

ABSTRACT OF CAPSTONE

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MEASURING EFFECTIVENESS OF
PUBLIC SAFETY DISPATCH TRAINING

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

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Lexington, Kentucky

Committee Chair: Dr. Lee W. Nabb, Professor

Morehead, Kentucky

October 24, 2022

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Over the years, the expectations of public safety dispatchers have expanded considerably to include responsibilities that go beyond the traditional role of a dispatcher. People often associate the role of a dispatcher as being the first point of contact for someone experiencing an emergency and needing assistance. This study sought to assess the perception of the training effectiveness of the Public Safety Dispatch Academy using the first two levels of Kirkpatrick's Evaluation Model. Kentucky requires all full-time, public safety dispatchers attain certification from the Kentucky Law Enforcement Council (KLEC). Information was obtained the scores of written examinations during the training academy, and two questionnaires gauging student reaction to training before and after the academy. It was hypothesized dispatch academy students with a positive perception of training will experience higher scores on the written academic examinations than those with lower perceptions. It was also hypothesized students with positive perceptions of training will experience an overall higher average of learning than students with a negative perception of training. Survey results and examination scores from nine academies held over a 14-month period were reviewed and determined a modest level of learning occurred during the academy. Results indicate the students in the academy have an increase of learning as measured by written exam scores and their own perception of skill. Students who indicated the academy did not meet their training

expectations still had significant increase in score from pretest to post. Students who answered they disagreed or strongly disagreed the academy prepared them for the job as a dispatcher still had an average 23.6-point increase in learning, just two-tenths less from those who agreed or strongly agreed. Student surveys indicated an increase in the perception of skill in three main job categories with 90 percent of students indicating the academy met their training expectations and 86 percent indicating the academy prepared them for the job as a dispatcher. There was a weak correlation between student perception of training on the surveys and increase of score on the written exam indicating an increase in learning.

KEYWORDS: training effectiveness, training evaluation, Kirkpatrick, law enforcement training, 911 dispatch training

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PUBLIC SAFETY DISPATCH TRAINING

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DEDICATION

This is dedicated to my family who have supported me along this journey. To my late Mother once told me of a dream she had where I was walking across the stage at a ceremony wearing a robe. She insisted I was receiving a doctoral degree. I remember telling her she was out of her mind and needed to tell her own doctor what she had dreamed. Funny how Mothers always knows best.

Having completed most of my education as a non-traditional student, I waited until my kids graduated high school and were in college before entering graduate school myself. While they both finished college with undergraduate degrees, I continued to toil away. I want them to know it is never too late to go back, but only if they have the strong desire to do it for themselves.

Finally, my loving soulmate, Kim. Thank you for sacrificing time together even if you didn't fully understand why I chose this path. Thank you for continuing to love me and for the years we still have together.

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Secondly, I wish to acknowledge a dear friend, former supervisor, mentor, and fellow doctoral student Patrick Miller. Patrick has always been the person I have discussed goals, objectives, ideas, and processes with. He is the one person who allows me the opportunity to talk my way into understanding what I want or need to do.

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Chapter 1

Introduction

This study assessed the perception of the training effectiveness of the Public Safety Dispatch Academy offered by the Department of Criminal Justice Training using the first two levels of Kirkpatrick's Evaluation Model. Information was obtained from existing data collected over a 14-month period from the scores of written examinations during the training academy, and two questionnaires gauging student reaction to training before and after the academy. The purpose of this study was to develop a process to evaluate the Public Safety Dispatch Academy and subsequently other training programs. Effectively evaluating the training would ensure public safety dispatchers are learning the necessary knowledge, skills, and attitudes to perform their job. It would also help to ensure the public funds allocated for the training are being spent in a judicious manner.

The Department of Criminal Justice Training's (DOCJT) mission is to provide quality criminal justice training and services, which advance the ability of Kentucky law enforcement to create a safe, secure environment in which to reduce crime and its cost to society (DOCJT, 2020). Located on the campus of Eastern Kentucky University in Richmond, Kentucky, DOCJT provides Kentucky's law enforcement officers and dispatchers with state-of-the-art training. It is one of five approved law enforcement training academies in Kentucky along with the Kentucky State Police, Lexington Police Department, Louisville Metro Police Department, and Bowling Green Police Department (KLEC, 2021). DOCJT offers both entry-level and in-

service training for more than 10,000 individuals each year, including city and county police officers, public safety dispatchers, coroners, sheriffs, deputy sheriffs, airport police, and university police. It also offers training to officers from several other state and federal agencies. The department has more than 180 employees, including 85 instructors (DOCJT, 2020).

Kentucky Revised Statute (KRS) 15A.070 mandates DOCJT “establish, supervise, and coordinate training programs and schools for law enforcement personnel” (KRS § 15A.070(1)(a)). The current public safety dispatch curriculum has more than 160 hours of instruction during a 4-week period. It is based on a modular training structure emphasizing hands-on and practical exercises by constantly building on information learned in previous lessons. It is designed for entry-level dispatchers and spans a variety of training areas including ethics and professional values, critical thinking, diversity, roles and responsibilities of a dispatcher, effective communication, handling critical incidents, dispatching calls for service, and emergency medical dispatch (DOCJT, 2020).

Statement of the Problem

Training is the primary means for indoctrination in organizational culture and for employee development, leadership competency, and responding to customer and client needs (Saleh et al., 2004). Millions of dollars spent annually on employee training in the public and private sector necessitating the need for accurate evaluation to assure organizations are receiving a proper return on their investment (Tan & Newman, 2013). Regardless of whether the training is mandated by the organization

or designed to enhance the advancement of employees within the organization, properly evaluating training courses will ensure they meet the needs of the organization and lead to the desired results (Ibrihim, 2004; Saks & Burke, 2012; Tan & Newman, 2013).

Over the years, the expectations of public safety dispatchers have expanded considerably to include responsibilities that go beyond the traditional role of a dispatcher. People often associate the role of a dispatcher as being the first point of contact for someone experiencing an emergency and needing assistance. Dispatchers must ask specific questions to determine the true nature of the call, determine the appropriate public safety response (police, fire, medical, etc.), and maintain contact with people on scene of an event. This work occurs in a stress filled environment because of the pressure of quickly and effectively communicating with the caller and responding to life-threatening situations while maintaining their own composure.

The 911 dispatcher is often the unsung hero of any emergency event. Their job is to gather essential information and take control of the situation by calming an often hysterical or irrational caller while maintaining their own emotions. They must be able to multi-task, remain levelheaded, and be trusted with confidential and sensitive information.

Modern law enforcement roles have expanded to include enhancing the community's quality of life and social service issues (Lynch, 2018). Today, society perceives law enforcement to be many things. This perception carries over to the public safety dispatcher who is often the first contact a person has with the police and

other emergency responders. Nationally, American police agencies are fragmented, and Kentucky is representative of this fragmentation. There are 400 law enforcement agencies in Kentucky and 120 different dispatch agencies. The majority of each of these are local agencies with less than 20 officers (DOCJT, 2021).

In recent years, there has been a debate over the role of police in modern society. The President's Task Force on 21st Century Policing made specific recommendations regarding local units of government, law enforcement, and community involvement (USDOJ, 2015). Public safety agencies should reflect the culture of the communities they serve. Reactive social service efforts that focus more on preventing the root cause of criminal activity are preferred over the proactive efforts of punishing those who commit crime (Shults, 2021).

DOCJT has never conducted a study to assess the training effectiveness of its Public Safety Dispatch Academy, or any other training program sponsored by the department. At the time of this study, the department was planning to conduct a new job task analysis (JTA) for public safety dispatchers beginning in 2023. The purpose of this study was to develop a process to evaluate the Public Safety Dispatch Academy. This study along with the JTA could enable the department to revise the public safety dispatch training curriculum content to accurately meet the needs of public safety dispatch agencies they serve. This study would complement the job task analysis and enable the department to include a consistent, fair, and defensible assessment plan. The study could potentially be used by other dispatch and law enforcement academies in the state and across the nation.

Significance of the Problem

KRS 15.560 requires all full-time, public safety dispatchers in Kentucky to attend training and attain certification from the Kentucky Law Enforcement Council (KLEC). Of the five academies in the state approved by KLEC to provide law enforcement related training classes, three have dispatch training programs; the Kentucky State Police, Louisville Metro Police Department, and DOCJT.

As stated previously, KRS 15A.070 mandates that DOCJT conduct training programs for law enforcement personnel and to continuously study law enforcement training standards, including public safety dispatchers for law enforcement agencies and 911 centers. While DOCJT may train some personnel employed by the other academies at one point in their career, the main clientele is the other 420 law enforcement agencies and 120 dispatch agencies in Kentucky (KLEC, 2020). While each of the academies are approved by KLEC and have the guidance of the most current job task analysis for law enforcement and dispatch training, each operate under different administrative rules and different cultures. This study focused only on the effectiveness of public safety dispatch training conducted by DOCJT to determine if the knowledge, skills, and attitudes taught in the training are relevant and useful on the job. This model of evaluation could be implemented by the other academies in Kentucky in the future.

Background of the Problem

DOCJT's public safety dispatch training academy was last revised in 2020. The course was intended for newly hired dispatchers working at public safety and 911

agencies in the state. The curriculum included modules of instruction relating to the duties and responsibilities of a dispatcher, handling calls for service, telephone and radio procedures, computer information systems, and call processing. The curriculum was based on a job task analysis which identified essential functions and tasks of a 911 dispatcher in Kentucky. An internal working group was tasked with validating the academy curriculum by matching the curriculum content and terminal learning objectives to essential job tasks identified in the job task analysis report. The process was then reviewed by an external advisory board made up of select client agencies of the department. Each training objective in the curriculum links directly to a specific job task identified in the job task analysis report.

The job task analysis documents the essential tasks of a job and the frequency or importance of each task. It also establishes where that task is best learned, either in the academy or on the job (Wells et al., 2016). This job task report identified a total of six essential function of a 911 dispatcher and 71 job tasks identified as essential knowledge for a beginning dispatcher and should be included in a public safety dispatcher training curriculum. The essential functions and tasks are noted in the Appendix A of this study.

While the job task analysis helps to form the content, the academy staff determines the order in which the training is presented and how the training is delivered to students. The public safety dispatch training curriculum is arranged in a logical order of delivery designed so that the student builds upon learned knowledge

and skill throughout the academy. The training schedule is closely followed and the only evaluation of training effectiveness to this point has been academic testing.

Stresak (2019) questioned the effectiveness of academic testing as the sole method of evaluation given the complexities of the law enforcement profession. Academic testing may measure the student's knowledge, but the behavior and performance of the knowledge are equally important, especially in law enforcement and related professions. Many times, a dispatcher would react in a reasonable, correct, and lawful manner, but later may receive a complaint in reference to their attitude. Measuring the student's attitude toward the training along with the knowledge learned in the training can be a predictor of behavior post academy (Raheel & Zia, 2019).

The four-week curriculum has a pretest consisting of 25 questions that does not count for a grade. At the end of the first week the first academic exam occurs with 50 multiple choice questions. At the end of the second week, the second academic occurs and consists of 60 multiple choice questions. The final academic exam occurs during the final week and consist of 100 multiple choice questions. The 25 multiple choice questions from the pretest appear again on the final exam. All the multiple-choice questions were written by law enforcement instructors employed by the academy and certified to teach by the Kentucky Law Enforcement Council. These individuals are subject matter experts in public safety dispatching and have met minimum job qualifications consisting of education, training, and experience. The

Instructional Design Section edited the questions for spelling, grammar, and clarity before placing them in the learning management system.

DOCJT regularly surveys clients to examine law enforcement trends and client training needs. Survey questionnaires taken before the start of the academy and at the conclusion of the academy provides an assessment of the student's attitude, or perception, regarding the training and their perceived level of learning over the course of the four-week period. Another purpose of these surveys was to ensure DOCJT was meeting the needs of the students and to search for areas of improvement for the academy. The results of the study may not affect the content of the training academy but will likely result in changes in how or when the training is delivered.

Local Context

The Public Safety Dispatch Academy training developed by DOCJT, and approved by KLEC, was conducted at the department's training facilities in Richmond. The academy was four weeks long and scheduled Monday through Friday with a minimum of eight hours of training each day. Academic training takes place in a classroom large enough to host up to 30 students. All DOCJT classrooms were equipped with a video projection system, audio speakers, computer, overhead visual display camera, and flat panel screens. A computer lab connected to both Kentucky and national criminal justice databases were used for criminal justice information systems training. Specific dispatch skill related training and practical learning exercises utilize one of two dispatch rooms with a 911 simulator, phone system,

radios, and a computer. All training materials including a student workbook, student handouts, writing instruments, and resource guides were provided to students.

Research Questions

The expectations of a public safety dispatcher go beyond the performance of specific tasks. If it were just a task-oriented profession, knowledge and skill alone would define the professionalism of a dispatcher. Attitude plays a significant role in how the dispatcher is perceived by their fellow dispatchers, command staff, and citizens in the community. Community expectations of dispatchers have grown and go beyond the traditional role. Modern roles have expanded to include enhancing the community's quality of life and social service issues. Dispatch personnel are visible in the community, whether in uniform or not, and their leadership influences others (Lynch, 2018).

The most common method of evaluating training is the use of a model first developed by Dr. Donald Kirkpatrick (Smidt et al., 2009). Originally developed in the late 1950s, the Kirkpatrick Evaluation Model contains four levels of evaluation (perception, learning, behavior, and results) and continues to be the most popular method of evaluation that is followed even today (Sitzmann & Weinhardt, 2019). Raheel and Zia (2019) used the first two levels of Kirkpatrick's model to measure the effectiveness of police training in Pakistan. They found a student's positive perception of training led to increased levels of learning and change of behavior. Other studies indicate that students having positive reactions to training would have higher exam scores than those with negative reactions. Homklin (2014) found using

Kirkpatrick's model that Level 1 (reaction) is positively related to the second level (learning). This indicates that if a student has a positive reaction to the training, the student will have higher academic exam scores and thus, a higher level of learning result from the training. This relationship was confirmed in a similar study conducted two years later (Paull et al., 2016).

DOCJT wants to make certain the Public Safety Dispatch Academy course prepares newly hired dispatchers to serve in their communities in an ethical and professional manner. The research questions that are sought to be answered in the study are:

1. What is the training's impact on the students' perception of knowledge?
2. What is the relationship between the students' training expectations and their perception of the training?

The study sought to assess the effectiveness of the training course using the student responses to two questionnaires given before and after training and the written exam scores of the pretest and final exams. The academy has always relied upon written examination scores as a measure of success for any class. This study added a second level of evaluation using the students' reaction to training using results from two questionnaires, one before training and the second after training.

Confirming this relationship in DOCJT's Public Safety Dispatch Academy could have an impact beyond the content of the curriculum. Information revealing the student's self-efficacy related to demonstrated knowledge and skill proficiency could result in a culture shift in terms of the instructional staff. This information is

ultimately important for the future of dispatch and law enforcement training and for the safety of our families and community.

Hypotheses

Each student attending the Public Safety Dispatch Academy is subject to the same surveys and academic exams. The literature indicates the academy can measure the effectiveness of training using Kirkpatrick's first two levels of evaluation.

Kirkpatrick's model should demonstrate a positive relationship between a recruit's perception of the training (measured by the survey questionnaires) and exam scores (written exams) meaning higher levels of favorable perception should equal higher exam scores. Based on the research the following hypotheses were established.

- H₁ There will be a significant increase in scores between the pre-academy exam and the post-academy exam after the training.
- H₂ After receiving training, students will report a higher level of knowledge and skill in telephone procedures than reported before the training.
- H₃ After receiving training, students will report a higher level of knowledge and skill in radio procedures than reported before the training.
- H₄ After receiving training, students will report a higher level of knowledge and skill in information systems than reported before the training.

H₅ Students indicating a positive perception of training on the final survey will report a higher level of job preparation than students with a lower perception of training.

Summary

The law enforcement training mandated by KRS is required of all law enforcement and public safety dispatchers in the Commonwealth. The initial certification training must be completed within the first year of employment. Some dispatch agencies in Kentucky send newly hired dispatchers to the academy immediately upon employment. Other agencies have the new dispatcher work at the employing agency for several months before enrolling and sending them to the academy. Each class contains between 20 to 24 students. This number fluctuates based on initial enrollments, students returning to training after an injury or illness, academic failures, withdrawals from training, and/or discipline issues.

While state law mandates DOCJT provide entry-level and in-service training to law enforcement and public safety dispatch personnel across Kentucky, the law does not define how the training is delivered or how long that training will be. These matters are left to research, including job task analysis and national trends. The current four-week Public Safety Dispatch Academy is based on a modular format structure emphasizing hands-on and practical exercises by constantly building on information learned in previous lessons.

Chapter 2

Review of Literature

Training is the primary means for indoctrination in organizational culture and for employee development, leadership competency, and responding to customer and client needs (Saleh et al., 2004). With millions of dollars spent annually on employee training in the public and private sector, training programs need accurate evaluation to assure organizations are receiving a proper return on their investment (Tan & Newman, 2013). The Commonwealth of Kentucky spends millions of dollars each year for the training of public safety dispatchers and other emergency related personnel (DOCJT, 2021). Little has been done to evaluate the effectiveness of this training. Rehman et al. (2011) found the public sector conducts training with no real planning method or cost analysis associated with training, thus wasting our tax dollars. Training organizations cannot always purchase or borrow training programs, but instead must develop their own to suit the specific needs of their organization (Boman, 2013). Evaluating the effectiveness of training courses properly will assure they meet the needs of the students, the organization, and lead to the positive desired results.

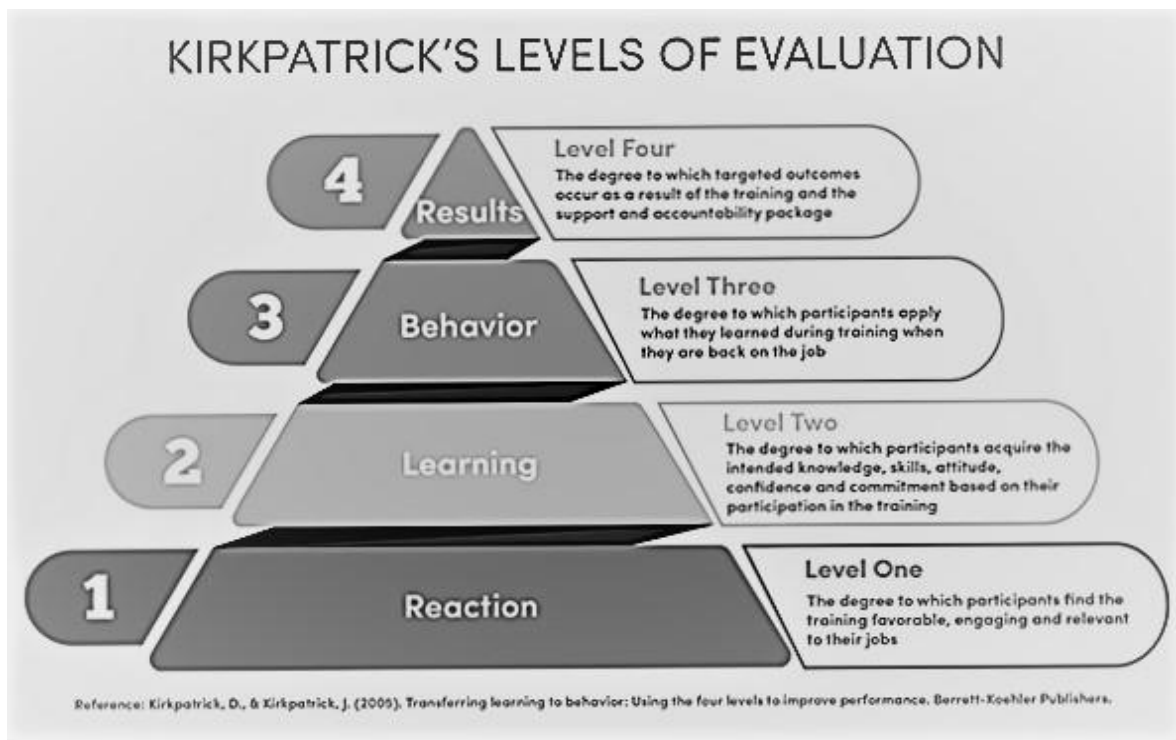
Kirkpatrick's Evaluation Model

Organizations claim to measure the effectiveness of training. According to Sinclair et al. (2012), organizations that assess training do so with a variety of methods and with little or no knowledge of how to effectively evaluate training. The literature review showed the most common method of evaluating training is the use of

a model first developed by Dr. Donald Kirkpatrick (Smidt et al., 2009). Originally developed in the late 1950s, the Kirkpatrick Evaluation Model contains four levels of evaluation and continues to be the most popular method of evaluation that is followed even today (Sitzmann & Weinhardt, 2019). Other possible evaluation methods include Swanson's Training Effectiveness Evaluation (1987) and Stufflebeam's CIPP Evaluation Model (1971). After examining the different models, Kirkpatrick's Evaluation Model is best suited for the evaluation of DOCJT's law enforcement training. The different models are examined in this review.

Figure 1

Kirkpatrick's Evaluation Model



(Kirkpatrick & Kirkpatrick, 2005)

The first level of evaluation, reaction, measures the student's thoughts or feelings regarding the training. Often, this is accomplished by distributing a survey at the end of training asking for feedback from the student (Ghosh et al., 2011). Typical surveys ask students to respond to survey questions with a Likert scale measurement or open-ended responses. Questions may ask about the instructor's knowledge and enthusiasm of the subject matter, the use of a variety of teaching methods, and the relevance of the information to the recruit's job. Again, these questions are answered by the individual student and based on the student's perception.

The second level, learning, seeks to measure the amount of learning that occurred during the training. The most popular method to measure learning is to give a written examination at the conclusion of the training. To accurately measure learning, the academy would have to give a pre-test prior to training and compare the results to a post-test containing some of the same questions given at the conclusion (Ibrahim, 2004). While the post-test may contain additional questions, it must include the same or similar questions asked on the pre-test. The difference in the scores related to the common questions can provide a numerical measure of learning. This process is like assurance of learning standards that have been implemented in educational institutions as a measure of learning (Murphy et al., 2012).

The third level, behavior, seeks to measure changes in participants' performance behaviors post-training by observing students in the workplace or interviewing the student's supervisors after the training event. These observations or interviews may occur once or several times after the training to determine an

improvement in workplace knowledge or skill resulting from the training. Comparing the responses to observed behaviors prior to the training can determine if any measurable changes have occurred. Steensma and Groeneveld (2010) point out that while numerical data can be generated using surveys and test scores, longer-term analysis of productivity and quality outcomes offers a better assessment of training.

The highest level, results, is time consuming and the costliest to accomplish. It requires an analysis of data over a pre-determined length of time to assess if any change has occurred (Hur, 2017). For example, if the intended training outcome was an increase in sales for the calendar year, sales data would be collected for the year and compared to previous years to determine if the training had the intended, positive effect. While the example used may not appear costly, it demonstrates the length of time needed to assess the training and make corrections to the training program to achieve the desired outcome.

While Saks and Burke (2012) found that evaluating at higher levels gave a more detailed analysis of training effectiveness, most evaluations of training using Kirkpatrick's model focus on Levels 1 and 2. Using Kirkpatrick's model, each level of evaluation builds upon the previous level and each successive level becomes more time consuming and costly to evaluate. Tan and Newman (2013) suggest every training program should be evaluated at the first two levels at a minimum. The first level gauges the learner's perception of the training and its relevance to the learner's work. Adding the second level of evaluation allows the organization to gauge the effectiveness of training by measuring learning in terms of new knowledge and skill.

Making no attempt to evaluate the effectiveness of training indicates negligence or the wasting of resources by failing to correct errors that could be identified (tan & Newman).

Both levels can be accomplished quickly by asking for feedback from the student and accurately assessing the student's knowledge and/or skill. These two lower levels of evaluation are also relatively inexpensive to execute and require no formal training beyond the development of the questionnaire for level one and the exam for level two. Kirkpatrick's first level, reaction, would also ask questions regarding the instructor's knowledge and enthusiasm for the subject, the method of instruction, the learning materials, and the training facility (El Hajjar & Alkhanaizi, 2018). The second level, learning, would use a written exam or simulated performance to evaluate the knowledge and/or skill gained by the student. To evaluate learning accurately, a baseline of what was known prior to training, such as a pre-test given before instruction, is needed.

Several specific studies demonstrate Kirkpatrick's model being an effective tool in measuring the effectiveness of training programs. Raheel and Zia (2019) used Kirkpatrick's model to measure the effectiveness of police training in Pakistan. They found a student's perception of training had a positive relationship with learning and behavior. The researchers surveyed a population of law enforcement officers from different agencies taking the same training course. It was determined a student's reaction (Level 1) to training was a significant predictor of learning and resulting behavior changes (Raheel & Zia). Another study indicates that students having

positive reactions to training would have higher exam scores than those with negative reactions. Homklin (2014) found using Kirkpatrick's model that Level 1 (reaction) is positively related to the second level (learning). This indicates that if a student has a positive reaction to the training, the student will have higher academic exam scores and thus, a higher level of learning result from the training. This relationship was confirmed in a similar study conducted two years later (Paull et al., 2016). These studies confirm a person's self-efficacy is related to increased levels of learning and a strengthened relationship to the behavior changes that would be measured using the third level of Kirkpatrick's model (Homklin, 2014; Paull et al.).

Additional Evaluation Models

Sitzmann and Weinhardt (2019) argue that Kirkpatrick's model is not grounded in theory and does not adequately measure the effectiveness of training for organizations. As an alternative, they propose a multi-level approach tailored to the organizational and individual needs at the appropriate level of analysis. This multi-level approach factors student enrollment and attrition, student satisfaction, motivation, and performance indicators of knowledge and application, and finally, financial impact on the organization. While similar to Kirkpatrick's model, these measurements go beyond the evaluation in Kirkpatrick's model and measure the effectiveness of a training course or program based on the relationships between the levels of evaluation. For instance, it would be difficult to justify a large expenditure (financial impact) for training that had a low enrollment and high attrition rate

(Sitzmann & Weinhardt, 2019). Even if it was good training, the return on investment may not justify the expense associated with the training.

While this model evaluates beyond the four levels of Kirkpatrick, it is not suited for use in DOCJT's Public Safety Dispatch Academy because of the inclusion of enrollment and attrition factors. State law mandates the basic dispatch training and enrollment levels have been steady for the last decade due to retirement and low retention of dispatchers. The academy does not accept enrollments from individuals wanting a job as a dispatcher. Instead, each student must first be hired by a law enforcement agency or a public safety 911 dispatch agency following a rigorous application process outlined in state law. Once employed, the hiring agency enrolls the recruit in the basic training academy. Attrition in the academy can be the result of academic failure, academy discipline issues, voluntary (student) or the discretion of the employing agency (termination). Since student attrition has factors beyond academy control, attrition rates would not provide the academy with accurate results.

Other possible evaluation methods include Swanson's Training Effectiveness Evaluation (1987) and Stufflebeam's CIPP Evaluation Model (1971). The Training Effectiveness Evaluation Model (Swanson, 1987) uses an evaluation plan and measuring tools for satisfaction, learning, and performance like Kirkpatrick's model. The model culminates with a report that includes training needs, performance goals, and training outcomes. This model would not be a good fit for evaluating the basic training program as the training needs have already been identified by a JTA and the

minimum standards of performance have been identified in Kentucky Administrative Regulation (503 KAR 3:050).

The CIPP Model is an acronym for context, input, process, and product (Stufflebeam, 1971). Context involves collecting and analyzing data to identify learning objectives and outcomes. Input is the instructional strategy that would be used to achieve the desired outcomes. Process is the implementation of the program (creation of learning materials, sequencing of classes, scheduling, enrollments, etc.). Finally, product is the evaluation of the effectiveness of learning outcomes (Khalid et al., 2012). Khalid et al. integrated the CIPP and Kirkpatrick models to develop and evaluate training. The CIPP model allowed them to establish training criteria with established desired outcomes, while the Kirkpatrick model allowed them to receive data in the form of student reaction, testing, and performance.

The use of the CIPP Model for this study would not be useful as most of the steps in this model are already complete such as a valid JTA and KLEC approved curriculum. The CIPP Model would be more suited if the academy were to scratch the program and start the development of a completely new basic training course, like the approach of Krishnaveni and Sripirabaa (2008), who argue the assessment process start at the design of the class and carry through the delivery of the material.

Factors Influencing Training Effectiveness

As discussed earlier, most evaluations of training effectiveness involve the first two levels of the Kirkpatrick Evaluation Model. If using this or a similar model to assess the effectiveness of training, an organization must look at factors that may

influence a student's perception when completing a level one survey. Results of these level one surveys may be positively or negatively skewed based on the student's perception of the class and personal bias. Examples of factors influencing students' perception include the training environment (Shea et al., 1999), the training content (Puhakainan & Siponen, 2010), the design of the class (Davis & Mount, 1984), organizational culture (Warren et al., 2014), when the training is offered (Hou et al., 2018), teaching methodologies (Watts et al., 2017; Bezrukova et al., 2016), and student motivation (Yaqoot et al., 2017; Dierdorff et al., 2010; Stiehl et al., 2015).

Conclusions

The literature demonstrates the most common method of evaluating training is the use of a model first developed by Dr. Donald Kirkpatrick (Smidt et al., 2009). Originally developed in the late 1950s, the Kirkpatrick Evaluation Model contains four levels of evaluation and continues to be the most popular method of evaluation that is followed even today (Sitzmann & Weinhardt, 2019). The first level of evaluation, reaction, measures the student's thoughts or feelings regarding the training. The second level, learning, seeks to measure the amount of learning that occurred during the training. The third level, behavior, seeks to measure changes in participants' performance behaviors post-training by observing students in the workplace or interviewing the student's supervisors after the training event. The highest level, results, is time consuming and the costliest to accomplish (Smidt et al.).

While Saks and Burke (2012) found that evaluating at higher levels gave a more detailed analysis of training effectiveness, most evaluations of training using

Kirkpatrick's model focus on levels one and two. Using Kirkpatrick's model, each level of evaluation builds upon the previous level and each successive level becomes more time consuming and costly to evaluate. Tan and Newman (2013) suggest every training program should be evaluated at the first two levels at a minimum. Both levels can be accomplished quickly by asking for feedback from the student and accurately assessing the student's knowledge and/or skill. These two lower levels of evaluation are also relatively inexpensive to execute and require no formal training beyond the development of the questionnaire for level one and the exam for level two.

Multiple studies demonstrate Kirkpatrick's model being an effective tool in measuring the effectiveness of training programs (Homklin, 2014; Paull et al., 2016; Raheel & Zia, 2019). While there are additional evaluation models available, the models focus on additional factors such as enrollment, financial impact, or identifying training needs, learning objectives and performance goals (Stufflebeam, 1971; Swanson & Sleezer, 1987; Sitzmann & Weinhardt, 2019).

This review looked at the methods used to evaluate training effectiveness and factors that can influence the outcomes. While other models exist, the vast number of studies on training effectiveness rely on the first two levels of Kirkpatrick's Evaluation Model as an evaluation tool. With millions of dollars spent annually on law enforcement training, state and federal training programs need accurate evaluation to assure a proper return on investment. Evaluating training courses properly will assure they meet the actual needs of law enforcement and lead to the positive desired results.

Chapter 3

Methodology

This study assessed the perception of training effectiveness of the Public Safety Dispatch Academy using the first two levels of Kirkpatrick's Evaluation Model. Since this training is required for all full-time public safety dispatchers in the state, it is important to determine the effectiveness of the training program. The literature review indicates that students with higher perceptions of training should exhibit higher levels of learning.

DOCJT wants to make certain the Public Safety Dispatch Academy course prepares newly hired dispatchers to serve in their communities in an ethical and professional manner. The study seeks to assess the effectiveness of the training course using the student responses to two questionnaires given before and after training and the written exam scores of the pretest and final exam. The research questions the training's impact on the students' perception of knowledge and the relationship between the students' training expectations and their perception of the training. The following hypotheses were established to examine the effectiveness of the dispatch academy.

- H₁ There will be a significant increase in scores between the pre-academy exam and the post-academy exam after the training.

- H₂ After receiving training, students will report a higher level of knowledge and skill in telephone procedures than reported before the training.

- H₃ After receiving training, students will report a higher level of knowledge and skill in radio procedures than reported before the training.
- H₄ After receiving training, students will report a higher level of knowledge and skill in information systems than reported before the training.
- H₅ Students indicating a positive perception of training on the final survey will report a higher level of job preparation than students with a lower perception of training.

Research Design

Participants of the study were public safety dispatchers who were enrolled in and successfully completed the Public Safety Dispatch Academy at DOCJT in Richmond, Kentucky. This training course was required training for certification as a public safety dispatcher in the Commonwealth of Kentucky. The students have a diverse educational background and a wide range of prior work experiences, including military service.

This was a quantitative study with students completing surveys before and after training. The initial survey recorded demographic information and asked questions related to their own perception of knowledge and skill prior to their arrival for the training. A second survey was given to the students during the final week of the training course asking questions related to the student's current perception of knowledge and skill as well as questions designed to illicit information about the

learning content and instructor performance during the training. The surveys consisted of Likert scale questions (quantitative) and open-ended questions (qualitative). This study did not use any of the qualitative data from the surveys in the evaluation of the Public Safety Dispatch Academy.

The second component of the evaluation involved the scores on the written exams. Written exams were administered before the training commenced, during the training, and at the conclusion of training. All written exams were constructed of multiple-choice questions. All surveys and written exams were distributed by means of the department's learning management system.

Subjects and Sampling

The Public Safety Dispatch Academy course was conducted at the Department of Criminal Justice Training's facility in Richmond, Kentucky. This study looked at nine specific academy classes conducted between January 2021 to March 2022. During this timeframe, 189 students were enrolled in the course. Seventeen students were removed from the course due to a failure or discipline issues. This left a total population of 162 students for the study.

Each course was scheduled for a 4-week period with a minimum of 40-hours of training each week. The training occurred in a classroom large enough to host the number of registered students and equipped with a video projection system, audio speakers, computer, overhead visual display camera, and flat-panel screens. All instructors who taught in the Public Safety Dispatch Academy are certified by the Kentucky Law Enforcement Council (KLEC) and have prior work or teaching

experience in public safety dispatching in the Commonwealth of Kentucky or a nearby state. All instructors met the minimum training requirements to be a certified public safety dispatcher in Kentucky. Any outside or guest instructors used in the training academy during the time of this study were vetted and monitored by the Kentucky Law Enforcement Council (KLEC).

Instrumentation

Prior to the academy and at the end of training, students were asked to complete a survey. The pre-academy survey (Appendix D) recorded demographic information and asked questions related to their own perception of knowledge and skill in three specific areas of dispatching prior to their arrival for the training. The post-academy survey (Appendix E) given to students during the final week of training asked questions related to the student's current perception of knowledge and skill in the same three areas of dispatching as well as questions designed to illicit information for content and instructor improvement. Both questionnaires were distributed by means of DOCJT's learning management system.

The surveys included traditional 5-point Likert scale questions (quantitative) to illicit specific information related to instructor knowledge, instructor enthusiasm, teaching effectiveness, the learning environment (classrooms and ranges), and facilities (dormitory, cafeteria, and training equipment). Research indicated the inclusion of specific questions regarding the instructor's knowledge and enthusiasm for the subject, the method of instruction, the learning materials, and the training

facility will help to identify a positive or negative influence in a student's response (El Hajjar & Alkhanaizi, 2018).

Both surveys used were developed internally by the department's Staff Services and Planning section. This section regularly researches topics and publishes reports related to Kentucky law enforcement including client surveys, law enforcement comprehensive surveys, and annual training reports. Members of DOCJT's Executive Staff, Training Operations Division, and Administrative Division provided input into the topics analyzed and questions used in the survey instrument. The results and recommendations from each of the surveys were distributed internally to members of the Executive Staff and supervisory personnel in the Training Operations and Administrative divisions.

The second component of the evaluation involved the scores on the written exams. All written exams given during the academy were comprised of multiple-choice questions submitted by instructors (subject matter experts) certified to teach the material. Each question has a direct link to one or more enabling learning objectives listed on the approved KLEC curriculum. Subsequently, each enabling learning objective has a direct link to a training requirement, such as law, essential job function, or job task identified on the JTA report.

Wells (2010) suggests multiple-choice questions are the most versatile and useful types of questions because they test a wide range of skills and types of knowledge. True-false questions suffer from validity issues due to the learner having a 50/50 chance to guess the correct response. Matching questions are only acceptable

when measuring lower levels of learning, such as memorization. Essay and short-answer questions are manually graded, and the answer quality is subjective due to grader bias (Wells, 2010).

The submitted questions were edited for grammar and punctuation by administrative staff and checked by the Instructional Design Section for proper format of a multiple-choice question. According to Wells (2010), when creating multiple-choice test items, the writer should write the stem of the question as an incomplete statement or question with a clearly stated problem. The answer choices should all be plausible and of similar length. The writer should avoid using negative terms in the stem and avoid using “all” or “none of the above” in any of the possible answers. The written exams used in this study were evaluated for reliability. Reliability is indicated by yielding similar results over a specific period with different populations of test takers.

Procedures

Prior to training, each student was required to complete a pre-academy survey (Appendix D) to record demographic information and answered questions related to their own perception of knowledge and skill prior to their arrival for the training. The survey consisted of Likert scale questions (quantitative) and ask the student to gauge their perceived knowledge related to three specific job functions (telephone procedures, radio procedures, and information systems). There were also open-ended question (qualitative) asking students what concerns they had about the academy and their expectations of a successful academy.

During the first day of training, students were administered a pre-academy written exam (Appendix B) to establish a baseline of public safety dispatch knowledge. The pre-academy written exam consisted of 25 multiple-choice questions related to essential job functions and tasks identified in the job task analysis report. These same 25 multiple choice questions also appeared on written exams during the academy and on a summative, post-academy written exam given in the final week of academy training. Comparing scores on the pre-academy written exam to the post-academy exam containing the same or similar questions determined a quantitative measurement of learning.

During the final week of the academy and after the completion of the final exam (Appendix C), students were required to complete a post-academy survey (Appendix E) with similar questions to those that appeared on the pre-academy survey (Appendix D). Specific questions from the survey were used to measure the students' learning. Likert scale questions asked the student to evaluate their level of knowledge or skill related to telephone procedures, radio procedures, and information systems. Another Likert scale question asked the student to rate whether the academy adequately prepared them to do the job of a dispatcher. Finally, a yes or no question asked if the academy met the students' training expectations.

Data Analysis

The demographic data collected on the pre-academy survey (Appendix D) allowed the classification of students by age, gender, and educational level. Student responses to the Likert scale questions for three specific areas of training (telephone

procedures, radio procedures, and information systems) on both the pre-academy and post-academy surveys were given numerical values and a mean response established for each class and for the overall population. Comparison of pre-academy responses to the post-academy responses gave a quantitative measurement of the perception of learning. The responses for questions related to training expectations and job preparation were also given numerical values and a mean response established for each class and for the overall population.

The academy exams are made up of multiple-choice questions related directly to identified job functions and tasks. Comparison of students' written exam scores helped to establish the reliability of the exams. Exam scores and relative statistics such as mean and standard deviation showed similar exam results from one class to another. The comparison of scores from the pre-academy exam (Appendix B) and post-academy exam (Appendix C) for each class provided a quantitative measurement of knowledge gained during the course. This quantitative measurement (difference in scores) supported the students' increased perception of knowledge and job preparation from the surveys.

Chapter 4

Results

This study assessed the training effectiveness of the Public Safety Dispatch Academy using the first two levels of Kirkpatrick's Evaluation Model. The study used student responses to two questionnaires given before and after training and the written exam scores of the pretest and final exam for the assessment. It was hypothesized students will experience an increase in score from the pre-academy exam to the post-academy exam and will report a higher level of knowledge and skill after the training. It was also hypothesized dispatch academy students with a positive perception of training will experience an overall higher average score increase from the pre-academy exam to the post-academy exam. This chapter discusses the process of analyzing the data and how the evidence answers each of the research questions:

1. What is the training's impact on the students' perception of knowledge?
2. What is the relationship between the students' perception of training and the score increases from the pre-exam to the post-exam?

Demographic Information

The data used in the study was obtained from the academy's learning management system, ACADIS. During the timeframe of this study, the learning management system was used for student enrollment, test administration, and deployment of surveys.

The population for the study consisted of 162 adults enrolled in the Public Safety Dispatch Academy. These individuals were already employed as public safety

dispatchers and had completed the required steps for hiring and pre-certification from the Kentucky Law Enforcement Council. Females represented most of the population and the majority had an educational level beyond high school with 70 % reporting at least some college or a college degree. Student ages range from 18 to 61 years, most students fell into the 21-to-30-year age range with the average being 29.83 years old.

Table 1

Demographic Information

Sex		Education Level	
Female	106	GED	6
Male	56	High School	42
Age Range		Some College	79
20 or below	26	Associate degree	10
21-30	77	Bachelor's Degree	23
31-40	30	Master's Degree	2
41 or above	29		

Results

Prior to analyzing any data from the written tests, an effort was made to check validity and reliability of the tests. Validity in a test indicates how good a test is for a particular situation. In the case of this study, the written exams are valid in that they are based on learning objectives from the curriculum and measured an increase in learning over the course of the academy. The exams are a required component of the training and must be successfully completed with a minimum score to graduate from the academy and become certified as a public safety dispatcher. If this study were seeking to measure future job performance, the written exams may not be valid. The written exams were not constructed nor designed to measure future job performance.

Reliability of exams based on the performance of the exam with a similar population over a period. The written exams exhibit reliability with scores and statistics over the period of the study being consistent from one class to the next. The following table shows the exam scores and relative statistics for each of the classes in the study.

Table 2*Pre- and Post-Academy Exam Statistics***PSDA Pre-Test**

Class	n	Mean	Median	Mode	SD
133	18	67.33	68.00	68.00	7.292
134	25	64.80	64.00	64.00	8.246
135	23	65.39	68.00	72.00	10.624
136	19	62.31	64.00	68.00	9.171
137	19	64.63	64.00	72.00	8.354
138	17	65.41	68.00	68.00	7.608
139	17	62.82	68.00	68.00	8.095
140	11	62.54	64.00	72.00	8.250
141	13	65.53	64.00	52.00	11.609

PSDA Final Exam

Class	n	Mean	Median	Mode	SD
133	18	93.44	93.50	91.00	3.584
134	25	87.00	88.00	89.00	4.636
135	23	84.60	85.00	88.00	5.789
136	19	86.05	86.00	89.00	4.926
137	19	88.78	89.00	89.00	3.705
138	17	87.47	89.00	92.00	5.478
139	17	89.52	90.00	95.00	5.100
140	11	90.36	90.00	88.00	3.500

It is difficult to evaluate the pre-academy exam because it must be assumed the students would have limited knowledge given their short time on the job or not know the answer to each question and may simply be guessing as to which answer is correct. But, comparing the statistics of the pre-academy exam to the statistics of the

post-academy exam, we can see less of a standard deviation in the distribution of scores. The post-academy exam is reliable given that it produces similar results with different students over time. It is assumed the pre-academy examination is reliable given that it performs similarly relative to itself and is made up of questions appearing on the final examination.

Pre- and Post-Academy Exam Scores

H₁: There will be a significant increase in scores between the pre-academy exam and the post-academy exam after the training.

A dependent samples t-test was conducted to compare scores on the pre-and post-academy exams (Table 3). The null hypothesis tested was there was no statistical significance between the pre-test and post-test scores of the two exams. There was a significant score increase from the pre-academy exam (M = 64.617, SD = 8.788) to the post-academy exam (M = 88.284, SD = 5.221); $t(161) = 33.328$, $p = .000$, $d = 2.62$. Rejection of the null hypothesis was warranted.

Table 3

t-test Computation between Pre and Post Exams

	N	M	SD	df	t	p	d
Pre-Exam	162	64.617	8.788	161	33.328	.000	2.62
Post-Exam	162	88.284	5.221				

Pre- and Post-Telephone Procedures

H₂: After receiving training, students will report a higher level of knowledge and skill in telephone procedures than reported before the training.

On both the pre-academy and post-academy surveys, students were asked to evaluate their perceived knowledge and skill in the job area of telephone procedure, radio procedures, and information systems. This was a traditional 5-point Likert scale question with answer choices consisting of fundamental, novice, intermediate, advanced, and expert. Table 4 displays the student response results for telephone procedures.

Table 4

Telephone Procedures

	Fundamental		Novice		Intermediate		Advanced		Expert	
	N	%	N	%	N	%	N	%	N	%
Pre	19	11.73	25	15.43	86	53.09	28	17.28	4	2.47
Post	9	5.56	7	4.32	46	28.40	82	50.62	18	11.11

A numerical value was assigned to each of the possible student responses (fundamental = 1, novice = 2, intermediate = 3, advanced = 4, and expert = 5). The numerical values for the answers were then tabulated and averaged to determine a quantitative measurement of the perception of students relative to their learning. A dependent samples t-test was conducted to compare the response scores on the pre- and post-academy surveys for perceived knowledge and skill in the area of telephone procedures (Table 5). The null hypothesis tested was there was no statistical significance between the students perceived level of knowledge and skill as a result of the training. There was an increase of perceived knowledge and skill from the pre-academy survey ($M = 2.833$, $SD = .934$) to the post-academy survey ($M = 3.574$, SD

= .944); $t(161) = 8.654$, $p = 0.000$, $d = 0.68$. Rejection of the null hypothesis was warranted.

Table 5

t-test Computation between Pre- and Post-Telephone Procedures

	N	M	SD	df	t	p	d
Pre-Telephone Procedures	162	2.833	0.934	161	8.654	.000	.68
Post-Telephone Procedures	162	3.574	0.944				

Pre- and Post-Radio Procedures

H₃ After receiving the training, students will report a higher level of knowledge and skill in radio procedures than reported before the training.

The students similarly perceived a learning growth in radio procedures. Table 6 displays the student response results.

Table 6

Radio Procedures

	Fundamental		Novice		Intermediate		Advanced		Expert	
	N	%	N	%	N	%	N	%	N	%
Pre	20	12.35	27	16.67	83	51.23	26	16.05	6	3.70
Post	11	6.79	5	3.09	45	27.78	83	51.23	18	11.11

A numerical value was assigned to each of the possible student responses (fundamental = 1, novice = 2, intermediate = 3, advanced = 4, and expert = 5). The numerical values for the answers were then tabulated and averaged to determine a quantitative measurement of the perception of students relative to their learning. A dependent samples t-test was conducted to compare the response scores on the pre-

and post-academy surveys for perceived knowledge and skill in the area of radio procedures (Table 7). The null hypothesis tested was there was no statistical significance between the students perceived level of knowledge and skill as a result of the training. There was an increase of perceived knowledge and skill from the pre-academy survey ($M = 2.821$, $SD = .971$) to the post-academy survey ($M = 3.568$, $SD = .971$); $t(161) = 8.783$, $p = 0.000$, $d = 0.69$. Rejection of the null hypothesis was warranted.

Table 7

t-test Computation between Pre- and Post-Radio Procedures

	N	M	SD	df	t	p	d
Pre-Radio Procedures	162	2.821	0.971	161	8.783	.000	.69
Post-Radio Procedures	162	3.568	0.971				

Pre- and Post-Information Systems

H₄ After receiving the training, students will report a higher level of knowledge and skill in information systems than reported before the training.

Students also perceived a learning growth in information systems. Table 8 displays the student response results.

Table 8

Information Systems

	Fundamental		Novice		Intermediate		Advanced		Expert	
	N	%	N	%	N	%	N	%	N	%
Pre	29	17.90	52	32.10	66	40.74	14	8.64	1	0.62
Post	13	8.02	17	10.49	72	44.44	51	31.4%	9	5.56

A numerical value was assigned to each of the possible student responses (fundamental = 1, novice = 2, intermediate = 3, advanced = 4, and expert = 5). The numerical values for the answers were then tabulated and averaged to determine a quantitative measurement of the perception of students relative to their learning. A dependent samples t-test was conducted to compare the response scores on the pre- and post-academy surveys for perceived knowledge and skill in the area of information systems (Table 9). The null hypothesis tested was there was no statistical significance between the students perceived level of knowledge and skill as a result of the training. There was an increase of perceived knowledge and skill from the pre-academy survey (M = 2.420, SD = .904) to the post-academy survey (M = 3.160, SD = .971); $t(161) = 8.313$, $p = 0.000$, $d = 0.65$. Rejection of the null hypothesis was warranted.

Table 9

t-test Computation between Pre- and Post-Information Systems

	N	M	SD	df	t	p	d
Pre-Information Systems	162	2.420	0.904	161	8.313	.000	.65
Post-Information Systems	162	3.160	0.971				

Job Preparation and Training Expectations

The final questions for student perception involved job preparation and training expectations. A yes or no question on the post-academy survey asked students if the academy met their training expectations. Students overwhelmingly indicated a positive response to the question with 147 (90.74%) of students indicated

“yes” and 15 (9.26%) responding “no”. The students that responding “no” still had an average increase in score from the pre-academy exam to the post-academy exam of over 26 points.

A traditional 5-point Likert scale question on the post-academy survey asked students if the academy prepared them to do the job of a dispatcher. Table 10 displays the student response results.

Table 10

Job Preparation and Training Expectations

	Disagree		Somewhat Disagree		Neutral		Somewhat Agree		Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	1	0.62	1	0.62	10	6.17	63	38.8	72	44.44	147	90.74
No	1	0.62	2	1.23	7	4.32	4	2.47	1	0.62	15	9.26
Total	2	1.23	3	1.85	17	10.49	67	41.3	73	45.06	162	

As before, a numerical value was assigned to the job preparation survey responses with one being the lowest and five being the highest (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5).

The hypothesis considered was:

H₅: Students indicating a positive perception of training on the final survey will report a higher level of job preparation than students with a lower perception of training.

An independent samples t-test was conducted to compare the student response scores on the post-academy surveys for training expectations and job preparation

(Table 11). The null hypothesis tested was there was no statistical significance between the students perceived level of job preparation and their training expectations. There was an increase of perceived level of job preparation for those students who reported the academy met their training expectations ($M = 4.388$, $SD = .707$) to those students who reported the academy did not meet their training expectations ($M = 3.133$, $SD = .990$); $t(160) = 6.289$, $p = 0.000$, $d = 1.7$. Rejection of the null hypothesis was warranted.

Table 11

t-test Computation between Expectation YES and Expectations NO

	N	M	SD	df	t	p	d
Expectation YES	147	4.388	0.707	160	6.289	.000	1.7
Expectation NO	15	3.133	0.990				

Research Questions

The information synthesized from the data to test the five hypotheses were used to answer the research questions posed in the study.

RQ1: What is the training's impact on the students' perception of knowledge?

On both the pre-academy and post-academy surveys, students were asked to evaluate their perceived knowledge and skill in three specific job areas of dispatch; telephone procedures, radio procedures, and information systems using a 5-point Likert scale question. Overall, students perceived a positive impact on their knowledge growth in all three job areas over the four-week academy.

This positive impact on learning is further demonstrated with the score increase experienced when comparing individual student scores on the pre-academy and post-academy exams. A dependent samples t-test supported the results were likely the result of the training and not an anomaly or chance.

RQ2: What is the relationship between the students' perception of knowledge and the score increases from the pre-exam to the post-exam?

There was an overall positive perception to the training as indicated on the surveys with the students' perception of their own knowledge increasing over the period of the four-week academy. Eighty-six percent of students agreed or strongly agreed that the academy prepared them to do the job of a dispatcher. Overall, there was an increase in score from the pre-academy exam to the post-academy exam of an average 21.667 points. There was also an increase of perceived level of job preparation for those students who reported the academy met their training expectations compared to those students who reported the academy did not meet their training expectations.

Summary

This chapter has presented the analysis and findings generated from the data acquired from the academy's learning management system. It has discussed the process of synthesizing the data and the evidence generated to support or not support each hypothesis and answer the research questions. The study demonstrated a positive impact on the perception of knowledge from the beginning of the academy to the end. This was represented by an increase in score from the pre-academy exam to the post-

academy exam and the students' perception of increase in knowledge and skill in each of the three training areas. Chapter 5 develops the implications and the limitations of the study's findings.

Chapter 5

Conclusion

This study measured the effectiveness of the public safety dispatch training course using the first two levels of Kirkpatrick's Evaluation Model. These two lower levels of evaluation are also relatively inexpensive to execute and require no formal training beyond the development of the survey instruments and written test questions. Students were asked to respond to two surveys, one given before the training and the second at the conclusion of training. Students also completed a pre-academy exam and a comprehensive final exam consisting of the same or similar multiple-choice questions. Evaluating at higher levels would provide a more detailed analysis of training effectiveness, but each additional level of evaluation becomes more time consuming and costly to evaluate.

Research indicated the minimum evaluation of training programs should include the first two levels of the model. Failure to evaluate indicated negligence or the wasting of resources. The study confirmed a positive impact on knowledge growth in all three job and an increase of score between the two written exams. The study showed an increase of perceived level of job preparation for those students who reported the academy met their training expectations compared to those students who reported the academy did not meet their training expectations. Overall, the academy is effective in teaching the required job knowledge and skills necessary for a public safety dispatcher.

Interpretations

Students demonstrated an increase in learning according to the comparison of pre-academy and post-academy exam scores. Students also indicated an increase in learning based upon their own perception of knowledge and skills in telephone procedures, radio procedures, and information systems at the beginning of training compared to their perception of knowledge and skills in these areas at the end of training.

Overall, students have a positive perception of the public safety dispatch training program. This perception was measured by asking the students if the academy adequately prepared them to do the job of a dispatcher (Likert scale) and if the academy met their training expectations (yes/no). The study showed an increase of perceived level of job preparation for those students who reported the academy met their training expectations compared to those students who reported the academy did not meet their training expectations.

Implications

DOCJT has asked students to complete a survey at the conclusion of a training course for a number of years. The results of those surveys was reviewed by instructional staff, training supervisors, and executive staff. There was never a desire to collectively look at any data other than at the individual training class level. Analyzing these data over time can validate the training program by documenting exam reliability, student learning, and training content. Effectively evaluating the

training ensures public safety dispatchers are learning the necessary knowledge, skills, and attitudes to perform their job. It also helps to ensure the public funds allocated for the training are being spent in a judicious manner.

This study demonstrates how the academy could employ a second level of evaluation to get a clearer picture of the overall effectiveness of training. Taking additional steps to evaluate the qualitative data obtained from students on the surveys would also be beneficial.

Limitations

There are several limitations to this study including the population, the methodology employed, and the potential for survey bias. While there are other public safety dispatcher training programs in the state, this study was limited to training courses taught at the Department of Criminal Justice Training over a 14-month period. This specific period was chosen because of a revision in the training academy had resulted in changes to the written exam questions. Using any previous training academies could have resulted in mismatched data.

This study consisted of nine classes with a total of 162 students. There was an average of 18 students per class. Little can be done to solve any issue related to the size of the population. Students in the training academy must first be employed as a public safety dispatcher and are required to complete several pre-employment screenings as part of that process. The training is conducted six to eight times a year depending on the demand and are limited to a maximum of twenty-four students. It is

common occurrence for students to either drop out of training for personal reasons or be removed for an examination failure or discipline issue.

Another limitation is the reliability of the test questions on the written exams. The overall reliability of the written exams was analyzed by tracking the average scores over the period of the study, not by analyzing the individual test questions. The exams produced similar results over this time period and were deemed reliable.

The study used pre-existing academy surveys rather than creating new surveys for the study. The methodology of the study used only quantitative data from closed-ended Likert scale responses rather than including open-ended responses which may have garnered additional insight. The post survey included open-ended responses seeking additional information on instructors, facilities, and comments on the training experience. Additional information on how the academy did or did not meet the individuals training expectations would have been useful for the study.

There is also a potential issue of bias within the current study. The final survey was given in the final week of training, after the post-academy exam. The timing of this survey coming after the exam could influence how the student answers the survey questions. For example, knowing his or her score on the exam could determine how he or she answers a question related to their perception of knowledge or skill. For a student who has been struggling through the training, the simple fact of passing the exam and successfully completing the academy could potentially affect the responses given. Any future study employing a similar strategy should consider the relative timing of examinations and surveys. When publishing the results of each

survey, the students' names are removed from the report. Even though the report is anonymous, student's individual responses to the survey are available in the learning management system to those who have the appropriate permission levels. This could have also affected the students' responses.

Delimitations

While this study evaluated the effectiveness of the Public Safety Dispatch Academy to ensure dispatchers are learning the necessary knowledge, skills, and attitudes to perform their job, another goal was to develop a process in which the academy could continually assess this and other training programs. The population of the study consisted of newly hired dispatchers enrolled in the academy. The study could have surveyed former students in addition to the current students to confirm the training content is actually useful job knowledge and applied in the real world.

The written exams are administered via the learning management system by the instructional design section. The surveys are deployed in the same system by the staff services and planning section. One entire academy class was removed from the initial population of the study because the students did not receive a post academy survey to complete. There is no explanation of why the survey was not deployed other than staff oversight. Students that did not submit a post academy survey were also removed from the population as this would prevent the comparison of training perception to academic scores.

Academy instructors and supervisory staff often make assumptions when reviewing course surveys. They tend to justify a student's response with reasons why

the student would answer a question in a particular manner particularly regarding negative responses. Looking only at student reaction (Level 1) in Kirkpatrick's model does not offer a fair and balanced assessment of training. Adding the second level of learning (Level 2) provides a more balanced assessment of the training and alleviates the methodological assumptions made by staff.

This study only looked at quantitative data received from closed-ended, Likert scale responses rather than including open-ended responses which may have garnered additional insight. Analyzing open-ended responses related to training expectations and individual learning experiences would provide a more detailed assessment of the training. Additional data could answer multiple research questions such as the effects of student-instructor relationship, training content, and discipline matters.

Assumptions

There are several assumptions to be made with this study. First is the assumption of students providing truthful responses when completing the surveys. We are to assume that students have carefully read each question and selected the most appropriate responses based on their personal perception. Individual student perception could also be affected by the opinions verbalized by classmates and even instructional staff. Survey anonymity and when surveys are provided to students have already been discussed.

Survey bias may also show an all positive or all negative bias based on a personal bias. A halo effect is the positive bias a person may demonstrate based on their positive interaction or impression of a single facet of the training. For instance,

the student may indicate positive responses on a Likert scale question of job preparation because of his or her positive interaction with one of the instructors. A similar negative effect is called the horn effect. Here the negative interaction would inspire a negative bias towards the training regardless of the training content or level of learning achieved.

Another assumption is that students practiced academic integrity when completing the written exams. The exams are administered using the learning management system and proctored by at least one instructor who is present in the room. The instructor's role is to provide instructions, troubleshoot any issues, and prevent any cheating or dishonesty by the students.

The final assumption is that instructors followed approved lesson plans and utilized the same or similar training materials consistently throughout the time period of the study. Agency policy directs the process of approval for all learning materials such as PowerPoint, student workbooks, and classroom handouts as well as the use of a lesson plan in the classroom. Instructors are monitored by supervisory staff and by representatives of the Kentucky Law Enforcement Council to ensure compliance with administrative regulations.

One factor that was not present in any of the research or in this study considered the student's preparation prior to attending the academy. The training program in this study is mandated to be completed within six-months of being hired as a public safety dispatcher. One student could be enrolled and sent to the academy relatively quickly whereas another student may have worked several months

receiving on-the-job training prior to attending the academy. A second factor within this concept is the size of the student's dispatch agency. Prior to attending the academy, students working at a large dispatch agency may have worked with a trained dispatcher who closely monitored performance and provided feedback while another student may have received little to no instruction prior to training.

Recommendations for Future Research

While this study found that the Public Safety dispatch Academy is effective in terms of student perception and exam scores, there is more that can be evaluated. Future research should include the qualitative data contained in the existing surveys to further evaluate the student's perception of training. Measuring the student's perception of a successful academy and individual learning concepts would be valuable in determining future instructional methodologies and learning activities.

The surveys also contain additional quantitative data that could be used to explore student-instructor relationships. Individual instructors could influence individual student performance and instructional ratings could affect the instructor's performance or attitude in the classroom. Evaluating this information would be valuable information when measuring the student's perception of the learning process during the academy.

Student discipline is a common issue that arises during the training academy. Student discipline could include a verbal or written reprimand for minor issues to a suspension or expulsion from training for major violations. An individual student discipline issue has the potential to affect the morale and cohesiveness of the entire

class and thus an effect on the learning process. Exploring the effect of student discipline on the learning process would provide a blueprint on how to investigate and communicate student behavior issues while minimizing the potential disruption of learning and the altering the student's perception of the training.

Finally, future research should employ the third level of Kirkpatrick's model by evaluating new dispatchers in their place of work post-academy to measure if they apply what was learned during the training academy. This would be difficult with the entire population of the current study but could be achieved using a subset of the population, possibly confined to several agencies within one region of the state.

Reflections

The ability to answer the research questions posed in this study directly related to the quality of the data obtained from the department's learning management system. This data consisted of surveys and exams administered before and after the academy training. The choice of a quantitative method for the study was selected due to the ability to analyze existing data recorded over the previous 14 months.

The completion of surveys at the beginning and conclusion of training was important to the success of this study. When given instructions, students were asked to be honest, specific, and professional when completing the surveys. Encouraging students to convey their individual perceptions of training opinions provided sufficient survey data to complete an assessment of the training. Qualitative data should be included in future research and should be reviewed and scrutinized for validity when selecting and writing the survey questions.

The study focused on just one training of several training academy programs offered by the department. Currently, the other training programs do not include a pre-academy exam. The absence of the pre-academy exam hinders the ability to perform a second level assessment. The study demonstrates the importance of the pre-academy exam scores and how they may be used to assess learning.

It is fair to state that the research questions posed in the study were effectively addressed. The data was obtained from a reliable source, a relevant methodology was used, and the findings have been critically discussed. The study provides information to be used by the academy staff, particularly instructors, to better understand student's perception of training and how a student will learn despite what staff may perceive as a negative opinion of training.

Conclusion

This study assessed the perception of the training effectiveness of the Public Safety Dispatch Academy offered by the Department of Criminal Justice Training using the first two levels of Kirkpatrick's Evaluation Model. Information was obtained from existing data collected over a 14-month period from the scores of written examinations during the training academy and two questionnaires gauging student reaction to training before and after the academy.

The purpose of this study was to develop a process to evaluate the Public Safety Dispatch Academy and subsequently other training programs. Effectively evaluating the training would ensure public safety dispatchers are learning the necessary knowledge, skills, and attitudes to perform their job. It would also help to

ensure the public funds allocated for the training are being spent in a judicious manner and the training accurately meets the needs of public safety dispatch agencies.

This study should complement the job task analysis and enable the department to include a consistent, fair, and defensible assessment plan. This study has demonstrated how an academy could measure the effectiveness of training using statistical information available from written exams, students' reaction to the training, and the students' perceived levels of learning growth.

This study demonstrated a positive impact on the perception of knowledge from the beginning of the academy to the end. The Public Safety Dispatch Academy is an effective training program according to the students' perception and the degree of learning that is confirmed by the increase in exam scores. The increase of score is believed to be the direct result of the training program and not from an outside influence or by chance. Eighty-six percent of students agreed or strongly agreed that the academy prepared them to do the job of a dispatcher. The study showed an increase of perceived level of job preparation for those students who reported the academy met their training expectations compared to those students who reported the academy did not meet their training expectations.

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Appendices

Appendix A

JTA Identified Essential Functions and Tasks

1. Dispatches Public Safety Personnel and Equipment
 - a. Dispatches/requests authorized/designated personnel to handle hazardous material situation.
 - b. Uses 911 dispatch system to receive information necessary to dispatch appropriate units.
 - c. Uses approved dispatch priorities (crime in progress, etc.) to assign units.
 - d. Exercises calm and reasoned judgement in stressful situations.
 - e. Communicates effectively with person in crisis and/or panic situations
 - f. Provides information about incidents to authorized personnel.
 - g. Comprehends and adheres to relevant Federal Communication Commission (FCC) Rules and Regulations.
 - h. Recognizes situation and need to notify specific persons or agencies of unusual situations, such as multiple casualties, hazardous materials spills, etc.
 - i. Identifies need to notify specialized resources, such as poison control center, hazardous materials team, search and rescue, etc.
 - j. Recognizes a disaster situation and obtains sufficient information to alert and dispatch the appropriate resources.
 - k. Reviews location of units to select vehicle which is closest and available, to handle call for service and dispatches accordingly.
 - l. Monitors multiple voice channels to maintain awareness of personnel and activities.
 - m. Assigns back-up resources as necessary.
 - n. Assigns/dispatches specialty support units (e.g., crime scene, extrication, Advanced Life Support, etc.)
 - o. Coordinates multiple units and their response to emergency, such as hostage, medical, suicide, fire, etc.
 - p. Remains conscious of job stress to maintain self-control and effectiveness.
 - q. Announces ALL Points bulletins and other messages over radio.
 - r. Prepares and transmits BOLO messages.

2. Collects Information to Facilitate Emergency Response
 - a. Interviews complainant/caller to collect information necessary to dispatch unit and determine level of response, such as code, additional units, fire, rescue, EMS, etc.
 - b. Communicates/deals with people in emotional situations.
 - c. Speaks clearly and distinctly on radio/telephone to communicate effectively.
 - d. Communicates with and reacts appropriately to hostile callers.
 - e. Receives and writes down messages accurately.
 - f. Uses maps, street files, etc., to identify locations.
 - g. Follows rules of telephone courtesy, such as maintaining calm, competent, decisive voice.
 - h. Takes charge of the conversation to determine the who, what, where, why, and when.
 - i. Terminates calls positively and courteously.
 - j. Records information on dispatch cards or forms to document calls for service.
 - k. Speaks with other dispatch/communications center personnel to update or classify information, identify problem, etc.
 - l. Jots down notes quickly prior to formal entry on screen, card, or form
 - m. Uses whole/plain (clear text) language to communicate over the radio.
 - n. Withstands abusive callers to continue effective dispatching.
 - o. Listens to phone caller, reads screen, operates foot pedal, keys in information, and speaks to response unit to complete the dispatch process.
 - p. Reads and speaks English clearly and fluently.
 - q. Monitors weather alert radio/computer/teletype to take appropriate actions.
 - r. Uses knowledge of local geography to make best unit assignment decision. Uses structured decision-making rules to allocate/direct response units.
 - s. Maintains and/or searches “domestic violence” files (computer based and/or hard copy).
3. Maintains Contact with Public Safety Personnel and/or scene
 - a. Reads and interprets computer/terminal printer messages and transmits information to field.
 - b. Describes persons to law enforcement officers, such as missing persons, suspects.
 - c. Briefs incoming dispatch personnel to ensure their awareness of current activities.

- d. Dispatches/communicates with police units other than patrol, such as detectives, administration, animal control, etc.
 - e. Prioritizes requests for services.
 - f. Pulls assigned personnel off call to assign to new, more important call for service.
 - g. Assigns personnel to “in-progress” calls and monitors response.
 - h. Recognizes officer’s “duress” signal and initiates proper response.
 - i. Conducts “welfare check” of field personnel to determine status.
4. Coordinates Emergency Response
- a. Contacts and maintains communications with all agency personnel involved in a disaster situation or multi-agency response.
 - b. Reads local/area disaster response plans to understand and follow roles and responsibilities of the telecommunicator.
 - c. Follows stand “scripts” to respond to bank alarms, bomb threats, etc.
 - d. Contact other public safety agencies to inform of emergency, request assistance, etc.
 - e. Coordinates telecommunications related to high-speed pursuit.
 - f. Uses initiative to take over emergency situation, if normal procedures, responses, etc., fail.
 - g. Use phone and radio channels in the mutual aid and coordination of services, e.g., traffic control, major disasters, extrication.
 - h. Notifies fire personnel of special hazards at scene.
5. Handles Emergency Medical Calls
- a. Advises caller on appropriate non-medical action to take prior to arrival of response unit(s).
 - b. Reads and follows appropriate medical emergency “scripts” (protocols or pre-arrival instructions) to provide assistance to caller until help arrives.
 - c. Identifies/evaluates possible risks to units responding to incident and transmits such information, such as person with a weapon, hazardous materials, infectious diseases, etc.
 - d. Uses pager system to “tone out” units, e.g., fire, ambulance, etc.
 - e. Dispatches and/or coordinates response of various public safety units, such as EMS, Fire, etc.
 - f. Contacts local social service agencies to obtain assistance in field, such as suicide attempt, child abuse, etc.
 - g. Passes information between emergency vehicles and medical staff to facilitate effective response, hospital arrival, etc.

6. Uses Computers and Computerized Information
 - a. Operates computer keyboard to access various state and national information systems, such as LINK, National Crime Information Center (NCIC), etc.
 - b. Conducts computer-based criminal history checks.
 - c. Enters/retrieves/updates computer information entries.
 - d. Refers to LINK, NCIC, and other compute system manuals to identify and follow proper entry/retrieval/update requirements.
 - e. Maintains and fills out various agency logs, such as dispatch, security, towing, radio transmission, activity, etc. to record actions.
 - f. Maintains confidentiality of records and files.
 - g. Uses computer system to determine the status of operator's driving license.
 - h. Fills out logs related to NCIC, LINK, etc. to record and document requesting parties, dates, etc.
 - i. Send message to originating law enforcement agency to verify status of stolen vehicle, warrant, etc.
 - j. Receives and distributes "hit" confirmations to originating agency (ORI).

Appendix B**PSDA Pretest**

5.2.13a

In the National Crime Information Center (NCIC) when information is pulled from multiple sources and added to an entry it is considered to be _____.

- A) making a final query
- B) purging information
- C) packing the record**
- D) investigative dispatch

1.3.2a

_____ is a database which houses all streets and addresses within their associated postal range for emergency service purposes.

- A) Emergency Response Guide
- B) Master Street Address Guide**
- C) Law Enforcement Network of Kentucky
- D) Cross Reference Directory

2.4.4a

Which of the following is a barrier to effective communication?

- A) Effective communication
- B) Sharing the same point of view
- C) plain talk
- D) use of jargon**

1.4.2a

Why is it important to maintain the confidentiality of records and files?

- A) Responder safety**
- B) The cost of record recordkeeping
- C) To prevent the media from accessing records
- D) In case the agency is audited

5.2.40a

Any agency which receives a positive response to an NCIC inquiry must confirm the hit prior to _____.

- A) entering a wanted person
- B) clearing a wanted person
- C) arresting the wanted person**
- D) modifying a wanted person

1.6.1a

_____ is “a physical, chemical or emotional factor that causes bodily or mental tension and maybe a factor in disease causation.

- A) Critical Thinking
- B) Stress**
- C) Headaches
- D) Drug/Alcohol Abuse

3.4.2a

Who is responsible for issuing AMBER Alerts in Kentucky?

- A) Local Emergency Management
- B) Kentucky State Police**
- C) County Attorney’s Office
- D) State Duty Officer

4.1.2a

You receive a 911 call, and the screen provides you with the caller’s name, address, and phone number. Which of the various call receiving technologies are you using?

- A) Phase II 911
- B) Phase I 911
- C) Enhanced 911**
- D) Basic 911

4.6.5a

An EMS unit is out at a residence on a possible hypoglycemia run. You have status checked them twice with no response. What action should you take next?

- A) Cease status checks as they are busy with patient care
- B) Dispatch law enforcement to their location**
- C) Contact the on-call EMS supervisor
- D) Tone out another EMS unit to assist them with a possible critical patient

1.3.1a

Ten codes are numeric abbreviations that keep communications _____ when transmitted over a two-way radio, protecting units who may be in a public place.

- A) Confidential**
- B) Public
- C) Short and to the point
- D) Secure

4.4.11a

Which of the following is an issue related to stacking or holding a call?

- A) **No action taken may escalate the situation**
- B) Callers may learn that if they don't have an emergency, it could take a while for officers to respond
- C) Public officials may realize that they need to hire more first responders
- D) First responders become apathetic

2.3.1a

The ways to maintain accurate records for compliance with legal and regulatory guidelines is to ensure the records are complete, legible, timely, and kept

- A) indefinitely
- B) electronically
- C) **confidential**
- D) offsite

5.2.6a

What is the name of the electronic warrant repository for the Commonwealth of Kentucky?

- A) **eWarrants**
- B) AOC
- C) CourtNet
- D) JusticeXchange

4.4.6a

Your neighboring county has been working a call reference to a possible impaired driver last seen headed northbound on the interstate. They have contacted your PSAP to let you know that the vehicle may come into your jurisdiction. In your ATL/BOLO broadcast, you provide the information on CYMBALS. Which part of the ATL/BOLO is being described?

- A) Caution indicator
- B) Contact information
- C) Person description
- D) **Vehicle description**

2.6.1a

A way of listening and responding to another person that improves mutual understanding.

- A) Empathetic listening
- B) Active listening**
- C) Passive listening
- D) Progressive listening

2.1.2a

Which of the following is an example of a policy that could be required in an emergency dispatch center?

- A) Dispatch Operations Policy**
- B) Field Training Officer Policy
- C) EMT Certification Policy
- D) Driving Requirements Policy

3.4.3a

As a result of the Adam Walsh Act, you have how long to enter a missing juvenile into NCIC?

- A) 1 hour
- B) 4 hours
- C) 2 hours**
- D) 24 hours

2.5.1a

You are working first shift when the 911-line rings. What is the best way to answer the phone and attempt to gather the most important piece of information about this call?

- A) 911, what is your emergency?
- B) 911, where is your emergency**
- C) 911, how may I help you?
- D) 911, police, fire, or EMS?

5.2.5a

_____ is a file within the National Crime Information Center (NCIC) database.

- A) Florida driver's license file
- B) Michigan boat registration file
- C) Criminal history index**
- D) HazMat file

2.5.2a

You receive a call from a female reporting a male subject who is trying to kick in the front door of her residence. What should you ask the caller to determine the status of her safety?

- A) The suspect's name
- B) Nothing, since she is talking to you, she is safe
- C) The caller's name and phone number
- D) If it is safe to stay on the line**

2.2.1a

What is a dispatcher's biggest responsibility?

- A) Answering a 911 call
- B) Dispatching emergency calls
- C) Safety of the first responders and the public**
- D) Recording Information in the CAD

4.6.3a

An officer out on a traffic stop and has activated his radio emergency button. What is the proper response to this situation?

- A) Obtain the GPS reading
- B) Call the officer's cell phone
- C) Ping the officer's radio
- D) Clear the channel**

4.4.2a

You have just received a call in reference to a domestic violence situation involving injuries. When you dispatch Police and EMS, what should you relay to EMS after they have been given the details of the incident?

- A) Name of the victim
- B) Name of the suspect
- C) The need to stage in the area**
- D) Whether or not they will need a bariatric stretcher

5.2.12a

A criminal history could contain the following information.

- A) Reason for the vehicle stop
- B) In case of emergency information
- C) subject's alias**
- D) Penal classification

3.4.1a

When dealing with a caller in crisis, your _____ listening skills are the most important to rely upon?

- A) attentive
- B) active**
- C) accurate
- D) effective

Appendix C**PSDA Final Exam**

5.2.18a

What is the mask for a Kentucky State Police License Plate?

- A) KY
- B) SP**
- C) OF
- D) PC

1.7.1a

Critical Thinking is defined as reasonable, reflective thinking focused on _____ what to do or believe.

- A) inferring
- B) assuming
- C) deciding**
- D) thinking

3.1.1a

The understanding that each individual is unique and recognizing our differences is the definition of what?

- A) Variety
- B) Diversity**
- C) Assortment
- D) Uniformity

5.2.15a

ASAP to PSAP is administered by which system?

- A) National Crime Information System
- B) International Justice and Public Safety Network (Nlets)**
- C) Law Information Network of Kentucky (LINK)
- D) eWarrants

5.2.13a

In the National Crime Information Center (NCIC) when information is pulled from multiple sources and added to an entry it is considered to be _____.

- A) making a final query
- B) purging information
- C) packing the record**
- D) investigative dispatch

4.1.3a

Which of the following resource would NOT be called upon to provide language translation services?

- A) An on-call interpreter
- B) AT&T Language Line
- C) Bystanders and family members
- D) Social Services**

5.2.7a

An eWarrants search _____.

- A) can be done with partial name**
- B) requires a date of birth
- C) requires a social security number
- D) requires complete first and last names

1.3.2a

_____ is a database which houses all streets and addresses within their associated postal range for emergency service purposes.

- A) Emergency Response Guide
- B) Master Street Address Guide**
- C) Law Enforcement Network of Kentucky
- D) Cross Reference Directory

5.2.30a

The National Crime Information Center (NCIC) Message Key Code (MKE) "-F-OCCUPANT(S) ARMED/HOLD FOR LATENTS" should be used _____.

- A) if a located was to be held for latent fingerprint examination and the occupant(s) of the vehicle is known to be armed
- B) if a purged vehicle was held for latent fingerprint examination and the occupant(s) of the vehicle is known to be armed
- C) if a stolen or felony vehicle is to be held for latent fingerprint examination and the occupant(s) of the vehicle is known to be armed**
- D) if it is unknown if a vehicle is to be held for latent fingerprint examination and the occupant(s) of the vehicle is known to be armed

2.4.4a

Which of the following is a barrier to effective communication?

- A) Effective communication
- B) Sharing the same point of view
- C) plain talk
- D) use of jargon**

5.2.34a

A boat registration number is issued by _____.

- A) FBI
- B) Coast guard
- C) state of registration**
- D) boat manufacturer

5.2.33a

Group enter can be made in the National Crime Information System (NCIC) if _____.

- A) the items were stolen at the same time
- B) share the same case number (OCA)
- C) consecutively serialized**
- D) have case linkage

5.2.42a

A subject has made credible threats against a parole officer. The subject would be entered into the Violent Person File using VPC ____.

- A) 1
- B) 2
- C) 3
- D) 4**

1.4.2a

Why is it important to maintain the confidentiality of records and files?

- A) Responder safety**
- B) The cost of record recordkeeping
- C) To prevent the media from accessing records
- D) In case the agency is audited

5.2.21a

Query of the HazMat files is performed through which system?

- A) International Justice and Public Safety Network (Nlets)**
- B) National Crime Information Center (NCIC)
- C) Law Information Network of Kentucky (LINK)
- D) JusticeXchange

3.2.2a

Which of these common sites would use or store hazardous materials?

- A) Paint store
- B) swimming pool supply store
- C) farm
- D) All of the above**

1.7.5a

Take the call, ask the questions, and gather information, analyze and problem solve, formulate a response, and analyze and question the solution are the steps in the

-
- A) IDEAS
 - B) Decision Making Process**
 - C) Core Thinking Skills
 - D) Problem Solving Skills

3.3.1a

Which of the answers below is not an example of severe weather?

- A) Extreme heat
- B) Thunderstorms
- C) Hailstorms
- D) Earthquakes**

5.2.24a

Which should be entered into the National Crime Information Center (NCIC) Article File?

- A) recovered gun
- B) completed money order
- C) dog with microchip**
- D) stolen boat

4.4.3a

Which of the following is a method of warning responders about potential hazards at a scene?

- A) email
- B) fax
- C) The dispatcher should not distract the responding officers
- D) Frequent updates by radio or silent dispatch (MDT)**

5.2.40a

Any agency which receives a positive response to an NCIC inquiry must confirm the hit prior to _____.

- A) entering a wanted person
- B) clearing a wanted person
- C) arresting the wanted person**
- D) modifying a wanted person

2.4.7a

_____ is a resource available to assist telecommunicators in handling deaf or hard of hearing callers?

- A) **TTY/TTD**
- B) Television
- C) Police radio
- D) digital radio

5.2.32a

A National Crime Information Center (NCIC) Article record has a retention period is

- A) **balance of the year of entry plus one year.**
- B) balance of the year of entry plus two years.
- C) balance of the year of entry plus three years.
- D) balance of the year of entry plus four years.

5.2.17a

International Justice and Public Safety Network (Nlets), should be used to _____.

- A) send a message from your agency to DOCJT
- B) enter a stolen gun
- C) send a message of a road closure
- D) **obtain an out of state vehicle registration**

1.5.2a

Which of the following is a side effect or cause of low morale?

- A) Infectious attitudes
- B) **Increase in tardiness and absenteeism**
- C) Receiving a pat on the back
- D) Decrease in the use of vacation time

3.4.8a

When taking a critical incident call, asking the caller their location, safety, and what is going on are all examples of what type of questions?

- A) **Initial Response**
- B) Additional Response
- C) Pre-arrival
- D) Update

3.3.3a

What is the definition of a severe weather “watch”?

- A) Conditions are occurring or imminent
- B) **Conditions are favorable, but not occurring**
- C) Conditions are not likely to produce an event
- D) Conditions are unfavorable but occurring

1.6.1a

_____ is “a physical, chemical or emotional factor that causes bodily or mental tension and maybe a factor in disease causation.

- A) Critical Thinking
- B) Stress**
- C) Headaches
- D) Drug/Alcohol Abuse

5.2.36a

In the National Crime Information Center (NCIC) system, modifying information would be _____.

- A) purging a record
- B) cancelling the record
- C) changing information already entered**
- D) entering an item

5.2.31a

In the National Crime Information Center (NCIC) files, if it is determined that the entry is invalid, it should be _____.

- A) canceled**
- B) cleared
- C) modified
- D) supplemented

5.2.8a

Message keys can be accessed from which of the following?

- A) Tree and forms menu**
- B) Forms menu and the Launch Pad
- C) Launch pad and Security policy
- D) Tree menu and Launch Pad

3.4.2a

Who is responsible for issuing AMBER Alerts in Kentucky?

- A) Local Emergency Management
- B) Kentucky State Police**
- C) County Attorney’s Office
- D) State Duty Officer

5.2.37a

The first check of an entry made into the National Crime Information Center (NCIC) is the _____.

- A) Terminal Agency Coordinator (TAC)
- B) Assistant Terminal Agency Coordinator (ATAC)
- C) Shift Supervisor
- D) Entering Operator**

5.2.39a

In the National Crime Information Center (NCIC) in the Protective Order File if the expiration date is prior to the current date indicates _____.

- A) the order is active
- B) the order is expired**
- C) the order is recalled
- D) the summons has expired

1.7.2a

As a public safety dispatcher, critical thinking causes you to _____?

- A) Be aware of your biases and check your assumptions**
- B) Think long and think wrong
- C) Overanalyze a situation and react too slowly
- D) Consider policy guidelines and act with indifference to them

1.6.2a

Low wages, poor supervision, and high call volume are examples of which of the following?

- A) Job stress**
- B) Fringe benefits
- C) Eustress
- D) Work specifications

4.1.2a

You receive a 911 call, and the screen provides you with the caller's name, address, and phone number. Which of the various call receiving technologies are you using?

- A) Phase II 911
- B) Phase I 911
- C) Enhanced 911**
- D) Basic 911

4.6.5a

An EMS unit is out at a residence on a possible hypoglycemia run. You have status checked them twice with no response. What action should you take next?

- A) Cease status checks as they are busy with patient care
- B) Dispatch law enforcement to their location**
- C) Contact the on-call EMS supervisor
- D) Tone out another EMS unit to assist them with a possible critical patient

5.1.3a

Information in JusticeXchange originates from _____.

- A) User input**
- B) Email requests
- C) Fingerprint submission
- D) Mug shots

5.2.26a

A Kentucky Missing Person Form (KSP261) contains _____.

- A) the reason person is missing
- B) when the person will return
- C) next of kin**
- D) what time the person may return

1.3.1a

Ten codes are numeric abbreviations that keep communications _____ when transmitted over a two-way radio, protecting units who may be in a public place.

- A) Confidential**
- B) Public
- C) Short and to the point
- D) Secure

2.4.8a

Which is an effective technique when working with elderly callers?

- A) Speak loudly
- B) Speak elementarily
- C) See if there is someone else on the scene that can speak to dispatch
- D) Speak slowly**

5.2.14a

In an NCIC entry, a caution indicator should be used in which of the following situations?

- A) the subject has outstanding warrants
- B) the subject is a known drug user**
- C) the subject may not show up for court
- D) the subject is incarcerated

4.4.11a

Which of the following is an issue related to stacking or holding a call?

- A) No action taken may escalate the situation**
- B) Callers may learn that if they don't have an emergency, it could take a while for officers to respond
- C) Public officials may realize that they need to hire more first responders
- D) First responders become apathetic

2.3.1a

The ways to maintain accurate records for compliance with legal and regulatory guidelines is to ensure the records are complete, legible, timely, and kept

-
- A) indefinitely
 - B) electronically
 - C) confidential**
 - D) offsite

5.2.10a

International Justice and Public Safety Network (Nlets) defines an Administrative Message as _____.

- A) A message system design to support law enforcement social announcements
- B) A criminal justice training information platform
- C) A criminal justice related point-to-point free form message**
- D) The form preferred for attempt to locate messages

5.2.3a

Information returned from the International Justice and Public Safety Network (Nlets), would include

- A) Out of State Driver's License Response**
- B) Missing Person Response
- C) Wanted Person Response
- D) Stolen Boat Response

2.4.3a

Which of the following is the first element of the communication process?

- A) Encode
- B) Sender**
- C) Message
- D) Receiver

5.2.6a

What is the name of the electronic warrant repository for the Commonwealth of Kentucky?

- A) eWarrants**
- B) AOC
- C) CourtNet
- D) JusticeXchange

5.2.29a

National Crime Information Center (NCIC) Message Key Code (MKE) -A-OCCUPANT(S) ARMED should be used if _____.

- A) the occupant(s) of the vehicle in question is known to be armed**
- B) the occupant(s) of the recovered vehicle in question was armed
- C) the occupant(s) of the vehicle has active warrants
- D) the occupant(s) of the vehicle is an escapee

4.4.6a

Your neighboring county has been working a call reference to a possible impaired driver last seen headed northbound on the interstate. They have contacted your PSAP to let you know that the vehicle may come into your jurisdiction. In your ATL/BOLO broadcast, you provide the information on CYMBALS. Which part of the ATL/BOLO is being described?

- A) Caution indicator
- B) Contact information
- C) Person description
- D) Vehicle description**

1.7.6a

Which of the following is not the behavior of the Critical Thinker?

- A) Distinguished fact from opinion
- B) They see multiple perspectives
- C) They recognize assumptions
- D) They cannot identify bias and persuasions**

5.2.19a

Emergency Notification on a Kentucky Driver's License Provides _____.

- A) **Emergency Contact Relationship**
- B) Next of Kin Address
- C) Emergency Contact Date of Birth
- D) emergency contact marital status

5.1.3c

CourtNet is designed to provide easy access to _____ and _____ cases in the Kentucky Court System.

- A) Civil and Libel
- B) Criminal and Defamation
- C) Misdemeanor and felony
- D) **Criminal and Civil**

2.6.1a

A way of listening and responding to another person that improves mutual understanding.

- A) Empathetic listening
- B) **Active listening**
- C) Passive listening
- D) Progressive listening

4.3.3a

Transmitting the FCC call sign should be done either verbally or by Morse code. How often is this required per the FCC regulation?

- A) One per shift
- B) Every hour
- C) **Every half hour**
- D) every twelve hours

5.2.38a

Which Administrative Office of the Court (AOC) form requires proof of service?

- A) Protection Order Petition
- B) **Domestic Violence Summons**
- C) Emergency Order of Protection
- D) Protective Order

5.2.35a

In the National Crime Information Center (NCIC) miscellaneous field (MIS) what is the first items that should be entered?

- A) Extradition limits
- B) Complete serial number
- C) Caution information**
- D) Descriptive information

1.8.1a

Big “L” Leadership includes which of these traits?

- A) Demanding, harsh, uncaring
- B) Self-serving, demeaning, bad-tempered
- C) Guiding, organizing, future-oriented**
- D) Unapproachable, lack of vision

4.2.1a

Why is it important for you to be able to listen to several sources at once?

- A) So you can talk to other agencies.
- B) So you don't miss critical information.**
- C) To be the best at your job.
- D) To show your peers that you are the best dispatcher

4.6.6a

What accounts for the majority of all law enforcement officer line-of-duty deaths since the first known fatality in 1791?

- A) Gunfire**
- B) Vehicle collision
- C) Heart attack
- D) Stabbing

2.1.1a

An established or prescribed method to be followed routinely for the performance of a designated operation or in designated situations is referred to as _____?

- A) Standard Operating Procedure**
- B) Standardized Operations Manual
- C) Employee Handbook
- D) Orientation Manual

5.2.4a

NCIC is an acronym for what?

- A) **National Crime Information Center**
- B) National Crime Intelligence Center
- C) National Criminal Intelligence Center
- D) International Criminal Intelligence Center

2.2.3a

Dispatchers routinely receive and distribute messages to their agency personnel. They do this by using various methods. Identify a method that they would NOT use.

- A) **Press Releases**
- B) CAD Entries
- C) Email
- D) Radio

3.1.2a

_____ is defined as any one of the groups that humans are often divided into based on physical traits regarded as common among people with shared ancestry.

- A) **Race**
- B) Homo sapiens
- C) Humans
- D) Culture

2.1.3a

Which of the following is an example of a bulletin, memorandum, or directive that could be used in an emergency dispatch center?

- A) Mutual Aid Agreement
- B) Street closure from the sewer department
- C) Business license permits
- D) **All of the above**

1.5.3a

Nominating a co-worker for "Employee of the Month" may help increase _____ levels in the communication center?

- A) Notoriety
- B) Resentment
- C) Jealousy
- D) **Motivation**

1.7.4a

Thinking critically about the decisions you make and the actions you take as a public safety dispatcher is important because _____

- A) **It lessens the likelihood of failures and mistakes**
- B) It ensures that you will be promoted
- C) It removes the need to focus on established protocols
- D) It prevents you from thinking outside the box

4.5.3a

_____ is parallel lines that transverse the Earth horizontally.

- A) Longitude
- B) **Latitude**
- C) Equator
- D) Both A and C

2.4.5a

In the Information Processing Model, the human brain is compared to which of the following?

- A) Sponge
- B) **computer**
- C) calculator
- D) file

4.5.2a

Units are in pursuit of an unfamiliar area. Units radio dispatch that they are southbound on Walnut Road passing Oak Road. A _____ can be used to assist in possible dangerous curves.

- A) **map**
- B) CJIS
- C) map layers
- D) both A and B

5.2.1a

Who administers the Law Information Network of Kentucky (LINK)?

- A) The Kentucky Department of Homeland Security
- B) The Kentucky Attorney General
- C) **The Kentucky State Police**
- D) The Federal Bureau of Investigation

1.6.3a

You are at work and under pressure to complete the necessary paperwork while having to answer calls and dispatch due to understaffing. Which of the following is an appropriate coping strategy for stress as discussed in class?

- A) Get an alcoholic beverage after work to reduce anxiety levels
- B) Eat a candy bar and chips to increase your sugar levels
- C) Relax taking a few deep breaths and when possible, take a break**
- D) Borrow a sedative that is prescribed for a coworker or family member

2.1.2a

Which of the following is an example of a policy that could be required in an emergency dispatch center?

- A) Dispatch Operations Policy**
- B) Field Training Officer Policy
- C) EMT Certification Policy
- D) Driving Requirements Policy

4.2.3a

What type of equipment is used to transmit messages over the radio?

- A) Portable, Mobile, Base Station Radios.**
- B) Vehicle, motorcycle, or helicopter
- C) VHF, UHF, Analog, Digital, Simplex, Duplex, and Repeater
- D) CD Player, Analog Tape Recorder, Digital Tape Recorder

3.4.3a

As a result of the Adam Walsh Act, you have how long to enter a missing juvenile into NCIC?

- A) 1 hour
- B) 4 hours
- C) 2 hours**
- D) 24 hours

2.2.5a

Dispatchers have contact information for numerous agencies that offer assistance to the public, and they are often called upon to refer this information to them. Identify a way that would be looked at as an UNACCEPTABLE way to refer a member of the public to one of these agencies.

- A) Give callers the phone number and offer to transfer the caller over
- B) Tell them to “google it.”**
- C) Give them an actual website address and give them time to write it down
- D) Offer to have an officer call or meet with them if needed.

5.2.20a

If an occupant in a vehicle is deaf or hard of hearing and has registered as such with the circuit clerk's office, the Kentucky vehicle registration will show _____.

- A) Hearing/
- B) Hearing/YES**
- C) Hearing/ NO
- D) Hearing/Pending approval

2.5.1a

You are working first shift when the 911-line ring. What is the best way to answer the phone and attempt to gather the most important piece of information about this call?

- A) 911, what is your emergency?
- B) 911, where is your emergency**
- C) 911, how may I help you?
- D) 911, police, fire, or EMS?

5.1.1a

_____ are forms of electronic communication through which users create online communities to share information, ideas, personal messages, photos, videos, and other content.

- A) Internet providers
- B) Social media**
- C) Search engines
- D) Websites

5.2.27a

In the National Crime Information Center (NCIC) Article File, files with type code Z have the following retention period.

- A) The balance of the year of entry plus two years.
- B) The balance of the year of entry plus three years.
- C) The balance of the year of entry plus four years.
- D) Unlimited until action is taken by the entering agency.**

2.5.7a

An angry caller wants to speak to an officer immediately and you do not have an available unit. Your best course of action would be to:

- A) Tell them to calm down and call back later when it's not so busy.
- B) Determine that it's not an emergency and politely explain that you have no units available, but you will have someone call as soon as possible.**
- C) Refer them to the State Police
- D) Put them on hold until you get an available unit

2.2.2a

Oncoming personnel should be briefed to ensure their awareness of current activities. Which of the following do they NOT need to be aware of _____ ?

- A) Outstanding PSDA
- B) Availability of units
- C) Any road closures
- D) Employee disciplinary actions**

2.2.4a

You receive a report of a barricaded subject at an apartment complex. What specialized unit would you initially notify?

- A) Coroner
- B) Probation
- C) Child Protective Services
- D) SWAT**

5.2.5a

_____ is a file within the National Crime Information Center (NCIC) database.

- A) Florida driver's license file
- B) Michigan boat registration file
- C) Criminal history index**
- D) HazMat file

5.2.2a

The _____ is an International Justice and Public Safety Network (Nlets), that is configured for use in Kentucky.

- A) Alarm Exchange Transactions
- B) LoJack
- C) Bulk Cash Transactions
- D) ORION**

2.5.2a

You receive a call from a female reporting a male subject who is trying to kick in the front door of her residence. What should you ask the caller to determine the status of her safety?

- A) The suspect's name
- B) Nothing, since she is talking to you, she is safe
- C) The caller's name and phone number
- D) If it is safe to stay on the line**

2.2.1a

What is a dispatcher's biggest responsibility?

- A) Answering a 911 call
- B) Dispatching emergency calls
- C) Safety of the first responders and the public**
- D) Recording Information in the CAD

4.6.3a

An officer out on a traffic stop and has activated his radio emergency button. What is the proper response to this situation?

- A) Obtain the GPS reading
- B) Call the officer's cell phone
- C) Ping the officer's radio
- D) Clear the channel**

5.1.2a

All of the following are ways social media can be used in public safety EXCEPT:

- A) Background investigations for hiring
- B) Locating missing or wanted persons
- C) Strengthening public relations
- D) Sharing driver's license photos**

2.6.2a

Active listening is a _____ skill.

- A) Debriefing
- B) Prioritizing
- C) Planned
- D) Learned**

4.4.2a

You have just received a call in reference to a domestic violence situation involving injuries. When you dispatch Police and EMS, what should you relay to EMS after they have been given the details of the incident?

- A) Name of the victim
- B) Name of the suspect
- C) The need to stage in the area**
- D) Whether or not they will need a bariatric stretcher

2.4.1a

Communication is best defined as which of the following?

- A) Communication is the process of passing information and understanding from one person to another.**
- B) Communication is the imparting or exchanging of information or news.
- C) Communication is the speech used to communicate with other persons.
- D) Communication is newly received or noteworthy information, especially about recent or relevant events.

5.2.28a

National Crime Information Center (NCIC) Message Key Code (MKE) -P-HOLD-FOR LATENTS would be used for _____.

- A) a purged item was examined for fingerprints
- B) an item entered that should be held for latent fingerprint examination.**
- C) a wanted person that upon apprehension should be fingerprinted
- D) an item pending entry upon the submission of fingerprints

5.2.41a

In the National Crime Information Center (NCIC) Violent Person file, which Violent Person Code (VPC) is used for the conviction for an assault on law enforcement?

- A) 1**
- B) 2
- C) 3
- D) 4

5.2.11a

You are asked to run a criminal history on a janitorial candidate for your center. What purpose code should be used?

- A) Criminal Justice**
- B) Criminal Justice Employment
- C) Housing
- D) Domestic Violence

1.4.3a

Which of the following is a result of failing to comply with agency policies and procedures regarding social networking?

- A) A decrease in the number of "likes" on social media
- B) Fewer people will contact our personnel on social media
- C) Possible liability to the agency**
- D) The agency would be forced to change its profile in regards to its social media accounts

5.2.12a

A criminal history could contain the following information.

- A) Reason for the vehicle stop
- B) In case of emergency information
- C) subject's alias**
- D) Penal classification

1.4.4a

If you witness a co-worker falsifying their timecard to show more overtime hours than they actually worked and chose not to report it to a supervisor, one might call your decision what?

- A) Greedy
- B) Ethical
- C) Good
- D) Unethical**

3.4.1a

When dealing with a caller in crisis, your _____ listening skills are the most important to rely upon?

- A) attentive
- B) active**
- C) accurate
- D) effective

Appendix D

Public Safety Dispatch Academy Pre-Academy Survey

Welcome to the Department of Criminal Justice Training!

You are receiving this survey as part of your pre-class assignment. The Public Safety Dispatch Academy Pre-Academy Survey will help us to better serve you upon your arrival at the academy. Please answer each question and remember this is a pre-class assignment. We look forward to celebrating your success.

Questions with an asterisk (*) are required fields.

For questions, concerns, or technical difficulty, please contact DOCJT Staff Services and Planning Section at (859) 622-5049 or email DOCJT.Survey@ky.gov. We will gladly assist you.

- * First Name:
- * Middle Initial:
- * Last Name:

Trainee personal cell phone number (if any), for example, 888-555-1234:

* Date of Birth: XX/XX/XXXX

* Age:

* Sex:

Female
Male

* Ethnic Background:

African American
Asian
Hispanic
Middle Eastern
Native American
White
Identified by 2 or more
Other

* Marital Status:

Never Married
Married
Divorced
Widowed

* Total prior telecommunications experience:

Less than 1 month
1-3 months
4-6 months
7-11 months
1-5 years
6-10 years
More than 11 years

* Highest Educational Level Completed:

G.E.D.
High School
Some college (no degree)
Associate Degree
Bachelor's Degree
Master's Degree
Doctorate Degree

* Primary Job Function:

Administration/Director
Manager
Supervisor
Telecommunicator
Other

* Current employment status as a telecommunicator:

Employed full-time (40 hours or more per week)
Employed part-time (less than 37.5 hours per week)

* Employee Status:

Sworn
Non-sworn

* Military Experience:

- Air Force
- Army
- Coast Guard
- Marines
- National Guard
- Navy
- Reserves
- No military experience

* Current Military:

- Active Duty
- National Guard
- Reserves
- No current military duty

Please bring a copy of your DD214/NOBE, Transcript (High School and/or College), and Letter of Eligibility for the Veterans Office on Monday.

Military service time (example, 1 year 4 months):

Employment Information

* Agency Name (No abbreviations - spell out name):

* Agency Type:

- Airport
- City Police
- County Police
- Public School
- Sheriff
- State Agency
- University /College
- 911 Center *

* If you are employed by a 911 Center, please select one of the following options.

Agency Type - 911 Center:

- 911 Center managed by Board
- 911 Center managed by Police Department
- 911 Center managed by Sheriff's Office
- 911 Center managed by Other

* Annual Salary: (XX,XXX)

The following set of questions ask for you to please describe your employment immediately prior to current employment. Please answer one of the following questions that relates the closest to your prior employment.

Please describe your employment immediately prior to current employment: (Check only one)

- Armed Forces related occupations
- Construction related occupations
- Educational related occupations
- Engineering related occupations
- Entertainment and Sports related occupations
- Farming, fishing, and forestry related occupations
- Health and Personal care related occupations
- Installation, maintenance, and repair related occupations
- Legal related occupations
- Management, business, and financial related occupations
- Media and Communications related occupations
- Office/administrative related occupations
- Production related occupations
- Professional related occupations
- Sales related occupations
- Service-related occupations
- Transportation related occupations
- Other

* Supervisor Name:

* Supervisor E-mail:

Academy Information

* Do you have a state-issued handicap parking permit?

Yes

No

If you answered yes to the above question, please complete the following questions.

License Plate Number:

State:

Vehicle Make:

Vehicle Year:

Vehicle Model:

Vehicle Color:

If you request handicap parking and do not have a state-issued handicap parking permit, a doctor's statement will need to be submitted.

* Do you have ANY allergies and/or other health concerns that should be brought to our attention? (For example: seasonal, environmental, shellfish, bee sting, etc.)

Yes

No

If you have ANY allergies and/or other health concerns that should be brought to our attention such as seasonal, environmental, shellfish, bee sting, etc., please explain:

* Are you currently taking any prescription medication(s) that may affect your training?

Yes

No

Decline

If you are currently taking any prescription medication(s) that may affect your training, please list the medication(s). (For example: blood pressure, pain medication, etc.)

IMPORTANT: Notify your coordinator in writing if the above medication(s) change and/or medication(s) are added.

* Do you have ANY allergic reactions/complications to prescription and/or nonprescription medications? (For example: aspirin, penicillin, sulfa drugs, etc.)

Yes

No

If you have ANY allergic reactions/complications to prescription and/or nonprescription medications such as aspirin, penicillin, sulfa drugs, etc., please list the medication(s).

IMPORTANT: Notify your coordinator in writing if you have changes that occur during training.

* Do you have any special needs that DOCJT will need to accommodate?

Yes

No

If you answered yes to the above question, please explain below.

A request for special accommodations due to a learning disability must be supported by a statement from a medical doctor or trained evaluator.

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* In the space provided, use electronic signature to sign and date that you agree with the above statement.

(For example: John Doe 08/15/2016).

* Shirt size: (unisex)

Small

Medium

Large

X-Large

2X-Large

3X-Large

Other (please specify below)

If your shirt size is not listed above, please specify your size here.

* How would you like for your name to appear on the graduation certificate? (For example, Joseph M. Brown)

Current Level of Knowledge and Skills

For the following questions, please provide an honest self-evaluation of your current level of knowledge and skills in the topic area presented.

* Telephone Procedures: (e.g., gathering, and documenting information, operating call receiving equipment, prioritizing calls, etc.)

Fundamental awareness/basic knowledge

Novice/limited experience

Intermediate/practical application

Advanced/applied theory

Expert/recognized authority

* Radio Procedures: (e.g., operating dispatching equipment, communicating over the radio, relaying information over the radio, etc.)

Fundamental awareness/basic knowledge

Novice/limited experience

Intermediate/practical application

Advanced/applied theory

Expert/recognized authority

* Information Systems: (e.g., LINK/NCIC transactions, updating with additional information, officer safety, etc.)

Fundamental awareness/basic knowledge

Novice/limited experience

Intermediate/practical application

Advanced/applied theory

Expert/recognized authority

* What concerns (if any) do you have about the academy?

* What are your expectations of a successful academy?

Appendix E

Public Safety Dispatch Academy (PSDA) Post Academy Survey

Congratulations on your upcoming graduation!

You are receiving this survey as one of your final assignments before graduation. The Public Safety Dispatch Academy Post Survey will help us to better serve future incoming trainees to the academy. Please answer each question and remember this is an assignment. Please complete this assignment by 0800 THURSDAY. Again, congratulations on your upcoming graduation, and have a safe and successful career.

For questions, concerns, or technical difficulty, please contact DOCT Staff Services and Planning Section at (859) 622-5049 or email DOCJT.Survey@ky.gov. We will gladly assist you.

Demographic Information

- * First Name:
- * Middle Initial:
- * Last Name:

- * Agency Name:

Current Level of Knowledge and Skills

For the following questions, please provide an honest evaluation of your current level of knowledge and skills in the topic area presented.

* Telephone Procedures (e.g., gathering, and documenting information, operating call receiving equipment, prioritizing calls, etc.)

Fundamental awareness/basic knowledge

Novice/limited experience

Intermediate/practical application

Advanced/applied theory

Expert/recognized authority

* Radio Procedures: (e.g., operating dispatching equipment, communicating over the radio, relaying information over the radio, etc.)

Fundamental awareness/basic knowledge

Novice/limited experience

Intermediate/practical application

Advanced/applied theory

Expert/recognized authority

* Information Systems (e.g., LINK/NCIC transactions, updating with additional information, officer safety, etc.)

Fundamental awareness/basic knowledge

Novice/limited experience

Intermediate/practical application

Advanced/applied theory

Expert/recognized authority

Academy Assessment

In the following boxes, please list the two most important components of your PSDA experience.

- * 1. MOST important learning experience of the PSDA.

- * 2. NEXT most important learning concept of the PSDA.

- * I am confident the DOCJT PSDA prepared me to do my job as a telecommunicator.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree

Academy Staff: Commitment

- * Academy staff (instructors and supervisors) showed interest in my success and assisted me, if needed, during the PSDA.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
 - Comments:

Academy Staff: Professionalism

- * Instructors treated students fairly and professionally during the PSDA.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
 - Comments:

Instruction: Content and Objectives

- * The classes were well organized and presented in a logical manner.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Comments:

- * The instructional block objectives were clearly explained.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Comments:

Instruction: Strategies

- * Instructors used a variety of instructional methods (e.g., lecture, discussion, exercises, etc.) to deliver the course content.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Comments:

Academy Administration: Discipline

- * Rules and regulations were administered fairly and consistently.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Comments:

Facilities

- * The classroom facilities are conducive to learning.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Comments:

- * The skills facilities (driving track, firing ranges, shoot house, etc.) are conducive to learning.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Comments:

- * The Residence Hall provides appropriate accommodations for trainees.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Comments:

- * Residence Hall staff are friendly and courteous.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Comments:

- * The cafeteria provided healthy choices conducive to the allotted meal per diem.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Comments:

Additional comments:

Review and Recommendations

* What was the MOST constructive experience and/or influence while attending the PSDA?

* What was the LEAST constructive experience and/or influence while attending the PSDA?

* Did the academy meet your training expectations?

Yes

No

* Please explain how the academy did or did not meet your training expectations.

* What concerns, if any, do you have implementing the knowledge and skills taught during the PSDA?

Additional comments and/or suggestions:

VITA

JAMES MICHAEL KEYSER

EDUCATION

- | | |
|----------------|--|
| May, 2007 | Bachelor of Science
Eastern Kentucky University
Richmond, Kentucky |
| December, 2017 | Master of Science
Eastern Kentucky University
Richmond, Kentucky |
| Pending | Doctor of Education
Morehead State University
Morehead, Kentucky |

PROFESSIONAL EXPERIENCES

- | | |
|--------------|--|
| 2012-Present | Training Section Supervisor/Systems Consultant IT
Department of Criminal Justice Training
Richmond, Kentucky |
| 1999-2012 | Law Enforcement Training Instructor
Department of Criminal Justice Training
Richmond, Kentucky |
| 1989-1999 | Deputy Sheriff
Boyd County Sheriff's Office
Catlettsburg, Kentucky |

HONORS

- | | |
|---------------|---|
| December 2007 | Instructor of the Year
Department of Criminal Justice Training
Richmond, Kentucky |
| November 1999 | KLEC Certified Instructor
KY Law Enforcement Council
Richmond, Kentucky |

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