

Alumni Perceptions of the Training and Education Offered by the Georgia Law
Enforcement Command College

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ABSTRACT

The debate surrounding the need for and the value of higher education has continued among police executives since the early 20th century. The debate has resulted in a call for more integration of training and education in the professional development of police executives. One such program that has succeeded in the total integration of training and education is the Georgia Law Enforcement Command College at Columbus State University (Command College). The purpose of this research was to determine if graduates of the Command College (1998 -2010) believe they received quality education and training that positively impacted their job performance and provided the leadership skills needed for positions of greater authority and/or responsibility, while also determining if non-alumni agency heads believe that sending an officer or administrator to the Command College benefits the agency, sufficient to justify the expenditure of agency resources.

Data gathered from the research provided both quantitative and qualitative responses for analysis, showing no statistical significant difference in the responses of the alumni and non-alumni agency heads surveyed. The data support the finding that alumni of the Command College perceive they have derived benefit from the education and training received and have a high level of satisfaction with the curriculum, program design, and the faculty of the Command College. The non-alumni agency heads provided similar responses, reporting a high degree of satisfaction with the results of the program. This satisfaction was widespread, diffuse, and not contained to any particular group or respondent characteristics.

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DEDICATION

I have often said, “That if I have accomplished any worthy thing in my life it is directly attributable to the grace of my Lord Jesus Christ and the faithful support of my wonderful wife.” This is just another example of the truth of that statement. Genna, I love and appreciate you more everyday; you know the many reasons why!

Chapter I

INTRODUCTION

August Vollmer, during the early twentieth century, as Chief of Police in Berkeley, California, argued for the professionalism of police through the use of scientific training and methods of investigation. Since Vollmer, police executives have become convinced, more than ever before, that professionalism can be achieved through the acquisition of education (Roberg & Bonn, 2004). Data gleaned from the research suggests that, despite the call for more education by several well known national commissions, the evaluation of particular programs has been scarce in the ensuing century (Hilal, 2010). Participant evaluations of the various educational and training programs regarding the effectiveness and impact of those programs has been primarily limited to very brief and general questionnaires that are distributed, completed, and returned in a few moments time, usually near the end of the program. Kirkpatrick (1996) has labeled those questionnaires as “smile sheets.” The name is a natural reflection of the fact that rarely are there any negative comments or truly constructive criticism offered; thus, instructors “smile” with pleasure at the seeming success of the program. To the extent that impact and effectiveness are measured, there is the appearance of a successful transfer of knowledge.

Law enforcement professionals generally agree that training and education should become more integrated. Carter, Sapp, and Stephens (1989) made the prediction: ... “the future of policing depends on the future of higher education...cooperation between academia and law enforcement” therefore “shaping the curriculum for law enforcement in the 21st century.”

One organization at the forefront of integrating education and training is the Georgia Law Enforcement Command College (Command College). The Command College was developed to provide law enforcement executive training, as well as graduate level course work leading to a Masters of Public Administration through Columbus State University. The program began with collaboration between the Georgia Association of Chiefs of Police (GACP), Georgia Peace Officer Standards and Training Council (GaPOSTC), and Columbus State University (CSU). The Command College was created in 1995 as a result of the vision of Chief Bobby Reed of the Vienna, Georgia Police Department, then President of the GACP. Chief Reed approached Dr. Archie Rainey, Professor of Criminal Justice at Columbus State University, in regard to developing a Command College for law enforcement executives in the State of Georgia. Dr. Rainey, with the assistance of Dr. Curtis McClung, former Chief of Police in Columbus, Georgia and former Training Director of the GACP, organized what has become known as the Georgia Law Enforcement Command College at Columbus State University.

The Command College program is located within the Department of Political Science, in the College of Letters and Science. The Curriculum is structured in a manner

that the successful completion of the Command College program satisfies the core requirements for the Masters of Public Administration (MPA) degree. To facilitate the completion of the MPA degree program, the Command College offers additional, graduate-level auxiliary courses, taught in the Command College format, which serve to satisfy the elective requirements of the program.

The Command College curriculum is based on seven 40-hour modules. Each module is offered within a week, beginning at noon on Sunday and ending at noon on Friday. This delivery format has several advantages that are critical to the support needed for agencies and the officers who attend. First, the modular format is more adaptable to the scheduling of replacements to release the officer to attend the training. Second, and most prominent benefit, is the encapsulation of the course material into a 40 hour module. Because the modules are certified by GaPOSTC as separate training courses, each has its own course code, thus allowing for training credits for the officers. Third, the scheduling of the classes to begin on Sunday afternoon benefits the traveling officer. This unique format of beginning on Sunday with the completion of the course at noon on Friday, allows the officers ample time to return to their respective jurisdictions.

This format not only meets the requirements of the Command College, but also satisfies the attendance requirements of the MPA program. In addition to receiving three hours of academic credit per module, GaPOSTC awards full training credit for each class hour, resulting in 480 training hours, applied to meet state mandated training requirements, over the span of the two and one-half year program. This training and education, being fully integrated at the Command College, allows completion of the

program, while meeting core requirements for a graduate degree and state mandated law enforcement training, thus making sensible use of agency resources.

The logical research question concerns retention of knowledge or skill that has been taught. Is the Command College program really effective? In the area of higher education, just as in law enforcement training, there has been little meaningful evaluation of the effectiveness of these types of specific programs, particularly as perceived by line officers and their supervisors. This current research is concerned with both the evaluation of the level of job performance achieved through the application of a specific skill set learned, as well as the evaluation of that application as measured by promotion or transfer to a position of greater authority or responsibility.

Systems Theory and a Systems Approach to the Evaluation of Training and Education

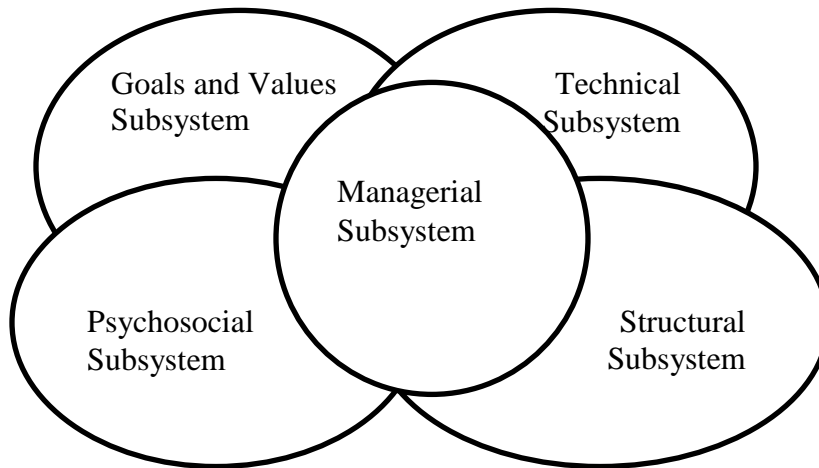
There have been numerous approaches to the evaluation of training and education for law enforcement. One accepted theory is that higher education benefits both the individual law enforcement officer and the employing agency, across several levels of operations. Another well accepted idea is that education and training will develop a more rounded officer who is then able to perform at higher levels. However, the understanding of how and to what degree the phenomena of training and education affect the officer's job performance has not yet been determined. The focus of this study is to measure the perceptions of the graduates of a specific program of training and education as to the programs effectiveness in increasing the skills and abilities that are needed for law enforcement officers to perform better, to be better prepared for promotion or transfer to positions of greater responsibility, and whether or not the program is deemed to be cost

effective in terms of cost and time involved in the training by agency heads and superior officers.

The analysis of the effectiveness of the Command College program begins by establishing a theoretical framework to provide the parameters of the inquiry. The present study of effectiveness fits well with the philosophy of Kast and Rosenzweig (1972) that general systems theory is the basis for the unification of the hard and soft sciences. In the view of Kast and Rosenzweig (1972, 1), “contingency views represent less abstraction, more explicit patterns of relationships, and more applicable theory.” The goal of the research is to discover the “more explicit patterns of relationships” that may or may not exist between the training and education the officer receives during the Command College program and the subsequent improvement in the individual’s job performance and the impact of the individual on the local organization, thus affecting the criminal justice system generally.

Kast and Rosenzweig (1972) define both system and organization in the context of general systems theory. First, a system is defined as an organized unitary whole comprised of two or more interdependent components or subsystems with identifiable boundaries from its environmental suprasystem. The organization is defined (1) as a subsystem of its broader environment, as goal-oriented, comprised of a technical subsystem, a structural subsystem, a psychosocial subsystem; and coordinated by a common managerial subsystem (Kast and Rosenzweig, 1972). Figure 1 is an illustration of Kast and Rosenzweig “Systems Theory Model.”

Figure 1 Kast and Rosenzweig's "Systems Theory Model"



Kast and Rosenzweig (1972, 2) further state that, "an organization consists of elements that have and can exercise their own wills." In the application of a systems theory approach, the researcher will need to be precise in describing the boundaries under consideration and to remember that organizations are "contrived" systems (Katz and Kahn, 1966). Contrived, stated another way, might mean that the particular components of a system and the precise application of techniques within that system are dependent upon the details of the individual state of the environment, in which the decision is to be made. According to Dr. Nolan J. Argyle (2010), Professor of Political Science at Valdosta State University, when describing a systems approach as a contingency viewpoint, the right answer is most often "it depends," referring to the varied nature of the integral components of a situation at any point in time. When considering the systems approach, the social science researcher must be aware that social structures are varied as there are individuals that comprise the organization. Katz and Kahn (1966) describe organizations as social structures, thus:

Social structures are essentially contrived systems. They are matter of men and are imperfect systems. They can come apart at the seams overnight, but they can also outlast by centuries the biological organisms which originally created them. The cement which holds them together is essentially psychological rather than biological. Social systems are anchored in the attitudes, perceptions, beliefs, motivations, habits, and expectations of human beings.

Systems theory implies that each suprasystem is broken down into subsystems; subsystems may then be either organizations or individuals, each interfacing one with the others, and each interface having some degree of impact on the overall system (Kast and Rosenzweig, 1972; Katz and Kahn, 1966). The impact of each of these subsystem interfaces will, in turn, impact the attitudes, beliefs, and expectations of each participant within a given subsystem, ultimately affecting the overarching system. The Command College is a training and educational entity that interfaces with the entire spectrum of subsystems that are present within the American Criminal Justice System on the Federal, State, and local levels. This study is an attempt to understand more about how the Command College training and educational experience impacts the individual law enforcement officer within the criminal justice system of Georgia.

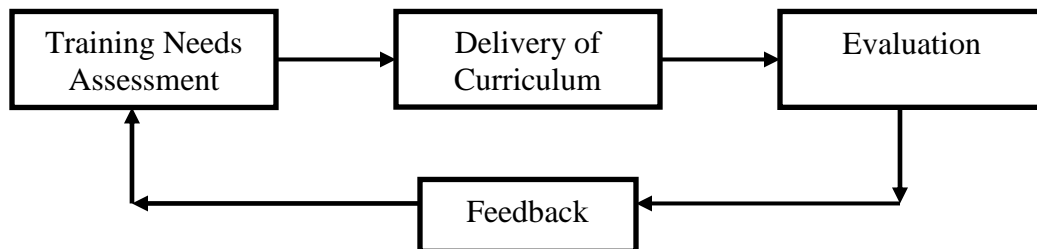
Ansari (2004) purports that there are both descriptive and prescriptive approaches to understanding certain phenomena. He states, “on the descriptive side, theories of cognition, perception and thinking describe how we humans organize stimuli and make sense out of them. On the prescriptive side, there are two approaches to making sense of the world. The first is reductionism and the other is a systems approach” (Ansari, 2004, 1). The systems theory approach according to Ansari (2004):

...focuses on the relations between the parts. Rather than reducing an entity such as the human body into its parts or elements, systems theory

focuses on the arrangement of and relations between the parts and how they work together as a whole.

Odiorne (1965, 1) advocating the use of a systems approach to training, stated, “...three ingredients comprise most of the systems we deal with: INPUTS, PROCESSES, AND OUTPUTS.” At a very rudimentary level of system, it could be said that objectives are inputs, courses are processes, and the output is trained people (Odiorne, 1965). In his work, “A Systems Approach to Training” Odiorne (1965) proposed eight approaches to systemizing the development and delivery of training. He states that the Cybernetic System of Training is perhaps the most common approach to advanced training. Simply stated, the approach presumes a needs assessment to identify the specific training needs, that the curriculum developed will actually address the needs, and that the evaluation will measure the effects of the training on actual performance (Odiorne, 1965). Figure 2 illustrates a rudimentary systems model (Odiorne, 1965).

Figure 2 Cybernetic System of Training



As depicted, the cybernetic approach is a closed loop that implies a perpetual analysis of content as a result of quality evaluation. As such, this research will employ a systems theory approach to the evaluation of the training and education effectiveness of

the Georgia Law Enforcement Command College, as perceived by graduates and their supervisors.

The perceptions of the graduates were considered on the individual as well as aggregate level, evaluated on the following measures: quality of the instructors, relevancy of the course materials, and whether or not completion of Command College prepared the officer for positions of greater responsibility. In addition, for those officers who pursued the additional coursework to complete the MPA, perceptions of how the graduate degree prepared them for positions of greater responsibility will also be evaluated.

Specifically stated, the purpose of this research was to determine if the graduates of the Georgia Law Enforcement Command College believe they received quality education and training that positively impacted their job performance and provided the leadership skills needed for positions of greater authority or responsibility, and do agency heads believe that sending an officer to the Command College results in benefits to the respective agency sufficient to justify the expenditure of agency resources?

Chapter II

REVIEW OF THE LITERATURE

An Overview of Policing in the United States

Policing has evolved in the way it views itself, the responsibilities it perceives and the most effective or efficient way of discharging these responsibilities. Bennett and Hess (2001) have identified three distinct eras for policing in America while summarizing the characteristics and challenges unique to each era.

The Political Era (1840-1930) saw police authority coming from politicians and the law, which meant that the social service function could not be dispensed without favoritism and few limits on the officer's discretion. Extensive use of foot patrol allowed officers an opportunity to forge close bonds with neighbors and community residents. The close relationship between police authority and politics led to corruption and the spoils system, "to the Victor go the spoils." The party in political power believed its members should be immune from arrest and should receive special privileges and treatment. Politicians rewarded their friends by giving them key positions in police departments. In recognition of the corruption and spoils system so prevalent in urban areas, Congress passed the Pendleton Act in 1883, which created the Civil Service System, and made it unlawful to hire or fire officers for political reasons (Bennett and Hess, 2001).

The Reform Era (1930-1980) legitimized police authority on the basis of law as opposed to politicians and reformers placed primacy on centralized, efficient operational organizations, encouraged police officer education, attempted to maintain a professional distance from the community, and emphasized preventive motorized patrol and rapid response to crime.

The Community Era (1980-Present) represents the time where police are becoming more consumer-oriented with authority originating from community support. Police departments are replacing their traditional paramilitary form of tops down management with a more participative form of bottoms up communication. Street officers are given more latitude and discretion to problem-solve and motorized patrol is augmented with police officers on horseback, bicycles, and just good old-fashioned foot patrol. Relations with the public are improved by removing the impersonal boundaries created by motorized patrol and replacing them with intimate friendly relationships with the neighborhood residents.

Higher Education and Policing

Any discussion of police professionalism during the later eras must begin with August Vollmer, Chief of Police in Berkeley, California from 1905-1932, who stressed the importance of scientific methods of police investigation and encouraged higher education for officers under his command (Carte, 1973; Foster, 2007).

Chief Vollmer was a progressive chief who championed the idea of “professionalizing the police.” Vollmer, whose only formal schooling beyond grade school was a vocational course in bookkeeping, typing, and shorthand from the New

Orleans Academy, realized the need for police officers to have the ability to think critically and broadly and to be adept in addressing sociological issues present in modern police work (Carte, 1973). The law enforcement officers of that era were not educated, nor were they expected to be. To the contrary, the police officer was seen as a corrupt rule enforcer of the politically entrenched. Chief Vollmer, himself, was a politician, first elected Town Marshal of Berkeley, after being recruited by a local newspaper owner and politico, Friend Richardson, who was later governor of California (Carte, 1973). Carte (1973, 275) describes the Town Marshal in Berkeley as “a political functionary who ran for election every two years and was responsible for a loosely organized body of services.”

August Vollmer did not follow the historical path of political functionary; rather, his department became known nationally and internationally as a model of efficient and honest policing (Carte, 1973). He realized the need for an educated and well trained police force (Carte, 1973; Carter and Sapp, 1978; Shernock, 1992; Strock, 2007). He began to require, among other innovations, that his officers attend police science courses conducted at the University of California at Berkeley during summer semesters. Eventually, Vollmer introduced what has become a common screening tool used in the recruitment of police officers, psychological and intelligence testing and began to recruit his officers from among the college students at the University of California, thus the beginning of Berkeley’s “college cops.” His model not only set the tone for the City of Berkeley, but also became accepted across the nation as the ultimate model of efficient, modern policemen (Carte, 1973, 275).

A study of the professionalization of law enforcement will inevitably not only include, but also credit, the progressive thinking of August Vollmer. It was his progressive thinking that served as the catalyst of the movement to raise the standard for modern policing from one of “political meddling and inept leadership,” to what O.W. Wilson, Vollmer’s most well known protégé, characterized as a police service that emphasizes “efficiency, law enforcement, aggressive street patrol, and honesty” (Carte, 1973).

Vollmer believed that the future of policing was a well trained and educated police officer. He describes the ideal police officer this way:

The ideal professional policeman...is honest, skilled, and impartial in the face of competing political demands that are made upon him. He is trained in the technology of policing, especially in criminal identification, evidence gathering and investigation. He avoids the overtly coercive aspects of policing whenever possible, aiming instead for the prevention of crime or confrontation through his appreciation of the psychology and sociology of crime (Carte, 1973, 275).

Vollmer’s work in Berkeley, and through the International Association of Chiefs of Police, was recognized nationally, and ultimately resulted in his being asked to chair the study on law enforcement that became the basis for the law enforcement section of the 1931 National Commission on Law Observance and Enforcement, better known as the Wickersham Report (Carte, 1973).

Chief Vollmer succeeded in implementing several fundamental changes to the culture of modern law enforcement, to include: the advent of mobile patrol (first bicycles, then automobiles), modern records keeping functions, beat analysis (more commonly known as crime analysis), and the development of the concept of modus operandi. But

his greatest and most meaningful accomplishment was the introduction of professionalism. Vollmer's concept of professionalism has dominated police literature and any debate of police professionalism, pro or con, since he articulated it in the early twentieth century, and remains virtually unquestioned today (Carte, 1973). Modern agencies would do well to explore the concepts promulgated by Chief Vollmer and to study the historical contexts and realities within which his ideas were developed, paying close attention to the outcome and the results for the police department that has served as the model for professionalism of police service.

It is Chief Vollmer's emphasis on a well trained and educated police service that serves as the example for this study. While it is true that Vollmer did not specifically advocate that Berkeley officers have college degrees in his authorship and contributions to the Wickersham Report, he did, however, advocate college education as one method of attaining the goal of well-trained and educated police officers, which are necessary to the professionalization of the service. The question that still remains concerns the value of a college education. Is college training, with its emphasis on theory rather than application, effective in developing the skills of the 21st century professional law enforcement officer? Clearly, Vollmer believed that it was a method of training the officers to think broadly across the diverse cultures present in that day.

David L. Carter (1978, 1989) espouses that there are three distinct generations of development of the trend towards higher education of police officers. The first formal school of police training occurred in 1908 with August Vollmer and the incorporation of police science courses at the University of California at Berkeley. The second, according

to Carter (1978), began in 1929 with the establishment of the first curriculum for police training at the University of Chicago, followed closely by the University of California that offered its first degree in Police Science in 1930. The third began around 1960 and continues through today with the demand for police officers having academic credentials. The National Advisory Commission on Criminal Justice Standards and Goals, in 1967, established preliminary ideas relating to minimum standards for police officers. Jeremy Travis (1995), Director of the National Institute of Justice, captured the Commission's vision in the following talking points from a speech he delivered before the Forum on Police and Higher Education, presented at the Center for Research in Law and Justice at the University of Illinois in 1995. Travis points out:

1. That some years of college be required for appointment to the position of police officer;
2. That higher requirements be set for promotion within the ranks of the police service;
3. That education programs be a matter of formal policy; and
4. That higher education should be viewed as an occupational necessity.

The Commission stated that by 1975, every police officer who entered the service should possess, at a minimum, 2 years of college education; by 1978, every police officer should possess, at a minimum, 3 years of college education; and by 1982, every police officer entering the police service should at a minimum possess a baccalaureate degree (Carter, 1978). Although the debate continues to focus on whether there is a need for college education, there is a continuing trend toward higher education for police officers

(Carter, 1978). The prediction is that future law enforcement education will include greater specialization, particularly in technical areas and that law enforcement education will experience greater use of techniques from other disciplines, with a greater emphasis on liberal arts in the law enforcement curriculum (Carter, 1978). Carter (1978) also predicted an increase in the number of officers with masters and doctorate degrees as postgraduate programs are developed for police studies. There are empirical studies that indicate Carter was correct in his predictions of the development of this type of curriculum (Paynich, 2009).

The Need for Evaluation of Higher Education and Police Training Programs

When the era of the Law Enforcement Education Program (LEEP) ended, Balboni (1977) advocated the need to evaluate police education programs for their effectiveness. In his article, "Call for Evaluation of Police Education Programs," Balboni asserts that large amounts of money are being spent towards law enforcement education programs, thus, full evaluation of program effectiveness is essential, and the evaluation of educational programs has been accomplished in several areas. He further recommended that law enforcement officials and educators cooperate to determine if officers who are college educated, baccalaureate or greater, actually advance in rank more quickly than non-degreed officers, and whether there is an effect on job performance of the college educated police officer. This researcher is in agreement with Balboni on the need for meaningful evaluation of the results of the education.

The infusion of monies from LEEP, in the opinion of some, tended to cause criminal justice programs to be created just for the economic opportunities (Balboni,

1977). With the dissolution of the Law Enforcement Assistance Administration during the Carter administration, and the resultant demise of LEEP funds, the surviving programs have erased much of the cause for concern when considering quality curricula (Carter, et.al. 1989). Several studies (Shernock, 1992; Kimmel, 1996; Carlan, 1999; Stevens, 1999; Bruns, 2005; Kilal, 2010) have been completed that attempted to measure the effectiveness of the many criminal justice programs, however, most, if not all, have stopped at the evaluation of the delivery and did not follow through to satisfy the recommendations that were set forth by Balboni or the principles of systems theory that relate to the evaluation of training programs. As such, this study focuses on whether the graduates of a specific program of study, the Command College, actually do get promoted and whether or not their job performance, as reported by their superior officers, improves after graduation from this educational program.

Higher Education -- Is it Job-Related in the Police Service

The issue of whether or not policing is a profession and whether or not a college education is necessary as a requirement to be a professional law enforcement officer became the focus of the nation once more in 1985. The city of Dallas, Texas, in the early 1970s, instituted hiring criteria for police officers, including the consideration of marijuana usage, driving records, and the establishment of a minimum education requirement. These three hiring criteria, marijuana usage, driving records, and the minimum educational requirement, were challenged by a group of applicants (*Davis v. Dallas, 777 F2nd 205, 1985*). The action made its way through the court system, and in 1985 appeared before the Fifth Circuit Court of Appeals on appeal of a Title VII claim

against the City of Dallas. The district court had ruled in favor of the city, stating that “the city was in process of conducting a study on whether the challenged selection criteria were job related...if the defendants (city) could show that they have a significant and demonstrable relationship to performance as a police officer” (*Davis v. Dallas*, 777 F2d 205, cert. denied, 2). The plaintiffs appealed to the Fifth Circuit for injunctive relief. The criteria of marijuana usage and driving records were dropped from the complaint, and only the issue of educational attainment remained when the case reached the Fifth Circuit for review. This seminal case addressed whether or not minimum educational requirements, inter alia, were discriminatory. The court agreed that the requirement did have a disparate impact on blacks and other minorities, but ruled that the job of police officer was a professional one, and that education was sufficiently job-related to be valid (*Davis v. Dallas*, 777 F2d 205, cert. denied).

The ruling in *Davis* is distinguished from the earlier United States Supreme Court decision in *Griggs vs. Duke Power Company*, 401 U.S. 424 (1971), in which the Court ruled that the requirement of a high school diploma was not job-related to the skilled laborer. The *Davis* decision draws a clear distinction between the skilled laborers in *Griggs* and the “professional” in *Davis*. Regarding the differentiation of skilled labor and professionals, the district court made two key statements that addressed many of the difficulties in understanding the need for educational requirements still prevalent in the discussions of required degree standards. The first issue is one of definition and measurement. The court stated that “...the job of Dallas police officers falls within that category of professional type positions, the job related skills of which are especially

difficult to precisely define, test for, and quantify...” The court further states, “...the characteristics which must be found in an applicant and rookie officer are not easily measured in terms of statistical analysis, such as individual judgment, ability to intervene in volatile situations, ability to make important decisions, or presence and performance as a witness in court” (*Davis v. Dallas*, 777 F2d 205, cert. denied, 2). In delivering its opinion, the court tried to identify some of the necessary aspects of police work when it listed: “...the need to understand the legal issues involved in every day work, the nature of the social problems he constantly encounters, the psychology of those people whose attitudes towards the law differs from his; the need to possess a high degree of intelligence, education, tact, sound judgment, impartiality and honesty; and the ability to intervene effectively in a variety of crisis situations” (*Davis v. Dallas*, 777 F2d 205, cert. denied, 10). The Fifth Circuit further ruled that although the educational requirement may very well have a disparate impact on blacks and other minorities, the need for the educated police officer to better protect the public outweighed the discrimination, and ruled that the requirement was valid (*Davis v. Dallas*, 777 F2d 205, cert. denied, 10). The published opinion of the court, in *Davis v. Dallas*, (777 F2d 205, cert denied) was the first overwhelming recognition of law enforcement as a professional field.

The second most influential work in the literature, guiding the discussion of higher education and law enforcement, to *Davis vs. Dallas*, 777 2d 205 (cert. denied) is the 1989 publication of “State of Police Education; Policy Direction for the 21st Century” by David L. Carter, Allen D. Sapp, and Darrell W. Stephens. The work was completed as a project for the Police Executive Research Forum (PERF) in which the

recommendations of several national commissions on higher education were evaluated, a profile of current practices developed, and policy issues likely to face police administrators well into the 21st century were discussed (Carter, Sapp and Stephens, 1989). A synopsis of the findings indicates college students are better communicators, are more flexible and adaptive, and perform better than their non-college counterparts, and that national commissions have unanimously recommended police agencies should require some college education for promotion as a matter of policy (Carter, et.al. 1989). A closer examination of the profiles developed by Carter, et.al (1989), presents some interesting dichotomies. The study showed the average educational level of police officers to be 13.6 years for men and 14.6 for women. Sixty two percent of agencies had at least one formal policy supporting, but not requiring, higher education for sworn officers, and 58.2 percent of all agencies required that academic coursework be job related (Carter, et.al, 1989). It is apparent that while flexibility is said to be a benefit, the police service is still quite rigid in its recognition of the importance of specific skills focused work? Further the study reveals that only 13.7 percent of agencies have a policy requiring some college for entry level police officers, but the majority of agencies did give preference to those applicants with college credit. The study reports that 75.2 percent of agencies do not require college education to be eligible for promotion, but 82 percent of those agencies reported they recognized college education as important in promotion decisions (Carter, et.al., 1989). The PERF study did not find prevailing agency beliefs and practices to be harmonious. The belief that college education was

beneficial, and the reported advantages of higher education, was similar to those previously identified.

In the latter part of the 20th century, Shernock (1992) published a study that found positive, though weak, relationships between higher education and police officer attitudes concerning several core issues. Shernock (1992, 75) agreed with the court's finding in Davis, reflecting that "the use of performance measures as indicators of professionalism subverts the meaning of professionalism into a set of specific skills or behaviors that are related to training an officer receives at a police academy rather than the education he or she receives at an institution of higher learning." He draws a clear distinction between academy training and higher education additionally taking the position that professionalism is more accurately reflected in the attitudes of police officers towards their work.

In an interview with Chief Curtis E. McClung, Ph.D., former Chief of Police in Columbus, Georgia, and Training Director for the GACP, in July of 2010, he stated that as early as 1972, and possibly earlier, agencies across America began to implement mandatory educational requirements. Furthermore, in following that trend, he established a two-year college education requirement for the Columbus Police Department in the early 1970s.

Among the first to implement a statewide degree requirement was the State of Minnesota, when it instituted the requirement of a two-year degree in 1981 (Breci, 1994). Breci (1994) examined the Minnesota requirement of a minimum two-year degree for anyone to take the peace officer certification examination for the State of Minnesota.

The study, conducted in 1990 with the current Minnesota officers, sampled 7501 officers with a return rate of 61percent. Respondents shared the belief that higher education would provide several benefits to the officers. The benefits most often mentioned were that college courses would (1) keep officers current with practices; (2) help them to become well-rounded; (3) help officers to understand the public and how to communicate more effectively with citizens; (4) better prepare officers for advancement, (5) provide development of management skills, and (6) provide computer skills (Breci, 1994).

There are two findings in this study that are most interesting and applicable to this present study. First, Breci (1994) reports that most officers surveyed believed that individuals with a baccalaureate degree would have a broader perspective and would perform their jobs in a more mature and professional manner, thus benefiting law enforcement generally. “The officers have a perception that the higher education is beneficial personally and professionally. Police officers surveyed in these self-rated appraisals rate themselves higher than they rate their non-degreed peers” (Kimmel, 1996, 92).

A common notion across the literature is that higher education is believed to be beneficial to law enforcement, but is not easily measured or substantiated, therefore, many law enforcement policymakers are hesitant to take the step towards developing policies that create mandatory college education requirements. One possible position is the idea that higher education is not the goal; better policy is the goal (Travis, 1995). Education has to be ongoing, and better policing has to be a constant pursuit. Reaching

the goal will span the entire career of the individual officer, and is a lifetime quest (Travis, 1995).

Second, Brecci (1994, 3) reports that “for those not planning to continue their formal education, the majority indicated they either did not have the time or the resources.” The study reflects that most of the officers had a desire to continue, but needed financial assistance and indicated that they would have sought a higher degree if scholarships were available. Therefore, it is not a surprise to find that although most of the Minnesota officers have a favorable attitude towards higher education, only 24 percent of the officers surveyed have a baccalaureate degree (Brecci, 1994).

Unquestionably, time and financial resources are seemingly the two most prevalent barriers to the seeking of a higher degree by most Minnesota officers. Once again, the literature demonstrates the benefit of education, but the agencies may or may not be providing the support needed for personnel to achieve the goal of higher education.

Many agencies have found community colleges to be a cost effective way to obtain quality training and education (Etter, 1998). The community colleges carry a vocational overtone, but are accessible and affordable in most instances. The community colleges and criminal justice programs generally attract a different a type of student than the liberal arts programs. Etter (1998, 2), speaking of the different types of students, compares the criminal justice student to students in a psychology class. He says, “The difference is you don’t find practicing psychologists in a psychology class, but most of the students in the criminal justice courses are practitioners.” Donald Patterson noted that

the “officers want the opportunity to apply their knowledge and learning in concrete situations. They are immediate and task oriented” (Patterson, 1991). Etter and Patterson make a well-positioned argument; as a researcher with 37 years of law enforcement service and 20 years of teaching experience, it has become clear to me that veteran police officers can be the most difficult students to train. In other words, law enforcement personnel in the classroom apply current work processes and examples and may become set in their approach, attitudes, and techniques learned in previous training, thus not openly accepting of new information, techniques or practices.

As late as 1999, there were 45 agencies listed by the American Police Association that required a college degree at the entry-level position (Stevens, 1999). The number of agencies that require college degrees appears to be increasing, although very slowly, despite evidence that a college education develops the ability to make more informed decisions, helps develop personal responsibility, and permits the officer to learn more about the history of the country and our political processes (Stevens, 1999).

In the mid-1990s, there appears to be a transition from emphasizing the benefits of a college education to the individual officer, to the job performance of the individual officer, and resulting benefit to the agencies. A self-report study by Philip Carlan (1999) showed graduates of master’s in criminal justice degree programs employed in a criminal justice agency were higher paid, better satisfied, and performed better.

Interestingly, the requirement for a police applicant to possess a high school education came during a time when most of the nation did not finish high school (Roberg and Bonn, 2004). In effect, the requirement of a high school education at that time

identified those with an above average education. According to the United States Census Bureau in 2000, 24.4 percent of Americans age 25 and over have a four-year college degree (Roberg and Bonn, 2004). Consideration of the educational levels could lead one to conclude that law enforcement has not kept pace with the public it serves, although the average educational level of police officers is increasing, as is the percentage of officers obtaining college degrees (Bruns, 2005). Baro and Burlingame (1999) arrived at the conclusion that the increase in officers attaining a two-year degree to comply with recruiting criteria could lead to what they termed “degree inflation,” stating that an associates degree today may only be an equivalent of the high school diploma of the 1960s.

Early Studies of the Effects of Education on Police Officer Performance

During the 1920s, a number of empirical studies sought to shed light on the effects of a college education on policing. Most, if not all, of these empirical investigations were limited to the relative value of an undergraduate degree. The results of these investigations presented a mixed bag of the relative merits of college education and how it influenced behaviors and decision making of police officers. The data presented in Table 1 represents a summary of the various findings of these studies (Robin and Anson, 1990).

These studies identified a number of positive effects related to policing: fewer citizen complaints; higher supervisory evaluations; less use of excessive force; less authoritarianism; more effective use of discretion in ambiguous situations; and more arrests when warranted (Robin and Anson, 1990).

Table 1: The Effects of College Education on Police, Police work, and the Police Occupation

Positive Results	Negative Results
College education is associated with fewer civilian complaints against police, superior performance, and higher supervisor ratings	College education is associated with a high rate of job turnover, need for dominance, and heightened perception of danger related to daily assignments.
Police administrators believe that college education identifies the best candidates for employment	More “professional” police departments stress aggressive patrol and high arrest rates.
More educated officers are less likely to condone the use of force in dealing with citizens	Exposure to college does not make police students less authoritarian or less prejudiced
Exposure to college results in improved self-esteem and less punitive attitudes toward others	College education makes police officers more cynical than their less-educated peers
Police who graduate from college are less authoritarian than police who do not attend college	In exercising discretion, officers in more “professional” police departments opt for arrest and strict enforcement of the law more often than officers in less “professional” agencies.
Police department college education requirements are responsible for a lower crime rate, lower agency turnover, high morale, a reduction in disciplinary problems, the absence of citizen complaints, and a police department that can operate both efficiently and effectively.	Education makes no difference in police officer responsiveness to the community.
Police recruits with some college exposure respond to discretionary situations by avoiding arrest more often than do recruits with only a high school background	Many uneducated police administrators are ambivalent, threatened by, or hostile toward higher education for their subordinates. They may actively discourage lower echelon police personnel from pursuing college education and fail to reward those who do.
More educated police officers are more likely to reject a “get tough” approach as the solution to the crime problem; are more likely to believe that probable cause requirements in search and seizure do not reduce police effectiveness—that is, they are more protective of civil liberties; are more receptive to Supreme Court decisions and appreciative of our constitutional form of government; and are more willing to tolerate social protest and dissent.	
More highly educated police officers make more arrest	

Table used with permission, Richard H. Anson, Ph.D.

Other studies however, measured relationships between higher education and police effectiveness which were more negative: greater job turnover; less sense of danger in ordinary street encounters; more cynicism and distrust of the public; and less likely to foster greater involvement and responsiveness to the community.

The lack of a consistent relationship between a college education and police job performance was the subject of a comprehensive study conducted by the National Advisory Committee on Higher Education for Police Officers, known as the Sherman Report, which focused on the nature of the programs offered by colleges and universities. This report was highly critical of many degree programs, regarding the academic credentials of the faculty, the curricula that resembled courses taught in police academies, and the technical hands-on approach used in many community colleges. In attempting to improve the general quality of undergraduate degree programs nationwide, the Sherman Report made far reaching and sometimes controversial recommendations. One of the more controversial recommendations, and one of importance to this study, is that police officers should be educated prior to employment; a recommendation that directly contradicted the goal of LEEP (Robin and Anson, 1990; Sherman, 1978).

Current Issues in Higher Education and Policing

Law enforcement has experienced an evolution from the poorly trained and poorly equipped force of the first half of the twentieth century, to a highly trained and highly equipped force with advanced technology, and so the public has come to expect a highly educated and more professional police service (Napier, 2005). Whether the decision is made by the police executives of today to mandate a college education, or to

simply encourage the attainment of higher education with various incentives, is not the root question. The heart of the matter is that the public has come to expect a better educated police service, one that is capable of addressing the critical issues that face police agencies as they protect and serve a complex society, and that the modern police officer values a college education. The issues that police leaders face today exceed the intellectual bounds of simply being a tenured member of the agency and being capable of competently doing police work (Napier, 2005). The need for the ability to solve complex problems necessitates critical thinking skills. Furthermore, economic pressures of shrinking resources require quality decision making processes, and the ability to plan and execute strategies to allow the officers to continue the delivery of quality police services has never been more vital (Phillips, 2008). The police leader of today will experience a need for the skills that are developed through higher education, and the research implies that higher education will enhance the ability of an officer to rise more quickly through the ranks, thus creating a leader with skills needed to address contemporary issues in policing (Polk, 2001, Strock, 2007). “Cognitive skills of analysis, interpretation, explanation, evaluation, and correcting one’s own reasoning are at the heart of critical thinking” (Phillips, 2008, 144).

Officers with higher education are more sensitive to community relations, more understanding of human behavior, and hold higher ethical and service standards than their peers. They are more innovative in performing their work, and are more often promoted than non-college educated officers (Roberg and Bonn, 2004). Mark Landahl (2009, 26) makes the statement that on one occasion when Aristotle was asked how much

educated men were superior to those uneducated; Aristotle responded, “A[a]s much,” he said “as the living to the dead.” Obviously, Landahl is quoting the extreme with Aristotle’s ideas in that context; nonetheless, the literature is quite clear and extensive in its support that higher education does in fact produce a better prepared and well rounded police officer. The debate is still strongly centered on the question of mandated college education requirements versus in-service college education supported by incentives, or whether there is financial or greater consideration for promotion, among many other alternative incentives.

Although *Davis v. Dallas* (777 F2d 205, cert. denied) clearly addressed the concern of any exposure to civil liability for discrimination in establishing minimum education requirements as hiring criteria much of the resistance to the idea of mandating some minimum college education requirement continues to center around the discrimination issues and exposure to civil liability penalties. The second most frequently cited reason for not requiring college education is that some candidates who are otherwise well suited for service would be excluded from service by mandating college education as an entry requirement. The present study does not attempt to address either of the two concerns, but rather focuses on the benefits of a college degree in the development of leaders in police service.

Integration of Training and Higher Education

Carter et.al, (1989) called for more partnerships and collaboration between criminal justice practitioners and academics in developing curricula for police education. The literature presents several examples of collaboration and cooperation in developing

not only curricula, but also unique and varied approaches to police education. There are executive development programs created that provide training credit only, others that provide some academic credit in addition to the training credit, and those which offer both training and academic credit to allow the completion of degree requirements within particular programs of study.

Executive leadership programs that award training credit only

The Federal Bureau of Investigation (FBI) has a long and respected history of providing quality training through the national academy in Quantico, Virginia. The FBI created the Law Enforcement Executive Development Seminar (LEEDS) in 1981 and has graduated more than 1,300 executives (FBI, 2010). The LEEDS program has proven successful and is now offered through the Regional Command Colleges of the FBI so that more executives are provided the opportunity to attend. Each year, approximately 21 offerings of 40 hour sessions are conducted to provide executive level training to smaller police agencies (FBI, 2010). Training credit is typically awarded by the host state.

The Southern Police Institute, located on the campus of the University of Louisville, is another example of leadership training that is renowned within the ranks of police agencies. The 400-hour Command Officer Development Course is a training program that will accept all comers and does not award academic credit, or have any arrangement for the granting of academic credit, however, it does grant 40 Continuing Education Unit hours through the University of Louisville (Southern Police Institute, 2010).

The Utah Peace Officer Standards and Training Command College offers one course per year with a limit of 24 participants. The program awards 144 training hours and no academic credit (Utah, 2010).

The Leadership Command College is the most comprehensive program offered by the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT) (Texas, 2010). The Leadership Command College is delivered in four mandatory modules, with module five being optional for further training. Each module is 15 days in length, with each participant earning 480 training hours, however no college credits are available. Module one is a prerequisite and overview module, and officers are required to complete it before actually being admitted to the LEMIT. Module two is offered on the campus of Texas A&M University in College Station. Module three is offered on the campus of Texas Woman's University, and Module four is offered on the campus of Sam Houston State University, the home of LEMIT (LEMIT, 2010). As the other colleges, the topics of management principles, leadership, and political and social environments are highlighted (LEMIT, 2010). The one unique feature of this program is that it is offered cost-free to Texas law enforcement officers (LEMIT, 2010).

Executive leadership programs that award both training and academic credit

There are several programs worthy of mention, some of which are partnered with higher education institutions to allow the participant to obtain training credit and academic credit for some or all of the studies in the training programs.

The Los Angeles County Sheriff's Department (LACSD) created the Deputy Leadership Institute that is described by Sheriff Leroy D. Baca as a "ground breaking

leadership development program founded on the principles that leadership is intrinsic in the professional law enforcement officer and can be developed in all of us” (Parker, 2010, 16). The Deputy Leadership Institute is one of several programs that partners with the LACSD University Consortium, which coordinates with 22 different colleges, universities, and law schools. The partnership between LACSD and the LACSD University Consortium has resulted in over 1,000 Associates, Bachelors, and Master’s degrees, as well as some Juris Doctorates (JD) and Doctor of Philosophy (PhD) degrees being completed by LACSD employees (Parker, 2010).

The State of California’s Command College offers 120 hours of leadership training. California Peace Officers Standards and Training begins two offerings each year with a cohort of 25 officers attending each section. The seven sessions -- six sessions at two days each and one session at three days -- are conducted over an 18 month period to reach the aggregate of 120 hours (California Commission on Peace Officer Standards & Training, 2010). There are partnerships with institutions of higher learning that allow the awarding of some college credit for attendance in the California Command College. The amount of college credit awarded is determined by the individual institution.

The State of Arizona is home to the Law Enforcement Command Institute of the Southwest (Command Institute). The Command Institute is a joint effort between Northern Arizona University and the Tucson Arizona Police Department, in collaboration with the faculties at Arizona State and Northern University of Arizona (Law Enforcement Command Institute of the Southwest, 2010). The composition of the faculty of the Command Institute is primarily academics, with some practitioner involvement. The

program is two weeks in length and does not lead to a degree, however, three college credits are awarded to eligible individuals by Arizona State University (Law Enforcement Command Institute of the Southwest, 2010).

A similar program was created by the Ohio Association of Chiefs of Police and the Law Enforcement Foundation. Established in 1987, the Police Executive Leadership College (PELC) is a three-week leadership course (Lazor, 2009). The Certified Law Enforcement Executive (CLEE) program was created in 1996 as a graduate program of the PELC, with a complement of 221 graduates through 2009 (Lazor, 2009). Completion of the PELC may result in nine undergraduate credit hours through Ohio University (PELC, 2010).

The University of Tennessee is host to the Southeastern Command and Leadership Academy (Tennessee, 2009). The program is offered once per year with a cohort of 25 officers attending seven one-week sessions. The graduates of the Academy are offered 12 undergraduate credits, or six graduate credits upon completion (Tennessee, 2009).

The need for higher education and higher level training in leadership is recognized by both police executives and academics, and partnership programs are continuously being developed, as was envisioned by the President's Commission on Law Enforcement in 1967. The partnerships are resulting in greater collaboration between the practitioner and the academicians in the establishment and delivery of quality curricula. Most of the executive training programs are generating academic credit, albeit small amounts in most instances, and even more often the credit earned is at the undergraduate

level. Consequently, there are few partnerships that offer the opportunity to receive an advanced degree while completing an executive development program, thus creating the need for total integration of training and education at the executive level.

Total integration of training and higher education to advanced degree completion

There are two institutions that have developed a unique training delivery program that may result not only in graduate credit, but the completion of a Masters degree. The first program is the Hopkins Police Executive Leadership Program (PELP) offered through Johns Hopkins University. PELP is a two-year Master's degree program with 45 semester hours of advanced coursework in understanding and managing change, organizational behavior, and ethics, graduating its first cohort in 1997 (Keiger, 1997). The faculty of the Master of Science in Management program is drawn from practitioners and academics to provide a well rounded educational experience (jhu.edu, 2010). The program is a cohort delivery, enabling the students to start together and remain together for two years, creating wonderful networks for later consultation and support. Major Michael Stelmack with the Baltimore County Police Department states that, "The key is problem-solving. We empower police officers to do a lot. They don't have to come to me for permission; all I ask is to learn what's going on" (Keiger, 1997, 9). The vision is to create more police executives who are problem-solvers versus caretakers.

The engagement in leadership critical thinking is about learning to apply experience-based, team-based, and formal problem-solving methods to situations (Phillips, 2008). The need for the ability to think critically and to problem solve was the basic premise on which the Georgia Law Enforcement Command College was founded.

The Command College is a two and one-half year program at Columbus State University presented by practitioners who possess law enforcement executive level experience and the appropriate academic credentials. The successful completion of the Command College results in the awarding of 21 college credits that satisfy the core requirements for the Master's of Public Administration Degree (MPA), conferred by Columbus State University (Columbus State University, 2009). The participant will need to complete five auxiliary or elective courses that are offered through the Command College to complete the requirements of the MPA.

Striving to find avenues that would allow agencies more opportunity to support the officers attending the Command College, in 1999, the Department of Justice was petitioned for permission to use seized funds to pay for the police training received at the Command College. The United States Attorney for the Northern District of Georgia, Richard H. Deane, Jr., rendered a favorable ruling in a letter to Toccoa, Georgia, Police Chief Frank Strickland, then President of the GACP, on June 15, 1999, making available the use of forfeited assets for the Command College program, citing the direct benefit of the training (copy of letter in Appendix B). Many agencies in Georgia have exercised the option to allocate seized funds for the tuition costs of the program and also allow the use of seized funds to support the officer's travel expenses. Additionally, the direct benefit of the training creates the opportunity for the agency to allow the officers to attend the Command College while on duty. The pursuit of higher education for police executives in the State of Georgia has become a win/win situation for all parties, particularly the citizens of Georgia. Consequently, the Georgia Law Enforcement

Command College has proven to be very successful, starting five sessions, each with a cohort of 24 officers attending three modules each year.

The integrating of higher education and police training-An assessment

A consistent finding throughout the literature has been that more officers would seek higher education if they could sense the benefits of the education, and then were afforded the support of their agency, both financially and with time considerations. The Georgia Law Enforcement Command College has met these demands. Early in the development of the curricula, the Georgia Peace Officers Standards and Training Council was asked to award training credit for the academic courses, a complete reversal of most program objectives, as they typically seek academic credit for training. This collaboration with Georgia Peace Officers Standards and Training Council resulted in recognition of the academic courses for full training credit and the acceptance of the completion of the Command College as satisfying the criteria for Executive level certification in the State of Georgia.

These partnerships of academics and practitioners are becoming more popular and appear to be successful in supporting and making possible the attendance and graduation of more officers. The call for more integration of training and education programs is becoming a reality, as evidenced in the success of the various Command Colleges. Yet, the evaluation of these specific programs has been rare. Questions still arise. Are the programs effective? Is the job performance of those who attend improved appreciably? Do graduates of the professional development programs get promoted quicker than officers, who choose not to attend such programs? The researcher posits that each of

these questions is a legitimate concern to practitioners and academics alike. Evaluation of each of the separate programs would at best be a mammoth undertaking and very costly, both in time and money, and at worst, simply impossible to complete in a timely manner. It is possible, though, to accomplish a study while focused on one such program. The purpose of this study is to evaluate the program of the Georgia Law Enforcement Command College to determine if the graduates of the Georgia Law Enforcement Command College believe they received quality education and training that has positively impacted their job performance and provided the leadership skills needed for positions of greater authority or responsibility, and, if agency heads believe that sending an officer to the Command College results in benefits to the respective agency, sufficient to justify the expenditure of agency resources.

Chapter III

METHODOLOGY

As stated in Chapter 2, this research project was designed to assess whether or not the graduates of the Georgia Law Enforcement Command College believe they received quality education and training that has positively impacted their job performance, and provided the leadership skills needed for positions of greater authority or responsibility in their agency. In addition, agency heads are surveyed on their perceptions of the cost effectiveness of the program, as well as, the positive impact on job performance of their officers or administrators. Responses to questions related to the research hypotheses presented below allowed assessment of the attitudes of the Command College graduates in regard to the effectiveness of the Command College educational and training program.

The research reported here seeks to uncover relationships between attitudes towards the effectiveness of the Command College and demographic data by use of parametric and non-parametric statistical procedures. In addition, qualitative data are presented to provide more meaning and interpretive clarity to the quantitative data.

Evaluation Research

Evaluation research represents an attempt to measure how effective human or social intervention is in accomplishing its objective. “Much of evaluation research is referred to as program evaluation or outcome assessment: the determination of whether

social intervention is producing the intended result” (Babbie, 2007, 351). “Compared to other forms of research, evaluation is a form of applied research--that is, it is intended to have some real world effect” (Babbie, 2007, 350). Evaluation research refers more to an objective than to a specific method of data collection. Babbie (2007, 349) underscores the multiple method nature of this form of applied research:

Evaluation research refers to a research purpose rather than a specific method. This purpose is to evaluate the impact of social interventions such as new teaching methods or innovations in parole. Many methods—surveys, experiments, and so on—can be used in evaluation research.

This type of research became fashionable when Congress passed the Congressional Budget and Improvement Control Act of 1974. Title VII of this legislation, entitled Program Review and Evaluation empowered all congressional committees to personally conduct program evaluation, to contract them out, or to request some governmental agency to conduct them. Bailey (1994, 487) identifies which governmental agency assumed primacy, stating, “the General Accounting Office (GAO) was also given the authority to evaluate federal programs, either on its own initiative or at the request of the House or Senate or a Congressional Committee.”

Evaluation research has become increasingly important today as private and public agencies experience budgeting shortfalls and struggle in decisions to allocate scarce resources to competing organizational units or activities. The more effective an organizational activity, is, the more likely that activity will be funded in future budgetary decisions. Less effective activities may become modified or eliminated, altogether.

Evaluation research provides policy makers, funding organizations, and planners with data relative to the following questions (Bailey, 1994, 486):

1. Is the intervention reaching the appropriate target population?
2. Is it being implemented in the ways specified?
3. Is it effective?
4. How much does it cost?
5. What are its costs relative to its effectiveness?

An evaluation research approach, using both quantitative and qualitative methods, will be used to answer the questions relating to the perceptions of the alumni toward the Georgia Law Enforcement Command College and its effectiveness in reaching its goal of educating and training law enforcement managers.

In social science research, evaluation research relies on a number of different methodologies of data collection. Babbie (2007) in *Practice of Social Research*, discusses at least six different methods employed in the social sciences: field research, the case study method, the survey, experiments, content analysis, and the use of secondary data used primarily by economists. As shown in Table 2, each use has a unique set of strengths and weaknesses, which is aligned more closely to one social science discipline than another.

Experimental research, carried out by psychologists, for example, is best equipped for testing cause and effect relationships because the independent variable or stimulus may be manipulated, and the consequences of the manipulation may be observed at the post test. The classical experimental design, which is most associated with “structured

science,” measures subjects on the dependent variable at the pretest, administers a “stimulus” and then re-measures the same subjects on the dependent variable at the post test. Differences observed between pre and post test scores are attributable to the experimental manipulation of the independent variable (Babbie, 2007; Bailey, 1994: Levin and Fox, 1997). Although experimental procedures possess rigorous controls and allow the investigator to measure the direct effects of his/her experimental intervention, it may not be the most practical method of conducting an evaluation because of the disruptive nature of a program evaluation where classes are routinely taught by a certified faculty, and experimental “manipulation” may not be possible because of bureaucratic constraints.

Table 2: Comparative Data Collection Methods in the Social Sciences

Method	Strengths	Limitations	Used Primarily In
Content Analysis	Best at capturing historical processes or events; no reactivity	Research topics restricted to recorded human communication	Journalism; social history; mass media
Secondary Data	May present population parameters; sampling less important; no reactivity	Possibility of ecological fallacy; Research topics limited to published or collected statistics	Economics
Surveys	Best at measuring attitudes—orientations of individuals	Subject to various forms of measurement error; Reactivity with personal interviews.	Sociology
Field Research (Participant Observer)	Captures dynamic patterns of interaction between people; Best for understanding meaning of objects by role playing with subjects; Best for theory building	Unscientific- humanistic approach which rejects operationalization and measurement of concepts	Social Psychology
Experiments	Best at “demonstrating” cause and effect relationship; Researcher may manipulate independent variable	Conducted in artificial laboratory or classroom settings; Conclusions may not be valid in real world	Psychology
Case Study	Captures the uniqueness of a single case	No generalizeability	Biographies

Source: Richard H. Anson (2010), LaGrange College: Albany, Georgia, unpublished work

All social sciences, to one degree or another, utilize survey methodology to collect data from individuals or subjects. Nationally recognized methodologist, Earl

Babbie (2004, 244), in his celebrated textbook, *The Practice of Social Research*, observes the following:

Surveys are also excellent vehicles for measuring attitudes, and orientations in a large population. Public opinion polls, for example, Gallup, Harris, Roper, and Yankelovich-public opinion polls, are a well known example of this use. Indeed, polls have become so prevalent that at times the public seems unsure what to think of them.

In a classic book titled *An Introduction to Social Research*, edited by John T. Doby (1967), the survey method is touted as an appropriate method for studying quantitative relationships between variables which appear as survey items. John Dean, Robert Eichhorn, and Lois Dean (1967, 250-7) present an entire chapter entitled “The Survey.” The chapter carefully points out the strengths and weaknesses of survey methodology.

In summary, then, the survey as a research instrument aims to arrive at generalizations by making quantitative comparisons of data gathered by uniform question-answer procedures. Because of its stress on quantitative comparison, the survey method is clearly inappropriate for studying problems on which quantification can throw little light. The survey is of little use for studying a unique historical event...Similarly, the survey is not generally used for studying the on-going processes and structures of an institution such as a social club or union (Dean, et.al. 1967).

Types of Surveys

All social sciences - political science, sociology, psychology - utilize to one degree or another survey methodology. The term “survey,” however, is a very broad methodology which relates to a wide variety of techniques designed to assess attitudes and perceptions (Davis, 2010; Anson, 2009). Also, surveys may be categorized as cross sectional or longitudinal. Cross sectional surveys are administered to a group of respondents at one point in time, whereas longitudinal designs are executed over different

points in time (Babbie, 2007). In demonstrating correlation, for example, Dooley (1990, 267) observes

Cross sectional correlation is based on measures taken of the independent and dependent variables at the same time. For example, the census questionnaire asks us questions about age, housing, and other personal matters at one time every ten years. However, longitudinal correlation could be applied to data that one collected over time. For example, a survey researcher might interview the same subjects one year later to assess changes in housing, finances, health, and so forth.

Surveys may also be identified on the basis of how questions are delivered to respondents (Bailey, 1994; Babbie, 2007). The mail-out is very cost effective and easily performed by one researcher, but its accuracy and generalizeability are of questionable value. Response rates are low and the type of people who do respond are literate, possess a stable residence or address, and tend to be more interested in the topical area than non-respondents. The telephone survey is very quick and can generate data on large samples but is more costly and is limited to a simplistic form of questioning, which may be threatening or intimidating to the respondents. The personal interview allows for more complex questioning and yields more complete and detailed responses. This particular type of survey method, however, is very costly, and may introduce a reactive bias based on the physical appearance and/or mannerisms of the interviewer.

Compared to the more traditional survey methods, e-mail survey technology allows for almost instant contact with survey participants at a minimum of cost. In addition, reactive bias is eliminated from the participant's responses because the researcher is not in the physical presence of subjects, and therefore this form of reactivity does not pose a threat to the validity of the study.

Survey of the Graduates of the Command College

The population of the graduates of the Command College was surveyed regarding their perceptions concerning the benefits of attending the Command College. Those participants who have completed the program of study and remain active in the field of public safety comprise the population surveyed.

The Georgia Law Enforcement Command College program was originated in 1995. The program was designed to begin, with one cohort of 24 participants, in the fall semester of each academic year. With the increase in the demand for the program in 1999, it became necessary to begin two cohorts in the fall semester, and in 2000, the cohorts increased to two in the fall semester and one in the spring semester, for a total of three each academic year. The program continued to expand rapidly, offering four classes in 2001, three classes in 2002 and 2003, and four classes again in 2004. By 2005, the demand rose again to make five cohorts necessary. Currently, the Command College begins three cohorts of a maximum of 24 students each fall semester and two each spring semester, totaling five cohorts each academic year. Presently, the number of participants increases by a potential of 120 each academic year. The growth in the number of program participants also increased the potential that graduates of the Command College program would complete the requirements of the Master of Public Administration Degree. As discussed in chapter two, the Command College is designed to allow completion of the Command College and the Master of Public Administration simultaneously, in one seamless delivery.

The administration of the Command College recognized, in the beginning, the value of creating a network of up and coming law enforcement leaders and executives. The delivery design of the Command College takes networking into account in the use of a case study approach in the design of the course delivery. The administration carried the idea of networking beyond graduation by developing a Participant Directory beginning with class one in 1995. The Participant Directory provides the participant and agency contact information to include addresses, telephone, facsimile, and e-mail information for every participant in the program. The Participant Directory is revised annually, to include any updated information for each graduate and the classes in progress. The information provided includes any personnel changes, such as assignment or promotion, or changes in the employing agency of the particular participant. The updated information is collected through an invitation to the Annual Command College Alumni Reunion Training Class held during the week of Memorial Day each May. The invitation to attend includes a request for any changes in the participant's status that is then included in the annual revision of the Participant Directory. A revised Participant Directory is then made available to all alumni of the Command College.

As a graduate of class four of the Command College, and a Participant-Observer in this study, the researcher has access to the current Participant Directory. The current Participant Directory is the primary source of contact information for the survey of graduates of the Command College program.

Since the inception of the Command College in 1995, 923 public safety executives have attended the first 41 classes of the Command College. Eleven of the

participants who began the program did not finish, four participants passed away before having the opportunity to finish, one was transferred by a federal agency and not afforded the opportunity to complete the program, and six chose to withdraw and not complete the program. After accounting for these 11, there is a remaining population of 912 participants who have finished the Command College; 829 of those who finished the program remain active in the public safety community. These 829 participants who had finished the Command College and remain active in public safety community were the subject of the survey in this evaluation of the participant attitudes. The population of 829 represents a myriad of federal, state, and local public safety professionals. There is represented in this population, 207 municipal police departments, 40 county sheriffs offices, 17 federal agencies, 14 prosecutors offices, two local corrections agencies, two community colleges, four municipal or county fire agencies, and six state law enforcement agencies, for a total of 292 agencies.

Survey of the Non-alumni Agency Heads

The agency head of 185 of the 292 agencies represented is a Command College graduate, thus there are remaining 107 agencies with at least one graduate but whose head is not a Command College graduate. These 107 agency heads comprise the non-alumni agency head population that was surveyed to assess the perceptions of non-participants. The survey instrument included ten survey items, four of which are common to the alumni survey instrument. Three remaining items were intended to assess the perceptions of non-alumni agency heads relative to job performance and effectiveness of the Command College graduate: three were open-ended questions to allow the

- Non-alumni Agency Head: Agency head that is not a Command College graduate, but has, at least, one graduate among the agency staff.
- Superior Officer: The superior officer is a graduate of the Command College and has supervisory authority over other graduates of the Command College.
- Support: Support is defined as the agency head expending any agency resources on the effort, i.e., time, money, attention and/or access to vehicles or technology in the furtherance of the activity.
- Cost Effective: Cost effective indicates that the long-term benefits are believed to be more valuable to the agency than the immediate cost of dollars and time that are invested in the officer's attendance in the program.

Null Hypotheses

- H-1: Officers who begin the Georgia Law Enforcement Command College program will not finish the Command College.
- H-2: Participants who finish the Command College will not complete the requirements for the Masters of Public Administration Degree.
- H-3: A significant number of participants who finish the Command College will not be promoted to positions of greater authority or responsibility.
- H-4: Graduates of the Georgia Law Enforcement Command College will not believe themselves better prepared for promotion or transfer to a position of greater

authority or responsibility in the future, after completing the Command College.

H-5: Agency heads or superior officers that supervise graduates of the Georgia Law Enforcement Command College will not recognize significant positive change in the performance of the graduates.

H-6: Agency heads or superior officers who supervise graduates of the Command College will not recognize the training/education received in the program as cost effective in terms of return on investment and improved performance.

H-7: Agency heads or superior officers will not support the training and higher education programs offered through the Command College.

Description of the Data Collection Procedures

The survey instruments

Questionnaires were used to survey the population of the alumni of the Georgia Law Enforcement Command College concerning their perception of the benefits of the training and education received in completing the Command College and the non-alumni agency heads concerning their perception of the job performance of the graduates and the cost effectiveness of the program (See Appendix A). The research hypotheses and the need to collect certain demographic information are the basis for the development of the questionnaires. The questionnaires employ a request for nominal information, the use of a five-point Likert scale to rate the perceptions of the participants and non-alumni agency heads, and three open-ended questions to allow respondents to express the advantages and disadvantages of the program using their own words.

The survey of both populations was accomplished through the use of survey software, specifically, Survey Monkey. An announcement of the study and a request for participation in the survey was delivered to the graduates, over the Internet, via e-mail. The format of the e-mail was such that it contained a hyperlink to the survey instrument, located on the Survey Monkey server.

The survey instrument for the alumni was delivered three times over a period of fifteen working days. Initially, all participants received the link to the survey and were requested to respond within five (5) working days. Upon expiration of the five day period, a reminder and second request for participation was delivered to those participants who had not yet responded to the survey, asking that the survey be completed in five (5) additional working days. At the expiration of the second five day period, the process of notifying those who had not completed the survey was implemented for a third time. The third request asked for participation within five (5) working days, as the survey closed at the end of the third time period.

The non-alumni agency head survey instrument was also delivered via e-mail, and remained open for five days, Monday through Friday. The non-respondents received daily reminders until the survey was closed on the fifth day. The much smaller population did not require multiple mailings.

The survey instruments were developed to provide questions that would allow assessment of the perceptions of the respondents in key areas of interest relevant to this study. The questions tapped their perceptions of the importance of the delivery design of the courses, the content of the courses, the knowledge of the instructors in their respective

areas, the perception of the knowledge and skills gained after having attended the Command College and the cost effectiveness of the program. (see Appendix A)

Collection of archival data

Archival data, specifically, information relating to the Masters of Public Administration program of the Department of Political Science of Columbus State University, was collected and analyzed to determine the graduation rate of those participants who began the Command College and continued to receive the Masters of Public Administration degree at Columbus State University. Additionally, the comparison of the growth rate of the MPA program and the Command College was accomplished with the archival data.

Testimonials that address the quality and benefits of the Command College are included in the evaluation of the effectiveness of the education.

Data Analysis Procedures

Units of analysis

Units of analysis refer to the cases, observations, or things which are the object of study. Units of analysis may be animate in nature: individuals, small groups, complex organizations, communities, neighborhoods, or large abstract societies (Babbie, 2007; Davis, 2010). Measurement refers to the process of quantifying attributes of units of analysis. Complex organizations, for example, may be quantified on the following attributes: size, age, complexity or social density. Individuals, on the other hand, may be expressed as the units of analysis in the study and may be measured on their ethnicity,

gender, school achievement or intelligence. Babbie (2007, 94-5) discusses the complexity of this topic:

In social research, there is virtually no limit to what or who can be studied, or the units of analysis. This topic is relevant to all forms of social research, although its implications are clearest in the case of nomothetic, quantitative studies. The idea of units of analysis may seem slippery at first, because research—especially—nomothetic research often studies large collections of people, things, or aggregates.

The units of analysis in the current study are individual law enforcement supervisors who completed a training program, which integrates training with academic education and non-alumni agency heads. More specifically, this dissertation presents an evaluation of their attitudes toward the curriculum, instructors, and relationships between program completion and job performance in the respective agencies.

Levels of measurement in social science research

The measurement of attributes of units of analysis, regardless of whether or not they are individuals, small groups, complex organizations or communities, yields data which must be related to specific levels of measurement. The level of measurement achieved through survey questions is the most important consideration the researcher gives before selecting a statistical procedure to apply to his/her data.

There are four levels of measurement in social science research: nominal, ordinal, interval, and ratio. The level of measurement achieved in a research study determines the type of statistical analysis and the procedures which can be performed on the data. Ratio measurement is the strongest level of measurement and permits the application of all mathematical operations in the use of parametric statistics (Davis, 2010).

Stevens (1967, 8) in a paper titled, “*On the Theory of Scales of Measurement*”, has observed the following about ratio scales:

Ratio scales are those most commonly encountered in physics and are possible only when there exists operations for determining all four relations: equality, rank-order, equality of intervals, and equality of ratios. Once such scale is erected, its numerical value can be transformed (as from inches to feet) only by multiplying each value by a constant. An absolute zero is always implied, even though the value on some scales (e.g. Absolute Temperature) may never be produced. All types of statistical measures are applicable to ratio scales, and only with these scales may we properly indulge in the logarithmic transformation such as are involved in the use of decibels.

Nominal measurement refers to the categorical data where the categories are equivalent, mutually exclusive and exhaustive. Mathematical operations such as addition, multiplication, and division cannot be performed at this weak level because labels or categories are used simply to identify cases. Researchers at this level can only “count” cases.

Ordinal measurement, although stronger than nominal measurement, is also weak because numbers are used only to rank order cases on an attribute. Because the exact mathematical distance between the cases is unknown, researchers cannot apply standard mathematical operations to the data (Blalock, 1960; Babbie, 2007; Bailey, 1994).

However, there is a growing position within the research community that ordinal data may be subjected to parametric statistical procedures with little or no distortion in the interpretation of the study’s findings. Dooley (1990, 343), alludes to this emerging trend when he states:

You may encounter the warning that only certain kinds of statistics can be used with certain levels of measurement and you should, therefore, be aware that a controversy surrounds this matter (for example, Gaito, 1980, opposed this admonition and was rebutted by Townsend & Ashby, 1984).

Typically, such guidelines state that ordinal-level data cannot appropriately be analyzed by using statistics (such as the t test) supposedly limited to interval-level or ratio-level variables. In practice, such statistics are commonly applied to ordinal-level measures. As the debate has made clear, the decision to use a statistic should be based on the assumptions of the particular statistic, the nature of the underlying construct being measured, and the distribution of the observations.

Over forty years ago, Richard Boyle (1970) empirically demonstrated that ordinally measured variables could be used in powerful statistical methods of data analysis used to test “systems” of sociological theory. In a reanalysis of data collected by another researcher, Boyle demonstrated the use of dummy coded variables in regression equations to check distortions resulting from the use of ordinal scales. He concluded, “applications of this procedure to actual data supported the contention that interval-scale assumptions are not of crucial importance in path or regression analysis” (Boyle, 1970, 479).

Survey questions and their level of measurement

Many of the demographic variables in the evaluation survey were nominal, including, type of agency, race, gender, and whether or not alumni had completed the Master of Public Administration degree Program or had been promoted or transferred since completing the curriculum.

Items which assessed their perceptions of program quality (questions three, four, five, six, seven, and 11) were clearly more ordinal in nature because the exact mathematical distance between “Strongly Agree,” “Agree,” “Undecided,” “Disagree,” and “Strongly Disagree” are unknown. However, these Likert like response categories do

permit a certain ranking of alumni on how positive they are on evaluation of the graduate program.

Each of the survey items, three through seven and 11, were scored in the following way: strongly agree = 5, agree = 4, undecided = 3, disagree = 2, strongly disagree = 1. Scores on all six items (Questions three, four, five, six, seven, and 11) were then totaled into an overall composite score on the dependent variable, herein referred to as the Alumni Composite Satisfaction Scale (CSS). The survey questions used in the Alumni CSS, were:

- Question 3: My general knowledge and understanding of law enforcement practices and procedures increased significantly by the time I graduated from the Georgia Law Enforcement Command College.
- Question 4: The content of courses taken during the graduate degree program was current and relevant to law enforcement.
- Question 5: I feel that after completing the courses offered by the Georgia Law Enforcement Command College made me a more effective law enforcement supervisor or manager.
- Question 6: Instructors in the Georgia Law Enforcement Command College were knowledgeable of their subject area.
- Question 7: Completion of the Georgia Law Enforcement Command College made me better prepared for positions of greater authority and responsibility.
- Question 11: The training/educational benefit of the Georgia Law Enforcement Command College is cost effective in terms of return on the investment.

The survey questions used in the Non-alumni Agency Head Composite Satisfaction Scale were:

- Question 1: My Officers/administrators were significantly more knowledgeable of law enforcement practices and procedures after completing the Command College.
- Question 2: Completing the Command College made my officers/administrators more effective law enforcement supervisors and managers.
- Question 3: Completion of the Command College made my officers/administrators better prepared for positions of greater authority and responsibility
- Question 7: The overall benefit of the Command College is cost effective in terms of return on the investment.

Scores on each CSS are ordinal in nature, yet the scales come close enough to strong measurement to warrant use of powerful or sensitive parametric statistical procedures. Moreover, the large sample of alumni ($n = 454$) responding to the survey and the more modest sample of non-alumni agency heads ($n = 40$) both far exceeded the requirements of at least thirty ($n = 30$) cases in the analysis (Siegel, 1956; Blalock, 1972).

Many of the variables included in the survey are clearly ratio in nature and are subject to all types of mathematical operations. Agency size, age, years of experience, and years of supervisory experience all have equal or uniform intervals of measurement, known mathematical distances between scale values, and possess a real or true zero point (Babbie, 2007; Anson, 2009). For example, an alumnus with ten years of experience has twice as much as one with five years. By subtracting five years from ten years, one can determine that one alumnus has five years of experience more than the other ($10 - 5 = 5$).

Analytical Statistical Procedures

The two most important factors in selecting a valid statistical procedure to apply to the data are (1) sample size and (2) levels of measurement. In regard to the latter,

Hubert Blalock (1972, 21) in his widely used textbook titled, *Social Statistics*, cautions his readers with very clear and unambiguous language:

What can be said of the reverse process of going up the scale of measurement from, say, an ordinal to an interval scale? We are often tempted to do so since we would then be able to make use of more powerful statistical techniques. It is even possible that we may do so without being at all aware of exactly what has occurred. It is important to realize that there is nothing in the statistical or mathematical procedures we ultimately use that will enable us to check upon the legitimacy of our research methods. The use of a particular mathematical model presupposes that a certain level of measurement has been attained.

The statistical methods discussed below assume the use of strong measurement and a sample size equal to or greater than 30 cases. Both methods are parametric in nature and assume normally and independently distributed observations

Pearson's Product moment correlation

Pearson's Product moment correlation coefficient measures the linear relationship between two variables and can range in size from zero to plus or minus "one." The independent variable "X" is tested for its relationship to the dependent variable "Y". The closer the coefficient (r) to one, the tighter the linear fit between the variables and the more perfect the relationship. The coefficient (r) also shows direction. A negative sign indicates the two variables move together in opposite directions whereas a positive sign indicates the two variables move together in the same direction. Levin and Fox (1977, 277) state the following:

A positive correlation indicates that respondents getting high scores on the x variable also tend to get high scores on the y variable. Conversely, respondents who scored low scores on x also scored low scores on y. A negative correlation exists if respondents who obtain high scores on the x variable tend to obtain low scores on the y variable. Conversely, respondents achieving low scores on x tend to achieve high on y.

The formula or equation for calculating r is shown below (Levin and Fox, 1997, 283):

Equation 1
$$r = \frac{\sum xy - n\bar{x}\bar{y}}{\sqrt{(\sum x^2 - n\bar{x}^2)(\sum y^2 - n\bar{y}^2)}}$$

There are three caveats which can be made in the valid interpretation of Pearson's Product moment correlation coefficients. First, the relationship between two variables, i.e., X and Y, does not control for or hold constant the effects of other intervening, or interrelated variables. To exert statistical controls for other variables, one must resort to a multi-variate (as opposed to bi-variate) procedure, such as multiple correlation and regression (Blalock, 1972; Levin and Fox, 1997). Second, the lack of correlation between X and Y may not necessarily mean there is no relationship. Rather, it may indicate a curvilinear relationship, which a linear procedure will not detect. Finally correlation, regardless of the size of the coefficient, does not demonstrate causality. Two variables may have a relationship to one another, but one is hard pressed to determine which came first in a temporal sequence. This is especially true for cross sectional survey data discussed earlier. In conclusion, evidence of correlation is a necessity, but not a sufficient basis for making cause and effect generalities.

Regression: A multi-variate approach

The Pearson's product moment correlation analysis presented above does not hold constant the effects of other variables, which could exert an influence on the Composite Satisfaction Scores. That is, the bi-variate correlations only depict the magnitude and direction of relationship between two variables -- a single independent variable and the CSS.

Multiple regression analysis is a statistical procedure which simultaneously examines the linear relationships between several independent variables and a dependent variable, while controlling for or holding constant the effects of other independent variables entered into the regression equation. The regression coefficient (b) shows the amount of change in the dependent variable associated with unit changes in an independent variable. Compared to correlation coefficients presented above, regression coefficients can exceed plus or minus one because regression estimates the linear relationship between two variables in unstandardized form, while holding constant the effects of all other independent variables in the analysis (Blalock, 1968; Kolstoe, 1973; Lin, 1976).

Statistically significant regression coefficients allow the researcher to reject a null hypothesis of “no regression effect” with a five percent probability of making an error in the decision. Essentially, the null hypothesis in a two-tailed test states that there is no linear slope between an independent and dependent variable controlling for all other independent variables in the analysis.

One Way Analysis of Variance

Analysis of variance, or A.N.O.V.A., is a parametric procedure which allows the researcher to compare group means and to determine whether the sample averages are significantly “different” from each other or were due to chance probability. Categorical or nominal variables may be tested for a relationship to ratio variables in that the categories for the nominal variable are considered “groups.” Reported mean averages for each group are noted and are tested for statistical significance using Fisher’s F ratio. The

total variance on the criterion variable is decomposed into two components: variance between and within groups, as described by the following equations (Levin and Fox, 1997; Anson, 1975; Blalock, 1972).

Equation 2: Sums of squares between groups = $\sum n (\bar{X}_i - \bar{X})^2$

where: \bar{X}_i = any group mean average

\bar{X} = overall, or grand mean

Equation 3: Sum of squares within groups =

$$\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2 + \sum (x_3 - \bar{x}_3)^2 + \dots + \sum (x_i - \bar{x}_i)^2$$

where: \bar{x}_1 = mean of group one

\bar{x}_2 = mean of group two

\bar{x}_3 = mean of group three

\bar{x}_i = means of any group

\bar{x} = overall or grand mean

Equation 4: $F = \frac{\text{Sum of Squares between} / \mathfrak{R} - 1}{\text{Sum of Squares} / n - \mathfrak{R}}$

where: \mathfrak{R} = number of groups

N = total number of cases across all groups

Population and Sampling Procedures

Populations refer to all possible units of analysis which exist at a given point in time. Babbie (2007, 190) states, “More formally, a population is the theoretically specified study of elements (cases).” Babbie (2007, 190) distinguishes between theoretical, abstract populations, and working populations used for research purposes.

A study population is that aggregation of elements from which the sample is actually selected. As a practical matter, researchers are seldom in a position to guarantee that every element meeting the theoretical definitions actually has a chance of being selected in the sample (Babbie, 2007).

The study population for the evaluation of the alumni consisted of 912 police officers and supervisors who graduated from the Command College between spring 1998 and spring 2010. Of this total number, 829 had active e-mail addresses and remained active in public safety service. Electronic surveys were sent to all addresses requesting voluntary participation. One hundred thirty two of the e-mails were returned as non-deliverable, creating a survey population of 697. Non-respondents were sent follow-up surveys until three weeks had elapsed. Of the study population, 454 surveys were eventually returned, representing a response rate of 65.1 percent.

The study population of the non-alumni agency heads consisted of 107 agency heads who had not attended the Command College program, but had, at least, one Command College graduate among their staff. Of this total, two e-mails were non-deliverable due to wrong addresses or accounts that had been closed and three accounts that were blocked by software prohibiting the acceptance of mail from Survey Monkey,

thus reducing the study to 102. At the closing of the survey period, 50 responses had been received. However, of those 50, responses, ten were incomplete and did not provide data relative to the research questions, thus those responses were eliminated, providing a calculated return rate of 39.2 percent.

Sampling procedures

Randomly selecting cases from a large, abstract population allows the researcher to acquire a representative sample which can then be used to make generalizations to population parameters (Babbie, 2007; Bailey, 1994). The method of selecting and size of sample are critical concerns in making sure the generalizations are accurate. The level of sampling error is determined by the heterogeneity of the population and sample size. These sampling procedures are mostly irrelevant in this study since the entire population of alumni and non-alumni agency heads were contacted.

Statistical Significance

The choice of a statistical significance level is a somewhat arbitrary decision and varies by research project. The author selected the .05 level before the data were collected. Statistical data which are significant at the .05 level or less means there is a probability of only 5 percent or less of committing a Type I error in rejecting a true null hypothesis (Kolstoe, 1963; Blalock, 1972). In their textbook, *Elementary Statistics in Social Research*, Levin and Fox (1997, 185) state the following:

To establish whether our obtained sample difference is statistically significant—the result of a real population difference and not just sampling error—it is customary to set up a level of significance, which we denote by the Greek letter α (alpha). The alpha value is the level of probability at which the null hypothesis can be rejected with confidence, and the research hypothesis can be accepted with confidence.

Accordingly we decide to reject the null hypothesis if the probability is very small (for example, less than 5 chances out of 100) that the sample finding is a product of sampling error. Conventionally we symbolize this small probability by $p < .05$.

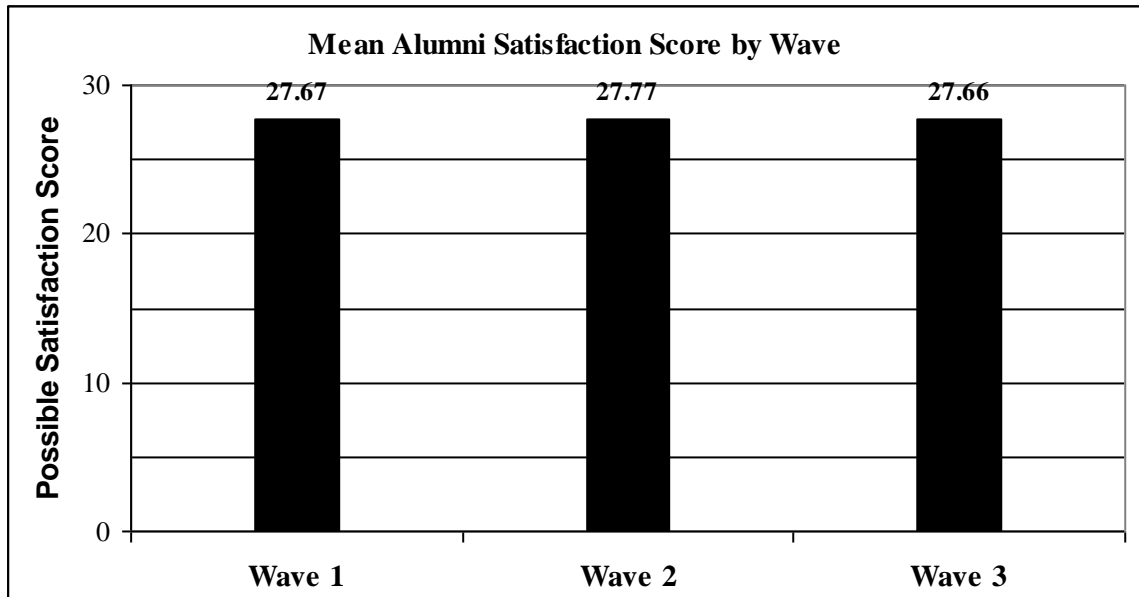
Chapter IV

RESULTS

As discussed in Chapter 3, the survey of the perceptions of the Alumni of the Georgia Law Enforcement Command College was sent, by e-mail, to addresses provided by the 829 graduates who are currently active in public safety. The e-mail instrument was delivered successfully to 697 participants. The remaining 132 instruments were returned as non-deliverable. The primary reason for the return of the instruments was incorrect e-mail addresses; however, some participants had changed agencies or addresses and had not yet reported the changes. Of the 697 instruments that were delivered, 318 were completed in the first wave of the survey, 103 were completed in the second wave, and 33 were completed in the third and final wave of the survey. The total number of responses was 454, producing a calculated rate of return of 65.1 percent.

To determine the presence of and control for any bias in the separate waves of the survey, the Alumni Composite Satisfaction Scale (ACSS) for each wave was used to calculate and compare the Alumni Composite Satisfaction Score. The Alumni Composite Satisfaction Scale has a possible score at its lowest level of six and at the highest level of 30. As illustrated in Figure 3 below the rounded score of each wave was 28 of the possible score of 30 demonstrating the lack of any bias in the attitudes of the separate waves of returned survey instruments.

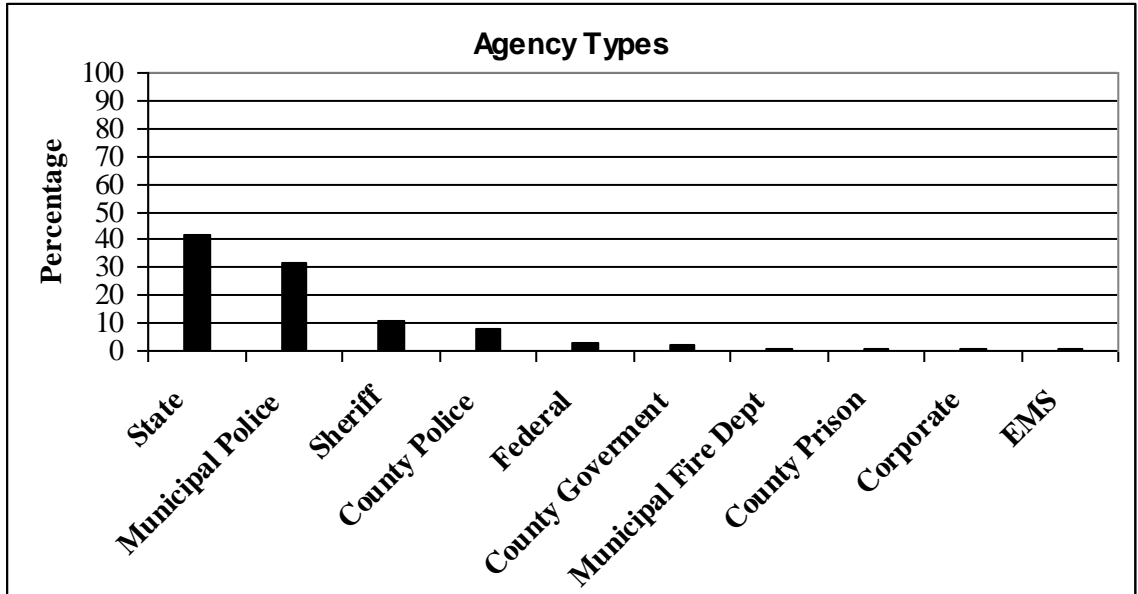
Figure 3: Comparison of the Mean Alumni Composite Satisfaction Score by Survey Wave



Results of the Survey Data

There were 10 types of public safety agencies represented in the sample. State agencies provided the greatest number of responses at 192 (42 percent) of the total returns; followed by the municipal police agencies at 145 (32 percent); the county sheriffs departments 48 (11 percent); and county police agencies at 37 (eight percent). The Federal agencies were represented with 12 responses (3 percent), while county governments other than law enforcement were represented with 10 responses (two percent) of the total responses. The remaining agencies municipal fire departments, county prisons, emergency medical agencies and corporate enterprises--each represented less than one percent individually. The comparison of participation is illustrated in Figure 4.

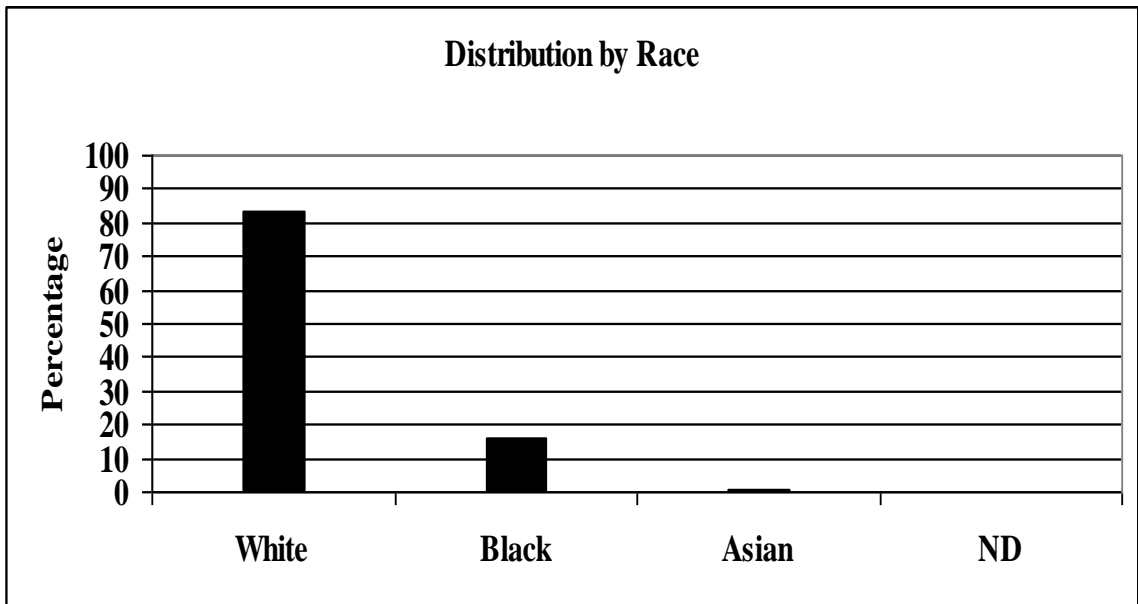
Figure 4: Distribution of Participation by Agency Type



When calculating the mean agency size, the data became skewed by three outliers, representing a large federal agency and two large state agencies. The mean agency size using the raw data is 1368 officers per agency. This statistic is clearly inaccurate. The researcher chose to use a more accurate median staffing level of 304 in reporting the agency size.

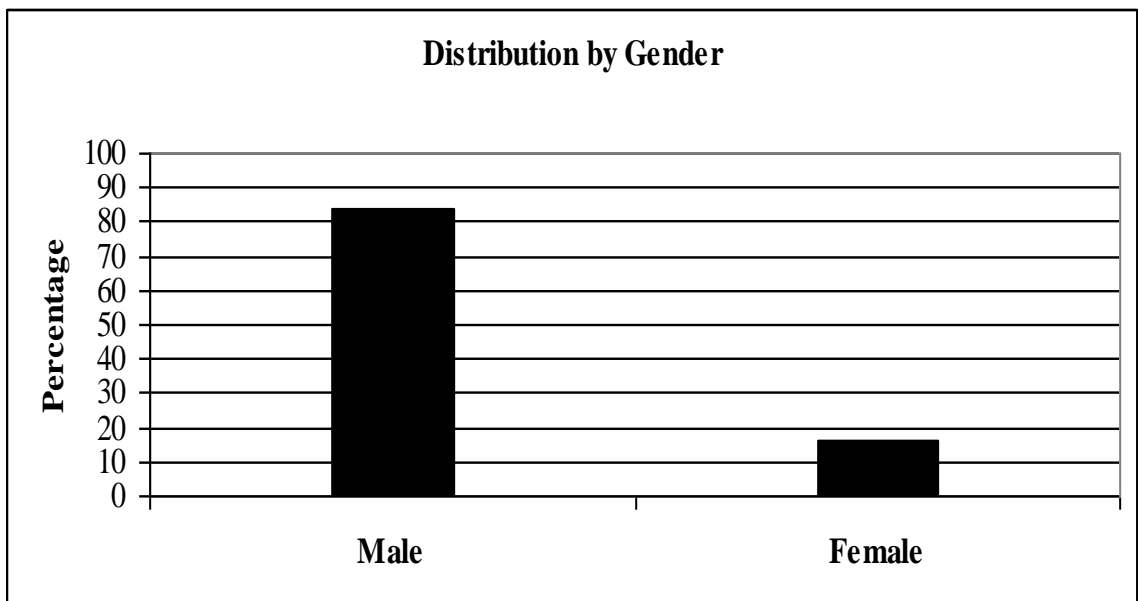
The participants in the survey were asked to provide certain demographic information, such as race, gender, age, experience, and supervisory experience. The reported information in regard to the race of the attendees is shown in figure 5. The research reveals that 379 (84 percent) of the participants were white, 73 (16 percent) were black, and one or less than one percent was Asian. Less than one percent of the respondents did not provide the race information.

Figure 5: Distribution of the Graduates by Race



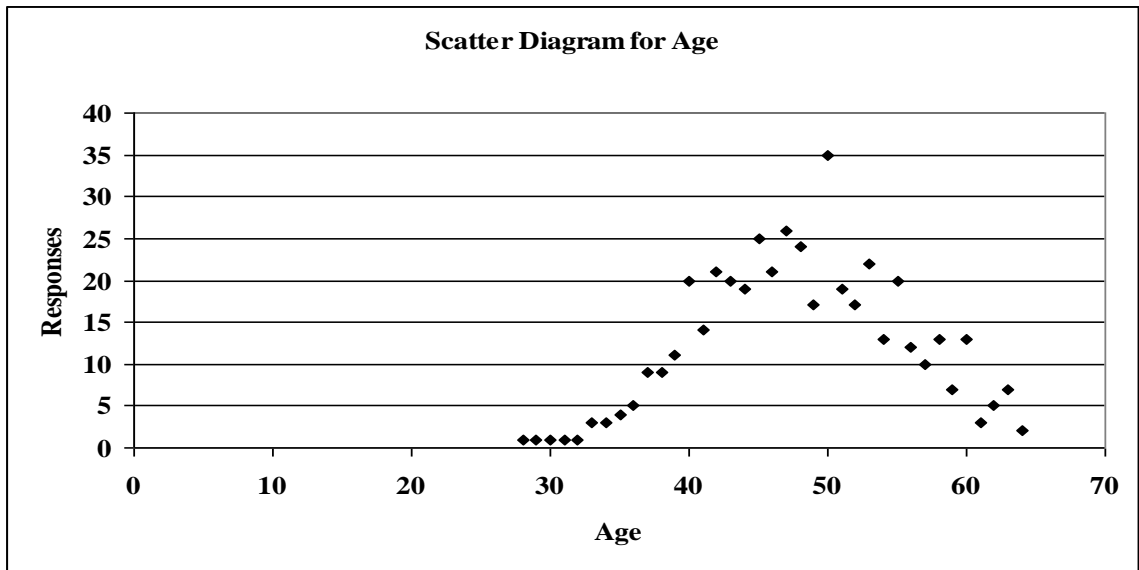
Of the 454 respondents, 380 (84 percent) were male and 74 (16 percent) were female. The responses are shown in Figure 6 below.

Figure 6: Distribution of the Graduates by Gender



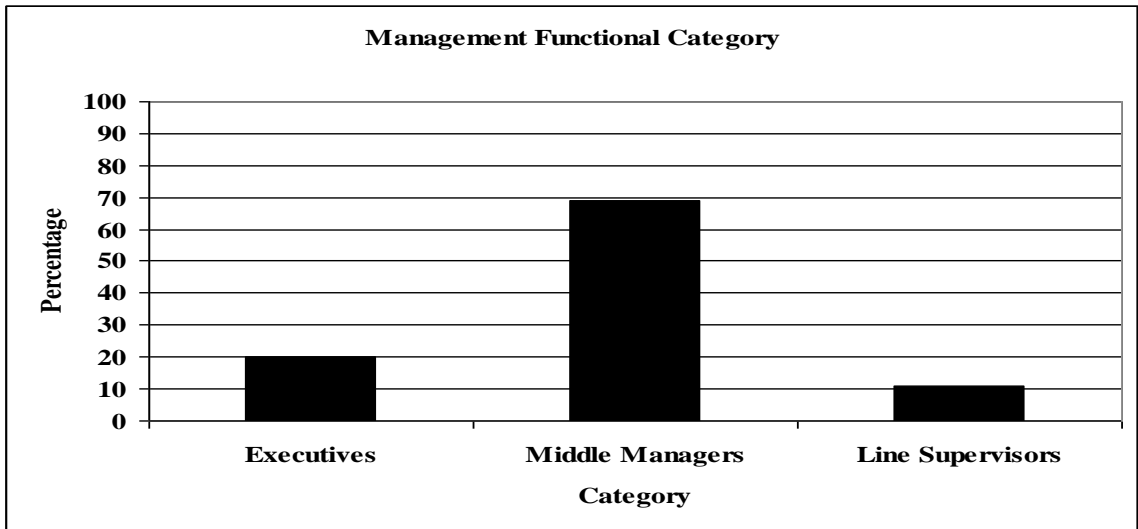
The respondent age ranges from 28 years to 64 years and are evenly distributed across the sample. The mean age of the respondents is 48 years. Figure 7 demonstrates the distribution according to the reported age of the respondents.

Figure 7: Distribution of the Graduates by Age



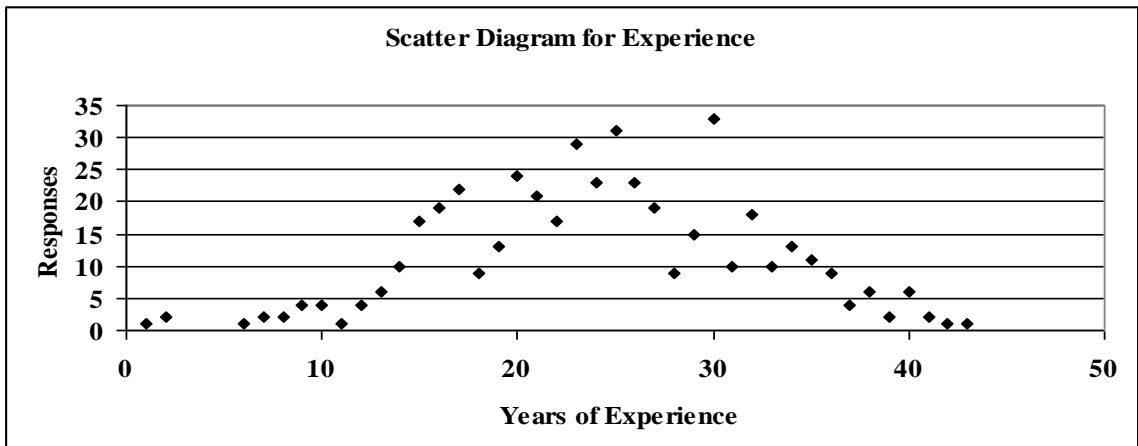
The supervisory level of the respondent was identified by title. Several titles were given for the comparative level of function, thus, several titles were collapsed into three categories. The three categories were executive, middle management, and first line supervisors. The titles of Chief, Assistant Chief, Commissioner, Sheriff, Assistant Commissioner, and Major were classified as executive level staff. The Captains, Lieutenants, Directors, and Managers were classified as middle managers and the remaining titles were classified as first line supervisors. The executive level staff comprised 20 percent of the respondents, the middle managers comprised 69 percent, and the first line supervisors comprised the remaining 11 percent. The distribution shown below in Figure 8 represents the titles given in the survey by percentage.

Figure 8: Distribution of Graduates by Management Functional Category



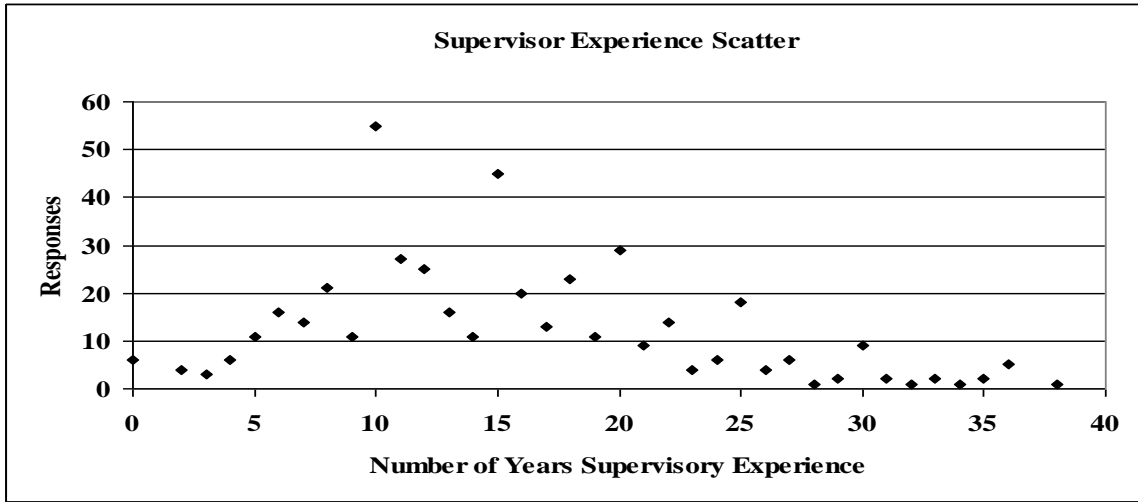
The years of experience of the respondents ranged from one year to 43 years, with a mean of 24 years of public safety service. The extremes were outliers; however, the total distribution of the number of years of public safety experience was evenly distributed within that range. The overall distribution is illustrated in Figure 9.

Figure 9: Distribution of the Graduates by Years of Public Safety Experience



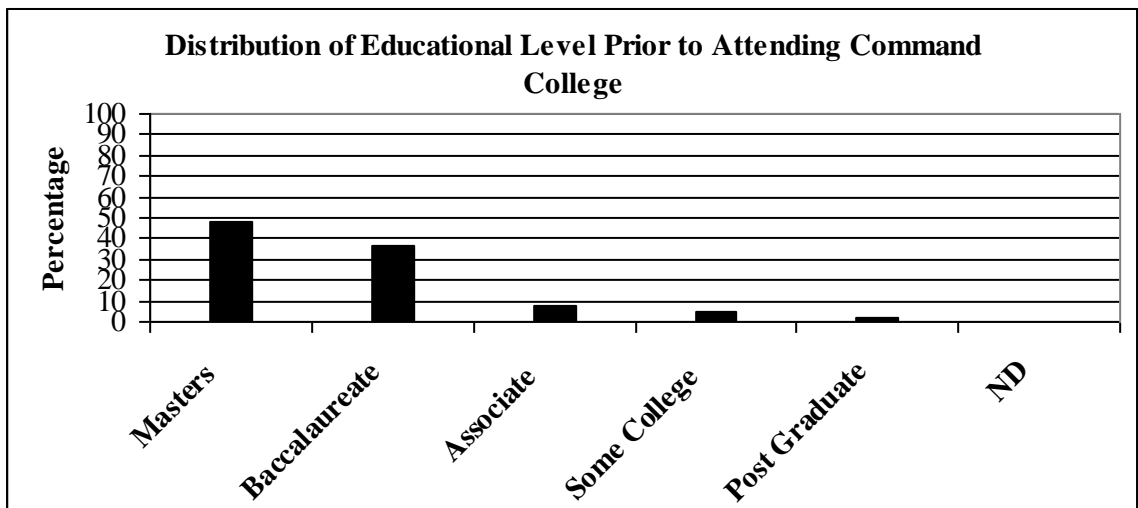
The range of supervisory experience is zero to 38 years. The mean of supervisory experience is 16 years. The range is illustrated in Figure 10.

Figure 10: Number of Years of the Graduate's Supervisory Experience



When asked about the level of education attained prior to attending the Command College, 48 percent of respondents reported holding master's degrees and two percent held post graduate degrees. An additional 39 percent held baccalaureate degrees, eight percent held associates degrees, and five percent had some college experience. The distribution is illustrated in Figure 11.

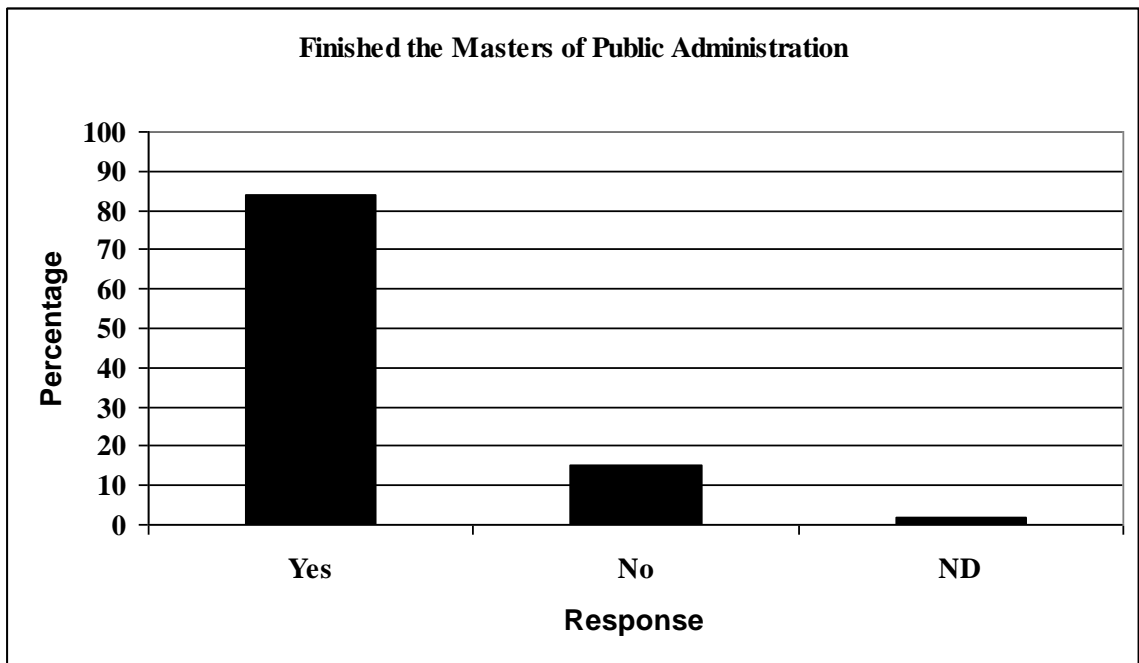
Figure 11: Educational Level Prior to Attending the Command College



Evaluation of the Command College experience

The first question regarding the Command College experience asked of the respondents was, “Did you complete the Master of Public Administration degree?” Even though 50 percent of the respondents had previously attained at least a master’s degree, 84 percent of the respondents who began the Command College completed the MPA degree program. Fifteen percent elected not to complete the master’s program and two percent did not provide the data. Results are shown above in Figure 12.

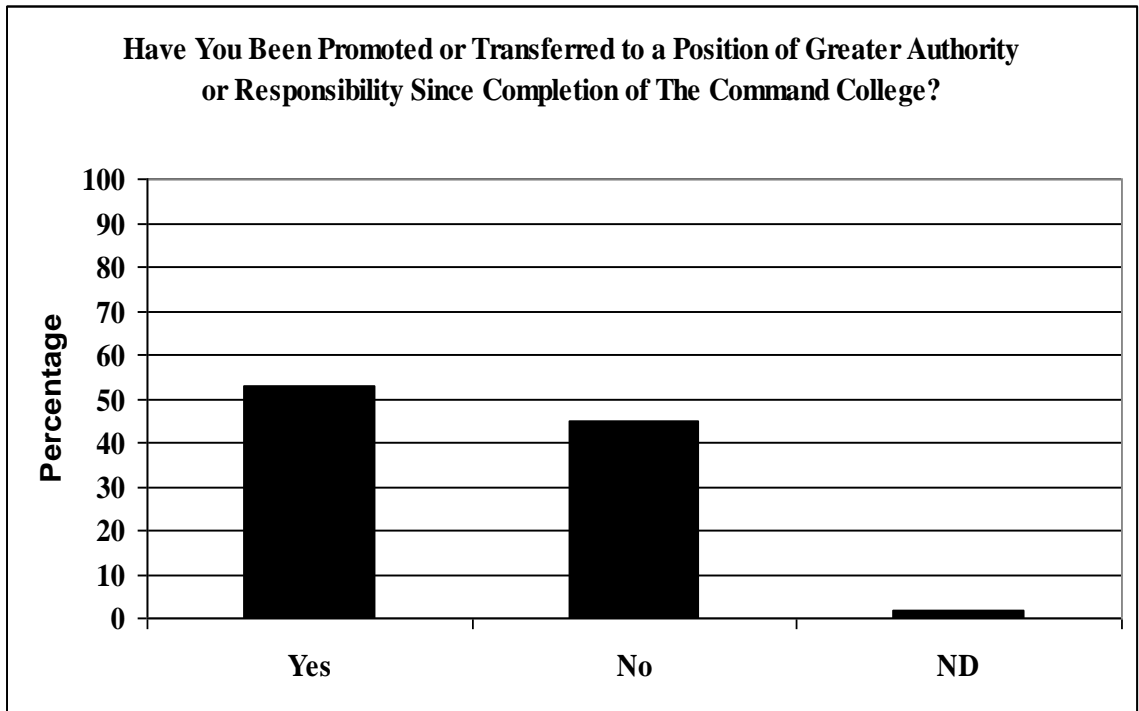
Figure 12: Completion of the Master’s Degree in Public Administration



The second question asked of the respondent was, “Have you been promoted or transferred to a position of greater authority or responsibility since completion of the Command College?” More than half (54 percent) of the graduates responded affirmatively, while 46 percent reported that they had not been promoted or transferred to

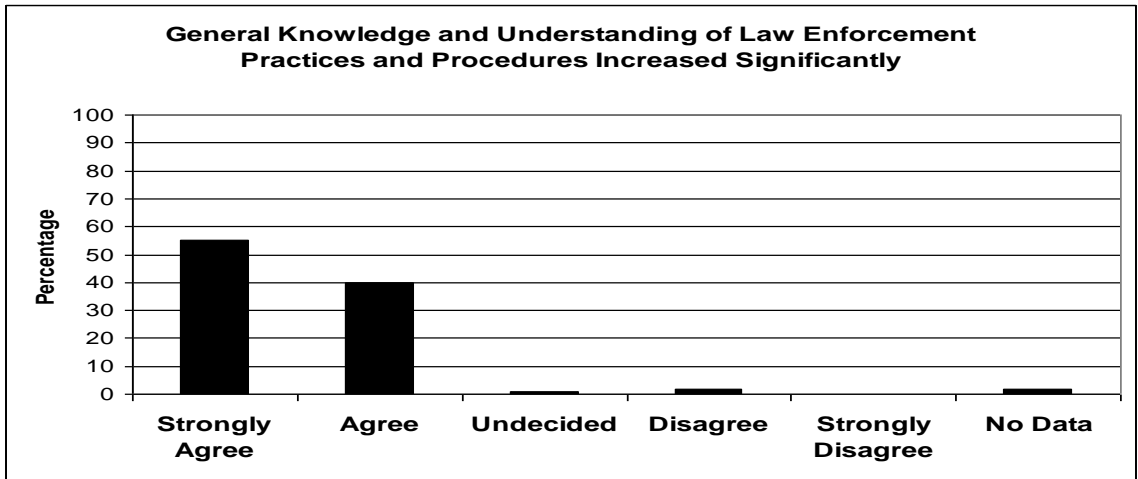
a position of greater authority or responsibility since completion of the Command College (See Figure 13).

Figure 13: Promoted Since Completion of Command College



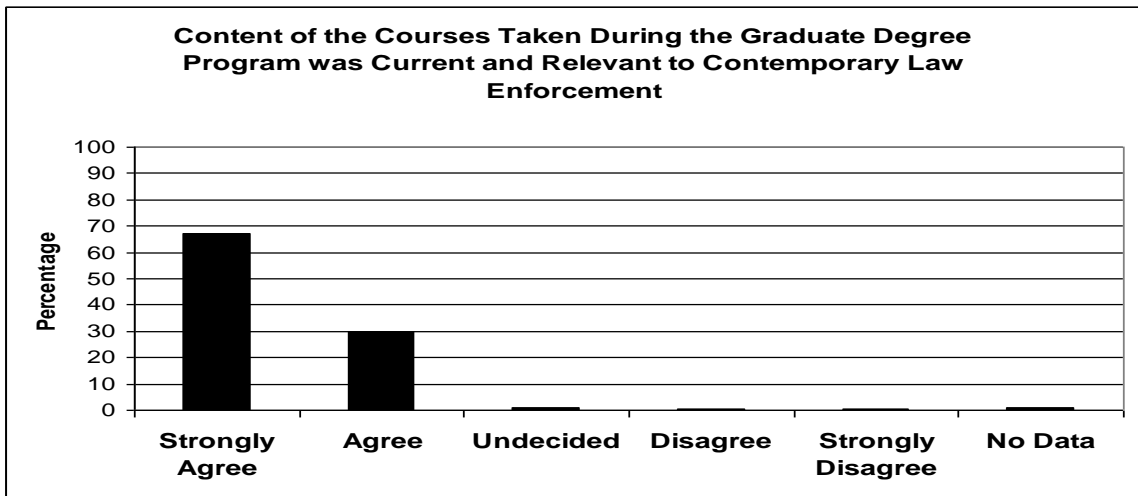
The third question asked was, “Did your general knowledge and understanding of law enforcement practices and procedures increase significantly by the time you graduated from the Georgia Law Enforcement Command College?” More than 95 percent agreed or strongly agreed that their general knowledge had increased significantly. Two hundred forty-eight (55 percent) strongly agreed and 180 (40 percent) agreed. Twelve respondents disagreed, with the statement and one strongly disagreed for a total of three percent who strongly disagreed or disagreed with the statement, and six (one percent) was undecided. Figure 14 illustrates the results.

Figure 14: General Knowledge Increased by Attending the Command College



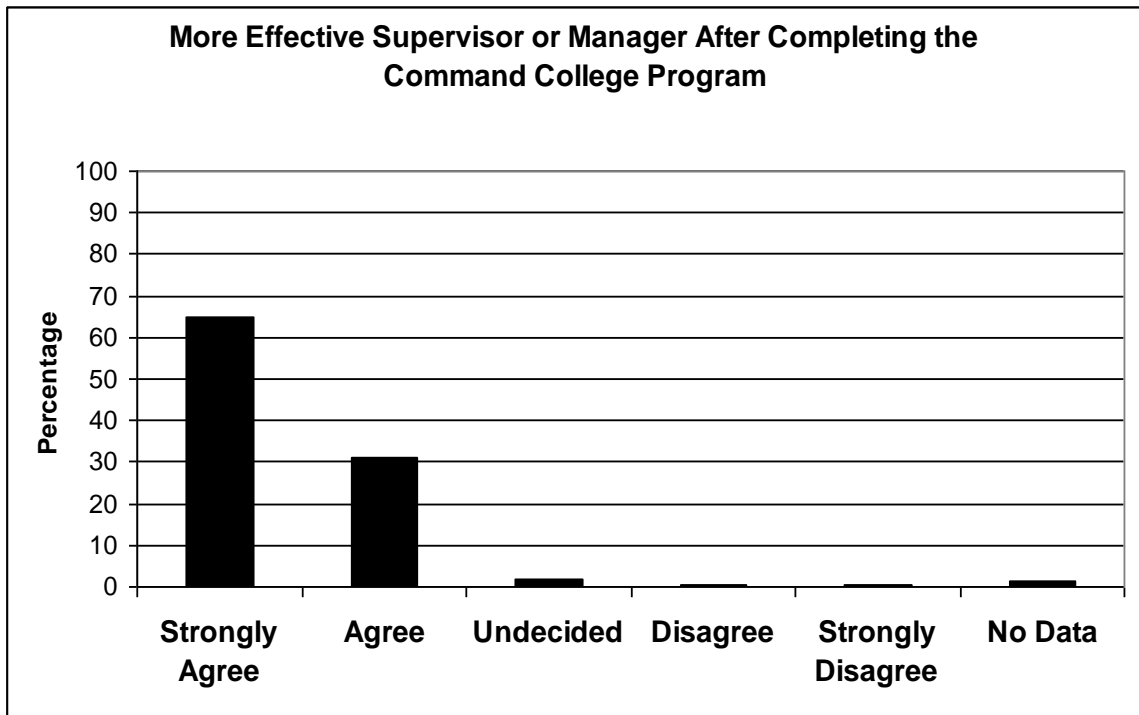
The fourth question was regarding the content of the courses offered during the Command College. The participants were asked if the content of the courses taken during the Command College and to complete the MPA program was current and relevant to law enforcement. Almost all -- 97 percent -- of the respondents agreed or strongly agreed that the content of the Command College courses was current and relevant to contemporary law enforcement. The ratings are illustrated in Figure 15.

Figure 15: Content of Command College Courses was Current and Relevant



The fifth question was whether the graduates of the Command College believed they were more effective as supervisors or managers after completing the Command College courses. Two hundred ninety-six of the respondents strongly agreed and 142 agreed, or a total of 96 percent, with the question of being more effective after completing the Command College, while two percent were undecided, two percent did not provide the data, and less than one percent did not believe they were more effective as supervisors or managers. The respondents' perceptions of their supervisory effectiveness are illustrated in Figure 16.

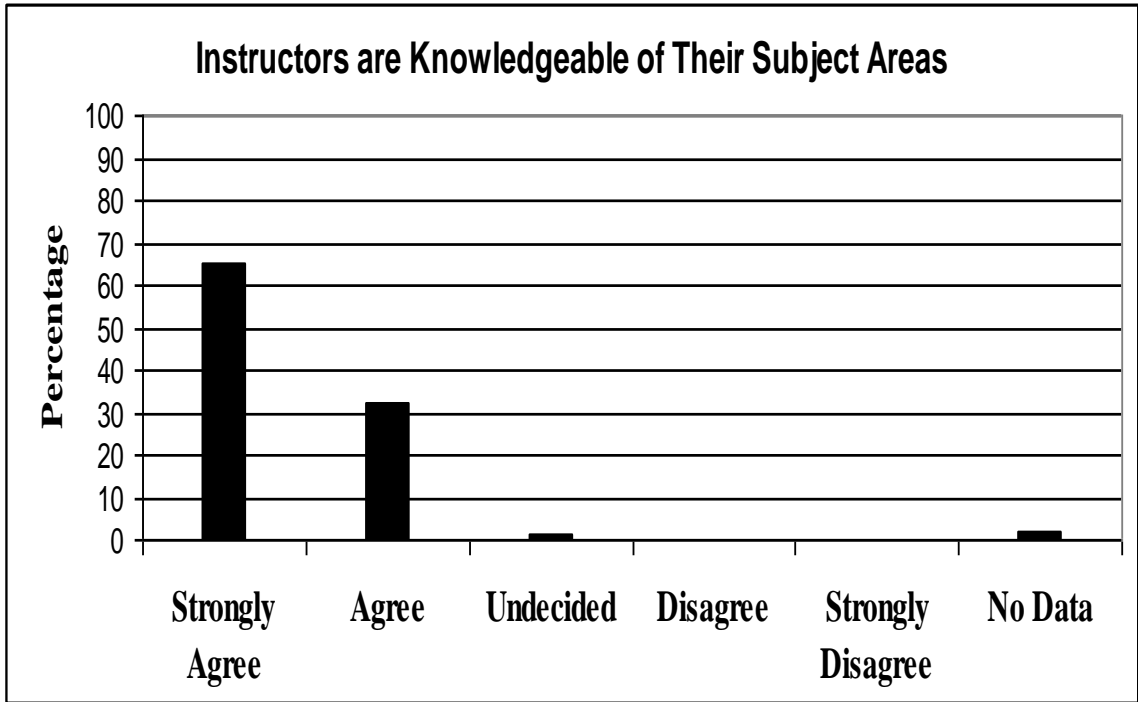
Figure 16: More Effective Supervisor or Manager



Question six asked respondents if they believed the instructors in the Command College were knowledgeable of their subject areas. Two hundred ninety-seven (65 percent) strongly agreed with the statement, 146 (32 percent) agreed, three (one percent)

were undecided, one (less than one percent) strongly disagreed, and seven (2 percent) did not provide any data. The responses regarding instructor knowledge are illustrated in Figure 17.

Figure 17: Instructors Knowledgeable of Their Subject Areas

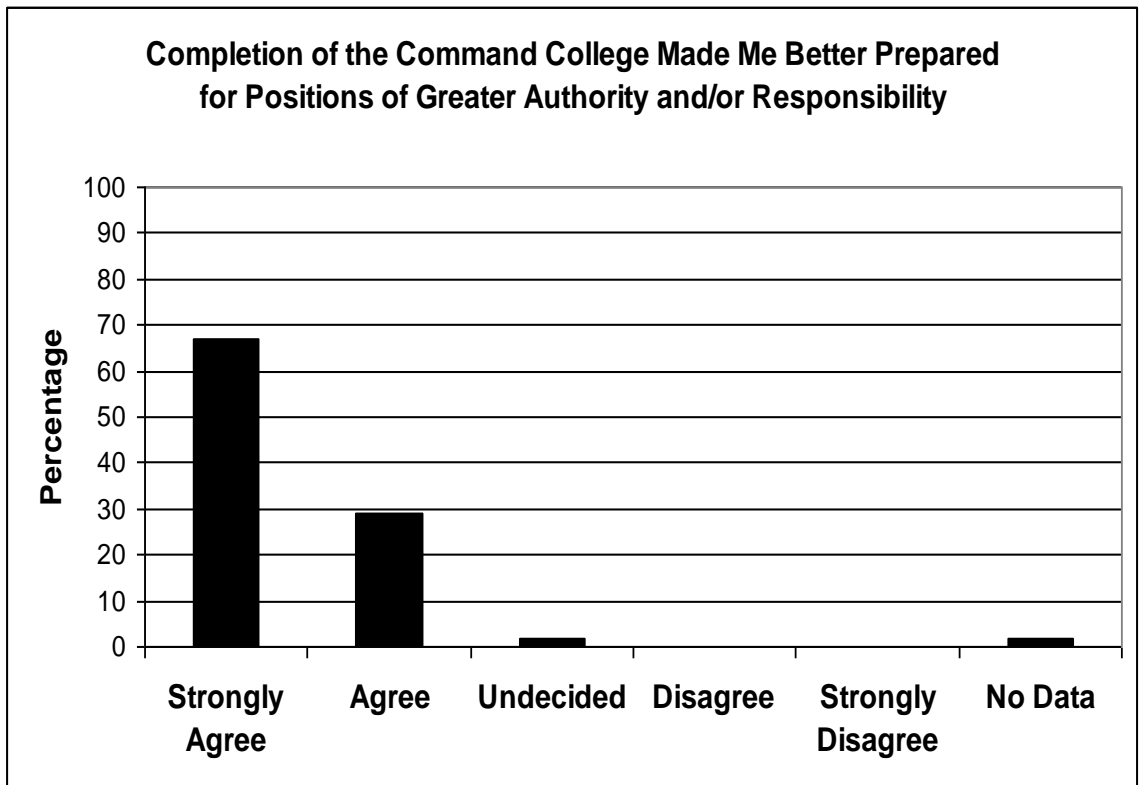


Question seven of the survey asked respondents if they believed that after completing the Command College they were better prepared for positions of greater authority and/or responsibility. Of the 454 respondents, 303 (67 percent) strongly agreed with the statement, and 132 (29 percent) agreed, thus, 96 percent agreed or strongly agreed with the statement that they believed themselves to be better prepared for positions of greater authority and/or responsibility after completing the Command College. Seven (two percent) were undecided, four (one percent) disagreed, one (less

than one percent) strongly disagreed, and seven or two percent did not provide the data.

Results are shown in Figure 18.

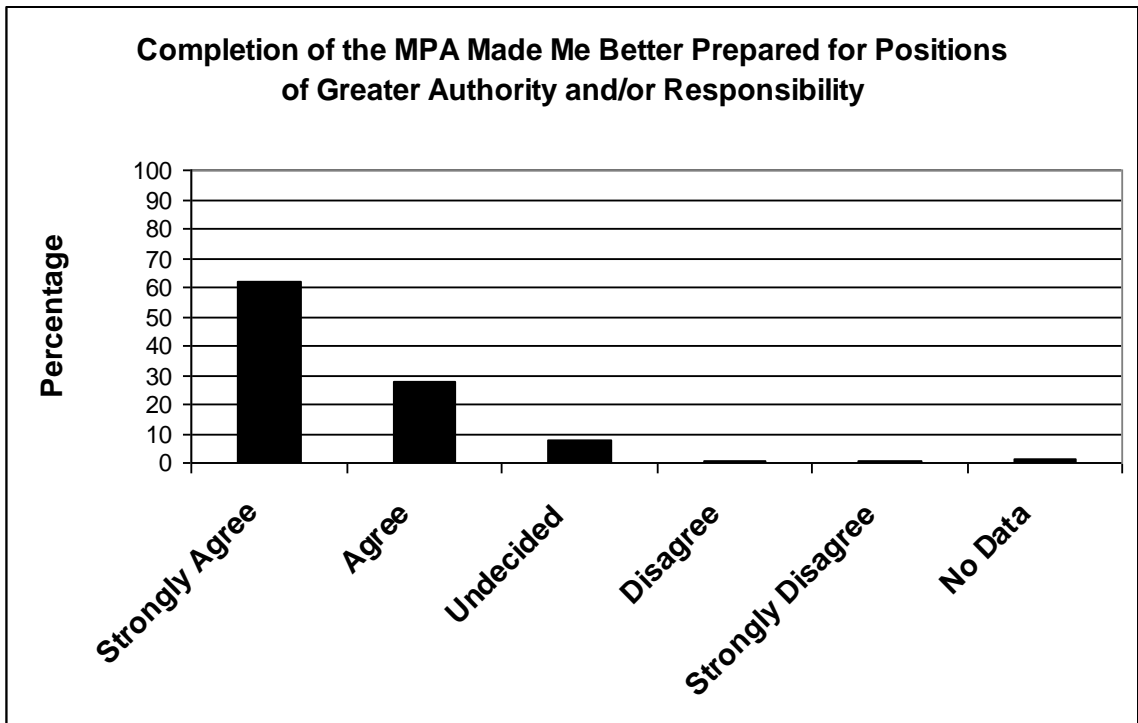
Figure 18: Completion of the Command College Made Me Better Prepared for Positions of Greater Authority and/or Responsibility.



As a follow up to question seven, question eight asked the respondents if they believed the subsequent completion of the Master of Public Administration degree made them better prepared for positions of greater authority and/or responsibility. The respondents, again, overwhelmingly agreed with the statement. Of the 454 respondents, 282 (62 percent) strongly agreed, 125 (28 percent) agreed, showing 95 percent of the respondents believed themselves to be better prepared for promotion after completing the MPA program. Thirty-seven (eight percent) were undecided, two (less than one percent)

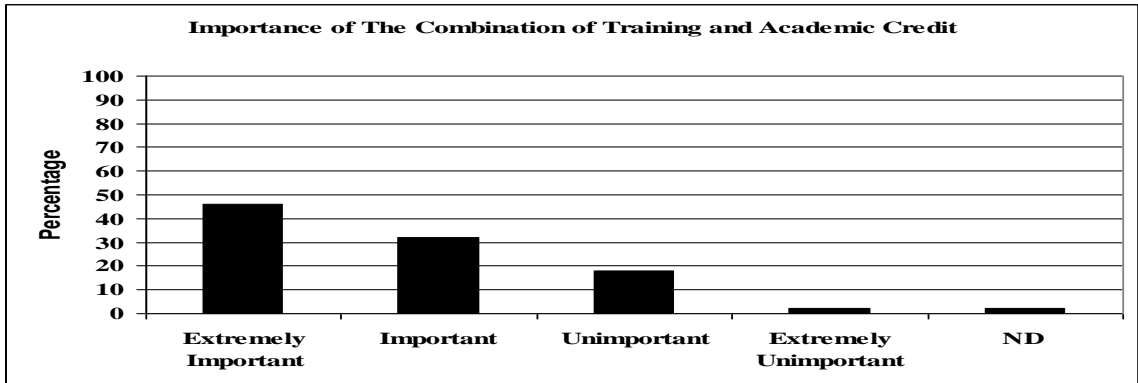
disagreed, one (less than one percent) strongly disagreed, and seven (two percent) did not provide the data. The distribution is illustrated in Figure 19.

Figure 19: Completion of the Masters of Public Administration Degree Made Me Better Prepared for Positions of Greater Authority and/or Responsibility



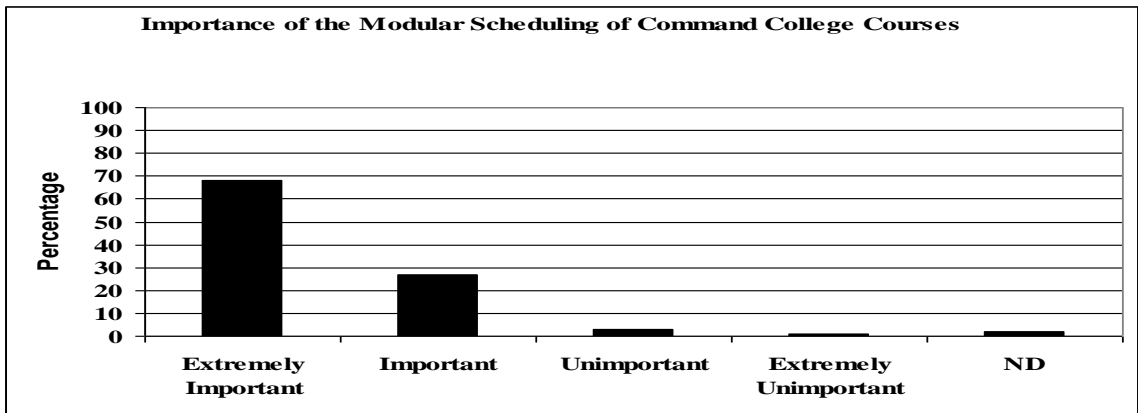
Question nine asked how important to the decision to attend the Command College was the combination of training and academic credit. Almost half (46 percent) of the respondents reported that the combination was extremely important, 146 (32 percent) reported it was important, 83 (18 percent) rated it as unimportant, 10 (two percent) said it was extremely unimportant and seven (two percent) did not provide any data. These data are reflected in Figure 20.

Figure 20: Importance of the Combination of Training and Academic Credit



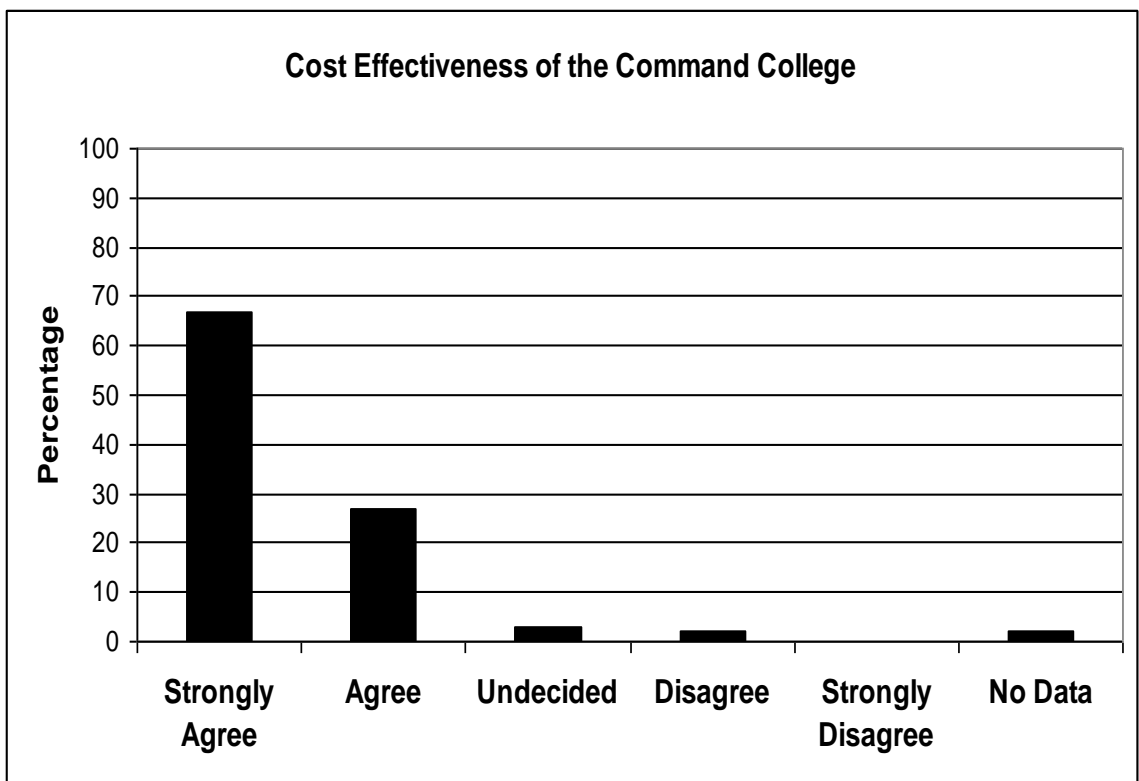
Question 10 asked the respondent to rate the importance of the modular scheduling of courses in the Command College to the decision to pursue the Command College certificate and the Master of Public Administration degree. Of the 454 survey respondents, 308 (68 percent) responded that the scheduling was extremely important, 123 (27 percent) responded the scheduling was important, showing 95 percent believed scheduling was important. Fourteen (three percent) rated the scheduling as unimportant, two (less than one percent) responded the scheduling was extremely unimportant, and seven (two percent) did not provide any data. Survey results are illustrated in Figure 21.

Figure 21: Importance of the Modular Scheduling of the Command College Courses



Question 11 was intended to determine if the respondent believed the training and educational benefit received at the Command College was cost effective in terms of return on the investment. Three hundred three (67 percent) of the respondents strongly agreed, 122 (27 percent) agreed, thus 94 percent of the respondents believed the training and education benefits of the Command College to be cost effective. Fifteen (three percent) were undecided, seven (two percent) disagreed with the statement, and seven or two percent failed to provide the data. The responses to the question are depicted below.

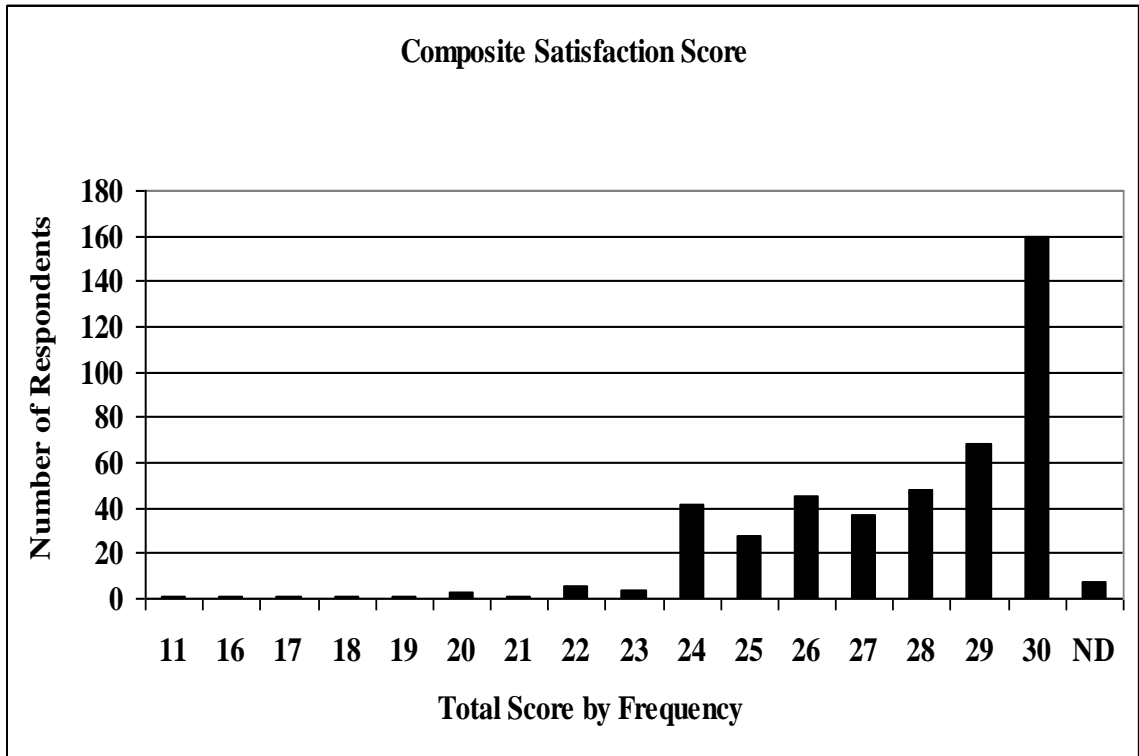
Figure 22: The Training and Educational Benefit of the Command College was Cost Effective



An Alumni Composite Satisfaction Scale (ACSS) was developed to rate the overall satisfaction of the respondents with the training and education received at the Command College, using the Alumni Composite Satisfaction Score. The ratings for

questions three, four, five, six, seven, and 11, as listed in the survey instrument, were totaled to arrive at the satisfaction total. The mean of the ACSS for the survey was 28. The distribution of the Alumni Composite Satisfaction Scores is shown in Figure 23.

Figure 23: Distribution of the Alumni Composite Satisfaction Score

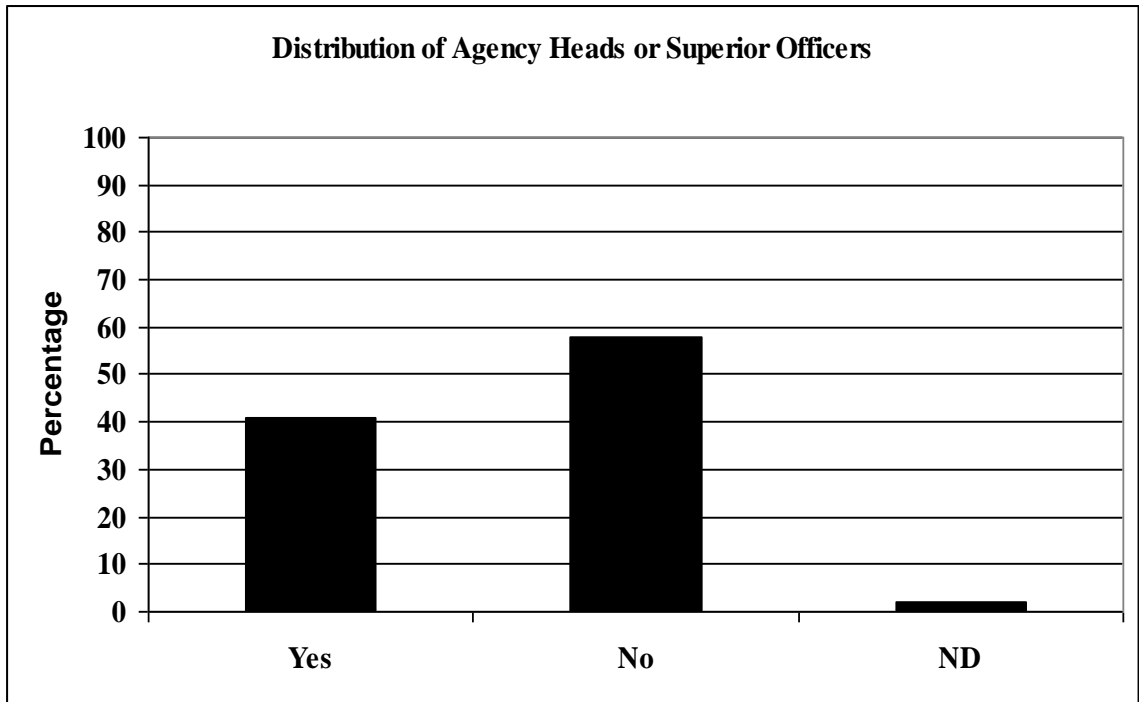


Agency heads and superior officers' evaluation

Although the primary mission of the survey was to measure the attitudes of the respondents in their beliefs of personal benefit, there was interest in how the agency heads and superior officers felt about the job performance of the Command College graduates. The survey asked that agency heads and superior officers identify themselves as such and to answer the questions 12, 13, and 14 from a supervisory perspective. One hundred eighty five (41percent) identified themselves as agency heads or superior

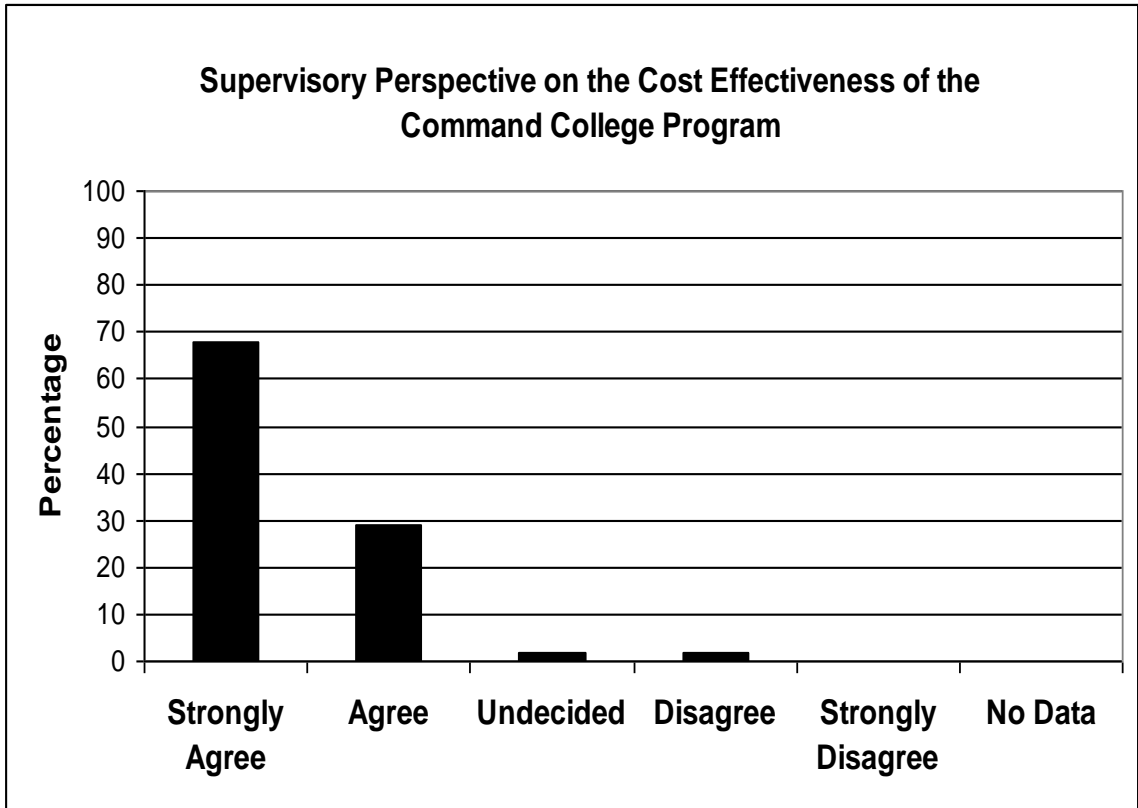
officers currently supervising Command College graduates. Agency heads and superior officers' responses are illustrated below in Figure 24.

Figure 24: Agency Heads and Superior Officers



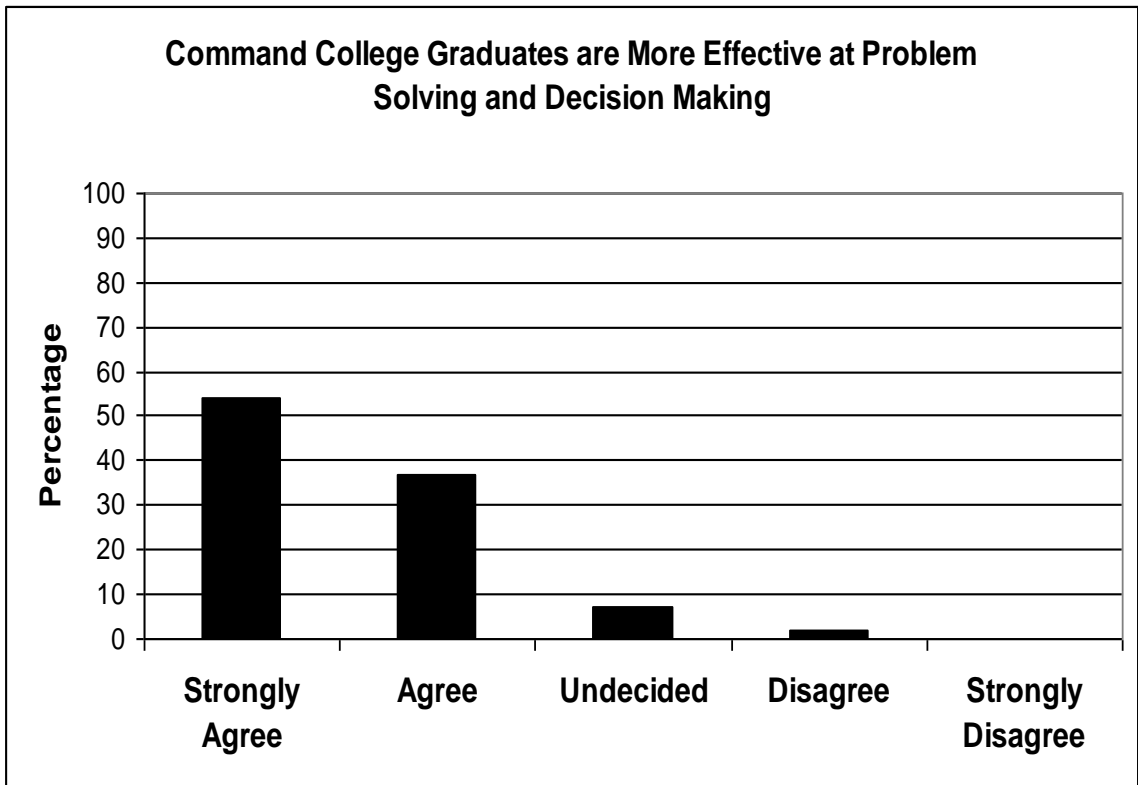
The agency heads or superior officers were asked if they agreed that the training and educational benefit received at the Command College was cost effective, in terms of return on the investment, from the supervisory perspective. One hundred twenty-five (68 percent) strongly agreed that the Command College program was cost effective, 53 (29 percent) agreed the program was cost effective, four (less than one percent) were undecided, and three (less than one percent) disagreed that the training and education received in the Command College program was cost effective. The agency heads or superior officer responses are illustrated in Figure 25.

Figure 25: Supervisory Perspective of Cost Effectiveness of the Command College Program.



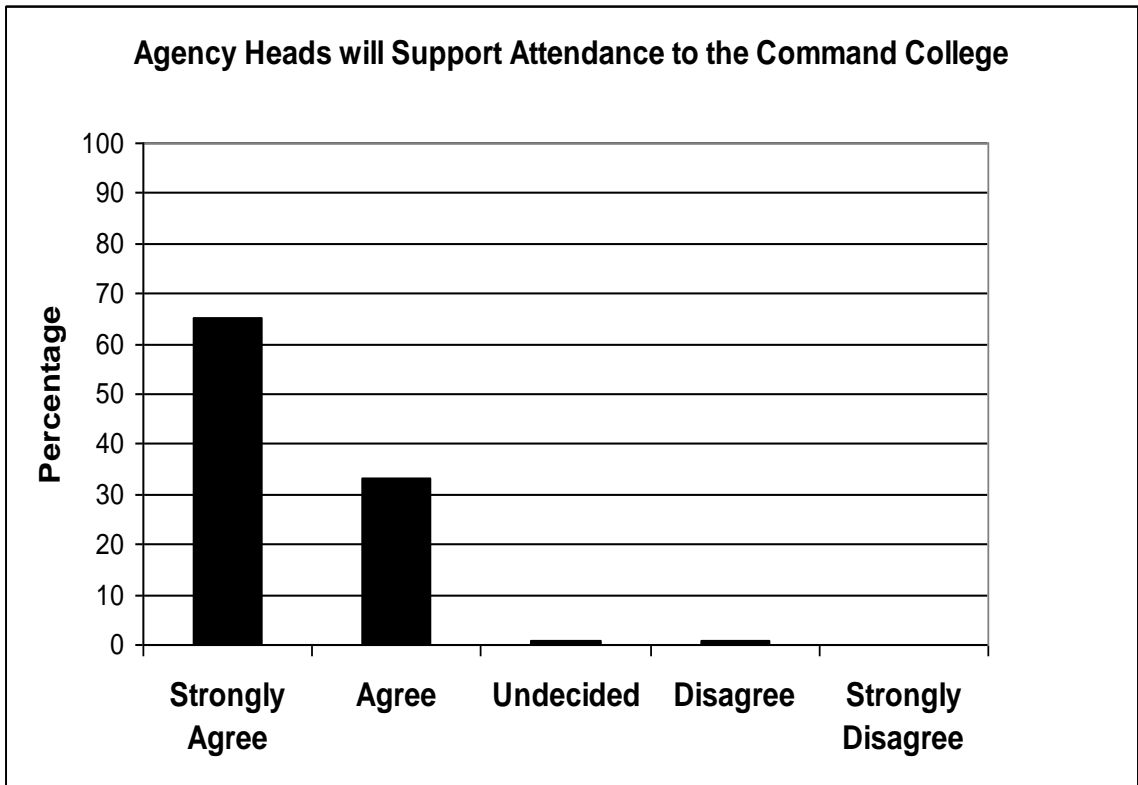
Additionally, the agency heads and superior officers were asked if the Command College graduates were more effective at problem solving and decision making than their peers. More than one half (54 percent) of the agency heads and superior officers strongly agreed that the Command College graduate, were more effective at problem solving and decision making. Sixty-eight (37 percent) agreed with the statement. Thus, 91 percent believed the Command College graduates to be more effective. Fourteen (eight percent) remained undecided, and three (two percent) disagreed that the Command College graduates were more effective at problem solving and decision making. Results are shown in Figure 26.

Figure 26: Command College Graduates are More Effective at Problem Solving and Decision Making.



The agency heads and superior officers were also asked if they believed that other agency heads or superior officers would support their personnel in attending the Command College. One hundred twenty-one (65 percent) of the respondents strongly agreed and 60 (33 percent) agreed that other agency heads and superior officers would support attendance in the Command College, while two respondents (one percent) were undecided in their support, and two (one percent) disagreed. The data indicates that almost all the agency heads and superior officers responding support the Command College and believe that other agency heads and superior officers will support the program as well. The results are shown in Figure 27.

Figure 27: Support of the Agency Head and Superior Officers in Attending the Command College.



Interpretation of the Data Analysis

Data presented in Figure 23 clearly indicate that an overwhelming proportion of respondents give high marks to all aspects of the Command College program and these findings cannot be dismissed as statistically insignificant or due to sheer random chance. On the Alumni Composite Satisfaction Score, the entire sample averaged 27.69. Moreover, their satisfaction was not confined to any one aspect of the program, but was uniformly distributed across all six items relating to curriculum and instruction measured in questions three, four, five, six, seven, and 11. The frequency distribution of items making up the Alumni Composite Satisfaction Score is shown in Table 3.

Table 3: Frequency Distribution of Items Making up the Alumni Composite Satisfaction Score

My general knowledge and understanding of law enforcement practices and procedures increased significantly by the time I graduated from the Georgia Law Enforcement Command College.					
	SA	A	U	D	SD
Number	248	180	6	12	1
Percentage	(55)	(40)	(1)	(3)	(< 1)
The content of course taken during the graduate degree program was current and relevant to law enforcement.					
	SA	A	U	D	SD
Number	303	138	3	12	1
Percentage	(67)	(30)	(1)	(< 1)	(< 1)
I feel that completing the courses offered by the Georgia Law Enforcement Command College made me a more effective law enforcement supervisor or manager.					
	SA	A	U	D	SD
Number	296	142	7	1	1
Percentage	(65)	(31)	(2)	(< 1)	(< 1)
Instructors in the Georgia Law Enforcement Command College were knowledgeable of their subject areas.					
	SA	A	U	D	SD
Number	297	146	3	0	1
Percentage	(65)	(32)	(< 1)	(0)	(< 1)
Completion of the Georgia Law Enforcement Command College made me better prepared for positions of greater authority and responsibility.					
	SA	A	U	D	SD
Number	303	132	7	4	1
Percentage	(67)	(29)	(2)	(1)	(< 1)
The training and educational benefit of the Georgia Law Enforcement Command College is cost effective in terms of return on the investment.					
	SA	A	U	D	SD
Number	303	122	15	7	0
Percentage	(67)	(27)	(3)	(2)	(0)

One could argue that non-respondents to the e-mail survey possess more negative attitudes toward the program, and hence the findings presented above were artificially inflated or skewed toward the program favorably. In attempting to present data on this possible argument, the researcher performed a one way analysis of variance on mean scores for those in each of the three waves who responded to the survey. Respondents who completed the survey in wave three were laggards and should resemble non-respondents more than early responders in waves one and two. The data presented in Table 3 indicate similar satisfaction scores between all three groups and the differences were insignificant ($\bar{x}_1 = 27.67$, $\bar{x}_2 = 27.77$, $\bar{x}_3 = 27.65$; $F = .05$; n.s.). These data will not allow the researcher to reject a null hypothesis that the three surveys came from different populations on satisfaction at an acceptable level (.05) of Type II error: Hence the three groups are equivalent to one another.

Data presented in Tables 4 and 5 depict relationships which exist between several potential correlates of alumni satisfaction. These data are more analytical than the descriptive statistics and bar charts presented previously. The data contained in Table 4 summarize the results of one way analysis of variance performed on satisfaction scores for selected categorical variables including gender and race. Mean averages are compared between categories on satisfaction.

Table 4: Mean Comparisons on Alumni Composite Satisfaction Scores between Categories on Selected Nominal Variables.

Variables	Mean Averages	F Ratio	Significance
Gender			
Male	27.39	1.15	.285
Female	27.45		
Race			
White	28.21	2.05	.129
Black	27.59		
Asian	30.00		
Waves			
One	27.67	.05	.947
Two	27.77		
Three	27.65		
Promotion			
No	27.36	5.92	.015
Yes	27.97		
Finish MPA			
No	27.31	.93	.40
Yes	27.76		

Group means and F-tests presented in Table 4 show that all groups are equivalent in average satisfaction, except for whether or not respondents have been promoted since completing the Command College program. As one would expect, average satisfaction was greater for those who were promoted ($\bar{x}_1 = 27.97$; $F = 5.92$; $p = .02$) compared to those who were not promoted. The mean differences, however, are not substantively significant. The large sample size explains the significant F ratio rather than any large or meaningful discrepancy between group averages. Four out of the five categorical variables show no relationship to satisfaction and hence little fragmentation or segmentation between demographic groups exists in the sample.

Data contained in Table 5 depict the correlations and multiple correlations between more quantitative variables measured at interval or ratio levels and respondent satisfaction scores. The regression coefficients presented in Table 5 control for or hold constant the effects of other independent variables entered into the linear regression equation.

Table 5: Pearson Product Moment Correlations between Independent and Dependent Variables:

Variable	Agency Size	Age	Overall Experience	Supervisory Experience	Educational Level	Total Satisfaction Score
Agency Size		.0221	-.0377	-.1004	.1003	-.0610
Age			.7894	.6596	-.0039	-.0420
Overall Experience				.7056	-.0367	-.0089
Supervisory Experience					.0100	-.1464
Educational Level						-.0305

Pearson's product moment correlation coefficients presented in Table 5 sketches a similar picture. Very few independent variables -- agency size, age, education level -- have a significant relationship to satisfaction scores.

The high significant positive correlations between age and overall years of experience in law enforcement ($r = .79$; $p < .001$) are in the expected direction, since one would expect the older that one is, the more years of experience he/she would have in police service. The coefficient of determination indicates that age explains about 64 percent of the total variance in years of experience. A similar relationship exists between

age and supervisory experience ($r = .66$; $p < .001$) and demonstrates that older alumni have more experience in supervisory positions than their more youthful colleagues.

When controls are expressed in Table 6, the regression coefficients are all insignificant, except for years of supervisory experience. The greater the number of years of supervisory experience, the less favorable respondents evaluated the program ($b = .07$; $p = .01$) after controlling for other independent variables, i.e. age, agency size, years of public safety experience, etc. In short, few variables predict or are significantly related to respondent satisfaction. Program satisfactions are widespread, diffuse, and not contained to any particular group or respondent characteristic.

Table 6: Multiple Regression Analysis on Alumni Satisfaction Scores

Independent Variable	Regression Coefficient	Standard Error	T Value	Significance
Agency Size	.00	.00	1.05	.30
Age	.03	.029	1.06	.29
Experience	.01	.03	.37	.71
Supervisory Experience	.07	.03	-2.62	.009*
Education	.02	.15	.14	.89
$R^2 = .02$				

* Significant at the .01 level

Secondary Survey of Non-Alumni Agency Heads

As discussed, the primary survey of the attitudes of the Command College alumni was overwhelmingly positive. Variation among the opinions of all respondents was nearly negligible. Such high levels of satisfaction, among groups, are certainly often legitimate and accurate; however, there also exists the possibility of a confounding variable.

A common confounding variable is known as a “Halo Effect.” According to Kirwan-Taylor, “The Halo Effect is the habit many of us have of embellishing another (or thing) with positive qualities because of his or her association with someone or something successful, whether or not they possess those qualities themselves” (2009, 20). This higher value placed on a program or event, due to association with it, may then skew the perception of the individual.

The overwhelming results of the alumni survey, not only gave consideration to the possibility that the alumni, may be a result of a Halo Effect, but the possibility of “Effort Justification,” as well (Festinger, 1954). The Effort Justification Theory is an derivative of the Cognitive Dissonance Theory, first promulgated by Leon Festinger in the 1950s, that holds that the greater the effort one puts into reaching a goal, the greater the value that the individual will assign the completion of that goal (Festinger, 1954; Needham; 1978; Aronson, 1997; Heckert, et.al. 2006). Since Festinger brought forth the Cognitive Dissonance Theory, there has been an on-going debate of the issues. There are several limitations to the application of the theory that should be noted (Heckert, et.al, 2006). Heckert, et.al. (2006), in discussing the results of their study, “Relations Among Student Effort, Perceived Class Difficulty Appropriateness, and Student Evaluations of Teaching: Is it Possible to “Buy” Better Evaluations Through Lenient Grading?” stated, “Although the results are consistent with cognitive theory, it is also possible that students expend more effort in classes that they find more valuable and enjoyable. Rather than “justifying” spent effort, it may be that students are choosing to devote more effort to these more enjoyable classes.” Steven Smith, et.al. (2007), in their study on attitude

certainty, made the observation that a concern with non-experimental studies examining naturally occurring attitudes is that there may not be sufficient variance in the key constructs to establish associations. Festinger's first research hypothesis in "A Theory of Social Comparison Processes is "There exists, in the human organism, a drive to evaluate his opinions and his abilities' (Festinger, 1954, 117). Festinger also recognized the difficulty that one may have in self evaluation. He explained the phenomenon this way,

Abilities are of course manifested only through performance which is assumed to depend upon the particular ability. The clarity of the manifestation or performance can vary from instances where there is no clear ordering criterion of the ability to instances where the performance which reflects the ability can be clearly ordered. In the former case, the evaluation of the ability does function like other opinions which are not directly testable in "objective reality." For example, a person's evaluation of his ability to write poetry will depend to a large extent on the opinions which others have of his ability to write poetry. In cases where the criterion is unambiguous and can be clearly ordered, this furnishes a objective reality for the evaluation of one's ability so that it depends less on the opinions of other persons and depends more on actual comparison of one's performance with the performance of others.

Recognizing the need to control for the possibility of a confounding variable, such as effort justification, or a Halo Effect, a secondary survey of non-alumni agency heads, was conducted, to allow the job performance of the alumni to be compared with the job performance of their peers, by non-alumni agency heads.

The secondary survey instrument

The secondary survey instrument was designed to include four similar items contained in the survey of the graduates and six additional items unique only to the non-alumni agency heads. The secondary survey instrument was distributed to the population

of agency heads who were not Command College graduates, but had at least one graduate among their staff.

Currently, there are 292 agencies in Georgia that employ graduates of the Command College. The Chief Executive Officer of 185 of those agencies is a Command College graduate. After elimination of those 185 agencies, the 107 agencies remaining that do not have a graduate of the Command College as the Chief Executive Officer became the survey population.

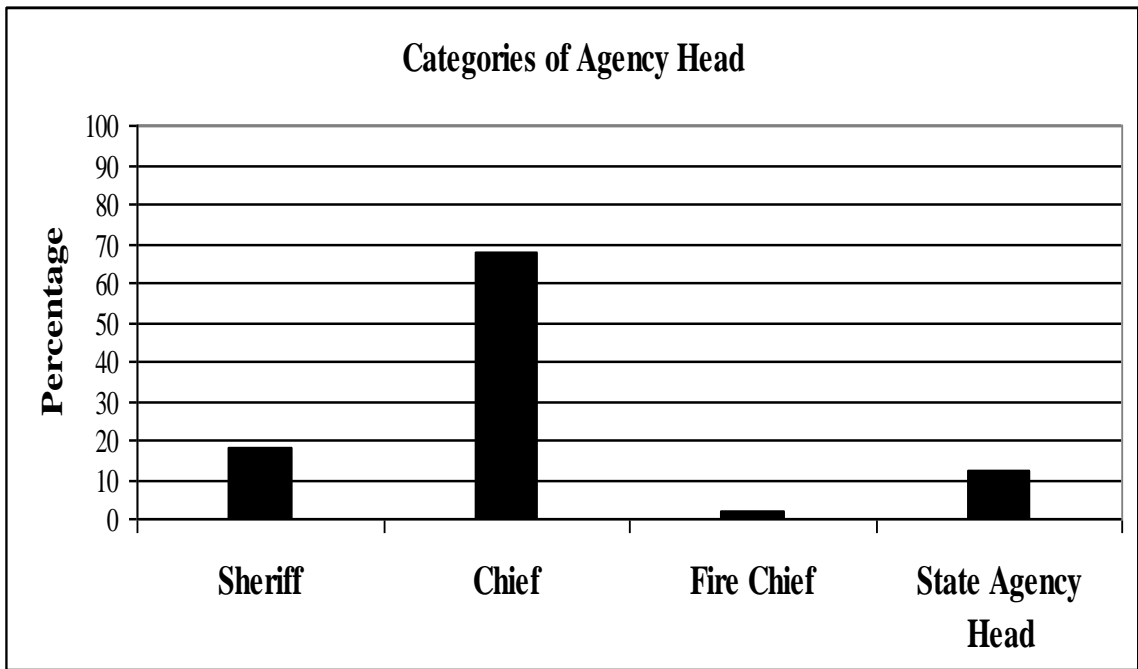
Archival data, obtained from, the membership directories of the GACP and the Georgia Sheriffs Association (GSA) provided the e-mail addresses for the 107 agency heads. The survey instrument was distributed using internet survey software Survey Monkey. An e-mail message, introducing the researcher and requesting that the agency head complete the survey, provided an electronic link to the survey instrument. Three of the messages were returned as non-deliverable due to a block against electronic surveys on the receiver's e-mail account. Two additional messages were returned as non-deliverable due to address changes or closing of the e-mail accounts. One hundred-two of the e-mail messages were delivered successfully.

The survey remained open for a five day period, Monday - Friday, with daily reminders sent to those who had not responded to the survey. At the close of the five day period, 50 survey instruments returned. Of those 50, ten were incomplete. Although demographic data had been provided, the research items were unanswered. Those ten survey instruments were subsequently eliminated, providing a calculated rate of return for the survey of 39.2 percent.

Results of the secondary survey

The majority of the agency heads responding was local representatives: Sheriffs (18 percent), Police Chiefs (68 percent), and Fire Chiefs (2 percent) comprised 88 percent of the responses. State agency heads, Directors and Commissioners, comprised the remaining 12 percent of the total responses. The breakdown of responding agency heads is illustrated in Figure 28.

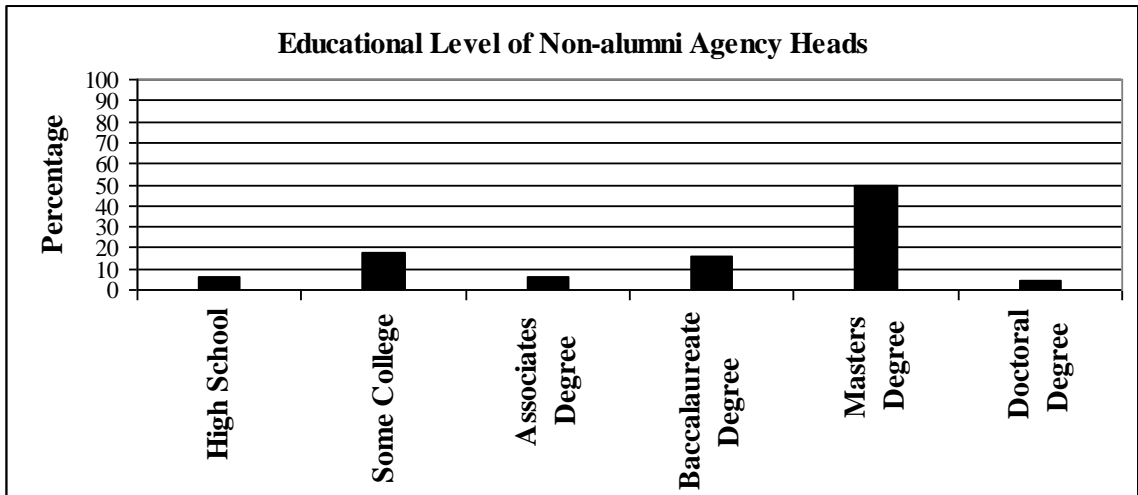
Figure 28: Categories of Agency Head



The demographic profile of the non-alumni agency heads is comparable to the profile of the Command College alumni. Seventy-eight percent of the non-alumni are white, 22 percent are black, and none are Asian or Hispanic in ethnicity. The data indicate that 96 percent are male and four percent are female. The mean age of the respondents is 53 years of age, with an average of 20 years of supervisory experience and a total of 28 years of public service. Seventy percent of the respondents hold a minimum

of a baccalaureate degree and 94 percent have some college experience. Figure 29 illustrates the breakdown of the college experience of the respondents.

Figure 29: Education level of the Non-Alumni Agency Heads



As discussed earlier, the instrument included four items from the primary survey that assessed the attitudes of the alumni. The items were merely reworded to assess the same attitudinal attributes of the non-alumni agency heads.

The survey items used to make up the Non-alumni Composite Satisfaction Score were as follows:

- Question 1. My officers/administrators were significantly more knowledgeable of law enforcement practices and procedures after completing the Command College.
- Question 2. Completing the Command College made my officers/administrators more effective law enforcement supervisors or managers.
- Question 3. Completion of the Command College made my officers/administrators better prepared for positions of greater authority and responsibility.
- Question 7. The overall benefit of the Command College is cost effective in terms of return on the investment.

The responses to those four items provided an aggregate satisfaction score, the Non-alumni Composite Satisfaction Score. The items were scored as follows: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, and Strongly Disagree = 1. There was a possible minimum score of four and a maximum score of 20 on the index.

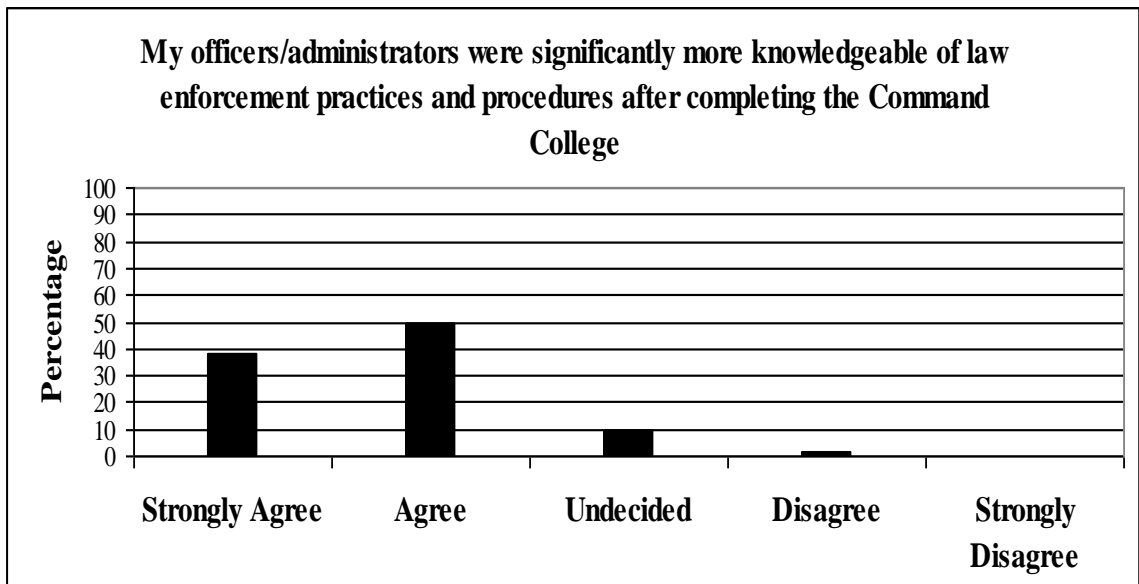
The Non-Alumni Composite Score was 16.54 of a possible 20 points or 83 percent satisfaction with the effectiveness of the program. The Composite Satisfaction Score of the alumni was 27.70 of a possible 30 points or 92 percent satisfaction with the effectiveness of the program. Clearly, the satisfaction score of the non-alumni is lower than the satisfaction score of the alumni; however, a level of 83 percent is still considered a high level of satisfaction. The frequency of the responses to those four common research items is shown in Table 7.

Table 7: Frequency Distribution of Items Making up the Non-Alumni Composite Satisfaction Scale

My officers/administrators were significantly more knowledgeable of law enforcement practices and procedures after completing the Command College.					
	SA	A	U	D	SD
Number	15	20	4	1	0
Percentage	(38)	(50)	(10)	(2)	(0)
Completing the Command College made my officers/administrators more effective law enforcement supervisors or managers					
	SA	A	U	D	SD
Number	13	20	6	1	0
Percentage	(33)	(50)	(15)	(3)	(0)
Completion of the Command College made my officers/administrators better prepared for positions of greater authority and responsibility					
	SA	A	U	D	SD
Number	14	19	7	0	0
Percentage	(35)	(48)	(17)	(0)	(0)
The overall benefit of the Command College is cost effective in terms of return on the investment					
	SA	A	U	D	SD
Number	10	22	7	0	1
Percentage	(25)	(55)	(18)	(0)	(2)

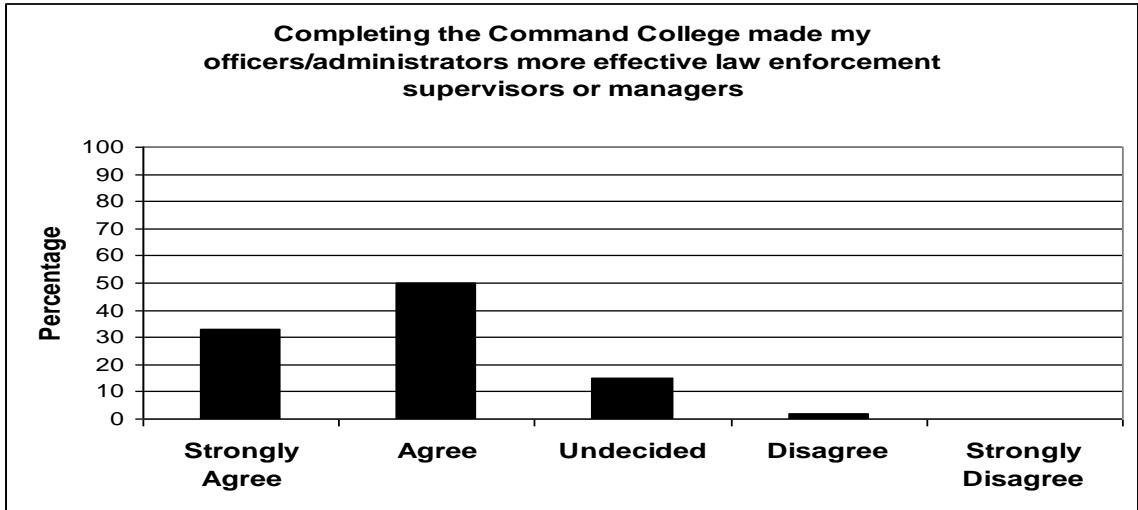
Additionally, each research item was analyzed individually. For survey item one, 15 respondents (38 percent) strongly agreed and 20 respondents (50 percent) agreed that their employee’s knowledge of law enforcement practice and procedure was significantly increased after attending the Command College. Four respondents (10 percent) remain undecided and one respondent (2 percent) disagreed with the statement. The responses are illustrated in Figure 30.

Figure 30: Knowledge of Practice and Procedure Increased.



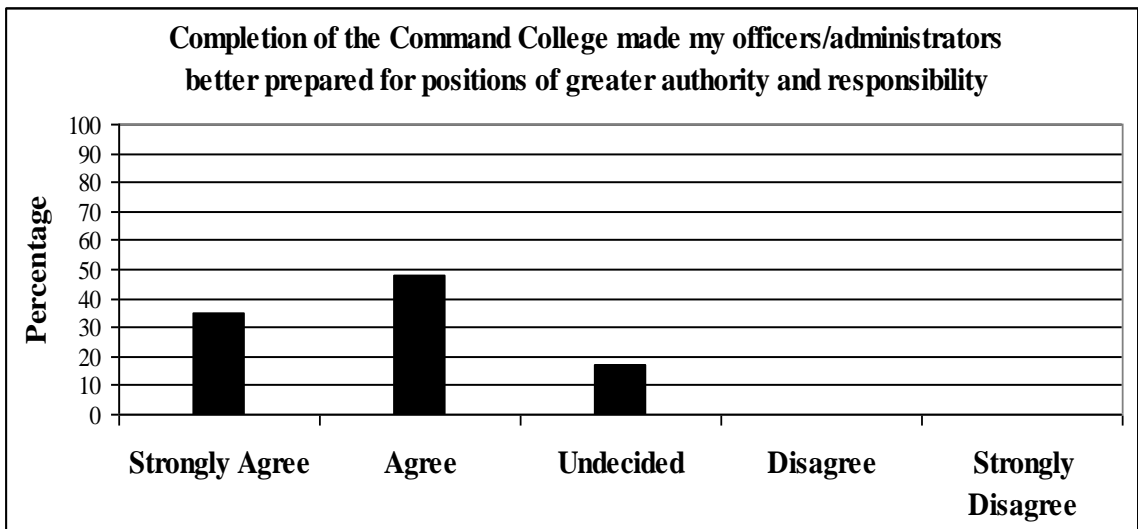
For survey item two, thirteen respondents (33 percent) strongly agreed and 20 (50 percent) agreed that the graduates were more effective supervisors and managers. Six (15 percent) remained undecided and one responder (2 percent) disagreed that the graduates were more effective after completion of the Command College. Figure 31 describes the responses to the second research inquiry.

Figure 31: More Effective Supervisors and Managers



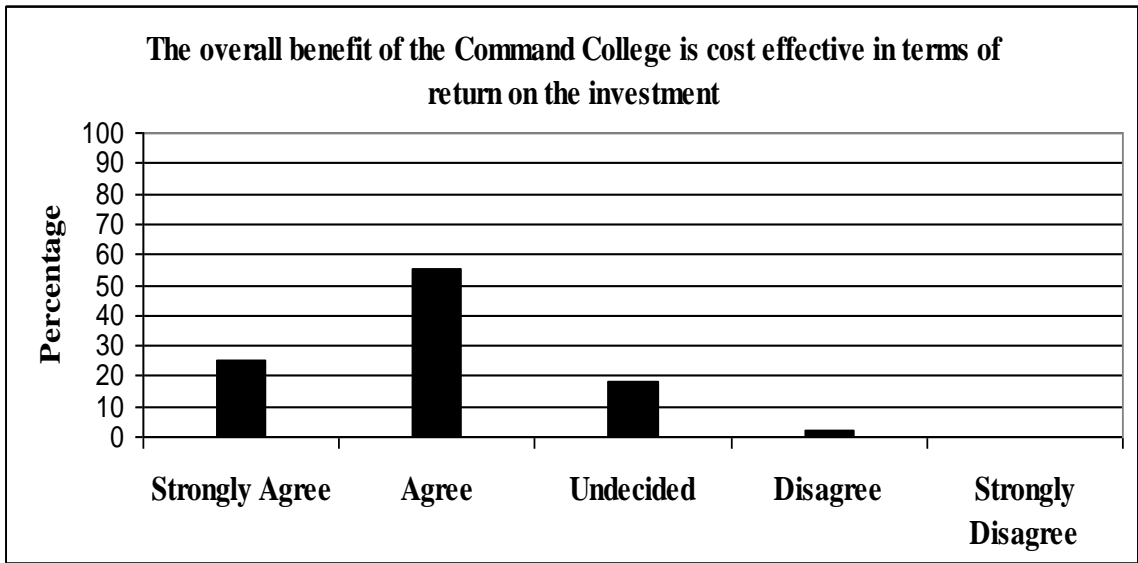
For survey item three, 14 (35 percent) of the respondents strongly agreed and 19 (48 percent) agreed that the graduates were better prepared for positions of greater authority and/or responsibility. Seven (17 percent) of the respondents remain undecided, however, there were none who disagreed. Figure 32 illustrates the agency head responses.

Figure 32: Graduates Better Prepared for Positions of Greater Authority and/or Responsibility



For survey item seven, 10 (25 percent) strongly agreed and 22 (55 percent) agreed that the program was cost effective. Seven (18 percent) remain undecided and one (2 percent) strongly disagreed that the program was cost effective. Figure 33 describes the responses.

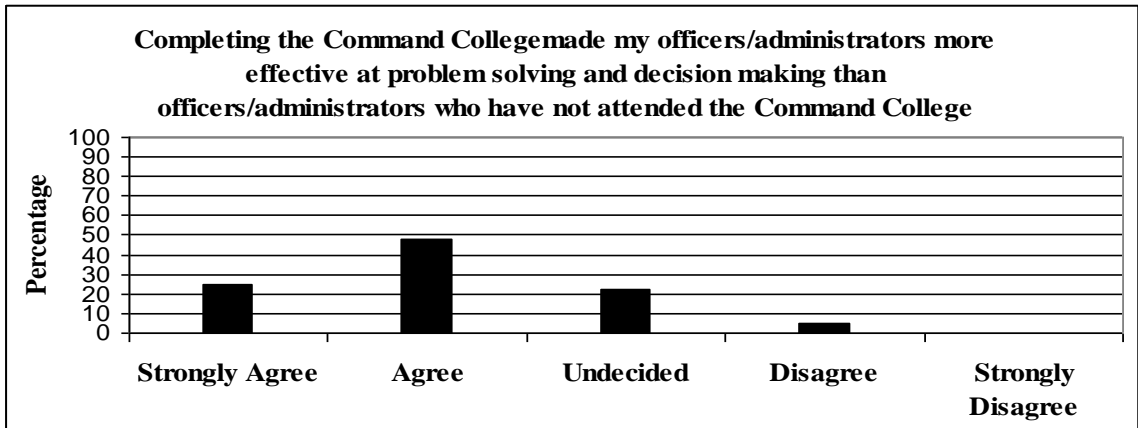
Figure 33: Overall Benefit is Cost Effective



Survey items four, five, and six assessed the perception of the agency head, regarding whether or not the graduates were better problem solvers and made better decisions, whether the graduates were promoted more often than their peers, and whether or not the completion of the Command College was an influential factor in promotion decisions made by the agency head.

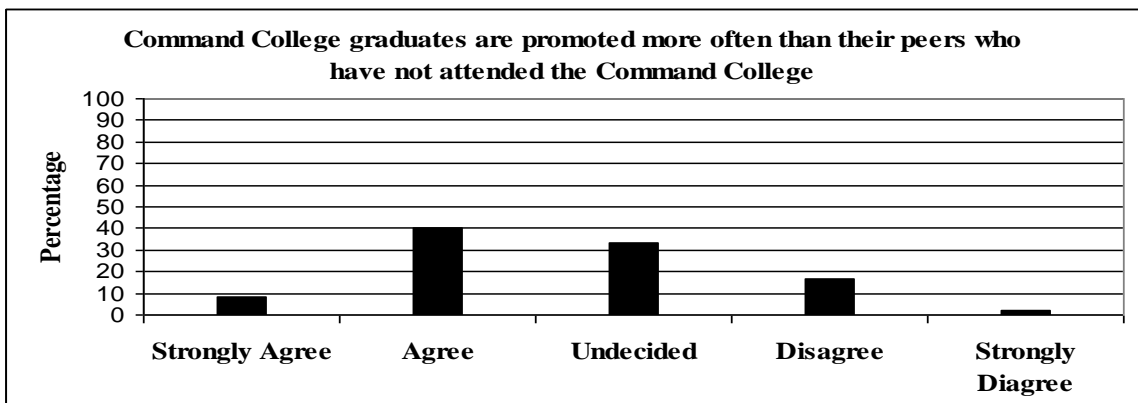
In response to survey item four, 10 (25 percent) strongly agreed and 19 (48 percent) agreed that the Command College graduates were more effective problem solvers and decision makers. Nine (23 percent) identified themselves as undecided and two (5 percent) disagreed with the statement. Figure 34 illustrates the results.

Figure 34: More Effective Problem Solvers and Decision Makers



For survey item five, three (8 percent) strongly agreed and 16 (40 percent) agreed that the graduates were promoted more often, however, 13 (32 percent) remain undecided. Seven (18 percent) disagreed and one (2 percent) strongly disagreed that the graduates are promoted more often than their peers who have not attended the Command College. The results are illustrated in Figure 35.

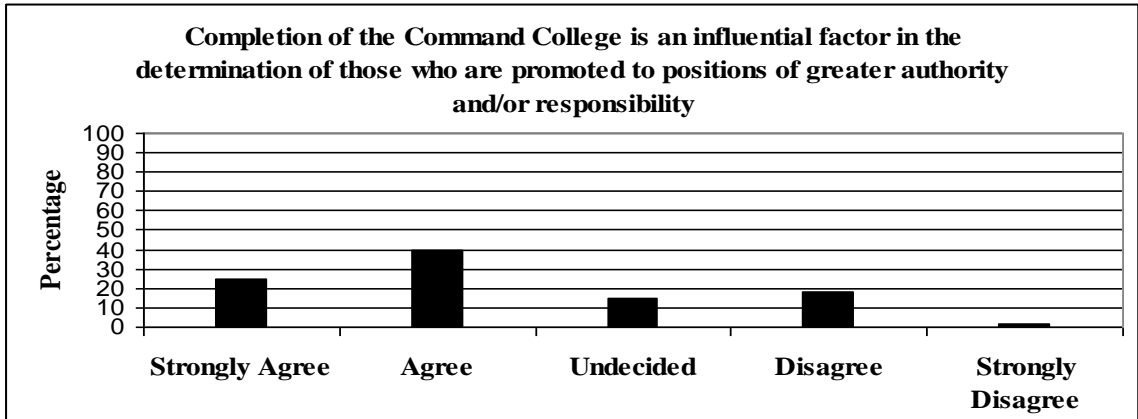
Figure 35: Command College Graduates Promoted More Often than their Peers.



For survey item six, ten (25 percent) of the respondents strongly agreed that the completion of the Command College was an influential factor in promotion decisions, while 16 (40 Percent) agreed and six (15 percent) remain undecided, seven (18 percent)

disagreed, and one (2 percent) disagreed, respectively. Figure 36 depicts the distribution of the responses.

Figure 36: Command College Influential in Promotion Decisions



As described in the charts presented here, the level of satisfaction with the effectiveness of the Command College remains at a consistently high level. Table 8 depicts the responses to the common survey items by percentage of satisfaction.

Table 8: Responses to the Common Survey Items by Percentage

My officers/administrators were significantly more knowledgeable of law enforcement practices and procedures after completing the Command College.					
	SA	A	U	D	SD
Alumni	55	40	1	3	< 1
Non-Alumni	38	50	10	2	0
Completing the Command College made my officers/administrators more effective law enforcement supervisors or managers.					
	SA	A	U	D	SD
Alumni	65	31	2	< 1	< 1
Non-Alumni	33	50	15	3	0
Completion of the Command College made my officers/administrators better prepared for positions of greater authority and responsibility.					
	SA	A	U	D	SD
Alumni	67	29	2	1	< 1
Non-Alumni	35	48	17	0	0
The overall benefit of the Command College is cost effective in terms of return on the investment					
	SA	A	U	D	SD
Alumni	67	29	2	1	< 1
Non-Alumni	35	48	17	0	0

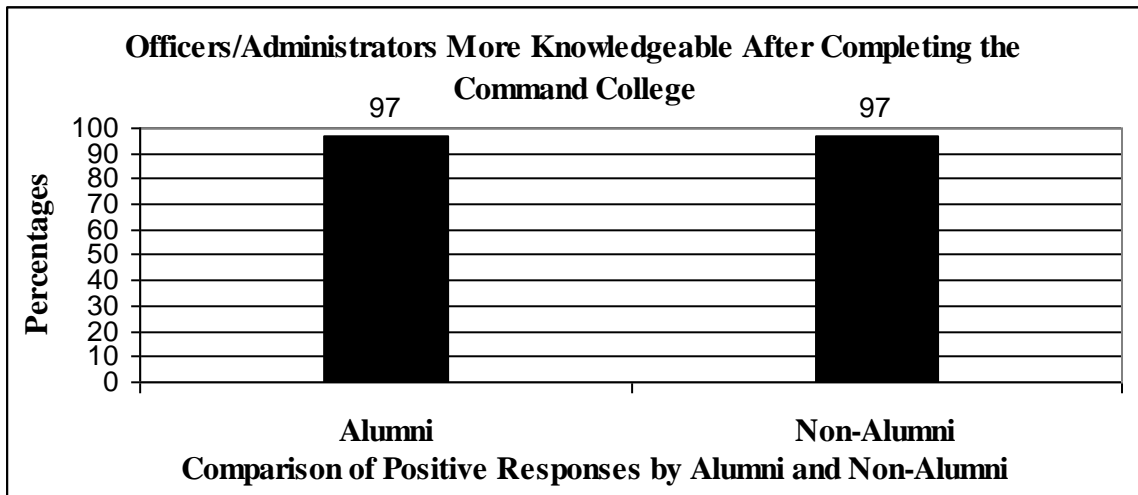
Analysis of Secondary Survey Data

Collapsing the strongly agree and agree responses into one category and the strongly disagree and disagree category responses into one category allows the data to be subjected to the chi-square test for independence to determine if there is a statistically significant difference between the two respondent groups. The results of the chi-square test, for the four common survey items, ($\chi^2 = .003$; $\chi^2 = .103$; $\chi^2 = .379$; $\chi^2 = .940$) do not indicate any statistical significance. Accordingly, one must accept the null hypothesis that there is not a significant difference between the responses of the two groups.

The data gleaned from both the primary and the secondary surveys indicate a high level of satisfaction with the effectiveness of the Command College program. Further analysis indicates that the non-alumni, as a group, are more tentative in agreement, thus the higher percentage of undecided responses, however, they do not disagree with the statements of satisfaction. The respondents seem to want more time to assess the full impact of the training and education, thus the number of respondents that responded as undecided. The number of respondents who expressed disagreement or dissatisfaction remains minimal.

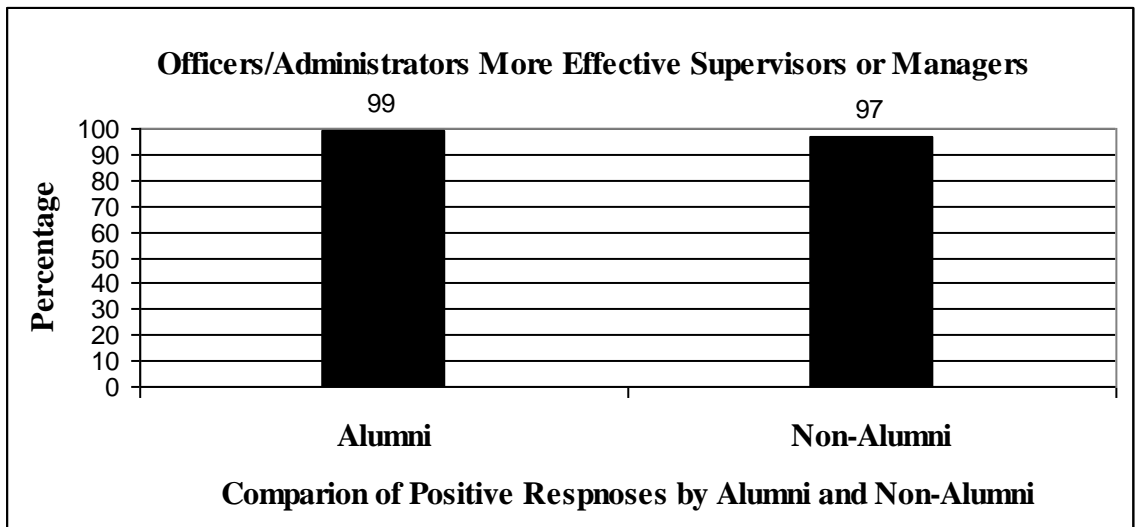
Comparatively, when the undecided responses are not considered, but the strongly agree and agree responses are grouped, and the strongly disagree and disagree responses are grouped then the percentage of those responding positively on both surveys is virtually the same. For question one, 97 percent of the alumni and 97 percent of the non-alumni agreed with the statement. The responses are illustrated in Figure 37.

Figure 37: Comparisons of Responses to Question One—Secondary Survey



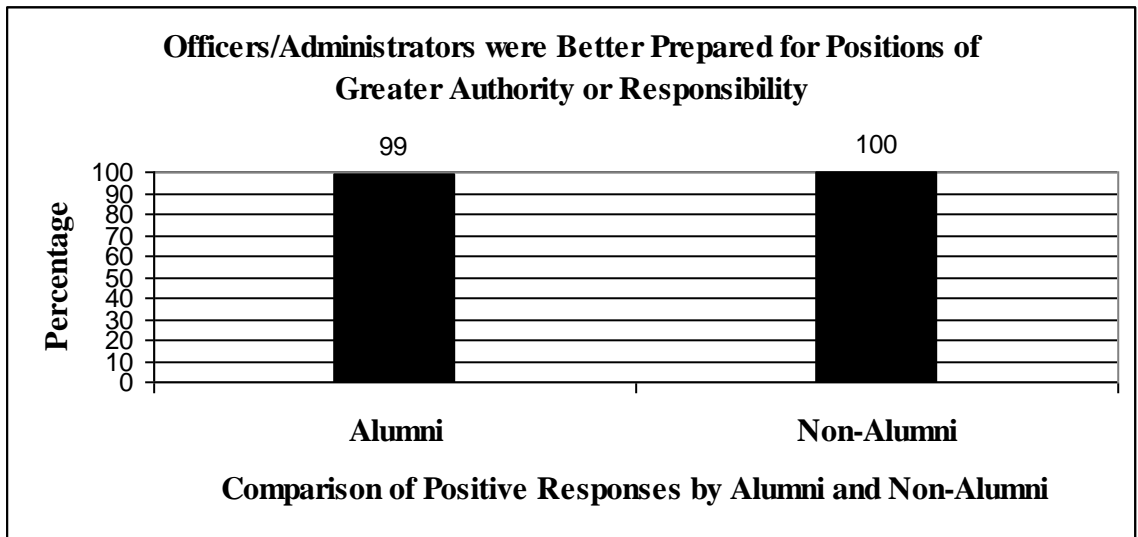
For question two, 99 percent of the alumni and 97 percent of the non-alumni agreed with the statement. Figure 38 illustrates the responses below.

Figure 38: Comparisons of Responses to Question Two—Secondary Survey



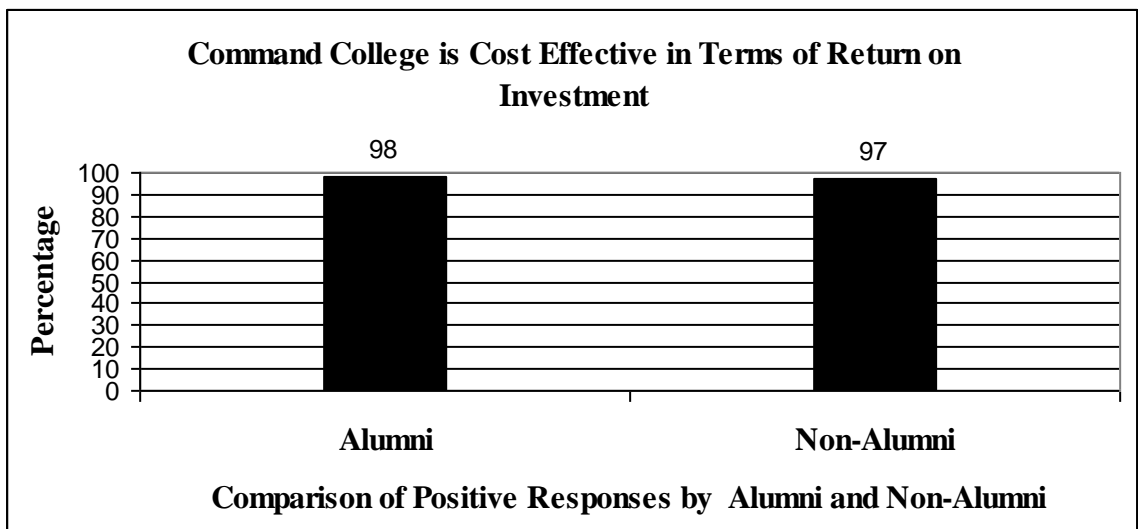
For question three, 99 percent of the alumni and 100 percent of the non-alumni agreed with the statement. The results are depicted in Figure 39 below.

Figure 39: Comparisons of Responses to Question Three—Secondary Survey



For question seven, 98 percent of the alumni and 97 percent of the non-alumni agreed with the statement. The comparison is shown in Figure 40.

Figure 40: Comparisons of the Responses to Question Seven—Secondary Survey



The satisfaction level among both alumni and non-alumni is overwhelmingly high. The satisfaction is, indeed, widespread, diffuse, and not contained to any particular group or respondent characteristic.

Null Hypotheses Analyzed

In Chapter 3, seven research hypotheses were introduced as to the effectiveness of the Command College program. Subsequently, the questions were developed and included in the survey of the attitudes and beliefs of the Command College graduates and their supervisors. The data from the results of the survey and certain archival data were used here to either accept the null hypotheses as stated or to reject them and accept the alternative hypotheses.

Null hypothesis one stated that officers who began the Command College would not finish the program. An analysis of archival registration data obtained through the Command College administration and the registrar of Columbus State University provided the following information. During the period of this study, 1995 through 2010, 923 public safety executives began the Command College program. Of those 923, eleven participants failed to complete the program, 912 (99 percent) of the participants finished the program. The data support the rejection of the null hypothesis and the acceptance of the alternative hypothesis that states that officers who begin the Command College will complete the program.

Further analysis was conducted to address null hypothesis two that states participants who finish the Command College will not complete the requirements for the Masters of Public Administration degree. Archival data from the Office of the Registrar of Columbus State University indicate that of the 923 officers who began the Command College program, 601 completed the MPA program. These statistics represent a 65 percent graduation rate for all Command College participants compared to 20 percent

graduation rate of the regular MPA program at Columbus State University between the years 1998 and 2010. Graduation rates are compared in Table 9.

Table 9: Graduation Rate Comparison of Command College and the Regular MPA Program of Columbus State University: 1998 – 2008.

Program	Total Participation	Graduates	Graduation Rate
Columbus State MPA Program	2327	487	20%
Command College MPA Program	923	601	65%

The survey data indicate that 50 percent of the participants completed the MPA program, even though they already held advanced degrees prior to starting the Command College. Both the survey and archival data support the rejection of the null hypothesis and the acceptance of the alternative hypothesis that officers who finish the Command College will also complete the MPA degree program of Columbus State University.

Null hypothesis three states that a significant number of participants who finish the Command College will not be promoted to positions of greater authority and/or responsibility after completing the Command College. Survey data indicate that 54 percent of the graduates have been promoted compared to 46 percent that have not yet been promoted. The data support the rejection of the null hypothesis and the acceptance of the alternative hypothesis that those who finish the Command College will be promoted more often than their peers.

Null hypothesis four states that graduates of the Command College will not believe themselves better prepared for positions of greater authority and/or responsibility in the future after completing the Command College. The data from the survey indicate that 90 percent of the respondents believe themselves to be better prepared for positions of greater authority and/or responsibility after completing the Command College. The data support the rejection of the null hypothesis and the acceptance of the alternative hypothesis that graduates believe themselves better prepared for positions of greater authority and/or responsibility in the future.

Null hypothesis five states that agency heads and superior officers who supervise graduates of the Command College will not recognize significant positive change in the performance of the graduates. The positive change was defined and operationalized as being more effective at problem solving and decision making than their peers. The survey data reflected that 91 percent of the responding agency heads and superior officers believed the graduates of the Command College to be more effective at problem solving and decision making than their peers who had not completed the Command College. The null hypothesis is rejected and the alternative hypothesis that agency heads and superior officers will recognize a significant positive change in the job performance of Command College graduates is accepted.

Null hypothesis six states that agency heads and superior officers who supervise Command College graduates will not recognize the training and education received in the program as cost effective in terms of return on investment and improved job performance of the graduate. Data from the survey indicate that more than 91 percent of the

respondents believe the training and education received at the Command College is cost effective. The null hypothesis is rejected and the alternative hypothesis that agency heads and superior officers will recognize the training and education received at the Command College as cost effective is accepted.

Null hypothesis seven states that agency heads and superior officers will not support the training and higher education programs offered through the Command College. Data gathered from the survey reveal that the agency heads and superior officers responding support the Command College program and believe that other agency heads and/or superior officers will also support the Command College program. Null hypothesis seven is rejected and the alternative hypothesis, that the agency heads and superior officers will support the Command College Program is accepted.

Chapter V

DISCUSSION

The data reported in this study represent a comprehensive e-mail survey of all alumni who attended the Georgia Law Enforcement Command College and graduated. There were 829 instruments delivered by e-mail through Survey Monkey. One hundred thirty-two (132) of those were returned as non-deliverable, due to incorrect or inactive e-mail addresses, thus 697 surveys were delivered. Surveys were returned in three waves after monitoring response rate and following up with a new survey and reminder. A total of 454 alumni or 65.1 percent of the population responded to survey items which attempted to assess their degree of satisfaction with the effectiveness of the curriculum and instruction received during the Command College. The Command College alumni averaged a rating of 27.69 out of a possible 30 on the Composite Satisfaction Scale.

The survey of the non-alumni agency heads was completed in a single offering. A total of 102 surveys were delivered and 40 non-alumni agency heads responded for a return rate on the secondary survey of 39.2 percent. The non-alumni agency heads averaged a rating of 16.54 out of a possible 20 on the Non-Alumni Satisfaction Composite Scale.

The data clearly demonstrated, through the request for quantitative information, both, in the individual survey items and Composite Satisfaction Scores,

widespread approval and satisfaction with the training and education received at the Command College. This satisfaction could not be linked to a particular group or set of participant characteristics.

Qualitative Analysis of Data

The open ended questions, items 15, 16, and 17 on the alumni survey and items eight, nine, and ten on the non-alumni survey, allowed respondents to express their opinions on the major strengths, the specific skill set learned that was of the most benefit, any undesirable characteristics of the graduates after completion of the program, and any perceived weaknesses of the Command College program. The qualitative data were designed to give greater meaning and depth to the quantitative numbers and bar charts presented in Chapter 4. The comments provided by the respondents express overwhelming satisfaction with the program, as delivered, and support the findings of the quantitative analyses. The data were gathered and are reported in categories, by the program alumni, relating to the strengths of the program, the specific skills that were learned or improved, and the observed weaknesses of the program. The non-alumni reported in the categories of cost effectiveness and attractive or undesirable characteristics found in the program graduates.

One indication of the level of satisfaction of the respondents is in the depth of detail and length of the positive comments versus the comments in regard to the perceived weaknesses of the program. This phenomenon is observable in the following examples of the data gleaned from the surveys.

Strengths of the Command College

For survey item 15, the alumni provided comments regarding the strengths of the program. A sampling of the responses is as follows:

...the knowledge, networking with fellow officer, class scheduling, experience and knowledge of the instructors, and the interaction in each class among students.

Leadership and management modules that aid the student in becoming a more effective manager, networking with fellow law enforcement professionals from around the state, and achieving a Master's in Public Administration. The Command College provides relevant course material in a hands-on, real life manner that assists the student in seeing how to handle situations in a variety of circumstances. The classroom environment allows for interaction between students, so as to create a great network of information and resources in additions to the collegiate instruction and environment.

Subject matter that is relevant to the job and not solely based in theory that is taught by experienced instructors.

The networking, class discussions, evening study sessions, flexibility in scheduling courses, and the wealth of law enforcement knowledge that the participants bring to each course.

The greatest strengths of the Georgia Law Enforcement Command College are the professionalism of those instructing and overseeing the program. They are living examples of what is being taught in the program. Due to their on the job experience and academic standards, the program allows for a completely balanced approach to learning.

Class scheduling that allows each course to be completed in a week. The fact that POST credit is given for each class allows us to justify sending people on duty and paying their expenses. The strength of the instructors; most are subject matter experts that actually practice or have practiced in law enforcement. They teach from that

perspective, rather, than from the “theory” perspective you find in most programs.

...being able to have practitioners of the craft in as instructors. They can teach the theory associated with the topic, but they have also dealt with the topic in real life. The networking with other agency supervisors was also a great strength.

This is the first introduction that many of the participants have to certain topics such as Effective Leadership and Civil Liability. The case study approach allows one’s critical thinking skills to develop.

The fact that the Command College is spread over two and one half years and three budget periods makes it an attractive deal for senior command to approve for subordinates and to attend themselves. The other national academies usually take three consecutive months to complete. This calls for considerable time away from the agency. The Command College requires only 40 hours at a time, much more manageable to prepare for agency coverage. It is associated with Columbus State University and the GACP, both great organizations.

Specific skill sets developed at the Command College

For survey item 16, the alumni provided comments regarding the specific skill sets developed during the Command College. A sampling of the responses is as follows:

I believe the specific skills I developed were obtained during courses which emphasized organizational behavior, budget and finance, and cultural diversity.
Leadership and management skills

Learning how to manage people, guide them and make them better members of the agency. It is important to me to be able to see the people who come into our agency develop and become great leaders themselves. I learned a lot that has helped me to do this.

Thinking. Seeing a larger picture. Also changing my mindset from “employee” to “supervisor.” The thought process is very different when you are the supervisor.

The study of case law, departmental budgets, and how organizations function.

Budgeting, communications skills, and liability at the workplace.

Conflict and problem resolution when dealing with people and the day to day problems that arise. The program gives you the information you need to make better judgment and decisions. Planning and organizational skills also increased as well as the overall understanding of how to apply good sound leadership and management principles.

Critical thinking and decision making. The ideas of public administration and its differences from the private sector.

Without a doubt, leadership and personnel management. It transformed the way I viewed positive supervision and leadership.

I benefited from the budgeting and finance module most. After completing Command College I was hired as a Deputy County Manager and Public Safety Director managing a budget of 110 million dollars. The course was instrumental in helping me understand the complexities of financing a large scale operation.

Weaknesses of the Command College identified by the participant

For item 17, the alumni provided comments regarding the weaknesses of the program. A sampling of the responses is as follows:

I don't know that there is a “fix” to it, but cramming so much information into a week long program to pass an exam on Friday does have some retention issues.

I feel some time should be dedicated to how to write and find grants which could benefit your agency.

A lot of training in a short period of time.

The classes are weekly intervals, but some of them needed expansion. The public administration class was so intense that it needed more than a week.

The budget class was one of the weaker classes that I took. It was a good concept for the budget class but it needs revising.

More written exercises probably should be developed and evaluated.

I fear there is no one being trained or prepared to replace Dr. Rainey. He is a strong link to the success of the Command College.

...large class size—twenty and under would be more desirable to me.

There needs to be a doctoral program. Once we complete our Masters Degree, it is extremely hard to find a doctoral program which will fit into the work schedule of a law enforcement executive and one that will provide real world educational examples that may be applied to our current and future positions. Traditional programs are limited to theoretical examples and in some instances professors that teach based on research and not real life experiences. For example, I completed the Senior Executive Fellows Program at Harvard University's Kennedy School of Government and found that several of the professors appeared to teach their courses based on what they had read or researched. There were scenarios where professionals (students) in the room actually participated in the events and the professors wanted to disagree with the witnesses/students based on their readings. As I reflect on the two programs, I think I received more practical knowledge from the Command College.

Without question, the strengths most mentioned were the leadership and management modules, scheduling, and the opportunities to network with their peers, followed closely by satisfaction with the faculty.

The specific skill sets most prominent in the data were critical thinking and decision-making skills, budgeting, and problem solving. The skill sets that are most represented in the survey responses are, also, the most critical to the successful leadership of the law enforcement executive that will be tasked to lead the public safety agencies of Georgia in the 21st century.

The perceived weaknesses of the Command College are presented in noticeably less detail and length and some could be interpreted as statements more of satisfaction than dissatisfaction. For example, the statement regarding class length, expresses on the one hand that the amount of material delivered by the instructors is too great, but the comment could also be interpreted to say the student desires to experience the courses in more depth, in other words, the perception is that the content is good and more time to digest the principles is desired. Another example is the response indicating a need for a terminal degree program of like nature to the Command College and mentions the practical value of the Command College experience, yet the statement was delivered as an example of a weakness in the program.

Qualitative remarks by non-alumni agency heads

The secondary survey requested that non-alumni agency heads specifically address how attendance and completion of the Command College provided a return on the investment of the agency. The remarks of the alumni and non-alumni are similar in that the respondents answered more frequently and in greater length and detail in the positive responses than the negative responses. Of the 40 agency heads responding, 33

made specific remarks that were positive in nature, two commented negatively, and one stated he/she was not sure of any specific benefits.

A sampling of the responses is as follows:

Graduates are more aware of management and leadership practices. They return to the organization and put them into practice. The networking is invaluable. A broader understanding of command level and community issues, better risk management (civil/criminal) along with exposure to national level issues.

Our officers have become more knowledgeable in our line of work. It is a great investment for the department.

The chief officers and fire officers who have attended the Command College are more adaptive to organizational management and change initiatives.

The officers gained insight on things that would have come later after being promoted. They were exposed to situations that not only allowed them to, but forced them to think outside of the box.

Command College attendees tend to make better decisions based on reason and logic. This will help to cut down on personnel issues and the resulting law suits.

You have a better employee that has the determination and willpower to complete this course. By investing in this employee you show others that if they do well for me I will invest in them also.

Significant understanding of budget, case law for Georgia and the 11th Circuit. The educational experience emphasizes police related leadership issues that is relevant.

More innovative and driven staff that is always looking to improve the overall effectiveness and efficiency of the department.

There seems to be a better understanding of the critical aspects of law enforcement challenges. Employees have a better respect for the positions they hold as supervisors and future heads of divisions and departments. Their work is more accurate and detailed.

I fully endorse advanced academic achievement, however I do not completely agree that it is an absolute necessity. I do very much support the Command College program as I feel that the interaction with other law enforcement management level personnel has opened my attendees to a broader spectrum of experience and ideas. I think that the “cohort/class section” concept is excellent as it allows attendees to build bridges and resources. The program has not only provided a user friendly environment for our schedules and a path to degree attainment, it also fulfills mandated GaPOSTC training hours annually. As far as I have been able to determine, the instructional cadre is excellent, and is, definitely law enforcement directed (as opposed to traditional “academia” mentality). This has made the instruction directed toward better law enforcement practitioners, which is a real plus.

Employees are more knowledgeable , make more cost-effective decisions, thus decreasing expenditures.

The Officers who attend have a better understanding of the administrative workings of an agency. They learn why it is run the way it is. Many officers make assumptions and do not understand until educated or exposed from within.

While addressing the benefits of the Command College program, some non-alumni agency heads expressed concern with the program. A sampling of the responses is as follows:

The Command College has only increased our credibility when testifying in court, conducting public presentations, and with elected officials. This is a nominal return of which I would be less likely to authorize other candidates to attend – it's too far from - the coast – when there are other alternatives.

Only thing I can see to this date is smugness in the officer.

The non-alumni group was also asked to comment on any undesirable characteristics of the Command College graduates. Once more, the comments were fewer and less detailed than the positive comments. A sampling of the responses is as follows:

I know some graduates who are not applying the skills they learned.

Nothing really, just want to make sure the association does not put so much weight on the program that might hold others that are just as qualified to move forward in their career.

Smugness

Good old boy mentality. Not as inclusive as I would like to see.

They tend to be more arrogant about their education and look down at others that do not wish to further their education.

The officer is more knowledgeable and has been promoted; but, he lacks the confidence to see himself in more responsible roles.

The comments of the non-alumni agency heads are generally very supportive of the Command College program and confirm that both the alumni and non-alumni agency heads believe that the curriculum and instruction are relevant to contemporary law enforcement and that more effective law enforcement supervisors and managers are a result of the training and education received. Generally, the negative comments more accurately describe relational and personality issues rather than program quality issues.

In summary, the qualitative data gathered in the surveys are indicative of strong support for the program, as delivered. Specifically, the comments of both alumni and non-alumni alike, do not raise quality issues, either with curriculum design or delivery, but rather tend to provide widespread and deep support for the results of the quantitative data.

Testimonials

One powerful testimony of the impact that is possible with the Command College program is provided in an e-mail message from Dr. Bill Oliver, who was a forensic pathologist with the Georgia Bureau of Investigation when he attended the Command College. In a 2002 e-mail message to Dr. Archie Rainey, Dr. Oliver speaks of his attitude that questioned if his attendance in the Command College would in fact be of any benefit to him, personally or professionally. Dr. Oliver had recently taken a position as Professor of Pathology and Director of Autopsy and Forensic Services at the Brody School of

Medicine at East Carolina University in Greenville, North Carolina. Following is an excerpt from that e-mail:

Suddenly, I found myself leading a division that is clearly in a rebuilding phase, including recruiting other pathologists, preparing for accreditation, certifying my investigative staff, developing a fellowship program, instituting a QA/QC program, and renegotiating contracts with the OCME. Within the first two weeks of being in my new position, I had to deal with a significant staff impairment issue, a structural issue resulting in a significant error by a staff member, and a disciplinary issue. Traditionally, Forensic Pathology fellowship programs do not include leadership and management training. Had I taken this job without having gone through your program, I would have crashed and burned within the first month. Instead, I found myself relying extensively on the things I learned in the MPA program. I knew what to do, and I knew how to do it. And I knew because of your program. (See complete message in Appendix C)

Another testimonial originated from a conversation between the researcher and John B. Edwards, former Special Agent in Charge, Georgia Bureau of Investigation, and current Chief Deputy Sheriff of the Evans County Sheriffs Office, in March 2011. The discussion was centered around the many changes that have occurred in law enforcement practices and in the police culture over the past few decades. During that conversation, Chief Deputy Edwards made a very enlightening remark. The researcher requested that Chief Edwards memorialize his comments, and he agreed to do so in an e-mail to Dr. Archie Rainey and the researcher. The Chief Deputy's statement was that the Command College, most likely, as an unintended consequence, had been instrumental in changing the culture of law enforcement in the state of Georgia. The Chief Deputy's comments are as follows:

For the lack of better words, a phenomenon has developed as a very positive "unintended" consequence of the Command

College that has changed Georgia law enforcement, statewide. This phenomenon is the combination of uniformity and common vision in police operations. Agencies with deeply rooted beliefs regarding the manner and methods they use to approach police responsibilities have evolved into more open organizations that use other agencies ideas, policy and protocols to further or even change their original customs. This change had come about because of the mixture of relationships and exposure to proven solutions, strategies, projects and tactics among the diverse student population.

The Command College life span has prospered long enough to position many graduates to become Agency heads, thus, providing both position and power to produce and sustain the environment to embrace “change.” The Command College graduates have matured into a network of middle to upper managers that infiltrate many agencies in Georgia. These managers influence others by “opening doors” to ongoing communications regarding their craft, resulting in law enforcement becoming more uniformed toward professional, evidence based and innovative operations.

The pre-Command College Georgia of closed bastions of territorial agencies, divided and separate in ideas, operations, and procedures has changed to a post-Command College Georgia where agencies are open, engaged, compatible, consistent, and prepared.

This new culture has produced more efficient and effective police agencies throughout Georgia.

These unsolicited testimonies are offered as original observations of two law enforcement practitioners, Dr. Oliver, a reluctant participant, and Chief Deputy Edwards, who is not a graduate. The comments of these two men are indicative of the performance of the Command College, in changing attitudes through quality training and education.

Major Observations of the Study

There are three major observations which must be addressed, based on the findings of this research. First, and foremost, the small or negligible correlations are a

product of a lack of variation in satisfaction scores. An overwhelming majority of alumni responded “strongly agree” to all six items relating to the program. The demonstration of correlation is based on variation or fluctuation in variables. In fact, the word “variable” refers to variation on an attribute which is measured in contrast to a constant. Truncated variance suppresses the size of the coefficients and masks the presence or absence of relationship between variables.

The problem of truncated measurement, notwithstanding, the policy implications of the study’s findings are clear and unequivocal. By and large, the vast majority of alumni perceive the program to be worthwhile and a cost effective method for socializing them into executive and police management practices. Whether or not these perceived benefits are recognized by supervisors, administrators, community leaders, and police executives, generally, is another matter and should be investigated further.

Recognizing the need to control for the possibility of a confounding variable, such as effort justification, or a Halo Effect, a secondary survey of non-alumni agency heads was conducted to allow the job performance of the alumni to be compared with the job performance of their peers, as identified by non-alumni agency heads. The non-alumni survey instrument was comprised of four items that were included in the alumni survey and six items that were unique to the non-alumni respondents, however, all were designed to evaluate the job performance of the graduates and the non-alumni agency head’s attitudes toward the cost effectiveness of the Command College.

A separate Non-Alumni Satisfaction Scale was established that allowed a possible minimum score of five and a maximum score of 20 on the four items included in the

scale. The Non-Alumni Composite Satisfaction Score was 16.54 of the possible high of 20.

As was discussed in Chapter 4, when the categories of strongly agree and agree are collapsed into a single category and strongly disagree and disagree are also collapsed into a single category, one may then perform a chi square test for independence. The results of the chi square test for independence were not significant and would not allow the rejection of the null hypothesis, thus there is not a statistical difference between the alumni and non-alumni responses.

The implications of the findings of this study for marketing and planning strategies are relatively straight forward. State and municipal agencies responsible for training public safety employees devote considerable time and energy in developing curricula which prepare their graduates for positions of greater responsibility. In developing curricula, trainers and educators contemplate the target audience the program is intended to attract and benefit. The data reported here have shown that this audience cannot be segmented along the lines of race, gender, or other demographic characteristics. Hence, the existing curriculum, faculty, and course sequencing should stay in place, without modification or change based on demographic considerations alone.

While the attitudes towards the Command College program is not segmented along race and gender or any other demographic characteristics, the possibility of adequate representation of each demographic category among the alumni of the Command College is a separate issue. The present study was not designed to measure or

address race and gender issues. However, the data gathered from the survey must be considered from the perspective of whether or not minorities are adequately represented among those attending the Command College. Data presented in Chapter 4 demonstrated that 84 percent of the alumni were white compared to only 16 percent who were black. The same data found that 84 percent were male. According to the 2010 Census, 65 percent of the population in Georgia was white compared to 30 percent who were black. Slightly less than half of all Georgians (49 percent) were male, whereas, 51 percent were female. Records maintained by the GaPOSTC indicate that 60 percent of all peace officers in Georgia are white and 39 percent are black (see Table 9). The same records indicate that 72 percent of Georgia Peace Officers were male compared to 28 percent who were female. The three populations are compared in Table 10.

Table 10: Comparison of Race and Gender in Georgia

Population	White	Black	Male	Female
Georgia	65%	30%	49%	51%
Peace Officers	60%	39%	72%	28%
Command College	84%	16%	84%	16%

While a simple comparison does suggest that certain groups may be underrepresented, the comparison does not explain why this is occurring. Archival data of the Command College describe the process of selection and acceptance to the Command College program. The process begins with the submission of an application for acceptance to the Command College. The application requires a signature by the

appropriate agency head nominating the participant for acceptance to the program. The nomination is required to ensure that the agency head is aware that the participant has applied, that the agency head understands the commitment of time and resources, and has approved the participant to attend the entire program. The application, upon approval by the Command College staff, is forwarded to the admissions office of Columbus State University for consideration. If the academic qualifications, necessary to secure admission to Columbus State University are met, then the applicant is admitted to the Command College. Archival data indicate that everyone nominated by an agency head to attend and who as academically qualified, was accepted into the program. The acceptance of every applicant, both nominated and qualified, rules out bias of race or gender in the acceptance policy of the Command College.

The purpose of this research was to determine if the alumni of the Georgia Law Enforcement Command College perceived that they received quality education and training that positively impacted their job performance and provided the leadership skills needed for positions of greater authority or responsibility, and if agency heads believe that sending an officer to the Command College resulted in benefits to the respective agency sufficient to justify the expenditure of agency resources. Both the quantitative and qualitative data have indicated that the alumni and their respective agency head, do believe they received quality education and training that has positively impacted their performance and better prepared them for positions of greater authority and responsibility. The data indicate that agency heads also believe the program to be

effective and are willing to continue to provide resources to support attendance in the Command College.

In providing answers to the research question, the survey also created some questions that remain unanswered. The data support the notion that most Command College graduates are getting promoted to positions of greater authority and/or responsibility, however the question still remains as to whether the Command College graduates are promoted at a faster pace than their peers who have completed a different degree program or those who remain non-degreed.

Recommendations for Future Studies

The researcher recommends a cross sectional study to compare the promotion rates of Command College graduates to those who complete similar programs and to the promotion rate for non-degreed personnel. Additionally, a longitudinal study could be conducted to determine if, over time, the graduates who are middle managers presently continue to support the program and believe the graduates to be better critical thinkers and problem solvers than their peers who have not had the Command College experience.

The study also gives rise to the need for future study of the improved skills and job performance of Command College graduates, in comparison to other peace officers who have not attended the Command College program. The present study is limited in that it only includes those officers who have successfully completed the Command College program, thus a possibility that effort justification or other consequence of cognitive dissonance exists among the respondents in the reported perceptions of the alumni must be recognized. However, 923 peace officers have begun the program and all

but 11 have finished. As stated in Chapter 3, of the 11 three are deceased, leaving only eight officers who have begun the program and failed to complete the curriculum. The population of eight is too small to produce results that would prove statistically meaningful. Similar studies of other advanced training and education programs need to be conducted to allow future comparison of actual results of similar programs.

While not a focus of the present study, the disparity of participation in the program by blacks and women is a concern. Accepting the evidence of the admissions and acceptance policy of the Command College that every officer nominated and otherwise academically qualified has been admitted into the program, the question becomes whether or not candidates are being nominated on a non-discriminatory basis by agency heads and/or superior officers with authority to make such recommendations. An independent study is warranted to determine whether it is the admission requirements into Columbus State University or other factors that are causing the disparity in minority representation in the Command College program.

In conclusion, the qualitative data gathered in the surveys are indicative of strong support for the program, as delivered. Specifically, the comments of both alumni and non-alumni alike, do not raise quality issues, either with curriculum design or delivery, but rather tend to provide widespread and deep support for the results of the quantitative data. Both the quantitative and qualitative data support a finding that the alumni of the Command College perceive that they have derived benefit from the education and training received and have a very high level of satisfaction with the curriculum, program design, and the faculty of the Command College.

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Appendix A: Survey Instruments

Alumni Evaluations of the Georgia Law Enforcement Command College

You are being asked to participate in a survey research project entitled “Alumni Evaluations of the Georgia Law Enforcement Command College,” which is being conducted by Butch Beach, a student at Valdosta State University. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Alumni Evaluations of the Georgia Law Enforcement Command College

Agency Type: State Agency _____ Sheriff _____ Municipal Police _____

County Police _____ Other _____ If other, please identify _____ Agency Size: _____

Race: Black _____ White _____ Hispanic _____ Asian _____ Other, Please specify _____

Gender _____ Age: _____ Current Rank/ Title _____

Years of Public Safety Experience: _____ Years of Supervisory Experience _____

Highest Level of Formal Education prior to attending the Command College:

Some College _____

Associates Degree _____

Baccalaureate Degree _____

Masters Degree _____

Post Graduate _____

1. Did you complete the Masters of Public Administration Degree program?

Yes _____ No _____

2. Have you been promoted or transferred to a position of greater authority or responsibility since completion of the Georgia Law Enforcement Command College

Yes _____ No _____

3. My general knowledge and understanding of law enforcement practices and procedures increased significantly by the time I graduated from the Georgia Law Enforcement Command College.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. The content of courses taken during the graduate degree program was current and relevant to law enforcement.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. I feel that after completing the courses offered by the Georgia Law Enforcement Command College made me a more effective law enforcement supervisor or manager
- Strongly Agree Agree Undecided Disagree Strongly Disagree
6. Instructors in the Georgia Law Enforcement Command College were knowledgeable of their subject area.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
7. Completion of the Georgia Law Enforcement Command College made me better prepared for positions of greater authority and responsibility.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
8. Completion of the Masters of Public Administration Degree program offered by Columbus State University through the Georgia Law Enforcement Command College made me better prepared for promotion or transfer to a position of greater authority or responsibility.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
9. How important was the combination of training credit through the Georgia Peace Officers Standards and Training Council and educational credits in deciding to attend the Georgia Law Enforcement Command College.
- Extremely Important Important Unimportant Extremely Important
10. How important was the modular scheduling of the Georgia Law Enforcement Command College and the Auxiliary courses in deciding to attend the Georgia Law Enforcement Command College.
- Extremely Important Important Unimportant Extremely Important
11. The training/educational benefit of the Georgia Law Enforcement Command College is cost effective in terms of return on the investment.
- Strongly Agree Agree Undecided Disagree Strongly Disagree

Agency heads or those superior officers that directly supervise personnel who have completed the Georgia Law Enforcement Command College are asked to complete questions 12, 13, and 14. Others please proceed to question #15 to finish the survey.

12. The training/educational benefit of the Georgia Law Enforcement Command College is cost effective in terms of return on the investment.

Strongly Agree Agree Undecided Disagree Strongly Disagree

13. Graduates of the Georgia Law Enforcement Command College seem to be more effective at problem solving and decision making than officers under my supervision who have not attended the Command College.

Strongly Agree Agree Undecided Disagree Strongly Disagree

14. Most agency heads or superior officers will support the training and higher education program offered through the Georgia Law Enforcement Command College.

Strongly Agree Agree Undecided Disagree Strongly Disagree

15. Please describe what you feel are the strengths of the Georgia Law Enforcement Command College program.

16. What were the specific skill areas from which you benefited most?

17. Please describe what you feel are the weaknesses of the Georgia Law Enforcement Command College program.

Evaluation of the Georgia Law Enforcement Command College by Non-Alumni Agency Heads

You are being asked to participate in a survey research project entitled “Alumni Evaluations of the Georgia Law Enforcement Command College,” which is being conducted by Butch Beach, a doctoral candidate at Valdosta State University. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older. This project has been approved by the VSU Institutional Review Board.

Evaluation of the Georgia Law Enforcement Command College by Non-Alumni Agency Heads

Agency Type: State Agency_____ Sheriff_____ Municipal Police_____

County Police_____ Other_____ If other, please identify_____ Agency Size:_____

Race: Black___ White___ Hispanic___ Asian___ Other, Please specify_____

Gender_____ Age:_____ Current Rank/ Title_____

Years of Public Safety Experience: _____ Years of Supervisory Experience_____

Highest Level of Formal Education:

High School (GED)_____

Some College _____

Associates Degree _____

Baccalaureate Degree _____

Masters Degree _____

Doctoral Degree _____

1. My officers/administrators were significantly more knowledgeable of law enforcement practices and procedures after completing the Command College.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. Completing the Command College made my officers/administrators more effective law enforcement supervisors or managers.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. Completion of the Command College made my officers/administrators better prepared for positions of greater authority and responsibility.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. Completing the Command College made my officers/administrators more effective at problem solving and decision making than officers/administrators who have not attended the Command College.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. Completion of the Command College is a influential factor in the determination of those who are promoted to positions of greater authority and/or responsibility.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. Command College graduates have been promoted more often than their peers who have not attended the Command College.

Strongly Agree Agree Undecided Disagree Strongly Disagree

7. The overall benefit of the Command College is cost effective in terms of return on the investment.

Strongly Agree Agree Undecided Disagree Strongly Disagree

8. Please explain how attendance and completion of the Command College has provided a return on investment.

9. Please describe any specific characteristics that you find attractive in Command College graduates.

10. Please describe any specific characteristics that you find undesirable among Command College graduates.

Appendix B: Letter from the Department of Justice



U.S. Department of Justice

United States Attorney
Northern District of Georgia

*Suite 1800 Richard Russell Building
Telephone (404)581-6000 75 Spring
Street, S.W. Fax (404)581-6181
Atlanta, Georgia 30335*

June 15, 1999

Chief C. Frank Strickland
President, Georgia
Association of
Chiefs of Police
Toccoa Police Department
P. O. Box 579
203 N. Alexander Street
Toccoa, GA 30577

Re: Use of Federal Equitable Sharing Funds for Courmand College

Dear Chief Strickland:

As President of the Georgia Association of Chiefs of Police, you asked us to consider whether individual police departments may use federal equitable sharing funds to support the Georgia Law Enforcement Command College scholarship fund established by the Georgia Association of Chiefs of Police Foundation, Inc. I am pleased to inform you that our research leads us to the conclusion that use of federal equitable sharing funds for this purpose is authorized.

The Command College was implemented to provide training for law enforcement chief executive officers and high level managers. The curriculum focuses on executive leadership, innovative management practices, cultural diversity training, and personal development and improvement in the context of law enforcement agency management. The College is open only to law enforcement executives, and is not open to the general public. The purpose of the College is to enhance the development of professionalism in law enforcement. Thus, the use of federal equitable sharing funds for the Command College scholarship fund is a permissible use of shared funds.

Chief C. Frank Strickland

Page Two

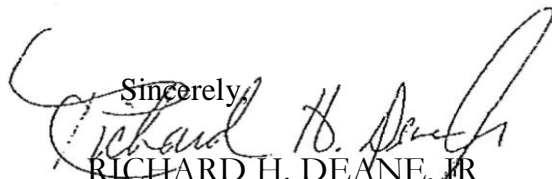
June 15, 1999

We have confirmed with Michael Caldwell, counsel for the Georgia Association of Chiefs of Police, that it is within the constitutional authorities of cities and public institutions to make contributions to the Command College through the GACP Foundation and that there is no prohibition under state law that would preclude police departments from using their funds in this manner.

Since the Command College is a program of the Georgia Association of Chiefs of Police Foundation, the Foundation stands as a law enforcement training service provider in the State and agencies thus are authorized to make payments to the Foundation.

We have consulted with the U.S. Attorney's Offices for the Middle and Southern Districts of Georgia; the Justice Management Division, Asset Forfeiture Management Staff; the Asset Forfeiture and Money Laundering Section, Criminal Division, Justice Department; and the Executive Office for U.S. Attorneys in reaching this decision.

I know that the Command College has resulted in a higher level of law enforcement professionalism. I also know that during your tenure as President of GACP, you have done much to garner support for the College. We appreciate having had the opportunity to work with you on this worthwhile mission. If you have any questions, please feel free to contact me at (404) 581-6002 or Didi Nelson at (404) 581-6051.

Sincerely,

RICHARD H. DEANE, JR.
UNITED STATES ATTORNEY

cc: Beverly T. Martin
United States Attorney
Middle District of Georgia

H. Donnie Dixon
United States Attorney
Southern District of Georgia

Appendix C: Testimonials

Archie,

This morning I had to deal with a couple of administrative issues, and it suddenly struck me how much I owed you and your program. Let me fill you in a little on what has happened to me since I left the MPA program. At the 2008 MFS meeting in February, I was approached by a couple of my colleagues and offered an opportunity I could not turn down. In August,, I took the position as tenured Professor of Pathology and Director of Autopsy and Forensic Services at Brody School of Medicine at East Carolina University in Greenville, North Carolina, as well as Regional Medical Examiner for the Office of the Chief Medical Examiner (OCME), State of North Carolina.

Suddenly, I found myself leading a Division that is clearly in a rebuilding phase, including recruiting other pathologists, preparing for accreditation, certifying my investigative staff, developing a fellowship program, instituting a QA/QC program, and renegotiating contracts with the OCME. Within the first two weeks of being in my new position, I had to deal with a significant staff impairment issue, a structural issue resulting in a significant error by a staff member, and a disciplinary issue. Traditionally, Forensic Pathology fellowship programs do not include leadership and management training. Had I taken this job without having gone through your program, I would have crashed and burned within the first month. Instead, I found myself relying extensively on the things I learned in the MPA program. I knew what to do, and I knew how to do it. And I knew because of your program.

The most amusing thing to me is that I remember sitting in a couple of the lectures thinking to myself "Oh man, I'll never use this stuff. What does this have to do with Forensic Pathology?" Now I use it every day, and I thank God every night that I had the opportunity to benefit from your program.

So, I just wanted to send you a note to let you know how much your program has meant to me. I think it was instrumental in the decision by ECU to recruit me, since they recognized they needed someone with both professional and administrative skills. It has been invaluable in keeping me afloat as I address the challenges that are being presented here.

Thanks, Archie, and please say thanks to the lecturers who did so much to help me along. I appreciate it.

May God bless you all.

Billo

William R. Oliver, MD, MPA (JusticeAdministration), MS (Computer Science),

Professor

Director, Autopsy and Forensic Services

Department of Pathology and Laboratory Medicine

Brody School of Medicine at East Carolina University

Brody Medical Sciences Building 7S10

Greenville, NC 27858

voice: (252) 744-4655

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[william.oliver\(g\)pcmh.com](mailto:william.oliver(g)pcmh.com)

Butch,

For the lack of better words, a phenomenon has developed as a very positive "unintended" consequence of the Command College that has changed Georgia Law Enforcement statewide. This phenomenon is the combination of uniformity and common vision in police operations. Agencies with deeply rooted beliefs regarding the manner and methods they approach police responsibilities have evolved into more open organizations that use other agencies ideas, policy and protocols to further or even change their original customs. This change has come about because of the mixture of relationships and exposure to proven solutions, strategies, projects and tactics among the diverse student population.

The Command College life span has prospered long enough to position many graduates to become Agency heads, thus providing both position and power to produce and sustain the environment to embrace "change".

The Command College graduates have matured into a network of middle to upper managers that infiltrate many agencies in Georgia. These managers influence "opening doors" to ongoing communications regarding their craft resulting in law enforcement becoming more uniformed toward professional, evidence based and innovative operations.

The pre-command college Georgia of closed bastions of territorial agencies, divided and separate in ideas, operations and procedure has changed to a post- command college Georgia where agencies are open, engaged, compatible, consistent and prepared.

This new culture has produced more efficient and effective police agencies throughout Georgia.

--

John B Edwards
Chief Deputy Sheriff
Evans County Sheriff's Office
123 West Main Street
Claxton Ga., 30417
912 739 0620 ILP Operations
912 739 1611 Main Office/Dispatch
912 739 0622 Fax

Appendix D: IRB Approval



***Institutional Review Board (IRB)
for the Protection of Human Research Participants***

PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER: IRB-02623-2010

INVESTIGATOR: Forrest Beach

PROJECT TITLE: A survey of the attitudes of graduates of the Georgia Law Enforcement Command College regarding the benefits of a college degree as it related to improved performance and promotional opportunity

DETERMINATION:

- This research protocol is exempt from Institutional Review Board oversight under Exemption Category(ies) 2. You may begin your study immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

 - Exemption of this research protocol from Institutional Review Board oversight is pending. You may **not** begin your research until you have addressed the following concerns/questions and the IRB has formally notified you of exemption. You may send your responses to irb@valdosta.edu.
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ADDITIONAL COMMENTS/SUGGESTIONS:

Although not a requirement for exemption, the following suggestions are offered by the IRB Administrator to enhance the protection of participants and/or strengthen the research proposal. If you make any of these suggested changes to your protocol, please submit revisions so that IRB has a complete protocol on file.

Barbara H. Gray Date: 6/20/11

Thank you for submitting an IRB application.

Please direct questions to irb@valdosta.edu or 229-259-5045.

Barbara H. Gray, IRB Administrator
cc: Dr. Nolan Argyle (Advisor)

Form Revised: 09.02.2009