

PORTLAND POLICE BUREAU
TRAINING DIVISION

Advanced Academy 2016-1: Curriculum Modifications

This document describes modifications made to the 2016-1 Portland Police Bureau Advanced Academy training in response to 2015 student program evaluation surveys and instructor feedback.

COMPILED by the TRAINING DIVISION

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This document describes modifications made to the 2016-1 Portland Police Bureau Advanced Academy training in response to 2015 recruit officer weekly survey feedback on their learning experience. The weekly student surveys were primarily focused on Level I and II, utilizing the Kirkpatrick model of program evaluation. Program instructors and coordinators were also asked for their feedback. The purpose of this document is to identify areas of change to the Academy, and the reasons for those modifications. This document also lists significant curriculum or program changes¹ which may be due to other reasons such as, changes in policy or industry standards.

Program Overview

The Advanced Academy is required training for Portland Police Bureau recruit officers after completing the 16-week Basic Academy at the State of Oregon Department of Public Safety Standards and Training (DPSST). The Advanced Academy curricula builds on the foundational training recruit officers receive at DPSST, and develops additional knowledge and skills recruits need for being effective and safe as Portland Police Officers. Training in the Advanced Academy is designed to orient officers to the City of Portland policies and procedures, and develop higher levels of skill and confidence in communication, application of the law, use of force decision making and tactics. After the Advanced Academy, the recruits complete the balance of their 18 month probation with the Field Training and Evaluation Program (FTEP).

2014 Redesign

This document takes into account the survey results from two academies in 2014 and 2015. In 2014, the Training Division initiated a redesign of the Advanced Academy curriculum in advance of its move into the new Training Complex. The redesign process examined the DPSST curriculum, assessed students' needs, reprioritized content, adopted more active learning strategies, and implemented a process for evaluating the effectiveness of the academy training program. The curriculum was redesigned to improve students' learning and to increase their ability to apply the training on patrol. Training staff purposefully sequenced the curriculum to create an optimal progression for learning. For the first time in the Portland Police Bureau history, limited availability of borrowed facilities did not dictate the training sequence.

To assess the newly designed program, the students were given weekly program evaluation surveys. The instructors, Advanced Academy Sergeant and Advanced Academy Coordinator were also asked for their feedback. 2014 was the first time comprehensive weekly surveys were implemented. In response to the feedback, changes were implemented to the 2015 Advanced Academy. The process was repeated in 2015 with feedback from the class of 2015, which comprised of 5 Portland recruits, and one outside agency officer from Milwaukie Police Department. This document focuses primarily on the changes implemented in 2016-1 based on the 2015 feedback.

¹ Curriculum details are documented in the lesson plans.

2016-1 Modifications to Program Schedule

The first 2016 Academy (2016-1) was instructed over 14 weeks, with an increase in total hours. This Academy was comprised of 506 hours compared to the 2015 Academy (2015-1) with 478.5, which was also increased from the 451 instructional hours in the 2014 Academy (2014-1). The core disciplines cover 294.5 (58%) of these hours. The remaining training hours concentrate on law, Portland Police Bureau resources and developing interdisciplinary community relation skills such as communication. The increase in time consists of both instructional time and regularly scheduled breaks.

The 2016-1 sequencing of courses was similar to 2014-1 and 2015-1. Based on student feedback, a few schedule adjustments were made to improve learning conditions. Overall the feedback from the students on the content, order and pace of the information was positive. In response to student feedback from 2014-1, scheduling adjustments were made for 2015-1, with both positive and negative impacts. In an effort to continue to improve learning conditions, additional adjustments were made and will continue to be monitored. They are detailed in the *Changes* section on the next page.

It should be noted that 20 students assigned to two squads attended 2014-1, compared to only six students in 2015-1. Some of the scheduling challenges presented in 2014-1 were not applicable in 2015-1 due to only having one squad. For example, with the larger class sizes, the primary disciplines are divided into squads which decrease the classroom size and increase the instructor to student ratio. Programmatically it is the most practical to teach two skills in one day, with squads A and B alternating in order to keep everyone on the same pace with the curriculum and manage instructor resources. In 2014-1 it was typical for squad A to attend Firearms in the morning and Defensive Tactics in the afternoon, with squad B alternating. The students reported that having two physically demanding courses in one day was physically exhausting. In 2015-1 this was addressed by increasing breaks, having only one physical skill per day and then classroom the other half.

Survey Results

Periodically, the weekly student surveys included survey items pertaining to the sequencing between classes, pace of the daily schedules in terms of breaks, and the balance of classroom versus active skills training. The scenario training sections of the surveys included areas for feedback regarding sequencing of core skills, to ensure students had the foundational skills necessary for maximizing the benefits of scenario training. The students also made comments related to scheduling in the open-ended areas of the surveys.

In terms of sequencing between classes, breaks, and balancing classroom versus active skills training; the ratings were mostly positive and overall substantially more positive compared to the 2014-1 cohort². A couple comments were made regarding breaks in the open-ended areas of the survey. These related to a request for more breaks during firearms training and the need for more prep time. The students did not note any difficulties with sequencing of core skills for scenario training.

² Although the 2015-1 Advanced Academy had an exceptionally small cohort, it is noted this finding does correlate with substantial scheduling changes.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations and feedback were shared regarding the students' comments, sequencing for scenario training, and class scheduling. The instructors added more breaks during firearms training in response to the student request during the 2015-1 Advanced Academy. It was also confirmed the instructors occasionally started class early when the full instructor prep time was not needed. It appeared sometimes the students also needed this prep time and other times they did not. However, some minor confusion would occur at times when classes would start early. It was also noted that some small adjustments were made in sequencing between classes during the Advanced Academy, to ensure the students had the needed training prior to scenarios.

Additional scheduling considerations for program enhancement were also noted. These focused on general Advanced Academy scheduling, instructor scheduling, and some specific scheduling needs for Firearms and Defensive Tactics. During part of the 2015-1 Advanced Academy, the Training Division was conducting both the Advanced Academy and In-Service. This resulted in days where some lead instructors would be instructing for approximately 15 hours. The Advanced Academy student schedule also shifts at times, sometimes ending late in the evening and starting at 7:00 am the next morning. At times this may be needed to meet certain training objectives, or for instructor and building scheduling. However, it was noted the students were less focused and alert the morning after a late class schedule.

For training that is more physically exhausting, such as firearms and defensive tactics, it has been suggested having shorter training sessions initially may enhance learning retention. There is interest in scheduling the first four Firearms and Defensive Tactics sessions in 2.5 hour blocks. It was also observed that student learning retention appears to decrease when there are larger gaps between Defensive Tactics sessions. During the Defensive Tactics program, it is considered ideal for the students to receive the first four sessions in 2.5 hour blocks, the first six sessions scheduled twice per week, and at least one session per week thereafter. The benefits of keeping the Defensive Tactics and Firearms exams on separate days was also noted.

Changes

- 2015-1 focused on not scheduling classes that require physical exertion back to back, as well as providing ample breaks. For 2016-1 breaks continued to be scheduled and monitored. While 2016-1 had less adjacently scheduled classes requiring physical exertion than 2014-1, there are more than there were in 2015-1 due to having a larger class size. Both 2014-1 and 2016-1 have two squads, whereas 2015-1 only ran one.
- The students were asked to report for duty and be ready to go for a 7:00 am roll call every day. Prep time was be available but only at the discretion of the program coordinator and instructors.
- A community desk top computer with MRE loaded is now available for any officer that needs to file a report, sign off on directives, or conduct other police work.
- The Training Division now has 20 laptop computers available for student use.

2015 Modifications to Core Discipline Programs

Patrol Tactics

Program overview

Patrol Tactics trains and prepares officers for the complexity, stress, and fluid nature of patrol work. It is the discipline of synthesizing all of an officer's mental and physical skills and tools to accomplish a goal in a police contact or incident. It prepares them to manage scenes by using a full repertoire of communication and tactical skills, legal knowledge and use of force decision-making. Patrol Tactics utilizes a combination of scenario-based, skills-based, and classroom training methods. An extensive amount of effort was put into rewriting new integrated Patrol Tactics curriculum for 2014-1. Patrol Tactics provides the framework for the application of the skills and knowledge provided in the other disciplines. Advanced Academy 2016-1 allotted 116³ hours for Patrol Tactics in 31 sessions.

Survey Results

The survey items for Patrol Tactics focused on student satisfaction, training quality, student learning and confidence, the sequencing of prerequisites for scenario training, suggestions for program improvement, redundancy with the Basic Academy training, and instructional inconsistencies between classes and/or instructors. Overall, the students' ratings of the classes and their written feedback suggest the Patrol Tactics training was very well received. The students reported the training increased their learning and confidence in several areas of Patrol Tactics. Several of these ratings were higher among this cohort compared to the 2014-1 cohort, although both cohorts rated these training sessions highly. Given the particularly small size of the 2015-1 cohort, it will take additional Advanced Academies to interpret the full meaning of the higher ratings.

The students had very few comments pertaining to sequencing related to scenario training, suggestions for improvement, redundancy with the Basic Academy training, and instructional inconsistencies. Their comments were vetted by the instructors and Advanced Academy managers to help determine which were generalizable to future cohorts and warranted further discussion at the time⁴. Those warranting further discussion at the time included a suggestion to have the students complete their reports on the computer system they use on the job, a comment regarding the need for more prep time, and some minor inconsistencies between lead and satellite instructors.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations and feedback were shared regarding the students' performance, scheduling, the students' comments, and class sequencing around scenario training. The information pertaining to considerations for future cohorts at the time included the following. It was reported that the students' use of firearms in scenario training is often initially somewhat static, creating a safety risk. It would be desirable to see more utilization of cover and variation in positioning during the training scenarios. It was also noted that a better understanding of the reactionary gap in force encounters earlier in the Academy would be beneficial.

^{3 3} The hours here allotted for Patrol Tactics are 116. In other documentation, it may appear as 126 hours. This is due 10 Crisis Intervention Training hours facilitated within Patrol Tactics Scenarios.

⁴ Some student comments may be an indication of an area for program improvement whereas others may be only applicable to an individual student or cohort. All comments continue to be tracked by the evaluation analyst to assess trends over time.

There was agreement with the student suggestion of using a mock MRE for report writing during training. There was also confirmation that the students lost some of their prep times and there were slight inconsistencies in teaching with one satellite instructor (which was corrected during the Academy).

Regarding scheduling, it was reported the lead instructors made some adjustments in curriculum scheduling between disciplines to ensure prerequisites for scenario training would be met. There was some difficulty for the instructors when In-service and Advanced Academy training overlapped, creating a fifteen hour teaching day for instructors at times. It was also noted that having two flexible Patrol Tactics training blocks was beneficial for meeting the training needs of the individual cohort.

Changes

For Advanced Academy 2016-1, the lead instructors made the following changes to the sequencing and content of the material presented.

- The inconsistencies between instructors as reported by the students were addressed in two ways. One, the lead instructors acknowledged to the students this feedback has been received and encouraged the students to speak up and ask questions at any time. Two, lead instructors increased communication with both satellite instructors and internal instructors in the other disciplines.
- The students used the newly acquired laptop computers to practice writing a report on one of their scenarios. The instructors read the reports and provided the students with feedback.
- Two additional blocks of classes were added in 2015-1 to be used to as needed to reinforce skills based on student progress. This was well received remained in the schedule.
- The program utilizes videos highlighting research about how the body perceives and responds to risk. The students were shown the videos earlier in the series of classes with the intention of this information being applied when assessing risk in scenarios.
- A four hour block on instruction was added focusing on dynamic firearms skills utilizing the patrol vehicle. This class bridges the skills the officers are practicing in the range with the Firearms discipline and incorporates rapidly evolving situations officers may encounter while on patrol.

Firearms

Program overview

In Firearms, officers are trained in critical skills for ensuring safe and accurate use of firearms under various circumstances officers can encounter. Firearms are used infrequently during the course of daily patrol, however, these cases involve a high level of safety risk and are often complex. Due to the nature of these incidents, it is critical officers come into these unexpected encounters with substantial ability in firearm skills to allow more cognitive capacity for decision making under time duress. Advanced Academy 2016-1 allotted 72 hours for firearms in 14 sessions.

Survey Results Survey Results

The survey items for Firearms focused on periodic check-ins on general student satisfaction and training value of the Firearms program, and tracking the training needs and what aspects of the training have been most helpful for this particular cohort. The main purpose of the latter items is to provide the instructors current information to further tailor their classes while the Academy is still on-going. This information will also be reviewed periodically by the evaluation analyst to assess whether any trends develop over time that

may be informative to overall considerations for the program. The students also have the opportunity to provide additional feedback pertaining to Firearms in the general comment sections of the surveys.

Overall, the students rated the Firearms classes highly. The ratings were similar, and at times higher, compared to the 2014-1 cohort⁵. The students provided the instructors with a lot of information regarding their individual training needs and provided suggestions for program improvement. Their comments were vetted by the instructors and Advanced Academy managers to help determine which were generalizable to future cohorts and warranted further discussion at the time⁶. One student provided a comment regarding the need for more breaks during Firearms training. This was addressed during the Academy with additional breaks provided during the remaining Firearm sessions. Overall, the students reported significantly less challenges related to breaks around the Firearms training, compared to the 2014-1 cohort. This correlates with additional scheduled breaks made between the 2014-1 and 2015-1 Advanced Academies.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations and feedback were shared regarding student performance, student engagement, scheduling, the students' comments, and additional needs when instructing students from other agencies. The information pertaining to considerations for future cohorts at the time included the following. When one or more of the students are from another police agency, it would be helpful for the instructors to receive a copy of relevant policies from the other agency to best meet the training needs of those students. It was also requested to schedule the first four range sessions in 2.5 hour blocks, to enhance learning retention and skill building.

Changes

The Firearms program is focused on skill development, and continued to follow the same curriculum sequence as 2015-1. The hours allotted to firearms increased from 51 hours in 2015 to 72 in 2016-1. This increase is due to two reasons described below:

- Prior to the beginning of the academy, the instructor requested additional hours to incorporate more breaks without decreasing the time for skill development and repetition.
- Two, a mid-academy cancellation of another class left open hours in the schedule. These hours were reassigned to the firearms program. The time was used to build in more courses that require decision making and focus more on tactics and less on marksmanship.
- The lead instructor was replaced mid academy. The replacement officer is an experienced firearms instructor and the supporting co- instructors remained consistent.

Defensive Tactics

Program overview

In Defensive Tactics (DT), officers obtain training in safe approaches to make contact with people, conduct searches, take people into custody, and survive when subjects physically attack an officer, including attempt to

⁵ Given the small size of the cohorts, it will take additional Advanced Academies to interpret the meaning of the higher ratings.

⁶ Some student comments may be an indication of an area for program improvement whereas others may be only applicable to an individual student or cohort. All comments continue to be tracked by the evaluation analyst to assess trends over time.

gain control of his or her weapon. Inadequate control results in the risk of injury or death to the public and officers, the failure to reduce crime, and the potential for civil and criminal liability. The program stresses reasonable control given the totality of the circumstances. Advanced Academy 2016-1 allotted 70 hours for Defensive Tactics in 12 sessions.

Survey Results

The survey items for Defensive Tactics focused on periodic check-ins on general student satisfaction and training value of the Defensive Tactics program, sequencing in relation to the Patrol Tactics' scenario training, student confidence levels, and tracking the training needs and what aspects of the training have been most helpful for this particular cohort. The main purpose of the last two items is to provide the instructors current information to further tailor their classes while the Academy is still on-going. This information will also be reviewed periodically by the evaluation analyst to assess whether any trends develop over time that may be informative to overall considerations for the program. The students also have the opportunity to provide additional feedback pertaining to Defensive Tactics in the general comment sections of the surveys.

Overall, the students rated the Defensive Tactics program highly, reported increased confidence levels in defensive tactics skills, and provided the instructors with information regarding their training needs. The ratings were similar, and at many times higher, compared to the 2014-1 cohort⁷. The only student comments pertaining to potential future changes were related to slight inconsistencies between the lead and satellite instructors.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations and feedback were shared regarding the students' performance, scheduling, the students' comments, and class sequencing around scenario training. The information pertaining to considerations for future cohorts at the time included the following. Overall the students performed well; however, a noticeable decrease in learning retention and skill development occurred when there were significant gaps between Defensive Tactics sessions. It was noted that the Defensive Tactics training time has also significantly decreased over time, increasing the importance of enhancing the utilization of the time available. Some scheduling recommendations for enhancing learning in Defensive Tactics were made, which are provided in the logistical section above. Some adjustments in curriculum scheduling between Defensive Tactics and Patrol Tactics were made during the Academy to ensure prerequisites for scenario training were met.

The instructor inconsistencies between lead and satellite instructors within the Defensive Tactics program were reported to be minor, however, it was agreed that one Defensive Tactics lead instructor should be present for all Defensive Tactics Advanced Academy training sessions.

Changes

- The Defensive Tactics program is focused on skill development, and continued to follow the same curriculum sequence as 2015-1 with no significant changes.
- The lead instructors were present at all classes and increased communication with the satellite instructors.
- The student feedback in regards to spacing between classes will continue to be monitored and revisited for the next academy.

⁷ Given the small size of the cohorts, it will take additional Advanced Academies to interpret the meaning of the higher ratings.

Patrol Vehicle Operations

Program overview

Recruit officers receive classroom, practical, and scenario based training related to safely and efficiently handling police vehicles in challenging traffic environments, various road conditions, during pursuits and emergency situations, with multiple distractions. They are exposed to and gain a foundational context for decision making during pursuit driving. PVO training integrates tactical decision-making, state law, and bureau policy with physically operating a vehicle under stress. Training is critical for ensuring officers will make appropriate decisions during low frequency vehicle maneuvers, such as pursuit intervention techniques (PIT), safely and accurately when needed. PVO training is unique among the skills programs because, as citizens, officers are drivers. Consequently, officers must re-learn a skill they may believe is already strong and develop critical thinking skills, safer habits, and attitudes for operating a police vehicle 8 - 12 hours a day. Advanced Academy 2016-1 allotted 44 hours of PVO training in six classroom sessions and an additional three days at the Washington State Patrol track in Shelton, WA.

Survey Results

The survey items for Police Vehicle Operations (PVO) focused on student satisfaction, training quality, increases in student learning and confidence, the usefulness of specific training methods, the sequencing of prerequisites for scenario training, instructional inconsistencies between classes and/or instructors, and open-ended areas for general feedback. In weeks ten and thirteen, the students were also asked about their current understanding on the Pursuit Policy and decision making related to pursuit intervention techniques, to help the instructor gauge the training needs of the specific cohort⁸.

Overall, the students' ratings of the classes and their written feedback suggest the PVO training was very well received. The students reported the training to be increasing their learning and confidence in several areas of PVO. Most of the ratings were higher among this cohort, compared to the 2014-1 cohort⁹. The main exception was some of the ratings (pertaining to scenarios and scenario debriefs) during the PVO training days at Shelton were lower compared to the 2014-1 cohort. All of the students provided comments pertaining to inconsistencies during the scenario debriefs with their previous Advanced Academy training. These comments were in relation to satellite instruction, not instruction from lead instructors. Most of the students also suggested the scenario debriefs be conducted by the Advanced Academy lead instructors, coordinator, and/or Sergeant. Many of the students provided complimentary statements and/or gratitude towards the lead PVO instructor and PVO training program.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations and feedback were shared regarding the students' performance, the students' comments, and PVO related research findings. The information pertaining to considerations for future cohorts at the time included the following. The issue with inconsistencies by one of the satellite instructors during the scenario debriefs at Shelton was confirmed. It was also reported the new curriculum and practical exercises pertaining to electronic stability control and pursuit intervention techniques was well received by the students.

⁸ This information is also reviewed periodically by the evaluation analyst to assess whether any trends develop over time that may be informative to overall considerations for the program.

⁹ Given the small size of the cohorts, it will take additional Advanced Academies to interpret the meaning of the higher ratings.

The PVO program has also been able to increase practice on driving fundamentals, intersection training, and scenario training; which is supported by research¹⁰ and appears to be enhancing the program¹¹. The Portland Police Bureau's Collision Review Board has reported that accidents are occurring at intersections and when passing during running code to a call. Increasing training related to preventing these collisions may be beneficial.

Changes

- The lead instructors placed a greater emphasis on the integration of skills with critical thinking and decision making throughout the Academy. Historically, most of the skills were introduced and practiced in isolation, however the real world duties of the job requires application of several skills at one time. The new facility is allowing for greater integration of skills and evolving the curriculum in partnership with the other disciplines.
- In 2015-1, basic safe driving content was added. This was expanded on to create a full course for 2016-1. The idea came in response to a publication by the California Commission on Peace Officer Standards and Training (POST) entitled, POST Driver Training Study VOLUME 1. The goal is to create a cultural shift towards safety awareness and ultimately reduce injuries. The topics covered include: fatigue, seat belts, speed and distractions.
- In 2015-1, the PIT and Skid car content was expanded to cover for Electronic Stability Control Equipment in newer vehicles. This continued in 2016-1. The skid car portion focused more on front end skids, as the ESC feature in the new Ford Utility Vehicle has greatly reduced the chance of rear skids.
- Results from the Collision Review Board show that many accidents occur in intersections. The lead instructors showed a video and discussed the issue in class. Additionally, the instructors are researching ways to safely incorporate cross traffic hazards.
- The conclusion of the driving portion of Advanced Academy was a trip to the Washington State Patrol Track in Shelton Washington, where high speed driving can be introduced into the integration of skills. This year there was greater emphasis placed on the PVO skills. The debriefs were shorter and the lead instructor met with all of the satellite instructors prior to cover the learning objectives and updated content.
- In preparation for the high speed driving, the lead instructor provided in-class vignettes to mentally prepare students for the complex situations.

Mental Health Response Training

Program overview

¹⁰ CA POST (2009). Driver Training Study.

Bob Bondurant (2000). Police and Pursuit Driving.

¹¹ The current evaluation findings suggest the enhancements made to the Advanced Academy's PVO program are leading to an improvement in student performance. Additional data from future cohorts will be necessary for confirming the results.

Mental Health Response Training, internally often referred to as Crisis Intervention Training provides officers with information to help handle calls involving people in crisis. This training focuses on identifying signs and symptoms of mental illness, communicating with people in crisis and using community resources to help resolve calls. This class relies on input from various behavioral health professionals and incorporates life stories from people with lived experience. The program emphasizes role playing and scenario training. The Advanced Academy builds on twelve hours of curricula delivered at DPSST. Advanced Academy 2016-1 allotted 28 hours of Mental Health Response Training in seven sessions and multiple scenario training days in partnership with the Patrol Tactics program.

Survey Results

The survey items for the crisis intervention classes focused on student satisfaction, training quality, increases in student learning and confidence, the usefulness of specific training methods, suggestions for improvement, and open-ended opportunities for remaining questions pertaining to the Behavioral Health Unit's resources and requests for additional mental health related information. Occasionally, the students were also asked about their current knowledge and confidence levels to help instructors gauge the training needs of the specific cohort.

Overall, the students rated the crisis intervention classes positively, reported increased confidence and knowledge levels in core objectives, and appeared to find the various training methodologies beneficial. In many of the measures pertaining to student satisfaction and learning, the 2015-1 students had higher ratings compared to the 2014-1 cohort, particularly for the crisis communication class¹². In the open-ended areas of the surveys, the students provided many complimentary comments towards the instructors, exercises, and training program. The only comments indicating a potential need for future consideration at the time were related to requests for more information about resources. However, due to scheduling changes, the last survey check-in related to mental health resources was a week early. It is possible the remaining student needs regarding resources were met during the last class.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations and feedback were shared regarding the students' performance, scheduling, the students' comments, and class sequencing. It was reported that overall the scheduling, sequencing, and mixed-methodology in instruction went well during the 2015-1 Advanced Academy.

The main information pertaining to considerations for future cohorts at the time were focused on instruction on resources. For the 2015-1 Advanced Academy, class content and exercises were added to address student feedback from the 2014-1 cohort for more information pertaining to resources. For example, in-class vignettes were added, providing an opportunity for the officers to practice identifying appropriate resources and referrals. Although part of the findings from the 2015-1 cohort may be related to timing of the survey questions, the program coordinator is exploring multiple strategies for strengthening learning on mental health resources in the Advanced Academy, without reducing time spent on other material.

Changes

- There were no significant changes to the 2016-1 curriculum.
- A pre and post learning assessment test was administered for the first time.

¹² Although feedback will be needed in order to interpret the meaning of this difference, the findings do correlate with curriculum development changes.

- The students' feedback concerning resources was addressed by providing the information earlier in the series of classes and building in an interactive activity requiring students to apply resource knowledge to situations they may encounter while on patrol.

2015 Modifications to Interdisciplinary Development Classes

Due to the large number of classes in the Advanced Academy program, only those that indicated a need for change or follow up are listed in this section. All other classes were well received with no need identified for modification.

Investigations

Course Overview

Many patrol level investigations will require a detective response to the scene or a follow-up investigation by a detective. Specifically, Measure 11 investigations require an investigation beyond the initial patrol level. This class will cover investigative responsibilities by patrol officers that will assist and complement the furtherance of these investigations. After the completion of this class students will have working understanding of their role in criminal investigations with a detective response or follow up.

Survey Results

The survey items for the Investigations: Major Crimes, Officer Involved Shootings & In-custody Death Investigations class focused on gauging general satisfaction and value of the training session. Overall the students rated this session positively, similarly to the 2014-1 cohort. In one of the open-ended general survey items regarding instructional inconsistencies, two students provided comments pertaining to some minor confusion that arose regarding recording and consent search requirements related to Measure 11 crimes.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The program coordinator followed-up with the instructor to obtain more specifics regarding the students' confusion. It appeared the material was covered accurately; however, some topics may have needed additional attention.

Change

- The program coordinator spoke with the instructor providing the feedback that the students were confused. The instructor responded by covering information about when to use recordings and precinct specific information in greater detail.

Ethics

Course Overview

This course surveys police ethics and related concepts in an interactive manner with modern scenarios and examples. Participants critically evaluate law enforcement-related situations and topics through the lenses of several value-based constructs and decision-making models so that they are equipped to successfully confront challenges throughout their police careers.

Survey Results

The survey items for the Ethics class focused on gauging general student satisfaction and value of the class, student learning, and what aspects of ethics the students would have been interested in the class covering further. The latter question was new for this class and given the particularly small size of this cohort, feedback from additional cohorts will be needed prior to developing meaning for future Advanced Academies.

Overall, the students rated the class positively, similarly to the 2014-1 cohort. In a general question regarding class overlap with the Basic Academy, three of the students reported the ethics class being repetitive of what was received during the Basic Academy or that the class could be shortened. This feedback is consistent with the previous cohort. However, the students also reported the ethics class to have expanded upon their previous knowledge base. In their written comments, one student included a complimentary comment towards the instruction and another expressed the class added new information to what was previously received.

Feedback from Instructors and Program Coordinators

Student feedback about overlapping content for 2015 is consistent with the 2014 comments. For 2015, The Advanced Academy Coordinator looked over the case examples presented in this class. They are different from those taught at DPSST. Ethics is an important topic supported by repetition. Student satisfaction with the class will continue to be monitored.

Change

- This class continued in 2016-1. The instructor has committed to attending the course at DPSST to become more familiar with the content, however due to timing this will not happen until after 2016-1.

Law

Course Overview

This series of classes reviews Federal and Oregon caselaw pertaining to Person Encounters, Miranda and Search and Seizure as well as Oregon statutes and Portland City Codes regarding criminal charges and definitions. This course also is a practical guide relating to report writing, investigations and courtroom testimony.

Note: Prior to the 2014-1 Advanced Academy redesign, approximately 90 hours were devoted to law training, all in the classroom setting. In 2014-1 and 2015-1 the classroom hours were significantly reduced to 34. Additional hours were integrated into the overall curriculum with the goal of developing recruit officers' knowledge, skill, and confidence in applying the law through the major disciplines. The law instructor provides an annual in-service training in the law for academy training staff and FTEP staff.

Survey Results

The survey items for Law focused on general student satisfaction and training value of the Law program, student learning, and sequencing in relation to the Patrol Tactics' scenario training. Overall, the students rated the classes positively, reported an increase in learning from the program, and sufficient preparation in law prior to scenario training. Many of the ratings were similar to slightly higher compared to the 2014-1 cohort¹³. One student suggested making the law class more interactive. Given the specific intent on making the Advanced Academy law program interactive and the ratings demonstrating some potential for strengthening, this suggestion was identified for future consideration.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The law class currently includes an ample amount of interaction, although it also requires a significant amount of reading to become familiar with the fine details of the law. A fair amount of reading is necessary for preparing the officers for specific information they will need immediately upon patrol. This class will continue to be monitored, to determine whether or not further increasing the use of interactive teaching methods would be beneficial.

Change

- The classes continued in 2016-1 with no changes.

Introduction to the Bureau of Emergency Communications (BOEC)

Course Overview

This class promotes understanding about the Bureau of Emergency Communications, with a specific focus on its role in how police officers perform their duties. The purpose is for participants to be better informed and promote working as a team.

Survey Results

The survey items for the Introduction to the Bureau of Emergency Communications class focused on gauging general satisfaction and value of the training session. The ratings for this class were mostly positive, however, many of them were lower than desired. The ratings were similar to lower, compared to the 2014-1 cohort.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The students spend time at the Bureau of Emergency Communication during their field training, which may be a more valuable method for becoming familiar with BOEC. They also receive instruction pertaining to interacting with BOEC through their field training coaches.

The training session was good from a curriculum development perspective. However, there may be value in revisiting the purpose of this class and the Advanced Academy priorities. Relationship development between the Portland Police Bureau and BOEC is also a high priority and consideration.

Change

¹³ Given the small size of the cohorts, it will take additional Advanced Academies to interpret the meaning of the higher ratings.

- This class continued for 2016-1 with no changes. Student feedback will continue to be monitored. While there are no changes at this time, it will be observed for future consideration in refining the learning objectives and relevancy.

Working with the Fire Bureau

Course Overview

This class provides an overview of the Portland Fire Bureau. Tips are provided for positive working relations between the two bureaus when both are responding to a call.

Survey Results

The survey items for the Working with the Fire Bureau class focused on gauging general satisfaction and value of the training session, and intent to visit the Fire Bureau in the future. The ratings for this session were fairly mixed, with slightly over half of the students reporting it not to be a good use of their training time. In addition, slightly over half of the students did not recommend the training session for future Advanced Academies. Slightly over half of the students reported intending to visit the Fire Bureau in the future. The overall ratings were substantially lower compared to the 2014-1 cohorts', although the 2014-1 cohorts' responses also indicated the possibility of strengthening the class session. Given the mixed feedback and the small sample sizes, additional feedback from future cohorts may be beneficial for determining the generalizability of the findings.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The students receive city code and procedural information regarding how to interact with the Fire Bureau on scene during the Field Training and Evaluation Program (for example, where not to stage cars and awareness of hoses). The students do not obtain new information pertaining to their job skills from this session.

The session was good from a curriculum development perspective. However, there may be value in revisiting the purpose of this class and Advanced Academy priorities. Relationship development between the Portland Police Bureau and Fire Bureau is also a high priority and consideration.

Change

- This class continued for 2016-1 with no changes. Student feedback will continue to be monitored. While there are no changes at this time, it will be observed for future consideration in refining the learning objectives and relevancy.

Civil Liability and Tort Claims with City Attorney

Course Overview

What to expect from City Attorney office during law suits related to your duty as a police officer.

Survey Results

The survey items for the Civil Liability and Tort Claims class focused on gauging general satisfaction and value of the training session. The overall ratings for this class were mixed, but generally low. In the open-ended areas of the survey, four of the students provided comments about the Civil Liability and Tort Claims class. The comments included concerns about how a case study was presented, the presentation being repetitive of previous training on law and directives, and the general use of needed training time. One person included compliments towards the instructor, along with their concerns. Two of the students suggested focusing the class more on the process of being sued.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations and feedback were provided on the instruction, student comments, and class content. The feedback supported much of the student responses; such as the instructor being engaging, the content being repetitive of the law classes, and the lack of focus on lawsuit processes. It was noted this was the first time the class was presented by the instructor. Additionally, it was observed that the case study could have been presented more effectively.

Changes

- The Advanced Academy Sergeant discussed the feedback with the attorney. For 2016-1 there was less focus on case law and a greater emphasis on the process an officer will go through with a tort claim and the role the city attorney.
- The Advanced Academy Sgt. presented during this class, sharing his personal story of going through a civil case.

Introduction to Police Radios

Course Overview

This course will provide Portland Police Bureau members with a better understanding of the current police radios; features of the radio system, how to operate the Motorola APX 6000 radio, and an overview of the radio template. The course will also cover backup systems and national interoperability channels. A basic knowledge of the radio system will provide members with more options on operation and advantages for more effective communications.

Survey Results

The survey items for the Introduction to Police Radios class focused on gauging general satisfaction and value of the training session, and whether the students found the information useful. The student ratings were a little mixed; however, they were weighted more strongly towards the positive end of the scale. There is no prior student feedback for comparison since this class began with the 2015-1 Advanced Academy. The findings suggest the class might be able to be strengthened. However, given the mixed ratings and extremely small cohort, future feedback may be needed for best determining what changes would be beneficial.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The Field Training and Evaluation Program (FTEP) is now covering instruction on police radios. The Advanced Academy managers are coordinating with FTEP to identify what specific instruction is already being covered and when the instruction is provided during the FTEP program.

Change

- Radios are now being taught as part of the SIRN program, which is held prior to the academy. This class has been removed from the Advanced Academy curriculum.

Graffiti

Course Overview

This course focuses on Street Graffiti Culture. The course includes an introduction to the various types of graffiti, implements used to apply graffiti, crime prevention, as well as methods for reporting, investigation, and suspect interview.

Survey Results

The survey items for the Graffiti class focused on gauging general satisfaction and value of the training session. The student ratings suggest this class was well received overall.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

It was noted that although the Graffiti class was conducted well, it may be beneficial to review whether or not this class is critical to the main objectives of the Advanced Academy program.

Change

- The class continued for 2016-1 with no changes. This may be the last year this course is offered, as the specialized officer position has been eliminated in the upcoming budget in order to increase the number of officers on patrol.

Professionalism: Responsible Use of Social Media

Course Overview

This course critically evaluates the challenges facing public safety personnel as they navigate the changing technological and media interfaces. Through case studies and scenarios, participants learn how to responsibly use social media in their police careers, on and off duty. After considering relevant laws, policies and best practices, participants learn to recognize the pitfalls of improper use and the personal, organizational and societal consequences, which may follow.

Survey Results

The survey items for Professionalism: Responsible Use of Social Media focused on gauging general satisfaction and value of the training session, what the students learned from the session, and suggestions for increasing relevancy of the session for new officers. The overall ratings for this session among the 2015-1 cohort were lower than desirable and substantially lower compared to the 2014-1 cohort¹⁴. Some of the students reported learning from the class, particularly around a case example provided during the session. A

¹⁴ Given the small size of the cohorts, it is difficult to accurately interpret the meaning of the lower ratings.

couple of the student comments suggest they received some similar information from previous training and several students mentioned the session could probably be shortened and still meet the class objectives. The results from the 2014-1 cohort had suggested it may be possible to strengthen the class, although the feedback was positive overall. The findings suggest it may be beneficial to continue to closely monitor the feedback on this session and make adjustments to the class as the instructor and program coordinators see fit.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The same instructor was utilized for the 2014-1 and 2015-1 Advanced Academies. Overall this instructor provides a high quality of instruction and is very well received by the students. Given the mixed feedback and small cohorts, it would be beneficial to obtain feedback from one more cohort prior to making any major changes.

Feedback from Instructors and Program Coordinators

This year was unique because a guest officer was assigned to present a real life example of a use of social media that crossed the line between personal and profession.

Changes

- This new course developed for 2015-1 continued in 2016-1 without the guest speaker. It will continue to be monitored for additional feedback.
- Directive 311.40, Personal Use of Social Media, was updated in the curricula.

Employee Information System

Course Overview

The purpose of this training is to provide all Sworn PPB Supervisors/Managers with a comprehensive working knowledge of the EIS application and how it relates to the DOJ Settlement Agreement. The training day begins with an overview of directives associated to the EIS process. This will be followed by a facilitated discussion highlighting the significance and impact of the EIS policy to our organization.

Survey Results

The survey items for the Employee Information System class focused on gauging general satisfaction and value of the training session. Overall, the student ratings suggest the class was well received and the instructor is known to provide a high quality of instruction. The findings suggest there may be the possibility of further strengthening this class; however, additional feedback would be needed given the small sample size.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

This class was a new addition to the program with the 2015-1 Advanced Academy so collecting feedback from one more cohort may be beneficial.

Changes

- This class continued in 2016-1. Student feedback will continue to be monitored.

Special Emergency Reaction Team

Course Overview

The Portland Police Bureau Special Emergency Reaction Team (SERT) provides tactical support during critical incidents. This class will teach students about the history, function and training of SERT, as well as situations where the activation of SERT is mandatory.

Survey Results

The survey items for the Special Emergency Reaction Team (SERT) session focused on gauging general satisfaction and value of the training session. Overall, the student ratings suggest the session was well received. In the general comments section of the survey, one student made a suggestion of including more information regarding SERT training and the team membership experience. This suggestion should be reflected against the program managers' goals and objectives for the session. No comparison data was available for this session.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The students are introduced to the SERT program and related protocols during the Field Training and Evaluation Program (FTEP). During Phase II of FTEP, the Field Training Officers test the new recruits needed knowledge on SERT.

Change

- This class was removed from the schedule for 2016-1. It was determined that the students will receive this information with their Field Training Officers.

Internal Affairs and Introduction to the Auditor's Independent Police Review Division

Course Overview

Provide an overview of the complaint and discipline process and the roles of the people involved (such as Internal Affairs and IPR). This class will also provide tips to avoid complaints. IPR was established to be an independent, impartial office, readily available to the public, responsible to the City Auditor, empowered to act on complaints against Police Bureau personnel for alleged misconduct, and recommend appropriate changes of Police Bureau policies and procedures toward the goals of safeguarding rights of persons and of promoting higher standards of competency, efficiency and justice in the provision of community policing services. (Portland City Code 3.21.010-210)

Survey Results

The survey items for the Internal Affairs and Introduction to the Auditor's Independent Police Review Division classes focused on gauging general satisfaction and value of the training session. The class was very well received overall, and significantly more positively compared to the 2014-1 cohort¹⁵. In the general

¹⁵ Although the 2015-1 cohort was particularly small, causing additional caution to the interpretation of comparisons, the difference in the feedback is considerable in this case. The difference correlates with changes made to the session since the 2014-1 Advanced Academy.

comment section of the survey, two students suggested combining these sessions into one class. One of the students included a suggestion that it could also be shortened (but was not specific as to which portion).

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

There was agreement with the students' suggestion of combining the two sessions. The instructors of the two classes also observed each other's class and identified areas of overlapping content between the sessions.

Change

- The two classes are now co-taught and combined into one class.

Knowing your Employee Assistance Program: EAP Benefits and what EAP can do for you

Course Overview

To provide Bureau members with information regarding their Employee Assistance Program benefits, what EAP is, how it can help, and what the components are of EAP.

Survey Results

The survey items for the Knowing your Employee Assistance Program (EAP) session focused on gauging general satisfaction and value of the training session. The student ratings suggest the session was well received overall, although a few students did not have solid agreement they would recommend the class for future Advanced Academies. One student mentioned they had an EAP session when they were hired and another mentioned one of the speakers did not show. Overall, the ratings among this cohort were higher compared to the 2014-1 cohort. It is possible the presence of all instructors would have resulted in even higher ratings.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The feedback from the program coordinators confirmed the instructor for the alcohol abuse section was unable to attend, which likely impacted the effectiveness of the class.

Change

- There were no changes for 2016-1.

Deaf Awareness

Course Overview

The goal of this course is to offer Police officers a better idea how to effectively communicate with a deaf/hard of hearing/deaf/blind community. This course will include tips, resources and sharing experiences when interacting with Police officers and deaf community. This course hopes to create a bridge between the Police officers and the deaf community, build trust and increase the number of positive experiences between the Police officers and the deaf community.

Survey Results

The survey items for the Deaf Awareness class focused on gauging general satisfaction and value of the training session. The survey results were slightly mixed but overall indicate the class was not well received, with all of the students' feedback being lower than ideal. The student feedback suggests openness to the topic. Some of the students reported gaining some information from the session, while others did not. The students expressed some specific concerns pertaining to this class in the open-ended areas of the survey. These concerns were focused on the lack of inclusiveness of other disabilities, the general level of professionalism in the instruction, and the instruction drifting into police tactics which were inconsistent with the students' law enforcement training. Although this is an extremely small cohort, the findings strongly suggest value in revisiting the main objectives of the class and the most effective delivery methods for the topic.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The feedback obtained confirmed the presentation shifted from awareness building, to police tactics. This information was inconsistent with safe police tactics. This class was a late addition to the curriculum added mid training to address a request from a Community Oversight Advisory Board member.

Change

- This course was not taught in the 2016-1 Advanced Academy.

Human Trafficking and Gang Enforcement Team

Course Overview for Gang Enforcement Team (GET)

This class will provide members with advanced training, tactics and skills in regards to criminal street gangs in the city of Portland. This course is designed to familiarize members with indicators of gang involvement, history of gangs in Portland, current trends, and the city policy and gang documentation process. Members will learn tactics to use while interacting with gang subjects, perceptions of gang members, and recommended uses of the Gang Violence Response Team and the Gang Enforcement Team. This class is for sworn members only and is designed to give officers and supervisors tools to combat gang violence.

Course Overview for Human Trafficking

Human Trafficking is a global epidemic victimizing millions of people worldwide. As police officers we are on the front lines of combating this problem. To do this successfully we must make every effort to be knowledgeable and flexible to apprehend the offenders and care for the victims of Human Trafficking. This course covers indicators of human trafficking, evidence preservation, and introduction of community partners.

Survey Results

There were no survey results pertaining specifically to this Human Trafficking and Gang Enforcement Team class.¹⁶

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

¹⁶ The 2015-1 Advanced Academy cohort missed one survey during week fourteen due to adjustments in scheduling during this extended week.

It was reported that the Human Trafficking and Gang Enforcement Team class went well and the instruction was of high quality. It was noted however, there was overlap with the Gang Enforcement Team (GET) presentation provided in week four of the Academy. The 2015-1 GET class also included a guest speaker, to give the students an opportunity to speak candidly with a person involved in human trafficking. This was a unique opportunity, which may or may not be available in the future and created additional overlap between the two classes. The lesson plans for these classes will be reviewed for unintended overlap in content.

Change

- These courses continued to be taught with no changes, however the instructors were encouraged to communicate about the content of each course to increase complementing information and reduce and overlap or conflicting information.

Introduction to Police Legitimacy and Procedural Justice

Course Overview

The purpose of this course is to clearly define police legitimacy and procedural justice. Students will learn about the Bureau's goals and how they relate to their daily interactions with the public and they will learn how to gain cooperation, respect and trust from Portland's community members.

Survey Results

The survey items for the Introduction to Police Legitimacy and Procedural Justice class focused on gauging general satisfaction and value of the training session, whether the information was new to the students, whether the students perceived the information as helpful, and whether the class increased their awareness related to customer service skills. The student ratings indicate the class was well received overall. Some of the students' responses suggest they were at least somewhat familiar with the topic, however, they still reported gaining either new knowledge or awareness believed to be beneficial on the job. This was a new class, starting with the 2015-1 Advanced Academy, and is designed to be an introduction to concepts and terminology which are built off of later in the Academy. Feedback from future cohorts will be helpful for determining whether or not this class could be strengthened.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

Observations of student responses and interactions during the class suggest the class was very well received. The students appeared to be unable to answer many of the instructor's questions, indicating a lack of familiarity with some of the material. It is possible the concepts or some aspects of police legitimacy and procedural justice were familiar to them, while others were not.

Change

This course was added for the first time in 2015-1 and continued in 2016-1 with no changes.

Equity 101

Course Overview

Provided by the City or Portland's Office of Equity and Human Rights, this class helps participants to recognize institutional and systemic barriers to just distribution of services and opportunities. Participants apply their skills to develop strategies that remove barriers in policies, programs, and practices, focusing on race and disability issues and leading to improved outcomes for all. This course is a requirement for a City

employees and was slightly modified to compliment the courses taught through Portland State University, *Tactical Ethics: Diversity and Profiling in Contemporary Policing and Police Legitimacy*.

Survey Results

The survey items for the Equity 101 class focused on gauging general satisfaction and value of the training session, what the students learned from the class, and suggestions for making the class more relevant for law enforcement. The survey results indicate the class was not well received and did not expand upon the students' previous knowledge base. The students expressed many concerns pertaining to this class in the open-ended areas of the survey. The feedback indicates the students are open to the topic of equity in general. However, the results indicate the curriculum could be strengthened to be more inclusive of the topic and the delivery could have been more aligned with current training practices for enhancing learning on this topic. One student also mentioned the issue of information presented in the class being repetitive. Although this is an extremely small cohort, the findings strongly suggest value in revisiting the main objectives of the class, overlap in material with other Advanced Academy classes, and the most effective delivery methods for the topic.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The feedback obtained was confirming of the student comment of redundancy with other classes, as well as student feedback pertaining to the curriculum content and delivery. However, this class was presented in the 2015-1 Advanced Academy to temporarily meet the City's requirement that all employees take the training developed by the Office of Equity and Human Rights. A law enforcement specific training is currently being developed for Portland Police Bureau employees, which is expected to address many of the gaps presented in the student feedback. It is expected that future Advanced Academy students will receive this new training.

Changes

- This class continued to be taught in 2016-1 independent of other offerings.
- 2015-1 was the first time this class was taught to meet the City's requirement that all Employees take the training developed by Office of Equity and Human Rights. To meet this need for the entire force, a Police specific training is being developed that will be presented at In-Service 2016. Advanced Academy students will receive this training in the future. When the schedule was first created it was assumed the new course would be taught in 2016-1, however it was not ready. This mid-academy cancellation created a space in the schedule for additional hours. The majority of those hours went to the Firearms program. Currently, consideration is going into the best method on how to incorporate the curriculum long into the future, and if this training should sit within Advanced Academy or be part of the FTEP program.

Tactical Ethics: Diversity and Profiling in Contemporary Policing

Course Overview

This series of classes as was provided through a contract with Portland State University and taught by two law enforcement officers with the support of a PSU professor. All of the trainers have attended the Simon Wiesenthal Museum of Tolerance "train-the-trainer" sessions and are part of the Oregon's Law Enforcement Contacts Policy and Data Review Committee (LECC), a Governor appointed legislative committee, in partnership with DPSS and Portland State University have implemented training throughout the state related to these topics. The focuses of the classes are with Diversity and Profiling, Police Procedural Justice and Legitimacy, and communication/perspectives in Contemporary Policing. Through an intergovernmental agreement, PSU provided a hybrid of the LECC's 3 curricula.

Survey Results

The survey items for the Perspectives on Profiling and Diversity and Profiling in Contemporary Policing class focused on gauging general satisfaction and value of the training session. The survey results indicate the class was well received overall. In the open-ended areas of the survey, most of the students included complimentary comments pertaining to the curriculum or presenters. Some of the students noted the class became repetitive and one mentioned it was too long.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

In addition to the Portland Police Bureau's survey, the Criminal Justice Police Research Institute distributed a survey designed solely for this class and provided the additional feedback to the Training Division. In general, the results were confirming of the student feedback above and the value of the class. Instructor observations were confirming of the students' comments pertaining to repetition in the curriculum. This class combined the curriculum of two stand-alone classes. The instructors suggested offering just the Diversity and Profiling in Contemporary Policing curriculum in future Academies and had ideas for further increasing student engagement.

Change

- As noted in the feedback, two classes were combined. For 2016-1, only the second class was taught.

Police Legitimacy

Course Overview

This new course was developed with Portland State University in conjunction with the *Tactical Ethics: Diversity and Profiling in Contemporary Policing* listed above. The class was modified to focus specifically on the historical context of the City of Portland, procedural justice and police legitimacy.

Survey Results

The survey items for the Police Legitimacy class focused on gauging general satisfaction and value of the training session, what the students learned from the class, and suggestions for making the class more relevant for law enforcement. The survey results indicate the class was not well received and did not expand upon the students' previous knowledge base. The students expressed many concerns pertaining to this class in the open-ended areas of the survey. It would appear the material was too basic for the students, was not delivered in the most effective manner, and may have been overly redundant with other Advanced Academy curriculum. In addition, some of the instruction drifted into police tactics which were inconsistent with the students' law enforcement training. The survey findings indicate the students are open to the topic of police legitimacy in general. Although this is an extremely small cohort, the findings strongly suggest value in revisiting the main objectives of the class, overlap in material with other Advanced Academy classes, and the most effective delivery methods for the topic.

Feedback from Instructors, Program Coordinators, and/or Curriculum Development Specialists

The feedback obtained was confirming of the student comments of redundancy with other classes and inconsistencies with safe police tactics. It was noted the instructor expressed receptivity to curriculum changes. The curriculum will be reviewed for overlap with other Advanced Academy classes.

Change

- This class was not taught in 2016-1. The content will be incorporated into the Equity Training being developed.

Conclusion

This document captures curriculum changes as a result of recruit officer feedback on their learning experience. The weekly student surveys were primarily focused on Level 1, *reaction*, utilizing the Kirkpatrick model of program evaluation. As indicated, there were areas identified for improvement, however, the years of survey results indicated that the new curriculum framework overall is well received by the students in content, sequence, pace and delivery.

This Academy was the second year that a weekly survey was implemented. Implementing the surveys and receiving weekly feedback is also an institutional shift for the instructors. Now that a survey process has been developed and implemented, future academy surveys will focus on refining the questions and be combined with Level 2, *learning assessments*. This document will be created after each academy as part of the ongoing program evaluation and is intended to formalize the feedback process. While instructors have always refined curriculum and implemented updates, the specific change and reason have not always been documented.