

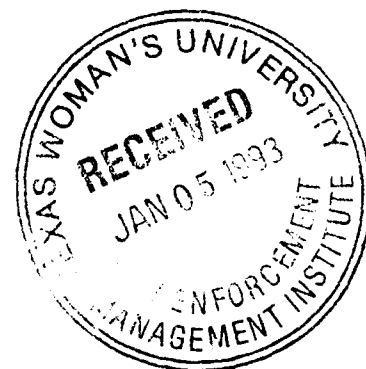
LAW ENFORCEMENT MANAGEMENT INSTITUTE

A SURVEY OF LAW ENFORCEMENT AGENCIES THAT  
ARE ACCREDITED OR IN THE SELF-ASSESSMENT PHASE OF  
THE ACCREDITATION PROCESS, AS PROVIDED BY THE COMMISSION  
ON ACCREDITATION FOR LAW ENFORCEMENT AGENCIES INC.

A RESEARCH PAPER  
SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
MODULE III

BY

LT. CORKEY SANDEL



COLLEGE STATION POLICE DEPARTMENT  
COLLEGE STATION, TEXAS  
DECEMBER 1992

# 184

Dedicated To

**KENNETH H. MEDEIROS**

August 24, 1940 - November 11, 1992

Executive Director,  
Commission on Accreditation for Law Enforcement Agencies, Inc.

June 1, 1985 - November 11, 1992

## ACKNOWLEDGEMENTS

I would like to acknowledge the following individuals without whose help this paper would not have been possible.

Dr. Walt Stenning, Professor, Texas A&M University, Department of Education, Curriculum, and Instruction. For his encouragement in undertaking this type of research and for his valuable assistance in developing the research instrument.

CALEA Staff - For their review and valuable suggestions regarding the research instrument.

Lt. Mike Buckley, Texas A&M University Police Department, for helping me enter the research data and developing the statistical analysis.

To all those agencies who took time to complete and return a lengthy questionnaire.

## TABLE OF CONTENTS

Introduction . . . . .	1
Overview of Accreditation . . . . .	3
Methodology . . . . .	6
Demographics . . . . .	7
Findings . . . . .	11
Conclusions . . . . .	19
Appendix . . . . .	Copy of Research Instrument

## INTRODUCTION

Anyone closely involved in law enforcement during the past several years will be familiar with the term “law enforcement accreditation”. For brevity, in this paper the term “law enforcement accreditation” will often be referred to simply as “accreditation”. For the reader not familiar with accreditation, it is a process by which law enforcement agencies can receive accredited status through voluntary compliance with a set standards promulgated by the Commission on Accreditation for Law Enforcement Agencies, Inc., referred to in this paper as CALEA. Accreditation for a law enforcement agency can be compared to accreditation for an educational institution or hospital. It means that a particular agency has complied with a set of professional standards that have been developed by recognized experts in the field through accepted research methods.

Even though accreditation has been with us for more than a decade, many law enforcement agencies have chosen not to be a part of the process. The reasons for this reluctance or refusal are many. They range from limitations imposed by manpower and budget restraints to fear of “outside” control. As an accreditation manager for five years I have heard a lot of arguments for and against law enforcement accreditation. I have come to the conclusion that a lot of the reluctance stems from simply not fully understanding accreditation.

While the number of accredited agencies has continually increased, this number is small compared to the total number of law enforcement agencies in the country. Many law enforcement executives and officers have doubts about the value of the process. Although CALEA has done an excellent job of publishing information, the accreditation process and its benefits, and numerous articles have been written regarding the

experiences of different agencies while becoming accredited, I have found no empirical study limited to those agencies that are either currently accredited or in the self-assessment phase of the accreditation process.

The purpose of my study was to develop information based on empirical research of those agencies that are accredited and that are in the self-assessment phase of accreditation. It is hoped that the information developed from this research will serve two primary purposes.

1. To provide valuable insights to those agencies that are considering entering the accreditation process. Topics including voluntary submission to the process, employee training on accreditation, what employees like and dislike about the program, and unusual or unexpected costs incurred are but a few of the areas covered by the this study. This study should also benefit CALEA in the development of plans and strategies by providing insight into how agencies feel about the process, perceived strengths and weaknesses of the program, and areas of perceived inequity, if any. This research is designed to provide some information on the type of technology being applied to the accreditation process which can benefit both the agency considering accreditation and CALEA, which could take advantage of the technology currently being used.
2. To confirm my belief that those law enforcement agencies who have chosen to participate in the accreditation will feel that their agencies are more professional because of that participation and that the rewards are worth the efforts.

## OVERVIEW OF THE ACCREDITATION PROCESS

The creation of CALEA occurred in 1979, through the combined efforts of The International Association of Chiefs of Police (IACP), The National Organization of Black Law Enforcement Executives (NOBLE), The National Sheriffs Association (NSA), and The Police Executive Research Forum (PERF).<sup>1</sup> After being allocated approximately \$1.5 million as seed money from the Law Enforcement Administration (LEAA) to initiate standards development and an accreditation process for law enforcement, these four organizations proceeded to achieve this goal.

CALEA held its first organizational meeting in December, 1979, and began to develop standards by which all types of law enforcement agencies could come into compliance on a voluntary basis. The standards were designed for four primary purposes (1) increase law enforcement agency capabilities and to prevent and control crime; (2) increase agency effectiveness and efficiency in the delivery of law enforcement services; (3) increase cooperation and coordination with other law enforcement agencies and with other agencies of the criminal justice system; and (4) increase citizen and employee confidence in the goals, objectives, policies, and practices of the agency.<sup>2</sup>

The Commission is made up of twenty-one members which includes eleven members from law enforcement organizations and ten members from the private and public sectors of society. Members are appointed for three year terms and each member is selected by the unanimous consent of the four founding associations.<sup>3</sup> CALEA was incorporated August 12, 1980, and a final draft of accreditation standards was approved on May 1, 1982.<sup>4</sup> These standards were subsequently submitted to selected law enforcement agencies and individuals for review, comments, and suggestions. In addition, the

standards were field tested by 350 law enforcement agencies of varying type and size in all 50 states. Based upon input and field testing, the standards were amended and approved by CALEA in April of 1983. The number of standards were reduced from 1012 to 944 and the first edition of the standards manual was produced. At the present time, there are a total of 922 standards.

Not all standards apply to every agency that is seeking accreditation. The applicability of standards depends on agency size and function. Normally, the smaller the agency, the lower the number of standards that apply. However, even a small agency that performs many functions, such as operating a holding facility, courtroom security, and contractual agreements for law enforcement services may be required to comply with as many or possibly more standards than a much larger agency.

For this purpose, agencies are classified into six size categories (A-F) according to the total number of personnel employed. The breakdown for these size categories is as follows: (A) 1-9; (B) 10-24; (C) 25-49; (D) 50-199; (E) 200-999; and (F) 1,000 and over.<sup>5</sup> Also, if an agency does not perform a function covered by a set of standards, that agency is not required to comply with those standards. For example, an agency that does not provide courtroom security, would not be held accountable for the standards which address courtroom security.

Law enforcement agencies wishing to be accredited by CALEA must complete a five step process. These steps are: (1) Complete an application for accreditation which CALEA uses to determine the agency's eligibility to enter the process. Once eligibility is confirmed, a contract is signed between CALEA and the agency. (2) Complete an agency profile questionnaire. This is used by CALEA to determine the size, jurisdiction, and functions of the agency, which in turn determines the standards which will be applicable



to that agency. (3) Conduct a self-assessment process by which the agency determines whether or not it is in compliance with all of the applicable standards. During this phase, the agency will prepare a folder on each individual standard which will contain proof that the agency is in compliance with that standard. (4) Have an on-site assessment by a team of assessors selected by CALEA. This assessment usually lasts from two to four days depending upon agency size and consists of an exhaustive review of the proofs of compliance to determine if the agency is actually in compliance with all applicable standards. (5) A Commission review of the results of the on-site assessment. Based upon the results of this review, the members of the Commission will either grant accredited status to the agency or defer accreditation until such time when all standards have been complied with. If deferred, they will inform the agency as to what it must do to come into compliance.

A fee is required of agencies entering the accreditation process. This fee ranges from \$5,500 to \$22,000 depending on the size of the agency. CALEA has developed several options for the payment of this fee. Accreditation is granted for a five year period which at the end of, the agency must be re-accredited. This requires the payment of another fee and another on-site assessment. The fee will be the current one for initial accreditation of an agency of corresponding size. Fees are used by CALEA to cover administrative costs and to cover the cost of the on-site visit. Fees are adjusted from time to time to reflect rising costs of operations.

Since its inception, law enforcement accreditation has gained in popularity and acceptance, however, not to the degree that may have been hoped for or expected. There are approximately 200 accredited agencies and over 700 in the self-assessment phase of the process. Many people in law enforcement have long known that in order for

enforcement to move from a vocation to a profession, there must be a vehicle to bring about consistency, accountability, and professional operating standards and procedures. Three major blue-ribbon police commissions -- the President's Commission on Law Enforcement and Administration of Justice (1967), the American Bar Association's Standards Relating to the Urban Police Function (1973, 1980), and the National Advisory Commission on Criminal Justice Standards and Goals (1973) made recommendations that addressed police/community relations, personnel matters, innovations, and police organization and management. All three of these commissions had an important impact in spawning law enforcement accreditation.<sup>6</sup> Increased litigation, higher police liability insurance rates, and public demand for more effective and efficient delivery of law enforcement services are incentives for law enforcement executives to seek out professional standards and methods of operation.

## **METHODOLOGY**

**Instrumentation:** My research was conducted through the distribution of a research questionnaire of 51 items. This instrument was developed with the assistance of Dr. Walt Stenning, Professor, Texas A&M University, Department of Education Curriculum and Instruction. After several revisions, the instrument was sent to CALEA for their input. Some suggestions were received that were implemented into the instrument. Not long after my instrument was sent to CALEA for their review, a very similar but less detailed instrument was distributed by CALEA to agencies in the accreditation process.

**Population Sample:** I chose as my research sample the entire population of accredited agencies and those in the self assessment process. This included 164 accredited agencies and 418 agencies in self assessment, for a total of 582 agencies surveyed.

**Return Rate:** The survey questionnaire was mailed to these 582 agencies in January and February of 1991. Two hundred and twenty-four agencies responded, for a return rate of 38.5%. The return rate according to agency size was as follows:

## DEMOGRAPHICS

### Agency Size:

<u>Agency Size</u>	<u>Surveys Returned</u>	<u>Accredited</u>	<u>In Self-Assessment</u>
A	1	0	1
B	8	2	6
C	36	10	26
D	102	44	58
E	64	36	28
F	<u>13</u>	<u>8</u>	<u>5</u>
	224	100	124

Questionnaires were returned from 43 states plus Canada. States with the highest return rates were: Florida (24); Texas (18); Illinois (17) Ohio (13); Georgia (10); and Virginia (10).

### Sworn and Civilian Employees:

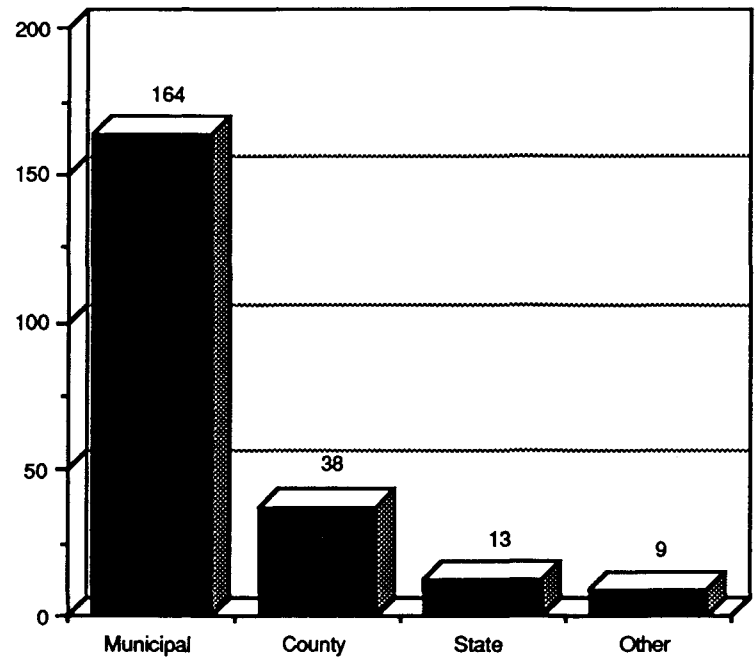
Responding agencies ranged in the number of sworn employees from a minimum of 1 to a maximum of 2123. The mean number was 201 and the median was 82.

The number of civilian employees ranged from 0 to 1030. The mean number was 75 and the median was 27.5.

**Agency Type:**

**Graph 1**

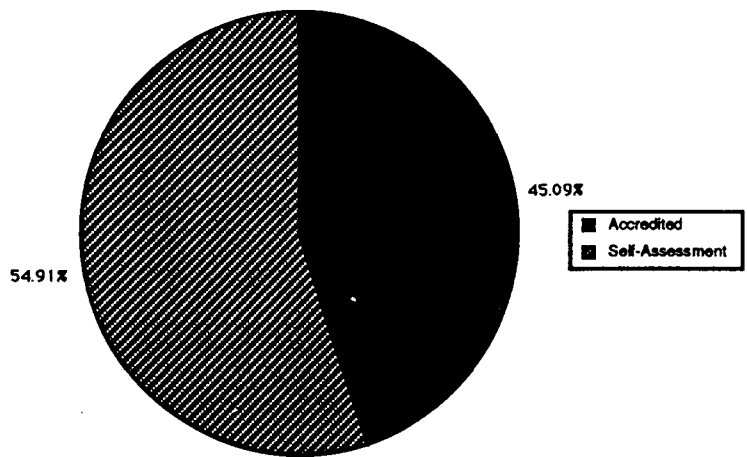
**Responses by Agency Type**



**Agency Status:**

**Graph 2**

**Responses by Agency Status**



As can be seen by these two graphs, the highest number of responses was from municipal agencies, 73.2% and from agencies in self-assessment, 54.9%.

**Number of Employees Assigned to Work on Accreditation:**

Responding agencies were asked how many employees were assigned to work on accreditation full-time and part-time. They were asked the number of these employees when the agency first entered the accreditation process and the number currently used. The results are shown in Table 1 below. The column "No." represents the number of responses received.

Table 1  
Beginning of Process

Full-Time	No.	Part-Time	No.
0	59	0	89
1	115	1	62
2 to 5	49	2 to 5	50
Over 5	1	Over 5	23

Present

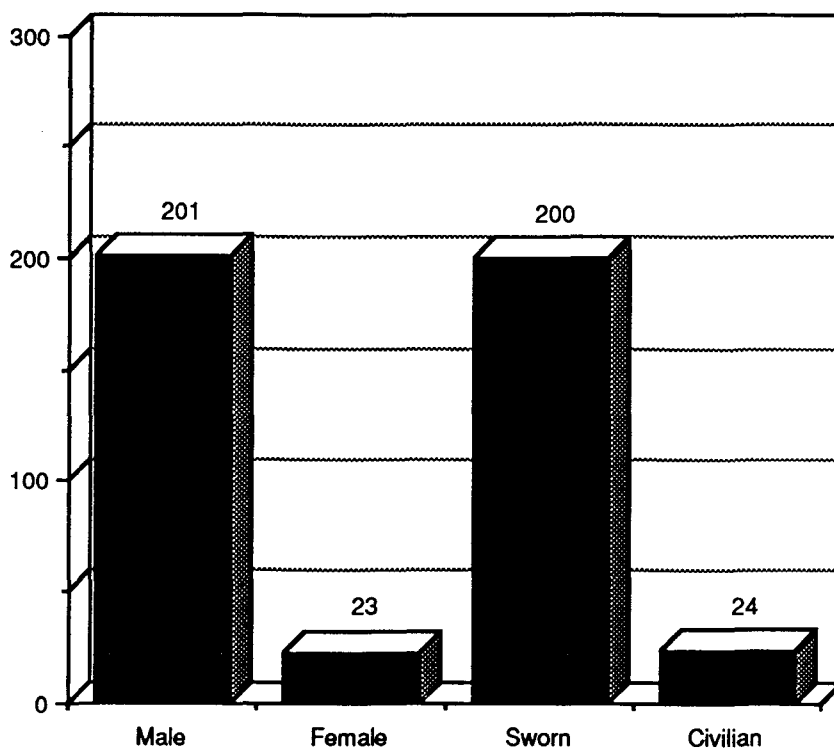
Full-Time	No.	Part-Time	No.
0	83	0	77
1	101	1	80
2 to 5	39	2 to 5	55
Over 5	1	Over 5	12

As indicated by this table, one full-time employee with the help of one or more part-time employees appears to be the norm. Except in the smaller agencies, a full-time person is necessary to coordinate the multitude of tasks and assignments that will be required to accomplish the process. Often assigning the responsibility of accreditation manager as an additional task to an already busy employee will lead to unnecessary stress and frustration, this will extend the time necessary to complete the process.

The assignment of the accreditation manager is a key ingredient to the successful

completion of the program, and should not be taken lightly. The person assigned this responsibility must be self-motivated, able to work with others (of higher and lower rank) to get tasks completed, well-organized, and able to communicate clearly in writing and able speaking. Above all, this person must feel accreditation will benefit the agency and have a desire to serve in the capacity.

Graph 3

**Sex & Sworn/Civilian Status of Accreditation Manager**

As indicated by the graph above, there is almost an exact correlation between the number of male accreditation managers and sworn accreditation managers, and female accreditation managers and civilian accreditation managers.

### **Rank of Accreditation Manager:**

The rank of the person serving as accreditation manager ranged from the chief executive officer of the agency to patrolman. The most frequently cited rank of accreditation managers was that of lieutenant (24.1%) followed by the rank of corporal or sergeant (14.7%). An interesting note is that on the question of the rank of the accreditation manager, 37.9% of the respondents did not answer.

### **Rank of Person Accreditation Manager Reports to:**

When asked the rank of the person the accreditation manager reported to, 66.1% indicated the chief executive officer. This was followed by 11.2% reporting to a deputy chief or major, and 10.7% reporting to a captain. Only 1.3% reported to a person below the rank of sergeant.

## **FINDINGS**

### **General**

#### **Factors Prompting the Agency to Enter Into the Accreditation Process:**

<u>Factor</u>	<u>None</u>	<u>Little</u>	<u>Average</u>	<u>Much</u>	<u>No Response</u>	<u>Total</u>
Agency Recognition/Prestige	2	5	66	149	2	224
Reduced Liability	5	25	95	98	1	224
Savings on Insurance	52	55	75	39	3	224
Sound Policy & Procedures	1	10	55	156	2	224
Political Pressure	140	47	23	7	7	224

This table demonstrates that the two primary factors prompting an agency to enter the

accreditation process were the written policy and procedures required by accreditation (156 agencies), and the recognition and prestige that would result from becoming accredited (149 agencies).

### **Training on Accreditation:**

When asked about the methods used to train employees regarding accreditation, a majority of the responding agencies indicated they used multiple training methods, including roll call training, scheduled in-service training, the CALEA accreditation video, and other methods. It is significant that 159 of the 224 respondents indicated they provided employee training when the agency first entered the accreditation process while 175 indicated that they now provide accreditation orientation to all newly hired employees.

### **Employee Understanding of the Accreditation Process:**

When asked whether or not employees understood the accreditation process, 38.4 % of the respondents indicated that they did not. This coincides closely with the 40.6% “no” response to the question of whether or not employees understood why the agency was going through the process.

These responses lead me to question the effectiveness of the training previously mentioned. Employee understanding of, and commitment to the accreditation process is a vital key to its success. It is therefore advisable that initial and on-going training be implemented. The need for instruction is further reinforced by the “no” answer given by 27.7% of the respondents when asked whether or not most employees understood the accreditation process.



**The Single Most Frequently Cited Employee Support for Accreditation:**

Table 3

<u>Support Cited</u>	<u>Number</u>	<u>Percent</u>
Set of Guidelines/Policy/Procedures	110	49.1
Better Organized/More Professional	29	12.9
Equipment Enhancements	13	5.8
None	9	4.0
Accountability of Middle Management	8	3.6
Liability Protection	5	2.2
Increased Training	4	1.8
More Pay or Benefits	2	.9
Other	32	14.2
No Response	<u>12</u>	<u>5.4</u>
	224	100.0

Table 3 lists those things employees most often mentioned in favor of accreditation. The two most mentioned supports for accreditation (written policy and professional status) correlate closely to the responses shown in table 2 for the reasons given by the agency for entering the accreditation process.

**The Single Most Frequently Cited Employee Complaint About Accreditation:**

A total of 44.6% of the respondents cited paperwork required by the process as the major employee complaint. Accreditation does require a considerable amount of documentation and reports. In the beginning, this could cause a large degree of frustration, especially to those who have not been accustomed to documentation and accountability. The next most often cited employee complaint (10.7%) was that accreditation brought about too many rules, and a "big brother" atmosphere. Unfortunately, even among the employees of those agencies who are involved in the accreditation process, there are still those who feel that no policy is the best policy. Other areas mentioned as employees complaints were costs and

constant change.

### Support and Understanding of Costs:

Table 4  
Overall Degree of Support For Accreditation

<u>Group</u>	<u>None</u>	<u>Little</u>	<u>Average</u>	<u>Much</u>	<u>No Response</u>	<u>Total</u>
Command Staff	0	21	87	115	1	224
Supervisory Officers	2	38	144	39	1	224
Line Officers	10	57	143	11	3	224
Supervisory Civilian	7	49	122	25	21	224
Line Civilian	16	66	118	9	15	224

Table 5

The Level of Understanding Regarding Costs, Both in Money and Manpower

<u>Group</u>	<u>None</u>	<u>Little</u>	<u>Average</u>	<u>Much</u>	<u>No Response</u>	<u>Total</u>
Command Staff	9	80	78	56	1	224
Supervisory Officers	42	107	54	20	1	224
Line Officers	84	109	22	5	4	224
Supervisory Civilian	67	89	32	11	25	224
Line Civilian	96	89	18	2	19	224

Tables 4 and 5 illustrate the highest level of support and understanding of costs, comes from command staff. This is most likely due to their intimate involvement in the planning and implementation of the process. However, as we go down the chain of command, support and understanding decrease. These results further reinforce the need for training concerning the accreditation process, especially in the lower levels of the organization.

On the subject of costs, 40.6% of the responding agencies indicated they incurred unusual or unexpected costs related to accreditation. These costs included such things as required equipment and supplies, printing and copy costs, manpower, and facility renovations or alterations.

It would be wise for the agency considering accreditation to carefully review the accreditation standards to see what costs may be incurred. Special attention should be given

to the areas relating to the holding facility and property/evidence.

**The Standards:**

Table 6		
Too Many Unreasonable	6	2.7
Some Unreasonable but Majority Reasonable	89	39.7
All Are Fair and Reasonable	126	56.3
No Response	<u>3</u>	<u>1.3</u>
	224	100.0

Table 6 shows the results when respondents were asked whether they felt the standards required of an agency their size were fair and reasonable. While the majority felt that all standards were fair and reasonable, a sizeable number (39.7%) felt that some of the standards were unreasonable for an agency their size. In addition, 26.3% indicated they felt there were some standards with which they could comply with on paper but which they could not realistically comply with on an operational basis.

The Standards are under continual review by CALEA. Over the years there have been many additions, deletions, and revisions to those standards. CALEA relies on input from participating agencies, especially state accreditation coalitions, regarding those areas which present a problem.

When asked whether or not the CALEA process of standards review and revision were adequate, 72.3% of the respondents answered in the affirmative and 23.7% in the negative. Some of the comments from those agencies who felt that the process was not adequate indicated a feeling that CALEA relies too heavily on accredited agencies for input and not enough on those in self-assessment. It was also mentioned that there was not enough time given for agencies to study proposed changes, and submit comments,

before they were made.

When asked about the process of developing new standards, 83.0% of the responding agencies felt the process was adequate.

### **State Accreditation Coalitions and PACS:**

Of those agencies responding to the survey questionnaire, 81.3% indicated their state had a support organization or PAC for agencies working on accreditation. However, only 74.6% said their agency was an active member in that organization.

For those agencies entering the accreditation process, active participation in a state coalition or PAC will save considerable time and energy. The ideas, information, and resources available from other agencies will more than compensate for the time spent.

### **Technology Responses**

Several survey questions pertained to the type of computerization used by agencies to maintain and monitor the accreditation process. Personal computers were used by 54.5% of the agencies, mini/mainframe computers by 10.3%, and both types of computers were used by 23.7%.

It is difficult to conceive of a task as complex as accreditation being approached without the use of computers. However, some agencies have successfully completed the program without computerization. With the low cost of personal computers and the increased productivity they provide in the areas of document creation, tracking, and database management, substantial savings in manpower and frustration should be realized by their

use. Many agencies use accreditation specific software provided by CALEA, or private vendors, while others use a combination of PC software packages to accomplish the task.

### Questions Specific To Accredited Agencies

Several questions on the survey instrument were directed to those agencies that were already accredited. Tables 7 and 8 below show the results when asked what was the greatest benefit and greatest problem from having obtained accredited status.

Table 7

<u>Benefit</u>	<u>Number</u>	<u>Percent</u>
Management Tool/Sound Written Directives	43	43.0
Improved Image/Professional Status	21	21.0
Pride and Accomplishment	12	12.0
Other	7	7.0
Proactive Management Philosophy	3	3.0
Reduced Liability/Lawsuits	3	3.0
Accountability Within the Organization	2	2.0
No Response	<u>9</u>	<u>9.0</u>
	100	100.0

Table 8

<u>Problem</u>	<u>Number</u>	<u>Percent</u>
Maintaining On-Going Compliance	41	41.0
Time/Workload Involved	15	15.0
None	8	8.0
Maintaining Commitment From Employees	8	8.0
Maintaining Sufficient Budget	3	3.0
Training Requirements	2	2.0
Other	7	7.0
No Response	<u>16</u>	<u>16.0</u>
	100	100.0

The results in Table 7 showing the greatest benefit to be sound policy and procedures coincides with Table 3 and demonstrates what employees liked most about accreditation

was the fair and workable written directive system mandated by accreditation. Most employees want written direction and guidelines. They also want to know the parameters in which they are allowed to operate. They want to know when they can use discretion and when they cannot. Too often it is management that will shy from the accountability and responsibility created by an equitable written directive system.

The 41.0% response as shown in Table 8 shows that maintaining on-going compliance with accreditation standards to be the biggest problem also coincides with the previous response that paperwork was the most cited employee complaint about the process. On-going compliance requires a lot of paperwork. There are daily, monthly, quarterly, semi-annual, annual, and bi-annual reports. There are documented line and staff inspections, facility inspections, and vehicle inspections. There are organizational charts to be reviewed and revised, annual review of policy and procedures, etc. The list goes on. One thing is certain - accreditation is not a process in which you send in your money, get a plaque to hang on the wall, and it is over. An agency will work very hard to achieve accredited status and the prestige that comes with it. That agency will work just as hard maintaining the professional status brought about by accreditation.

When accredited agencies were asked the question "If your agency was not accredited, would you recommend it enter the process", 64.0% responded yes and only 3.0% responded no. Surprisingly, 33.0% of the accredited agencies did not answer this question. The reasons for the non-response to this question are unknown to this writer.

## CONCLUSIONS

The research presented here by no means answers all the questions which might arise concerning the accreditation process. It is the hope of this writer that enough information has been presented that those agencies considering accreditation may gain some insight which will allow them to make proper decisions.

Some things are evident according to this study. Those agencies involved in accreditation feel that it is worthwhile, that they are a better, more professional agency because of it. A good written directive system or policy and procedure manual is one of the things agencies like most about accreditation. The workload and amount of paperwork is one of the things they like least.

I feel that this study reveals that one of the keys to smooth sailing in the accreditation process is training employees, at all levels, about accreditation. Before commitment can come about, one must feel that the rewards are worth the effort. These rewards need not always be tangible, but they must be there. Belief in accreditation must be there, from the highest to the lowest level in the organization. It cannot be an "administrative project" and succeed.

The accreditation process is not perfect. CALEA is not perfect. But, much like democracy, while not perfect, it is certainly better than the alternative. It is no easy task to administer a national program involving so many varied agencies. Do changes need to be made? Surely there is always room for improvement. In my five years as accreditation manager I found CALEA responsive to the needs of those agencies involved in the process. Needed change can best be accomplished through working together with CALEA, not against it. State accreditation coalitions can have significant impact on the

future of accreditation.

Accreditation is here to stay. An increasingly educated and sophisticated public will demand it. We can either police ourselves by working together and with CALEA to make it work or we can have it mandated to us at the state and or federal level without the input and control we now have. In an article that appeared in the September 1992 *Law and Order* magazine, the executive director of CALEA, Ken Medeiros, was quoted as saying "We in law enforcement must recognize the need for accreditation . . . if we don't, someone else will".

In the September 1992 issue of *The Police Chief* magazine, there is an article by IACP President, C. Roland Vaughn III. In this article, "The New Crossroads for Accreditation", Mr. Vaughn expresses several concerns about the accreditation process as it stands today. Mr. Vaughn makes the statement "Is it possible that the process is no longer valid? Why aren't more agencies involved? What can be done to strengthen the process?" Mr. Vaughn goes on to say that a blue ribbon panel has been established by the IACP to examine the accreditation process, identify problems, and offer solutions. As one of law enforcement accreditation's founding organizations, I understand the concern of the IACP. I only hope that the intent of the IACP is to work with CALEA to make accreditation better and not to create an antagonist relationship which could damage the accreditation process. If accreditation as it stands today fails, law enforcement will be set back to a point from which it will take many years to recover.



## ENDNOTES

- <sup>1</sup>Commission on Accreditation for Law Enforcement Agencies, Inc., *Accreditation Program Overview*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1984.
- <sup>2</sup>Commission on Accreditation for Law Enforcement Agencies, Inc., *Accreditation Program Book*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1983.
- <sup>3</sup>Commission on Accreditation for Law Enforcement Agencies, Inc., *Accreditation Program Overview*, Fairfax VA.
- <sup>4</sup>Commission on Accreditation for Law Enforcement Agencies, Inc., *Standards for Law Enforcement Agencies*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1989.
- <sup>5</sup>*Ibid.*, xxi.
- <sup>6</sup>Walker, S. "Setting the Standards - The Efforts and Impact of Blue-Ribbon Commissions on the Police." *Police Leadership in America*. New York: Praeger Publishers

## SOURCES CONSULTED

Allinson, R.S. "Police Accreditation - A New Effort to Set Standards." *Police Magazine*, January 1980, 52-54.

Arthurs, R.E., Jr. "Accreditation - A Small Department's Experience." *FBI Law Enforcement Bulletin*, August 1990, 1-5.

Behan, C.J. "Accreditation Process." *Police Practice in the Nineties: Key Management Issues*, edited by James J. Fyfe, Washington D.C., ICMA, 1989, 124-134.

Breen, M.D. "Department's Management and CALEA." *Law and Order*, September 1988, 79-82.

Speech by J. Broderick. Annual meeting of the American Association of Criminology, Atlanta, Georgia, 2 November 1986.

Clauser, F.J., and G.E. Carpenter. "Law Enforcement Accreditation - Getting It Done." *Police Chief Magazine*, January 1988, 60-62.

Commission on Accreditation for Law Enforcement Agencies, Inc., *Standards for Law Enforcement Agencies*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1989.

\_\_\_\_\_. *Accreditation Program Book*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1983.

\_\_\_\_\_. *Accreditation Program Overview*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1984.

\_\_\_\_\_. *Self-assessment Manual for Agencies Seeking Initial Accreditation*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1988.

\_\_\_\_\_. *Reaccreditation Manual*, Fairfax VA.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1989.

Dicenzo, J. and J. Broderick. "Case Study of Law Enforcement Accreditation." *Police and Law Enforcement*. New York: AMS Press Inc., 1987, 131-143.

Greenberg, S. "Police Accreditation." *Police and Policing: Contemporary Issues*, New York: Praeger Publishers, 1989, 247-256.

Walker, S. "Setting the Standards - The Efforts and Impact of Blue-Ribbon Commissions on the Police." *Police Leadership in America*, New York: Praeger Publishers, 1985, 354-370.

Snow, Robert L. "Accreditation: A 21st Century Necessity?" *Law and Order Magazine*, September 1992, 84-88.

Vaughn, C. Roland, III. "The New Crossroads for Accreditation". *The Police Chief Magazine*, September 1992, 6.

## APPENDIX

1. Date: \_\_\_\_\_
2. Agency size: A B C D E F
3. Total number of personnel: Sworn \_\_\_\_\_ Civilian \_\_\_\_\_
4. Agency type: Municipal County State Other \_\_\_\_\_
5. This agency is: accredited in self-assessment
6. If accredited, month and year of accreditation: \_\_\_\_\_
7. If in self-assessment, date of anticipated accreditation: \_\_\_\_\_
8. Date your agency began working towards accreditation. This is not the date application date or the date the fee was paid but the date when actual work towards meeting the standards, such as policy revisions, personnel changes, etc., started:  
Month \_\_\_\_\_ Year \_\_\_\_\_
9. Number of employees assigned full-time to accreditation at the beginning of the process: \_\_\_\_\_
10. Number of employees assigned part-time to accreditation at the beginning of the process: \_\_\_\_\_
11. Number of employees currently assigned full-time to accreditation: \_\_\_\_\_
12. Number of employees currently assigned part-time to accreditation: \_\_\_\_\_
13. The accreditation manager is: male female
14. The accreditation manager is: sworn civilian If sworn, rank: \_\_\_\_\_
15. The accreditation manager reports directly to: Position \_\_\_\_\_ Rank \_\_\_\_\_

16. What were the primary factors that prompted your agency to enter into the accreditation process? Please rate each item as to its importance in the decision to enter into accreditation.

	Little	Average	Much
a. Agency recognition, prestige, and professional status.	( )	( )	( )
b. Prospect of reduced liability and litigation.	( )	( )	( )
c. Savings on cost of insurance.	( )	( )	( )
d. The sound policy and operating procedures required by accreditation.	( )	( )	( )
e. Political pressures.	( )	( )	( )
f. Other: _____	( )	( )	( )
_____	( )	( )	( )

17. Method used to train employees regarding accreditation.: ( )roll call ( )in-service ( )CALEA video ( )other (Please specify, such as memos, written materials, etc.) \_\_\_\_\_

18. Was the orientation provided when the agency first entered the process? ( )Y ( )N

19. As new employees are hired, are they given accreditation orientation? ( )Y ( )N

20. Do you feel that most of your employees understand the accreditation process? ( )Y ( )N

21. Do you feel that most of your employees understand why the agency is involved in the accreditation process? ( )Y ( )N

22. Do you feel that most of your employees support the agency's involvement in the process? ( )Y ( )N

23. What is the single most frequently cited employee support for accreditation.: \_\_\_\_\_  
 \_\_\_\_\_

24. What is the single most frequently cited employee complaint about accreditation.: \_\_\_\_\_  
 \_\_\_\_\_

25. Please indicate the overall degree of support for accreditation among the following:

<u>Agency</u>	None	Little	Average	Extensive	
a. Command Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Supervisory Officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Line officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Supervisory Civilian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Line Civilian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Governing Entity</u> (Check only those that apply)					<b>Not Involved</b>
f. Mayor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. City Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
h. City Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
i. County Commissioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. When the decision was made to enter into the accreditation process, what do you feel was the level of understanding regarding the costs, both in money and manpower, among the following?

	None	Little	Average	Extensive
a. Command Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Supervisory Officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Line officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Supervisory Civilian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Line Civilian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Were any unusual or unexpected costs incurred as a result of the process?: ( )Y ( )N If yes, please explain:

---



---



---



---



---



---

28. Do you feel that the CALEA standards required of an agency your size are fair and reasonable? Please select one answer.

a.  Too many are unreasonable. Please indicate which standards are unreasonable and why.       

---

---

---

---

---

b.  Some are unreasonable but the majority are reasonable. Please indicate which standards are unreasonable and why.

---

---

---

---

---

c.  All are fair and reasonable for an agency our size.

29. Are there any areas of agency operations not covered by accreditation standards that you feel should be addressed?

Y  N If yes, please indicate those areas. \_\_\_\_\_

---

---

30. Are there standards which you feel your agency cannot realistically comply with on a day to day basis? For example, standards which your agency can show compliance with on paper but are difficult or impossible to comply with in an operational sense.  Y  N

If yes, please list these problem areas: \_\_\_\_\_

---

---

31. Do you feel the current process of standards review and revision is adequate?  Y  N

If no, please list problem areas: \_\_\_\_\_

---

---

32. Do you feel the current process of developing new standards is adequate?  Y  N

If no, please list problem areas: \_\_\_\_\_

---



33. Does your state or region have a support association for agencies working on accreditation? Examples would be associations such as the Texas Accreditation Coalition (TAC) and the Illinois Police Accreditation Coalition (IPAC). ( )Y ( )N  
If yes, please list the association's name: \_\_\_\_\_

34. If yes, is your agency an active member of that organization? ( )Y ( )N

**TECHNOLOGY - Those agencies who have used computers in the accreditation process are asked to complete the following questions.**

35. Did your agency use ( ) personal computers, ( ) mini/mainframe, ( ) both?

36. If both, which was relied on the most? ( )personal computers ( )mini/mainframe

37. If personal computers were used, please describe the type of computer and software used.

Computer: (IBM PC, Macintosh, etc.)

\_\_\_\_\_  
Software: (dBase II, WordPerfect, PageMaker, etc.)  
\_\_\_\_\_  
\_\_\_\_\_

38. Did your agency use:

- a. ( ) a commercially developed software package designed specifically for accreditation,
- b. ( ) a combination of commercial software applications (word processor, database, spreadsheet, etc.)
- c. ( ) other - Specify \_\_\_\_\_

39. Did your agency do any in-house writing of software specifically designed for accreditation? ( )Y ( )N If yes, in what area?

\_\_\_\_\_  
\_\_\_\_\_

40. Please check those items that your agency has computerized.

- ISSR's - Can complete the ISSR on the computer and print a CALEA approved ISSR on a printer.
- Standards Manual - Can view the standards manual on computer and print a single standard per page to be placed in the proof of compliance folder.
- Labels - Can print labels showing standard number for proof of compliance folders.
- Self Assessment Log
- Policy/procedures manual(s)
- Other:

---

---

---

41. Does your agency use any electronic bulletin board such as CompuServe™ or NCJRS™? ( )Y ( )N

42. If yes, please indicate the service(s) used. \_\_\_\_\_

43. Other comments on technology. \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

**ACCREDITED AGENCIES ONLY:**

44. Accreditation standards impact four basic areas: policy and procedures, administration, operations, and support services. Please indicate the areas and degree of accreditation's effect on your agency.

	None	Little	Average	Extensive
a. Policy and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. As an accredited agency, do you feel the benefits of accredited status justify the expenditure of time, manpower, and money required to gain it? Y N Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

46. Please explain the single greatest benefit to your agency from having obtained accredited status: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

47. Please explain the single greatest problem, if any, to your agency from having obtained accredited status: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

48. Has your agency gone through re-accreditation? Y N

49. If yes, were the problems faced in re-accreditation  less difficult,  more difficult,  about the same as those faced in the original accreditation?

50. If no, do you feel your agency will have any difficulty being re-accredited? Y N

51. If your agency was not accredited at this time, would you recommend that it enter the process: Y N