

An Evaluation of the Technical College System  
of Georgia's Basic Law Enforcement  
Certification Program Implementation Process

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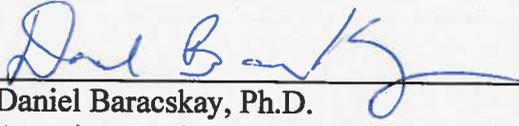
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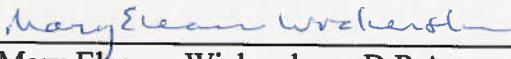
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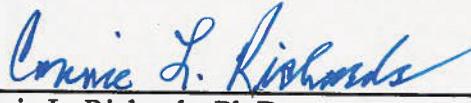
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## ABSTRACT

The purpose of this research was to evaluate the success of the implementation process used by the Technical College System of Georgia, the Peace Officer Standards and Training Council, and the Georgia Public Safety Training Center, to establish a Basic Law Enforcement Certification Program (BLEC) administered by the technical college system. The success of the process was determined by identifying the degree to which the process produced a program that met and sustained the operational expectations of the stakeholders. The need for this research resulted from the lack of such an evaluation within the implementation process in conjunction with plans to utilize the same implementation process to expand the BLEC program.

Data for the research were collected through the use of a two-step semi-structured interview followed by on-site inspections and the solicitation of relevant manuals, policies, documents, and output data. Step one of the interview process consisted of a survey comprised of thirty items, which was distributed by e-mail in advance of the on-site inspection. A second set of questions for each academy was then assembled and administered during the on-site visit to explore issues raised by the initial survey responses. The data were then subjected to a two-stage analysis process wherein (1) scores were calculated for each academy that addressed the degree to which that academy had achieved and sustained the operational expectations of the stakeholder agencies, followed by (2) a comprehensive re-examination of the data from a programmatic perspective in order to reach a qualitative conclusion regarding the program's success at achieving and sustaining the operational expectations of the stakeholder agencies.

This evaluation found that while the implementation process was successful in producing a program that met and sustained the expectations of the stakeholders, the implementation process should be modified prior to utilizing it again to expand the program. The rubric used as the foundation of the implementation process should be modified to eliminate the potential for confusion resulting from inherent subjectivity. The findings and recommendations from this research could be useful for modification to the process and as a model for evaluating the resulting expansion.

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## LIST OF ACRONYMS

BLEC — Basic Law Enforcement Certification

EVOC — Emergency Vehicle Operations Course

GACP — Georgia Association of Chiefs of Police

GPSTC — Georgia Public Safety Training Center

GSA — Georgia Sheriff's Association

POST — Georgia Peace Officer Standards and Training Council

SACS — Southern Association of Colleges and Schools

SACS/COC — Southern Association of Colleges and Schools' Commission on Colleges

TCSG — Technical College System of Georgia

USG — University System of Georgia

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To my wife, Connie, who reminded me that I didn't have to be motivated, I just had to get it done. To Leo, Bart, and Bella for their unconditional love and timely distraction; and to my Lord, who has always provided what was needed at the time.

## DEDICATION

To see their children educated has been the foundation of my mother and father's existence. This work is dedicated to Buddy and Betty Burke as an insufficient thank you for their love and support...all I've learned began with you, and you'll never know how much you've taught.

## Chapter I:

### INTRODUCTION

The perpetual scarcity of public funds comparative to programmatic need should motivate public officials to consider programmatic effectiveness as a matter of course. Ensuring that implemented programs are performing as intended is foundational for effective and efficient management of public revenues, which is, in turn, critical for maintaining credibility in the eyes of the citizenry. Still, some public programs are implemented and funded without meaningful evaluation of the implementation processes.

On December 10, 2008, the Georgia Peace Officer Standards and Training (POST) Council certified six new peace officer certification academies for operation within six of the technical colleges administered by the Technical College System of Georgia (TCSG), thereby launching a new statewide law enforcement training program. The new Basic Law Enforcement Certification program (BLEC) was a significant departure from the state's traditional training/certification method in that (1) it increased the training curriculum contact time for basic law enforcement certification by 65%, (2) law enforcement training would be delivered by agencies not directly affiliated with law enforcement (colleges) rather than POST Council or Georgia Public Safety Training Center (GPSTC) academies, and (3) the colleges would grant transferrable postsecondary credit toward a criminal justice degree upon graduation. The program was intended to

either supplement or replace the established GPSTC law enforcement training delivery mechanism utilized within the state.<sup>1</sup>

The BLEC program implementation process was developed cooperatively by TCSG, GPSTC, and POST. The foundational steps of the BLEC implementation process may be summarized as follows:

1. The technical colleges wishing to begin a BLEC academy utilized the *Criteria for Basic Law Enforcement Academy Project Rubric* (Appendix A) as a guide used to assemble a proposal requesting that they be allowed to open a BLEC academy. Eleven technical colleges submitted such proposals;
2. The proposals were scored according to the aforementioned rubric by a committee comprised of representatives from the TCSG, GPSTC, and POST, the agency stakeholders;
3. The stakeholder committee accepted proposals from six of the technical colleges. These six technical colleges were allowed to begin implementing and staffing a BLEC academy;
4. Upon staffing, equipping, and funding of the BLEC academies, POST inspected them to insure conformity to Peace Officer Standards and Training Act requirements;
5. The six BLEC academies were formally certified by POST, thereby initiating a 3-year pilot phase beginning January 1, 2009;

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<sup>1</sup> Prior to establishment of the BLEC program within the technical college system, all peace officer certification training occurred at the GPSTC facility in Forsyth, Georgia, or at one of several regional academies around the state. The GPSTC/regional academy curriculum was 404 hours; the new BLEC curriculum is 700 hours.

6. The pilot phase ended December 31, 2011.

Designation as a “pilot” program with an expiration date of the pilot status strongly implies evaluation at some point during the implementation process. As the pilot-phase expiration date passed, no formal evaluation of the BLEC pilot program implementation process had been performed or proposed by the stakeholder agencies. The stakeholders had, however, discussed utilizing the same implementation process to expand the program by three to six new BLEC academies during the 2012 calendar year. The utilization of scarce public funds for further expansion would, therefore, be problematic should undetected shortcomings within the process be repeated.

The purpose of this study is to address that problem by evaluating the success of the process used to implement the BLEC program. This is a summative process-assessment evaluation as defined by Chen’s basic typologies. Figure 1 illustrates Chen’s categorization of evaluation types.

Figure 1: Chen’s Basic Types of Evaluations

		<b>Evaluation Functions</b>	
		Process-Improvement Evaluation	Process-Assessment Evaluation
<b>Program Stages</b>	Process	Process-Improvement Evaluation	Process-Assessment Evaluation
	Outcome	Outcome-Improvement Evaluation	Outcome-Assessment Evaluation

(Chen and Rossi 1980, 123).

The goal of this study is to determine if the BLEC implementation process resulted in a program that met the initial expectations of the TCSG, GPSTC, and POST. Realization of this goal will be achieved by answering four questions:

1. Did the implementation process for the BLEC program produce the intended programmatic results?
2. If so, were the intended programmatic results reasonably sustained during the course of the 3-year pilot phase?
3. If not, why were the intended programmatic results not reasonably sustained during the course of the 3-year pilot phase?
4. Should there be any modification of the implementation process during the next phase of expansion?

### Programmatic History

Sufficient appreciation for this evaluation and the role of the involved stakeholders requires some understanding of the history of peace officer training in the state of Georgia and the series of events leading to the implementation of the BLEC program. In 1970, the Georgia Peace Officer Standards and Training Act was passed into law and established POST (Department of Audits and Accounts 2001, 4). Their mission is ". . . to provide the citizens of Georgia with qualified, professionally trained, ethical and competent peace officers and criminal justice professionals."<sup>2</sup> The Act also empowered the POST Council to hire an Executive Director and staff, and to establish regional academies around the state as funding allowed. The POST Council would be comprised of gubernatorial appointees.

The state opened GPSTC in Forsyth, Georgia, in 1987 as a public safety training-delivery agency separate from POST. GPSTC describes itself as:

. . . a comprehensive training complex for use by all state and local public safety related units of government within the state of Georgia. This group

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<sup>2</sup> (Georgia Peace Officer Standards and Training Council, <http://www.gapost.org/about.html>)

is typically defined as law enforcement, corrections, fire service, communications/911, coroners, emergency management, rescue and other emergency service personnel.<sup>3</sup>

POST had originally been established to deliver Basic Peace Officer Mandate Certification training through the aforementioned regional and agency-operated academies around the state and to serve as the oversight agency for all law enforcement training within the state. GPSTC's original mission included service as a supplemental delivery vehicle for basic and advanced law enforcement training. A problem of duplicative effort developed between POST and GPSTC and, by 1990, a competitive political relationship had developed between the two agencies as well.<sup>4</sup>

In May of 1996, then Georgia Governor Zell Miller signed an executive order that transferred from POST to GPSTC full operational authority over the ten existing POST academies (2001, 4). This executive order was intended to resolve an ". . . inherent conflict within an agency responsible for setting training standards (POST), monitoring compliance with those standards, and being involved with the provision of training" (2001, 9). Actual transference of authority over the academies proved to be a difficult process since several of the academies were partnerships between POST and other agencies (colleges, police departments, etc.). Governor Miller's executive order was not fulfilled until late 2003.

A summary statement of Georgia's peace officer training process at the end of calendar year 2004 was, therefore, that all Basic Mandate (basic certification) and

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<sup>3</sup> (Georgia Public Safety Training Center, <http://www.gpstc.org/about.html>)

<sup>4</sup> This competitive relationship was, and is, common knowledge among law enforcement executives throughout the state and has been verbally expressed in the researcher's presence by executives from both agencies.

advanced law enforcement training was being delivered by GPSTC and the academies over which it had been given operational authority. POST no longer delivered law enforcement training nor administered training academies. POST's reduced mission was to establish law enforcement admission requirements, training standards, learning and performance objectives, and to ensure adherence to those standards by monitoring GPSTC training delivery practices. Aspiring peace officers would be awarded Peace Officer Certification by POST upon successful completion of the Basic Mandate curriculum delivered by GPSTC and/or one of its academies.

As early as 2003, law enforcement executives within the state were expressing dissatisfaction with the GPSTC delivery mechanism. In the years following the 2004 consolidation of the training academies under GPSTC, law enforcement executives across the state identified these ongoing problems<sup>5</sup>:

1. An excessive failure rate existed within the GPSTC academies, particularly in the areas of firearms and emergency vehicle operations training. This failure rate resulted in significant loss of personnel costs to the police and sheriff's departments that had hired the failing personnel;
2. The academies could not produce enough graduates to meet the personnel needs of the state's law enforcement agencies;
3. Neither the academies nor the central GPSTC facility in Forsyth, Georgia, were offering advanced training to practitioners in the field. This was

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<sup>5</sup> These problems were noted over the years through repeated meetings and conversations with chiefs and sheriffs from across the state, advisory board discussions, and presentations at Georgia Association of Chiefs of Police conferences and Georgia Sheriff's Association (GSA) conferences. The problems were also common topics of discussion at biannual meetings of the TCSG Criminal Justice Consortium.

largely due to the necessary emphasis on Basic Mandate training thereby reducing resources for advanced training;

4. The law enforcement executive community asserted that the 404-hour curriculum did not sufficiently further the goal of professionalizing Georgia law enforcement.<sup>6</sup>

As 2007 opened, law enforcement training in Georgia had been in a constant state of flux since passage of the POST Act of 1970. While POST and GPSTC had been established for the purpose of providing ". . . the citizens of Georgia with qualified, professionally trained, ethical and competent peace officers. . . ," it was evident that neither agency was fulfilling its mission to the satisfaction of the law enforcement community.

In October 2007, TCSG Executive Director of Academic Affairs, Dr. Teresa Resch, met with the regional chairs of the TCSG Criminal Justice Consortium in Macon, Georgia. At this meeting, she outlined discussions that had occurred between the TCSG, POST, and GPSTC regarding the implementation of peace officer certification academies within the TCSG. In January 2008, representatives from 11 technical colleges were called to Atlanta, Georgia, for a meeting in the TCSG central office where an invitation was tendered to them to submit proposals for establishing peace officer certification academies. The invitation required that the proposals follow a rubric being developed by TCSG, GPSTC, and POST. In March 2008, the rubric (*Criteria for Basic Law Enforcement Academy Project Rubric — Appendix A*) was distributed to the 11 colleges as a guide for their proposals. The stakeholders established a proposal-submission

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<sup>6</sup> A common complaint expressed annually at GACP conferences, GSA conferences, and in other venues.

deadline of June 12, 2008, after which a committee comprised of representatives from the stakeholder agencies scored the proposals against the rubric.

In July 2008, TCSG announced that Savannah Technical College in Savannah, Ogeechee Technical College in Statesboro, Augusta Technical College in Augusta, South Georgia Technical College in Americus, Georgia Piedmont Technical College in Clarkston, and Georgia Northwestern Technical College in Rome would be allowed to establish peace officer certification academies if they could implement them and pass POST inspection by December 2008. The criminal justice faculty from the six colleges developed the 700-hour BLEC curriculum in the following months. The new academies were certified at the POST Council meeting held on December 10, 2008. Each of the academies launched its first training cohorts in January 2009.

#### Summary

The history of law enforcement training in Georgia has been one of continual change since the 1970 passage of the Georgia POST Act. Duplication of mission across two state agencies resulted from implementation of the GPSTC in Forsyth, Georgia. Competition for public funding ensued between POST and GPSTC until Governor Zell Miller determined in 1996 that POST could not oversee and deliver law enforcement training, and issued an order defining GPSTC as the delivery agency and POST as the oversight agency. The transfer of operational authority over the training academies from POST to GPSTC took eight years. The delay was due primarily to the complexities that arose from the establishment of several of the academies as inter-agency partnerships between POST and the University System of Georgia, the TCSG, and a few local police departments. Millions of dollars of public revenue has been invested in the continuous

expansion and change of Georgia's delivery mechanism for law enforcement training. Significant public revenues could be defined as wasted, as each change resulted in the abandonment of prior processes and/or facilities.

The lack of a formal evaluation component within the BLEC implementation process conflicts with accepted policy implementation theory and risks further expenditure of public funds without prior assurance that the implementation process produced the intended results. This study will complete a formal performance-assessment evaluation of the implementation process in an effort to alleviate or mitigate this problem.

The next chapter will provide a review of relevant policy implementation and evaluation theory. The review will highlight the importance of evaluation to the program implementation process. Summative statements relating the literature to the stated problem will be provided prior to closing the chapter.

The third chapter of this dissertation will provide the methodology for data gathering and analysis. The research design will be described, the survey instrument provided, and the proposed method for data analysis described.

The fourth chapter will provide the results of the data analysis for each BLEC academy, as well as a summative examination of the data from a programmatic perspective. The final chapter will provide an explanatory discussion of the results leading up to and supporting the conclusions of the evaluation and will close with additional findings and recommendations for further study.

## Chapter II:

### LITERATURE REVIEW

Review of the pertinent theoretical literature and programmatic history rendered three conclusions:

1. The programmatic history of law enforcement training in Georgia is one of continuous flux, modification, and constant calls for improvement from the program's service constituency;
2. Public policy implementation theory calls for evaluation of the program formulated to carry out the policy;
3. Program evaluation theory has moved beyond the initial formative, ongoing, or integrative evaluation methods originally proposed by Pressman and Wildavsky (1984, 186) and has produced innovative evaluation designs coupled with calls for evaluation early in the implementation process. Contemporary conclusions on the topic argue for continuing evolution of evaluation theory and for metaevaluation — the evaluation of an evaluation — in order to minimize bias (Fitzpatrick et al. 2011, 99).

These conclusions underscore the importance of determining whether the implementation process for the BLEC program achieved the stakeholders' objectives and, if so, to what degree.

## Public Policy Implementation and Program Evaluation

Academic discussion of policy implementation or program evaluation rarely occurs without mention of J. L. Pressman and Aaron Wildavsky as the “first generation of implementation analysts” (McLaughlin 1987; Kettl 1990; Goggin 1986; O’Toole 1986; Bowen 1982). Even as he argued the various means of approaching evaluation, Wildavsky concluded in 1972 that evaluation is necessary for the effective administration of any public program (1972, 510). He noted that evaluation is synonymous with the trust of the public and that decision-makers — such as the BLEC stakeholders — are often denied information with which to make informed decisions (1972, 520). He concluded, therefore, that the public trust is founded upon the willingness of decision-makers to implement self-evaluative processes that create a conduit for necessary information.

Whitford asserted 35 years later that an evaluation component is necessary to avoid errors in the implementation of complex public policies, particularly those that cross governmental levels (Whitford 2007, 23). Scholars have proposed various models for the implementation of public policy over the decades and have consistently included evaluation as a fundamental requirement within the process, thereby intertwining the two topics.

Innovative approaches to conducting program evaluations have also been proposed in the decades since Pressman and Wildavsky published *Implementation: How Great Expectations in Washington Are Dashed in Oakland; Or, Why It’s Amazing That Federal Programs Work At All, This Being a Saga of the Economic Development Administration as Told By Two Sympathetic Observers Who Seek to Build Morals on a Foundation of Ruined Hopes* (Fitzpatrick et al. 2011; Rossi et al. 2004; Chen and Rossi

1980). In this seminal work, Wildavsky and Angela Browne noted that evaluation of public programs should be viewed as implementation, and produce data “that can be used to improve the implementation process” (Pressman & Wildavsky 1984, 182). The “first generation” of policy implementation analysts recognized the foundational importance of evaluation theory in the implementation process.

Goggin, Bowman, and O’Toole called for a “third generation” of scholarship in the field of public policy implementation and noted the need for continued and periodic evaluation exercises (1991, 268). In 1987 McLaughlin cited lessons learned from the first and second generations of policy implementation scholars while concluding that evaluation is a necessary part of the implementation process in order to determine “...the extent to which necessary resources are available to support implementation, whether there is evidence of good-faith efforts to learn new routines, or indication of commitment and support within the implementing system for policy strategies and goals” (1987, 176). Patton, Chen, and others have also documented the need for new evaluative designs that move beyond formative and summative evaluations of program outputs and outcomes (2011, 25). Chen noted the need for evaluative analysis that begins with the formative (improvement) versus summative (assessment) question but also adds the consideration of whether it is a process or outcome that should be evaluated. Fitzpatrick et al. built on Chen’s work, offering an evaluation typology matrix that allows for evaluation exercises that could be formative or summative along the *x* axis and a needs assessment, process evaluation, or outcome evaluation along the *y* axis (2011, 27). Fitzpatrick also noted the value of metaevaluation as a means of addressing criticism of evaluation methodologies and reducing bias (2011, 99).

## Conclusion

Public policy implementation and program evaluation literature demand a formal evaluative process as a part of any public program. Contemporary literature calls for evaluation as a necessary component that should occur early within the implementation process, as opposed to after policy or program implementation. Fitzpatrick noted Scriven's discussion of the importance of evaluation along several modes of thought:

- Pragmatic – the efficient use of resources;
- Ethical – justice is served through the retention of effective programs and the elimination of ineffective programs;
- Social/business – directs effort to where it is most needed;
- Intellectual – evaluation "...refines the tools of thought;"
- Personal – evaluation "...provides the only basis for justifiable self-esteem" (2011, 33).

A synthesis of Scriven's modes renders the conclusion that public programs should always be evaluated due to the practical, ethical, and intellectual impacts wrought by utilizing public resources. Thirty-eight years of experimentation in the delivery of law enforcement training occurred in the state prior to the opening of the six BLEC academies in 2009. Two agencies, POST and GPSTC, had been established for the purpose of delivering law enforcement training. Hundreds of millions of dollars in state revenues had been spent to build or establish the centralized GPSTC facility and regional POST/GPSTC academies throughout the state. The BLEC was yet another effort to establish a program intended to meet the training needs of the Georgia law enforcement community. The BLEC academy-implementation process should require evaluation prior

to expansion to ensure that the academies that have been implemented are satisfactory. The history of law enforcement training within the state illustrates the concerns within the relevant literature, particularly with regard to "...the extent to which necessary resources are available to support implementation," and "whether there is evidence of good-faith efforts to learn new routines." It is evident upon consideration of the literature and the topical history that a formal evaluation of the BLEC implementation process should have occurred during the implementation process and/or the pilot phase.

## Chapter III:

### METHODOLOGY

#### Participants, Data Collection, and Research Design

The aforementioned *Criteria for Basic Law Enforcement Academy Project Rubric* assembled by the stakeholders provided the operational expectations of the BLEC academies in the 18 criteria that comprise it. The stakeholders' expectation that the academies would meet and sustain their operational expectations was the primary reason for beginning with a pilot phase.<sup>7</sup> I am asserting, therefore, that if an academy has achieved and sustained the operational indicators within the rubric criteria, then it has met, and continues to meet, the expectations of the agency stakeholders.<sup>8</sup> This research will serve as the evaluative step the stakeholders failed to take to determine if the BLEC academies did, indeed, meet and sustain their operational expectations.

If the BLEC academies currently meet the expectations of the agency stakeholders — as defined within the *Criteria for Basic Law Enforcement Academy Project Rubric* — then the BLEC implementation process was successful. Therefore, the *Criteria for Basic Law Enforcement Academy Project Rubric* will be utilized in this

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<sup>7</sup> Dr. Teresa Resch (of TCSG) on July 23, 2008, and repeated by POST Executive Director Ken Vance in related conversation at Savannah Technical College on June 12, 2009.

<sup>8</sup> Per POST Director of Operations Ryan Powell and TCSG curriculum specialist Dr. Lisa Beck. Both have stressed that the *Criteria for Basic Law Enforcement Academy Project Rubric* reflected the most significant concerns of all agency stakeholders. They have also confirmed repeatedly that any BLEC academy that has met and sustained the criteria defined within the rubric has satisfied the expectations of the agency stakeholders.

evaluation as the foundational instrument to measure the success of the BLEC implementation process.

Evaluation of the BLEC implementation process occurred along two dimensions: achievement and sustainability. A non-experimental, mixed-method time-series design was used to determine if the operational expectations were (1) achieved through the implementation process utilized, and (2) sustained over the course of the 3-year pilot period. The population ( $n = 6$ ) was examined. The operational practices and outputs of each BLEC academy were examined longitudinally from January 1, 2009 through December 31, 2011. The data were evaluated quantitatively and qualitatively as discussed in the following sections. The Institutional Review Board (IRB) for the Protection of Human Research Participants of Valdosta State University granted this project exemption from IRB oversight since the only direct participants in the research were the directors of the six BLEC academies, with some supporting input from their respective staffs (Appendix P). Participant research was limited to responding to the *Academy Director's Survey Instrument* and the semi-structured follow-up questions.

The six BLEC academies were randomly designated as Academy 1, Academy 2, Academy 3, Academy 4, Academy 5, and Academy 6 as a means of providing anonymity to each academy and survey respondent. Data collection began through distribution of the *Academy Director's Survey* (Appendix B) to each academy director by e-mail. The survey responses were reviewed and follow-up questions assembled for each academy director for the purpose of soliciting further explanation of responses where needed or warranted.

The second step in the data collection process occurred during site visits to each of the six academies. Follow-up interviews with the survey respondents were performed at each academy. Classrooms, staff offices, training areas, equipment, and records storage areas were inspected, photographed, and noted. Academy manuals, student handbooks, and college policies were obtained for later review.

Data analysis began with production of a final score for each BLEC academy through a two-step process using the *Criteria for Basic Law Enforcement Academy Project Rubric*. All academy data were then subjected to an inductive qualitative analysis for the purpose of producing a descriptive conclusion that addressed the following evaluative questions:

1. Did the BLEC implementation process result in six academies that met operational expectations of the stakeholders?
2. Did the BLEC implementation process result in six academies that could sustain the operational expectations of the stakeholders?
3. If not, why were the intended programmatic results not reasonably sustained during the course of the 3-year pilot phase?
4. Should the BLEC implementation process be utilized in further expansion of the BLEC program?

Questions 1 & 2 are operational and provided conclusions specific to whether the implementation process produced what the stakeholders intended. However, Questions 3 & 4 are qualitative and depended on the conclusions produced by Questions 1 & 2.

Figure 2 offers a visual representation of the research design.

Figure 2: Research Design

Evaluative Questions	Operational Indicators	Data Source	Data Collection Method	Data Analysis
Did the BLEC implementation process result in six academies that met operational expectations of the stakeholders?	<p>1a. Staffing practices</p> <p>2a. Staff credentials</p> <p>3a. College accreditation status</p> <p>4a. Academy facilities and specialized practical skills training equipment and environments</p> <p>5a. Student capacity documentation</p> <p>6a. Testing and document security procedures</p> <p>7a. Staff development procedures</p> <p>8a. College student-support services procedures</p> <p>9a. Demonstrated community support for the academy</p>	<p>1a. Academy organizational charts</p> <p>2a. Staff vitae, diplomas, certificates</p> <p>3a. College accreditation documentation</p> <p>4a. Academy classrooms, technology-based training resources, vehicles, firearms, and defensive tactics training facilities</p> <p>5a. Academy records regarding student cohorts successfully enrolled and graduated</p> <p>6a &amp; 7a. Academy procedural manuals</p> <p>8a. College admissions, advisement, registration, and financial aid procedures</p> <p>9a. Letters of support, equipment donations, financial donations, instructional support, etc.</p>	<p>1. On-site observation</p> <p>2. Semi-structured interview to insure achievement of minimal operational indicators</p> <p>3. Direct review of field notes, documentary evidence, academy facilities, and academy operations</p>	<p>Inductive analysis of interview transcripts, field notes, and all relevant documentation to produce initial numerical scores for each academy utilizing <i>Criteria for Basic Law Enforcement Academy Project Rubric</i></p>
Did the BLEC implementation process result in six academies that sustained the operational expectations of the stakeholders?	<p>1b. Required levels of qualified staff were sustained during the 3-year pilot phase.</p> <p>2b. Required college accreditation status was sustained during the 3-year pilot phase.</p> <p>3b. Required training facilities were available and utilized during the 3-year pilot phase.</p> <p>4b. Desired number of</p>	<p>1b. Academy Director interview</p> <p>2b. College accreditation documentation</p> <p>3b. Academy Director interview</p>	<p>1. Academy Director interview to insure minimal operational indicators were sustained during the pilot phase</p> <p>2. Direct observation of documentary evidence, academy facilities, and academy operations</p>	<p>Inductive analysis of interview transcripts, field notes, and all relevant documentation to produce final numerical scores for each academy utilizing <i>Criteria for Basic Law Enforcement Academy Project Rubric</i></p>

	<p>cohorts were enrolled and graduated during the 3-year pilot phase.</p> <p>5b. Required staff development occurred during the 3-year pilot phase.</p> <p>6b. Desired level of student support services was delivered during the 3-year pilot phase.</p> <p>7b. Desired level of community support was present during the 3-year pilot phase.</p>	<p>4b. Academy records regarding student cohorts successfully enrolled and graduated</p> <p>5b. Academy Director interview, staff development documentation</p> <p>6b. Academy Director, college admissions, advisement, registration, and financial aid procedures</p> <p>7b. Academy Director interview, visual inspection of equipment, supporting documentation</p>		
If not, why were the intended programmatic results not reasonably sustained during the course of the 3-year pilot phase?	n/a	Quantitative scores considered as a reflection of the program's overall operational achievement along with field notes, interview transcripts, and all relevant documentation	Inductive assessment of the data resulting in an overall descriptive conclusion of whether the program achieved and sustained the operational objectives	Inductive analysis of interview transcripts, field notes, and all relevant documentation to reveal common themes and issues within areas relating to the operational indicators
Should the BLEC implementation process be utilized in further expansion of the BLEC program?	n/a	Quantitative scores considered as a reflection of the program's overall operational achievement along with field notes, interview transcripts, and all relevant documentation	Inductive assessment of the data resulting in an overall descriptive conclusion of whether the program achieved and sustained the operational objectives	Inductive analysis of interview transcripts, field notes, and all relevant documentation to reveal common themes and issues to produce a final conclusion regarding whether the implementation process should be duplicated, modified, or abandoned for program expansion

Instrumentation: The Criteria for Basic Law Enforcement Academy Project Rubric and  
The Academy Director Survey Instrument

As noted in Chapter 1, the agency stakeholders invited competitive proposals from 11 technical colleges, scored those proposals against the *Criteria for Basic Law Enforcement Academy Project Rubric* and selected six of the colleges to open BLEC

academies. The *Criteria for Basic Law Enforcement Academy Project Rubric* is, therefore, valid to this evaluative exercise for the following reasons:

1. The 18 program criteria comprising the rubric define the operational expectations valued by the stakeholders, thereby granting the rubric high face validity for use in determining the operational indicators and as an instrument of measurement for this evaluation;
2. The stakeholders weighted each criterion according to their own judgment as to its value, thereby establishing a valid foundation for scoring the operational indicators derived from the 18 assessment points;<sup>9</sup>
3. The stakeholders expressed the weight for each criterion numerically, thereby providing a quantitative methodology for scoring the operational indicators that would have a high degree of face validity.

The *Criteria for Basic Law Enforcement Academy Project Rubric* provides high face validity since it was designed and weighted by the stakeholders to measure those operational parameters they deemed most important and to grant each of those parameters an appropriate value (Patten 2009, 63).

The *Academy Director Survey Instrument* is derived directly from the *Criteria for Basic Law Enforcement Academy Project Rubric* and is, therefore, valid with regard to the information gleaned for this research. The purpose of the survey instrument was to gather data that were qualitatively examined. The instrument has never been utilized in prior research.

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<sup>9</sup> It should be noted that the stakeholders' judgment regarding the criteria, while valid, are also subject to individual bias. This fact serves to underscore the need for an evaluation component followed by meta-evaluation as a means of minimizing such bias.

## Data Analysis

The stakeholders (TCSG, GPSTC, and POST) assembled the *Criteria for Basic Law Enforcement Academy Project Rubric* as a matrix, with the assessment criteria positioned along the *y*-axis, and five levels of compliance for each criterion distributed along the *x*-axis. Each progressive level of compliance was assigned a score along a range of 0.9 points. The sole exception was the maximum level of compliance for each criterion, which was assigned the maximum of 5 points.

As an example, Figure 3 provides an illustration of Criterion 1, related to staffing the Academy Director’s position (NOTE: the verbiage was taken directly from the original rubric).

Figure 3: Academy Director Criterion

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution, and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution, and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution, and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution, and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution, and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution, and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	

Note that for each level of achievement the rubric allows a subjective score assignment along a 0.9 point range (e.g. an academy director with POST instructor

certification, a master's degree from an accredited institution, and more than five years of criminal justice experience could earn a score ranging from 4.0 to 4.9 points).

The first step in the analysis process consisted of scoring each BLEC academy on the *Criteria for Basic Law Enforcement Academy Project Rubric* based on the director's completion of the *Academy Director's Survey Instrument* and visual inspection of the academy (prior to examination of documentation or interview transcripts). The academy was given the highest possible score for the level achieved by the academy on each criterion as of December 31, 2011 (the end of the 3-year pilot phase). This method of preliminary scoring was used for each of the 18 criteria in the rubric, thereby measuring each respective academy's success on the first dimension: achievement. This step was performed for each academy prior to moving to the second step. The set of scores produced for each academy was given the title of *Academy X Preliminary Rubric Score – Achievement*.

The second step in the data analysis process was an inductive review of the interview transcripts, field notes, academy manuals, and output reports for each BLEC academy. The operational practices of the academy were also considered against the POST Uniform Academy Regulations and Southern Association of Colleges and Schools' Commission on Colleges (SACS/COC) requirements. The *Preliminary Rubric Score* for each criterion was adjusted where necessary according to the degree to which the academy sustained that preliminary score over the course of the 3-year pilot phase. The adjustments occurred according to the following scheme: The aforementioned range of 0.9 points for each criterion allowed for a reduction of 0.3 points per calendar year for interruptions in sustainability of a criterion level. Minor interruptions in a particular

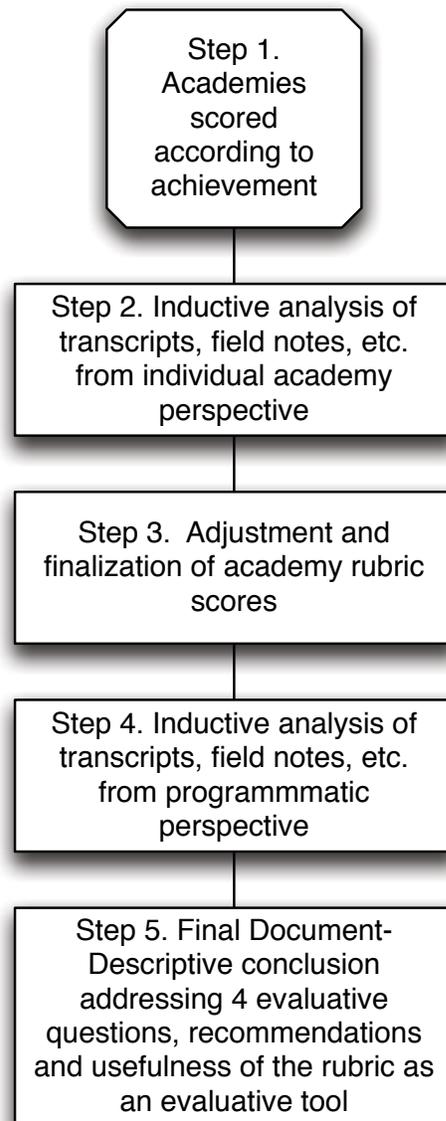
criterion were reduced by 0.1 points per year, medial interruptions by 0.2 points per year, and major interruptions by 0.3 points per year.<sup>10</sup> These scores were entitled *Academy X Adjusted Rubric Score – Sustainability*.

The third and final step in the data analysis process consisted of an inductive re-examination of all academy rubric scores, interview transcripts, field notes, academy procedures, and relevant documentation. Particular emphasis to repeated terms, phrases, relationships, and issues common to the multiple academies were considered. The means and modes of the preliminary and adjusted rubric scores were examined for evidence of trends or commonality. The *Criteria for Law Enforcement Academy Project Rubric* was re-considered and compared to the Uniform POST Academy Regulations and the SACS/COC guidelines for the purpose of modification consideration. A descriptive conclusion addressing the four evaluative questions was produced, as well as a baseline method for use of a modified form of the *Criteria for Basic Law Enforcement Academy Project Rubric* as an evaluative tool for future BLEC academy implementation. Figure 4 provides a visual representation of the data analysis process.

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<sup>10</sup> For example, if an academy failed to fill the required Academy Director position for a two-month period during calendar year 2010 but successfully completed all of that position's task requirements, that would have been considered a minor interruption and the achievement score for that criterion would be reduced by 0.1 points. However, if records required by POST were not submitted in a timely manner, that would have been considered a major interruption for calendar year 2010, and 0.3 points would be deducted. If the interruption occurred during two calendar years, 0.6 points would be deducted and so on. If the academy advanced or degraded one or more criteria levels during the pilot phase, that was also reflected in the adjusted scoring. Utilizing this method, a final quantitative score was produced for each academy on the dimension of sustainability.

Figure 4: Data Analysis Process



## Chapter IV:

### RESULTS

POST Council rules state that certification as a basic law enforcement academy requires the academy to employ one full-time academy director, one full-time instructor in addition to the director, and one full-time secretarial assistant. The academy director and instructor must be POST-certified as general instructors. The academy director must also possess a baccalaureate degree from an accredited institution.<sup>11</sup>

Analysis of the *Criteria for Basic Law Enforcement Academy Project Rubric* reveals that the stakeholders intended to implement BLEC academies that exceeded POST Council requirements. Level 4 of Criterion 1 (Academy Director), for example, allowed 3.0 – 3.9 points for an academy director that had earned a master’s degree from an accredited institution. Level 5 of Criterion 2 (Instructor) allowed 4.0 – 4.9 points if the instructor had earned a master’s degree from an accredited institution. Level 4 of Criterion 6 (Support Staff) allowed 3.0 – 3.9 points if the secretarial assistant had experience in academic institutions. Criterion 7 (SACS/COC-Accreditation) offered a clue to why the stakeholders preferred that BLEC academy staff credentials exceed those that POST required in GPSTC academies. It is apparent that the stakeholders were seeking to establish academies hosted by colleges that were either SACS/COC-accredited or in the process of securing that accreditation.

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<sup>11</sup> Pages 14 – 16 of the Georgia POST Council Rules – 2008.

To summarize, analysis of the *Criteria for Basic Law Enforcement Academy Project Rubric* reveals that the stakeholders' intended to establish BLEC academies that:

- Employed academy directors that possessed POST instructor certification and a master's degree from an accredited institution;
- Employed academy instructors that possessed POST instructor certification and a master's degree from an accredited institution;
- Employed academy staff assistants/support staff that had experience at academic institutions;
- Were administered by a college that had been awarded SACS/COC-accreditation;
- Could secure and maintain adequate facilities and equipment for the delivery of classroom-based and practical skills instruction;
- Would function with the assistance of a POST-mandated advisory board;
- Could assemble, begin, and complete at least two training cohorts per year;
- Could adequately secure student records and sensitive testing material;
- Could comply with POST and SACS/COC professional development/training requirements;
- Would be adequately supported by the administering college in the areas of student services, instructional materials, and equipment; and
- Would receive law enforcement and/or community support adequate to operate the academy as expected.

Each criterion-level of the rubric allowed a score that fell within an established range. The rubric did not include any information for scoring within the range, implying that the stakeholders subjectively scored achievement on each criterion-level during the implementation process. Criterion 7 of the rubric is evidence that the stakeholders desired that the colleges be SACS/COC-accredited; however, one of the BLEC academies was approved by the stakeholders and implemented while the college housing it was undergoing the SACS/COC-accreditation process but had not completed it. This occurrence also supports the assertion of subjective scoring. These facts suggested that the evaluative processes for this research should apply a similarly subjective approach. An objective approach was initially used to determine which level of each criterion was achieved by the respective academies as of the closing of the pilot phase on December 31, 2011. However, subjective reasoning was then applied in determining which criterion level the academy had sustained during the greatest portion of the pilot phase. As detailed in Chapter 3, each academy and its respective data were first examined separately in a two-step analysis process. Finally, all of the data were re-examined from a programmatic perspective for the purpose of answering the four evaluative questions listed below:

1. Did the BLEC implementation process result in six academies that met operational expectations of the stakeholders?
2. Did the BLEC implementation process result in six academies that could sustain the operational expectations of the stakeholders?
3. If not, why were the intended programmatic results not reasonably sustained during the course of the 3-year pilot phase?

4. Should the BLEC implementation process be utilized in further expansion of the BLEC program?

This research found that the implementation process did result in six BLEC academies that met and sustained the operational expectations of the stakeholders. Three thematic issues were revealed during the data analysis process: (1) the degree of subjectivity built into the criterion levels by the stakeholders produces a high potential for confusion if the rubric is used for future evaluations; (2) the verbiage used in Criteria 3 and 4 is confusing as to the intent of the stakeholders and should be clarified; and (3) the failure of the BLEC implementation process to detect existing programmatic shortcomings highlights the need for an evaluative component during the process used to implement future BLEC academies. While the implementation process did have a positive outcome, the themes revealed a need for modification of the process prior to expansion of the BLEC program.

#### Response

All six BLEC academies responded completely to the *Academy Director's Survey*. Five of the six academies (83.3%) responded through the online survey, and the remaining academy responded through direct interview. No items were left unanswered on any response. Every academy allowed an on-site follow-up interview and inspection of its facilities and equipment. Every academy supplied the requested supporting documentation, manuals, student handbooks, and photographic evidence of its operational practices and facilities. The data gleaned were sufficient for analysis and interpretation.

## Data Analysis

Examination of the *Criteria for Basic Law Enforcement Academy Project Rubric* revealed six areas of concern for the stakeholders:

1. Staff and credentials;
2. College accreditation;
3. Specialized training;
4. Advisory board participation;
5. Cohort completion rate;
6. Policies and support; and
7. Classroom and staff facilities.

These areas of concern provided the topical framework for analysis of the academy operation and performance.

### Academy 1

Academy 1 completed the online *Academy Director's Survey* and submitted to an on-site visit wherein follow-up questions were answered, the facilities were inspected, and requested documentation submitted.

Staff and Credentials. Step 1 of the analysis process revealed that as the pilot phase closed on December 31, 2011, Academy 1 employed an academy director with a master's degree from an accredited institution and more than five years of experience as a criminal justice practitioner. The director held general POST instructor certification and specializations in firearms instruction, emergency medical, health and wellness instruction, and radar instruction. The academy also employed one full-time instructor that had more than five years of law enforcement experience and had earned a master's

degree from an accredited institution. This instructor held a general POST instructor certification and specialized certifications as a firearms instructor, defensive tactics instructor, field training officer instructor, and senior instructor. No additional full or part-time instructor was employed by the academy. Volunteer guest instructors were utilized on a weekly basis. The academy did employ a full-time academy staff assistant.

College Accreditation. The college housing Academy 1 is not SACS/COC-accredited. However, the college had applied for SACS/COC-accreditation and SACS had accepted the college for initial candidacy as of the end of the BLEC pilot phase.<sup>12</sup> As of this research, the college was still engaged in the accreditation process.

Specialized Training. Academy 1 utilized Emergency Vehicle Operations Course (EVOC) equipment and facilities that were owned by the college. The academy did not employ an instructor with an EVOC specialization, thereby requiring outside personnel to direct EVOC instruction. The academy had entered into a formal agreement with a local law enforcement agency for use of the agency's firing range to conduct firearms training. The range was sufficient for the safe conduct of firearms training. Academy 1 utilized full-contact body armor and pads for defensive tactics, EVOC vehicles equipped with instructor-activated braking mechanisms, and advanced firearms simulation equipment, all of which were owned by the college.

Advisory Board. The Advisory Board of Academy 1 met quarterly and played an active and "necessary" (as described by the director) part in the planning, operations, and assessment of the academy. The minutes of the Advisory Board meetings support this assertion.

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<sup>12</sup> The academy director anticipates the SACS/COC-accreditation process will be successfully completed in 2014.

Cohort Completion. Academy 1 launched and completed three cohorts during each of the calendar years from 2009 through 2011. In so doing, the academy exceeded the expectations of the stakeholders in this area.

Policies and Support. All student records were kept locked in a file cabinet within a locked room. The director, instructor, and academy staff assistant were the only key holders. The POST Master Test Bank was kept on a password-protected, non-networked computer. Only the director, instructor, and academy staff assistant were provided passwords to the test bank. From 2009 through 2011 the director and instructor of Academy 1 each averaged 80 hours of staff development per year, and the academy staff assistant averaged 30 hours of staff development per year. Student services support of the BLEC program for Academy 1 was consistent with the level of support provided the other programs within the college and ranged from initial admission and financial aid to job placement. Evidence of support from the community included donated vehicles used for EVOC training, hundreds of hours of donated instructional time, and the provision of donated facilities for training and instruction.

Classroom and Staff Facilities. Academy 1 had two traditional classrooms, each equipped with audio-visual capabilities, one computer lab for student use, and one multi-use room utilized for training in defensive tactics and for role-playing. Each of the classrooms could accommodate approximately thirty students, the computer lab could accommodate approximately twenty students, and the multi-use room could accommodate approximately forty students. Staff offices were furnished with desks, chairs, bookshelves, and computers in a manner typical of college instructors and therefore adequate for performance of their daily duties.

Scoring. Review of observation field notes produced an achievement score of 76.2 points (maximum possible score of 90) for Academy 1 (Appendix C). Review of the data provided by Academy 1 revealed that the only personnel change for the academy had been the loss of an additional instructor due to budget considerations during calendar year 2011. The additional instructor had earned a master's degree from an accredited institution, held general POST instructor certification, and held instructor specializations in the areas of firearms and defensive tactics. The sustainability scores on Criteria 3 and 5 were, therefore, adjusted upward in recognition of the fact that Academy 1 had employed this instructor during the majority of the pilot phase. Downward adjustment of Criterion 4 reflected the fact that no part-time instructors were employed during the pilot phase. No other meaningful changes occurred in the operation or facilities of Academy 1 during the 3-year pilot phase. Review of the academy policy manual revealed no indications of operational practices that were inconsistent with the POST Council Uniform Academy Regulations or SACS/COC guidelines. Written regulations were provided that indicated disciplinary action would be taken against any academy employee for loaning their keys or sharing their passwords. Advisory board minutes supported the academy contention that the board played a meaningful part in the planning and operations of the academy. The sustainability score for Academy 1 was 78.7 (Appendix D).

Academy Finding. Excepting the stakeholders' desire for each of the BLEC academies to be housed by a college with SACS/COC-accreditation, Academy 1 achieved the expectations of the stakeholders. It should be noted that the stakeholders implemented Academy 1 without SACS/COC-accreditation, and the college has made further progress toward the accreditation. The stakeholders were obviously willing to

implement Academy 1 despite the implications of their own rubric. Penalizing the academy within this evaluation seems inconsistent with the stakeholders' desires. Furthermore, Academy 1 actually achieved a sustainability score exceeding its achievement score, indicating that the academy demonstrated the ability to sustain a satisfactory level of operations during the pilot phase. Still, the lack of a concrete expectation regarding the SACS/COC-accreditation criterion could result in long-term problems, particularly if the college fails to properly complete the accreditation process. With regard to Academy 1, the implementation process produced an academy that achieved and sustained the operational expectations of the stakeholders with a potential issue related to SACS/COC credentialing.

### Academy 2

Following completion of the online *Academy Director's Survey*, an on-site visit to the academy was conducted. During this visit, a follow-up interview occurred with the director, and a visual inspection of all facilities and training areas was conducted. Requested manuals, policies, and records were provided.

Staff and Credentials. Preliminary analysis revealed that as the pilot phase ended, the employed director had more than five years of law enforcement experience, held a master's degree from an accredited institution, and was a POST-certified general instructor. The director held instructor specializations in EVOC, firearms, defensive tactics, radar, and as a senior instructor.

Academy 2 employed a full-time instructor that had more than five years of law enforcement experience and had earned a baccalaureate degree, general POST instructor certification, and instructor specializations in EVOC, firearms, defensive tactics, and

radar. No additional full-time instructor was employed. The academy employed a part-time instructor that had earned an associate degree, general POST instructor certification, and instructor specializations in EVOC, firearms and defensive tactics. Academy 2 utilized volunteer guest instructors on a weekly basis. An academy staff assistant was also employed full-time by the academy.

College Accreditation. The technical college housing Academy 2 had earned SACS/COC-accreditation. In so doing, the college met the expectations of the stakeholders as implied in the rubric.

Specialized Training. The college owned and controlled an EVOC course, vehicles, and equipment sufficient for safely conducting EVOC instruction, and all of the academy's three instructors were qualified to direct the instruction. The academy had entered into an agreement with a local law enforcement agency for use of their firing range. The range facilities were well constructed and safe for firearms instruction. Academy 2 utilized an advanced firearms simulation system, full-contact body armor and training pads for defensive tactics instruction, and SkidCar<sup>®</sup> (Type A - 2009, SkidCar, Las Vegas, NV) -equipped vehicles for EVOC training.

Advisory Board. Academy 2 asserted that the Academy Advisory Board met four times per year and was active in the planning and operation of the academy. Minutes of the advisory board meetings support this conclusion.

Cohort Completion. During calendar year 2009, Academy 2 began and completed two training cohorts. During years 2010 and 2011, the academy began and completed three training cohorts per year.

Policies and Support. Student records were kept in a locked file cabinet located within a locked room. Access to the room and cabinet was restricted to full-time academy staff. The POST Master Test Bank was kept on a password-protected computer and passwords were provided to academy instructors only; the academy staff assistant was not provided access to the test bank.

All full-time academy instructors received a minimum of 40 hours of POST-recognized training per calendar year during the pilot phase, as well as completing all further staff development mandated by the college. Support from the college's student services division was consistent with the level of support granted to other college programs with the exception of student registration. The instructional schedule of the academy does not align with the instructional schedule of the college, requiring the academy staff assistant to perform the registration function for academy students. Community support for the program was evidenced in the donated vehicles, donated vehicle maintenance, and donated instructional time used by the academy.

Classroom and Staff Facilities. Academy 2 utilized two classrooms capable of seating over thirty students and equipped with audio-visual technology, a computer lab capable of seating over thirty students, and a multi-use room capable of accommodating the training of approximately thirty students. The staff was housed in well-furnished offices suitable for effectively completing their responsibilities.

Scoring. An achievement score of 81.2 was assessed for Academy 2 (Appendix E). Review of the interview transcripts and documentation gleaned from Academy 2 revealed that a personnel change in the director position had occurred during 2010. The original director was promoted, but continued to perform the duties required by the

academy while simultaneously working in his new position. This transition period lasted approximately three months until a new director was hired. The instructor position was also vacant for a period of approximately three months during 2010, with the director performing those duties until the position was filled. A part-time instructor position was also not filled until 2010. These changes in sustainability required downward adjustment to the preliminary scores of Criteria 1, 2, and 4. Downward adjustment of Criterion 3 occurred since no additional full-time instructors were employed during the pilot phase.

No other changes in personnel, facilities, or accreditation status occurred during the three years of the pilot phase. Review of the field notes and photographs made during visits to the facilities supported this conclusion. Minutes of the advisory board meetings evidenced a board heavily involved in, and pleased with, the operations of the academy. The policy manuals and documentation provided by the academy supports its assertions regarding security of all materials and its compliance with SACS/COC guidelines and POST Council Uniform Academy Regulations. The sustainability score for Academy 2 was 77.9, a function of the personnel changes that occurred during 2010 and a downward adjustment of the full-score given for employing a part-time instructor for only half of the pilot phase (Appendix F).

Academy Finding. Academy 2 achieved the stakeholders' expectations. Although the sustainability score was lower than the achievement score, this was primarily due to unavoidable personnel changes that did not negatively impact operations, as demonstrated by the academy's completion of more training cohorts than expected by the stakeholders. With regard to Academy 2, the implementation process resulted in an academy that achieved and sustained the operational expectations of the stakeholders.

### Academy 3

Academy 3 did not complete the online version of the *Academy Director's Survey* but did participate in a complete semi-structured interview during the on-site visit.

Staff and Credentials. As of December 31, 2011, the academy director had earned a baccalaureate degree from an accredited institution, held general POST instructor certification, and had earned instructor specializations in EVOC, firearms, and defensive tactics. He had not earned a master's degree from an accredited institution, but expected to complete the Master of Public Administration program at Columbus State University by December, 2012. The director had more than five years of law enforcement experience. The sole full-time instructor had more than five years of law enforcement experience, had earned a baccalaureate degree from an accredited institution, general POST instructor certification, and instructor specializations in firearms and defensive tactics. The academy did not employ any additional full-time or part-time instructors but often used volunteer guest instructors. Academy 3 also employed a full-time academy staff assistant.

College Accreditation. The technical college housing Academy 3 was SACS/COC-accredited. The college met the stakeholders' expectations regarding this criterion.

Specialized Training. The college owned the EVOC course and facilities utilized by the academy. The director was EVOC instructor certified and could direct EVOC instruction. The academy had entered into a formal agreement with a local law enforcement agency for use of the firing range owned by the agency. Academy 3 utilized

an advanced firearms training simulator, a skid-pad for EVOC training, and body armor for defensive tactics training.

Advisory Board. The academy asserted that its advisory board was integral to its daily operations, and that it met quarterly. The advisory board meeting minutes support this assertion.

Cohort Completion. Academy 3 began and completed three cohorts during each of the calendar years of the pilot phase. In doing so, the academy exceeded the expectations of the stakeholders.

Policies and Support. Student records were secured in a file cabinet located in a secured room accessible only by academy staff and the division chair to which the academy director answered. The POST Master Test Bank was kept on a password-protected computer. Passwords were provided to academy staff only.

All academy staff received a minimum of forty hours of training per year. The academy further asserted that their support from the Student Services division of the college was consistent with that provided to other college programs. Donated shower-equipped trailers, vehicles, tires, funds nearing \$100,000, and hundreds of hours of instructional time demonstrated significant community support for the academy.

Classroom and Staff Facilities. Academy staff offices were spacious and well furnished. They were sufficient for performance of the duties expected of the respective staff positions. The academy used two classrooms that could accommodate thirty or more students. A multi-use room capable of accommodating fifty or more students was used by the academy for defensive tactics training and role-playing.

Scoring. Initial achievement scoring for Academy 3 produced a score of 75.2 (Appendix G). A review of the Academy 3 data revealed that the original academy director had received a promotion during 2011, prompting the promotion of the academy instructor to director. Both continued to perform their pre-promotion duties until a new instructor could be employed, thereby allowing non-disruptive transition to their new responsibilities. This personnel change necessitated a net upward adjustment of the Criterion 1 score since the director from 2009 until 2011 had held a master's degree during this time. A downward adjustment of Criterion 2 reflected the minor personnel change that occurred in the director and instructor positions. Downward adjustments of Criteria 3 and 4 reflected that no additional full or part-time instructors were employed during the pilot phase. No other personnel or operational changes occurred during the pilot phase.

The documentation supplied confirmed SACS/COC-accreditation of the college housing Academy 3. A review of the advisory board minutes confirmed that the board played a meaningful role in the operations of the academy during the pilot phase. Policy documentation supported the survey responses regarding the security of student records and testing materials. Academy documents and observations during the on-site visit indicated compliance with SACS/COC guidelines and POST Council Uniform Academy Regulations. The changes noted resulted in a sustainability score of 74.0 for Academy 3 (Appendix H).

Academy Finding. Academy 3 achieved the stakeholders' expectations. The stakeholders' intent that those employed in the director and instructor positions have a master's degree seems related to a need to fulfill SACS/COC guidelines regarding

instructor credentialing where transferability is an issue. These guidelines state that associate degree courses intended to be transferred to a baccalaureate degree should be taught by faculty that possess a master's degree with a concentration in the discipline taught. However, the guidelines also call for consideration of "...related work experiences in the field, professional licensure and certifications...continued excellence in teaching, or other demonstrated competencies...that contribute to effective teaching and student learning outcomes."<sup>13</sup> The credentials of the director and instructor of Academy 3 satisfied SACS/COC guidelines. It should also be noted that the current director was employed as the academy instructor at the time that Academy 3 was implemented. At that time, he had not completed his baccalaureate degree but was pursuing it. To summarize, at the time Academy 3 was implemented, the director had a master's degree and the instructor had an associate degree. As of the end of the pilot phase, the director and instructor both had baccalaureate degrees. Therefore, it can be inferred that Academy 3 complied with the stakeholders' expectations with regard to staff credentials. Nonetheless, this issue highlights the degree to which subjectivity may have flawed the implementation process.

Although the sustainability score was lower than the achievement score, this was primarily due to personnel changes that did not negatively impact operations, as demonstrated by the academy's completion of the desired number of training cohorts. With regard to Academy 3, the implementation process resulted in an academy that achieved and sustained the operational expectations of the stakeholders, albeit with a potential flaw related to staff credentialing.

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<sup>13</sup> SACS/COC Comprehensive Standard 3.7.1 – Faculty Credentials Guidelines.

#### Academy 4

Academy 4 completed the online *Academy Director's Survey* and agreed to an on-site visit. The visit included a follow-up interview, inspection of all facilities, and review of relevant documentation, policies, and manuals.

Staff and Credentials. Preliminary data analysis found that as of December 31, 2011 the academy director had more than five years of law enforcement experience, held a master's degree from an accredited institution as well as general POST instructor certification, and an instructor specialization in EVOC. The academy instructor also had more than five years of law enforcement experience, held a master's degree from an accredited institution, general POST instructor certification, and an instructor specialization in EVOC. The academy did not employ additional full-time or part-time instructors but frequently used voluntary guest instructors. Academy 4 also employed one full-time academy staff assistant that had prior experience in the technical college system as well as experience dealing with SACS/COC.

College Accreditation. The college housing Academy 4 is SACS/COC-accredited. By earning this accreditation, the college satisfied the expectation of the stakeholders in this area.

Specialized Training. The college owned a fully-equipped EVOC course. Being EVOC-instructor certified, both the director and instructor for Academy 4 were fully qualified to conduct an EVOC course without outside assistance. The academy had entered into a formal agreement with a local law enforcement agency for use of the agency's firing range. The EVOC course and firing range were sufficiently constructed and equipped to safely conduct driving and firearms instruction. Academy 4 utilized an

advanced firearms training simulator, a driving simulator, and Simunitions<sup>®</sup> (Securiblack 9mm – 2008, Simunition Operations, CT) equipment for training.

Advisory Board. Academy staff asserted that the academy advisory board met quarterly and provided valuable and meaningful assistance in all planning, operations, and assessment processes. This assertion was confirmed through an examination of the board meeting minutes.

Cohort Completion. During the pilot phase, Academy 4 scheduled two cohorts to be completed each calendar year and an additional cohort that overlapped the beginning of the next calendar year. The result is that the academy began three cohorts in 2009 and completed two of them. During 2010, the unfinished 2009 cohort completed their training and two additional cohorts were begun. During 2011, the academy began three cohorts and completed two of them (the third will complete during 2012).

Policies and Support. Academy 4 kept all student records in a locked file cabinet. The file cabinet was located in a room that was kept locked at all times. Only academy staff was issued keys to the room and cabinet. The POST Master Test Bank was kept on a password-protected, non-networked computer. Only academy staff were issued passwords for the computer.

Academy staff received a minimum of forty hours per year of staff development during the pilot phase but commented that doing so had been “difficult.” They further stated that the college required forty hours of training per year. The survey indicated that the college’s Student Services division had supported the academy program in a manner consistent with support of the other college programs. Significant community support for

the program had been received through donated vehicles, tires, and appliances, as well as a notable amount of donated instructor hours.

Classroom and Staff Facilities. The academy utilized two audio-visually equipped classrooms capable of accommodating approximately forty students in each. The academy had a computer lab at its disposal that could accommodate approximately twenty students. Academy staff enjoyed office space sufficient in size and furnishing to provide them productive workspaces for their daily operational duties.

Scoring. Preliminary observations of Academy 4 responses and facilities rendered an achievement score of 80.4 (Appendix I). On-site inspection of Academy 4 coupled with a review of the relevant documentation revealed no personnel or facilities changes during the pilot phase. The academy did not employ additional full-time or part-time instructors, necessitating a downward adjustment of Criteria 3 and 4 preliminary scores.

Advisory board meeting minutes supported their assertions that the board played a meaningful role in the operations of the academy, and that the academy complied with POST Council Uniform Academy Regulations. Manuals and documentation revealed that the college housing Academy 4 complied with SACS/COC guidelines. Visual inspection of their facilities and training areas indicated no changes during the pilot phase, and documentation supported their assertions regarding staff development, student record security, and test bank security. The Academy 4 adjusted score for sustainability was 78.6, with the reduction due to the lack of additional part-time or full-time instructors (Appendix J).

Academy Finding. Academy 4 achieved the stakeholders' expectations. Downward adjustment of the sustainability score was required for compliance with

analytical procedures of this research and was merely a reflection of the fact that the academy had never employed additional instructional staff. This necessary downward adjustment is indicative of a problem with the rubric, in that it seems to indicate that voluntary instruction donated by qualified instructors is less desirable than employing an additional (and perhaps unnecessary) instructor. With regard to Academy 4, the implementation process resulted in an academy that achieved and sustained the operational expectations of the stakeholders with no apparent issues or concerns.

#### Academy 5

Academy 5 responded in full by completing the online *Academy Director's Survey*. An on-site visit followed wherein the director participated in a follow-up interview, the facilities were inspected and relevant documentation and data was collected for later review.

Staff and Credentials. As of December 31, 2011, the academy director had more than five years of experience in law enforcement and held a master's degree from an accredited institution. The director had earned general POST instructor certification as well as instructor specializations in defensive tactics and firearms. Academy 5 employed two full-time instructors during the pilot phase. The first had more than five years of law enforcement experience, held a master's degree from an accredited institution, and was a POST-certified instructor in firearms, EVOC, and defensive tactics in addition to general instructor certification. The second instructor had more than five years of experience in law enforcement, held a master's degree from an accredited institution, had earned general POST instructor certification, and had also earned instructor specializations in firearms and defensive tactics. Academy 5 employed no part-time instructors but

frequently used volunteer guest instructors. Academy 5 also employed a full-time academy staff assistant with prior experience in an academic institution and prior experience with a regional accreditation (regulating) agency.

College Accreditation. The college housing Academy 5 had earned full SACS/COC-accreditation. The college met the expectations of the stakeholders in this area.

Specialized Training. The college owned an EVOC course that was fully-equipped for EVOC instruction. The EVOC-instructor certification held by the first instructor qualified Academy 5 to conduct EVOC instruction without outside assistance. The academy had entered into a formal agreement with a local law enforcement agency for use of the agency's firing range to conduct firearms training. The academy utilized a SkidCar<sup>®</sup> (Type A - 2009, SkidCar, Las Vegas, NV) system for EVOC training, an advanced firearms simulator, Simunition<sup>®</sup> (Securiblack 9mm – 2008, Simunition Operations, CT) systems, and body armor for defensive tactics training.

Advisory Board. Academy 5's survey response indicated meaningful participation from the advisory board in the daily operation, planning, and assessment processes of the academy. Review of the board meeting minutes supported this conclusion.

Cohort Completion. The academy began and completed three cohorts during each of the calendar years of the pilot phase. In so doing, the college exceeded the expectations of the stakeholders as implied in the rubric.

Policies and Support. All student records were stored within a locked file cabinet that was located in a storage room that was kept locked at all times. The only persons that were provided key access to the room or the cabinet was academy personnel. The POST

Master Test Bank was kept on a password-protected non-networked computer accessible only by academy staff.

Academy staff completed forty hours of staff development per person per calendar year during the pilot phase. Support from the college's Student Affairs division was consistent with that rendered to other programs, although academy staff registered academy students due to the instructional schedule of the academy, which does not align with the instructional calendar of the college. Community support for Academy 5 was evidenced in the notable number of instructional hours donated by volunteers, donated EVOC vehicles, and recruitment of graduates by local law enforcement agencies.

Classroom and Staff Facilities. Academy 5 utilized one dedicated classroom equipped with audio-visual capabilities and internet access, and had access to additional classrooms that were similar in size and equipment. The classrooms were capable of accommodating approximately thirty-five students. One multi-purpose room was utilized for firearms simulation, defensive tactics training, and role-playing. A fully equipped computer lab capable of accommodating approximately thirty students was at academy disposal. Staff facilities were sufficiently furnished, equipped, and spacious for the performance of required operational tasks.

Scoring. Preliminary observation of Academy 5 survey responses and facilities rendered an achievement score of 82.5 (Appendix K). The on-site visit to Academy 5, followed by a review of the interview transcripts, documentation, and field notes revealed that the academy staff assistant position had been unfilled for approximately three months during 2009 following the resignation of the original staff assistant. No significant impact to academy operations resulted; however, the preliminary score for Criterion 6 was

adjusted downward as a reflection of the change. No other personnel changes occurred during the pilot phase. The academy did not employ any part-time instructors during the pilot phase so Criterion 4 was also adjusted downward.

A review of the advisory board minutes revealed that Academy 5 had been meeting with the board twice per year, rather than the four times called for by the POST Council Uniform Academy Regulations. While no operational impact could be discerned from this shortcoming, Criterion 10 was adjusted downward by 50% to reflect the significance of this departure from POST regulations.

Academy 5 also relocated during the 2011 calendar year. Although the move occurred during a time when no cohorts were in session, the scores of Criteria 17 and 18 were adjusted downward to reflect the move. It should be noted that the *Criteria for Law Enforcement Academy Project Rubric* does not provide for a 4.0 – 4.9 level for these criteria. This forced a downward adjustment from the maximum 5.0 points to the next lowest possible score — 3.9 — for these criteria. The sustainability score for Academy 5 was 76.6 (Appendix L).

Academy Finding. Academy 5 partially achieved the stakeholders' expectations. Failure to comply with POST guidelines pertaining to advisory board meetings is a significant issue. For that reason, the sustainability score for that criterion was adjusted downward. However, the lack of quarterly meetings did not appear to have any meaningful impact on academy operations. The minutes of the meetings that did occur indicate strong board participation in, and approval of, academy operations. Further, the academy began and completed three cohorts per year, which exceeded stakeholders' expectations in that area. With regard to Academy 5, the implementation process resulted

in an academy that achieved and sustained the operational expectations of the stakeholders, but with a concern that the lack of an evaluative follow-up during the pilot phase resulted in the failure to detect noncompliance with a POST-required activity.

#### Academy 6

Academy 6 responded in full to the online *Academy Director's Survey* and agreed to an on-site visit. During this visit, a follow-up interview was completed, as well as a visual inspection of the facilities and training areas. Requested documents, data, policies, and manuals were provided.

Staff and Credentials. Preliminary review of the survey responses and initial on-site observation revealed the following conditions as of December 31, 2011. The academy director had more than five years of law enforcement experience, had earned a master's degree from an accredited institution, and held general POST instructor certification with no instructor specializations. The academy instructor had more than five years of law enforcement experience, had earned a master's degree from an accredited institution, and held general POST instructor certification with no instructor specializations. The academy employed no additional full-time or part-time instructors but used volunteer guest instructors on a weekly basis. The academy employed a full-time academy staff assistant.

College Accreditation. The college housing Academy 6 had earned full SACS/COC-accreditation. In so doing, the college met the expectations of the stakeholders as implied in the rubric.

Specialized Training. The college did not own an EVOC course, necessitating a formal agreement between Academy 6 and a local law enforcement agency for use of the

agency's EVOC course for EVOC instruction. The academy also did not employ anyone with an EVOC instructor specialization, therefore the academy had to utilize outside personnel in order to conduct EVOC instruction. The academy had secured a formal agreement with a local law enforcement agency for use of the agency's firing range in order to conduct firearms training. Supportive instructional materials and equipment used by Academy 6 included a SkidCar<sup>®</sup> (Type A - 2009, SkidCar, Las Vegas, NV) system for EVOC training, a firearms training simulator, and body armor for defensive tactics training.

Advisory Board. Academy 6 asserted that the advisory board was an active and integral part of the academy's operational, planning, and assessment processes. Minutes of the board meetings supported this assertion.

Cohort Completion. The academy had begun and completed two cohorts per year during the pilot phase. This completion rate met the expectations of the stakeholders.

Policies and Support. All student records were stored in locked filing cabinets that were secured in a locked room. Access to the room and the records were limited to academy staff only. The POST Master Test Bank was kept on a password-protected computer that limited access to academy staff only.

The college housing Academy 6 required all faculty, including academy instructors, to complete eighty hours per year of staff development. Staff employees were required to complete five hours per year of staff development. The survey response indicated that academy staff had exceeded these requirements each calendar year of the pilot phase. The survey also indicated that the Student Services division of the college supported the academy program in a manner consistent with the division's support of all

other college programs. Community support for the program was evidenced through donated instructional hours, donated vehicles, and monetary donations.

Classroom and Staff Facilities. Academy 6 used two classrooms capable of accommodating approximately thirty students each, and a multi-use room capable of accommodating approximately fifty students during defensive tactics training and/or role-playing. Staff facilities were well furnished, well equipped, and sufficient for completion of the staff's daily operational duties.

Scoring. Preliminary scoring of Academy 6 rendered an achievement score of 76.2 (Appendix M). Analysis of the field notes and documentation from the on-site visit to Academy 6 revealed that the instructor position had been vacant for approximately three months during 2011. The academy staff assistant position had also been vacant for approximately three months during 2009. These personnel changes prompted a downward adjustment of the preliminary scores for Criteria 2 and 6. A review of the interview transcripts indicated an assertion that the personnel changes had no meaningful impact on academy operations, nor was one revealed by any output data. The preliminary scores for Criteria 3 and 4 were adjusted downward due to the academy's lack of additional full-time or part-time instructional staff. No further change in personnel or facilities was revealed during the second phase of data analysis.

Review of the submitted documentation confirmed the college's SACS/COC-accreditation. Inspection of the EVOC and firearms training areas revealed them to be adequately constructed, safe for use, and fully equipped for EVOC and firearms instruction. A review of the advisory board minutes supported the academy's assertion that the board was an integral part of academy operations. The academy manual

confirmed that any breach of regulations with regard to student record or test bank security would be met with disciplinary action. Academy policies and operational data supported their assertion that the academy operated within POST Council Uniform Academy Regulations and SACS/COC guidelines. An adjusted score of 73.8 for sustainability was rendered for Academy 6 (Appendix N).

Academy Finding. Academy 6 achieved the stakeholders' expectations.

Downward adjustment of the sustainability score was a reflection of unavoidable personnel changes. With regard to Academy 6, the implementation process resulted in an academy that achieved and sustained the operational expectations of the stakeholders with no apparent issues or concerns.

Table 1: Academy Analysis Summary

<i>Topic</i>	<b>Academy 1</b>	<b>Academy 2</b>	<b>Academy 3</b>	<b>Academy 4</b>	<b>Academy 5</b>	<b>Academy 6</b>
<i>Staff and Credentials</i>	Met Expectations	Met Expectations	Failed to Meet Expectations	Met Expectations	Exceeded Expectations	Met Expectations
<i>College Accreditation</i>	Failed to meet expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations
<i>Specialized Training</i>	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations
<i>Advisory Board</i>	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Failed to Meet Expectations	Met Expectations
<i>Cohort Completion</i>	Exceeded Expectations	Exceeded Expectations	Exceeded Expectations	Exceeded Expectations	Exceeded Expectations	Met Expectations
<i>Policies and Support</i>	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations
<i>Classroom and Staff Facilities</i>	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Met Expectations
<i>Scoring (Achievement/ Sustainability)</i>	76.2/78.7	81.2/77.9	75.2/74.0	80.4/78.6	82.5/76.6	76.2/73.8
<i>Academy Finding</i>	Met Expectations with Notation	Met Expectations	Met Expectations with Notation	Met Expectations	Met Expectations with Notation	Met Expectations

Programmatic Reanalysis

Reanalysis of all survey responses, interview transcripts, field notes, policies, and documentation gathered in response to this evaluation, using a programmatic perspective as opposed to an individual academy perspective, led to the results summarized in Tables 2 - 4.

Table 2: Academy Staff Credentials

	5+ Years Experience	POST Instructor	Baccalaureate Degree	Master's Degree	Instructor Specialization	POST Qualified	SACS/COC Qualified
<i>Academy Director</i>	100%	100%	100%	83%	83%	100%	100%
<i>Academy Instructor</i>	100%	100%	83%	83%	83%	100%	100%
<i>Academy Support Staff</i>	n/a	n/a	n/a	n/a	n/a	100%	100%

Table 3: Academy Facilities

	Academy Owned Sufficient Facilities	Academy Secured Sufficient Facilities Through Memorandum Of Understanding	Academy Employed Instructor with Specialization
<i>Emergency Vehicle Operations Course Training</i>	83%	17%	67%
<i>Firearms Training</i>	0%	100%	67%
<i>Other Specialized Training</i>	100%	0%	50%
<i>Classroom Facilities</i>	100%	0%	n/a
<i>Staff Facilities</i>	100%	0%	n/a

Table 4: Academy and College Operations

	Met Expectations	Met Expectations with Issue	Failed to Meet Expectations
<i>Cohort Completion</i>	100%	0%	0%
<i>Policies</i>	100%	0%	0%
<i>Advisory Board Participation</i>	83%	17%	0%
<i>Community Support</i>	100%	0%	0%
<i>SACS/COC Accredited</i>	83%	17%	0%
<i>POST Compliant</i>	83%	17%	0%

Statistical analysis of the academy achievement scores revealed a median of 80.4 and a mean of 79.3. The results are summarized in Table 5.

Table 5: Achievement Scores

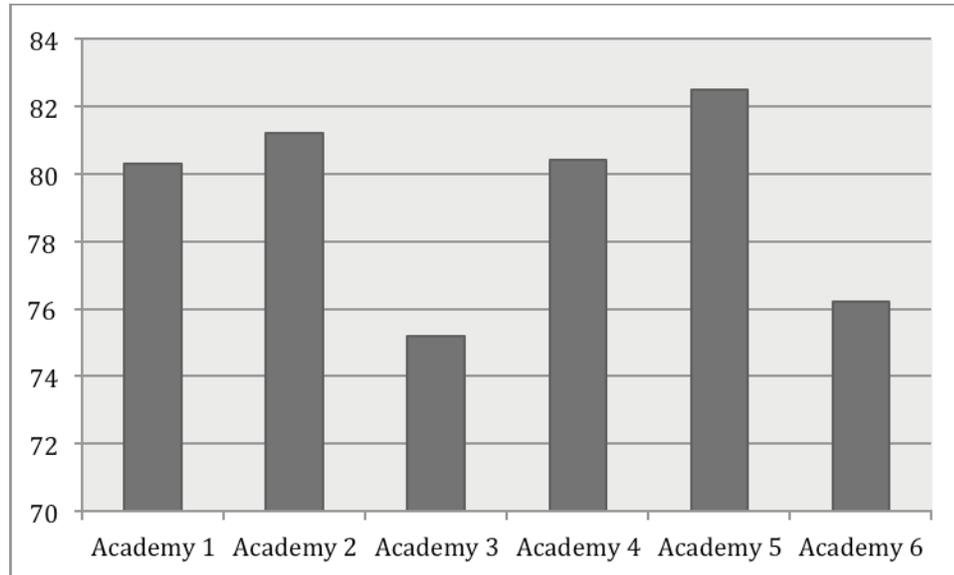
Criterion	Academy 1	Academy 2	Academy 3	Academy 4	Academy 5	Academy 6	Median	Mean
1	4.9	4.9	3.9	4.9	4.9	4.9	<b>4.9</b>	<b>4.7</b>
2	5.0	3.9	3.9	4.9	5.0	4.9	<b>4.9</b>	<b>4.6</b>
3	0.9	0.9	0.9	0.9	2.9	0.9	<b>0.9</b>	<b>1.2</b>
4	5.0	3.9	0.9	0.9	0.9	0.9	<b>0.9</b>	<b>2.1</b>
5	5.0	4.9	3.9	5.0	5.0	3.9	<b>5.0</b>	<b>4.6</b>
6	2.9	3.9	2.9	4.9	4.9	2.9	<b>3.4</b>	<b>3.7</b>
7	3.9	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>4.8</b>
8	4.9	5.0	5.0	5.0	5.0	3.9	<b>5.0</b>	<b>4.8</b>
9	3.9	3.9	3.9	3.9	3.9	3.9	<b>3.9</b>	<b>3.9</b>
10	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
11	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
12	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
13	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
14	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
15	3.9	4.9	4.9	5.0	5.0	5.0	<b>5.0</b>	<b>4.8</b>
16	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
17	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
18	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
Total	<b>80.3</b>	<b>81.2</b>	<b>75.2</b>	<b>80.4</b>	<b>82.5</b>	<b>76.2</b>	<b>80.4</b>	<b>79.3</b>

The minimal difference between the median (79.3) and mean (80.4) infers a high degree of uniformity across the results of the implementation process.

The low *range* of 7.3 supports this inference by inferring a low degree of variability across the achievement scores. Therefore, from a quantitative perspective the process was successful in implementing six BLEC academies that achieved the operational practices intended by the stakeholders. The median score for the program as a whole was 80.4, which is 89.3% of the potential maximum score of 90. The mean for the program was 88.1% of the potential maximum of 90. This quantitative exercise fails to

reveal the issues of subjective confusion noted during the preliminary analysis of Academies 1, 3, and 5 (See Figure 5).

Figure 5: Achievement Scores Graph



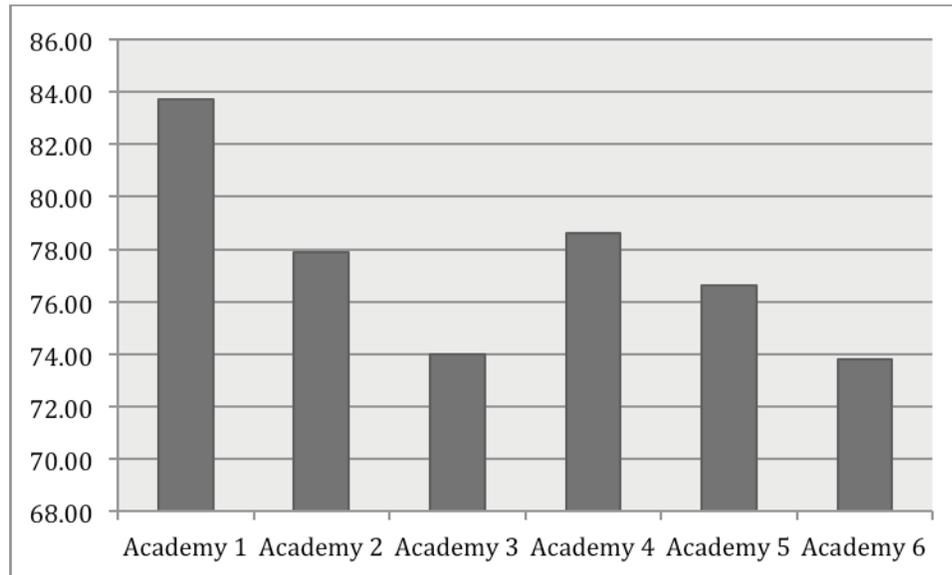
Similar analysis of the sustainability scores resulted in a median score of 77.3 and a mean of 77.4, each being 85.8% and 86%, respectively, of the potential maximum of 90. The results are summarized in Table 6.

Table 6: Sustainability Scores

Criterion	Academy 1	Academy 2	Academy 3	Academy 4	Academy 5	Academy 6	Median	Mean
1	4.9	4.8	4.6	4.9	4.9	4.9	<b>4.9</b>	<b>4.8</b>
2	5.0	3.6	3.8	4.9	5.0	4.6	<b>4.8</b>	<b>4.5</b>
3	4.6	0.0	0.0	0.0	2.9	0.0	<b>0.0</b>	<b>1.3</b>
4	5.0	1.9	0.0	0.0	0.0	0.0	<b>0.0</b>	<b>1.2</b>
5	4.6	4.9	3.9	5.0	5.0	3.9	<b>4.8</b>	<b>4.6</b>
6	2.9	3.9	2.9	4.9	4.6	2.6	<b>3.4</b>	<b>3.6</b>
7	3.9	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>4.8</b>
8	5.0	5.0	5.0	5.0	5.0	3.9	<b>5.0</b>	<b>4.8</b>
9	3.9	3.9	3.9	3.9	3.9	3.9	<b>3.9</b>	<b>3.9</b>
10	5.0	5.0	5.0	5.0	2.5	5.0	<b>5.0</b>	<b>4.6</b>
11	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
12	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
13	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
14	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
15	3.9	4.9	4.9	5.0	5.0	5.0	<b>5.0</b>	<b>4.8</b>
16	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	<b>5.0</b>
17	5.0	5.0	5.0	5.0	3.9	5.0	<b>5.0</b>	<b>4.8</b>
18	5.0	5.0	5.0	5.0	3.9	5.0	<b>5.0</b>	<b>4.8</b>
Total	<b>83.7</b>	<b>77.9</b>	<b>74.0</b>	<b>78.6</b>	<b>76.6</b>	<b>73.8</b>	<b>77.3</b>	<b>77.4</b>

The *range* of 9.9 indicates a low measure of variability among the sustained operational practices of the BLEC academies. The statistical results infer that the implementation process for the BLEC program produced six academies that function similarly, and that the academies sustained that functionality during the 3-year pilot phase. However, subjective interpretation complicated the scoring of Criteria 3 and 4 (See Figure 6).

Figure 6: Sustainability Scores Graph



#### Subjectivity of Some Criteria

One of the BLEC academies was engaged in the SACS/COC-accreditation process at the time of this research. Interesting questions would arise if the college does not complete the process successfully. Would the stakeholders have the authority to close the BLEC program at that college? Historically, other technical colleges have occasionally failed the SACS/COC-accreditation process, but the typical result was personnel action against those that managed the process, not the closing of that college or the programs it administered. The BLEC program would still be in compliance with all POST requirements, diminishing the likelihood that POST could, or would, rescind the academy's certification. GPSTC would have no organizational standing or regulatory authority to close the academy. If the intent of the original stakeholders was to require SACS/COC-accreditation of colleges hosting BLEC academies, the appropriate criterion (7 – SACS/COC-Accreditation) should have stated so more explicitly.

The potential for similar confusion exists in the stakeholders' expectations as described in Criterion 2 (Instructor). The criterion assigns higher point values to those instructors that have achieved advanced education, with a master's degree earning the highest allowable scores. SACS/COC guidelines require a minimum of a baccalaureate degree for those instructors teaching in an associate degree program. Course transferability, however, requires 18 semester hours of relevant post-graduate work. At the time Academy 3 was implemented, the employed instructor held an associate degree. Would the instructor have been terminated had he or she failed to earn a baccalaureate degree? What time period should be allowed to meet the SACS/COC credentialing requirements?

Finally, analysis of the academy practices revealed that all of the BLEC academies used guest instructors that willingly donated their time without compensation. Criteria 3 (Additional Instructors) and 4 (Additional Part-time Instructors) use some variation of the word "employed" in all of the achievement levels, thereby implying that those criteria could only be satisfied by employing additional full- and/or part-time instructors on the academy payroll. But for this wording, the criteria could have been viewed as attempting to measure the academy's ability to secure additional instructional services, compensation notwithstanding. In practice, obtaining the services of qualified instructors who were willing to donate their time would be of greater benefit.<sup>14</sup> Nonetheless, adherence to an objective analytical process required penalizing all six academies when calculating sustainability, even though they all used "additional" instructors, albeit unpaid.

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<sup>14</sup> This is common practice among all GPSTC and BLEC academies in Georgia. The researcher has donated countless hours of free instruction to both types of academies.

### No Formal Evaluative Component

The subjective issues that have been noted highlight the lack of a formal evaluative component within the BLEC program implementation process. Academy 5's failure to comply with POST regulations regarding advisory board meetings (also related to Criterion 10 – Academy Advisory Board) went undetected during the entirety of the pilot phase, further highlighting the need for a formal evaluative component during future implementations.

### Final Results

When the statistical inferences are considered summarily with the conclusions obtained from analysis of the data related to each individual academy and addressed in light of the four evaluative questions, the answers are:

1. Did the BLEC implementation process result in six academies that met operational expectations of the stakeholders? Yes, but with noteworthy concerns regarding (1) the subjective treatment of education credentialing for instructional staff (Criteria 2 - Director and 3 - Instructor as related to Academy 3); (2) the subjective treatment of SACS/COC-accreditation (Criterion 7 – SACS/COC-Accreditation as related to Academy 1); and (3) the failure to detect noncompliance with a POST regulation that required four advisory board meetings per year (Criterion 10 – Academy Advisory Board as related to Academy 5).
2. Did the BLEC implementation process result in six academies that could sustain the operational expectations of the stakeholders? Yes, as demonstrated by (1) the low range/variability across sustainability scores;

(2) the consistent output of two or more cohorts per year from all six academies; (3) the consistent maintenance of necessary staff requirements from all six academies; and (4) the consistent compliance, with noted exceptions, of all six academies with POST and SACS/COC guidelines.

The subjective nature of Criteria 3 (Additional Full-Time Instructor) and 4 (Part-Time Instructor) lead to confusion when attempting to interpret the intentions of the stakeholders regarding the use of additional full- and part-time instructors.

3. If not, why were the intended programmatic results not reasonably sustained during the course of the 3-year pilot phase? Not applicable in light of the answers to Questions 1 and 2.
4. Should the BLEC implementation process be utilized in further expansion of the BLEC program? The established BLEC implementation process could be utilized but should be modified as recommended due to (1) the potential for misinterpretation of criterion requirements related to subjective treatment, and (2) the lack of a formal evaluative component within the process itself.

To summarize, the BLEC implementation process accomplished what the stakeholders intended. Two summative concerns were revealed: (1) the overly subjective nature of some criteria, and (2) the lack of a formal evaluative component. These concerns could lead one to conclude that while chance did not dictate the results of the implementation process, it may have been an ally in the satisfactory outcome.

Chapter V:  
DISCUSSION

Purpose of the Research

The programmatic scarcity of public funding demands reasonable oversight of programs implemented by state government. The evaluation of public programs should be utilized as one component of such oversight. The implementation process used by the TCSG, POST, and GPSTC to implement the BLEC program lacked any formal evaluative component. It could, therefore, be argued that the process lacked reasonable oversight. This argument would be supported by the contemporary literature on policy implementation theory and program evaluation theory. Repeating the implementation process by expanding the BLEC program would potentially compound any programmatic flaws created in the original implementation process. This evaluative research was intended to identify any flaws in the BLEC implementation process and thereby offer the opportunity to avoid them during future expansion.

This research was successful in that purpose. While this evaluation showed that the process produced BLEC academies that met the expectations of the stakeholders, it also identified flaws within that process that should be addressed prior to expansion of the BLEC program. These findings are consistent with contemporary literature on the topic and should be granted consideration.

## Implications

The stakeholders must clarify their intent regarding SACS/COC-accreditation. This issue cascades into the instructor credentialing expectations defined in Criteria 1 and 2 and is related to the subjectivity issues contained there. The options could be (1) abandon any aspirations toward requiring SACS/COC-accreditation for the colleges that administer the BLEC program; (2) establish a requirement that the college earn complete SACS/COC-accreditation within the 3-year pilot phase and enforce the requirement by closing the program at the end of the pilot phase if the college fails to secure the accreditation; or (3) require SACS/COC-accreditation of the college prior to granting approval for the implementation of the BLEC program.

Option 1 seems an unwise choice upon consideration that only one of the six colleges identified has not yet achieved full SACS/COC-accreditation (but anticipates successful completion of the process). The 80% compliance rate with this criterion infers that the expectation is realistic and achievable. Option 2 risks (1) endangering the BLEC graduate's ability to transfer credit earned to a degree program; (2) damaging by association the credibility of those BLEC academies/colleges that have successfully earned the proper accreditations; and (3) the termination of academy employees upon closure of the program. Option 3 seems a viable and sensible option in that it helps to establish the ability of the college to properly administer such a program prior to the expenditure of public resources. This research concludes that the stakeholders should require any college seeking to establish a BLEC academy to earn full SACS/COC-accreditation as a precursor to tendering a proposal for the program.

The foundation of the BLEC implementation process was the *Criteria for Basic Law Enforcement Academy Project Rubric* developed by the agency stakeholders. This rubric was and is a valuable tool in that it is a direct reflection of the stakeholders' operational priorities and values that has been translated into a quantitative standard. The problems of subjectivity within Criteria 1 and 2 can be easily resolved by defining a required minimal level of credentialing for the director and instructor positions. The credentialing should satisfy POST regulations and SACS/COC guidelines. For those two positions, general POST instructor certification and a master's degree in a related discipline should be required, thereby avoiding subjective interpretation of the SACS/COC guidelines regarding prior work experience, certification, etc.

The ability to employ additional instructors (a practice not required by either POST or SACS/COC) seems unnecessary and expensive, particularly considering the commendable abilities of the six academies in securing donated instructional time. While student enrollment could necessitate hiring additional full-time or part-time instructors at some point, this potentiality should not be made a part of an evaluative exercise, as it could induce the college to expend public funds for hiring unneeded personnel in an attempt to mitigate points lost in other criteria. Criteria 3 and 4 should therefore be eliminated. The academies should, however, implement measures to ensure that all instructors — whether part-time, full-time, compensated or voluntary — satisfy SACS/COC requirements. Guest instructors are often used in the most prestigious of universities for the purpose of providing abbreviated expertise on a specific topic. This practice would be acceptable within the BLEC academies. The use of instructors that do not satisfy SACS/COC requirements should, however, be limited as a matter of policy.

The criterion reflecting the stakeholders' desire that at least two cohorts per year be conducted should be modified to reflect a need for enrollment sufficient to sustain the program. The evaluation criterion should prevent artificially low enrollment caps intended to inflate the number of required cohorts in a manipulated attempt to satisfy the two-cohort-per-year requirement. Student enrollment and the tuition it produces should be sufficient to sustain the costs of the program, in accordance with established TCSG metrics.

Application of the rubric should be modified so that it evaluates BLEC academies on how well they satisfy each individual criterion as opposed to producing a total rubric score that meets an arbitrary minimum. For example, a BLEC academy proposal could potentially meet a minimal total score established by the stakeholders but fail to satisfy POST or SACS/COC requirements regarding instructor credentials. Instead, the rubric should be used as a means of assessing whether an academy proposal — or an operating academy — satisfies the minimally accepted requirements for each criterion.

A recommended modification of the rubric instrument may be found in Appendix O.<sup>15</sup> This modified rubric was built around the assumption that the stakeholders would adopt the recommendations resulting from this research. The criterion relating to SACS/COC accreditation has been eliminated since SACS/COC affirmation would be a preliminary requirement for acceptance of a program proposal. Those criteria incentivizing additional full-time or part-time instructors have also been eliminated. Also, the required minimum performance levels have been included in the criteria based on

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<sup>15</sup> The modified form of the rubric substitutes the word "Certification" for "Academy" in the rubric title. This is in an effort to maintain consistency with the program title, which was probably finalized after assembly of the original rubric.

POST and/or SACS/COC guidelines as a means of clarifying minimal performance levels. New or modified text is offered in italics.

An evaluative component should be embedded early within the BLEC academy implementation process and repeated periodically to safeguard operational integrity and efficiency. Establishing a 3-year pilot phase helps to ensure the ability of the administering college to achieve and sustain the operational practices necessary to a successful BLEC academy. Utilizing the modified rubric on an annual basis during that 3-year phase would allow identification of shortcomings in operational areas and help to either remediate those shortcomings or force a decision regarding continuation of the program. Evaluation of the individual academies should continue on an annual basis following the end of the pilot phase, and metaevaluation of the evaluation processes should be an ongoing practice to ensure relevance and validity.

At some point, POST should select either the GPSTC academy program or the BLEC academy program as the certification mechanism for those aspiring to begin law enforcement careers within the state. Maintaining separate training/educational programs ensures political rivalry and the waste of public funds. POST should, therefore, implement a longitudinal study examining the following variables: (1) comparative performance of graduates in the field from both programs as a means of comparing program effectiveness; and (2) cost-per-graduate of each program, as a means of measuring revenue expenditure while controlling for differing failure rates, instructor qualifications, and curriculum. The TCSG and GPSTC are, obviously, interested parties. POST, however, is mandated for just this type of decision and could solicit the assistance of the University System of Georgia for the longitudinal research.

The literature on public policy implementation and program evaluation calls for early and ongoing evaluation during the implementation process. Incremental expansion of law enforcement training efforts in Georgia without utilizing formal evaluation has resulted in failure to meet the needs of the state in this area. The history of law enforcement training in Georgia offers exemplary support for policy implementation and evaluation literature. As noted by Fitzpatrick (2011, 33), the practical, ethical, and intellectual impact resulting from the investment of public resources demands an evaluation of the return on investment.

### Limitations

The primary limitation of this evaluation lies in the lack of established reliability for the *Criteria for Basic Law Enforcement Project Rubric*, the foundational component of the original implementation process and this evaluation. However, the rubric was originally used as a guide for the assembly of the colleges' BLEC proposals and to score those proposals thereby granting it presumptive reliability on the part of the stakeholders. While the positive conclusions of this evaluation should enhance the reliability of a modified form of the rubric as an evaluative instrument, its reliability will remain in question until it has been utilized several times.

The qualitative nature of portions of the data analysis process could be interpreted as a second limitation. However, Fitzpatrick et al. note that the value of quantitative data in evaluation research is in the production of a summary statement/conclusion for use by the stakeholders and other interested parties, that is, the production of a potentially subjective (qualitative) conclusion (2011, 445). All evaluation is qualitative to some degree.

## Future Research

Implementation of the BLEC program resulted in the establishment of two different and partially duplicative mechanisms for basic law enforcement training and certification in Georgia. The regional academies administered by GPSTC continue to operate, utilizing a 404-hour curriculum that allows successful students to achieve basic certification as a Georgia Peace Officer. The BLEC program offers the same 404-hour curriculum folded into a 700-hour program, wherein the successful student will achieve the same certification while simultaneously earning credit toward an associate of applied science degree in criminal justice. Just as the establishment of GPSTC in 1987 resulted in duplication of services and political infighting between GPSTC and POST, there is a similar duplication of service and increasing evidence of political competition between the GPSTC academies and the BLEC academies. Responses to Items 27 and 28 on the *Academy Director's Survey* indicated unanimous belief that the BLEC program was established for the purpose of producing a “better” peace officer, and that the BLEC academies had thus far been successful in satisfying that goal. As noted, an evaluative comparison between the GPSTC and BLEC academies should be conducted for the purpose of determining which of the two programs should be adopted as the sole mechanism for delivering basic law enforcement training and certification.

This study also revealed a disturbing dichotomy in the progress of law enforcement education and training. The missions of GPSTC and POST mandate both of these agencies to pursue the “professionalization” of law enforcement in Georgia, as do the missions of the GSA and the GACP. Discovery of this common purpose motivated a

review of the relevant literature on police professionalization. That literature led to the addition of the two final items on the *Academy Director's Survey*.

Several conclusions can be drawn from the literature. First, during the last century a number of scholars and two presidential commissions called for the professionalization of policing as the most promising means of increasing the quality of police services, reducing police corruption and minimizing political interference in police operations. Second, this realization of professional status is to be obtained through increased training *and* education, accompanied by standardization of the training/educational curricula. The literature defining the criterion of a profession commonly identifies these characteristics as necessary to the distinction of a profession from a common occupation (Flexner 1909; Flexner, 1915; Kuhlman, 1938; Ives, 1940). Third, a multiplicity of approaches to police training and/or education have been established nationwide, creating a barrier to standardization. Fourth, this multiplicity of approaches has led to an ongoing conflict between (1) those who emphasize practical police training skills as the proper path to professionalization, and (2) those that support increased postsecondary educational requirements as the proper path to the same destination.

The BLEC program would seem to be an effort on the part of the involved state agencies to bridge the dichotomy between practical skills training and postsecondary education as a means of furthering the professionalization of policing in Georgia. Unfortunately, responses to the relevant items on the survey instrument seemed to indicate that the training vs. education dichotomy is well established, even among the BLEC academy directors. They were universal in their assertions that a “profession” requires standardized training, which aligns with Flexner’s findings on the criterion of a

profession (1909, 368). However, none were willing to assert that postsecondary education should be a requirement for policing to be considered a profession. The common source for their definition of a profession was the POST-approved lesson plan on Ethics and Professionalism as taught in the curricula of both the GPSTC and BLEC academies. A review of this lesson plan revealed that it does not align with Flexner's definitions of a profession.<sup>16</sup> It would seem that further research relating the requirements of a profession to the practice of local law enforcement and increased publication of those findings would be useful as a means of establishing a common definition of the police "profession" beyond the state and throughout the country.

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<sup>16</sup> Flexner concluded that a profession involves "...essentially intellectual operations with large individual responsibility...(that) derive(s) raw material from science and learning...(that) work(s) up to a practical and definite end... educationally communicable technique...tend(s) to self-organization...(and its practitioners) are becoming increasingly altruistic in motivation" (1917, 571).

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Appendix A: Criteria for Basic Law Enforcement Academy Project Rubric

## Academy 1 – Preliminary Rubric Score – Achievement

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution, and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution, and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution, and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution, and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution, and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution, and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	
3	Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	
4	Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time, and is POST instructor certified.	An individual is employed part time, is POST instructor certified, and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified, and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications, and have teaching experience.	
5	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	

6	Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	
7	SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	
8	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software, etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control, and a qualified instructor employed by the College directs the course.	
9	Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	
10	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	
11	Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	

12	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	
13	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	
14	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	
15	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and equipment are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	
16	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	

17	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	
18	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	
							Total Points Assessed	

Appendix B: Academy Director's Survey Instrument – February 21, 2012

## Academy Director's Survey Instrument

You are being asked to participate in a survey research project entitled " An Evaluation of the Technical College System of Georgia's Basic Law Enforcement Certification Program Implementation Process" which is being conducted by Victor Burke, a student at Valdosta State University. This survey is intended to gather evaluative information for research purposes only and will not request any identifiable private information. 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.

Questions regarding the purpose or procedures of the research should be directed to Victor Burke at 912-312-0909 or [vgburke@valdosta.edu](mailto:vgburke@valdosta.edu). This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or [irb@valdosta.edu](mailto:irb@valdosta.edu).

### Area I – Staffing

1. What are the educational and experiential credentials of the academy staff?
2. Have there been any staffing changes within this academy from January 1, 2009 until December 31, 2011?
3. If so, what was the nature of those changes?
4. From January 1, 2009 until December 31, 2011, has there been any period of time when the positions of Academy Director, Academy Instructor and/or Academy Staff Support have not been filled?
5. From January 1, 2009 until December 31, 2011, has there been any period of time when the Academy Director and/or Academy Instructor have not been POST Instructor certified?
6. From January 1, 2009 until December 31, 2011, has there been any period of time when the Academy Director has not held a baccalaureate degree?

### Area II – College Accreditation

7. What accreditations has this technical college earned?
8. Is this college SACS/COC accredited?
9. What changes, if any, have occurred in accreditation status or the accreditation process for this college from January 1, 2009 until December 31, 2011?

#### Area III – Facilities and Equipment

10. From January 1, 2009 until December 31, 2011, have any changes in location, classrooms or office-space occurred?
11. From January 1, 2009 until December 31, 2011, what equipment changes have occurred, to include equipment gained or equipment discarded?

#### Area IV – Policies

12. Does this academy maintain a policy manual?
13. What role does the Academy Advisory Board play in planning and assessment for the academy?
14. From January 1, 2009 until December 31, 2011, have there been any alterations in the planning and assessment role of the Academy Advisory Board?

#### Area V – Student Capacity

15. How many cohorts did this academy begin and graduate during calendar year 2009? Calendar year 2010? Calendar year 2011?
16. How many students began each cohort? How many graduated from each

cohort?

#### Area VI – Records Security

17. What are the records security practices for this academy?
18. What are the testing materials security practices for this academy?
19. From January 1, 2009 until December 31, 2011 have any of these practices changed, to include physical or digital storage practices?

#### Area VII – Staff Development

20. What are the staff development practices for the employees of this academy?
21. What are the staff development policies for this college?
22. From January 1, 2009 until December 31, 2011, has there been any changes in these practices or policies?

#### Area VIII – Student Services Support

23. What are the student services support policies for BLEC academy students?
24. From January 1, 2009 until December 31, 2011, has there been any change in the student services support policies or practices?

#### Area IX – Community Support

25. What community support have you received in the form of personnel, fiscal support, materials or equipment?
26. From January 1, 2009 until December 31, 2011, has there been any

changes in the level of community support this academy has received?

Area X - General Issues

27. What do you believe the mission of the BLEC program to be?

28. What do you believe this academy has done to complete that mission?

Area XI – Professionalism

29. What characteristics do you believe an occupation must have to be considered a profession?

30. Considering your answer, do you believe Georgia law enforcement to be a profession?

Appendix C: Academy 1 Preliminary Score – Achievement

## Academy 1 Preliminary Score – Achievement

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has teaching experience.	5.0
3	Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certification qualified, have teaching experience, and hold at minimum baccalaureate degrees.	.9
4	Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certification qualified, additional specialized instructor certifications and have teaching experience.	.9
5	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	5.0

6	Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	2.9
7	SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	3.9
8	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	4.9
9	Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
10	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
11	Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

12	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
13	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
14	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
15	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	3.9
16	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

17	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
18	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
							Total Points Assessed	76.2

Appendix D: Academy 1 Adjusted Score – Sustainability

## Academy 1 Adjusted Score – Sustainability

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	5.0
3	Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	4.6
4	Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	0
5	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	4.6

6	Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	2.9
7	SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	3.9
8	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
9	Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
10	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
11	Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

12	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
13	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
14	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
15	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	3.9
16	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

17	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
18	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
							Total Points Assessed	78.7

Appendix E: Academy 2 Preliminary Score – Achievement

## Academy 2 Preliminary Score – Achievement

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	3.9
3	Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	.9
4	Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	3.9
5	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	4.9

6	Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	3.9
7	SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
8	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
9	Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
10	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
11	Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

12	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
13	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
14	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
15	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	4.9
16	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

17	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
18	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
							Total Points Assessed	81.2

Appendix F: Academy 2 Adjusted Score – Sustainability

## Academy 2 Adjusted Score – Sustainability

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.8
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has teaching experience.	3.6
3	Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certification qualified, have teaching experience, and hold at minimum, baccalaureate degrees.	0
4	Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certification qualified, additional specialized instructor certifications and have teaching experience.	1.9
5	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	4.9

6	Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	3.9
7	SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
8	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
9	Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
10	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
11	Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

12	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
13	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
14	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
15	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	4.9
16	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

17	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
18	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
							Total Points Assessed	77.9

Appendix G: Academy 3 Preliminary Score – Achievement

### Academy 3 Preliminary Score – Achievement

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	3.9
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	3.9
3	Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	.9
4	Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	.9
5	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	3.9

6	Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	2.9
7	SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
8	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
9	Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
10	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
11	Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

12	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
13	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
14	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
15	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	4.9
16	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

17	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
18	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
							Total Points Assessed	75.2

Appendix H: Academy 3 Adjusted Score – Sustainability

### Academy 3 Adjusted Score – Sustainability

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.6
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has teaching experience.	3.8
3	Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certification qualified, have teaching experience, and hold at minimum, baccalaureate degrees.	0
4	Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certification qualified, additional specialized instructor certifications and have teaching experience.	0
5	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	3.9

6	Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	2.9
7	SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
8	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
9	Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
10	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
11	Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

12	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
13	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
14	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
15	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	4.9
16	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

17	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
18	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
							Total Points Assessed	74.0

Appendix I: Academy 4 Preliminary Score – Achievement

## Academy 4 Preliminary Score – Achievement

Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	4.9
Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	.9
Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	.9
Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	5.0

Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	4.9
SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once within a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	5.0
Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
						Total Points Assessed	80.4

Appendix J: Academy 4 Adjusted Score – Sustainability

### Academy 4 Adjusted Score – Sustainability

Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	4.9
Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	0
Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	0
Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	5.0

Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	4.9
SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	5.0
Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
						Total Points Assessed	78.6

Appendix K: Academy 5 Preliminary Score – Achievement

## Academy 5 Preliminary Score – Achievement

Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	5.0
Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	2.9
Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	.9
Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	5.0

Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	4.9
SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	5.0
Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
						Total Points Assessed	82.5

Appendix L: Academy 5 Adjusted Score – Sustainability

## Academy 5 Adjusted Score – Sustainability

Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	5.0
Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	2.9
Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	0
Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	5.0

Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	4.6
SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	5.0
Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	2.5
Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once within a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	5.0
Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	3.9
Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	3.9
						Total Points Assessed	76.6

Appendix M: Academy 6 Preliminary Score – Achievement

## Academy 6 Preliminary Score – Achievement

Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	4.9
Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	.9
Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	.9
Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	3.9

Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	2.9
SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	3.9
Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	5.0
Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
						Total Points Assessed	76.2

Appendix N: Academy 6 Adjusted Score – Sustainability

## Academy 6 Adjusted Score – Sustainability

Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points Assessed
Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	4.9
Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	An individual is employed full time, is POST instructor certified and holds a master's degree from an accredited institution.	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	4.6
Additional Full Time Instructor or Instructors	No additional individuals have been identified for employment who are available full time and are POST instructor certification qualified.	Additional individuals have been identified for employment as instructors who are available full time and are POST instructor certification qualified.	One additional individual is employed full time as an instructor and is POST instructor certified.	Two or more individuals are employed full time as instructors and are POST instructor certified.	Two or more individuals are employed full time as instructors, are POST instructor certified and have teaching experience.	Two or more individuals are employed full time as instructors, are POST instructor certified, have teaching experience, and hold at minimum, baccalaureate degrees.	0
Part time Instructor or Instructors	No individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual has been identified for employment who is available part time and is POST instructor certification qualified.	An individual is employed part time and is POST instructor certified.	An individual is employed part time, is POST instructor certified and has academy teaching experience.	Two or more individuals are employed part time, are POST instructor certified and have teaching experience.	Two or more individuals are employed part time, are POST instructor certified, additional specialized instructor certifications and have teaching experience.	0
Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	3.9

Support Staff	No full time, dedicated secretarial assistant has been identified.	One part time, dedicated secretarial assistant has been identified.	One full time, dedicated secretarial assistant is employed.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	2.6
SACS/COC Accreditation	No SACS/COC accreditation status has been achieved.	The College plans to apply for SACS/COC accreditation.	The College has applied for initial accreditation status.	The College has been accepted for initial candidacy.	The College awaits full SACS/COC affirmation.	The College enjoys full affirmation by the SACS/COC.	5.0
Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor employed by the College directs the course.	3.9
Fire Arms Course Competencies	No arrangements have been made for fire arms course competencies.	Plans have been investigated for fire arms course competencies.	The College provides simulation materials to enhance the fire arms course competencies such as simulation equipment, computer software etc.	Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	3.9
Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members have been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	The Academy Advisory Board is an integral part of the College's planning and assessment process.	5.0
Course Offerings	No plans have been made to offer all courses in the proposed BLE TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.		All courses in the proposed BLE TCC are offered at least once within a twelve month academic period.		All courses in the proposed BLE TCC are offered more than once within a twelve month academic period.	5.0

Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.	5.0
Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.		The College fully supports a professional development plan which provides impetus for future planning and innovation for the academy staff.	5.0
Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	5.0
Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	5.0
Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	5.0

Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	Facilities exist to accommodate the classroom needs of the Academy students.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	5.0
Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.	5.0
						Total Points Assessed	73.8

Appendix O: Modified Basic Law Enforcement Certification Project Rubric

## Modified Basic Law Enforcement Certification Project Rubric

	Criterion	0-0.9 points	1-1.9 points	2-2.9 points	3-3.9 points	4-4.9 points	5 points	Points
1	Academy Director	No individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual has been identified for employment who is available full time, is POST instructor certification qualified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	An individual is employed full time, is POST instructor certified, holds a baccalaureate degree from an accredited institution and has five years of experience in criminal justice.	<i>REQUIRED:</i>  <i>An individual is employed full time, is POST instructor certified, holds a master's degree in a discipline related to criminal justice from an accredited institution, and has five years of experience in criminal justice.</i>	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice.	An individual is employed full time, is POST instructor certification qualified, holds a master's degree from an accredited institution and has more than five years of experience in criminal justice as well as has previously served as an academy program director.	
2	Instructor	No individual has been identified for employment who is available full time and is POST instructor certification qualified.	An individual has been identified for employment who is available full time (may be presently employed as part time) and is POST instructor certification qualified.	An individual is employed full time and is POST instructor certified.	An individual is employed full time, is POST instructor certified and holds a baccalaureate degree from an accredited institution.	<i>REQUIRED:</i>  <i>An individual is employed full time, is POST instructor certified and holds a master's degree in a discipline related to criminal justice from an accredited institution.</i>	An individual is employed full time, is POST instructor certified, holds a master's degree from an accredited institution and has teaching experience.	
3	Additional Instructor Credentials	No full or part time instructors have been identified for employment with POST specialized instructor certifications.	At least one full or part time instructor identified for employment with POST specialized instructor certifications.	At least one part time instructor is employed with POST specialized instructor certifications.	At least one full time instructor is employed with POST specialized instructor certifications.	At least one full time instructor and one part time instructor are employed with POST specialized instructor certifications.	More than two full time instructors are employed with POST specialized instructor certifications.	
4	Support Staff	No full time, dedicated secretarial assistant has been identified.	One <i>part-time</i> , dedicated secretarial assistant has been identified.	<i>REQUIRED:</i>  <i>One full time, dedicated secretarial assistant is employed.</i>	One full time, dedicated secretarial assistant is employed with experience in academic institutions and/or external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and external regulating agencies.	One full time, dedicated secretarial assistant is employed with experience in academic institutions and a BLE academy.	
5	Emergency Vehicle Course Competencies	No arrangements have been made for emergency vehicle course competencies.	Plans have been made for emergency vehicle course competencies.	The College provides simulation materials to enhance the emergency vehicle course competencies such as simulation equipment,	<i>REQUIRED:</i>  <i>Contracts/ formal agreements have been confirmed regarding an off site emergency vehicle course competencies.</i>	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the control of the College.	An appropriate emergency vehicle course, accompanying vehicles, and plans for maintenance and upgrading are in place under the College's control and a qualified instructor	

				computer software etc.			employed by the College directs the course.	
6	Firearms Course Competencies	No arrangements have been made for <i>firearms</i> course competencies.	Plans have been investigated for <i>firearms</i> course competencies.	The College provides simulation materials to enhance the <i>firearms</i> course competencies such as simulation equipment, computer software etc.	<i>REQUIRED: Contracts/ formal agreements have been confirmed regarding an off site firing range to meet course competencies.</i>	An appropriate firing range facility, accompanying weapons and materials, appropriate safety measures/ supplies are in place and plans for maintenance and upgrading are in place under the control of the College.	An appropriate firing range facility, accompanying weapons and materials, plans for maintenance and upgrading are in place under the control of the College and a qualified instructor employed by the College directs the course.	
7	Academy Advisory Board	No Academy Advisory Board has been planned.	Academy Advisory Board composition and charge has been planned according to POST Rules.	Academy Advisory Board members has been identified and have accepted their charge according to POST Rules.	Academy Advisory Board members have met and organized a plan of work.	Academy Advisory Board members have contributed to the plans for the proposed academy.	<i>REQUIRED: The Academy Advisory Board is an integral part of the College's planning and assessment process.</i>	
8	Course Offerings	No plans have been made to offer all courses in the proposed BLEC TCC at least once in a twelve month academic period.	Plans to offer all courses in the proposed BLE TCC at least once within a twelve month academic period have been made.	All courses in the proposed BLEC TCC are offered at least once within a twelve month academic period, <i>however, enrollment is not sufficient to sustain the program.</i>	All courses in the proposed BLEC TCC are offered at least once within a twelve month academic period, <i>and enrollment is sufficient to sustain the program.</i>		All courses in the proposed BLEC TCC are offered more than once within a twelve month academic period, <i>and enrollment is sufficient to sustain the program.</i>	
9	Security of Documents and Testing Materials	No plans are in place for security and confidentiality of academy documents and testing materials.	Protocols and procedures have been implemented to ensure the security of materials and confidentiality of students in this cohort.		Protocols for the Director of the College Academy to supervise and control the collection, storage and archiving of all academy documents and testing materials.		<i>REQUIRED: Comprehensive plans, review processes and reporting procedures are in place to ensure the security and confidentiality through the appropriate production, storage, and archiving of all academy documents and testing materials.</i>	

10	Professional Development for Staff	No plans are in place for academy staff professional development.	A plan has been developed to support academy staff in the minimum required levels of professional development.		<i>REQUIRED:</i>  <i>A plan has been implemented for the professional development plan for the academy staff for the minimum required levels.</i>		The College fully supports a professional development plan <i>that</i> provides impetus for future planning and innovation for the academy staff.	
11	Student Services Support	No cohort specific strategy has been planned for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Plans have been produced for a cohort specific strategy for the support of these students in recruitment, admissions, advisement, registration, placement, or financial aid.	Strategies have been implemented to address some of the student services needs of this cohort.	An initial cohort specific strategy has been implemented for the support of these students in all of these areas: in recruitment, admissions, advisement, registration, placement, or financial aid.	Initial strategies to support the student services needs of these students has <i>been</i> reviewed and compared to best practices of similar cohorts.	The College has produced a comprehensive cohort specific strategy for the student services support of these students in recruitment, admissions, advisement, registration, placement, or financial aid with the full involvement of the College community.	
12	Supportive Instructional Materials and Equipment	No specific supportive instructional materials or equipment have been planned for this cohort.	Plans exist to provide fundamental specific supportive instructional materials and equipment for this cohort.	Fundamental specific supportive instructional materials and materials are available for this cohort.	Specific supportive instructional materials and equipment are available for most of the competency areas.	Specific supportive instructional materials and equipment are available for all of the competency areas.	Specific supportive instructional materials and equipment fully support all portions of the curriculum at innovative and state of the art levels.	
13	Community Support	No specific community support can be demonstrated for the College BLE Academy.	A strategy has been developed to solicit community support.	Community support can be demonstrated in the recruitment and placement of students.	Community support can be demonstrated in any one of the following areas: personnel, fiscal, or materials and equipment.	Community support can be demonstrated in any two of the following areas: personnel, fiscal, or materials and equipment.	Community support can be substantially demonstrated in all of the following areas: personnel, fiscal, or materials and equipment.	
14	Facilities: Academy Students	No plans have been made concerning the facilities for Academy students.	<i>REQUIRED:</i>  <i>Facilities exist to accommodate the classroom needs of the Academy students.</i>		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises.		Facilities exist to accommodate the classroom needs of the Academy students as well as facilities for computer access and additional supportive practical exercises including multiuse areas for instruction in defensive tactics and scenario demonstration.	

15	Facilities: Academy Staff	No plans have been made concerning the facilities for Academy staff.	<i>REQUIRED: Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff.</i>		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security.		Physical facilities as well as office furnishings, equipment and supplies are available to accommodate the classroom needs of the Academy staff which afford privacy and security. These accommodations are organized in a manner which is convenient for the staff as well as for the Academy students.
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Appendix P: Institutional Review Board Protocol Exemption Report



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

**PROTOCOL EXEMPTION REPORT**

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**PROTOCOL NUMBER:** IRB-02790-2012

**INVESTIGATOR:** Victor Burke

**PROJECT TITLE:** Evaluation of the Implementation Program for the Technical College System of Georgia's Basic Law Enforcement Certification (BLEC) Program

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**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](mailto: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](mailto: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: 7/15/12  
Barbara H. Gray, IRB Administrator

cc: Dr. James Peterson (Dept. Head)  
Dr. Nolan Argyle (Advisor)

***Thank you for submitting an IRB application.  
Please direct questions to [irb@valdosta.edu](mailto:irb@valdosta.edu) or 229-259-5045.***

Form Revised: 09.02.2009