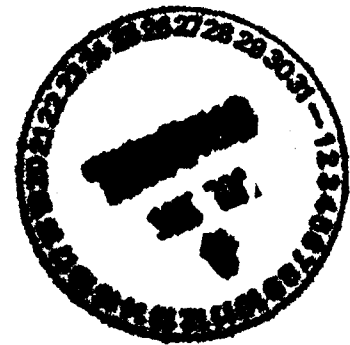


LAW ENFORCEMENT MANAGEMENT INSTITUTE

**A STUDY OF RELATIONSHIPS BETWEEN
A POLICE OFFICER'S EDUCATION LEVEL
AND JOB PERFORMANCE**

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT
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SUBMITTED BY
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CHAPTER 1

THE RESEARCH TOPIC

Statement of the Problem

The topic of police officers and their educational level is a serious one and continues to attract national attention. Most states require only a high school diploma or its equivalent for entry-level employment of police officers (Mahan 1991). There have been many arguments for and against requiring higher education (ie., a college education) for entry-level police officers. This is certainly a concern for state and local governments as well as administrators of law enforcement agencies. This paper will address that concern by looking at possible relationships between job performance and the educational level of the police patrol officer.

Education and Police:
Some Historical Observations

The concept of the government employing individuals to police society in a manner similar to present day law enforcement methods began to formally appear in the United States towards the end of the 19th century (Friedman 1985). This concept was an attempt to "professionalize" the public police service.

The police officer is perhaps one of the most important government officials in our society. Police officers have the power and authority, within state and local statutes, to arrest, search, use lawful force, etc.. Obviously, as citizens subjected to the authority of the police, it behooves us to ensure that individuals given this power and authority are the best qualified for the position. Hopefully, this type of individual will ensure professionalism in carrying out the duties of law enforcement (DiGrazia 1977).

Although there are many different definitions of professionalism, one criteria that is always a part of that definition is "advanced study" (Swanson, et al. 1993). Advanced study can mean training within the profession, but most certainly includes the study that can be obtained through colleges and universities.

There have been many studies conducted on the topic of professionalism and the police. Perhaps the most important one, which at the time had a tremendous effect on police agencies around

the country, was the President's Commission on Law Enforcement and the Administration of Justice, which took place in 1967. This Commission addressed many issues, but one of the most significant issues (and one of the most controversial) dealt with the educational level of police officers. The Commission stated that by 1982, the entry-level police officer should have a minimum of a four year college degree (President's Commission 1967).

This recommendation has been met to a limited degree, but not to the "magnitude as expressed by the proponents of the Commissions' report" (Carter, et.al. 1978). The vast majority of local police agencies still require only a high school diploma or a General Equivalency Degree (GED). A very insignificant number of agencies require some college education or a college degree (Courley 1972).

In the State of Texas, The Texas Commission on Law Enforcement Standards and Education (TCLEOSE) is the regulatory agency in charge of setting the minimum standards for the employment, training and licensing of police officers. Currently, the educational requirement set by the Texas Commission is a high school education or GED. By far, the State of Texas has not come close to meeting the educational standard as recommended by the President's Commission.

However, it must be noted that the State of Texas only sets the minimal standards for employment. Local law enforcement agencies have the authority to set higher standards as they deem appropriate. Even so, this is the exception more than the rule.

Focus of Study

The focus of this study will be police patrol officers in the El Paso Texas Police Department. The City of El Paso has a large police department with over 1000 sworn police officers (EPPD 1993). The Department has many stringent requirements for entry-level police officers, but the educational requirement is identical to the State requirements (Civil Service 1990).

The uniformed police officers of the El Paso Department are represented by the El Paso Municipal Police Officers Association which bargains with the City in regards to the working conditions for officers. This has resulted in a contractual relationship between the officer and the Department.

Through the contract, the City requires that entry-level police officers have or obtain 45 hours of college credit within three years from the date of employment. Failure to comply results in the officer being terminated (Municipal 1994).

This policy is not as stringent as it might at first appear. The entry-level police officer must successfully complete a 560 hour state mandated basic police officer course. From this course, the El Paso Community College grants the officer 14 college credit hours. Therefore, the officer needs only to complete an additional 31 hours to meet the requirement. In addition, the contract does not specify the type of college classes, just college credit hours. Therefore, the officer could technically take classes having no application to law enforcement and still meet the requirement.

Purpose of Research

Does the recommendation of the President's Commission on Law Enforcement still have application today as it did back in 1967, or should the idea of a college degree for entry-level police officers be abandoned altogether? The Commission made the recommendation because they felt it would result in improved job performance and greater professionalism because of the advanced study (President's Commission 1967).

The purpose of this research effort is to explore possible relationships between educational level, police professionalism and job performance with the cooperation of El Paso Police officers.

Method of Research

The independent variable used in this research is the educational level of the police patrol officer. The dependent variable is job performance, which is broken down further into performance evaluations and number of founded complaints received by the police officer. Further, since time with the department, college major, career satisfaction, current assignment and immediate supervisor could have an effect on the dependent variable, these variables are controlled in the research design.

Hypotheses

- H1: There is a relationship between the educational level of police patrol officers and their job performance, as determined by performance evaluations.
- H2: There is a relationship between the educational level of police patrol officers and their job performance, as determined by the number of founded complaints received from supervisors and citizens.

CHAPTER 2

THE RESEARCH DESIGN

Operationalization

A questionnaire was developed in order to conduct a survey to test the hypotheses (See Appendix A). The survey was designed to obtain the necessary information needed for each variable.

Education level was determined by response sets asking the respondents to answer whether they had no college hours, less than 30 hours, 31 to 60 hours, 61 to 90 hours, 90 to 120 hours, or 121 and more. The question of whether the officer had completed high school was not asked as a high school diploma or GED is a State requirement for entry-level police officers.

When checking for job performance and relating it to performance evaluations, a response set was established consistent with the overall performance level of the officer; exceptional, exceeds standards, competent, meets minimum standards, marginal, or unsatisfactory. There are 20 separate factors used in the performance evaluation report, however, the summary evaluation gives the clearest picture in regards to the respondents' performance as judged by his/her supervisors (See Appendix B).

The performance evaluation reports are completed on every officer once every 6 months. The survey requested the respondent to give the summary evaluation of the last two evaluation reports.

This covers a one year period from July 1993 to June 1994. By examining a one year period, we can obtain a better understanding of the officers' performance as rated by his/her supervisor and additionally, if the two evaluation reports were completed by different supervisors, subjective error is reduced.

Subjectiveness in evaluation reports is always a major criticism in dealing with this type of survey. However, in this survey, there are several things in place to reduce the subjectivity that might otherwise be expected. First, supervisors on the El Paso Police Department are required to attend a mandatory training course relating to how they are to evaluate their employees. Secondly, the sample in this research contained a total of 50 supervisors who completed the evaluations of the respondents. The diversity of supervisors is so great that it would have the effect of reducing subjectivity among the evaluations (Wilson 1968). Again, this is an ordinal level of measurement used for ease of data comparison. In addition, it allowed for the survey to be consistent with the performance evaluation report that is familiar to the officers.

The variable of job performance, as determined by the number of founded complaints received by supervisors and citizens, was determined by asking an open ended question. The officer was asked to list the total number of founded complainants in relation to their severity. This was crossed checked by asking for the total amount of complainants that were received and then asking the officer to break down the total into unfounded and founded

complaints.

Founded complaints were those that resulted in discipline for the officer. These complainants can range from a counselling session to a demotion (suspension was the most severe discipline reported for a founded complaint) and, therefore, can be anything from a minor infraction to a major rule violation. Unfounded complaints were those that were investigated and found to have no merit. Unfounded complaints were not computed for job performance as complaints are expected as a result of the work activity of police officers. This is usually the result of the officer and the citizen having a different perspective on what occurred to give rise to the complaint (Benson 1993).

Using the number of founded complaints received by the officer from supervisors and citizens allows us another view of the officer's job performance as determined by his/her ability to follow the rules and regulations of the Department (Geary 1970).

The variable of time on the Department was an opened ended question asking for the officer's total amount of service with El Paso. The question asked for total years and months and was coded as months for ease of comparison.

The variable of college major was asked in an open contingency question for those respondents who answered that they had completed, or were in the process of completing, college credit hours. The respondents were able to list their college major, eventually coded into two categories, "liberal arts" and "all others". Previous studies have indicated that liberal arts

programs may be more appropriate for police officers. Some have argued that liberal arts majors are more appropriate because of the officer's contact with the public and dealing with diverse human social problems (Shanahan 1977).

The variables of job satisfaction were added together from three questions. The questions related to the officer's satisfaction with their career choice, satisfaction with current job assignment and satisfaction with their immediate supervisor. This was rated on a 5-point Likert scale under the terms strongly agree, agree, disagree, strongly disagree, and no opinion. This variable was included because an employee's dissatisfaction or satisfaction with their job could certainly effect their evaluations and number of founded complaints, no matter what their college level (Smith, et al. 1974)

Survey Method

This survey was self administered because some of the questions on the survey; education level, results of performance evaluations, as well as their satisfaction with their career choice, job assignment and supervisor are sensitive and known only by the respondent. It was important for the officer to feel free to give this information. In order to get accurate responses, an anonymous method of response was encouraged (See Cover Letter - Appendix C). To ensure anonymity, the officers were asked to return the survey directly to the author through inter-departmental mail.

The questionnaire was pre-tested on ten employees of the El Paso Police Department with the rank of patrol officer, to ensure clarity and accuracy. Re-testing resulted in a minor change, or clarification, in wording of the question asking the officer about his/her college major and/or college degree. The question was clarified by asking separate questions on major and degree.

Sampling Technique

The questionnaire was designed for patrol officers only. A convenience sampling technique was used. The questionnaires were sent to five patrol stations and the tactical unit. The patrol stations and the tactical unit have the greatest concentration of patrol officers among the various departmental units.

From each of the stations, one patrol shift was selected and patrol officers were asked to complete the questionnaire. Of course, completion of the questionnaire was entirely voluntary on the part of the officers. Patrol personnel assigned to the tactical section were also asked to complete the questionnaire.

CHAPTER 3

GATHERING THE DATA

Distribution of Respondents

The breakdown of the patrol officers at the five patrol stations and the tactical unit are as follows:

	<u>Total</u>	<u>Percent</u> (total sampling frame)
Central Patrol -	137	28.25%
Pebble Hills -	90	18.56%
East Valley -	82	16.91%
Northeast -	79	16.29%
West Side -	63	12.99%
Tactical -	34	7.00%
Total -	485	100.00%

There were a total of 180 questionnaires distributed.

They were sent to the various stations and tactical section based upon the sampling frame percentages. The following is the distribution that was made:

	<u>Number of Questionnaires</u>
Central -	51
Pebble Hills -	33
East Valley -	30
Northeast -	29
West Side -	22
Tactical -	15
Total -	180

The questionnaires were sent out in this manner to ensure an adequate sample of patrol officers in the El Paso Police Department, and to ensure some control over the subjectivity of performance evaluations by increasing the pool of supervisors who completed performance evaluations on various respondents.

Of the total questionnaires distributed, 134 were returned representing a response rate of 75%. However, after reviewing returned questionnaires, 42 had to be excluded because they were completed by either patrol officers with less than one year active service or by supervisors. The target group was patrol officers with more than one year service.

Therefore, the final number of usable returned questionnaires was 92, or 51% of the total distributed. The following is the breakdown by station:

	<u>Total</u>	<u>Percent</u>
Central Patrol -	25	27.47%
Pebble Hills -	9	9.89%
East Valley -	11	12.09%
Northeast -	19	20.88%
West Side -	12	13.19%
Tactical -	15	16.48%
Total -	91	100.00%

*Does not total 92 because one questionnaire had missing data concerning the duty assignment.

CHAPTER 4

ANALYZING THE DATA

Analysis: Descriptive Characteristics of the Sample

Questionnaire data was coded and analyzed utilizing the StataQuest software program. The sample ranged in age from 22 to 47 years with the mean being 29.29, the median being 29, the mode being 29, and the standard deviation being 5.20. This indicates consistency in the age of the respondents with the mean, median and mode all being the same. Ninety-five percent of the respondents were in the age range of 24 to 34 years.

There were 63 Hispanic officers (68.48%), 23 white officers (25%), 3 black officers (3.26%) and 3 officers who described themselves as "other" (3.26%). With the exception of the "other" category, this distribution among race mirrors the population within the police department which is approximately 66% Hispanic, 26% white, and 6% African American (Pfeil, William, personal interview, December 1994). This does not add to 100% as it does not account for Asians, American Indians, etc. which may account for the "other" category.

The sex of the respondents was 88 males (95.65%) and 4 females (4.35%). In that 8% of Departmental personnel are female, they were slightly under-represented in the study (Pfeil). However,

this difference could be accounted for by the fact that only patrol officers from the various stations and the tactical unit were asked to complete the questionnaire. Since the ratio of female to male in the police department is so small, the females in promotional ranks and in other assignments would definitely have an effect on this distribution.

Testing the Hypotheses

As a basis for analysis, the minimum acceptable level for statistical significance and selecting or rejecting all hypotheses was $p = < .05$. In addition, it should be noted that some of the tables do not reflect the sample size $N=92$ because of missing data in certain categories. Actual sample size, however, is listed for each table.

Hypothesis 1

As the data in Table 1 suggests, there is a relationship between the educational level of police patrol officers and their job performance, as determined by comparison of performance evaluation levels and educational achievement.

Because the two performance evaluations were combined to come up with a total evaluation performance score, the table allows for a position between each evaluation performance measure (ie., exceeds standards to competent). This gives a more credible and accurate view of the employees total performance score.

As is revealed from the table, the hypothesis is accepted as there is a relationship between education level and the employee's performance as rated by a supervisor. In addition, this is a weak to moderate relationship as indicated by the Cramer's V score.

TABLE 1

**CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS AND BY PERFORMANCE EVALUATIONS**

EVALUATION (COMBINED)	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121 +	
EXCEPTION- EXCEEDS STD	1 16.67	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	1 1.19
EXCEEDS STANDARDS	0 0.00	1 5.88	10 32.26	2 14.29	2 40.00	2 18.18	17 20.24
EXCEEDS STD -COMPETENT	1 16.67	2 11.76	1 3.23	2 14.29	0 0.00	0 0.00	6 7.14
COMPETENT	4 66.67	12 70.59	19 61.29	10 71.43	2 40.00	9 81.82	56 66.67
COMPETENT- MIN. STDS.	0 0.00	0 0.00	0 0.00	0 0.00	1 20.00	0 0.00	1 1.19
MEETS MIN. STANDARDS	0 0.00	2 11.76	1 3.23	0 0.00	0 0.00	0 0.00	3 3.57
Total	6 100.00	17 100.00	31 100.00	14 100.00	5 100.00	11 100.00	84 100.00

Pearson chi2(25) = 44.8953 Pr = 0.009
Cramer's V = 0.3269
N = 84

Hypothesis 2

As is suggested by data in Table 2, there is no relationship between the educational level of police patrol officers and their job performance, as determined by comparing the number of founded complaints with educational achievement.

In analysis, the number of complaints were broken down into 0 - 2, a low amount of complainants; 3 - 5, a moderate number of complaints; and 6 or more, a high level of complaints. This result suggests the validity of the hypothesis, ie., no relationship between the number of founded complaints received by officers and their education level.

TABLE 2

**CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY COLLEGE
HOURS AND BY NUMBER OF FOUNDED COMPLAINTS**

FOUNDED COMPLAINT	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	120+	
0 - 2	4 66.67	9 52.94	20 71.43	9 75.00	3 75.00	11 100.00	56 71.79
3 - 5	1 16.67	6 35.29	5 17.86	3 25.00	1 25.00	0 0.00	16 20.51
6 OR MORE	1 16.67	2 11.76	3 10.71	0 0.00	0 0.00	0 0.00	6 7.69
Total	6 100.00	17 100.00	28 100.00	12 100.00	4 100.00	11 100.00	78 100.00

Pearson chi2(10) = 9.8737 Pr = 0.452
Cramer's V = 0.2516
N = 78

When controlling for time on the department, college major, career satisfaction, current assignment and immediate supervisor, there was no significant statistical correlation with the independent variable. Therefore, this would indicate that the correlation which exists in Table 1 is valid (See Appendix D - Tables 3 - 20).

CHAPTER 5

SUMMARY AND CONCLUSIONS

Summary

This research project was done in an attempt to show possible relationships between a police officers educational level and his/her job performance. Job performance was determined in two ways. First, it was determined by performance evaluation reports completed by the officers immediate supervisor and by the number of founded complaints received by the officer from supervisors and citizens.

The sample used in this research was rather representative of the overall population of the El Paso Police Department based on age, race and experience. In addition, the sample represented 18.97% of the patrol officers in the Department which is a statistically high number of respondents for this type of survey. This would seem to indicate that the results are valid and can be applied to the rest of the Department.

Conclusions

Hypothesis 1 was accepted as the data did show a relationship between educational level and job performance as measured by performance evaluations. This would seem to indicate that the more education a police officer has, the better his job performance will be rated by his immediate supervisor. This finding is consistent with previous studies (Griffin 1980).

As mentioned before, there could be some subjectivity in the ratings due to the inherent nature of performance evaluations. However, based on the wide diversity of supervisors completing the evaluation reports, any subjectivity should be limited. In addition, any of the control variable impact ("time on the department", "satisfaction with career choice, job assignment and current immediate supervisor") are minimal at best and do not effect the outcome of this finding according to Tables 13, 14, 15 and 16.

Hypothesis 2 was rejected as there is no relationship between educational level of the respondents and the number of founded complaints received from supervisors and citizens. The result is continuous within all variables.

Implications

With the findings of this study, it would be inappropriate to advise that a 4-year college degree is needed for entry-level police officer positions. Many police officers in this country have little or no college credit hours and are considered excellent police officers.

Additionally, there are other things to take into consideration. A college degree requirement would severely limit the "pool" of qualified applicants. Many departments would have to raise salaries to compete with private industry in attracting college graduates. There is also the probability of a high turnover rate due to the paramilitary structure of police agencies.

However, from the President's Commission report in 1967 to present date, many studies have found a positive relationship between the educational level of police officers and their job performance (Griffin 1980). This relationship is consistent with the one found in this study and results in benefits to the community and the police officer.

Therefore, although more studies are needed to determine the validity of the Commission's recommendation, it would certainly be appropriate for state agencies that regulate police departments to require some modest amount of college hours (Saunders 1970). In addition, although the type of college degree showed no relationship in this study, it would be best to specify the type of college classes that would assist the prospective police officer in

his/her duties as a member of the "front line" in the fight against crime in our society (President's Commission 1967).

APPENDIX A

QUESTIONNAIRE TO PATROL OFFICERS

INSTRUCTIONS

Please complete each question as accurately as possible:

1. Age (as of your last birthday) _____.
2. Current Rank _____.
3. Current Duty Assignment _____.
4. How long have you been a police officer?
_____ years _____ months.

Circle the response which most appropriately applies:

5. Race:

- | | |
|-------------|---------------------|
| 1. White | 2. African American |
| 3. Hispanic | 4. Other |

6. Current Marital Status:

- | | | |
|-------------|--------------------------|--------------|
| 1. Married | 2. Single, never married | |
| 3. Divorced | 4. Widowed | 5. Separated |

7. Sex:

- | | |
|-----------|---------|
| 1. Female | 2. Male |
|-----------|---------|

8. How many college hours have you completed to date (included any hours you are currently taking this semester)?

1. None -- Skip to question #11.
2. Up to and including 30 hours.
3. 31 to 60 hours.
4. 61 to 90 hours.
5. 91 to 120 hours.
6. 121 hours or more.

APPENDIX A

9. Please list your major.

_____.

10. Please mark any degree(s) you currently possess and list the major.

___ Associates _____

___ Bachelors _____

___ Post Graduate _____

___ None

11. What is the name of your current immediate supervisor?

12. Your last departmental performance evaluation (which covered the time period from January 1994 to June 1994) had a summary evaluation (or overall rating) of:

___ Exceptional

___ Exceeds Performance Standards

___ Competent

___ Meets Minimum Standards

___ Marginal

___ Unsatisfactory

13. The name of the supervisor that completed the evaluation listed in question #12.

14. Your department performance evaluation (which covered the time period from July 1993 to December 1993) had a summary evaluation (or overall rating) of:

___ Exceptional

___ Exceeds Performance Standards

___ Competent

___ Meets Minimum Standards

___ Marginal

___ Unsatisfactory

APPENDIX A

15. The name of the supervisor that completed the evaluation listed in question #14.

16. How many complaints have been filed against you by:

_____ Citizens

_____ Supervisors

_____ Total -- If 0, skip to question #18.

17. Of the complaints listed in question #16, how many resulted in:

_____ Counselling

_____ Oral Reprimand

_____ Written Reprimand

_____ Suspension

_____ Demotion

_____ The complaint being found Not-sustained or

_____ Unfounded

For the following questions, respond by circling the number indicating the most appropriate response.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = No Opinion

18. You are satisfied with your career choice?

1 2 3 4 5

19. You are satisfied with your current job assignment?

1 2 3 4 5

20. Your current immediate supervisor does a good job?

1 2 3 4 5

**GENERAL SERVICES EMPLOYEE GROUP
CITY OF EL PASO, TEXAS**

CITY OF EL PASO, TEXAS

Employee Name:		Department Name:		SEE INSTRUCTIONS ON REVERSE SIDE		DISTRIBUTION White Copy - Person Pink Copy - Department Yellow Copy - Employee	
Class Title:		Reporting Period:		Scheduled <input type="checkbox"/> Unscheduled <input type="checkbox"/> Probationary <input type="checkbox"/>			
<div style="float: left; width: 20%;"> <p>I EXCEPTIONAL</p> <p>II EXCEEDS PERF STDS</p> <p>III COMPETENT</p> <p>IV MEETS MIN STDS</p> <p>V MARGINAL</p> <p>VI UNSATISFACTORY</p> <p>VII DOES NOT APPLY</p> </div> <div style="clear: both;"></div> <div style="text-align: center;"> SECTION A: Factor Check List (Immediate Supervisor must check each factor in appropriate column.) </div>				SECTION B: Record job strengths & superior performance incidents (explain checks in columns I & II).			
<div style="display: flex;"> <div style="width: 20%; text-align: center;"> 1. Observance of Work Hours 2. Attendance 3. Observance of Rules & Safety Practices 4. Economy of Time & Materials 5. Ability to Plan & Schedule Work 6. Ability to Make Sound Decisions & Work Judgment 7. Accepts Responsibility 8. Accepts Directions and/or Constructive Criticism </div> <div style="width: 80%;"></div> </div>				SECTION C: Record progress achieved in attaining previously set goals for improved work performance for personal or job qualifications.			
<div style="text-align: center;">QUALITY AND QUANTITY OF WORK</div> <div style="display: flex;"> <div style="width: 20%; text-align: center;"> 9. Accuracy, Neatness & Thoroughness of Work 10. Volume of Acceptable Work 11. Effectiveness Under Stress </div> <div style="width: 80%;"></div> </div>				SECTION D: Record specific performance deficiencies or job behavior requiring improvement or correction (explain checks in Columns IV, V, & VI).			
<div style="text-align: center;">PERSONAL RELATIONS</div> <div style="display: flex;"> <div style="width: 20%; text-align: center;"> 12. Grooming and Dress 13. Cooperation with Fellow Employees 14. Meeting and Dealing with the Public </div> <div style="width: 80%;"></div> </div>				SECTION E: Record specific goals or improvement programs to be undertaken during next evaluation period.			
<div style="text-align: center;">ADAPTABILITY</div> <div style="display: flex;"> <div style="width: 20%; text-align: center;"> 15. Performance in New Situations 16. Work Knowledge and Job Skill Level 17. Initiative and Problem Solving </div> <div style="width: 80%;"></div> </div>				SUMMARY EVALUATION - Check overall performance. <input type="checkbox"/> Exceptional <input type="checkbox"/> Meets Minimum Standards <input type="checkbox"/> Exceeds Perf. Standards <input type="checkbox"/> Marginal <input type="checkbox"/> Competent <input type="checkbox"/> Unsatisfactory			
<div style="text-align: center;">PERFORMANCE TRAITS</div> <div style="display: flex;"> <div style="width: 20%; text-align: center;"> 18. Appearance of Work Station 19. Written Expression 20. Oral Expression 21. 22. 23. 24. </div> <div style="width: 80%;"></div> </div>				<input type="checkbox"/> I do <input type="checkbox"/> I do not recommend this employee be granted permanent status. (Probationary Employees Only) I certify that this represents my best judgment.			
<div style="text-align: center;">SUPERVISORY FACTORS</div> <div style="display: flex;"> <div style="width: 20%; text-align: center;"> 1. Organizing and Planning 2. Scheduling and Coordinating 3. Training and Instructing 4. Evaluating Subordinates 5. Leadership 6. Utilization of Personnel and Materials 7. Supervisory Control 8. Enforcement of Safety Rules & Regulations 9. </div> <div style="width: 80%;"></div> </div>				(Rater's signature) _____ (Title) _____ (Date) _____ REVIEWER (Reviewer's signature) _____ (Title) _____ (Date) _____			
Use blank spaces in Section A for individualized or additional performance traits. Checks in Columns (I & II) must be explained in Section B Checks in Columns (IV, V, & VI) must be explained in Section D Sections C & E should be completed for all employees.				Employee: I certify that this report has been discussed with me. I understand that my signature does <u>not</u> indicate agreement. Comment: (Employee's signature) _____ (Date) _____			

APPENDIX C

E L P A S O P O L I C E D E P A R T M E N T
E L P A S O , T E X A S
I N T E R - O F F I C E M E M O R A N D U M

DATE: 11/09/94_

TO : ALL PATROL OFFICERS
FROM : LT. RICHARD D. WILES, TACTICAL SECTION
SUBJECT: ATTACHED QUESTIONNAIRE

I am in the process of obtaining information for a research project that I am completing. I would like to request your assistance by taking a few minutes to fill out the attached questionnaire.

I would like to assure you that all responses are strictly confidential and I encourage you to remain anonymous by not putting your name or identification number on the questionnaire.

Your responses are invaluable and your assistance will be greatly appreciated. After you have completed the questionnaire, please return it to me via interdepartmental mail. Thank you in advance for your time and attention in this matter.

Lt. Richard D. Wiles
Tactical Commander

APPENDIX D

TABLE 3

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND
BY TIME IN DEPARTMENT (TIME = 0 - 24)

TIME = 0 TO 24 MONTHS

EVALUATION (COMBINED)	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
EXCEPTION- EXCEEDS STD	1 50.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	1 4.00
EXCEEDS STANDARDS	0 0.00	0 0.00	3 27.27	0 0.00	0 0.00	1 20.00	4 16.00
COMPETENT	1 50.00	1 33.33	7 63.64	3 100.00	0 0.00	4 80.00	16 64.00
COMPETENT- MIN. STDS.	0 0.00	0 0.00	0 0.00	0 0.00	1 100.00	0 0.00	1 4.00
MEETS MIN. STANDARDS	0 0.00	2 66.67	1 9.09	0 0.00	0 0.00	0 0.00	3 12.00
Total	2 100.00	3 100.00	11 100.00	3 100.00	1 100.00	5 100.00	25 100.00

Pearson chi2(20) = 48.6821 Pr = 0.000
Cramer's V = 0.6977
N = 25

APPENDIX D

TABLE 4

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND
BY TIME IN DEPARTMENT (TIME = 24 - 60)

TIME = 25 TO 60 MONTHS

EVALUATION (COMBINED)	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
EXCEEDS STANDARDS	0 0.00	0 0.00	3 27.27	0 0.00	1 50.00	0 0.00	4 12.90
EXCEEDS STD -COMPETENT	0 0.00	1 20.00	0 0.00	1 16.67	0 0.00	0 0.00	2 6.45
COMPETENT	2 100.00	4 80.00	8 72.73	5 83.33	1 50.00	5 100.00	25 80.65
Total	2 100.00	5 100.00	11 100.00	6 100.00	2 100.00	5 100.00	31 100.00

Pearson chi2(20) = 10.5485 Pr = 0.394
Cramer's V = 0.4125
N = 31

APPENDIX D

TABLE 5

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND
BY TIME IN DEPARTMENT (TIME = 61 +)

TIME = 61 + MONTHS

EVALUATION (COMBINED)	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
EXCEEDS STANDARDS	0 0.00	1 11.11	4 44.44	2 40.00	1 50.00	1 100.00	9 32.14
EXCEEDS STD -COMPETENT	1 50.00	1 11.11	1 11.11	1 20.00	0 0.00	0 0.00	4 14.29
COMPETENT	1 50.00	7 77.78	4 44.44	2 40.00	1 50.00	0 0.00	15 53.57
Total	2 100.00	9 100.00	9 100.00	5 100.00	2 100.00	1 100.00	28 100.00

Pearson chi2(20) = 8.3291 Pr = 0.597
Cramer's V = 0.3857
N = 28

APPENDIX D

TABLE 6

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND
BY TIME IN DEPARTMENT (TIME = 0 - 24)

TIME = 0 - 24 MONTHS

FOUNDED COMPLAINT	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
0 - 2	2 100.00	2 66.67	9 90.00	2 100.00	1 100.00	7 100.00	23 92.00
3 - 5	0 0.00	1 33.33	1 10.00	0 0.00	0 0.00	0 0.00	2 8.00
Total	2 100.00	3 100.00	10 100.00	2 100.00	1 100.00	7 100.00	25 100.00

Pearson chi2(5) = 3.7138 Pr = 0.591

Cramer's V = 0.3854

N = 25

APPENDIX D

TABLE 7

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND
BY TIME IN DEPARTMENT (TIME = 25 - 60)

TIME = 25 - 60 MONTHS

FOUNDED COMPLAINT	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
0 - 2	0 0.00	4 66.67	7 63.64	5 83.33	1 50.00	3 100.00	20 66.67
3 - 5	1 50.00	1 16.67	4 36.36	1 16.67	1 50.00	0 0.00	8 26.67
6 OR MORE	1 50.00	1 16.67	0 0.00	0 0.00	0 0.00	0 0.00	2 6.67
Total	2 100.00	6 100.00	11 100.00	6 100.00	2 100.00	3 100.00	30 100.00

Pearson chi2(5) = 12.6364 Pr = 0.245
Cramer's V = 0.4589
N = 30

APPENDIX D

TABLE 8

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND
BY TIME IN DEPARTMENT (TIME = 61 +)

TIME = 61 + MONTHS

FOUNDED COMPLAINT	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
0 - 2	2 100.00	3 37.57	4 57.14	2 50.00	1 100.00	1 100.00	13 56.52
3 - 5	0 0.00	4 50.00	0 0.00	2 50.00	0 0.00	0 0.00	6 26.09
6 OR MORE	0 0.00	1 12.50	3 42.86	0 0.00	0 0.00	0 0.00	4 17.39
Total	2 100.00	8 100.00	7 100.00	4 100.00	1 100.00	1 100.00	23 100.00

Pearson chi2(5) = 11.4921 Pr = 0.320

Cramer's V = 0.4998

N = 23

APPENDIX D

TABLE 9

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND
BY COLLEGE MAJOR (MAJOR = LIBERAL ARTS)

MAJOR = LIBERAL ARTS

EVALUATION (COMBINED)	COLLEGE HOURS					Total
	1-30	31-60	61-90	91-120	121+	
EXCEEDS STANDARDS	0 0.00	6 33.33	1 14.29	2 40.00	2 25.00	11 22.45
EXCEEDS STD -COMPETENT	1 9.09	0 0.00	2 28.57	0 0.00	0 0.00	3 6.12
COMPETENT	8 72.73	11 61.11	4 57.14	2 40.00	6 75.00	31 63.27
COMPETENT- MIN. STDS.	0 0.00	0 0.00	0 0.00	1 20.00	0 0.00	1 2.04
MEETS MIN. STANDARDS	2 18.18	1 5.56	0 0.00	0 0.00	0 0.00	3 6.12
Total	11 100.00	18 100.00	7 100.00	5 100.00	8 100.00	49 100.00

Pearson chi2(16) = 25.6136 Pr = 0.060
Cramer's V = 0.3615
N = 49

APPENDIX D

TABLE 10

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND
BY COLLEGE MAJOR (MAJOR = OTHER)

MAJOR = OTHER

EVALUATION (COMBINED)	COLLEGE HOURS				Total
	1-30	31-60	61-90	121+	
EXCEEDS STANDARDS	0 0.00	3 42.86	1 16.67	0 0.00	4 23.53
EXCEEDS STD -COMPETENT	0 0.00	1 14.29	0 0.00	0 0.00	1 5.88
COMPETENT	1 100.00	3 42.86	5 83.33	3 100.00	12 70.59
Total	1 100.00	7 100.00	6 100.00	3 100.00	17 100.00

Pearson chi2(6) = 4.9921 Pr = 0.545
Cramer's V = 0.3832
N = 17

APPENDIX D

TABLE 11

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND
BY COLLEGE MAJOR (MAJOR = LIBERAL ARTS)

MAJOR = LIBERAL ARTS

FOUNDED COMPLAINT	COLLEGE HOURS					Total
	1-30	31-60	61-90	91-120	121+	
0 - 2	6 60.00	13 68.42	5 83.33	3 75.00	7 100.00	34 73.91
3 - 5	3 30.00	4 21.05	1 16.67	1 25.00	0 0.00	9 19.57
6 OR	1 10.00	2 10.53	0 0.00	0 0.00	0 0.00	3 6.52
Total	10 100.00	19 100.00	6 100.00	4 100.00	7 100.00	46 100.00

Pearson chi2(8) = 4.8517 Pr = 0.773
Cramer's V = 0.2296
N = 46

APPENDIX D

TABLE 12

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND
BY COLLEGE MAJOR (MAJOR = OTHER)

MAJOR = OTHER

FOUNDED COMPLAINT	COLLEGE HOURS				Total
	1-30	31-60	61-90	121+	
0 - 2	0 0.00	3 75.00	4 80.00	4 100.00	11 78.57
3 - 5	1 100.00	0 0.00	1 20.00	0 0.00	2 14.29
6 OR	0 0.00	1 25.00	0 0.00	0 0.00	1 7.14
Total	1 100.00	4 100.00	5 100.00	4 100.00	14 100.00

Pearson chi2(6) = 9.9273 Pr = 0.128
Cramer's V = 0.5954
N = 14

APPENDIX D

TABLE 13

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND BY
SATISFACTION LEVEL (SATISFACTION = STRONGLY AGREE)

SATISFACTION = STRONGLY AGREE

EVALUATION (COMBINED)	COLLEGE HOURS					Total
	1-30	31-60	61-90	91-120	121+	
EXCEEDS STANDARDS	1 20.00	2 33.33	1 25.00	1 100.00	1 33.33	6 31.58
EXCEEDS STD -COMPETENT	1 20.00	0 0.00	0 0.00	0 0.00	0 0.00	1 5.26
COMPETENT	1 20.00	4 66.67	3 75.00	0 0.00	2 66.67	10 52.63
MEETS MIN. STANDARDS	2 40.00	0 0.00	0 0.00	0 0.00	0 0.00	2 10.53
Total	5 100.00	6 100.00	4 100.00	1 100.00	3 100.00	19 100.00

Pearson $\chi^2(12) = 12.4133$ Pr = 0.413
Cramer's V = 0.4667
N = 19

APPENDIX D

TABLE 14

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND
BY SATISFACTION LEVEL (SATISFACTION = AGREE)

SATISFACTION = AGREE

EVALUATION (COMBINED)	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
EXCEEDS STANDARDS	0 0.00	0 0.00	6 35.29	1 11.11	1 50.00	1 20.00	9 20.00
EXCEEDS STD -COMPETENT	0 0.00	0 0.00	0 0.00	2 22.22	0 0.00	0 0.00	2 4.44
COMPETENT	3 100.00	9 100.00	11 64.71	6 66.67	0 0.00	4 80.00	33 73.33
COMPETENT- MIN. STDS.	0 0.00	0 0.00	0 0.00	0 0.00	1 50.00	0 0.00	1 2.22
Total	3 100.00	9 100.00	17 100.00	9 100.00	2 100.00	5 100.00	45 100.00

Pearson chi2(15) = 38.0315 Pr = 0.001
Cramer's V = 0.5308
N = 45

APPENDIX D

TABLE 15

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND BY
SATISFACTION LEVEL (SATISFACTION = DISAGREE)

SATISFACTION = DISAGREE

EVALUATION (COMBINED)	COLLEGE HOURS					Total
	NONE	1-30	31-60	91-120	121+	
EXCEEDS STANDARDS	0 0.00	0 0.00	2 100.00	0 0.00	0 0.00	2 33.33
EXCEEDS STD -COMPETENT	1 100.00	0 0.00	0 0.00	0 0.00	0 0.00	1 16.67
COMPETENT	0 0.00	1 100.00	0 0.00	1 100.00	1 100.00	3 50.00
Total	1 100.00	1 100.00	2 100.00	1 100.00	1 100.00	6 100.00

Pearson chi2(8) = 12.0000 Pr = 0.151
Cramer's V = 1.0000
N = 6

APPENDIX D

TABLE 16

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY PERFORMANCE EVALUATIONS AND BY
SATISFACTION LEVEL (SATISFACTION = STRONGLY DISAGREE)

SATISFACTION = STRONGLY DISAGREE

EVALUATION (COMBINED)	COLLEGE HOURS		Total
	1-30	31-60	
COMPETENT	1 100.00	1 100.00	2 100.00
Total	1 100.00	1 100.00	2 100.00

APPENDIX D

TABLE 17

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND BY SATISFACTION
LEVEL (SATISFACTION = STRONGLY AGREE)

SATISFACTION = STRONGLY AGREE

FOUNDED COMPLAINT	COLLEGE HOURS					Total
	1-30	31-60	61-90	91-120	121+	
0 - 2	4 80.00	3 60.00	3 75.00	1 100.00	4 100.00	15 78.95
3 - 5	1 20.00	1 20.00	1 25.00	0 0.00	0 0.00	3 15.79
6 OR	0 0.00	1 20.00	0 0.00	0 0.00	0 0.00	1 5.26
Total	5 100.00	5 100.00	4 100.00	1 100.00	4 100.00	19 100.00

Pearson chi2(8) = 4.4333 Pr = 0.816
Cramer's V = 0.3416
N = 19

APPENDIX D

TABLE 18

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND
BY SATISFACTION LEVEL (SATISFACTION = AGREE)

SATISFACTION = AGREE

FOUNDED COMPLAINT	COLLEGE HOURS						Total
	NONE	1-30	31-60	61-90	91-120	121+	
0 - 2	2 66.67	3 37.50	12 80.00	5 71.43	2 100.00	4 100.00	28 71.79
3 - 5	1 33.33	3 37.50	1 6.67	2 28.57	0 0.00	0 0.00	7 17.95
6 OR	0 0.00	2 25.00	2 13.33	0 0.00	0 0.00	0 0.00	4 10.26
Total	3 100.00	8 100.00	15 100.00	7 100.00	2 100.00	4 100.00	39 100.00

Pearson $\chi^2(10) = 10.2823$ Pr = 0.416
Cramer's V = 0.3631
N = 39

APPENDIX D

TABLE 19

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND
BY SATISFACTION LEVEL (SATISFACTION = DISAGREE)

SATISFACTION = DISAGREE

FOUNDED COMPLAINT	COLLEGE HOURS				Total
	NONE	1-30	31-60	121+	
0 - 2	1 100.00	1 50.00	1 50.00	1 100.00	4 66.67
3 - 5	0 0.00	1 50.00	1 50.00	0 0.00	2 33.33
Total	1 100.00	2 100.00	2 100.00	1 100.00	6 100.00

Pearson chi2(3) = 1.5000 Pr = 0.682
Cramer's V = 0.5000
N = 6

APPENDIX D

TABLE 20

CROSS-TABULATION OF OFFICERS IN STUDY GROUP BY
COLLEGE HOURS BY NUMBER OF FOUNDED COMPLAINTS AND BY
SATISFACTION LEVEL (SATISFACTION = STRONGLY DISAGREE)

SATISFACTION = STRONGLY DISAGREE

FOUNDED COMPLAINT	COLLEGE HOURS			Total
	1-30	31-60	121+	
0 - 2	1 100.00	0 0.00	1 100.00	2 66.67
3 - 5	0 0.00	1 100.00	0 0.00	1 33.33
Total	1 100.00	1 100.00	1 100.00	3 100.00

Pearson chi2(2) = 3.0000 Pr = 0.223
Cramer's V = 1.0000
N = 3

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