

**Ohio Office of Criminal Justice Services
2009 Ohio Peace Officer Task Analysis**

EXECUTIVE SUMMARY

Introduction

The 2009 Ohio Basic Peace Officer Task Analysis is a research project conducted by staff of the Ohio Office of Criminal Justice Services (OCJS). The goal of the project is to develop appropriate data to be utilized by the Ohio Peace Officer Training Commission (OPOTC) in assessing the current Basic Training curriculum and improve how law enforcement officers are trained in Ohio. Similar studies were completed by OCJS in 1987, 1995, and 2003. The 2009 study takes a slightly different approach to the question of what peace officers should know prior to their first day on the job.

The 2009 Study Data Collection Instrument

The survey instrument was available for online completion Tuesday, April 21, 2009 – Monday, June 1, 2009 at 9:00 A.M. Support was offered by the Ohio Association of Chiefs of Police, Buckeye State Sheriff’s Association, and Executive Director Karhlton F. Moore from OCJS. State officials at the Ohio Peace Officer Training Academy (OPOTA) were also instrumental in providing contact information for law enforcement agencies in Ohio. A panel of 12 subject matter experts from across Ohio developed the survey instrument.

As previously noted, the current study takes a slightly different approach than previous task analysis studies. The questions on the survey instrument are organized by five major themes. These themes focus on 21st Century skills and core values the modern-day peace officer should have.

- Theme One: *Employing risk analysis and critical thinking the officer will:*
- Theme Two: *Utilizing concepts of communication and cultural literacy the officer will:*
- Theme Three: *Applying knowledge of the Ohio Revised Code statutes and case law the officer will:*
- Theme Four: *Using concepts of homeland security, collaboration, and teamwork the officer will:*
- Theme Five: *Utilizing concepts of stress management and healthy lifestyles, the officer:*

For each job task, skill, or knowledge respondents were asked to rate the importance, frequency, adequacy of coverage in Basic Training, and indicate where the task/skill should be learned using the following options:

Importance	Frequency	Adequacy of Basic Training
Not Important	Rarely (yearly or less)	Not Sufficient
Important	Occasionally	Sufficient
Very/critically Important	Regularly (once/week or more)	

When Should Training Occur

Prior to Basic Training	On the job/field training
In Basic Training	In Advanced Training

Three optional open-ended questions are located at the end of the survey. These questions provide officers with an opportunity to offer any additional information regarding Basic Training needs they believe to be important that are not previously covered in the survey.

Survey Distribution

The sample of law enforcement agencies was obtained using two sampling methods. A stratified random sampling method was initially used to ensure the sample was representative of Ohio law enforcement agencies of all types and sizes. This was achieved by dividing agencies into subgroups based on their size. Once this was complete, a simple random sample was taken of each subgroup. The panel of subject matter experts decided to increase the sample size to 25 percent of all Ohio peace officers; up from 15 percent in the 2003 study. A total of 447 agencies were in the sample comprised of:

- 33 Sheriff's Offices
- 329 City Police Departments
- 22 College/University Police Departments
- 33 Township Police Departments
- 18 State/Metropolitan Park Departments
- 12 Other agencies (Village Police Departments, Airports, Housing and Port Authorities)

Once the sample was determined, agencies were emailed a letter from Sheriff Vernon Stanforth, Chairperson of the OPOTC, providing background information on the 2009 Task Analysis study. Following this letter, agencies were emailed detailed instructions on how their law enforcement officials were to complete the survey. The letter included two separate web-based links for survey completion and the number of individuals requested to complete the survey divided by general rank (Basic/line officer, First line supervisor, Mid-level manager, and Executive). The total number of desired respondents for each agency was determined by using 25 percent of the total number of officials at each agency. Because the officer Basic Training curriculum is the focus of the study, it was desired that 90 percent of respondents from each agency be Basic/line officers. First-line Supervisors and Mid-Level Managers were to compose the remaining 10 percent. All Chiefs and Sheriff's at the selected agencies were requested to complete the survey as well.

At the conclusion of the survey period, 731 Ohio law enforcement officials responded for a 10 percent response rate. Respondents were not asked to indicate their agency by name, only their agency type and county location. Therefore the response rate by specific agency is unknown. However, the number of respondents from each agency type is listed below:

- City Police Department: 331
- Sheriff's Office: 188
- State/Metropolitan Park Department: 73
- Other agencies: 48
- Village Police Department: 40
- College/University Police Department: 34
- Township Police Department: 20
- Missing/Blank Agency Type: 155

Survey respondents by rank:

- Basic/line officer: 454
- First line supervisor: 116
- Executive: 96
- Mid-level manager: 66
- Missing/Blank: 157

Highest Rated Skills/Knowledge

The survey contained over 140 individual skills and knowledge components. In order to focus on the items survey respondents believed to be most important, each one was examined under the four selection categories. Overall, skills and knowledge components directly related to officer safety proved to be extremely important to survey respondents. Additionally, healthy coping mechanisms, a topic not covered in past studies, was reported to be very important yet insufficiently covered in Basic Training. This was true for all law enforcement ranks.

More detailed information on skills and knowledge components a majority (50 percent or more) of respondents identified, organized by selection categories, can be found below.

*Skills/Knowledge a majority of ALL survey respondents agree are **very/critically important**:*

Perform move and shoot techniques
Perform unarmed self-defense and empty-handed control tactics
Use and maintain approved firearms
Use cover and concealment
Apply weapon disarming techniques
Apply safety techniques during a stop and frisk
Apply weapon retention techniques
Engage in defensive driving
Use proper tactics when conducting a building search
Conduct high risk traffic stops
Use lethal force
Conduct initial investigations (e.g., determine type/severity of crime, interview victims, identify witnesses, call for assistance)
Interact effectively with citizens
Provide court room testimony
Write accurate reports
Conduct searches of persons incident to arrest
Conduct a proper frisk
Articulate probable cause
Articulate reasonable suspicion
Apply the use of force continuum
Maintain self-control and professionalism
Engage in emergency response and/or pursuit driving
Engage in active shooter response

Recognize stressors associated with the profession
Recognize the health risks associated with the profession
Physically control combative person(s)

*Skills/Knowledge a majority of ALL survey respondents agree are **performed regularly**:*

Apply safety techniques during a stop and frisk
Conduct pre- and post transport patrol vehicle searches
Operate computer equipment
Participate in directed patrol activities to prevent or reduce crime (e.g., speed, burglary, auto theft)
Apply techniques of conflict resolution between individuals
Recognize suspicious persons, property, vehicles, and activities
Conduct initial investigations (e.g., determine type/severity of crime, interview victims, identify witnesses, call for assistance)
Interact effectively with citizens
Write accurate reports
Take field notes
Articulate LEADS regulations and operations (e.g., check for wants/warrants on persons and property)
Conduct searches of persons incident to arrest
Conduct a proper frisk
Articulate probable cause
Articulate reasonable suspicion
Arrest and detain adult offenders
Complete the arrest process (e.g., transport, booking, and custody)
Enforce violations of traffic code
Maintain self-control and professionalism
Participate in regular physical exercise
Exercise appropriate eating habits
Utilize healthy coping mechanisms
Engage in cardio-vascular exercise
Engage in strength training

*Skills/Knowledge a majority of ALL survey respondents agree are **not sufficiently covered in Basic Training**:*

Apply water safety techniques
Use basic fire fighting equipment (e.g., fire extinguisher, fire suppression hose)
Identify risk from wild or domestic animals
Operate in-cruiser video
70.2% believed this should be learned on the job
Use safety procedures for handling hazardous materials/ clandestine labs
Investigate computer-related crimes (e.g., internet crimes, cyber-bullying, cyber-stalking)
58.4% believed this should be learned in advanced training
Apply statewide protocols for missing/abducted persons (e.g., Amber Alert)
Identify and investigate issues involving identify theft

Reconstruct vehicle identification numbers
52.4% believed this should be learned in advanced training
 Develop information/informant sources
 Identify and investigate human trafficking
 Utilize social networking sites as an investigative tool (e.g., Facebook, MySpace, YouTube, Twitter)
 Interact effectively with undocumented persons
 Interact effectively with Limited English Proficient persons
 Interact effectively with foreign and national diplomats/dignitaries
 Recognize and investigate an arson scene
55.2% believed this should be learned in advanced training
 Process a hit off terrorism watch list
 Identify bombs and explosives
 Process electronic evidence (e.g., computers, cell phones)
55.8% believed this should be learned in advanced training
 Recognize indicators of cyber-terrorism
63.4% believed this should be learned in advanced training
 Engage in active shooter response
 Utilize federal, state, local, and private resources to aid law enforcement response to major incidents
 Identify and investigate immigration issues
 Recognize stressors associated with the profession
 Recognize the health risks associated with the profession

Skills/Knowledge a majority of ALL survey respondents agree should be covered of basic training:

Perform move and shoot techniques
 Perform unarmed self-defense and empty-handed control tactics
 Use and maintain approved firearms
 Use cover and concealment
 Apply weapon disarming techniques
 Apply safety techniques during a stop and frisk
 Apply weapon retention techniques
 Use expandable/straight baton
 Use O.C. mace
 Use electrical control weapon/device (e.g. taser)
 Identify and use appropriate protective equipment (e.g., gloves, masks)
 Engage in defensive driving
 Conduct pre- and post transport patrol vehicle searches
 Assess safety hazards at a crime scene
 Use basic fire fighting equipment (e.g., fire extinguisher, fire suppression hose)
 Use proper tactics when conducting a building search
 Identify pertinent evidence while conducting a search
 Assess fire hazards
 Apply situations for emergency medical response (e.g., secure scene, call for assistance, administer first aid)
 Apply techniques for witness safety
 Apply statewide protocols for missing/abducted persons (e.g., Amber Alert)

Recognize controlled substances
Conduct high risk traffic stops
Use lethal force
Apply techniques of conflict resolution between individuals
Apply techniques of conflict resolution between groups (e.g., local groups, public demonstration)
Recognize indications of drug use
Conduct initial investigations (e.g., determine type/severity of crime, interview victims, identify witnesses, call for assistance)
Interact effectively with physically/mentally impaired individuals
Interact with and assist individuals in immediate crisis
Interact with and assist crime victims
Identify and investigate hate crimes
Provide court room testimony
Write accurate reports
Take field notes
Sketch or draw crime scenes
Articulate general criminal justice systems and structure of American courts
Articulate court processes (e.g., custody order, protection order, restraining order, return and service process)
Conduct inventory searches of impounded vehicles
Conduct probable cause search of a vehicle without a warrant
Conduct consent search
Search with a warrant
Search without a warrant (e.g., search incident to arrest, plain view)
Conduct searches of persons incident to arrest
Maintain a chain of custody of evidence
Conduct a proper frisk
Identify circumstances for a stop and frisk
Conduct interviews and interrogations
Articulate probable cause
Articulate reasonable suspicion
Arrest and detain adult offenders
Arrest and detain juveniles
Comply with legal responsibilities of subpoenas
Engage in non-arrest custodial situations involving missing persons
Engage in non-arrest custodial situations involving abused or neglected children
Engage in non-arrest custodial situations involving special needs individuals
Engage in non-arrest detention
Enforce violations of traffic code
Apply the use of force continuum
Identify and investigate cases of domestic violence
Employ less than lethal devices (e.g., chemical agents, knee-knockers, taser, baton)
Maintain self-control and professionalism
Control/direct traffic
Secure, manage, and conduct traffic crash investigations
Perform OVI investigations
Identify, preserve, and protect crime scenes

Engage in emergency response and/or pursuit driving
Employ FCC regulations for radio usage
Recognize and interpret placards and warning signs
Engage in active shooter response
Engage in crowd control techniques
Recognize stressors associated with the profession
Recognize the health risks associated with the profession

Analysis of Open-ended Responses

Respondents were given the opportunity to provide additional information in the form of three optional open-ended questions at the end of the survey. Respondents who answered these questions provided invaluable insight into what should be covered in Basic Training.

(1) What special certifications should officers receive in Basic Training?

Oftentimes respondents listed everything they desired to have covered in Basic Training; not necessarily limiting their responses to certifications. The following were most often stated:

- Advanced Detection, Apprehension, & Prosecution of Persons Under the Influence of Alcohol (ADAP)
- Firearms, Arrest, and Self-Defense Tactics (FAST)
- Use of an Automated External Defibrillator (AED) and CPR
- Crisis Intervention Training (CIT)
- Training in the use of less-lethal weapons, use of force, firearms/rifle, and Electronic Speed Measuring Devices (ESMD)
- Operating a vehicle under the influence of alcohol or drugs (OVI) investigations and operation of a Mobile Data Terminal (MDT)

(2) What ethical dilemmas do officers face in their job duties?

The following items represent the vast majority of responses offered by survey participants:

- Gratuities—accepting gifts and political favors
- “Letter of the law” vs. Officer discretion
- Peer pressure from other law enforcement personnel to ignore policy infractions and under performance (honesty/integrity/morality, sleeping on duty, bribery)
- Cultural issues—discrimination
- Professionalism—managing personal bias, abuse of power, and maintaining self-control
- Coping mechanisms—alcohol problems, extramarital affairs, dealing with negative public opinion of law enforcement

(3) What topics were not covered in Basic Training that you feel should have been?

The responses provided for this question encompass topics that respondents believe should be covered more extensively in Basic Training. It is important to note that the law enforcement personnel completing the survey have been in the profession for a wide range of years—some newly out of the academy and others who have 30 years in the profession. Subject matter has been added to Basic Training throughout the years; therefore the responses provided reflect different training curricula depending on when the officer took Basic training. The following topics were repeatedly provided:

- Critical thinking—This includes the use of firearms, properly conducting vehicle stops and building searches, knowledge of and the ability to apply Ohio Revised Code (ORC) statutes and other legal topics pertaining to stop and frisk procedures and articulating probable cause
- Ethics—Use of discretion, dealing with politics of the profession within each department and city, overall professionalism, and harassment in the workplace
- Public relations—Utilize proper verbal and written communication, interview techniques, conflict management, dealing with domestic violence situations, crisis intervention techniques, and cultural sensitivity
- Coping—Increase the focus on the effects the law enforcement profession will have on the officer's spouse/family and how to cope with these problems, officer burnout

Subsequent Panels

Following the conclusion of the survey, the subject matter experts responsible for creating the instrument reconvened to review the results. It was then decided that additional panels of experts from the law enforcement and education community needed to meet to develop proposed changes to the Basic Training curriculum. This process is still on-going, proof that the survey results are being utilized. Below are descriptions of each panel:

- *Practitioner Panel*—This panel of 12 subject matter experts was responsible for creating the survey instrument. They were also the first group to review the survey results.
- *Curriculum Panel*—Its purpose was to develop a curriculum outline using the ORC, Ohio Administrative Code (OAC), most recent curriculum audit sheet, and survey results. Members of this panel represented the educational field, various training academies across Ohio, law enforcement (including Ohio State Highway Patrol, city police, village police, and Sheriff Offices), and state officials.
- *Instructional Resource Panel*—Its purpose was to develop real-life scenarios and additional resources that academy instructors can use when implementing the new problem-based learning curriculum. The vast majority of panel members were law enforcement officials relatively new to the profession, having spent between 1 – 3 years on the job.
- *Firearms Program Review Panel*—Based on the results of the survey, it was determined that a separate group of experts needed to meet specifically to review firearms. This panel was organized by Ron Ferrell, OPOTA Executive Director.
- *Peace Officer Physical Fitness Standards Review Panel*—Based on the results of the survey, it was determined that a separate group of experts needed to convene in order to review physical fitness standards and their implications for Basic Training.