in the affected domain (Palmiotto, 2003).

The recruit program is the most comprehensive in nature and, duration, and requires a diverse range of instructors, equipment and facilities to conduct the overall traditional program.

“No Agency is willing to circumvent their training obligation but fiscal constraints to remain economically competitive and stay within the tax base of the community have forced training Directors to continually seek training alternatives that provide curriculum at a reduced cost. Through job tasks analysis and societal demands for better-trained police officers, training Directors must also evaluate what knowledge, skills and attitudes are needed to better prepare personnel to protect the community they serve and reduce crime (Renahan, 2005).

*Port Authority of New York and New Jersey*

The Port Authority of New York and New Jersey is a bi-state agency that operates pursuant to an interstate compact signed into legislation between the states of New York and New Jersey on April 30, 1921(Laws of New York, p.25, C. 151, Laws of New Jersey, p.27). The compact was a legal supplement and amendment to an 1834 treaty titled “An Act for the settlement of the territorial limits and jurisdiction between the States of New York and New Jersey.” Although this initial legislation attempted to resolve any issues between the two states, a bitter dispute erupted on the valuable harbor interest and waterways of the nineteenth century. The resolution to this disagreement was a *Compact* modeled after a Port of London authority in that the harbor was recognized as one community working toward the common interest of both states as follows:

*Whereas*, it is confidently believed that a better coordination of the terminal, transportation and other facilities of commerce in, about and through the port of New York, will result in great economies, benefiting the nation, as well as the states of New York and New Jersey (Doig, 2001)

The Compact stipulates that the Port Authority operates an area of jurisdiction called the "Port District," 25 miles around the Statue of Liberty. Under Article IV of the 1921 Port Compact, the management of the Port Authority "consist of twelve commissioners, six resident voters from the State of New York, at least four of whom shall be resident voters of the city of New York, and six resident voters from the State of New Jersey, at least four of whom shall be resident voters from the New Jersey portion of the district" (Doig, 2001).

The agency's initial responsibility to facilitate interstate commerce in the late 1920s and early 1930s was to construct several bridges, the George Washington Bridge, Outer bridge Crossing, the Goethals and Bayonne bridges. The first of three underwater structures of the Lincoln Tunnel was constructed in 1937 and in the late 1940s the Port Authority leased three airports from city of Newark and New York at the respective cities' request. In the 1950s and 1960s, the Port Authority built the bus terminal and added a second deck to the George Washington Bridge. The agency also developed the world's first container ports at Port Newark and Elizabeth-Port Authority Marine Terminal and repaired many New York piers. The Port Authority was asked to manage the Hudson and Manhattan Railroad which was renamed to the PATH rail transit system.

In the 1970s, the region's interests in port and trade were accomplished through construction of The World Trade Center that brought private firms and government agencies together to engage in international business. During the 1980s, the Port Authority began a period of industrial redevelopment to retain manufacturing firms and jobs and developed various sites in New York and New Jersey that include a telecommunications center in Staten Island (Teleport),

legal center in Newark, a resource recovery plant; several industrial parks and waterfront development projects in New York and New Jersey.

Through the decades of development, the Port Authority's mission and role has remained unchanged and continues its commitment to interstate commerce "to enhance the region's competitiveness and prosperity by providing transportation services that efficiently move people and goods within the region and facilitate access to the nation and the world" (PANYNJ, 2005).

#### *Port Authority Police Department*

In support of the agency's obligation toward public service, the Port Authority having the legal authority from the 1921 interstate compact (Doig, 2001) established a bi-state police force and deployed the first group of 100 officers on June 21, 1928 to the George Washington Bridge (GWB). Consistent with the Port Authority's operating framework, the police were given bi-state police status having full police powers of arrest in each state under the respective criminal procedural law. The mission of the Port Authority Public Safety Department reads:

The overall mission of the Public Safety Department is to plan, develop, implement and administer policies and programs, which provide for an effective police force and result in the suppression of crime, the preservation of law and order, and the protection of life and property in Police Division Instruction (PDI-02).

The Port Authority is also permitted by law to legislate its own Agency rules and regulations, in addition to, New Jersey and New York State and local ordinances. Accordingly, the police force must operate in a complex environment of Port Authority rules, federal guidelines, and the laws of two states and numerous local municipalities.

In order to satisfy the various legal requirements and support the overall mission of the Port Authority, the policy of the police leadership in the Public Safety Department since inception has been to require all police training to “meet or exceed federal, state and local mandates and adequately prepare police officers for the unique challenges of working in transportation infrastructures” (PAPD 2001). The first group of police officers, known as “Bridgemen,” at the GWB reflects this position in the historical context of the basic recruit program. These officers were given a two-week recruit academy training curriculum and over the history of the Port Authority Police Department, continued to offer academy training for recruits prior to assignment.

Today, the Port Authority police force has 1600 members who provide a wide-range of police services to a large community of travelers that utilize a diverse network of transportation facilities and critical infrastructures. Because Port Authority police officers are considered primary first responders at all PA facilities, their basic job tasks, in addition to, basic patrol include many other related first responder functions such as firefighting and emergency medical treatment. Personnel from a Special Operations Division (SOD), Emergency Service Unit (ESU), Commercial Vehicle Inspection (CVI), Crash Fire Rescue (CFR), and Canine officers also perform specialized duties.

### *Police Academy*

Three decades before New York and New Jersey promulgated guidance on recruit training, the Port Authority elected to implement its own standards for recruit training beginning with its first Academy class in 1921. Today, recruits receive 26 weeks of intensive training that evolved over an 80-year period to what has become known as the traditional program in response



to many societal demands for better trained personnel and state entry-level training mandates (Renahan, 2005). Functional areas of training include topics of New York and New Jersey law, behavioral sciences, public relations, police practices and procedures, laws of arrest, court procedures, and testimony in addition to rules of evidence, defensive tactics, first aid, fire fighting, police patrol and traffic duty, firearms training, defensive and pursuit driving, and water safety and rescue.

On average, the mean number of recruits trained per academy class is normally within a range of 60-80 students, and in the history of the Port Authority, only one academy class was conducted per year. The Port Authority Police Academy has a proprietary state of the art indoor firearms training facility and propane firefighting facility as well a number of indoor classrooms, a multi-purpose tactical training area, and physical fitness center.

After the tragic events of September 11, 2001, police management and the executive leadership of the Port Authority were forced to consider alternative training options to expedite the graduation of police graduates from the traditional program. The existing paradigm did not satisfy the unprecedented demand for new police officers and any variation required a change in policy, management and leadership to the traditional program. Representatives from human resources, police, risk management, law and medical services convened to study alternatives. The result of the committee's work was a decision to identify a list of alternatives in compliance with state mandates for recruit training within the tradition of the Port Authority Police Academy to "meet or exceed standards:"

After much consideration of various methods to achieve the desired effect, the leadership agreed to a final resolution of creating a 12-week *accelerated recruit training program* for

students who had successfully completed a prior state recognized traditional program in either New York and/or New Jersey. Graduates from other traditional programs in a state different from those noted were not eligible to attend. Prior to this change in policy, students were required to attend the Port Authority traditional recruit program regardless of where they successfully completed a previous program.

This new approach meant that students accepted into the *accelerated recruit training program* had greater entry attributes in the form of KSA's to successfully complete the program in about half the amount of time of students with no previous training. It also meant that the students entering with proof of previous certification at a traditional recruit program satisfied the New York and New Jersey, PTC and MPTC requirements as long as students were within one year from separation of service of their previous police employment. The only remaining issue with respect to the Port Authority Police Department's position of having students "meet or exceed" standards was accomplished by having previous traditional post-graduates attend a 12-week program. However, the construct of the *accelerate recruit training program* was unique because the number of classes in each discipline remained the same as well as the required exit attributes in the form of performance objectives, testing and evaluation. The only variation between the programs was a reduction in the number of contact hours to achieve the desired results. High-risk, high liability areas such as firearms, driver training, vehicle pursuits, basic firefighting, New York and New Jersey procedural law, first aid, and water safety remained the same in terms of contact hours. Over a period of 13 months, three consecutive classes, 102<sup>nd</sup>, 104<sup>th</sup> and 105<sup>th</sup>, were conducted at the Port Authority Police Academy using this new

methodology. Two traditional classes, 103<sup>rd</sup> and 106<sup>th</sup>, were also conducted concurrently with the accelerated classes and concluded in a net result of 557 graduates in a record amount of time.

Given the short-term success of the program, the managerial decision to initiate an *accelerated recruit training program* for recruits was a success because it met state mandated and Port Authority requirements, but the long-term effects of graduating recruits in this paradigm remains unknown in terms of post-graduate performance. Without a documented system of measurement other than a proprietary employee performance evaluation system, policy makers have no historical instruments to model for evaluation. Furthermore, accelerated training has become a growing trend in the industry with modest research and follow-up system of evaluation.

#### Computer Statistical Analysis (Compstat)

Although there is disagreement in the history of Compstat in what it really means (Ratcliffe, 2007), Bill Bratton, former Commissioner, New York City Police, first implemented the idea in a Department-wide crime reduction program in 1994 that he believed meant “computer-statistics meetings” (Bratton & Knobler, 1998, p.233). Each week different precinct commanders were expected to speak directly to the chief of the department about crime trends in their area of responsibility and their initiatives for reducing crime. Other individuals credited for the evolution of it are Jack Maple and Chief Anemone ” (Bratton & Knobler, 1998) but regardless of the exact nature of its origin and evolution, Compstat is well documented in the history of policing as an effective management philosophy and organizational process in responding to crime trends. Many departments have implemented Compstat and/or a variation of it to enhance crime control.

In 2003, the Police Foundation issued a report as a result of a National Institute of Justice (NIJ) grant (98-IJ-CX-007) titled *Compstat in Practice* (McDonald, 2007) that identified six core elements to the Compstat framework as follows:

*Mission clarification:* Top management is responsible for clarifying and exalting the core features of the department's mission that serve as the overarching reason for the organization's existence. Mission clarification includes a demonstration of management's commitment and states its goals in specific terms for which the organization and its leaders can be held accountable---such as reducing crime by 10 percent in a year (Bratton & Knobler 1998, p.252).

*Internal accountability:* Operational commanders are held accountable for knowing their Commands, being well acquainted with the problems in the command, and accomplishing measurable results in reducing those problems---or at least demonstrating a diligent effort to learn from that experience.

*Geographic organization of operational command:* Operational command is focused on the policing of territories, so central decision-making authority over police operations is delegated to commanders with territorial responsibility for districts. Functionally differentiated units and specialists---patrol, community-policing officers, detectives, narcotics, vice, juvenile, and traffic---are either placed under the command of the district commander, or arrangements are made to facilitate their responsiveness to the commander's needs.

*Organizational flexibility:* The organization develops the capacity and habit of changing established routines as needed to mobilize resources when and where they are needed for

strategic application.

*Data-driven analysis of problems and assessment of department's problem-solving*

*efforts:* Data are made available to identify and analyze problems and to track and assess the department's response. Data are made accessible to all relevant personnel on a timely basis and in a readily usable format.

*Innovative problem-solving tactics:* police responses are selected because they offer the best prospects of success, not because they are "what we have always done." Innovation and experimentation is encouraged and use of the best available knowledge about practices are expected (McDonald, 2007).

Establishing a framework for Compstat was significant because it represented a new approach to manage crime control for law enforcement executives. As noted in the professional era of policing, previous decisions were made in a reactive manner, driven by calls for service, and focused on suspects without consideration of the social environment. This new approach also reflected an important change in the management of business practices and the deployment of police resources. Contributions of the Compstat process highlighted the important role of the community in their "Broken Windows theory" (Wilson & Kelling, 1982). "If police are to deal with disorder to reduce crime, they must rely on citizens for legitimacy and assistance" (Kelling & Bratton, 1994). Bratton viewed this theory as an important component to the overall Compstat process in addition to the concepts of community policing. Ideal to the notion of Compstat is that command officers accept the responsibility for reducing crime and harmonize the agency's policies with the social dynamics of the community with the power and authority of police headquarters. This would indicate that all levels of precinct management and beat officers are empowered to participate in the process under the direction

of the commanding officer. Anything less would cause police management to drift back to the professional era that was characterized as being disengaged with the community. Thus, Compstat is considered a significant change in measuring police effectiveness from reactive to proactive in nature, and results driven toward crime control, crime patterns, and the agency's capacity and ability to produce positive outcomes (Kelling & Wycoff, 2002).

Accordingly, the success of Compstat since inception has caused an increase in the adoption of compstat-like programs in small, medium and large agencies. In a recent survey conducted by the Police Foundation (Weisburd, Mastrofski, Greenspan & Willis, 2004), 58% of organizations that have 100 or more officers in the Nation implemented some form of Compstat. The primary reason for this emerging trend is the weekly process of quickly and efficiently collating, analyzing, and mapping crime intelligence and responding to crime trends and patterns as "an enforcement business practice" (Weisband & Willis 2004) as compared to the annual Uniformed Crime Reports (UCR's) published by the Federal Bureau of Investigations (FBI). The latter addressed only seven major crimes in the UCR index and did not reflect or include targeted crime or community quality of life data in any detail or timely fashion. Central to the concept of Compstat is the weekly process of data collection, analysis, rapid deployment and relentless follow-up and assessment (Bratton & Knobler, 1998).

#### Unified Crime Reports

Prior to the implementation of Compstat, official data on crime was reported to the FBI to compile annual Uniformed Crime Reports, *Crime in the United States* series. As noted earlier in the literature review, the UCR program was first introduced by August Vollmer to police organizations through an IACP presentation and was later assigned by congress USC Title 28, section 534 to the Attorney General who designated the FBI as the national agency for crime data collection. There were

initially seven major crimes reported in this summary-based reporting system that focused on certain index crimes. The eighth, arson, was added as a result of a congressional directive in late 1978 (Lynch & Addington, 2007a). These included: (a) murder, (b) non-negligent manslaughter, (c) forcible rape, (d) burglary, (e) aggravated assault, (f) motor vehicle theft, (g) larceny, and (h) arson

Over the past 72 years, crime data has been collected in the noted categories by the FBI who functioned as the primary data warehouse for collecting, organizing, and disseminating crime statistical information submitted by local, state, federal and tribal law enforcement agencies in the United States. Criminal offenses were initially divided into Part I crimes as listed above, however; in the 1980's a reform movement to modernize the reporting system was made and resulted in the release of a May, 1985 report *Blue print for the future of the Uniformed Crime reporting Program* (Lynch & Addington 2007a). The report added 21 Part II crimes as follows: (a) simple assault, (b) curfew offenses, (c) loitering, (d) embezzlement, (e) forgery, (f) counterfeiting, (g) disorderly conduct, (h) driving under the influence, (i) drug offenses, (j) fraud, (k) gambling, (l) liquor offenses, (m) offenses against the family, (n) prostitution, (o) public drunkenness, (p) runaways, (q) sex offenses, (r) stolen property, (s) vandalism, (t) vagrancy, and (u) weapon offenses.

Following the inclusion of Part II crimes and modification effort to the original UCR reporting system was the creation of a National Incident-Based Reporting System (NIBRS). This is a relatively new feature to the traditional reporting system and the work in the area of UCR/NIBRS reporting is still ongoing with national data collection and quality assurance guides, and leading professionals in criminology and sociology recommending a more robust program beyond the scope of this investigation.

An interesting parallel in the literature is the historical time line of law enforcement professionals who for various reasons recognized the need to revise and expand data collection on lesser offenses related to quality of life issues, in addition to the traditional Part I crimes. This eventually became a critical component to Bill Bratton's weekly Compstat meetings with documented success and is a common denominator today in UCR and Compstat reporting.

#### Use of Force

The eighth amendment of the constitution (as cited in Costello & Thomas, 2000) states that "excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted" (pg 34#). The history in use of force by police is extensive, and well documented as a primary concern to the U.S. citizenry. Alpert and Dunham (2005), describe three periods of change in the examination of force used by the police with respect to the historical context. The first period, "non regulation," is described as a time when police officer use of force was considered a common business practice and ignored with the exception of extreme cases. The second period parallels the professional era of policing and is considered a time of "self regulation" in the progressive movement of social and political reformers. The third period is characterized as a time when reform movements to establish controls on the use of force became "external" to the organization and is attributed to increased legal liability and the development of community-based policing.

A significant number of civil and criminal cases in the use of excessive force have been filed through the history of policing that eventually led to the period of external control. The most recent case, *Scott v Harris*, (US Supreme Court 4/2007) involved a motor vehicle high speed pursuit that ended by the actions of the police officer pushing the defendant's vehicle off



the road and causing it to crash. Landmark cases on the use of force for fleeing felons include *Tennessee v. Garner* (1985), and *Graham v. Connor*, (1989). Litigation that protects police excessive use of force includes the fourth and fourteenth amendments of the U.S. Constitution and 42 U.S.C. Title 1983 Civil Rights Act (Alpert & Dunham, 2005).

As a result of external pressures, the Attorney General was mandated to “acquire data about the use of excessive force by law enforcement officers” in section 210402 of the *Violent Crime Control and Law Enforcement Act* (1994). In June 2006, the Bureau of Justice Statistics reported that law enforcement agencies with 100 or more sworn officers received about 26,000 citizen complaints on police officer use of force during 2002. This total resulted in overall rates of 33 complaints per agency and 6.6 complaints per 100 full-time sworn officers. Departments with 1,000 or more sworn officers averaged 11.3 per 100 sworn officers.

In *Taking Back the Streets* (Kelling & Bratton, 1994), the existing method of policing was characterized as a “strong centralized command and control that aimed to prevent police corruption and abuse by limiting contact with the general public” (p. 1). A number of complexities in changing this methodology to a community policing model promulgated by Bratton in 1994 involved civil liberties, fear, and harassment of minority abuse and the potential for corruption (Haberfield, 2006). In *Turnaround* (Bratton & Knobler, 1998) Bill Bratton discussed this issue with his command staff and emphasized that “the police can’t take back the streets that were effectively de-policed for twenty years without being assertive. However, if they are heavy-handed, if they don’t get the consensus of the community, if they don’t get the leadership and supervision of their own command staff that is so essential, then there is the potential for an explosion“ (p. 249). During the same time period, Bratton also realized that in

researching frequent cause(s) of excessive use of force complaints, the police Academy was not properly preparing recruits to do their job within the use of force continuum in making arrests and detaining people.

In order to properly monitor the number of use of force incidents, Bratton instituted a system of recording all incidents involving the use of force by members of the department regardless of type and whether it resulted in a suspect and/or police officer injury. He also established internal criteria for supervisors and members of the Internal Affairs Division (IAD) to initiate an investigation on suspected violations of police policies and procedures on the use of force. Bratton also believed in a rapid process to quickly and efficiently prosecute sustained cases and return officers that are cleared to patrol. It was his belief that this would instill confidence in the rank and file and citizenry in the process.

Consistent with the Port Authority police policy on meeting or exceeding standards, the police leadership cooperated with the required use of force inquiry forms implemented by the NYPD in jurisdictions PAPD Officers patrolled, and adopted a similar internal system at all other commands including those located in New Jersey, to document and record all incidents of police action that resulted in the use of force regardless of cause or nature of the force, and whether it emanated from the recipient.

#### Civilian Complaint Review Board

Citizen oversight of police actions originated in New York City during the 1950's among militant groups who did not trust the internal review process of investigating claims of police misconduct and wanted a civilian based review system (Walker, 1997). Many professionals in the industry argued the limitations of citizen oversight due to the membership's inexperience in

law enforcement but the idea had merit and was first implemented in 1965 under Mayor John Lindsey. Soon after, the Police Benevolent Association blocked the creation of a civilian board and it remained that way for 21 years until a resolution was passed by the city council in 1986 that identified a review board where six private citizens were appointed by the Mayor's Office and served with six non-uniformed members appointed by the Police Commissioner (Goldsmith, 1991). In 1993, under Mayor Dinkins, the concept of a citizen's review board, all civilian in form, was established with subpoena powers to obtain media and recommend discipline (Cannato, 2001).

By 2003, 19% of large departments had a civilian complaint review board (CCRB) to provide independent investigative authority of police misconduct (U.S. Department of Justice, BJS 2006). They are classified into four types:

Type 1- Citizens investigate allegations of police misconduct and recommend findings to the Chief.

Type 2- Police officers investigate allegations and develop findings with citizens' review and recommendations to approve or reject.

Type 3 – Complainants may appeal findings established by the police and citizens who review them and then recommend their own findings to the chief.

Type 4 – An auditor investigates the process by which the police accepts and investigates complaints and reports (p.vii).

Regardless of type, the U.S. Justice report (2006) documented several benefits to police organizations and the community in having citizen's oversight at some capacity in the local jurisdiction:

- Community perspective
  - Feeling “validated” when the oversight committee agrees with their allegations
  - Feeling “satisfied” at being able to express their concerns in person
  - Feeling police officers are “accountable” for their behavior and/or actions
- Police Administrators perspective
  - Improves community relations
  - Has strengthened quality of internal investigations and reassured that the public process is thorough and fair
  - Caused valuable policy and procedural changes

There are documented disadvantages to the citizen review process. One of the major drawbacks noted in the literature was also discussed by Bratton and Knobler (1998) in *Turnaround* that some officers were unwilling to do their job for fear of unfair reprisals initiated by the CCRB board (Bratton & Knobler, 1998). They viewed the apparent lack of motivation by police officers as “the challenge and dilemma” of modern Policing, “How do we control our environment and at the same time train our people to work in the community’s best interest” (p.244). Bratton and Knobler firmly believed in motivating police officers “to do their job” (p.245), by training them properly and giving them the skills to communicate with the notion of respect and community engagement, and a fair process for the agency and citizens to evaluate misconduct. The overarching management and leadership theory throughout his administration, when viewing culture change in the department, was centered on the concept of proper training

relevant to the desired behavior and quality assurance measures to support the policy. These two recurrent themes are consistent throughout the text.

The Port Authority Police has a Civilian Complaint Review System in effect since the mid 1990's. It operates in a manner described by the U.S. Department of Justice as a type 2 citizen's review which is formally referred to as the Civilian Complaint Investigative Unit (CCIU). A detailed procedure promulgated throughout the Department embraces many of the concepts noted in the historical literature. The process allows easy access for non-criminal complaints to be received in the following areas: (a) excessive force/unnecessary use of force, (b) abuse of authority, (c) discourtesy— to include abusive language, and (d) ethnic/bias language toward civil rights legislation.

Complaints criminal in nature may initiate in the same manner but are assigned to a specialized group of Internal Affairs investigators for criminal processing. Whether criminal or non-criminal, all complaints received are serialized and filed in the CCIU unit for processing. Although the details of each complaint with all relevant information are confidential and unpublished, each month the total number of complaints per command are organized to produce a monthly compstat like report for precinct commanders and chiefs. The department's leadership monitors these reports by individuals as well and addresses any changes in pattern or trends with the respective member. Recipients of multiple complaints are normally required to attend refresher training, or in extreme cases, suspended from uniformed service. The total number of CCIU complaints received annually by the Port Authority police is reported to the F.B.I. UCR index and is a matter of public record (PAPD Personnel Communication, 1996).

## Officer Safety

The concept of officer safety in the performance of official duty dates back to the Metropolitan Police Act (Gaines & Kappeler 2003) and has been incorporated into every aspect of policing at the recruit, in-service, and supervisory training levels. It has also been reinforced in patrol procedures and emergency response protocols for the obvious individual, organizational, and community benefits, and won preference in the courts *Terry v. Ohio* (392 U.S. 1, 1968). This landmark case is only one example of legal support toward officer safety in the performance of a quick surface search of a person's outer clothing for weapons "if they have reasonable suspicion that the person stopped is armed," and continues to be used today in the form of a stop, question and frisk protocol for the primary reason of officer safety. There are other court cases beyond the scope of this investigation that have supported officer safety measures and have been translated into state approved lesson plans for police training. These include firearm tactics, car stops, driver training, prisoner detention and transport, domestic violence, street encounters, and many other programs (MPTC/PTC 2007).

In 2005, the F.B.I. reported in the annual UCR report for *Law Enforcement Officers Assaulted* a total of 57,546 assaults on police officers at a rate of 11.9 per 100 officers, of which 15,763 resulted in an injury (U.S. Department of Justice, 2006). The officers who were injured as a result of a weapon included: (a) 29.1 percent with personal weapons, (b) 13.4 percent with sharp edged instruments, (c) 9.1 percent with firearms, and (d) 24.6 percent dangerous weapons.

The perceived dangers associated with a suspect in possession of a weapon or other dangerous instrument remains a priority in training and focus on officer safety, however; an area of risk that has not been generally perceived by officers as possibly fatal is consideration for

personal protection equipment when responding to emergency incidents. In the late 1970's, many first responders lost their lives fighting forest fires due to the disorganization of the command element and officer training in personal safety and protection equipment. Personal property damage was also estimated to be in the millions of dollars due to ineffective resource deployment. The aftermath resulted in the creation of the Incident Command System (ICS) that was first introduced by the Federal Emergency Management Agency (FEMA) in 1987 (FIREScope, 1987). In emergency situations, police officers have a tendency to fail to recognize the need for personal protective equipment (PPE), accountability and communications (National Commission on Terrorist Attacks, 2004). The initial ICS training program that was offered to first responders was attributed to a FEMA grant opportunity as a result of the work performed by the 1987 *FIREScope* advisory committee (Jamelson, 2007). Today, the ICS program has been revised and updated into a national response protocol referred to as the National Integrated Incident Management System (NIIMS), and is required by law for implementation in emergency situations. The National Institute for Occupational Safety and Health (NIOSH) has also published a first responder guide (Rand, 2004) to assist commanders and response personnel in the "Safety Management Cycle" (xvii). First responder personnel are encouraged to improve personal protection measures by employing a basic safety model in making decisions, "the level of risk in any given action should be weighted against the potential benefit" (NIJ, 2002).

In the mid-1970's, the Port Authority leadership instituted a policy that required employees to complete an injury report (PA-360) for all incidents of possible injury in the performance of duty. Police officer injuries regardless of nature are included on this document

including possible exposures to unknown substances that may exhibit symptoms of personnel injury at a later date. Incidents involving the use of force against a suspect in the process of affecting an arrest that result in an officer injury are also captured on this form, which is filed separately with a use of force form. Filing of one form such as the “use of force“ does replace submittal of the PA 306 if an officer injury occurs in the process.

### Summary

The research provided in this chapter supports the development of relevant primary and subsidiary research questions that will aid this investigation by identifying a fair, unbiased system of measurement to evaluate *accelerated recruit training* in post-graduation.

A common aspect in the literature of all four phases of policing was crime control as a fundamental responsibility of police officers including proactive prevention. Although the history of policing evolved in response to different political, social and economic pressures in the United States, the idea of crime prevention remained constant in the literature and was supported by community and organizational leaders. The modern day concepts of community policing were also clearly evident throughout the literature that paralleled the concepts of social contract theory, “the police are the community, and the community are the Police” (Community Police Consortium, 2003). The professional era of policing may have temporarily distracted the profession with technology developments but it returned with a high regard toward community service and community participation in refining the crime control function from the most serious to quality of life issues.

Bratton (1998) exemplified the organizational need to develop innovative tactical response strategies at the command level through implementation of Compstat that rapidly



quantifies, assesses and responds to crime trends in the community. The merits of the process continue to be under scholarly debate but have served both the organizations and the community well as a national model for monitoring emerging crime trends, and developing proactive responses to them.

Reconstruction of the UCR process and issuance of federal guidance for consistent data collection in the United States supported the notion of collecting data on a national level to include Part I and Part II type crimes, similar in nature to Compstat because it incorporates the community perspective. Regardless of preference, Compstat and UCR reports are useful indicators in determining crime trends in the community and one or both may be used to identify emerging patterns in a complementary way and coordinate longitudinal and latitudinal analysis.

Crime fighting is an important element of recruit training and whether taught in a traditional or accelerated framework must yield similar results when evaluating post-graduation performance. Course evolution is attributed to a multitude of state regulations, legal requirements, and professional mandates that embody the certification process.

In the investigation of relevant data sources to be consumed by the research design and methodology presented in the next chapter, the literature identified crime control as a major responsibility in order maintenance as well as the prevention of crime, a basic duty and responsibility of the police. This includes quality of life issues of significant interest to the community. The researcher considered other post graduate performance variables to measure effectiveness in the investigation such as technical competence, personal characteristics, interpersonal relations and disciplinary record. However, these factors are more indicative to an

employee evaluation system of an organization, and not viewed in the literature as having equal value to the community in measuring post-graduation job performance.

## Chapter III

### DESIGN AND METHODOLOGY

#### Introduction

The purpose of this study is to analyze post graduation performance data in terms of crime trend analysis, time loss related injuries, and civilian complaints of candidates who attended the *accelerated recruit training program* and successfully graduated as police officers in years 2002-2003 from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions as compared to post graduates of the traditional Port Authority police recruit program utilizing the same data points. Coincidentally, a high concentration of post-graduates from the *accelerated recruit program* were assigned to the Port Authority Bus Terminal, and they subsequently provided a good location for this study to measure police officer job performance in an actual post graduate work environment. The research data collected and quantitative analysis will retrospectively investigate the value of the null hypothesis and attempt to affirm or reject the Port Authority police *accelerated recruit training program* for new hires that previously graduated a state-recognized traditional recruit training program.

The tragic events on September 11, 2001 created an unprecedented demand for critical infrastructure protection and enhanced security measures. Although the circumstances may have justified an alternate route exemption from traditional recruit business practices, without a bona-fide metric of performance measurement in the community where the officers work, there is no legitimate process to fairly evaluate the effectiveness *accelerated recruit training*. Regardless of the nature of an exigency, it is the responsibility of police departments to ensure that all members

of the organization are properly trained in the enforcement of law equally (Gaines & Kappeler, 2003).

This chapter describes the research design of the study derived from the problem under investigation and will serve to identify the subject groups, materials and processes utilized to facilitate this research study. The data instruments, sources of data, conduct of the study, and all other techniques for discovering findings have been included in the chapter.

The following is a list of research questions designed to answer the substantive questions of this research study. They are predicated on the historical documentation presented in Chapter II on the role and responsibilities police officers have in their Community, and the contributions Compstat has made in evaluating crime control in the community.

#### Primary Research Question

To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect post-graduate job performance of police officers assigned to the Port Authority Bus Terminal Command during the calendar year of 2004?

#### Subsidiary Questions

1. To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of officer time loss injury reports filed at the Port Authority Bus Terminal Command for year 2004 in the performance of official duty?

2. To what extent did accelerated training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of reported civilian complaints received from the transportation community at the Port Authority Bus Terminal during the same period?

3. What was the change in 2004 crime trends in relationship to a 10-year period covering 1997 to 2006 at the Port Authority Bus Terminal for five major crime indexes and five quality of life offenses indexes documented in the annual part I and part II Uniformed Crime Reports (UCR)?

#### Sample Group Population

Police recruits who graduated from the traditional or *accelerated training program* were assigned to one or more of 12 police commands, they are: Newark Liberty International Airport, John F. Kennedy International Airport, LaGuardia Airport, PATH rapid transit system, Holland Tunnel, Lincoln Tunnel, Staten Island Bridges, George Washington Bridge, Port Authority Bus Terminal, New Jersey Marine Terminals, World Trade Center, and the Central Police Pool (CPP). Other assignments may have included the Port Authority Police Academy, headquarters, or Special Investigative Unit.

There were a total of 250 recruits who graduated accelerated recruit training over a 13-month period from three (3) separate sessions, 102<sup>nd</sup>, 104<sup>th</sup> and 105<sup>th</sup>. As noted in Chapter I, traditional and accelerated recruit classes were conducted concurrently, beginning in April 2002 and all classes were graduated by May 2003. Upon graduation from their respective academy recruit training program, new police officers were briefly assigned to a Central Police Pool (CPP) which made post graduate performance difficult to track. Shortly later, they were dispersed in 11 police commands that needed officers in the field as a result of court assignments, in-service training, and vacations. Port Authority Police Commands encompass a "Port District" (Interstate Compact, 1921) that is geographically situated within two states and 10 different municipalities.

Although the CPP provided the highest initial concentration of accelerated post-graduates, the time period they remained in the CPP was short and geographic area too large, encompassing two states and many different municipalities. The researcher was able to identify a stable population of accelerated post-graduates at the Port Authority Bus Terminal located in mid-town Manhattan, New York City. It had the highest number of graduates from the *accelerated recruit program* and almost a 1:1 ratio to the number of traditional post graduates. There were a total of 88 police officers who worked at the Bus Terminal command during the study period who graduated from *accelerated recruit training*. The remaining number of police personnel graduated from traditional recruit program totaling 94.

Most of the police work at this command is routine foot patrol that includes high visibility and personal contact with the transit community, directly impacting crime. The post structure for both groups was identical and covered a specified geographical area of patrol around the Port Authority Bus Terminal facility. All criminal complaint reports, summons activities, and use of force incidents were recorded in an annual activity report for the bus terminal and not duplicated by any other agency. The figures retrieved for the purpose of this study are part of the official police archives at the Port Authority Bus Terminal that are reported each year to the federal government for inclusion in the Uniformed Crime Reports (UCR).

#### Sample Community Population

The Port Authority Bus Terminal is located in mid-town Manhattan between 8<sup>th</sup> and 9<sup>th</sup> Avenues from 40<sup>th</sup> to 42<sup>nd</sup> Streets and is the largest bus terminal complex in the United States. The terminal was originally designed and constructed as a solution to a hectic array of smaller terminals spread throughout the city of New York but has now become the region's primary

ground transportation facility and vital connection for workers, travelers and visitors, serving more than 200,000 passengers a day (PANYNJ, 2005).

There are approximately 180 gates for simultaneous bus operations on three separate operating levels located on the lower level, 3<sup>rd</sup> and 4<sup>th</sup> floors of the complex. A total of 24 independent bus carriers provide transportation services to various points in the region and the continental United States, Canada, and Mexico. Direct underground passageways also connect commuters with the Metropolitan Transit Authority subway lines of the A, C, E, N, R, W, 1, 2, 3, 7, and 9. In addition to bus service, there are a large number of retailers, newsstands and kiosks located in the main and second floor lobby areas in the north and south wings of the complex that provide a variety of goods and services for passengers and the surrounding community.

During the investigation period of this study the number of daily and annual commuters did not significantly vary as reported in the 2004 Port Authority annual financial report distributed to the Board of Commissioners and Governors of each state. This made an ideal sample community population for the purpose of this study as compared to one of the other commands because the transit population of daily commuters remained virtually unchanged.

#### Primary Research Question

To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect post-graduate job performance of police officers assigned to the Port Authority Bus Terminal Command during the calendar year of 2004?

#### *Data Sources*

The data sources related to this question involved a review of three independent sources of information, arrest reports, summons activity reports, and use of force reports for post-

graduates of *accelerated recruit training* sessions 102<sup>nd</sup>, 104<sup>th</sup> and 105<sup>th</sup> as compared to post-graduates of the traditional program that were assigned to the Port Authority Bus Terminal during a one year period, January 1, 2004 – December 31, 2004.

### *Materials*

Post-graduates of the *accelerated recruit program* assigned to the Port Authority Bus Terminal are required by the state courts to complete an accusatory instrument when enforcing the law from a minor offense to a major crime. The Port Authority Bus Terminal maintains a Criminal Complaint Report known as a CCR for all cases that result in an arrest. These reports are sequentially numbered from January 1st to December 31st each calendar year and logged in a police blotter. All entries contain the nature of the offense and the officer who made the arrest with the corresponding arrest number. This information is maintained in a secured record area at the Port Authority Bus Terminal command and is the exclusive property of the Port Authority. Summonses issued by police officers assigned to the Port Authority Bus Terminal command are also serialized and logged in a summons activity report each day and are under the exclusive control of supervisors, and secured in a central file cabinet at the command. All enforcement activities at the Port Authority Bus Terminal for any given calendar year are recorded in either the arrest blotter or summons activity log. This procedure remained unchanged during the investigation period, and access granted by the chief of the department for the purpose of this study.

It is a basic constitutional guarantee in the eighth amendment, “cruel and unusual punishment,” that the citizenry not be inflicted with unnecessary force (Peak & Gleansor, 1999). Enforcement activities that resulted in any use of force, lethal and/or non-lethal, are recorded on



a “use of force” report that is maintained in a central file at the command. Any force used as a result of an arrest or summons is numbered during the calendar year. Completion of a use of force report is not necessarily a cause for an investigation but an internal control measure to document any occurrence that resulted in the use of it while in the performance of an official duty.

### *Procedures*

The procedure for this analysis was a comparison group design using group membership as the independent variable and impact as the dependent variable. The *t* test for two independent samples is defined as a test to determine whether the difference between sample means qualifies as a common or rare outcome (Witte & Witte, 2001). The raw data for all post-graduates of the accelerated program are assigned a 1 code, and post-graduates of the traditional training program are assigned a 2 code. SPSS computer output was the core component for investigating any variance between the two groups with a *p* value <.05 to indicate significance. The result of each *t* test is illustrated in an associated printout providing the number in each group of post-graduates and comparison of the means. This procedure was completed for each impact as follows: (a) number of arrests, (b) number of summonses, and (c) numbers of incidents involving the use of force. The time period under investigation in this analysis is January 1, 2004 to December 31, 2004.

### Subsidiary Question 1

To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of officer time loss injury reports filed at the Port Authority Bus Terminal Command for year 2004 in the performance of official duty?

This question was formulated in response to the growing emphasis on first responder safety after the tragic events of September 11, 2001 and the organizational training goal for proper physical conditioning. Traditional post-graduates had 26 weeks to physically prepare for the job-task of police work as compared to accelerated officers that had 12 weeks to prepare. It is not the intent of this study to compare group performance in the gym, but in the actual community where police officers work in post graduation, and to evaluate the number of work related injuries that resulted in the performance of duties.

#### *Data Sources*

The data sources related to this question involved a review of officer injury reports for post-graduates of *accelerated recruit training sessions* 102<sup>nd</sup>, 104<sup>th</sup> and 105<sup>th</sup> as compared to post-graduates of the traditional program that were assigned to the Port Authority Bus Terminal during a one-year period, January 1, 2004 to December 31, 2004.

#### *Materials*

Police officers assigned to the Port Authority Bus Terminal command are required to complete an Officer Injury Report for any occurrence that may result in an injury to the officer. Completion of an Officer Injury Report is not an indication of lost time at work but it may also be related to an exposure to a potentially hazardous material, unknown agent, or body fluid. This procedure remained unchanged during the investigation period, and access granted by the chief of the department for the purpose of this study.

#### *Process*

The procedure for this analysis was a comparison group design using group membership as the independent variable and impact as the dependent variable. The raw data for all post-

graduates of the accelerated program are assigned a 1 code, and post-graduates of the traditional training program are assigned a 2 code. SPSS computer output was the core component for investigating any variance between the two groups with a  $p$  value  $<.05$  to indicate significance. The result of each  $t$  test is illustrated in Chapter IV with an associated printout providing the number in each group of post-graduates and comparison of the means.

#### Subsidiary Question 2

To what extent did accelerated training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of reported civilian complaints received from the transportation community at the Port Authority Bus Terminal during the same period?

This question was formulated to address the number of incidents that resulted in a complaint of discourteous behavior and/or disrespect toward members of the community to evaluate overall performance. The position is supported by the “CPR” initiative in New York City that officers will treat the community with Courtesy, Professionalism, and Respect.

#### *Data Sources*

The data sources related to this question involved a review of Civilian Complaint Reports (PA-CCIU) for post-graduates of accelerated recruit training sessions 102<sup>nd</sup>, 104<sup>th</sup> and 105<sup>th</sup> as compared to post-graduates of the traditional program that were assigned to the Port Authority Bus Terminal for a 1 year period, January 1, 2004 to December 31, 2004.

#### *Materials*

Supervisors assigned to the Port Authority Bus Terminal Command are mandated to complete a Civilian Complaint Report for person(s) that report any occurrence of discourteous behavior and/or disrespect to a civilian. All complaints received in writing, by telephone, or

electronic communications are given a report number in sequence for each calendar year and maintained in a secure area of the Civilian Complaint Bureau in the department. This procedure remained unchanged during the investigation period, and access granted by the chief of the department for the purpose of this study.

### *Process*

The procedure for this analysis was a comparison group design using group membership as the independent variable and impact as the dependent variable. The raw data for all post-graduates of the accelerated program are assigned a 1 code, and post-graduates of the traditional training program are assigned a 2 code. SPSS computer output was the core component for investigating any variance between the two groups with a  $p$  value  $<.05$  to indicate significance. The result of each  $t$  test is illustrated in Chapter IV with an associated printout providing the number in each group of post-graduates and comparison of the means.

### Subsidiary Question 3

What was the change in 2004 crime trends in relationship to a 10-year period covering 1997 to 2006 at the Port Authority Bus Terminal for five major crime indexes and five quality of life offenses indexes documented in the annual part I and part II Uniformed Crime Reports (UCR)?

UCRs were conceived in 1929 by the International Association of Chiefs of Police to meet a need for reliable crime statistics in the nation that would guide law enforcement administration, operation, and management, but through the years the data has now become a leading social indicator.

### *Data Sources*

The data sources related to this question will involve a review of Part I and Part II indexes of the UCRs documented the command for a 10-year period, January 1, 1997 to December 31, 2006.

### *Materials*

All complaints received in writing, by telephone or electronic communications are given a report number in sequence for each calendar year and maintained in a secure area of the command to document crime trends in the community. Police Commanders use this information on a weekly basis to develop response strategies as discussed in the Chapter II literature review on Compstat. An annual report is also compiled at the end of each calendar year for the national UCR reporting system. This study investigated five violent crimes (homicide, robbery, rape, burglary, and assault), and five quality of life crimes (disorderly conduct, petit larceny, solicitation, trespass, and harassment).

This procedure remained unchanged during the investigation period, and access granted by the chief of the department for the purpose of this study.

### *Process*

The procedure for this analysis is a visual representation in the form of a line graph for each category of crime before and after the accelerated post-graduates was assigned to the Port Authority Bus Terminal. The reporting period covered in the analysis will include a 10-year period as described above. Chapter IV includes a narrative interpretation of the data and reflects on the percentage of change for the violent and quality of life crimes with a notation on the average number of bus movements and commuters.

## Summary

The purpose of this study is to analyze post graduate job performance data created by implementation of an accelerated recruit training for police officers who graduated in years(s) 2002-2003 from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions as compared to post-graduates of the traditional program. A high concentration of post-graduates from the *accelerated recruit training program* was found at the Port Authority Bus Terminal to conduct a retrospective investigation on job performance in the community.

The procedure for this analysis was a comparison group design for the primary research question and two subsidiary questions that used group membership as the independent variables and impact as the dependent variables. The raw data for all post-graduates of the accelerated program are assigned a 1 code, and post-graduates of the traditional training program are assigned a 2 code. SPSS computer output was the core component for investigating any variance between the two groups with a  $p$  value  $<.05$  to indicate significance. The results of the various  $t$  tests are illustrated in Chapter IV.

## Chapter IV

### DATA ANALYSIS

#### Introduction

This chapter will present data relevant to the investigation of job performance with respect to the *accelerated recruit training program* for post-graduates assigned to the Port Authority Bus Terminal during the year 2004. The data has been organized in response to the primary and secondary research questions that were drafted to evaluate police officer performance from a mutually beneficial perspective, the organization and the community. Prior research investigations of this nature in the law enforcement industry were limited due to the scarce implementation of alternate route programs. This is the first study that attempts to investigate post graduate performance utilizing data points of common interest to an Agency and citizenry with respect to accelerated training. The methodology used to collect and analyze the data in this chapter was described in Chapter III for determining the validity of the study.

*Accelerated recruit training* refers to an alternate-route, entry-level recruit training program 12 weeks in duration that was conducted at the Port Authority Police Academy from April 2002 to May 2003. The leadership and decision-making process to implement a new Port Authority policy of accelerated training was a direct result of the tragic events on September 11, 2001. Over a 13-month period, a total of three accelerated training classes, the 102<sup>nd</sup>, and 104<sup>th</sup>, and 105<sup>th</sup> sessions, were graduated concurrently with two other recruit classes, the 103<sup>rd</sup> and 106<sup>th</sup>. The later classes were conducted under the traditional model for recruit training that is 26 weeks in duration.

The null hypothesis for this study is centered on the question of whether the *accelerated recruit training* created in the aftermath of disaster was a valid approach to entry-level police officer training or a spontaneous reaction to an unprecedented event. In other words, did the ends justify the means? And to what extent has it affected the performance of police officers in post-graduation? The null hypothesis drafted on the intuition of the researcher states that there is no significant difference in performance between police officers who attended the traditional recruit training program of 26 weeks in duration from post-graduates who attended an alternate route accelerated training program of 12 weeks in duration.

The null hypothesis may conclude there is no significant difference in post-graduation performance at the Port Authority Bus Terminal or if rejected, conclude that there is a significant difference. To determine this, the  $H_0$  will be tested repeatedly through a series of questions, primary and subsidiary, designed to affirm or reject the null hypothesis. The academic and law enforcement community may use this information to evaluate the advantages or disadvantages of implementing a similarly constructed program in their respective organizations.

#### Primary Research Question

To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> affect post-graduate job performance of police officers assigned to the Port Authority Bus Terminal Command during the calendar year of 2004?

#### Subsidiary Questions

1. To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of officer time loss injury reports filed at the Port Authority Bus Terminal Command for year 2004 in the performance of official duty?



2. To what extent did accelerated training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of reported civilian complaints received from the transportation community at the Port Authority Bus Terminal during the same period?

3. What was the change in 2004 crime trends in relationship to a 10-year period covering 1997 to 2006 at the Port Authority Bus Terminal for five major crime indexes and five quality of life offenses indexes documented in the annual part I and part II Uniformed Crime Reports (UCR)?

Each research question noted above will be addressed by the analysis of data obtained from the groups in question referred to as “traditional“ or “accelerated” who were the sample populations of police officers assigned to the Port Authority Bus Terminal during the investigative period. By comparison group design the data obtained in relation to the primary and subsidiary research questions (one and two) will be analyzed through an independent *t* test technique (Wittie & Wittie, 2004). This statistical approach will allow the researcher to determine if the two means of each group differ significantly thus affirming or rejecting the null hypothesis.

Data obtained for each group to conduct the *t* test comparison was obtained from the command archive maintained by the Port Authority Police at the bus terminal command. The data sets are organized and summarized into tables to report descriptively on actual observations of police officer performance. The initial tables separate the activities of both groups, traditional and accelerated, and provide a descriptive analysis of observations. They are followed by several group tables that combine activities of the traditional and accelerated graduates for reporting in the same manner. A more thorough and detailed analysis of the data is next provided in a several

tables that allow inferences to be made about the performance of each group and activities by comparing the means, *t* value and level of significance.

The results of SPSS output (see Table 1) reflect a total number of 94 members of the Port Authority Bus Terminal Command who graduated from the traditional academy used to compile data. Performance measurement activities for this group were collected and analyzed in response to the primary research question with respect to arrests, summonses issued and use of force complaints. The average number of arrests made by the traditional group was reported in the mean as 5.23. Summonses for the same group averaged 6.22 as illustrated by the mean and use of force complaints averaged only .03.

A higher number of summonses were issued on average for the traditional group as compared to the number of arrests made for the same group at rate of .99 or approximately 1.0 on average. The number of use of force complaints received per suspect contact that resulted in issuance of summonses or physical arrest on average was a small fraction of a percent as reported by the mean of .03.

Table 1

*Statistics – Traditional Academy*

		Arrests	Summons	Use Of Force#	CCIU
N	Valid	94	94	94	94
	Missing	0	0	0	0
Mean		5.23	6.22	.03	.11
Median		2.00	2.00	.00	.00
Mode		0	0	0	0
Std. Deviation		7.284	8.00	.177	.343

Frequency distribution data for arrest activity of the traditional group (see Table 2) shows the highest percent of arrest frequency occurred in the 0-3 range with a total of 29 police officers

or 30.9 % of the population not making any arrests during the year 2004. The second highest category of arrest occurred in 16 members of the population or 17% who made at least one arrest during the reporting period. The remaining 11.7% of the population made three or less arrests

Table 2

*Frequency Table of Arrests in Traditional Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	29	30.9	30.9	30.9
	1	16	17.0	17.0	47.9
	2	5	5.3	5.3	53.2
	3	6	6.4	6.4	59.6
	4	5	5.3	5.3	64.9
	5	4	4.3	4.3	69.1
	6	5	5.3	5.3	74.5
	7	2	2.1	2.1	76.6
	8	1	1.1	1.1	77.7
	9	2	2.1	2.1	79.8
	10	2	2.1	2.1	81.9
	11	1	1.1	1.1	83.0
	12	2	2.1	2.1	85.1
	14	1	1.1	1.1	86.2
	16	3	3.2	3.2	89.4
	17	3	3.1	3.1	92.6
	20	1	1.1	1.1	93.6
	21	2	2.1	2.1	95.7
	22	1	1.1	1.1	96.8
	24	1	1.1	1.1	97.9
	27	1	1.1	1.1	98.9
	35	1	1.1	1.1	100.0
	Total	94	100.0	100.0	

Seven and six tenths percent of the traditional population of police officers made 20 or more arrests during the reporting period with one police officer making the highest number of arrests for the traditional group at 35.

Summonses activity for the traditional group (see Table 3) shows the highest percentage of summonses issued were in the 0-3 range with 22.3% representing the highest overall percentile of no summonses activity. The remainder 28.7% issued two or less summonses during

the reporting period. The greatest number of summonses issued by one member of the group was 42, and 8.5% of the population issued twenty or more summonses for the year.

Table 3

*Frequency Table of Summonses in Traditional Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	21	22.3	22.3	22.3
	1	17	18.1	18.1	40.4
	2	10	10.6	10.6	51.1
	3	5	5.3	5.3	56.4
	4	3	3.2	3.2	59.6
	5	3	3.2	3.2	62.8
	6	2	2.1	2.1	64.9
	7	3	3.2	3.2	68.1
	8	4	4.3	4.3	72.3
	9	5	5.3	5.3	77.7
	10	3	3.2	3.2	80.9
	11	2	2.1	2.1	83.0
	12	3	3.2	3.2	86.2
	14	1	1.1	1.1	87.2
	15	1	1.1	1.1	88.3
	17	1	1.1	1.1	89.4
	19	2	2.1	2.1	91.5
	21	1	1.1	1.1	92.6
	22	4	4.3	4.3	96.8
	24	1	1.1	1.1	97.9
	32	1	1.1	1.1	98.9
	42	1	1.1	1.1	100.0
	Total	94	100.0	100.0	

As illustrated in Tables 2 and 3, the sum total of contacts made, aggregate of summonses activity, and arrests was over 1,000 during the reporting period for the traditional sample population, but a small total number of use of force complaints, three, (see Table 4) were documented. This represents 3.2 % of the population that received at least one complaint whereas 96.8% of the population did not receive any use of force complaints for the reporting period.

Table 4

*Frequency Table of Use of Force in Traditional Group*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	91	96.8	96.8	96.8
1	3	3.2	3.2	100.0
Total	94	100.0	100.0	

The results of SPSS output (see Table 5) reflect a total number of 88 members of the Port Authority Bus Terminal Command who graduated from the accelerated academy used to compile data. Performance measurement activities for this group were collected and analyzed in response to the primary research question with respect to arrests, summonses issued and use of force complaints. The average number of arrests made by the accelerated group was reported in the mean as 3.81. Summonses for the same group averaged 6.48 as illustrated by the mean and use of force complaints averaged only .03.

As indicated in Table 5, a higher number of summonses were issued on average by the accelerated group as compared to the number of arrests made for the same group at rate of approximately 2.5. The number of use of force complaints received per suspect contact that resulted in issuance of summonses or physical arrest on average was a small fraction of the percent as reported by the mean of .03. This figure was the same for the traditional group.

Table 5

*Statistics – Accelerated Academy*

		Arrests	Summons	Use Of Force#	CCIU
N	Valid	88	88	88	88
	Missing	0	0	0	0
Mean		3.81	6.48	.03	.15

during the reporting period.

Median	2.00	2.00	.00	.00
Mode		0	0	0
Std. Deviation	6.425	19.987	.183	.515

Frequency distribution data for arrest activity of the accelerated group (see Table 6) shows the highest percent of arrest frequency occurred in the 0-3 range with a total of 22 Police Officers or 25 % of the population making at least one arrest during the year 2004. The second highest percentage occurred in 19 members of the population or 21.6% who made no arrests during the reporting period. The remaining 27.3% of the population made three or less arrests during the reporting period.

Two and three tenths percent of the accelerated population of Police Officers made 20 or more arrests during the reporting period with one Police Officer making the highest number of arrests for the accelerated group at 39.

Table 6  
*Frequency Table of Arrests in the Accelerated Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	19	21.6	21.6	21.6
	1	22	25.0	25.0	46.6
	2	10	11.4	11.4	58.0
	3	14	15.9	15.9	73.9
	4	5	5.7	5.7	79.5
	5	2	2.3	2.2	81.8
	6	2	2.3	2.3	84.1
	7	2	2.3	2.3	86.4
	8	3	3.4	3.4	89.8
	9	2	2.3	2.3	92.0
	12	1	1.1	1.1	93.2
	14	1	1.1	1.1	94.3
	17	2	2.3	2.3	96.6
	19	1	1.1	1.1	97.7
	35	1	1.1	1.1	98.9
	39	1	1.1	1.1	100.0
	Total	88	100.0	100.0	

Summonses activity for the accelerated group (see Table 7) shows the highest percentage

of summonses issued were in the 0-4 range with 34.1% representing the highest overall percentile of no summonses activity. The remainder 39.9.7% issued four or less summonses during the reporting period. The greatest number of summonses issued by one member of the group was 164 or 1.1% of the population and is considered an outlier in comparison to the summonses activity of the remainder of the group. Five and seven tenths percent of the accelerated population issued twenty or more summonses for the year.

Table 7

*Frequency Table of Summonses in the Accelerated Group*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	30	34.1	34.1	34.1
1	10	11.4	11.4	45.5
2	10	11.4	11.4	45.5
3	7	8.0	8.0	64.8
4	8	9.1	9.1	73.9
5	6	6.8	6.8	80.7
6	3	3.4	3.4	84.1
7	3	3.4	3.3	87.5
8	2	2.3	2.3	89.8
9	1	1.1	1.1	90.9
11	1	1.1	1.1	92.0
17	1	1.1	1.1	93.2
19	1	1.1	1.1	94.3
21	1	1.1	1.1	95.5
30	1	1.1	1.1	96.6
64	1	1.1	1.1	97.7
67	1	1.1	1.1	98.9
164	1	1.1	1.1	100.0
Total	88	100.0	100.0	

As illustrated in Tables 2 and 3 for the traditional group and Tables 6 and 7 of the accelerated group, the sum total of contacts were high in comparison to the reported number of use of force complaints (see Table 8). In total three use of force complaints were documented for

1	3	3.4	100.0
Total	88	100.0	100.0

the reporting period. This represents 3.4 % of the population that received at least one complaint whereas 96.6% of the population did not receive any use of force complaints for the reporting period.

Table 8

*Frequency Table of Use of Force in the Accelerated Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	85	96.6	96.6	96.6
	1	3	3.4	3.4	100.0
	Total	88	100.0	100.0	

The results of SPSS output (see Table 9) reflect a total number of 182 members of the Port Authority Bus Terminal Command who graduated from the accelerated and traditional academy classes that were used to compile data for the purpose of this study. Performance measurement activities for this group were collected and analyzed in response to the primary research question with respect to arrests, summonses issued and use of force complaints. The average number of arrests made by both groups is shown with a mean of 4.54 as compared to the 3.81 for the accelerated class and 5.23 for the traditional class.

Summonses activity also varied for the two groups. The combined total of summonses issued shows a mean of 6.35 for the combined group as compared to the averaged 6.48 in the accelerated group of post graduates and mean of 6.22 for the traditional group. The mean for use of force complaints received by both groups remained constant at .03 as illustrated by the SPSS output.

Table 9

*Frequencies of Combined Data (Traditional and Accelerated Groups)*



		Arrests	Summons	Use Of Force#	CCIU
N	Valid	182	182	182	182
	Missing	0	0	0	0
Mean		4.54	6.35	.03	.13
Median		2.00	2.00	.00	.00
Mode		0	0	0	0
Std. Deviation		6.901	14.999	.179	.434

Frequency distribution data for arrest activity of the combined group activities (see Table 10) shows the highest percent of arrest frequency occurred in the 0-3 range with a total of 48

police officers who made no arrest, or 26.4 % of the population. Twenty and nine tenths percent of the population, which accounts for 38 police officers, made at least one arrest, and the remaining 29.2% of the combined group made three or less arrests during the reporting period.

Four and seven tenths percent of the combined population of police officers made 20 or more arrests during the reporting period with one police officer in the combined group making the highest number of arrests at 39, representing .5 of the group total.

Table 10

*Frequency of Arrests for Combined Groups (Traditional and Accelerated)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	48	26.4	26.4	26.4
	1	38	20.9	20.9	47.3
	2	15	8.2	8.2	55.5
	3	20	11.0	11.0	66.5

4	10	5.5	5.5	72.0
5	6	3.3	3.3	75.3
6	7	3.8	3.8	79.1
7	4	2.2	2.2	81.3
8	4	2.2	2.2	83.5
9	4	2.2	2.2	85.7
10	2	1.1	1.1	86.8
11	1	.5	.5	87.4
12	3	1.6	1.6	89.0
14	2	1.1	1.1	90.1
16	3	1.6	1.6	91.8
17	5	2.7	2.7	94.5
19	1	.5	.5	95.1
20	1	.5	.5	95.6
21	2	1.1	1.1	96.7
22	1	.5	.5	97.3
24	1	.5	.5	97.8
27	1	.5	.5	98.4
35	2	1.1	1.1	99.5
39	1	.5	.5	100.0
Total	182	100.0	100.0	

Summons activity for the combined group (see Table 11) shows the highest percentage of summonses issued were in the 0-4 ranges with 28% representing the highest overall percentile

of no summonses activity. The remainder, 36.27%, issued four or less summonses during the reporting period. The greatest number of summonses issued by one member of the group was 164 or .5% of the population and is considered an outlier in comparison to the summonses activity of remainder of the group. Six and eight tenths percent of the combined population issued 20 or more summonses for the year.

Table 11  
*Frequency Table of Combined Summons Data of Both Groups (Traditional and Accelerated)*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	51	28.0	28.0	28.0
1	27	14.8	14.8	42.9
2	20	11.0	11.0	53.8
3	12	6.6	6.6	60.4

4	11	6.0	6.0	66.5
5	9	4.9	4.9	71.4
6	5	2.7	2.7	74.2
7	6	3.3	3.3	77.5
8	2	1.1	1.1	78.6
9	5	2.7	2.7	81.3
10	5	2.7	2.7	84.1
11	4	2.2	2.2	86.3
12	2	1.1	1.1	87.4
13	3	1.6	1.6	89.0
14	1	.5	.5	89.6
15	1	.5	.5	90.1
17	2	1.1	1.1	91.2
19	3	1.6	1.6	92.9
21	2	1.1	1.1	94.0
22	4	2.2	2.2	96.2
24	1	.5	.5	96.7
30	1	.5	.5	97.3
32	1	.5	.5	97.8
42	1	.5	.5	98.4
64	1	.5	.5	98.9
67	1	.5	.5	99.5
164	1	.5	.5	100.0
Total	182	100.0	100.0	

As illustrated in Tables 10 and 11 for traditional and accelerated group activities, summonses issued and number of custodial arrests resulted in six use of force complaints which represents 3.3% of the sample population. The highest number of use of force complaints received by any one member of the group was one.

Ninety-six and seven tenths percent of the combined population, or a total of 176 police officers, received no use of force complaints as the result of an arrest or summonses activity (see Table 12).

Table 12

*Frequency Table of Use of Force Data for Both Groups (Traditional and Accelerated)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	176	96.7	96.7	96.7
	1	6	3.3	3.3	100.0
	Total	182	100.0	100.0	

Table 13 reflects the basic descriptive statistical analysis for a *t* test utilizing two independent samples. The result of the SPSS output in this table reflects the mean, standard deviation and standard error of mean for traditional and accelerated post-graduates who made arrests at the Port Authority Bus Terminal in 2004. The traditional group had a total sample population of 94 police officers with a mean of 5.23, and the accelerated group had a total sample population of 88 police officers with a mean of 3.81. This indicates that on average the post-graduates of the traditional training model made more arrests than post-graduates who attended the accelerated training model as a descriptive statement of fact with no reference to statistical significance.

The standard deviation for the traditional group is 7.284 with a standard error of the mean at .751. This indicates the average amount by which sample means deviate from the population mean (Wittie & Wittie, 2004). The accelerated group of post-graduates standard deviation is 6.425 and standard error mean of .685 which reflects a lower standard deviation and error mean than the traditional group of post-graduates.


Table 13

*T-Test Arrests– Group Statistics*

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
ARRESTS	Traditional Academy	94	5.23	7.284	.751
	Accelerated	88	3.81	6.425	.685

Table 14 reflects the SPSS output for a *t* test using two independent sample populations. For the purpose of this study, the two sample populations for analysis are drawn from the traditional and accelerated group of post-graduates who made arrests at the Port Authority Bus

Terminal in 2004. The hypothesis being tested is to determine if there is any statistical significance difference in the number of arrests made by these two groups.

The first column labeled, “Levene’s test for Equality of Variances,” indicates an *f* value for this *t* test at 5.461 and the significance of this result at .021. The rule dictates that equal variances are not assumed because the *p*-value is less <.05 and the likelihood that the two samples are drawn from populations with unequal variances exist. As a result, the *t* value used is 1.404 with the degrees of freedom at 179.376.

The *t* test sig. (2-tailed) value reflected in the same row is *p*=.162 with a mean difference

of 1.427 and standard error of difference at 1.017. This would indicate that the number of arrests made in 2004 by each group is not statistically significant because the indicated value is greater than > <i>p</i> .05. In other words, the two sample groups cannot be distinguished based on the number of arrests made in 2004 and there is no evidence from the number of arrests to justify the
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rejection of the null hypothesis.

Table 14

*T-Test Arrests - Independent Samples Test*

	Levene's Test for Equality of Variance		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
ARRESTS Equal variances assumed	5.461	.021	1.398	180	.164	1.427	1.021
Equal variances not assumed			1.404	179.376	.162	1.427	1.017

Table 15 reflects the basic descriptive statistical analysis for a *t* test utilizing two independent samples. The results of the SPSS output reflects the mean, standard deviation, and

standard error of mean for traditional and accelerated post-graduates who made arrests at the Port Authority Bus Terminal in 2004. The traditional group had a total sample population of 94 police officers with a mean of 6.22, and the accelerated group had a total sample population of 88 police officers with a mean of 6.48. This indicates that on average the post-graduates of the traditional training model issued less summonses than the post-graduates who attended the accelerated training model as a descriptive statement of fact with no reference to statistical significance.

The standard deviation for the traditional group is 8.004 with a standard error of the mean at .826. This indicates the average amount by which sample means deviate from the population mean (Wittie & Wittie, 2004). The accelerated group of post-graduates standard deviation is 19.987 and standard error mean of 2.131 which reflects a higher standard deviation and error mean than the traditional group of post-graduates.

Table 15

*T-Test Summonses– Group Statistics*

		N	Mean	Std. Deviation	Std. Error Mean
SUMMONS	Traditional Academy	94	6.22	8.004	.826
	Accelerated	88	6.48	19.987	2.131

Table 16 reflects the SPSS output for a *t* test using two independent sample populations. For the purpose of this study, the two sample populations for analysis are drawn from the traditional and accelerated group of post-graduates who issued summonses at the Bus Terminal in 2004. The hypothesis being tested is to determine if there is any statistical significance difference in the number of summonses issued by these two groups.

The first column labeled “Levene’s test for Equality of Variances” indicates an *f* value for this *t* test at .815 and the significance of this result at .368. The rule dictates that equal variances are assumed because the *p*-value is greater than  $>.05$  and the likelihood that the two samples are drawn from populations with equal variances exist. As a result, the *t* value used is  $-.114$  with the degrees of freedom at 180.

The *t* test sig. (2-tailed) value reflected in the same row is  $p=.910$  with a mean difference of  $-.254$  and standard error of difference at 2.231. This would indicate that the number of

summonses issued in 2004 by each group is not statistically significant because the indicated							
value of .910 is greater than $> p .05$ . In other words, the two sample groups cannot be							
distinguished based on the number of summonses issued in 2004 and there is no evidence from							
the number of summonses to justify rejection of the null hypothesis.							

Table 16

*T-Test Summonses – Independent Samples Test*

	Levene's Test for Equality of Variance		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
SUMMONS Equal variances assumed	.815	.368	-.114	180	.910	-.254	2.231
Equal variances not assumed			-.111	112.708	.912	-.254	2.285

Table 17 reflects the basic descriptive statistical analysis for a *t* test utilizing two independent samples. The results of the SPSS output reflects the mean, standard deviation, and standard error of mean for traditional and accelerated post-graduates who received a use of force

complaint at the Port Authority Bus Terminal in 2004. The traditional group had a total sample population of 94 police officers with a mean of .03, and the accelerated group had a total sample population of 88 police officers with a mean of .03. This indicates that on average the post-graduates of the traditional training model were equal in the number of use of force complaints as a descriptive statement of fact with no reference to statistical significance.

The standard deviation for the traditional group is .177 with a standard error of the mean at .018. This indicates the average amount by which sample means deviate from the population mean (Wittie & Wittie, 2004). The accelerated group of post-graduates standard deviation is .183 and standard error mean of .019.

Table 17

*T-Test Use of Force Complaints – Group Statistics*

GROUP	N	Mean	Std. Deviation	Std. Error Mean
USE OF FORCE # Traditional Academy	94	.03	.177	.018
Accelerated	88	.03	.183	.019

Table 18 reflects the SPSS output for a *t* test using two independent sample populations. For the purpose of this study, the two sample populations for analysis are drawn from the traditional and accelerated group of post-graduates who received a use of force complaint at the Bus Terminal in 2004. The hypothesis being tested is to determine if there is any statistical significance difference in the number of use of force complaints received by these two groups.

The first column labeled, “Levene’s test for Equality of Variances,” indicates an *f* value for this *t* test at .027 and the significance of this result at .870. The rule dictates that equal variances are assumed because the *p*-value is greater than  $>.05$  and the likelihood that the two



hypothesis.

samples are drawn from populations with equal variances exist. As a result, the *t* value used is .082 with the degrees of freedom at 180. The *t* test sig. (2-tailed) value reflected in the same row is *p*= .935 with a mean difference of .002 and standard error of difference at .027. This would indicate that the number of use of force complaints made in 2004 by each group is not

statistically significant because the indicated value of .935 is greater than $> p .05$ . In other words,
the two sample groups cannot be distinguished based on the number of use of force complaints
received in 2004 and there is no evidence from this number to justify rejection of the null
hypothesis.

Table 18

*T-Test Use of Force Complaints –Independent Samples Test*

USE OF FORCE #	Levene's Test for Equality of Variance	t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.027	.870	-.082	180	.935	-.002	.027
Equal variances not assumed			-.082	178.271	.935	-.002	.027

Subsidiary Question 1

To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of officer time loss injury reports filed at the Port Authority Bus Terminal Command for year 2004 in the performance of official duty?

The results of SPSS output (see Table 19) reflect a total number of 94 members of the Port Authority Bus Terminal Command who graduated from the traditional academy used to compile the data. Performance measurement activities for this group were collected and analyzed

Mean	5.23	6.22	.03	.11	.07
Median	2.00	2.00	.00	.00	.00

in response to the subsidiary Research Question 2 with respect to officer time loss injury reports filed. The average number of time loss injury reports filed by members of the traditional group was reported in the mean as .07 with a standard deviation of .264.

Table 19

*Frequencies of Time Loss Injuries*

		Arrests	Summons	Use Of Force#	CCIU	Time Lost Injuries
N	Valid	94	94	94	94	94
	Missing	0	0	0	0	0
Mean		5.23	6.22	.03	.11	.07
Median		2.00	2.00	.00	.00	.00
Mode		0	0	0	0	0
Std. Deviation		7.284	8.004	.177	.343	.264

Frequency distribution data for time loss injury reports filed in the traditional group (see Table 20) shows the highest percent of time loss injuries occurred in the 0% range. This means that a total of 87 police officers filed no time loss injury reports while assigned at the Port Authority Bus Terminal during the investigation period, representing a cumulative percent value of 92.6% of the population. Officer injury time loss reports filed during the year 2004 may or may not be associated with a physical arrest or summonses activity and be the result of a community contact, observation or some other police action.

The remaining cumulative 7.4% of the sample population of traditional post-graduates were distributed in the two or less range for the number of officer injury time loss reports filed in 2004. A total of seven members of the traditional sample population filed one time loss report which represents 7.4 of the total sample population.

Table 20

*Frequency Table of Time Loss Injury Reports for Traditional Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	87	92.6	92.6	92.6
	1	7	7.4	7.4	100.0
	Total	94	100.0	100.0	

Frequency distribution data for officer injury time loss reports filed in the accelerated group (see Table 21) shows the highest percent of officer injury time loss reports filed was 0. This means that a total of 77 police officers filed no officer injury time loss reports while assigned at the Port Authority Bus Terminal during the investigation period, representing a cumulative percent value of 87.5% of the population. Officer injury time loss reports filed during the year 2004 may or may not be associated with a physical arrest or summonses activity and be the result of a community contact, observation or some other police action.

The remaining cumulative percent of the sample population of accelerated post-graduates was distributed in the 4 or less range for the number of officer injury time loss reports in 2004. A total of 10 members of the traditional sample population filed one officer injury time loss reports which represents 11.4% of the total sample population. One and one tenth percent of the group, one police officer, filed three civilian officer injury time loss reports. The aggregate of these values represents 12.5 %.

Table 21

*Frequency Table of Time Loss Injury Reports for Accelerated Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	77	87.5	87.5	87.5
	1	10	11.4	11.4	98.9
	3	1	1.1	1.1	100.0
	Total	88	100.0	100.0	

Frequency distribution data for arrest activity of both academies, traditional and accelerated groups (see Table 22) shows the highest frequency of officer injury time loss reports were 0 with a total of 170 police officers, or 90.4% of the population, not filing any officer injury time loss reports during the year 2004.

The second highest category of officer injury time loss reports filed by police officers occurred with 17 members of the combined sample group population, or 9 % for the same reporting period. The cumulative percent for this group was 99.5%. One police officer filed three officer injury time loss reports, which represented .5 % of the total population.

Table 22  
*Frequency Table of Officer Injury Time Loss Reports for Combined Accelerated and Traditional Groups*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	170	90.4	90.4	90.4
	1	17	9.0	9.0	99.5
	3	1	.5	.5	100.0
	Total	188	100.0	100.0	

Table 23 reflects the basic descriptive statistical analysis for a *t* test utilizing two independent samples. The results of the SPSS output in this table reflects the mean, standard deviation and standard error of mean for traditional and accelerated post-graduates who filed officer injury time loss reports at the Port Authority Bus Terminal in 2004.

The traditional group had a total sample population of 94 police officers with a mean of .07, and the accelerated group had a total sample population of 88 police officers with a mean of .15. This indicates that on average the post-graduates of the traditional training model filed less

officer injury time loss reports than post-graduates who attended the accelerated training model as a descriptive statement of fact with no reference to statistical significance.

The standard deviation for the traditional group is .264 with a standard error of the mean at .027. This indicates the average amount by which sample means deviate from the population mean (Wittie & Wittie, 2004). The accelerated group of post-graduates standard deviation is .443 and standard error mean is .047 which reflects a lower standard deviation than the traditional group of post-graduates.

Table 23

*T-Test Officer Time Loss Injury Reports*

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
TIME LOST INJURIES	Traditional Academy	94	.07	.264	.027
	Accelerated	88	.15	.443	.047

Table 24 shows the SPSS output for a *t* test using two independent sample populations. For the purpose of this study, the two samples populations for analysis are drawn from the traditional and accelerated group of post-graduates who received a civilian complaint at the Port Authority Bus Terminal in 2004. The hypothesis being tested is to determine if there is any statistical significance difference in the number of officer injury time loss reports filed by these two groups.

The first column, labeled “Levene’s test for Equality of Variances,” indicates an *F* value for this *t* test at 7.498 and the significance of this result at .007. The rule dictates that not equal variances are assumed because the *p*-value is less than >.05 and the likelihood that the two samples are drawn from populations with unequal variances exist. As a result, the *t* value used is

1.344 with the degrees of freedom at 139.956. The  $t$  test sig. (2-tailed) value reflected in the same row is  $p = .181$  with a mean difference of  $.073$  and standard error of difference at  $.055$ . This

would indicate that the number of officer injury time loss reports filed in 2004 by each group is							
not statistically significant because the indicated value of $.181$ is greater than $p = .05$ . In other							
words the two sample groups cannot be distinguished based on the number of officer injury time							
loss reports filed in 2004 and there is no evidence from this number to justify rejection of the null							

hypothesis.

Table 24

*Independent Samples Test of Officer Injury Time Loss Reports*

		Levene's Test for Equality of Variance		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
TIME LOST INJURIES	Equal variances assumed	7.498	.007	-1.365	180	.174	-.073	.054
	Equal variances not assumed			-1.344	139.956	.181	-.073	.055

Subsidiary Question 2

To what extent did accelerated training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of reported civilian complaints received from the transportation community at the Port Authority Bus Terminal during the same period?

The results of SPSS output (see Table 25) reflect a total number of 94 members of the Port Authority Bus Terminal Command who graduated from the traditional academy used to compile the data. Performance measurement activities for this group were collected and analyzed in response to the secondary Research Question 2 with respect to civilian complaints received.

Mode	0	0	0	0
Std. Deviation	7.284	8.004	.177	.343

The average number of civilian complaints received by members of the traditional group was reported in the mean as .11 with a standard deviation of .343.

Table 25

*Frequencies of CCIU Complaints for Traditional Group*

		Arrests	Summons	Use Of Force#	CCIU
N	Valid	94	94	94	94
	Missing	0	0	0	0
Mean		5.23	6.22	.03	.11
Median		2.00	2.00	.00	.00
Mode		0	0	0	0
Std. Deviation		7.284	8.004	.177	.343

Frequency distribution data for civilian complaints received in the traditional group (see Table 26) shows the highest frequency of civilian complaints was 0. This means that a total of 85 police officers received no civilian complaints while assigned at the Port Authority Bus Terminal during the investigation period representing a cumulative percent value of 90.4% of the population. Civilian complaints filed during the year 2004 may or may not be associated with a physical arrest or summonses activity and be the result of a community contact, observation or some other police action.

The remaining cumulative 9.6% of the sample population of traditional post-graduates were distributed in the 2 or less range for the number of civilian complaints received in 2004. A total of 8 members of the traditional sample population received 1 complaint which represents 8.5 of the total sample population. One and one tenth percent of the group, one police officer, received two civilian complaints during the same reporting period. The aggregate of these values represents the 9.6%.

Table 26

*Frequency Table of CCIU Complaints for Traditional Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	85	90.4	90.4	90.4
	1	8	8.5	8.5	98.9
	2	1	1.1	1.1	100.0
	Total	94	100.0	100.0	

Frequency distribution data for civilian complaints received in the accelerated group (see Table 27) shows the highest frequency of civilian complaints was 0. This means that a total of 78 police officers received no civilian complaints while assigned at the Port Authority Bus Terminal during the investigation period representing a cumulative percent value of 88.6% of the population. Civilian complaints filed during the year 2004 may or may not be associated with a physical arrest or summonses activity and be the result of a community contact, observation or some other police action.

The remaining cumulative percent of the sample population of accelerated post-graduates were distributed in the four or less range for the number of civilian complaints received in 2004. A total of nine members of the traditional sample population received one complaint which represents 10.2% of the total sample population. One and one tenth percent of the group, one police officer, received four civilian complaints during the same reporting period. The aggregate of these values represents 11.3%.

Table 27

*Frequency Table of CCIU Complaints for Accelerated Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	78	88.6	88.6	88.6
	1	9	10.2	10.2	98.9



4	1.1	1.1	100.0
Total	100.0	100.0	

Frequency distribution data for arrest activity of both academies, traditional and accelerated groups (see Table 28) shows the highest frequency of civilian complaints received was in the Orange with a total of 163 police officers, or 89.6% of the population, not receiving any civilian complaints during the year 2004.

The second highest category of civilian complaints received by police officers occurred in 17 members of the combined sample group population, or 17%, for the same reporting period. One-half percent of the population, one police officer, received two civilian complaints and .5% of the population, one police officer, received a total of four civilian complaints

Table 28

*Frequency Table of CCIU Complaints for Accelerated and Traditional Groups (Combined)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	163	89.6	89.6	89.6
	1	17	9.3	9.3	98.9
	2	1	.5	.5	99.5
	4	1	.5	.5	100.0
	Total	182	100.0	100.0	

Table 29 reflects the basic descriptive statistical analysis for a *t* test utilizing two independent samples. The results of the SPSS output in this table reflect the mean, standard deviation and standard error of mean for traditional and accelerated post-graduates who received a civilian complaint at the Port Authority Bus Terminal in 2004.

The traditional group had a total sample population of 94 police officers with a mean of .11, and the accelerated group had a total sample population of 88 police officers with a mean of

.15. This indicates that on average the post-graduates of the traditional training model received .04 more civilian complaints than post-graduates who attended the accelerated training model as a descriptive statement of fact with no reference to statistical significance.

The standard deviation for the traditional group is .343 with a standard error of the mean at .035. This indicates the average amount by which sample means deviate from the population mean (Wittie & Wittie, 2004). The accelerated group of post-graduates standard deviation is .515 and standard error mean of .055 which reflects a higher standard deviation than the traditional group of post-graduates with equal standard error means.

Table 29  
*T-Test CCIU Complaints*

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
CCIU	Traditional Academy	94	.11	.343	.035
	Accelerated	88	.15	.515	.055

Table 30 reflects the SPSS output for a *t* test using two independent sample populations. For the purpose of this study, the two sample populations for analysis are drawn from the traditional and accelerated group of post-graduates who received a civilian complaint at the Port Authority Bus Terminal in 2004. The hypothesis being tested is to determine if there is any statistical significance difference in the number of CCIU complaints received by these two groups.

The first column, labeled “Levene’s test for Equality of Variances,” indicates an *F* value for this *t* test at 1.612, and the significance of this result at .206. The rule dictates that equal variances are assumed because the *p*-value is greater than  $>.05$  and the likelihood that the two samples are drawn from populations with equal variances exist. As a result, the *t* value used is

.641 with the degrees of freedom at 180. The *t* test sig. (2-tailed) value reflected in the same row is  $p = .522$  with a mean difference of .041 and standard error of difference at .064. This would indicate that the number of CCIU complaints received in 2004 by each group is not statistically significant because the indicated value of .522 is greater than  $p = .05$ . In other words the two samples groups cannot be distinguished based on the number of civilian complaint documents

filed in 2004 and there is no evidence from this number to justify rejection of the null hypothesis.

Table 30

*Independent Samples Test of CCIU Complaints*

		Levene's Test for Equality of Variance		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CCIU	Equal variances assumed	1.612	.206	-.641	180	.522	-.041	.064
	Equal variances not assumed			-.633	150.021	.528	-.041	.065

Subsidiary Question 3

What was the change in 2004 crime trends in relationship to a 10-year period covering 1997 to 2006 at the Port Authority Bus Terminal for five major crime indexes and five quality of life offenses indexes documented in the annual part I and part II Uniformed Crime Reports (UCR)?

Crime trend data for a 10-year period at the Port Authority Bus Terminal for major crime indexes on the annual part I Uniformed Crime Reports is shown in table 31.

Table 31

*Part I Uniform Crime Report data for Bus Terminal 1997-2004*

	2001	2002	2003	2004	Totals	Average
Murder		0	0		1	0.1
Rape	0				1	0.1
Robbery	46	4			259	25.9
Assault	51	4			47	4
Burglary	8				61	6.1

A graphical representation of the data contained in table 31 on crime trend data for a 10-year period at the Port Authority Bus Terminal for major crime indexes on the annual part I Uniform Crime Reports is shown in figure 2.

Graphical representation of Part I Uniform Crime Report data for Bus Terminal 1997-2004

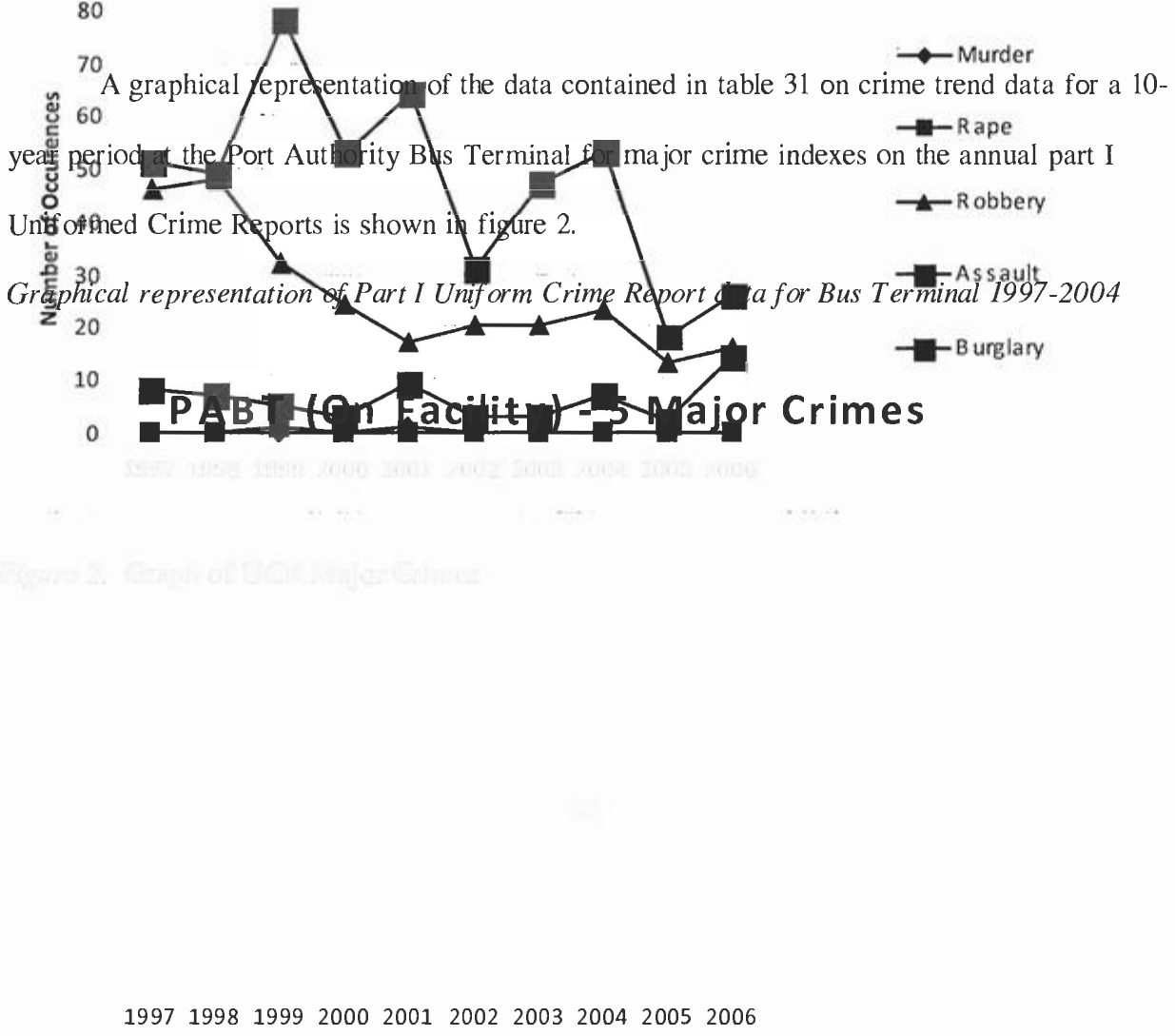


Figure 2. Graph of UCR Major Crimes

Figure 2. Graph of UCR Major Crimes

*Murder.* Over a 10-year period, 1997-2006, there was a total of one reported murder at the Port Authority Bus Terminal Command in year 2001. There are no reported murders in year 2004. The average number of murders over the 10-year period is 0.1.

*Rape.* Over a 10-year period, 1997-2006, there was a total of one reported rape at the Port Authority Bus Terminal Command in year 1999. There are no reported rapes in year 2004. The average number of rapes over the 10-year period is 0.1.

*Robbery.* Over a 10-year period, 1997-2006, there were a total of 259 reported robberies at the Port Authority Bus Terminal Command. Twenty-three of those robberies occurred in year 2004 which represents 8.88% of the total number in the noted period. The average number of robberies for the same period was 25.9. Robberies for year 2004 were 2.9 below the 10-year average.

*Assault.* Over a 10-year period, 1997-2006, there were a total of 470 reported assaults at the Port Authority Bus Terminal Command. Fifty-three of those reported assaults occurred in year 2004, which represents 11.2% of the total number in the noted period. The average number of assaults for the same period was 47. The number of reported assaults for year 2004 was six above the 10-year average.

*Burglary.* Over a 10-year period, 1997-2006, there were a total of 61 reported burglaries at the Port Authority Bus Terminal Command. Seven of those reported burglaries occurred in year 2004, which represents 11.4% of the total number in the noted period. The average number of burglaries for the same period was 6.1. The number of reported burglaries for year 2004 was 0.9 above the 10-year average.

	6	74	105	95	74	102	105	58	44	53	846	84.6
	0	49	125	119	63	141	127	95	65	199	1113	111.3
	3	330	273	237	197	193	133	261	183	132	2392	239.2
Trespassing	4	88	90	136	101	149	151	112	67	162	1,180	118

Crime trend data for a 10-year period at the Port Authority Bus Terminal for the 5 quality

of life offenses indexes documented in the annual part II Uniformed Crime Reports is shown in table 32.

Table 32

*Part II Uniform Crime Report data for Bus Terminal 1997-2004*

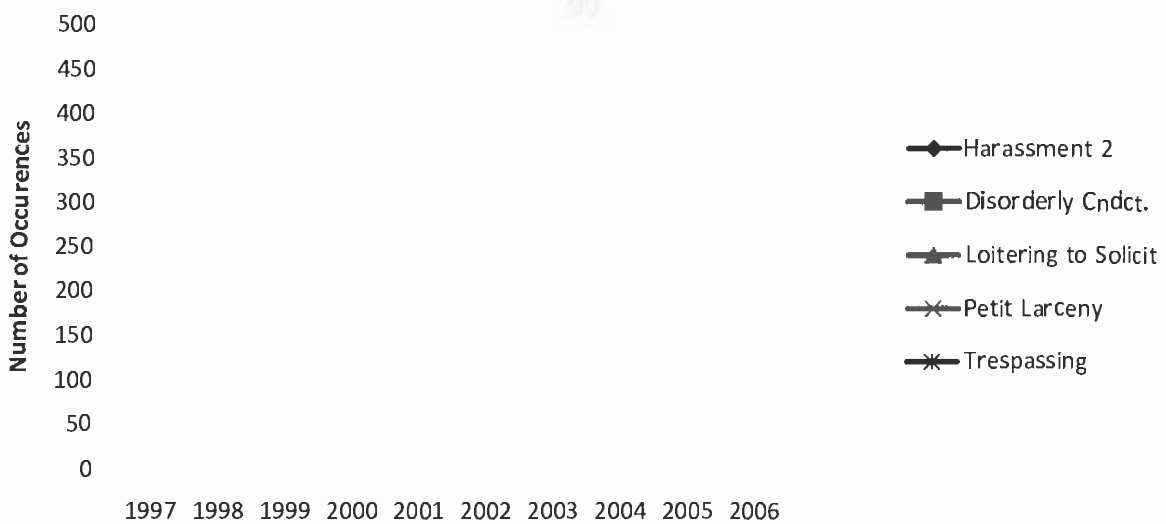
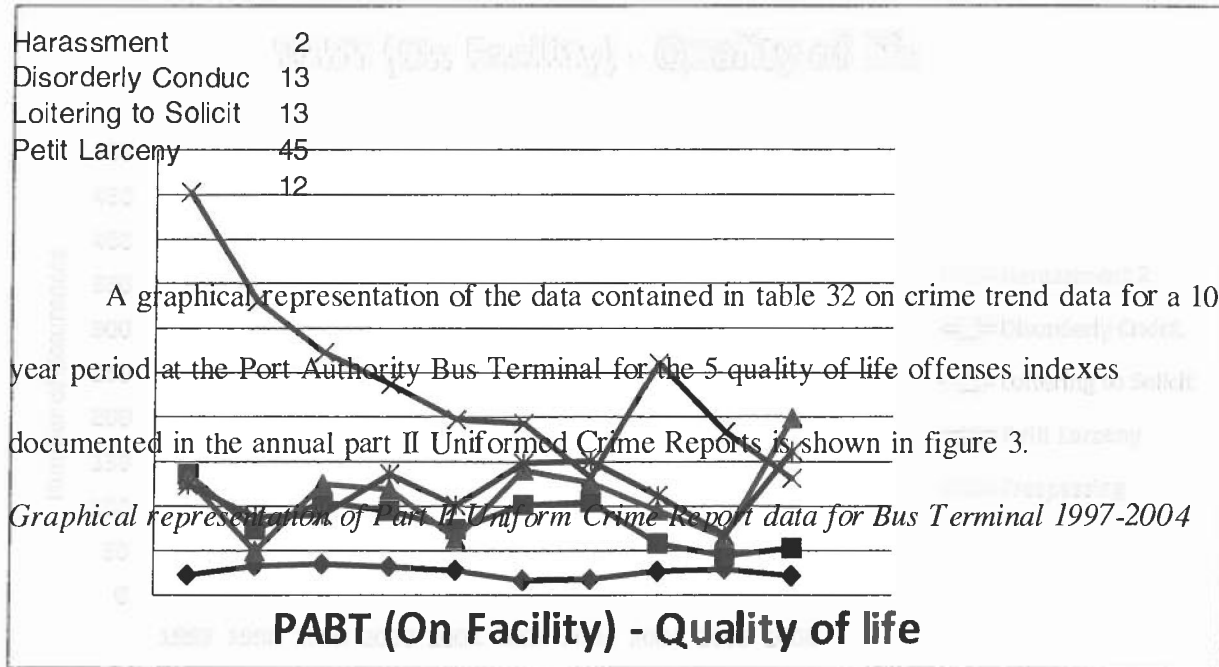


Figure 3. Graph of UCR Quality of Life Crimes

*Harassment.* Over a 10-year period, 1997-2006, there were a total of 264 reported harassments at the Port Authority Bus Terminal Command. Twenty-seven of those reported cases occurred in year 2004, which represents 10.22% of the total number in the noted period. The average number of harassments for the same period was 26.4. Harassments for year 2004 were 0.6 above the 10-year average.

*Disorderly Conduct.* Over a 10-year period, 1997-2006, there were a total of 846 reported disorderly conducts at the Port Authority Bus Terminal Command. Fifty-eight of those reported cases occurred in year 2004, which represents 6.8% of the total number in the noted period. The average number of disorderly conduct cases for the same period was 84.6. Disorderly conduct offenses for 2004 were 26.9 below the 10-year average.

*Loitering to Solicit.* Over a 10-year period, 1997-2006, there were a total of 1,113 reported loitering to solicit cases at the Port Authority Bus Terminal Command. Ninety-five of those solicitations occurred in year 2004, which represents 8.5% of the total number in the noted period. The average number of solicitations for the same period was 111.3. Loitering to solicit offenses for year 2004 were 16.3 below the 10-year average.

*Petit Larceny.* Over a 10-year period, 1997-2006, there were a total of 2,392 reported petit larcenies at the Port Authority Bus Terminal Command. Two hundred and sixty one of those reported larcenies occurred in year 2004, which represents 10.9% of the total number in the noted period. The average number of petit larceny offenses for the same period was 239.2. The number of reported petit larceny cases for year 2004 was 21.8 above the 10-year average.

*Trespassing.* Over a 10-year period, 1997-2006, there were a total of 1,180 reported incidents of trespassing at the Port Authority Bus Terminal Command. One hundred twelve of those reported trespasses assaults occurred in year 2004, which represents 9.49% of the total number in the noted period. The average number of trespassing cases for the same period was 118. The number of reported trespass cases for year 2004 was six below the 10-year average.

#### Summary

The data analyzed in this chapter was organized in response to the primary and secondary research questions drafted to test the validity of null hypothesis as defined in Chapter III. Within the scope of the investigation, a *t* test research design and methodology for quantitative analysis was employed by using a comparison group design model to compare post-graduation performance of two sample populations groups who graduated from the Port Authority Police Academy in 2002-3. These groups include the traditional class of post-graduates who attended a 26-week academy as compared to the accelerated group who attended a 12-week academy.

The impetus to initiate a policy change for recruit training was a result of the tragic events that occurred on September 11, 2001. After much internal debate on long-term effects, the leadership decided to implement this new recruit training model to accelerate the number of police officer graduations. This initiative helped the Port Authority to meet the unprecedented demand for enhanced critical infrastructure protection in the near-term, but requires further analysis to identify a credible system for evaluation on the long-term effects in terms of post graduation job performance.



Finally, none of the  $t$  test in the analysis were significant, effect size and Cohen type determinations were therefore not completed, however; the conclusion of this analysis, regardless if the null hypothesis is affirmed or rejected, will benefit the Port Authority and law enforcement community by offering a mutually inclusive process of performance measurement to base other research activities.

## Chapter V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

*Accelerated recruit training* in this study referred to an alternate-route, entry-level recruit training program 12 weeks in duration that was conducted at the Port Authority Police Academy from April 2002 to May 2003. Over a 13 period, a total of three accelerated training classes, the 102<sup>nd</sup>, and 104<sup>th</sup>, and 105<sup>th</sup> sessions, were graduated concurrently with two other recruit classes, the 103<sup>rd</sup> and 106<sup>th</sup>. The latter classes were conducted under the traditional model for recruit training which is 26 weeks in duration.

Although *accelerated recruit training* has become a growing trend in the law enforcement community for many state and local municipalities over the past several years, no formal research on the benefits of it in terms of post-graduation performance has been recorded in the literature for the academic community to evaluate.

Crime is a deliberate indifference to the constitutional rights of law-abiding citizens and a fundamental responsibility of all police officers. Regardless of the nature of an exigency, it is the responsibility of any police department to ensure that all members of the organization are properly trained to enforce the law with the minimal amount of force necessary, and to treat the citizenry with dignity and respect.

The purpose of this study was to analyze the performance data created at the Port Authority Bus Terminal Command with respect to police officer performance of the traditional and *accelerated recruit programs*. The leadership and decision-making process to implement a new Port Authority policy of accelerated training was borne from the tragic events on September

11, 2001 where 37 members of the Port Authority police force were killed while attempting to evacuate approximately 25,000 civilian personnel who were in the World Trade Center towers at the time of the terrorist attacks. In addition to these personnel losses, numerous other officers were both physically and/or psychologically effected from these events and unable to return to duty. This number, when combined with increased demand to provide enhance police services at three of the nation's busiest airports and other transportation facilities, caused a Port Authority review of current training practices to examine new ways to expedite the traditional training process of recruits without altering post-graduate performance.

The procedure for this analysis was a comparison group design for the primary research question and two subsidiary questions that used group membership as the independent variables and impact as the dependent variables as follows:

### *Hypothesis*

There is no significant difference in performance of duty for police officers assigned to the Port Authority Bus Terminal Command in year 2004 who attended the *accelerated recruit training program* 12 weeks in duration from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions from those police officers who were assigned to the same command and graduated from a traditional recruit training program 26 weeks in duration.

The following research questions were designed to conduct an investigation and test the validity of the null hypothesis:

### Primary Research Question

To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> affect post-graduate job performance of police officers assigned to the Port Authority Bus Terminal Command during the calendar year of 2004?

#### Subsidiary Questions

1. To what extent did accelerated recruit training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of officer time loss injury reports filed at the Port Authority Bus Terminal Command for year 2004 in the performance of official duty?

2. To what extent did accelerated training in sessions 102<sup>nd</sup>, 103<sup>rd</sup>, and 105<sup>th</sup> affect the number of reported civilian complaints received from the transportation community at the Port Authority Bus Terminal during the same period?

3. What was the change in 2004 crime trends in relationship to a 10-year period covering 1997 to 2006 at the Port Authority Bus Terminal for five major crime indexes and five quality of life offenses indexes documented in the annual part I and part II Uniformed Crime Reports (UCR)?

The literature review in Chapter II addressed these research questions in the investigation of identifying a framework and system of measurement to evaluate accelerated training in terms of post-graduate performance. Four phases of policing were examined where crime control was noted as a fundamental responsibility of the police in the political, reform, professional, and community policing eras. Common throughout the literature review was the notion of proactive prevention also found in the modern day concepts of community policing. It was clearly evident that this concept paralleled social contract theory, “the police are the community, and the community are the police.” (COPPS, 2003) The professional era of policing may have

temporarily distracted the law enforcement profession with technology developments, but it quickly returned with a high regard toward community service and community participation in refining the crime control function as a primary responsibility from the most serious to trivial quality of life offenses.

Prior to the implementation of Compstat, official crime data was used to report to the FBI in order to compile annual Uniformed Crime Reports, *Crime in the United States series*. The UCR program was first introduced by August Vollmer to police organizations through an IACP presentation and was later assigned by congress USC Title 28, section 534 to the Attorney General who designated the Federal Bureau of Investigations (FBI) as the national Agency for crime data collection.

Bill Bratton (Bratton & Knobler, 1998) recognized the need for UCR type data to guide command enforcement activities on a weekly basis. In 1998, as police Commissioner of the New York City Police Department, Bratton decentralized precinct enforcement activities from headquarters to the precinct commanders. The main notion of Compstat was that the command officers accept the responsibility for reducing crime and harmonize the agency's policies with the social dynamics of the community. He also empowered commanders to develop innovative tactical response strategies to reduce crime trends with accountability.

Compstat rapidly quantifies, assesses and responds to crime trends in the community and includes quality of life offense data as well as major crimes. The merit of the process continues to be under scholarly debate but it has served both the organizations and the community well as a national model for monitoring emerging crime trends and proactive response. Regardless of preference, Compstat and UCR reports are useful indicators in determining crime trends in the

community and one or both may be used to identify emerging patterns in a complementary way.

The number of use of force complaints was also found to be a central concern in taking a proactive enforcement stance to crime trends. It is an eight-amendment guarantee that the citizenry be protected against excessive force. The Compstat process measures the number of use of force incidents in addition to civilian complaints filed on disrespectful and discourteous behavior. Innovative enforcement strategies are not intended to violate constitutional guarantees.

The literature also revealed the need to track officer safety. The National Institute for Occupational Safety and Health (NIOSH, 2004) published a first responder guide to assist commanders and response personnel in the "Safety Management Cycle." First responder personnel are now being encouraged to improve personal protection by employing a basic safety model in making decisions, "the level of risk in any given action should be weighted against the potential benefit." (NIOSH, 2004) Personnel safety is an obvious benefit to the organization and taxpayers in the community who support their activities.

Finally, recruit training is an important variable in the entire statistical process of crime analysis, and whether traditional or accelerated in nature it serves as a critical pathway to post-graduation performance. Its evolution is attributed to a combination of state regulations and professional mandates that have grown into a recognized certification process in the industry that has a clear nexus to case law and instructor development techniques with respect to post-graduation performance.

There are a number of other performance appraisal variables related to effectiveness that may have been included in the investigation such as technical competence, personal characteristics, interpersonal relations and disciplinary record. These factors in determining the

quality of police services are closely related to an employee evaluation system of prime interest to the organization but not necessarily viewed of equal value to the community in measuring efficacy.

### Conclusions

The purpose of this study was to analyze post graduation performance data in terms of crime trend analysis, time loss related injuries, and civilian complaints of candidates who attended the *accelerated recruit training program* and successfully graduated as police officers in years 2002-2003 from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions as compared to post graduates of the traditional Port Authority police recruit program utilizing the same data points. Coincidentally, a high concentration of post-graduates from the *accelerated recruit program* were assigned to the Port Authority Bus Terminal, and subsequently provided a good location for this study to measure police officer job performance in an actual post graduate work environment. The research data collected and quantitative analysis retrospectively investigated the value of the null hypothesis and attempted to affirm or reject the Port Authority police *accelerated recruit training program* for new hires that previously graduated a state-recognized traditional recruit training program.

Data sources related to the primary research question involved a review of three independent sources of command information: arrest reports, summons issued, and use of force reports for post-graduates of the accelerated recruit training program, sessions 102<sup>nd</sup>, 104<sup>th</sup> and 105<sup>th</sup> that were assigned to the Port Authority Bus Terminal January 1, 2004–December 31, 2004.

The procedure used for this analysis was a comparison group design model that employed group membership as the independent variable and impact as the dependent variable. The *t* test for two independent samples is defined as a test to determine whether the difference between sample means qualifies as a common or rare outcome (Witte & Witte, 2001). SPSS computer output was the core component for the investigation on any variance between the two groups with a *p* value <.05 to indicate significance. The result of each *t* test was discussed in Chapter IV with associated tables that provided a detailed analysis of the total number in each group of post-graduates and a comparison of the means. The findings of this analysis are as follows:

#### Primary Research Question

*Arrests.* The *t* test sig. (2-tailed) value reflected a *p*=.162 value with a mean difference of 1.427 and standard error of difference at 1.017. This would indicate that the number of arrests made in 2004 by each group is not statistically significant because the indicated value is greater than  $>p .05$  and therefore there is no evidence from the number of arrests to justify the rejection of the null hypothesis.

*Summonses Issued.* The *t* test sig. (2-tailed) value reflected *p*=.910 with a mean difference of -.254 and standard error of difference at 2.231. This would indicate that the number of summonses issued in 2004 by each group is not statistically significant because the indicated value of .910 is greater than  $>p .05$  and there is no evidence from the number of summonses to justify rejection of the null hypothesis.

*Use of Force Reports.* The *t* test sig. (2-tailed) reflected a value of *p*= .935 with a mean difference of .002 and standard error of difference at .027. This would indicate that the number



of use of force reports made in 2004 by each group is not statistically significant because the indicated value of .935 is greater than  $p > .05$  and there is no evidence from this number to justify rejection of the null hypothesis.

#### Subsidiary Questions

##### *Subsidiary Question 1 – Officer Injury Reports*

The *t* test sig. (2-tailed) value reflected in the same row is  $p = .181$  with a mean difference of .073 and standard error of difference at .055. This would indicate that the number of officer injury time loss reports filed in 2004 by each group is not statistically significant because the indicated value of .181 is greater than  $p = .05$ . In other words the two sample groups cannot be distinguished based on the number of officer injury time loss reports filed in 2004 and there is no evidence from this number to justify rejection of the null hypothesis.

##### *Subsidiary Question 2 – CCIU Complaints*

The *t* test sig. (2-tailed) value reflected in the same row is  $p = .522$  with a mean difference of .041 and standard error of difference at .064. This would indicate that the number of CCIU complaints received in 2004 by each group is not statistically significant because the indicated value of .522 is greater than  $p = .05$  and the two samples groups cannot be distinguished based on the number of use of force complaints. Therefore, there is no evidence from this number to justify rejection of the null hypothesis.

##### *Subsidiary Question 3 – 2004 Crime Analysis*

*Murder.* Over a 10-year period, 1997-2006, there was a total of one reported murder at the Port Authority Bus Terminal Command in year 2001 and none in 2004, thus there is not enough data to support a trend for this index.

*Rape.* Over a 10-year period, 1997-2006, there was a total of one reported rape at the Port Authority Bus Terminal Command in year 1999 and no reported rapes in 2004, thus there is not enough data to support a trend for this index.

*Robbery.* Over a 10-year period, 1997-2006, there were a total of 259 reported robberies at the Port Authority Bus Terminal Command with 23 of those robberies occurring in year 2004. This number is below the mean average, and the overall trend indicates a decrease in robberies in relation to the 10-year period.

*Assault.* Over a 10-year period, 1997-2006, there were a total of 470 reported assaults at the Port Authority Bus Terminal Command. Fifty three of those reported assaults occurring in year 2004. This number is above the mean average, and the overall trend indicates a decrease in the number of assaults in relation to the 10-year period.

*Burglary.* Over a 10-year period, 1997-2006, there were a total of 61 reported burglaries at the Port Authority Bus Terminal Command with seven of those reported burglaries occurring in year 2004. This number was slightly above the mean average, and the overall trend indicates variations in relation to the 10-year period.

*Harassment.* Over a 10-year period, 1997-2006, there were a total of 264 reported harassments at the Port Authority Bus Terminal Command, with 27 of those reported cases occurring in year 2004. This number is slightly above the mean average, and the overall trend indicates a decrease in the number of harassment cases in relation to the 10-year period.

*Disorderly Conduct.* Over a 10-year period, 1997-2006, there were a total of 846 reported disorderly conducts at the Port Authority Bus Terminal Command, with 58 of those reported cases occurring in year 2004. This number is below the mean average, and the overall

trend indicates a decrease in the number of disorderly conduct offenses in relation to the 10-year period.

*Loitering to Solicit.* Over a 10-year period, 1997-2006, there were a total of 1,113 reported loitering to solicit cases at the Port Authority Bus Terminal Command, with 95 of those solicitations occurring in year 2004. This number is below the mean average, and the overall trend of loitering to solicit cases indicates a decrease in relation to the 10-year period.

*Petit Larceny.* Over a 10-year period, 1997-2006, there were a total of 2,392 reported petit larcenies at the Port Authority Bus Terminal Command, with 261 of those reported larcenies occurring in year 2004. This number is above the mean average, and the overall trend indicates a decrease in the number of petit larcenies in relation to the 10-year period.

*Trespassing.* Over a 10-year period, 1997-2006, there were a total of 1,180 reported incidents of trespassing at the Port Authority Bus Terminal Command, with 112 of those reported trespasses occurring in year 2004. This number is below the mean average, and the overall trend indicates a decrease in the number of assaults in relation to the 10-year period.

#### Overall Results

In general terms, the number of incidents reported for Part I and Part II index crimes in 2004 have decreased in relationship to the overall 10-year trend. The overall trend yields itself to the conclusion that the training mechanism has been effective in reducing overall major crime as well as quality of life crimes. This trend also appears to hold regardless of the particular training methodology employed.

Accordingly, this is an indication of fact that the training methodology had no significant impact on the general trend for major crimes and quality of life crimes. However, this particular analysis would be verified by further study of a quantitative analysis of the data.

## Recommendations

### *Policy*

The implementation of *accelerated recruit training* by the police leadership and executive management of the Port Authority in the aftermath of the September 11, 2001 terrorist attacks to provide enhanced critical transportation infrastructure protection revealed no significant difference in police officer performance at the Port Authority Bus Terminal Command as compared to postgraduates of the traditional recruit training program.

The Port Authority Police have a long standing policy of providing police training that meets or exceeds the training standards in New York and New Jersey for entry-level personnel, and may wish to consider offering accelerated training to large numbers of candidates who previously attended and successfully graduated, a New York or New Jersey State certified recruit training program as a matter of practice as opposed to an exigency. The accelerated entry process is a progressive, cost effective means of hiring qualified experienced law enforcement professionals who enter the police academy with greater KSA entry attributes. Repeating the traditional process in its entirety for experienced personnel should be evaluated when conditions warrant consideration of an accelerated time and cost savings measure.

*Accelerated recruit training* has become a growing trend in the law enforcement community for many state and local municipalities over the past several years. This investigation on accelerated post-graduate performance of officers assigned to the Port Authority Bus

Terminal Command may help the respective police agency employing this methodology with a system of measurement that is mutually beneficial to the community and organization.

#### Future Research

This study was a retrospective validation of the decision to implement accelerated training of 12 weeks in duration for entry-level personnel who previously graduated a New York and/or New Jersey State certified recruit training program. Future research would benefit an organization and community subsequent to these findings.

1. Conduct an additional study that focuses on the statistical significance of post-graduate performance of personnel who attended an *accelerated recruit training* program.
2. Conduct a parallel study at a New Jersey Command where the Port Authority Police have accelerated and traditional post-graduates in service.
3. Conduct a study to test the significance of post-graduation performance with respect to the number of civil/criminal law suits filed in the past ten years that result in termination.
4. Conduct a study to test the significance of post-graduation performance with respect to the number of disciplinary cases filed in the past ten years after graduation.
5. Conduct a study to test the significance of post-graduation performance with respect to the number of on-duty time loss injuries that resulted in early retirement 15 years after graduation.
6. Conduct a study on the perceptions of the supervisors, community leaders and trainees on the success of the accelerated program.

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BIBLIOGRAPHY

117

115

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APPENDICES

APPENDICES

125

125



APPENDIX A  
Letter of Introduction

APPENDIX A  
Letter of Introduction

126

126

March 29, 2007

Superintendent of Police  
Samuel J. Plumeri, Jr.  
241 Erie Street  
Jersey City, New Jersey

Dear Superintendent Plumeri,

I am currently registered as a doctoral student at Seton Hall University in the Department of Education and Human Services, College of Education, Leadership, management and Policy program. The topic I have selected is an academic investigation on the effects of accelerated recruit training in post-graduation at the Port Authority Bus Terminal. Public Safety Deputy Director, Carol Maresca, is one of my committee mentors, and has reviewed and approved the proposal in addition to the other three- (3) committee members and the Seton Hall Institutional Board of Review (IRB).

The purpose of this study is to analyze the data created by implementation of accelerated recruit training for police officers who graduated in years(s) 2002-2003 from the 102<sup>nd</sup>, 103<sup>rd</sup> and 105<sup>th</sup> sessions. A high concentration of post-graduates were assigned to the Port Authority Bus Terminal and are used in the study to compare group performance as an independent variable with impact as a dependent variable. The research and data analysis will retrospectively validate the organization's decision and subsequent policy implementation to utilize an alternate route program for new hires that previously graduated a State recognized traditional recruit training program

This is the first study that will aim to provide data on the effectiveness of accelerated recruit training in a postgraduate environment in terms of police officer performance and the findings will be of significant interest to other police Academy training directors in the region to evaluate the benefits of accelerated recruit training as a possible future cost saving measure.

In order for me to complete the next chapters of my dissertation, I will need to conduct a historical review of data maintained by the Port Authority police. My study is quantitative in nature and the impact data to be obtained will include a review of arrest activity, incidents of force, injury reports and CCIU complaints. This information will be blind coded in the dissertation and confidentiality of all records preserved.

Thank you in advance for your consideration of this request and your support throughout my doctoral studies. If you need further information I may be contacted at 201 852 4306.

Sincerely,

Michael A. Tobia  
Doctoral Candidate

APPENDIX B  
Group Performance Data

APPENDIX B  
Group Performance Data

GROUP	ARRESTS
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APPENDIX C  
Accelerated Program

APPENDIX C  
Accelerated Program

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